### COMPREHENSION

The purposeful and active act of constructing meaning from text that is read (NRP Report, 2000).

- Strong readers comprehend purposefully and are actively engaged with what they are reading (RAND Reading Study Group, 2002).
- Reading comprehension is influenced by a variety of factors including the text, the reader, and the context (RAND Reading Study Group, 2002).
- Strategies that appear to be effective and most promising for classroom instruction are comprehension monitoring’ cooperative learning; graphic and semantic organizers including story maps; question answering; question generation’ and summarization (NRP Report, 2000).
- Active, purposeful readers use comprehension strategies to increase reading comprehension (Allington, 2001; Harvey & Goudvis, 2000; Pressley, 1998; Pressley et al., 2001).

### COMPREHENSION IN THE ELA CCSS

**Reading Standards-Literature & Informational Text K-5 (RL)**

- **(RL & RI 1) Key Ideas & Details**—Read closely to 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 text.
- **(RL & RI 2) Key Ideas & Details**—Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- **(RL & RI 3) Key Ideas & Details**—Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(RL & RI 4) Craft & Structure**—Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **(RL & RI 5) Craft & Structure**—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(RL & RI 6) Craft & Structure**—Assess how point of view or purpose shapes the content and style of a text.
- **(RL & RI 7) Integration of Knowledge & Ideas**—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(RL & RI 8) Integration of Knowledge & Ideas**—Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **(RL & RI 9) Integration of Knowledge & Ideas**—Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take.
- **(RL & RI 10) Range of Reading & Level of Text Complexity**—Read and comprehend complex literary and informational texts independently and proficiently.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Standards</th>
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| Kindergartners | • **RL K.1**—With prompting and support, ask and answer questions about key details in a text.  
• **RL K.2**—With prompting and support, retell familiar stories, including key details.  
• **RL K.3**—With prompting and support, identify characters, settings, and major events in a story. |
| Grade 1 Students | • **RL 1.1**—Ask and answer questions about key details in a text.  
• **RL 1.2**—Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
• **RL 1.3**—Describe characteristics, settings, and major events in a story, using key details. |
| Grade 2 Students | • **RL 2.1**—Ask and answer such questions as **who, what, where, when, why,** and **how** to demonstrate understanding of key details in a text.  
• **RL 2.2**—Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or morale.  
• **RL 2.3**—Describe how characters in a story respond to major events and challenges. |
| Grade 3 Students | • **RL 3.1**—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
• **RL 3.2**—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.  
• **RL 3.3**—Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| Grade 4 Students | • **RL 4.1**—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
• **RL 4.2**—Determine a theme of a story, drama, or a poem from details in the text; summarize the text.  
• **RL 4.3**—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). |
### Grade 5 Students
- **RL 5.1**—Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL 5.2**—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.
- **RL 5.3**—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).

### Kindergartners
- **RL K.4**—Ask and answer questions about unknown words in a text.
- **RL K.5**—Recognize common types of texts (e.g., storybooks, poems).
- **RL K.6**—With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Grade 1 Students
- **RL 1.4**—Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RL 1.5**—Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RL 1.6**—Identify who is telling the story at various points in a text.

### Grade 2 Students
- **RL 2.4**—Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL 2.5**—Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RL 2.6**—Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### Grade 3 Students
- **RL 3.4**—Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RL 3.5**—Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
• **RL 3.6**—Distinguish their own point of view from that of the narrator or those of the characters.

**Grade 4 Students**

- **RL 4.4**—Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **RL 4.5**—Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL 4.6**—Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**Grade 5 Students**

- **RL 5.4**—Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RL 5.5**—Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL 5.6**—Describe how a narrator's or speaker's point of view influences how events are described.

**Integration of Knowledge & Ideas (RL 7-9)**

**Kindergartners**

- **RL K.7**—With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **RL K.9**—With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Grade 1 Students**

- **RL 1.7**—Use illustrations and details in a story to describe its characters, settings, or events.
- **RL 1.9**—Compare and contrast the adventures and experiences of characters in stories.

**Grade 2 Students**

- **RL 2.7**—Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, settings, or plot.
- **RL 2.9**—Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.
### Grade 3 Students
- **RL3.7**—Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character setting)
- **RL 3.9**—Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### Grade 4 Students
- **RL 4.7**—Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **RL 4.9**—Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.

### Grade 5 Students
- **RL 5.7**—Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem).
- **RL 5.9**—Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Range of Reading & Level of Text Complexity (RL 10)

**Kindergartners**
- **RL KI.10**—Actively engage in group reading activities with purpose and understanding.

**Grade 1 Students**
- **RL 1.10**—With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Grade 2 Students**
- **RL 2.10**—By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the high end of the range.

**Grade 3 Students**
- **RL 3.10**—By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
**Grade 4 Students**
- **RL 4.10**—By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 5 Students**
- **RL 5.10**—By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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**STRATEGIES TO IMPROVE COMPREHENSION IN LITERATURE**

**Activate Background Knowledge**
- Prior to reading connect the topic to something the students already know so their schemas are activated and they can make connections between the new text and a prior experience or set of information.

**Comprehension Monitoring**
- Explicitly teach students to monitor their comprehension by paying attention to whether or not they are understanding what they read. Model this process by using a teacher “think-aloud” as you read. Teach them “fix up” strategies to use when they realize they aren’t understanding what they’ve read.

**Graphic/semantic Organizers**
- Teach students to use a visual note taking form to help them organize and retain information. Some commons ones are: KWL charts, webs, 2 column notes, cause/effect charts, or Venn diagrams.

**Self-questioning**
- Have students ask themselves who, what, when, where, why, and how as they read. They can Question the Author (QtA) by considering what they are trying to tell the reader, what their purpose is, and if they could have said it clearer.

**Story Structure Analysis**
- Use a visual story map to plot the most important elements/components of a story including setting, characters, point of view, climax, resolution, etc.
**Summarizing**
- Have students synthesize the important ideas in text by stating the main ideas in a passage/book/within and between texts in their own words. This can be done verbally or in writing.

**Answering questions**
- Ask students a wide variety of questions that are from all level of Bloom’s taxonomy. Use the Question Answer Relationships (QAR) strategy to teach them to answer questions that are “in the text” and ones that are “in their head” and move beyond literal recall questions.

**Close Reading**
- Allow students to engage in critical examination of text, often through repeated readings.

**Reading Logs/Journals**
- Provide students with opportunities to set goals for reading and monitor their progress in a variety of texts including texts that represent different formats, genres, cultures, and perspectives. This can help motivate them to engage with the texts they are reading.


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<tr>
<th>INFORMATIONAL TEXT</th>
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<tbody>
<tr>
<td>Key Ideas &amp; Details (RI 1-3)</td>
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<table>
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<td>• RI K. 1—with prompting and support, ask and answer questions about key details in a text.</td>
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</table>
### Grade 2 Students
- **RI 2.1**—Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- **RI 2.2**—Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI 2.3**—Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Grade 3 Students
- **RI 3.1**—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI 3.2**—Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI 3.3**—Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Grade 4 Students
- **RI 4.1**—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI 4.2**—Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI 4.3**—Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### Grade 5 Students
- **RI 5.1**—Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI 5.2**—Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI 5.3**—Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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**Craft & Structure (RI 5-6)**

**Kindergartners**
- **RI K.5**—Identify the front cover, back cover, and title page of a book.
- **RI K.6**—Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
## Grade 1 Students
- **RI 1.5**—Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **RI 1.6**—Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

## Grade 2 Students
- **RI 2.5**—Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI 2.6**—Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## Grade 3 Students
- **RI 3.5**—Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI 3.6**—Distinguish their own point of view from that of the author of a text.

## Grade 4 Students
- **RI 4.5**—Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI 4.6**—Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

## Grade 5 Students
- **RI 5.5**—Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI 5.6**—Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### Integration of Knowledge & Ideas (RI 7-9)

#### Kindergartners
- **RI K.7**—With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI K.8**—With prompting and support, identify the reasons an author gives to support points in a text.
- **RI K.9**—With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<table>
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<th>Grade 1 Students</th>
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<td>• <strong>RI 1.7</strong>—Use illustrations and details in a story to describe its key ideas.</td>
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<td>• <strong>RI 1.8</strong>—Identify the reasons an author gives to support points in a text.</td>
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<td>• <strong>RI 1.9</strong>—Identify basic similarities in and differences between two texts on the same topics (e.g., in illustrations, descriptions, or procedures).</td>
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<td>• <strong>RI 2.7</strong>—Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
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<td>• <strong>RI 2.8</strong>—Describe how reasons support specific points the author makes in a text.</td>
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<td>• <strong>RI 2.9</strong>—Compare and contrast the most important points presented by two texts on the same topic.</td>
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<tr>
<td>• <strong>RI 3.7</strong>—Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
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<tr>
<td>• <strong>RI 3.8</strong>—Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
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<td>• <strong>RI 3.9</strong>—Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
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<td>• <strong>RI 4.7</strong>—Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
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<td>• <strong>RI 4.8</strong>—Explain how an author uses reasons and evidence to support particular points in a text.</td>
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<tr>
<td>• <strong>RI 5.7</strong>—Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
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<td>• <strong>RI 5.8</strong>—Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
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• RI 5.9—Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.

### Range of Reading & Level of Text Complexity (RI 10)

#### Kindergartners
- Actively engage in group reading activities with purpose and understanding.

#### Grade 1 Students
- RI K.10—With prompting and support, read general informational texts appropriate complex for grade 1.

#### Grade 2 Students
- RI 1.10—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Grade 3 Students
- RI 2.10—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Grade 4 Students
- RI 4.10—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Grade 5 Students
- RI 5.10—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

### STRATEGIES TO IMPROVE COMPREHENSION IN INFORMATIONAL TEXT

#### Activate Background Knowledge
- Prior to reading connect the topic to something the students already know so their schemas are activated and they can make connections between the new text and a prior experience or set of information.
**Comprehension Monitoring**
- Explicitly teach students to monitor their comprehension by paying attention to whether or not they are understanding what they read. Model this process by using a teacher “think-aloud” as you read. Teach them “fix up” strategies to use when they realize they aren’t understanding what they’ve read.

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- Have students ask themselves who, what, when, where, why, and how as they read. They can question the Author (QtA) by considering what they are trying to tell the reader, what their purpose is, and if they could have said it clearer.

**Text Structure Analysis**
- Help students identify and understand how different components and structures in informational text convey meaning.

**Summarizing**
- Have students synthesize the important ideas in text by stating the main ideas in a passage/book/within and between texts in their own words. This can be done verbally or in writing.

**Answering questions**
- Ask students a wide variety of questions that are from all levels of Bloom’s taxonomy. Use the Question Answer Relationships (QAR) strategy to teach them to answer questions that are “in the text” and ones that are “in their head” and move beyond literal recall questions.

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