history/social studies and science and technical subjects, which have reading and writing strands. Each strand has overarching Anchor Standards, which are translated into grade-specific standards. Figure 1.1 shows the structural relationship of the two.

The content of the two is similarly linked. For example, the 6–12 Anchor Standards for writing include the category “text types and purposes,” and one of the Anchor Standards in this category reads, “write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.” One of the three 9–10 grade-specific standards that address this Anchor Standard includes the following:

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns

![Figure 1.1: Structural relationships of the CCSS.](image-url)