

College and Career Readiness Standards: Reading Unpacked

Wyoming Reading Standards 1 – 9

Wyoming Community College Commission

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Reading Standards

To become college and career ready, students need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts. Standards 1 and 10 play a special role since they operate whenever students are reading: Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the range and complexity of what students need to read.

Reading Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, RI.4.3 stands for Reading, Informational Text, Grade 4, Standard 3

RI: Reading Information Text

RH: Reading Historical/Social Studies Text

RL: Reading Literature

RST: Reading Scientific and Technical Text

A	B	C	D	E
<p>CCR Anchor 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)⁴</p>				
<p>Ask and answer questions about key details in a text. (RI/RL.1.1)</p>	<p>Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

Section A [Anchor 1] (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI/RL.1.1 Ask and answer questions about key details in a text.</p>	<p>Ask and answer</p>	<p>Questions about key details</p>	<p>Text</p>	<p>Understand</p>	<p>RI: Find a list of local television programming. Allow the students to read the listings. Ask if there are questions about the listings. Ask, “If you had time to watch a show on this day, which would you choose from those listed?” Choose one listing and ask the learner the time that particular show could be viewed.</p> <p>RL: Using the details in a text and or prior knowledge, the students will fill out a graphic chart as a guide. Students will answer the question Who, What, Where When ,Why and How</p>

Section B [Anchor 1] (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI/RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Ask and answer</p>	<p>Questions</p>	<p>Text</p>	<p>Understand</p>	<p>RI: Select an article from the local newspaper about a recent sports event. Ask the students to read the article. Ask if they have any questions about what they read. Then ask questions to ascertain that they have understood the <i>who, what, where, when, why,</i> and <i>how</i> of the article. RL: Student will fill out a question grid of who, what, where, when, why and how to demonstrate understanding of a story the class has read.</p>

Section C [Anchor 1] (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI/RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Refer to</p>	<p>Details and examples (explaining what text says explicitly and drawing inferences from text)</p>	<p>Text</p>	<p>Analyze</p>	<p>RI: Provide an article for the students to read. An example: http://gardening.about.com/od/growingtips/tp/Tomato_Tips.htm Ask the students to read the article and then ask questions to determine if they can refer back to the article to provide answers. Examples of questions to ask: “What can be used to heat the soil before planting tomatoes?” “How big do the pots need to be for starting tomato plants from seeds?” RL: After reading a short story, students answer comprehension questions, locating and highlighting the answer in the text. Students can make inferences about a character in the story by listing their actions and thoughts.</p>

Section C [Anchor 1] (GL: 3-4, NRS level: ABE Intermediate Low)

<p>RI/RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Quote</p>	<p>Explaining explicitly Drawing inferences</p>	<p>Text</p>	<p>Analyze</p>	<p>RI: Provide information about school attendance. An example of the policy for (replace with local Info) can be found at: (insert your local school district website) Examples of questions that might be asked include, “According to the article, who would be considered a truant?” “Do you think the school principal would call the parents if a student does not show up for school on a school day?”</p> <p>RL: Students will use the "right there" strategy and in order to find the answer from the text. Using this information the student will draw inferences about the author's meaning.</p>
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Section D [Anchor 1] (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI/RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Cite</p>	<p>Textual Evidence</p>	<p>Text</p>	<p>Understand</p>	<p>RI: Present the following scenario: Your baby (or grandchild) seems to have colic. The baby just won't stop crying and you are not sure what to do. You found this article on the Internet. Read it and determine what you should do to quiet this baby. What will you try? Articles can be found by conducting a Google search for "how to quiet colic baby." Some examples: http://www.ehow.com/how_2060273_hold-colicky-baby.html http://ezinearticles.com/?Symptoms-Of-Colic-In-Babies-And-How-To-Quiet-The-Crying&id=6004721</p> <p>RL: Not familiar w/QAR strategies</p>

Section D [Anchor 1] (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Leve ls of Thinking	6 Sample Activity
RH.6-8.1 <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources.					
RST.6-8.1 <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts.					

Section E [Anchor 1] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI/RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Cite</p>	<p>Textual evidence</p>	<p>Text</p>	<p>Understand</p>	<p>RI: Present the following scenario: Your church is sponsoring a mission trip to Guatemala. You want to go on the trip but are concerned about diseases that might be encountered. Have your students read about travel concerns/immunizations necessary for travel to Guatemala. http://wwwnc.cdc.gov/travel/destinations/guatemala.htm</p> <p>With what should they be concerned? What immunizations should they get before traveling? Ask questions/have a conversation to be sure they have understood and can cite specifics from the text.</p> <p>RL: Students will use the Survey, Question, Read, Recite, Review (SQ3R) method to answer questions about the text. From this information students will draw inferences.</p>

Section E [Anchor 1] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RH.9-10.1 <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>					
<p>RST.9-10.1 <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>					

A	B	C	D	E
<p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i></p>				
<p>Identify the main topic and retell key details of a text. (RI.1.2)</p>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)</p>	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2)</p> <ul style="list-style-type: none"> • <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2) 	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)</p>

Section A [Anchor 2] (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>Identify Retell</p>	<p>Main topic Key details</p>	<p>Text</p>	<p>Understand</p>	<p>Present a notice written for students that details an upcoming change in class hours or days that the students need to be aware of. (Perhaps the program will be closed for a holiday or professional development meeting.) Ask the students to identify the topic of the message and the details presented.</p>

Section B [Anchor 2] (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Determine Recount Explain</p>	<p>Main idea Key details How details support the main idea</p>	<p>Text</p>	<p>Understand</p>	<p>Present the students with a note from a child’s teacher or school detailing the procedure that must be followed to enter the school and serve as a volunteer in the classroom or go on a field trip. Local schools have policies and procedures for securing background checks for those who want to participate. Ask the students to read the document. Ask: “What is the point of this document?” “What steps need to be followed?” “Why is this procedure necessary?”</p>

Section C [Anchor 2] (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Determine Explain Summarize</p>	<p>Main idea Support of main idea by key details</p>	<p>Text</p>	<p>Understand</p>	<p>Provide an article from a magazine about a topic of interest to the students. For example, an article about organizing one’s garage can be found at http://tlc.howstuffworks.com/home/how-to-organize-a-garage.htm An article about getting organized for back-to-school can be found at http://www.hgtv.com/kids-rooms/back-to-school-organization/index.html Ask students to read the article. “When sharing what you just read, what would you say was the point of this article?” “Explain the points the author made to support that.” “If you had to give a one sentence summary of the article, what would you say?”</p>
<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Determine Summarize</p>	<p>A theme of a drama, story, or poem The text</p>	<p>From details in the text</p>	<p>Understanding</p>	<p>Using a Story Map, students will fill out the chart and determine the theme of the story based on the details given.</p>

Section D [Anchor 2] (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Determine Provide</p>	<p>Central idea How the central idea is conveyed through details Summary</p>	<p>Text</p>	<p>Understand</p>	<p>Advertisements for new medicines are available in magazines and newspapers. Provide one of these ads and ask the students to read to determine who might benefit from the use of the medicine and what benefits are expected. Ask what they might say to their doctor about why they might want to use the medicine.</p>
<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Determine Provide</p>	<p>Central idea How the central idea is conveyed through details Summary</p>	<p>Text</p>	<p>Understand</p>	<p>Students will fill out a double entry diary sheet about the text. Students will divide a piece of notebook paper in half and in the left- handed column there is a quote or detail from the text and on the right hand side is the reader's summary of that quote or detail.</p>
<p>RST.6-8.2 <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>					

Section E [Anchor 2] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI/RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Determine Analyze Provide</p>	<p>Central idea Development of central idea Summary</p>	<p>Text</p>	<p>Analyze</p>	<p>RI: Provide the students an article about how to conserve energy in the home. Ask what they would say is the main idea of the article. Ask how the writer developed that idea. Finally, ask the students to summarize the article for someone who was interested in finding ways to save money on energy use. Articles can be found through an Internet search. Two examples: http://www.ecomall.com/greenshopping/20things.htm http://tlc.howstuffworks.com/home/how-to-conserve-energy-at-home.htm RL: Students will fill out a narrative text mapping sheet which contains rising action, setting, author's theme, opening scene, conflict/problem, climax, falling action and resolution.</p>
<p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>					

A	B	C	D	E
<p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i></p>				
Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)	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. (RI.3.3)	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. (RI.4.3)	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3) <ul style="list-style-type: none"> • <i>Application:</i> identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3) <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)</p>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3) <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)</p>

Section A [Anchor 3] (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe	Connection between two individuals, events, ideas, or pieces of information	Text	Analyze	Present a calendar of events, perhaps from the local library. Ask questions that would help you understand that the students understand how two events are connected. For instance you might ask, “To which events would I want to take my 6-year old granddaughter?” or “What connection do you see between the event on Monday and the event listed for Thursday?”

Section B [Anchor 3] (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.3.3 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.</p>	<p>Describe Use</p>	<p>Relationship (between events, ideas or concepts, steps in a procedure) Language pertaining to time, sequence, cause/effect</p>	<p>Text</p>	<p>Understand</p>	<p>Present an information sheet from a doctor or dentist describing an upcoming procedure—tooth extraction, tooth implant, blood work, or outpatient surgery. Ask the students to read the information and ask if there are questions about the procedure. If necessary and to ensure that the students understand, ask questions that relate to time, sequence, and cause/effect. For instance, “How long must you go without food before your blood is drawn?” “What would happen if I ate breakfast before the appointment?”</p>

Section C [Anchor 3] (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.4.3 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.</p>	<p>Explain</p>	<p>Events, procedures, ideas, concepts</p>	<p>Historic, scientific, or technical text</p>	<p>Understand</p>	<p>Provide a piece of historical, scientific, or technical text. For example, you might provide this piece about the history of Fort Laramie: Change to Wy info</p> <p>Ask questions to ascertain if the students have understood the ideas or concepts presented based on specific information provided in the text. For instance, “Can I have my pond stocked with channel catfish?” “What is the fee for having my pond stocked?” or “How large is Fort Laramie State Park?”</p>

Section D [Anchor 3] (GL: 6-8, NRS level: ABE intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Analyze</p>	<p>Connections among and distinctions between individuals, ideas, or events</p>	<p>Text</p>	<p>Analyze</p>	<p>Present the following scenario: You live in (or are moving to or your grandchild lives in or is moving to) (your area). You must help make a decision about which school your child or grandchild will attend. Information about school selection can be found at (website for your school)</p> <p>Ask the students to read the information provided and see how connections are made between the different ideas for the different types of schools.</p> <p>Which school would you choose? Why?</p>
<p>RH.6-8.3 <i>Application:</i> identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>					
<p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>					

Section E [Anchor 3] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Analyze Explain</p>	<p>Complex set of ideas or sequence of events How specific individuals, ideas, or events interact and develop</p>	<p>Text</p>	<p>Analyze</p>	<p>Present the students with a text that outlines a set of ideas or sequence of events. For example, ask them to read information on how to register to vote http://elect.ky.gov/registertovote/Pages/default.aspx or how to go about applying for citizenship. Information on citizenship can be found at http://www.uscis.gov Ask students to consider the ideas and steps necessary in the process. What are the steps in the process? Ask them to explain how these steps are developed. What would you tell a person who needs to go through the process?</p>
<p>RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>					
<p>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>					

A	B	C	D	E
<p>CCR Anchor 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.</p> <p><i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i></p>				
<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)</p> <ul style="list-style-type: none"> • <i>Application:</i> determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)

Section A [Anchor 4] (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Ask and answer Determine and clarify</p>	<p>Questions Meanings of words and phrases</p>	<p>Text</p>	<p>Understand</p>	<p>Select a recipe with broad appeal and with a few words that could be unfamiliar. For example, the recipe might have the word “sear,” “blanch,” or “simmer.” Ask students to read through the recipe to see if there are any words they would want to learn more about before cooking that recipe. Then ask students to describe how they would prepare the recipe.</p>

Section B [Anchor 4] (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p>	<p>Determine</p>	<p>Meaning of words and phrases (general academic and domain-specific)</p>	<p>Text</p>	<p>Understand</p>	<p>Provide a manufacturer's coupon. Ask the students to read the coupon. Then ask if there are words that are unfamiliar. Through questioning, determine if the students are familiar with words like retailer, reimbursement, restricted, prohibited, and void.</p>

Section C [Anchor 4] (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI/RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p>	<p>Determine</p>	<p>Meaning (general academic and domain-specific words and phrases)</p>	<p>Text</p>	<p>Understand</p>	<p>RI: Provide a bus schedule. This might be a city bus route schedule or a Greyhound schedule between selected cities. www.greyhound.com</p> <p>Ask if there are words that are unfamiliar. Ask questions to determine if the students have understood words that might cause some misunderstanding. For example: transfer, departing, arriving, advanced purchase, refundable.</p> <p>RL: Present various types of texts (e.g. stories , poems) to students. Give each student a yellow highlighter. When the student comes to a word illustrating figurative language such as metaphors and similes they highlight the word in yellow and the class discusses the meanings of the words together.</p>

Section D [Anchor 4] (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	Determine	Meanings of words and phrases	Text	Understand	<p>Present the following scenario: Your employer has instituted a new vacation policy. You have been asked to read it and sign a statement saying that you understand it. Read this policy. Ask, “Do you have any questions about the policy?” “Do you have any questions about the words used?” Ask questions to determine if the students understand words like accrued, allotments, and minimum. A sample policy can be found by conducting a Google search of sample vacation policy. http://www.inc.com/tools/2000/12/21517.html</p>
<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	Determine Analyze	<p>The meaning of words and phrases</p> <p>The impact of specific word choice</p>	<p>Used in text, including figurative and connotative meanings</p> <p>On meaning and tone</p>	Analyzing	<p>Song lyrics can be used to teach literary devices. After reviewing the terms the class will read the lyrics, listen to the song and then list the literary devices. Discussion will center on how certain word choices impact the meaning and tone of the song. (e.g. The River by Garth Brooks using simile and metaphor)</p>

Section E [Anchor 4] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Determine Analyze</p>	<p>Meaning of words and phrases Cumulative impact of word choices on meaning and tone</p>	<p>Text</p>	<p>Analyze</p>	<p>Present the following scenario: A friend of mine is going through a divorce. She is not sure what the lawyer meant by “divorce decree” and its importance.</p> <p>Provide a sample divorce decree by doing an Internet search to use as the basis for a conversation about a decree. One sample was found at http://www.ourdivorceagreement.com/sample_decree.htm</p> <p>Talk about the technical meanings of words like defendant, plaintiff, bona fide, jurisdiction, and absolute.</p> <p>Discuss the tone of the legal document and how it differs from other documents...even ones that might present information about divorce.</p> <p>http://www.divorce.com/article/divorce-decree</p>

Section E [Anchor 4] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings ; analyze the cumulative impact of specific word choices on meaning and tone(e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone)</p>	<p>Determine Analyze</p>	<p>The meaning of words and phrases as they are used. The cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone)</p>	<p>In the text, including figurative and connotative meanings</p>	<p>Analyzing</p>	<p>Students will compare and contrast popular song lyrics written from 1900 to 2000 and how the word choices evoke a sense of time and set a formal and /or informal tone.</p>

RST.9-10.4

Application:
determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

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Central Wyoming College-READING ANCHORS 5-9 (unpacked)

A	B	C	D	E
<p>CCR Anchor 5: 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)</p>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)</p>	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)</p>	<p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)</p>	<p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)</p>

Section A [Anchor 5] (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Know and use Locate</p>	<p>Text features (headings, tables of contents, glossaries, electronic menus, icons) Key facts or information</p>	<p>Text</p>	<p>Apply</p>	<p>Provide a local phone book and ask the student how they would find the number for Robert Smith. Students could also be asked how they would find the phone number for a local flower shop if they did not know the name of one. The students would be learning the use of the alphabetical listing of names in the residential section and the subject listings in the yellow pages.</p>

Section B [Anchor 5] (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Know and use Locate</p>	<p>Text features Key facts or information</p>	<p>Text</p>	<p>Apply</p>	<p>Bring the want ads from the local paper. Ask students to find the section that lists apartments for rent. Ask students to determine if there is a section for furnished apartments.</p>
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Use</p>	<p>Text features Search tools</p>	<p>Given topic</p>	<p>Apply</p>	<p>Ask students to go to www.Wonderopolis.org and search for a Wonder of the Day[®] for a particular topic to share with their child or grandchild. For instance, they might like to find something related to health and nutrition or financial literacy. They could search for a Wonder about budgeting, taxes, or how a \$1 bill is made. They might wonder what they best after-school snack is or how many peanuts are in a jar of peanut butter. The use of the right sidebar will link them to the archived Wonders.</p>

Section C [Anchor 5] (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Describe</p>	<p>Overall structure of events, ideas, concepts, information</p>	<p>Text</p>	<p>Understand</p>	<p>Present this scenario or something similar: You are having trouble with your washing machine draining properly. You did a Google search to find out if you could trouble-shoot the problem. This is what you found:</p> <p>http://www.buzzle.com/articles/washing-machine-wont-drain.html</p> <p>(You might do a Google search for another article if this one is not available.)</p> <p>Have the students read the article and describe how the ideas are presented. Are the easiest solutions presented first?</p>
<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>Compare and contrast</p>	<p>Overall structure of events, ideas, concepts or information</p>	<p>Two or more texts</p>	<p>Analyze</p>	<p>Present the following scenario: The window of your Honda van will not roll up! What can you do? Here are two articles that might help since it is 9:00 P.M. and the dealership is closed. Compare the information given and decide if there is something you might do besides cover the window in plastic!</p> <p>http://wiki.answers.com/Q/How_to_fix_Odyssey_2001_driver_side_power_window_not_coming_up</p> <p>http://www.ehow.com/how_7645790_fix-window-wont-go-up.html</p>

Section D [Anchor 5] (GL: 6-8, NRS level: ABE intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>Analyze</p>	<p>Structure (how a sentence, paragraph, chapter or section fits and contributes to the development of ideas)</p>	<p>Text</p>	<p>Analyze</p>	<p>Present the following scenario: Your child will need to sign up to attend school this year. You were sent this document for what to do to get him enrolled. Ask the students to read the document and determine how the ideas fit together to give all the information needed</p> <p>A sample document was found at</p> <p>http://www.bullittschools.org/wp/departments/support-services/student-services/enrollment/</p> <p>(Check with your county school for enrollment information.)</p>
<p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>Analyze</p>	<p>Structure (used to organize a text)</p>	<p>Text</p>	<p>Analyze</p>	<p>Present the following scenario: You are thinking about a job change and have been told that Enterprise Rent-a-Car is a good company to work for with a good chance of advancement.</p> <p>You access their Web site to read more about the company.</p> <p>http://www.erac.com/our-company/default.aspx</p> <p>Consider the way the information is presented. What are the major sections of this document? How does each of those sections contribute to the meaning of the overall document? What are your thoughts on joining this company on the basis of what you have read?</p>

Section E [Anchor 5] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>Analyze</p>	<p>How an author's ideas or claims are developed and refined</p>	<p>Text</p>	<p>Analyze</p>	<p>Present the following scenario: You are going to be renting an apartment and are considering whether or not to buy renter's insurance. You have found an article on the topic. Read the article noting how the writer develops his ideas about the renter's insurance. How does he develop his claims and make his case? Does he think I should buy renter's insurance?</p> <p>Examples of articles found from an Internet search:</p> <p>http://www.kwikrents.com/why-renters-insurance.php</p> <p>http://moneyfor20s.about.com/od/autohomeinsurance/bb/rentersinsuranc.htm</p>
<p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Analyze and evaluate</p>	<p>Effectiveness of structure in exposition or argument</p>	<p>Text</p>	<p>Evaluate</p>	<p>Present the following scenario: You have been hearing a lot about organic produce. You see it in the grocery, too. Is it worth it to spend the extra money to buy organic fruits and vegetables?</p> <p>Find information through an Internet search. Read the information and evaluate the writer's argument for or against the purchase of organic produce.</p> <p>How is the argument structured? Are the points made clear? Are they convincing? Will you purchase organic fruits and vegetables?</p>

A	B	C	D	E
<p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. <i>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i></p>				
	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)</p> <p>Distinguish their own point of view from that of the author of a text. (RI.3.6)</p>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)</p> <p>Describe how a narrator’s or speaker’s point of view influences how events are described. (RI.5.6)</p>	<p>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)</p> <p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)</p>	<p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)</p> <ul style="list-style-type: none"> • <i>Application:</i> analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RI.9-10.6) <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</p>

Section A [Anchor 6] (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>**Section A not measured for RL Anchor 6</p>					

Section B [Anchor 6] (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Identify</p>	<p>Main purpose</p>	<p>Text</p>	<p>Understanding</p>	<p>Select a notice from a local utility company (electric, gas, cable) explaining a rate hike or work to be done in the neighborhood. Ask the students to read the notice. Ask, "What is the purpose of this notice? What does the company want you to know?"</p>
<p>RI3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>Distinguish</p>	<p>Point of view</p>	<p>Text</p>	<p>Analyze</p>	<p>Provide a review of a current movie and ask the students to read it. Then ask how they liked the movie and if they felt the same as the reviewer.</p>

Section C [Anchor 6] (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Analyze Note</p>	<p>Multiple accounts of an event or topic. Similarities and differences in point of view.</p>		<p>Analyze</p>	<p>Select two or more articles about the importance of physical activity. This could be physical activity for children or for adults. There are many sources for such information. Some examples:</p> <p>http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/Start Walking/American-Heart-Association-Guidelines UCM_307976 Article.jsp</p> <p>http://www.letsmove.gov/get-active</p> <p>Ask students to read the articles and note the similarities and differences they find.</p>
<p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Describe how influences how</p>	<p>a narrator's or speaker's point of view events are described.</p>		<p>Understanding</p>	<p>Discuss with the students the meaning of the first and second person point of view and how the point of the view that the author uses in a text makes a difference in how the thoughts and feelings of the characters are revealed (i.e., first-person- author is the main character (I), third-person- author presents ideas of one or more characters (he, she)). Ask students to use Post-its as they read a text to mark examples of how the thoughts and feelings of the characters are described. Then the students summarize their findings in a paragraph.</p>

Section D [Anchor 6] (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Le vels of Thinking	6 Sample Activity
<p>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Determine Analyze</p>	<p>Point of view or purpose How the author acknowledges and responds to conflicting evidence or viewpoints</p>	<p>Text</p>	<p>Analyze</p>	<p>Present the following scenario: You have been talking to your child about the dangers of driving and talking on the cell phone. You want to find a good article to help you make your case. Ask students to read this article and determine the point of view presented by the writer. Then ask the students to look for how the writer acknowledges and responds to conflicting viewpoints.</p> <p>http://www.marshalladulthoodeducation.org/rs/hc/l8hc/Driving_and_Dialing_Level%208.0.pdf</p>
<p>RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>					

Section E [Anchor 6] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Determine Analyze</p>	<p>Point of view or purpose. How rhetoric is used to advance the point of view or purpose.</p>	<p>Text</p>	<p>Analyze</p>	<p>Access a local politician's speech or the governor's latest speech on a topic of interest. Ask students to listen or read the speech and decide on the point of view being advanced. Ask the students how the writer/speaker used language to persuade or influence the audience as to his point of view.</p>
<p>RL.9-10.6 Application: analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>Analyze drawing on</p>	<p>a particular point of view or cultural experience reflected a wide reading</p>	<p>in a work of literature from outside the United States of world literature</p>	<p>Analyze</p>	<p>Utilizing a piece of world literature, students examine a particular point of view or cultural experience found in that body of literature. Continue using more complex literature and developing a deeper understanding of global perspectives.</p>

Section E [Anchor 6] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Analyze distinguishing what is</p>	<p>a case in which grasping point of view requires directly stated</p>	<p>in a text from what is really meant</p>	<p>Analyze</p>	<p>Review with students examples of satire, sarcasm, irony, or understatement. Students then are presented with a case when an author says one thing but means another. Students then reflect on what meaning this type of point of view brings to the text or distinguishes about a character.</p>
<p>RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>					

A	B	C	D	E
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outline by Standard 10.)				
Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7) Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

Section A [Anchor 7] (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
RI.1.7 Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).	Use	Illustrations and details	Text	Apply	Select a comic or comic strip from the newspaper and ask the student how they might explain the point of it to someone (their child or grandchild, perhaps) who did not understand it.

Section B [Anchor 7] (GL: 2-2, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	Use	Information (from illustrations and words)	Text	Understand	<p>Select an article with illustrations. For example, an article on how to plant a tree or how to prune a tree can be obtained from www.treehelp.com. Ask the students to read the article. Ask questions to determine that the students understood the key points.</p>
<p>RI.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	Explain	how specific aspects of a text's illustrations contribute to what is conveyed	by the words in a story	Analyze	<p>Choose a text that has detailed illustrations and the topic relates to the students (e.g., families, holidays). After reading the beginning of the text (i.e., model and guided practice) with the students, discuss how the text and the illustrations provide details about the characters, setting, events and create a mood. Add the details to a story elements graphic organizer. Then have the students read the rest of the text independently and fill out the remainder of the graphic organizer making connections between the illustrations and the text.</p>

Section C [Anchor 7] (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Interpret</p> <p>Explain</p>	<p>Information</p> <p>How information contributes to understanding</p>	<p>Text</p>	<p>Evaluate</p>	<p>Present a weather map from the newspaper or www.weather.com</p> <p>Daily or even hourly information can be obtained from the Web site. Ask students to explain how the map helps them understand what the weather will be.</p>
<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently.</p>	<p>Draw on</p> <p>Demonstrate</p>	<p>Information</p> <p>Ability to locate an answer or solve a problem</p>	<p>Multiple print or digital sources</p>	<p>Apply</p>	<p>Choose a topic of interest to the students. For example, ask the students to find the cost of purchasing a used car. You can supply a make and model and some specifics that might be wanted. The students can find the information online or in a newspaper listing.</p>

Section D [Anchor 7] (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.6.7 Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps)</p>	<p>Integrate</p>	<p>Information</p>	<p>Text and different media or formats</p>	<p>Analyze</p>	<p>Provide all the information you can find about a recent football, basketball or baseball game. For instance, provide an article written about the game as well as the stats and box scores found. Ask the students to review all the information.</p> <p>Ask, “From all the information I have given you, what more can you tell me about this game than just who won and who lost?”</p> <p>The students may be able to tell you how long the game lasted, provide statistics about each player’s performance in the game, and who the team’s next opponent will be.</p>
<p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>					

Section E [Anchor 7] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>					
<p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>					

Section E [Anchor 7] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>Integrate and evaluate</p>	<p>Multiple sources of information</p>	<p>Information presented in different media or formats as well as words to address a question or solve a problem</p>	<p>Evaluate</p>	<p>Present the following scenario: You need to plan a weekend trip you and your family will be taking to (change to a place you can go in Wy for a weekend). You have heard about many attractions in the area and want to plan for one or two special things. Check out the following Web sites (or conduct an Internet search) and choose one or two things to do that weekend. Insert website info</p> <p>http://www.youtube.com/watch?v=KQ2I6BhKQTQ&feature=relate</p>

A	B	C	D	E
CCR Anchor 8: 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)				
Identify the reasons an author gives to support points in a text. (RI.1.8)	Describe how reasons support specific points the author makes in a text. (RI.2.8)	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)

Section A [Anchor 8] (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
RI.1.8 Identify the reasons an author gives to support point is a text.	Identify	Reasons	Text	Remember	Present a brochure or advertisement from a cellular phone service provider and ask the students to find the reasons given that would make them want to sign a contract with that provider.

Section B [Anchor 8] (GL: 2-2, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
RI.2.8 Describe how reasons support specific points the author makes in a text.	Describe	How reasons support	Text	Analyze	Provide an article from the local news about a controversial community issue (for example, restaurants becoming smoke free) and ask students to read the article. Ask the students to look for the reasons cited and ask, "How do those reasons support the writer's view?"

Section C [Anchor 8] (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Explain Identify	How an author uses reasons and evidence. Which reasons and evidence support which points.	Text	Understand	Present the following scenario: Your friend needs to replace a car. He asks your opinion...should he buy a new or a used car? You found this article online. What will you tell your friend? Provide reasons the author provides to support your answer. http://www.consumerreports.org/cro/cars/car-buying-advice/guide-to-used-car-buying/narrow-your-choices/pros-and-cons-of-buying-used/index.htm

Section D [Anchor 8] (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>Delineate and evaluate</p> <p>Recognize</p>	<p>Argument and claims</p> <p>Irrelevant evidence</p>	<p>Text</p>	<p>Evaluate</p>	<p>Present the following scenario: You want to buy a new car, but you have heard that it is not a smart decision—that you would be better off buying a used car. The idea of a brand new car is really exciting. Should you buy a new – not used – one? Ask students to read the following article and consider the claims that the writer makes. Ask the students to list the claims or arguments. Did the writer provide arguments that were not relevant? What will you do? Buy a new or a used car?</p> <p>Possible articles to use:</p> <p>http://www.evecars.com/used-car-guide.aspx?NA=222389&EL=3177655</p> <p>http://www.allbusiness.com/personal-finance/automobiles/2495-1.html</p>

Section E [Anchor 8] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>Delineate and evaluate</p> <p>Identify</p>	<p>Argument and specific claims</p> <p>False statements and fallacious reasoning</p>	<p>Text</p>	<p>Evaluate</p>	<p>Find an advertisement for a weight loss plan or drug. Popular magazines would be a good source for this sort of advertisement.</p> <p>Ask students to read the advertisement and list the specific claims made. Then ask them to evaluate the claims to determine if they think the reasoning is valid and the evidence provided is relevant and sufficient to make that claim.</p> <p>Do they think there are any false statements made in the advertisement? If so, why do they think that?</p>

A	B	C	D	E
<p>CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)</p>	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</p>	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)</p>	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)</p> <p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)</p> <ul style="list-style-type: none"> • <i>Application:</i> compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)

Section A [Anchor 9] (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify	Similarities, differences (illustrations, descriptions, procedures)	2 texts on the same topic	Analyze	Present the students with advertisements from two car dealerships. Ask them to identify similarities and differences in the two ads/businesses.

Section B [Anchor 9] (GL: 2-2, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and contrast	Most important points and key details	Two texts on the same topic	Analyze	Provide two articles written about the same topic. For example, find two articles on the importance of drinking water. (Google “importance of drinking water” to find several articles to choose from.) Ask the students to read each article and ask them to find similarities and differences in the two. The focus should be not only on the main point but the key details as well.

Section C [Anchor 9] (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Integrate</p>	<p>Information</p>	<p>Several texts on the same topic</p>	<p>Apply</p>	<p>Present the following scenario (or something similar) about undertaking a home improvement project. You want to put up a fence so you have found these articles online about how to go about it. Read the articles and determine the best way to proceed with the project...what materials would be needed, how much time it might take, and the steps one would follow.</p> <p>http://www.ehow.com/how_4517246_put-up-fence-panels.html</p> <p>http://www.cuprinol.co.uk/fences/put_up_a_fence.jsp</p> <p>http://www.ehow.com/how_4906305_put-up-wood-fence-home.html</p> <p>http://www.buzzle.com/articles/how-to-put-up-a-fence.html</p>

Section D [Anchor 9] (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Analyze Identify</p>	<p>Conflicting Information Where texts disagree</p>	<p>Two or more texts on the same topic</p>	<p>Analyze</p>	<p>Present the following scenario: Your best friend loves chocolate pie. You want to make one for her for her birthday. You are not sure how to make one so you search the Internet for a recipe. Oh, no, now you have a problem. You found two recipes; they both sound good and easy to make. However, there are differences in the recipes. Look at the differences. Which one should you make? Examples: http://www.foodnetwork.com/recipes/chocolate-chiffon-pie-recipe/index.html http://allrecipes.com/recipe/mels-best-ever-chocolate-pie/detail.aspx</p>

Section E [Anchor 9] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>Analyze</p>	<p>Seminal U.S. Documents of historical and literary significance</p>	<p>Seminal U.S. documents of historical and literary significance</p>	<p>Analyze</p>	<p>To help students see a real-life application of this standard, access a speech of significance...for example, the governor’s State of the Commonwealth address, the President’s State of the Union address, or a presidential candidate’s speech in which the party’s nomination is accepted. Ask students to read or listen to the speech and determine the central ideas and how those ideas are addressed in the speech.</p>

Section E [Anchor 9] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>Analyze</p>	<p>Themes, purposes and rhetorical features</p>	<p>Foundational U.S. documents of historical and literary significance</p>	<p>Analyze</p>	<p>To help students understand the relevance of this standard, ask them to listen to and/or read the inaugural address of our current president. President Obama’s address can be found at http://www.whitehouse.gov/blog/inaugural-address/ Ask students to read to determine the themes addressed and to note rhetorical features of interest to them. What is the purpose of the speech? Perhaps you would want to focus on certain features asking students to note them. For instance, is there imagery, an appeal to emotion or logic, or paradox that you might have noted when reading or hearing the address that you want to discuss with students?</p>

Section E [Anchor 9] (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
<p>RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>RH.9-10.9 *Application: compare and contrast treatments of the same topic in several primary and secondary sources.</p>					