

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

RI. K.1

With prompting and support, ask and answer questions about 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

- Make reasonable predictions.
- Ask and answer questions which begin with who, what, where, when why, and how.
- Ask and answer questions about key details in a text.

Extended Understanding

- Authors include key details in literary texts which can help a reader ask and answer questions.
- Good readers know a question is different from a statement and requires an answer.

Academic Vocabulary

- Questions
- Answers
- Key details
- Predictions
- Inferences
- Who
- What
- Where
- When
- Why
- How

Content Elaborations

The focus of Key Ideas and Details is reading with purpose. It helps the reader focus on content and comprehension. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning, and expands one's sense of the world. The ability to develop and respond to questions encourages the emergence of critical thinking and aids in comprehension of key details of informational texts. As texts and topics are introduced, it is important to scaffold student learning by modeling strategies that support comprehension and encourage students to make their own connections to texts.

Next Grade Level Progression Statement

In first grade students will develop more independence in answering text specific questions. They will begin to read informational text and focus on the main or overall idea. 1st grade students will begin to identify connections related to the topic of an informational text.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none"> • What kind of information does the chart give? • What do the picture and text tell about? • What facts did you learn about? • How are all the __ alike? How are the __ different? • What do the words say about ? • What does the text tell us about? • What does the title and picture on the first page tell you the article will be about? | <ul style="list-style-type: none"> • What is this book mostly about? • What is the magazine article mostly about? • What have you learned so far about __? • What do the authors tell us about on these pages? • What are the most important ideas on these pages? • What are these pages about? • What details do these pages tell about the main idea? • What are the key details that help us understand __? |
|--|---|

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

Sample Read-Aloud Informational Text: After listening to Wendy Pfeffer's *"From Seed to Pumpkin"*, students ask questions about how pumpkins grow and answer using key details from the text.

Ohio's Model Curriculum Instructional Supports

Strategies: Reciprocal Teaching

Use the four strategies within Reciprocal Teaching: Predict, Clarify, Question, and Summarize. Introduce four characters and model the roles' response to the reading of text.

- **Peter/Paula Predictor** – based on title or cover predict what might be in the text
- **Carl/Clara Clarifier** – record unknown words or ideas that need to be clarified, ask others for help with understanding
- **Quincy/Quintella Questioner** – develop three teacher-like questions about what has been read
- **Sami/Sari Summarizer** – present main points of the selection (Palinscar & Brown, 1986)

As students become familiar with how the characters process the text, solicit student responses for the characters. For more information, see The Princess Storyteller: Reciprocal Teaching Adapted for Kindergarten Students by Pamela Ann Myers.

Resources: Essential Instructional Practices in Early Literacy by the Early Literacy Task Force

[This guide](#) identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

Pre-K (Prior Grade Standard)

With modeling and support, identify the topic of an informational text that has been read aloud.

RI.1.1 (Future Grade Standard)

Ask and answer questions about key details in a text.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

RI.K.2

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

CCR Anchor Standard:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Understanding

- Identify and retell key details
- Identify the main topic
- Describe or graphically represent the relationship between main topic and key details
- Identify the main topic and retell key details of a text.

Extended Understanding

- Authors of informational text(s) include key details in order to help readers make meaning of the text.
- Good readers use key details in an informational text to identify the main topic.

Academic Vocabulary

- Informational text
- Literary nonfiction
- Expository/technical texts
- Main topic
- Key details
- Retell/restate details

Content Elaborations

The focus of Key Ideas and Details is reading with purpose. It helps the reader focus on content and comprehension. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning, and expands one's sense of the world.

As the readers are able to identify the main topic and retell key details of a text, it will increase their understanding of text. Early exposure to informational texts provides the foundation for the demands of reading and writing in later grades.

Next Grade Level Progression Statement

In first grade students will develop more independence in answering text specific questions. They will begin to read informational text and focus on the main or overall idea. 1st grade students will begin to identify connections related to the topic of an informational text.

Question Ideas

- | | |
|---|---|
| <ul style="list-style-type: none"> • What kind of information does the chart give? • Retell the selection by looking at the pictures for support. • What are you learning about__from reading this book?
What__do the picture and text tell about? • What facts did you learn about__?
What have you learned so far about__? • How are all the___alike? How are the__ different? • What did the selection tell you about what you would see at? • What do the words say about__? | <ul style="list-style-type: none"> • What does the text tell us about__? • What does the title and picture on the first page tell you the article will be about? • What is the magazine article mostly about? What are these pages about? • What details do these pages tell about the main idea? • Why did the author write this informational text? • Why do you think the author wrote this book? • What do you think the author wants readers to know? • What is the main topic of the text? • How do you know? • What are the key details that help us understand__? |
|---|---|

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

Sample Read-Aloud Informational Text: Students (with prompting and support from the teacher) read “*Garden Helpers*” in National Geographic Young Explorers and demonstrate their understanding of the main idea of the text—not all bugs are bad—by retelling key details.

Ohio’s Model Curriculum Instructional Supports

Strategies: I Wonder Questioning

Use *I wonder* questions (I wonder what, I wonder why...) to search for information in a previously read text. This strategy helps guide student comprehension of text. This strategy is also called *self-questioning*. Using this strategy is especially helpful when working with unfamiliar concepts in informational texts. This strategy is detailed at an article titled [“I Wonder Questions: Harnessing the Power of Inquiry”](#) found on the Edutopia website.

Resources: Essential Instructional Practices in Early Literacy by the Early Literacy Task Force

[This guide](#) identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

Pre-K (Prior Grade Standard)

With modeling and support, identify the topic of an informational text that has been read aloud.

RI.1.2 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information 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 text features such as author and title
- Recognize that informational texts have a structure

Extended Understanding

- Authors of informational texts use text features that help readers identify the purpose of the text.
- Good readers begin to identify text features in order to make meaning of informational texts.

Academic Vocabulary

- Informational text
- Literary nonfiction
- Expository/technical texts
- Identify
- Text features
- Key features
- Author
- Title Structure

Content Elaborations

The focus of Key Ideas and Details is reading with purpose. It helps the reader focus on content and comprehension. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning, and expands one's sense of the world.

By describing the connection between two individuals, events, ideas, or pieces of information in a text, it deepens their understanding of the content.

Next Grade Level Progression Statement

In first grade students will develop more independence in answering text specific questions. They will begin to read informational text and focus on the main or overall idea. 1st grade students will begin to identify connections related to the topic of an informational text.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none"> • What do the words say? How do the pictures show this idea? Look at the pictures – Who do you think might be saying? • Point to the __ doing __. Why might the __be doing that? We have seen__do__, what might__do next? • Why do you think the author chose to show us__? Why do you think the author chose to show us__and then__? Look at the pictures on page__. • What are__doing in the pictures? What does the author say about__? • Look at the pictures, what__do you see? What is the same in all the pictures? | <ul style="list-style-type: none"> • How does the new information add to your knowledge of__? • How does the author use these pages to help us remember information in the book? • Which words on page__are about__? • After reading the selection, what is this selection about? How are these two selections the same? How are they different? • The author says__looks like__. Why do you think the author said that? • What do the words and pictures on these pages explain? |
|--|---|

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

Sample Read-Aloud Informational Text: Students (*with prompting and support from the teacher*) describe the connection between drag and flying in Fran Hodgkin’s and True Kelley’s “How People Learned to Fly” by performing the “arm spinning” experiment described in the text.

Ohio’s Model Curriculum Instructional Supports

Strategies: I Wonder Questioning

Use *I wonder* questions (I wonder what, I wonder why...) to search for information in a previously read text. This strategy helps guide student comprehension of text. This strategy is also called *self-questioning*. Using this strategy is especially helpful when working with unfamiliar concepts in informational texts. This strategy is detailed at an article titled [“I Wonder Questions: Harnessing the Power of Inquiry”](#) found on the Edutopia website.

Resources:

Harvey, Stephanie, and Anne Goudvis. *The Primary Comprehension Toolkit*. Portsmouth, NH – A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

Pre-K (Prior Grade Standard)

With modeling and support, describe, categorize and compare and contrast information in informational text.

RI.1.3 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

RI.K.4

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

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.

Essential Understanding

- Read and reread other words, sentences, and non- linguistic images in the text to identify context clues
- Use context clues to help unlock the meaning of unknown words/phrases
- Ask and answer questions about unknown words in a text

Extended Understanding

- Authors make purposeful language choices to create meaning in informational text(s).
- Good readers actively seek the meaning of unknown words/phrases by asking and answering questions to clarify meaning.

Academic Vocabulary

- Informational text
- Questions
- Answers
- Picture/graphic clues
- Words
- Context clues

Content Elaborations

The focus of Craft and Structure is for readers to examine and respond to text. Readers increase understanding of the world by examining informational text. Readers can respond to text when they understand the purpose or reason behind the author's and/or illustrator's intentional choice of craft and structure such as word choice, evidence, and illustrations.

While reading with children, readers are encouraged to ask and answer text-related questions providing the readers with the opportunity to discover the elements common to an informational text and increase text-related vocabulary.

Next Grade Level Progression Statement

In first grade, students will ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Students will develop a greater understanding of the purpose and use of nonfiction text features. Additionally, they will begin to understand the way images and graphics are used to provide additional information in a nonfiction text.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none"> • What could I do if I did not understand what the word means? What should you do when you hear or see a word you don't know? • What words on page ___ describe ___? • How are these two words similar? How are they different? • Explain to children what a glossary is. Then read the definition of __. What does this word mean? • How do the words and pictures show ___? • Have students work with a partner to determine the meaning of an unknown word by finding clues in the text. | <ul style="list-style-type: none"> • Does the word ___ sound like any other words that you know? • What is another way we use the word ___? • What does the word ___ mean in the sentence/text? How do you know? • How does -s/-ing give us a clue to the meaning of the word ___? (plays, playing) • What categories would you place these objects in? What are examples of things that are ___? • What is the opposite of the word ___? What is the difference between ___ and ___? (Follow-Up: Why? Give me an example/Show me.) |
|--|---|

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

Sample Performance Task- Students ask and answer questions about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page's *"What Do You Do With a Tail Like This?"*

Ohio's Model Curriculum Instructional Supports

Strategies: What's it Mean?

What's it Mean? Read part of a selected text aloud. When possible, project or post the text being read. Model ways to think aloud about the words and concepts "you don'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). Students can list and investigate unanswered questions once reading is completed.

Resources: Essential Instructional Practices in Early Literacy by the Early Literacy Task Force

[This guide](#) identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

Pre-K (Prior Grade Standard)

Demonstrate an understanding of basic conventions of print in English and other languages. Orient books correctly for reading and turn pages one at a time. Demonstrate an understanding that print carries meaning.

RI.1.4 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

<p>RI.K.5</p> <p>Identify the front cover, back cover, and title page of a book.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> • Identify the front cover of a book • Identify the back cover of a book • Identify the title page of a book <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> • Authors create books that have front covers, back covers and title pages. • Good readers can identify the front cover, back cover and title page of a book. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Informational text • Literary nonfiction • Expository/technical texts • Identify • Text features • Front cover • Back cover • Title page
<p><u>CCR Anchor Standard:</u></p> <p>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.</p>		

Content Elaborations

The focus of Craft and Structure is for readers to examine and respond to text. Readers increase understanding of the text by examining the author and/or illustrator's intentional choice of craft and structure such as word choice, sensory language, story structure, story development, and illustrations.

Students will develop an emergent understanding of text features such as front cover, back cover, and title page of book in order to increase comprehension of informational text.

Next Grade Level Progression Statement

In first grade, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses. They explain major differences between books that tell stories and books that give information. After reading a story, students will identify the narrator or speaker.

Question Ideas

- | | |
|---|--|
| <ul style="list-style-type: none">• Have the children find the front cover of the book. What do you see on the front cover of your book?• Point out and discuss the back cover of the book.• Show children where the title page is located. Have a child identify the title page.• Have the children identify the front cover and the back cover of the book.• Where is the front cover of the book? Where is the back cover of the book? Show me the front/back cover and title page of this book. | <ul style="list-style-type: none">• Call on a student to point to the back of the book.• Call on a student to point to the title of the book.• Read aloud the title.• Ask for a volunteer to point to the front cover of the book.• Name one thing that is shown on the front cover.• Name one thing that is shown on the back cover.• Turn to the title page and read it aloud. Choose a volunteer to turn to the title page. |
|---|--|

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

Sample Read-Aloud Informational Text: Students locate key facts or information in Claire Llewellyn's "Earthworms" by using various text features (headings, table of contents, glossary) found in the text.

Ohio's Model Curriculum Instructional Supports

Strategies: Student Authors and Illustrators

Use literary terms when discussing student writing. Make specific reference to their work as authors and illustrators to help solidify their understanding of the role each plays in creating a picture book. Support students by using picture clue cards to represent the roles of author and illustrator.

Resources: The Literacy Continuum by Irene Fountas and Gay Su Pinnell (Heinemann, 2017)

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Pre-K (Prior Grade Standard)

Demonstrate an understanding of basic conventions of print in English and other languages. Orient books correctly for reading and turn pages one at a time. Demonstrate an understanding that print carries meaning.

RI.1.5 (Future 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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

<p>RI.K.6</p> <p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> • Identify the author • Identify the illustrator • Identify the ideas and information learned from the author • Identify the ideas and information learned from the illustrator <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> • Authors and illustrators have different roles in creating a text. • The author of an informational text decides what ideas or information is presented. • The illustrator of an informational text helps the reader “see” the text. • Good readers recognize that authors and illustrators have different roles. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Informational text • Literary nonfiction • Expository/technical texts • Define • Author • Illustrator • Role of an author • Role of an illustrator
<p><u>CCR Anchor Standard:</u></p> <p>Assess how point of view or purpose shapes the content and style of a text.</p>		

Content Elaborations

The focus of Craft and Structure is for readers to examine and respond to text. Readers increase understanding of the text by examining the author and/or illustrator’s intentional choice of craft and structure such as word choice, sensory language, story structure, story development, and illustrations.

Discussing the roles of the author and illustrator helps readers distinguish between illustrations and printed text and builds an understanding of the ways that print and image carry and contribute to meaning.

Next Grade Level Progression Statement

In first grade, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses. They explain major differences between books that tell stories and books that give information. After reading a story, students will identify the narrator or speaker.

Question Ideas

- | | |
|---|---|
| <ul style="list-style-type: none"> • Point to the author's name. What did ___ (author's name) do to make this book? • This page tells us about the person who wrote the book. What is that person called? • Does this book have an illustrator or a photographer? What does the photographer do? • What did both authors do to make this book? What did the illustrator do to make this book? • Ask a volunteer to point to the names of the authors and the photographer. What do the authors do? What does the photographer do? • Ask children to point to the name of the author/illustrator. Read the name aloud. | <ul style="list-style-type: none"> • Tell children that ___ is the author and illustrator of this book. Ask, "What did ___ do to make this book?" • Ask children to point to the author's name. Ask children to point to the illustrator's name. Ask what he/she did. • Did two people write the words or draw the pictures in this book? • Ask the children what the author did to make this book. Ask the children what the photographer did to make the book. • Who is the author? What does an author do? Who is the illustrator? What does an illustrator do? |
|---|---|

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

Sample Performance Task- Students identify Edith Thacher Hurd as the *author* of "Starfish" and Robin Brickman as the *illustrator* of the text and *define* the role and materials each contributes to the text.

Ohio's Model Curriculum Instructional Supports

Strategies: Picture This!

Read aloud a small section of informational text, without sharing the illustrations. Have listeners do 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. Gifted students could be challenged to determine how they would change the text or illustrations if they were the author or illustrator.

Resources: Harvey, Stephanie. Goudvis, Anne. The Comprehension Toolkit. Portsmouth, NH : Firsthand/Heinemann, 2016

A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

Pre-K (Prior Grade Standard)

With modeling and support, describe what part of the story the illustration depicts.

RI.1.6 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

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).

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 the topic of a text
- Identify details (e.g., person, place, thing, idea) in a text
- Describe how information contained in illustrations contribute to the text
- Describe the relationship between illustrations and the text in which they appear

Extended Understanding

- Authors use illustrations and details in a text to present information.
- Good readers use illustrations to enhance their understanding of text.

Academic Vocabulary

- Topic
- Text details
- Graphics
- Images
- Illustrations
- Photographs
- Diagrams
- Charts
- Graphs
- Maps

Content Elaborations

The focus of Integration of Knowledge and Ideas is that competent readers can synthesize information from a variety of sources including print, audio, and visual. Graphics and illustrations in informational text provide cues for readers. In addition, graphics serve as a scaffold for text comprehension. Understanding the relationship between the illustrations and text will enhance the reader's comprehension of the informational text.

Next Grade Level Progression Statement

In first grade, students will be expected to independently use images, graphics and information in nonfictions text They will identify the way an author supports major points in a text. Students will begin to differentiate the similarities in and differences between two texts on the same topic or idea.

Question Ideas

- | | |
|--|--|
| <ul style="list-style-type: none"> • Look at the picture. What do you think this book is going to be about? • Point to the ___ in the picture. How do the pictures show this idea? • Look at the pictures on these pages; are the ___ the same or different? • How do the words and illustrations on this page work together to give us information? • How does the picture help you understand what ___ mean? How do the words and pictures work together? • What does this diagram show? What does the picture show? What kind of information does the chart give? | <ul style="list-style-type: none"> • Look at and think about the picture of ___ doing ____ . What does he see? What does he hear? What does he touch? • How does the photo help to show how the characters in the picture feel? • Look at the picture on page ____, how are ___ useful? By looking at the picture and reading the text we can learn that... • Why are the ___ in the pictures ___? What do the photos show about how ____ ? • Look at the pictures. What are the ___ doing? What else did you notice about ___ in this picture? |
|--|--|

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

Sample Performance Task- Students use the *illustrations* along with *textual details* in Wendy Pfeffer's "From Seed to Pumpkin" to describe the key idea of how a pumpkin grows.

Ohio's Model Curriculum Instructional Supports

Strategies: Scavenger Hunt

Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to topic and have them look for words and pictures in those sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around "I didn't know that!" discoveries.

Resources: Harvey, Stephanie. Goudvis, Anne. *The Comprehension Toolkit*. Portsmouth, NH: Firsthand/Heinemann, 2016

A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

Pre-K (Prior Grade Standard)

With modeling and support, describe what part of the story the illustration depicts.

RI.1.7 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

RI.K.8

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

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

- Identify the author's key ideas/points
- Identify reasons/details that support the author's key ideas/points
- Differentiate between relevant and irrelevant reasons/details
- Identify the reasons an author gives to support points in a text

Extended Understanding

- Authors provide reasons/ examples in informational text to support their points and ideas
- Good readers identify the reasons/examples an author uses to support points and ideas to enhance their understanding of an informational text

Academic Vocabulary

- Informational text
- Literary nonfiction
- Expository/ technical texts
- Author
- Main/key ideas
- Supporting details
- Relevant/important details
- Irrelevant/ Unimportant details
- Reasons
- Examples

Content Elaborations

Identifying the text evidence that supports the author's main points will deepen the reader's understanding of the content. Comparing and contrasting two texts on the same topic, such as examining the illustrations, descriptions, or procedures of each text, will develop a fuller and more appropriate conceptualization of text.

Next Grade Level Progression Statement

In first grade, students will be expected to independently use images, graphics and information in nonfictions text They will identify the way an author supports major points in a text. Students will begin to differentiate the similarities in and differences between two texts on the same topic or idea.

Question Ideas

- | | |
|--|--|
| <ul style="list-style-type: none"> • The author tells us about the__. • What reasons does the author give for saying that__is__? • What does the author tell us on this page? What is the first / last / next reason the author gives for__? • The author says that__are__and have__. How does this help them survive? • What does the author say about__? Why are__suited to live in a__? • What do these pages say about__who live near a__? | <ul style="list-style-type: none"> • How can__happen? or Why did__happen? Let's look back at the words on these pages to find out what the author says. • Why did__have to__? Why does__do__? How does__help__? Why is it important for__to be able to__? • What reason(s) does the author give for__? What does the author say that explains why__? • The author states__. Why does he say that? What reason(s) did the author give that shows__is true? • The author says that__. Tell what information he gives to support this point. |
|--|--|

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

Sample Performance Task- Students *identify* the reasons Clyde Robert Bulla gives in his book "A Tree Is a Plant" in support of his point about the function of roots in germination.

Ohio's Model Curriculum Instructional Supports

Strategies: Scavenger Hunt

Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to topic and have them look for words and pictures in those sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around "I didn't know that!" discoveries.

The Author Says

Provide students with a general overview of the book. Identify the main focus. As the teacher reads the book aloud ask students to identify the information that supports the main focus of the book.

Resources: Harvey, Stephanie. Goudvis, Anne. The Comprehension Toolkit. Portsmouth, NH: Firsthand/Heinemann, 2016

A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

Pre-K (Prior Grade Standard)

Begin in Grade K

RI.1.8 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

RI.K.9

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

CCR Anchor Standard:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Understanding

- Identify basic similarities between two texts on the same topic
- Identify basic differences between two texts on the same topic
- Identify or graphically represent basic similarities in and differences between two texts on the same topic

Extended Understanding

- Authors of informational text provide information on topics using features such as illustrations, descriptions, and procedures.
- Good readers make meaning of informational text by identifying similarities and differences between two texts.

Academic Vocabulary

- Informational text
- Literary nonfiction
- Expository/technical texts
- Similarities
- Compare
- Differences
- Contrast
- Illustration/picture
- Description/detail
- Procedure/step
- Experiment
- Direction

Content Elaborations

The focus of Integration of Knowledge and Ideas is that competent readers can synthesize information from a variety of sources including print, audio, and visual. Graphics and illustrations in informational text provide cues for readers. Comparing and contrasting two texts on the same topic, such as examining the illustrations, descriptions, or procedures of each text, will develop a fuller and more appropriate conceptualization of text.

Next Grade Level Progression Statement

In first grade, students will be expected to independently use images, graphics and information in nonfiction text. They will identify the way an author supports major points in a text. Students will begin to differentiate the similarities in and differences between two texts on the same topic or idea.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none"> • How are the two texts alike? How are the two texts different? What do both books tell about on these pages? • How does (the character) in the selection ___ do ___? • How does (the character) in the selection ___ do ___. How are the characters alike and similar? • How are these books the same? How are these two books different? What is different about how these books look? • Both informational texts had photographs that showed ___. | <ul style="list-style-type: none"> • In ___ (title) I learned about ___ (topic). In ___ (title) I learned about more ___ (same topic). • How are the (e.g. animals) in both selections alike? • Both selections this week were about _____. One selection gave us the information about _____. The other one gave us more information about _____. • Both selections this week were about _____. In ___ I learned about _____. In ___ I learned about _____. In both selections, the text and the photos helped me to understand how ____. • We have read two selections. How are they similar and how are they different? |
|--|---|

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

Sample Performance Task- Students (with prompting and support from the teacher) compare and contrast the adventures and experiences of the owl in Arnold Lobel's "Owl at Home" to those of the owl in Edward Lear's poem "The Owl and the Pussycat."

Ohio's Model Curriculum Instructional Supports

Strategies: Venn Diagram

Students can use the [interactive Venn Diagram](#) tool at ReadWriteThink.org to identify basic similarities in and differences between two nonfiction texts on the same topic. Picture/word cards can also be used with hula hoops that simulate a giant Venn Diagram for whole group activity to identify similarities and differences. Struggling learners and ESL students can be given graphic organizers that already include some of the comparison information.

Resources: Harvey, Stephanie. Goudvis, Anne. The Comprehension Toolkit. Portsmouth, NH: Firsthand/Heinemann, 2016

A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

Pre-K (Prior Grade Standard)

With modeling and support, describe, categorize and compare and contrast information in informational text.

RI.1.9 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade K

<p>RI.K.10</p> <p>Actively engage in group reading activities with purpose and understanding.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> Demonstrate comprehension of grade-level literary nonfiction Demonstrate comprehension of above grade-level literary nonfiction with scaffolding Identify/evaluate text complexity <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> Demonstrate comprehension of above grade-level literary text without scaffolding 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> Comprehension Decoding Fluency Informational Text Literary Nonfiction Nonfiction
<p><u>CCR Anchor Standard:</u></p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>		

Content Elaborations

The focus of Range of Reading and Level of Text Complexity at this grade level is the exposure of young children to a wide variety of informational texts. Informational texts in history/social studies, science, and other disciplines, allow students to build a foundational knowledge in these fields that also will give them the background to be better readers in all content areas. Quality texts are at or above grade level, linguistically complex and instructionally useful. All students, even struggling readers, must have access to text that is at or above grade level while still engaging with texts on their individual reading level. Texts should be varied and include poetry, realistic fiction, fantasy, drama, etc. Texts should be authentic and used to teach discrete English Language Arts skills. Giving students the opportunity to interact with and discuss informational texts enriches their understanding and purpose of text while expanding the world in which they live.

Next Grade Level Progression Statement

In first grade, students will read and listen to a variety of informational texts related to content-specific information.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none"> • What is this book mostly about? What is the magazine article mostly about? • What have you learned so far about___? • What do the authors tell us about on these pages? What are the most important ideas on these pages? • What are these pages about? What details do these pages tell about the main idea? • What are the key details that help us understand___? | <ul style="list-style-type: none"> • What are these pages about? What details do these pages tell about the main idea? • Why did the author write this informational text? Why do you think the author wrote this book? • What do you think the author wants readers to know? • What is the main topic of the text? How do you know? What are the key details that help us understand___? |
|--|---|

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: Non-Fiction Book Packets

Select informational text that matches the current unit of study. Send a book home with each child in the classroom. Include a card with questions that parents can ask during or after the reading. At the beginning of the year these can be books the parent reads to the child, as the students begin reading the books should include those that the student can read with adult help. Be sure to choose texts on various levels that will give families the opportunities to read and answer questions successfully.

Resources: Essential Instructional Practices in Early Literacy by the Early Literacy Task Force

[This guide](#) identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

Pre-K (Prior Grade Standard)

Actively engage in group reading with purpose and understanding.

RI.1.10 (Future Grade Standard)

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