

Graphic Organizer for Routine 8.4

What the text says

What I Know

What I Can Infer

Comprehension Prompting Guide

If a student...	Then...	Examples
cannot break the word into morphemes	use the multisyllabic word prompting guide.	
cannot tell the meaning of a morpheme after correctly decoding	give information about the morpheme's meaning.	"Remember, <i>un-</i> means <i>not</i> ."
struggles to identify useful context information	point out helpful information such as key words.	"In the next sentence, I see <i>never</i> . Since the prefix <i>un-</i> means <i>not</i> , I'm thinking the right word might be unfamiliar."
does not understand the connection between two sentences	direct questions. define the connective.	"How are these sentences connected?" "The connective <i>in contrast</i> means the next sentence might tell opposite information from the first sentence."
does not understand a referential pronoun	make the connection visual.	"Let's highlight the pronoun. Who or what is 'it'? We can highlight our other options by looking at the preceding sentences. Now, let's draw a line to the noun: it stands for the basket."
can't combine a sentence	give a conjunction.	"Let's use the conjunction <i>after</i> to put these sentences together."
can't find the clauses to take apart	remind student what they are looking for.	"Each clause will tell us a different idea. Does this sentence have more than one idea?"
highlights words that are not signal words	model again.	"Let's highlight some signal words together. The first sentence starts, 'A big issue in this community...' I'm going to highlight the word <i>issue</i> because it signals this text might be a problem and solution text."
identifies the wrong structure	ask questions.	"You said this is a comparison text. In this text, what objects, concepts, or categories were compared?"
references irrelevant background knowledge	focus on relevant knowledge.	"The question is about natural disasters. What have we learned in science about various natural disasters?"
references irrelevant information in the text	ask questions.	"What part of the text made you think that?" "Can you prove your thinking with clues from the text?"

Comprehension Planning Template

Date:	Group members:
Targeted need: <input type="checkbox"/> Vocabulary <input type="checkbox"/> Syntax <input type="checkbox"/> Retell/Structure <input type="checkbox"/> Inferencing	Group goal:
Text:	
Other materials:	

Lesson Plan

Review	Introduce the text.	Key content (vocabulary, background information) you will share:
Explicit instruction	Teach the strategy for: <input type="checkbox"/> Word meaning. <input type="checkbox"/> Navigating syntax <input type="checkbox"/> Text structure & retell <input type="checkbox"/> Inference generation	Write explicit language here:
Practice	Select an appropriate activity: <input type="checkbox"/> Maze sentences <input type="checkbox"/> Sentence combining <input type="checkbox"/> Sentence deconstructing <input type="checkbox"/> Text structure ID	Write out the directions for the activity here:
Application	Read the text and retell (or “get the gist”). Then: <input type="checkbox"/> Discuss new words. <input type="checkbox"/> Notice complex syntax. <input type="checkbox"/> Write a summary. <input type="checkbox"/> Use the graphic organizer.	Write out how you will connect the strategy to building knowledge:

Next steps

Who was successful (90% or more correct during practice and application)?	Who needs more application (success at practice, but not during application)?	Who needs more practice (less than 80% correct during practice)?
During independent or partner time, this group should work what focus skill: _____ using what materials: <input type="checkbox"/> Partner Reading <input type="checkbox"/> Reading to Extend Knowledge <input type="checkbox"/> Writing about Reading		