

Teaching Points™ Comprehension Clips: Grades 4-6

Congratulations on your purchase of **Teaching Points™ Comprehension Clips**, a set of 120 standards-based questions and strategy prompts to use year after year on any text. The clips' prompts drive discussion in 10 color-coded skill areas so that you can tailor your instruction to meet student needs. Simply slip the clips onto the pages of any text for read-aloud discussion, written response, or assessment. Asking these higher-order questions will boost your confidence in the caliber of your questioning as you guide students into thinking more deeply about the text.

Objective

Ask higher-order questions at opportune moments in order to teach metacognition and develop more-strategic readers.

Meeting Standards

Teaching Points™ Comprehension Clips align with each of the Literature and Informational Text Common Core State Standards and similar state standards for English Language Arts.

This Really Good Stuff product includes:

- 1 ringed set of 60 Literature Clips
- 1 ringed set of 60 Informational Text Clips
- This Really Good Stuff Instructional Guide

Managing the Teaching Points™ Comprehension Clips

- Visit our website at www.reallygoodstuff.com to download Really Good Stuff Instructional Guides.
- Plan lessons and determine your teaching points using the clips or the lists of numbered clips in this guide.
- Clips are numbered for easy management and loosely correlate to the beginning, middle, and end of a text. Clips are not intended for use in the exact order they are printed. As you plan your lessons and teaching points, select several clips, regardless of their number, to support your instructional goals.
- Return used clips to their proper ringed set (in numeric order) for storage. (Literature clips have a white logo and Informational Text clips have a black logo.)

Introducing the Teaching Points™ Comprehension Clips

You will enjoy your read-alouds and strategy lessons more than ever with this valuable set of clips. Simply determine your teaching point(s), slide the corresponding clips onto their designated pages, and deliver your best-prepared, most focused comprehension instruction. With time, your students will navigate around roadblocks they encounter in their reading by choosing appropriate comprehension strategies independently and proficiently.

Comprehension Clips support your instruction for these activities:

- introducing and explaining comprehension strategies
- modeling the strategies
- scaffolding readers in using the strategies
- asking text-dependent, standards-aligned questions
- thinking aloud to model making meaning
- guiding students' practice
- linking the strategies to independent reading
- following up on prior instruction
- conferring with readers

Make the Most of Your Read-Alouds

Reading texts aloud is the single most important activity for building the knowledge required for successful reading (McCormick, 1977).

Suggested Reading:

The Read-Aloud Handbook by Jim Trelease

A read-aloud is the heart of reading instruction, providing the most authentic environment to model the skills and strategies of a fluent reader. Read-alouds influence every aspect of language arts learning, and preparation for high-quality lessons is time-consuming. These time-saving clips help prepare you to ask higher-order questions at opportune moments so that your students can practice these important skills and strategies in reading, speaking, and writing.

To make the most of your instruction:

- 1. Select an appropriate text.** Choose a text that pushes students' speaking vocabularies, usually a grade or two above their grade level. Ask: Will students enjoy it? Will it challenge my students as learners? Are there opportunities for thinking deeply? Are the illustrations compelling? Does the text present cultural diversity? What will my students learn about writing from this text?

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2. Identify your teaching point(s). What do you want to teach your readers? Limit your teaching point(s) so students can internalize and practice without confusion. You may use a variety of clips for the same text over several lessons for varying purposes.

3. Connect your lesson to independent reading. Pinpoint the skill(s) you will teach or reinforce in this text. Which sections of the text have attributes similar to texts being read independently? Use those sections to help scaffold your readers' transfer of the strategy to self-selected texts.

4. Think about the clip's teaching point, strategy, skill area, prompt, or question. What reading strategies can students use to develop that reading skill? Use the question(s) to prompt your thinking.

5. Read the text, specifically the portion where the strategy will be modeled. Do you need to reread the text or pause for a comprehension check? Reread the text as needed.

6. Use think-aloud modeling to demonstrate how to use the strategy or answer the question. Are students able to see your actions and follow your thinking as you read that portion of the text?

7. Consider pacing and momentum. To keep a good pace and a clear focus, limit your speaking and target one or two teaching points only. You may revisit the text over several days for different strategy lessons.

8. Encourage multi-student responses, such as turn-and-talk, think-pair-share, and stop-and-jot. Avoid calling on individual students. Inviting everyone to share promotes active engagement and develops students' speaking skills.

9. Foster independence. Are students ready to transfer their new knowledge to their self-selected text(s)? Confer with individual students to monitor reading progress and comprehension.

10. Have fun modeling fluency and joyful reading! Read aloud as often as you have time. Read with animation and expression, try different voices, and read slower rather than faster.

10 Color-Coded Skill Areas

Author's Purpose (lime)
Context Clues (pink)
Determine Importance (blue)
Fluency (red)
Infer (sky)
Integrate Information (green)
Literary Features (mint in Literature set)
Preview (teal in Informational Text set)
Questioning (yellow)
Synthesize (purple)
Text Features (orange)

Literature Clips

#	Color	Skill/Strategy	Question/Prompt
1	sky	Infer Predict	Discuss the cover. Based on the illustration, what might this story be about?
2	orange	Text Features Blurbs	Blurbs are similar to movie commercials. A blurb tells us what the book is about and stirs our curiosity. Which words pique your curiosity about this story?
3	mint	Literary Features Foreshadow	These words/illustrations give us a glimpse further into the story. Can you imagine how this topic/scene might show up again?
4	mint	Literary Features Setting	Where and when does the story take place? Use the author's words to describe the setting. What role does the setting play in the story?
5	mint	Literary Features Plot	Describe how the beginning introduces the story.
6	mint	Literary Features Voice	Who is telling the story? How do you know?
7	orange	Text Features Talk Bubbles	Authors may use talk bubbles to show us what the character is saying. Did you expect the character to say this, or are you surprised?
8	orange	Text Features Thought Bubbles	Authors may use thought bubbles to show us what the character is thinking. Did you expect that the character would think this, or are you surprised?
9	orange	Text Features Special Type	Capital letters or bold type emphasize a word. Why do you think ____ is printed this way?
10	purple	Synthesize Patterns & Repetition	So far, what pattern or repetition have you noticed? Why do you think the author uses repetition? What do you think will happen again or next?
11	green	Integrate Information Character Analysis	Who are the main characters? Think about their traits, motivations, and feelings. Use two words to describe each character.
12	sky	Infer Character Analysis	How does the author describe what this character looks like? What can you infer about this character?
13	sky	Infer Character Analysis	Describe how a character responds to a particular event or challenge. Did you expect the character's response, or does it surprise you?
14	sky	Infer Character Analysis	What motivates this character? What can you infer about this character's motive? Provide evidence from the text to support your inference.
15	green	Integrate Information Character Analysis	What words does the author use to describe the character's inner thoughts? In your own words, describe the character's inner thoughts.
16	purple	Synthesize Character Analysis	What motivates this character?
17	pink	Context Clues Vocabulary	To figure out a tricky word, use the rest of the sentence and the pictures. What context clues help you know the meaning of _____?
18	pink	Context Clues Vocabulary	To figure out a tricky word, use the rest of the sentence and the pictures. What context clues helped you know the meaning of _____?
19	pink	Context Clues Vocabulary	Reread and look at pictures to help make meaning. What words help you figure out what _____ means?
20	pink	Context Clues Multiple Meanings	The word ____ has multiple meanings. Which words in the story help you understand the meaning of the word ____?
21	pink	Context Clues Word Choice	Why does the author use the word ____ instead of a different/more common word in this sentence?
22	pink	Context Clues Word Choice	Authors choose words carefully. Why do you think the author chose this/these word(s)? How does this wording provide meaning or rhythm?
23	pink	Context Clues Literal vs. Nonliteral	Listen as I read. Is this word/phrase literal or nonliteral language?
24	purple	Synthesize Predict	Think about what has happened so far. Predict what might happen next in the story.
25	purple	Synthesize Compare & Contrast	Does this story remind you of another story? How is this story like another story you have read?
26	orange	Text Features Illustrations	How does this illustration help you to understand the story better? What moment in the story does this illustration depict?
27	sky	Infer Illustrations	What can you infer from the illustration?
28	sky	Infer Explicit vs. Inference	Listen as I read. What does this sentence say explicitly, and what can you infer from it?
29	sky	Infer Make Meaning	In the sentence "____," what does the word ____ refer to? Why is it important to know this in order to understand the sentence?
30	sky	Infer Predict	Think about the problem in this story. What do you think will happen if the problem is not solved?

Literature Clips

#	Color	Skill/Strategy	Question/Prompt
31	red	Fluency Prosody	When we read aloud, we want to sound as though a character or a storyteller is talking. Read with expression.
32	red	Fluency Dialogue	Read dialogue the way the character might sound. Try to change your voice for each character when you read aloud.
33	blue	Determine Importance Main Idea	What is this page mostly about? Describe big ideas instead of little details.
34	mint	Literary Features Tone	What is the tone (author's attitude)? How do you know?
35	mint	Literary Features Figurative Language	What is the importance of this simile/metaphor/idiom/personification/cliché/alliteration/onomatopoeia/hyperbole?
36	mint	Literary Features Theme	What is the theme of this story, and how do you know?
37	mint	Literary Features Message/Mood	Explain how the illustrations contribute to the message or mood.
38	green	Integrate Information Problem & Solution	What is the problem in this story?
39	green	Integrate Information Visualize	Listen as I read, and look at the pictures; then close your eyes to see each action in your mind. Which words and pictures help you visualize the actions?
40	green	Integrate Information Illustrations	Explain how the illustrations help you understand the characters, setting, or plot.
41	purple	Synthesize Character Analysis	Describe how the characters' points of view differ.
42	purple	Synthesize Character Analysis	How do the experiences and adventures of this character compare to those of a character from another familiar story?
43	purple	Synthesize Text Structure	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of the text.
44	purple	Synthesize Character Analysis	Describe how a character changes throughout the story.
45	purple	Synthesize Connect Events/Ideas	Think about two or more important events or ideas in this story. Describe the connection(s) between them.
46	purple	Synthesize Point of View	How does your point of view compare with that of the narrator's or a character's point of view?
47	mint	Literary Features Plot	Use details to describe the exposition/rising action/climax/falling action/resolution.
48	purple	Synthesize Cause & Effect	Why does (<i>the problem</i>) happen in this story? It happens because...
49	blue	Determine Importance Main Idea	What is this story mostly about? Describe big ideas instead of little details.
50	blue	Determine Importance Sequence of Events	Think about the sequence of events in the story. Retell the story using big events instead of little details.
51	blue	Determine Importance Summarize	Think about the important parts of the story. Briefly recount the story and include key details.
52	mint	Literary Features Plot	Describe how the ending concludes the action.
53	green	Integrate Information Problem & Solution	What is the solution to the problem in this story?
54	yellow	Questioning Make Connections	Do you ever wonder if something you read could be true? Do you wonder that about any part of this story? Does your question lead you to make connections?
55	yellow	Questioning Monitor Meaning	Readers ask questions to help themselves understand the story. Why did a particular event happen?
56	yellow	Questioning Monitor Meaning	Readers ask questions to make meaning as they read. What questions do you have so far about this story?
57	sky	Infer Central Message	Stories often have a message, lesson, or moral. What is this story's message, lesson, or moral?
58	purple	Synthesize Compare & Contrast	This author has written other stories (or a series) with the same or similar characters. Compare and contrast the theme, setting, and plot of one of those stories with this one.
59	lime	Author's Purpose Entertain	Authors write to inform, entertain, or persuade us. What is this author's purpose, and why do you think that?
60	lime	Author's Purpose Message	Why did the author most likely write this story? What is the author's specific message or purpose?

Informational Text Clips

#	Color	Skill/Strategy	Question/Prompt
1	teal	Preview Skimming Text	Take a picture walk to see how the book is organized. Do you see a table of contents/images/captions/index/glossary? What other special features do you notice?
2	sky	Infer Predict	Describe and discuss the cover and illustration. Based on the cover, what inference can you make about this text's topic?
3	orange	Text Features Blurbs	Blurbs are similar to movie commercials. A blurb tells us what the book is about and stirs our curiosity. Which words pique your curiosity about this story?
4	teal	Preview K-W-L	What do you already KNOW about this topic? What do you WANT to learn about this topic? After reading, we will talk about what we LEARNED. Create a K-W-L chart.
5	orange	Text Features Table of Contents	Notice how the text is organized. Why do you think the author organized the text this way? On what page would we read about _____?
6	orange	Text Features Images & Captions	Notice the images. How does the author help us to know what is in the images?
7	orange	Text Features Images	What do you notice in the image? How does this image help you make more meaning from the words?
8	orange	Text Features Special Type	Special type makes words stand out as important in some way. Where does the author use special type and why?
9	orange	Text Features Graphics	Graphs, diagrams, and photos show us information. What information can you learn from this (text feature)?
10	orange	Text Features Headings & Main Idea	Look at the headings and other text features. What do you think will be the main idea of this text/this part of the text?
11	orange	Text Features Index	How is the index organized? On what page would we read about _____?
12	lime	Author's Purpose Inform/Persuade	Authors write to inform, entertain, or persuade us. What is this author's purpose and why do you think that?
13	sky	Infer Central Message	What do you think is the author's message? What do you think the author wants us to think and feel about the topic?
14	sky	Infer Fact & Opinion	Listen as I read. Is this a fact or an opinion? How do you know?
15	sky	Infer Fact & Opinion	Listen as I read. Is this a fact or an opinion? How do you know?
16	sky	Infer Explicit vs. Inference	Listen as I read. What does this sentence say explicitly? What can you infer from this sentence?
17	blue	Determine Importance Topic & Main Idea	What is the topic (subject) and main idea (topic + one point)?
18	lime	Author's Purpose Point of View	What is the author's point of view? How do you think the author feels about the topic?
19	orange	Text Features Vocabulary	Use this (text feature) to help you understand the meaning of _____. How does this (text feature) help you understand what _____ means?
20	orange	Text Features Make Meaning	What does this (text feature) help you to understand?
21	orange	Text Features Make Meaning	Locate a key fact in this text feature.
22	orange	Text Features Headings & Subheadings	What is the relationship between the heading and the subheading?
23	yellow	Questioning Monitor Meaning	Readers ask questions to help themselves understand the text. What questions do you have so far about this text?
24	red	Fluency Punctuation	Punctuation tells us how to read the words on the page. How does this punctuation add meaning to the page?
25	blue	Determine Importance Key Detail	Identify and state a key detail. Make an inference about the detail and how it supports the main idea.
26	blue	Determine Importance Reasons & Evidence	Select a particular point the author makes in the text. Explain how the author uses reasons and evidence to support this point. Identify the reasons and evidence that support the point.
27	blue	Determine Importance Main Idea	Who or what is this page mostly about? Describe big ideas instead of little details.
28	blue	Determine Importance Main Ideas & Key Details	Determine two or more main ideas in this part of the text, and explain how they are supported by key details.
29	blue	Determine Importance Main Idea	What is the main purpose of this text? What does the author want to answer, explain, or describe?
30	pink	Context Clues Vocabulary	For an unfamiliar word, check any images and read before and after the word to determine its meaning. What words help you figure out what _____ means?

Informational Text Clips

#	Color	Skill/Strategy	Question/Prompt
31	pink	Context Clues Vocabulary	For an unfamiliar word, check any images and read before and after the word to determine its meaning. What words help you figure out what _____ means?
32	pink	Context Clues Vocabulary	Check the image and read before and after an unfamiliar word to determine its meaning. How do the text and image help you understand _____?
33	pink	Context Clues Vocabulary	The rest of the sentence and the image help us to figure out the meaning of words. What context clues helped you know the meaning of this word?
34	pink	Context Clues Decode	To figure out how to read a tricky word, use the rest of the sentence, the image, and what is going on in the text.
35	green	Integrate Information Problem & Solution	What is the problem presented in this text? Predict a possible solution for the problem.
36	green	Integrate Information Question & Answer	What question does this text answer? State the question and the answer using evidence from the text.
37	purple	Synthesize Cause & Effect	Identify the outcome of a situation in the text. What are some possible causes of the outcome?
38	green	Integrate Information Images & Words	Images and words work together to give us a clearer understanding. Explain how your understanding is made clearer by using the images and words.
39	green	Integrate Information Images vs. Text	Both images and words give us information. To answer this question, _____?, would you look at the images or the text?
40	green	Integrate Information Gather Information	What information can we get from the words on this page? What information can we get from the text features?
41	green	Integrate Information Visualize	Listen as I read, and look at the pictures; then close your eyes to see the action in your mind. Which words and pictures help you visualize the action?
42	purple	Synthesize Points of View	In your research, analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.
43	purple	Synthesize Firsthand vs. Secondhand Accounts	In your research, compare and contrast firsthand and secondhand accounts of the same event or topic. Describe the differences in focus and the information provided.
44	purple	Synthesize Explain Events/Procedures/Ideas	Explain events/procedures/ideas/concepts, including what happened and why.
45	purple	Synthesize Connect People/Events/Ideas	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts.
46	purple	Synthesize Text Structure	Think about the way the author organized the text. Which text structure (e.g., chronology, comparison, cause/effect, problem/solution) is used and why?
47	purple	Synthesize Compare Two Text Structures	Compare and contrast this text structure (e.g., chronology, comparison, cause/effect, problem/solution) with another text's structure.
48	purple	Synthesize Compare & Contrast	Identify two things that are being compared. What are their similarities and differences?
49	purple	Synthesize Make Connections	Does the information in this text lead you to make connections to another text/experience? Describe the connections you made.
50	yellow	Questioning Make Connections	Do you ever wonder if something you read is true? Do you wonder that about anything in this text? Does your question lead you to make connections?
51	yellow	Questioning Monitor Meaning	Readers ask questions to help themselves understand the text, for example, why did a particular event happen?
52	green	Integrate Information Images & Words	Describe the relationship between images and the text in which they appear (i.e., what person, place, thing, or idea in the text an image depicts).
53	orange	Text Features Images	Explain how specific images contribute to and clarify the text.
54	orange	Text Features Organizational Features	What can you infer from the organizational features (headings, captions, etc.)? What clues helped you to draw those conclusions?
55	orange	Text Features Graphic Features	What can you infer from the graphic features (diagrams, charts, maps, etc.)? What clues helped you to draw those conclusions?
56	lime	Author's Purpose Point of View	What is the author's point of view? How do you think the author feels about the topic?
57	green	Integrate Information Text Structure	Identify the text structure (chronological, description, compare/contrast, cause/effect, problem/solution, question/answer). Why did the author use this text structure?
58	purple	Synthesize Make Connections K-W-L	Did you learn something you wanted to know? Did you learn things you didn't know about _____? Complete your K-W-L chart.
59	purple	Synthesize Compare & Contrast	Find a text similar to this text. Identify basic similarities in and differences between these two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
60	blue	Determine Importance Summarize	Summarize the text. Include main ideas rather than minor details.