

Appendix D *IPA Interpretive Task Comprehension Guide: Template*

I. Key Word Recognition. Find in the article the word/phrase in the target language that best expresses the meaning of each of the following English words/phrases:

[Note to instructor: Select “content” words/phrases that convey meaning related to the text as opposed to words/phrases such as prepositions and conjunctions. Alternative format: Ask students to provide 8-10 words that relate to a specific topic or content area addressed in the text, such as nutrition.]

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

II. Main Idea(s). Using information from the article, provide the main idea(s) of the article in English.

III. Supporting Details.

1. Circle the letter of each detail that is mentioned in the article (not all are included!).
2. Write the letter of the detail next to where it appears in the text.
3. Write the information that is given in the article in the space provided next to the detail below.

[Note to instructor: Provide 5 correct details that support the main idea(s) and 3 distracters.]

A. XXXXX - _____

B. XXXXX - _____

C. XXXXX - _____

D. XXXXX - _____

E. XXXXX - _____

F. XXXXX - _____

G. XXXXX - _____

H. XXXXX - _____

IV. Organizational Features. How is this text organized? Choose all that apply and explain briefly why you selected each organizational feature—what were the clues in the text?

[Note to instructor: Provide 2 correct answers and 3 distracters. Possible options may include: Chronological, pros and cons, cause/effect, compare/contrast, biography/autobiography, storytelling, description, problem and solution.]

- A. XXXXX
- B. XXXXX
- C. XXXXX
- D. XXXXX
- E. XXXXX

Justification from text: _____

V. Guessing Meaning from Context. Based on this passage write what the following three words/expressions probably mean in English.

[Note to instructor: Provide three words that the student may not be likely to know but should be able to understand from the context. Provide the entire phrase in which the word/expression appears as well as a way to find it in the text such as the number/line of the paragraph in which it appeared.]

1. XXXXXXXXX - _____
2. XXXXXXXXX - _____
3. XXXXXXXXX - _____

VI. Inferences. “Read/listen/view between the lines” to answer the following questions, using information from the text.

[Note to instructor: For Pre-Advanced and Advanced learners, create questions that require students to infer meaning by reading/listening/viewing between the lines. Write two open-ended questions such as: “Why do you think that...?”; “Why does the author say that...?”; “Why is it important that...?; What might be the effect of...?”, which require inferencing on the part of the student. Questions may be in the target language. Specify which language students are to use and indicate that they must use information from the text in their responses. Note that some adaptations to this task may be necessary for lower-level learners, who may need more guidance in using inferencing skills. For Novice-level learners, you might give them a statement and ask them to list any evidence from the text that would help them to determine whether it is true or false, drawing on inferencing skills. For Intermediate-level learners, you could give them three inferences and ask them to select the best inference of the three by providing evidence from the text to support their selection, drawing on inferencing skills.]

1. _____
2. _____

VII. Author's Perspective. Select the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.

[Note to instructor: Provide one correct answer and two distracters. Possible options may include clinical/scientific, moral/religious, humanistic, factual, historical, comic, etc. Specify which language students are to use in their justifications.]

- A. XXX
- B. XXX
- C. XXX

Justification from text: _____

VIII. Comparing Cultural Perspectives. Answer the following questions:

[Note to instructor: Below are some possible types of questions, which may be written in the target language. Be sure to make reference to cultural products/practices, and perspectives in some of your questions. Specify which language students are to use.

- *What are the cultural similarities and differences between XXX and XXX?*
- *How do the practices/products in the article reflect the target culture perspectives?*
- *What did you learn about the target culture from this article?*
- *How would this article have been different if it were written for a US audience?]*

IX. Personal Reaction to the Text. Using specific information from the text, describe your personal reaction to the article, using the target language. Be sure to provide reasons that support your reaction.

[Note to instructor: This last section is designed to elicit a personal reaction from the student in the target language. This can be a bridge to the interpersonal task that will follow. However, this reaction is not assessed on the interpretive rubric.]