College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.

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.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

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.

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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

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 content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Informational Text 6-12 RI

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grades 9-10 students:		Grades 11-12 students:
Key Ideas and Details			
1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure			
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas			
7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8.	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity			
10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	10.	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

From Winston Churchill's "Blood, Toil, Tears, and Sweat"

May 13, 1940

I would say to the House as I said to those ministers who have joined this government, I have nothing to offer but blood, toil, tears and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many long months of struggle and of suffering.

You ask, what is our policy? I can say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival.

I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

Text Complexity Analysis Tool

Text Author:

Text Title:

Grade Recommendation:

Grade Band	Flesch-Kincaid	The Lexile Framework			
2nd – 3rd	1.98 – 5.34	420 – 820	□ 6th – 8th	6.51 – 10.34	925 – 1185
4th – 5th	4.51 – 7.73	740 – 1010	□ 9th – 10th	8.32 – 12.12	1050 – 1335
			□ 11th – CCR	10.34 – 14.2	1185 – 1385

	Exceedingly Complex (top or band above)	Very Complex (upper half of band)	Moderately Complex (lower half of band)	Slightly Complex (bottom or band below)
Text Structure	□ **Organization**: Connections are deep, intricate and often ambiguous with regard to ideas, processes or events or point of view, time shifts, multiple characters, storylines and detail □ **Use of Graphics**: If used, illustrations or graphics are essential for understanding the meaning of the text	□ **Organization**: Connections are often implicit or subtle between an expanded range ideas, processes or events or text may include subplots, time shifts and more complex characters □ **Use of Graphics**: If used, illustrations or graphics support or extend the meaning of the text	□ **Organization**: Connections are sometimes implicit, subtle, or difficult to predict (but usually evident and sequential or chronological) between ideas, processes or events or two or more storylines □ **Use of Graphics**: If used, a range of illustrations or graphics support selected parts of the text	□ **Organization**: Connections are clear, chronological/sequential or easy to predict between ideas, processes and events or storylines □ **Use of Graphics**: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
Language and Conventions	□ **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language □ **Vocabulary**: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading □ **Sentence Structure**: Mainly complex sentences with subordinate clauses, phrases and transitions	□ **Conventionality**: Fairly complex; contains some abstract, ironic, and/or figurative language □ **Vocabulary**: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic □ **Sentence Structure**: Many complex sentences with several subordinate phrases or clauses and transition words	□ **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning □ **Vocabulary**: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic □ **Sentence Structure**: Primarily simple and compound sentences, with some complex constructions	□ **Conventionality**: Explicit, literal, straightforward, easy to understand □ **Vocabulary**: Contemporary, familiar, conversational language □ **Sentence Structure**: Mainly simple sentences
Knowledge Demands	□ **Understanding**: Explores complex, sophisticated or abstract ideas and themes; knowledge relied on or experiences portrayed require extensive discipline-specific or theoretical knowledge or are distinctly different from the common reader □ **Intertextuality and Cultural Knowledge**: Many references or allusions to other texts, outside ideas, or cultural elements	□ **Understanding**: Explores ideas or themes of varying levels of complexity, abstraction, and familiarity; knowledge relied on or experiences portrayed requires moderate amounts of discipline-specific or theoretical knowledge or are uncommon to most readers □ **Intertextuality and Cultural Knowledge**: Some references or allusions to other texts, outside ideas, or cultural elements	□ **Understanding**: Explores a mix of simple and more complicated, abstract ideas and themes; knowledge relied on or experiences portrayed requires some discipline-specific or theoretical knowledge or is common to many readers □ **Intertextuality and Cultural Knowledge**: Few references or allusions to other texts, outside ideas, or cultural elements	□ **Understanding**: Explores a single, simple, concrete idea or theme; knowledge relied on or experiences portrayed are everyday, practical, and common to most readers □ **Intertextuality and Cultural Knowledge**: No references or allusions to other texts, outside ideas, or cultural elements
Purpose / Meaning	□ **Purpose/Meaning**: Multiple competing levels of purpose/meaning that are difficult to identify, separate, and interpret; is theoretical, abstract, implicit or subtle, often ambiguous and revealed over the entirety of the text	□ **Purpose/Meaning**: Multiple levels of purpose/meaning that may be difficult to identify, separate, and interpret; is more abstract, implicit, or subtle than concrete and may be revealed over the entirety of the text	□ **Purpose/Meaning**: Two or more levels of purpose/meaning clearly distinguished and easy to identify from each other; is clear based on context or source but may be conveyed with some subtlety	□ **Purpose/Meaning**: One level of purpose/meaning explicitly stated and concretely conveyed; is obvious and revealed clearly and early in the text

Sample Text Passage

The Biography of Harriet Beecher Stowe by Charles Edward Stowe

Catherine was the oldest child of Lyman Beecher and Roxanna Foote, his wife. In a little battered journal found among her papers is a short sketch of her life. It was written when she was seventy-six years of age. In a shaking hand she begins: "I was born at East Hampton, L. I., September 5, 1800, at 5 P.M., in the large parlor opposite father's study. Don't remember much about it myself." The sparkle of wit in this brief notice of the circumstances of her birth is very characteristic. All through her life, little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.

Analysis

Most of the text follows standard biography practices. The ideas are usually straightforward, with just a few instances of more complex meaning. The language/style of the piece are really what make it more appropriate for the higher grades, as reflected in the quantitative measures. This passage is recommended for use at grade 7 or 8, with some footnoting of the vocabulary for which there is insufficient context. Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.

Lexile: 1280L

Meaning/Purpose	Slightly Complex	The purpose is stated in the passage title, and the text follows conventional/predictable structure for biographies.
Text Structure	Slightly Complex	Events are more or less chronological, though there is no real conclusion to the piece.
Language Features	Very Complex	The style is somewhat formal. The vocabulary includes many higher-level words and some instances of figurative language that require interpretation.
Knowledge Demands	Slightly Complex	Some understanding of the historical period is helpful but not necessary.

Close Reading and the CCSS

Close Reading Defined

Close reading is the methodical investigation of a complex text through answering text dependent questions geared to unpack the text's meaning. Close reading directs students to examine and analyze the text through a series of activities that focus students on the meanings of individual words and sentences as well as the overall development of events and ideas. It calls on students to extract evidence from the text as well as draw non-trivial inferences that logically follow from what they have read.

This sort of careful attention to how the text unfolds allows students to assemble — through discussion and in writing — an overarching picture of the text as a whole as well as grasp the fine details on which that understanding rests. It prepares students for the kinds of detailed reading tasks they will encounter after graduation while leveling the playing field for all students by not privileging background knowledge. It motivates students by rewarding them for reading inquisitively and discovering the meaning and insight within the text that makes it worthy of attention.

Close Reading and the CCSS

The **Anchor Standards for Reading** found in the Common Core State Standards prioritize the close reading skill of extracting evidence and making inferences **(Standard 1)** when reading complex text **(Standard 10).** All of the intervening standards **(Standards 2-9)** call on students to answer specific text dependent questions — from determining the central idea or theme **(Standard 2)** to building knowledge by comparing two or more texts **(Standard 9)** — but each intervening standard critically relies on the core close reading skill of "citing specific textual evidence" when reading complex text to "support conclusions" **(Standards 1 and 10).** This text dependent approach is one of the key shifts embodied in the CCSS, and moving students and teachers towards understanding and embracing close reading when appropriate is a key step to implementing the CCSS.

Elements of Close Reading Instruction

- Focuses on those portions of a text (from individual words and sentences up to several paragraphs) that pose the biggest challenge to comprehension, confidence, and stamina

- Asks text dependent questions and assigns tasks that are neither overly general nor schematic, but rather direct students to carefully examine the unique text in front of them for evidence

- Not only poses questions about specific ideas within the text but also asks students to make inferences based on evidence beyond what is explicitly stated

- Helps students become aware of nuances in word meaning as well as acquire knowledge of general academic vocabulary to aid in understanding a wide range of complex texts

- Directs students to pay close attention to a variety of text structures, from the syntax of single sentences to the design of paragraphs or even pages of text

- Channels student focus on a sequential integrated line of inquiry directed at "unpuzzling" the text while keeping them actively engaged with what they read

- Stresses that students should synthesize the evidence they have gathered in an organized fashion and demonstrate their understanding both orally and through writing

Close Reading and Background Knowledge

Close reading highlights the central role the text should play in understanding what it means. Through asking questions that can only be answered by explicitly referring back to the text being read, close reading empowers students to use the text as a rich source for constructing knowledge. Close reading therefore does not rely on students possessing background knowledge or experiences to answer text dependent questions; instead it privileges the text itself and what information students can extract from what is before them.[1]

While close reading does not rule out the use of background knowledge, it raises crucial questions of when to access information outside of the text and what information to utilize. Students should first grapple with the text itself to determine what is confusing or unclear, and taught how to use the text to answer as many of those questions as they can. Only *if* students need additional information for the purpose of explicitly understanding the text should background knowledge be accessed or constructed. Background knowledge therefore does not replace or supersede the text, but buttresses student understanding after they have examined the text itself. Providing background knowledge *before* students read denies them the opportunity to develop the essential skill of determining what can be gleaned from the text and what requires additional outside clarification.

Close Reading and English Language Learners

Effective ELL support results in the reader encountering the text on its own terms. Scaffolds and support therefore should not deliver to students a simpler source of information about the text either by translating its contents or preemptively announcing its focus or purpose (thereby diminishing the perceived need to read the text itself carefully). Instead, when students encounter difficulty in comprehension, support should explicitly redirect students back to the text with additional questions that help focus their attention on key phrases and statements or on the organization of ideas. Research shows that the most direct path towards developing proficient independent readers is by providing scaffolding that directly and consistently solicits evidence of student understanding and addresses confusions through text dependent questions. Therefore English Language Learner close reading instruction should offer the following:

- Provide the opportunity to work with high quality complex texts in a whole class setting

- Support weaker readers and encourages participation by privileging the text itself instead of prior knowledge

- Offer text-based strategies for grappling with text characteristics that challenge comprehension

- Equip students with the skills needed to understand unscaffolded text encountered on assessments and in college and career environments

- Strengthen reading comprehension through its focus on determining vocabulary in context

- Include effective scaffolding for complex text by asking text dependent questions

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1   It is important to distinguish between general background knowledge pertaining to vocabulary already acquired and ideas about how the world works versus specific background knowledge that would critically bear on interpreting the text. The point is not that students should be prevented from accessing prior background knowledge about the world or words that they already know in answering questions about the text; rather it is that students should have the opportunity to construct specific background knowledge acquired from close reading, rather than have it provided in advance.

From Chapter 1 of Lewis Carroll's
Alice's Adventures in Wonderland

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?'

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so VERY remarkable in that; nor did Alice think it so VERY much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually TOOK A WATCH OUT OF ITS WAISTCOAT-POCKET, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

In another moment down went Alice after it, never once considering how in the world she was to get out again.

Text Dependent Questions and the CCSS

Text Dependent Questions Defined

An effective text dependent question first and foremost embraces the key principle of close reading embedded in the **CCSS Anchor Reading Standards** by asking students to provide evidence from complex text and draw inferences based on what the text explicitly says **(Standards 1 and 10).** A close look at the intervening Anchor Reading **Standards 2-9** reveals that the variety of tasks they call on students to perform all critically rely on consulting the text for answers. As the name suggests, a text dependent question also does not rely on students possessing background knowledge or experiences to answer the question; instead it privileges the text itself and the information students can extract from it. Consider the following questions about the opening of Lewis Carroll's *Alice's Adventures in Wonderland*:

Non-Text Dependent Questions
Are books without pictures or conversations useful?
How would you react if you saw a talking rabbit?
Would Alice have followed the rabbit down the hole had she not seen it look at a watch?
What do you know about Lewis Carroll?

Text Dependent Questions
What kind of books does Alice find useful?
How did Alice react when she saw a talking rabbit?
Why did Alice follow the rabbit down the hole?
What does the reader know about the rabbit?

While questions like those found in the first column would undoubtedly generate conversation in the classroom, answering them does not move students closer to understanding *Alice in Wonderland*. Tellingly, non-text dependent questions cannot be answered by consulting the text, but instead rely on a mix of personal opinion, background information, and imaginative speculation on the part of the reader.

By contrast, the questions in the second column draw the reader back to the text to explicitly discover what it says about the rabbit or Alice's reasons for reacting the way she did. Such text-dependent questions have concrete and explicit answers rooted in the text, and there are measurable differences in kinds of answers students might give in response to them because such answers can be compared against an objective benchmark: the text itself.

Framing Text Dependent Questions

It is critical that a text dependent question originate from the text itself, and the **CCS Anchor Standards** suggest that questions focus on a word or phrase (**Standard 4**) or even a sentence, paragraph, or larger section of the text (**Standard 5**). Yet an equally important feature of text dependent questions is that they should be framed as open ended and not leading questions, as genuine learning only happens when students can engage in an authentic conversation about the text instead of the questions (or teachers) providing the right answer immediately. Effective text dependent questions therefore encourage students to spend time lingering over a specific portion of the text looking for answers instead of just a cursory look to get the gist of what is meant.

- Ask why the author chose a particular word
- Analyze the impact of the syntax of a sentence
- Collect evidence like a detective on the case
- Test comprehension of key ideas and arguments
- Analyze how portions of the text relate to each other and the whole
- Look for pivot points in a paragraph
- Track down patterns in a text
- Notice what's missing or understated
- Investigate beginnings and endings of texts

Close Reading Skills and the CCSS

An effective text dependent question delves into the words, sentences, and paragraphs of a text to guide students in extracting the key meanings or ideas and events found there. They target academic vocabulary and crucial passages as focal points for gaining comprehension through examining details, explanations and arguments. Yet this focus on evidence drawn from the text is not an end in itself; rather, it serves as a method to focus students on performing the close reading skills spelled out in the intervening **Anchor Reading Standards 2-9.** Successful text dependent questions therefore reflect the principles of close reading by juxtaposing the specific demands of the reading standards against passages drawn from complex text.

- Determine central ideas or themes and analyze their development **(Standard 2)**

- Summarize the key supporting details and ideas **(Standard 2)**

- Analyze how and why individuals, events, and ideas develop and interact **(Standard 3)**

- Analyze how specific word choices shape meaning or tone **(Standard 4)**

- Interpret technical, connotative, and figurative meanings of words and phrases **(Standard 4)**

- Analyze how two or more texts address similar themes or topics **(Standard 9)**

- Assess how point of view or purpose shapes the content and style **(Standard 6)**

- Integrate and evaluating content presented in diverse media and formats **(Standard 7)**

- Delineate and evaluating the specific claims and overarching argument **(Standard 8)**

- Assess the validity of the reasoning **(Standard 8)**

- Assess the relevance and sufficiency of the evidence **(Standard 8)**

Text Dependent Questions and the CCSS

Consider how a focus on specific words, sentences, and even paragraphs from the opening of Lewis Carroll's *Alice's Adventures in Wonderland*—when framed inquisitively and filtered through the CCSS reading standards—produces probing text dependent questions that get at the heart of Carroll's meaning:

Level of Text Specificity	CCS Anchor Standard Close Reading Skill	Text Dependent Question
Word / Phrase	Analyze how specific word choices shape tone **(Standard 4)**	Why wasn't Alice "burning with curiosity" when she initially saw the rabbit? What subsequent events led to her feeling this way?
Sentence	Assess how point of view shapes content **(Standard 6)**	In the opening paragraph Alice states "what is the use of a book… without pictures or conversation?" What does that sentence reveal about her?
Paragraph	Summarize key supporting details **(Standard 2)**	What details about the rabbit catch Alice's eye in the third paragraph?
	Investigate the structure of specific sentences, paragraphs, and sections of text **(Standard 5)**	Around what word does the meaning of the third paragraph pivot? How does that change the initial meaning of the paragraph and channel it in a new direction?

Assessment Questions for Standard 3 (Grades 6-8)

Sample Question

Archaeologists suggest that people arrived in several groups or tribes to America, from at least 15,000 years ago. The first Americans came from Asia and followed herds of grazing animals across a land bridge formed during the Ice Age. When the Earth began to warm, this land bridge disappeared and became the Bering Strait. The people journeyed on foot slowly southward into North America through a harsh landscape. They were excellent hunters and speared huge animals such as woolly mammoths and long-horned bison.

Which statement from the text shows how Native Americans survived in North America?

    A. "people arrived in several groups"
    B. "the Earth began to warm"
    C. "The people journeyed on foot slowly"
    D. "They were excellent hunters"

Sample Question

Remember me when I am gone away,
    Gone far away into the silent land;
    When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
    You tell me of our future that you plann'd:
    Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
    And afterwards remember, do not grieve:
    For if the darkness and corruption leave
    A vestige* of the thoughts that once I had,   [a mark of something no longer evident]
Better by far you should forget and smile
Than that you should remember and be sad.

In the sonnet "Remember," which two lines reveals a change in the speaker's message to the one she loves?

Sample Question

Which of these inferences about [character name/plot point] is supported by the text?

What conclusion can be drawn about [character name/plot point]

What inference can be made about the narrator's feelings toward [character name/plot point]

Highlight the parts of the text that provide evidence to support the idea that X.

What is most likely the author's intent by (including X) about [character name/plot point]?

Part A: Click on the statement that best describes what X shows about Y / the relationship between X and Y [characters/plot points].

Part B: Click on the sentence from the text that best supports your answer in part A. [or] Which sentences from the text best support your answer in part A? Select three options. [or] Click on all of the sentences from the text that best support your answer in part A.

Evidence and the CCSS

EVIDENCE DEFINED

If there is a defining characteristic of the Common Core State Standards, it arguably is the importance placed upon students being able to provide evidence. At the heart of the activities embedded within the standards is identifying, evaluating, and using evidence. Indeed, the first two key features the CCSS lists are "requiring students to draw upon and write about evidence from literary and informational texts" as well as having them consider "a wider range of textual evidence" (CCSS, 8).

The CCSS define evidence in **APPENDIX A**: "Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others" (42). It goes on to note that the form evidence takes as well as the source of the evidence should be appropriate to the discipline.

EVIDENCE AND THE CCSS

The standards envision identifying, evaluating, and using evidence as playing a pivotal role when assessing student understanding of complex texts—particularly in writing. Several Anchor Standards explicitly refer or allude to this specific role for evidence:

- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text (**READING ANCHOR STANDARD 1**) [conclusions reached by performing **READING ANCHOR STANDARDS 2-9**]

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (**WRITING ANCHOR STANDARD 1**)

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content (**WRITING ANCHOR STANDARD 2**)

- Gather relevant information from multiple print and digital sources (**WRITING ANCHOR STANDARD 8**)

- Draw evidence from literary or informational texts to support analysis, reflection, and research (**WRITING ANCHOR STANDARD 9**)

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric (**SPEAKING AND LISTENING ANCHOR STANDARD 3**)

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning (**SPEAKING AND LISTENING ANCHOR STANDARD 4**)

EVIDENCE AND WRITING

Evidence is a key ingredient in both argumentative and informative/explanatory writing. Argumentative writing critically relies on relevant and sufficient evidence drawn from the text to support the thesis, and the standards link the defense of an argument to the evidence provided ("students marsall evidence… in support of their claims" (**APPENDIX A, 23**).

Informational writing relies on evidence as well to supply information used to develop the topic. Grade level standards for this kind of writing abound with requests for students to employ facts, definitions, examples, concrete details and quotations to help unpack the topic. Nor is the priority given to evidence limited to these two forms of writing; the CCSS makes it clear that research based writing also relies on extracting evidence from sources. In short, the connection between evidence and writing in the CCSS is of critical importance.

Assessment Questions for Standard 6 (Grades 6-8)

SAMPLE QUESTION

Who won or lost the race no longer mattered to Scott. His friend and competitor was hurt. Scott knew what he had to do—he went back to help. "Give me your hand, Brad," said Scott. "Let me help you."

Brad looked up at Scott, smiled, and said, "Man, you're something else." Scott pulled his injured rival to his feet but Brad was hurting so badly that he couldn't run very well. So Scott put his arm around Brad and the two began trotting down the final stretch. The thousands of fans in the stands gasped when they saw Scott's gallant gesture and then erupted into thunderous applause.

Part A: Click on the statement that best provides an inference about Brad that is supported by the text.

    A. Brad is angry at his bad luck.
    B. Brad is grateful for Scott's help.
    C. Brad is upset that he injured himself.
    D. Brad is embarrassed by Scott's gesture.

Part B: Click on the sentence from the text that best supports your answer in part A. Choose one option.

SAMPLE QUESTION

Curve Lake Pharmacy

Curve Lake is a First Nations community, half an hour north of Peterborough, Ontario. People who live there no longer have to go all the way into the city when they run out of their medicine and need a prescription filled. They can get their medicine from a machine, similar to a vending machine – except that what comes out isn't pop or candy, it's pills.

Curve Lake gets a lot of snow in the winter. In bad weather, it can be difficult for the community's residents to get to the nearest pharmacy if they run out of their medication. Now, they can go to the community's health centre and use a type of vending machine.

Using a telephone handset and a video screen on the machine, users can speak to a pharmacist (who is located in Oakville, Ontario). "It's the same experience as when you go to your regular pharmacist," says Elizabeth Young, a spokesperson for PharmaTrust, the company that put the machine into the health center. The patients tell the pharmacist what they want, and they insert their prescription into a slot in the machine where it is scanned and sent to the pharmacist in Oakville, who checks it and fills the prescription.

Users also have to present their photo ID (for instance, a driver's license) and pay for the medication using a credit card. Then, their pills are dispensed. The customers open a little door in the machine and pick up their medication. The whole transaction usually takes about five minutes—which is just as fast, or faster, than going to a live pharmacist.

The author of the passage thinks that the medicine vending machine fulfills an unmet need in the Curve Lake community. Write 2–3 sentences explaining how the text supports the idea that the medicine vending machine fulfills an unmet need.

Scoring Rubric

A **2 point** response:
- gives sufficient evidence of the ability to justify an interpretation of the author's reasoning
- includes specific opinions that make clear reference to the text
- adequately supports the opinions with clearly relevant details from the text

Sample: This text shows how hard it was to get medicine to the community before the machine was given. That is the need that was unmet up until then. The author shows that the machine makes it possible for people to get the medicine and meet the need.

The **1 point** response:
- gives limited evidence of the ability to justify an interpretation of the author's reasoning
- includes some opinions that make reference to the text
- supports the opinions with limited details from the text

Sample: The author thinks the vending machines solve the problem. People have to travel far to get their medicine. The weather can get really bad too

A response gets **no credit** if it provides no evidence of the ability to justify an interpretation of the author's reasoning, includes no relevant information from the text, or is vague.

Sample: I don't think the text supports the statement.

Sample Prompts

Which of these inferences about [author's point of view] is supported by the text?

What conclusion can be drawn about [author's point of view]?

What does the information in paragraph [paragraph number] of [text name] reveal about the author's point of view?

What does the conflicting information presented in [text name] reveal about the author's point of view?

What inference can be made about the narrator's feelings about X? Support your answer with details from the text.

Which of these inferences about the author's point of view/purpose is best supported by the text? / Click on the statement that best provides an inference about X that is supported by the text.

Which sentence from the text supports your answer in part A? / Click on the sentence from the text that best supports your answer in part A. Choose one option.

From Jean Craighead George's
## *Julie of the Wolves*
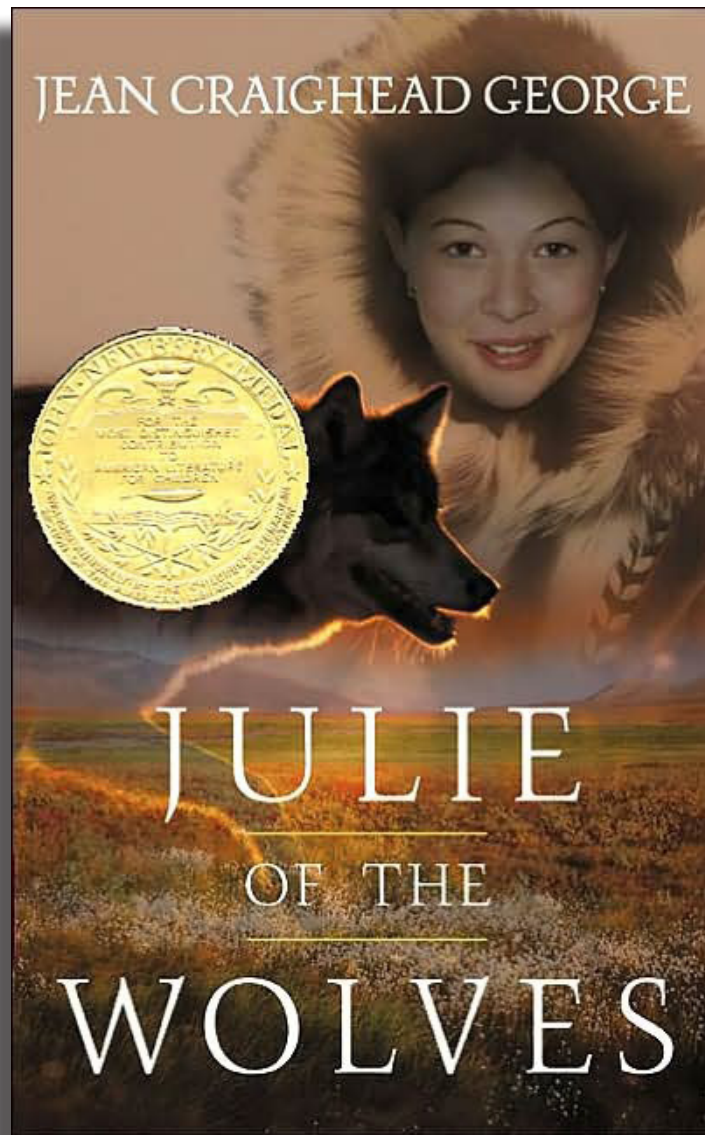
Miyax pushed back the hood of her sealskin parka and looked at the arctic sun. It was a yellow disc in a lime-green sky, the colors of six o'clock in the evening and the time when the wolves awoke. Quietly she put down her cooking pot and crept to the top of a dome-shaped frost heave, one of the many earth buckles that rise and fall in the crackling cold of the Arctic winter. Lying on her stomach, she looked across a vast lawn of grass and moss and focused her attention on the wolves she had come upon two sleeps ago. They were wagging their tales as they awoke and saw each other...

Prose Constructed Response – Narrative Writing Task

In the passage, the author used key details and rich vocabulary to develop a strong character named Miyax. Think about Miyax and the words and details the author used to create that character. Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax from your close reading of the passage as you tell what happens to her next.

Diamonds in the Sky
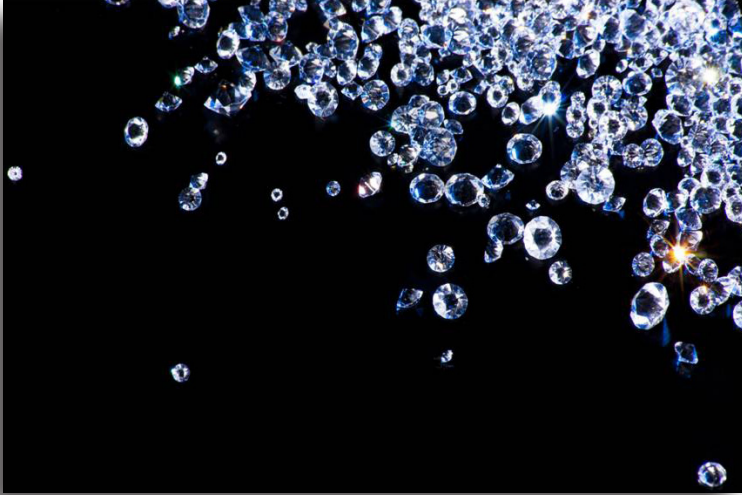
Stars are not the only objects that glitter in the dark night sky. Scientists have discovered that diamonds are plentiful in outer space. Some of these space diamonds are called "nanodiamonds" because they are incredibly small. A nanodiamond is millions of times smaller than a grain of sugar—more or less the size of a strand of DNA. Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space. Other space diamonds are huge—the size of whole planets—while some may exist in liquid or frozen form. Scientists even suggest that planets in our own solar system may have oceans filled with chunks of frozen diamond "ice."

Diamonds are so common throughout the universe because they are a pure form of one of the universe's most common elements: carbon. Diamonds have a number of amazing properties: they are extremely hard and transparent, and can withstand radioactivity, corrosive acids, and other powerful forces. Diamonds conduct electricity more readily than copper, and are also the best natural conductor of heat that we know of—which is why diamonds feel cool to the touch. Like a prism, diamonds produce rainbows from white light. The melting point of a diamond, 7,362 degrees Fahrenheit, is higher than that of any other known substance.

Graphite and diamonds share the same chemistry—both are carbon. The difference lies in the arrangement of the carbon atoms, known as their "molecular structure." Extreme forces are required to transform dark, soft graphite—the stuff used in pencil lead—into hard, brilliant diamonds. A diamond is formed when carbon is exposed to immense pressure and extreme heat—conditions found hundreds of miles below the surface of the Earth, where most natural diamonds are formed. The heat and pressure squeeze the carbon atoms into a dense, crystalline structure. In the comic books, Superman could create a diamond by simply squeezing carbon in his bare hands, but it normally takes billions of years for carbon to become a diamond.

In space, diamonds are born more quickly. Scientists believe space diamonds often crystallize in no more than a millionth of a millionth of a second, when dust grains containing carbon smash together at extremely high speeds. Another hypothesis for how space diamonds are formed involves the shock waves released by an exploding star, which cook and compress carbon dust until it becomes a diamond.

Astronomers studying Uranus and Neptune think that diamond icebergs may drift in sparkling diamond oceans on these carbon-rich planets. While this sounds incredible, scientists have discovered that, given the right conditions, it is possible to liquefy a diamond. To test this, nuclear scientists used lasers to recreate the extremely high heat and pressure of Uranus and Neptune. Using a normal diamond, they heated it to a temperature of 50,000 degrees and applied pressure equal to 11 million times the pressure on Earth. Under these conditions, the diamond first melted, then froze into icy chunks. In this way, scientists proved that diamonds can melt, freeze, and behave like water.

Besides being beautiful to contemplate, space diamonds teach us important lessons about natural processes going on in the universe, and suggest new ways that diamonds can be created here on Earth.

Prose Constructed Response – Explanatory Writing Task

Consider this sentence from the passage on Space Diamonds:

"Besides being beautiful to contemplate, space diamonds teach us important lessons about natural processes going on in the universe, and suggest new ways that diamonds can be created here on Earth."

Explain how information learned from space diamonds can help scientists make diamonds on Earth. Use evidence from the passage to support your answer.

Evidence in Argumentative Writing

THE RAFT BY JIM LAMARCHE

"There's nobody to play with," I complained. "She doesn't even have a TV."

Dad grinned. "Well, she's not your normal kind of grandma, I guess," he said. "Calls herself a river rat." He chuckled. "But I promise, she'll find plenty for you to do. And you know I can't take you with me this summer, Nicky. There'll be no kids there, and I'll be spending all my time at the plant."

I felt tears starting again, but I blinked hard and looked out the window. That afternoon, I stood in Grandma's yard and watched my dad drive away. Dust rose up behind our car as it disappeared into the pines.

"Well, we can't stand here all summer," said Grandma. "C'mon, Nicky, it's time for supper."

"Honey or maple syrup on your cornbread?" Grandma asked.

"I don't like cornbread," I mumbled, poking my finger into the syrup pitcher when she wasn't looking.

"If you're going to do that, you'd better wash up first," she said. She had eyes in the back of her head. "Bathroom's through there."

I pushed the doorway curtain aside and walked into that would have been a living room in anyone else's house Books were scattered everywhere – on the tables, on the chairs, even on the floor. Three of the walls were cluttered with sketches and stuffed fish and charts of the river. Several fishing poles hung from the fourth with a tackle box, a snorkel, and a mask on the floor beneath them. It looked like a river rat's workroom, all right, except that in the middle of everything was a half-finished carving of a bear...

ARGUMENTATIVE WRITING TASK

While reading LaMarche's The Raft, students should note key events and details within the story about what Nicky's grandmother did that made her a "river rat" and how Nicky came to appreciate her world.

After introducing their topic, students should share an opinion about Nicky and/or his grandmother and support it using details they have selected from the text. Successful essays will include linking words that connect reasons and evidence to the opinion as well as convey a sense of closure.

From Lorenzi's "Earhart's Final Resting Place Believed Found"

Amelia Earhart mostly likely crash landed near a tropical island in the southwestern Pacific. Legendary aviatrix Amelia Earhart most likely died on an uninhabited tropical island in the southwestern Pacific republic of Kiribati, according to researchers at The International Group for Historic Aircraft Recovery (TIGHAR).

Tall, slender, blonde and brave, Earhart disappeared while flying over the Pacific Ocean on July 2, 1937 in a record attempt to fly around the world at the equator. Her final resting place has long been a mystery. For years, Richard Gillespie, TIGHAR's executive director and author of the book "Finding Amelia," and his crew have been searching the Nikumaroro island for evidence of Earhart. A tiny coral atoll, Nikumaroro was some 300 miles southeast of Earhart's target destination, Howland Island.

A number of artifacts recovered by TIGHAR would suggest that Earhart and her navigator, Fred Noonan, made a forced landing on the island's smooth, flat coral reef. According to Gillespie, who is set to embark on a new $500,000 Nikumaroro expedition next summer, the two became castaways and eventually died there.

"We know that in 1940 British Colonial Service officer Gerald Gallagher recovered a partial skeleton of a castaway on Nikumaroro. Unfortunately, those bones have now been lost," Gillespie said. The archival record by Gallagher suggests that the bones were found in a remote area of the island, in a place that was unlikely to have been seen during an aerial search. A woman's shoe, an empty bottle and a sextant box whose serial numbers are consistent with a type known to have been carried by Noonan were all found near the site where the bones were discovered.

"The reason why they found a partial skeleton is that many of the bones had been carried off by giant coconut crabs. There is a remote chance that some of the bones might still survive deep in crab burrows," Gillespie said. Although she did not succeed in her around-the-world expedition, Earhart flew off into the legend just after her final radio transmission. Books, movies and television specials about her disappearance abound as well as speculation about her fate. Theories proliferated that she was a spy, that she was captured by the Japanese, that she died in a prisoner-of-war camp, and that she survived and returned to live her life as a New Jersey housewife.

A new biopic about Earhart's life, starring Hilary Swank and Richard Gere, opens this weekend. The general consensus has been that the plane had run out of fuel and crashed in the Pacific Ocean, somewhere near Howland Island. But according to Gillespie, the "volume of evidence" TIGHAR has gathered suggests an alternative scenario....

Research Performance Task

You have read three texts describing Amelia Earhart. The three texts are:

- "Biography of Amelia Earhart"
- "Amelia Earhart's Life and Disappearance"
- "Earhart's Final Resting Place Believed Found"

All three include the claim that Earhart was a brave, courageous person.

Consider the argument each author uses to demonstrate Earhart's bravery. Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Opinion Writing Rubric Grades 3-5

Student Name:

Criteria for Argumentative Writing	Exemplary Performance	Meeting Expectations	Needs Attention	Critical Area for Improvement
Comprehension and Meaning				
Knowledge: The writer demonstrates an accurate grasp, in-depth command, and comprehensive understanding of both the explicit and inferred ideas and details they are writing about.	☐ Dynamic understanding	☐ Exemplary understanding	☐ Basic understanding	☐ Little to no understanding
Organization and Focus				
Claim: The writer introduces the topic or text they are writing about (clearly and states an opinion) (W.3(4-5).1a)	☐ Compelling opinion	☐ Credible opinion	☐ Weak opinion	☐ No opinion
Transitions: The writer uses linking words, phrases, (and clauses) to connect (link) opinion and reasons (W.3(4)(5).1c)	☐ Outstanding linkage	☐ Sufficient linkage	☐ Occasional linkage	☐ Little or no linkage
Introduction: [The writer provides an introduction that frames the topic clearly and provides focus for what is to follow] (W.3-5.1a)	☐ Compelling introduction	☐ Well-developed introduction	☐ Underdeveloped or ineffective introduction	☐ No recognizable introduction
Coherence: The writer creates an organizational structure that lists reasons (in which related ideas are (logically) grouped to support the writer's purpose) (W.3(4)(5).1a)	☐ Offers purposeful logical organization supporting opinion	☐ Offers sufficient logical organization supporting opinion	☐ Inconsistent logical organization supporting opinion	☐ Little or no logical organization supporting opinion
Conclusion: The writer provides a concluding statement or section (related to the opinion presented) (W.3(4-5).1d)	☐ Compelling conclusion	☐ Well-developed conclusion	☐ Underdeveloped or ineffective conclusion	☐ No recognizable conclusion
Development and Elaboration				
Evidence: The writer supports a point of view with facts, details, and information (W.4-5.1b)	☐ Ample evidence	☐ Sufficient evidence	☐ Unclear evidence	☐ No evidence
Reasoning: The writer provides (logically ordered) reasons that support the opinion (W.3-4(5).1b)	☐ Convincing reasoning	☐ Well-developed reasoning	☐ Inconsistent reasoning	☐ Invalid reasoning
Development: The writer [addresses the prompt and] produces clear and coherent writing in which the style is appropriate to task, purpose, (and audience). (W.3(4-5).4)	☐ Illuminating focus on task, purpose, and audience	☐ Clear focus on task, purpose, and audience	☐ Some focus on task, purpose, or audience	☐ No discernible focus on task, purpose, or audience
Vocabulary: [The writer uses precise language and domain-specific vocabulary to inform about or explain the topic] (W.4-5.2d)	☐ Compelling use of precise language and vocabulary	☐ Clear use of precise language and vocabulary	☐ Ineffective use of precise language and vocabulary	☐ Use of imprecise language and weak vocabulary
Conventions				
Conventions: The writer demonstrates a command of grammatical English and mechanical conventions. (L.3-5.1-2)	☐ Few if any errors	☐ Some errors	☐ Several errors	☐ Numerous errors
Sources: The writer gathers relevant information from print and digital sources and provide a list of sources. (W.3-5.8)	☐ Ample listed sources	☐ Several listed sources	☐ Some listed sources	☐ No listed sources