## 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.**

<table>
<thead>
<tr>
<th>Model, then guide</th>
<th>Student Questions for any Story</th>
<th>CCSS/PARCC</th>
<th>NWEA Skill and RIT band</th>
</tr>
</thead>
</table>
| 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 words, events | locate information (171-) descriptive language |
| 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            | 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 | 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 | +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) | +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.*

Center for Urban Education © 2014  http://teacher.depaul.edu