



Student Content Objectives

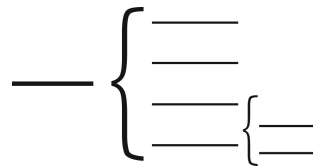
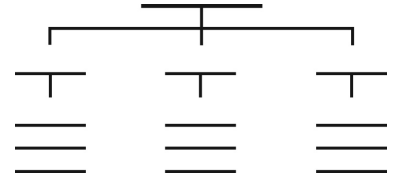
***I will discern main ideas and concepts presented in texts.**

***I will identify and assess evidence that supports the main ideas in text.**

Language of the Discipline



- discern
- evidence
- main ideas
- support
- concepts
- supporting details
- text structure
- topic



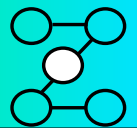
R 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.



Question Frames

- What is the main idea of this passage?
- What is this poem/selection mainly about?
- Why did the author include paragraph ___ in the passage?
- What is the topic of this passage?
- Which detail supports the idea that ___?
- Which sentence from the passage states the main idea of the ___ paragraph?

Response Frames



- The main idea is _____. A detail about this is _____.
- The main idea is _____. Details to support this are _____ and _____.
- The main idea is _____. _____, _____, and _____ are details that support the main idea.
- *Since the main idea is _____, supporting details would include _____, _____, and _____.



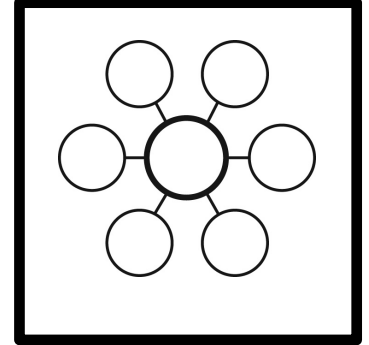
Student Content Objectives

***We will evaluate the author's use of techniques to influence our perspective.**

Language of the Discipline



- evaluate perspectives
- appeal of characters
- author's techniques
- logic
- credibility
- influence



R3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.



Question Frames

***In paragraph _____, why does the author tell about _____?**

***What is the author's viewpoint in this passage?**

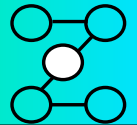
***Which statement reflects the author's viewpoint?**

***Why did the author most likely write this article?**

***How do you know the following statement is a fact, and not the author's viewpoint?**

***Which of these phrases shows the author's feelings toward _____?**

Response Frames



*** _____ is _____ because he/she _____.**

(justification from the text)

***The author uses details like " _____ " to show that _____.**

***The author's opinion of _____ is that _____.**

***The author most likely wrote this article because _____.**



Student Content Objectives

I will make inferences about a character based on the character's actions and words.

I will use story clues and personal experiences to infer ideas/meanings not directly stated in the text.

Language of the Discipline



assertions

citations

contribute

converge

implies/imply

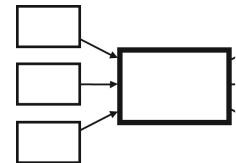
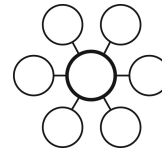
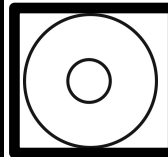
indicates

infer

inference

personal experience

textual evidence



2.7 Make reasonable assertions about a text through accurate, supporting citations.



Question Frames

*What information in the passage supports the idea that _____?

*Which statement is best supported by the article/passage/selection?

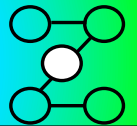
*The author implies that.....

*Which detail indicates _____?

-Based on _____, what can you infer about _____?

-What can you infer from _____ (the last sentence/paragraph, etc.)?

Response Frames



The details that support this inference are _____, _____, and _____.

_____, _____, and _____ converge to help me in making the inference that _____.

_____, _____, and _____ contributed to my inference that _____.

I can infer _____ based on these personal experiences and story details: _____, _____, and _____.



Student Content Objectives

***I will compare and contrast details in the story to help me understand the characters, setting, and the plot.**

***I will explain the academic terms compare and contrast.**

Language of the Discipline



-similar - in contrast

-alike - whereas

-the same

-similarities

-in comparison

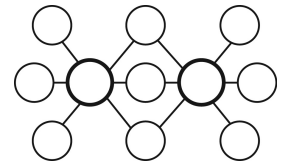
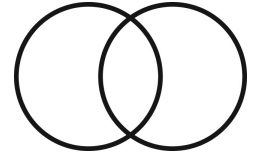
-equally

-just like

-differences

-unlike

-on the other hand



R 2.5 Compare and contrast information on the same topic after reading several passages.



Question Frames

-How are ___ and ___ alike?

-In what ways are ___ and ___ the same?

-How are ___ and ___ different?

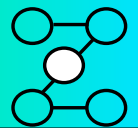
.*Which samples tell about ___?

.*Information in *all* the samples supports the idea that ___?

.*Based on information in the samples the word ___ can mean all of these *except* ___.

.*All of the samples mention items that can be ___ *except* ___.

Response Frames



- ___ and ___ are similar in many ways, including ___.

- One difference between ___ and ___ is that ___, but ___.

Both ___ and ___.

.*Sample ___ and ___ tell me about ___.

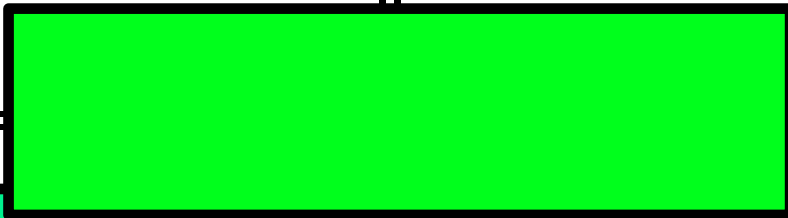
.*Information in ___ and ___ support the idea that ___.

.*The word ___ can mean ___, because ___.



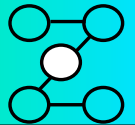
**Student Content
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**Language of the
Discipline**



Question Frames

Response Frames





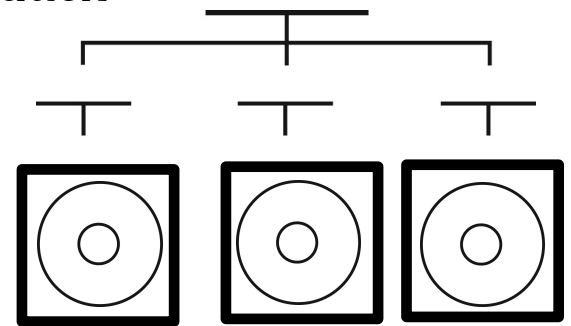
Student Content Objectives

- *I will distinguish between facts and opinions in text.**
- *I will distinguish between facts, supported inferences, and opinions in text.**
- *I will justify my opinions based on evidence from the text.**
- *I will justify supported inferences based on prior knowledge or previously read text.**

Language of the Discipline



- fact
- supported inference
- opinion
- evidence
- justification
- belief
- prove



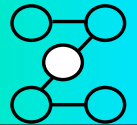
R2.5 Distinguish facts, supported inferences, and opinions in text.



Question Frames

- Which of these is an opinion from this passage?**
- Which of these is a fact from this passage?**
- Which detail from this passage is a supported inference?**
- Which word in this sentence signals an opinion?**

Response Frames



- *The word _____ is evidence that _____ is _____.**
- *This is a _____ because we can/cannot prove that _____.**
- *_____ is a fact because it can be proven by _____.**
- *_____ believes that _____.**
- *I can infer that _____ . I support this inference based on _____.**