

Differentiated

Reading Comprehension Instruction:

Using Precise Assessments to Guide
Targeted Instruction for All Students

Federal law provides severe civil and criminal penalties for the unauthorized distribution, reproduction or exhibition of copyrighted Gretchen Courtney & Associates, Ltd. materials. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, taping, or any information storage and retrieval system, without permission in writing from Gretchen Courtney & Associates, Ltd.



Contact Us

Gretchen Courtney & Associates, Ltd.

Literacy Engineering Firm

9 South 3rd Street

St. Charles, IL 60174

Phone: 630-377-6794

Fax: 630-587-0524

E-Mail: gcourtneyassoc@sbcglobal.net

Visit our website at: www.literacyconsulting.com







Name: _____

Plot Summary

Preview

Predicted plot

Actual plot

 Author's information		
 Characters	Beginning	Beginning
 Setting		
 Genre	Middle	Middle
 Action/Event		
 Tone/Mood	End	End

Name: _____

Date: _____

Preview



Author's
information



Characters



Setting



Genre



Action/Event



Tone/Mood

Predict

Check

Plot summary:

Summarizing

Name: _____

Date: _____

Preview

Predicted plot

Plot summary



Author's
information



Characters



Setting



Genre



Action/Event



Tone/mood

Summarizing

Name: _____

Date: _____

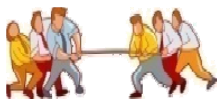
Predict plot



Characters



Setting



Conflict



Rising action



Falling action



Resolution

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Plot summary: _____

Name: _____

Identifying Theme(s)

What happened?

Theme(s)

Theme starters



power



love



hate



success



generosity



pride



friendship



fear





kindness

Name: _____

Date: _____



Events



Individual(s) vs. individual(s)

Theme(s)



Events



Individual(s) vs. nature

Theme(s)

Events



Individual(s) vs. society

Theme(s)

Events







Individual(s) vs. self

Theme(s)

Events



















Individual(s) vs. technology

Theme(s)

Theme starters

 love	 friendship	 hate	 evil
 greed	 generosity	 surprise	 pride
 envy	 kindness	 fear	 power

Summarizing

Name: _____

Date: _____

Events

<input type="checkbox"/> Individual(s) vs. individual(s)

Events

<input type="checkbox"/> Individual(s) vs. society

Events

<input type="checkbox"/> Individual(s) vs. nature

Events

<input type="checkbox"/> Individual(s) vs. self

Events

<input type="checkbox"/> Individual(s) vs. technology

Theme(s)

Theme starters: anger, change, courage, despair, determination, empathy, envy, evil, fear, friendship, greed, hate, jealousy, knowledge, love, loyalty, perseverance, power, pride, revenge, righteousness, rivalry, sympathy, trust, wisdom.

Name: _____

Key Point of Paragraph

**Ideas from
first/last
sentence(s)**

+

**Repeated
words**

+

**Ideas from
details**

Details

Concepts

=

Key point

Name: _____ Date: _____

First/last sentence(s)

Repeated words/synonyms Details/similar words

<div></div>				
	Concept	Concept	Concept	Concept
<div></div>				

What are these words all about?

Key point

Summarizing

Name: _____

Date: _____

Repeated word/synonyms	Details/similar words
	Concepts
After the transition(s)	
<div><div>First sentence</div><div>Last sentence</div><div>Key point</div></div>	



SUMMARIZING MULTIPLE CHOICE ASSESSMENT FICTION/NARRATIVE

These questions should be in random order. For student use, remove the subheading identifying the question type. The question types can be used to analyze students' strengths and weaknesses.

Fiction/Narrative

IDENTIFIES PLOT

1. Which is the best strategy to help readers summarize fiction?

- 2. Question
- a) Clarify
- b) *Predict*
- c) Connect

2. The plot is

- a) what happens to the characters as they get older
- b) *the important events in the story*
- c) the author's message
- d) the reason the story was written

3. What do readers think about to help them identify the plot?

- a) Theme
- b) *Events*
- c) Characters
- d) Author

IDENTIFIES THEME

4. _____ is an example of a theme.

- a) Friends stick together
- b) Love your neighbor
- c) Good guys always win
- d) *All of the above*

5. How does knowing the conflicts in the story help you understand the theme?

- a) It keeps the reader interested
- b) It helps identify the plot
- c) *It helps focus the reader's attention on what is important*
- d) It makes the characters seem real

6. What do readers think about that helps them identify the theme?

- a) Plot
- b) Characters
- c) Conflicts
- d) *All of the above*

Name: _____

Reading Actively

What happened? (plot)

Theme(s)

Explain

Summary

Explain how you summarized this text.

Summarizing

Name: _____

Date: _____

Plot

Theme(s)

Explain

Summary

Explain how you summarized this text.

4. ☐ Synthesizes accurate plot and theme(s).
☐ Explains the summarizing process.
3. ☐ Identifies text specific plot and theme(s) accurately.
2. ☐ Identifies partial or general plot and/or theme(s).
1. ☐ Guesses randomly, inaccurately identifying plot and/or theme(s).
0. ☐ Unable to identify important information from the text.



Classroom Strategy Observation

Fiction/Narrative

- ☐ Student(s) determine the most important events.
- ☐ Student(s) accurately identify plot or theme(s).
- ☐ Student(s) analyze the events to determine the author's purpose (theme(s)).

Check one: ☐ Fiction ☐ Poetry

Classroom Strategy Observation

- ☐ Student(s) determine the most important events.
- ☐ Student(s) accurately identify plot or theme(s).
- ☐ Student(s) analyze the events to determine the author's purpose (theme(s)).

Check one: ☐Fiction ☐Poetry

- ☐ Student(s) determine the most important events.
- ☐ Student(s) accurately identify plot or theme(s).
- ☐ Student(s) analyze the events to determine the author's purpose (theme(s)).

Check one: ☐Fiction ☐Poetry

- ☐ Student(s) determine the most important events.
- ☐ Student(s) accurately identify plot or theme(s).
- ☐ Student(s) analyze the events to determine the author's purpose (theme(s)).

Check one: ☐Fiction ☐Poetry

- ☐ Student(s) determine the most important events.
- ☐ Student(s) accurately identify plot or theme(s).
- ☐ Student(s) analyze the events to determine the author's purpose (theme(s)).

Check one: ☐Fiction ☐Poetry



Student Checklist

Fiction/Narrative

- ☐ I know what happened in the beginning, middle, and end of the story. (plot)
- ☐ I understand the message(s) the author is trying to tell me. (theme(s))
- ☐ I can explain how to summarize fiction.

Name: _____

Good readers summarize.

Why do you think the author chose the title of the text?

[illegible]

Name: _____

Good readers summarize.

Tell about the important ideas of the text in your own words:

This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

Name: _____

Good readers summarize.

Draw a picture and tell about the text.



What happened?

Theme(s)

Summarizing



What happened?

Theme(s)

Summarizing



What happened?

Theme(s)

Summarizing



What happened?

Theme(s)

Summarizing



What happened?

Theme(s)



What happened?

Theme(s)



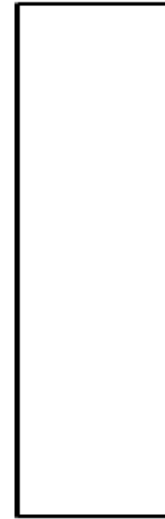
What happened?

Theme(s)



What happened?

Theme(s)



Exposition

Beginning

Middle

Plot Summary

End

Fiction/Narrative
Summarizing
Handbook

Theme



Bookmarking

Summarizing



important event

Ah ha!

turning point



words to indicate theme



1. While reading, keep track of important ideas and events.
2. Record important:
 - Events/actions
 - Characters/people
 - Problems/solutions
 - Themes
 - Key points
3. Close strategy circle by reviewing all important information, making sure all were covered during strategy discussion.

4 Identifies multiple key points/concepts important in the text. Explains how or why these were selected and ties them together in a summary. Explains the summarizing process.

3 Identifies at least one important key point and explains how the key point was determined by citing technique.

2 Identifies part of the important information or lists only details without including important information.

1 Guesses randomly, inaccurately identifying important information.

0 Unable to identify important information from the text.

Text: _____

Assignment Pages:

Predict • Summarize • Connect • Question • Infer • Image

1. Circle your task(s).
2. On the lines below, record how you prepared for and participated in your strategy discussion group.

[illegible]

Signature: _____ Date: _____

My Rating: ① ② ③ ④ Group Rating: ① ② ③ ④

Name: _____

Reading Actively

Key point

How do you know?

Key point

How do you know?

Key point

How do you know?

Key point

How do you know?

Summary of key points

Explain how you summarized this text.

Summarizing

Name: _____

Date: _____

Determine the key point in two or three important paragraphs from the text.

Paragraph	1	2	3	4	5	6	7	8	9	10
Key Point										
<hr/>										
<hr/>										
What techniques did the author use in this paragraph to identify the key points?										
<hr/>										
<hr/>										
<hr/>										
<hr/>										
<hr/>										

Paragraph	1	2	3	4	5	6	7	8	9	10
Key Point										
<hr/>										
<hr/>										
What techniques did the author use in this paragraph to identify the key points?										
<hr/>										
<hr/>										
<hr/>										
<hr/>										
<hr/>										

Paragraph	1	2	3	4	5	6	7	8	9	10
Key Point										
What techniques did the author use in this paragraph to identify the key points?										

Paragraph	1	2	3	4	5	6	7	8	9	10
Key Point										
What techniques did the author use in this paragraph to identify the key points?										

Write a summary of these paragraphs.

Explain how you summarized this text.

4. ☐ Identifies all important key points using multiple summarizing techniques.
☐ Explains how or why these key points were selected and ties them together in a summary.
☐ Explains the summarizing process.
3. ☐ Identifies several important key points using multiple techniques.
☐ Explains how or why the key point(s) was/were determined by citing technique(s).
2. ☐ Identifies part of the key points using only one summarizing technique.
1. ☐ Attempts the use of summarizing techniques. May or may not accurately identify key point(s).
0. ☐ Unable to use summarizing techniques.



Classroom Strategy Observation

Nonfiction/Nonnarrative

- ☐ Student(s) identify summarizing techniques necessary for each section.
- ☐ Student(s) identify which text sections to summarize.
- ☐ Student(s) create accurate summary.

Check one: ☐ Nonfiction ☐ Poetry

Classroom Strategy Observation

- ☐ Student(s) identify summarizing techniques necessary for each section.
- ☐ Student(s) identify which text sections to summarize.
- ☐ Student(s) create accurate summary.

Check one: ☐Nonfiction ☐Poetry

- ☐ Student(s) identify summarizing techniques necessary for each section.
- ☐ Student(s) identify which text sections to summarize.
- ☐ Student(s) create accurate summary.

Check one: ☐Nonfiction ☐Poetry

- ☐ Student(s) identify summarizing techniques necessary for each section.
- ☐ Student(s) identify which text sections to summarize.
- ☐ Student(s) create accurate summary.

Check one: ☐Nonfiction ☐Poetry

- ☐ Student(s) identify summarizing techniques necessary for each section.
- ☐ Student(s) identify which text sections to summarize.
- ☐ Student(s) create accurate summary.

Check one: ☐Nonfiction ☐Poetry



Student Checklist

Nonfiction/Nonnarrative

- ☐ I used the following summarizing tools:
 - ☐ Check first and last sentence(s)
 - ☐ Look for repeated words and synonyms
 - ☐ Categorize similar words and details
 - ☐ Notice transitions
- ☐ I know which are the important parts of the text.
- ☐ I added the key points together into a summary.
- ☐ I can explain how to summarize.

Name: _____

First and Last Sentence(s)

First sentence

Last sentence

What's important?

Name: _____

Date: _____

First sentence

Last sentence

Key point

Summarizing

Name: _____

Date: _____

Read the first and last sentence(s). What is a possible key point?

Another summarizing strategy needed? ☐ Yes ☐ No

Read the first and last sentence(s). What is a possible key point?

Another summarizing strategy needed? ☐ Yes ☐ No

Read the first and last sentence(s). What is a possible key point?

Another summarizing strategy needed? ☐ Yes ☐ No

Read the first and last sentence(s). What is a possible key point?

Another summarizing strategy needed? ☐ Yes ☐ No

Name: _____

Repeated Words/Synonyms

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<p>Key point</p>

Name: _____ Date: _____

Repeated Words/Synonyms

--

Key point

Summarizing

Name: _____

Date: _____

Key point

Key point

Key point

Key point

Summary _____

Name: _____

Good readers summarize.

Why do you think the author chose the title of the text?

[illegible]

Name: _____

Good readers summarize.

Tell about the important ideas of the text in your own words:

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

Name: _____

Good readers summarize.

Draw a picture and tell about the text.

Name: _____

Details/Similar Words

Words	Words	Words
How are these alike?	How are these alike?	How are these alike?

Key point

Name: _____ Date: _____

Details/similar words	Details/similar words	Details/similar words
<div>Concept</div>	<div>Concept</div>	<div>Concept</div>

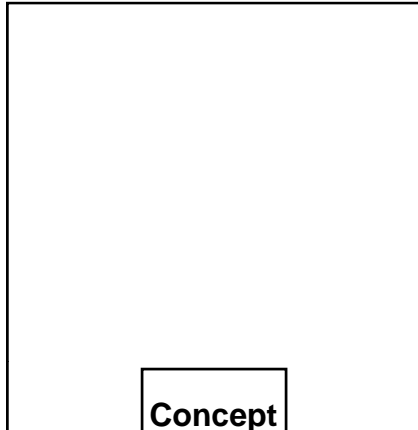
Key point

Summarizing

Name: _____

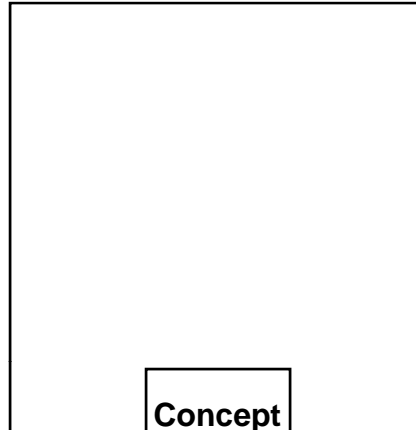
Date: _____

Details



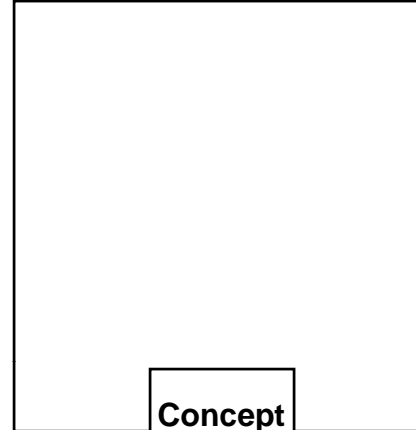
Concept

Details



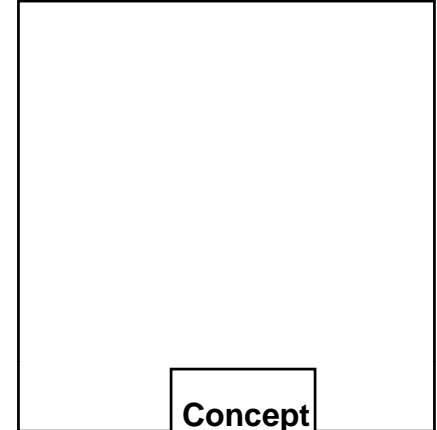
Concept

Details

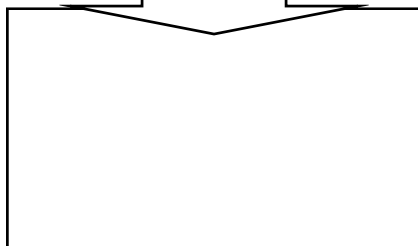


Concept

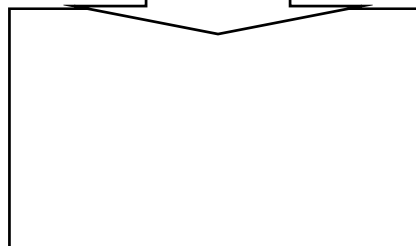
Details



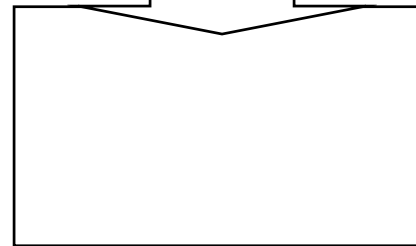
Concept



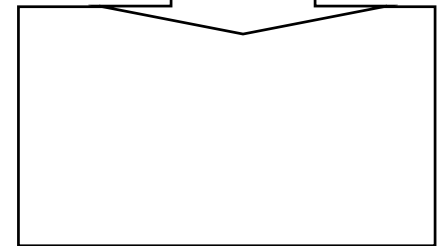
Concept



Concept



Concept



Concept

Key point

Name: _____

Good readers summarize.

Why do you think the author chose the title of the text?

[illegible]

Name: _____

Good readers summarize.

Tell about the important ideas of the text in your own words:

[illegible]

Name: _____

Good readers summarize.

Draw a picture and tell about the text.



First/last sentence(s)

Repeated words

Categorize details

Key point

Summarizing



First/last sentence(s)

Repeated words

Categorize details

Key point

Summarizing



First/last sentence(s)

Repeated words

Categorize details

Key point

Summarizing



First/last sentence(s)

Repeated words

Categorize details

Key point

Summarizing



Summarizing

Examine the repeated words/synonyms

Check first/last sentence(s)

Categorize the details

Transitions?

What is the key point?

Combine the key points to create a summary



Summarizing

Examine the repeated words/synonyms

Check first/last sentence(s)

Categorize the details

Transitions?

What is the key point?

Combine the key points to create a summary



Summarizing

Examine the repeated words/synonyms

Check first/last sentence(s)

Categorize the details

Transitions?

What is the key point?

Combine the key points to create a summary



Summarizing

Examine the repeated words/synonyms

Check first/last sentence(s)

Categorize the details

Transitions?

What is the key point?

Combine the key points to create a summary

Name: _____

Smart Summarizer

Circle the IMPORTANT paragraphs.

Paragraph	1	2	3	4	5	6	7	8
1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1

paragraph #	
	Key point

paragraph #	
	<p data-bbox="1383 826 1551 876">Key point</p>

paragraph #	
	<p data-bbox="527 1354 690 1403">Key point</p>

paragraph #	
	<p style="text-align: center;">Key point</p>

paragraph #	
Key point	

paragraph #	
Key point	

paragraph #	
Key point	

paragraph #	
Key point	

Summary

Summarizing

Name: _____

Date: _____

1st paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ "interesting" paragraph
- ☐ informational paragraph

2nd paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ "interesting" paragraph
- ☐ informational paragraph

3rd paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ "interesting" paragraph
- ☐ informational paragraph

If the paragraph is an introductory, transition or "interesting" paragraph—skim, identify the topic, and skip it.

If the paragraph is an informational paragraph find the key point.

Remember to:

- ☐ Check first/last sentence
- ☐ Notice repeated words/synonyms
- ☐ Categorize details
- ☐ Investigate transitions

Remaining paragraphs:
Repeat summarizing process

4th paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ "interesting" paragraph
- ☐ informational paragraph

5th paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ “interesting” paragraph
- ☐ informational paragraph

6th paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ “interesting” paragraph
- ☐ informational paragraph

If the paragraph is an introductory, transition or “interesting” paragraph—skim, identify the topic, and skip it.

If the paragraph is an informational paragraph find the key point.

Remember to:

- ☐ Check first/last sentence
- ☐ Notice repeated words/synonyms
- ☐ Categorize details
- ☐ Investigate transitions

Remaining paragraphs:
Repeat summarizing process

7th paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ “interesting” paragraph
- ☐ informational paragraph

8th paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ “interesting” paragraph
- ☐ informational paragraph

9th paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ “interesting” paragraph
- ☐ informational paragraph

If the paragraph is an introductory, transition or “interesting” paragraph—skim, identify the topic, and skip it.

If the paragraph is an informational paragraph find the key point.

Remember to:

- ☐ Check first/last sentence
- ☐ Notice repeated words/synonyms
- ☐ Categorize details
- ☐ Investigate transitions

Remaining paragraphs:
Repeat summarizing process

Last paragraph

- ☐ introductory paragraph
- ☐ transition paragraph
- ☐ “interesting” paragraph
- ☐ informational paragraph

Summary

Nonfiction/
Nonnarrative
Summarizing
Handbook

✓ First/last
sentence

Look for repeated
words

Categorize
details

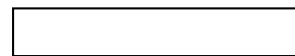
Check transitions

Combine!



Bookmarking

Summarizing



first/last sentence(s)



repeated words/synonyms



transitions



details/similar words

KP-----

What is the key point?



1. While reading, keep track of important ideas and events.
2. Record important:
 - Events/actions
 - Characters/people
 - Problems/solutions
 - Themes
 - Key points
3. Close strategy circle by reviewing all important information, making sure all were covered during strategy discussion.

4 Identifies multiple key points/concepts important in the text. Explains how or why these were selected and ties them together in a summary. Explains the summarizing process.

3 Identifies at least one important key point and explains how the key point was determined by citing technique.

2 Identifies part of the important information or lists only details without including important information.

1 Guesses randomly, inaccurately identifying important information.

0 Unable to identify important information from the text.

Text: _____

Assignment Pages:

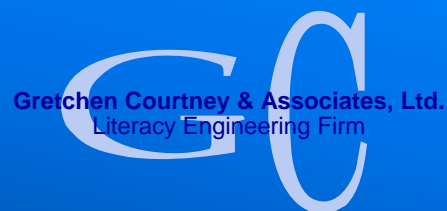
Predict • Summarize • Connect • Question • Infer • Image

1. Circle your task(s).
2. On the lines below, record how you prepared for and participated in your strategy discussion group.

[illegible]

Signature: _____ Date: _____

My Rating: ① ② ③ ④ Group Rating: ① ② ③ ④



Literacy education consulting services include:

Reading

Assessment
Comprehension
Fluency
Vocabulary
Phonics
Phonemic awareness

Extended response to
reading
Balanced reading
Content area reading
Brain-based reading
instruction

Writing

Multiple-genre curricula
Writing across the curriculum
Grammar
Punctuation
Mechanics
Spelling

Additional services

School and district-wide
curriculum development
Teacher leader training

Literacy coaching
Administrative training

In-class demonstrations
School wide audit of literacy
practices



www.literacyconsulting.com
gcourtneyassoc@sbcglobal.net
9 South 3rd Street
St. Charles, IL 60174
630.377.6794
fax 630.587.0524