

PARCC-BASED TASKS ALIGNED WITH Common Core Reading Anchor Standard 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**.

	READING LITERATURE	READING NONFICTION
K	With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
2	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Tasks that develop Common Core “close reading” competence.

READ CAREFULLY/COMPLETELY TO LEARN MORE
Read closely.

What does it mean?

STUDENTS NEED TO READ **CAREFULLY and completely.**

PARCC items are sequential, they are designed to find out if students read the text thoughtfully and thoroughly


Students can complete these tasks based on any story, TV program, and real-life situations.

Picture Meaning

Common Core Reading Standard 1 Task: Read closely/carefully to comprehend what the text says explicitly.

You can draw the meaning of a sentence, or a paragraph or page.
And if you show it with pictures, you see what you are learning as you read.
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.



Then show your picture to another student.
Ask them to write what they see your picture says.

I see _____

I think _____

GET IT! Start Clearly to Read a Story Closely

Common Core Reading Standard 1 Task: Read closely, then make and support logical inferences.

Who and Where

When you start to read a story, draw a picture that shows the place.



Then add one or two characters who are part of the story.

Predict what will happen.

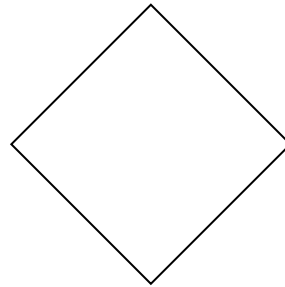
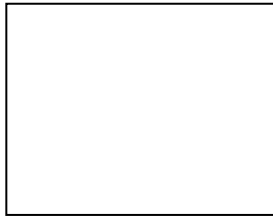
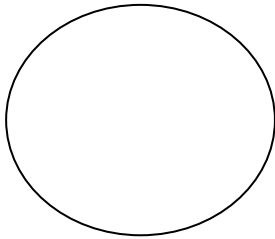
Then read to find out what the people do.

Story/History Reader

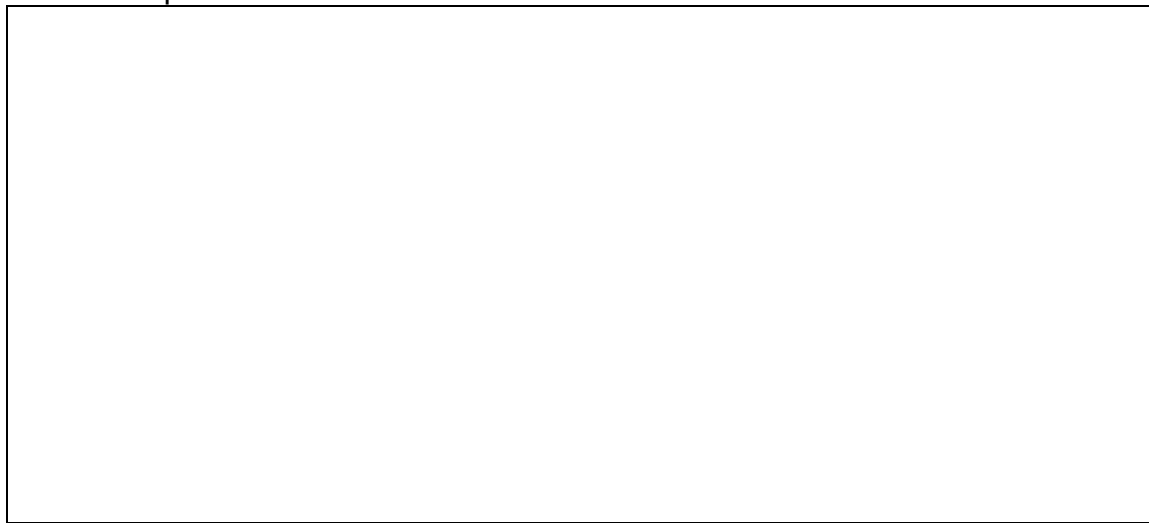
CCSSR1 Task: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Draw three persons who are in it.



Show the place.



Sequence the Events.

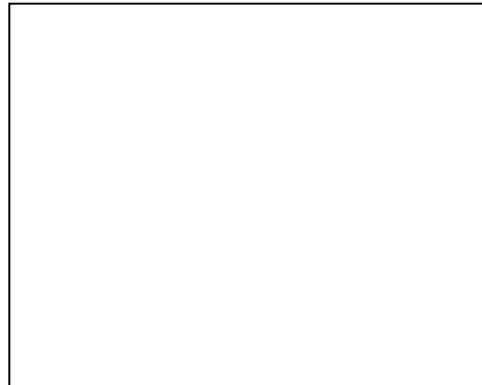
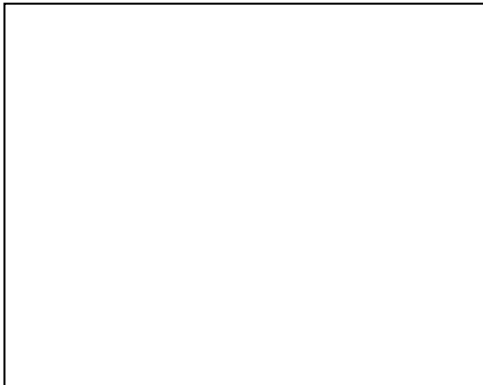
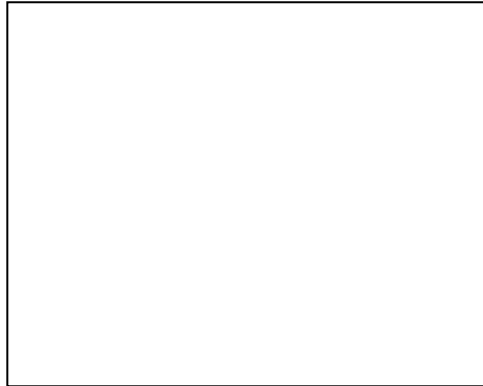
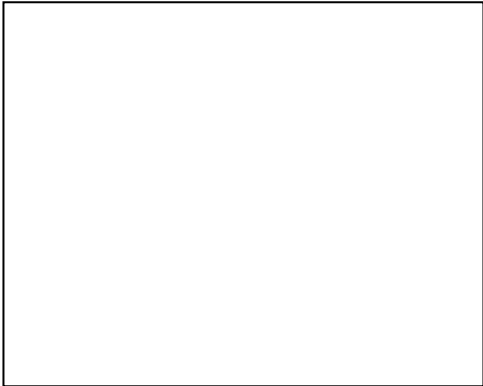


Write what those persons might have said about one of those events.

MAKE IT CLEAR! SEQUENCE

CCSSR 1 Task. Read closely to determine what the text says explicitly.

Draw pictures to show what happened. Number each box to tell the sequence.
Put the page number on which you found the events.

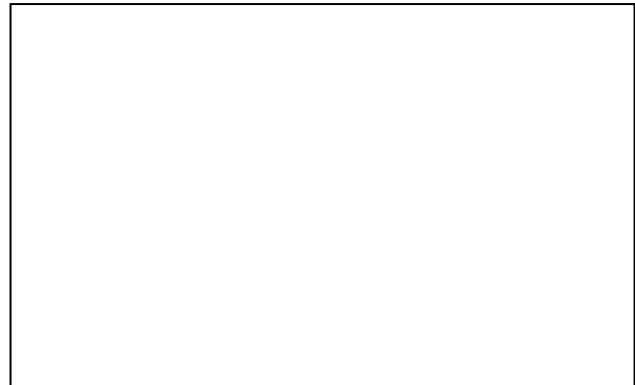
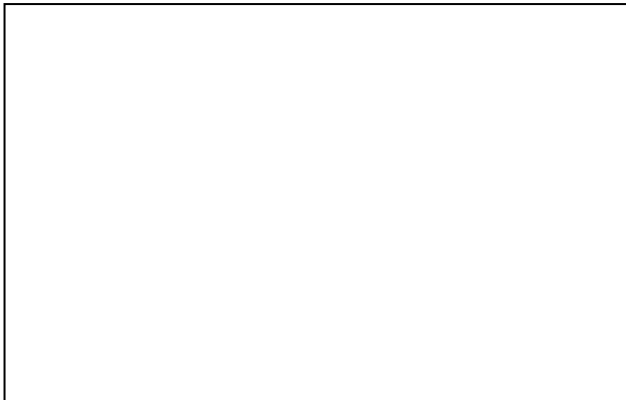
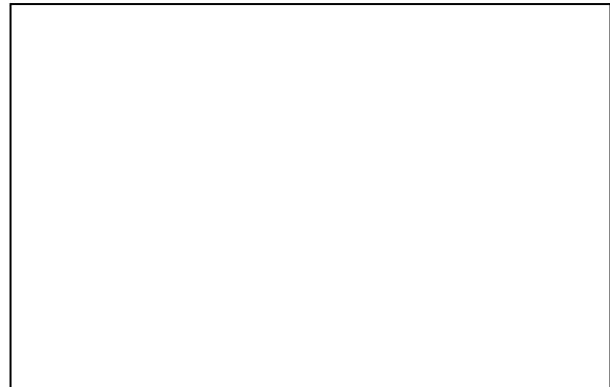


EXCEED On another page retell the story your way. Add details. Add dialogue.

Which event is most important?

CCSSR 1 Task. 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.

Draw pictures or write to tell four important events from a story. Number them 1, 2, 3, 4 in sequence.



Which event was most important?

Why do you think that was most important to the rest of the story?

FICTION: Characteristics and Actions

Common Core Reading Standard 1 Task. Read closely/carefully then make logical inferences based on the text.

List words that describe the characteristics or traits of two characters in the story.
List at least two words for each character.

Main Character: _____

Trait	Sentence that shows it

Another Character: _____

Trait	Sentence that shows it

Constructed Response

Write the next part of the story.

Tell what the main character does next. Be sure to use what you have learned about the main character when you decide what the character will do next.

Read a Story or History Completely!

CCSS Anchor Reading Standard 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.

Complete each part of the chart, then compare your answers with other students' answers.

<p>Place: _____</p> <p>Important information about the place.</p>	<p>Person: _____</p> <p>Trait: _____</p> <p>What shows that trait?</p>
<p>Important Event or Action</p> <p>_____</p> <p>_____</p> <p>Why is it important?</p>	<p>Choice</p> <p>_____</p> <p>_____</p> <p>Why did the person make it?</p>
<p>Important Problem or Challenge</p> <p>_____</p> <p>_____</p> <p>Why is it important?</p>	<p>Important Change</p> <p>_____</p> <p>_____</p> <p>What caused it?</p>

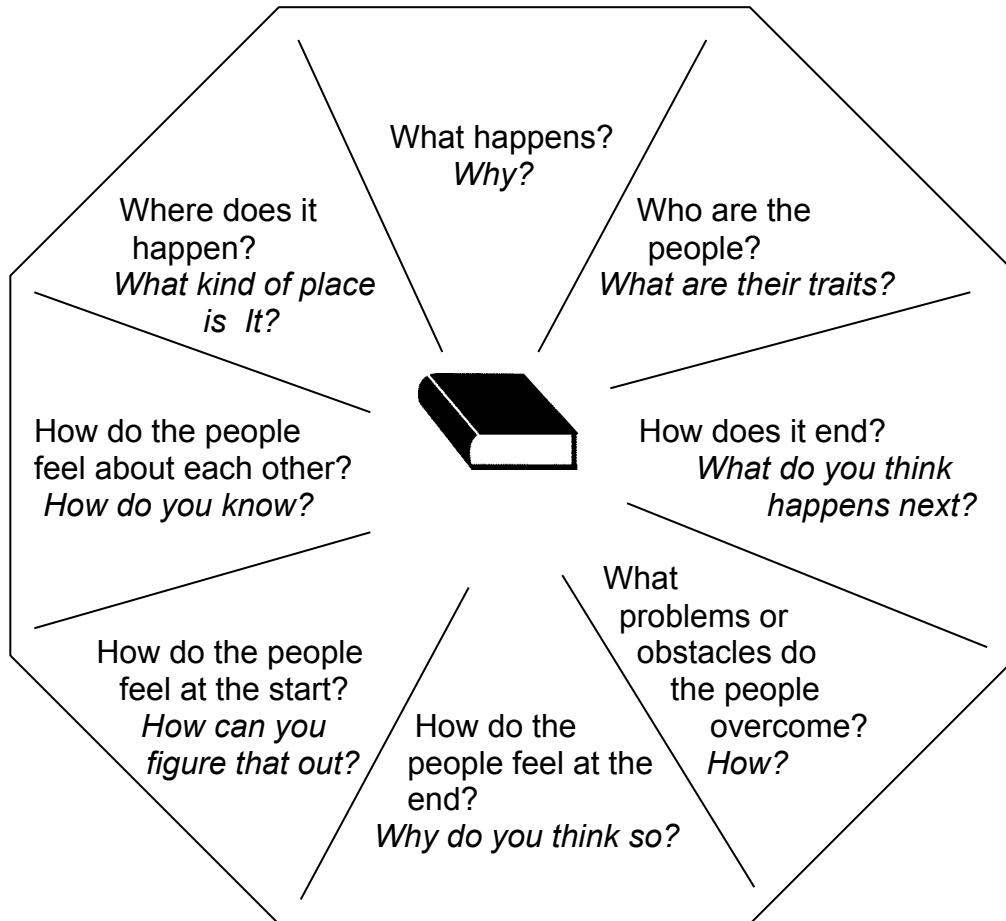
Decide what the best answers are to these questions:

What do you think the most important part of the story or history is? Why is it important?

READ THOUGHTFULLY

CCSSR Anchor Standard 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.

The following standards-based questions ask you to think thoroughly about any story. Choose a story. Choose a question. Answer it with evidence from the story. Then choose and answer other questions. You can read collaboratively, too—each student answers a different question, then share your ideas.



READ CREATIVELY!

- Write a preview for the story—tell why someone should read it.
- Illustrate the story. Draw pictures showing important events that support the theme.
- Write a letter that someone in the story might have written.
- Choose or write music that the characters would like.
- Create a collage showing how the parts fit together to communicate the theme.
- Tell about what might have happened before the story started.
- Add a character to the story.
- Turn it into a play.
 - > List the events and characters. Note the characters' traits.
 - > Figure out the message or theme of the story. Then write the dialogue.