

# Jessamine County Schools Comprehension Strategy Sequence



Created Summer 2011





## “How To” Guide for Using This Document



This document was designed to guide instruction for those teachers using the thinking strategies in their classroom. The document provides a sequence of lessons and activities for each strategy at each grade level. While teachers should focus on the lessons assigned to their grade level, keep in mind, lessons taught in previous years may be needed for those students who have not been exposed to this content.

Verb Key	Resource Key
<p><b>Introduce:</b> To present the information for the first time.</p> <p><b>Reintroduce:</b> To re-teach material that has been taught previously.</p> <p><b>Reference:</b> To mention and trigger</p> <p><b>Review:</b> To remind students of previously taught information</p> <p><b>Model:</b> To demonstrate</p> <p><b>Apply:</b> To expect students to do the work independently in various situations</p>	<p>CC – <u>Comprehension Connections</u> by. Tanny McGregor</p> <p>StW – <u>Strategies That Work</u> by. Stephanie Harvey &amp; Goudvis</p>

<p><b><u>List of Articles Identified for 4<sup>th</sup> –</u></b>  <b>The Comprehension Toolkit Source Book of Short Text</b>  <b>by. Stephanie Harvey &amp; Anne Goudvis</b>          -Moon Space p. 36, p. 37          -A Pet Iguana p. 110          -Making Honey p. 112          -The Super Ant p. 113          -Naming Hurricanes p. 114          -Hurricane Hunters p. 115          -Real Giants p. 116          -Big Talkers p. 59          -At Home in the Arctic p. 69          -One Bad Bug p. 57          -The Come Back Humpback p. 86          -Summer of the Shark p. 18</p> <p><b>The Comprehension Toolkit</b>  <b>Extend &amp; Investigate</b>  <b>by. Stephanie Harvey &amp; Anne Goudvis</b>          -How Ocean Waters Move p. 53          -Changes to Earth’s Surface p. 67          -Fossil Fuels p. 71</p>	<p><b><u>List of Articles Identified for 5<sup>th</sup> –</u></b>  <b>The Comprehension Toolkit Source Book of Short Text</b>  <b>by. Stephanie Harvey &amp; Anne Goudvis</b>          -The Power of Niagra Falls p. 117          -The Green House Effect p.132          -Ozone Hole p. 133          -Many Faces of Masks p. 80          -Garana’s Story p. 74          -Can Kids Stop Kids From Smoking p. 54          -Western Round Up p. 55          -Turn it Off p. 56</p> <p><b>The Comprehension Toolkit</b>  <b>Extend &amp; Investigate</b>  <b>by. Stephanie Harvey &amp; Anne Goudvis</b>          -The Struggle for Equal Rights p. 33          -Problems in Jamestown p. 37          -Earth’s Blanket of Air p. 42          Conflicts Over Land p. 46          Thirteen Nations or One p. 50          Are You a Citizen if You Can’t Vote p. 58          African American’s Join the Fight p. 63</p>
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# Expanding Comprehension Strategies – Metacognition

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<p><b>*Introduce</b> Metacognition poster (CC p. 19) text + thinking = real reading</p> <p><b>*Introduce &amp; Model</b> Metacognition thinking stems (CC p. 25)</p> <p><b>* Introduce &amp; Model</b> Reading Salad Activity (CC p. 12)</p> <p><b>*Introduce &amp; Model</b> Student Labeled Color Card Activity (CC p. 22)</p>	<p><b>*Review &amp; apply</b> Metacognition poster (CC p. 19) text + thinking = real reading</p> <p><b>*Review &amp; apply</b> Metacognition thinking stems (CC p. 25)</p> <p><b>* Re-Introduce</b> Reading Salad Activity (CC p. 12)</p> <p><b>*Review &amp; apply</b> Student Labeled Color Card Activity (CC p. 22)</p>	<p><b>*Review &amp; apply</b> Metacognition poster (CC p. 19) text + thinking = real reading</p> <p><b>*Review &amp; apply</b> Metacognition thinking stems (CC p. 25)</p> <p><b>*Review &amp; apply</b> Reading Salad (CC p. 12)</p> <p><b>*Review &amp; apply</b> Student Labeled Color Card Activity (CC p. 22)</p> <p><b>*Introduce &amp; model</b> Thought Bubble Activity (CC p. 20)</p>
<p><b>Other Resources</b> Use Comprehension Tool Kit K-2 Book 1, Lessons 1-3 as a reference guide and lesson template.</p>	<p>Use Comprehension Tool Kit K-2 Book 1, Lessons 1-3 as a reference guide and lesson template.</p>	<p>Use Comprehension Tool Kit K-2 Book 1, Lessons 1-3 as a reference guide and lesson template.</p>

## Metacognition/Monitoring Comprehension

**Definition** – The understanding and awareness of one’s own mental or cognitive processes. Thinking about your thinking.

<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<p><b>*Review &amp; apply</b> Metacognition poster (CC p. 19) text + thinking = real reading</p> <p><b>*Review &amp; apply</b> Metacognition thinking stems (CC p. 25)</p> <p><b>*Review &amp; apply</b> Reading Salad (CC p. 12)</p> <p><b>*Review &amp; apply</b> Student Labeled Color Card Activity (CC p. 22)</p> <p><b>*Re-introduce, model &amp; apply</b> Thought Bubble Activity (partners) (CC p. 20)</p> <p><b>*Introduce</b> Quotes to Get Kids Talking Activity (CC p. 24)</p> <p><b>*Introduce</b> Read, Write, Talk Activity (StW p. 82)</p>	<p><b>*Review &amp; apply</b> Metacognition poster (CC p. 19) text + thinking = real reading</p> <p><b>*Review &amp; apply</b> Metacognition thinking stems (CC p. 25)</p> <p><b>*Reference</b> Reading Salad (CC p. 21)</p> <p><b>* Apply</b> Student Labeled Color Card Activity (CC p. 22)</p> <p><b>*Re-introduce, model &amp; apply</b> Thought Bubble Activity (partners) (CC p. 20)</p> <p><b>*Review &amp; apply</b> Quotes to Get Kids Talking Activity (CC p. 24)</p> <p><b>*Review &amp; apply</b> Read, Write, Talk (StW p. 82) to Deepen Understanding - use different text</p> <p><b>*Introduce</b> Following the Inner Conversation Lesson (StW p. 78)</p> <p><b>*Introduce</b> Noticing When We Stray From the Inner Conversation Lesson (StW p. 79)</p>	<p><b>*Review &amp; apply</b> Metacognition poster (CC p. 19) text + thinking = real reading</p> <p><b>*Review &amp; apply</b> Metacognition thinking stems (CC p. 25)</p> <p><b>*Reference</b> Reading Salad (CC p. 21)</p> <p><b>*Apply</b> Student Labeled Color Card Activity (CC p. 22)</p> <p><b>*Re-introduce, model &amp; apply</b> Thought Bubble Activity (partners) (CC p. 20)</p> <p><b>*Review &amp; apply</b> Quotes to Get Kids Talking Activity (CC p. 24)</p> <p><b>*Review &amp; apply</b> Read, Write, Talk (StW p. 82) to Deepen Understanding - use different text</p> <p><b>*Re - introduce</b> Following the Inner Conversation Lesson (StW p. 78)</p> <p><b>*Re-introduce</b> Noticing When We Stray From the Inner Conversation Lesson (StW p. 79) Suggestion: Coming to America</p>
<p>Use Comprehension Tool Kit K-2 Book 1, Lessons 1-3 as a reference guide and lesson template.</p>	<p><b>*Introduce</b> Knowing When You Know and When You Don't Know Lesson (StW p. 81)</p>	<p><b>*Re - introduce</b> Knowing When You Know and When You Don't Know Lesson (StW p. 81)</p> <p><b>*Introduce</b> Noticing and Exploring Thinking Lesson (StW p. 81)</p>

# Expanding Comprehension Strategies – Schema

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<p><b>*Introduce</b> Schema thinking stems (CC p. 42)</p>	<p><b>*Review &amp; apply</b> Schema thinking stems (CC p. 42)</p>	<p><b>*Review &amp; apply</b> Schema thinking stems (CC p. 42)</p>
<p><b>*Introduce &amp; model</b> Spider Web Analogy (CC p. 29)</p>	<p><b>*Re-introduce &amp; model</b> Spider Web Analogy (CC p. 29)</p>	<p><b>*Reference &amp; apply</b> Spider Web Analogy(CC p. 29)</p>
<p><b>*Introduce &amp; model</b> T-Chart Activity (CC p. 33)</p>	<p><b>*Re-introduce &amp; model</b> T-Chart Activity (CC p. 33)</p>	<p><b>*Review &amp; apply</b> T-Chart Activity (CC p. 33)</p>
<p><b>*Introduce &amp; model</b> Lint Roller Activity (CC p. 31)</p>	<p><b>*Re-introduce</b> Lint Roller Activity (CC p. 31)</p>	<p><b>*Reference</b> Lint Roller Activity (CC p. 31)</p>
<p><b>*Introduce, model &amp; apply</b> Text to self connections using nonfiction text, picture books, and concentric circles (CC p. 36)</p>	<p><b>*Review &amp; apply</b> Text to Self Connections books using nonfiction books, picture books, and concentric circles (CC p. 36)</p>	<p><b>*Review &amp; apply</b> Text to Self Connections using nonfiction books, picture books, and concentric circles (CC p. 36)</p>
	<p><b>*Introduce &amp; model</b> Text to Text Connections(CC p. 36)</p>	<p><b>*Review &amp; apply</b> Text to Text Connections (CC p. 36)</p>

## Schema/Activating & Connecting to Background Knowledge

**Definition** – Activate and build using what you already know (background knowledge) help you learn new information.

<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<p><b>*Review &amp; apply</b> Schema thinking stems (CC p. 42)</p> <p><b>*Reference &amp; apply</b> Spider Web Analogy (CC p. 29)</p> <p><b>*Apply</b> T-Chart Activity (CC p. 33)</p> <p><b>*Reference</b> Lint Roller Activity (CC p. 31)</p> <p><b>* Apply</b> Text to Self Connections using nonfiction books, picture books, and concentric circles (CC p. 36)</p> <p><b>* Apply</b> Text to text Connections - finding common themes in author studies. (CC p. 36)</p> <p><b>*Introduce</b> Text to World Connections (CC p. 36)</p>	<p><b>*Review and apply</b> Schema thinking stems (CC p. 42)</p> <p><b>*Reference &amp; apply</b> Spider Web Analogy (CC p. 29)</p> <p><b>* Apply</b> T-Chart Activity (CC p. 33)</p> <p><b>*Reference</b> Lint Roller Activity (CC p. 31)</p> <p><b>* Apply</b> Text to Self, Text to Text, and Text to World using articles, books, and concentric circles (CC p. 36)</p> <p><b>*Introduce</b> Text to Self Connections -Relating Characters to Ourselves Lesson (StW p. 94)</p> <p><b>*Introduce</b> Text to Text Connections - Finding Common Themes in Author Studies Lesson (Stw p. 96) Suggested Author – Eve Bunting</p> <p><b>*Introduce</b> Noticing and Thinking About New Learning Lesson (StW p. 97) Suggestion - Science Text</p> <p><b>*Quotes</b> about Schema to Get Kids Talking (CC p. 43&amp;44)</p> <p><b>*Introduce</b> Rethinking Misconceptions -New Information Changes Thinking Lesson (StW p. 98) Suggestion – Nonfiction Science Articles</p>	<p><b>*Review and apply</b> Schema thinking stems (CC p. 42)</p> <p><b>*Reference &amp; apply</b> Spider Web Analogy (CC p. 29)</p> <p><b>*Apply</b> T-Chart Activity (CC p. 33)</p> <p><b>*Reference</b> Lint Roller Activity (CC p. 31)</p> <p><b>*Apply</b> Text to Self, Text to Text, and Text to World using articles, books, and concentric circles (CC p. 36)</p> <p><b>*Re-introduce</b> Text to Text Connections -Finding Common Themes in Author Studies Lesson with different text (Stw p. 96) Suggestion – Historical Text</p> <p><b>*Re-introduce</b> Noticing and Thinking About New Learning Lesson (StW p. 97) Suggestion - Historical Text</p> <p><b>*Quotes</b> about Schema to Get Kids Talking (CC p. 43&amp;44)</p> <p><b>*Re-introduce</b> Rethinking Misconceptions - New Information Changes Thinking Lesson (StW p. 98) using different text Suggestion – Nonfiction SS Articles</p>

# Expanding Comprehension Strategies – Schema

(continued)

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<b>Other Resources</b> Comprehension Tool Kit K-2 Book 2, Lessons 6-7 - reference guide and lesson template.	Comprehension Tool Kit K-2 Book 2, Lessons 6-7 - reference guide and lesson template.	Comprehension Tool Kit K-2 Book 2, Lessons 6-7 - reference guide and lesson template.



## Schema/Activating & Connecting to Background Knowledge

**Definition** – Activate and build using what you already know (background knowledge) help you learn new information.

<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
	<p><b>*Introduce</b> Building Background Knowledge Based on Personal and Text to World Thinking Lesson (StW p. 100) Suggestion – Science Content Books/Articles</p> <p><b>*Introduce</b> “It Reminds Me Of... Lesson (StW p. 93) Suggested text - Every Living Thing by. Cynthia Rylant</p> <p><b>*Introduce</b> Making Connections Between Small Poems/ Our Lives Lesson (StW p. 94) Suggested text – Sol a Sol by. Lori Carlson</p> <p><b>*Introduce</b> Building Background Knowledge to Teach Specific Content Lesson (StW p. 99) Suggestion – Science Content Books/ Articles</p>	<p><b>*Re-introduce</b> Building Background Knowledge Based on Personal and Text to World Thinking Lesson using different text (StW p. 100) Suggestion – History Content Books/Articles</p> <p><b>*Re-introduce</b> “It Reminds Me Of... Lesson using different text (StW p. 93)</p> <p><b>*Re-introduce</b> Making Connections Between Small Poems/ Our Lives Lesson using different text (StW p. 94)</p>
<p>Comprehension Tool Kit K-2 Book 2, Lessons 6-7 - reference guide and lesson template.</p>	<p>Comprehension Tool Kit Book 2, Lessons 5-6 – reference guide and lesson template</p>	<p>Comprehension Tool Kit Book 2, Lessons 5-6 – reference guide and lesson template</p>

# Expanding Comprehension Strategies – Visualizing

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<p><b>*Introduce &amp; model</b> Visualizing thinking stems (CC p. 95)</p> <p><b>*Read aloud a poem</b> and have students illustrate what they “see in their mind” (visualize) (Primary Toolkit Book #4 p. 20-modified lesson)</p> <p><b>*Listen to a story</b> on tape/cd and students illustrate what they visualize (see in their minds)</p>	<p><b>*Re-introduce &amp; model</b> Visualizing thinking stems(CC p. 95)</p> <p><b>*Introduce</b> A Room with a View Activity (CC p. 91)</p> <p><b>*Introduce</b> and post visualizing quotes Lesson (CC p. 99) Suggestions - “When your head’s full of pictures they have to come out.” “Imagination is the true magic carpet.”</p> <p><b>*Listen to a story</b> on tape/cd and students illustrate what they visualize in their minds</p>	<p><b>*Review and apply</b> Visualizing thinking stems (CC p. 95)</p> <p><b>*Review</b> A Room with a View Activity (CC p. 91)</p> <p><b>*Introduce</b> and post different visualizing quotes Lesson (CC p. 99) Suggestions - “When your head’s full of pictures they have to come out.” “Imagination is the true magic carpet.”</p> <p><b>*Listen to a story</b> on tape/cd and students illustrate what they visualize in their minds</p>
<p><b>Other Resources</b></p> <p>List of Possible Visualizing Activities (CC pp. 94-95)</p> <p>List of Possible Visualizing Activities using “Mental Images through Music” (CC pp. 96-97) teacher choice</p>	<p>List of Possible Visualizing Activities (CC pp. 94-95)</p> <p>List of Possible Visualizing Activities using “Mental Images through Music” (CC pp. 96-97) teacher choice</p>	<p>List of Possible Visualizing Activities (CC pp. 94-95)</p> <p>List of Possible Visualizing Activities using “Mental Images through Music” (CC pp. 96-97) teacher choice</p>

## Visualizing/Sensory Imagery

**Definition** – Using the 5 senses to create mental images that enhance the experience of reading.

<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<p><b>*Review and apply</b> Visualizing thinking stems (CC p. 95)</p> <p><b>*Reference</b> A Room with a View Activity (CC p. 91)</p> <p><b>*Introduce</b> and post different visualizing quotes Lesson (CC p. 99)</p> <p><b>*Introduce &amp; apply</b> Visualizing with Wordless Picture Books Lesson (STW p. 133)</p> <p><b>*Introduce &amp; apply</b> Visualizing from a Vivid Piece of Text Lesson (STW p. 134)</p>	<p><b>*Review and apply</b> Visualizing thinking stems (CC p. 95)</p> <p><b>*Reference</b> A Room with a View Activity (CC p. 91)</p> <p><b>*Introduce</b> and post different visualizing quotes Lesson (CC p. 99)</p> <p><b>*Apply</b> Visualizing with Wordless Picture Books Lesson (STW p. 133)</p> <p><b>*Apply</b> Visualizing from a Vivid Piece of Text Lesson (STW p. 134)</p> <p><b>*Visualizing in Non-fiction Texts:</b> Making Comparisons Lesson (STW p. 135) Teacher Choice</p> <p><b>*Creating Mental Images</b> That Go Beyond Visualizing Lesson (STW p. 137) Suggestion - science articles</p> <p><b>*Inferential Thinking:</b> Reading Between the Lines Lesson (STW p. 138)</p>	<p><b>*Review and apply</b> Visualizing thinking stems (CC p. 95)</p> <p><b>*Reference</b> A Room with a View Activity (CC p. 91)</p> <p><b>*Introduce</b> and post different visualizing quotes Lesson (CC p. 99)</p> <p><b>*Apply</b> Visualizing in Reading, Showing Not Telling in Writing Lesson (STW p. 136) Suggestion - Cynthia Rylant texts</p> <p><b>*Apply</b> Visualizing from a Vivid Piece of Text Lesson (STW p. 134) Suggestion - Matilda-going to cottage excerpt, Willy Wonka...-description of chocolate factory for 1st time, James and the Giant Peach- description of aunt)</p> <p><b>*Visualizing in Non-fiction Texts:</b> Making Comparisons Lesson (STW p. 135) Teacher Choice</p> <p><b>*Creating Mental Images</b> That Go Beyond Visualizing Lesson (STW p. 137) Suggestion - Articles for core content</p> <p><b>*Inferential Thinking:</b> Reading Between the Lines Lesson (STW p. 138)</p>
<p>List of Possible Visualizing Activities (CC pp. 94-95)</p> <p>List of Possible Visualizing Activities using “Mental Images through Music” (CC pp. 96-97) teacher choice</p>	<p>List of Possible Visualizing Activities (CC pp. 94-95)</p> <p>List of Possible Visualizing Activities using “Mental Images through Music” (CC pp. 96-97) teacher choice</p>	<p>List of Possible Visualizing Activities (CC pp. 94-95)</p> <p>List of Possible Visualizing Activities using “Mental Images through Music” (CC pp. 96-97) teacher choice</p>

# Expanding Comprehension Strategies – Questioning

Kindergarten	1st Grade	2nd Grade
<p><b>*Introduce &amp; model</b> Questioning thinking stems (CC p. 64)</p> <p><b>*Lesson 8</b> – Introduce &amp; model with non-fiction text (Primary Toolkit)</p> <p><b>*Lesson 9</b> – Introduce &amp; model with picture books or non-fiction (Primary Toolkit)</p> <p><b>*Introduce &amp; model</b> Lesson 10 with picture books or non-fiction (Primary Toolkit)</p> <p><b>*Introduce &amp; model</b> Lesson 11 with non-fiction texts (Primary Toolkit)</p>	<p><b>*Re-introduce &amp; apply</b> Questioning thinking stems (CC p. 64)</p> <p><b>*Introduce</b> the Q Food lesson (CC p. 67)</p> <p><b>*Lesson 8</b> - Use with non-fiction text (Primary Toolkit)</p> <p><b>*Lesson 9</b> – Use with picture books or non-fiction (Primary Toolkit)</p> <p><b>*Review &amp; model</b> Lesson 10 with picture books or non-fiction (Primary Toolkit)</p> <p><b>*Re-introduce &amp; model</b> Lesson 11 with non-fiction texts (Primary Toolkit)</p>	<p><b>*Review &amp; apply</b> Questioning thinking stems (CC p. 64)</p> <p><b>*Reference</b> the Q Food lesson (CC p. 67)</p> <p><b>*Introduce</b> Wordless Books lesson (CC p. 70)</p> <p><b>*Lesson 8</b> - Use with non-fiction text (Primary Toolkit)</p> <p><b>*Lesson 9</b> – Use with picture books or non-fiction (Primary Toolkit)</p> <p><b>*Apply Lesson 10</b> with picture books or non-fiction (Primary Toolkit)</p> <p><b>*Apply Lesson 11</b> with non-fiction texts (Primary Toolkit)</p>

# Questioning

**Definition** – Asking questions to deepen understanding of the text.

<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<p><b>*Review &amp; apply</b> Questioning thinking stems (CC p. 64)</p> <p><b>*Reference</b> the Q Food lesson (CC p. 67)</p> <p><b>*Reference</b> Wordless Books lesson (CC p. 70)</p> <p><b>*Lesson 8</b> - Use with non-fiction text (Primary Toolkit)</p> <p><b>*Lesson 9</b> – Use with picture books or non-fiction (Primary Toolkit)</p> <p>*Apply Lesson 10 with picture books or non-fiction (Primary Toolkit)</p> <p>*Apply Lesson 11 with non-fiction texts (Primary Toolkit)</p>	<p><b>*Review &amp; apply</b> Questioning thinking stems (CC p. 64)</p> <p><b>*Reference</b> the Q Food lesson (CC p. 67)</p> <p><b>*Reference</b> Wordless Books lesson (CC p. 70)</p> <p><b>*Introduce</b> Wonderful Songs and Questions Beneath Surface (CC p. 69)</p> <p><b>*Share</b> Your Questions About Your Own Reading Lesson (STW p. 110) Suggestion- use text that evoke questions</p> <p><b>*The More We Learn</b>, the More We Wonder Lesson (STW p. 111) Suggestion - use Science core-content related books and articles</p> <p><b>*Some Questions</b> Are Answered, Others Are Not Lesson (STW p. 112)</p> <p><b>*Gaining Understanding</b> Through Questioning Lesson (STW p. 113)</p> <p><b>*Thick and Thin</b> Questions Lesson (STW p. 115)</p> <p><b>*Reading to Answer</b> a Question Lesson (STW p. 116)</p> <p><b>*Reading with a Question</b> in Mind Lesson (STW p. 117)</p> <p><b>*Lesson 7</b> (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 8</b> with modeling (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 9</b> (3-6 Comprehension Toolkit)</p> <p><b>*Quotes about Questioning</b> to Get Kids Talking (CC p. 71)</p>	<p><b>*Review &amp; apply</b> Questioning thinking stems (CC p. 64)</p> <p><b>*Reference</b> the Q Food lesson (CC p. 67)</p> <p><b>*Reference</b> Wordless Books lesson (CC p. 70)</p> <p><b>* Re-introduce</b> Wonderful Songs and Questions Beneath Surface (CC p. 69)</p> <p><b>*Share</b> Your Questions About Your Own Reading Lesson (STW p. 110) Suggestion- use text that evoke questions</p> <p><b>*The More We Learn</b>, the More We Wonder Lesson (STW p. 111) Suggestion- use core-content related books and articles</p> <p><b>*Some Questions</b> Are Answered, Others Are Not Lesson (STW p. 112)</p> <p><b>*Gaining Understanding</b> Through Questioning Lesson (STW p. 113)</p> <p><b>*Thick and Thin</b> Questions Lesson (STW p. 115)</p> <p><b>*Reading to Answer</b> a Question Lesson (STW p. 116)</p> <p><b>*Reading with a Question</b> in Mind Lesson (STW p. 117)</p> <p><b>*Lesson 8</b> with independent student use (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 9</b> (3-6 Comprehension Toolkit)</p> <p><b>*Quotes about Questioning</b> to Get Kids Talking (CC p. 71)</p>

# Expanding Comprehension Strategies – Inferring

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<p><b>*Introduce and model</b> Inferring thinking stems (CC p. 51)</p> <p><b>*Introduce and model</b> Lesson 12 Inferring Meaning – “Things” poem (Primary Toolkit)</p>	<p><b>*Re-introduce &amp; model</b> Inferring thinking stems (CC p. 51)</p> <p><b>* Introduce</b> Trash Bag Activity (CC pp. 49-51)</p> <p><b>*Inferring</b> from the Cover and Illustrations as Well as the Text Lesson (STW p. 140)</p>	<p><b>*Review and apply</b> Inferring thinking stems(CC p. 51)</p> <p><b>*Re-introduce and apply</b> Trash Bag Activity (CC pp. 49-51)</p> <p><b>* Introduce</b> Shoe Lesson (CC p. 52) OPTIONAL</p> <p><b>*Inferring</b> from the Cover and Illustrations as Well as the Text Lesson (STW p. 140)</p>
<p><b>Other Resources</b></p>		<p>Lessons 14 and 15 from Primary Toolkit can be used at grades 2nd-3rd using various texts</p>

# Inferring/Infer Meaning

**Definition** – Combining background knowledge & text information to draw conclusions and interpret text.

<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<p><b>*Review and apply</b> Inferring thinking stems(CC p. 51)</p> <p><b>*Review and apply</b> Trash Bag Activity (CC pp. 49-51)</p> <p><b>* Introduce</b> Shoe Lesson (CC p. 52)</p> <p><b>*Inferring</b> from the Cover and Illustrations as Well as the Text Lesson (STW p. 140)</p>	<p><b>*Review and apply</b> Inferring thinking stems(CC p. 51)</p> <p><b>*Reference</b> Trash Bag Activity (CC pp. 49-51)</p> <p><b>*Reference</b> Shoe Lesson (CC p. 52)</p> <p><b>*Inferring</b> from the Cover and Illustrations as Well as the Text Lesson (STW p. 140) Suggestion - The Wretched Stone – Chris Van Allsburg</p> <p><b>*Inferring</b> the Meaning of Unfamiliar Words Lesson (STW p. 139) Suggestion – use texts with unfamiliar words</p> <p><b>*Inferring</b> with Text Clues Lesson (STW p. 141) Suggestion – use same texts as strategy from page 140</p> <p><b>*Recognizing Plot</b> and Inferring Themes Lesson (STW p. 142) Suggestion - Lotus Seeds by Sharon Garland</p> <p><b>*Visualizing and Inferring</b> to Understand Information (STW p. 144) Suggestion - use related articles or texts in science core content</p> <p><b>*Inferring and Questioning</b> to Understand Historical Concepts Lesson (STW p. 146) Suggestion - Encounter by Jane Yolen</p> <p><b>*Lesson 10</b> (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 11</b> (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 12</b> (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 13</b> (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 15</b> (3-6 Comprehension Toolkit) with teacher modeling</p> <p><b>*Quotes about Inferring</b> to Get Kids Talking (CC p. 58)</p>	<p><b>*Review and apply</b> Inferring thinking stems(CC p. 51)</p> <p><b>*Reference</b> Trash Bag Activity (CC pp. 49-51)</p> <p><b>*Reference</b> Shoe Lesson (CC p. 52)</p> <p><b>*Inferring</b> from the Cover and Illustrations as Well as the Text Lesson (STW p. 140)</p> <p><b>*Inferring</b> the Meaning of Unfamiliar Words Lesson (STW p. 139) Suggestion – use texts with unfamiliar words</p> <p><b>*Inferring</b> with Text Clues Lesson (STW p. 141) Suggestion – use same texts as strategy from page 140</p> <p><b>*Recognizing Plot</b> and Inferring Themes Lesson (STW p. 142) Suggestion - Teammates by Peter Golenbock</p> <p><b>*Visualizing and Inferring</b> to Understand Information (STW p. 144) Suggestion – use related articles or texts in core content</p> <p><b>*Inferring and Questioning</b> to Understand Historical Concepts Lesson with a different text (STW p. 146)</p> <p><b>*Lesson 10</b> (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 11</b> (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 12</b> (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 13</b> (3-6 Comprehension Toolkit)</p> <p><b>*Lesson 15</b> (3-6 Comprehension Toolkit) applied independently by students</p> <p><b>*Quotes about Inferring</b> to Get Kids Talking (CC p. 58)</p>
<p>Lessons 14 and 15 from Primary Toolkit can be used at grades 2nd-3rd using various texts</p>		

# Expanding Comprehension Strategies – Determining Importance

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<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<p><b>Not addressed at this level</b></p>	<p><b>*Introduce and model</b> determining importance thinking stems (CC p. 77)</p> <p><b>*Model</b> Listening for Importance lesson (CC p. 82)</p> <p><b>*Model</b> Just Add Water lesson (CC p. 80)</p> <p><b>*Introduce and model</b> Lesson 18 with non-fiction texts (Primary Toolkit)</p>	<p><b>*Re-introduce and apply</b> determining importance thinking stems (CC p. 77)</p> <p><b>*Review and apply</b> Listening for Importance (CC p. 82)</p> <p><b>*Reference</b> Just Add Water (CC p. 80)</p> <p><b>*Introduce and model</b> Lesson 16 (Primary Toolkit)</p> <p><b>*Review</b> Lesson 18 with non-fiction texts (Primary Toolkit)</p>



# Determining Importance

**Definition** – Identify the main ideas of the text.

<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<p><b>*Review and apply</b> determining importance thinking stems (CC p. 77)</p> <p><b>*Review and apply</b> Listening for Importance (CC p. 82)</p> <p><b>*Review and apply</b> Just Add Water (CC 80)</p> <p><b>*Introduce</b> Purses lessons (CC p. 78)</p> <p><b>*Review and apply</b> Lesson 16 with a variety of texts (Primary Toolkit)</p> <p><b>*Introduce and model</b> Lesson 17 (Primary Toolkit)</p> <p><b>*Review and apply</b> Lesson 18 with non-fiction texts (Primary Toolkit)</p>	<p><b>*Review and apply</b> determining importance thinking stems (CC p. 77)</p> <p><b>* Review</b> Purses (CC p. 78)</p> <p><b>*Review and apply</b> Lesson 17 (Primary Toolkit)</p> <p><b>*Building Background Knowledge</b> of Non-fiction Features (STW p. 159- use science-related books and articles)</p> <p><b>*Becoming Familiar</b> with the Characteristics of Non-fiction Trade Books (STW p. 161)</p> <p><b>*Determining</b> What's Important When Writing Information (STW p. 162)</p> <p><b>*Making Students Aware</b> of Primary Sources (STW p. 164)</p> <p><b>*Coding Important Information</b> on Unfamiliar As Well As Familiar Topics (STW p. 165- use science-related topics)</p> <p><b>* Finding Important Information</b> Rather Than Just One Main Idea (STW p. 166)</p>	<p><b>*Review and apply</b> determining importance thinking stems (CC p. 77)</p> <p><b>*Reference</b> Purses (CC p. 78)</p> <p><b>*Review and apply</b> Lesson 17 (Primary Toolkit)</p> <p><b>*Building Background Knowledge</b> of Non-fiction Features (STW p. 159- use core content-related books and articles)</p> <p><b>*Becoming Familiar</b> with the Characteristics of Non-fiction Trade Books (STW p. 161)</p> <p><b>*Determining</b> What's Important When Writing Information (STW p. 162)</p> <p><b>*Making Students Aware</b> of Primary Sources (STW p. 164- use core content-related articles and books)</p> <p><b>*Coding Important Information</b> on Unfamiliar As Well As Familiar Topics (STW p. 165- use core content-related topics)</p> <p><b>* Finding Important Information</b> Rather Than Just One Main Idea (STW p. 166)</p>

# Expanding Comprehension Strategies – Determining Importance

(continued)

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<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>

# Determining Importance

**Definition** – Identify the main ideas of the text.

<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
	<p><b>*Important to Whom?</b> (STW p. 167- use science-related articles and non-fiction books)</p> <p><b>*Sifting the Topic</b> from the Details (STW p. 167)</p> <p><b>*Using FQR Think Sheets</b> to Understand Information (STW p. 171)</p> <p><b>*Lesson 16</b> with suggested text (Comprehension Toolkit)</p> <p><b>*Lesson 17</b> with different text (Comprehension Toolkit)</p> <p><b>*Lesson 18</b> with different text (Comprehension Toolkit)</p> <p><b>*Lesson 19</b> with different text (Comprehension Toolkit)</p> <p><b>*Lesson 20</b> with different text (Comprehension Text)</p> <p><b>*Lesson 21</b> with suggested text (Comprehension Toolkit)</p> <p><b>*Quotes</b> to Get Kids Talking (CC p. 85-86)</p>	<p><b>*Important to Whom?</b> (STW p. 167- use core content-related articles and non-fiction books)</p> <p><b>*Sifting the Topic</b> from the Details (STW p. 167)</p> <p><b>*Reading Opposing Perspectives</b> to Form an Opinion (STW p. 169)</p> <p><b>*Using FQR Think Sheets</b> to Understand Information (STW p. 171)</p> <p><b>*Reasoning Through</b> a Piece of Historical Fiction to Determine Importance (STW p. 173)</p> <p><b>*Lesson 16</b> with different text (Comprehension Toolkit)</p> <p><b>*Lesson 17</b> with suggested text (Comprehension Toolkit)</p> <p><b>*Lesson 18</b> with suggested text or different text –swear word in suggested text (Comprehension Toolkit)</p> <p><b>*Lesson 19</b> with suggested text or different text –swear word in suggested text (Comprehension Toolkit)</p> <p><b>*Lesson 20</b> with suggested text (Comprehension Text)</p> <p><b>*Lesson 21</b> with different text (Comprehension Toolkit)</p> <p><b>*Quotes</b> to Get Kids Talking (CC p. 85-86) <b>Quotes</b></p>

# Expanding Comprehension Strategies – Synthesizing

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<p>Not addressed at this level</p>	<p><b>*Introduce</b> synthesizing thinking stems (CC p. 106)</p> <p><b>*Introduce and model</b> Nesting Dolls (CC p. 104)</p> <p style="text-align: center;"><b>and/or</b></p> <p><b>*Introduce and model</b> Synthesizing Tangram (CC p. 109)</p> <p><b>*Introduce and model</b> Text/Song Resources (CC p. 109)</p>	<p><b>*Re-introduce and apply</b> synthesizing thinking stems (CC p. 106)</p> <p><b>*Re-introduce and model</b> Nesting Dolls (CC p. 104)</p> <p style="text-align: center;"><b>and/or</b></p> <p><b>*Re-introduce and model</b> Synthesizing Tangram (CC p. 109)</p> <p><b>*Introduce and model</b> Text/Song Resources (CC p. 109)</p> <p><b>*Review and apply</b> Lesson 19 with non-fiction texts (Primary Toolkit)</p> <p><b>*Review and apply</b> Lesson 20 with various texts (Primary Toolkit)</p>

## Synthesizing/Summarize and Synthesize

**Definition** – Combine previous knowledge with new information.

**Lessons 21 and 22 in the Primary Toolkit could be used as writing lessons**

<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<p><b>*Review and apply</b> synthesizing thinking stems (CC p. 106)</p> <p><b>*Reference</b> Nesting Dolls (CC p. 104)</p> <p style="text-align: center;"><b>and/or</b></p> <p><b>*Reference</b> Synthesizing Tangram (CC p. 109)</p> <p><b>*Reference</b> Text/Song Resources (CC p. 109)</p> <p><b>*Introduce</b> Synthesis Spiral: Go On a Synthesis Spree (CC pp. 107-108)</p> <p><b>*Review and apply</b> Lesson 19 with non-fiction texts (Primary Toolkit)</p> <p><b>*Review and apply</b> Lesson 20 with various texts (Primary Toolkit)</p>	<p><b>*Review and apply</b> synthesizing thinking stems(CC p. 106)</p> <p><b>*Reference</b> Nesting Dolls (CC p. 104)</p> <p style="text-align: center;"><b>and/or</b></p> <p><b>*Reference</b> Synthesizing Tangram (CC p. 109)</p> <p><b>*Reference</b> Text/Song Resources (CC p. 109)</p> <p><b>*Reference</b> Synthesis Spiral: Go On a Synthesis Spree (CC pp. 107-108)</p> <p><b>*Review and apply</b> Lesson 19 with non-fiction texts (Primary Toolkit)</p> <p><b>*Review and apply</b> Lesson 20 with various texts (Primary Toolkit)</p> <p><b>*Model Lesson 22</b> (Comprehension Toolkit)</p> <p><b>*Model Lesson 23</b> with different text (Comprehension Toolkit)</p> <p><b>*Model Lesson 24</b> (Comprehension Toolkit)</p> <p><b>*Model Lesson 25</b> with different text (Comprehension Toolkit)</p> <p><b>*Lesson 26-</b> use suggested text (Comprehension Toolkit)</p>	<p><b>*Review and apply</b> synthesizing thinking stems (CC p. 106)</p> <p><b>*Reference</b> Nesting Dolls (CC p. 104)</p> <p style="text-align: center;"><b>and/or</b></p> <p><b>*Reference</b> Synthesizing Tangram (CC p. 109)</p> <p><b>*Reference</b> Text/Song Resources (CC p. 109)</p> <p><b>*Reference</b> Synthesis Spiral: Go On a Synthesis Spree (CC pp. 107-108)</p> <p><b>*Review and apply</b> Lesson 19 with non-fiction texts (Primary Toolkit)</p> <p><b>*Review and apply</b> Lesson 20 with various texts (Primary Toolkit)</p> <p><b>* Lesson 22</b> –independent use by students (Comprehension Toolkit)</p> <p><b>*Lesson 23</b> with suggested text - independent use by students (Comprehension Toolkit)</p> <p><b>*Lesson 24</b> –independent use by students (Comprehension Toolkit)</p> <p><b>*Lesson 25</b> with suggested text –independent use by students (Comprehension Toolkit)</p> <p><b>*Lesson 26-</b> use different text (Comprehension Toolkit)</p>

# Expanding Comprehension Strategies – Synthesizing

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<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>

## Synthesizing/Summarize and Synthesize

**Definition** – Combine previous knowledge with new information.

**Lessons 21 and 22 in the Primary Toolkit could be used as writing lessons**

3rd Grade	4th Grade	5th Grade
	<p><b>*Paraphrasing to Summarize</b> Information (STW p. 182- suggestion: use any related article)</p> <p><b>*Synthesizing:</b> How Reading Changes Thinking (STW p. 183- suggestion: use any related article)</p> <p><b>*Comparing and Contrasting</b> Science and Social Studies (STW p. 185- suggestion: use science trade books or textbooks on Marine Biology or related core content)</p> <p><b>*Summarizing the Content</b> and Adding Personal Response (STW p. 185- suggestion: use young adult magazines, Kids Discover, National Geographic Explorer, Time for Kids)</p> <p><b>*Reading for the Gist</b> (STW p. 187-suggestion: An Angel for Solomon Singer by Cynthia Rylant)</p> <p><b>*Writing a Short Summary</b> (STW p. 188- suggestion: use trade book of historical fiction)</p> <p><b>*Writing as Synthesis:</b> Personality from the Past (STW p. 190- suggestion: use picture book biographies)</p> <p><b>*Synthesizing to Access Content</b> (STW p. 192- suggestion: use science-related non-fiction texts or articles)</p> <p><b>*Reading Like a Writer</b> (STW p. 195- suggestion: use related science texts or related articles)</p>	<p><b>*Paraphrasing to Summarize</b> Expository Text (STW p. 182- suggestion: use any related article)</p> <p><b>*Synthesizing:</b> How Reading Changes Thinking (STW p. 183- suggestion: use any related article)</p> <p><b>*Comparing and Contrasting</b> Science and Social Studies (STW p. 185- suggestions: use science trade books or textbooks on Marine Biology or related core content)</p> <p><b>*Summarizing the Content</b> and Adding Personal Response (STW p. 185- suggestion: use young adult magazines, Kids Discover, National Geographic Explorer, Time for Kids)</p> <p><b>*Reading for the Gist</b> (STW p. 187-suggestion: use fiction trade book)</p> <p><b>*Writing a Short Summary</b> (STW p. 188-suggestion: The Librarian of Basra: A True Story from Iraq by Jeanette Winter)</p> <p><b>*Writing as Synthesis:</b> Personality from the Past (STW p. 190- suggestion: use picture book biographies)</p> <p><b>*Synthesizing to Access Content</b> Content (STW p. 192-suggestion: “Moonstruck Scientists Count 63 and Rising” from Denver Post- do Google search)</p> <p><b>*Reading Like a Writer</b> (STW p. 195- suggestion: “Moonstruck Scientists Count 63 and Rising” and “Rhino Dehorned by Rangers” in Denver Post- do Google searches)</p>