

## Standards, Discussion Prompts and Strategy Scaffolds

CCS	Skill	Discussion Prompts	Strategies/Scaffolds
1	Literal Comprehension/ Retell	What happened? What did you read? What did you learn (or notice)? What's important? (action, feeling, idea, message, etc.)	STP (p. 160) Who – What (p. 160) VIP (p. 218) Key Words (p.220) Write green questions (p.211)
1	Ask and Answer Questions	What questions do you have? What confused you? What are you wondering?	Flag a portion of text and write a question about it.  Question Cards (p.209)
2	Central Idea/ Theme/ Main Idea	What was the central message/theme/lesson/moral? Why do you think that? What did the character learn? What lesson could you learn? How did the author use reasons and evidence to support the main idea?	Turn heading into a question (pp. 218-219) <i>The character learned...</i> <i>I learned...</i> Jot down evidence/details to support the main idea.
2	Summarize	Who was the main character and what did he/she do? Write a few key words for each page. Use the key words to summarize this part. What's the most important part of this text?	Who – What (p. 160) Somebody-wanted-but-so-then (p.132, 221) Key words>summary (p.222) VIP (p. 218)
3	Character Analysis/Make Inferences about Character Actions, Motivations	How did the character feel at the B-M-E? What caused those feelings? What words would you use to describe [character]? How did the character change throughout the story? What caused the change? What motivated the character to do (or say) that? Why did the character do (or say) that?	Insert sticky notes where character's feelings change. (p. 161) Provide list of character traits (p. 228) 2 columns: action – trait (p. 229) Action – motivation (p. 230) Flag a surprising action (or dialogue). Write your inference. <i>Why did he do (or say) that?</i>
3	Analyze Relationships	Describe the relationship between ____ and _____. (events, ideas, people, or concepts). How are ___ and ___ different?	Write a yellow question (p. 212) Create a graphic organizers
4	Vocabulary	What can you do to figure out this word? (clues, parts, pictures, glossary, etc.)	Flag new words Use vocabulary strategy card (p.288)
4,6,9	Compare/ Contrast	Have you read other texts like this? How does this text/theme/mood compare to another text we've read together? How are ___ and ___ similar or different? (characters, ideas, concepts, theme, etc.)	Write "yellow" questions. (p.212) <i>How are ___ and ___ similar (or different)?</i> <i>___ &amp; ___ are different because.....</i> (p. 209 – yellow questions)
7	Text Features	Why did the author include the map, illustration, or chart on page ____? What questions can you ask about it? How do the illustrations contribute to the meaning/mood? Why is this a good title for the passage?	Question/answer stems for "green, red and yellow questions." (p. 214) <i>Why...</i> <i>How...</i> <i>What...</i> <i>What caused...</i>
6, 9	Evaluate	How is the theme of this book similar to or different from another book you've read? What is your opinion? How is it different or similar to the author's? What questions would you ask the author? What is the author's (or narrator's) point of view?	Take a fact from the text and turn it into an opinion. Take an opinion from the text and turn it into a fact. Two-column notes: Author's point of view/evidence (page#)