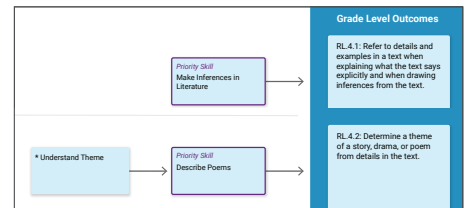


Prepare All Students for Grade-Level Reading

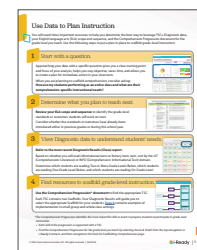
New tools to help teachers scaffold comprehension and empower every learner to access grade-level texts

Standard	Grade Level Outcome	Title	Teacher	Student
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Make Inferences in Informational Texts		
RI.4.2	Determine the main idea of a text and explain how it is supported by key details.	Connect Important Ideas in a Text		
RI.4.2	Summarize the text.	Sequence Ideas to Summarize		
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Describe What Happened and Why		
RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Describe Text Structures		
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Understand How Point of View Impacts Meaning		



Comprehension Progression

Understand the connection of standards to uncover priority skills that address students' unfinished learning.



Guide for Scaffolding Comprehension

See how to use *i-Ready* data to scaffold grade-level comprehension work.

SCAFFOLD A	MISCONCEPTIONS AND SKILL GAPS	SCAFFOLD B
<p>1. Choose a Level of Support</p> <p>SCAFFOLD A: Recognizing Sequence of Information. Recommended for students 2+ grade levels below.</p>	<p>Students are not yet able to recognize how writers organize information.</p>	<p>SCAFFOLD B: Using Text Structure to Summarize. Recommended for students 1+ grade level below.</p>
<p>2. Meet the Texts</p> <p>Review the complexity of the text for the chosen scaffold to anticipate where students may struggle.</p>	<p>Students are unfamiliar with informational text structures.</p>	<p>Students are able to recall key details from the text but are not yet able to sequence those ideas in a logical order.</p>

Teachers receive **lesson plans** for each priority skill that prepare students for upcoming grade-level instruction.

For each priority skill, **developmentally appropriate texts** are provided for students working at one and two or more grade levels below to support differentiated instruction.