

MAP for Primary Grades Instructional Data: Reading Comprehension

Skills: **Literal**, **Interpretive**, Evaluative Comprehension – Predict, Infer, Conclude

Students:	Primary Grades Instructional Data Skills: (Highlight the skills related to your chosen standard/concept)
	RIT 181-190: 184 Infers an attribute of a character from a given description (2-5 sentences)
	RIT 171-180: 176 Infers the phrase that best completes a sentence (poem; 2-5 sentences; listening comp.) 174 Infers character traits from a given description in a literary passage (2-5 sentences) 174 Predicts the next event from a given description (2-5 sentences) 174 Predicts the next line of a predictable literary text (2-5 sentences) 171 Infers a conclusion from a literary passage (2-5 sentences) 171 Infers the topic from a given list 171 Infers the author's view point from an illustration (listening comprehension)
	RIT 161-170: 170 Predicts the next event from a literary passage (2-5 sentences) 169 Infers the content of a book from a given title 168 Infers a topic for a friendly letter 167 Predicts the setting from a given dialogue (2-5 sentences) 165 Infers character's feelings in a literary passage (2-5 sentences) 164 Predicts a topic from given book titles 161 Infers the topic of a book for a given title and cover illustration 161 Infers the word that best completes a sentence (predictable text; 2-5 sentences; listening comprehension) 161 Predicts the next event from a literary passage (6-10 sentences; listening comprehension) 162 Matches the topic of a book from its given title and cover illustration
	RIT 151-160: 160 Predicts a setting based on a given set of words 160 Predicts the next event for a given series of pictures (illustration and text) 159 Infers the phrase that best completes a sentence (poem; rhyming; 2-5 sentences; listening comprehension) 156 Infers the main idea from a given illustration and description (listening comprehension) 154 Infers the phrase that best completes a sentence (predictable text; 2-5 sentences; listening comprehension)
	RIT 141-150: 149 Infers the word that best completes a given poem (word repetition; listening comprehension) 149 Predicts the next event from an informational passage (2-5 sentences; listening comprehension) 149 Predicts the next event from given descriptions and illustrations (listening comprehension) 147 Infers the answer to a given riddle 147 Predicts the next event from a given picture (illustration only) 143 Predicts the next event after a given event (displayed as pictures)
	RIT 131-140: 135 Matches a title of a book to a given cover illustration (stated; listening comprehension) 134 Matches a book title and cover illustration to a given topic 133 Infers a detail from a literary passage (2-5 sentences; listening comprehension)
	RIT 121-130: 128 Infers the answer to a riddle (illustrations only; listening comprehension) 121 Predicts the next event from a given description (2-5 sentences; listening comprehension)

Lesson Title: What's For Dinner? Making Predictions

Standard/Concept for All:

- K.LA.2.1.4 Use picture clues and context to aid comprehension.
1, 2.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.
3.LA.2.1.3 Draw simple conclusions based on information gathered from text

Introduction: (Get Attention; Connect to Prior Knowledge)

Use a children's cookbook. Show cover of book. Point out and read the title. Ask: What's a cookbook? What's a recipe? What do you think this book will be about?

For Students Ready for a Challenge:

Lesson/Activity:

- Students in small groups
- For each recipe, point out and read the heading. Have students look at the picture. Ask:
 - What ingredients do you think are in this recipe?
 - What clues are in the pictures that tell us about this dessert?
- Read the recipe ingredients out loud. Point out in the pictures the ingredients, tools, or other details that are mentioned. Ask:
 - Were your predictions about the ingredients correct? Describe.
 - What do you think the directions will say to do with these ingredients?
 - What makes you think that? (refer back to pictures; may also refer to personal knowledge of the dessert)
- Read the recipe directions. Point out in the pictures the ingredients, tools, or other details that are mentioned. Ask:
 - Were your predictions correct? Describe.

Resources:

- An illustrated cookbook for children

Means of Assessment:

- Observation. Is each student able to make predictions about the recipe from the pictures and information given? Are they able to make changes to their predictions based on new information as it is added?

For Most Students:

Lesson/Activity:

- Students in small groups
- For each recipe, point out and read the heading. Have students look at the picture. Ask:
 - What ingredients do you think are in this recipe?
 - What clues are in the pictures that tell us about this dessert?
- Read the recipe ingredients out loud. Point out in the pictures the ingredients, tools, or other details that are mentioned. Ask:
 - What do you think the directions will say to do with these ingredients?
 - What makes you think that? (refer back to pictures; may also refer to personal knowledge of the dessert)
- Read the recipe directions. Point out in the pictures the ingredients, tools, or other details that are mentioned.

Resources:

- An illustrated cookbook for children

Means of Assessment:

- Observation. Is each student able to make predictions about the recipe from the pictures and information given?

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For Students Needing Extra Support:

Lesson/Activity:

- Students in small groups
- For each recipe, point out and read the heading. Have students look at the picture. Ask:
 - What ingredients do you think are in this recipe?
 - What clues are in the pictures that tell us about this dessert?
- Read the recipe out loud. Point out in the pictures the ingredients, tools, or other details that are mentioned.

Resources:

- An illustrated cookbook for children

Means of Assessment:

- Observation. Is each student able to make predictions about the recipe from the picture?

Closure/Summary for All:

Review how the pictures and headings provide information that help us know what we will be reading about.

