**Language and Literacy: Story/Text Comprehension Learning Progression**

| **Domain: Language and Literacy** | | | | | |
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| **Strand: Reading** | | | | | |
| **Learning Progression: Story/Text Comprehension** | | | | | |
| **Operational Definition: Comprehends and responds to interactive read-alouds of texts before, during, and after the texts are read** | | | | | |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |

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| **Respond to Questions**  **About a Text** | Responds to simple prediction questions, based on the title and cover, and to recall questions (who, what, where) about texts read aloud. | Responds to recall questions (why, how) about stated information in texts read aloud. | Responds to questions that require prediction, based on the title, cover, illustrations, and graphic aids, and questions that require some interpretation of texts read aloud. | Responds to questions about the main idea or topic of texts read aloud (e.g., “What is the story about?”), and asks questions to clarify confusing parts of the texts. | Responds to a variety of questions about texts, uses texts to find answers to questions as needed, and asks questions to clarify or gain information about the texts. |
| **Retell a Text** | Repeats words or phrases from texts or parts of texts heard. | Retells, acts out, or draws pictures about texts or parts of texts heard, but may leave out details or add details not in the original texts. | Retells, acts out, or draws pictures about texts or parts of texts heard, presenting major events in the sequence in which they occurred (beginning, middle, and end). | Retells, acts out, or draws pictures about texts or parts of texts heard, presenting major events in the sequence in which they occurred and adding some details about elements of the texts. | Retells, acts out, draws pictures, or writes about texts or parts of texts read or heard, providing detailed information about topics, characters, events, and/or settings. |

**Respond to Questions About a Text**

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| **Directions** | **Level Descriptors** | | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they respond to questions about a text.  For each child, pay attention to the following details as you observe:   * what type of question(s) the child is responding to * how the child conceives of the response(s) * how accurately the child responds to the question(s)   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child responds to simple prediction questions, based on the title and cover, and to recall questions (who, what, where) about texts read aloud. | **Austin—**Austin was surveying the covers of the books on the shelf. When he picked up a book with a picture of a baby on the cover, I asked what the book was about and he said, “The baby.” |
| **2** | Child responds to recall questions (why, how) about stated information in texts read aloud. | **Erin—**During a read-aloud, Erin responded to a question about how the main character was feeling in a story. She said, “He was feeling really excited! He couldn’t wait for the big trip!” (One page read, “Ben was really excited to go on the big trip.”) |
| **3** | Child responds to questions that require prediction, based on the title, cover, illustrations, and graphic aids, and questions that require some interpretation of texts read aloud. | **Charlton—**During a read-aloud, Charlton responded to a question about what was going to happen next. He said, “I think Goldilocks is going to try baby bear’s bed and it’s going to feel just right” (following the pattern established by the story). |
| **4** | Child responds to questions about the main idea or topic of texts read aloud (e.g., “What is the story about?”), and asks questions to clarify confusing parts of the texts. | **Morgan—**During independent reading, Morgan was asked by another child to tell what her book was about. She said, “It’s about a girl who moves into a new house. At first she’s sad to leave her old house, but then she feels better when she makes a new friend.” |
| **5** | Child responds to a variety of questions about texts, uses texts to find answers to questions as needed, and asks questions to clarify or gain information about the texts. | **Becky—**During a reading lesson about a book called *Shopping with Grandma*, Becky raised her hand to answer multiple questions. When asked, “What does Grandma mean when she tells Mickey to get two bananas or he will have to share?” she looked back to find the appropriate page in the text and said, “If there’s only one banana for both of them, they’ll have to share if Grandma wants some too.” Then, she said, “What does Mickey mean when he says, ‘Now we *really* do have everything we need to make lunch’? . . . Was he talking about how they forgot something the first time?” (Her interpretation was valid.) |

**Retell a Text**

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| **Directions** | **Level Descriptors** | | **Evidence Examples** |
| Observe children during the regular daily routine and look for instances when they retell a text.  For each child, pay attention to the following details as you observe:   * what text the child is attempting to retell * how long ago the child heard/read the text) * what words or phrases the child remembers * how much detail is included in the retelling * whether or not all of the major events are recalled in sequence   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child repeats words or phrases from texts or parts of texts heard. | **Carol—**During clean-up after a read-aloud of *Where the Wild Things Are*, Carol said to her friend Leah, “I’ll eat you up, I love you so” (a phrase that the wild things say to the main character, Max, in the story). |
| **2** | Child retells, acts out, or draws pictures about texts or parts of texts heard, but may leave out details or add details not in the original texts. | **Lois—**Lois and Gordon were engaged in a dramatic retelling of *The Three Little Pigs.* They didn’t talk about the house of straw (just sticks and bricks) and changed the ending so that the wolf blew down the brick house, but they used much of the original language from the story. |
| **3** | Child retells, acts out, or draws pictures about texts or parts of texts heard, presenting major events in the sequence in which they occurred (beginning, middle, and end). | **Keith—**Keith folded his paper in thirds and labeled each part: 1, 2, and 3. He drew pictures the three major events of a story from guided reading in sequence. He described each part, saying, “First the boy went out on a sunny day, then it rained, and last he took a hot bath.” |
| **4** | Child retells, acts out, or draws pictures about texts or parts of texts heard, presenting major events in the sequence in which they occurred and adding some details about elements of the texts. | **Douglas—**Douglas used finger puppets to retell the story from a classroom favorite text. He acted out all of the major events in sequence and included detailed information about the character development of the fox and the chicken (holding the fox in his right hand and the chicken on his left). |
| **5** | Child retells, acts out, draws pictures, or writes about texts or parts of texts read or heard, providing detailed information about topics, characters, events, and/or settings. | **Francesca—**Francesca described her favorite book in detail to her friend Kyler. She described what every character looked like, what their house looked like, what the weather was like throughout the day in the story, and how the characters felt throughout. |