

Sample Pedagogical Reading Tool

	Guiding Questions	Corresponding Standards*	Reader Notes
Meaning	What big ideas, themes, or arguments are articulated by the text?	CCRA.R.2	
Style	What reading strategies (such as questioning and summarizing) are you using as you read to make sense of the text?	CCRA.R.1 CCRA.R.2 CCRA.R.4 CCRA.R.6 CCRA.L.3 CCRA.L.4 CCRA.L.5	
	What aspects of the author's craft are especially evident in this work? Consider: <ul style="list-style-type: none"> • Genre and structure (narration, point of view) • Rhetorical and figurative language (metaphor, parallelism) • Grammatical and stylistic conventions (passive voice, sentence length) 	CCRA.R.4 CCRA.R.5 CCRA.R.6 CCRA.L.1 CCRA.L.3 CCRA.L.5	
Intertextuality	What specific supplementary texts of varying genres (literary and informational) would help students comprehend: <ul style="list-style-type: none"> • The historical or cultural context of the text or the author's particular perspective • The big ideas of the text • The strategies or craft of the text 	CCRA.R.7 CCRA.R.9	

*This figure lists the anchor standards that apply to all content areas and grades; when completing this for texts in your courses, substitute the specific content- and grade-specific standard in the Corresponding Standards column (for example, for a grade 10 biology teacher, CCRA.R.2 would become RST.9–10.2).

Source: Adapted from Alston, C. L., & Barker, L. M. (2014). Reading for teaching: What we notice when we look at literature. *English Journal*, 103(4), 62–67. Source for standards: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors. Accessed at www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf on March 10, 2015.