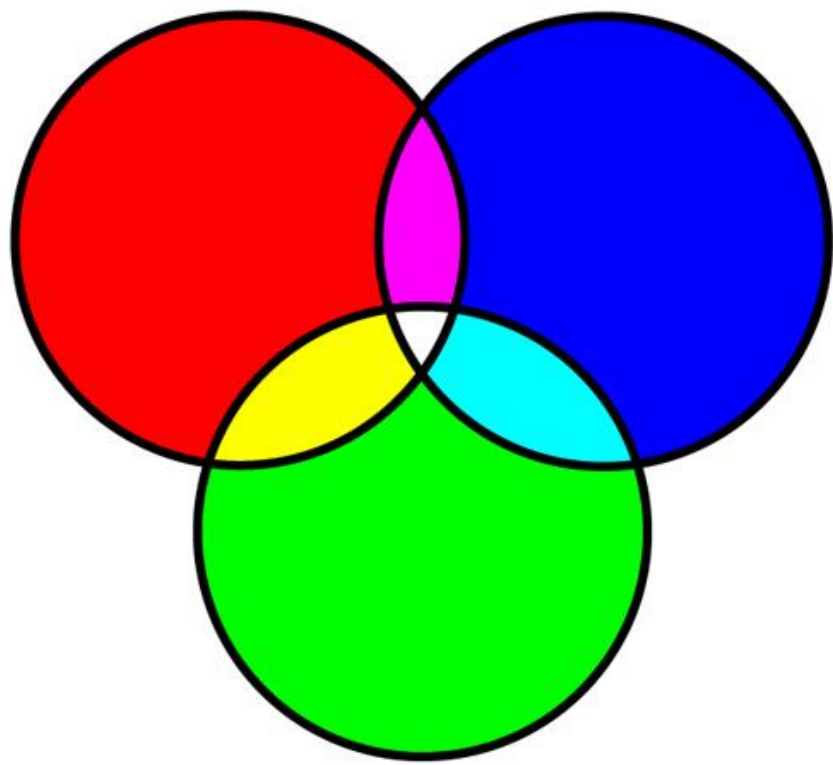


# Common Core Anchor Organizers



Department of Literacy  
Broward County Public Schools  
Reading

R.CCR.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.

Literal meaning (surface) of text	Implied (deeper) meaning of text
Conclusions/Summary	

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

Text details/ideas	Text details/ideas	Text details/ideas
What is the central idea or theme of the text?		
Supporting Detail 1	Supporting Detail 2	Supporting Detail 3

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

### Character Development

Character:			
Character Trait	Beginning	Middle	End
How has this character evolved throughout the text?		What factors influence this character's development throughout the text?	

## Development of an Event

Event:			
Perspective	First account	Revisions	Last account
How does each perspective impact the explanation of this event?	How has this event changed over time and by perspective?	Summarize the event based on the various accounts.	

### Character and Interactions

Interaction: (Character and Character or Character and Event)		
Description of Interaction (setting, mood, reason)	Significance/Importance of Interaction	Answered/Unanswered Questions
Why does the author create these interactions throughout the text?		How do these interactions change throughout the text?

R.CCR.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.

### Denotation and Connotation

Word:	
Literal Definition	What feelings/emotions does the word evoke?
What does this word mean in context of the text?	Why does the author use this word to support the text?
How does this word impact the text?	

R.CCR.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.

**Novel/Book**

Paragraph/Scene/Chapter:	
What is happening?	
How does preceding text support this Paragraph/Scene/Chapter?	What can you infer from this Paragraph/Scene/Chapter?
How does this Paragraph/Scene/Chapter contribute to the overall message of the text?	



### Editorials and Argumentative Texts

What is the author’s claim?	What sentence(s) best summarizes the authors claim?
<b>Strongest supporting evidence</b>	<b>Why is the evidence strong?</b>
1	
2	
3	
<b>Does the author acknowledge opposing points of view?</b>	<b>How does the author refute or address opposing points of view?</b>
1	
2	
<b>How does the author’s use of evidence impact the text as a whole?</b>	

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

**Point of View: Author**

What is the authors point of view:	
Authors background	How does the author's background impact the point of view?
Authors purpose	How does the author's purpose impact the text?
How does the author's point of view and purpose affect this text?	

**Point of View: Narrator**

Narrator:		Point of view:
Why does the author select this point of view for the narrator?		Text-based evidence
1		
2		
3		
How does point of view affect this text?		Text-based evidence
1		
2		
3		
4		
<b>Conclusions: Impact of point of view on the text</b>		

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

Source:		Source type:	
Analysis of Source			
Author			
Audience			
Purpose			
Date and Context			
Claim			
Support			
Bias			
Validity of Source		How will I use this source?	

R.CCR.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.

Claim:	
Evidence	Strengths/Weakness
Reasoning	Strengths/Weakness
Evaluation of Argument	

R.CCR.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.

Topic/Theme:		
Guiding/Essential Question:		
Source A:	Source B:	Source C:
Synthesis of sources		

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Description of Text	Literary or Informational	Reason for Reading	Complexity of Text

**Analysis of Reading**

	Total Number	Percentage
Informational Text		
Literacy Text		
Read for Pleasure		
Assigned Reading		
Complexity on or above grade level		
Complexity below grade level		

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