

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### First Grade

#### **RL.1.1**

**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 as they read
- Make inferences
- Ask and answer questions which begin with *who, what, where, when, why, how*.
- Ask and answer questions about key details

#### **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**

- Question / Ask
- Answer
- Prediction
- Infer
- Evidence
- Key Details
- Text
- 5 W's + H questions

#### **Content Elaborations**

The teacher and students are both actively involved in text dependent questioning to deepen the understanding of a text. Students use textual evidence to respond to questions about texts. Students work to understand the story by breaking down the text into key details and determining the lesson of the story. Additionally, when readers understand the elements of plot (characters, setting and events) they have a better grasp of story structure.

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

In the next grade level, students will be expected to identify the lesson or moral of traditional literature like fables, folktales, and tall tales from diverse cultures. Students will be expected to use specific text information to describe important story elements such as character, setting and plot events.

## Question Ideas

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Who is the story about?</li><li>• What do you know about them?</li><li>• What is the story about?</li><li>• What happened at the beginning, middle, and end of the story?</li></ul> | <ul style="list-style-type: none"><li>• Where does the story take place?</li><li>• How did the story end?</li><li>• Why did the character make that choice?</li><li>• Ask your partner to share a detail from the text.</li></ul> |
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### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students (with prompting and support from the teacher) when listening to Laura Ingalls Wilder's Little House in the Big Woods ask questions about the events that occur (such as the encounter with the bear) and answer by offering key details drawn from the text.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Interactive Read-Aloud and Literature Discussion**

Make an intentional book selection thinking about the students' and curriculum needs. Read the text aloud to students so that they hear the story in its entirety. Then re-read the text while stopping to ask text dependent questions. After students have shared their thoughts, return to the text to find details that support student answers. A variety of methods can be used to structure the reading and discussion. This can be done as a think-pair-share, turn and talk, and/or as a whole group discussion. (This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness and Self Expression: Demonstrate increased awareness of other's feelings and perspectives)

Supporting ELL students: Provide students with visual prompts, preload vocabulary and help them to make associations with English words they know or by supplementing in their first language

**Resources: Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom. Portland, Me: Stenhouse Publishers, 2004**

This book provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

#### **RL.K.1 (Prior Grade Standard)**

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

#### **RL.2.1 (Future Grade Standard)**

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### First Grade

<p><b>RL.1.2</b></p> <p><b>Analyze literary text development.</b></p>	<p><b><u>Essential Understanding from the Standard</u></b></p> <p>a. Demonstrate understanding of the lesson.</p> <p>b. Retell stories, including key details.</p>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Analyze*</li> <li>• Retell</li> <li>• Characteristics of a story (e.g. beginning, middle, end)</li> <li>• Main/Major Events</li> <li>• Lesson/moral</li> <li>• Key details</li> <li>• Demonstrate</li> <li>• Problem</li> <li>• Solution</li> <li>• Sequence</li> <li>• Theme</li> <li>• Characters</li> <li>• Setting</li> </ul>
<p><b><u>CCR Anchor Standard:</u></b></p> <p>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.</p>	<p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Authors of literary texts include details that help readers make sense of stories.</li> <li>• Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details.</li> </ul>	

### **Content Elaborations**

The teacher and students are both actively involved in text dependent questioning to deepen the understanding of a text. Students use textual evidence to respond to questions about texts. Students work to understand the story by breaking down the text into key details and determining the lesson of the story. Additionally, when readers understand the elements of plot (characters, setting and events) they have a better grasp of story structure.

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

In the next grade level, students will be expected to identify the lesson or moral of traditional literature like fables, folktales, and tall tales from diverse cultures. Students will be expected to use specific text information to describe important story elements such as character, setting and plot events.

## Question Ideas

- Retell what happened in the story.
- What is this story mainly about?
- What problems did the characters have?
- How did the characters solve their problem?
- What lessons were learned in the story?
- What are the main events of the story in order?
- What was the moral/lesson of the story?
- What key details support the moral or lesson?
- When you reread the text, what details do you find that support the theme?
- How do the key details support \_\_\_ as the moral/lesson?

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

Students retell Arnold Lobel's *Frog and Toad Together* while demonstrating their understanding of a central message or lesson of the story (e.g., how friends are able to solve problems together or how hard work pays off).

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Mini-lessons**

Growing Readers by Kathy Collins (Stenhouse, Portland, ME, 2004) In Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004 mini-lessons are taught in a workshop model. A mini-lesson lasts about 10 minutes. The class gathers together in a meeting area. In one model of a mini-lesson the teacher follows a predictable structure of Connection (activates prior knowledge), Teaching point (the teachers define what is being taught and models or demonstrates it), Active engagement (students try out the skill or strategy), and Link (the teacher shows how this work connects to ongoing work). In another model the teacher should explain and share examples of the focus of the lesson, and then demonstrate the skill. Other mini-lesson ideas can be found at this [site](#).

Mini-lesson teaching points on retelling... should focus on what good readers do.

- Readers retell their book when they are done with it because it is big thinking work.
- Readers identify the setting when they retell.
- Readers follow the events of the story when they retell.

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

This book describes strategies teachers can use in their classrooms in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

### **RL.K.2 (Prior Standard)**

With prompting and support, retell familiar stories, including key details.

### **RL.2.2 (Future Grade Standard)**

Analyze literary text development.  
a. Determine the lesson or moral.  
b. Retell stories, including fables and folktales from diverse cultures.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### First Grade

#### **RL.1.3**

**Describe characters, settings, and major events in a story, using key details.**

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

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

#### **Essential Understanding**

- Identify the major events in a story or play
- Identify the characters in a story or play
- Identify the beginning, middle and end of a story or play
- Describe or graphically represent characters, setting and major events in a story or play
- Use key details to support descriptions of characters, setting and major events
- Describe characters, settings, and major events in a story, using key details

#### **Extended Understanding**

- Authors choose key details to describe characters, setting, and events that will help readers understand stories.
- Good readers identify characters, settings and major events in a story in order to understand literary text(s).

#### **Academic Vocabulary**

- Story elements
  - Character
  - Setting (Time and place)
  - Plot (Major events)
  - Beginning/Middle/End
  - Problem/Solution
- 5 W + H questions
- Major events
- Key details
- Describe
- Lesson/Moral

#### **Content Elaborations**

The teacher and students are both actively involved in text dependent questioning to deepen the understanding of a text. Students use textual evidence to respond to questions about texts. Students work to understand the story by breaking down the text into key details and determining the lesson of the story. Additionally, when readers understand the elements of plot (characters, setting and events) they have a better grasp of story structure.

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

In the next grade level, students will be expected to identify the lesson or moral of traditional literature like fables, folktales, and tall tales from diverse cultures. Students will be expected to use specific text information to describe important story elements such as character, setting and plot events.

## Question Ideas

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Who is the story about?<br/>Who are the characters in the story?</li><li>• What do you know about the characters?<br/>What is the story about?</li><li>• What is the setting?</li><li>• What is the problem or plot in the story?</li><li>• How do the characters in the story solve their problem?</li></ul> | <ul style="list-style-type: none"><li>• Why did the character make that choice?</li><li>• How did the character change?</li><li>• Where and when does the story take place?</li><li>• What happened in the beginning? Middle? End?</li><li>• How are the characters behaving or feeling at the beginning, middle, and end of the story?</li><li>• How do we know the characters are feeling ____? or are going to do _____?</li></ul> |
|---|---|

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

After listening to L. Frank Baum's "*The Wonderful Wizard of Oz*", students describe the characters of Dorothy, Auntie Em, and Uncle Henry, the setting of Kansan prairie, and major events such as the arrival of the cyclone.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Turn and Talk, Team Talk, Think-Pair-Share**

Turn and talk / team talk / think-pair-share maximizes participation, engagement, and focus. Students share their thinking to a focused, text-dependent question with a peer(s). Teachers first present a question about the text being shared. Students are given time to think about their response. Students then team up with a peer to share their thinking. Finally, the teacher brings the class together for a whole group discussion where the pairs share parts of their discussion. (This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness and Self Expression: Demonstrate increased awareness of other's feelings and perspectives)

Students who are nonverbal, English as a Second Language learners, or who have other language impairments would benefit from alternate activities, such as drawing a picture as an alternative to think-pair-share or assist with communication.

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

This book describes strategies teachers can use in their classrooms in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

#### **RL.K.3 (Prior Grade Standard)**

With prompting and support, identify characters, settings, and major events in a story.

#### **RL.2.3 (Future Grade Standard)**

Describe how characters in a story respond to major events and challenges.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### First Grade

#### **RL.1.4**

**Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**

#### **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 language choices shape meaning, mood, or tone of the text.

#### **Essential Understanding**

- Understand that words are clues to what characters are thinking
- Use context clues to help unlock the meaning of unknown words/phrases
- Identify words and phrases in stories, poems, and songs that indicate use of the 5 senses ... see, hear, smell, touch, taste
- Identify words and phrases in stories, poems, and songs that communicate feelings ... happy, sad, angry, worry, fear.
- Identify figurative language and literary devices

#### **Extended Understanding**

- Authors make purposeful language choices to create meaning in stories, poems, and songs.
- Good readers actively seek the meaning of unknown words/phrases to clarify understanding of stories, poems, and songs.

#### **Academic Vocabulary**

- Illustrations (Picture clues)
- Context clues
- Words or phrases
- Literal / Non-literal
- Feeling words
- Sensory words
- Figurative language
- Literary devices

#### **Content Elaborations**

Sensory language goes beyond the literal meaning of a word or phrase creating mental images when reading and supports understanding of figurative language.

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

In the next grade level, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use sensory language. Students determine the lesson or moral of a story, and begin to differentiate between various narrators in a text and when the narrator is and is not a character in the story.

## Question Ideas

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|---|---|
| <ul style="list-style-type: none"><li>• What does the word/phrase _____ mean in this selection?</li><li>• What feeling does the word _____ suggest?</li><li>• Can you think of another word we could use?</li><li>• Can you think of a phrase that sounds like _____?</li><li>• Identify what the character hears, sees, .....?</li></ul> | <ul style="list-style-type: none"><li>• How does this story or poem make you feel when you read it?</li><li>• How do we know the character feels happy, sad, or angry?</li><li>• What words in the story tell us what the setting looks like?</li></ul> |
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## Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students identify words and phrases within Molly Bang's *The Paper Crane* that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed).

## Ohio's Model Curriculum Instructional Supports

### Strategies: Poetry Study

From Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004. Students are taught a mini-lesson before going off to read from baskets of poetry and possibly apply the strategy learned. Share the work of children's poets such as Eloise Greerfield and Pat Mora to explore the range of poetry and to experience the emotions that are evoked as the poems are read again and again. (This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: Demonstrate increased awareness of other's feelings and perspectives, and Describe own characteristics based on trait and beliefs.)

- Mini-lessons for Poem Study...

Readers appreciate the work the poet has done to write a poem...

- Readers notice, appreciate word choice in poetry.
- Readers notice, appreciate parts of poems that evoke pictures in the mind.
- Readers notice, appreciate poems that change our thinking.
- Name the feelings poems evoke in us.

### Resources:

The book, Keene, Ellin O, and Susan Zimmermann. *Mosaic of Thought: The Power of Comprehension Strategy Instruction*. Portsmouth, NH: Heinemann, 2007 offers ideas on how to teach the strategies used by proficient readers.

### **RL.K.4 (Prior Grade Standard)**

Ask and answer questions about unknown words in a text.

### **RL.2.4 (Future Grade Standard)**

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### First Grade

#### **RL.1.5**

**Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**

#### **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 stories
- Identify informational texts
- Understand narrative structure of a story
- Understand the expository structure found in informational text
- Explain the major differences between books that tell stories and books that give information
- Recognize common genres

#### **Extended Understanding**

- Authors write various types of texts; some texts tell stories and others provide information to the reader.
- Good readers understand that some texts are written to give information.
- Good readers understand that some texts are written to tell a story.

#### **Academic Vocabulary**

- Explain\*
- Literary text
- Identify types of text
  - informational/nonfiction
  - literary/fiction
  - fantasy
  - fable
- Compare / same
- Contrast / different
- Text features
  - Heading
  - Glossary
  - Photograph
  - Caption
- Bold words

#### **Content Elaborations**

A reader's ability to distinguish differences between fiction and nonfiction text helps the reader to use the appropriate strategies for reading the text and determining what is factual. Students should be exposed to a large variety of text types that are globally inclusive.

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

In the next grade level, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use sensory language. Students determine the lesson or moral of a story and begin to differentiate between various narrators in a text and when the narrator is and is not a character in the story.

## Question Ideas

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Is this a book that tells a story or gives information?<br/>How do you know?</li><li>• Explain if it is fiction or non-fiction</li><li>• What is this book about?</li><li>• What information can we gather from this book (what can we learn from this book)?</li></ul> | <ul style="list-style-type: none"><li>• What makes this story fiction?</li><li>• What makes this a nonfiction text?</li><li>• What words help you know this story is fictional?</li><li>• How does __ help you know this text is nonfiction?</li><li>• How does the <u>sentence, section or feature</u> fit into the overall structure of nonfiction?</li></ul> |
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### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students read two texts, the first Harry Allard's "It's So Nice to Have a Wolf Around the House" and Suzanne Slade's "What If There Were No Gray Wolves?: A Book About the Temperate Forest Ecosystem (Food Chain Reactions)" and explain the differences between the two different types of texts.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Compare and Contrast Texts**

Use this strategy to help students differentiate between fiction and nonfiction text. The teacher uses a T-Chart with the whole group. On one side of the T encourage students to provide a list of things that make a book a piece of fiction, on the other side make a list of things that are characteristic of informational text. Then select and read aloud a piece of fiction and nonfiction that focus on the same topic. Use a T-Chart to list elements specific to each genre. Identify examples of the elements from each book that illustrate each element listed.

#### **Resources: BookFlix**

[BookFlix](#) Compare and contrast fiction texts to nonfiction texts on the same topic. This resource is available through [INFOhio.BookFlix](#)

#### **RL.K.5 (Prior Grade Standard)**

Recognize common types of texts (e.g., storybooks, poems).

#### **RL.2.5 (Future Grade Standard)**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### First Grade

#### **RL.1.6**

**Identify who is telling the story at various points in a text.**

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

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

#### **Essential Understanding**

- Recognize the author's purpose for writing a text
- Recognize when the narrator/speaker of the story changes
- Understand the role of a narrator
- Identify who is telling a story at various points in the text
- Understand concept of dialogue (talking between characters)
- Understand quotation marks

#### **Extended Understanding**

- An author's purpose for writing a piece of text affects what he/she writes (including who is telling the story/point of view).
- Good readers know that the speaker in a story affects how the story is told.
- Good readers know that the narrator or speaker in a story sometimes changes.

#### **Academic Vocabulary**

- Literary text
- Story
- Point of view
- Author's purpose
  - To inform
  - To persuade
  - To entertain
  - To describe
  - To explain how
- Narrator
- Dialogue
- Quotations

#### **Content Elaborations**

Being able to identify who is telling the story strengthens the reader's understanding of point of view and how that impacts the development of the story. The point of view determines through whose eyes the reader experiences the story.

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

In the next grade level, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use sensory language. Students determine the lesson or moral of a story and begin to differentiate between various narrators in a text and when the narrator is and is not a character in the story.

## Question Ideas

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|--|---|
| <ul style="list-style-type: none"><li>• From whose point of view is the text written?</li><li>• Who is speaking? To whom?</li><li>• Who is the narrator? How does the author develop the narrator's point of view?</li><li>• What does the narrator of a story do?</li><li>• Who is telling the story?</li></ul> | <ul style="list-style-type: none"><li>• Are the narrator and the author the same person? How do you know?</li><li>• Is the narrator a character in the story? How do you know?</li><li>• What details from the text help you identify who is telling the story?</li></ul> |
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### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students identify the points at which different characters are telling the story in *the Finn Family Moomintroll* by Tove Jansson.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Strategy Lessons**

**From Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015.** These lessons can be taught whole group, small group, or to an individual student.

- **Who's Telling the Story?** With guidance from the teacher, students learn to ask themselves, "Who is telling this story? Is it the narrator or one of the characters in the story?" Encourage students to pay close attention to the narration, and the dialogue tag (i.e., John said). If a character is telling the story, you will see I, me, we, my. If a narrator is telling the story, you will see he, she, they, and character names. Remind students that knowing who is telling the story helps you keep track of what's happening, and helps you better understand character(s).

**Resources: *Growing Readers: Units of Study in the Primary Classroom*. Kathy Collins Portland, Me: Stenhouse Publishers, 2004**

The book *Growing Readers: Units of Study in the Primary Classroom*, provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

#### **RL.K.6 (Prior Grade Standard)**

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

#### **RL.2.6 (Future Grade Standard)**

Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### First Grade

#### **RL.1.7**

**Use illustrations and details in a story to describe its characters, setting, or events.**

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

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

#### **Essential Understanding**

- Identify important story details
- Understand that illustrations add details to story
- Identify information obtained from illustrations
- Describe the relationship between illustrations and the story in which they appear
- Use illustrations and details in a story to describe its characters, setting, or events

#### **Extended Understanding**

- Authors use illustrations and details in a text to tell a story.
- Good readers use illustrations/pictures to enhance their understanding of a story.

#### **Academic Vocabulary**

- Key details
- Illustrations
  - Pictures
  - Photos
  - Drawings
- Relationship
- Describe
- Characters
- Setting
- Events

#### **Content Elaborations**

Readers have a greater understanding of story details when they use both the illustrations and the text to make meaning. Students can use details from the illustrations and texts to support their thinking

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

In the next grade level, students will be expected to use illustrations and words from various types of texts, including digital, to demonstrate understanding. In addition, students will be expected to compare and contrast two or more versions of the same story. Students will be expected to use illustrations to give them a greater understanding of what is being read. They will have more interactions with print, digital, and visual texts.

## Question Ideas

- Where can we look to find details about the story characters (ex. How they look, where they live)?
- How do illustrations help us understand the events in the story?
- Describe details from illustrations.
- Where does the story take place (setting)? How do we know?
- Can you find an illustration or part that shows the main character?
- Can you find an illustration or part that shows the setting?
- Can you find an illustration or part that shows the problem in the story?
- What do the text and illustrations tell us about \_\_\_\_?

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

Students use the illustrations and details in Patty Lovell's *Stand Tall, Molly Lou Melon* to describe the main character, setting and events, as well as describe how the illustrations support the text.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Strategy Lessons**

In Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015. There are lessons that can be taught whole group, small group, or to an individual student.

**Strategy: Role-Playing Characters to Understand Them Better**, Sometimes the best way to get to know our characters is to stand in their shoes --to do what they do, say what they say, and act how they act. With a partner, choose a scene. Using puppets or props, act out the scene. Try to talk in the voices of the character and move the puppet just like the character would. When you finish creating the scene, stop and talk about what you think about the characters.

**Resources: Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom**. Portland, Me: Stenhouse Publishers, 2004

This book provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

#### **RL.K.7 (Prior Grade Standard)**

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

#### **RL.2.7 (Future Grade Standard)**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### First Grade

## RL.1.9

**Compare and contrast the adventures and experiences of characters in stories.**

### 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 the characters within and between texts
- Identify the plots (including adventures and experiences) within and between texts
- Know that compare means looking for things that are alike or the same.
- Know that contrast means looking for differences
- Identify similarities and differences in the adventures and experiences of characters in familiar stories

### Extended Understanding

- Authors provide examples in 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 a text.

### Academic Vocabulary

- Compare
- Contrast
- Characters
- Key ideas/points
- Reasons
- Supporting details
- Example
- Author
- Plot (e.g., main events, main problem/solution)
- Adventures and experiences

### Content Elaborations

Readers are learning to compare (identify similarities) and contrast (identify differences) the actions of the characters.

### Next Grade Level Progression Statement

In the next grade level, students will be expected to use illustrations and words from various types of texts, including digital, to demonstrate understanding. In addition, students will be expected to compare and contrast two or more versions of the same story. Students will be expected to use illustrations to give them a greater understanding of what is being read. They will have more interactions with print, digital, and visual texts.

## Question Ideas

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• What is the same about the characters in the two stories? What is different?</li> <li>• How is ____ similar to ____ in a story?</li> <li>• What adventures did _____ have in the story?</li> <li>• What experiences did _____ and _____ have in the story?</li> <li>• How are _____ and _____ different?</li> </ul> | <ul style="list-style-type: none"> <li>• How are their adventures similar? How are they different?</li> <li>• How are their experiences similar (compare)?</li> <li>• How are their experiences different (contrast)?</li> <li>• Did the characters solve the problem in different ways? If so, how?</li> </ul> |
|--|---|

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

Students 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

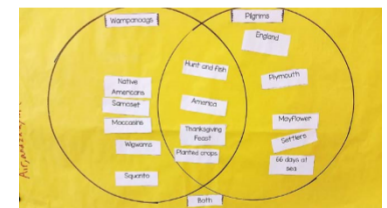
**Strategies:** Strategy: Character Comparisons, Think of two characters.

Think of categories to compare the two (some ideas are traits, how they handle challenges, likes and dislikes, interests, change, lesson learned). Explain what is similar within each category and/or what is different.

Create classroom compare and contrast charts as visual aids to support students with IEP's or those needing extra scaffolding. Include questions like, "How are \_\_\_\_ and \_\_\_\_ alike?"; "What was different about?". Extend this lesson by challenging TAG students to compare and contrast characters and events with their own personality or events in their life. They can then create a new story based on the original to show how the story would change if they were the main character.

**Resources: Venn Diagrams**

[Venn Diagram](#), 2 Circles A Venn Diagram is a commonly used graphic organizer for organizing compare and contrast concepts. This resource was found on the ReadWriteThink.org website, but there are many places to find them.



**RL.K.9 (Prior Grade Standard)**

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RL.2.9 (Future Grade Standard)**

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### First Grade

#### **RL.1.10**

**With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

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

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

#### **Essential Understanding**

- Recite poems
- Identify characteristics of poetry
- Identify/Understand key ideas and details in prose and poetry
- Make connections between texts such as poems on the same topic.
- Use prior knowledge/experiences to make and confirm predictions about what will happen next in a story

#### **Extended Understanding**

- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts.

#### **Academic Vocabulary**

- Compare
- Predictions
- Identify
- Comprehension
- Fluency
- Poetry\*
- Prose\*
- Literary Text/ Literature
- Text Complexity

#### **Content Elaborations**

Students are supported when reading a variety of complex text appropriate for grade one. Using prior knowledge allows students to relate stories to their own experiences or knowledge (text-to-self), as well as other texts (text-to-text). By activating prior knowledge, students will be ready when encountering unfamiliar words. In addition, reading a variety of complex authentic text will expand a student's language usage as well as comprehension.

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

In the next grade level, students will be asked to read, comprehend, and use ideas gathered from texts with more complex literary content. Students will need to continue to activate prior knowledge and make connections while increasing text complexity.

## Question Ideas

- Retell the text (prose/poetry).
  - Does this story/poem remind you of any other stories/poems we have read?
  - Compare this piece to other pieces of text you have read.
  - Identify similarities between the two pieces.
  - Predict what you think will happen next in the story?
- What other stories or poems have you read about \_\_\_?
  - What makes you think that will happen?
  - How do you know?
  - What connections can you make to this text?
  - Do you have a personal connection?

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

After listening to "The Garden" from Arnold Lobel's *Frog and Toad Together*, students will draw on previous experiences to make text-to-self connections (connect the story to personal experiences and feelings) and text-to-text connections (connect the characters, setting and events to another story).

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Shared Reading**

Shared reading is explained in Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017 The teacher and students read a common enlarged text, a big book, poem, or projected text aloud. The teacher leads the group, pointing to words or phrases. Shared reading has an important role in extending students' ability to process and understand text. Students learn how print "works". The teacher's support and the support of the group help them to process texts that are more complex than their current abilities. It can also support readers with word analysis, vocabulary, fluency, and comprehension.

When engaging in shared reading, introduce and model reading the text. After reading the text together, discuss the text and focus on specific strategic action (this time or in a subsequent reading of the text). Do repeated readings, and invite students to read the text independently.

**Resources: Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004**

*Growing Readers: Units of Study in the Primary Classroom*. Has information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

### **RL.K.10 (Prior Grade Standard)**

Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

### **RL.2.10 (Future Grade Standard)**

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.