

SUPPORTING INTERMEDIATE GRADE READERS THROUGH THE COMMON CORE AND



CAPSTONE RESOURCES

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DIFFERENTIATED INSTRUCTION IN THE INTERMEDIATE GRADES

High

Low

Content

Challenging text.....Simple text

Short **and** longer text.Mostly short text

Mostly comprehension.....Balance comprehension with other literacy needs

Most comprehension focus on *Discussion*.....Most comprehension focus on *Basic Construction of Meaning and Reinforcing Skills and Strategies*

Process

More independent completion of reading.....Reading completed during group time

Little prompting needed to find evidence.....More prompting needed

Read longer text chunks/self-monitor.....Shorter text chunks to scaffold thinking

Product

Do extensive independent reading.....Do extensive independent reading

Do written response (as needed) independently.Do written response with supports such as Answer Organizer or Answer Frame

Do other follow-up tasks independently.....Do other follow-up tasks following thorough teacher explaining/modeling

CHOOSING A FOCUS FOR SMALL GROUP INSTRUCTION

Constructing basic meaning

- Story elements
- Sequence of events
- Main idea and details
- Comprehension strategies (basic)
- Comprehension strategies (advanced)

Reinforcing skills and strategies

- Specific comprehension objectives
- Specific comprehension strategy applications
- Fluency
- Vocabulary
- Author's craft

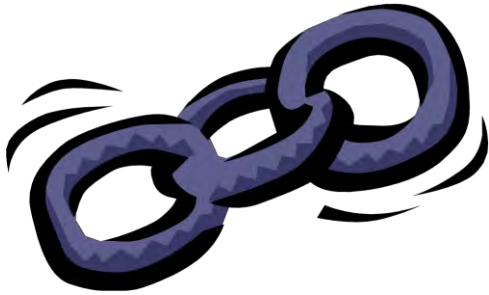
Discourse for higher level thinking

- A-D strand questions
- Thinking strategically about text
- Thinking outside the box
- Facing facts: Questions for informational text
- Change it up: Questions and tasks for creative thinking

Intermediate grade students reading at an early primary level

- Integrating literacy components

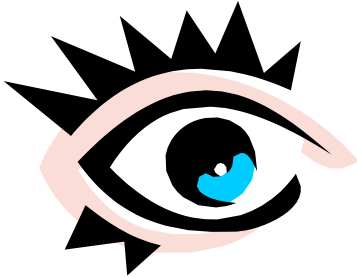
Connecting



Predicting



Picturing



Noticing



Wondering



Figuring Out



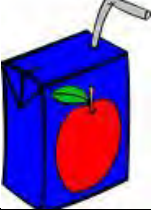

Comprehension Objectives for Explicit Lessons

COLLEGE AND CAREER READINESS STANDARDS FOR READING
Key Ideas and Details
<p>1. Read and closely 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. (B3; A4)</p> <ul style="list-style-type: none"> ▪ B3-a: Prove that [character/person] is very _____. (literary, informational) ▪ B3-b: Which facts show that _____? (literary, informational) ▪ A4-a: Predict what will happen next in this story. (literary) ▪ A4-b: If the author added another paragraph to the end of the story (or article), it would <u>most likely</u> tell about _____. Use information from the story (or article) to support your answer. (literary, informational)
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (A1; A3)</p> <ul style="list-style-type: none"> ▪ A1-a: What lesson does _____ learn in this story? (literary) ▪ A1-b: What is the theme of this story? (literary) ▪ A1-c: What is the main idea? (informational) ▪ A1-d: What would be another good title for this book/story? (literary, informational) ▪ A3-a: Briefly summarize this problem/solution story <u>including theme</u> (literary) ▪ A3-b: Summarize this sequence of events text including theme. (literary; informational) ▪ A3-c: Briefly summarize this article/informational text. (informational) ▪ A3-d: <u>Paraphrase</u> a story, fable, folktale, or myth (including texts from diverse cultures), incorporating the lesson, moral, or theme –gr 2). (literary)
<p>3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text. (A2)</p> <ul style="list-style-type: none"> ▪ A2-a: Using information in the story, write a brief description of how _____ felt when..... (literary) ▪ A2-b: What is _____’s main problem in the story? Give details from the story to support your answer. (literary) ▪ A2-c: How did _____ solve his/her problem? Give details from the story to support your answer. (literary) ▪ A2-d: How did _____ change from the beginning to the end of the story? (literary) ▪ A2-e: What is the setting of this story? Give details from the story to support your answer. (literary) ▪ A2-f: Describe this character/person based on his/her thoughts, words, deeds, or interactions with others (literary; informational)
Craft and Structure
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone. (A5; D1)</p> <ul style="list-style-type: none"> • A5-a: Determine the meaning of words and phrases as they are used in a text including figurative language (literary; informational) • A5-b: Determine the meaning of academic and domain-specific words or phrases in a text relevant to a grade level topic or subject area (literary; informational) ▪ D1-a: Choose [2] words from paragraph ____ that help you picture the _____. (literary, informational) ▪ D1-b: Choose a simile and explain why the author chose that simile. (literary, informational)

<ul style="list-style-type: none"> ▪ D1-c: How did the author create humor in paragraph ____? (literary) ▪ D1-d: Give an example of personification in paragraph _____. (literary) ▪ D1-e: Do you think the author made this story believable? Why or why not? (literary) ▪ D1-f: Explain the effect of literary devices (author’s crafts) such as <u>flashbacks</u> and <u>foreshadowing</u> on the development of plot and meaning (literary; informational) ▪ D1-g: From whose point of view is this story told (or information provided)? How is this point of view important to the message? (literary; informational)
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. (B1; B2)</p> <ul style="list-style-type: none"> ▪ B1-a: What caused _____ to happen in the story? (literary) ▪ B1-b: What happened at the beginning, in the middle, and at the end of the story? (literary) ▪ B1-c: Compare these two characters. (literary) ▪ 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? (literary, informational) ▪ B1-e: What is the genre of this text and what are the characteristics of this genre? (literary; informational) ▪ B2-a: Why does the author include paragraph ____? (literary, informational) ▪ B2-b: Why did the author write a [poem/story/informational book] about this? (literary, informational)
<p>6. Assess how point of view or purpose shapes the content and style of a text. (D3; D1-g)</p> <ul style="list-style-type: none"> ▪ D3-a: How does the author/character show that _____ is important to him/her? (literary, informational) ▪ D3-b: How are your customs different from the customs described in this story/article? (literary, informational) ▪ D1-g: From whose point of view is this story told (or information provided)? How is this point of view important to the message? (literary; informational)
<p>Integration of Knowledge and Ideas</p>
<p>7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation</p> <ul style="list-style-type: none"> • 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. (literary; informational) • D4-b: Compare and contrast the experience of reading a literary or informational text to listening or viewing an audio, video, or live version of that text (literary; informational)
<p>8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims. (informational) (B3)</p> <ul style="list-style-type: none"> • 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 (informational text only)
<p>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. (C3: text-to-text)</p> <ul style="list-style-type: none"> • C3-b: Compare/contrast the treatment of similar themes and topics in different texts (literary; informational) • C3-c: Integrate information from two or more texts on the same topic in order to write or speak about the topic (literary; informational)


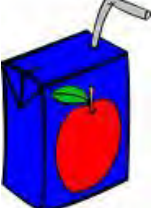




THINKING OUTSIDE THE BOX

Text: _____

<p>Plain Cardboard Box</p> 	<p style="text-align: center;">BASIC THINKING</p> <p>What were some of the “crazy stories” Cindy told that her stepmom didn’t believe?</p>
<p>Juice Box</p> 	<p style="text-align: center;">JUCY DETAILS</p> <p>Was there one sentence in this story that really stands out to you? What was it? Why?</p>
<p>Heart Box</p> 	<p style="text-align: center;">FEELINGS</p> <p>Was there anyone in this story you felt sorry for? Why?</p>
<p>Unusual Box</p> 	<p style="text-align: center;">CREATIVE THINKING</p> <p>How else could Cindy’s step-mom have gotten her to stop chattering so much?</p>
<p>Broken Box</p> 	<p style="text-align: center;">PROBLEMS AND ISSUES</p> <p>What if Cinderella was telling this story? How would she describe the problem with her stepmother?</p>
<p>Treasure Box</p> 	<p style="text-align: center;">SOMETHING TO TREASURE</p> <p>Are you convinced by the stepmother’s story? Why or why not?</p>

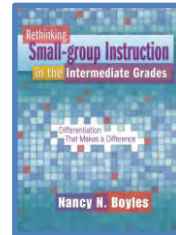
THINKING OUTSIDE THE BOX

Text: _____

<p>Plain Cardboard Box</p> 	<p>BASIC THINKING</p>
<p>Juice Box</p> 	<p>JUCY DETAILS</p>
<p>Heart Box</p> 	<p>FEELINGS</p>
<p>Unusual Box</p> 	<p>CREATIVE THINKING</p>
<p>Broken Box</p> 	<p>PROBLEMS AND ISSUES</p>
<p>Treasure Box</p> 	<p>SOMETHING TO TREASURE</p>

ALSO BY NANCY BOYLES

If you like



You may also like. . .

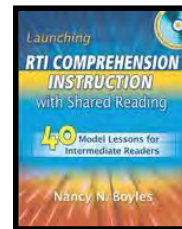
- Answer frames and collaborative tasks aligned to the Common Core



- More about comprehension strategies



- 40 Standards-based lessons



Notes