

**TABLE. Matching CCSS With Comprehension Processes**

<b>Focus</b>	<b>Anchor Standards for Reading— Key Ideas and Details</b>	<b>Comprehension Processes</b>
Explicit/Implicit Meanings	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.	<ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Make connections to prior knowledge</li> <li>• Determine importance</li> </ul>
Main Ideas	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> <li>• Generate questions</li> <li>• Determine importance</li> <li>• Synthesize</li> </ul>
Text Relationships	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> <li>• Make connections to prior knowledge</li> <li>• Generate questions</li> <li>• Make inferences</li> <li>• Determine importance</li> <li>• Synthesize</li> </ul>
<b>Focus</b>	<b>Anchor Standards for Reading— Craft and Structure</b>	<b>Comprehension Processes</b>
Vocabulary	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.	<ul style="list-style-type: none"> <li>• Make connections to prior knowledge</li> <li>• Make inferences</li> <li>• Create mental images</li> </ul>
Text Structure	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.	<ul style="list-style-type: none"> <li>• Generate questions</li> <li>• Determine importance</li> <li>• Synthesize</li> </ul>
Author Purpose/ Perspective	6. Assess how point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> <li>• Generate questions</li> <li>• Make inferences</li> </ul>
<b>Focus</b>	<b>Anchor Standards for Reading— Integration of Knowledge and Ideas</b>	<b>Comprehension Processes</b>
Visual Literacy/ Technology	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> <li>• Generate questions</li> <li>• Create mental images</li> <li>• Synthesize</li> </ul>
Argument & Support	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.	<ul style="list-style-type: none"> <li>• Generate questions</li> <li>• Determine importance</li> <li>• Synthesize</li> </ul>
Multiple Texts	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.	<ul style="list-style-type: none"> <li>• Make connections to prior knowledge</li> <li>• Generate questions</li> <li>• Determine importance</li> <li>• Synthesize</li> </ul>
<b>Focus</b>	<b>Anchor Standards for Reading— Range of Reading and Level of Text Complexity</b>	<b>Comprehension Processes</b>
Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.	<ul style="list-style-type: none"> <li>• All</li> </ul>