ANCHOR READING STANDARDS, BIG IDEAS, AND BIG QUESTIONS FOR <u>NONFICTION</u> TEXTS

CCSS Anchor Reading Standard	BIG IDEAS ABOUT READING	RELATED BIG 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.	• *Writers use information to explain a topic.* • *Readers can figure out more about a topic when they analyze information* • *Readers can use information they analyze to make inferences.*	• How do readers know what information is important? • How do readers identify sequence; compare; contrast; analyze relationships? • How do readers make inferences from information in a text?
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	• *Nonfiction writers communicate ideas that are important to understand a subject.*	• How do readers understand ideas when they read?
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	• *Nonfiction writers use examples and information to support ideas.*	• How do readers identify important ideas when they read? • How do readers connect ideas about a topic after they read?
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.	• *Writers use important content words that are part of the knowledge base for the subject.*	• How do readers figure out what a word means when they read nonfiction?
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section) relate to each other and the whole.	• *Nonfiction writers organize their text with different sections and use titles, paragraphs and headings to make each part clear.*	• How do readers use the structure of a nonfiction text to comprehend it?
6. Assess how point of view or purpose shapes the content and style of a text.	• *Nonfiction writers are teachers--they teach about a topic with facts and examples to make their ideas clear.*	• How do readers adjust their rate of reading to learn from nonfiction?
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	• *Writers use diagrams to help readers understand important ideas.*	• How do readers figure out what a picture or diagram means? • How do readers know what is important when they read nonfiction?

ANCHOR READING STANDARDS, BIG IDEAS, AND BIG QUESTIONS FOR <u>LITERATURE.</u>

CCSS Anchor Reading Standard	BIG IDEAS ABOUT READING	RELATED BIG 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.	• *Writers use titles and details to help readers understand a story or poem.* • *Readers can use details and parts of a poem or story to draw conclusions about it.*	• How do readers use titles and details to understand a story or poem? • How do readers identify sequence; compare; contrast? • How do readers make inferences about the characters, plot, and setting?
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	• *Writers communicate a message, moral, or theme when they write a poem or story.*	• How do readers figure out the message or moral or theme of a story or poem?
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	• *Story writers use characters and plot to help readers understand a moral or theme.*	• What is important to notice about characters and events in a story?
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.	• *Writers use words to "paint a picture" of a situation or idea when they write a story or poem?*	• How do readers figure out what a word means when they read? • What kinds of words do poets use to help you "see" their ideas?
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a scene, chapter, or stanza) relate to each other and the whole.	• *Story writers use parts of the story to communicate their theme or moral.* • *Poets use stanzas to show readers different ideas.*	• How do readers analyze plot so they learn the writer's message? • How do readers use stanzas to learn the poet's message?
6. Assess how point of view or purpose shapes the content and style of a text.	• *Writers use point of view to help the reader understand the message of their story.*	• How do readers understand more about a story depending on who narrates? • What choices does a writer make to accomplish the purpose of the writing?
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	• *Writers may use pictures to show what their ideas are.*	• How do pictures help readers understand a story?