



National Center and State Collaborative

# **Elements of the Instructional Families: Reading Literary Text**

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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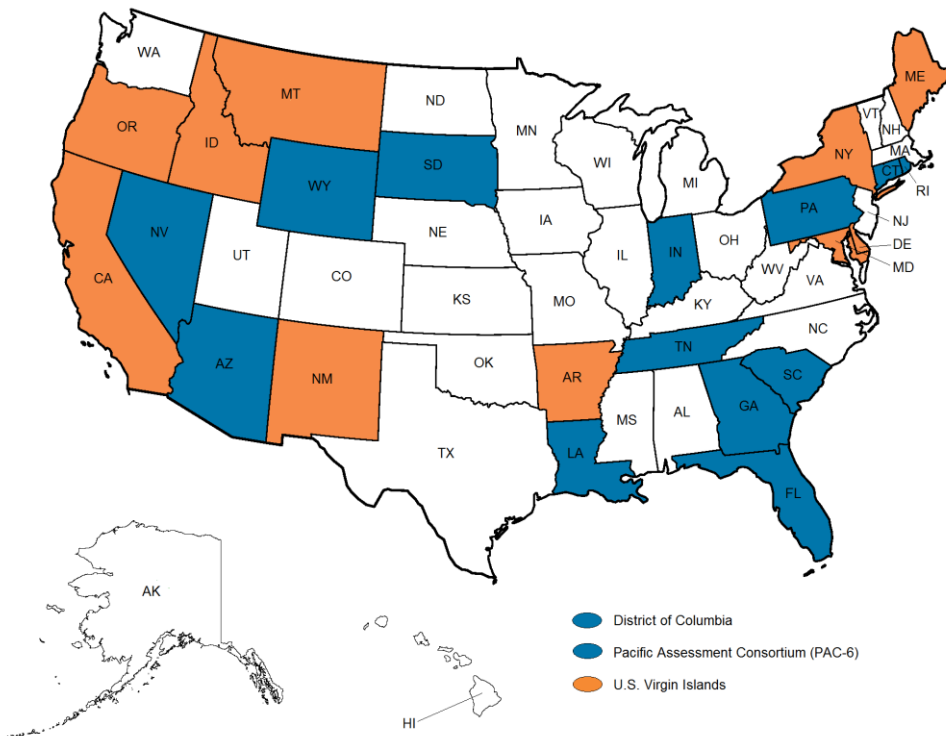


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)<sup>1</sup>, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



\*Core partner states are blue in color and Tier II states are orange in color.

<sup>1</sup> The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



150 Pillsbury Drive SE  
207 Pattee Hall  
Minneapolis, MN 55455  
Phone: 612-708-6960  
Fax: 612-624-0879  
[www.ncscpartners.org](http://www.ncscpartners.org)



National Center and State Collaborative

# **Elements of the Instructional Families: Reading Literary Text**

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## Grades 3 –5 Reading Element Card – Literary Text

<p><b>Grade 3 students:</b></p>	<p><b>Grade 4 students:</b></p>	<p><b>Grade 5 students:</b></p>
<p><b>CCSS:</b> 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>CCSS:</b> 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>CCSS:</b> 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<p><b>PI:</b> E.RL.h Describing relationships among characters, setting, key events, and conflicts.</p>	<p><b>PI:</b> E.RL.h Describing relationships among characters, setting, key events, and conflicts.</p>	<p><b>PI:</b> M.RL.d Comparing literary elements (e.g., character, setting, plot/subplots) within or across text.</p>
<p><b>CCCs</b></p>	<p><b>CCCs</b></p>	<p><b>CCCs</b></p>
<p>3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p>	<p>4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p>	<p>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. 5.RL.d2 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<p><b>Essential Understanding:</b> Identify the basic elements of a story (character, setting, events, or conflicts). THEN With prompting and support, answer simple questions about how two of the elements are related [i.e., Where does the character live? (to address relationship between character and setting); Why is the character upset? (to address relationship between character and conflict)].</p>	<p><b>Essential Understanding:</b> Identify the basic elements of a story (character, setting, events, or conflicts). THEN Describe characters, settings, and events within a story. THEN With prompting and support, answer simple questions about how two of the elements are related [i.e., Where does the character live? (to address relationship between character and setting); Why is the character upset? (to address relationship between character and conflict)].</p>	<p><b>Essential Understanding:</b> Identify the basic elements of a story (character, setting, events, or conflicts). THEN Describe characters, settings, and events within a story. THEN Use descriptions to identify two similar characters, settings or events within a story. THEN With prompting and support, answer simple questions about how two of the elements are related [i.e., Where does the character live? (to address relationship between character and setting); Why is the character upset? (to address relationship between character and conflict)]. THEN Answer questions related to the relationship(s) between characters, setting,</p>

**Suggested Instructional Strategies:****Write to Understand**

**Use a Graphic Organizer (e.g., Story Map, Sequence Chain, Character Map, Problem-Solution):** Have students use a graphic organizer to record the title, characters, settings, events and/or conflicts of a story.

- Use a character map to represent a character from a story.
- Add any other details such as speech bubbles, clothing, or features to the character(s) to help track the details.
- Character Change: As the text is read, students should add to the graphic organizer to capture changes to the character(s) during the story and why the changes occur. Students should use specific details from the story in their explanation. The graphic organizer can be changed or expanded to include setting(s) or major event(s).

**Sketch or Choose a pictorial representation of the Text:** Use system of least prompts\* to have students answer questions about story elements or develop an image (e.g., paste images, select, draw) of the setting, characters, and/or events as they read while focusing on the following questions:

- What does the character look like? Include details from story.
- Where does the story take place? Why is that important?
- What event or events are central to the story?

**Sort to Understand**

**Concept Sort:** Have students sort various story elements and features.

- Students can sort characteristics that relate to specific elements (e.g., character and features, setting and features) and relationships amongst the elements (e.g., a character and his/her setting, various characters and their conflicts).

**Discuss to Understand**

**Develop a Character Profile:** Use system of least prompts to have students complete (or choose) information on each character to complete Character Profiles (e.g., sketch, Rap Sheet):

- What does the character look like? Include details from story.
- Where does the character live? Include details from story.
- What events or conflicts take place in the story? Include details from the story.
- What do the character's words and actions tell you about the character? Include details from story.
- What events take place in the story to help the character solve a problem or conflict? Include details from the story.

**Model to Understand**

**Genre Study:** Use texts within the same genre, read several texts within the genre and chart each texts' various story elements. As the chart fills, ask students to notice how various story elements are connected.

**Scaffolds and Supports**

- Character box or character board that includes object or tactile representations that represent important character traits and details from the text.
- Illustrations (with text) that include story details or pictures from magazines.
- Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions.
- Highlighted text within story
- Chart paper
- Multiple examples of narrative texts

**Additional Resources:** Realizing Illinois Common Core Teaching and Learning Strategies English & Language Arts Reading Literature Grades K-5. Retrieved from: [www.isbe.net](http://www.isbe.net)

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.



## Grades 3 – 5 Reading Element Card – Literary Text

<b>Grade 3 students:</b>	<b>Grade 4 students:</b>	<b>Grade 5 students:</b>
<b>CCSS:</b> 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>CCSS:</b> 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>CCSS:</b> 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>PI:</b> E.RL.i Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.	<b>PI:</b> E.RL.i Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.	<b>PI:</b> M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view).
<b>CCCs</b>	<b>CCCs</b>	<b>CCCs</b>
3.RL.i2 Answer literal questions and refer to text to support your answer.	4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.	5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.
<b>Essential Understanding:</b> Recall information in a text (e.g., repeated story lines). <p style="text-align: center;">THEN</p> Predict what might happen in a text. <p style="text-align: center;">THEN</p> Refer to text to support a prediction.	<b>Essential Understanding:</b> Recall a detail in a text. <p style="text-align: center;">THEN</p> Explain what a text says.	<b>Essential Understanding:</b> Recall a detail in a text. <p style="text-align: center;">THEN</p> Explain what a text says.
<b>Suggested Instructional Strategies:</b>		
<p><b>Write to Understand</b></p> <p><b>Inference Chart:</b></p> <ul style="list-style-type: none"> <li>• Use T-Chart to keep running record of important development(s) or event(s) on left and make prediction on right.</li> <li>• Book-walk referring back to text to look for cue words or same/similar text.</li> <li>• System of least prompts* (e.g., verbal [re-read] large amount of text such as a paragraph with correct information and then re-read specific sentence with correct information], model, physical).</li> <li>• Prime for questions (e.g., “Listen as we read <i>Diary of a Wimpy Kid</i> for the name of Greg’s older brother.”). Teach students to highlight text as appropriate related to primed questions.</li> <li>• Use context clues to gain meaning from statements within the text.</li> </ul> <p><b>Discuss to Understand</b></p> <p><b>Small Group Discussion:</b> In a small guided reading group, the teacher can ask literal questions to a small group of like readers, asking students to specifically refer to the text for answer support.</p> <p><b>Whole Group Discussion:</b> As a whole class, the teacher can read aloud a literary text and ask literal questions in which students should refer to</p>		

the text to support their responses.

**Model to Understand**

**Story Events Chart (whole class)**

- Provide main events of story on separate chart pages.
- Students recall details about each event and add to the corresponding chart page (e.g., the event listed on chart “there was a storm” and students add details about the storm from the text – “the streets flooded”; “several trees were uprooted”; “electricity went out”).

**Scaffolds and Supports**

- Highlighted important information from the text
- Picture/object/tactile representations to illustrate important events in the text
- Sentence strips from the text
- Repeated story lines across chapters that include details
- Stimulus prompting within text and response options
- Technology (e.g., interactive whiteboard, books read by the computer that highlights text)

**Additional Resources:** <http://www.wiltshire.gov.uk/primary-literacy-questioning-sept-08.pdf>  
<http://www.project-read.com/types-of-comprehension-questions/>

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

## Grades 3 – 5 Reading Element Card – Literary Text

Grade 3 students:	Grade 4 students:	Grade 5 students:
<p><b>CCSS:</b> 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>CCSS:</b> 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>CCSS:</b> 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>CCSS:</b> 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
<p><b>PI:</b> E.RL.f Interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson).</p> <p><b>PI:</b> E.RL.i Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.</p> <p><b>PI:</b> E.RL.k Identifying central ideas and key details to derive author’s purpose, message or theme.</p>	<p><b>PI:</b> E.RL.k Identifying central ideas and key details to derive author’s purpose, message or theme.</p>	<p><b>PI:</b> M.RL.c Summarizing and interpreting purpose or central ideas to derive a theme.</p>
<p><b>CCCs</b></p>	<p><b>CCCs</b></p>	<p><b>CCCs</b></p>
<p>2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures.</p> <p>3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</p> <p>3.RL.k2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.</p>	<p>4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.</p>	<p>5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p>

**Essential Understanding:**

Identify the topic of a text or information presented in diverse media.

THEN

Identify a supporting detail of the topic in a text or information presented in diverse media.

THEN

With prompting and support, answer simple questions about the central message, lesson, or moral of a story, fable, or folktale (i.e., After reading this story, what happened to the character? So, what did the character learn? Then, what do you think was the lesson the author was trying to teach you?).

**Essential Understanding:**

Determine the topic of story or poem.

THEN

Identify details from text that support a topic.

THEN

Answer simple questions about the theme of a story, drama, or poem.

**Essential Understanding:**

Determine the topic of story or poem.

THEN

Identify details from text that support a topic.

THEN

Answer simple questions about the theme of a story, drama, or poem.

THEN

With prompting and support, answer questions about the relationship between a character and a challenge.

**Suggested Instructional Strategies:****Write to Understand****Common Themes Chart**

- Practice with a set of short paragraphs or very short stories for a set of themes.
- Keep record of emerging themes as the story is read- noting events and details that support the themes
- Teacher think-aloud of theme and evidence from chapters.
- Identify pictures that represent the theme(s) of a given story – include illustrations or text from the story of events and details that support each theme in a theme board/display or graphic organizer.
- Pre-teach the theme or themes and examples that represent those themes prior to reading story.

**Sort to Understand****Concept sort:** Matching Themes to Fables/Folktales/Stories

- Create a sort with various themes (e.g., lost, anger, survival, love, trust) as the major categories. The other cards should be pictures of well-known fables/folktales/stories. Ask students to sort the various literary texts under the thematic categories.

**Discuss to Understand****Small Group Discussion:** In a small guided reading group, the teacher can ask questions to a small group:

- What was this fable/folktale/story really about?
- What did you learn after reading this fable/folktale/story?

**Whole Group Discussion:** As a whole class, the teacher can read aloud a fable/folktale/story and ask questions about the central message, lesson, or moral.

- What was this fable/folktale/story really about?
- What did you learn after reading this fable/folktale/story?

**Scaffolds and Supports**

- Pictures, objects or tactile representations to illustrate common themes, events or story details
- Sentence strips that reflect text from the story that supports the emerging themes
- A list of common themes for reference
- Videos or story boards/cards of the story for visual supports

**Additional Resources:**

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

## Grades 3 – 5 Reading Element Card – Literary Text

Grade 3 students:	Grade 4 students:	Grade 5 students:
<p><b>CCSS:</b> 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p><b>CCSS:</b> 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>CCSS</b></p>
<p><b>PI:</b> E.RL.I Using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions).</p>	<p><b>PI:</b> E.RL.I Using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions).</p>	<p><b>PI:</b></p>
<p><b>CCCs</b></p> <p>3.RL.11 Describe a character’s traits in a story using details from the text and illustrations. 3. RL.13 Explain a character’s feelings in a story using the character’s thoughts, words, and actions as evidence from the text.</p>	<p><b>CCCs</b></p> <p>4.RL.11 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.</p>	<p><b>CCCs</b></p>
<p><b>Essential Understanding:</b> Identify a character’s trait from an illustration. THEN Identify the thoughts, words, and actions that match to a character.</p>	<p><b>Essential Understanding:</b> Identify a character in text. THEN Identify a character’s trait from an excerpt of a story. THEN Identify the thoughts, words, and actions that match to a character.</p>	<p><b>Essential Understanding:</b></p>
<p><b>Suggested Instructional Strategies:</b></p> <p><b><u>Write/Draw to Understand</u></b></p> <p><b>Use a Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>• Have students use a graphic organizer to record character traits and evidence using details from a story.</li> <li>• Use a character map to connect each trait to a character’s deeds/actions/dialogue/motivation/interactions.</li> <li>• As the text is read, students should add to the graphic organizer to capture how the character feels during the story and record character thoughts, words, and actions that explain the character’s feelings. Students should use specific details from the story in their explanation.</li> </ul> <p><b>Sketch or Choose a Pictorial Representation of a Character’s Traits:</b> To help students read closely while analyzing a character’s traits, use system of least prompts to have students sketch (or choose) the character’s traits while focusing on the following questions:</p> <ul style="list-style-type: none"> <li>• What happens to the character in the story? Include details from story.</li> <li>• How does the character feel about what happened?</li> <li>• Which specific thoughts, words or actions from the story support your answers?</li> </ul>		

## **Sort to Understand**

### **Concept Sort**

- Have students sort character traits and feelings associated with the various characters. Use characters as the categories and have students cut out all the cards and sort according to character and associated character traits/feelings.
- Example/Non-Example\* of evidence from text that illustrates character traits or feelings.

## **Discuss to Understand**

**Small Group Discussion:** In a small guided reading group, the teacher can lead a discussion using the following discussion prompts:

- Tell me what you know about this character.
- Describe what these characters looks/acts/talks like.
- How do you think the character is feeling at this point in the story?

**Whole Group Discussion:** As a whole class, the teacher can lead a discussion using the following discussion prompts:

- Tell me what you know about this character.
- Describe what these characters look/act/talk like.
- How do you think the character is feeling at this point in the story?

## **Model to Understand**

### **Character Map**

- Using text read aloud to the class, the teacher can model what he/she learned about the character by creating a character map in front of the class.

## **Scaffolds and Supports**

- Character box or character board that includes object or tactile representations (added as story develops) that represent important character traits and details from the text.
- Illustrations (with text) that include details
- Sentence strips that represent details from the text
- Highlighted text

## **Additional Resources:**

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

## Grades 3 – 5 Reading Element Card – Literary Text

Grade 3 students:	Grade 4 students:	Grade 5 students:
<b>CCSS:</b>	<b>CCSS:</b> 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>CCSS:</b> 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>PI:</b>	<b>PI:</b> E.RL.i Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.	<b>PI:</b> M.RL.c Summarizing and interpreting purpose or central ideas to derive a theme.
<b>CCCs</b>	<b>CCCs</b>	<b>CCCs</b>
	4.RL.i3 Use evidence from the text to summarize a story, poem or drama.	5.RL.c1 Summarize a portion of text such as a paragraph or a chapter. 5.RL.c2 Summarize a text from beginning to end in a few sentences.
<b>Essential Understanding:</b>	<b>Essential Understanding:</b> Identify what happens in the beginning of a story. <p style="text-align: center;">THEN</p> Identify what happens at the end of a story. <p style="text-align: center;">THEN</p> Sequence what happens first, next, and last. <p style="text-align: center;">THEN</p> Sequence the beginning, middle and end of a story. <p style="text-align: center;">THEN</p> Identify a simple summary of a story, poem, or drama.	<b>Essential Understanding:</b> Identify what happens in the beginning of a story. <p style="text-align: center;">THEN</p> Identify what happens at the end of a story. <p style="text-align: center;">THEN</p> Sequence what happens first, next, and last. <p style="text-align: center;">THEN</p> Sequence the beginning, middle and end of a story. Identify a simple summary of a story, poem, or drama. <p style="text-align: center;">THEN</p> With prompting and support, summarize a portion of the story.
<b>Suggested Instructional Strategies:</b>  <b><u>Write/Draw to Understand</u></b> <b>Sequence Chart</b> <ul style="list-style-type: none"> <li>Use a sequence chart to record events as they happen in a story, poem or drama.</li> <li>Use a system of least prompts* to teach steps to order (e.g. first, next, last)</li> </ul>		



## **Sort to Understand**

### **Story Sort**

- Take the printed story and cut into various strips (1 strip for the beginning, 2-3 strips for the middle, 1 strip for the ending). Ask students to sort the story by putting the strips in the correct order.

## **Discuss to Understand**

**Small Group Discussion:** In a small guided group, the teacher can lead a discussion using the following discussion prompts:

- What happens at the beginning of the story?
- What happens in the middle of the story?
- How does the story end?
- In just a few sentences, give me a summary of the story.

**Whole Group Discussion:** As a whole class, the teacher can lead a discussion using the following discussion prompts:

- What happens at the beginning of the story?
- What happens in the middle of the story?
- How does the story end?
- In just a few sentences, give me a summary of the story.

## **Model to Understand**

### **Model, Lead, Test**

Model the following summarizing steps:

1. Go through the passage and delete trivial or unnecessary material.
2. Delete redundant or repeated material.
3. Model how to substitute terms for lists (i.e.; substitute flowers for daisies, tulips, and roses).
4. Model how to create a one sentence summary based on the steps 1-3.

### **Note-taking Strategy:**

- Teach students to make notes in the margins (i.e., questions for discussion or future thinking, notes to identify important information, comments about content).

### **One Sentence Paraphrase (1SP)**

Model the following steps:

1. Select a section of text that includes several paragraphs. Display the text on the board or screen to allow the class to work as a group.
2. Read the first paragraph with the class. Cover the paragraph. Ask students to write **one** sentence that reflects their understanding of the paragraph.
3. Share several sentences, looking for similarities and differences.
4. Read the next paragraph and continue the process.
5. Provide choices for selection of summary for a familiar story.

**Scaffolds and Supports**

- Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary).
- Picture/object/tactile representations to illustrate and sequence important events in the text.
- Sentence strips that summarize the beginning, middle, and end of the story for sequence.
- Sample text and three proposed summaries

**Additional Resources:** Realizing Illinois Common Core Teaching and Learning Strategies English & Language Arts Reading Literature Grades K-5. Retrieved from: [www.isbe.net](http://www.isbe.net)

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

## Grades 6 – 8 Reading Element Card – Literary Text

Grade 6 students:	Grade 7 students:	Grade 8 students:
<b>CCSS:</b> 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>CCSS:</b> 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>CCSS:</b> 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>PI:</b> M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view).	<b>PI:</b> M.RL.i Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).	<b>PI:</b> M.RL.i Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).
<b>CCCs</b>	<b>CCCs</b>	<b>CCCs</b>
6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.	7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.	8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.
<b>Essential Understanding:</b> Identify a detail or example in a text. THEN Explain what a text says explicitly.	<b>Essential Understanding:</b> Identify a detail or example in a text. THEN Explain what a text says explicitly.	<b>Essential Understanding:</b> Identify a detail or example in a text. THEN Explain what a text says explicitly.
<b>Suggested Instructional Strategies:</b>		
<b><u>Model to Understand</u></b>		
<b>Story Events Chart (whole class)</b>		
<ul style="list-style-type: none"> <li>• Provide main events of story on separate chart pages.</li> <li>• Students recall details about each event and add to the corresponding chart page (e.g., the event listed on chart “there was a storm” and students add details about the storm from the text – “the streets flooded”; “several trees were uprooted”; “electricity went out”).</li> </ul>		
<b><u>Discuss to Understand</u></b>		
<b>Mock Interviews</b>		
<ul style="list-style-type: none"> <li>• Assign roles (e.g., reporter, interviewee).</li> <li>• Provide students with story events and have them prepare questions about events for interviewee.</li> <li>• Have Interviewee prepare responses to questions using details about each event from the text.</li> <li>• Use context clues to gain meaning from statements within the text.</li> <li>• System of least prompts* (e.g., verbal [re-read large amount of text such as a paragraph with correct information and then re-read specific sentence with correct information], model, physical)</li> </ul>		
<b>Small Group or Whole Group Discussions</b>		
<ul style="list-style-type: none"> <li>• Prime for questions (e.g., “Listen as we read <i>Number the Stars</i>. Think about what is meant by statements ‘They told the girls not to run. It makes them look like hoodlums.’”). Teach students to highlight text as appropriate related to primed questions.</li> </ul>		

**Scaffolds and Supports**

- Highlighted important information from the text
- Use picture/object/tactile representations to illustrate important events or details of events in the text.
- Use sentence strips from the text or prepared questions about events.

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies

## Grades 6 – 8 Reading Element Card – Literary Text

Grade 6 students:	Grade 7 students:	Grade 8 students:
<p><b>CCSS:</b> 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>CCSS:</b> 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><b>CCSS</b></p>
<p><b>PI:</b> M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view).</p> <p><b>PI:</b> M.RL.d Comparing literary elements (e.g., character, setting, plot/subplots) within or across texts.</p>	<p><b>PI:</b> M.RL.j Identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme.</p> <p><b>PI:</b> M.RL.k Identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning.</p>	<p><b>PI:</b></p>
<p><b>CCCs</b></p>	<p><b>CCCs</b></p>	<p><b>CCCs</b></p>
<p>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</p> <p>6.RL.d1 Analyze a character’s interactions throughout a story as they relate to conflict and resolution.</p>	<p>7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character’s choices, cause/effects within the text).</p> <p>7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	
<p><b>Essential Understanding:</b> Identify characters in a story. THEN Describe characters in a story. THEN Identify how a character changes in a story.</p>	<p><b>Essential Understanding:</b> Categorize all story elements for a given text (i.e., match the setting of a text to “setting”; characters in a text to “character”).</p>	<p><b>Essential Understanding:</b></p>

## **Suggested Instructional Strategies:**

### **Write/Draw to Understand**

#### **Story/Character Web**

- Have students complete a story web to identify and describe characters, setting, and plot of the story.
- Complete a character web (i.e., bubble map) about a character in the story.
- Use graphic organizer to track a specific character throughout the story noting changes.

### **Discuss to Understand**

#### **Readers Theater**

- Students take turns portraying a character and/or event from the story using specific details from the text. Remaining students try to guess the character and/or event from the story.
- Example/ Non-example\* of character changes in a story.

### **Sort to Understand**

#### **Story Chain**

- Students summarize events of the story on strips of paper and then put the events together in a chain to show the interaction (and cause/effect) of events.
- Students develop analysis charms that hang down from the chain based on specific questions.
  - How does the setting shape the plot or characters? Include details from story.
  - How are conflicts resolved? Include details from the story.
- How do characters' actions affect the story? Include details from story.
- Use a sequence chart to record events as they happen in a story, poem or drama.
- Use a system of least prompts\* to teach steps to order (e.g. first, next, last).

### **Scaffolds and Supports**

- Highlighted important information
- Picture/object/tactile representations to illustrate characters, setting(s), and plot of the story.
- Cut or select pictures from magazines to include in Story/Character Web.
- Use picture/object/tactile representations.
- Provide events on slips of paper and partially completed charms with three proposed analyses - have student select best analysis for each charm.

### **Additional Resources:**

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies

## Grades 6 – 8 Reading Element Card – Literary Text

Grade 6 students:	Grade 7 students:	Grade 8 students:
<p><b>CCSS:</b> 6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>CCSS:</b></p>	<p><b>CCSS:</b> 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
<p><b>PI:</b> M.RL.c Summarizing and interpreting purpose or central ideas to derive a theme.</p>	<p><b>PI:</b></p>	<p><b>PI:</b> M.RL.j Identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme.</p>
<p><b>CCCs</b></p>	<p><b>CCCs</b></p>	<p><b>CCCs</b></p>
<p>6.RL.c.3 Summarize a text from beginning to end in a few sentences without including personal opinions.</p>		<p>8.RL.j.3 Provide/create an objective summary of a text.</p>
<p><b>Essential Understanding:</b> Identify what happens in the beginning and ending of a story.  THEN Summarize what happens first, next, and last.</p>	<p><b>Essential Understanding:</b></p>	<p><b>Essential Understanding:</b> Summarize the beginning and ending of a story without including personal opinions.  THEN Summarize the beginning, middle, and ending of a story without including personal opinions.</p>
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <p><b>Sequence Chart</b></p> <ul style="list-style-type: none"> <li>Use a sequence chart to record events as they happen in a story, poem or drama.</li> <li>Use a system of least prompts* to teach steps to order (e.g. first, next, last).</li> </ul> <p><b>Note Taking</b></p> <ul style="list-style-type: none"> <li>Teach students to make notes in the margins (i.e., questions for discussion or future thinking, notes to identify important information, comments about content).</li> </ul> <p><b>One Sentence Paraphrase (1SP)</b></p> <p>Model the following steps:</p> <ol style="list-style-type: none"> <li>Select a section of text that includes several paragraphs. Display the text on the board or screen to allow the class to work as a group.</li> <li>Read the first paragraph with the class. Cover the paragraph. Ask students to write <b>one</b> sentence that reflects their understanding of the paragraph</li> <li>Share several sentences, looking for similarities and differences.</li> </ol>		

4. Read the next paragraph and continue the process.

### **Discuss to Understand**

**Small Group Discussion:** In a small guided reading group, the teacher can lead a discussion using the following discussion prompts.

- What happens at the beginning of the story?
- What happens in the middle of the story?
- How does the story end?
- In just a few sentences, give me a summary of the story.

**Whole Group Discussion:** As a whole class, the teacher can lead a discussion using the following discussion prompts.

- What happens at the beginning of the story?
- What happens in the middle of the story?
- How does the story end?
- In just a few sentences, give me a summary of the story.

### **Model to Understand**

#### **Summary Model**

Model the following summarizing steps:

1. Go through the passage and delete trivial or unnecessary material.
  2. Delete redundant or repeated material.
  3. Model how to substitute terms for lists (i.e., substitute flowers for daisies, tulips, and roses).
  4. Model how to create a one sentence summary based on the steps 1-3.
- Provide choices for selection of summary for a familiar story.

### **Scaffolds and Supports**

- Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary).
- Picture/object/tactile representations to illustrate and sequence important events in the text.
- Sentence strips that summarize the beginning, middle, and end of the story for sequence.
- Sample text and three proposed summaries.

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies



## Grades 6 – 8 Reading Element Card – Literary Text

Grade 6 students:	Grade 7 students:	Grade 8 students:
<b>CCSS:</b>	<b>CCSS:</b> 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>CCSS:</b> 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>PI:</b>	<b>PI:</b> M.RL.i Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).	<b>PI:</b> M.RL.i Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).
<b>CCCs</b>	<b>CCCs</b>	<b>CCCs</b>
	7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.	8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. 8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.
<b>Essential Understanding:</b>	<b>Essential Understanding:</b> Make an inference from a literary text. THEN Identify a conclusion from a literary text. THEN Identify a summary of a literary text. THEN Identify a detail to support the inference, conclusion, or summary.	<b>Essential Understanding:</b> Make an inference from a literary text. THEN Identify a conclusion from a literary text. THEN Identify a summary of a literary text. THEN Identify a detail to support the inference, conclusion, or summary.
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Sort to Understand</b>  <b>Inference Chart</b></p> <ul style="list-style-type: none"> <li>Use a chart with columns (Inference/Summary/Conclusion, Textual Evidence #1, Textual Evidence #2 OR “It says, I say, And so...”) to document supporting evidence.</li> </ul> <p><b>Write to Understand</b>  <b>One Sentence Paraphrase (1SP).</b>  One Sentence Paraphrase (1SP).</p> <ol style="list-style-type: none"> <li>Select a section of text that includes several paragraphs. Display the text on the board or screen to allow the class to work as a group.</li> </ol>		

2. Read the first paragraph with the class. Cover the paragraph. Ask students to write **one** sentence that reflects their understanding of the paragraph
3. Share several sentences, looking for similarities and differences.
4. Read the next paragraph and continue the process.

**Note-taking Strategy**

- Teach students to make notes in the margins (i.e., questions for discussion or future thinking, notes to identify important information, comments about content).
- Teach students to highlight important points made in the text.

**Scaffolds and Supports**

- Highlight important information/cross out unimportant information.
- Use picture/object/tactile representations to illustrate and sequence important events in the text.
- Sequence sentence strips that summarize the beginning, middle, and end of the story.
- Provide a sample text and three proposed summaries and have student select best summary.

**Additional Resources:** Realizing Illinois Common Core Teaching and Learning Strategies English & Language Arts Reading Literature Grades K-5. Retrieved from: [www.isbe.net](http://www.isbe.net)

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies

## Grades 6 – 8 Reading Element Card – Literary Text

Grade 6 students:	Grade 7 students:	Grade 8 students:
<p><b>CCSS:</b> 6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>CCSS:</b> 7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p><b>CCSS:</b> 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
<p><b>PI:</b> M.RL.c Summarizing and interpreting purpose or central ideas to derive a theme.</p>	<p><b>PI:</b> M.RL.j Identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme.</p>	<p><b>PI:</b> M.RL.j Identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme.</p>
<p><b>CCCs</b></p>	<p><b>CCCs</b></p>	<p><b>CCCs</b></p>
<p>6.RL.c1 Select key details about a character and relate those details to a theme within the text. 6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</p>	<p>7.RL.i3 Determine the theme or central idea of a text. 7.RL.j1 Analyze the development of the theme or central idea over the course of the text.</p>	<p>8.RL.j1 Determine the theme or central idea of a text. 8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.</p>
<p><b>Essential Understanding:</b> From a list, select key details relevant to a given story. <b>THEN</b> From a list, select key details about a character in a given story. <b>THEN</b> Determine the theme of a story from a list.</p>	<p><b>Essential Understanding:</b> Identify the theme or central idea of the text. <b>THEN</b> Identify supporting details of the theme or central idea at the beginning of the story. <b>THEN</b> Identify supporting details of the theme or central idea at the middle of the story. <b>THEN</b> Identify supporting details of the theme or central idea at the end of the story.</p>	<p><b>Essential Understanding:</b> Identify the theme or central idea of the text. <b>THEN</b> Identify supporting details of the theme or central idea at the beginning of the story. <b>THEN</b> Identify supporting details of the theme or central idea at the middle of the story. <b>THEN</b> Identify supporting details of the theme or central idea at the end of the story.</p>
<p><b>Suggested Instructional Strategies:</b></p> <p><b>Write/Draw to Understand</b> <b>Use a Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>• Have students use a graphic organizer to record character traits and evidence using details from a story.</li> <li>• Use a character map to connect each trait to a theme within a text.</li> <li>• As the text is read, students should add to the graphic organizer to capture how the character feels during the story and record character thoughts, words, and actions that represent the theme from the story.</li> </ul>		

**Sketch or Choose a Pictorial Representation of a Character's Traits:** To help students read closely while analyzing a character's traits, use system of least prompts to have students sketch (or choose) the character's traits while focusing on the following questions:

- What happens to the character in the story? Include details from story.
- How does the character feel about what happened?
- How does this character relate to the theme of the story/drama/poem?

**Theme Board/Display (emerging themes):** Keep record of emerging themes as the story is read- noting events and details that support the themes.

- Pre-teach the theme or themes and examples that represent those themes prior to reading story. Practice with a set of short paragraphs or very short stories for a set of themes.
- Teacher think-aloud of theme and evidence from chapters.
- Identify pictures that represent the theme(s) of a given story – include illustrations or text from the story of events and details that support each theme in a theme board/display or graphic organizer.

### **Sort to Understand**

**Concept Sort:** Character Traits

- Have students sort character traits and feelings associated with the various characters. Use characters as the categories and have students cut out all the cards and sort according to character and associated character traits/feelings.
- Example/Non-Example\* of evidence from text that illustrates character traits or feelings.

**Concept Sort:** Themes

- Create a sort with various themes (e.g., loss, anger, survival, love, trust) as the major categories. The other cards should be pictures of characters. Ask students to match the character with the various themes.
- Example/Non-Example\* of evidence from text that illustrates various themes.

### **Discuss to Understand**

**Small Group Discussion:** In a small guided reading group, the teacher can lead a discussion using the following discussion prompts.

- Tell me what you know about this character.
- Describe what these characters look/act/talk like.
- What is the theme of the story?
- In what ways does the character show the theme (e.g., love, anger, survival, loss)?

**Whole Group Discussion:** As a whole class, the teacher can lead a discussion using the following discussion prompts.

- Tell me what you know about this character.
- Describe what these characters look/act/talk like.
- What is the theme of the story?
- In what ways does the character show the theme (e.g., love, anger, survival, loss)?

### **Model to Understand**

**Character Map**

- Using a text (read aloud to the class), the teacher can model what he/she learned about the character by creating a character map in

front of the students.

**Character Profile:** Use system of least prompts to have students complete (or choose) information on each character to complete Character Profiles (e.g., sketch, Rap Sheet):

- What does the character look like? Include details from story.
- Where does the character live? Include details from story.
- What events or conflicts take place in the story? Include details from the story.
- What do the character's words and actions tell you about the character? Include details from story.
- How do the character's traits and actions contribute to the theme? Include details from the story.

**Scaffolds and Supports**

- Pictures, objects or tactile representations to illustrate common themes, events or story details
- Sentence strips that reflect text from the story that supports the main idea and related details.
- Highlighted important information (e.g., characters, setting, events)
- A list of common themes for reference
- Videos or story boards/cards of the story for visual supports

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies

## Grades 9 – 12 Reading Element Card – Literary Text

<b>Grade 9-10 students:</b>
<b>CCSS:</b> 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) to create such effects as mystery, tension, or surprise.
PI: H.RL.d Recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work.
<b>CCCs</b>
910.RL.d1 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) to create such effects as mystery, tension, or surprise.
<b>Essential Understanding:</b> Identify the author's effect (e.g., tension, suspense, surprise) for a text. <p style="text-align: center;">THEN</p> Identify evidence from the text that contributes to mystery, tension, or surprise. <p style="text-align: center;">THEN</p> Given two different sequences of events from the story- one from the story and one alternative, discuss why the author chose the

<b>Grade 11-12 students:</b>
<b>CCSS:</b> 11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.
11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PI: H.RL.d Recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work.
<b>CCCs</b>
1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.
1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.
<b>Essential Understanding:</b> Identify elements of a story's plot (e.g., exposition, rising action, climax, falling action, resolution.) <p style="text-align: center;">THEN</p> Identify the author's effect (e.g., tension, suspense, surprise) for a text. <p style="text-align: center;">THEN</p> Identify the overall meaning. <p style="text-align: center;">THEN</p>

sequence within the text.

Given story elements for a text, discuss why author would select the information in each element over other choices (e.g., “Why did the author in Lord of the Flies put the boys on an island instead of an apartment building in a city?”).

THEN

Given choices for alternatives to the ending of a provided text, discuss why an author chose the ending within the text.

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies

## Grades 9 – 12 Reading Element Card – Literary Text

<p><b>Grade 9-10 students:</b></p> <p><b>CCSS:</b> 910.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>PI:</b> H.RL.b Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).</p>	<p><b>Grade 11-12 students:</b></p> <p><b>CCSS:</b> 1112.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>PI:</b> H.RL.b Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).</p> <p><b>PI:</b> H.RL.c Identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes.</p>
<p><b>CCCs</b></p> <p>910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</p>	<p><b>CCCs</b></p> <p>1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</p> <p>1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</p> <p>1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.</p> <p>1112.RL.c3 Provide/create an objective summary of a text.</p>
<p><b>Essential Understanding:</b></p> <p>Match evidence to a provided summary. THEN Identify a summary of the plot of the literary text. THEN Find evidence for a conclusion from a provided text. THEN Find evidence for a selected inference from a provided text.</p>	<p><b>Essential Understanding:</b></p> <p>Identify a summary of the plot of the literary text. THEN Find evidence for a conclusion from a provided text. THEN Find evidence for a selected inference from a provided text. THEN Identify the theme of a literary text. THEN Identify details to support the plot or theme of the text.</p>

\* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies