



Comprehension Differentiation with Corrective Feedback (Second Grade)

| Comprehension Focus | | If the Student... | Then... |
|--|----------|---|--|
| Asking and Answering Literal Questions | Scaffold | Has difficulty asking and answering literal questions | <ul style="list-style-type: none"> Point to a specific sentence. Give the student the question word to use to create a question about that sentence. Show the student a picture and have them ask or answer a question about it. |
| | Enrich | Successfully asks and answers literal questions | <ul style="list-style-type: none"> Extend the rigor of the activity by having them ask and answer inferential questions. |
| Asking and Answering Inferential Questions | Scaffold | Has difficulty asking and answering inferential questions | <ul style="list-style-type: none"> Point out places in the text where an inference can be made. Make sure the student has a literal understanding of the text. |
| | Enrich | Successfully asks and answers inferential questions | <ul style="list-style-type: none"> Have the student practice asking and answering analytical questions (e.g., cause/effect, compare/contrast, etc.). |
| Retelling | Scaffold | Has difficulty retelling the story | <ul style="list-style-type: none"> Ask the student to identify the main character. Show the student a picture depicting the main character (setting or main event) and have them identify the main character (setting or main event). After reading each paragraph or page, have the student identify who and what they read about. |
| | Enrich | Successfully retells | <ul style="list-style-type: none"> Ask the student, <i>What do you think is going to happen next?</i> Ask the student, <i>What would happen if ...?</i> Have the student describe an alternate ending. |
| Identifying Main Idea and Details | Scaffold | Has difficulty recalling facts | <ul style="list-style-type: none"> Ask them to identify the main topic. Ask them to find a picture or other text feature and use it to describe what they learned about the topic. After reading each paragraph or page, have the student discuss one fact they read about. |
| | Enrich | Successfully identifies and recalls important details | <ul style="list-style-type: none"> Ask students to tell how two things they read about are alike and/or different. |





Comprehension Differentiation with Corrective Feedback (Second Grade) (cont.)

| Comprehension Focus | | If the Student... | Then... |
|--|-----------------|--|--|
| Describing and Analyzing Characters | Scaffold | Has difficulty describing and analyzing characters | <ul style="list-style-type: none"> Show a page where a character says/does something and have the student select a trait from a short list of words to describe the character. Provide a short list of character feelings and/or trait words for students to choose from. Define each word, using a gesture if possible. Show a picture that depicts how a character feels and have the student describe how they feel and why. |
| | Enrich | Successfully describes and analyzes characters | <ul style="list-style-type: none"> Have the student compare and/or contrast two characters. Have the student describe connections they made to the character that helped them understand the character's feelings and actions. |
| Analyzing Relationships | Scaffold | Has difficulty comparing and/or contrasting | <ul style="list-style-type: none"> Have the student either compare or contrast. Have the student describe features of what is being compared or contrasted. Tell the student what particular feature you want them to compare or contrast. |
| | Enrich | Successfully compares and contrasts | <ul style="list-style-type: none"> Ask the student to make inferential comparisons (e.g., feelings, personality traits). |
| Developing Vocabulary | Scaffold | Has difficulty determining the meaning of unknown words | <ul style="list-style-type: none"> Model the different strategies for determining meaning (rereading, using context clues, substituting, making connections, using the glossary). |
| Identifying Author's Purpose | Scaffold | Has difficulty identifying the reason an author wrote a text | <ul style="list-style-type: none"> List text features that could be used to help the student identify important information (e.g., photograph, caption, heading, diagram). |
| | Enrich | Successfully identifies the reason the author wrote a text | <ul style="list-style-type: none"> Have the student determine the author's purpose in each chapter. Have the student identify information and/or a text feature that supports the author's purpose and explain why. |