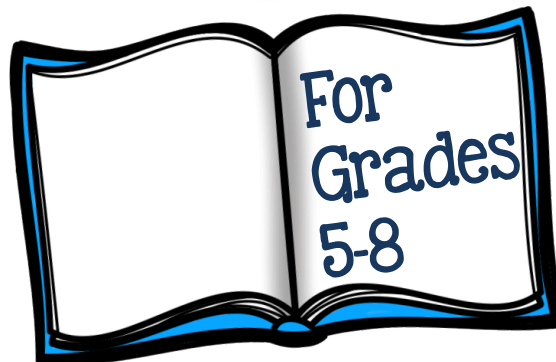


Interactive Bookmarks

to Support Reading
Comprehension

Perfect to Use With:

- Literature Circles
- Guided Reading
- Reading Minilessons
- Reading Workshop
- Homework



Introduction to Interactive Bookmarks

How to Use: The bookmarks below are intended to be used in a variety of instructional contexts. Simply print out enough so that each student has one and cut them apart. Read below to find out how to use them during different parts of Reading Workshop.

Reading Minilessons: After a reading minilesson when students have independent reading time, have students fill out an interactive bookmark while they're reading. The bookmarks will help students think about their reading while also giving them something to stay on task. Additionally, it will give the teacher the opportunity to do reading conferences and/or work with small reading groups.

Guided Reading: Every reader has strengths and weaknesses. Within your guided reading groups, these could be used during the "reading of the text" portion of the lesson to work with students on specific skill deficits they may have. It's also a great differentiation tool as you could give different bookmarks to address different areas students need work on as readers within the same small group.

Literature Circles: Literature circles generally have heterogeneous student groupings to allow a focus on the overall goal of getting students to share their thinking about text. Interactive Bookmarks would be a great way for students to document their thinking about the text in order to share their thinking with their literature circle group members. The best part is students won't lose their discussion points because they will be written on a bookmark kept in their book.

Homework: These bookmarks could make the perfect homework assignment while also supporting students independently reading at home. These are a great alternative to worksheets and busy work that actually keep students from reading.

Formative Assessment: Regardless of the instructional context you choose to have your students use the interactive bookmarks in, they also can be used as a quick and easy formative assessment. By glancing over the interactive bookmarks students have completed, you will be able to identify which students are grasping which reading concepts and which students need some small group or one-on-one instruction as a follow-up.

Vocabulary Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Science Fiction, Fantasy, Nonfiction

<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>Find a word or phrase that you are having a hard time as a reader to find the meaning or pronunciation of.</p> <p>Word or Phrase:</p> <p>Page Number:</p> <p>Sentence it's used in: _____ _____ _____ _____ _____ _____.</p> <p>Inferred meaning of the word or phrase:</p> <p>After using resources in the classroom, I discovered that the meaning of this word or phrase is:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>Find a word or phrase that you are having a hard time as a reader to find the meaning or pronunciation of.</p> <p>Word or Phrase:</p> <p>Page Number:</p> <p>Sentence it's used in: _____ _____ _____ _____ _____ _____.</p> <p>Inferred meaning of the word or phrase:</p> <p>After using resources in the classroom, I discovered that the meaning of this word or phrase is:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>Find a word or phrase that you are having a hard time as a reader to find the meaning or pronunciation of.</p> <p>Word or Phrase:</p> <p>Page Number:</p> <p>Sentence it's used in: _____ _____ _____ _____ _____ _____.</p> <p>Inferred meaning of the word or phrase:</p> <p>After using resources in the classroom, I discovered that the meaning of this word or phrase is:</p>
---	---	---

Character Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Science Fiction, Fantasy

<p>Name: _____ Book Title: _____ _____</p> <p>As you're reading, notice aspects about a particular character in your book such as his or her physical appearance, personality traits, reaction to other characters, reaction to the action of the story, what he or she reveals through dialogue, etc.</p> <p>Page Number: Noticing:</p>	<p>Name: _____ Book Title: _____ _____</p> <p>As you're reading, notice aspects about a particular character in your book such as his or her physical appearance, personality traits, reaction to other characters, reaction to the action of the story, what he or she reveals through dialogue, etc.</p> <p>Page Number: Noticing:</p>	<p>Name: _____ Book Title: _____ _____</p> <p>As you're reading, notice aspects about a particular character in your book such as his or her physical appearance, personality traits, reaction to other characters, reaction to the action of the story, what he or she reveals through dialogue, etc.</p> <p>Page Number: Noticing:</p>
<p>Page Number: Noticing:</p>	<p>Page Number: Noticing:</p>	<p>Page Number: Noticing:</p>
<p>Page Number: Noticing:</p>	<p>Page Number: Noticing:</p>	<p>Page Number: Noticing:</p>

Setting Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Science Fiction, Fantasy, Nonfiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>-----</p> <p>As you're reading, notice aspects about the setting of your book in relation to time (time period, time elapsing, past/present) and place (geographical location, types of places the action of the story is occurring).</p> <p>Page Number:</p> <p>Noticing:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>-----</p> <p>As you're reading, notice aspects about the setting of your book in relation to time (time period, time elapsing, past/present) and place (geographical location, types of places the action of the story is occurring).</p> <p>Page Number:</p> <p>Noticing:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>-----</p> <p>As you're reading, notice aspects about the setting of your book in relation to time (time period, time elapsing, past/present) and place (geographical location, types of places the action of the story is occurring).</p> <p>Page Number:</p> <p>Noticing:</p>
<p>Page Number:</p> <p>Noticing:</p>	<p>Page Number:</p> <p>Noticing:</p>	<p>Page Number:</p> <p>Noticing:</p>
<p>Page Number:</p> <p>Noticing:</p>	<p>Page Number:</p> <p>Noticing:</p>	<p>Page Number:</p> <p>Noticing:</p>

Figurative Language Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Science Fiction, Fantasy, Nonfiction

<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>Find an example of figurative language in your reading such as a simile, metaphor, alliteration, onomatopoeia, personification, etc.</p> <p>Example:</p> <p>Page Number:</p> <p>Sentence it's used in:</p> <p>_____ _____ _____ _____ _____ _____.</p> <p>How the use of figurative language added to your enjoyment or understanding of the text:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>Find an example of figurative language in your reading such as a simile, metaphor, alliteration, onomatopoeia, personification, etc.</p> <p>Example:</p> <p>Page Number:</p> <p>Sentence it's used in:</p> <p>_____ _____ _____ _____ _____ _____.</p> <p>How the use of figurative language added to your enjoyment or understanding of the text:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>Find an example of figurative language in your reading such as a simile, metaphor, alliteration, onomatopoeia, personification, etc.</p> <p>Example:</p> <p>Page Number:</p> <p>Sentence it's used in:</p> <p>_____ _____ _____ _____ _____ _____.</p> <p>How the use of figurative language added to your enjoyment or understanding of the text:</p>
---	---	---

Homophone Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Science Fiction, Fantasy, Nonfiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>-----</p> <p>As you're reading, notice sentences where the author uses a homophone (their, there, they're, to, too, two, your, you're, etc.). Copy the sentence below and highlight the correctly used homophone within the sentence.</p> <p>Page Number:</p> <p>Sentence:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>-----</p> <p>As you're reading, notice sentences where the author uses a homophone (their, there, they're, to, too, two, your, you're, etc.). Copy the sentence below and highlight the correctly used homophone within the sentence.</p> <p>Page Number:</p> <p>Sentence:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>-----</p> <p>As you're reading, notice sentences where the author uses a homophone (their, there, they're, to, too, two, your, you're, etc.). Copy the sentence below and highlight the correctly used homophone within the sentence.</p> <p>Page Number:</p> <p>Sentence:</p>
<p>Page Number:</p> <p>Sentence:</p>	<p>Page Number:</p> <p>Sentence:</p>	<p>Page Number:</p> <p>Sentence:</p>

Comma Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Science Fiction, Fantasy, Nonfiction

<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, notice sentences where the author uses a comma or commas to list items in a series, join a dependent clause followed by an independent clause, join two independent clauses together with a coordinating conjunction, in dialogue, etc.</p> <p>Page Number:</p> <p>Sentence:</p> <p>_____</p> <p>Purpose of Comma/Commas:</p> <p>_____</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, notice sentences where the author uses a comma or commas to list items in a series, join a dependent clause followed by an independent clause, join two independent clauses together with a coordinating conjunction, in dialogue, etc.</p> <p>Page Number:</p> <p>Sentence:</p> <p>_____</p> <p>Purpose of Comma/Commas:</p> <p>_____</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, notice sentences where the author uses a comma or commas to list items in a series, join a dependent clause followed by an independent clause, join two independent clauses together with a coordinating conjunction, in dialogue, etc.</p> <p>Page Number:</p> <p>Sentence:</p> <p>_____</p> <p>Purpose of Comma/Commas:</p> <p>_____</p>
<p>Page Number:</p> <p>Sentence:</p> <p>_____</p> <p>Purpose of Commas/Commas:</p> <p>_____</p>	<p>Page Number:</p> <p>Sentence:</p> <p>_____</p> <p>Purpose of Commas/Commas:</p> <p>_____</p>	<p>Page Number:</p> <p>Sentence:</p> <p>_____</p> <p>Purpose of Commas/Commas:</p> <p>_____</p>

KWL Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Science Fiction, Fantasy, Nonfiction

*Intended for students to fill out prior to reading (K, W) and after (L).

<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>What do you know?</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>What do you know?</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>What do you know?</p>
<p>What do you want to know?</p>	<p>What do you want to know?</p>	<p>What do you want to know?</p>
<p>What have you learned?</p>	<p>What have you learned?</p>	<p>What have you learned?</p>

Authentic Details Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, notice aspects the author of your book may have had to research in order to use authentic details relevant with how things are today or were in history. Turn this noticing into a research question and research to find out if the author incorporated accurate details.</p> <p>Page Number:</p> <p>Authentic Detail:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, notice aspects the author of your book may have had to research in order to use authentic details relevant with how things are today or were in history. Turn this noticing into a research question and research to find out if the author incorporated accurate details.</p> <p>Page Number:</p> <p>Authentic Detail:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, notice aspects the author of your book may have had to research in order to use authentic details relevant with how things are today or were in history. Turn this noticing into a research question and research to find out if the author incorporated accurate details.</p> <p>Page Number:</p> <p>Authentic Detail:</p>
<p>Research Question:</p>	<p>Research Question:</p>	<p>Research Question:</p>
<p>Research Finding:</p>	<p>Research Finding:</p>	<p>Research Finding:</p>

Character Inferences Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction

<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, notice the way a character in the book speaks during dialogue, treats other characters, thinks through decisions, the actions he/she takes, how he/she looks, etc. From that noticing about the character, make an inference about the character.</p> <p>Page Number:</p> <p>Textual Evidence about Character:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, notice the way a character in the book speaks during dialogue, treats other characters, thinks through decisions, the actions he/she takes, how he/she looks, etc. From that noticing about the character, make an inference about the character.</p> <p>Page Number:</p> <p>Textual Evidence about Character:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, notice the way a character in the book speaks during dialogue, treats other characters, thinks through decisions, the actions he/she takes, how he/she looks, etc. From that noticing about the character, make an inference about the character.</p> <p>Page Number:</p> <p>Textual Evidence about Character:</p>
<p>Inference about Character:</p>	<p>Inference about Character:</p>	<p>Inference about Character:</p>

Critiquing the Author Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction, Nonfiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, consider what you like and dislike about decisions the author has made in writing this book. Find one positive and one negative critique of the author.</p> <p>Positive Critique:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, consider what you like and dislike about decisions the author has made in writing this book. Find one positive and one negative critique of the author.</p> <p>Positive Critique:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, consider what you like and dislike about decisions the author has made in writing this book. Find one positive and one negative critique of the author.</p> <p>Positive Critique:</p>
<p>Negative Critique:</p>	<p>Negative Critique:</p>	<p>Negative Critique:</p>

Predictions Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction

<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, think about if the author includes any information about the characters, setting, or plot that causes you to make a prediction about what will happen next in the story.</p> <p>Page Number:</p> <p>Textual Evidence that causes prediction:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, think about if the author includes any information about the characters, setting, or plot that causes you to make a prediction about what will happen next in the story.</p> <p>Page Number:</p> <p>Textual Evidence that causes prediction:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, think about if the author includes any information about the characters, setting, or plot that causes you to make a prediction about what will happen next in the story.</p> <p>Page Number:</p> <p>Textual Evidence that causes prediction:</p>
<p>Prediction:</p>	<p>Prediction:</p>	<p>Prediction:</p>

Writing Techniques Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction, Nonfiction

<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, consider the writing techniques the author has incorporated into this book. Include an example of the writing technique used and how you could possibly try this out in your writing.</p> <p>Page Number:</p> <p>Writing Technique:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, consider the writing techniques the author has incorporated into this book. Include an example of the writing technique used and how you could possibly try this out in your writing.</p> <p>Page Number:</p> <p>Writing Technique:</p>	<p>Name: _____</p> <p>Book Title: _____ _____</p> <p>As you're reading, consider the writing techniques the author has incorporated into this book. Include an example of the writing technique used and how you could possibly try this out in your writing.</p> <p>Page Number:</p> <p>Writing Technique:</p>
<p>How could you use this technique in your writing?</p>	<p>How could you use this technique in your writing?</p>	<p>How could you use this technique in your writing?</p>

Text-to-Text Connections Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Science Fiction, Fantasy

<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, consider how you can connect the book you're reading to another book that you've read by thinking about how the characters, setting, and plot may be similar to one another.</p> <p>How does a character in this book remind you of a character in another book?</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, consider how you can connect the book you're reading to another book that you've read by thinking about how the characters, setting, and plot may be similar to one another.</p> <p>How does a character in this book remind you of a character in another book?</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, consider how you can connect the book you're reading to another book that you've read by thinking about how the characters, setting, and plot may be similar to one another.</p> <p>How does a character in this book remind you of a character in another book?</p>
<hr/> <p>How does the setting in this book remind you of the setting in another book?</p>	<hr/> <p>How does the setting in this book remind you of the setting in another book?</p>	<hr/> <p>How does the setting in this book remind you of the setting in another book?</p>
<hr/> <p>How does the plot of this book remind you of the plot of another book?</p>	<hr/> <p>How does the plot of this book remind you of the plot of another book?</p>	<hr/> <p>How does the plot of this book remind you of the plot of another book?</p>

Discussion Questions Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Science Fiction, Fantasy, Nonfiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, think about what questions come to mind that you would like to talk to others about in a discussion about the text.</p> <p>Page Number: Discussion Question:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, think about what questions come to mind that you would like to talk to others about in a discussion about the text.</p> <p>Page Number: Discussion Question:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, think about what questions come to mind that you would like to talk to others about in a discussion about the text.</p> <p>Page Number: Discussion Question:</p>
<hr/> <p>Page Number: Discussion Question:</p>	<hr/> <p>Page Number: Discussion Question:</p>	<hr/> <p>Page Number: Discussion Question:</p>
<hr/> <p>Page Number: Discussion Question:</p>	<hr/> <p>Page Number: Discussion Question:</p>	<hr/> <p>Page Number: Discussion Question:</p>

Synthesizing Information Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Nonfiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, think about how your understanding of something has changed or developed further based on what you read in the text.</p> <p>What I thought/Background Knowledge:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, think about how your understanding of something has changed or developed further based on what you read in the text.</p> <p>What I thought/Background Knowledge:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>As you're reading, think about how your understanding of something has changed or developed further based on what you read in the text.</p> <p>What I thought/Background Knowledge:</p>
<p>Page Number: Information from the Text:</p>	<p>Page Number: Information from the Text:</p>	<p>Page Number: Information from the Text:</p>
<p>My new or evolved understanding:</p>	<p>My new or evolved understanding:</p>	<p>My new or evolved understanding:</p>

Analyzing Themes Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction, Nonfiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>To find a theme in a text, think about what the author is saying about big ideas such as life, death, love, hope, power, friendship, etc.</p> <p>Theme:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>To find a theme in a text, think about what the author is saying about big ideas such as life, death, love, hope, power, friendship, etc.</p> <p>Theme:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>To find a theme in a text, think about what the author is saying about big ideas such as life, death, love, hope, power, friendship, etc.</p> <p>Theme:</p>
<p>What happens in the text to support this theme?</p>	<p>What happens in the text to support this theme?</p>	<p>What happens in the text to support this theme?</p>

Analyzing Symbols Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction, Nonfiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>What is an object, person, or place in the book that holds a deeper meaning to the story?</p> <p>Object, Person, or Place:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>What is an object, person, or place in the book that holds a deeper meaning to the story?</p> <p>Object, Person, or Place:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>What is an object, person, or place in the book that holds a deeper meaning to the story?</p> <p>Object, Person, or Place:</p>
<p>What does it symbolize?</p>	<p>What does it symbolize?</p>	<p>What does it symbolize?</p>
<p>Page numbers to support analysis of symbol:</p>	<p>Page numbers to support analysis of symbol:</p>	<p>Page numbers to support analysis of symbol:</p>

Analyzing Point of View Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction, Nonfiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>What point of view is the book being told from (First Person, Third Person Objective, Third Person Omniscient)?</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>What point of view is the book being told from (First Person, Third Person Objective, Third Person Omniscient)?</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>_____</p> <p>What point of view is the book being told from (First Person, Third Person Objective, Third Person Omniscient)?</p>
<p>Provide textual evidence to support the point of view you identified:</p>	<p>Provide textual evidence to support the point of view you identified:</p>	<p>Provide textual evidence to support the point of view you identified:</p>
<p>Do you like or dislike the author's choice to write the story from this perspective? Why?</p>	<p>Do you like or dislike the author's choice to write the story from this perspective? Why?</p>	<p>Do you like or dislike the author's choice to write the story from this perspective? Why?</p>

General Thinkmark Interactive Bookmarks

Intended Genres: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction, Nonfiction

<p>Name: _____</p> <p>Book Title: _____</p> <p>As you're reading, record your thinking. This could include inferences, predictions, connection, critiques, thoughts about characters, setting, themes, symbols, POV, etc.</p> <p>-----</p> <p>Page Number: Thought:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>As you're reading, record your thinking. This could include inferences, predictions, connection, critiques, thoughts about characters, setting, themes, symbols, POV, etc.</p> <p>-----</p> <p>Page Number: Thought:</p>	<p>Name: _____</p> <p>Book Title: _____</p> <p>As you're reading, record your thinking. This could include inferences, predictions, connection, critiques, thoughts about characters, setting, themes, symbols, POV, etc.</p> <p>-----</p> <p>Page Number: Thought:</p>
<p>Page Number: Thought:</p>	<p>Page Number: Thought:</p>	<p>Page Number: Thought:</p>
<p>Page Number: Thought:</p>	<p>Page Number: Thought:</p>	<p>Page Number: Thought:</p>

Common Core Alignment-These interactive bookmarks will help you meet the following standards in your classroom:

Reading Standards for Literary Texts:

Standard: 1	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 the text			
	5 th	6 th	7 th	8 th
How this standard builds by grade level:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Standard: 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	5 th	6 th	7 th	8 th
How this standard builds by grade level:	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.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Standard: 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
	5 th	6 th	7 th	8 th
How this standard builds by grade level:	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).	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Standard: 4	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.			
	5 th	6 th	7 th	8 th
How this standard builds by grade level:	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Standard: 5	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.			
	5 th	6 th	7 th	8 th
How this standard builds by grade level:	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Standard: 6	Assess how point of view or purpose shapes the content and style of a text.			
	5th	6th	7th	8th
How this standard builds by grade level:	Describe how a narrator's or speaker's point of view influences how events are described.	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Reading Standards for Informational Text:

Standard: 1	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 the text			
	5th	6th	7th	8th
How this standard builds by grade level:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Standard: 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	5th	6th	7th	8th
How this standard builds by grade level:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Standard: 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
	5th	6th	7th	8th
How this standard builds by grade level:	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.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Standard: 4	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.			
	5th	6th	7th	8th
How this standard builds by grade level:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Standard: 5	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.			
	5th	6th	7th	8th
How this standard builds by grade level:	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.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Standard: 6	Assess how point of view or purpose shapes the content and style of a text.		
	5 th	6 th	7 th
How this standard builds by grade level:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Writing Standards:

Standard: 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
	5 th	6 th	7 th	8 th
How this standard builds by grade level:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>

Speaking and Listening Standards:

Standard: 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
	5 th	6 th	7 th	8 th
How this standard builds by grade level:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text,</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and</p>

	information and knowledge gained from the discussions	or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	d. Acknowledge new information expressed by others and, when warranted, modify their own views.	ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
--	---	---	---	---

Language Standards:

Standard: 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
	5th	6th	7th	8th
How this standard builds by grade level:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

TERMS OF USE

Please Do:

- Use this product with your students in your classroom or for personal use.
- Return to my store to purchase additional licenses for others at 50% off by going to "My Purchases" page.
- Review this product on your social media platforms with a link directly to the product on Kasey Kiehl's TpT Store.
- Have FUN watching your students grow as readers and writers through the use of this product.

Please Do Not:

- Share this item with other educators who plan to use it in their classroom without purchasing an additional license. This includes e-mailing, photocopying, or sharing through a website, cloud, or network.
- Copy or modify any part of this document to offer to others for free or for sale.
- Upload this product to any file sharing sites such as Amazon Inspire.

© Copyright Kasey Kiehl

All rights reserved by author. This product is to be used by the original purchaser only. Copying for more than one teacher or classroom, or for an entire department, school, or school system is prohibited. This product may not be distributed or displayed digitally for public view, uploaded to school or district websites, distributed via email, or submitted to file sharing sites such as Amazon Inspire. Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA).

Intended for single classroom and personal use only.

Thank you in advance for following my terms of use. I appreciate your purchase and hope you'll return to my store again for your future classroom needs.

-Kasey

LOVE IT? WANT MORE?

CHECK OUT THE OTHER PRODUCTS AVAILABLE IN MY TPT STORE BY
CLICKING THE LINKS BELOW.

5th Grade Specific

6th Grade Specific

7th Grade Specific

8th Grade Specific

Guided Reading Resources

Literacy Program Materials

Literature Circle Resources

Novel Guides

Reading Workshop Resources

Spelling, Word Study, & Grammar

Writing Workshop Resources

Also, don't forget to visit me on my blog:

Middle School Teacher to Literacy Coach

LET'S CONNECT

Get tips on how to use my resources and view photos of them in action by following me on social media, my blog, and my TpT store.



A NOTE FROM ME

I am a middle school literacy coach and teacher from Wisconsin. My job involves providing professional development, coaching teachers, and teaching students. In addition to my teaching degree, I am a trained Literacy Collaborative Literacy Coordinator, a licensed reading intervention teacher K-12, and have my master's degree. My "why" as a Teachers Pay Teachers author is to take balanced literacy best practice theories and create resources that will make these theories a reality in middle school English Language Arts classrooms. Creating resources for students across the United States and beyond that will move them forward as readers and writers is my absolute passion. I'm honored that you chose a resource from my store to put in the hands of your students, and it is a responsibility I do not take lightly. Join my mission to make all middle school students competent and eager readers and writers by collaborating with me through social media and leaving feedback on the resources you use with your students.

