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|  | **Reading Anchor Standards** | **Strategies** |
| **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. |  Three Column Note Taking- [samples](http://www.edmondschools.net/portals/0/docs/three-columnnotes.pdf)[Two Column Note Taking (text/illustration)](https://www.dropbox.com/s/0dxz17yyvevv639/2%20Column%20Notes.pdf)[4 Inferencing Questions](https://www.dropbox.com/s/h5h4gtpr6xqmzv7/Inferencing%20Questions.docx) [Strong Evidence](https://www.dropbox.com/s/xfxl4aa5q9ogdgg/Citing%20Strong%20Evidence.pdf) |
| **2.** | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Triangle Clues- [samples](http://www.edmondschools.net/Portals/0/docs/STEPS%20SS/TRIANGLE%20CLUES.pdf)[Key Points and Back Up](https://www.dropbox.com/s/ivhx4tvkvcvcpi1/Key%20Points%20Back%20Up.pdf)[Stop-N-Think](https://www.dropbox.com/s/kro2qgntpcakyz6/Stop%20and%20think%5D.PNG)[Trailing the Text](https://www.dropbox.com/s/du29t3yui9idtgq/Trailing%20the%20text.PNG?m=)[One Sentence Summary](https://www.dropbox.com/s/pbdngj9jkqxpaou/One%20Sentence%20Summary.pdf)[Argument Writing](https://www.dropbox.com/s/i0u06a5pj0brrjj/high%20school%20argument%20writing.pdf) |
| **3.** | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. | [Developing Ideas Graphic Organizer](https://www.dropbox.com/s/o22pw6o9pnpy4nk/Developing%20Ideas%20Graphic%20Org.pdf)[Modified Frayer](https://www.dropbox.com/s/vsnuc9vzojlz8be/Modified%20Frayer.pdf) |
| **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. | [Word Sort](https://www.dropbox.com/s/s3tihih5de2ziwh/Word%20Sort.pdf)[Vocabulary Guide](https://www.dropbox.com/s/jlwhz1p6w583qxk/Vocab%20Guide.pdf)[K.I.M.](https://www.dropbox.com/s/4wdyjtwurl7azzu/KIM.docx)[Pre-learning Concept Checklist](https://www.dropbox.com/s/c8mzck0rlmo7hr6/PreLearning%20Checklist.pdf) |
| **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. | [Word Splash](https://www.dropbox.com/s/re9syu1w4wpy47h/lynwordsplash.doc)[It Says\_ I Say\_ And So\_](https://www.dropbox.com/s/vppdm04oo0d5s2w/It%20Says.docx)[About\_ Point\_](https://www.dropbox.com/s/djb6qrsywz79sr8/About%20point.docx) |
| **6.** | Assess how point of view or purpose shapes the content and style of a text. | [Discussion Web](https://www.dropbox.com/s/vi8tbtcheephoii/Discussion%20Web.pdf)[Creating Text Dependent Questions](https://www.dropbox.com/s/ljprule93sftche/creating%20text%20dependent%20questions.pdf)[Author Comparison](https://www.dropbox.com/s/2p4v8dcogqp40ki/Author%20Comparison.docx)[Reciprocal Teaching Skills & Pattern Questions](https://www.dropbox.com/s/i43kufm8k2ciro6/Reciprocal%20Teaching%20and%20Patterns.pdf) |
| **7.** | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | [THIEVES](https://www.dropbox.com/s/bv3xqn15af0uabr/THIEVES.pdf)[The Big 6](https://www.dropbox.com/s/3pqubdfr5erptgp/The%20Big%206.docx)[Guided Investigation Questions](https://www.dropbox.com/s/vv8wk5ducq1kh81/Guided%20Investigation%20Ques.pdf) |
| **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. | [Reading an Argument](https://www.dropbox.com/s/mq2erfyamxsgdap/Reading%20An%20Argument.docx) [Argument Road](https://www.dropbox.com/s/x3efj6vltt1ugvx/Argument%20Road.docx)[Compare & Contrast Map](https://www.dropbox.com/s/5k90cs2bp16u9zq/compare%20and%20contrast%20map.pdf) |
| **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. | [Compare and Contrast- Marzano](https://www.dropbox.com/s/d4j7hjq5dd9yfwb/compare%20and%20contrast%20graphic%20organizer.PNG?m=)[Comparison Matrix and Organizers](https://www.dropbox.com/s/tzpowvjvu6277lu/Comparison%20Matrix%20%26%20Organizers.pdf)[Change Frame](https://www.dropbox.com/s/g33lg7ehfiooa4y/Change%20Frame%20Graphic%20Org.pdf) |
| **10.** | Read and comprehend complex literary and informational texts independently and proficiently. | [Teacher Scoring Guide](https://www.dropbox.com/s/w1c8zelc3asfbb9/teacher%20scoring%20guide.pdf)[Word of the Week](https://msbinstructionalcoach.files.wordpress.com/2012/11/compare-word-of-the-week.jpg)[Tiered Visual](https://www.dropbox.com/s/tcc4fmtsbigow7e/Tiered%20Vocab%20Chart.PNG)[SCAN & RUN](https://www.dropbox.com/s/bzdmi0lj2xhgbzj/SCAN%20and%20RUN.docx) |