PARCC-BASED TASKS ALIGNED WITH
Reading Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

	READING LITERATURE	READING NONFICTION/INFORMATIONAL TEXT
K	With prompting and support, identify **characters**, **settings**, and major **events** in a story.	With prompting and support, **describe** the **connection** between two individuals, **events**, **ideas**, or pieces of information in a text.
1	**Describe characters**, **settings**, and major **events** in a story, using **key details**.	**Describe** the **connection** between two individuals, **events**, **ideas**, or pieces of information in a text.
2	**Describe** how **characters** in a story respond to major **events** and challenges.	**Describe** the **connection** between a series of historical **event**s, scientific **ideas** or **concepts**, or steps in technical procedures in a text.
3	**Describe characters** in a story (e.g., their **traits**, motivations, or feelings) and **explain** how their actions contribute to the sequence of **events**.	**Describe** the **relationship** between a series of historical **events**, scientific **ideas** or **concepts**, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
4	**Describe** in depth a **character**, **setting**, or **event** in a story or drama, drawing on **specific details** in the text (e.g., a **character's** thoughts, words, or actions).	**Explain events**, procedures, **ideas**, or **concepts** in a historical, scientific, or technical text, including **what happened and why**, **based on specific information** in the text.
5	**Compare** and **contrast** two or more **characters**, **settings**, or **events** in a story or drama, drawing on **specific details** in the text (e.g., how **character**s interact).	**Explain** the **relationships** or interactions between two or more individuals, **events**, **ideas**, or **concepts** in a historical, scientific, or technical text **based on specific information** in the text.
6	**Describe** how a particular story's or drama's **plot** unfolds in a series of episodes as well as how the **characters** respond or change as the **plot** moves toward a resolution.	**Analyze** in detail how a key individual, **event**, or **idea** is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
7	**Analyze** how particular elements of a story or drama interact (e.g., how **setting** shapes the **characters** or **plot**).	**Analyze** the interactions between individuals, **events**, and **ideas** in a text (e.g., how **ideas** influence individuals or **events**, or how individuals influence **ideas** or **events**).
8	**Analyze** how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a **character**, or provoke a decision.	**Analyze** how a text makes **connections** among and distinctions between individuals, **ideas**, or **events** (e.g., through comparisons, analogies, or categories).
9-10	**Analyze** how complex characters (e.g., those with multiple or conflicting **motivations**) develop over the course of a text, interact with other **characters**, and advance the **plot** or develop the **theme**.	**Analyze** how the author unfolds an **analysis** or series of **ideas** or **events**, including the **order** in which the points are made, how they are **introduced and developed**, and the **connections** that are drawn between them.

THINK MORE! Analyze a Person's Relationships

CCSSR 3 Task. **Analyze** how and why **individuals,** events, and ideas develop and **interact** over the course of a text.

Analyze two persons in a story you read or see on TV.

At the beginning, how do they feel about each other?

Person 1: _____

Person 2: _____

How do these persons feel about each other?

Person 1 feels _____ about Person 2.

What actions or statements give you that idea?

_____

_____

Person 2 feels _____ about Person 1.

What actions or statements give you that idea?

_____

_____

What happens that affects how they feel about each other?

_____

_____

Constructed Response:

What do you think will happen in the future because of that change?   Explain why you make that prediction based on information from the story.

Analyze a Choice
CCSSR 3 Task. **Analyze** how and why **individuals, events**, and **ideas develop** and **interact** over the course of a text.

Analyze an important choice ta person makes.

Situation: _____

_____

Options—what choices might the person have made? List at least two choices.

_____

_____

_____

What did the person choose to do?

_____

_____

Motive--why the person made that choice:

_____

_____

Evidence: Why do you think that is the motive?

_____

_____

Constructed Response
Write a letter to the person. Explain what you think about the choice.

Big Question: What changed—and why?

CCSSR3 Task. **Analyze how and why individuals, events, and ideas develop and interact** over the course of a text.

This activity is applicable to stories and also to any situation in history or current events.

What's the important change?

_____

What do you want people to understand about the change?

What it was like before the change:

_____

_____

Who wanted the change—and why:

_____

_____

Who made it—and how:

_____

_____

How people felt then:

_____

_____

Why you think they felt that way.

_____

_____

Choose the Better Choice

CCSSR 3 Task. **Analyze** how and why **individuals, events**, and **ideas develop** and **interact** over the course of a text.

In every situation, people can make different decisions.
Choose a situation from a TV program, a news report, or a story.

What is the situation? _____

_____

_____

Who needs to make a decision? _____

Chart two different decisions that person could have made.

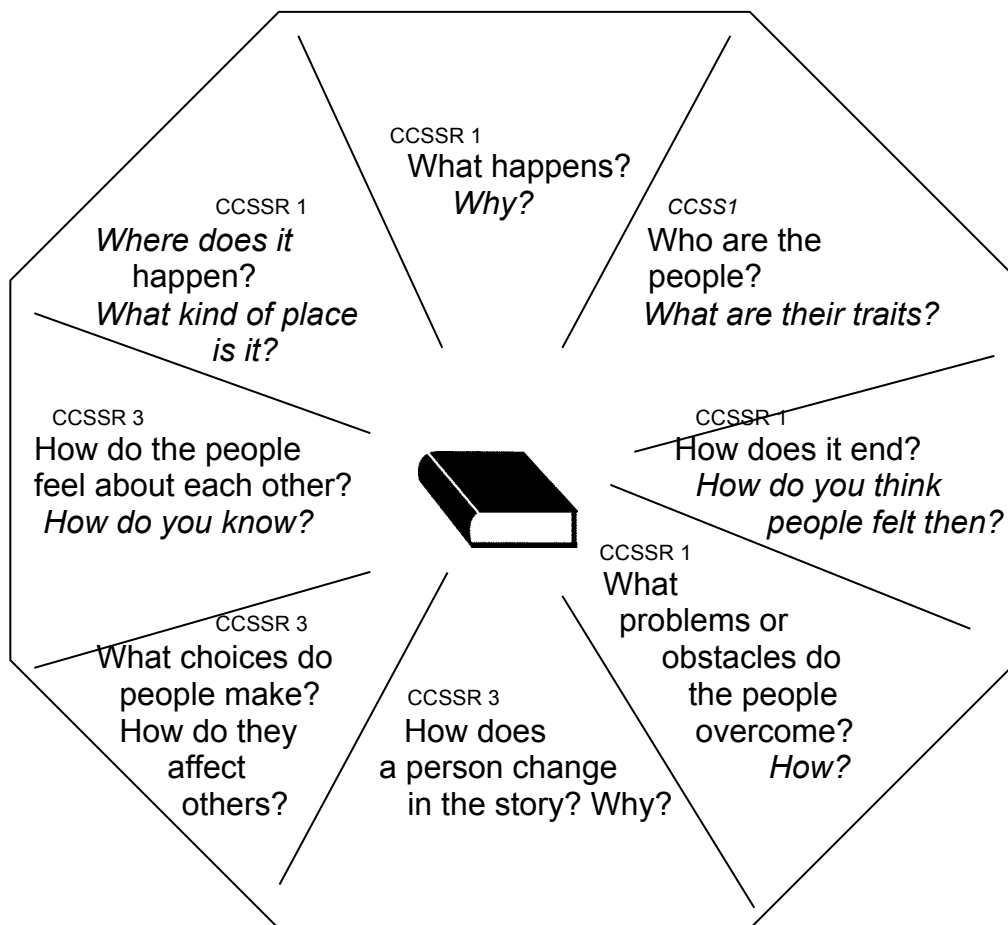| Decision	Effects on Others

Constructed Response

Which is the better decision? Why do you think so?

It all fits together!
Common Questions for Thoughtful Fiction Readers

Common Core Anchor Standards: KEY IDEAS AND DETAILS

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**.
2. **Determine central ideas or themes** of a text and **analyze their development**; **summarize** the **key supporting details** and **ideas**.
3. **Analyze** how and why **individuals, events**, and **ideas develop** and **interact** over the course of a text.

CCSSR 1
What happens?
Why?

CCSSR 1
Where does it happen?
What kind of place is it?

CCSS1
Who are the people?
What are their traits?

CCSSR 3
How do the people feel about each other?
How do you know?

CCSSR 1
How does it end?
How do you think people felt then?

CCSSR 3
What choices do people make? How do they affect others?

CCSSR 3
How does a person change in the story? Why?

CCSSR 1
What problems or obstacles do the people overcome?
How?

What lesson can people learn from this story? (CCSSR2)

_____

How did the writer help you understand that?   (craft and structure)
RE-visit the story and look for ways the author made the theme clear.