

Interpret Fiction Comprehensively: Gradual Release Focus Questions NWEA-CCSS/PARCC Aligned

I Do: Teacher models, guides. Then Students work independently—respond with text-based evidence.

| Model, then guide | Student Questions for any Story | CCSS/PARCC | NWEA Skill and RIT band |
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| setting T: How does a writer help you “see” the setting? | Describe the place where the story happens. +How does the writer help you “see” the place? | R1—find information, then infer R5—analyze author’s choices | locate information (171-descriptive language) |
| genre T: What are the parts of every story? T: What are the features of this genre? | What genre is this story? +How do you know? +What kinds of events and characters does a writer include in this kind of story? | R5—analyze author’s choices | classify text: Recognize characteristics of make-believe (171-fairy tale (171-190) story (181-200) tall tale (201-210) fable (191-210) |
| events T: How do you decide which events are important in a story? | Sequence: What happens first, second, last? +What words does a writer use to help a reader know the sequence of events in a story? +Which event is most important? | R1—what does the text say explicitly; infer with evidence R5—analyze author’s words, events | Sequence Identifies sequence first (below 171-190) second (171-180) last (171-190) paraphrase sequence (171-190) |
| cause-effect relations T: How do you infer what caused an event? T: How do you figure out its effects? | What is an important event in the story? + Infer: What caused it? What is an important choice a character makes? +Infer: Why does the character make it? +Infer: What results from that choice? | R1—what does the text say explicitly; infer with evidence R3—analyze relationships | Cause and Effect Identifies (171-180) explains why specific effect (term not used) occurred 181-200 |
| character traits and relationships T: How do you know which characters are important? T: How do you figure out their traits and feelings? | +Evaluate: Who are the important characters? +Infer: How do they feel about _____? (an event or each other). +Who is the most important--or main (central) character? +Infer: What are two traits of the character? +How does the writer help you understand the character? | R1—what does the text say; what do I infer based on it? R3—How do characters relate to each other? | Infers meaning (171-) character—analyzes description used by an author to introduce characters (191- Recognizes how characters are developed (201-) Describes how characters are developed (211-) Analyzes techniques used to develop characters (221-) |
| Main Idea (theme) T: How do you figure out the main idea or theme of a story? | +Infer the Main Idea of story (NWEA uses Main Idea; PARCC/CCSS uses theme.) +Explain how the events and how characters change help you understand the theme. | R2: Summarize then infer theme | Developed from 171- |

+ Represents increased level of challenge of a question.