



Figure 8.1

Focus Points for Follow-Up Standards-Based Lessons

College and Career Readiness Standards for Reading (Comprehension)

Standard 2

Theme/main idea, summary, and paraphrasing

- How to identify the lesson/moral/theme in a story and how the author shows this message through the events that take place
- How to identify the main idea in an informational source showing cause and effect between events, actions, or details
- How to paraphrase key parts of a text

Standard 3

Characters/people

- How to identify character/personal traits and how they impacted a story or real-life situation
- How to show how a character/person develops or changes over time

Setting/context/place

- How to explain the impact of time and/or place on a story or event
- How to identify elements of the setting (time and place)

Problem

- How to identify the main problem in a story or real-life situation
- How to identify various kinds of conflict and how these contribute to events or outcomes in a story or real-life situation
 - Character/person vs. self
 - Character/person vs. character/person
 - Character/person vs. nature
 - Character/person vs. society

Standard 4

Words

- How to understand and apply content words to demonstrate understanding of informational texts
- How to determine how word choice contributes to the tone of the text
- How to identify author's craft such as word choice, similes, personification, and metaphors, noting the impact of these on meaning within the text

Standard 5

Text structure/genre/syntax

- How to identify how an author crafts the beginning of a text to capture readers' attention
- How to identify how an author builds suspense throughout a text
- How to identify how an author ends a text in a meaningful, interesting way
- How to identify how an author links parts of a text together
- How to identify the elements of a text that support its structure (e.g., all the story parts in a problem/solution text, the sequence of events in a sequential text, the main idea and details in an expository text)
- How to identify the genre of a text and its genre features
- How to explain how the use of print conventions such as the placing and shaping of print, repeated lines and phrases, and circular text adds to meaning

Standard 6

Point of view/purpose

- How to identify the points of view of two different characters/people within the same text
- How to identify the point of view of a first-person narrator
- How to identify what's important to an author (nonfiction)
- How to explain how the story would be different if it were told by another character

Standard 7

Diverse forms of text (digital, live, film, etc.)

- How to determine the impact of illustrations/graphics on text meaning in literature
- How to determine the role of informational text features in enhancing meaning in informational text
- How to apply viewing skills to the study of digital or media text

Standard 8

Reasoning and rhetoric—just informational text; most substantially applied at Grade 6 and above

- How to determine whether the author's argument presents sufficient evidence that is valid and reliable
- How to apply skills to read like a scientist, historian, or mathematician

Standard 9

Text-to-text connections

- How to compare two characters in a single story
- How to compare two versions of the same story
- How to compare two texts based on a common theme
- How to synthesize information from multiple sources
- How to compare a traditional print version of a text to a nonprint version

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Writing

- Standard 1: How to write an opinion/argument piece in response to one or more texts
- Standard 2: How to write an informative/explanatory piece in response to one or more texts
- Standard 3: How to understand and apply Tier 2 (robust) words in speaking and writing
- Standard 5: How to rewrite a portion of the text or extend the text by including various author's crafts

Language

- Standard 4: How to clarify the meaning of unknown and multiple meaning words and phrases based on the text

Speaking and Listening

Standard 1

- How to engage in an academic discussion based on the text
- How to participate in a collaborative partner or small-group activity based on the text

Foundational Skills

- Standard 4: How to read a portion of the text with dialogue or evidence of characters' or people's feelings with accuracy, appropriate rate, and good expression

in Chapter 1, is well aligned to the research-based approach described as "transactional strategy instruction" by Michael Pressley (Pressley et al., 1992).

- When you do teach a specific strategy, remember that what you are really teaching is **how**. For example, the end result may be that a student forms a detailed picture in her mind. But the real work of strategic thinking is identifying *how* we know when it's appropriate to make a mental image while reading, *how* to visualize using all our senses, and so forth.

While my work with comprehension strategies preceded the Common Core by several years, the principles noted above are well suited to close reading. To help you apply these principles in close reading follow-up lessons, I provide three resources.

To identify and define metacognitive strategies in an accessible manner, please make use of Figure 8.2, Kid-Friendly Comprehension Strategy Guide. The left column of this chart lists the metacognitive strategies that I find most critical for intermediate-grade readers, labeled in terms students can easily understand. The right column gives key criteria for the strategy with the most important words highlighted in bold font.

I also provide Figure 8.3, Thinking About Thinking in Complex Text: Using Comprehension Strategies Together in Close Reading. This is a discussion guide