

**COMMON CORE
STATE STANDARDS** FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects

COMMON C

Introduction

**Standards for English Language Arts & Literacy in History/
Social Studies, Science, and Technical Subjects K–5**

Introduction to the Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K–5

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Introduction to the Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K–5

1. The student will be able to identify the main idea and supporting details of a text.
2. The student will be able to analyze the text for its purpose and audience.
3. The student will be able to evaluate the text for its credibility and bias.

They demonstrate independence.

They demonstrate independence by drawing on their own ideas and experiences as well as those of their peers, using relevant facts, definitions, and details to support their ideas and conclusions. They are able to identify and analyze the main ideas and supporting details presented in diverse media and formats, including digital texts, visual media, quantitative data, and multimedia. They are able to identify and analyze the main ideas and supporting details presented in diverse media and formats, including digital texts, visual media, quantitative data, and multimedia. They are able to identify and analyze the main ideas and supporting details presented in diverse media and formats, including digital texts, visual media, quantitative data, and multimedia.

They build strong content knowledge.

They build strong content knowledge by using a variety of tools, resources, and media, including digital technologies, to explore topics in history/social studies, science, and technical subjects. They are able to identify and analyze the main ideas and supporting details presented in diverse media and formats, including digital texts, visual media, quantitative data, and multimedia. They are able to identify and analyze the main ideas and supporting details presented in diverse media and formats, including digital texts, visual media, quantitative data, and multimedia.

They respond to the varying demands of audience, task, purpose, and discipline.

They respond to the varying demands of audience, task, purpose, and discipline by adapting their communication, demonstrating a range of writing appropriate to formal academic settings as well as to everyday life, using oral, written, and digital media, and demonstrating a range of writing appropriate to formal academic settings as well as to everyday life, using oral, written, and digital media.

How to Read This Document

Overall Document Organization

The standards are organized into three main sections: **Anchor Standards**, **Disciplinary Standards**, and **Cross-Curricular Standards**. Each section contains a set of standards that are organized into **Grade Bands** (K-5, 6-8, and 9-12). The standards are organized into **Strands** (Reading, Writing, Speaking and Listening, and Language) and **Practices** (Reading, Writing, Speaking and Listening, and Language).

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STANDARDS FOR

English Language Arts

&

**Literacy in History/Social Studies,
Science, and Technical Subjects**

K-5

College and Career Readiness Anchor Standards for Reading

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1. Cite specific textual evidence to support analysis of what a text says explicitly as well as inferences drawn from that text.
- 2. Analyze how major ideas develop over the course of the text, how they are related to one another, and how they are supported by evidence.
- 3. Analyze the main ideas and supporting details presented in diverse media and formats, including visually and quantitatively, as well as in digital media.

Craft and Structure

- 4. Analyze the structure an author uses to organize a text, to build an argument, to show a process or analyze a subject.
- 5. Analyze how an author uses rhetoric to persuade.
- 6. Analyze the main ideas and supporting details presented in diverse media and formats, including visually and quantitatively, as well as in digital media.

Integration of Knowledge and Ideas

- 7. Analyze multiple perspectives on a topic or issue, recognizing that some perspectives are dominant or more prevalent than others.
- 8. Analyze the main ideas and supporting details presented in diverse media and formats, including visually and quantitatively, as well as in digital media.
- 9. Analyze the main ideas and supporting details presented in diverse media and formats, including visually and quantitatively, as well as in digital media.

Range of Reading and Level of Text Complexity

- 10. Read and comprehend texts from a range of disciplines and media.

Read and comprehend texts from a range of disciplines and media.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all

1. Analyze how major ideas develop over the course of a text, describing how evidence is used to develop those ideas.

Grade 3 students: **Grade 4 students:** **Grade 5 students:**

Key Ideas and Details

| | | |
|--|--|--|
| <p>1. Analyze how major ideas develop over the course of a text, describing how evidence is used to develop those ideas.</p> | <p>1. Analyze how major ideas develop over the course of a text, describing how evidence is used to develop those ideas.</p> | <p>1. Analyze how major ideas develop over the course of a text, describing how evidence is used to develop those ideas.</p> |
| <p>1. Analyze how major ideas develop over the course of a text, describing how evidence is used to develop those ideas.</p> | <p>1. Analyze how major ideas develop over the course of a text, describing how evidence is used to develop those ideas.</p> | <p>1. Analyze how major ideas develop over the course of a text, describing how evidence is used to develop those ideas.</p> |
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Anchor Standard: Foundational Skills

Anchor Standard: Foundational Skills. This standard is designed to build students' knowledge and skills in the area of reading and writing. It includes the following sub-standards:

- 1. Letter Recognition
- 2. Phonological Awareness
- 3. Print Concepts
- 4. Fluency
- 5. Vocabulary Acquisition and Use

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

| Kindergartners: | Grade 1 students: |
|--|--|
| Print Concepts | |
| <ul style="list-style-type: none"> 1. Know that each letter represents a sound. 2. Know that words are written from left to right. 3. Know that words are separated by spaces. 4. Know that punctuation marks are used to separate sentences. 5. Know that the first letter of a sentence is capitalized. 6. Know that the end of a sentence is marked with a period. | <ul style="list-style-type: none"> 1. Know that each letter represents a sound. 2. Know that words are written from left to right. 3. Know that words are separated by spaces. 4. Know that punctuation marks are used to separate sentences. 5. Know that the first letter of a sentence is capitalized. 6. Know that the end of a sentence is marked with a period. |
| Phonological Awareness | |
| <ul style="list-style-type: none"> 1. Recognize and name the individual sounds that make up words. 2. Blend sounds to form words. 3. Segment words into syllables. 4. Identify the beginning and ending sounds of words. 5. Recognize and name the individual sounds that make up words. 6. Blend sounds to form words. 7. Segment words into syllables. 8. Identify the beginning and ending sounds of words. | <ul style="list-style-type: none"> 1. Recognize and name the individual sounds that make up words. 2. Blend sounds to form words. 3. Segment words into syllables. 4. Identify the beginning and ending sounds of words. 5. Recognize and name the individual sounds that make up words. 6. Blend sounds to form words. 7. Segment words into syllables. 8. Identify the beginning and ending sounds of words. |



College and Career Readiness Anchor Standards for Writing

W.1.1

Write opinion pieces on topics or issues, stating a claim, listing reasons, and providing evidence and support.





Anchor Standard 1: Reading

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|--|--|
| Comprehension and Collaboration | | |
| <p>1. Read and comprehend what is read, including kindergarten topics and texts.</p> <p>1.1. With prompting and support, identify the main topic and retell major ideas of a text read aloud or viewed on a screen.</p> <p>1.2. Ask and answer questions to demonstrate understanding of a text read aloud or viewed on a screen and identify unknown words.</p> <p>1.3. Identify the main topic and retell major ideas of a text read aloud or viewed on a screen.</p> | <p>1. Read and comprehend what is read, including grade 1 topics and texts.</p> <p>1.1. With prompting and support, identify the main topic and retell major ideas of a text read aloud or viewed on a screen.</p> <p>1.2. Ask and answer questions to demonstrate understanding of a text read aloud or viewed on a screen and identify unknown words.</p> <p>1.3. Identify the main topic and retell major ideas of a text read aloud or viewed on a screen.</p> | <p>1. Read and comprehend what is read, including grade 2 topics and texts.</p> <p>1.1. With prompting and support, identify the main topic and retell major ideas of a text read aloud or viewed on a screen.</p> <p>1.2. Ask and answer questions to demonstrate understanding of a text read aloud or viewed on a screen and identify unknown words.</p> <p>1.3. Identify the main topic and retell major ideas of a text read aloud or viewed on a screen.</p> |
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| Kindergartners: | Grade 1 students: | Grade 2 students: |
|-----------------|-------------------|-------------------|
|-----------------|-------------------|-------------------|

| | | |
|--|--|--|
| <p>Knowledge of Language</p> <ul style="list-style-type: none"> • Know and use general academic and domain-specific words and phrases, including those that signal precise actions, objects, and attributes as well as concepts and ideas. | <p>Knowledge of Language</p> <ul style="list-style-type: none"> • Know and use general academic and domain-specific words and phrases, including those that signal precise actions, objects, and attributes as well as concepts and ideas. | <p>Knowledge of Language</p> <ul style="list-style-type: none"> • Know and use general academic and domain-specific words and phrases, including those that signal precise actions, objects, and attributes as well as concepts and ideas. |
|--|--|--|

| Vocabulary Acquisition and Use |
|--------------------------------|
|--------------------------------|

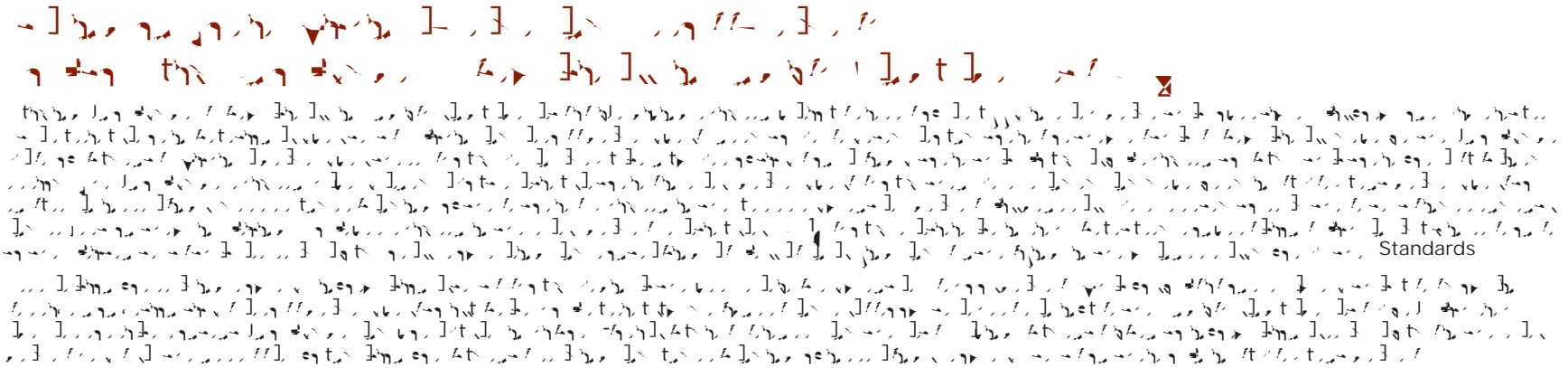
| |
|--|
| <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • Know and use the general meaning of real and made-up words in kindergarten reading and content. <ul style="list-style-type: none"> • Know and use the meaning of the words <i>duck</i> and <i>to duck</i>. • Know and use the meaning of the words <i>less</i>, <i>ed</i>, <i>s</i>, <i>re</i>, <i>un</i>, <i>pre</i>, and <i>ful</i>. |
|--|

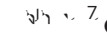




1. *Identify the main topic and support details.*

2. *Identify the main topic and support details.*



| Exemplar Texts on a Topic Across Grades | K | 1 | 2–3 | 4–5 |
|---|---|---|-----|-----|
| <p>The Human Body</p> <p>Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.</p> | <p>The five senses and associated body parts</p> <ul style="list-style-type: none"> • My Five Senses  | | | |



College and Career Readiness Anchor Standards for Reading

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2. Analyze how major ideas develop over the course of the text, how they are introduced and how and why they change.
- 3. Analyze the structure an author uses to organize a text, to present complex ideas and analyze how this structure contributes to effective communication of ideas.

Craft and Structure

- 4. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.
- 5. Analyze how an individual text fits into an overall body of texts and how its ideas and arguments relate to one another.
- 6. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.

Integration of Knowledge and Ideas

- 7. Analyze multiple perspectives on a topic or issue, recognizing that some perspectives are dominant or more prevalent than others.
- 8. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.
- 9. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.

Range of Reading and Level of Text Complexity

- 10. Read and content across a wide range of texts and media.

Read and content across a wide range of texts and media

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.



| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|--|--|--|
| Key Ideas and Details | | |
| <ul style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <ul style="list-style-type: none"> 1. Analyze how major ideas develop over the course of the text, examining how different aspects of the text contribute to the overall meaning and purpose. | <ul style="list-style-type: none"> 1. Analyze how major ideas develop over the course of the text, examining how different aspects of the text contribute to the overall meaning and purpose. | <ul style="list-style-type: none"> 1. Analyze how major ideas develop over the course of the text, examining how different aspects of the text contribute to the overall meaning and purpose. |
| <ul style="list-style-type: none"> 2. Analyze how an individual sentence, paragraph, or section contributes to the overall meaning and purpose of the text. | <ul style="list-style-type: none"> 2. Analyze how an individual sentence, paragraph, or section contributes to the overall meaning and purpose of the text. | <ul style="list-style-type: none"> 2. Analyze how an individual sentence, paragraph, or section contributes to the overall meaning and purpose of the text. |
| Craft and Structure | | |
| <ul style="list-style-type: none"> 1. Analyze how an individual sentence, paragraph, or section contributes to the overall meaning and purpose of the text. | <ul style="list-style-type: none"> 1. Analyze how an individual sentence, paragraph, or section contributes to the overall meaning and purpose of the text. | <ul style="list-style-type: none"> 1. Analyze how an individual sentence, paragraph, or section contributes to the overall meaning and purpose of the text. |
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Anchor Standard: Reading: LITERATURE

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|--|--|--|
| Integration of Knowledge and Ideas | | |
| <p>6-8. Cite specific textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, including analyzing how one or more particular details contribute to the overall meaning and style, and to the author's point of view or purpose.</p> | <p>7-8. Cite specific textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, including analyzing how one or more particular details contribute to the overall meaning and style, and to the author's point of view or purpose.</p> | <p>8-8. Cite specific textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, including analyzing how one or more particular details contribute to the overall meaning and style, and to the author's point of view or purpose.</p> |
| 7 | 7 | 7 |
| <p>7-8. Analyze how an individual, a group, or an institution has used power and influence to effect change in the world.</p> | <p>7-8. Analyze how an individual, a group, or an institution has used power and influence to effect change in the world.</p> | <p>8-8. Analyze how an individual, a group, or an institution has used power and influence to effect change in the world.</p> |
| Range of Reading and Level of Text Complexity | | |
| <p>7-8. Read and comprehend literary texts appropriate for the grade level and independently analyze how an individual, a group, or an institution has used power and influence to effect change in the world.</p> | | |







Grade 6-8 English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Grade 6 students: Grade 7 students: Grade 8 students:

Key Ideas and Details

| | | |
|--|--|--|
| <p>1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing how such things as a particular sentence, paragraph, or section contributes to the overall meaning and style, and to the author's point of view or purpose.</p> | <p>1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing how such things as a particular sentence, paragraph, or section contributes to the overall meaning and style, and to the author's point of view or purpose.</p> | <p>1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing how such things as a particular sentence, paragraph, or section contributes to the overall meaning and style, and to the author's point of view or purpose.</p> |
| <p>2. Analyze how major ideas develop over the course of the text, examining how different aspects of the text contribute to the overall meaning and style, and to the author's point of view or purpose.</p> | <p>2. Analyze how major ideas develop over the course of the text, examining how different aspects of the text contribute to the overall meaning and style, and to the author's point of view or purpose.</p> | <p>2. Analyze how major ideas develop over the course of the text, examining how different aspects of the text contribute to the overall meaning and style, and to the author's point of view or purpose.</p> |
| <p>3. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>3. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>3. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> |

Craft and Structure

| | | |
|--|--|--|
| <p>1. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>1. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>1. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> |
| <p>2. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>2. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>2. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> |
| <p>3. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>3. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>3. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> |
| <p>4. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>4. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> | <p>4. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they contribute to and clarify the text.</p> |

Integration of Knowledge and Ideas

| | | |
|---|---|---|
| <p>1. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>1. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>1. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> |
| <p>2. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>2. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>2. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> |
| <p>3. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>3. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>3. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> |
| <p>4. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>4. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>4. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> |

Range of Reading and Level of Text Complexity

| | | |
|---|---|---|
| <p>1. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>1. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>1. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> |
| <p>2. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>2. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>2. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> |
| <p>3. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>3. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> | <p>3. Analyze multiple perspectives on a topic or issue, assessing how they differ from the claims and supporting evidence in a text.</p> |

1. Cite specific textual evidence that you use to support your analysis. What quotations from the text best support your analysis?



A horizontal rectangular box with a black border, intended for student responses.

A horizontal rectangular box with a black border, intended for student responses.

College and Career Readiness Anchor Standards for Writing

College and Career Readiness Anchor Standards for Writing



1

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| Grade 6 students: Text Types and Purposes | Grade 7 students: | Grade 8 students: |
|--|--|--|
| <p>1. Write informative/explanatory texts (including narratives, analytical, and argumentative pieces) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that supports the main topic or thesis.</p> <p>2. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>3. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>4. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> | <p>1. Write informative/explanatory texts (including narratives, analytical, and argumentative pieces) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that supports the main topic or thesis.</p> <p>2. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>3. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>4. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> | <p>1. Write informative/explanatory texts (including narratives, analytical, and argumentative pieces) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that supports the main topic or thesis.</p> <p>2. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>3. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>4. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> |
| <p>1. Write informative/explanatory texts (including narratives, analytical, and argumentative pieces) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that supports the main topic or thesis.</p> <p>2. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>3. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>4. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> | <p>1. Write informative/explanatory texts (including narratives, analytical, and argumentative pieces) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that supports the main topic or thesis.</p> <p>2. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>3. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>4. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> | <p>1. Write informative/explanatory texts (including narratives, analytical, and argumentative pieces) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that supports the main topic or thesis.</p> <p>2. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>3. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> <p>4. Analyze a text to assess how it uses relevant details, ideas, and arguments to support a main point or thesis.</p> |



1. Research to Build and Present Knowledge

Grade 6 students: **Grade 7 students:** **Grade 8 students:**

Research to Build and Present Knowledge

1. Cite specific textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, including drawing on those parts of the text that present the author's point of view or purpose, major ideas, and supporting details, as well as the author's unique voice and style.

7. Analyze multiple perspectives on a topic or issue, examining how they differ and why, and how they build on or challenge one another.

1. Cite specific textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, including drawing on those parts of the text that present the author's point of view or purpose, major ideas, and supporting details, as well as the author's unique voice and style.

1. Cite specific textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, including drawing on those parts of the text that present the author's point of view or purpose, major ideas, and supporting details, as well as the author's unique voice and style.

grade 6 Reading standards. grade 7 Reading standards. grade 8 Reading standards.

Range of Writing

1. Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze how they relate to one another, drawing on relevant research.

W.11-12

Write arguments to support claims with clear reasons and relevant evidence. Analyze a topic or issue and develop a claim based on research and relevant sources. Evaluate arguments and specific claims, assessing how well different individuals and texts respond to the topic and issue.

| Grades 9–10 students: | Grades 11–12 students: |
|-----------------------|------------------------|
|-----------------------|------------------------|

Text Types and Purposes

- 1. Write arguments to support claims with clear reasons and relevant evidence. Analyze a topic or issue and develop a claim based on research and relevant sources. Evaluate arguments and specific claims, assessing how well different individuals and texts respond to the topic and issue.
- 2. Write informative/explanatory texts (including an analysis of a topic or issue, a comparison and contrast of two issues or texts, and a problem/solution piece on a topic) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic or text and establish a purpose.
 - b. Select relevant facts, statistics, and quotations to add interest and value, clarify the topic and add credibility, and support the main idea.
 - c. Use appropriate style and format, and organize the ideas and related information into related paragraphs.
 - d. Provide a concluding statement or section.
- 3. Write narratives to describe experiences or events and to examine a topic or issue, connecting related details and events to show how they develop over time or how they shape a character, to describe a problem or solution, or to narrate a hypothetical situation.

- 1. Write arguments to support claims with clear reasons and relevant evidence. Analyze a topic or issue and develop a claim based on research and relevant sources. Evaluate arguments and specific claims, assessing how well different individuals and texts respond to the topic and issue.
- 2. Write informative/explanatory texts (including an analysis of a topic or issue, a comparison and contrast of two issues or texts, and a problem/solution piece on a topic) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic or text and establish a purpose.
 - b. Select relevant facts, statistics, and quotations to add interest and value, clarify the topic and add credibility, and support the main idea.
 - c. Use appropriate style and format, and organize the ideas and related information into related paragraphs.
 - d. Provide a concluding statement or section.
- 3. Write narratives to describe experiences or events and to examine a topic or issue, connecting related details and events to show how they develop over time or how they shape a character, to describe a problem or solution, or to narrate a hypothetical situation.

- 1. Write arguments to support claims with clear reasons and relevant evidence. Analyze a topic or issue and develop a claim based on research and relevant sources. Evaluate arguments and specific claims, assessing how well different individuals and texts respond to the topic and issue.
- 2. Write informative/explanatory texts (including an analysis of a topic or issue, a comparison and contrast of two issues or texts, and a problem/solution piece on a topic) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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 - b. Select relevant facts, statistics, and quotations to add interest and value, clarify the topic and add credibility, and support the main idea.
 - c. Use appropriate style and format, and organize the ideas and related information into related paragraphs.
 - d. Provide a concluding statement or section.
- 3. Write narratives to describe experiences or events and to examine a topic or issue, connecting related details and events to show how they develop over time or how they shape a character, to describe a problem or solution, or to narrate a hypothetical situation.

- 1. Write arguments to support claims with clear reasons and relevant evidence. Analyze a topic or issue and develop a claim based on research and relevant sources. Evaluate arguments and specific claims, assessing how well different individuals and texts respond to the topic and issue.

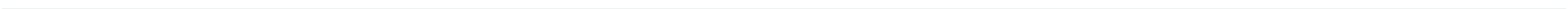
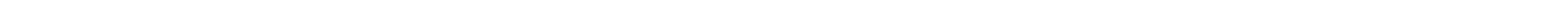
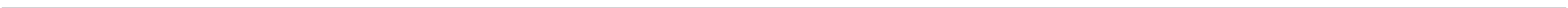


Grades 9–10 students:

Grades 11–12 students:

Text Types and Purposes (continued)

- Analyze the main ideas and supporting details presented in diverse media and formats, including visually and quantitatively, as well as in digital media.
- Analyze how two media or formats present different perspectives to address the same issue, drawing on your own knowledge, as well as that of diverse media and formats, including visually and quantitatively, as well as in digital media.
- Analyze the main ideas and supporting details presented in diverse media and formats, including visually and quantitatively, as well as in digital media.
- Analyze how two media or formats present different perspectives to address the same issue, drawing on your own knowledge, as well as that of diverse media and formats, including visually and quantitatively, as well as in digital media.





Grades 9–10 students:

Grades 11–12 students:

Research to Build and Present Knowledge (continued)

- **CC.9-10.SL.1.1** Present information, media, and graphical displays and displays of data drawn from print and digital sources, including print and digital texts, in a format that enhances understanding of an issue or text on a range of subject matter and science, history, or social studies topics.
- **CC.9-10.SL.1.2** Analyze the main ideas and supporting ideas presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.
- **CC.9-10.SL.1.3** Analyze the main ideas and supporting ideas presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia, and use appropriate media and formats to present information and media drawn from print and digital sources.
- **CC.9-10.SL.1.4** Analyze the main ideas and supporting ideas presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia, and use appropriate media and formats to present information and media drawn from print and digital sources.
- **CC.9-10.SL.1.5** Analyze the main ideas and supporting ideas presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia, and use appropriate media and formats to present information and media drawn from print and digital sources.

- **CC.11-12.SL.1.1** Present information, media, and graphical displays and displays of data drawn from print and digital sources, including print and digital texts, in a format that enhances understanding of an issue or text on a range of subject matter and science, history, or social studies topics.
- **CC.11-12.SL.1.2** Analyze the main ideas and supporting ideas presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.
- **CC.11-12.SL.1.3** Analyze the main ideas and supporting ideas presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia, and use appropriate media and formats to present information and media drawn from print and digital sources.
- **CC.11-12.SL.1.4** Analyze the main ideas and supporting ideas presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia, and use appropriate media and formats to present information and media drawn from print and digital sources.
- **CC.11-12.SL.1.5** Analyze the main ideas and supporting ideas presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia, and use appropriate media and formats to present information and media drawn from print and digital sources.

College and Career Readiness Anchor Standards for Speaking and Listening

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1. Participate effectively in a range of collaborative discussions (one-on-one, teacher-led, small groups, teacher-student groups, and student-student groups) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 2. Analyze a topic or text, and a different issue or perspective on it, using relevant criteria, ideas, evidence, and reasoning.

Presentation of Knowledge and Ideas

- 1. Present information, ideas, and evidence clearly and persuasively in oral presentations, reports, and discussions.
- 2. Analyze a topic or text, and a different issue or perspective on it, using relevant criteria, ideas, evidence, and reasoning.
- 3. Present information, ideas, and evidence clearly and persuasively in oral presentations, reports, and discussions.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Anchor Standard: Reading

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|-------------------|-------------------|-------------------|
|-------------------|-------------------|-------------------|

Comprehension and Collaboration

1. Cite specific textual evidence to support analysis of what grade 6 topics, texts, and issues a text says explicitly as well as inferences drawn from that text.

2. Analyze how major ideas develop over the course of a text, how details are employed to support those ideas, and how the text uses language to create a particular effect.

3. Analyze how a text uses rhetorical techniques to bring a subject to readers' attention, to establish a subject's significance, and to move the subject to a conclusion.

4. Analyze how a text uses a variety of media to enhance the communication of ideas and issues.

1. Cite specific textual evidence to support analysis of what grade 7 topics, texts, and issues a text says explicitly as well as inferences drawn from that text.

2. Analyze how major ideas develop over the course of a text, how details are employed to support those ideas, and how the text uses language to create a particular effect.

3. Analyze how a text uses rhetorical techniques to bring a subject to readers' attention, to establish a subject's significance, and to move the subject to a conclusion.

4. Analyze how a text uses a variety of media to enhance the communication of ideas and issues.

1. Cite specific textual evidence to support analysis of what grade 8 topics, texts, and issues a text says explicitly as well as inferences drawn from that text.

2. Analyze how major ideas develop over the course of a text, how details are employed to support those ideas, and how the text uses language to create a particular effect.

3. Analyze how a text uses rhetorical techniques to bring a subject to readers' attention, to establish a subject's significance, and to move the subject to a conclusion.

4. Analyze how a text uses a variety of media to enhance the communication of ideas and issues.

1. Analyze a text to assess how it develops and compares a topic, text, and issue, drawing on what you know about the topic, text, and issue.

Grades 9–10 students:

Grades 11–12 students:

Comprehension and Collaboration

- 1. Analyze a text to assess how it develops and compares a topic, text, and issue, drawing on what you know about the topic, text, and issue.
 - a. Analyze a text to assess how it develops and compares a topic, text, and issue, drawing on what you know about the topic, text, and issue. (grades 9–10)
 - b. Analyze a text to assess how it develops and compares a topic, text, and issue, drawing on what you know about the topic, text, and issue.
 - c. Analyze a text to assess how it develops and compares a topic, text, and issue, drawing on what you know about the topic, text, and issue.

College and Career Readiness Anchor Standards for Language

אנשים רבים חושבים שיש להם שליטה מוחלטת על שפתם. הם יודעים את כל המילים ואת כל הדקדוק. אבל זה לא נכון. אנחנו יכולים ללמוד ולהתפתח כל הזמן. אנחנו יכולים ללמוד מילים חדשות, לשפר את דקדוקנו, ולהתרגל לשימוש נכון בשפה. אנחנו יכולים ללמוד מהספרים, מהחדשות, מהמוזיקה, ומהחיים עצמם. אנחנו יכולים ללמוד מכל מקום. אנחנו יכולים ללמוד מכל אחד מאתנו. אנחנו יכולים ללמוד להיות אנשים טובים יותר. אנחנו יכולים ללמוד להיות אנשים שיודעים לשתף את עצמם. אנחנו יכולים ללמוד להיות אנשים שיודעים ללמוד. אנחנו יכולים ללמוד להיות אנשים שיודעים לשתף את עצמם. אנחנו יכולים ללמוד להיות אנשים שיודעים ללמוד.

Conventions of Standard English

- אנשים רבים חושבים שיש להם שליטה מוחלטת על שפתם. הם יודעים את כל המילים ואת כל הדקדוק. אבל זה לא נכון. אנחנו יכולים ללמוד ולהתפתח כל הזמן. אנחנו יכולים ללמוד מילים חדשות, לשפר את דקדוקנו, ולהתרגל לשימוש נכון בשפה. אנחנו יכולים ללמוד מהספרים, מהחדשות, מהמוזיקה, ומהחיים עצמם. אנחנו יכולים ללמוד מכל מקום. אנחנו יכולים ללמוד מכל אחד מאתנו. אנחנו יכולים ללמוד להיות אנשים טובים יותר. אנחנו יכולים ללמוד להיות אנשים שיודעים לשתף את עצמם. אנחנו יכולים ללמוד להיות אנשים שיודעים ללמוד. אנחנו יכולים ללמוד להיות אנשים שיודעים לשתף את עצמם. אנחנו יכולים ללמוד להיות אנשים שיודעים ללמוד.

Knowledge of Language

- אנשים רבים חושבים שיש להם שליטה מוחלטת על שפתם. הם יודעים את כל המילים ואת כל הדקדוק. אבל זה לא נכון. אנחנו יכולים ללמוד ולהתפתח כל הזמן. אנחנו יכולים ללמוד מילים חדשות, לשפר את דקדוקנו, ולהתרגל לשימוש נכון בשפה. אנחנו יכולים ללמוד מהספרים, מהחדשות, מהמוזיקה, ומהחיים עצמם. אנחנו יכולים ללמוד מכל מקום. אנחנו יכולים ללמוד מכל אחד מאתנו. אנחנו יכולים ללמוד להיות אנשים טובים יותר. אנחנו יכולים ללמוד להיות אנשים שיודעים לשתף את עצמם. אנחנו יכולים ללמוד להיות אנשים שיודעים ללמוד. אנחנו יכולים ללמוד להיות אנשים שיודעים לשתף את עצמם. אנחנו יכולים ללמוד להיות אנשים שיודעים ללמוד.

Vocabulary Acquisition and Use

- אנשים רבים חושבים שיש להם שליטה מוחלטת על שפתם. הם יודעים את כל המילים ואת כל הדקדוק. אבל זה לא נכון. אנחנו יכולים ללמוד ולהתפתח כל הזמן. אנחנו יכולים ללמוד מילים חדשות, לשפר את דקדוקנו, ולהתרגל לשימוש נכון בשפה. אנחנו יכולים ללמוד מהספרים, מהחדשות, מהמוזיקה, ומהחיים עצמם. אנחנו יכולים ללמוד מכל מקום. אנחנו יכולים ללמוד מכל אחד מאתנו. אנחנו יכולים ללמוד להיות אנשים טובים יותר. אנחנו יכולים ללמוד להיות אנשים שיודעים לשתף את עצמם. אנחנו יכולים ללמוד להיות אנשים שיודעים ללמוד. אנחנו יכולים ללמוד להיות אנשים שיודעים לשתף את עצמם. אנחנו יכולים ללמוד להיות אנשים שיודעים ללמוד.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.



1. Reading

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Anchor Standard 1

Read and comprehend literary and informational texts, including texts analyzed for craft and structure.

| Grades 9–10 students: | Grades 11–12 students: |
|--|--|
| Conventions of Standard English | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.1.1. Apply the rules of grammar and usage when writing or speaking.</p> <p>1.1.1.1. Apply the rules of grammar and usage when writing or speaking.</p> <p>1.1.1.1.1. Apply the rules of grammar and usage when writing or speaking.</p> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.1.1. Apply the rules of grammar and usage when writing or speaking.</p> <p>1.1.1.1. Apply the rules of grammar and usage when writing or speaking.</p> <p>1.1.1.1.1. Apply the rules of grammar and usage when writing or speaking.</p> <p>1.1.1.1.1.1. Apply the rules of grammar and usage when writing or speaking.</p> <p>1.1.1.1.1.1.1. Apply the rules of grammar and usage when writing or speaking.</p> |
| Knowledge of Language | |
| <p>1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1.1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1.1.1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> | <p>1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1.1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1.1.1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1.1.1.1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> <p>1.1.1.1.1.1.1. Demonstrate knowledge of language, including how language is used in different contexts.</p> |





| Grades 9–10 students: | Grades 11–12 students: |
|--|--|
| Vocabulary Acquisition and Use | |
| <p>1. Analyze and evaluate the main ideas and supporting details presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.</p> <p>2. Analyze a text to assess how it develops and organizes ideas through specific content, organization, style, and linguistic choices, as well as to evaluate the effectiveness of the content, organization, style, and linguistic choices used in a text.</p> <p>3. Analyze the main ideas and supporting details presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.</p> <p>4. Analyze a text to assess how it develops and organizes ideas through specific content, organization, style, and linguistic choices, as well as to evaluate the effectiveness of the content, organization, style, and linguistic choices used in a text.</p> | <p>1. Analyze and evaluate the main ideas and supporting details presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.</p> <p>2. Analyze a text to assess how it develops and organizes ideas through specific content, organization, style, and linguistic choices, as well as to evaluate the effectiveness of the content, organization, style, and linguistic choices used in a text.</p> <p>3. Analyze the main ideas and supporting details presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.</p> <p>4. Analyze a text to assess how it develops and organizes ideas through specific content, organization, style, and linguistic choices, as well as to evaluate the effectiveness of the content, organization, style, and linguistic choices used in a text.</p> |
| <p>5. Analyze and evaluate the main ideas and supporting details presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.</p> <p>6. Analyze a text to assess how it develops and organizes ideas through specific content, organization, style, and linguistic choices, as well as to evaluate the effectiveness of the content, organization, style, and linguistic choices used in a text.</p> | <p>5. Analyze and evaluate the main ideas and supporting details presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.</p> <p>6. Analyze a text to assess how it develops and organizes ideas through specific content, organization, style, and linguistic choices, as well as to evaluate the effectiveness of the content, organization, style, and linguistic choices used in a text.</p> |
| <p>7. Analyze and evaluate the main ideas and supporting details presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.</p> <p>8. Analyze a text to assess how it develops and organizes ideas through specific content, organization, style, and linguistic choices, as well as to evaluate the effectiveness of the content, organization, style, and linguistic choices used in a text.</p> | <p>7. Analyze and evaluate the main ideas and supporting details presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.</p> <p>8. Analyze a text to assess how it develops and organizes ideas through specific content, organization, style, and linguistic choices, as well as to evaluate the effectiveness of the content, organization, style, and linguistic choices used in a text.</p> |

1. Analyzing Texts

1.1. Analyze a text to analyze its structure and how that structure relates to its topic and purpose (e.g., how a particular format, genre, or literary style contributes to its meaning).



1. Analyze a text to assess how it develops and compares characters, events, or ideas over time or space.

→ [t]he text develops characters, events, or ideas over time or space.

Qualitative evaluation of the text: [t]he text develops characters, events, or ideas over time or space in a way that is effective, engaging, and relevant.

Quantitative evaluation of the text: [t]he text develops characters, events, or ideas over time or space in a way that is effective, engaging, and relevant.

Matching reader to text and task: [t]he text develops characters, events, or ideas over time or space in a way that is effective, engaging, and relevant.

Note: [t]he text develops characters, events, or ideas over time or space in a way that is effective, engaging, and relevant.

1. Analyze a text to assess how it develops and compares characters, events, or ideas over time or space.



Texts Illustrating the Complexity, Quality, and Range of Student Reading 6-12

| | Literature: Stories, Dramas, Poetry | Informational Texts: Literary Nonfiction |
|--------|--|---|
| 6-8 | <ul style="list-style-type: none"> “Little Women” by Louisa May Alcott (1869) “A Connecticut Yankee in King Arthur’s Court” by Mark Twain (1876) “The Road Not Taken” by Robert Frost (1915) “The Red Rover” by Susan Cooper (1973) “The Joy Luck Club” by Laurence Yep (1975) “The House on Mango Street” by Mildred Taylor (1976) | <ul style="list-style-type: none"> “Letter on Thomas Jefferson” by John Adams (1776) “The Narrative of Sojourner Truth: A Bondswoman to Old England” by Frederick Douglass (1845) “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) “The American Dream” by Ann Petry (1955) “The Grapes of Wrath” by John Steinbeck (1962) |
| 9-10 | <ul style="list-style-type: none"> “The Tempest” by William Shakespeare (1592) “Ozymandias” by Percy Bysshe Shelley (1817) “The Raven” by Edgar Allan Poe (1845) “The Gift of the Magi” by O. Henry (1906) “The Grapes of Wrath” by John Steinbeck (1939) “The Martian Chronicles” by Ray Bradbury (1953) “The Joy Luck Club” by Michael Shaara (1975) | <ul style="list-style-type: none"> “Speech to the Second Virginia Convention” by Patrick Henry (1775) “Farewell Address” by George Washington (1796) “Gettysburg Address” by Abraham Lincoln (1863) “State of the Union Address” by Franklin Delano Roosevelt (1941) “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) “Hope, Despair and Memory” by Elie Wiesel (1997) |
| 11-CCR | <ul style="list-style-type: none"> “Ode on a Grecian Urn” by John Keats (1820) “Jane Eyre” by Charlotte Brontë (1848) “Because I Could Not Stop for Death” by Emily Dickinson (1890) “The Great Gatsby” by F. Scott Fitzgerald (1925) “Their Eyes Were Looking Heavenward” by Zora Neale Hurston (1937) “The Sign in Sky” by Lorraine Hansberry (1959) “The Namesake” by Jhumpa Lahiri (2003) | <ul style="list-style-type: none"> “The American Revolution” by Thomas Paine (1776) “Walden” by Henry David Thoreau (1854) “Society and Solitude” by Ralph Waldo Emerson (1857) “The Fallacy of Success” by G. K. Chesterton (1909) “Black Boy” by Richard Wright (1945) “Politics and the English Language” by George Orwell (1946) “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995) |

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6-12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.



College and Career Readiness Anchor Standards for Reading

1. Z. 6-12 | SCIENCE AND TECHNICAL SUBJECTS: READING

Grades 6–8 students: Grades 9–10 students: Grades 11–12 students:

Key Ideas and Details

| | | |
|--|---|---|
| <p>1. Cite specific text details to support analysis of what a text says explicitly as well as inferences drawn from the text, including analyzing how and why individuals, events, or issues develop and the overall message and what the text says explicitly as well as inferences drawn from the text, including analyzing how and why individuals, events, or issues develop and the overall message.</p> | <p>1. Cite specific text details to support analysis of what a text says explicitly as well as inferences drawn from the text, including analyzing how and why individuals, events, or issues develop and the overall message.</p> | <p>1. Cite specific text details to support analysis of what a text says explicitly as well as inferences drawn from the text, including analyzing how and why individuals, events, or issues develop and the overall message.</p> |
| <p>2. Analyze how major ideas develop and are related to one another, including how events and actions in a text interact to develop the text's overall meaning and how the text's style and format contribute to what it says.</p> | <p>2. Analyze how major ideas develop and are related to one another, including how events and actions in a text interact to develop the text's overall meaning and how the text's style and format contribute to what it says.</p> | <p>2. Analyze how major ideas develop and are related to one another, including how events and actions in a text interact to develop the text's overall meaning and how the text's style and format contribute to what it says.</p> |

Craft and Structure

| | | |
|---|---|--|
| <p>1. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they relate to one another and how they contribute to an understanding of the text and to issues, concepts, or events under study. grades 6–8 texts and topics.</p> | <p>1. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they relate to one another and how they contribute to an understanding of the text and to issues, concepts, or events under study. grades 9–10 texts and topics</p> | <p>1. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they relate to one another and how they contribute to an understanding of the text and to issues, concepts, or events under study. grades 11–12 texts and topics</p> |
| <p>2. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they relate to one another and how they contribute to an understanding of the text and to issues, concepts, or events under study. grades 6–8 texts and topics.</p> | <p>2. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they relate to one another and how they contribute to an understanding of the text and to issues, concepts, or events under study. grades 9–10 texts and topics</p> | <p>2. Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays, to understand how they relate to one another and how they contribute to an understanding of the text and to issues, concepts, or events under study. grades 11–12 texts and topics</p> |

1. Z. 6-12 | SCIENCE AND TECHNICAL SUBJECTS: READING

College and Career Readiness Anchor Standards for Writing

W.1. Write arguments, analyses, and research reports that examine a topic or issue, taking into account the needs and requirements of the task, audience, and purpose. Support claims with relevant data and research. Use appropriate citation formats. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, and evaluate how well the topic and issue are addressed. Present information, ideas, and evidence clearly and logically, using relevant data. Use technology, including digital tools, strategically to publish, expand, or improve writing.

Text Types and Purposes*

- 1. Write arguments to support claims with clear reasons and relevant evidence. Analyze a topic or issue, exploring different perspectives and evaluating the issues.
- 2. Write informative/explanatory texts (including analytical essays and reports) to examine a topic or issue, analyze a problem, explain a solution, and analyze a situation in order to make a decision.
- 3. Write narratives to describe experiences or events and to examine a topic or issue, exploring different perspectives and evaluating the issues.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which ideas, concepts, and information are expressed in logical and orderly fashion and demonstrated through the selection, organization, and analysis of relevant content.
- 5. Use technology, including digital tools, to publish and present writing to a range of audiences.
- 6. Analyze a writing process to plan, revise, edit, and improve writing for a range of audiences.

Research to Build and Present Knowledge

- 7. Conduct research on a topic or issue related to reading in order to build a knowledge base, to solve a problem, to evaluate an issue, and to make a decision.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information into the text or presentation.
- 9. Analyze a writing process to plan, revise, edit, and improve writing for a range of audiences.

Range of Writing

- 10. Write routinely over extended time frames (research projects, investigative reports, process writing, experimental writing, and writing for an audience).
- 11. Write routinely over short time frames (daily journaling, student-led conferences, opinion pieces, problem-solving, and writing for an audience).

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.



1. Analyze a text to determine its purpose (e.g., to entertain, to inform, to persuade).

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|----------------------|-----------------------|------------------------|
|----------------------|-----------------------|------------------------|

| Text Types and Purposes (continued) | | |
|--|--|--|
| <p>1. Analyze a text to determine its purpose (e.g., to entertain, to inform, to persuade).</p> <p>a. Analyze how a text uses rhetorical techniques (such as a healthy dose of skepticism, irony, or sarcasm; a deliberate choice of words or images; or a form of argumentation or persuasion) to accomplish its purpose and engage the audience.</p> <p>b. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> <p>c. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> <p>d. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> <p>e. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> | <p>1. Analyze a text to determine its purpose (e.g., to entertain, to inform, to persuade).</p> <p>a. Analyze how a text uses rhetorical techniques (such as a healthy dose of skepticism, irony, or sarcasm; a deliberate choice of words or images; or a form of argumentation or persuasion) to accomplish its purpose and engage the audience.</p> <p>b. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> <p>c. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> <p>d. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> <p>e. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> | <p>1. Analyze a text to determine its purpose (e.g., to entertain, to inform, to persuade).</p> <p>a. Analyze how a text uses rhetorical techniques (such as a healthy dose of skepticism, irony, or sarcasm; a deliberate choice of words or images; or a form of argumentation or persuasion) to accomplish its purpose and engage the audience.</p> <p>b. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> <p>c. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> <p>d. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> <p>e. Analyze how a text uses a variety of media (e.g., visual displays, tables, or multimedia presentations), including all-text and image-based forms such as text, video, and graphics, to accomplish its purpose, engage the audience, and, as appropriate, present data and analyze complex issues.</p> |



Production and Distribution of Writing

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| Production and Distribution of Writing | | |
| <p>6-1-1 Write informative/explanatory texts (including narratives, deductive arguments, analyses, and problem solutions) appropriate to task and purpose, using a variety of media, technologies, and digital resources (e.g., text, graphics, audio, interactive presentations, linked media, hypertexts, and multimedia), as well as selecting the most effective medium for communication and the most appropriate and effective technology for the task and purpose.</p> | <p>6-1-1 Write informative/explanatory texts (including narratives, deductive arguments, analyses, and problem solutions) appropriate to task and purpose, using a variety of media, technologies, and digital resources (e.g., text, graphics, audio, interactive presentations, linked media, hypertexts, and multimedia), as well as selecting the most effective medium for communication and the most appropriate and effective technology for the task and purpose.</p> | <p>6-1-1 Write informative/explanatory texts (including narratives, deductive arguments, analyses, and problem solutions) appropriate to task and purpose, using a variety of media, technologies, and digital resources (e.g., text, graphics, audio, interactive presentations, linked media, hypertexts, and multimedia), as well as selecting the most effective medium for communication and the most appropriate and effective technology for the task and purpose.</p> |
| <p>6-1-2 Analyze a text and its issues, arguments, and perspectives, use media, and digital resources to address a problem or solve a question or issue, and use media, digital resources, and technology to produce a creative project or solve a problem or issue.</p> | <p>6-1-2 Analyze a text and its issues, arguments, and perspectives, use media, and digital resources to address a problem or solve a question or issue, and use media, digital resources, and technology to produce a creative project or solve a problem or issue.</p> | <p>6-1-2 Analyze a text and its issues, arguments, and perspectives, use media, and digital resources to address a problem or solve a question or issue, and use media, digital resources, and technology to produce a creative project or solve a problem or issue.</p> |
| <p>6-1-3 Write informative/explanatory texts in which they introduce a topic, list, describe, and classify information, provide reasons and evidence, and analyze a topic or issue, exploring how it has been treated in the past and how it might be treated in the future.</p> | <p>6-1-3 Write informative/explanatory texts in which they introduce a topic, list, describe, and classify information, provide reasons and evidence, and analyze a topic or issue, exploring how it has been treated in the past and how it might be treated in the future.</p> | <p>6-1-3 Write informative/explanatory texts in which they introduce a topic, list, describe, and classify information, provide reasons and evidence, and analyze a topic or issue, exploring how it has been treated in the past and how it might be treated in the future.</p> |
| Research to Build and Present Knowledge | | |
| <p>6-2-1 Cite specific textual evidence to support analysis of a text and assess how it differs from, or builds upon, other major treatments of the topic.</p> | <p>6-2-1 Cite specific textual evidence to support analysis of a text and assess how it differs from, or builds upon, other major treatments of the topic.</p> | <p>6-2-1 Cite specific textual evidence to support analysis of a text and assess how it differs from, or builds upon, other major treatments of the topic.</p> |
| <p>7-2-1 Analyze multiple perspectives on a topic or issue, evaluate the arguments and specific claims on each side, and make a case for one of the positions.</p> | <p>7-2-1 Analyze multiple perspectives on a topic or issue, evaluate the arguments and specific claims on each side, and make a case for one of the positions.</p> | <p>7-2-1 Analyze multiple perspectives on a topic or issue, evaluate the arguments and specific claims on each side, and make a case for one of the positions.</p> |
| <p>6-2-2 Analyze a text and its issues, arguments, and perspectives, use media, and digital resources to address a problem or solve a question or issue, and use media, digital resources, and technology to produce a creative project or solve a problem or issue.</p> | <p>6-2-2 Analyze a text and its issues, arguments, and perspectives, use media, and digital resources to address a problem or solve a question or issue, and use media, digital resources, and technology to produce a creative project or solve a problem or issue.</p> | <p>6-2-2 Analyze a text and its issues, arguments, and perspectives, use media, and digital resources to address a problem or solve a question or issue, and use media, digital resources, and technology to produce a creative project or solve a problem or issue.</p> |
| Range of Writing | | |
| <p>6-3-1 Write informative/explanatory texts in which they introduce a topic, list, describe, and classify information, provide reasons and evidence, and analyze a topic or issue, exploring how it has been treated in the past and how it might be treated in the future.</p> | <p>6-3-1 Write informative/explanatory texts in which they introduce a topic, list, describe, and classify information, provide reasons and evidence, and analyze a topic or issue, exploring how it has been treated in the past and how it might be treated in the future.</p> | <p>6-3-1 Write informative/explanatory texts in which they introduce a topic, list, describe, and classify information, provide reasons and evidence, and analyze a topic or issue, exploring how it has been treated in the past and how it might be treated in the future.</p> |