

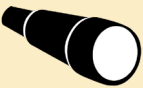


SESSION 1 | Understand the comprehension expectations

Grasp the intentional organization of the literature and informational text/nonfiction standards.

		CCSS	INDIANA
	Inferences & Evidence	RL & RI 1	RL & RN 2.1
KEY IDEAS & TEXTUAL DETAILS			
Determine <i>what</i> the author said.		Main Idea & Theme	RL & RI 2
		Relationships & Development	RL & RI 3
			RL 2.2 RN 2.2
			RL 2.3, 2.4 RN 2.3, 2.4
CRAFT & STRUCTURAL ELEMENTS/ORGANIZATION			
Determine <i>HOW</i> the author said it.		Words & Phrases	RL & RI 4
		Text Structure & Organization	RL & RI 5
		Purpose, Perspective, & Point of View	RL & RI 6
			RV 2.1 RV 3.1, 3.2, 3.3
			RL 3.1 RN 3.1, 3.2
			RL 3.2 RN 3.3
INTEGRATION OF KNOWLEDGE & IDEAS			
Determine <i>why</i> it matters.		Media Literacy	RL & RI 7
		Argument & Evaluation	RI 8
		Text-to-Text Comparisons	RL & RI 9
			RL 4.1 RN 4.2
			RN 4.1
			RL 4.2 RN 4.3
	Text Variety & Range	RL & RI 10	RL & RN 1

All standards are

IMPORTANT.

- ▶ Consider the collateral damage.
- ▶ Teach *all* grade-level skills; vary their depths of mastery.

The standards are

COMPREHENSIVE.

- ▶ Honor that individual standards involve multiple smaller skills.
- ▶ Teach skills *across* the year, taking advantage of the connections among standards.

The standards are

INTERRELATED.

- ▶ Recognize that the thinking is reciprocal between literature and nonfiction.
- ▶ Honor the organization of the comprehension standards within your scope and sequence.