

**BRSU Reading Curriculum**  
**Comprehension**

<b>Grade Level</b>	<b>GE 7 : Comprehension Strategies</b>	<b>GE 8 : Monitoring and Adjusting</b>
<b>K</b>	<p><b>Uses comprehension strategies (flexibly and as needed) while listening to literary and informational text.</b>  <b>EXAMPLES</b> of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>• using prior knowledge;</li> <li>• predicting and making simple text-based inferences;</li> <li>• generating clarifying questions;</li> <li>• constructing sensory images (e.g.,making pictures in one’s mind);</li> <li>• making connections (text to self, text to text, and text to world)</li> </ul>	<p><b>Demonstrates ability to monitor comprehension and adjust strategy use for different types of text and purposes during read-alouds by...</b></p> <ul style="list-style-type: none"> <li>• Recognizing problems with understanding and asking questions as needed</li> </ul>
<b>1</b>	<p><b>Uses comprehension strategies (flexibly and as needed) while <u>reading</u> or listening to literary and informational text.</b>  <b>EXAMPLES</b> of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>• using prior knowledge;</li> <li>• predicting and making simple text-based inferences (showing evidence from the text);</li> <li>• generating <u>literal and</u> clarifying questions;</li> <li>• constructing sensory images (e.g., making pictures in one’s mind); or making connections (text to self, text to text, and text to world)</li> <li>• <u>Distinguishing between literal and inferential information</u></li> </ul>	<p><b>Demonstrates ability to monitor comprehension <u>and</u> adjust reading rate and strategy use for different types of text and purposes <u>during reading</u> or read-alouds by...</b></p> <ul style="list-style-type: none"> <li>• Recognizing problems with understanding, <u>and rereading</u> or asking questions as needed</li> </ul>

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<b>2</b>	<p><b>Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.</b></p> <p>EXAMPLES of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>• using prior knowledge; predicting and making text-based inferences;</li> <li>• distinguishing between literal and inferential information;</li> <li>• <u>determining importance</u>; generating literal and clarifying questions;</li> <li>• constructing sensory images (e.g., making pictures in one’s mind);</li> <li>• making connections (text to self, text to text, and text to world);</li> <li>• <u>locating and using text features</u> (e.g., headings, parts of the <u>book</u>)</li> </ul>	<p><b>Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>• <u>Sampling a page of text for readability and interest</u></li> <li>• Recognizing problems with understanding, and rereading <u>or adjusting pace</u> as needed</li> </ul>
<b>3</b>	<p><b>Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</b></p> <p>EXAMPLES of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>• using prior knowledge;</li> <li>• predicting and making text-based inferences;</li> <li>• determining importance;</li> <li>• generating literal and clarifying questions;</li> <li>• constructing sensory images (e.g., making pictures in one’s mind);</li> <li>• making connections (text to self, text to text, and text to world);</li> <li>• locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book)</li> </ul>	<p><b>Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>• Sampling a page of text for readability and interest</li> <li>• <u>Previewing text selections</u></li> <li>• <u>Stopping to reread, adjust pace and use other strategies as needed</u> (e.g., making connections, <u>subvocalizing</u>)</li> </ul>

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<b>4</b>	<p><b>Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</b>  <b>EXAMPLES</b> of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>• using prior knowledge;</li> <li>• <u>summarizing</u>; predicting and making text-based inferences;</li> <li>• determining importance;</li> <li>• generating literal and clarifying questions;</li> <li>• constructing sensory images (e.g., making pictures in one’s mind);</li> <li>• making connections (text to self, text to text, and text to world);</li> <li>• locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book);</li> <li>• <u>using text structure clues</u> (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification)</li> </ul>	<p><b>Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>• Sampling a page of text for readability and interest</li> <li>• Previewing text selections</li> <li>• Stopping to reread, adjust pace, and use other strategies as needed</li> </ul>
<b>5</b>	<p><b>Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</b> <b>EXAMPLES</b> of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>• using prior knowledge;</li> <li>• summarizing;</li> <li>• predicting and making text-based inferences;</li> <li>• determining importance;</li> <li>• generating literal, clarifying, <u>and inferential questions</u>;</li> <li>• constructing sensory images (e.g., making pictures in one’s mind);</li> <li>• making connections (text to self, text to text, and text to world);</li> <li>• <u>taking notes</u>;</li> <li>• locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book);</li> <li>• using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, <u>logical/sequential</u>)</li> </ul>	<p><b>Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>• Sampling a page of text for readability and interest</li> <li>• Previewing text selections</li> <li>• Stopping to reread, adjust pace, and use other strategies as needed</li> </ul>

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<b>6</b>	<p><b>Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</b>  <b>EXAMPLES</b> of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>• using prior knowledge;</li> <li>• summarizing;</li> <li>• predicting and making text-based inferences;</li> <li>• determining importance;</li> <li>• generating literal, clarifying, and inferential questions;</li> <li>• constructing sensory images (e.g., making pictures in one’s mind);</li> <li>• making connections (text to self, text to text, and text to world);</li> <li>• taking notes;</li> <li>• locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book);</li> <li>• using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)</li> </ul>	<p><b>Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>• Sampling a page of text for readability and interest</li> <li>• Previewing, <u>skimming</u>, and <u>scanning</u> text selections</li> <li>• Stopping to reread, adjust pace, and use other strategies as needed</li> </ul>
<b>7</b>	<p><b>Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</b>  <b>EXAMPLES</b> of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>• using prior knowledge;</li> <li>• summarizing;</li> <li>• predicting and making text-based inferences;</li> <li>• determining importance;</li> <li>• generating literal, clarifying, and inferential questions;</li> <li>• constructing sensory images (e.g., making pictures in one’s mind);</li> <li>• making connections (text to self, text to text, and text to world);</li> <li>• taking notes;</li> <li>• locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book);</li> <li>• using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)</li> </ul>	<p><b>Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>• Using a range of self-monitoring and self-correction approaches (e.g., previewing, rereading, adjusting rate, subvocalizing, <u>consulting resources</u>, <u>questioning</u>, <u>flexible note taking/mapping systems</u>, <u>skimming</u>, <u>scanning</u>, etc.)</li> </ul>

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<b>8</b>	<p><b>Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</b>  <b>EXAMPLES</b> of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>• using prior knowledge;</li> <li>• summarizing;</li> <li>• predicting and making text-based inferences;</li> <li>• determining importance;</li> <li>• generating literal, clarifying, inferential, analysis, synthesis, and <u>evaluative</u> questions;</li> <li>• constructing sensory images (e.g., making pictures in one’s mind);</li> <li>• making connections (text to self, text to text, and text to world);</li> <li>• taking notes;</li> <li>• locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book);</li> <li>• using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support)</li> </ul>	<p><b>Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>• Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, subvocalizing consulting resources, questioning, flexible note taking/ mapping systems, skimming, scanning, etc.)</li> </ul>