**First Grade**
**Reading Comprehension Strategy Instruction Content Map**
**~ Draft July 2008**

_Comprehension strategy instruction_ focuses readers on understanding text.  Proficient readers demonstrate these behaviors.  All students need explicit comprehension strategy instruction in order to become proficient readers.  This instruction begins with "Read Alouds and Shared Reading" with the whole class and should be taught during the literacy block throughout the year. **This table shows** _focus reading comprehension strategies_  **for the grade per quarter.**

| Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|
| **MAKING CONNECTIONS**<br><br>**Teaching Points**<br>Students will<br>▪ Bring background knowledge to the understanding of a text before, during, and after reading, listening or viewing<br>▪ Bring knowledge from personal experiences to the interpretation of characters and events<br>▪ Make connections between the text and other texts that have been read or heard (text-self, text-text)<br>▪ Recognize and apply attributes of recurring characters where relevant<br>▪ Make meaningful connections and identify distracting connections | **QUESTIONING**<br><br>**Teaching Points**<br>Students will<br>▪ Understand that asking questions deepens comprehension<br>▪ Ask questions before, during and after reading, listening or viewing<br>▪ Ask questions to clarify meaning, wonder, make predictions, locate a specific answer in the text or consider rhetorical questions inspired by the text<br>▪ Determine whether the answers to questions can be found in the text or need to be inferred from the text, background knowledge and/or another source<br>▪ Understand that hearing others' questions inspires new ones of their own | **INFERRING**<br><br>**Teaching Points**<br>Students will<br>▪ Infer characters' feelings and motivations through reading their dialogue<br>▪ Demonstrate understandings of characters, using evidence from text or illustrations to support statements<br>▪ Infer cause and effect in influencing characters' feelings or underlying motives<br>▪ Infer causes of problems or of outcomes in fiction and nonfiction texts<br>▪ Infer meaning of unfamiliar words using context | **DETERMINING IMPORTANCE**<br><br>**Teaching Points**<br>Students will<br>▪ Distinguish the differences between fiction and nonfiction<br>▪ Distinguish important from less important information in order to identify key ideas or themes<br>▪ Communicates main idea in their own words |