

Chicago Latina Trailblazers

Guided Reading questions

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W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Differentiation: Many questions ask for more than one response. Several have at least three components. This is a good place to make adjustments as needed for students.

For any question there could be a discussion about how many lenses or ways the same question can be looked at or interpreted and why. For example, among other things, women face:

Gender and Sexism G: Societal biases and systemic discrimination against women, not to be confused with other types of discrimination.

Female Identity F: The personal and political evolution of women's self-concept;

(Gender) Bias and Authority B: Instances where women lacked professional credibility solely due to their gender. Would they treat a man like this?

Motherhood M: Motherhood as a societal obstacle or a motivator.

Work-Life Balance W: Conflict between private family obligations and public community work.

1. Context Clues — Apply

Find a word in the text whose meaning can be determined through context clues. Identify the clues and explain how they help determine the word's meaning. **L.9-10.4.a;**

Higher-order skills: Application, inference, contextual analysis.

2. Personal Influences — F, M, W; Analyze

Consider the important people in the Trailblazer's early personal life. Did they do similar work or follow similar paths? Analyze how their experiences may have influenced her choices. Use specific evidence from the text.

RL.9-10.1; RL.9-10.6; Higher-order skills: Analysis, comparison, inference, cause/effect.

3. Humor — Analyze

Identify an example of humor in the story. Analyze how the author's word choice, perspective, or storytelling makes the incident funny and explain what the humor adds to the story. **RI.9-10.4; RI.9-10.6**

Higher-order skills: Analysis, interpretation, author's craft.

4. Inference — Analyze

Identify a place where the reader must make an inference. Explain what can be inferred and identify the evidence that supports your conclusion. **RL.9-10.1; Higher-order skills:** Inference, analysis, evidence-based reasoning.

5. Theme or Central Idea — G, F, M; Analyze

Identify a theme or central idea that develops throughout the text. Analyze how specific events, experiences, or details develop that idea. **RI.9-10.1; RI.9-10.2; Higher-order skills:** Analysis, synthesis, connecting ideas.

6. Word Meaning — Apply

Choose a word or phrase from the text whose meaning may be unfamiliar. Determine its meaning from context, then verify the meaning using a dictionary or other reference source. **L.9-10.4.a; L.9-10.4.d**

Higher-order skills: Application, contextual analysis, verification.

7. Foreshadowing — Analyze

Identify an example of foreshadowing in the story. Explain how the earlier detail prepares the reader for an event or development that occurs later. **RL.9-10.5; Higher-order skills:** Analysis, prediction, connecting ideas.

8. Opinions — Analyze

Identify an opinion expressed by someone in the chapter. Analyze what the opinion reveals about that person's beliefs, experiences, or relationship with others. Use evidence from the text. **RI.9-10.1; RI.9-10.3**

Higher-order skills: Analysis, inference, characterization.

9. Complex Interactions — B, W; Analyze

Identify a complex interaction between two or more people in the chapter. Analyze how their relationship or interaction affects events, decisions, or outcomes. **RI.9-10.1; RI.9-10.3**

Higher-order skills: Analysis, cause/effect, relationship analysis.

10. Figurative Language & Nuance — Analyze

Identify an example of figurative language, nuance, humor, or an unusual word relationship in the text. Analyze its meaning and explain how it contributes to the story. **RI.9-10.4; L.9-10.5**

Higher-order skills: Analysis, interpretation, language analysis.

11. Unique Language & Cognates — Analyze

Identify a word or phrase that is used in an unusual or distinctive way, or identify a cognate between English and Spanish. Explain its meaning and how it contributes to the language or cultural context of the chapter. **RI.9-10.4; L.9-10.4; L.9-10.5; Higher-order skills:** Analysis, interpretation, linguistic connections.

12. Figurative Language — Analyze

Identify an example of figurative language, a word relationship, or a nuance in meaning. Analyze what it means in context and explain its effect on the text. **L.9-10.5; L.9-10.5.a**

Higher-order skills: Analysis, interpretation, contextual reasoning.

13. Point of View & Culture — F; Analyze

Analyze how the Trailblazer's point of view or cultural experiences shape the way events, people, or ideas are presented in the text. Use specific evidence to support your answer. **RL.9-10.1; RL.9-10.6**

Higher-order skills: Analysis, perspective-taking, cultural interpretation.

14. Small-Group Discussion — Evaluate

Identify an issue, decision, conflict, or idea from the chapter that would support a meaningful small-group discussion. Explain why it is worth discussing and prepare evidence to support your position. **SL.9-10.1a-d; RI.9-10.1; Higher-order skills:** Evaluation, discussion, evidence-based reasoning.

15. Family & Activism — Analyze

Identify any relatives involved in political or community activism. Analyze how their involvement may have influenced the Trailblazer's beliefs, career, or activism. Use specific evidence from the text. **RI.9-10.1; RI.9-10.3;**

Higher-order skills: Analysis, cause/effect, connecting ideas.

16. Synthesis — G, F, M, W; Connect Ideas

How do the Trailblazer's personal experiences, historical circumstances, and community relationships work together to shape her choices and accomplishments? Use specific evidence from the text to support your answer. **RI.9-10.1; RI.9-10.3; W.9-10.2; W.9-10.9;**

Higher-order skills: Synthesis, analysis, cause/effect.

17. Tone & Style — Analyze

Identify the tone or style of the story. Analyze how specific words, phrases, details, or the author's perspective help create that tone or style. **RI.9-10.4; RI.9-10.6;**

Higher-order skills: Analysis, interpretation, author's craft.

18. Social & Political Context — G, B; Analyze

Identify the major social or political conditions that form the backdrop of the Trailblazer's story. Analyze how these conditions affect her experiences, opportunities, or decisions. **RI.9-10.1; RI.9-10.3**

Higher-order skills: Contextual analysis, cause/effect, historical reasoning.

19. Cognates — Apply & Analyze

A *cognate* is a word that is similar in two languages, such as *actividad* and *activity*. Identify a cognate from the text and explain how recognizing the relationship between the two words helps determine its meaning.

RI.9-10.4; L.9-10.4.a; Higher-order skills: Application, linguistic analysis, contextual reasoning.

20. Personal Philosophy — G, F; Evaluate

Based on her words, decisions, and actions, what personal philosophy appears to guide the Trailblazer? Develop a claim and support your interpretation with specific evidence from the text. **RI.9-10.1; W.9-10.1; W.9-10.9;**

Higher-order skills: Evaluation, inference, argumentation, evidence-based reasoning.

21. Career Path — M, W; Evaluate

Evaluate whether the Trailblazer's career followed a logical path. Consider how her experiences, opportunities, challenges, and decisions influenced the direction of her career. Defend your conclusion with specific evidence from the text. **RI.9-10.1; RI.9-10.3; W.9-10.1; W.9-10.9**

Higher-order skills: Evaluation, analysis, cause/effect, argumentation.