

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

#### 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.**

#### CCR Anchor Standard:

Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Essential Understanding

- Reading comprehension
- Draw inferences
- Analyze the text

#### Extended Understanding

- Cite specific textual examples and details to support inferences and text meaning

#### Academic Vocabulary

- Analyze/Analysis
- Cite
- Drawn
- Events
- Explicit
- Sequence
- Textual Evidence

#### Content Elaborations

Readers who engage in questioning, discussing, and studying the key details as they read, gain a deeper understanding of informational text.

#### Next Grade Level Progression Statement

In the next grade level, students are expected to be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students are expected to analyze informational text development, including determining the main idea of a text. Students are expected to retell the key details and explain how they support the main idea.

## Question Ideas

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|---|---|
| <ul style="list-style-type: none"><li>• What important events happened in the text? Use evidence from the text to retell the events in sequential order.</li><li>• Use information from the text to explain why the author _____?</li><li>• Analyze the passage; what can you conclude about this topic? How does the textual evidence support your conclusion?</li></ul> | <ul style="list-style-type: none"><li>• How are the text features important to understanding this text?</li><li>• What information did you learn from the text features (charts, graphs, photos, etc.) that were not found in the passage?</li><li>• Use the passage to write <i>who, what, when, where, why</i> or <i>how</i> questions that can be answered by a partner.</li></ul> |
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### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students read Alikı's description of "A Medieval Feast" and demonstrate their understanding of all that goes into such an event by asking questions pertaining to *who, what, where, when, why, and how* such a meal happens and by answering using key details.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: The Coding Method**

Teachers use the strategy to introduce students to self-monitoring. As students read a nonfiction text have the following questions and symbols available so that they can begin to monitor their understanding of the text:

- (+) Is this new information for me?
- (\*) Is this information I already knew?
- (?) What do I not understand about this information? What are my questions?
- (!) Wow, this is really cool stuff!

If there are several students reading the same text, they can form a group to discuss the things they marked; these same students may be able to answer questions the other students had.

**Resources:** Hoyt, Linda. *Revisit, Reflect, Retell: Time-tested Strategies for Teaching Reading Comprehension*. Portsmouth, NH: Heinemann, 2009

Teachers use the strategy to introduce students to self-monitoring. As students read a nonfiction text have the following questions and symbols available so that they can begin to monitor their understanding of the text

#### **RI.1.1 (Prior Grade Standard)**

Ask and answer questions about key details in a text.

#### **RI.3.1 (Future Grade Standard)**

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

## RI.2.2

### Analyze informational text development.

#### Essential Understanding from the Standard

- a. Identify the main topic of a multi-paragraph text.
- b. Identify the focus of specific paragraphs within the text.

#### Academic Vocabulary

- Analyze
- Central Idea
- Convey
- Details
- Determine
- Distinct
- Fact
- Identify
- Main Topic
- Opinion
- Paragraph/Multi-paragraph
- Summarize/Summary

#### CCR Anchor Standard:

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

#### Extended Understanding

- Summarize the main topic of informational text.
- Examine facts and opinions from informational text in relationship to the main topic.

#### Content Elaborations

A main topic is a general category that a text may fall under and is not to be confused with a main idea. A topic is stated in a single word or phrase. For example, "space" or "animal habitats" might be topics. In this case, the focus of specific paragraphs within the text would be "the moons of Jupiter" or "deserts".

#### Next Grade Level Progression Statement

In the next grade level, students are expected to be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students are expected to analyze informational text development, including determining the main idea of a text. Students are expected to retell the key details and explain how they support the main idea.

## Question Ideas

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|--|---|
| <ul style="list-style-type: none"><li>• Which of the following best captures the main topic?</li><li>• What textual evidence supports the main topic?</li><li>• Identify the main topic of the multi-paragraph informational text. What textual evidence from different paragraphs supports the main topic?</li><li>• When you analyze the text, what details do you find that support the main topic?</li></ul> | <ul style="list-style-type: none"><li>• How does the textual evidence support ___ as the main topic?</li><li>• What is the main topic of this article? List two pieces of evidence to support your answer.</li><li>• Summarize the text only using information found in the text.</li></ul> |
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## Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students explain how the main idea that Lincoln had "many faces" in Russell Freedman's "*Lincoln: A Photobiography*" is supported by key details in the text.

## Ohio's Model Curriculum Instructional Supports

### Strategies: TELL

Have students preview the text using the mnemonic device TELL:

- **T** Title- What does the title tell us about the topic or central idea of the text?
- **E** Examine- Examine the text features. What clues do the features provide about the topic or central idea of the text?
- **L** Look- Look at bold words or word in italics. Use these words to make a prediction about the topic or central ideas of the text.
- **L** Look- Look up and predict what the text will be about overall—based on your preview of the text in the first three steps of TELL.

**Resources: Beers, G K, and Robert E. Probst. Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies. Portsmouth, NH: Heinemann, 2016**

A teacher toolbox of lessons to use as mini lessons or small group instruction. It includes lessons for a variety of levels of readers.

### **RI.1.2 (Prior Grade Standard)**

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

### **RI.3.2 (Future Grade Standard)**

Analyze informational text development.  
a. Determine the main idea of a text.  
b. Retell the key details and explain how they support the main idea.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

## RI.2.3

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

### CCR Anchor Standard:

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Essential Understanding

- Identify details that connect events, ideas, or procedures
- Sequence the progression of a series of historical events, scientific ideas or concepts or steps in technical procedures that are connected in an informational text
- Describe how individuals, events, or ideas respond and/or change throughout an informational text

### Extended Understanding

- Analyze interactions between individuals, events, or ideas in an informational text

### Academic Vocabulary

- Analyze
- Connection
- Detail
- Develop
- Elaborate
- Event
- Historical Events
- Illustrate
- Interact
- Scientific Ideas
- Technical Procedures

### Content Elaborations

Being able to see the relationships in people/ideas/concepts over the course of an informational text is the foundation for synthesizing and analyzing elements in an informational/nonfiction text once students reach high school

### Next Grade Level Progression Statement

In the next grade level, students are expected to be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students are expected to analyze informational text development, including determining the main idea of a text. Students are expected to retell the key details and explain how they support the main idea.

## Question Ideas

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|---|--|
| <ul style="list-style-type: none"><li>• What were the most important key facts about the events/ideas/procedures from the text?</li><li>• Describe the important events/ideas/procedures that led up to ____? How are those events/ideas/procedures connected?</li><li>• Explain why it was important for the author to introduce the events/ideas/procedures that led up to ____?</li><li>• Describe three events/ideas/procedures the author uses in the text and how they are connected.</li></ul> | <ul style="list-style-type: none"><li>• Where does the author provide an example or anecdote to support the development of the key idea?</li><li>• At what point should the author have introduced the key idea? How would that have made the article better?</li><li>• How did the events in the beginning of the article lead to its conclusion?</li></ul> |
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### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students read Robert Coles's retelling of a series of historical events in "The Story of Ruby Bridges." Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Content Scramble**

After reading a nonfiction text identify the historical events, scientific ideas or concepts, or steps in a procedure and write each on its own index card. With this age student include images on the cards to make them accessible for all students. Ask students to arrange the cards in an order that makes sense to them. How do the cards build on one another? What is the connection between the cards? What relationships can we identify?

**Resources: Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015**

A teacher toolbox of lessons to use as mini lessons or small group instruction. It includes lessons for a variety of levels of readers.

#### **RI.1.3 (Prior Grade Standard)**

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

#### **RI.3.3 (Future Grade Standard)**

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/effect.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

#### **RI.2.4**

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

#### **CCR Anchor Standard:**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone of the text.

#### **Essential Understanding**

- Interpret words and phrases
- Identify and analyze figurative language
- Identify and analyze academic vocabulary/ language
- Understand how word choice impact meaning

#### **Extended Understanding**

- Identify and analyze above-grade-level figurative language and tier-three vocabulary

#### **Academic Vocabulary**

- Analyze
- Definition
- Determine
- Figurative Language
- (See your adopted textbook's glossary for grade-level appropriate figurative language devices, as they are too numerous to list here.)
- Phrases

#### **Content Elaborations**

Text features in both print and digital nonfiction texts are like roadmaps. They provide information that can help guide a student through a nonfiction text. Students begin to understand that text features help locate information, give 'hints' about the subject of a section or chapter and can help clarify the meanings of unfamiliar concepts.

#### **Next Grade Level Progression Statement**

In the next grade level students will increase their understanding of and learn new text features. They are expected to increase their understanding of words and phrases as they are related to content specific ideas and concepts. Additionally, they begin to examine the perspective of an author and work to understand that an author's ideas about a topic may be different from their own.

## Question Ideas

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|--|---|
| <ul style="list-style-type: none"> <li>• What does the word/phrase ___ mean in this selection?</li> <li>• Use information from the illustrations or graphics to determine the meaning of the word/phrase.</li> <li>• Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?</li> <li>• Which of the following synonyms is closest in meaning to the word ___?</li> </ul> | <ul style="list-style-type: none"> <li>• Create your own sentence using the word/phrase ___?</li> <li>• Write your own definition of the word/phrase ___?</li> <li>• Why did the author choose the word/phrase ___ to describe ___?</li> <li>• What word(s) could you use to replace ___ in order to rewrite the passage for an audience of first-graders? Second-graders?</li> </ul> |
|--|---|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students *determine the meanings of words and phrases* encountered in Sarah L. Thomson's *Where Do Polar Bears Live?*, such as *cub*, *den*, \_\_\_\_\_, and *the Arctic*.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Word Map**

[Word maps](#) provide a way for students to organize conceptual information as they seek not only to identify, but also understand a word. This map illustrates the class or category to which the concept belongs, the attributes or characteristics of the concept, and examples of the concept. Select a text, and write a word for a critical concept found in the book in the middle of the word map. Before and/or after students read the text, have them fill in the boxes of the word map answering the questions: What is it? What is it like? And what are some examples?

#### **Resources: Overturf, Brenda J, Leslie H. Montgomery, and Smith M. Holmes. Word Nerds: Teaching All Students to Learn and Love Vocabulary. Portland, Me: Stenhouse Publishers, 2013**

This easy-to-read reference explains how to plan, teach, and assess based on the latest research in vocabulary instruction and learning. Forget copying definitions from the dictionary and completing boring worksheets! Word mastery comes from intimate knowledge of language. From prediction to practice to performance, students from all backgrounds can discover how to make words their own.

#### **RI.1.4 (Prior Grade Standard)**

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

#### **RI.3.4 (Future Grade Standard)**

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

#### 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.**

#### CCR Anchor Standard:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### Essential Understanding

- Identify and understand text features
- Identify and understand text structure impacts text features
- Understand how ideas develop in an informational text

#### Extended Understanding

- Close reading

#### Academic Vocabulary

- Analyze
- Bold Print
- Caption
- Chapter
- Glossary
- Heading
- Index
- Key Facts
- Paragraph
- Section
- Subheading
- Text Features
- Text Structure (chronological, comparison, cause/effect, problem/solution)

#### Content Elaborations

Text features in both print and digital nonfiction texts are like roadmaps. They provide information that can help guide a student through a nonfiction text. Students begin to understand that text features help locate information, give 'hints' about the subject of a section or chapter and can help clarify the meanings of unfamiliar concepts.

#### Next Grade Level Progression Statement

In the next grade level students will increase their understanding of and learn new text features. They are expected to increase their understanding of words and phrases as they are related to content specific ideas and concepts. Additionally, they begin to examine the perspective of an author and work to understand that an author's ideas about a topic may be different from their own.

## Question Ideas

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• What text features are found in this selection?</li><li>• How do _____ (text feature) help you better understand the text?</li><li>• How does the structure of the article help with the development of the main idea?</li><li>• Analyze the use of text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, etc.). How do they add to the ideas being conveyed?</li></ul> | <ul style="list-style-type: none"><li>• How can you use text features to locate facts or information about the text?</li><li>• Analyze the text structure and explain why the author chose to write it this way.</li><li>• How would leaving out this caption, bold print, subheading, glossary, or electronic menu change your understanding of the topic of the text?</li><li>• What types of text features does the author use? How do they help the reader gain more information about the subject?</li></ul> |
|---|---|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students use *text features*, such as the table of contents and headers, found in Alike's text "Ah, Music!" to identify relevant sections and *locate information relevant to a given topic* (e.g., rhythm, instruments, harmony) *quickly and efficiently*.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Text Feature Checklist**

Display an informational text on an easel or projector to the class. Distribute multiple copies of the text to students in order to follow along. Use a checklist that has a space for students to write the text feature, the page or paragraph number where that text feature can be found, and explain the purpose of that feature. Include the following features on your checklist: table of contents, headings, bolded words, glossary, index, sidebars, fact box, captions, photographs, diagrams, tables, graphs, maps, flowcharts, webs, timelines, and reference. Model going through each feature, and finding it in the shared text. Then, break students into smaller groups, assigning each group a different book.

**Resources: Beers, G K, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*. Portsmouth, NH: Heinemann, 2016**

Provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

#### **RI.1.5 (Prior Grade Standard)**

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.

#### **RI.3.5 (Future Grade Standard)**

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

#### **RI.2.6**

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

**CCR Anchor Standard:**

Assess how point of view or purpose shapes the content and style of a text.

**Essential Understanding**

- Identify the main purpose
- Identify the author's purpose
- Understand and explain how the main purpose is conveyed in a text

**Extended Understanding**

- Close reading

**Academic Vocabulary**

- Analyze
- Author's purpose (to inform, entertain, persuade, etc.)
- Describe
- Determine
- Explain
- Main Purpose (what the author wants to answer, explain or describe)

**Content Elaborations**

Text features in both print and digital nonfiction texts are like roadmaps. They provide information that can help guide a student through a nonfiction text. Students begin to understand that text features help locate information, give 'hints' about the subject of a section or chapter and can help clarify the meanings of unfamiliar concepts.

**Next Grade Level Progression Statement**

In the next grade level students will increase their understanding of and learn new text features. They are expected to increase their understanding of words and phrases as they are related to content specific ideas and concepts. Additionally, they begin to examine the perspective of an author and work to understand that an author's ideas about a topic may be different from their own.

## Question Ideas

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• What is the author's point of view?</li><li>• What is the author's main purpose?</li><li>• What is the author trying to explain in this text?<br/>Support your answer with evidence from the text.</li><li>• What details from the text help convey the author's main purpose?</li><li>• What details from the illustrations or photographs help support the author's main purpose?</li></ul> | <ul style="list-style-type: none"><li>• How does the text and the illustrations/photographs work together to support the author's purpose?</li><li>• How would _____ change if the author's purpose were changed from informing to entertaining?</li><li>• What text features are used to convey the author's main purpose?</li></ul> |
|---|---|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students read Selby Beeler's "*Throw Your Tooth on the Roof: Tooth Traditions Around the World*" and identify what Beeler wants to answer as well as explain the main purpose of the text.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Text Cut and Paste**

Provide students with grade appropriate short informational text. Have students read the text aloud to a partner. Teacher creates a document that has the text divided into sections that students will cut apart. Partners must work together to determine the main purpose of the text (why the author wrote the text). Students can write their answer on paper and then cut out the sections of the text that supports this idea. Teacher will have headings written on the board "What does the author answer? What does the author explain? What does the author describe?" Students can post their responses under the heading that best fits.

**Resources:** Beers, G K, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*.  
Portsmouth, NH: Heinemann, 2016

Provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

#### **RI.1.6 (Prior Grade Standard)**

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

#### **RI.3.6 (Future Grade Standard)**

Distinguish their own perspective from that of the author of a text

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

#### RI.2.7

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

#### CCR Anchor Standard:

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

#### Essential Understanding

- Identify diverse forms of images
- Understand how diverse image formats clarify information in a text.
- Compare information read in the text and information gained from an image

#### Extended Understanding

- Synthesize varied information

#### Academic Vocabulary

- Chart
- Diagram
- Explain
- Format
- Graph
- Image
- Media
- Photograph
- Summarize
- Topic

#### Content Elaborations

At this grade level students are expected to understand that the visual pieces of a text (images, charts, maps, graphics etc.) are an intentional inclusion by the author or illustrator to further explain and/or enhance a concept that is being discussed. In today's media rich world, it is critical that students start early analyzing the message that is carried by the images in nonfiction text.

#### Next Grade Level Progression Statement

In the next grade level, students are expected to 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).

## Question Ideas

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Use an image from the text and describe how it provides clarity to the text.</li><li>• Analyze 3 images from the text. Explain what is added to your knowledge of the topic from each image.</li><li>• What are the similarities and differences between the information presented in the text and the images on pages ____?</li></ul> | <ul style="list-style-type: none"><li>• List three ideas that you learned about _____ after viewing the images and reading the article/ text.</li><li>• Describe what information you learn by analyzing the information on page _____?</li><li>• After reading and viewing images on _____, write an informational report that integrates your findings and is supported by evidence from your sources.</li></ul> |
|--|--|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students *explain how the specific image* of a soap bubble and *other accompanying illustrations* in "Walter Wick's *A Drop of Water: A Book of Science and Wonder*" *contribute to and clarify their understanding of bubbles and water.*

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Main Point and Reasons**

Before reading a nonfiction text, write one main point from the book on a chart. Ask students to think about what they know about this point. Read the book aloud to the group. Have assigned to check off or cross out the ideas on the list. On another day, read the book again, this time ask students to make a list of things that they learned after hearing it read. As they make the list ask them to identify 'how they know' that piece of information and add that information to the chart as well. Their answers may be as simple as they saw it in a diagram or image in the book to having heard it from a specific paragraph. When charting, be as specific as possible about identifying the location of the 'support' for their learning as this will build a foundation for identifying a main idea and supporting details in the next grade level.

**Resources: Beers, G K, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies.* Portsmouth, NH: Heinemann, 2016**

Provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

#### **RI.1.7 (Prior Grade Standard)**

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

#### **RI.3.7 (Future Grade Standard)**

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).

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

## RI.2.8

**Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.**

### CCR Anchor Standard:

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### Essential Understanding

- Define and identify an argument
- Define and identify a claim
- Trace and evaluate arguments and claims
- Identify reasons and evidence in a text that support claims
- Distinguish claims supported by reasons and evidence from claims that are not

### Extended Understanding

- Determine if reasoning is sound

### Academic Vocabulary

- Argument
- Claim
- Data
- Delineate
- Distinguish
- Evaluate
- Evidence
- Reasons
- Specific
- Trace
- Warrant

### Content Elaborations

Students begin to look at what an author says, develop an understanding of why it was said that way, and begin to look for the ways that the author supported the things that were said.

### Next Grade Level Progression Statement

In the next grade level, students are expected to 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). Students are expected to describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Students are expected to compare and contrast the most important points and key details presented in two texts on the same topic.

## Question Ideas

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• What is the main argument made in the essay?</li><li>• What claims support the argument in the article?</li><li>• What data, evidence, or reasoning is presented to support claim #1? To support claim #2? To support claim #3?</li><li>• Trace one of the claims made in the argument: List the claim made, the reasons given, and the evidence provided in support of the claim.</li></ul> | <ul style="list-style-type: none"><li>• Are the data, evidence, and reasoning given to support claim # 1 better or worse than those given to support claim #2? Support your answer with text.</li><li>• After watching the commercial, identify the claim, reason, data, and warrant. Also identify the counterclaim if one was given.</li><li>• After reading the first draft of your argument, decide which claims were sufficiently supported and which ones were not.</li></ul> |
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### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students *describe the reasons* behind Joyce Milton's statement that bats are nocturnal in her "Bats: Creatures of the Night" and how she *supports the points* she is making in the text.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Main Point and Reasons**

Before reading a nonfiction text, write one main point from the book on a chart. Ask students to think about what they know about this point. Read the book aloud to the group. Have assigned to check off or cross out the ideas on the list. On another day, read the book again, this time ask students to make a list of things that they learned after hearing it read. As they make the list ask them to identify 'how they know' that piece of information and add that information to the chart as well. Their answers may be as simple as they saw it in a diagram or image in the book to having heard it from a specific paragraph. When charting, be as specific as possible about identifying the location of the 'support' for their learning as this will build a foundation for identifying a main idea and supporting details in the next grade level.

**Resources: Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015**

This is a teacher toolbox of lessons to use as mini lessons or small group instruction. It includes lessons for a variety of levels of readers.

#### **RI.1.8 (Prior Grade Standard)**

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

#### **RI.3.8 (Future Grade Standard)**

Describe the relationships between the evidence and points an author uses throughout a text.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

<p><b>RI.2.9</b></p> <p><b>Compare and contrast the most important points presented by two texts on the same topic.</b></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Identify, compare, and contrast the same event presented by two different authors</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Close reading</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Approach</li> <li>• Compare</li> <li>• Contrast</li> <li>• Informational Genres (nonfiction, biography, memoir, etc.)</li> <li>• Informational Text Forms (encyclopedia, newspaper, academic journal, etc.)</li> <li>• Presentation</li> </ul>
<p><b><u>CCR Anchor Standard:</u></b></p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		

### **Content Elaborations**

Just as they are doing with nonfiction, students at this grade level begin to look across texts to determine similarities and differences in the way that information is presented. As they look across texts they are able to determine the most relevant information on the topic being studied.

### **Next Grade Level Progression Statement**

In the next grade level, students are expected to 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). Students are expected to describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Students are expected to compare and contrast the most important points and key details presented in two texts on the same topic.

## Question Ideas

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| <ul style="list-style-type: none"><li>• What event do both texts have in common?</li><li>• How do the two texts differ in the treatment of that event?</li><li>• How are the two texts similar in the treatment of that theme?</li><li>• Compare the first-person account to the historical text concerning the liberation of Auschwitz.</li></ul> | <ul style="list-style-type: none"><li>• What events can be found in both texts? Do both texts approach the events the same?</li><li>• How does the author's approach to the event in the biography differ from the second author's approach to the same event in the narrative?</li><li>• How do the two authors' presentations of ____ differ from the <u>historical account</u> to the <u>memoir</u>?</li></ul> |
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## Ohio's Learning Standards for English Language Arts Supports: Appendix A

Have students read articles from different sources but on the same topic (i.e., from a newsmagazine and a gossip magazine). Have students' compare/contrast the points of view of different authors, how they structure each argument, and how their word choice is significant. This will help students to realize that the bias of the authors is important as it can color their views of the issue involved. The word choice used by the media also is important.

## Ohio's Model Curriculum Instructional Supports

### Strategies: Text Comparison

Compare the titles of two different books on the same topic. Ask students to think about what they would learn in one book and in the other based on the title. Compare the table of contents in two books. What are the differences? Using the text features only, ask students to make a list of what might be different in the way these two books treat the same topic.

For example:

- J. D. Stevens' *Sharks!* Vs. Ann Schrieber's *National Geographic Readers: Sharks!*
- Ann Rockwell's *Clouds* vs. Erin Edison's *Clouds*
- Todd Parr's *The Family Book* vs. Shelley Rottner's *Families*

**Resources: Beers, G K, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*. Portsmouth, NH: Heinemann, 2016**

Provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

### **RI.1.9 (Prior Grade Standard)**

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

### **RI.3.9 (Future Grade Standard)**

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 2

#### **RI.2.10**

**By the end of 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.**

#### **CCR Anchor Standard:**

Read and comprehend complex literary and informational texts independently and proficiently.

#### **Essential Understanding**

- Demonstrate comprehension of grade-level literary nonfiction
- Demonstrate comprehension of above grade-level literary nonfiction with scaffolding
- Identify/evaluate text complexity

#### **Extended Understanding**

- Demonstrate comprehension of above grade-level literary text without scaffolding

#### **Academic Vocabulary**

- Comprehension
- Decoding
- Fluency
- Informational Text
- Lexile
- Literary Nonfiction
- Nonfiction
- Proficient
- Text Complexity
- Scaffolding

#### **Content Elaborations**

Teachers should consider both age-appropriateness and readability when selecting texts for students. Through extensive reading of a variety of complex informational texts, students will gain content knowledge and build important reading skills and strategies, as well as become familiar with various text structures and features. Students must read widely and deeply from high quality, challenging texts and develop the skill, concentration, and stamina to read these texts independently and proficiently.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity independently and proficiently.

## Question Ideas

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| <ul style="list-style-type: none"><li>• How should you choose which literary nonfiction texts to read?</li><li>• What strategies should you use to comprehend a complex text?</li><li>• What procedures/scaffolding can you use to help read and comprehend a text at the high end of the 2-3 text complexity band or at a level above your Lexile score?</li><li>• What is the Lexile level of this text?</li></ul> | <ul style="list-style-type: none"><li>• What reading comprehension strategies will you use to be sure you can read and comprehend this text?</li><li>• Apply the four steps of text complexity to determine if this is an appropriate text for you. Use the Text Complexity Analysis Sheet or Text Complexity Bookmark to assist you.</li><li>• How do you monitor your own comprehension as you read?</li><li>• What steps are involved in close reading of a text?</li></ul> |
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### Ohio's Learning Standards for English Language Arts Supports: Appendix A

#### A Three-Part Model for Measuring Text Complexity

1. **Qualitative** dimensions of text complexity- refers to those aspects of text complexity best measured or only measurable by an attentive human reader.
2. **Quantitative**- refers to those aspects of text complexity , such as word length, and is typically measured by computer software.
3. **Reader and task considerations**- variables specific to particular readers and tasks must be considered when determining whether a text is appropriate for a given student.

\*Appendix A provides more detailed information regarding each part.

### Ohio's Model Curriculum Instructional Supports

#### Strategies: Create a KWHL Chart

This is an adaptation of the KWL strategy (Ogle (1992) *KWL in Action: Secondary teachers find applications that work.*) Select a book, newspaper, or magazine article appropriate to your students' abilities. Project a large [KWHL Chart](#) to the class, and have students create their own: (K), (W)- What, (H)How, (L)- Learn.

**Resources: Fountas, Irene C, and Gay S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996**

In this resource-rich book, you will find all the planning and instructional tools you need to teach guided reading well, from pre-A to fluent, organized around Richardson's proven Assess-Decide-Guide framework.

#### **RI.1.10 (Prior Grade Standard)**

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

#### **RI.3.10 (Future Grade Standard)**

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.