**THE COMMON CORE STANDARDS FOR COMPREHENSION**

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| **COLLEGE AND CAREER READINESS STANDARDS FOR READING** |
| **Key Ideas and Details** |
| 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)*** **B3-a:** Prove that [character/person] is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (fiction, nonfiction) **[noticing]**
* **B3-b:** Which facts show that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (fiction, nonfiction) **[noticing]**
* **A4-a**: Predict what will happen next in this story. (fiction) **[guessing/predicting]**
* **A4**-**b:** If the author added another paragraph to the end of the story (or article), it would most likely tell about \_\_\_\_\_\_\_\_\_. Use information from the story (or article) to support your answer. (fiction, nonfiction) **[guessing/predicting]**
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| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas **(A1; A3)*** **A1-a**: What lesson does \_\_\_\_\_\_\_ learn in this story? (fiction) **[figuring out]**
* **A1-b**: What is the theme of this story? (fiction) **[figuring out]**
* **A1-c**: What is the main idea? (nonfiction) **[figuring out]**
* **A1-d**: What would be another good title for this book/story? (fiction, nonfiction) **[figuring out]**
* **A3-a**: Briefly summarize this problem/solution story including theme

Including theme(fiction) **[figuring out]*** **A3-b:** Summarize this sequence of events text  **.** (fiction; nonfiction) **[figuring out]**
* **A3-**c: Briefly summarize this article/informational text. (nonfiction) **[figuring out]**
* **A3-d:** Paraphrase a story, fable, folktale, or myth (including texts from diverse cultures), incorporating the lesson, moral, or theme **–gr 2)**. (fiction) **[figuring out]**
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| 3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text. **(A2)*** **A2-a**: Using information in the story, write a brief description of how \_\_\_\_\_\_ felt when……. (fiction) **[figuring out]**
* **A2-b**: What is \_\_\_\_\_’s main problem in the story? Give details from the story to support your answer. (fiction) **[noticing]**
* **A2-**c: How did \_\_\_\_\_\_\_ solve his/her problem? Give details from the story to support your answer. (fiction) **[noticing]**
* **A2-d**: How did \_\_\_\_\_\_\_ change from the beginning to the end of the story? (fiction) **[figuring out]**
* **A2-e**: What is the setting of this story? Give details from the story to support your answer. (fiction) **[noticing]**
* **A2-f:** Describe this character/person based on his/her thoughts, words, deeds, or interactions with others (fiction; nonfiction) [noticing]
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| **Craft and Structure** |
| 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)*** **A5-a:** Determine the meaning of words and phrases as they are used in a text including figurative language. (fiction; nonfiction) **[figuring out]**
* **A5-b:** Determine the meaning of academic and domain-specific words or phrases in a text relevant to a grade level topic or subject area (fiction; nonfiction) **[figuring out]**
* **D1-a:** Choose [2] words from paragraph \_\_\_ that help you picture the \_\_\_\_\_\_\_. (fiction, nonfiction) **[picturing]**
* **D1-b:** Choose a simile and explain why the author chose that simile. (fiction, nonfiction) **[noticing]**
* **D1-c**: How did the author create humor in paragraph \_\_\_\_\_? (fiction) **[noticing]**
* **D1-d:** Give an example of personification in paragraph \_\_\_\_. (fiction) **[noticing]**
* **D1-e:** Do you think the author made this story believable? Why or why not? (fiction) **[figuring out]**
* **D1-f** Explain the effect of literary devices (author’s crafts) such as flashbacks and foreshadowing on the development of plot and meaning **(gr 6)** (fiction; nonfiction) **[figuring out]**
* **D1-g** From whose point of view is this story told (or information provided)? How is this point of view important to the message? (fiction; nonfiction) **[figuring out]**
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| 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)*** **B1-a:** What caused \_\_\_\_\_\_\_\_\_\_ to happen in the story? (fiction) **[noticing]**
* **B1-b:** What happened at the beginning, in the middle, and at the end of the story? (fiction) **[noticing]**
* **B1-c:** Compare these two characters. (fiction) **[noticing]**
* **B1-d:** Can this part of the [story/text] be described as: a description, an explanation, a conversation, an opinion, an argument, or a comparison? How do you know? (fiction, nonfiction) **[noticing]**
* **B1-e:** What is the genre of this text and what are the characteristics of this genre? (fiction; nonfiction) **[figuring out]**
* **B2-a:** Why does the author include paragraph \_\_\_? (fiction, nonfiction) **[figuring out]**
* **B2-b:** Why did the author write a [poem/story/nonfiction book] about this? (fiction, nonfiction) **[figuring out]**
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| 6. Assess how point of view or purpose shapes the content and style of a text. **(D3; D1-g)*** **D3-a:** How does the author/character show that \_\_\_\_\_ is important to him/her? (fiction, nonfiction) **[noticing]**
* **D3-b:** How are your customs different from the customs described in this story/article? (fiction, nonfiction) **[figuring out]**
* **D1-g:** From whose point of view is this story told (or information provided)? How is this point of view important to the message? (fiction; nonfiction) **[figuring out]** (also listed under Standard #4 above)
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| **Integration of Knowledge and Ideas** |
| 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 * **D4-a:** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story or in an informational text. (fiction; nonfiction) **[picturing]**
* **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. (fiction; nonfiction) **[figuring out]**
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| 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. (nonfiction) **(B3)*** **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 **(gr 7) (informational text only) [figuring out]**
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| 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)*** **C3-a:** Compare/contrast two or more versions of the same story (fiction; nonfiction0 **[connecting]**
* **C3-b:** Compare/contrast the treatment of similar themes and topics in different texts (fiction; nonfiction) **[connecting]**
* **C3-c:** Integrate information from two or more texts on the same topic in order to write or speak about the topic (informational text**) [connecting]**
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| **Range and Level of Text Complexity** |
| 10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and when useful, rereading.**\*\*\*Note that this standard is not aligned to any specific comprehension “objective,” but it clearly emphasizes the connection between comprehension and *independent reading*; comprehension and *fluency*; and comprehension and metacognition (*monitoring comprehension*). All three of these literacy components should be evident in the implementation of classroom reading instruction. See my books *Rethinking Small Group Instruction* and *Constructing Meaning through Kid-Friendly Comprehension Strategy Instruction* for practices that connect these components to curriculum in concrete ways.** |