

The citation in parentheses at the beginning of each standard identifies the CCSS grade, domain and standard number (or standard number and letter where applicable). For example, **RI.4.3** stands for Reading Informational Text, Grade 4, Standard 3.

RI: Reading Informational Text

RL: Reading Literature

RH: Reading Historical/Social Studies Text

RST: Reading Scientific and Technical Text

	NRP 2882 <i>Core Skills in Reading & Writing</i>	NRP 2880 <i>Core Skills in Social Studies</i>	NRP 2879 <i>Core Skills in Science</i>
CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.			
(RI/RL.7.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Pages 13, 18, 19, 25, 26, 37, 38, 40, 41, 42, 44, 50, 51, 59, 60, 65, 66		
• (RH.6-8.1) Application: cite specific textual evidence to support analysis of primary and secondary sources.			
• (RST.6-8.1) Application: cite specific textual evidence to support analysis of science and technical texts.			
CCR Anchor 2: Determine central ideas or themes of text and analyze their development; summarize the key supporting details and ideas.			
(RI/RL.6.2) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Pages 28, 37, 38, 44, 46, 59, 60, 71		
• (RST.6-8.2) Application: determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.			

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CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
(RI.8.3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Pages 59, 60, 62, 63		
• (RH.6-8.3) Application: identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Pages 127–128		
(RST.6-8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.			Page 19
CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
(RI/RL.6.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Pages 25, 26, 37, 38, 40, 41, 42, 44, 65, 66, 68, 69		
CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
(RI.6.5) Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Pages 62, 63		
(RI.7.5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Pages 62, 63		

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CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.			
(RI.8.6) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Pages 68, 69		
(RH.6-8.6) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Page 69		
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
(RI.6.7) Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.	Pages 63, 65, 66, 73, 74	Pages 13, 14, 16, 17, 18, 20, 21	Pages 17, 18, 19
(RST.6-8.7) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).			Pages 17, 21
CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
(RI.8.8) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Pages 60, 68, 69		
CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
(RI.8.9) Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			