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| **Reading Anchor Standards** |  | **Questions** |
| 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. |  | How does this paragraph contribute to the plot of the story? |
| 1. Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas. |  | What can you infer about Pete and Jennifer’s relationship? |
| 1. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |  | How does this story’s theme compare to the poem \_\_\_\_\_\_\_\_’s theme? |
| 1. 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. |  | What does line \_\_\_ reveal about the character? |
| 1. 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. |  | Explain how the narrator’s point of view influences how events are described. |
| 1. Assess how point of view or purpose shapes the content and style of a text. |  | Summarize this story. |
| 1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |  | Describe in depth the setting of this story. |
| 1. 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. |  | How does the word choice in paragraph 1 impact the tone of the story? |
| 1. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |  | Explain how the illustrations contribute and convey the mood of the text. |
| 1. Read and comprehend complex literary and informational texts independently and proficiently. |  |  |