



National Center and State Collaborative

Elements of the Instructional Families: Reading Informational Text

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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This document is available in alternative formats upon request.

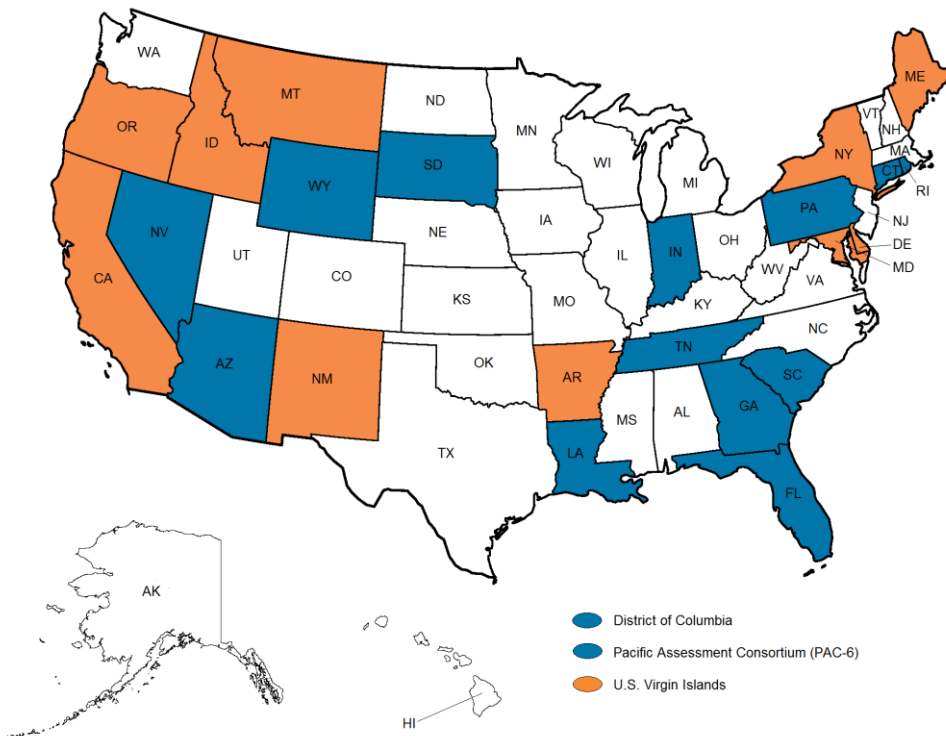


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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Elements of the Instructional Families: Reading Informational Text

November 2013

Grades 3–5 Reading Element Card – Informational Text – *Describing the Main idea*

Grade 3 students:	Grade 4 students:	Grade 5 students:
<p>CCSS: 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>CCSS: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>CCSS: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p>PI: E.RI.i Identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information. E.RI.j Attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect). E.RI.k Using supporting evidence to analyze or compare texts or parts of texts: author’s purpose, points of view, key ideas/details, different accounts.</p>	<p>PI: E.RI.i Identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information.</p>	<p>PI: M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.</p>
CCCs	CCCs	CCCs
<p>3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and</p>	<p>4.RI.i3 Determine the main idea of an informational text.</p> <p>4.RI.i4 Identify supporting details of an informational text.</p>	<p>5.RI.c4 Determine the main idea and identify key details to support the main idea.</p>

formats, including visually, quantitatively, and orally.

3.RI.j2 Describe the connection between sentences and paragraphs in a text.

3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Essential Understanding:

Identify the topic of a text of information presented in diverse media.

THEN

Identify a supporting detail of the topic in a text.

THEN

Identify a supporting detail in diverse media that supports the topic in the medium.

Essential Understanding:

Identify the topic of a text.

THEN

Identify a supporting detail of the topic in a text.

Essential Understanding:

Identify the topic of a text.

THEN

Identify a supporting detail of the topic in a text.

Suggested Instructional Strategies:

Write to Understand

Graphic Organizer (e.g., bubble)

- List the topic of a text or multi-media and note events and/or details that support the topic (e.g., the best time to plant pumpkins, how long it takes them to grow and ripen, typical size, uses, etc.).
- Use a system of least prompts used when selecting a supporting detail.*

Topic Board/Display

- Identify pictures that represent the topic(s) of a given text.
- Include illustrations or sentences from the text; include events and details that support the topic in a topic board/display or graphic organizer.

Discuss to Understand

Interactive Story Reading²

- Choose and pre-read a book prior to instruction.
- Read the text aloud to students, stopping at predetermined points.
- At each stopping point, ask student to share their thoughts and respond to text.

Group Think

- Tell the students what the topic is prior to reading text or watching multi-media. Ask students to identify sentences that tell you the topic and supporting details about the topic (e.g., Tell students that the topic will be pumpkins. Read the informational text “All About Pumpkins.” Students may identify the title as the sentence that tells you what the topic will be. Students can point out any of the details that are included about pumpkins. All About Pumpkins is from a mini page and can be located here: <http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/7343/show/7338/rec/10>.

Model to Understand

Think aloud

- Model the thought processes that occur while reading the text. This may include: asking questions while reading the text, identifying important details, identifying the topic, and identifying the main idea.¹

Suggested Scaffolds and Supports

- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that reflect supporting details about the topic
- Videos or story boards/cards of the story for visual supports
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)

Additional Resources

¹ Moore, P., & Lyon, A. (2005). *New essentials for teaching reading in prek-2*. (pp. 96-97). New York, New York: Scholastic.

² Pinnell, G. S., & Scharer, P. L. (2003). *Teaching for comprehension in reading, grades K-2. Strategies for helping children read with ease, confidence, and understanding*. New York, New York: Scholastic.

Realizing Illinois Common Core Teaching and Learning Strategies English & Language Arts Reading Informational Text Grades K-5. Retrieved from: www.isbe.net

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 3–5 Reading Element Card – Informational Text – *Identifying Text Structure*

Grade 3 students:	Grade 4 students:	Grade 5 students:
CCSS:	CCSS: 4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	CCSS: 5.RI. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
PI:	PI: E.RI.j Attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect).	PI: M.RI.d Using supporting evidence to draw inferences or compare content presented within or across texts.
CCCs	CCCs	CCCs
	4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.j3 Organize information presented in an information text to demonstrate the text structure.	5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Essential Understanding:	Essential Understanding: Identify various informational text structures. THEN Identify signal words associated with each text structure. THEN Identify different ways in which informational texts might be organized.	Essential Understanding: Identify a similarity between two pieces of information from a text. THEN Identify a difference between two pieces of information from a text. THEN Identify elements of text structure (e.g., chronology, comparison, cause/effect, problem/solution).
Suggested Instructional Strategies: <u>Write to Understand</u> <ul style="list-style-type: none"> • Graphic Organizer <ul style="list-style-type: none"> • Read aloud a variety of informational texts that represent different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). As you read the various texts, ask students to fill out a corresponding graphic organizer so they recognize the differences in text structures. 		

- For compare/contrast informational texts, use a Venn diagram to compare and contrast the information within the text. Provide several different types of informational texts or multi-media (i.e., magazine, online, or newspaper article) for students to use to make comparisons.
- Provide sentences or sets of sentences with signal words that indicate a specific text structure (e.g., “Before 1900s”, “The 20th century”, and “The future” are headings that indicate a chronological text structure; these sentences: “Today, only the deepest parts of the ocean are unexplored. But in the 1800s, much of the land west of the Mississippi, all the way to the Pacific Ocean was unexplored,” indicate a compare/contrast text structure.). Ask students to complete the correct graphic organizer using the provided sentences. This can be expanded by providing passages and asking students to pull information from the passages to fill in the graphic organizer. Graphic organizers can be found here: <http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf>.
- Use a system of least prompt as needed to select information from text and selects appropriate location on graphic organizers.*

Sort to Understand

- Create five different book bins and label them with the different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). After reading several different types of informational texts, ask students to sort the texts into the corresponding bins.
- Provide sentences or sets of sentences with signal words that indicate a specific text structure (e.g., “Before 1900s”, “The 20th century”, and “The future” are headings that indicate a chronological text structure; these sentences: “Today, only the deepest parts of the ocean are unexplored. But in the 1800s, much of the land west of the Mississippi, all the way to the Pacific Ocean was unexplored,” indicate a compare/contrast text structure.). Ask students to sort the sentences by text structure.
- Provide signal words that describe each type of structure as follows:
 - *Cause and Effect.* since, because, made, for this reason,
 - *Chronology.* first, second, third, before, after, when
 - *Compare and Contrast.* similar, different, on the other hand, but, however
 - *Problem and solution.* problem, solution, dilemma, if and then, puzzling

Discuss to Understand

Think-Pair-Share

- Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words.
- Ask students, “What structure does the author use in this text?” Provide time for students to think about the structure and refer them to the graphic organizer described in the section above if used.
 - Students may answer these questions to help determine the text structure:
 - *Cause and Effect.* What happened? What was the cause?
 - *Chronology.* What is the timespan from the first event to the last? Does the author use signal words to transition from one event to the next?
 - *Compare and Contrast.* What is being compared? Does the author point to similarities and differences?
 - *Problem and solution.* What was the problem? What was the solution? Was the problem solved?
- Pair students and have them discuss their thoughts about the structure.

- Student pairs share their ideas about structure with whole class. As students report out, place pieces of information in a graphic organizer where appropriate to show structure (e.g., if the author has used a chronological structure, place the sentences with the signal words that demonstrate the chronology on a timeline. For example, the informational piece “A Few Steps Along the Way: Making Our Constitution” uses headings with dates. These headings can be placed on a timeline to show the structure.) “A Few Steps Along the Way...” is from a mini page and can be located here: <http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/2669/rec/4>.

Model to Understand

- Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words. When appropriate, place pieces of information in a graphic organizer to show the structure (e.g., if the author has used a chronological structure, place the sentences with the signal words that demonstrate the chronology on a timeline. For example, the informational piece titled A Few Steps Along the Way: Making Our Constitution uses headings with dates. These headings can be placed on a timeline to show the structure. This piece is from a mini page and can be located here: <http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/2669/rec/4>).

Suggested Scaffolds and Supports

- Highlighted information within the text (e.g., signal words)
- Graphic organizers
- Interactive whiteboard
- Deliver content using multi-media
- Provide a signal word chart (e.g., <http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>)

Additional Resources

Realizing Illinois Common Core Teaching and Learning Strategies English & Language Arts Reading Informational Text Grades K-5. Retrieved from: www.isbe.net

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 3 – 5 Reading Element Card – Informational Text – *Identifying Text Structure*

Grade 3 students:	Grade 4 students:	Grade 5 students:
CCSS: 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	CCSS: 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	CCSS: 5.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
PI: E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding.	PI: E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding.	PI: M.RI.b Using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
CCCs	CCCs	CCCs
3.RI.h1 Identify the purpose of a variety of text features. 3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question. 3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question. 4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	5.RI.b3 Use search tools or text features as a means of locating relevant information.
Essential Understanding: Identify the text features (e.g., charts, illustrations, maps, titles). <div style="text-align: center;">THEN</div> Locate information in a variety of text features. <div style="text-align: center;">THEN</div> Identify tools (e.g., sidebars, icons, glossary) that help locate information.	Essential Understanding: Identify the text features (e.g., charts, illustrations, maps, titles). <div style="text-align: center;">THEN</div> Locate information in a variety of text features. <div style="text-align: center;">THEN</div> Identify tools (e.g., sidebars, icons, glossary) that help locate information.	Essential Understanding: Identify the text features (e.g., charts, illustrations, maps, titles). <div style="text-align: center;">THEN</div> Locate information in a variety of text features. <div style="text-align: center;">THEN</div> Identify tools (e.g., sidebars, icons, glossary) that help locate information.
Suggested Instructional Strategies: Sort to Understand <ul style="list-style-type: none"> • Use time delay to teach text features.* • Provide text features (e.g., maps, charts, illustrations) to be sorted into categories. • Use a System of Least prompts to provide feedback.* 		

Discuss to Understand

Compare Literary Text to Informational Text (compare/contrast)

- Provide students with a few examples of literary texts and a few examples of informational texts. (Identify each text's type for the students.)
- Invite the students to verbally explain the differences between the two types of texts. (e.g., how are the informational texts different from the literary texts? What do the informational texts have that the literary texts do not?).
- Explain what text features are (e.g., the captions tell us what a picture, illustration, chart or graph is about; timelines summarize important information chronologically).
- After completing the activity above, have students circle, highlight, or otherwise denote the text features found in the sample informational texts.
- Chart each type of text feature, and have students discuss the purpose of each.
- Provide students with an additional sample informational text.

Text divisions- ask students to identify how the text is organized and presented.

1. Lead students through the passage while reading aloud.
2. Have students look over the passage.
3. Highlight the special text features: title, headings, photos, etc.
4. Ask students to discuss the purpose and usefulness of the text features.
 - Why do you think the author included a (map, diagram, headings, etc.)?
 - What does the (selected text feature) do to help you as a reader?

Model to Understand

- Model how to use text features using the “Think Aloud” strategy (e.g., “The title tells me I'm going to read about a tower that might fall. Certain words are boldfaced — these are important, so I'll try to remember them. There is a photograph and a diagram — I can use these to get a clear picture in my mind of what I'm reading.”).
- Use a System of Least prompts to teach students to: locate text features, locate signal words, find words in a glossary, locate title, use an index*
- Teach explicitly using a task analysis. For example, steps to finding a word in a glossary.
 1. Place the written word that needs to be located in a place where it can be seen after you turn to the glossary (if the word is in the text on another page, write the word on a separate piece of paper).
 2. Locate the glossary.
 3. Look at the first letter of the word to be located (e.g., “g”), use the guide word in the glossary to locate words with the same letter (e.g., “g”).
 4. Look at the second letter in the word to be located (e.g., “gr”) and follow the words down the column until you locate the first word with the same first two letters.
 5. Continue with additional letters until the desired word is located.

Suggested Scaffolds and Supports

- Interactive whiteboard
- Teach using meaningful content from a variety of mediums (e.g., internet)
- Highlighted information within the chart, map, or diagram
- Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map
- Sentence strips that reflect the key information on a chart, graph, or map
- There are numerous text features. Select a few at a time that are priorities for the students (e.g., bolded text). Practice identifying the specific text feature(s) across multiple documents.

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 3–5 Reading Element Card – Informational Text – *Connecting Diverse Media and Formats*

Grade 3 students:
CCSS: 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PI: E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding. E.RI.i Using evidence to show how graphics/ visuals support central ideas.
CCCs
3.RI.I1 Identify information learned from illustrations and information learned from the words in an informational text. 3.RI.I2 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI.I3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas. 3.RI.h4 Use illustrations (e.g. maps, photographs) in informational texts to answer questions.
Essential Understanding:

Grade 4 students:
CCSS: 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PI: E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding. E.RI.i Using evidence to show how graphics/ visuals support central ideas.
CCCs
4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions. 4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) to answer questions. 4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text. 4.RI.I1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Essential Understanding:

Grade 5 students:
CCSS
PI:
CCCs
Essential Understanding:

<p>Distinguish between text and illustration (e.g., map, photograph, graphic). THEN Identify an illustration (e.g., map, photograph, graphic). THEN Identify sources of information presented visually. THEN Identify which source (visual or text) provides given information. THEN Recall information from a text feature (e.g. map, photograph, graph).</p>	<p>Distinguish between text and illustration (e.g., map, photograph, graphics). THEN Identify basic text features (e.g., charts, graphs, diagrams, time lines, maps). THEN Locate information within a simplified chart, map or graph. THEN Identify which source (visual or text) provides given information. THEN Recall information from a text feature (e.g. map, photograph, graph). THEN Explain the purpose of a given chart, map or graph. THEN Describe the purpose of a specified aspect within a chart, map or graph.</p>	
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Suggested Instructional Strategies:

Write to Understand

- T-Chart Graphic Organizer. On the left record text information that helps a student learn about a topic or concept. On the right record the student’s answers to the following critical thinking questions.
 - What is the most important information and why?
 - What are the most important facts?
 - Why did the author want the reader to learn these?

Sort to Understand

- Use example/non-example to teach illustration from text*
- Use time delay to teach students to identify types of illustrations*
- Provide cards with text and cards with different types of illustrations (e.g., map, diagram, photograph, graphics). Ask students to sort examples of text from examples of illustrations.

Discuss to Understand

Teach using the 5 W’s and How Strategy. (Who, What, When, Where, Why, and How)

- Provide students with an informational text that contains illustrations, such as, maps, photographs or other graphics. Have students highlight all illustrations within the informational text. Discuss how the illustrations differ from the actual text. Review each type of illustration in the text

making a chart with each type of illustration and draw example of each. Ask students questions about types of illustrations and which they would use to answer specific questions about the text. For example:

- Which illustration would you use to answer the question, “In what year did Abraham Lincoln deliver the Gettysburg Address?”
Students answer “timeline.”
- Use system of least prompts when teaching students to identify which source or type of source might provide the needed information.

Model to Understand

Teach using QAR.

Model the four types of questions:

- Right There- Pose a question to the class that may be answered by looking in more than one location of the text.
- Think and Search- Ask a question that may be answered by looking in more than one location of the text.
- Author and Me- Pose a question that requires “reading” the text and using knowledge that is in your head.
- On My Own- Ask a related question that can be answered without having to read the text. These are usually higher level thinking questions.

Suggested Scaffolds and Supports

- Highlighted information
- Add images to information presented visually
- Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions.
- Interactive whiteboard
- Teach daily using meaningful content from a variety of mediums (e.g., internet, or weather illustration that is in the daily newspaper)
- Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map

Additional Resource

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* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 3–5 Reading Element Card – Informational Text – *Connecting Diverse Media and Formats*

Grade 3 students:	Grade 4 students:	Grade 5 students:
CCSS: 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	CCSS: 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	CCSS5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PI: E.RI.n Analyzing how authors use facts, details, and explanations to develop ideas or support their reasoning.	PI: E.RI.k Using supporting evidence to analyze or compare texts or parts of texts: author’s purpose, points of view, key ideas/details, different accounts. E.RI.n Analyzing how authors use facts, details, and explanations to develop ideas or support their reasoning.	PI: M.RI.e Identifying author’s purpose, viewpoint, or potential bias and explaining its impact on the reader. M.RI.g Analyzing how an author develops ideas and supports a thesis or reasoning.
CCCs	CCCs	CCCs
3.RI.n1 Identify facts that an author uses to support a specific point or opinion.	4.RI.k5 Identify reasons that the author uses to support ideas in an informational text. 4.RI.n1 Identify facts that an author uses to support a specific point or opinion.	5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text. 5.RI.e3 Identify reasons and evidence that support an author’s point(s) in a text. 5.RI.g1 Identify the author’s stated thesis/claim/opinion. 5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.
Essential Understanding: Match a fact to a fact given in a text. <p style="text-align: center;">THEN</p> Identify one fact in an informational text. <p style="text-align: center;">THEN</p> Differentiate between a fact and an opinion.	Essential Understanding: Identify the main idea in an informational text. <p style="text-align: center;">THEN</p> Identify one reason or fact that supports the main idea in an informational text.	Essential Understanding: Identify at least one point or claim the author makes in an informational text. <p style="text-align: center;">THEN</p> Identify examples/evidence (one reason, fact, or statement) that supports a point made by the author in an informational text.
Suggested Instructional Strategies:		
<u>Write to Understand</u>		
<ul style="list-style-type: none"> • Use a graphic organizer to show an opinion and facts that support an opinion. • Use system of least prompts as needed to provide feedback.* 		
<u>Sort to Understand</u>		

- Use example/non-example to teach fact vs. opinion.
- Provide facts and opinions on a topic to be sorted into categories.

Discuss to Understand

Question Quandary/Think-Pair-Share

- What words in this sentence, line or paragraph are the most important and why?
- If you could choose one idea from this page as the most important one, which would it be and why?
- How can you tell the author thinks a certain idea is the most important and why?
- What is the most important idea you've gotten from the text and why?
- Use system of least prompts as needed to provide feedback.*

Model to Understand

- Place an informational text on the overhead or interactive whiteboard. While reading aloud, highlight information (maybe in multiple colors- one for claims and one for evidence supporting the claims) such as facts, opinions, or claims.

Suggested Scaffolds and Supports

- Highlighted headings, key words or sentences
- Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Add images that represent important information
- Pictures, objects or tactile representations to illustrate the topic, events or details
- Graphic organizers
- Teach using meaningful content from a variety of mediums (e.g., internet)

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – *Using Details to Describe Text*

Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>CCSS: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>CCSS: 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>CCSS: 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
<p>PI: M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.</p> <p>M.RI.e Identifying author’s purpose, viewpoint, or potential bias and explaining its impact on the reader.</p>	<p>PI: M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).</p>	<p>PI: M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).</p>
CCCs	CCCs	CCCs
<p>6.RI.c1 Identify prior knowledge of an event or topic.</p> <p>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RI.c5 Summarize the points a speaker makes.</p> <p>6.RI.e2 Summarize the points an author makes.</p>	<p>7.RI.j4 Provide/create an objective summary of a text.</p>	<p>8.RI.j5 Provide/create an objective summary of a text.</p>
<p>Essential Understanding:</p> <p>Identify the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify key details related to the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify a factual summary/statement about the text.</p>	<p>Essential Understanding:</p> <p>Identify the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify key details related to the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify a factual summary/statement about the text.</p>	<p>Essential Understanding:</p> <p>Identify the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify key details related to the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify a factual summary/statement about the text.</p>

Suggested Instructional Strategies:

Write to Understand

- Use a sequence chart to record events as they happen in a story, poem or drama.
- Use system of least prompts as needed to provide feedback.*

Discuss to Understand

Teach using Word Splash

- Read through the text and decide on key words, phrases and concepts in the text that will give students ideas of what the text is about or words that may need further clarification.
- Type or write, then copy for individual students or small groups.
- Once distributed, allow students a few minutes to read through the text and discuss listed words and phrases with others. Allow students to make predictions about the central idea of the text in their groups.
- Bring students back together and ask them for their predictions, encouraging all students to contribute. Students may write or present their information to the class or in small groups.

One Sentence Paraphrase (1SP).

1. Select a section of text that includes several paragraphs. Display the text on the board or screen to allow the class to work as a group.
2. Read the first paragraph with the class. Cover the paragraph. Ask students to write **one** sentence that reflects their understanding of the paragraph.
3. Share several sentences, looking for similarities and differences.
4. Read the next paragraph and continue the process.

Model to Understand

Model the following summarizing steps:

1. Go through the passage and delete trivial or unnecessary material.
2. Delete redundant or repeated material.
3. Model how to substitute terms for lists (i.e., substitute flowers for daisies, tulips, and roses).
4. Model how to create a one sentence summary based on the steps 1-3.

Teach students to make notes in the margins (i.e., questions for discussion or future thinking, notes to identify important information, comments about content); notes can be on sticky notes if writing in the book is not appropriate.

Suggested Scaffolds and Supports

- Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary).
- Picture/object/tactile representations to illustrate and sequence important events in the text
- Sentence strips that summarize the beginning, middle, and end of the text for sequence
- Sample text and three proposed summaries

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – *Using Details to Describe Text*

Grade 6 students:
CCSS: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PI: M.RI.d Using supporting evidence to draw inferences or compare content presented within or across texts.
CCCs
6.RI.d2 Use textual evidence to support inferences.
<p>Essential Understanding: Make an inference from an informational text.</p> <p style="text-align: center;">THEN</p> Match evidence to a given inference from a text.

Grade 7 students:
CCSS: 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
PI: M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).
CCCs
7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. 7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.
<p>Essential Understanding: Make an inference from an informational text.</p> <p style="text-align: center;">THEN</p> Identify a conclusion from an informational text.

Grade 8 students:
CCSS: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
PI: M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).
CCCs
8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. 8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries.
<p>Essential Understanding: Make an inference from an informational text.</p> <p style="text-align: center;">THEN</p> Identify a conclusion from an informational text.

Suggested Instructional Strategies:

**This card focuses on making inferences and drawing conclusions. For information on summarizing see 6.RI.c2, 7.RI.j4, 8.RI.j5.*

Write to Understand

- Teach students to make inferences using an “It Says, I Say, And So” Graphic Organizer “It Says – I Say – And so...”
- First the students have to find out what the reading says.
- Next they find information from the text that will help answer the question.
- Then they add, in their own words, their thoughts about what the reading says.
- Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.
- Use a graphic organizer to record evidence or make connections among pieces of information.
- Use system of least prompts as needed to provide feedback.*

Discuss to Understand

- Break students into small groups to discuss connections between texts, summaries or conclusions. Questions might include:
 - *What is this book really about?*
 - *In one or two sentences, can you summarize the book?*
 - *What is the author trying to teach you?*
 - *What have you learned?*

Model to Understand

- Model making inferences, summaries, and conclusions as you read an informational text aloud.
- Teach using the think- aloud strategy.

Suggested Scaffolds and Supports

- Use picture/object/tactile representations to illustrate important events or details of events in the text.
- Sentence strips that reflect evidence about the topic
- Use multi-media as a means for presenting information.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Graphic organizers
- Highlighted information within the text
- Teach using meaningful content from a variety of mediums (e.g., internet).

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – *Connecting Diverse Media and Formats*

Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>CCSS: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>CCSS: 6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	
<p>PI: M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.</p>	<p>PI: M.RI.b Using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.</p>	
CCCs	CCCs	CCCs
<p>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</p>	<p>6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words. 6.RI.b4 Summarize information gained from a variety of sources including media or texts. 6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally). 6.RI.c4 Explain how information gained in diverse media and formats contributes to the understanding of a topic, text, or issue under study.</p>	

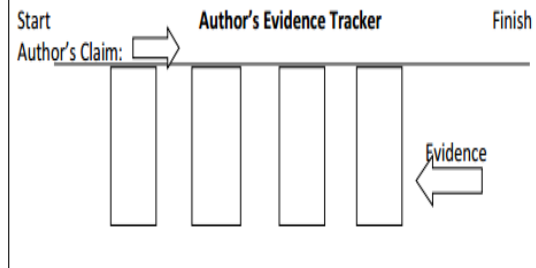
<p>Essential Understanding: Identify the topic of portion of a text or media presentation.</p> <p>THEN</p> <p>Identify the topic of a text or media presentation.</p> <p>THEN</p> <p>Retell details about a text or media presentation.</p> <p>THEN</p> <p>Identify the most important details from a text.</p> <p>THEN</p> <p>Identify the most important detail from a media presentation.</p>	<p>Essential Understanding: Identify a topic from a single source.</p> <p>THEN</p> <p>Identify the details, ideas, opinions linked to the topic from a single source.</p> <p>THEN</p> <p>Identify a common topic from two or more diverse sources (e.g., presented visually, quantitatively, orally).</p> <p>THEN</p> <p>Identify common information (e.g., details, ideas, opinions) from multiple diverse sources (e.g., presented visually, quantitatively, orally).</p>	<p>Essential Understanding:</p>
<p>Suggested Instructional Strategies <i>*This card focuses on topic and gaining information. For information on summarizing see 6.RI.c2, 7.RI.j4, 8.RI.j5.</i></p> <p><u>Write to Understand</u></p> <ul style="list-style-type: none"> • Keep a record of important information from various sources using a graphic organizer. • Keep record of recurring topic as the text is read- noting events and details that support the topic (e.g., information about planting fruits and vegetables recurs in this text). • Use a graphic organizer (e.g., t-chart) to record information from diverse sources. • Use a system of least prompts as needed to provide feedback.* <p><u>Discuss to Understand</u></p> <ul style="list-style-type: none"> • Teacher think aloud of topic and evidence from sources. • Tell the students what the question(s) is prior to reading text. Have students identify sentences in the text that provide important information or answer the question. <p><u>Model to Understand</u></p> <ul style="list-style-type: none"> • Keep record of recurring topic as the text is read- noting events and details that support the topic (e.g., information about planting fruits and vegetables recurs in this text). • Place text on overhead or interactive whiteboard. Model identifying the topic. • Model using a graphic organizer to summarize information gained from multiple sources. 		
<p>Suggested Scaffolds and Supports</p> <ul style="list-style-type: none"> • Pictures, objects or tactile representations to illustrate the topic, events or details • Sentence strips that reflect supporting details about the topic 		

- Videos or story boards/cards of the story for visual supports.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Highlighted information within the text
- Graphic organizers

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – *Gather Information*

Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>CCSS: 6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>CCSS: 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>CCSS: 8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
<p>PI: M.RI.g Analyzing how an author develops ideas and supports a thesis or reasoning.</p>	<p>PI: M.RI.k Analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole.</p>	<p>PI: M.RI.k Analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole.</p>
<p>CCCs</p> <p>6.RI.g5 Identify an argument or claim that the author makes.</p> <p>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</p> <p>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</p>	<p>CCCs</p> <p>7.RI.k3 Identify an argument or claim that the author makes.</p> <p>7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.</p> <p>7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.</p>	<p>CCCs</p> <p>8.RI.k4 Identify an argument or claim that the author makes.</p> <p>8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.</p>
<p>Essential Understanding: Identify a fact from the text. THEN Identify a claim from the text. THEN Differentiate a fact versus a claim.</p>	<p>Essential Understanding: Identify a fact from the text. THEN Identify a claim from the text. THEN Differentiate a fact vs. a claim.</p>	<p>Essential Understanding: Identify a fact from the text. THEN Identify a claim from the text. THEN Differentiate a fact vs. a claim. THEN Match evidence to a claim.</p>
<p>Suggested Instructional Strategies:</p> <p><u>Write to Understand</u> Graphic Organizer</p> <ul style="list-style-type: none"> Use an evidence tracker to record claims an author makes. 		



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- Teach the skill of evaluating claims using a task analysis.

Annotating the text

- Students are encouraged to “mark up” the text by highlighting important information such as claims an author makes and supporting evidence, definitions, key vocabulary.

Model to Understand

- Place text on overhead or interactive whiteboard. Model the process of reading through an argument by answering the following questions:
 - What does the title suggest?
 - Who is the author? Is the author a reliable source?
 - What is the author’s claim?
 - How does the author support the claim with evidence?
 - What is the publication date?
 - What is my background knowledge on the issue?
- Model the process of reading an argument.
 - Read through once for an initial impression
 - Read/review the argument several times
 - Annotate as you read
 - Highlight key terms and important information
 - Evaluate the evidence
- Use example/non-example to teach fact vs. claim.*
- Model using a graphic organizer to record arguments, facts, and claims.

Suggested Scaffolds and Supports

- Highlighted information within the text
- Graphic organizers
- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that reflect supporting details about the topic
- Videos or story boards/cards of the story for visual supports

- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Teach using meaningful content from a variety of mediums (e.g., internet)

Additional Information

Annotating a text: <https://www.ramapo.edu/crw/files/2013/03/20-2.pdf>; <http://www.youtube.com/watch?v=lzrWOj0gWHU>; http://vd-p.d91.k12.id.us/Curriculum_Resources/Sheltered%20Instruction%20%28SIOP%29/Fall%202011%20Class%20-%20Where%20Every%20Student%20Learns/Session%2001/Fall%202011/01_Beyond%20the%20Yellow%20Highlighter.pdf; <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html>

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – Analyzing Across Texts

Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>CCSS: 6.RI.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>CCSS: 7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>CCSS: 8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
<p>PI: M.RI.e Identifying author’s purpose, viewpoint, or potential bias and explaining its impact on the reader. M.RI.f Determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic.</p>	<p>PI: M.RI.I Comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic /subject, and resolving conflicting information.</p>	<p>PI: M.RI.I Comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic /subject, and resolving conflicting information.</p>
CCCs	CCCs	CCCs
<p>6.RI.e3 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</p>	<p>7.RI.I1 Compare/contrast how two or more authors write about the same topic. 7.RI.I2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>8.RI.I1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
<p>Essential Understanding: Identify two texts on the same topic. THEN Locate important information within a text related to a provided topic. THEN Identify statements from the text that agree or disagree on the same topic. THEN</p>	<p>Essential Understanding: Identify two texts on the same topic by different authors. THEN Locate important information within a text related to a provided topic. THEN Identify statements from the text that agree or disagree on the same topic. THEN</p>	<p>Essential Understanding: Identify two texts on the same topic by different authors. THEN Locate important information within a text related to a provided topic. THEN Identify statements from the texts that disagree on the same topic. THEN</p>

Compare two statements about the same topic.	Compare two selections of text on the same topic.	Distinguish identified statements as fact or interpretation.
<p>Suggested Instructional Strategies:</p> <p><u>Write to Understand</u></p> <ul style="list-style-type: none"> • Use a Graphic Organizer (e.g., double bubble map, Venn diagram, matrix to compare two articles about Lincoln) • Use a system of least prompts as needed to provide feedback.* <p><u>Sort to Understand</u></p> <p>Provide information on a topic from two texts. Have students sort one author's information from another's.</p> <p><u>Discuss to Understand</u></p> <ul style="list-style-type: none"> • Reading for a Purpose: Prime students by providing specific information to listen for as a text is read (e.g., Myths and Truths About Thanksgiving; located at: http://www.readwritethink.org/classroom-resources/lesson-plans/myth-truth-first-thanksgiving-65.html) • Provide guiding questions after paragraphs or sections of the text is read aloud. <p><u>Model to Understand</u></p> <ul style="list-style-type: none"> • Model determining the author's point of view by placing text on overhead or whiteboard and highlighting information as it is read that tells you the author's point of view. 		
<p>Suggested Scaffolds and Supports</p> <ul style="list-style-type: none"> • Highlighted information within the text • Graphic organizers 		
<p>Additional Resources:</p> <p>http://www.jefferson.k12.ky.us/departments/qheens/Curriculum%20Maps/Literacy%20Middle/Grade%206_GP_Argument3_RI.6-5.6.8.9TE.pdf</p>		

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 9–12 Reading Element Card – Informational Text – *Using Details to Describe Text*

Grade 9-10 students:	Grade 11-12 students:
<p>CCSS: 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>CCSS: 11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<p>PI: H.RI.b Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored).</p>	<p>PI: H.RI.b Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored).</p>
CCCs	CCCs
<p>910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text or an adapted grade appropriate text.</p>	<p>1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text or an adapted grade appropriate text.</p>
<p>910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text or an adapted grade appropriate text.</p>	<p>1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text or an adapted grade appropriate text.</p>
<p>Essential Understanding: Make an inference from an informational text. <div style="text-align: center;">THEN</div> Identify a conclusion from an informational text. <div style="text-align: center;">THEN</div> Identify a summary from an informational text. <div style="text-align: center;">THEN</div> Identify details to support the inference, conclusion, or summary.</p>	<p>Essential Understanding: Make an inference from an informational text. <div style="text-align: center;">THEN</div> Identify a conclusion from an informational text. <div style="text-align: center;">THEN</div> Identify a summary from an informational text. <div style="text-align: center;">THEN</div> Identify details to support the inference, conclusion, or summary.</p>
<p>Suggested Instructional Strategies:</p>	
<p><u>Write to Understand</u></p> <p>Graphic Organizer</p> <ol style="list-style-type: none"> 1. Teach students to make inferences using an “It Says, I Say, And So” Graphic Organizer “It Says – I Say – And so...” Use the graphic organizer to model the process. Then have students complete the graphic organizer using the steps below. 2. First the students have to find out what the reading says. 3. Next they find information from the text that will help answer the question. 4. Then they add, in their own words, their thoughts about what the reading says. 5. Students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference. 	

Sort to Understand

- Provide evidence from a text. Have students sort supporting evidence from evidence that does not support a conclusion.
- Use examples and non-examples to sort information pertaining to conclusions or summaries.* Provide evidence from a text. Have students sort supporting evidence from evidence that does not support a conclusion or summary.

Model to Understand

- Model making inferences as you read aloud a text.
- Model the process of determining which pieces of evidence are strongest.

Discuss to Understand

1. Teach using online collaboration.
2. Have students use a form within Google Docs as graphic organizer or a graphic organizer you create on the computer.
3. Have students record the information from the text on the computer.
4. In small groups, students study the compiled responses and select a certain number of sentences that combine to outline the author's thesis/premise and its supporting points.
5. Continually guide discussions to focus on specific words, phrases and sentences the author used to deliver his/her message.

Suggested Scaffolds and Support

- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that reflect evidence about the topic
- Videos or story boards/cards of the story for visual supports.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Graphic organizers
- Highlighted information within the text
- Teach using meaningful content from a variety of mediums (e.g., internet)
- Use multi-media to present information on a topic

Additional Resources

<https://www.teachingchannel.org/videos/student-annotated-reading-strategy>

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 9–12 Reading Element Card – Informational Text – *Distinguishing a Point of View*

<p>Grade 9-10 students:</p> <p>CCSS: 9-10.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 9-10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>PI: H.RI.c Analyzing the author’s use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view. H.RI.f Evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats).</p> <p>CCCs</p> <p>910.RI.c5 Determine the author’s point of view or purpose in a text. 910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose. 910.RI.f3 Determine the speaker’s point of view or purpose in a text.</p> <p>Essential Understanding: Identify what an author tells about a topic. THEN Identify the author’s purpose in telling about a topic. THEN Then Identify the author’s opinion about the topic.</p> <p>Suggested Instructional Strategies:</p> <p><u>Write to Understand</u> Read-Only, Purpose Statement, Support Strategy</p> <ol style="list-style-type: none"> 1. Begin the activity by reading aloud or allowing the students to read independently (poem, chapter, and section) without highlighting or note-taking. 2. After completing a deliberate read, have students write a single sentence highlighting the author’s purpose of the text. 3. When the purpose sentence is complete, students identify specific words, phrases and clauses from the text the author used to advance their intent. 	<p>Grade 11-12 students:</p> <p>CCSS: 11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>PI: H.RI.d Describing an author’s approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information). PI: H.RI.f Evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats).</p> <p>CCCs</p> <p>1112.RI.d1 Determine the author’s point of view or purpose in a text. 1112.RI.f3 Determine the speaker’s point of view or purpose in a text.</p> <p>Essential Understanding: Identify what an author tells about a topic. THEN Identify the author’s purpose in telling about a topic. THEN Then Identify the author’s opinion about the topic.</p>
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T-Chart Graphic Organizer

- Graphic organizer that shows visually where information is one sided (t-chart showing where an article on the civil war is very inclusive of facts related to one side and exclusive of facts related to the other side)

Discuss to Understand**Reading for a Purpose**

- Prime students by providing specific information/guiding questions to listen for as a text is read (e.g., “This article talks about the dangers of texting while driving. Listen for the reasons why it is dangerous to text while driving.”).

Model to Understand

- Determining the author’s point of view by placing text on overhead or whiteboard and highlighting information as it is read that tells you the author’s point of view/author’s purpose.

Suggested Scaffolds and Support

- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that provide support for the authors point of view
- Videos or story boards/cards of the story for visual supports.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Graphic organizers
- Highlighted information within the text
- Teach using meaningful content from a variety of mediums (e.g., internet)

Grades 9–12 Reading Element Card – Informational Text – *Connecting Diverse Media and Formats*

Grade 9-10 students:	Grade 11-12 students:
CCSS: 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	CCSS: 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
PI: H.RI.e Synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author’s message).	PI: H.RI.e Synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author’s message).
CCCs	CCCs
910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Essential Understanding: Identify, from print sources, information about the topic of the informational report. <p style="text-align: center;">THEN</p> Identify, from digital sources, information about the topic of the informational report. <p style="text-align: center;">THEN</p> Compare/contrast how the topic is portrayed in each medium.	Essential Understanding: Locate information within a text related to a given topic. <p style="text-align: center;">THEN</p> Determine the usefulness of the information for a given topic.
Suggested Instructional Strategies:	
Write to Understand	
Poster Presentation:	
<ul style="list-style-type: none"> • Use multiple components to develop a complete profile on a person’s life. Include an informational map, timeline and graphic organizer that compare various sources of information (print vs. media). • Complete an informational map (e.g., bubble map showing aspects of a person’s life) using photos, newspaper stories, graphs, books, TV news stories. • Complete a timeline of a subject • T-chart/Venn diagram to compare print and media information 	

Sort to Understand

- Sort provided facts into categories (e.g., early life, turning points, accomplishments, end of life)

Discuss to Understand**Socratic seminar***

- Choose a segment of a movie or video based on Abraham Lincoln's life and accomplishments. Choose a segment of a published book on the same topic.
- Review the material several times, emphasizing the most important facts.
- Provide students with a range of questions that will allow students of varying ability levels to participate
- Facilitate a discussion that relates to the questions as well as how the two mediums differ

Think-Pair-Share*

- Discuss the different facts and/or sources of information

Model to Understand

- Use a think aloud to explore how to answer a question from multiple sources and how reliable those sources are (e.g., the question is "Why is immigration law an important topic?" Use newspaper articles, TV news reports, etc. to answer questions and show how different points of view are displayed).

Suggested Scaffolds and Support

- Highlight text
- Images to support texts
- Graphic organizers
- Different colored pens to show information from multiple sources
- Teach using meaningful content from a variety of mediums (e.g., internet)
- Segment text and videos into shorter sections

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.