Student Learning Objective: Students identify or construct main/central ideas, make inferences, determine the meaning of vocabulary based on context clues, and analyze text structures.

ABOVE STANDARD   2614+

Students are likely engaging the following skills:

- Construct a theme of a given text, and support with textual evidence. *(Main / Central Idea)*
- Construct inferences using the whole text and support with multiple pieces of textual evidence. *(Inference)*
- Demonstrate knowledge of vocabulary using context clues in conjunction with knowledge of word origins (roots/affixes). *(Vocabulary / Language)*
- Deeply analyze structures for author's purpose (connecting dialogue to setting, plot to character development, etc.). *(Structure / Text Features)*

Educator-Recommended Digital Library Resources include:

Analyzing Literary Text Through Peer Discussion, Self-Assessment
A resource to extend student analysis of literary texts using textual support and guiding students in collaborative learning beyond direct instruction.

Determining How Connotation Contributes to Word Meaning
A resource for students at all levels that provides teachers with learning activities that guide students toward inferring meaning through text.

A Reading Conference: Teaching Intertextuality to a Student
A resource that models for students and teachers how to make inference across texts.

AT/NEAR STANDARD   2490–2614

Students are likely engaging the following skills:

- Identify and/or construct a theme of a given text, and find specific evidence that supports the theme. *(Main / Central Idea)*
- Identify and/or make inferences with some textual support. *(Inference)*
- Determine the meaning of unknown vocabulary using context clues that draw from the meaning of the entire text. *(Vocabulary / Language)*
- Analyze structures for author's purpose (character development, plot development, etc.). *(Structure / Text Features)*

Educator-Recommended Digital Library Resources include:

Theme Scaffolding: Picture Books to Novels
A resource that outlines an instructional framework for modeling and explicitly teaching how to develop theme statements from topics.

Characterization Using the S.T.E.A.L. Method
A resource to help students make inferences related to characterization.

Four Skinny Trees (Poetry)
A resource that helps students identify the structure and form of poetry as well as analyze how the structure contributes to meaning.

BELOW STANDARD   <2490

Students are likely engaging the following skills:

- Identify a theme of a given text from directly given evidence or from limited text selection. *(Main / Central Idea)*
- Identify details from a text that support a given inference (such as about a character). *(Inference)*
- Determine the meaning of unknown vocabulary by using context clues that draw from a small section of the text. *(Vocabulary / Language)*
- Analyze structures for author's purpose (dialogue, figurative language, etc.). *(Structure / Text Features)*

Educator-Recommended Digital Library Resources include:

Annotating Text
A resource that helps students acquire annotation skills, and includes links to help teachers strengthen annotation lessons.

Paraphrase and Preview for Better Comprehension
A resource to help students craft and distinguish between text-based summaries and paraphrasing.

An Introduction to Theme
A resource to build and check for students' understanding of theme.

Digital Library resources are meant to be used in conjunction with an educator's curriculum, and can serve as a jumping off point for instruction. Educators are encouraged to adapt the resources to best fit their students' needs.