

Fifth 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
<p>QUESTIONING</p> <p>Teaching Points</p> <ul style="list-style-type: none"> • Understand that asking questions deepens their comprehension • Spontaneously and purposefully ask questions before, during and after reading • Ask questions to <ul style="list-style-type: none"> ○ clarify meaning ○ wonder ○ make predictions ○ check understanding ○ think about author’s purpose ○ focus attention on specific components of the text ○ locate a specific answer in the text or consider rhetorical questions inspired by the text 	<p>INFERRING</p> <p>Teaching Points</p> <ul style="list-style-type: none"> • Infer characters’ feelings and motivations through reading their dialogue and what other characters say about them • Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements • Take perspectives that may be unfamiliar in interpreting characters’ motives, cause for action, or themes • Apply inferring to multiple characters and complex plots, with some subplots 	<p>DETERMINING IMPORTANCE</p> <p>Teaching Points</p> <ul style="list-style-type: none"> ▪ Gain important information from text and visual features <ul style="list-style-type: none"> ○ Fiction: identify character’s actions, motives, personality traits that contribute to overall themes ○ Nonfiction: decipher between what’s interesting and what’s essential to understanding the concept ○ Use knowledge of narrative and expository text features to make predictions about text organization and content 	<p>SYNTHESIZING</p> <p>Teaching Points</p> <ul style="list-style-type: none"> • Mentally form categories of related information and revise them as new information is acquired across the text • Demonstrate learning new content from reading • Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader’s own • Through reading both fiction and nonfiction texts about diverse cultures, times, and places, acquire new content and perspectives

<ul style="list-style-type: none">• 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• Understand that many of the most intriguing questions are not answered explicitly in the text, but are left to reader's interpretation• Understand that hearing others' questions inspires new ones of their own	<ul style="list-style-type: none">• Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today• Speculate on alternative meanings that the text may have• Infer causes of problems or of outcomes in fiction and nonfiction texts• Identify significant events and tell how they are related to the problem of the story or the solution	<ul style="list-style-type: none">▪ Identify main ideas and information in order to identify key ideas or themes▪ Sort vital information from inconsequential details▪ Use knowledge of important and relevant parts of text to answer questions and synthesize text▪ Use text evidence to form opinions and understand big ideas and issues• Make a distinction between what they think is most important and what the author most wants them to understand	<ul style="list-style-type: none">• When reading chapters, connected short stories, or sequels., incorporate new knowledge to better understand characters and plots from material previously read
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