

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 1

#### RI. 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

- Identify key details of an informational text
- Ask questions about the key details in an informational text
- Make reasonable predictions as they read
- Use information from the text and background knowledge to make inferences
- 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 informational 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
- Who
- What
- When
- Where
- Why
- How
- Answer
- Key details
- Predictions
- Inferences

#### 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.

#### Next Grade Level Progression Statement

In the next grade level, students will be expected to ask and answer questions about a nonfiction text; identify the main topic and focus of each paragraph; and describe the connection between events and ideas within a single text.

## Question Ideas

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• What details in the text support why the author wrote this piece?</li><li>• What is this article about? Use evidence from the text to support your answer.</li><li>• Use two details from the text to support___.</li></ul> | <ul style="list-style-type: none"><li>• What evidence can be found in the text to show ___.</li><li>• Reread the passage, how might _____ be feeling? Use details in the text to support this.</li></ul> |
|---|--|

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

Sample Performance Task- After listening to Gail Gibbons' "Fire! Fire!", students ask questions about how firefighters respond to a fire and answer using key details from the text.

### Ohio's Model Curriculum Instructional Supports

#### Strategies: Interactive Read-Aloud and Discussion / Focus Questions

##### **Interactive Read-Aloud and Discussion**

The teacher selects a nonfiction that is connected to the curriculum and also matches students' needs. The teacher reads the text aloud to students. Teacher re-reads the text while stopping to ask and discuss the text dependent questions and returning to the text for evidence. A variety of methods can be used to structure the reading and discussion. This strategy can be done as a think-pair-share, turn, and talk and/or as a whole group discussion.

##### **Focus Questions**

Focus questions give students something to think about as they read a text. Questions can be written on a chart or whiteboard. Students can answer the focus question by talking, drawing, or writing. They can also use post it notes to indicate where they find answers or clues related to the focus question.

##### **Resources: Fountas, Irene C, and Gay S. Pinnell. The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching. Portsmouth, NH: Heinemann, 2017**

Provides a roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and instructional contexts.

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

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

##### **RI.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 the text.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

Grade 1

### RI. 1.2

Analyze informational text development.

#### CCR Anchor Standard:

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

#### Essential Understanding from the Standard

- a. Identify the main topic.
  - b. Retell key details of a text.
- Identify and retell key details in an informational text
  - Identify the main topic of an informational text
  - Describe or graphically represent the relationship between main topic and key details

#### 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 (both literary nonfiction and expository/technical texts)
- Main topic
- Key details
- Retell/restate

#### Content Elaborations

The teacher and students are both actively involved in text dependent questioning to deepen the understanding of a text. Students work to understand the informational text by breaking down the text into key details and determining the main topic.

#### Next Grade Level Progression Statement

In the next grade level, students will be expected to ask and answer questions about a nonfiction text; identify the main topic and focus of each paragraph; and describe the connection between events and ideas within a single text.

## Question Ideas

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Which of the following best captures the main idea?</li><li>• Which key details supports the main/central idea?</li><li>• What is the topic of the passage?</li><li>• When you read the text, what details do you find that support the main idea?</li></ul> | <ul style="list-style-type: none"><li>• How do the key details support ___ as the main idea?</li><li>• What is the main idea of this text? List two key details to support your answer.</li></ul> |
|--|---|

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

Sample Performance Task- 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: 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. 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.

#### **RI.K.2 (Prior Grade Standard)**

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

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

Analyze informational text development.

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 1

#### RI. 1.3

**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 the individuals, events and key ideas/concepts in informational texts
- Describe (or graphically represent) how individuals, events and key ideas/concepts are connected (their relationship)
- Identify text features such as author and title in informational texts
- Recognize that informational texts have a structure

#### Extended Understanding

- Authors connect individuals, events, and ideas to help readers understand informational texts.
- Good readers make connections between individuals, events, ideas or pieces of information in order to better understand informational texts.

#### Academic Vocabulary

- Informational text (both literary nonfiction and expository/technical texts)
- Describe
- Events
- Structure
- Key features of such as author and title
- Key ideas/concepts

#### Content Elaborations

Students are able to show the connection (how related) between various types of information.

#### Next Grade Level Progression Statement

In the next grade level, students will be expected to ask and answer questions about a nonfiction text; identify the main topic and focus of each paragraph; and describe the connection between events and ideas within a single text.

## Question Ideas

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Can you tell me how these two events are linked together? (cause/effect, time order)</li><li>• How would you sequence the progression of the ___ event in the nonfiction article?</li><li>• How did ___ change in this text?</li><li>• Explain why it was important for the author to tell the reader about (the individual/event/idea) in the text?</li></ul> | <ul style="list-style-type: none"><li>• Describe three details the author uses to show how these events are connected.</li><li>• When and how did the character/individual change?</li><li>• Where does the author give details to support the development of the key idea? How did the events in the beginning of the article lead to its conclusion?</li><li>• How did the individual's childhood experiences lead him/her to become ___?</li></ul> |
|--|---|

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

Sample Performance Task- Students (*with prompting and support from the teacher*) describe the connection between drag and flying in Fran Hodgkins 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: Story Sequence**

Sequencing is one of many skills that contributes to students' ability to comprehend what they read. Sequencing refers to the identification of the components of a story — the beginning, middle, and end — and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects. More information about story sequence can be found at the [Reading Rockets website](#). Here is a link to a video of students demonstrating the [Story Sequence Strategy](#).

**Resources:** ReadWriteThink.org: [www.readwritethink.org/classroom-resources/student-interactives/story-30008.html](http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html)

This website has interactive story maps that includes a set of graphic organizers designed to assist teachers and students in prewriting and post reading activities. The organizers are intended to focus on the key elements of character, setting, conflict, and resolution development.

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

Begin to identify essential information from text features (e.g., author and title)

#### **R.I.2.3 (Future Grade Standard)**

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 1

#### RI. 1.4

**Ask and answer questions to help determine or clarify the meaning of words and phrases 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 sentences and non-linguistic images in the text to identify context clues
- Use context clues to help unlock the meaning of unknown words/phrases
- Recognize words and phrases that have literal and non-literal meanings
- Identify figurative language
- Ask and answer questions to help determine or clarify the meaning of words and phrases 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 to clarify understanding of informational text(s).

#### Academic Vocabulary

- Informational text
- Questions
- Answers
- Picture/graphic clues
- Word choice
- Context clues
- Literal and non-literal meaning
- Simple figurative language (e.g., simile, metaphor)

#### Content Elaborations

Students encounter unfamiliar content specific vocabulary in informational texts. By asking and answering questions, students will build background knowledge which will provide a foundation for future content knowledge, and begin to self-monitor for meaning in reading.

#### Next Grade Level Progression Statement

In the next grade level, students will independently determine the meaning of unknown words as they read, will use informational text features to locate key information and increase understanding, and determine the author's purpose when reading nonfiction texts.

## Question Ideas

- What does the word/phrase \_\_\_ mean in this selection?
- Which of the following words is closest in meaning to the word \_\_\_?
- How did the author use word choice to help the reader understand \_\_\_?
- How did the author use word choice to help you understand ?
- What word(s) could you use to replace \_\_\_?
- How does the simile/metaphor \_\_\_ help you understand the text?

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

Sample Performance Task- 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: Strategy Lessons

- **Insert a Synonym:** When you come across an unfamiliar word, insert a word you know that would fit in the sentence and the larger context. Read on to check that it still makes sense.
- **It's Right There in the Sentence!** Authors of nonfiction will often stick the definition of a challenging word right in the same sentence as the word appears. After finding a challenging word, look before the word and after the word to see if the word is defined. Seeing words like *also*, *or*, and *this is called*, or punctuation like commas or dashes, gives you a clue that the definition is right there!
- **Cover Up Then Zoom In:** Use a sticky note to cover an image on the page. Read the text on the page and think, "What is this teaching me so far?" Then, uncover the image and zoom in on it, asking, "What new information am I getting from this image?" or "What parts of what I just read also show up in this image?"
- **Get More from Pictures:** Look at the picture. Read the words. Think, "What in the picture is the same as what's in the words? What's new? Try to "write" extra facts out loud.

#### Resources: Serravallo, Jennifer. *Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015

The reading strategies book offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

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

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

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

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



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

Grade 1

### RI. 1.5

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

**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 the heading, table of contents, glossaries, electronic menus, and icons
- Use various text features to locate key facts or information in a text
- Know and use various text to locate key facts or information in a text

**Extended Understanding**

- Authors include text features to help the reader understand the text.
- Good readers use text features to locate key facts or information in a text.

**Academic Vocabulary**

- Informational text (both literary nonfiction and expository/technical texts)
- Text features ( e.g., headings, tables of contents, glossaries, electronic menus, icons)
- Characteristics of key facts

**Content Elaborations**

Students encounter unfamiliar content specific vocabulary in informational texts. By asking and answering questions, students will build background knowledge which will provide a foundation for future content knowledge, and begin to self-monitor for meaning in reading. Students can then use this vocabulary in their class discussions.

**Next Grade Level Progression Statement**

In the next grade level, students will independently determine the meaning of unknown words as they read, will use informational text features to locate key information and increase understanding, and determine the author's purpose when reading nonfiction texts.

## Question Ideas

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• What features in the text help you find important information? How do the headings help you understand the text?</li><li>• What does the table of contents help you to know? How do the ideas in the text develop?</li><li>• How does the structure of the text help to understand the main idea?</li></ul> | <ul style="list-style-type: none"><li>• Analyze the use of text features (headings, table of contents, photographs, subheadings, etc.). How do they help the reader?</li><li>• How would leaving out this sentence, paragraph, chapter, or section change the text?</li><li>• What types of sentences does the author use? How do they help with idea development?</li></ul> |
|---|--|

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

Sample Performance Task- 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: A Nonfiction Study in a Workshop Approach**

Students are asked to search through nonfiction books, look for text features, and mark them with a sticky note. After students have had time to find features students return to a meeting area to share and create a class chart entitled Features of Nonfiction and How They Help Us Read. As children share a photocopied picture of the different types of features from actual texts are attached to one column on the chart, and then a description of how it helps is written in the other column. While the chart may have a wide variety of features, instruction for the next several days focuses in on key features, for example, the table of contents, the index, photographs, illustrations, captions, and section headings. Students are given an opportunity to practice using these features in books as they are taught. This strategy is demonstrated in a [video](#) from NY: Engage.

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

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

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

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

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

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.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 1

#### **RI. 1.6**

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

**CCR Anchor Standard:**

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

**Essential Understanding**

- Recognize the author's purpose (to inform, to persuade, to explain how, to entertain) for writing a text
- Find information provided by pictures/illustrations in a text
- Find information provided by words in a text
- Tell the difference between information from pictures/illustrations and information from words in a text

**Extended Understanding**

- An author's purpose affects the choice of words and pictures presented to the reader.
- Good readers understand that the words and pictures in a text both convey ideas or information.

**Academic Vocabulary**

- Author's purpose (to inform, entertain, persuade, etc.)
- Differences between pictures/illustrations and words in an informational text

**Content Elaborations**

Students are able to determine where the information is located in the text.

**Next Grade Level Progression Statement**

In the next grade level, students will independently determine the meaning of unknown words as they read, will use informational text features to locate key information and increase understanding, and determine the author's purpose when reading nonfiction texts.

## Question Ideas

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• What is the author's purpose?</li><li>• What details from the text help convey the author's purpose?</li></ul> | <ul style="list-style-type: none"><li>• How would change if the author's purpose were changed from informing to entertaining?</li><li>• Can you tell me what is different about what the picture shows and what the words say about...?</li></ul> |
|--|---|

### 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: A Nonfiction Study in a Workshop Approach**

Students are asked to search through nonfiction books, look for text features, and mark them with a sticky note. After students have had time to find features students return to a meeting area to share and create a class chart entitled Features of Nonfiction and How They Help Us Read. As children share a photocopied picture of the different types of features from actual texts are attached to one column on the chart, and then a description of how it helps is written in the other column. While the chart may have a wide variety of features, instruction for the next several days focuses in on key features, for example, the table of contents, the index, photographs, illustrations, captions, and section headings. Students are given an opportunity to practice using these features in books as they are taught. This strategy is demonstrated in a [video](#) from NY: Engage.

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

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

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

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

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

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 1

#### RI. 1.7

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

#### 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 and describe key details that relate to the illustrations
- Describe the relationship between illustrations and the text in which they appear
- Identify the key idea(s) of the text
- Use information from illustrations and details from the text to describe its key ideas

#### Extended Understanding

- Authors use illustrations and details in a text to present their key ideas.
- Good readers use the illustrations and details available in a text to enhance their understanding of an informational text(s).

#### Academic Vocabulary

- Key ideas
- Text details
- Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps)
- Describe

#### Content Elaborations

Readers have a greater understanding of content 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 explain how specific images, such as a diagram, contribute to and clarify information in a text. Students will describe how the reasons support the point an author makes. In addition, students will be expected to find the differences in the points on the same topic presented in two different texts.

## Question Ideas

- What was this text about?
- What information did you get while reading?
- What information can we get from the photographs?
- How do the illustrations support our main idea?

### 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: Shared Reading**

*The Fountas and Pinnell Literacy Continuum* by Fountas and Pinnell (Heinemann, Portsmouth, NH, 2017)

The teacher and students orally read a common enlarged nonfiction text (big book, poem, or projected text). 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. Read the text together. Discuss the text and teach a specific strategic action (this time or in a subsequent reading of the text). Do repeated readings, and invite students to read the text independently.

(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE Begin to practice skills purposefully in order to improve performance or for enjoyment.)

**Resources: Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017**

This book provides a roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and instructional contexts.

#### **R.I.K.7 (Prior Grade Standard)**

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).

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

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

Grade 1

### RI. 1.8

**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 relevant reasons/examples 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 (both literary nonfiction and expository/technical texts)
- Author
- Main/key ideas/points
- Supporting details
- Relevant/important vs. irrelevant/unimportant details
- Reasons/examples

**Content Elaborations**

With explicit modeling and instruction, students should be able to independently identify reasons an author gives to support points in a text. This is a building block to using text-based evidence.

**Next Grade Level Progression Statement**

In the next grade level, students will be expected to explain how specific images, such as a diagram, contribute to and clarify information in a text. Students will describe how the reasons support the point an author makes. In addition, students will be expected to find the differences in the points on the same topic presented in two different texts.

## Question Ideas

- Can you tell how the author uses this chart to help you understand?
- What does this chart add to your thinking about what you read?
- Can you find the reason why the author thinks that...?
- Can you find the reason why the author believes...?

### 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: Read Aloud/Think Aloud and Guided Practice / Reading Informational Text using the 3-2-1 Strategy**

##### **Read Aloud/Think Aloud and Guided Practice**

The teacher reads an informational text more than once to make it familiar to the students. The teacher reviews how an author makes a point and then provides reasons to support that point. For example, say, "In this section of the text, the author makes the point that 'Plants are powerful'. I'm going to read the page and see if I can find the reasons the author gives to support that point". Think aloud as you read each sentence and ask, "does this sentence explain how plants are powerful?" The next step is that students are provided an on grade-level nonfiction passage to highlight points an author makes to support a teacher supplied main idea [Strategy adapted from this module.](#)

##### **Reading Informational Text using the 3-2-1 Strategy**

Being able to read informational texts effectively is a fundamental quality of successful readers. In this lesson, students learn to use the 3-2-1 strategy, which involves writing about three things they discovered, two things they found interesting, and one question they still have. After teacher modeling, students read a magazine article independently and use the 3-2-1 strategy to comprehend what they read. A [template for this strategy](#) can be found at the ReadWriteThink.org website done by NCTE and ILA.

##### **Resources: Serravallo, Jennifer. *Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015**

The book offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

##### **RI.K.8 (Prior Grade Standard)**

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

##### **RI.2.8 (Future Grade Standard)**

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



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 1

#### **RI. 1.9**

**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 (both literary nonfiction and expository/technical texts)
- Similarities/compare
- Differences/contrast
- Illustrations/pictures
- Descriptions/details
- Procedures/steps (e.g., experiments, directions, recipes)

#### **Content Elaborations**

Readers have a greater understanding of content 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. With explicit modeling and instruction readers are learning to compare (identify similarities) and contrast (identify differences) at a basic level between two texts on the same topic.

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

In the next grade level, students will be expected to explain how specific images, such as a diagram, contribute to and clarify information in a text. Students will describe how the reasons support the point an author makes. In addition, students will be expected to find the differences in the points on the same topic presented in two different texts.

## Question Ideas

- What event do both texts have in common?
  - How do the two texts differ?
  - How are the two texts similar?
- Compare the first text to the second text we read. What was the same in each text?
- After reading both texts, what can we say is a characteristic of\_\_?
- Look at these two texts about the same topic. How are they the same? How are they different?

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

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, 2 Circles / Paired Texts**

##### **Venn Diagram, 2 Circles**

A Venn Diagram is a graphic organizer that is commonly used to record similarities and differences in topics specific to a text. For example after reading *The Fruit We Eat* and *The Vegetables We Eat* by Gail Gibbons, students could compare and contrast the properties of fruits and vegetables. This resource was found on the [ReadWriteThink website](#), but there are many places to find them.

##### **Paired Texts**

Read two books or passages. Discuss the connection between the texts. Analyze both passages for similarities and differences. Cite evidence from texts. [ReadWorks.org paired texts](#)

##### **Resources: Serravallo, Jennifer. *Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015**

The book offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

##### **RI.K.9 (Prior Grade Standard)**

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

##### **RI.2.9 (Future Grade Standard)**

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Informational

### Grade 1

<p><b>RI. 1.10</b></p> <p><b>With prompting and support, read informational texts appropriately complex for grade 1.</b></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of grade-level literary nonfiction</li> <li>• Demonstrate comprehension of above grade-level literary nonfiction with scaffolding</li> <li>• Identify/evaluate text complexity</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Decoding</li> <li>• Fluency</li> <li>• Informational Text</li> <li>• Lexile</li> <li>• Literary Nonfiction</li> <li>• Nonfiction</li> <li>• Text Complexity</li> </ul>
<p><b><u>CCR Anchor Standard:</u></b></p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of above grade-level literary text without scaffolding</li> </ul>	

### **Content Elaborations**

Students are supported when reading a variety of complex informational text appropriate for grade one. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right. Reading informational text helps students to build background knowledge and academic vocabulary. It gives them the opportunity to learn how to use the features of nonfiction to gather information. This helps students transition from learning to read to reading to learn.

### **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

- How should you choose which literary nonfiction texts to read?
- What strategies should you use to comprehend a complex text?
- What procedures/scaffolding can you use to help read and comprehend a text at the high end of the K-1 text complexity band?
- How do you monitor your own comprehension as you read?

## 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: Shared Reading

The teacher and students orally read a common enlarged nonfiction text (big book, poem, or projected text). 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. Read the text together. Discuss the text and teach a 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: Fountas, Irene C, and Gay S. Pinnell. The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching. Portsmouth, NH: Heinemann, 2017.**

This book provides a roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and instructional contexts.

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

Actively engage in group reading activities with purpose and understanding.

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

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