

Clarifying

- The student recognizes when a word or idea is not making sense.
- The student uses decoding skills to read unfamiliar words.
- The student uses structural elements in words to read them.
- The student uses structural elements, context, and questioning to clarify the meanings of unfamiliar words.

Summarizing

- The student retells information from the story.
- The student paraphrases or puts the main ideas and details in his or her own words.
- The student gives a summary that includes only the important or main ideas.
- The student recognizes when the same ideas are included more than once in a summary and deletes them.

Monitor Progress

Formal Assessment



to Differentiate Instruction

ASKING QUESTIONS During the first reading of the selection, observe how well students apply the comprehension strategy Asking Questions.

APPROACHING LEVEL

IF . . . students are not able to formulate any questions and they cannot answer others' questions about the selection,

THEN . . . reread the story with them during Workshop. Model asking new questions about the story and finding answers to the questions.

ON LEVEL

IF . . . students are having difficulty asking questions or finding answers for the questions,

THEN . . . during Workshop, have them listen to the story on the **Listening Library CD**, and ask them leading questions to help them formulate questions and find answers.

ABOVE LEVEL

IF . . . students are able to ask new questions and find answers in the text,

THEN . . . pair them with other students, and have them ask and answer additional questions about the selection.



Teacher Tips

SUPPLEMENTAL READING Encourage students to select other books that talk about different types of homes to read during Workshop or on their own time.

COMPREHENSION OBSERVATION LOG

Observe individual students as they read, and use the Comprehension Observation Log: Comprehension to record anecdotal information about each student's strengths and weaknesses.

COMPOUND WORDS If students are confused by compound words in the selection, have them tell the meanings of the two words that make the compound word and use these meanings to determine the meaning of the compound word.

Concept/Question Board

As students read the first half of "Homes," encourage them to post questions, answers, comments, news articles, and other related items on the **Concept/Question Board**. Have students, with their caregivers' help, find and bring in pictures and photos of different types of homes to add to the Board.

Technology

Students can access **SRA Imagine It! Student Readers** electronically by using the **eStudent Reader** online or on CD-ROM.