Making Meaning IDR Conferences

Step 3: Discuss the Text

Collaborative Classroom materials are designed to support teacher professional learning as you teach the programs. Participants will work individually or collaboratively with colleagues to familiarize themselves with the supports for IDR Conferences in the Making Meaning program.

Materials:
- Making Meaning Teacher’s Manual Volume 1
- Making Meaning Assessment Resource Book

IDR Conferences

Go to the Making Meaning Assessment Resource Book and read the “IDR Conferences” section located in the Introduction.

IDR conferences provide you with the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support.

- Initially, your individual student conferences will focus on getting to know the students as readers and on ensuring that they are reading appropriately leveled texts.
- As the year progresses, the IDR conferences focus more on assessing the students’ comprehension, supporting students’ reading growth, and encouraging self-monitoring.

Student Reading Goals and Interest Survey

Go to the Making Meaning Assessment Resource Book and read the “Student Reading Goals and Interest Survey” section located in the Introduction.

The questions provided in the first “IDR Conference Notes” record sheet can be used as a beginning- of- year survey of your students’ reading goals and interests. After you have conferred with all of your students, we recommend that you review the students’ responses to the questions and look both for patterns across the class and for individual comments that stand out to you.

The questions in the final “IDR Conference Note” of the year can serve as an end-of-year survey of your students’ perceptions of their growth as readers, a measure of their attitudes toward reading, and a summary of their goals for summer reading. After you have conferred with your students, you might share the information from the end-of-year survey with them, compare it with the information from the beginning-of-year survey, and discuss how the students’ attitudes
toward reading have changed.

Resource Sheet for IDR Conferences

Go to the Making Meaning Assessment Resource Book and read the “Resource Sheet for IDR Conferences” section located in the Introduction.

You will use a unit-specific “Resource Sheet for IDR Conferences” to guide you as you confer. This resource sheet outlines a process you can use when conferring with your students about their independent reading. It includes questions you can ask to help you probe the students’ thinking about what they are reading and to assess the students’ comprehension of their texts. It also includes suggestions for supporting the students’ reading growth. Each section of the resource sheet has a corresponding section in the “IDR Conference Notes” record sheet (CN), where you can record notes and observations as you confer.

Comprehension Strategies Taught Across Grade Levels

Go to the Making Meaning Teacher’s Manual and review the “Strategy Development” section and “Development Across Grades” chart in the Program at a Glance portion of the Program Overview section of the Introduction.

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Resource Sheet for IDR Conferences
Step 3: Discuss the Text

On the Resource Sheet for IDR Conferences, Step 3: Discuss the Text, includes questions you can ask to help probe the students’ thinking about what they are reading and to assess the students’ comprehension of their texts given the comprehension instruction of the unit of instruction.

On the pages that follow is a collection of the questions found in the “Discuss the Text” steps used across grades and units. Note that this is meant as a quick resource. When conferencing with students we encourage you to use the “Resource Sheet for IDR Conferences” and the “IDR Conference Notes” record sheet to support your work.

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Unit 3: Retelling, Fiction

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q What part of the [story/book] surprised you?

Q Show me your favorite part or picture. Why is it your favorite?

Q What problem does [Curious George] have in the story?

Q How does [Curious George] remind you of someone you know?

Q How does what happens to [Curious George] remind you of something that has happened to you or someone you know?

Q Open the book and point to a picture, then ask: What is happening in this part of the book? What happens next?

Unit 4: Visualizing, Poetry and Fiction

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q What part of the [story/book] surprised you?

Q Show me your favorite part or picture. Why is it your favorite?

Q What problem does [Curious George] have in the story?

Q How does the character [Curious George] remind you of someone you know?
Q How does what happens to [Curious George] remind you of something that has happened to you or someone you know?

Q Open the book and point to a picture, then ask: What is happening in this part of the book? What happens next?

Q What did you picture in your mind when you read the [book]?

Unit 5: Wondering, Fiction and Narrative Nonfiction

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q Show me your favorite part or picture. Why is it your favorite?

Q What problem does [Curious George] have in the story?

Q How does the character [Curious George] remind you of someone you know?

Q How does what happened to [Curious George] remind you of something that has happened to you or someone you know?

Q Open the book and point to a picture, then ask: What is happening in this part of the book? What happens next?

Q What did you picture in your mind when you read the [book]?

Q What do you wonder about [the book]?

Unit 6: Making Connections, Expository Nonfiction

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q What part of the [book] surprised you?

Q When have you [visited the zoo]? What did you see?

Q What did you picture in your mind when you read the [book]?

Q What is something interesting you learned from the [book]?

Unit 7: Wondering, Expository Nonfiction

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q Show me your favorite part or picture. Why is it your favorite?

Q When have you [visited the zoo]? What did you see?

Q What did you picture in your mind when you read the [book]?
Q What do you wonder about [the book]?

Q What did you learn from [the book]?

Q How does what happened to [the zookeeper] remind you of something that happened to you or someone you know?

Q [Open the book and point to a picture, then ask:] What is happening in this part of the book? What happens next?

**Unit 8: Using Text Features, Expository Nonfiction**

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q What part of the [story/book] surprised you?

Q When have you [visited the zoo]? What did you see?

Q What did you picture in your mind when you read the [book]?

Q What do you wonder about [zoos]?

Q What did you learn about [zoos] from the words and photographs? Q Open the book and point to a text feature, then ask: What did you learn from reading the [caption]?

Q Have you ever [been to a zoo]? What was it like?

Q What do you still wonder about [zoos]?

**Unit 9: Revisiting the Reading Community**

Questions repeat the Reading Community Survey from Unit 2 (refer to Making Meaning Teacher’s Manual page 367).

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**GRADE 1**

**Unit 3: Retelling, Fiction**

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q What part of the [story/book] surprised you?

Q Show me your favorite part or picture. Why is it your favorite?

Q What problem does [Curious George] have in the story?

Q How does the character [Curious George] remind you of someone you know?
Q How does what happens to [Curious George] remind you of something that has happened to you or someone you know?

Q Open the book to a section that the student read, and then ask: What is happening in this part of the book? What happens next?

**Unit 4: Visualizing, Poetry and Fiction**

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q What do you think will happen next?

Q What have you learned about [Curious George] so far?

Q What is the problem [Curious George] is having in this story? What has happened so far with [Curious George] and his problem? How does the problem get solved?

Q How does what happened to [Curious George] remind you of your own life?

Q How does this [story] remind you of your own life?

Q What did you visualize, or picture in your mind, as you read these words? What did you see, hear, or feel?

**Unit 5: Wondering, Fiction and Narrative Nonfiction**

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q What do you think will happen next?

Q What is the problem [Peter] is having in this story? What has happened so far with [Peter] and his problem? How does the problem get solved?

Q What did you visualize, or picture in your mind, as you read these words? What did you see, hear, or feel? Which words helped you make the picture in your mind?

Q How does this [book/text] remind you of your own life?

Q What have you learned about [a topic/a character] so far?

Q What do you wonder about what you have read so far?

Q What part have you found interesting or surprising?

**Unit 6: Making Connections, Expository Nonfiction**

Discuss the text using comprehension questions appropriate to the text's genre, such as:
Q What part have you found interesting or surprising?

Q What are you wondering about?

Q What is something you have learned about [a topic/a character]?

Q What did you visualize, or picture in your mind, as you read these words? What did you see, hear, or feel? Which words helped you make the picture in your mind?

Q How does the [book/text] remind you of your own life?

Q How does this [book/text] remind you of other books you have read?

Q What is the problem [Arthur] is having in this story? What has happened so far with [Arthur] and his problem? How does the problem get solved?

Q What do you think will happen next?

Unit 7: Wondering, Expository Nonfiction

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q What part have you found interesting or surprising?

Q What are you wondering about?

Q What is something you have learned about [a topic/a character]?

Q What did you visualize, or picture in your mind, as you read these words? What did you see, hear, or feel? Which words helped you make the picture in your mind?

Q How does the [book/text] remind you of your own life?

Q How does this [book/text] remind you of other books you have read?

Q What is the problem [Cam] is having in this story? What has happened so far with [Cam] and her problem? How does the problem get solved?

Q What do you think will happen next?

Unit 8: Using Text Features, Expository Nonfiction

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q What part have you found interesting or surprising?

Q What are you wondering about?

Q What is something you have learned about [a topic/a character]?
Q What did you visualize, or picture in your mind, as you were reading? What did you see, hear, or feel? Which words helped you make the picture in your mind?

Q How does the [book/text] remind you of something in your own life?

Q How does this [book/text] remind you of other books you have read or of information you know?

Q What text features does the book have?

Q What did you learn from the [diaGr.am] in your book?

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**Unit 9: Revisiting the Reading Community**

Questions repeat the Reading Community Survey from Unit 2 (refer to the *Making Meaning Teacher’s Manual* page 355).

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**GRADE 2**

**Unit 3: Visualizing; Expository Nonfiction, Poetry, and Fiction**

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q What part have you found interesting or surprising?

Q What did you learn in the part you read?

Q How does this [story] remind you of your own life?

Q How does this [poem] remind you of something else you have read or heard read aloud?

Q What did you picture as you read this [poem]? What words or phrases helped you make that mental image?

Q How do the words [“slithering and slinking”] help you picture [the way the snake moves/the sound the snake makes as it moves through the Grass]?

**Unit 4: Making Inferences, Fiction**

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q What do you think [Babu] will do next? What in the story makes you think that?

Q How do you think [Erandi] feels? What makes you think that?
Q  What did you picture when you read this part of your story? What did you see, hear, or feel?

Q  How does this story remind you of your own life?

Q  What did you infer, or figure out, about [Jamaica] from this part of the story? What clues helped you make that inference?

Q  What problem does [Alta] face in the story? How does [she] solve it?

Unit 5: Wondering, Fiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  How does this story remind you of your own life?

Q  What did you picture when you read this part of your story? What did you see, hear, or feel?

Q  What did you infer, or figure out, about [Lily] from this part of the story? What clues helped you make that inference?

Q  What did you wonder about the story before you started reading it?

Q  Were any of the things you wondered about explained in the story? How were they explained?

Q  What do you wonder about what might happen next?

Unit 6: Wondering, Fiction and Narrative Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  How does this story remind you of your own life?

Q  What did you picture when you read this part of your story? What did you see, hear, or feel?

Q  What did you infer, or figure out, about [Lily] from this part of the story? What clues helped you make that inference?

Q  What questions have come to mind as you have been reading this story?

Q  What do you wonder about [Nelson Mandela]? What else would you like to find out about [him]?

Q  Based on what you know so far about [Nelson Mandela], what else would you like to know about [him]?
Unit 7: Wondering, Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q How does this book about [caring for cats] remind you of what you already know about [cats]?
Q What did you picture when you read this part of your book? What did you see, hear, or feel?
Q Based on what you already knew about [tornadoes], what did you wonder about [them] before you started reading?
Q Have any of your questions been answered? How?
Q What interesting or surprising information have you learned about [lizards]?
Q What is one thing you learned about [the North Pole] that you think is important to remember?
Q What else are you wondering about [volcanoes]? What part of the book made you wonder about that?

Unit 8: Using Text Features, Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q How does this [story] remind you of something else you have read?
Q What did you picture when you read this part of your book? What did you see, hear, or feel?
Q What did you infer, or figure out, about [Bernardi] from this part of the [story]? What clues helped you make that inference?
Q What do you wonder about what might happen next?
Q What is one thing you learned about [Abraham Lincoln] that you think is important to remember?
Q What else are you wondering about [lightning]? What part of the book made you wonder about that?
Q What new information does this [diagram] give about [avalanches]?
Q What did you find out about [how to care for a puppy] from this [text box]?

Unit 9: Determining Important Ideas, Expository Nonfiction and Fiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:
Q  How does this [story] remind you of something else you have read?
Q  What did you picture when you read this part of your book? What did you see, hear, or feel?
Q  What did you infer, or figure out, about [Bernardi] from this part of the [story]? What clues helped you make that inference?
Q  What do you wonder about what might happen next?
Q  What else are you wondering about [lightning]? What part of the book made you wonder about that?
Q  What new information does this [diagram] give about [avalanches]?
Q  If someone asked you what this [article] is about, what would you tell her? Why do you think so?
Q  What important message is the author telling us in this part of the story? Why do you think so?

Unit 10: Revisiting the Reading Community

Questions repeat the Reading Community Survey from Unit 2 (refer to the Making Meaning Teacher’s Manual page 495).

GRADE 3

Unit 2: Visualizing, Poetry and Fiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  What do you visualize (picture in your mind) as you read these words?
Q  What has happened in the story so far?
Q  What part have you found interesting or surprising?
Q  What do you think will happen next?
Q  What have you learned about a [character/topic]?
Q  What are you wondering about?

Unit 3: Making Inferences, Fiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  What has happened in the story so far?
Q  What do you think will happen next?

Q  What part have you found interesting or surprising?

Q  What have you learned about the characters so far? What clues in the story helped you?

Q  What are you wondering about the characters?

Q  What is the problem the main character is having in this story? What has happened so far with this character and this problem? How does the problem get solved?

Q  What is the setting of the story?

**Unit 4: Wondering/Questioning, Fiction**

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  What do you know about the characters?

Q  What is the setting of the story?

Q  What is the problem the main character is having in this story? What has happened so far with this character and this problem? How does the problem get solved?

Q  What part have you found interesting or surprising?

Q  What are you wondering about?

Q  What questions did you have as you were reading? Were these questions answered by the story?

Q  What do you visualize (see, hear, and feel) as you read these words?

Q  What do you think will happen next?

Q  What is something you have learned about [a character/a topic]?

**Unit 5: Wondering/Questioning, Narrative Nonfiction—Biography**

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  What do you know about the characters?

Q  What is the setting of the story?

Q  What is the problem the main character is having in this story? What has happened so far with this character and this problem? How does the problem get solved?
Q  What part have you found interesting or surprising?
Q  What are you wondering about?
Q  What questions did you have as you were reading? Were these questions answered in the story?
Q  What do you visualize (see, hear, and feel) as you read these words?
Q  What do you think will happen next?
Q  What is something you have learned about [a character/a topic]?

Unit 6: Using Text Features, Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  Based on the [title, subtitle, and headings], what information might you find in this [book]?
Q  What are you learning about the topic of this [book]?
Q  What is one text feature on this page that adds to your understanding? What information does this feature give you?
Q  Why do you think the author included [captions]?
Q  What questions do you have at this point about this topic?

Unit 7: Wondering/Questioning, Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  What did you wonder about the topic of this [book] before you began reading?
Q  What have you learned about the topic so far?
Q  Have any of the things you wondered about the topic been explained in your reading? If so, what have you found out?
Q  What questions do you have about the topic at this point?
Q  What text features have you noticed? How have they helped you understand the information in the text?
Q  Why do you think the author included [captions]?
Q  What did you visualize, or see in your mind, as you read about [volcanoes]? How did visualizing help you make sense of the text?
Q What did you infer, or figure out, about [volcanoes] from this part of the [book]? What clues helped you make that inference?

Unit 8: Determining Important Ideas; Expository Nonfiction, Fiction, and Drama

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q What did you wonder about this [book] before you began reading?

Q Have any of the things you wondered about been explained in your reading? If so, what have you found out?

Q What is something you have learned about [a character/a topic]?

Q What are you wondering now?

Q What do you think is important to understand and remember from the part you just read? Why do you think that idea is important?

Q What is the problem the main character is having in this story? How do you think the problem will be solved?

Q What do you visualize (see, hear, and feel) as you read these words?

Q What do you think will happen next?

Q What do you think might be a theme in this story? What in the story makes you think so?

Unit 9: Revisiting the Reading Community

Questions repeat the Reading Community Survey from Unit 2 (refer to the Making Meaning Teacher’s Manual, page 561).

GRADE 4

Unit 2: Recognizing Text Features, Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q Based on the [title, subtitle, and headings], what information might you find in this [book]?

Q What are you learning about the topic of this [book]?
Q What is one text feature on this page that adds to your understanding? What information does this feature give you?

Q Why do you think the author included [captions]?

Q What questions do you have at this point about this topic?

**Unit 3: Questioning, Expository Nonfiction**

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q Based on the [title, subtitle, and headings], what information might you find in this book?

Q What are you learning about the topic of this [book]?

Q What is one text feature on this page that adds to your understanding? What information does this feature give you?

Q What questions did you ask yourself before reading the book?

Q What questions do you have at this point about this topic?

**Unit 4: Analyzing Text Structure, Fiction, Narrative Nonfiction, and Drama**

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q Who are the characters in the story? Tell me about them.

Q What is the setting of the story? Where does the story take place?

Q Who is telling the story? What in the story makes you think so?

Q In a few sentences, what is the plot of the story? What happens in the story?

Q What is a conflict or problem in your story? How is the conflict ended or the problem solved?

Q Do any of the characters change in your story? What makes you think so?

Q What lesson or message do you think the author wants the reader to think about?

Q What questions do you have about your book so far?

**Unit 5: Making Inferences, Fiction and Poetry**

Notice where the student is in the text and ask the student comprehension questions related to the
context and to the text's genre. You might ask questions such as:

Q What is the [plot/setting] of your [story]?

Q What is a question you have about this [poem]?

Q What did you infer, or figure out, about [Arthur] from this part of the [story]? What clues helped you make that inference?

Q What did you see in your mind as you read the [poem]? What sounds did you imagine? What feelings did you imagine as part of your mental picture?

Unit 6: Making Inferences, Fiction and Narrative Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q Who is one of the main characters in your [story]? What are you finding out about that character?

Q What is the [plot/setting] of your [story]?

Q What did you infer, or figure out, about [Arthur] from this part of the [story]? What clues helped you make that inference?”

Q What did you see in your mind as you read this part of the [story]? What sounds did you imagine? What feelings did you imagine as part of your mental picture?

Q What did you infer, or figure out, about [earthquakes] from this part of the [book]? What clues helped you make that inference?

Q Why do you think the author says that [zoos are helping to save many animal species]? What clues support that statement?

Unit 7: Analyzing Text Structure, Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q What have you learned about [mountain climbing] so far?

Q What questions do you have, or what do you wonder, about [Mt. Fuji/this set of instructions]?

Q How does this [caption] help you make sense of the text?

Q What did you visualize, or see in your mind, as you read about [butterflies]? How did visualizing help you make sense of the text?
Unit 8: Determining Important Ideas and Summarizing, Fiction
and Narrative Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q What have you learned about [segregation] so far?
Q What questions do you have, or what do you wonder about [the history of football]?
Q How does this [caption] help you make sense of the text?
Q What did you visualize, or see in your mind, as you read about [life in the tropical rain forest]? How did visualizing help you make sense of the text?
Q What did you infer, or figure out, about [Betsy Ross] from this part of the [book]? What clues helped you make that inference?
Q How is this [chapter] organized to help readers learn information?
Q What is an important idea in this part of the story? Why do you think that information is important?
Q What is a supporting detail in this part of the story? What important idea does it support, or give more information about?
Q If you were to tell someone in a few sentences what this [story] is about, what would you say?

Unit 9: Revisiting the Reading Community

Questions repeat the Reading Community Survey from Unit 2 (refer to the Making Meaning Teacher’s Manual, page 628).

GRADE 5

Unit 2: Recognizing Text Features, Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the
context and to the text's genre. You might ask questions such as:

Q Based on the [title, subtitle, and headings], what information might you find in this [book]?

Q What are you learning about the topic of this [book]?

Q What is one text feature on this page that adds to your understanding? What information does this feature give you?

Q Why do you think the author included [captions]?

Q What questions do you have at this point about this topic?

Unit 3: Questioning, Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q Based on the [title, subtitle, and headings], what information might you find in this book?

Q What are you learning about the topic of this [book]?

Q What is one text feature on this page that adds to your understanding? What information does this feature give you?

Q What questions did you ask yourself before reading the book?

Q What questions do you have at this point about this topic?

Unit 4: Analyzing Text Structure, Fiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q Who is one of the main characters in your novel?

Q What are you finding out about that character?

Q What conflict or danger does that character face? How do you think the character is going to [solve that conflict/deal with that danger]?

Q What is the plot of your novel?

Q What is the setting of your novel? How do you know that?

Q What have you found interesting or surprising about this novel so far?

Q What is a question you have about the novel? How do you think that question might be answered as you keep reading?
Q  What do you think might happen next?

Unit 5: Making Inferences, Fiction and Poetry

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  Who is one of the main characters in your [story]? What are you finding out about that character?

Q  What is the [plot/setting] of your [story]?

Q  What is a question you have about this [poem]?

Q  What did you see in your mind as you read the [poem]? What sounds did you imagine? What feelings did you imagine as part of your mental picture?

Q  What did you infer, or figure out, about [Gladys] from this part of the [story]? What clues helped you make that inference?

Q  How does the narrator (the person telling the poem or story) feel about [soccer matches]? What [lines/sentences] support your inference that [she loves soccer matches]?

Unit 6: Making Inferences, Fiction and Expository Nonfiction

Notice where the student's is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  Who is one of the main characters in your [story]? What are you finding out about that character?

Q  What is the [plot/setting] of your [story]?

Q  What is a question you have about this [poem]?

Q  What did you see in your mind as you read the [poem]? What sounds did you imagine? What feelings did you imagine as part of your mental picture?

Q  Why does [Nick decide to invent a new word]? What [lines/sentences] support your inference that [he does it because he gets excited about how words enter the English language]?

Q  What did you infer, or figure out, about [earthquakes] from this part of the [book]? What clues helped you make that inference?

Q  Why do you think the author says that [zoos are helping to save many animal species]? What clues support that statement?
Unit 7: Analyzing Text Structure, Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  What have you learned about [mountain climbing] so far?

Q  What questions do you have, or what do you wonder about [Mt. Fuji/this set of instructions]?

Q  How does this [caption] help you make sense of the text?

Q  What did you visualize, or see in your mind, as you read about [the Inca Empire]? How did visualizing help you make sense of the text?

Q  What did you infer, or figure out, about [life in the colonies] from this part of the [book]? What clues helped you make that inference?

Q  Did the author of this [article] convince you that [animal testing is wrong]? Why or why not?

Q  What makes this [TV channel guide] easy to use and understand?

Q  How is this [chapter] organized to help readers learn information?

Unit 8: Determining Important Ideas and Summarizing, Narrative and Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  What have you learned about [the Japanese internment camps] so far?

Q  What questions do you have, or what do you wonder about [the history of hip-hop]?

Q  How does this [caption] help you make sense of the text?

Q  What did you visualize, or see in your mind, as you read about [life in the desert]? How did visualizing help you make sense of the text?

Q  What did you infer, or figure out, about [Eleanor Roosevelt] from this part of the [book]? What clues helped you make that inference?

Q  How is this [chapter] organized to help readers learn information?

Q  What is an important idea in this part of the story? Why do you think that information is important?

Q  What is a supporting detail in this part of the story? What important idea does it support, or give more information about?

Q  If you were to tell someone in a few sentences what this [story] is about, what would you say?
Unit 9: Synthesizing, Fiction and Expository Nonfiction

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q  What have you learned about [the Japanese internment camps] so far?
Q  What questions do you have, or what do you wonder, about [the history of hip-hop]?
Q  How does this [caption] help you make sense of the text?
Q  What did you visualize, or see in your mind, as you read about [life in the desert]? How did visualizing help you make sense of the text?
Q  What did you infer, or figure out, about [Eleanor Roosevelt] from this part of the [book]? What clues helped you make that inference?
Q  How is this [chapter] organized to help readers learn information?
Q  If you were to tell someone in a few sentences what this [story] is about, what would you say?
Q  What is your opinion about the [essay]? What evidence in the [essay] supports your opinion?
Q  Would you recommend this [book] to someone else? Why?

Unit 10: Revisiting the Reading Community

Questions repeat the Reading Community Survey from Unit 2 (refer to the Making Meaning Teacher’s Manual, page 587).