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Common Core Teaching and Learning Strategies

English Language Arts
Reading Informational Text
Grades K-5

Draft
May, 2012

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Introduction

When implementing Common Core Standards in English language arts educators must be mindful of literacy research and continue to use those evidence-based practices within the framework of Common Core. For example, a primary grade teacher would continue to focus on areas of phonics, phonemic awareness, comprehension, fluency, vocabulary, writing and motivation within the context of the standards.

The following strategies have been compiled to connect the Common Core State Standards to best practices. All efforts have been made to align with research outlined in Appendix A of the Common Core State Standards for English and Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

This document has placed special emphasis on student interaction with increasingly complex text. Emphasis has also been placed on developing the skill of close analytic reading and increasing competency in the comparison and synthesis of ideas. In addition, the templates that follow have been designed to help students grapple with more complex vocabulary in preparation for college and career. Common Core Standards for Writing, Speaking and Listening, and Language are layered within strategy suggestions to model the use of standards as vehicles for enhancing and assessing reading comprehension.

These strategies have been constructed with a vision of student success on the upcoming PARCC assessments. Formative assessment suggestions have also been embedded within each template in an effort to continually move learning forward toward skill mastery.

The suggestions included in this document combine familiar methods and tools with ideas for enhancement aligned to the Common Core State Standards. What follows is a framework to use as guidance when preparing the students of Illinois for success in college and career. The strategies contained within are not intended to be used as a model curriculum. Rather, the strategy suggestions were designed to be used as a framework for generating ideas and inspiring collaborative dialog when implementing the Common Core Standards. It should be noted that specific texts mentioned within this document are targeted based upon their inclusion as text exemplars within the Common Core State Standards. Their presence is designed to generate similar ideas and discussions of appropriately complex texts. This version is a product of many perspectives and will continue to evolve.

The Common Core Standards implementation works in tandem with other agency initiatives. The Statewide System of Support and Response to Intervention processes, for example, are to be infused into Common Core implementation. Throughout all agency communication we hope to use the same language and definitions so the transition to implementing Common Core Standards will be seamless.

Table of Contents

Strategy Templates

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Appendix A – Graphic Organizers and Attachments

RI.K.1	With prompting and support, ask and answer questions about key details in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Think Alouds. Think-alouds demonstrate how expert readers interact with text to build comprehension. The teacher verbally models the thought process while reading a selection. This may include visualizing, defining unfamiliar words, decoding, and asking questions of the text. Students are able to witness the thoughts of an expert reader and apply this process to their reading (Moore & Lyon, 2005). **Interactive Story Reading.** The teacher chooses and pre-reads a book prior to teaching and selects stopping points for a read aloud. While reading aloud to students, the teacher stops at these preselected points and invites students to respond and share thoughts. Possible stopping points may be: informational sections that need clarification or are of high interest, previously studied information to activate prior knowledge, or graphics or visual information (Pinnell & Scharer, 2003). **Modified Reciprocal Teaching.** This strategy is a modified version of Reciprocal Teaching. Reciprocal teaching involves the following steps: predict, clarify, question and summarize. In small groups assign readers one of the strategies using character names (Adapted from Myers, 2005): • Peter/Paula Predictor – based on cover/title predict what the text will be about. • Carl/Clara Clarifier – record unknown words or ideas that need to be clarified and ask others for help with understanding. • Quinn/Quincy Questioner – develop three teacher-like questions about what has been read. • Sam/Sara Summarizer – presents main points of the selection.	After reading a text, organize students in groups of small groups or partners. Give each group a beach ball that has been divided into five sections with the words: what, who, when, where, and how written on it. A student will toss the ball to another student. Whatever question word the student's right hand lands on, the student will pose a question about the text. The student will toss the ball to another student, and that student must answer the question and then pose another question about the text starting with the question word his/her right hand is touching. Repeat for as many turns as necessary. Write question starters on strips of paper. Place the strips into a container. Students will pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from various levels of Bloom's taxonomy. Students will respond with their answers. Repeat for as many turns as necessary. Students may be organized into large, small or partner groups. After asking a few questions during and after the reading of a text, ask students what might be another question to ask about the text. Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully.

References:
Myers, Pamela Ann. (2005). *The Princess Storyteller, Clara Clarifier, Quincy Questioner, and the Wizard: Reciprocal teaching adapted for kindergarten students*, *The Reading Teacher*, 59, 314-324.
Moore, P., & Lyon, A. (2005). *New essentials for teaching reading in prek-2*. (pp. 96-97). New York, New York: Scholastic.
Pinnell, G. S., & Scharer, P. L. (2003). *Teaching for comprehension in reading, grades K-2. Strategies for helping children read with ease, confidence, and understanding*. New York, New York: Scholastic.

RI.K.2	With prompting and support, identify the main topic and retell key details of a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
What's the Big Idea Mural. Before reading a nonfiction selection, activate students' prior knowledge about the topic and ask them to listen for the most important information the author shares about the topic. Let students know that they will draw pictures of the most important parts. After reading, ask each student to share an important part of the story. Record these first on chart paper, and then on a long sheet of butcher paper stretched lengthwise across the floor or wall as students help place important parts in logical order. Divide the paper into sections for each important idea, and ask students to select a picture to work on with a partner or small group. After the pictures are completed, involve students in verbally summarizing the most important points in the selection. **Very Important Words.** Explain that authors give readers clues as to the most important information in the text. One clue can be the use of Very Important Words. These are usually a few words that relate closely to the topic and that may be used several times in the text. After reading and discussing an informational selection, have students dictate the Very Important words from the text. Write these on chart paper and talk about why these are (or are not) Very Important Words. Assist students in using these words to dictate sentences with key information about the topic (Beers, 2003). **Main Idea Sort.** After a read-aloud, the teacher will write the main idea and three to four supporting details, each on its own note card. Allow small groups to discuss each note card in order to distinguish the main idea from the supporting details. Students should be prepared to share their thinking (Pinnell & Scharer, 2003).	Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text. Grouping: large or small After reading a text, give students strips of paper. One strip is the main topic or idea and the others are pictures of details from the text. Have the students put the topic sentence at the top of a pocket chart. Then as students are putting the pictures in the pocket chart, have them describe the picture. Grouping: small or partner After reading a text, give each student a story film graphic organizer. Students are to draw a picture of three key details in the text. Grouping: whole, small, partner, or individual

References:

Beers, Kylene. (2003). *When kids can't read: What teachers can do.* Portsmouth, NH: Heinemann.

Pinnell, Gay Su, & Scharer, Patricia L. (2003). *Teaching for comprehension in reading, grades K–2: Strategies for helping children read with ease, confidence, and understanding*. New York: Scholastic Professional Books.

RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Text Lookbacks. The teacher reads text containing several new concepts and then asks questions based on new information in the text. While students may not remember exact information, the teacher models going back in the text to reread or find text containing needed information. Teacher encourages students to become aware of when looking back in the text is helpful and has students participate in locating and rereading necessary text. When implementing standard #3, the teacher gives direct instruction to the students to help them discover the connections within the text (Miller, 2000). **ReQuest.** The ReQuest (Reciprocal Questioning) Procedure guides a student through as many sentences as necessary to enable the student to identify connections between two individuals, events, ideas or information (Manzo, 1969). 1. Both student and teacher silently read a common selection from the text. The selection can be read one sentence at a time or a paragraph at a time. 2. After they have both read the passage, the student asks as many questions as he or she can of the teacher. These questions need to be centered around the connections made in the text. 3. Then it is the teacher's turn to ask the questions about the same sentence or paragraph, and the student answers as fully as possible. 4. When the student has finished answering, the teacher and student read the next sentence or paragraph and proceed as before. 5. When the student has processed enough information to make predictions about the rest of the selection, the exchange of questions stops. The teacher then asks directed questions: "What do you think the rest of the text is about?" "Why do you think so?" The student reads the rest of the text.	After reading and discussing individuals in a text, find a large paper grocery bag. On one side of the bag, write the name of an individual from the text, and prompt students to provide one or two attributes that make him/her unique to record on that side of the bag. On the other side of the bag, write the name of another individual from the text and prompt students to provide one or two attributes that make him/her unique to record on the other side of the bag. Ask students for one or two attributes that the two individuals have in common and write those on a piece of paper or index card and put the card in the bag and/or put an object that would represent something the two individuals have in common. Grouping: whole or small While reading a nonfiction text, create a timeline of events with the students. While reading the text with students, stop periodically to ask if information could be added to the timeline. This can be done on a piece of chart paper. When completed, ask students to share a connection they notice about how different events and people affect each other. Grouping: whole or small After reading and discussing a piece of informational text, complete a Venn Diagram with students to compare and contrast two individuals, events, or pieces of information from the text. Have students share the connections they see with the two individuals, events, or pieces of information from the text. Grouping: whole or small

References:

Manzo, A.V. (1969). ReQuest: A method for improving reading comprehension through reciprocal questioning. Journal of Reading, 13, 123-126.
Miller, W. (2000). *Strategies for developing emergent literacy*. (p.192). Boston, MA: McGraw Hill.

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
What Does It Mean? Read part of an informational text. When possible, project the text being read. The teacher can then "think aloud" about the words and concepts he/she doesn't know. Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Unanswered questions can be listed and investigated once reading is completed. Have students try this strategy after the teacher has modeled it multiple times. **Picture This!** Read aloud a small section of illustrated informational text. Have students construct a "quick draw" that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist. The teacher should model this strategy multiple times. **"I See….I Wonder".** The teacher introduces this strategy by demonstrating "I See…I Wonder". While reading a text aloud the teacher "sees" a word that they are unfamiliar with. The teacher writes the word on an index card. Then the teacher writes "I wonder" underneath the word and asks a question about the word.	**Guess the Covered Word**. When reading a text (A big book works well for a whole or small group.), have students put a sticky note over a word that is unknown. Then prompt students to look around the word and look at the illustrations for clues to discover the meaning of the word. Ask students questions and prompt the students to ask you and each other questions to determine the meaning of the word. Lots of conversation should take place. Grouping: whole or small (Gambrell et al., 1999) **Turn and Talk**. When a student come across a word he does not know, ask him to turn to a neighbor and ask questions, discuss what parts he does know, and discuss the illustration. Then come back together as a group and share out findings. This will have to be modeled and practiced several times for students to understand how a turn and talk works. Grouping: whole or small

References:

Gambrell, L., Morrow, L. M., Neuman, S., & Pressley, M. (1999.) Best Practices in Literacy Instruction. New York: Guilford Press.

RI.K.5	Identify the front cover, back cover, and title page of a book.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
What's My Name? The teacher gives clues about a part of a book by describing the features and function of the chosen part, such as the title page. Students use the clues to identify the teacher is describing the title page and answer orally.	Prepare three large sticky notes. Write front cover on note one, back cover on note two, and title page and on the last note. Have students come up to the big book and put the sticky note in the appropriate place in the book. Each student could then practice with his own book individually. Grouping: large, small, or individual
Big Books. By using big books in a whole group setting, teachers can clearly show students parts of books. Students may be called upon to use highlighting tape or pointers to identify parts of the big book.	Give each student a set of three cards. One says front cover, one says back cover, and one says title page. When the teacher shows students a part of the book or give a description of a part of the book, they are to hold up the correct card. Grouping: whole or small
Help Me Remember. After consistently teaching and reviewing parts of books during read-alouds, the teacher can pretend that she doesn't remember the name/features/function of different parts of the book. Students help the teacher remember by explaining, in their own words, what the teacher needs to know.	Invite students to create a book on a topic the teacher chooses or allow them to choose. When giving directions tell students to make sure they have a front cover, back cover, and a title page. When sharing books with classmates the student and other classmates will identify the front cover, back cover, and title page of each book. Grouping: small or partner

References:

RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Strategy/Lesson Suggestions

Read Alouds. When reading books to students, discuss the front cover. Point out that on the front cover the author and illustrator are named. Consistently discuss these roles while reading books, clarifying that wording may vary and may sometimes say "written by", "pictures by", "story by", rather than always using the words "author" and "illustrator".

Student Made Books. When students work independently or in small groups, encourage them to credit their contributions by identifying the author and illustrator on the cover of the book.

Author/Illustrator Studies. Throughout the year, focus on various authors or illustrators. During an author study, share books by a chosen author/illustrator during read aloud and make books written/illustrated by the person of focus available for independent reading in the class library. Help students identify the style, or unique features, of each author/illustrator. Author study toolkit available here.

Formative Assessment Suggestions

After reading a text with students, complete the following chart together with students. Students tell the teacher the name of the author and the illustrator. Then have students explain what the author does and what the illustrator does. Grouping: whole or small

Author:	Illustrator:

Work with your students to create a set of questions for an author and a set of questions for an illustrator. Then have the students role play. One student will be the author and one will be the interviewer. One student will be the illustrator and one will be interviewing them. This will allow the students to explore the role of each and help them identify the author and illustrator of a specific book. Grouping: small or partner.

Complete a Venn Diagram with students. On one side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles. Grouping: whole or small

References:

RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Fix-Up Strategy. Model for students how good readers monitor their comprehension and use fix-up strategies when necessary. Explain to students how to look at the pictures and/or illustrations to help them read and understand text. Explain to students how readers should look carefully at the images within text to help decode unfamiliar words and to make meaning. Encourage readers to think: • Do I see any clues in the picture? • Does this word make sense with the picture? • Why did the illustrator draw this? **Inferring**. Students gather information from a text that was not explicitly written by the author. Students combine information from illustrations, textual information, and prior knowledge to form a conclusion. **Helpful Illustration?** Illustrations can serve a variety of purposes. Some add information that goes beyond the text, while others clarify or provide a visual representation of a concept presented in the text. Students may recognize how some illustrations are more helpful than others. **Question the Illustration.** Tell students illustrations help provide understanding about the main idea and unfamiliar words in a book. Prompt students to use pictures by asking questions or making comments: • When encountering an unfamiliar word, check the picture and think about what would make sense. • Teach students the strategy of using meaning from pictures when encountering a tricky part in the story.	During reading stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen next in the story. Grouping: whole, small, or individual Ask children how the illustrations in the book support the text. For example, describe the illustration or picture on the front cover. Ask the questions: What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? Grouping: whole, small, individual Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to tell you which sentence goes with the picture. Grouping: small or individual Put five pictures and five sentences in a pocket chart. This can also be done on paper or put on strips for a center activity. Have students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with your assistance, if needed. Lastly, have students match the sentence with the correct picture. Grouping: small, partner, individual

References:

RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.

Strategy/Lesson Suggestions

Determining Author's Support. Good readers determine the difference between what information is essential and what is simply detail in the texts they read. Students need to look at the overall text, the sentences, words and pictures to determine what is important. In nonfiction texts, readers need to remember key ideas and should observe visuals as well as the conventions of nonfiction (i.e., why authors chose to bold certain words) to determine importance.

Encourage readers to think:

- What was the most important idea?
- What is important to remember?
- What do I think the author is trying to tell me?

Marking Text. Remind students that good readers are always identifying when authors make points. Give students each two Post-it notes, and ask them to keep these with them during independent reading, buddy reading, and managed independent learning (center time). If they encounter a point that the author gives that signals to them that something is important, they should mark the page in the book. Allow time for sharing daily as students practice at the independent level (Harvey & Goiudvis, 2000).

Formative Assessment Suggestions

After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea. Grouping: large or small

After reading an informational text, complete the graphic organizer below with students. The teacher will fill in the *Author's Point*, and then ask students for ideas to fill in the other column titled *Reasons*. Grouping: large or small

Author's Point	Reasons
Teacher provides	
Teacher provides	

After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text (Use the graphic organizer above if completed previously). Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. Grouping: partner or individual

References:

Harvey, S. & Goudvis, A. (2000) *Strategies that work: Teaching comprehension to enhance understanding.* Portland, ME: Stenhouse Publishers.

RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, depictions, or procedures).

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Scavenger Hunt. Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group a topic and have the team look for words and pictures in the multiple sources that are connected to that topic. Invite groups to share discoveries. Facilitate a discussion around their "I didn't know that!" discoveries highlighting the similarities and difference in the texts. **Connect the Texts.** Facilitate discussion about the facts students remember after hearing a text read aloud. Focus thinking on the questions: • Does that help us learn more about the topic? • What makes that idea important? • What understanding can be drawn from that connection? • How does the connection help the contributor understand? **Hula Hoop Fun.** Set out overlapping hula hoops in a "venn diagram" formation. The outside of the hoops will be designated for the differences. The overlapping section will be the area for similarities. Students can place words or pictures that depict the similarities or differences into the appropriate section of the hoops. Students can also place "themselves" verbally giving similarities and differences in the appropriate section of the hoops. Additional Common Core resources can be found here.	After reading two texts on the same topic (teacher reading them or students reading them), complete a Venn Diagram with students to show the similarities and differences in the two texts. Also consider using a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. Grouping: whole or small Read two texts on the same topic. Then make a chart that has two columns: One titled similarities and one titled differences. Ask students what is the same and what is different in the illustrations. The teacher could have students do this on their own after modeling. Or, the students could draw one similarity and one difference. For example, read two texts about different holidays or about how something is made. Grouping: whole or small

References:

RI.K.10	Actively engage in group reading activities with purpose and understanding.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Nonfiction Book Packets. The teacher develops book packets containing non-fiction books on various topics to go home for parents to read with their child. The packets include an explanation for reading the text, which the teacher determines, based on student needs. An activity is included to help the parent and child demonstrate their understanding of the text. **Informational Class Books.** Develop informational class books that are read as a group and then placed in the class library or posted as a digital story on a website for students to read independently and with a partner. The print books also can be taken home to be read to a family member. **Think Alouds.** During the daily non-fiction read alouds, the teacher practices think alouds to make visible to students the processes being used by the teacher to make meaning of the text. This could include how to obtain information from non-fiction text features . **Read, Cover, Remember, Retell.** Read, cover, remember, retell is an instructional strategy that is used to help students stop after reading small portions of the text and retell what the section was mostly about. Many learners will continue reading a selection even if they don't understand what they have just read. This process supports both understanding of text and summarizing by stopping readers frequently to think about the meaning before moving on to the next section of the text. After students become adept at using this strategy to orally retell portions of the text, the teacher can encourage students to write a summary sentence of each section and then use these sentences to write an overall summary of the selection (Hoyt, 1999).	**Animal Study.** Students listen to a read-aloud from an appropriately complex fictional text about ants. During and after the reading, students identify ant characteristics noted in the text. Students then listen to an informational text read-aloud, again about ants. During and after the read-aloud students confirm or denounce characteristics located within the fictional text. Graphic organizers are used to store the information and evidence. Student then work independently or collaboratively to find additional information about their animal on the Internet. Resources are included for ants, black bears, fish, frogs and toads, penguins, and polar bears (Goularte, 2012). Grouping: small or partner Using formal and informal, one-on-one, small and large groups of children, choose books and texts for activities that support and challenge children's instructional reading level. (e.g., "Can you tell me what the words say on the front cover of this book? Yes, it's Dr. Seuss's ABC Book. Let's open to the first page after the front cover. This page is called the title page. Can you read the words on the title page? Yes, now le- t's turn the page and continue reading ..."). Grouping: whole, small, partner, or individual The Model Lesson approach can be used to assess student's reading. Additional English and Language Arts Common Core resources for Kindergarten can be found here and here.

References:

Goularte, Renee (2012). *Animal Study: From Fiction to Facts. National* Council of Teachers of English. Retrieved from: http://www.readwritethink.org/classroom-resources/lesson-plans/animal-study-from-fiction-286.html on April 18, 2012.
Hoyt, Linda. (1999). *Revisit, reflect, retell: Strategies for improving reading comprehension.* Portsmouth, NH: Heinemann.
McGill-Franzen, Anne. Kindergarten Literacy Matching Assessment and Instruction in Kindergarten, (2006) Scholastic Inc.

RI.1.1	Ask and answer questions about key details in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
I Have a Question. Begin this strategy by sharing the title and the cover of a book. Ask the students if anyone has questions based on the cover and the title. Record the questions on chart paper. Tell the students they will try to answer these questions while reading the book. While reading, or after reading, note the answers found next to the questions on the chart paper. Use appropriate terms found in the standard with students such as text. **Questioning with Art.** Good readers and thinkers ask questions. Show the print "The Boat Party" by Mary Cassatt and model questions: Where are these people going? What will they do when they get there? Is that the baby's mother? Is that the baby's father? Are they in a sailboat since I see something that looks like it might be a sail? If this is a sailboat, why is the man rowing the boat? The water looks choppy, is a storm going to start? Then show student another piece of art such as "Girl with a Hoop" by Renoir. This painting has a girl in a very fancy dress holding a hoop and a stick. Give students thinking time and share their questions. **QUaD.** QUaD stands for Questions, Answers, and Details. Children are given a topic. Next, they create questions. Using the QuaD structure, students record the questions they have in the first column, answers they find while listening or reading in the second column and the details they learned in the third column (Cudd, 1989).	The teacher can use a large hand graphic organizer. She writes a question on each of the fingers. Students come up and choose a question to answer for the group. Continue until all questions have been asked. Grouping: small Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip. Grouping: partner Students have two signal cards. One is red and one is green. The teacher asks a question and calls on a student for a response. Students will raise the green card if they agree with the response or the red card if they disagree with the response. Then have a discussion about the correct response and why it is the correct response. The teacher will then model reading directly the part of the passage to prove the answer. After multiple experiences with teacher modeling students could independently find the support in the text. Grouping: whole or small Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must ask a person in their group a question that starts with the word that is face up about the passage/story read. The other student responds. If the group doesn't agree, have students use the book or passage to point out or support their answer. The teacher can inform the students as to how many times they roll the cube. Grouping: small or partner

References:

Cudd, E.T. & Roberts, L. (1989). Research and report writing in the elementary grades. The Reading Teacher, 43, 268-269.

RI.1.2	Identify the main topic and retell key details of a text.

Strategy/Lesson Suggestions	**Formative Assessment Suggestions**
Peer Partners. Students are paired. Invite partners to read and reread a story. Then partners will discuss what the text is mainly about. After partners share, write or draw what the text is mainly about, ask them the following questions (Harvey & Goudyis, 2000): 1. How do you know this? 2. What details can you find, list or draw to support your conclusions about the main idea? **What's the Title**? In this strategy, the students will listen to a text but will not know the title. It is the student's job to come up with a title for the book and a picture for the cover. The teacher will read the text or part of the text and children will give titles for that story. Teacher writes responses on chart paper. The teacher will explain that often the title of a text can give clues or directly state the main idea. After modeling invite students to choose another text to practice writing a title and drawing a picture to match the text. **Bag It.** Choose a book or passage with multiple main ideas. Choose three or more main ideas. Label three sandwich bags with index cards on the front with the main idea written on each card. On index cards write details that go along with the main idea. Have students sort the details into the matching main idea bag. This strategy can be done as a center, a whole class activity or a paired activity. Once students become proficient in this activity, they can make their own main ideas and details. **Main Idea/Details Recording Sheet.** Students can use a main idea–supporting details recording sheet to help them differentiate main ideas or topics from supporting details as they read informational texts. Before students independently complete this task, whole group and peer group practice should be provided. Click here for an example.	**Main Idea Can**. The teacher has a large coffee can, paint can, or any container. During reading, practice think-a-louds with students. After reading a story or passage, have students come up with the main idea. Write that on a strip of paper and put on the outside of the can. Then have students come up with some key details from the story or passage. Write those on strips and put inside the can. Students can then pull the strips out of the can to retell the story/passage and make the connection back to the main topic or idea. Grouping: small **Snowball Toss.** After reading a story, develop the main topic or idea with students and write the main topic or idea on a piece of paper. Put students in a circle on the floor. Wad the paper up and hand to a student. Have the student unwrap the paper and read the main topic or idea aloud and then provide a detail from the story that supports the main idea. Continue tossing until you feel all details have been mentioned. You may have to assist some of your students in the process. Be sure to have lots of discussion about the story during this time. Grouping: small After reading a story, give students strips of paper. One strip is the main topic or idea and the others are details. Have the students pick out the topic sentence and put the details in order of occurrence in the story. Then have students retell the story using the strips. Grouping: partner or individual

References:

Harvey, Stephanie, & Goudvis, Anne. (2000). *Strategies that work: Teaching comprehension to enhance understanding.* York, ME: Stenhouse.

RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
QAR. Question-answer relationship is a research-based comprehension strategy that provides teachers and students with a common vocabulary for talking about types of questions and using these questions to comprehend text. First, students must learn about and be able to classify the four types of questions. They are: 1. In-the-Book/Right There 2. In-the-Book/Think, Search and Find 3. In-My-Head/Author and Me 4. In-My-Head/On My Own First grade students can benefit from pictures or symbols that can be used to identify the 4 types of questions To help students make connections within a text, teachers should emphasize "Think, Search and Find" such as: In what ways were _____and _____were alike? Name two differences between ___ and _____. Students should also be asked "Author and Me" questions (Raphael, 1986), such as; What part of the text made you…? Do you agree with…? **Connection Chain.** Tell students that good readers make connections between individuals, events, ideas or information in a text. To demonstrate, tell students that during the reading of the text they are to listen for the connections between *planets* and *stars*. On a strip of paper write *planet.* Tell students that when they see or hear a connection to planet, they are to raise their hands. After the students describe the connection, they can write the connection on to a strip a paper and "connect" it to the strip of paper with *planet* on it. Once students have linked connections to *planet*, they should be able to write or tell about the connections.	After reading and discussing individuals in a text, give each student a lunch bag. On one side of the bag, the student writes the name of an individual, draws a picture of him and writes one attribute that makes him unique from the person on the other side. On the other side of the bag, the students writes the name of another individual, draws a picture of him, and writes one attribute that makes him/her unique from the person on the other side. On a piece of paper or index card write one attribute the two individuals have in common and put it inside the bag. The student could also put an object in the bag representing a commonality between individuals. Grouping: partner or individual While reading a nonfiction text, students create a timeline of events, people, and ideas. This can be done on an individual piece of paper or chart paper. Students will share a connection they have made about how different events and people affect others. Grouping: whole, small, partner, individual After reading and discussing a piece of informational text, allow students to complete a Venn Diagram with a partner to compare and contrast two individuals, events, or pieces of information from the text. Then have students share with the whole group or within small groups. Grouping: partner Additional resources can be found here.

References:

Raphael, T. E. (1986). Teaching question answer relationships, revisited. *Reading Teacher*, 39, 516-520.

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Context Clue Challenge. In groups of four, students write definitions, but there is a catch! They are not allowed to use dictionaries, glossaries, dictionary.com or any other reference. They are only allowed to use each other and the literary work in which the word appears.	During reading, the teacher will point out a word or phrase in the text and ask the student its meaning. If students are unsure of the meaning, they can ask the teacher for clues to the meaning of the word or phrase. The idea is for the student to come up with the meaning themselves, but with teacher assistance if needed. Grouping: small or individual
Think-Aloud. Readers often encounter words that are new and have unknown meanings. Sometimes the author defines vocabulary within the text, but sometimes we have to infer the meaning of unknown words using context clues provided in the text and illustrations. During shared reading, when all students can easily see the words and illustrations, think aloud how to infer the meaning of unknown words when reading continuous text.	Students are given a set of cards with words and phrases written on them. The students are to lay out the cards. The teacher will ask a question related to one of the cards. The student has to hold up the card that answers the question. This can be done with teams of students and you can keep score of how many each team gets correct. Grouping: whole, small, partner, or individual
Interactive Read-Aloud. During an interactive read-aloud, students will infer the meanings of unknown words. The teacher will record student responses on a chart that includes the following useful headings: "Word," "What We Infer It Means," and "What Helped Us" (Harvey & Goudyis, 2000).	Students create a four doors book. Students will write a question about a word from their reading, lift the flap, and then write the word underneath the flap. Students will repeat for each flap. Grouping: Partner or Individual
T, I, OS. This strategy forces students to look at the text and determine how they may figure out the meanings of unknown words and phrases. As students encounter unknown words or phrases, the students should mark (using pencil or sticky notes) the text with T (the meaning is given IN the TEXT): I, the meaning is INFERRED (I think I can figure it out on my own based on what I know and the words); or OS (I need an OUTSIDE SOURCE to help me with the meaning) (Miller, 2000).	

References:

Harvey, Stephanie, & Goudvis, Anne. (2000). *Strategies that work: Teaching comprehension to enhance understanding.* York, ME: Stenhouse.
Miller, Debbie. (2002). *Reading with meaning: Teaching comprehension in the primary grades.* Portland, ME: Stenhouse.

RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Text Feature Chart. The teacher creates a chart so the class can track the text features they find in different books. Introduce the text features as they appear in books while reading, or have students browse through a variety of books to identify different text features. Ask students to record the text features they find before, during, or after reading (Kelley & Clausen-Grace, 2010). **Feature Focus.** When introducing a content-rich book, select one or two text features to highlight. Choose features that are helpful for determining the important ideas in the text or understanding its organization. Pose questions that help students recognize the functions of these features such as the following: 1. What does our preview of this feature tell us about the kind of information we will encounter? 2. What does this feature tell us about how the book is organized? **Author Author.** Encourage students to include text features in their own expository writing. For example, students can add an index and a glossary of important words to a class book, or they can organize a report with headings and a table of contents. **Feature Comparison.** Point out variations among text features in several books or articles. Have students examine different examples of the same text feature and identify the differences in books and articles. **Feature Rating.** After reading a text, reflect as a class how the feature(s) helped reinforce the text, or how the feature helped the reader find the information. Rate or grade the feature as to its helpfulness, information, clarity, etc…	Ask students various questions where they will have to use text features to assist in finding the answer. Grouping: whole, small, or partner What is the definition of _____? (Students should turn to the glossary in their book to find the answer.) What is page ___ about? (Students use the heading on the page.) What is the title of chapter ___? (Students should use the table of contents.) Have students create a poster of their favorite animals. Provide them with several nonfiction texts, as well as electronic resources. Remind students to use the text features when looking for information. Provide them with a rubric and checklist of the things you would like to be present on their poster, as well as a checklist of the text features they may use to help them. You may want to tell them they are to use a certain number of text features to help locate information. Grouping: partner Write several text features on sticky notes. Using a nonfiction big book, if possible, have students put the sticky notes with the text features written on them in the correct spot in the book. (i.e. The sticky note that says table of contents would be put on the table of contents.) Grouping: whole or small Variation: Put students with a partner, and each group is given a set of sticky notes and a nonfiction book. Then have the students put the sticky notes where they belong in their books. Next have students share out where they put the sticky notes and explain the text features.

References:
Kelley, M. & Clausen-Grace, N. (2010). Guiding students through expository text with text feature walks. *The Reading Teacher, 64 (3)*, 191-195.

RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
A Picture is Worth A Thousand Words. Find a short nonfiction article that has text features such as photographs, pictures or illustrations and give each student a copy. Think-aloud to show how to gain information and make inferences from the text features. *For example:* After listening to a think-aloud that focused on illustrations, students in the class were given a text about humpback whales. The author did not come right out and tell the readers that the whales migrate to warmer waters, but by studying the illustrations, the students were able to make this inference. Set out several picture books that allow students to easily make inferences based on the illustrations. Students should select one illustration to take a closer look at and should record any inferences they are able to make (Hoyt, 2002). **Illustration/Photograph Questions.** This strategy will assist students in gleaning information from pictures and illustrations. Allow students to work in pairs or small groups. The following are some questions to ask students about a specific text feature: • How is this picture related to the main text? • Does the picture give you more information or the same information? • What can you learn from this picture that is not written explicitly in the text? • Does the picture have a caption? Is the caption interesting? Does it help you to understand the picture better? **Read, Cover, Remember, Retell.** 1. Get a partner. 2. Read and look at the picture, illustration, chart, graph or table. 3. Cover the text feature with your hand. 4. Focus on remembering what you read. (quiet thinking) 5. Tell your partner what you remember and peek if needed. 6. Write the key information you learned, or look at another text feature, switch roles, and begin the process again.	Use the text and illustration graphic organizer and while reading a text to students, stop and ask them what information the author is providing and write it on the text side of the chart. Then show students the illustrations and ask what additional information can be gathered from the illustration. Repeat this until the entire text has been read. After reading, look at the chart with the students and ask: What kinds of information did the illustrations provide? Did the information help you understand the text more? Grouping: whole or small Choose a text to read with students. Write information that the text provides and information that the illustrations provide on index cards. Create enough sets for each group of students and put them in plastic bags or envelopes. Read the text with students. Put students in small groups or with partners. Give each group a copy of the text and illustration graphic organizer and a set of the cards. Students are to put the cards in the correct column on the graphic organizer. Grouping: small, partner, individual Variation: If you have advanced students, provide a text and allow students to write the information on the chart. Grouping: small, partner, individual

References:

Hoyt, L. 2002. *Make It Real: Strategies for Success with Informational Texts.* Portsmouth, NH: Heinemann.

RI.1.7	Use the illustrations and details in a text to describe its key ideas.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Closer Look. Invite students to look closely at the illustrations used in a text before reading it and make a list of what they see. Tell students to find the main idea and details that may appear in the illustrations. **Similarities and Differences.** Tell students to read a portion of an informational text that is illustrated. Have students then describe similarities and differences between the illustration and the text (Fountas, 2006). **Illustration Sort.** Select five to ten illustrations from a book/text the class will read. Choose some illustrations that students would expect to see in the book/text, as well as others that may be less expected. Show students the pictures and ask them which ones they think would be in a text titled _____ (i.e. bears, weather, travel). As a group, have students sort pictures into three categories: in the book, not in the book, or not sure. Ask students to give the reasons for their decisions. Read the text together to confirm their choices. After reading, ask students to rearrange the pictures into the correct categories and discuss their reasons for moving them. **What's In an Illustration?** Choose an illustration from the text. Write the title or describe the illustration in the first column of a two column graphic organizer. In the 2nd column, record information the illustration gives the student/class. This strategy should be modeled multiple times before students complete the task independently.	Read a text with students. Create the details graphic organizer on large chart paper. Have students write key details on sticky notes and put the notes on the chart, or they can verbally tell the teacher details to write on the chart. Grouping: whole or small Read a text with students, or have students read a text. Give each student or pair of students a copy of the details idea wheel. Tell students that after reading the text they are to write and/or illustrate the four key details in the text on the wheel. Grouping: partner or individual After reading a text, have each student trace their hand. Then have students write the key ideas on each finger and thumb, making it five key details from the text. Grouping: individual Additional resources can be found here.

References:
Fountas, I. & Pinnell, G. (2006). Teaching for comprehending and fluency, K-8: Thinking, talking, and writing about reading. Portsmouth, NH: Heinemann.

RI.1.8	Identify the reasons an author gives to support points in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Agree/Disagree. Tell students what the main idea is of an informational text about a topic such as recycling. Have that main idea written on a lunch size bag. Provide strips of paper with details on them inside the bag. Make sure you write some details that do not belong or support the main idea. As you pull out the ideas out of the bag, have students agree or disagree. Students can agree or disagree by raising their hands or by walking to one side of the room or another that has "agree" and "disagree" signs posted. Students must be able to support their decision with a reason. Student can make their own bag with a main idea and details (Harvey & Goudvis, 2000). **I Have a Question.** Finding reasons or details that the author has given to support points in a text, can be identified easily through the questions asked of the student. The teacher writes questions on index cards. Students choose a card and use the question to guide their reading as they look for information to support an answer. Possible sentence stems for teacher to use when writing questions: "Where does the text say _____? Can you find reasons the author thinks that_____? Can you find the reason the author believes _____?" **Paired Reading.** Tell students to listen or read an informational text about (fill in the main idea). Tell students during reading to identify the details the author has added in the text to clarify the main idea. Have students practice this skill with partners. In this situation, one student reads aloud and the other listens. The listener raises his hand when he has heard a detail that supports the main idea. The reader agrees or disagrees with the listener's answer. Students can then switch roles.	Read an informative article to students. Use a graphic organizer to help students grapple with the text. If the article was about earthquakes, ask students to identify what earthquakes cause. Write earthquakes in the large box at the top of the page and then fill in the students' responses in the boxes below it. This activity can be repeated with another informative piece done with a partner or independently. Grouping: whole, small, partner, or individually Complete the graphic organizer below with your students. The teacher will fill in the "Author's point", and then ask students for ideas to fill in the other column titled "Reasons/Details". Grouping: small **Author's Point** | **Reasons/Details** Teacher provides | Teacher provides | Create sentence strips with the key points in a text and the details to support those points and put them in an envelope. Students work with a partner or individually to match the details to the correct key point. This could be used in as a center or station activity. Grouping: partner or individual After reading an informative text to students or having students read a text, instruct students to fill out the cause and effect graphic organizer. Grouping: small, partner, individual

References:

Harvey, S. & Goudvis, A. (2000) Strategies that work: Teaching comprehension to enhance understanding. Portland, ME: Stenhouse Publishers.

RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Similarities and Differences. One way of introducing this standard is to have students state the similarities and differences between familiar objects. For example, you might ask, "How is a spoon like a fork? How is it different?" or "How is a cat like a dog? How is it different?" Then discuss with students why finding similarities and differences ar important. Guide the discussion to help students understand that they can see things more clearly in their mind and remember them better after they have identified similarities and differences (Marzano, 2001). **Matrix**. Students can use a matrix to show the similarities and differences between two (or more) texts. The teacher can place the characteristics at the top to give students a starting point to research similarities and differences. Students can work in pairs to fill out the matrix. Once that step is completed students can write or discuss findings. **Think Pair Share Write.** **Think**: The teacher prompts the students with a question such as "name one thing that is similar about text one and two. **Pair/Share**: Students pair up to discuss responses. Be strategic with partners! Elbow buddies or numbered partners allows for structured conversations that also build upon strengths and/or provides accommodations. The length of the discussion depends on the complexity of the task. **Write:** This part can be as simple as jotting a quick thought on paper, white board, or graphic organizer. Using this strategy, a graphic organizer can be filled out a section at a time (Gunter, 2007). **Graphic Organizers.** Introducing graphic organizers, such as a Venn diagram, can help students see a picture of their ideas and their relationships which will help them remember the information being presented (Marzano, 2001).	After reading two texts on the same topic (teacher read or student read), students complete a Venn Diagram to show similarities and differences in the two text. (You can also use a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor.) Grouping: small, partner, individual Students can do this activity with the same two texts or put them into groups and allow students to choose the two texts and topic they would like to read more about. After reading two texts on the same topic, students create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and list information that is specific to this text. They write the title of the second text at the top of the right side and list information specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students can then share information. Grouping: small, partner, individual Read two texts about different holidays or any topic you choose. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and what is different about the two holidays or the topics you chose. (food, activities, etc.) Grouping: whole or small, partner or individual Read two texts about how something is made. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and different in the steps to make the item. Grouping: whole or small, partner, or individual

References:

R. J. Marzano, D. J. Pickering, and J. E. Pollock (2001). Classroom Instruction That Works. Alexandria, VA: ASCD.
Gunter, M. A., Estes, T. H., & Schwab, J. H. (1999). *Instruction: A Models Approach*, 3rd edition. Boston: Allyn & Bacon

RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Coding the Text. Text coding is a strategy used to help students keep track of thinking while they are reading. Students use a simple coding system to mark the text and record thinking either in the margins, directly on the text or on sticky notes. As students make connections, self-question, and respond to what they reading, they are self-monitoring their comprehension and enhancing long term understanding. Create codes for the students to use, based on desired responses and characteristics of the assigned material. Codes may be symbols or letters, or students might color-code for certain text features. Possible codes include: ? = I have a question about this; A = I agree with this; D = I disagree with this ! = Interesting or important point; C = Confusing With first grade, teachers should start by giving only one to three codes for students to use. Model how to use the codes; demonstrate with the students' text or with a text comparable to one students will read (Harvey & Goudyis, 2007). **Visualizing to Comprehend**. Whole Group: 1. Begin reading. Pause after a few sentences or paragraphs that contain good descriptive information. Share the image teacher has created in your mind and if possible sketch your pictures on the white board or on chart paper. Talk about which words from the book helped you "draw" your picture. 2. Continue reading. Pause again and share the new image you created. Talk with students how your images and their images may be different. These differences are important to understand and respect. Read a longer portion of text and continue the sharing process. Once this is a familiar skill, encourage each child to use mental imagery when she is reading independently.	3-2-1. Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Grouping: individual Annotation Notation Rubric. Have students use the following symbols to show understanding of the text with prompting and support:  The main idea (Put a box around the main idea.) ____ Details (Underline the details.)  Words to remember (Circle key words to remember.) Write a summary sentence. Grouping: partner or individual Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students explain in a few sentences what the article or nonfiction piece was about. The teacher may decide to use a checklist for this assessment for each student. Grouping: individual

References:

Harvey, Stephanie, & Goudvis, Anne. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.

RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Story Maps for Retelling Non-Fiction Stories. Story retelling is an authentic way of assessing if the reader can identify key story elements. In story retelling, students are asked to recount what they have read. Through the retelling, students identify major elements. Teachers can allow students to use a story map to guide their retelling. This can be used for biographies, autobiographies, historical or current events. Details included may be: People, location, time period, major challenge/accomplishment/event, and life/event details. **SQ3R.** Survey, Question, Read, Recite, Review is a study strategy students may use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to questions. When students finish reading, they summarize what they have read and review their notes. In this way students monitor and evaluate their own comprehension (Robinson, 1961). Strategy Procedure: Survey- Preview titles, headings, pictures, and visual aids in the selection. Scan and review questions, introductory and concluding paragraphs. Question- The reader thinks about what he already knows about the topic and generates questions that might be answered in the material. Read- Attempt to answer questions brought about during the "Question" step. Recite- The reader may stop after each section and "recite" what was just read, summarizing the information. The reader orally answers any of his questions found within the section read. Review: Reread portions of the text where answers were provided.	Students have two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to tell if the question is about the text. If the question is about details in the story, they raise the Agree card. If not, they raise the Disagree card. Grouping: whole or small Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must write a sentence using that word about the text. The teacher can inform the students as to how many times they roll the cube. Grouping: small or individual Students could use the question cubes with a partner. One student rolls the cube, and asks a question using the word the cube shows. The other student answers the questions. (This can be done orally or by both students writing down their responses.) Grouping: partner The teacher can use a large hand graphic organizer to model retelling the story orally or to create a written summary. Grouping: whole or small Students complete a "Give Me Five". Students will trace their hands and write five questions related to the text asking who, where and so forth. Another option: Students could then swap hands and answer each other's questions. Grouping: partner or individual Students design a questionnaire about the text with a partner. The teacher can collect them and give to a different partner group. Each group must answer the questions on the questionnaire they are given. Grouping: partner

References

F. Robinson, *Effective Study* (New York: Harper and Row, 1961).

RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Very Important Words. Explain that authors give readers clues about the most important information in the text. One clue can be the use of Very Important Words. These are usually a few words that relate closely to the topic and may be used several times in the text. After reading and discussing an informational selection, have students dictate the Very Important words from the text. Write these words on chart paper and talk about why these are (or are not) Very Important Words. Assist students in using these words to dictate sentences with key information about the topic. **What's the Big Idea Mural.** Before reading a nonfiction selection, activate students' prior knowledge about the topic and ask them to listen for the most important information the author shares about the topic. Let students know that they will draw pictures of the most important parts. After reading, ask each student to share an important part of the story. Record these first on chart paper, and then on a long sheet of butcher paper stretched lengthwise across the floor or wall as students help place important parts in logical order. Divide the paper into sections for each important idea, and ask students to select a picture to work on with a partner or small group. After the pictures are completed, involve students in writing a summary. **Sticky Note (whole group/teacher-led):** During the rereading of a read-aloud of an informational text, use sticky notes or highlighter tape to mark the big ideas. Discuss how information not highlighted contains information about these big ideas but does not contain the most important ideas in the selection **Sticky Note (independent reading):** Students read independently, marking with sticky notes any sections they des.ire to return to or discuss. These may be sections they understand and can explain, sections that need further clarification, or places for creating their own explanations, pictures, and diagrams (Santa, Havens & Maycumber, 1996).	Students will read a multi-paragraph informational text from any periodical, science or social studies text and locate repeated words or signal words within the text that identify the main topic and the focus of the supporting paragraphs. **Give a Hand.** Have students trace their hands. The main topic/idea sentence can go in the palm. Some, or all, of the fingers can contain the supporting details. Make sure students write sentences that support their main idea. Display the hands around the classroom so students can look at each others' work. Grouping: small, partner, individual Students draw an illustration that depicts the main idea of the passage and adds a caption stating the main topic or idea. Grouping: partner or individual **Main Idea Can.** Each student has a cup or soup can. They write the main topic or idea of the text on a strip of paper and glue it to the outside of the cup or can. Students then write the focus for each paragraph in the text on a strip of paper and write the paragraph number on the back of each strip and insert into the cup or can. Students can then share with a small group or the class. When sharing, the students could even pull their strips out and then have the class tell them the correct sequence of the strips. Grouping: partner or individual

References:

Santa, C.M., Havens, L.T. and Maycumber, E.M. (1996). *Project CRISS* (Dubuque, Iowa: Kendall/Hunt).

RI.2.3	Describe the connection between a series of historical events, scientific events or concepts, or steps in technical procedures in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Sticky Notes. Sticky notes are used to mark sections in a text that students would like to return to, difficult sections for which they require clarification, for instance, or to note a connection between a series of events, concepts or steps. These stopping places can be used to foster discussion and inspire writing (Santa, Havens & Maycumber, 1996). **Questioning the Author.** Questioning the Author is a comprehension strategy that enables students to construct meaning from texts. Since many texts can be confusing to students this strategy can help students focus in on the connections between events, concepts or steps. This strategy asks readers to engage with text in a meaningful way (McKeown, Beck, & Worthy, 1993). **Selective Colored Underlining.** Selective underlining is a study strategy that enables students to understand what the author is trying to say and to organize information in texts. To enable students to make connections, colored pencils or highlighters can be used so students can connect steps or events using the same color (Adapted from Santa, Havens, Maycumber. 1996). **Read-Pair-Share.** The Read-Pair-Share strategy is based on the idea that readers summarize and clarify more easily with peer support. Summarizing helps students demonstrate literal comprehension, and clarifying helps students ask and answer questions about text. This strategy will help students keep the connections clear in the students' minds (Larson and Dancewear, 1986).	If the students have read a text with steps in procedures, have the students list in order the steps to make the item. You could also take out one of the steps, and then discuss how and why that might affect the final product. Students could rate the importance of the missing step and explain their rating. Grouping: whole or small After reading a set of books of related historical events, have the students draw a timeline of the events from the various stories in order. i.e., Read Underground Railroad, Tubman, and Lincoln; Moving to Jesse Own, Rosenwald (1920), Rosa Parks (1955), Ruby Bridges and the Greensboro Sit-In (1960), and, finally, Martin Luther King, Jr. Grouping: partner or individual After reading and discussing historical or scientific events in a text, give each student a lunch bag. On one side of the bag, the student writes the historical or scientific event, draws a picture, and writes two pieces of information that make that event unique from the event on the other side. On the other side of the bag, the students write the name of another event, draws a picture, and write two pieces of information that make that event unique from the event on the other side. On a piece of paper or index card write two commonalities the events have in common and put it in the bag , or the student could place an object in the bag that would represent a commonality of the two events. Grouping: partner or individual

References:

Larson, C. and Dansereau, D. (1986). Cooperative Learning in Dyads. *Journal of Reading* 29, 1986: 516–520.
McKeown, M.G., Beck, I.L., and Worthy, M.J. (1993). Grappling with Text Ideas: Questioning the Author. *The Reading Teacher* 46, 1993: 560–566.
Santa, C.M., Havens, L.T. and Maycumber, E.M. (1996). *Project CRISS* (Dubuque, Iowa: Kendall/Hunt).

RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2nd topic or subject area.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Frayer Model. This graphic organizer allows students to place the new vocabulary term in the center and lists essential characteristics, nonessential characteristics, examples and non-examples (Frayer, Frederick & Kausmeier, 1969). A sample suggestion is provided. **Strategy Procedure.** A concept/word is selected to be analyzed. A 4-block organizer is completed in pairs or small groups. The categories of the 4 blocks are: Definition (in own words), Characteristics, Examples (from text or own life), and Non-Examples. **Concept Definition Map.** This map is a graphic representation that helps students understand the essential attributes, qualities, or characteristics of a word's meaning. It is also a strategy for teaching students the meaning of a key concept by having students describe the concept and cite examples of it. **Experience Text Relationship (ETR).** ETR is particularly helpful with English Language Learners because their background knowledge and experiences needed to comprehend English are, likely, in their first language. ETR accesses prior knowledge needed to connect with a particular text. E (Experience)- Teacher and students discuss students' knowledge and experiences related to the topic or theme of the text. T (Text)- Next examine the title and pictures. A purpose for reading is given by the teacher, and students make predictions. Then, students are assigned short sections of text to read on their own. After reading each section, a discussion takes place to verify purposes for reading and make predictions. This continues throughout the analysis of text. R (Relationship)- Teacher poses questions and leads a discussion that emphasizes the relationships between student experiences and text information.	Give a group of students a set of cards with short passages or sentences written on them that have words or phrases underlined. Give them a set of cards that has the meanings of those underlined words or phrases. The students are to work together to match the two sets of cards. Grouping: small or partner During small group time while reading, stop and ask a student the meaning of a certain word or phrase in the text. Ask what clues did they use to determine the meaning(s).You can record their responses. Remind them to use context clues and background knowledge. Grouping: small

References:

Frayer, D., Frederick, W., & Klausmeier, H. (1969). *A schema for testing the level of cognitive mastery* (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.

RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Text Features. Ask students to open a content area book and discuss the features that assist them with finding information. Students could be asked to discuss text features they notice instead of having them pointed out by the teacher. **Feature Chart.** Have students create a classroom chart showing the purpose of each feature and why each feature is useful. This chart can remain up throughout the year. Using a website such as the ones listed above, allow students to locate the same type of text features on a web page. How are they similar? (colors and font variations, tabs to click on like a table of contents, bold faced words, icons) Are there any advantages to using a book over a webpage? Vice-versa? How do text features help a reader understand informational text? Several units on text features for grade levels 1-5 are designed at the Center for Innovation at Indiana University's website. Additional resources can be accessed here, here, and here.	Students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number, and write each feature's purpose. Grouping: partner or individual With a partner, students search through a given text and record any text features they encounter and write its purpose. Grouping: partner In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about, and a question they would like to have answered. Then have students share what they wrote with the group. Grouping: whole or small Ask students questions about the text where they will need to use various text features to find the answers. Have students explain what text feature they used and give the answer to the question. Teachers could use a graphic organizer for students to record. Grouping: small or individual Have each student point to text feature that the teacher asks about from the book. Invite a student to explain how the feature helps him understand the passage. Grouping: whole or small

References:

RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Two-Column Notes. Two-column notes help students think critically about text and provide focused comprehension practice. Students divide their papers into two columns. They should label the left column Main Idea and the right column Details. As students read and take notes, they should write the main idea on the left and the details of that main idea in the right hand column. As a new subtopic is introduced, students should add new main ideas and details next to the main idea. Other variations of Two-Column notes include Question/Answer and Cause/Effect. **3-2-1 Strategy.** Students can use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading the text. After teacher modeling, students read a text independently and use the 3-2-1 strategy to comprehend what they read (Zygouris, Wiggins & Smith, 2004). **Questioning the Author.** Begin by discussing with students that nonfiction books are written by authors with various writing styles which may be unclear or confusing to some. Students then read passages from selected texts. The teacher then asks questions such as: "What is the author trying to tell you? Why is the author trying to tell you that? Is that expressed clearly?" As students identify confusions in the text, the teacher prompts them to communicate those ideas in a language that is clearer to them by asking questions such as: "How could the author have expressed the ideas more clearly? What would you want the author to have written instead?" By transforming the author's ideas into their own, students display comprehension (Beck, McKeown, Hamilton & Kugan, 1997).	Give students a description, ask what the author's purpose is and have them explain their answers. (e.g., Sydney's mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author's purpose: to inform, Explain: The note was written to give the teacher information.) Do this orally in small group using several descriptions. Grouping: small Descriptions are written on cards. Students work with a partner, take turns reading a description and telling the author's purpose. Next students explain responses. Grouping: partner Students write a description on one side of a card. On the other side, they write the author's purpose and an explanation. Students create three cards of the author's purpose: to inform, to persuade, and to entertain. Working with a partner, students exchange cards. They each read the description on a card and tell the other what the author's purpose is. Next each student explains his response. Grouping: partner or individual

References:

Beck, I.L., & McKeown, M.G., Hamilton, R.L., & Kugan, L. (1997). *Questioning the Author: An Approach for Enhancing Student Engagement with Text*. Newark, DE: International Reading Association.

Zygouris-Coe, V., Wiggins, M.B., & Smith, L.H. (2004). Engaging students with text: The 3-2-1 strategy. *The Reading Teacher*, *58*(4), 381–384.

RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Sticky Notes. Click on the digital images located here. Some photos are not labeled as a diagram but could easily be made into a diagram. This strategy suggestion will work with any book that has diagrams. A link above will assist in finding free images for diagrams. Allow students to view a diagram. Using a sticky note, cover the labels on a diagram and study the picture closely. As students are able to guess what they will be studying, ask questions such as what is missing from the diagram that might be useful? One by one, uncover the words and discuss what information the author gives. Ask students to explain how the image provides clarity and contributes to their understanding (Harvey & Goudvis, 2000). **Divide and Conquer.** When reading informational text, divide students into groups of no more than three. Assign each group an image to analyze. Tell each group to list and share the key ideas each image communicates. Groups also analyze whether the image clarifies or does not clarify the meaning of the text. **Missing Text.** Give students a diagram without labels or text. In pairs have the students create a caption or text they think will match the diagram. They can also give the diagram a title.	Have students create a diagram and label it to show how something works. If working as partners, share and discuss with another partner group or if done individually, they can share and discuss with another student, small group, or the whole class. Encourage the students to ask questions about the other person's or group's diagram. Grouping: partner or individual Given a diagram, students can write two to three sentences explaining what the diagram is showing and how it connects to the text. Grouping: partner or individual After reading a piece of informational text, allow students to work with a group of 2-4 students. Each group is to create a diagram to go with the text. Remind the students that the diagram should help explain the text. Then have each group share their diagram and explain how it helps clarify what the text says. Grouping: small

References:

Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding.* Portland, ME: Stenhouse.

RI.2.8	Describe how reasons support specific points the author makes in a text.

Strategy/Lesson Suggestions

Read to Discover. This strategy helps students learn to locate information related to a given prompt, provide reasons for their answers, and identify pertinent information in nonfiction text by rereading and retrieving information. The teacher explains to the students they are going to practice looking for specific information while reading. Students read independently, and the teacher pulls a pre-written "prompt" out of "prompt container." Students then reread to locate appropriate information to respond to the prompt and support their response. Students then signal when they have located the information. Responses can be shared in small groups or partners.

Selective Underlining. Teacher models the use of underlining as one way to organize information in texts. By projecting a text for the class to see, the teacher reads through the selection. Then students reread and begin underlining words and phrases that represent key ideas. As these think-alouds progress, main ideas can be underlined in one color, while details are underlined in another color. When main points are not explicit, words can be generated and written in margins in the appropriate color.

Read and Reread. In order for students to describe the reasons an author makes specific points, many students will need to read a text more than once. When reading a second or even a third time, students will need to make notes or marks to show their thinking each time they read. Students should note how the author presents and supports a specific point in a text. They can record these points on a sticky note or graphic organizer (Beers, 2003).

Formative Assessment Suggestions

After reading an informational text piece, ask students to identify the key/specific points. Then ask students what reasons are in the text to support those key/specific points and how the reasons support the key/specific points. Grouping: whole, small

Students complete the graphic organizer below. The teacher will fill in the author's point, and the students fill in the other two columns titled "Reasons" and "How/Why does the reason support the point?" Students can then share some of their recordings. Grouping: small, partner, individual

Author's Point	Reasons	How/why does the reason support the point?
Teacher provides		
Teacher provides		
Teacher provides		

After reading an informational text piece, give students a copy of a fish graphic organizer. Each student is to locate a key point that the author makes and write it in the center of the fish and then write any supporting reason on the bones going diagonally. Students can then turn the paper over and write a sentence or two explaining how those reasons support the key point.

References:

Beers, K. (2003). When Kids Can't Read What Teachers Can Do: A Guide for Teachers 6-12. Portsmouth, NH: Heinemann.

RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Semantic Feature Analysis. A chart is used to compare terminology/subjects by its features or characteristics. An SFA is a visual representation of how the terms/subjects are similar or different. Semantic Feature Analysis can be used with any content subject area. *Strategy Practice:* Choose a subject of study, create a table with the subjects of study in the left column, and list the features or characteristics common to the subject in the top row. As students read/reflect on reading- they will place a + sign to indicate where the feature applies to the subjects. The completed table will provide a visual tool for comparison (Anders & Box, 1986). **Think-Pair-Share.** A discussion strategy that enables each student to be an active participant. Begin by suggesting a topic or asking a question. Ask students to think for a few minutes about how they will respond. Pair students, and ask them to discuss their ideas. Conclude by having students share their ideas they discussed in their pair within a whole group discussion. (Lyman, 1981) **2-2-2.** Students read two texts on the same topic. After reading, students identify two similarities and two differences between the texts. This can be adapted to 3-3-3, to be completed in the same way as 2-2-2.	Students create a checklist of key points the texts have in common, as well as make a list of points each text has as its own. Grouping: small, partner, individual Students complete a Venn diagram to compare and contrast the texts. They could write responses on the chart paper, handout, or use sticky notes to put on a chart. Grouping: small, partner, individual Students write two sentences that tell how the texts are alike and two sentences that tell how they texts are different. Grouping: partner or individual After reading two texts on the same topic (teacher-read or student- read). All students can complete this activity with the same two texts. Or the teacher can organize students into groups and allow students to choose the two texts and topic they would like to read more about. Students then create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and will list information that is specific to this text. They will write the title of the second text at the top of the right side and will list information that is specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students can then share their information. Grouping: small, partner, individual

References:

Anders, P. L., & Bos, C. S. (1986). Semantic feature analysis: An interactive strategy for vocabulary development text comprehension. *Journal of Reading*, 29, 610-617.

Lyman, F. T. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), Mainstreaming Digest (pp. 109-113). College Park: University of Maryland Press.

RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Reciprocal Teaching. Created by Palinscar and Brown (1984), Reciprocal Teaching involves for comprehension strategies: summarizing, questioning, clarifying, and predicting. Students can work in groups of four while reading a selection. Each student has a role: summarizer, questioner, clarifier, or predictor. Each role has a defined task: Summarizer- highlight key ideas, Questioner- identifies unclear or puzzling parts of the text and poses any questions about the text, Clarifier- attempts to clarify and answer any questions the Questioner may have had, Predictor- offers possibilities of what may come next in the reading. There is no set order for each role to participate. The comprehension conversation should flow in a natural order, which each student assuming their assigned role. Student roles should change regularly. **Tracking Symbols.** While reading a selection, students track their thinking by using symbols to mark the text. Some symbols may include: "?" for words that couldn't be decoded or confusing parts of the text, "!" for new information, "*" (asterisk) for interesting parts of the text. These symbols are used to guide meaningful conversations after reading. Depending on the type of text used, students can write directly on the page or write symbols on small sticky notes and mark points in the text with sticky notes.	3-2-1 Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Grouping: individual **Annotation Notation Rubric**. Have students use the following symbols to show understanding of the text:  The main idea (Draw a box around the main idea.) ____ Details (Underline the details.)  Words to remember (Circle key words to remember.) Write a summary Grouping: partner or individual Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you in a few sentences the main idea and supporting details of the piece. You may decide to use a checklist for this assessment for each student. Grouping: individual

References:

Palincsar, A. S. & Brown, A. (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension Monitoring Activities. Cognition and Instruction, 1(2), pp. 117-175.

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Author and Me Analysis. Using a T-chart, have students compare their purpose for reading to the author's purpose for writing. Students record important information on the left side of the chart. Students then make connections from their purpose for reading to the author's purpose for writing and record those on the right side of the chart (Beers & Howell, 2003). **QAR**. QAR is a cognitive strategy that can also be applied to traditional text in an anthology or a chapter in a textbook in other content areas. This strategy is especially useful when students are asked to read something and answer questions about it. Teachers model the four types of questions: Right There, Think and Search, Author and Me, and On My Own (Raphael & Au, 2005). 1. Right There --Pose a question to the class that may be answered by looking in one location in the text. Ask students how they figured out the answer to the question 2. Think and Search --Ask a question that may be answered by looking in more than one location of the text. 3. Author and Me--Pose a question that requires "reading" the text and using knowledge that is in your head. 4. On My Own--Ask a related question that can be answered without having to read the text. These are usually higher level critical thinking questions.	**Jeopardy Game.** Prepare a set of answers at various levels on a section of text or a collection of texts. Students take turns on teams giving the question, with concrete references to the text. Students will have their book for reference to assist them in referring explicitly to the text. They must locate the information in the text before answering. For students who struggle with gathering information, some of the answers or hints might be provided to guide their reading. Advanced students might be given the more challenging answers or they could create some of the answers for the game. **Illustrations.** After reading an assigned text about an event or an object, each student will create an illustration, with labels, to show understanding of the description. Teachers will evaluate the students' ability to recreate the event or object with an emphasis on explicit references to the text. They will also discuss student work with selected students. **Exit Slip.** Teachers will ask one or two key questions at the conclusion of a reading or research activity. Responses will be based on information from the text. Teachers will adjust the material for future study based on the accuracy of the information the student provides. They may wish to change the topic, the reading level, or provide support through a partner or small group.

References:

Beers, S., & Howell, L. (2003). *Reading strategies for the content areas*. Alexandria, VA: Association for Supervision and Curriculum Development.

Raphael, T.E. (2005). QAR: Enhancing Comprehension and Test Taking Across Grades and Content Areas. http://onlinelibrary.wiley.com/doi/10.1598/RT.59.3.1/abstract

RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Consensus. In this activity, students identify the main ideas in a series of "coming-to-a-consensus" processes. • Have students identify individually the three most important things (three main ideas) they learned from the text that they read. They should list them on a piece of paper. • Pair students to share their most important information (main ideas) and come to a consensus about the three most important pieces of learning (main ideas), again listing them. • Then have each pair join with another to form a group to discuss their findings and again come to a consensus about the three most important pieces of learning (main idea). • Finally, ask the groups to come together as a class, and have them exchange ideas and come to a class consensus of the three most important main ideas. As they do, list the class's main idea on the board. (Beers & Howell, 2003) **Mini-Lesson Ideas Related to Determining Importance**. The following are mini-lesson ideas about determining importance. • Main ideas are supported with details. • In nonfiction, there is often a main idea in every section. • Readers use many text features to help them distinguish important from unimportant information. • Good readers slow down when they think something is important or worth remembering. • Main idea can be stated in other ways such as central idea, main point • Sometimes the theme of a story must be inferred (Guisinger, 2012)	Groups of students read different passages. Next, students work together to create signs for the main idea and the key details of their selection. The student holding the main idea sign then presents it to the class and defends their choice. Next each of the students holding a key detail sign defends how their key detail supports the main idea. **Note.** For struggling students, teachers may want to start with a short paragraph at a lower reading level, then build on understanding. Also working with other students may provide support.

References:
Beers, S., & Howell, L. (2003). *Reading strategies for the content areas*. Alexandria, VA: Association for Supervision and Curriculum Development.
Guisinger , P. (2012). *Determining importance*. Retrieved from http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=000005 on Jan. 20, 2012

RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause and effect.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Semantic Feature Analysis (SFA). SFA uses a chart that compares the terminology of a subject by its features or characteristics. An SFA is a visual representation of how the terms students are studying are similar or different. An SFA can be used with any content subject area. An attachment is provided. • Choose a subject of study, e.g., pets. • Create a table. List the terminology of the subject in the left column, and list the features or characteristics common to the subject in the top row as the sample below suggests. • Ask students to place a plus sign (+) to indicate that the feature applies to the term, or place a minus sign (–) to indicate that the feature does not apply to the term. • Discuss the similarities and differences among the terminology. **Cause and Effect.** This strategy allows students to use critical thinking about a topic or event. Definitions below simplify the terms for students. *Cause:* An event that makes something else happen. *Effect:* The result of the cause. The effect happens after the cause. **Sequence Graphic Organizer.** An example of a sequence graphic organizer supporting the concept of cause and effect could be a chain. Students list the major steps or events on a circle which links to the next event. Boxes with the transition words first, next and last can be used. The fishbone organizer also supports this strategy (Beers and Howell, 2003).	After reading a historical selection have students list three to five key events on separate note cards, referring to the text. A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally. This could also be done with a science experiment. Students can record the steps from a procedure or other sequential event on separate cards. They then exchange with a different group who then decides the proper order. When called on, the group will stand and show their cards in sequential order. They will defend their reasoning for the order.

References:
Beers, S., & Howell, L. (2003). *Reading strategies for the content areas*. Alexandria, VA: Association for Supervision and Curriculum Development.

RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Word Sorts. Sorts can be categorized according to sound features, according to relationships between pronunciations or how they look, according to origin and according to meaning (Reading First, 2004). *Visual Sorts:* Examine word features and compare with another word *Blind Sorts:* A word is read to the student and the student decides on placement in categories without seeing the word first. The student checks categorization after word is placed. *Speed Sorts:* The student is asked to work quickly and accurately trying to beat the clock. *Write to the Sorts:* Students have key words available for reference. The words are read for them and they write the words correctly in the appropriate category. *Open Sorts:* Students choose categories for sorting and then organize items into columns based on categories. Others try to solve the sort by guessing about the features of the categories. *Multiple Sorts:* A set of items is sorted several times for different purposes in different categories. **Four Square Vocabulary Grid.** Make a four square grid with the vocabulary word and a picture, if it will assist students, in the upper left, definition or meaning in lower left, "what it makes me think of"…in the upper right and the opposite of the vocabulary term in the lower right (Reading First, 2004).	Have student create a word web, with a vocabulary word in the center, listing boxes around it with categories such as: draw a picture, example, definition, what it is NOT, use in a sentence, words that mean about the same. (Frayer, Frederick, Kausmeier (1969). **Exit slip.** List the two or three key terms from the text. Ask students to explain what each word means and where in the reading can they show this to be true. Students will justify their answers. **Peer assessment**. Students exchange their exit slip or word web and evaluate each others' work. Have students discuss their conclusions. Teachers listen for use of valid arguments and accurate understanding of the terms.

References:

Illinois State Board of Education, Reading First. (2004). *Reading first academy: Third grade module* .

Frayer, D., Frederick, W., & Klausmeier, H. (1969). *A schema for testing the level of cognitive mastery* (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.

RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
There are five broad categories of text features found in informational texts. The first step is to explain what text features are. The second step is to show students how to use text features as a strategy (adapted from Hanson & Padua, 2011). Post an anchor chart in the classroom that illustrates the various text features for the teacher and students to view as needed. 1. *Text divisions* identify how the text is organized and presented. Some examples are menus on a web page, sidebars, chapters, sections, introductions, summaries, and author information. 2. *Organizational tools and sources of information* help readers understand the information. Some print and non-print examples are titles, table of contents, index, headings and subheadings, glossary, pronunciation guide, and references. 3. *Graphics* show information that is easier to understand because of its visual representation, or enhances what was written in the text. Some examples are hyperlinks, diagrams, charts and tables, graphs, maps, labels, photographs, illustrations, paintings, cutaway views, timelines, and captions. 4. *Font size or formatting style*, such as boldface, italic, or a change in font signals the reader that these words are important. 5. *Layout* includes aids such as hyperlinks, insets, bullets, and numbers that point readers to important information. • Read the text prior to teaching to decide which text features need explicit teaching. Keep in mind that not all text features need to be taught at same time. • Continue to teach the value of text features over time until the students begin automatically integrating the use of text features in their daily reading. • Connect text features from reading to writing.	Give students sticky notes. Have them mark in their text what text features are found on the page and how they are useful. Another option would be to list several features and have the students put the sticky note by the feature and explain how it would be helpful. Given a topic, allow students to work in pairs for a pre-determined amount of time to find information using the internet. Have them create a resource page on the topic, complete with websites and hyperlinks. Discuss with the students what they did to create their resource page using the internet. Assess their understanding of technology features and search tools using a rubric. Remove the text from a science or social studies article, leaving only the text features, such as keywords, sidebars, pictures and captions. Have the students complete a quick draw with words and illustrations or briefly write a summary about the topic.

References:

Hanson, S., & Padua, J. US Department Of Education, Regional Educational Laboratory Pacific. (2011). *Effective instructional strategies series: Text features*. Retrieved from PREL website: http://www.prel.org/media/176019/tf_eis.pdf

RI.3.6	Distinguish their own point of view from that of the author of a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Decision Tree. Choose a text that lends itself to having a problem such as an endangered animal. Create an organizer that places the problem in a box at the top. Extend two or three boxes from the top and label the boxes as possible solutions. Under each possible solutions box, students create advantages and disadvantages for each solution (Shell Education, 2008). **Cubing.** Start with a familiar topic and then move to more complex topics. Create a cube (Readance, Bean & Baldwin, 2004). The six sides of the cube are: • Describe it: colors, shapes, and sizes • Compare it: what is it similar to or different from? • Associate it: what does it make the student think of? • Analyze it: tell how it is made or what it is composed of • Apply it: describe how it is used or what can be done with it • Argue for or against it: Take a stand and list reasons for supporting the idea. Students then roll the cube and answer the topic by speaking or writing. **Reading Response Journals/Learning Logs.** Students read a selection. Next they write about the main concepts, their opinions, connections, and how the concepts might be changed or used for further study. For example, students read a selected text. Then they label a three column chart with the following: main idea, student opinions, and author point of view. Students record thoughts in each column. As an extension, students could locate other texts that support his or her opinion.	Take a story about a famous person that is told in third person. Have students rewrite the story from the point of view of a different character in the story. It could be another person, a significant animal or object. The student writer must support and defend their choices with facts from the original story. In a small group, plan and perform a historical story from the perspective of a different character, perhaps the villain or an important object. Decisions regarding events and behavior must accurately reflect information from the story. NOTE: There are many examples in literature books to help prepare students for this activity. **Four corners**. Have students read an article about animals in a rodeo, zoo or some other controversial topic. Propose a statement that it is good for animals to be in a rodeo. Mark the 4 corners of the room, Strongly Agree, Somewhat Agree, Somewhat Disagree or Strongly Disagree. Have students go to the corner they feel aligns with their point of view. Discuss with the others in their group, and then present a brief argument defending their position to the class. Students can then go to their desks and write a brief defense of their positions. For example, provide the topic of school lunch to allow students to share their perspectives.

References:

Readence, J., Bean, T., & Baldwin, R. S. (2004). *Content area literacy: An integrated approach*. (8 ed., p. 222). Dubuque, IA: Kendall/Hunt Publishing Company.
Shell Education. (2008). *Successful strategies for reading in the content areas, grades 3-5*. Shell Education Publishing.

RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Text Aids. Text aids help readers see the details in something and how it provides them with extra visual information in order to comprehend at a deeper level. The words and visuals usually work together to convey messages. • Use the think-aloud strategy to model by revisiting a familiar nonfiction text that includes photographs. Think aloud about how these details help you understand what you have read and share examples with students. • To provide guided practice, ask students to flag photos, examine the details that the photo provides and share the information as a whole group. • Engage the students in a discussion about the importance of text aids and how they assist in comprehension. **Content Area Stations.** Provide several books, content area sections from textbooks, and magazine articles with text features that include photographs and maps that are about the same topic. Ask students to compare and contrast two photos or maps using a 2 column t-chart. For example, provide 2 types of cars and have students compare gasoline usage now and in the past and use information from the articles to support their thoughts. **Investigative Reporting**. Show maps or photos from different areas of study and ask students what they notice that is common from each. They should be able to respond by answering who, what, when, where, and how.	**Three facts and a fib**. Have students study a map. Then from just the information on the map, write three facts about the area on the map and one fib. Each student then shows his/her map and the four statements with another student. It is the task of the other student to figure out which is the fib. This could be completed with pairs of students working together. Analyzing photographs from a time in history, students create a compare and contrast chart, depicting similarities and differences between the past and present. When speaking or writing, each student will defend his/her thinking. Challenge students to retell the biography of someone well known by just showing artifacts, maps, and illustrations. They may NOT use a photo of the famous person. They must be able to defend their choice of artifacts, maps and illustrations.

References:

RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Types of Informational Texts. Instruct students that there are types of informational texts and that choosing which type of text assists in comprehending the material read. Each of these types can be taught as a strategy along with the Summary Frames listed below. • *Descriptive:* describes what something is. • *Sequence:* describes how to make or do something. Signal words are first, second, next, then, finally. • *Cause/Effect:* describes why something happens. Signal words are because, then, so, therefore, for this reason, results, since, effects, in order, consequences, thus. • *Problem/Solution:* describes a problem or offers a solution to a problem. • *Compare/Contrast:* describes how two items/concepts might be alike or different. Signal words are same, similar, although, however, on the other hand, but, yet, rather than, instead of. • *Categorizing:* describes a list of things that are related to a topic. Signal words are an example, for instance, another, next, finally. **Summary Frames.** Utilize samples of the following summary frames after reading to assist students in looking at signal words from a selected text and summarizing/connecting the information (Marzano, Pickering, & Pollock, 2004). • Definition/Description: A _____is a kind of _____that _____. • Sequence: First _____then _____,and finally _____. • Cause/Effect: _____happens because _____. • Problem/Solution: _____needs _____ but _____ so _____. • Compare and Contrast: (a) _____and (b) _____are alike in that they both _____; however, (a) _____while (b) _____. • Categorizing: _____is _____; for instance, _____. _____ is another example.	Cut apart three to five sentence strips with events from a historical event or steps to make or build an object. Challenge students to arrange the strips in the correct order. After they have selected the sequence, have them explain/defend the sequence. Students create a chart with cause at the top of one column and effect on the other. As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations. Present students with an invalid cause and effect. They will then explain why it is an invalid effect relating to the cause and create a valid effect.

References:

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2004). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. Upper Saddle River, NJ: Prentice Hall.

RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Compare and Contrast Chart. Compare two texts. Students write how the overall main idea and key items are similar and then describe how each is different. Attached at the link below is a chart that lends itself to these skills. **Biographies.** Compare two historical figures and use the guiding questions to find similarities and differences. Answers to questions can be posted on a t-chart to compare. Where are they from? How old are they? What is the gender and ethnic background of each? What are they known for? Do they have any relationship to each other? What are their character traits? What did/do they do? What do they believe? Why are they interesting? What stands out most about each of them? **Environmental Print Comparison.** Allow students to bring in coupons or advertisements for the same products such as pizzas. Decide on the key details or criteria students should focus on for the comparison for example, ingredient costs, delivery costs, dine in or carry out, pricing for a certain size pizza with same ingredients, and whether they have specials or coupons. This can be done with many different types of advertisements and then scaffold to texts. A chart is attached that could be utilized. **Concept Comparison.** Students compare two concepts such as wars in different time periods or inventions. Create a guiding list of questions to compare the key details of each such as who? what? where? when? why? how? When describing objects, consider properties like size, shape, color, sound, weight, taste, texture, smell, number, duration, and location. Additional resources can be found here and here.	Students read two texts about the same event from different points of view. They then use a compare and contrast chart to record five or more details that are the same in both texts and at least five details that are different. Students create a diagram of the key details from two texts on the same topic. In the diagram they indicate key ideas in the center, and then along the sides address the details from each text. Students read two texts on the same topic, such as homework from the point of view of a student and a parent without knowledge about the authors. They then predict which was written by the student and the adult, defending their opinion with details from the texts.

References:

RI.3.10	By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades text complexity band independently and proficiently.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Collaborative Strategic Reading (CSR). Before reading, brainstorm what is known about a topic and predict what will be learned about a topic when reading the passage. During reading, note any parts or words that are difficult to understand and use a fix up strategy: 1. Reread the sentence and look for key ideas to help understand the word 2. Reread the sentences before and after looking for clues. 3. Look for a prefix or suffix in the word. 4. Break the word apart and look for smaller words. 5. Identify the most important person, place or thing and the most important idea about the person, place or thing. After reading ask questions to check understanding of most critical information and review what was learned (Klingner & Vaughn, 1999). **Reading for the Gist.** Students read an article or selection of text and list the answers to the 5W's and H (who, what, where when, why and how). Using a graphic organizer, students then write a 20 word summary using their notes. A full description of this lesson plan is available here (Gray, 2012). Additional resources can be found here.	Students are given a challenging grade level text. They read it independently and then create either a piece of writing, graphic organizer, or Wordle explaining the key ideas and details of the piece. Students read multiple texts on a single topic. They then create a written or graphic organizer demonstrating how the two pieces are alike and different. (Compare and Contrast)

References:

Gray, C. (2012). *Get the gist: A summarizing strategy for any content area*. Retrieved from http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html?tab=4.

Klingner, J., & Vaughn, S. (1999). Promoting reading comprehension, content learning, and english acquisition through collaborative strategic reading (csr). *The Reading Teacher*, *52*(7), 738-747.

RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Informational Text T-Chart. Create a T-chart and on the left record text information that helps a student learn about a topic or concept. On the right record the student's answers to the following critical thinking questions. Refer to text to support reasoning. • What is the most important information and why? • What are the most important facts? • Why did the author want the reader to learn these? **The 5 W's and H.** (Who, What, Where, When, Why and How) Questions are created by journalists to find the main ideas of a story or concept that they will cover. Have students commit these questions to memory so they can be recalled readily for structuring questions. After reading a selected text, students answer the 5 W's and H questions or differentiate by having students create questions before reading and answering them after reading. Refer to text to support reasoning. **QAR.** QAR is a cognitive strategy that can also be applied to traditional text in an anthology or a chapter in a textbook in other content areas. This strategy is especially useful when students are asked to read something and answer questions about it (Raphael and Au, 2005. Teachers model the four types of questions: Right There, Think and Search, Author and Me, and On My Own). *Right There* --Pose a question to the class that may be answered by looking in one location in the text. Ask students how they figured out the answer to the question *Think and Search* --Ask a question that may be answered by looking in more than one location of the text. *Author and Me*--Pose a question that requires "reading" the text and using knowledge that is in your head. *On My Own*--Ask a related question that can be answered without having to read the text. These are usually higher level critical thinking questions. Additional resources can be found here.	After reading text about a famous person in history, each student will write a letter posing as that famous person to someone who historically had an impact on his/her life. Students will make explicit references to the text within the details of their writing and will draw inferences based on their reading to determine what to write. *NOTE: This should be modeled whole group before students are expected to do this independently or in pairs.* After reading about a person from history, students will work in pairs or groups to create an alternative history of what might have happened if this person had never been born. They must include explicit details and inferences from the text. They may present this as a reader's theater. After reading about a region or a state, students write a Top Ten list of the most important attributes about the region/state. Students should defend their judgments with information from the text.

References:

RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Reciprocal Teaching. Through the use of four skills the students learn how to set purposes for reading, how to critically evaluate and monitor themselves, and how to find the main idea in the text (Oczuks, 2003). Video is available. **Prove it!** This strategy suggests that students read a page selected by the teacher. The teacher then selects an idea from the page and students locate one or two statements of evidence from the text which support the statement. An adaptation is to provide small groups with four or five main ideas from the same text. It is the small group's responsibility to determine that these statements are main ideas. The students then locate one or two statements of evidence from the text which support these main ideas. Once students finish finding proof, students work in their groups to summarize the text by sharing their proof. (Boyles, 2004) **Question Quandary.** Ask students to answer the following questions as they notice important details and the main idea of a text.	Students use graphic organizers to identify the main idea and supporting details from a given text. After they complete the task, they meet with a partner or small group and discuss and compare their organizers. Next, they create an organizer together, based on information from all and their discussion. Finally, using the organizer, they write a brief summary of the text. *Small group, partner* After reading a selected text students create a 3, 2, 1. They provide 3 key details, 2 supporting ideas and the 1 main idea. *Partner or individual* **Accept or reject**. The teacher lists several statements that could be the main idea of the assigned text. Before reading, students predict which statement is the main idea and defend their choice. (Use white boards).Students then read the text and either keep their first choice or change to a different main idea, indicating it on their white board. Students will defend their choices with information from the text. *Suggestion:* include some key details that are in the story, but not the main idea. *Small group*

References:

Boyles, N. (2004). *Constructing meaning through kid-friendly comprehension strategy instruction*. Gainesville, FL: Maupin House Publishing, (pp. 173-174).
Oczuks, L. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.

RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
SQ3R (Survey, Question, Read, Recite, Review). Using this strategy, students first preview or *survey* a text in order to make predictions and *generate questions* to help direct their reading. As students *read***,** they actively search for answers to their questions, and, when they have finished reading, they summarize or *recite* what they have read and *review* their notes, thus monitoring and evaluating their own comprehension. **Sequencing.** Using transition words to put events in order or steps, students write the order of a topic in a reading response journal. Students then respond with a basis from the text as to why the events took place in the order in which they occurred. **Tournament Activity.** Students read a short passage or section of a textbook and select four words that define the main idea or concept. Pair off students and have them fill in the graphic organizer. Students then discuss with their partners which words should be moved to a higher level of importance based on evidence cited from the text. Once the students narrow their organizer to a one word choice, they present it to the class. **Illustrating.** Allow students to illustrate the concepts from a text such as in a cycle, labeling the parts but also including the process between events and where it was located in the text.	**Retell.** As students read a historical text, they make notes on a bookmark that have the words what and why on it. After completing the reading, each student retells what occurred in the text, using only his/her bookmark as a reference**.** *Partner, individual* Students use a cause and effect chart to record events from a text about a scientific discovery. Students record events that occurred (effect) and the reason they occurred (cause). They may then share their chart with other students and defend their choices, based on information from the text. *Small group, partner* Students read a procedural text and then create a quick draw or doodle art showing through illustrations and words, the correct sequence to achieve the task. Students then explain their work to a partner or small group. *Small group, partner*

References:

Guisinger, P. (2012). *Determining importance*. Retrieved from http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=5

RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Frayer Model. This graphic organizer allows students to place the new vocabulary term in the center and lists essential characteristics, nonessential characteristics, examples and non-examples (Frayer, Frederick, Kausmeier (1969). A sample suggestion is provided. **Anticipation Guides.** This strategy is a set of statements relating to key concepts or vocabulary within a text. Students agree or disagree with the statements presented before engaging with the text. They read to get more information and then revisit the guide to see how their thinking has changed (Reading First, 2004). **Synonym Webs and Chains.** Create a map with a target word in the center. Students discuss personal associations and record these synonyms around the target center (Reading First, 2004). **Jeopardy Games.** Create a game of Jeopardy to review the words and content. Some templates are pre-made.	**Exit slip**. List the two or three key terms the teacher wants to be certain students understand. Have students justify the answer by defining each word and verifying the information using the text. **Peer assessment.** Students exchange their exit slip or word web and evaluate each others' work. Have students discuss their conclusions. Teachers listen for use of valid arguments and accurate understanding of the terms. **Design a visual dictionary.** Students take domain specific words from a science or social study lesson and design a dictionary with a brief definition and an illustration or a labeled diagram.

References:

Illinois State Board of Education, Reading First. (2004). *Reading first academy: Third grade module.*

Frayer, D., Frederick, W., & Klausmeier, H. (1969). *A schema for testing the level of cognitive mastery* (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.

RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Signal Word Chart. This site references a chart that lists signal words that correlate with five expository text structures. Teaching students to find these words helps them identify the type of text structure and the reading strategies that will assist them in comprehension. Provide several different texts such as magazines or online articles for students to find examples of each of the structures listed in the standard. **Detecting Patterns of Organization.** After sharing the different patterns of text structures such as those listed in this presentation, have students locate the answers to these suggested questions to determine the type of text structure they are reading. Provide many opportunities with differing texts to practice in small groups.	Students will read a social studies text and then describe how the information is organized. Next, they will evaluate if this was the best format for organizing the information (e.g. chronology, comparison). Finally, students will suggest an alternative structure and why it might be a better way to present the information. Students will read an informational text and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating understanding of the structure chosen and why it is not one of the other structures. A small group of students will read from a social studies/ science text, and then, as a group, decide the organization of structure of the information and create a group chart/collage that shows the overall structure and includes information from the text.

References:

RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Venn Diagram. Discuss the differences between primary and secondary sources from a site; historical newspapers and editorials work well. During whole group discussion, compare and contrast the similarities and differences between the firsthand account and a secondhand account. For example, victims of Hurricane Katrina would provide firsthand accounts of survival but a newspaper or periodical article would share the secondhand account. Discuss the point of view from each article and purpose. **Compare and Contrast Map**. Allow students to search articles to compare and contrast a given topic. For example, students could read about the competitors in the Iditarod and compare the accounts of participants and spectators using the compare and contrast map to represent their accounts. **Sorting.** Choose several texts such as newspapers, periodicals, magazines, and classroom textbooks from the library or classroom and allow students to sort the texts into firsthand or second hand accounts. This link provides an excellent definition and purpose for use with these varying accounts. Students can compare the differences in focus.	Students read a historical text from the point of view of a participant and from the point of view of someone who was not present. They create a Venn diagram showing how the two texts are alike and different. The students will cite specific examples from the text as well as general observations regarding point of view and perspective. Students read a first-hand account of a scientific discovery and a second-hand informational article about the same discovery. They then will write a letter to the person who made the discovery, asking to verify the second writer's information. The students will notice the differences citing specific examples between the writer and the scientist's information. Using newspaper articles, television clips or internet clips from a recent news event, compare descriptions of the event from the reporter and from the actual participants of the event. Students will make a graphic organizer with the differences in information and focus. They can also speculate on the reasons for the differences.

References:

RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Student Survey. Have students create their own graphs by polling students about certain topics of interest such as their preferences in music. Once data is collected, create a graph. Ask the following questions about the data: What is their most popular type of music and the least favorite? How might the age of the survey group determine the results on the graph? What would you predict the average age of the group would be for other types of music? How would a company that sells downloadable music use this information to promote sales? **Website Features.** Choose a website, such as National Geographic for Kids, that has different features such as videos, articles, and graphic representations (e.g. charts, diagrams, maps) pertaining to one topic. Create a list of questions which can be answered by reading the different features of the website. **Website Walk.** Much like the Picture Walk Strategy, choose a website that has several features such as those listed in the standard. An example would be Time For Kids. Small groups or individuals can find examples of each feature and report to the class how the feature enables the student to better understand the text.	Using a current magazine, students review the information in a chart or graph and explain in a different medium the information and how it relates to the additional text. This could be done in a small group or individually. For example, review timelines on a similar subject. Students then create a PowerPoint. Students read a famous speech, such as Martin Luther King's *I Have A Dream*. They then watch and listen to a recording of the actual speech. Discuss how the actual presentation is different from the written speech and if it is better in one form than the other. They will defend their opinion and explain why they feel this way. Students read a biographical representation about an individual such as Martin Luther King, Jr. Students place events from the information on a timeline. Create a comic strip that illustrates a sequence of events from an informational text. Include conversation bubbles to promote further understanding of the text. Locate a website that gives directions both in a diagram/animation form and written words. The students will compare the two forms and explain how the visual information helps with understanding. Advance planning Is required.

References:

RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Two Column Note Taking. Label a two column chart with facts and inferences. Teacher selects certain facts from a text students read and small groups decide what evidence in the text supports the facts. Ideas are placed under the inferences column. Continue modeling this strategy until individuals can complete it on their own. Another suggestion is to provide pictures from an unfamiliar topic such as the Dust Bowl. Students infer what time period the pictures are from as well as what individuals are doing and feeling based on the photos. (www.loc.gov) The teacher names the picture or provide a description of it on the left side and record their evidence on the right column labeled inference. **Three Column Note Taking.** Label each column with Background Knowledge, Text Clues, and Inference. Before reading, students record what knowledge they may have on a particular topic that the teacher has selected such as astronomy. Students place factsfrom the text that add to their background knowledge in the second column and record how that new information has changed their thinking in the third column,. **Persuasive Peel.** Students read two texts that are opinion based. It is helpful to select a text that has opposing opinions such as school uniforms. Partner students in opposing groups and have them support why their agenda is correct within a time limit such as two minutes. Once finished, students discuss why they chose particular points to persuade their partner and what evidence supported their position from the text supported their position. Finally, discuss how an author's opinions might influence text they write.	Students read a historical event editorial such as a reaction to a tornado. Students write the author's opinion on a slip of a paper. Next they write evidence the author used to support his/her point of view on additional slips of paper or Post-Its and create a graphic organizer. Color code slips of paper. On pink slips students will write the main idea. Yellow is reserved for the recording the author's reasons for the text explicitly. Blue slips are reserved for students to record thoughts about why the details were chosen. Evaluate students on their ability to find supporting evidence as well as identify the point of view, using a rubric. (Teachers could also offer texts where the point of view is not well supported in evidence.) *Pairs, individual* Students read about a historical event or famous person. They then write a diary entry as someone who viewed the event using facts from the text or as the famous person, again using facts from the text to support a particular point. Students are evaluated on identifying point of view and evidence. *Pairs. Individual* Students read 2 conflicting viewpoints on a topic. They take each viewpoint and list it at the top of a chart, then add evidence for each underneath. Finally they form their own conclusion, based on the evidence of the texts. *Individual*

References:

Harvey, S. Goudvis, A. (2006). *Strategies that work: Teaching comprehension for understanding and engagement.* Portland, ME: Stenhouse.

RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Poetry Panache. Find two illustrated poems about the same topic such as musical instruments. Students highlight words in the texts that are closely related (synonyms), and find phrases that might describe the similar theme of music. Students then turn and talk to neighbors about the similarities, or individually compare and contrast the ideas in a writing journal. **Map Models.** Use maps that are from different time periods, such as those located here on the topic of migration. Small groups discuss the differences and similarities and create a chart outlining the information possibly pertaining to population, shapes of states or areas, and waterways. Students then share the information created in their groups. Individuals could complete an exit slip about their learning for the activity. **Small Group Science Experiment Reading**. Students read items from a science book or a text that contains many experiments. Partners discuss how the pattern of writing may be the same, similar terms such as measurement, or the scientific process. Groups discuss how this type of reading and writing may be beneficial in other areas that they study. Additional resources can be found here.	Students select a social studies or scientific topic (or are assigned one) and create key questions they would like answered. Students use a variety of sources (minimum of two) to find the answers to these questions as well as additional information. Students need to document these sources and their notes. They then create a two to three minute presentation for the class on their topic and present it to the class. *Pair, individual* Students select a state, read and learn about it from books, video clips on the Internet, magazines, and other sources. They then create a list of ten important facts about the state. Students then make a poster with this information as well as a map of the state (This can be drawn or printed from another source.) The posters are lined up in order by region in the hall. *Pair, individual* Students will read about a career they someday might like to have. They will find information on the Internet, from written text in a book or a magazine. After reading the two texts, they will create a collage with information about the job using words, diagrams and pictures. Teachers will evaluate students by using a rubric requiring a minimum of seven facts about the career.

References:

RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Strategy Hunt. Allow students to choose a text that is in their reading level. As they are reading, students record in their reading journals or on sticky notes which strategy they could use to help them comprehend the text more fully. Strategy suggestions are visualizing, predicting, synthesyzing, inferring and questioning (Boyles, 2002). **Into the Book's Strategic Book Discussion.** Students utilize all strategies using a comprehensive list of questions that assists them in comprehension of an informational text. A template with the list of questions is provided. The focus questions allow students to use every strategy when responding to the text. **Stop, Think and React**. Allow students to read different informational texts at their level and support their learning using a video. It is important to pause the videos and ask students to stop, think and react to what they are seeing and connect to previous texts that they have read. Record the information in a two column chart. However, before recording on an observation sheet, ask students to turn and talk before writing (Harvey and Goudvis, 2007). Additional resources can be found here.	Hold a State of Illinois Learning Fair where each student researches a different topic about Illinois. Each student or pair of students read and learn about their topic and present information at the fair. They will also have written information and citations. Students are evaluated on the information in their written document as well as their oral information during the fair. Other classes can visit and learn the information. *Pairs, small group, individual* Students are assigned a topic, given an amount of time to read about the topic in a variety of areas, will take notes and identify sources. They will then present a written or oral presentation on the assigned topic, such as an interesting area in geography, a local event in an area celebrating its heritage, or scientific discovery. *Pair, individual* Give students differing points of view via a text from history/social studies, science, and/or technical subjects. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given. Evaluate them on their use of reference points from the text. *Small group*

References:

Boyles, N. (2002). *Constructing meaning through kid-friendly comprehension strategy instruction.* Gainesville, FL: Maupin House.
Harvey, S. and Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement.* Portland, ME: Stenhouse Publishers.

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
QAR. In QAR, (Question Answer Relationships) two categories of questions are identified—In the Book and In My Head. These two categories are then broken down into four types of questions: *Right There, Think and Search, Author and You* and *On My Own.* QAR is the basis for Location information and determining when an inference would be required or invited. Right there questions help students locate text that is explicitly stated in a text. Author and you questions help students identify inferences (Raphael, 1986). **Inference Chart.** Create a chart to help students understand the strategy of making inferences based on what is read. The chart should have three columns. Column headings should read: What happened? What does it mean? Why do you think that? In the last column, the student should be able to provide specific details, examples and quotations from the text to support their claims. **Five Minute Inference Builder.** Each day, read a short passage out loud using the Think-Aloud (See *On Target: Reading Strategies to Guide Learning, page 12)* to share your inferences. Have students decide what kinds of inferences you are making as you model this process. The selections can be short passages from a literature book, a magazine, or a novel you are reading. Author Kylene Beers (2003) recommends *Two Minute Mysteries* by Donald Sobol and *Five Minute Mysteries* and *Even More Five Minute Mysteries* by Ken Weber. Make sure the text chosen offers opportunities for students to draw inferences.	Students read a nonfiction text based on a historical event. Next, they create and present a summary reader's theater. Included in the script is a summary of the historical event, using inferences as necessary and direct quotes from the text as well. A rubric should be used to ensure students understand their focus and to evaluate their understanding. *Small group* **What if…** Students read about a scientific discovery. Next, they think, pair, and share a "what if" it had not been discovered. How would things have been different? *For example, if the colonists had not decided to break away from England, how might things be different now? Would it have occurred at a later day?* Students need to defend their opinion with information from the text, both direct quotes and inferences. As students discuss, the teacher will walk around the room checking student understanding. After sharing, the teacher may ask students to create an "if, then" or "cause and effect "chart on the topic**.** *Small group, individual* **Exit Slip**. After reading a passage, students complete an exit slip recording the important information in the selection. They will need to provide direct quotations as well as infer additional information.

References:

Beers, K. (2003). *When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12.* Portsmouth, NH: Heinemann.

Raphael, T. E. (1986). Teaching Question Answer Relationships, Revisited. *The Reading Teacher* 39 (1986): 516-522.

RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Underlining for Comprehension. Students can use the following strategy to identifying main ideas and key details. Pauk (1974) suggests the students underline with double lines the main ideas. Details are to be underlined with one line. Key words and terms should be circled. Students can also use colored pencils to link details with the main idea that it describes. Students can jot a brief summary in the side margin. **Read-Pair-Share.** The Read-Pair-Share strategy is based on research that suggests students summarize more effectively with added peer support. Teachers should assign students a text that is closely aligned to their skill set and ability. Divide the text into portions and mark the places where students will pause to discuss. Distribute the text to the students. Assign students into partners. Assign one student to be the summarizer and the other student to be the clarifier. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier asks any important questions that may have been omitted. Have student pairs continue to read, pause, and summarize while reading, in order to clarify important key ideas and details. After several portions have been read and discussed, the students can switch roles. Students should continue until the text has been completed. Students can also draw, chart, diagram or summarize the text with their partner or independently (Dansereau & Larson, 1986).	Students read a social studies passage. They use a graphic organizer to determine the main ideas of the passage and under each main idea list key details. Finally students write a one or two sentence summary of the passage. They can either turn this in, or compare it with a partner to see if they found similar information. *Pair, individual* Students in a group are given different passages on the same general subject to read and write a brief summary. After they complete the task, all students read all of the passages and decide which summary matches which passage. Students will then discuss what they thought was the correct summary, what was strong and what could be improved. The teacher will review the summaries prior to the discussion and then listen to the discussion. Students read a nonfiction text. Without using words they create a picture, illustrating the main ideas and key details for support. They may have the option of using clipart images for their illustrations. Students then meet in small groups to discuss their pictures with classmates.

References:

Larson, C. and Dansereau, D. (1986). Cooperative Learning in Dyads. Journal of Reading 29: 516-520.
Pauk, W. (1974). How to study in college (3rd ed.). Boston: Houghton Mifflin.

RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Tell Me Why. Prerequisite: In order to truly explain relationships at an independent level, students must be able to pull out main ideas, details and make a summarization. In order to help students see the relationship between two or more individuals, events, ideas or concepts, careful questions must be posed. The answers to these questions can be generated while working in small groups, in pairs or as an individual. With any new standard/task, students must have the strategy modeled for them by the teacher. As students feel more comfortable with the task,they can move from completing the work in small groups to completing the work individually. The following examples of Tell Me Why questions that would correspond to RI.5.3: 1. "Can you tell me the reasons why your group thinks…..?" 2. "Can you find at least two of the main ideas of this text and key details that support them?" Can you summarize the main points? 3. "Can you tell me how these ideas, people, and events are the same?" "Can you tell me how they are different?" "Show me in the text." 4. "Think about these events." "Tell me how they are connected." **Coding the Text.** This strategy is used to help students keep track of thinking while they read. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on sticky notes. Codes can be developed for the students or the students can create their own. **Double Bubble**. A double bubble map documents the similarities and differences that develop among basic story elements. The two large circles label the two individuals, events, ideas or concepts being compared. The four circles down the middle are for common traits/opinions. The circles on the right or left represent the differences between the two individuals, events, ideas or concepts. After the map is completed, students will be able to explain the relationships between them.	Students read about a historical event, ideally using multiple sources. They create a dialog between two or three of the main characters in the event, based on the information as well as inferring the relationship. The students should indicate in their dialog where they found the source material for the presentation. (This would not be in the performance, just on paper for evaluation.) Finally, they would present the dialog as a reader's theater, and perhaps perform it for other grades of classes. (This could be used for President's Day.) The teacher assesses both the written dialog with cited sources and the performance. *Small group* Students will read from multiple sources about two to four scientists. They will write a brief outline about each of the scientists. Finally, they will pretend to be a television reporter. Students will pretend to have a round table discussion with the scientists about their discoveries and how it affected the world and each other. This would be presented in a written script form with information from the text highlighted or otherwise indicated. It could be presented to the class, with each student in the group taking a part. The teacher assesses the information used from the text, using a rubric. *Small group, pair, individual* Students will read an account of historical event, and then they will create a sequence chart with diagrams or pictures to show the sequence of events. Between the events they will explain the connection between them and answer the question: "What happened to cause the next event?" *Small group, pair, individual*

References:

McLaughlin, Allen, *Guided Comprehension: A Teaching Model for Grades 3-8.*
Classroom Instruction that Works, by Robert Marzano, Debra Pickering, and Jane Pollock. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

RI.5.4	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Tier One, Tier Two and Tier Three Words. Target and categorize words on word walls into Tier one, Tier Two, and Tier Three words. (Beck, McKeown, and Kucan, 2002). Students must have opportunities to have student friendly explanations, instructional talks, and practice activities with multiple exposures vocabulary words. Dictionary practice may offer vague language, or may not represent the most common meanings for a vocabulary word. This may confuse students unnecessarily. Don't pre-teach words that are adequately defined in a selection that students can identify using their knowledge of prefixes, suffixes and base or root words. **Word Knowledge Rating Checklist.** On a Chart, list 6-8 vocabulary words on the left, then label the columns with "I can define", "I have seen/heard", and "I don't know" across the top. Allow students to make checkmarks in the columns. This provides the teacher with information that will indicate which words may need more exposure (Reading First, 2004). **Vocabulary Anchors.** Using a graphic of a boat and an anchor, introduce the idea of how we must anchor new information with known information in our brains. Select a synonym or word closely related in meaning to the original. Think about the similarities between the words and several characteristics that both have in common. Record any unique characteristics of the target word that differentiate it from the anchor word and discuss circumstances that the words would not be interchangeable. Discuss any background knowledge students may have with either word (Reading First, 2004).	Given a list of eight to twelve academic and domain specific vocabulary words, students in small groups select six of the eight or ten of the twelve words and create a dialog using those words to demonstrate that they know and understand the words. An assessment rubric would include the fact that the word is explained or defined by its usage. *Small group , pair* **Board games.** Students create a board game that uses their knowledge of the vocabulary words in the game. It could in the game board or in the questions asked to move along the path. An assessment rubric would include this requirement. A sample board game template can be found here. *Pair, individual* **Evaluation ladder**. Students take a list of eight vocabulary words and will rank them from most to least relevant to the subject or text. They then defend their rank in writing or may do so in a group orally as the teacher listens in. There is no correct rank, but student should be able to demonstrate their knowledge of the words by their explanation of the ranking. *Pair, individual* **Word Sort**. Students take a list of 8 or so vocabulary words from a text, write them on slips of paper. Next they arrange the words in group, identifying a title for each group. Finally students explain their product and in doing so, will demonstrate their understanding of the terms and the relationships between them. *Pair, individual*

References:

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction.* New York: Guilford Press.
Illinois State Board of Education, Reading First. (2004). *Reading first academy: Third grade module*.

RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Informational Retells. Assist students in identifying structure of a particular text. In order to retell, the student may need to match the structure of a text. As students plan/execute the retell, discuss in small groups what evidence of text structure apparent (Adapted from Hoyt, 1999). **Signal Words.** The signal words that describe each type of structure are as follows: • *Cause and Effect*: since, hence, because, made, for this reason, consequently, on that account. • *Chronology*: first, second, third, before, after, when, later, until, at, last, next. • *Compare and contrast*: similar, different, on the other hand, but, however, bigger than, smaller than, in the same way. • *Problem and solution*: problem, solution, dilemma, if and then, puzzling. • Teaching students to find these words helps them identify the type of text structure and the reading strategies that will assist them in comprehension. **Compare/Contrast**. Provide several different text types (i.e. magazine, online, or newspaper article) in which students can find examples of each of the structures listed above. Students should find examples of structures that are similar and note differences within two that are of the same structure.	Students working in a group will select three to five key events or ideas in two or more selected texts. They will write the events on separate sheets of paper. Then students decide what overall organizational structure was used for the delivery of the information, and if it was the best way to present the information. They will then create a graphic organizer from the information. Next they will consider other organizational structures and suggest an alternate structure or defend the given one as the best one. *Pair, small group* Students will read two or more informational texts and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating their understanding of the structure chosen and why it is not one of the other structures. *Pair, individual* A small group of students will read from social studies/ science texts, and then, as a group, decide the overall of structure of the information (e.g., chronological, cause/effect, problem/solution) and create a group chart/collage that shows the structure and includes information from the text. Consider using web information or magazine formats as well as textbooks for the information. *Pair, small group*

References:

Hoyt, L. (1999). *Revisit, Reflect, Retell: Strategies for improving reading comprehension.* Portsmouth, NH: Heinemann.

RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Expository (nonfiction) text can be made up of at least six different structures. These structures are: cause and effect; compare and contrast, time sequence, problem/solution, definition/description, and enumeration or steps to accomplish something. The learning of each of the structures can be enhanced through the use of graphic organizers. After reading several texts about the same topic, (such as the text *We Are the Ship: The Story of the Negro League Baseball* by Kadir Nelson and other informational books on the same topic) compare and contrast the different points of view that are represented in each text, such as the Negro League owner, the Negro League player, and the Major League owner and the Major League player. Other texts are available on www.loc.gov at the Library of Congress. One such site is listed above. Using a graphic organizer such as a compare and contrast map from www.readwritethink.org, allow whole group, small group and finally individuals to note the similarities and differences in the points of view that are represented from a particular time period or concept. **Point, Counterpoint strategy** This strategy allows students to hold a forum to discuss differing portrayals of a common story, as it is told from multiple points of view in a text. (Rogers, 1988)	Students read a variety of accounts about a historical event from different viewpoints. They then create separate small boards with eyeglasses at the top featuring a different person's points of view. Each board has the person's name at the top and then several statements taken from the text (or inferences). After creating the multiple boards, the students create a compare and contrast chart with two or more of the characters. Ask the question: "Which are most similar, most divergent, and why do you think as you do.?"Students defend the answers that they make in comparisons orally or in writing. *Small group, pair, individual* Students read about a scientific event written near the time of the discovery and from a more recent source. They will explain in graphic or written form how the two or more accounts are similar and different. How did time effect the information? *Pair, individual* Students read about a historical event from two or more sources. Students then put themselves in the time of the event and write diary entries about the event as if they are present. They will reference the text in their entries and agree or disagree with those opinions. This could be presented as a reader's theater in small groups. *Pair, individual*

References:

Rogers, T. (1990). A point, counterpoint response strategy for complex short stories. *Journal of Reading, 34(4)*, 278–282.

RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Descriptive Research. This research method requires students to examine and synthesize information taken from multiple sources, and then use their work to create a research-based report that corresponds to a given topic. Students read articles on the same subject and then utilize a hierarchy graphic organizer to show connections between the sources and answer the main question or problem. **Investigations.** Instruct students how to find information on a website by looking at the text structure of the site. Allow students to investigate or make a short probe into similar topic based websites or texts by completing a form. Complete one form for each text and then conduct a whole group discussion regarding what features or ideas help locate answers quickly. **Reflective Questioning:** The purpose of reflective questions is to encourage students to think carefully about material and to process information in new ways. Examples of reflective questions, adapted from King (1992) are provided below. • What is the main idea of _____ ? • What is the meaning of _____ ? • What is a new example of _____ ? • Explain why or how____ ? • What conclusions can be drawn from _____ ? • What is the difference between _____ and _____ ? • How are _____ and _____ similar? • What are the strengths and weaknesses of _____ ? • What is the best _____ and why? • This idea is important because _____.	Provide students with a list of questions at a variety of learning levels. Provide access to print as well as internet sources. Given a set amount of time, see how many answers they are able to find. Students must cite their sources. Include some fun questions as well as educational ones. For example, include a riddle or math challenge. *Pair, individual* Assign each student to a research team. Observe them as they research assigned questions and topics. Students will record citations and should be prepared to defend the facts if challenged. Next, create a team Jeopardy type game where the teacher or moderator asks questions and students must provide an answer. Another team or the teacher can challenge them to mention the source of the information stated in the answer. (Limit the number of time this can be done to be mindful of pacing.) S*mall group, pair* Provide groups of students with an open ended math challenge requiring some research information, such as the temperature of the sun, or inches in a mile. Allow each student group equal access to the same resources, such as science text books, the Internet, and science magazines. Let them work to gather the information and solve the challenge. S*mall group, pair* Students or small groups draw a topic from a bag at random. They have a set amount of time to research the topic and to create questions and answers about that topic. They will be evaluated on the accuracy of the questions and answers as well as the depth of knowledge represented. S*mall group, pair, individual*

References:

King, A. (1992). Comparison of self-questioning, summarizing, and note taking-review as strategies for learning from lectures. American Educational Research Journal, 29, 303-323.

RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Question the Author. Primarily used with nonfiction text, QtA lets students critique the author's writing and in doing so engage with the text to create a deeper meaning. To introduce the strategy, display a short passage that has an author make a claim. Model how *you think through* the passage for your students, looking for evidence and reasons to support the claim. Ask the following questions after looking for evidence: 1. What is the claim(s) the author makes? 2. How many pieces of evidence can you find in the text to support the claim(s)? 3. Is that enough evidence to substantiate the claim(s)? Invite individual students or small groups to read and work through a different passage and follow the same procedure. Remember that your role as the teacher during this strategy is to facilitate the discussion, not lead it. When a student or group asks questions that remain unanswered, try to restate them and encourage students to work to determine the answer (McKeown, Beck, & Worthy, 1993). **Key Points Back-Up.** Identify the key point(s) that the author is trying to make in the text. Write them on the graphic organizer. For each point the student sees the author make, students must find evidence in the text to support the point. Those pieces of evidence must make the key point.	Give students differing points of view on a single subject. Students will debate a point from an author's point of view using specific reasons and evidence from the text they were given. Evaluate students on their use of reference points from the text. *Small group* Give students a controversial text with which they do not agree. Have them identify the author's reasons and evidence for their viewpoint. Students may then defend their viewpoint as a counterpoint argument. *Pair, individual* Students read a nonfiction text, identifying the key points and write them on pieces of paper. Next they select reasons and evidence for each key point and write those on paper. Then each student will create a graphic organizer with the key ideas and evidence for each. Finally each student will evaluate the evidence to see if it has sufficiently defended the key point through writing a brief summary. *Pair, individual*

References:

McKeown, M.G., Beck, I.L., and Worthy, M.J. (1993). Grappling with Text Ideas: Questioning the Author, *The Reading Teacher* 46: 560-566.

RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Inquiry Chart. The Inquiry Chart (I-chart) is a strategy that enables students to gather information about a topic from several sources. Teachers design the I-chart around several questions about a topic. Students read or listen to several sources on the topic and record answers to the posed questions within the I-chart. Students generate a summary in the final row. Different answers from various perspectives can be explored as a class (Hoffman, 1992).	Students select a historical or scientific topic (or are assigned one). They create key questions they would like answered. They use a variety of sources (minimum of three) to find the answers to these questions as well as additional information. Students need to document these sources. They then create a three to five minute presentation on their topic and present it to the class. *Pair, individual*
Jigsaw. Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize on one aspect of a topic (Slavin, 1995). For example, one group studies habitats of rainforest animals from one text, another group studies habitats of rainforest animals from a different text. 1. After reading the material, students meet with members from other groups who are assigned the same text and return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's "puzzle" and when they work together as a whole, they create the complete jigsaw puzzle. 2. At this point, students can jigsaw with a group that specialized in a different text. Students can retrieve information from the other text. 3. Students will take information from both text and write or speak about it.	Each student selects a famous person and reads about him in books, video clips from the Internet, magazines, and other sources. Each student then creates a list of ten important facts about the person. Each student makes a poster with this information as well as a picture of the person. (This can be drawn or printed from another source.) The posters are lined up in chronological order in the hall so other students can take a history walk, learning about various famous people. Assessment can occur through using the chart as well as during the presentations. *Pair, individual* Groups of students are given a person or event, such as the most important person of the Revolutionary War. Each group researches a person, recording information and discussing findings. They then defend, in debate format, why this person was the key or most important person of the event, in the case of the example, the Revolutionary War. Other groups, or the teacher, can ask questions or request the source of an argument during the debate. Students will be evaluated on their skill of finding important information and on defending their point of view. *Small group*

References:

Hoffman, J. (1992). Critical reading/thinking across the curriculum: Using I-charts to support learning. Language Arts, 69(2), p. 121-27.
Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice* (2nd ed.). Boston: Allyn & Bacon.
Tierney, R. (1995). Reading Strategies and Practices. Boston: Allyn & Bacon

RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
Collaborative Strategic Reading. Collaborative Strategic Reading (CSR) is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension. CSR learning logs are used to help students keep track of learning during the collaboration process. Students think about what they are reading and write down questions/reflections about their learning. The completed logs then provide a guide for follow-up activities and evaluation methods. The instructor should introduce students to the selected text and discuss the specific CSR assignment. Prior to reading, students should be: 1. grouped according to varying reading levels 2. provided a set of guidelines for writing their logs (planned activities for logs might include impromptu writing; note taking; or diagram drawing) The instructor should introduce students to the selected text and discuss the specific CSR assignment. Recordings may be written in a notebook, handout, or class-made journal. Students then enter their reaction after reading a text. Teachers should monitor entries, respond to questions, and clarify confusions. **Drawing Connections.** Read a section of informational text and think aloud about a connection that can be made. Model the process of creating a visual representation. Then conduct a think aloud, writing a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text. Next, have them write a sentence or paragraph explaining their connections in detail. Have students share their drawings and explain their work in small groups. (Adapted from *Into the Book* Wisconsin Educational Communications Board.)	Students are assigned a topic and are given an amount of time to read about the topic in a variety of sources. They then take notes and identify sources. Students will then present a written or oral presentation on the assigned topic, such as a historical figure, event, or scientific discovery. *Pair, individual* Give students differing points of view on a single subject. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given. Evaluate them on their use of reference points from the text. *Small group* Hold a Learning Fair where each student researches an aspect of a topic. Each student or pair of students read and learn about their topic and present information at the fair. They will also have written information on what they have learned and where they got the information. Students are evaluated on the information in their written document as well as their oral information during the fair, where other classes visit and learn about the information. Those students could also evaluate the presentations. *Pairs, small group, individual*

References:

Klingner, J., & Vaughn, S. (1998). *Using Collaborative Strategic Reading*. Retrieved 2008, February 21, from http://www.teachingld.org/pdf/teaching_how-tos
http://www.ims.issaquah.wednet.edu/CSR/CSR_Learning_Log.pdf

APPENDIX A - GRAPHIC ORGANIZERS AND ATTACHMENTS

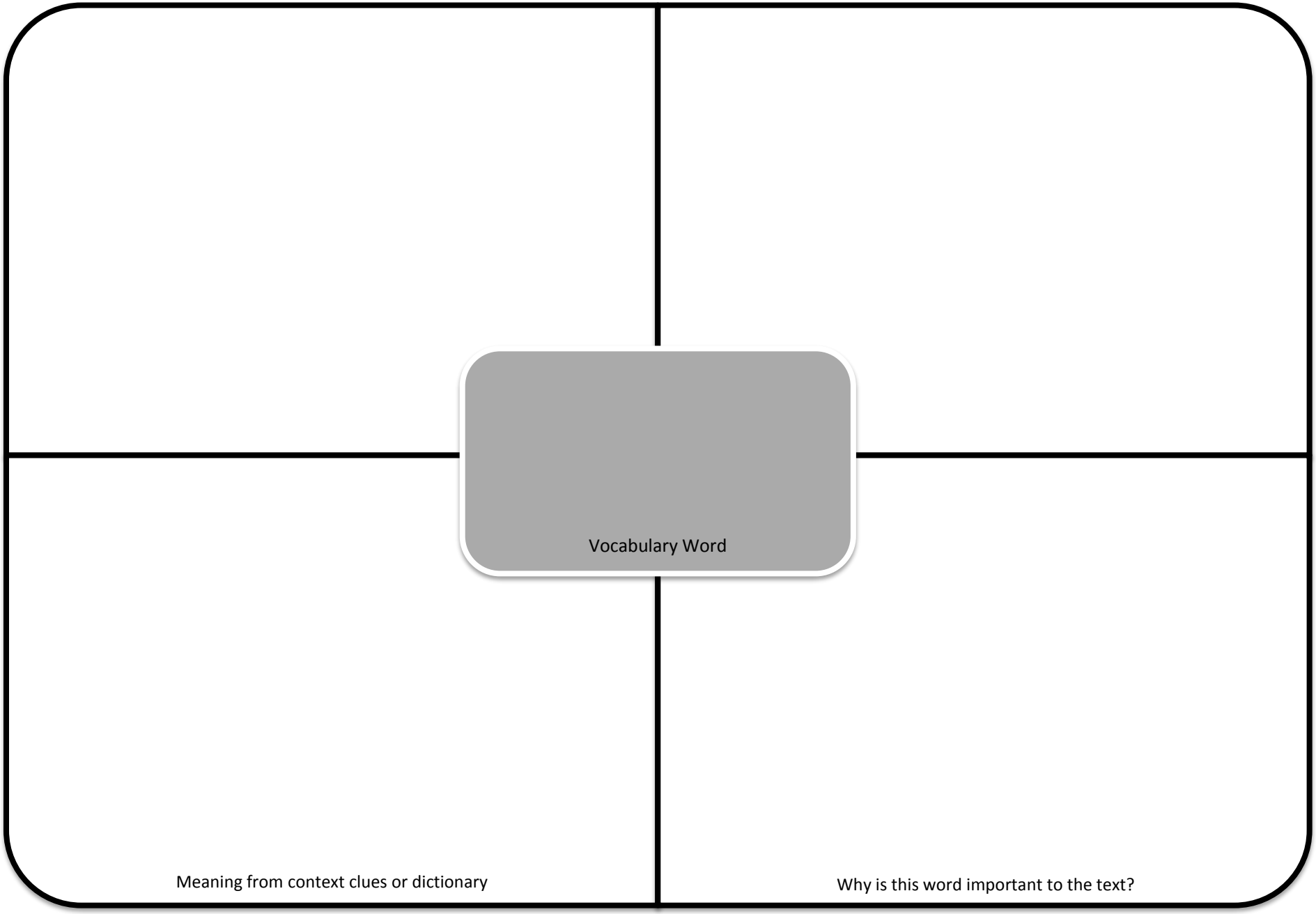
Text	Illustration

What items do you want to compare? What characteristics do you want to compare?
How are the items similar and different based on the characteristics?

Characteristics

Things To be Compared					
	Text #1				
	Text #2				

Place an 'X' in the box to indicate if an item possesses that characteristic.
How are they alike? How are they different?


Vocabulary Word
Meaning from context clues or dictionary
Why is this word important to the text?

Pets	Land	Water	Wings	Legs	Fins	Fur
Dog						
Fish						
Horse						
Snake						
Hamster						

Suggested Chart: Write yes or no if text contains certain features.

	Yes or No	How feature helps understanding
Titles		
Subtitles		
Bold Words		
Hyperlinks		
Graphics (list specific one)		
Table of conents		

Reciprocal Teaching Skills

- ***Summarizing*** gives the student the opportunity to identify and integrate the most important information in the text. Students begin by summarizing sentences, and progress to summarizing paragraphs and passages.

- ***Question Generating*** requires students to decide what information is important enough to provide proof for a question. They ask questions in which they must infer and apply new information from the text.

- ***Clarifying*** Students realize that new vocabulary, unclear words, or difficult concepts, may make a text very hard to understand. Once they are taught to be alert to these factors, they can take the steps to restore meaning such as defining these terms or concepts.

- ***Predicting*** causes students to activate their background knowledge and set a purpose for reading. They are then called upon to predict what the author will discuss next in the text. "Reading to prove or disprove their prediction becomes a new purpose for reading." The students also learn that text structures provide clues to what might happen next, through the use of headings, subheadings, and questions imbedded in the text. Using the table of contents can also be used as a predicting tool by allowing students to guess at the material covered in each section of the table of contents.

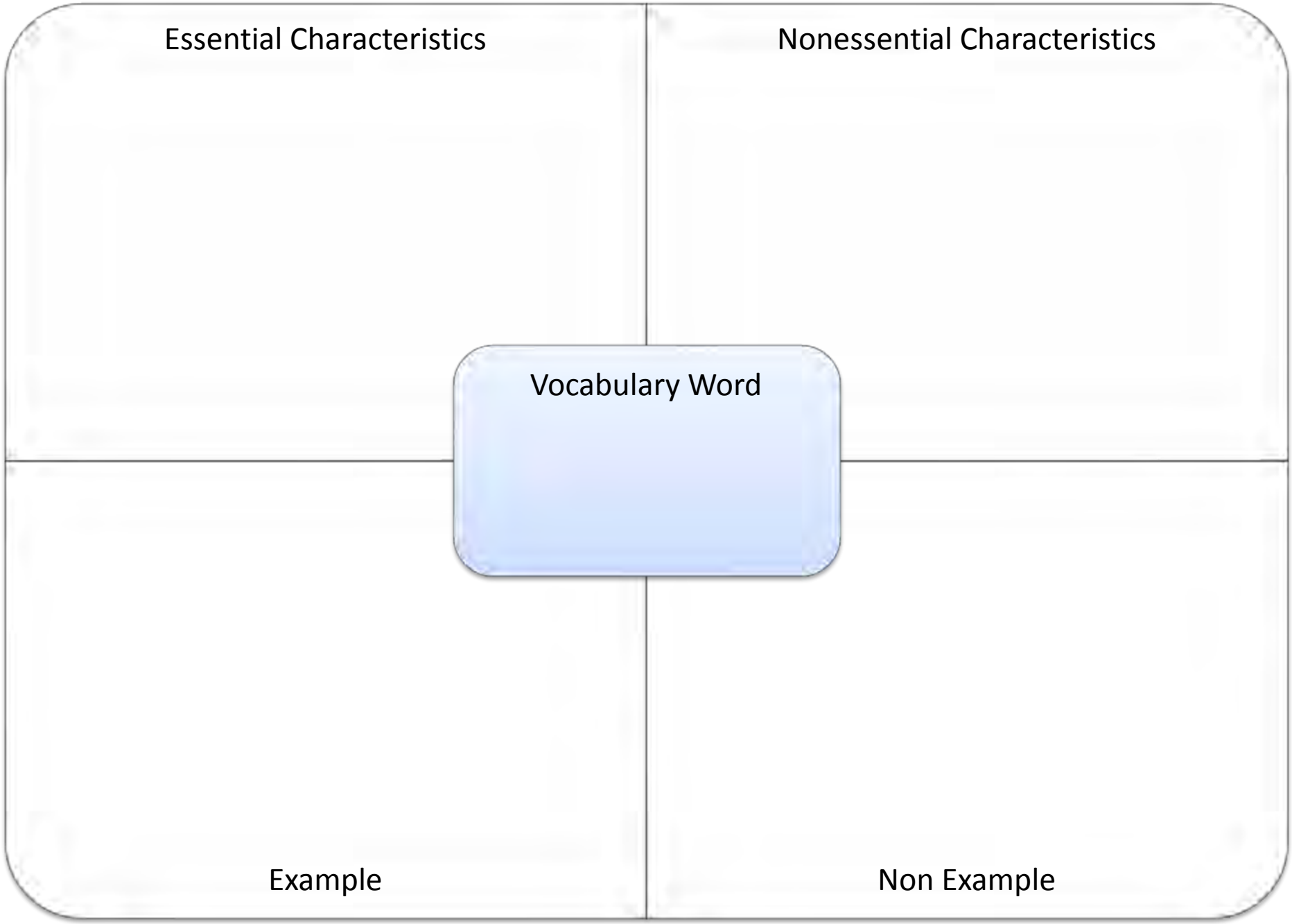
Question Quandary

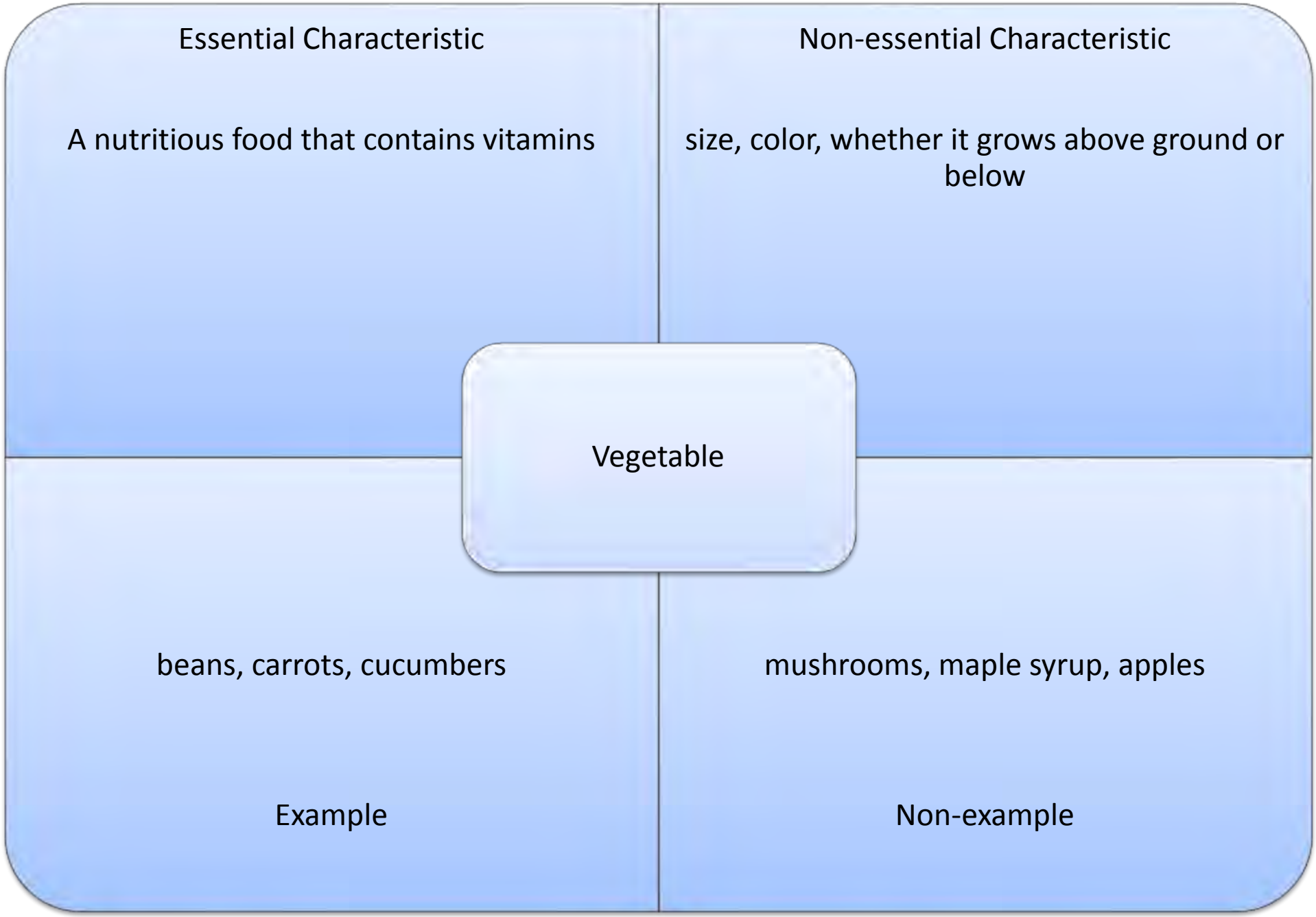
- What words in this sentence, line or paragraph are the most important and why?

- If you could choose one idea from this page as the most important one, which would it be and why?

- How can you tell the author thinks a certain idea is the most important and why?

- What is the most important idea you've gotten from the text and why?


Essential Characteristics
Nonessential Characteristics
Vocabulary Word
Example
Non Example


Essential Characteristic
A nutritious food that contains vitamins
Non-essential Characteristic
size, color, whether it grows above ground or below
Vegetable
beans, carrots, cucumbers
Example
mushrooms, maple syrup, apples
Non-example

Detecting Patterns Questions:

Cause and Effect: How did cause lead to effect? What are people's reactions?

Chronology: What is time span from first event to last? How does author transition to each event? What do all events explain?

Compare and Contrast: What is being compared? Similarities and differences? What are the most significant similarities and differences?

Problem and Solution: What has caused the problem? Is there more than one solution? Has the problem been solved or will it be in the future?

An example of possible questions that could be utilized are listed below: (Adapted from Coiro and Dobler, 2007). The National Geographic for Kids website hosts videos, factual articles and persuasive articles that can provide different Web based text samples.

1. Describe the habitat of a chosen endangered animal.

2. What causes the color in that animal?

3. According to the narrator of a video how does the loss of a part of the habitat indirectly affect the survival of a certain animals?

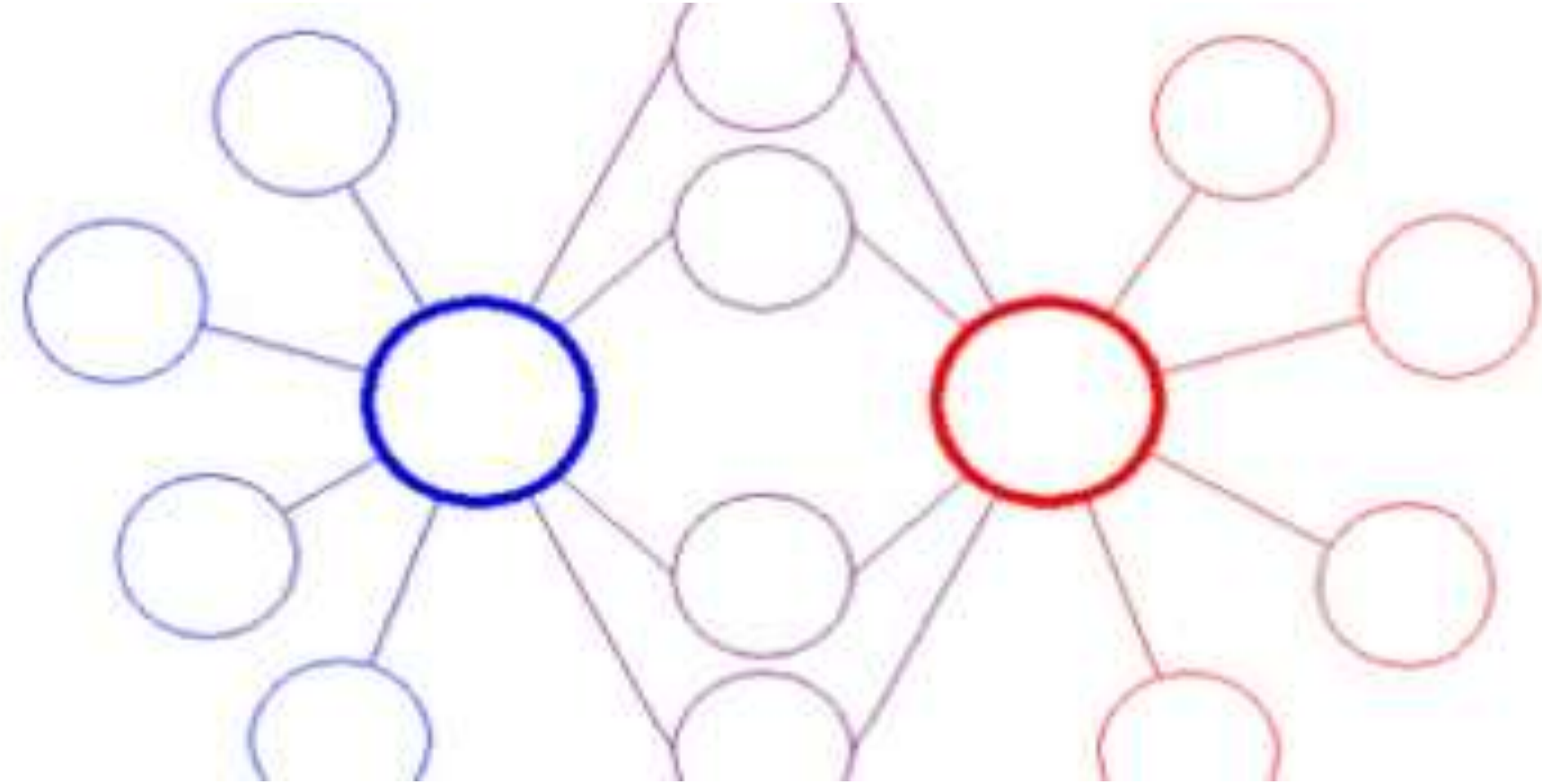
4. What are the names of the three people who maintain this website, and why was it created?

5. How many pounds does this animal weigh when it is born? Does this differ at a zoo or in the wild?

6. How might a teacher using this website help students join a letter-writing campaign to help save a particular animal?

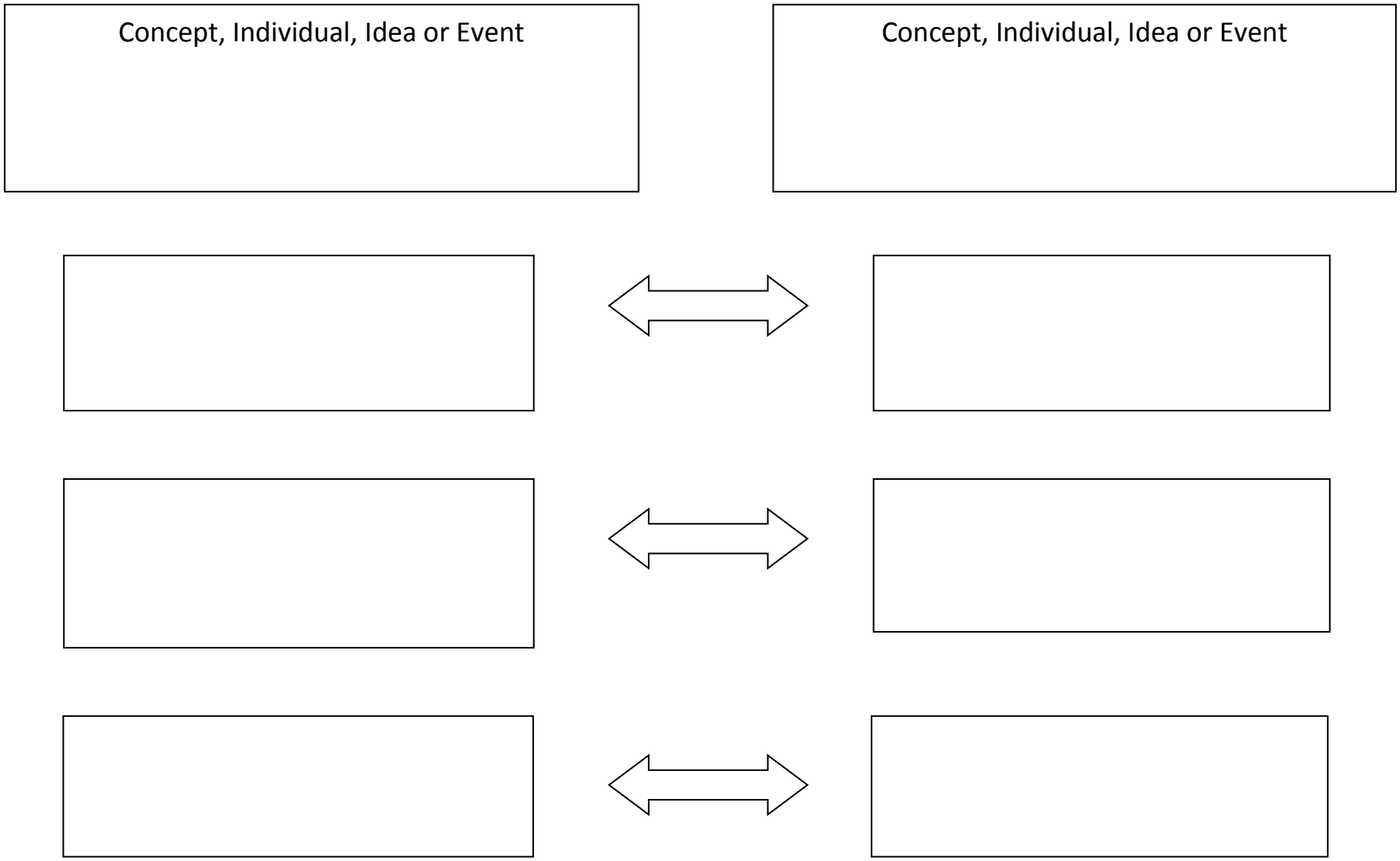
7. Can you find an interesting fact in one of the articles that this animal would be used for?

Double Bubble




Ancient
Greece
Ancient
Rome
built the Parthenon
Built the Colosseum
built on 7 hills
Held myths

Examine Relationships



Name of website or text: _____

Topic investigation: _____

Guiding questions about text or site:

What is the main purpose? _____

_____

_____

What features does the text or site offer? (Photos, graphs, maps, diagrams, links to other sites, folder options)

_____

_____

What are some facts learned about the topic? _____

_____

_____

What is the importance of the information that is presented? _____

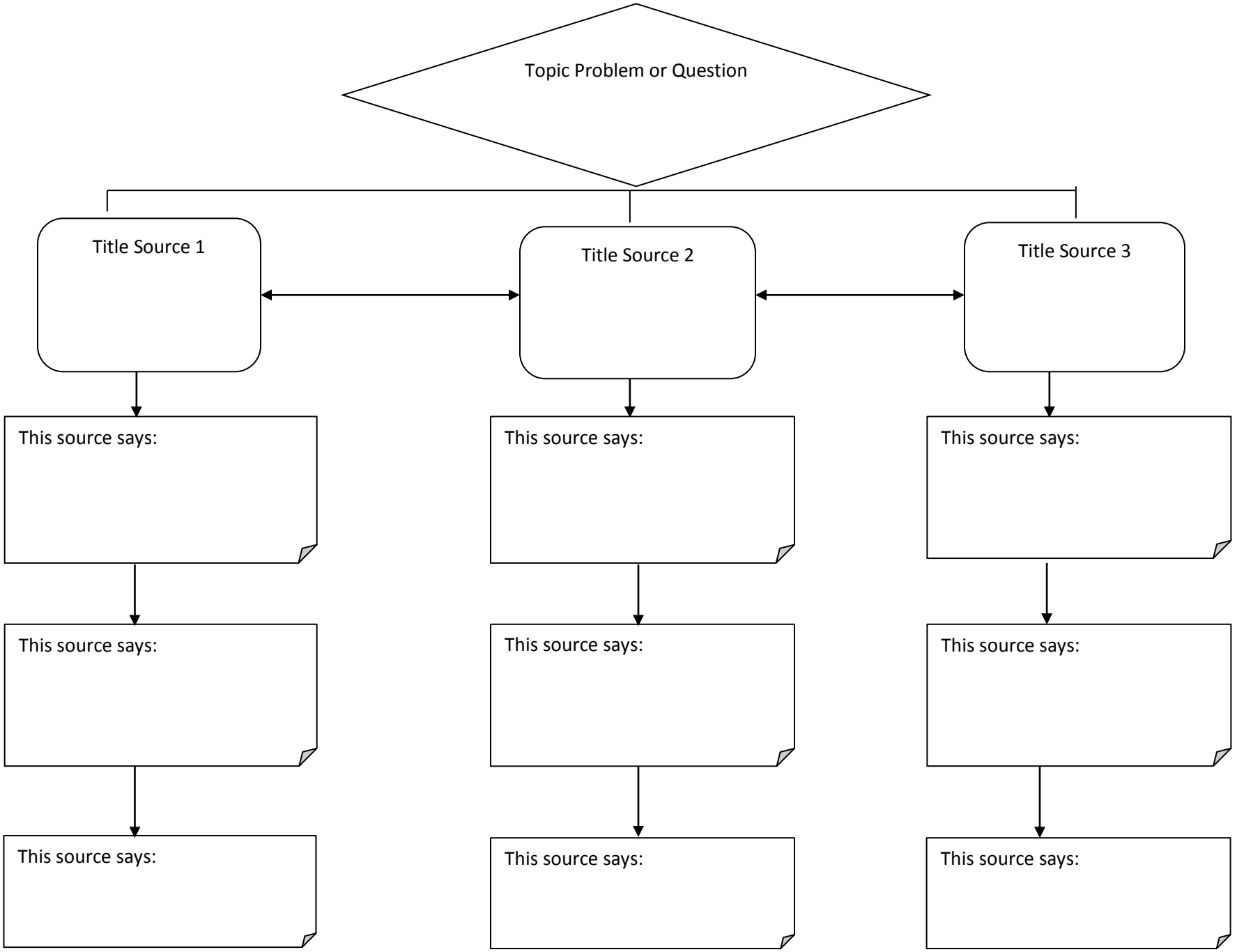
_____

_____

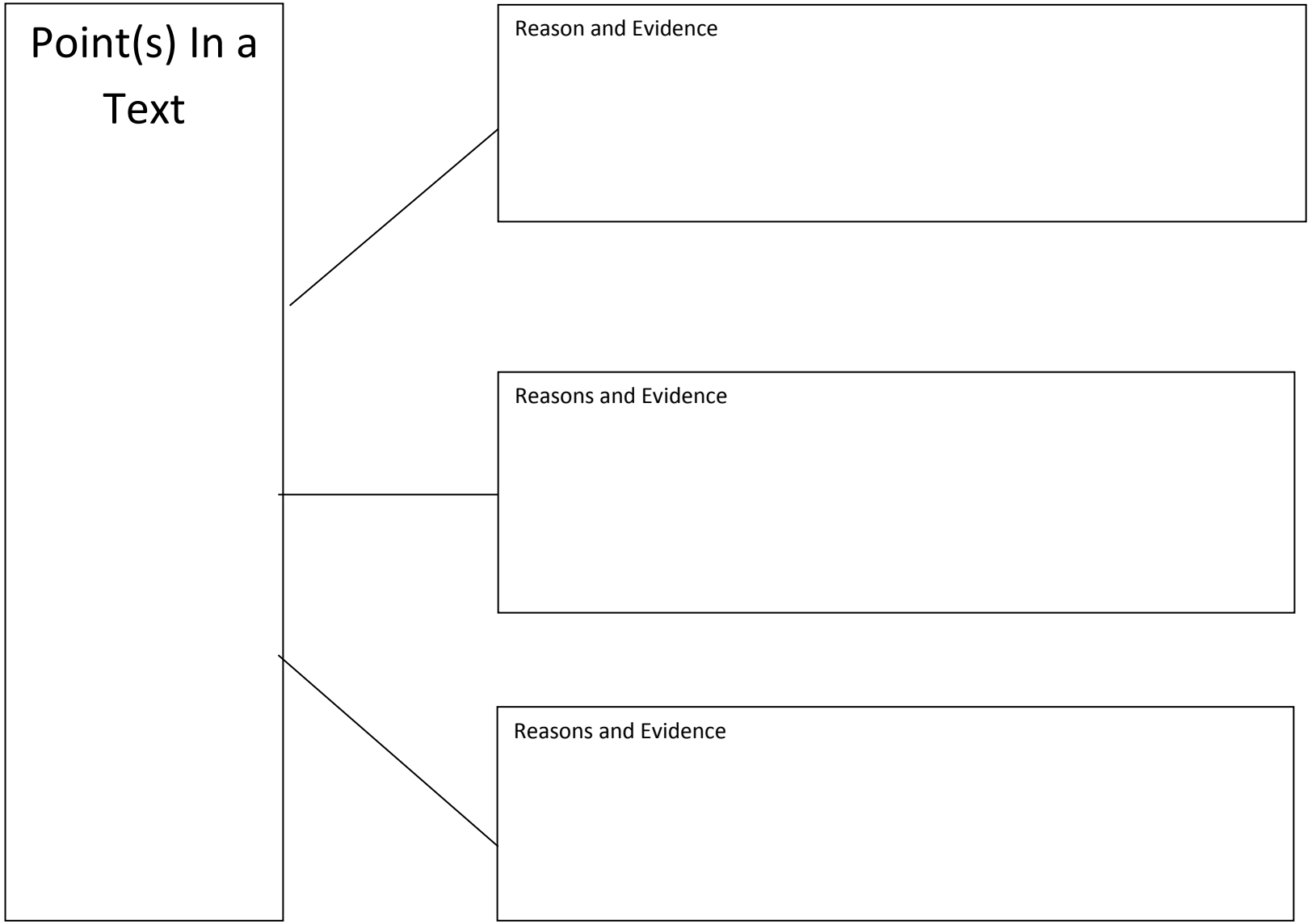
What other site could help locate information? _____

_____

_____


Topic Problem or Question
Title Source 1
Title Source 2
Title Source 3
This source says:
This source says:
This source says:
This source says:
This source says:
This source says:
This source says:
This source says:
This source says:

Key Points Back-Up



Word Knowledge Rating Checklist

Vocabulary Words	I Can Define	I Have Seen/Heard	I Don't Know

T-Chart Template

Purpose for Reading	Author's Purpose (to persuade, to explain, to inform….)