

## Comprehension Interview for Narrative Text

Comprehension Strategy	Questions	Rubric
<b>Asks Questions</b> Asks and answers questions to clarify or extend understanding	<i>What are you wondering?</i> <i>What questions do you have?</i> <i>What confused you?</i> Teacher asks a text-dependent question.	1. Limited—incorrect 2. Partial—low-level question 3. Complete—asks <b>and answers</b> higher-order questions
<b>Summarizes Main Idea</b> Provides a concise summary that captures the main idea and important details	<i>Tell me in one or two sentences what you just read.</i> <i>What is this part mostly about?</i> <i>What are the most important events?</i>	1. Limited—inaccurate summary 2. Partial—provides some details; misses central idea 3. Complete—provides a clear and concise summary; includes significant details

Name	Date	Text
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**1. To assess text difficulty,** ask the student to read a few paragraphs (100–200 words) while you listen.

- Record miscues, self-corrections, and reading behaviors.
- If the text is too difficult (more than five significant errors), choose an easier text.

Notes on oral reading:

The text was

Easy <i>(no significant errors)</i>	Slightly Challenging <i>(few errors)</i>	Too Difficult <i>(excessive errors)</i>
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**2. To assess comprehension,** ask the student to read a few more paragraphs aloud (if you are not familiar with the story) or silently (if you have read the story).

Ask for a retelling.

Notes on retelling:

Retelling Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<i>(limited)</i>				<i>(strong)</i>

Continue the interview if the retelling score is 2 or higher.

Comprehension Interview for Narrative Text, *continued*

<p><b>Analyzes Characters</b> Describes the character, drawing on specific details in the text</p> <p>Identifies specific traits or feelings</p>	<p><i>Describe the character.</i> <i>Did the character change? How?</i> <i>How are ____ and ____ similar?</i> <i>How are they different?</i> <i>Why did the character say ____?</i> <i>What are you thinking?</i></p>	<ol style="list-style-type: none"> <li>1. Limited—inaccurate description</li> <li>2. Partial—uses text details to describe character</li> <li>3. Complete—describes in depth, demonstrating inferential thinking</li> </ol>
<p><b>Understands Vocabulary</b> Determines the meaning of words and phrases as they are used in the text</p>	<p>Select an unknown word that can be solved using text clues.</p> <p><i>What do you think this word means?</i> <i>What clues help you to figure out the meaning?</i></p>	<ol style="list-style-type: none"> <li>1. Limited—unable to define new words using text clues</li> <li>2. Partial—demonstrates some understanding of the word but does not articulate strategies</li> <li>3. Complete—provides correct meaning and articulates strategies for explaining words</li> </ol>
<p><b>Infers</b> Draws inferences from text clues</p>	<p><i>What did the author mean by ____?</i> <i>What were you thinking when the text said ____?</i> <i>What motivated the character to ____?</i> <i>What are you thinking about the character?</i></p>	<ol style="list-style-type: none"> <li>1. Limited—no response or makes an illogical inference</li> <li>2. Partial—states information directly from the text</li> <li>3. Complete—shows inferential thinking</li> </ol>
<p><b>Evaluates</b> Analyzes and makes judgments about the text</p> <p>Draws conclusions about the author's purpose</p>	<p><i>What lesson does this story teach?</i> <i>What is the theme/author's message?</i> <i>Why do you think the author wrote this piece?</i> <i>Is this a good title?</i> <i>Why or why not?</i> <i>Why did the author include the part about ____?</i></p>	<ol style="list-style-type: none"> <li>1. Limited—incorrect</li> <li>2. Partial—refers to the text but does not come to logical conclusions</li> <li>3. Complete—demonstrates evaluative thinking that goes beyond the story and reveals a depth of understanding related to the author's purpose, message, or theme</li> </ol>
<p><b>Reflection/Next Steps:</b></p>		

## Comprehension Interview for Informational Text

Name	Date	Text
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**1. To assess text difficulty**, ask the student to read a few paragraphs (100–200 words) while you listen.

- Record miscues, self-corrections, and reading behaviors.
- If the text is too difficult (more than five significant errors), choose an easier text.

Notes on oral reading:

The text was

Easy <i>(no significant errors)</i>	Slightly Challenging <i>(few errors)</i>	Too Difficult <i>(excessive errors)</i>
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**2. To assess comprehension**, ask the student to read a few more paragraphs aloud (if you are not familiar with the story) or silently (if you have read the story).

Ask for a retelling.

Notes on retelling:

Retelling Rubric	<b>1</b> <i>(limited)</i>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> <i>(strong)</i>
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Continue the interview if the retelling score is 2 or higher.

Comprehension Strategy	Questions	Rubric
<b>Asks and Answers Questions</b> Refers to examples in the text to explain what the text says	<i>What questions did you have?</i> <i>What question is answered in this paragraph?</i> Teacher asks student to answer a text-dependent question.	1. Limited—incorrect 2. Partial—low-level question 3. Complete—Asks <b>and answers</b> higher-order questions
<b>Identifies Central/Main Idea</b> Identifies the main idea and important details	<i>What is this part mostly about?</i> <i>Which text features (heading, photo, etc.) help you determine the main idea?</i>	1. Limited—incorrect 2. Partial—provides some details; misses the main idea 3. Complete—provides a clear main idea; includes significant details

Comprehension Interview for Informational Text, *continued*

<p><b>Summarizes</b> Provides concise summary</p>	<p><i>Summarize what you read in one or two sentences.</i></p>	<ol style="list-style-type: none"> <li>1. Limited—incorrect</li> <li>2. Partial summary</li> <li>3. Complete summary</li> </ol>
<p><b>Understands Vocabulary</b> Uses strategies to determine the meaning of unfamiliar words</p>	<p><i>Were there any words you didn't understand? What could you do to help yourself?</i> Teacher selects a challenging word for the student to define.</p>	<ol style="list-style-type: none"> <li>1. Limited—incorrect</li> <li>2. Partial—doesn't fully explain the word</li> <li>3. Complete—explains the word/ articulates strategies</li> </ol>
<p><b>Analyzes Relationships</b> Identifies cause/effect, compare/contrast relationships</p>	<p><i>How are ___ and ___ the same?</i> <i>How are they different?</i> <i>What caused _____?</i> <i>What was the effect of ___?</i> <i>What two things does the author compare?</i></p>	<ol style="list-style-type: none"> <li>1. Limited—incorrect</li> <li>2. Partial—mentions details from the text but does not identify relationships</li> <li>3. Complete—response shows analytical understanding of the text</li> </ol>
<p><b>Infers</b> Captures unstated but implied information</p>	<p><i>What did the author mean by ___?</i> <i>What made you think that?</i> <i>What were you thinking when the text said _____?</i></p>	<ol style="list-style-type: none"> <li>1. Limited—incorrect</li> <li>2. Partial—states information directly from the text</li> <li>3. Complete—shows inferential thinking</li> </ol>
<p><b>Evaluates</b> Identifies author's purpose, point of view, and reasons  Distinguishes between facts and opinions</p>	<p><i>Why do you think the author wrote this piece?</i> <i>How do you think the author feels about _____?</i> <i>What is the author's opinion about _____?</i> <i>What facts does the author give to support his or her point of view?</i></p>	<ol style="list-style-type: none"> <li>1. Limited—incorrect</li> <li>2. Partial—refers to the text but does not come to logical conclusions</li> <li>3. Complete—demonstrates evaluative thinking that reveals a depth of understanding</li> </ol>
<p><b>Understands Text Features</b> Interprets and explains visual information</p>	<p><i>Why did the author include _____ (map, picture, etc.)?</i> <i>What can you learn from this text feature?</i></p>	<ol style="list-style-type: none"> <li>1. Limited understanding</li> <li>2. Partial understanding</li> <li>3. Complete understanding. Interprets visual information accurately</li> </ol>
<p><b>Describes Text Structure</b> Describes overall text structure</p>	<p><i>Describe the overall structure of this text.</i> <i>Does the author use sequential, description, comparison, cause/effect, or problem/solution?</i> <i>Give examples from the text to support your answer.</i></p>	<ol style="list-style-type: none"> <li>1. Limited—incorrect</li> <li>2. Partial—describes correct structure but doesn't give examples from the text</li> <li>3. Complete—describes correct structure and provides examples from the text</li> </ol>
<p><b>Reflection/Next Steps:</b></p>		