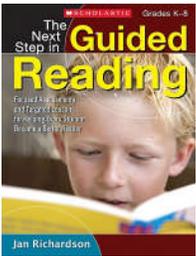


# Comprehension Scaffolds for Guided Reading

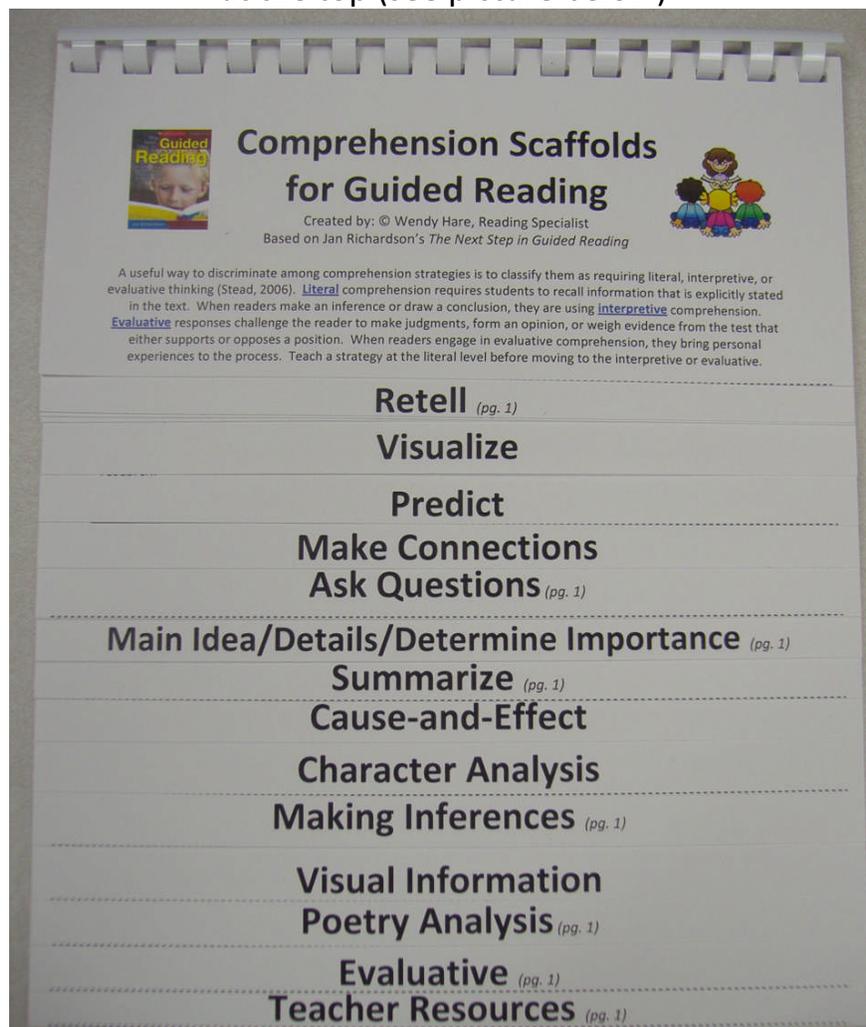


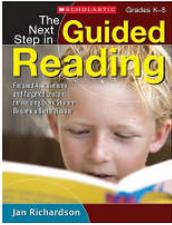
© Wendy Hare, Reading Specialist, Union Mill ES  
Based on Jan Richardson's *The Next Step in Guided Reading*



This resource covers step by step scaffolded support on how to teach students the following comprehension strategies: retell, visualize, predict, make connections, ask questions, main idea/details/determine importance, summarize, cause-and-effect, character analysis, making inferences, visual information, poetry analysis, and evaluative. This resource also includes 7 pages of teacher resources and researched based references.

Directions: To create the flipbook, cut each page on the dotted line and bind book at the top (see picture below)





# Comprehension Scaffolds for Guided Reading



Created by: © Wendy Hare, Reading Specialist  
Based on Jan Richardson's *The Next Step in Guided Reading*

A useful way to discriminate among comprehension strategies is to classify them as requiring literal, interpretive, or evaluative thinking (Stead, 2006). **Literal** comprehension requires students to recall information that is explicitly stated in the text. When readers make an inference or draw a conclusion, they are using **interpretive** comprehension. **Evaluative** responses challenge the reader to make judgments, form an opinion, or weigh evidence from the text that either supports or opposes a position. When readers engage in evaluative comprehension, they bring personal experiences to the process. Teach a strategy at the literal level before moving to the interpretive or evaluative.

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\*\*See Teacher Resources pg. 1\*\*

### Scaffold

**Preview & Predict:** Teach students how to preview the illustrations and make predictions before they read. If students need support, ask them to tell you who is in the picture and what are they doing?

**STP (with pictures):** After students read each page, they **stop**, cover the text with their hand, **think** about what they just read, and **paraphrase** using the illustration for support. (Teacher resources pg. 1)

**STP (without pictures):** After students read each page, they **stop**, cover the text, **think** about what they just read, and **paraphrase** without using the picture. Prompt students to visualize what they read.

## Retell *(pg. 1)*

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**\*\*See Teacher Resources pg. 1\*\***

### **Scaffold**

**Who-What:** Students summarize each page by softly telling themselves **who** this page was about and **what** the character did.

**B-M-E (Beginning - Middle - End):** Insert a 3" sticky note at three places in the text. Children read up to each sticky note and write a sentence about what happened in that part of the book.

**V. I. P. (Very Important Part):** Prepare the books by putting a sticky flag on each page. As students read a page, they place the sticky flag on the most important sentence on the page. Prompt them to use the illustrations and think about the important action. (Teacher Resources pg. 1)

## **Retell** *(pg. 2)*

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\*\*See Teacher Resources pg. 1\*\*

### Scaffold

**Key words with Paraphrase:** Prepare the books by putting a 1" sticky note on each page. After students read the page, they write one important word that will help them remember what they read.

**Retelling with Transition Words:** Give each student a card with one of the following words: *In the beginning, then, next, after that, finally*. Students use the transition words to retell the story in sequence.

**5 Finger Retell:** Students use their hands to retell the five story elements – *character, setting, problem, events, ending*. (Teacher Resources pg. 1)



## Retell (pg. 3)

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Good readers create mental images as they read.  
This strategy can be used with fiction, nonfiction, and poetry.

### Scaffold

**Literal** – Students draw a picture or diagram that explains some idea *stated* in the text. If the text has pictures, cover them with a large sticky note. As students read, they stop and sketch their mental images on the sticky note.

**Interpretive** – Students draw a picture or diagram that explains some idea *not stated* in the text, one that must be inferred. For fiction, you might ask students to sketch what a character might be thinking. For nonfiction, you could have students sketch an idea they interpret from the text, diagram, or chart.

**Evaluative** – Students draw a picture or diagram that illustrates their opinion about the text. After reading, they have the opportunity to explain and defend their ideas to the group.

**For Advanced Readers** – Give students a magazine or newspaper article and ask them to create a drawing that demonstrates how important elements in the text are related. They might use a flow chart to illustrate environmental issues or a concept map to show the two sides of an argument, the sequence of a battle, or the causes of political tensions.

# Visualize

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Good readers monitor their comprehension, gather evidence to support their predictions and, when necessary, abandon earlier predictions and make new ones. Proficient readers constantly move through this prediction cycle.

### **Scaffold**

**Literal (fiction)** – Mark a place in the text where the author expects the reader to make a prediction (use a paperclip). Emphasize that predictions do not need to be “right”, but they should be logical and supported in the text. Encourage students to tell why they thought that might happen.

**Interpretive (fiction)** – Mark a place in the text where the author expects the reader to make a prediction. Have students write their predictions using a 2 column chart – “Prediction” “Support” (I think this will happen because...)

**Evaluative (fiction)** – Make a 3 column chart “Prediction” “Support” “Confirmed/Changed” marked with a checkmark or the delta sign. As students read, they will note whether their predictions were confirmed or if they changed their prediction.

**Nonfiction** – Students can preview the text and share words they think are important. Students use the words to write their own predictions. During and after reading, students underline the ideas from their predictions that were confirmed in the text and add new information they did not predict.

**For Advanced Readers** – Students preview the text and record key words or ideas in their notebooks. Students use these ideas to write a few questions. During or after reading, students answer their own questions and share the questions not answered in the text. The unanswered questions could be assigned as research.

# Predict

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When readers make connections, they enhance their comprehension as long as they do not get carried away with their connections. Expect fluent readers to analyze their connections to determine how the connection helped them understand the text.

**Scaffold**

**Literal (F or NF) – Step 1:** Insert a sticky note where students *should* be able to make a connection. Students write their connection on the sticky note. If a student is having trouble making connections, prompt by saying, “Does this remind you of something you have done?” or “Can you remember a time when you felt the same as the character?” **Step 2:** No longer flag the text page. Students should mark the place where they make a connection and record the page number and connection on a chart in their reading notebook.

**Interpretive Level (F or NF) –** As students record their connections in their reading notebook, classify the connections: Text-to-Self (T-S)- reminds the reader of an experience they had; Text-to-Text (T-T)- reminds the reader of another text read; Text-to-World (T-W)- reminds the reader of knowledge about the subject through movies, videos, conversations, experience, classroom instruction, etc. (Keene, 1997).

**Evaluative (F or NF) –** Students now evaluate their connections and share how the connection helped them understand the story (ex: my connection helped me visualize...; my connection helped me understand the characters feelings by...; my connection helped me predict...)

Page #	My Connection	How it enhanced my understanding

**For Advanced Readers –** see chart below

Page #	My Connection	Type: T-S, T-T, T-W	How it enhanced my understanding

# Make Connections

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Questions can be asked before, during, and after guided reading. All of the following scaffolds can be used with fiction or nonfiction, but always introduce the strategy with fiction. These ideas are adapted from the Q-A-R strategy by Raphael (1982). By classifying the types of questions as green, yellow, and red, students are able to distinguish between questions that are literal and interpretive. \*\*See Teacher Resources pg. 2\*\*

**Scaffold**

**Literal (F or NF)**

**Step 1-Turn Facts into Questions:** Use green question cards to teach how to write a question that is “right there”. Use chart below in reading notebook to write a fact and then turn it into a question. After reading, students take turns asking their questions. If no one can answer the question, the children are allowed to look back in text for answer. The purpose is for children to see that asking questions helps recall information.

Fact	Question
ex: These owls are experts at grabbing their prey at night	ex: When do barn owls eat?

**Step 2- Ask Green Questions:** draw chart below in reading notebook. Students write the question and then keep book closed to write answer. Only allow look-backs if no one can answer the question.

Question (green)	Answer
ex: How do barn owls find their prey?	ex: They use their good sense of hearing

**Interpretive Level (F or NF)**

**Step 3 – Ask Red Questions (inferential):** The reader needs to infer the answer. As students read, they ask questions that begin with, “I wonder why...” or “How would...”(refer to red question card). Guide students to ask questions that *could be* answered using background knowledge and the information in the text. At first students only need to practice writing red questions. After spending a few days praising students for their questions, require them to answer the question in their reading notebook. See chart on next page.

# Ask Questions (pg. 1)

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Question (red)	Answer
ex: I wonder why barn owls hunt at night?	ex: <i>Student 1:</i> They are nocturnal animals so they sleep during the day. <i>Student 2:</i> Maybe the animals they like to eat only come out at night.

**Step 4 – Ask Yellow Questions (complex):** The reader will use different portions of the text to ask and then answer questions. These questions include cause/effect, compare/contrast, and idea-to-examples (refer to yellow question card). This is very challenging and should only be introduced when children are proficient at asking green and red questions. See chart below

Question (yellow)	Answer
ex: How are the barn owl’s ears different from a bird’s ears?	ex: The birds ears are designed to reduce wind noise, but the owl’s ears are designed to hear every sound.

**Step 5 – Combine Questions:** Students write a question (green, yellow, or red) in column 1, their answer in column 2, and a connection or prediction in column 3. This chart helps students use multiple strategies.

Green question	Answer	Connection/Prediction
Red question	Answer	Connection/Prediction
Question	Answer	Summary
Question	Answer	Opinion

**Evaluative (F or NF) –** Students use text to think of a question that asks for an opinion or judgment. Questions might begin with “Why do you think...? Do you agree (or disagree) that...? Do you think it was right for...?”

## Ask Questions (pg. 2)

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Sometimes children are able to recall what they have read, but they have trouble identifying the important parts and miss the primary message of the text.

### Scaffold

VIP Strategy (Very Important Part)- Fiction

**Literal Level (F): Analyze the internal story-** **Step 1:** distribute small sticky notes to tell students to mark the most important sentence after they read one or two pages. Usually the important part contains an action that a character takes in the story. Accept responses as long as students can support their reasoning.

**Step 2:** instead of identifying the VIP after one or two pages, extend the task to include a short chapter. Students flag the VIP sentence in each chapter and then paraphrase the action or idea in their notebooks. If you are using a short chapter book, prompt students to consider the title of the chapter and the illustrations to determine the VIP. Prompt students, “Why did you pick that part as the VIP?”

**Interpretive Level(F): Evaluate both internal and external stories** – once students finish reading, they consider the VIP’s they have identified for each chapter and select one external and one internal VIP for the entire book. Now they must make a judgment as to the most important event (external) and the most important character change or feeling (internal) and explain their reasoning.

**Step 1 (literal): Who and What?** – as students read a page or two, they stop and write “Who” was the most important character in this section and “What” was the most important action or event.

**Step 2 (interpretive): Be the Illustrator** – select a book with few illustrations (or cover illustrations with a large sticky note). As students read a short chapter, they stop and sketch what they think was most important.

**Step 3 (interpretive): Create your own title** – select a short chapter that does not have a title (or cover the title with a large sticky note). After children read a chapter, they must write their own title. Think of the “Who and What” from the chapter.

**Step 4 (evaluative): Important/Interesting** – 2 column chart (see below). Students share opinions and try to convince other members of the group that their ideas are right.

Important Facts	Interesting facts that are not important

**Step 5** on next page

## Main Idea/Details/Determine Importance *(pg. 1)*

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**Step 5 (evaluative): Identify the theme** – The theme is a general message communicated through the characters, their actions and events. The theme may be stated or implied, but clues to the theme tend to reoccur. Classical literature often has a rich theme and provides challenge for advanced readers.

**Literal Level (NF):**

**VIP Strategy-** distribute flags and have students mark the most important sentence in the section. Prompt students to find the sentence that includes important words from the heading, repeated words, and possibly words in boldface type.

**Main Idea Question/Details** – use books with headings and show how to turn a heading into a question. Use a T chart (see below). They should reread the question and decide whether they learned any information that answers that question. If so, write the detail in a bullet form.

Main-Idea Question	Details
	•

**Interpretive (NF):**

**Main-Idea Question Details** – to encourage deeper thinking, use a text without headings or cover with sticky note. Students write their own main idea questions using clues from the text such as bold and repeated words. Then they add details (in bullet form) that answer the main-idea question.

**Evaluative (NF):** as students read, use sticky note flags to mark important sentences. After reading they share the points they marked and justify their answers. Encourage students to challenge one another.

**For Advanced Readers (NF):** see chart below

Main idea	Details	Question
Main Idea	Details	Summary
Main Idea	Details	Connection

# Main Idea/Details/Determine Importance (pg. 2)

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Summarizing is a higher-level response than a retelling because the reader must synthesize information. You need to teach how to retell and determine importance **before** you teach them how to summarize.

### Scaffold

#### Summarize (Fiction)

“Somebody-Wanted-But-So” Strategy – after reading a short text, students write a sentence telling who was the main character (**somebody**), what the character **wanted** (goal), **but** there was a problem, **so** this is how the problem was solved (solution).

Interpretive (Synthesize)– Teach students to add their thoughts to the important information. See chart.

Chapter	Summary: Most important thing that happened?	What does this chapter mean to you?

Summarize (Nonfiction) – difficult process, follow the steps below for gradual release of your support

Key Word/Summary (Literal): \*\*See Teacher Resources pg. 3\*\* As students read a text, record key words and use them to compose a summary

**Step 1: Write key words (with initial letters provided)** – select a text that clearly states key words (they may be bold). Give students the initial letters for the key words. Tell them to read the text and write the key words that begin with those letters. Discuss why the words are important and create a summary as a group.

**Step 2: Write key words (without initial letters)** – students must find the key words. Prompt them to think about words that repeat, words that are bold, and words from the title. After reading, students share key words they selected. The group does not have to agree on the key words, but they should be supported.

Create a summary together as a group.

**Step 3: Write key words and summary** – students read the text, write 3-5 key words or phrases, and use the words to compose their own summaries. Have them underline key words to remind them to use all the key words. Don't worry about length at this point.

**Step 4: Revise the summary to make it concise** – students continue to identify key words and write summary, but the focus is on revising their first draft and eliminating unnecessary words.

## Summarize *(pg. 1)*

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**Draw Conclusions (Interpretive):** When readers draw conclusions, they use information in the text and add background knowledge to stretch their thinking and deepen their understanding. See chart.

<b>Summary I read...</b>	<b>Background knowledge I Know...</b>	<b>Conclusion Now I'm thinking...</b>

“If...Then...” Strategy – teacher provides the “If” statement and student writes “Then” conclusion.

## Summarize *(pg. 2)*

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Cause-and-effect relationships may be stated or implied in a text. Find a sentence that has an effect such as *“They have fought for many different reasons.”* Then turn the sentence into a question such as *“What causes nations to fight each other?”* Most historical and scientific texts are ideal for teaching this strategy.

### **Scaffold**

**Literal Level: Step 1: The teacher flags the effect.** Before the students read the text, insert sticky flags directly on sentences that contains the effect. Students can have the same or different effects flagged. Whenever students come to a sticky flag, they must write a “What caused...” question. After they write the question in their notebook, they should write the answer. During the last 5 minutes, students take turns asking their questions and calling on group members to answer the question.

**Step 2: The teacher flags the paragraph that contains a cause/effect relationship.** Before reading, insert sticky flags in the margin of a paragraph that contains a cause-and-effect relationship. Flag a different paragraph for each student (they are responsible for reading the entire text, not just flagged paragraph). After reading their flagged paragraph, students will write a “What caused...” question in their notebook and answer it. During the discussion, students take turns asking the question and call on other members to answer.

**Step 3: The teacher flags a page that contains a cause/effect relationship.** Before reading, insert sticky flag on a different page for each student. Students must read the entire selection, but they are responsible for creating a “What caused...” question and answer for the page that is flagged. After reading, discuss questions and answers with the group.

**Interpretive Level: Students find cause-and-effect relationships implied in the text.** Flag a specific paragraph for each student. Explain that they are to write a “What caused...” question that is not answered in the text but can be inferred using their background knowledge. As before, students take turns discussing questions and have a variety of answers since the cause is not stated and they bring in different experiences.

**Evaluative Level: Students share cause-and-effect relationships and determine whether they are literal or inferred.** See chart below. Point to a specific paragraph and say, “There is a cause-and-effect relationship in this paragraph-see if you can find it.” During the discussion, students turn their cause/effect relationship into a question to ask their peers. After students answer the question, they discuss whether the answer was in the book or in their head.

Cause	Effect	In the book or In my head

# Cause-and-Effect

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Explain the difference between a feeling and a trait. A feeling is an emotion that changes, but a trait describes what the character is like on the inside. The trait does not usually change. Before teaching this strategy in guided reading, model it whole group. Introduce one trait a week (see character traits by grade level Teacher Resources pg. 4) and connect the trait to familiar people in current events, well-known fiction, and fairy tales, or to famous people discussed in content areas. For example, use Abraham Lincoln to teach “honesty”.

### Scaffold

**Action-Character Trait Link (Interpretive):** once students understand a variety of words that define characters, they can do the following activity during guided reading. As they read, they list a character’s action in the first column and list a character trait that those actions reveal. Most students will need a list of possible traits from which to choose. Keep a list of traits you have taught near the guided reading table to reference. See chart.

Action	Character Trait
ex: Jim secretly sold his watch to buy a present for his wife.	Discreet, selfless

**Character-Trait Web (Interpretive):** students put a character name inside a circle. As they read a short story, they list traits for the character and write examples from the story to support each trait. If necessary, give a list of traits you have taught to use as reference. Challenge students to write words that are NOT common.

**Sociogram (Interpretive):** Students use a graphic organizer to analyze and summarize relationships between characters. See pg. 230 in book for example.

**Character’s Motivation (Evaluative):** This strategy is for advanced readers because they must make inferences to determine why a character acts a certain way. Use sticky flags to mark specific actions of characters in the text. As students read and come to the flags, they stop and list the action that occurred in the text. Then they reflect on the character’s action and write what motivated the character to act in that way. See chart.

Character’s Action What did s/he do?	Motivation Why did s/he do it?

# Character Analysis

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Authors often expect readers to draw a conclusion not clearly stated in the text. The writer often gives hints or clues that lead the reader to make an inference. This process is called **inferring**. When you **infer**, you go beyond the surface details to see other meanings the details suggest or **imply** but are not stated in the text.

**\*\*Note\*\*** see inference cards in Teacher Resources pg. 5

### Scaffold

#### Make Inferences from Dialogue (including speaker tags)

**Step 1: Understand Speaker Tags** – Prompt: *How did the character say that?* A speaker tag is a phrase that tells the reader *how* something was said. The speaker tag often leads the reader into making an inference from dialogue. Since reading silently makes it difficult to read with expression, they should whisper-read the story. Tell them to read dialogue the way the character would have said it. Another clue is the adverbs. Phrases such as *she said crisply*, give text clues that help readers make inferences from dialogue.

**Step 2: Visualize Facial Expressions** – Prompt: *How did the character feel when he said that? How did the character's face look when he said that?* Use a small sticky note to flag dialogue to make an inference about the character's feelings by drawing the character's face on the sticky note flag.

**Step 3: Create Speech Bubbles/Thought Bubbles** – Prompt: *What was the character thinking when she said that?* Flag some dialogue in the book. Students draw a face and write something the character says in a speech bubble and what the character might be thinking in the thought bubble.

**Step 4: Speech Bubbles/Thought Bubbles** – This time students flag the dialogue and find dialogue clues for making inferences. They write what the character says in the speech bubble and what the character might be thinking in the thought bubble.

**Step 5: Two-Column Notes** – Prompt: *In the book (the character said...)/ In my head (I think...)*. Students flag a line of dialogue where they made an inference, record the page number, and write their inference on chart below.

In the Book	In My Head
p.7	I think the character is afraid the other kids will make fun of him.

#### Make Inferences from Character's Actions

**Step 1: Visualize facial expressions from a character's action** – Prompt: *how is the character feeling when he does that? Describe the character's facial expressions.* The **teacher flags** some action in the book where the reader is expected to draw an inference. Students draw the character's face on a sticky note.

**Step 2: Create thought bubbles** – Prompt: *What is the character thinking when she does that?* The **student flags** an action in the book and writes what the character is thinking in a thought bubble.

**Step 3: Make two-column notes (in the Book/In My Head)** – Prompt: *What am I thinking about the character now?* The **student flags** an action, writes the page number and inference using chart above.

## Making Inferences (pg. 1)

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**Make Inferences From Physical Descriptions** – facial expression, body size, clothing, hair, etc.

**Step 1: Create Two-Column Notes (In the Book/In My Head)** – Prompt: *What do I infer about a character as a result of the character’s physical description?* **Teacher flags** a character’s physical description where an inference is expected. Students write the page number and inference using chart on previous page.

**Step 2: Two-Column Notes (In the Book/In My Head)** – Prompt: *What do I infer about a character as a result of the author’s physical description of him or her?* The **student flags** a description, writes the page number and inference using chart on previous page.

**Make Inferences From a Character’s Inner Thoughts** – mood, feelings, and personality

**Step 1: Create Two-Column Notes (In the Book/In My Head)** – Prompt: *What do I infer about a character as a result of the character’s inner thoughts?* **Teacher flags** a character’s inner thoughts where an inference is expected. Students write the page number and inference using chart on previous page.

**Step 2: Two-Column Notes (In the Book/In My Head)** – Prompt: *What do I infer about a character as a result of the character’s inner thoughts?* The **student flags** a character’s inner thoughts, writes the page number and inference using chart on previous page.

**Evaluative Level: Classifying Inferences**

**Step 1: Make Modified Two-Column Notes for Inference Classification** (see chart below) **Teacher flags** place in text where reader is expected to make an inference. The students classify the inference, write the page number, and then write their inference.

**Step 2:** Now **students flag** place in text where the reader is expected to make an inference. Use chart below.

**Evaluative Scaffold for Making Inferences**

Inferences from <b>Dialogue</b> (include speaker tags)	
In the Book (page #)	In My Head (I think...)
Inferences from <b>Action</b>	
In the Book (page #)	In My Head (I think...)
Inferences from <b>Physical Descriptions</b>	
In the Book (page #)	In My Head (I think...)
Inferences from a Character’s <b>Inner Thoughts</b>	
In the Book (page #)	In My Head (I think...)

# Making Inferences (pg. 2)

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Visual information includes pictures, diagrams, figures, maps, legends, scales, charts, graphs, time lines, etc. These text features are found in informational text because they enhance comprehension, yet most children need explicit instruction on how to read them.

### Scaffold

**Literal Level:** What does a chart say? If students are proficient with this skill, you can skip these activities.

**Just the Facts** – students record facts they learn from the chart or diagram. Students may need explicit demonstrations on how to use a scale, key, compass, and legend. During discussion, students share one of their facts, and the other members of the group refer to diagram.

**Green Questions (answered in the diagram, chart, or other visual)** – As students read a visual, they write “green” questions (Teacher Resources pg.2) in their notebooks that can be answered from the chart. During discussion, students take turns asking their questions to the group. Students are encouraged to use the map to answer questions.

**Interpretive Level:** What can I infer from the diagram? At this level, students are expected to draw conclusions from visual information.

**Inferred Facts** – students read a chart or map and record facts that can be inferred from the chart. Students must know how to infer before making inferences from visual information.

**Red Questions (not answered in the diagram, chart, or other visual)**- Students read the text and write “red” questions that ask for inferences or judgments in their notebook. Remind students that red questions may not have one correct answer. After reading, share and discuss the questions to clear up misconceptions.

**Yellow Questions** – distribute yellow question cards which require them to compare, contrast, or identify a cause and effect relationship using visual information.

**Evaluative level:** What opinion do I have about the information? Students write a question about the diagram that requires an opinion or judgment. You may use these prompts: Why do you think...? Do you agree that...? Do you think it was right for...? Why do you agree or disagree with the author’s position on...?

# Visual Information

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Using poetry during guided reading provides one of the best contexts for teaching the process of comprehension because poems force readers to slow down, reread for meaning, and think deeply.

1. Select a Text – select a poem that is at an instructional level. The challenge usually comes from the text structure, new vocabulary, and figurative language. If they can understand the poem on the first reading, it is not appropriate for guided reading. A great resource is *Poetry for Young People Series* (Sterling Publishing Company).
2. Identify a Focus Strategy for the Group – Read the poem and reflect on your own comprehension process. Make sure your group has been introduced to the strategy prior to using poetry.
3. Introduce the Poem – give students some background information on the poet, time period, vocabulary, or unfamiliar words.
4. Read and Respond – Your lesson will be more powerful if you have students write as they read each stanza rather than after they finish the entire poem.

### Scaffold

**Literal Level-** It is important that students clearly understand what the poet said before they can interpret what the poet means.

**Clarify** – students identify words or phrases they did not understand and write the strategies they used to clarify the text: *I didn't understand this part so I... reread the text... thought of an experience I had... visualized the setting... related it to the time period...*

**Visualize** – As students read the poem, they illustrate each stanza. Have crayons or markers available so students can include color words from the poem in their illustrations.

**Make Connections** – As students read the poem, they write the connections they are making to life experiences and other texts. To push their thinking, ask students to write how their connections helped their understanding.

**Ask Literal Questions (green \*Teacher resources pg. 2\*)** – Students stop after each stanza and write the questions that are answered in the poem. Green questions begin with *Who, What, Where, When, and How*.

**Summarize** – Students should always summarize each stanza to paraphrase what the author is saying. Interpretation is best done after the students read the entire poem.

**Figurative Language** – Students circle or highlight examples of similes, metaphors, and/or personification.

**Interpretive Level** – The goal is to increase comprehension by asking them to make inferences and interpret the poem.

**Ask Inferential (red \*Teacher resources pg. 2\*)** – Distribute red question cards. *I wonder why... What does the author mean when s/he says... What do the two roads represent?*

**Make Inferences** – Students respond with “I’m thinking...” when they are making inferences. Challenge students to underline the exact words from the poem that triggered their inference.

**Interpretation** – Value each student’s response. You want students to make a personal interpretation and support it with the text: *I think the author is telling us... I think the author means... because he says...*

**Figurative Language** – Students interpret similes, metaphors, and personification by describing the comparisons. For example, *The author compares trees to time because they both change*. Students can also think about the mood the poet was trying to create through the use of figurative language.

# Poetry Analysis (pg. 1)

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**Evaluative Level** – After students read and analyze the poem (using strategies listed on previous page), ask them to share (in writing) why they think the author wrote the poem.

**Combine Strategies** – use chart examples below

**Example 1**

Clarify	Visualize	Summarize
Students write down words or ideas that confused them and what they did to help their understanding.	Students draw the details in the stanza.	Students summarize the most important ideas in the stanza.

**Example 2**

Visualize	Question	Summarize
Students draw the details in the stanza.	Students write questions that come to mind as they read.	Students summarize the most important ideas in the stanza.

**Example 3**

Visualize	Connect	Summarize
Students draw the details in the stanza.	Students write the connections they make as they read the stanza	Students summarize the most important ideas in the stanza.

**Example 4**

Visualize	Literal Analysis	Interpretative Analysis
Students draw the details in the stanza.	What did the author say?	What did the author mean?

**Individual Prompting** – As your students read silently and write a short response to each stanza, you should work with individuals. Prompt them to share their thinking.

**Share and Discuss** – It is usually best if students share and discuss after each stanza. That way you can clarify confusions before they continue reading. Students read and write for about 10-15 minutes while the teacher circulates among the group to coach individual students. Students should spend the final 5 minutes of the lesson discussing the poem and the focus strategy you selected for their response.

**Continue the Poem the Next Day** – If you are unable to complete the poem during one lesson, it is appropriate to continue it when you meet with the group again.

## Poetry Analysis *(pg. 2)*

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Evaluative comprehension requires students to identify and understand an author’s bias, assumptions, persuasions, facts, and opinions in order to make a personal judgment.

**Scaffold**

**Thesis-Proof (F or NF)** – this activity helps students gather support and opposition for a thesis statement (or argument). Using the chart below, as students read the text, they will jot down the key ideas, making certain they fall either under supporting or opposing the thesis. After students evaluate the thesis for support and opposition, they can identify the side they agree with or they can develop a different position.

Thesis: The federal government should subsidize flood insurance for the Gulf Coast residents.	
Support	Opposition
Not all insurance companies provide flood insurance.	People who live in Tennessee shouldn’t have to pay for the flood insurance of people who choose to live in hurricane-prone regions.
Flood insurance is too expensive.	People don’t have to live on the coast. They can choose to live other places that don’t flood.

**Backtalks (Wilhelm, 2001)** – After students read a text, they get to talk back to the author or to a specific character, person, or group. Students should write down their ideas and take turns reading them to the group. To life the discussion, assume the role of the person (or author) the student is talking back to. There are a variety of response formats you can use when teaching evaluative comprehension. Here are a few:

My opinion	Proof from the text
Facts from the text	Opinions from the text
Quote (direct from the text)	Personal response: <i>What does this mean to me?</i>
Author’s opinion (from the text)	My opinion: <i>What do I think about this topic?</i>

**Reciprocal Teaching (Palincsar & Brown, 1984)**

Reciprocal teaching can be used with fiction or nonfiction and it involves four steps: *Clarify, Question, Summarize, and Predict*. Students first receive modeled and guided practice before using the strategy on their own. Once students learn how to respond, they take turns leading the discussion of a text.

**Clarify:** Students identify a place in the text where they were confused and share the steps they took to repair meaning.

**Question:** Students use key information in the text to form a question.

**Summary:** Students summarize the text.

**Predict:** Students make a prediction about what they think will happen in the text.

Step by step instructions on next page.

**Step 1:** During a read-aloud or shared reading, introduce reciprocal teaching strategies to the entire class. Do a different strategy each day and have students practice the strategies in small heterogeneous groups.

**Step 2:** During guided reading, students practice *one* of the strategies on an instructional level. As students read, they write their response while you circulate and support individual students. After reading, students share their responses. Repeat this step with all four strategies.

**Step 3:** Each student receives a different strategy card. As students read a text, they write a response for their strategy. Teacher works with individual students. During the discussion, students take the lead and teach their strategy to the group. Teacher facilitates discussion and provides feedback. The goal of reciprocal teaching is for students to apply these strategies automatically when they encounter difficulties while reading independently.

**Strategy Cards** –Note\* Jan Richardson added *Make a Connection* and *Visualize* strategy cards in order to accommodate six students in a group and to provide additional practice in those strategies.

Predict	Summarize	Question
<p>Fiction: What will happen next? How did you make that prediction?</p> <p><i>I predict that... because...</i></p> <p>Nonfiction: What will you learn next? What helped you make that prediction?</p> <p><i>I predict I will learn... because...</i></p>	<p>In one or two sentences, use key ideas to tell what you have read. Be clear and concise.</p> <p><i>This passage is about...</i></p>	<p>What question did you ask yourself as you read?</p> <p>What were you wondering as you were reading?</p> <p><i>I'm curious about...</i></p> <p><i>I wonder why...</i></p> <p><i>How...</i></p> <p><i>What would happen if...</i></p>
Clarify	Make a Connection	Visualize
<p>What confused you as you read the passage?</p> <p>Were there any words you didn't understand? How did you figure them out?</p> <p><i>At first, I didn't understand this word (or idea) so I...</i></p> <ul style="list-style-type: none"> <li>• Reread and looked for clues</li> <li>• Used unknown parts in the word</li> <li>• Tried to put myself in the character's place</li> </ul>	<p><i>This reminds me of another book I've read...</i></p> <p><i>This reminds me of a time I...</i></p> <p><i>This reminds me of something I've learned...</i></p>	<p>What did you see in your mind as you read the text?</p> <p>Draw a picture that helps you remember and understand what you read.</p> <p>Share your picture with the group and explain it.</p>

## Reciprocal Teaching (pg. 2)

STP

Stop-Think-Paraphrase



Stop reading; cover the text with your hand



Think about what you read



Paraphrase by softly telling yourself what you read with or without using the pictures

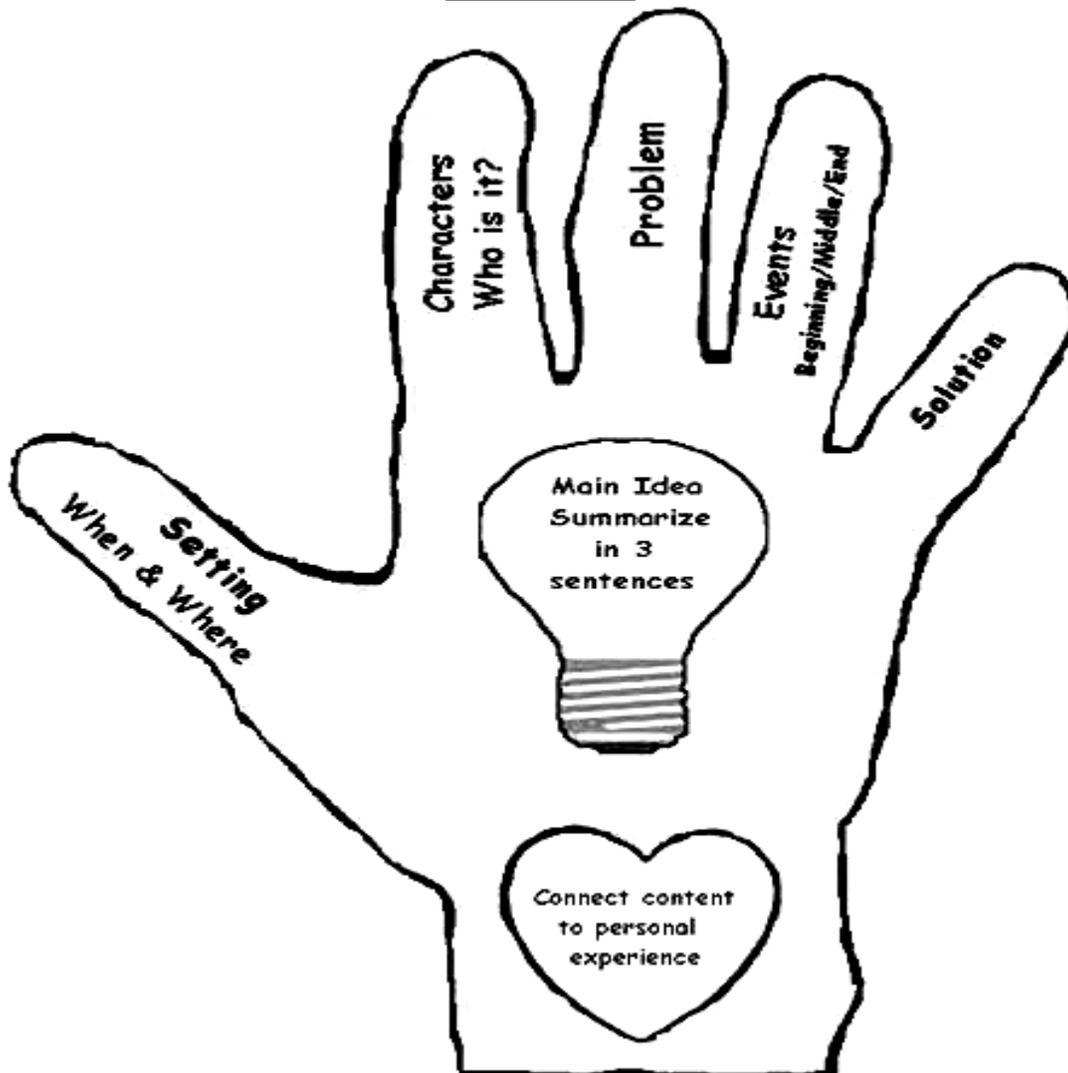
**V.I.P.**

Very Important Part

Place the sticky note flag on the most important sentence.

Use the illustrations and think about the most important action.

5 Finger Retell



## Question Cards – Adapted from QAR Strategy, Raphael (1982)

Directions: Distribute a question card to each student. Begin with green questions and gradually work towards red and yellow questions.

### Green Questions

The answer is found in one place in the text. I can **GO** directly to the text and find the answer to this kind of question.

*Who...?*

*What...?*

*Where...?*

*When...?*

*How...?*

### Yellow Questions

The answer is found by searching in several places in the text. I must **slow down** and **look** in more than one place in the text to answer this kind of question.

*Compare: how are \_\_\_\_ & \_\_\_\_ similar?*

*Contrast: how are \_\_\_\_ & \_\_\_\_ different?*

*What are the differences between \_\_\_\_ & \_\_\_\_?*

*Cause & Effect: What caused...? What was the effect of...?*

*Main idea/details: What are some examples of...?*

### Red Questions

The question is not answered directly in the text. I must **stop** and think about the passage and what I know to help me answer this question.

*I wonder why...*

*Why do you think...?*

*What would have happened if...?*

*Do you think it was right for...?*

*Why would...?*

*How could...?*

*What if...?*

# Scaffold for Summarizing

Directions: As you read the passage, record three or four key words/phrases. Use the key words/phrases to write a sentence that succinctly summarizes the passage. Use one box for each section of the text.

**Key Words:**

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**Summary:**

**Key Words:**

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**Summary:**

**Key Words:**

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**Summary:**

## Recommended Character Trait Vocabulary by Grade Level (Manyak, 2007)

Grade	Recommended Character-Trait Vocabulary
<b>K</b>	brave, careful, cheerful, clever, confident, considerate, curious, dishonest, foolish, gloomy, grumpy, honest, intelligent, impatient, irresponsible, patient, reliable, selfish, ungrateful, wicked
<b>First</b>	arrogant, calm, cautious, considerate, cowardly, courageous, cruel, dependable, fearless, ferocious, gullible, humble, inconsiderate, loyal, mischievous, miserable, optimistic, pessimistic, undependable, wise
<b>Second</b>	argumentative, bold, careless, conceded, envious, faithful, independent, insensitive, irritable, modest, predictable, self-assured, sensible, stern, sympathetic, supportive, timid, unpredictable
<b>Third</b>	admirable, appreciative, carefree, demanding, indecisive, egotistical, innocent, insensitive, irritable, modest, persistent, prudent, rambunctious, rash, sensitive, spiteful, sympathetic, tolerant, trustworthy, unsympathetic
<b>Fourth</b>	assertive, cordial, cunning, defiant, fickle, haughty, hesitant, indifferent, meek, menacing, noble, perceptive, pompous, reckless, ruthless, skeptical, submissive, surly, unassuming, uncompromising
<b>Fifth</b>	apprehensive, compliant, corrupt, cross, depraved, dignified, discreet, docile, ethical, frank, glum, ingenious, lackadaisical, malicious, plucky, prudent, rebellious, selfless, sheepish, sullen
<b>Sixth</b>	abrupt, amiable, callous, candid, cantankerous, capricious, confrontational, cynical, devoted, eloquent, erratic, forlorn, gallant, impish, incredulous, pitiless, uncooperative, unflappable, unyielding, whimsical

# Inference Cards

<p style="text-align: center;"><b>Physical Traits</b></p> <p>What does the character look like? How does the author describe a character's facial expression, looks, and gestures?</p> <p><i>The character is..., so I think...</i></p>	<p style="text-align: center;"><b>Dialogue</b></p> <p>Why did the character say that? What is the character thinking? Visualize the character's expression and gestures. What are you thinking about the character?</p> <p><i>When the character says..., I think...</i></p>
<p style="text-align: center;"><b>Action</b></p> <p><i>Why did the character do that? What might the character do next? I think the character does this because...</i></p>	<p style="text-align: center;"><b>Inner Thoughts</b></p> <p>What is the character thinking? Why didn't the character say this out loud?</p> <p><i>What do the character's thoughts show you? The text says the character thinks..., so I think ...</i></p>

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The reason I created this resource was so that my teachers would have a user-friendly resource at their fingertips when planning guided reading instruction. I was trained by Jan Richardson as a classroom teacher in Prince William County. Now that I am a reading specialist, I was ecstatic at the opportunity to use Jan Richardson with my teachers. Contact me at: [wrhare@fcps.edu](mailto:wrhare@fcps.edu)

## References

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