

COMPREHENSION STANDARDS AND OBJECTIVES

The "A" Strand: Forming a General Understanding

A1: Main idea and theme

- A1-a: What lesson does _____ learn in this story? (fiction) [figuring out]
- A1-b: What is the theme of this story? (fiction) [figuring out]
- A1-c: What is the main idea? (nonfiction) [figuring out] RL 3.2
- A1-d: What would be another good title for this book/story? (fiction, nonfiction) [figuring out]

RL
3.1 : ask/c
?
RI 3.1

A2: Characters, problem/solution, setting

- A2-a: Using information in the story, write a brief description of how _____ felt when.... (fiction) [figuring out]
- A2-b: What is _____'s main problem in the story? Give details from the story to support your answer. (fiction) [noticing]
- A2-c: How did _____ solve his/her problem? Give details from the story to support your answer. (fiction) [noticing]
- A2-d: How did _____ change from the beginning to the end of the story? (fiction) [figuring out]
- A2-e: What is the setting of this story? Give details from the story to support your answer. (fiction) [noticing]

RL 3.3 -
char in story

- A2-f: Describe this character based on his/her thoughts, words, deeds, or interactions with others. (fiction) [figuring out]

A3: Summarizing

- A3-a: Briefly summarize this story **incorporating theme**. (fiction) [figuring out]
- A3-b: Summarize the main things that happened in this [book]. (fiction, nonfiction) [figuring out] RL 3.2
- A3-c: Briefly summarize this article/informational text. (nonfiction) [figuring out]

RI 3.2

- A3-d: Paraphrase a story, fable, folktale, or myth (including texts from diverse cultures), incorporating the lesson, moral, or theme (**grade 2**). (fiction) [figuring out]

RL 3.2

A4: Predicting

- A4-a: Predict what will happen next in this story. (fiction) [guessing/predicting]
- A4-b: If the author added another paragraph to the end of the story (or article), it would most likely tell about _____. Use information from the story (or article) to support your answer. (fiction, nonfiction) [guessing/predicting]

need - text org. nonfiction
comp / cause-effect,
sequencing

A5: Determine meaning from context

- **A5-a:** Determine the meaning of words and phrases as they are used in a text, including figurative language. (fiction/nonfiction) [**figuring out**]
- **A5-b:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade-level topic or subject area. (fiction/nonfiction) [**figuring out**]

RL 3.4

RI 3.4

The "B" Strand: Developing an Interpretation

B1: Identify or infer the author's use of structure/organizational patterns - RI 3.8

- **B1-a:** What caused _____ to happen in the story? (fiction) [**noticing**]
- **B1-b:** What happened at the beginning, in the middle, and at the end of the story? (fiction) [**noticing**]
- **B1-c:** Compare these two characters. (fiction) [**noticing**]
- **B1-d:** Can this part of the [story/text] be described as: a description, an explanation, a conversation, an opinion, an argument, or a comparison? How do you know? (fiction, nonfiction) [**noticing**]

RI 3.5

- **B1-e:** What is the genre of this text and what are the characteristics of this genre? (fiction) [**noticing**]

B2: Draw conclusions about the author's purpose for choosing a genre or for including or omitting specific details in text

- **B2-a:** Why does the author include paragraph ___? (fiction, nonfiction) [**figuring out**]
- **B2-b:** Why did the author write a [poem/story/nonfiction book] about this? (fiction, nonfiction) [**figuring out**]

RL 3.1

RI 3.1

B3: Use evidence from the text to support a conclusion

- **B3-a:** Prove that [character/person] is very _____. (fiction, nonfiction) [**figuring out**]
- **B3-b:** Which facts show that _____? (fiction, nonfiction) [**noticing**]

RI/L 3.1

- **B3-c:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (nonfiction) (**grade 7 and above**) [**noticing**]

compare

RL 3.1

The "C" Strand: Making reader/text connections

C1: Connect the text to a personal experience, another text, or the outside world

- **C1-a:** Make a personal connection to the *experience* in the story. (fiction) **[connecting]**
- **C1-b:** Make a personal connection to a *feeling* in the story. (fiction) **[connecting]**
- **C1-c:** Would you like _____ for a friend? Why or why not? (fiction, nonfiction) **[connecting]**
- **C1-d:** Using information in the story, explain whether you would ever want to _____. (fiction, nonfiction) **[connecting]**

C2: Make a personal response to the text

- **C2-a:** Which part of the story/article do you think was *most* important? Use information from the story to explain why you chose that part. (fiction, nonfiction) **[connecting]**
- **C2-b:** Which part of this [story/article] was most interesting or surprising to you? Why? (fiction, nonfiction) **[connecting]**
- **C2-c:** Did you like this [story/article]? Why or why not? (fiction, nonfiction) **[connecting]**
- **C2-d:** What was your first reaction to this text? Explain. (fiction, nonfiction) **[connecting]**

C-3: Make connections between texts

- **C3-a:** Compare/contrast two or more versions of the same story. (fiction) **[connecting]**
- **C3-b:** Compare/contrast the treatment of similar themes and topics in different texts. (fiction) **[connecting]** RL 3.9 (same author)
- **C3-c:** Integrate information from two or more texts on the same topic in order to write or speak about the topic. (nonfiction) **[connecting]** BI D RI 3.9

The "D" Strand: Examining content and structure

D1: Examine the author's craft

- **D1-a:** Choose [2] words from paragraph ____ that help you picture the _____. 3 5
(fiction, nonfiction) **[picturing]** RL 3.4
- **D1-b:** Choose a simile and explain why the author chose that simile. (fiction, nonfiction) **[noticing]**
- **D1-c:** How did the author create humor in paragraph ____? (fiction) **[noticing]**
- **D1-d:** Give an example of personification in paragraph _____. (fiction) **[noticing]**
- **D1-e:** Do you think the author made this story believable? Why or why not? (fiction) **[figuring out]**

- **D1-f:** Explain the effect of literary devices (author's crafts) such as flashbacks and foreshadowing on the development of plot and meaning. (fiction) **(grade 6 and above) [figuring out]**
- **D1-g:** From whose point of view is this story told (or information provided)? How does that influence meaning? (fiction) **[figuring out]** RL 3.6

D2: Extend the text

- **D2-a:** What two questions would you like to ask the author that were not answered in this text? (fiction, nonfiction) [**wondering**]
- **D2-b:** Imagine you are going to give a talk to your class about _____. What two points would you be sure to include in your speech? (nonfiction) [**figuring out**]
- **D2-c:** Using information in the text, write a paragraph that could have appeared in _____'s journal after _____ occurred. (fiction, nonfiction) [**figuring out**]

RI 3.1

D3: Show that you understand what was important to an author or character

- **D3-a:** How does the author/character show that _____ is important to him/her? (fiction, nonfiction) [**noticing**]
- **D3-b:** How are your customs different from the customs described in this story/article? (fiction, nonfiction) [**figuring out**]

D4: Integrate and evaluate content presented in diverse media and formats

- **D4-a:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story or in an informational text. (fiction/nonfiction) [**visualizing**]
- **D4-b:** Compare and contrast the experience of reading a literary or an informational text to listening to or viewing an audio, video, or live version of that text. (fiction/nonfiction) [**figuring out**]

RL 3.7

Missing from this list are the components of a comprehensive literacy curriculum embedded in standard ten of the Common Core standards: *Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and when useful, rereading.* Note the inherent concepts here: independence, fluency, and monitoring comprehension. These concepts ask us to strengthen students' capacity for:

- Independent reading with stamina,
- Fluency at grade level, and
- Use of comprehension strategies to monitor thinking. ✧