



# Illinois Learning Standards Teaching and Learning Strategies

## *English Language Arts Reading Informational Text Grades: Kindergarten*

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**Illinois State Board of Education**

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**Illinois Learning Standards  
Teaching and Learning Strategies  
English Language Arts  
Reading Informational  
Kindergarten**

**Developed By:**

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# Table of Contents

## Strategy Templates

### *Kindergarten*

Introduction.....	4
Key Ideas and Details (RI.K.1,2,3) .....	7
Craft and Structure (RI.K.4,5,6) .....	10
Integration of Knowledge and Ideas (RI.K.7,8,9) .....	13
Range of Reading and Level of Text Complexity (RI.K.10) .....	16

## Introduction

Illinois Learning Standards ask students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

When implementing Illinois Learning Standards in English Language Arts, educators must be mindful of literacy research and continue to use evidence-based practices within the framework of the standards. For example, a primary grade teacher would continue to focus on areas of phonics, phonemic awareness, comprehension, fluency, vocabulary, writing and engagement within the context of the standards.

The following strategies have been compiled to connect the ELA Standards to current research based practices. All efforts have been made to align with research outlined in Appendix A of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. They have been constructed with a vision of classroom practitioners supporting student mastery of literacy skills to become college and career ready.

This document has placed special emphasis on student interaction with increasingly complex text. Emphasis has also been placed on developing the skill of close analytic reading and increasing competency in the comparison and synthesis of ideas. In addition, the templates that follow have been designed to help students grapple with more complex vocabulary.

Formative assessment suggestions have also been embedded within each template in an effort to continually move learning forward toward skill mastery. Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. Tips to support the implementation of using the process of Formative Assessments (FA) are:

- Keep formative assessment quick and simple
- Evaluate only one or 2 skills
- Any assessment is formative if it drives future instruction to better meet the needs of the students. If groups of students receive different instruction after the data has been evaluated, it can be considered formative.
- Students should know what standards or tasks they are being evaluated on
- Plan for next steps when creating an assessment. What will happen next for those who show mastery? What options will be offered for those who did not demonstrate mastery?
- Formative Assessment targeted skills are based on standards and data
- Students are given multiple opportunities to demonstrate mastery.
- Revised recorded grade replaces the previous one, they are NOT averaged
- Teachers do not average grades for report cards, but rather look for trends to establish a report card grade
- The formative assessment process is part of the classroom activity, not a separate event.
- The FA process is simple and may teach as well as assess
- Allow students to participate in rubric creation whenever they are ready

The strategies contained within this document are suggestions and not intended to be used as a model curriculum. Rather, the strategy suggestions were designed to be used to inspire collaborative discussion when implementing the Illinois Learning Standards.

It should be noted that specific texts mentioned within this document are targeted based upon their inclusion as text exemplars within the Standards. Their presence is designed to generate similar ideas and discussions of appropriately complex texts.

These strategies can be accessed at [www.ilwritingmatters.org](http://www.ilwritingmatters.org). On the left side, click on Reading. Select a specific grade level to access the strategies.

## Top Research Based Tips for Using Formative Assessment

Years of research regarding formative assessment have proven that the philosophy and mind set fosters positive gains for student achievement. The following suggestions by renowned experts offer support and tips to set up formative assessment protocols in the classroom:

- 1) “Formative assessment is not a test but a process—a planned process involving a number of different activities” (Popham, 2008).
  - Remember that getting information quickly and easily is essential.
  - Assessment data is only valuable if 1) you are actually willing and able to collect it, and 2) you can act on it in a timely manner. That simple truth should fundamentally change the way that you think about assessments.
  - Assess ONLY the learning targets that you identified as essential. Assessing nonessential standards just makes it more difficult to get --and to take action on -- information quickly and easily.
  - Test mastery of no more than 3 or 4 learning targets per assessment. Doing so makes remediation after an assessment doable. Can you imagine trying to intervene when an assessment shows students who have struggled to master more than 4 learning targets?
- 2) “Improvements in learning will depend on how well assessment, curriculum, and instruction are aligned and reinforce a common set of learning goals, and on whether instruction shifts in response to the information gained from assessments” (Pellegrino, Chudowsky, Glaser, 2001).
- 3) Spend more time on formative assessment as you spend on summative assessment. Give descriptive feedback to students: What is the goal? Where are you in relation to it? What can you do to close the gap?
- 4) John Hattie outlines eight mind frames “that underpin our every action and decision in a school.” The following are 5 key questions that underlining Mind frame 1 that relate directly to formative assessment practices.
  - ‘How do I know that this is working?’
  - ‘How can I compare “this” with “that”?’
  - ‘What is the merit and worth of this influence on learning?’
  - ‘What is the magnitude of the effect?’
  - ‘What evidence would convince me that I was wrong in using these methods and resources?’
- 5) “In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, well-crafted question and then wait for a thoughtful response. Follow-up questions like “Does anyone see another possibility?” or “Who would like to comment on Jerry’s idea?” may provide a focus for an entire class period. The teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum” (Danielson, 2007).
- 6) “Considerable research indicates that feedback is one of the most powerful factors influencing learning and achievement” (MOK, 2009, p.10).
- 7) “Feedback is most effective when students do not have proficiency or mastery – and it thrives when there is error or incomplete knowing and understanding. Errors can invite opportunities. They should not be seen as embarrassment, signs of failure, or something to be avoided. Errors can be exciting, because they indicate a tension between what is known now and what could be known. Errors can be signs of opportunities to learn and should be embraced” (Hattie, 2012).
- 8) While students complete a related activity, the teacher meets with students individually, in pairs, or small groups for the purpose of sharing objective feedback around the idea of ‘Where to next?’ (Hattie, 2012).
- 9) In order for a classroom to be considered “Distinguished” within Component 3d of Danielson’s Framework for Teaching, “students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.” (Danielson, 2007)
- 10) If a student responds to a classroom discussion question with a simple “I don’t know”, the teacher can respond with “I will get back to you”. Then a few other students are asked to respond to the same question. After several responses are shared, the teacher returns to the original student and asks him/her which response they agree with the most and why (William, 2011).

## Illinois Learning Standards Incorporating the Common Core

### Anchor Standards

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details:

- CCSS.ELA-LITERACY.CCRA.R.1  
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.
- CCSS.ELA-LITERACY.CCRA.R.2  
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.3  
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure:

- CCSS.ELA-LITERACY.CCRA.R.4  
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.
- CCSS.ELA-LITERACY.CCRA.R.5  
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.
- CCSS.ELA-LITERACY.CCRA.R.6  
Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.CCRA.R.7  
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.R.8  
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.
- CCSS.ELA-LITERACY.CCRA.R.9  
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.CCRA.R.10  
Read and comprehend complex literary and informational texts independently and proficiently.

<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Think Alouds.</b> Think-alouds demonstrate how expert readers interact with text to build comprehension. The teacher verbally models the thought process while reading a selection. This may include visualizing, defining unfamiliar words, decoding, and asking questions of the text. Students are able to witness the thoughts of an expert reader and apply this process to their reading (Moore &amp; Lyon, 2005).</p> <p><b>Interactive Story Reading.</b> The teacher chooses and pre-reads a book prior to teaching and selects stopping points for a read aloud. While reading aloud to students, the teacher stops at these preselected points and invites students to respond and share thoughts. Possible stopping points may be: informational sections that need clarification or are of high interest, previously studied information to activate prior knowledge, or graphics or visual information (Pinnell &amp; Scharer, 2003).</p> <p><b>Modified Reciprocal Teaching.</b> This strategy is a modified version of Reciprocal Teaching. Reciprocal teaching involves the following steps: predict, clarify, question and summarize. In small groups assign readers one of the strategies using character names (Adapted from Myers, 2005):</p> <ul style="list-style-type: none"> <li>• Peter/Paula Predictor – based on cover/title predict what the text will be about.</li> <li>• Carl/Clara Clarifier – record unknown words or ideas that need to be clarified and ask others for help with understanding.</li> <li>• Quinn/Quincy Questioner – develop three teacher-like questions about what has been read.</li> <li>• Sam/Sara Summarizer – presents main points of the selection.</li> </ul>	<p><b>Beach Ball Retell.</b> After reading a text, organize students in groups of small groups or partners. Give each group a beach ball that has been divided into five sections with the words: what, who, when, where, and how written on it. A student will toss the ball to another student. Whatever question word the student’s right hand lands on, the student will pose a question about the text. The student will toss the ball to another student, and that student must answer the question and then pose another question about the text starting with the question word his/her right hand is touching. Repeat for as many turns as necessary. <i>Grouping: small or large group</i></p> <p><b>Questions Strips.</b> Write question starters on strips of paper. Place the strips into a container. Students will pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from various levels of <a href="#">Bloom’s taxonomy</a>. Students will respond with their answers. Repeat for as many turns as necessary. <i>Grouping: large, small or partner groups.</i></p> <p><b>What’s Another Question?</b> After asking a few questions during and after the reading of a text, ask students what might be another question to ask about the text. <i>Grouping: individual, small or large</i></p> <p><b>Recall Checklist.</b> Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully.</p>	
<p>References:</p> <p>Myers, Pamela Ann. (2005). The Princess Storyteller, Clara Clarifier, Quincy Questioner, and the Wizard: Reciprocal teaching adapted for kindergarten students, <i>The Reading Teacher</i>, 59, 314-324.</p> <p>Moore, P., &amp; Lyon, A. (2005). <i>New essentials for teaching reading in prek-2</i>. New York, New York: Scholastic. (p. 96-97).</p> <p>Pinnell, G. S., &amp; Scharer, P. L. (2003). <i>Teaching for comprehension in reading, grades K-2. Strategies for helping children read with ease, confidence, and understanding</i>. New York, NY: Scholastic.</p>		

<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>What’s the Big Idea Mural.</b> Before reading a nonfiction selection, activate students’ prior knowledge about the topic by asking them to listen for the most important information the author shares about the topic. Students draw pictures of the most important parts. After reading, ask each student to share an important part of the story. Record these first on chart paper. Then stretch a long sheet of butcher paper lengthwise across the floor or wall. Students help place important parts in logical order. Divide the paper into sections for each important idea, and ask students to select a picture to work on with a partner or small group. After the pictures are completed, involve students in verbally summarizing the most important points in the selection.</p> <p><b>Very Important Words.</b> Explain that authors give readers clues as to the most important information in the text. One clue can be the use of Very Important Words. These are usually a few words that relate closely to the topic and that may be used several times in the text. After reading and discussing an informational selection, have students dictate the Very Important Words from the text. Write these on chart paper and talk about why these are (or are not) Very Important Words. Assist students in using these words to dictate sentences with key information about the topic (Beers, 2003).</p> <p><b>Main Idea Sort.</b> After a read-aloud, the teacher will write the main idea and three to four supporting details, each on its own note card. Allow small groups to discuss each note card in order to distinguish the main idea from the supporting details. Students should be prepared to share their thinking (Pinnell &amp; Scharer, 2003).</p>	<p><b>Pocket Chart Sentences.</b> • Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text. <i>Grouping: large or small</i></p> <ul style="list-style-type: none"> <li>• After reading a text, give students strips of paper. One strip is the main topic or idea and the others are pictures of details from the text. Have the students put the topic sentence at the top of a pocket chart. Then as students are putting the pictures in the pocket chart, have them describe the picture. <i>Grouping: small or partner</i></li> </ul> <p><b>Creating a Story Board Timeline.</b> After reading a text aloud, give each student a <a href="#">story timeline graphic organizer</a>. Students are to draw a picture of three key details in the text. <i>Grouping: whole, small, partner, or individual</i></p>	
<p><b>References:</b>          Beers, Kylene. (2003). <i>When kids can't read: What teachers can do</i>. Portsmouth, NH: Heinemann.          Pinnell, Gay Su, &amp; Scharer, Patricia L. (2003). <i>Teaching for comprehension in reading, grades K–2: Strategies for helping children read with ease, confidence, and understanding</i>. New York, NY: Scholastic Professional Books.</p>		

<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Text Lookbacks.</b> The teacher reads text containing several new concepts and then asks questions based on new information in the text. While students may not remember exact information, the teacher models going back in the text to reread or find text containing needed information. Teacher encourages students to become aware of when looking back in the text is helpful and has students participate in locating and rereading necessary text. When implementing standard #3, the teacher gives direct instruction to the students to help them discover the connections within the text (Miller, 2000).</p> <p><b>ReQuest.</b> The ReQuest (Reciprocal Questioning) Procedure guides a student through as many sentences as necessary to enable the student to identify connections between two individuals, events, ideas or information (Manzo, 1969).</p> <ol style="list-style-type: none"> <li>1. The teacher reads a selection from the text. The selection can be read one sentence at a time or a paragraph at a time.</li> <li>2. After the passage has been read, the student asks as many questions as he or she can of the teacher. These questions need to be centered on the connections made in the text.</li> <li>3. Then it is the teacher’s turn to ask the questions about the same sentence or paragraph, and the student answers as fully as possible.</li> <li>4. When the student has finished answering, the teacher reads the next sentence or paragraph and proceeds as before.</li> <li>5. When the student has processed enough information to make predictions about the rest of the selection, the exchange of questions stops. The teacher then asks directed questions: “What do you think the rest of the text is about?” “Why do you think so?” The student may attempt to read the rest of the text or have it read aloud.</li> </ol>	<p><b>Paper Bag Attributes.</b> After reading and discussing individuals in a text, find a large paper grocery bag. On one side of the bag, write the name of an individual from the text, and prompt students to provide one or two attributes that make him/her unique to record on that side of the bag. On the other side of the bag, write the name of another individual from the text and prompt students to provide one or two attributes that make him/her unique to record on the other side of the bag. Ask students for one or two attributes that the two individuals have in common and write or draw those on a piece of paper or index card and put the card in the bag. Another option is to place an object that would represent something the two individuals have in common. <i>Grouping: whole or small</i></p> <p><b>Timelines.</b> While reading a nonfiction text, create a timeline of events with the students. While reading the text with students, stop periodically to ask if information could be added to the timeline. This can be done on a piece of chart paper. When completed, ask students to share a connection they notice about how different events and people affect each other. <i>Grouping: whole or small</i></p> <p><b>Venn Diagrams.</b> After reading and discussing a piece of informational text, complete a <a href="#">Venn Diagram</a> with students to compare and contrast two individuals, events, or pieces of information from the text. Have students share the connections they see with the two individuals, events, or pieces of information from the text. <i>Grouping: whole or small</i></p>	
<p><b>References:</b>  Manzo, A.V. (1969). ReQuest: A method for improving reading comprehension through reciprocal questioning. <i>Journal of Reading</i>, 13, 123-126.  Miller, W. (2000). <i>Strategies for developing emergent literacy</i>. Boston, MA: McGraw Hill.</p>		

**RI.K.4**

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

**Strategy/Lesson Suggestions**

**What Does It Mean?** Read part of an informational text. When possible, project the text being read. The teacher can then “think aloud” about the words and concepts he/she doesn’t know. Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Unanswered questions can be listed and investigated once reading is completed. Have students try this strategy after the teacher has modeled it multiple times.

**Picture This!** Read aloud a small section of illustrated informational text. Have students construct a “quick draw” that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist. The teacher should model this strategy multiple times.

**“I See....I Wonder”.** The teacher introduces this strategy by demonstrating “I See...I Wonder”. While reading a text aloud the teacher “sees” a word that they are unfamiliar with. The teacher writes the word on an index card or the board. Then the teacher writes “I wonder” underneath the word and asks a question about the word. **For example: in a text about a butterfly, the word cocoon may present itself. Teacher writes cocoon on the board and asks students, "I wonder if this word is about where a butterfly lives or I wonder if all butterflies build cocoons?"**

**Formative Assessment Suggestions**

**Guess the Covered Word.** When reading a text (A big book works well for a whole or small group.), have students put a sticky note over a word that is unknown. Then prompt students to look around the word and look at the illustrations for clues to discover the meaning of the word. Ask students questions and prompt the students to ask you and each other questions to determine the meaning of the word. *Grouping: whole or small* (Gambrell et al., 1999)

**Turn and Talk.** When a student comes across a word he does not know, ask him to turn to a neighbor and ask questions, discuss what parts he does know, and discuss the illustration. Then come back together as a group and share out findings. This will have to be modeled and practiced several times for students to understand how a turn and talk works. *Grouping: whole or small*

**References:**

Gambrell, L., Morrow, L. M., Neuman, S., & Pressley, M. (1999.) *Best Practices in Literacy Instruction*. New York: Guilford Press.

<b>RI.K.5</b>	Identify the front cover, back cover, and title page of a book.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>What’s My Name?</b> The teacher gives clues about a part of a book by describing the features and function of the chosen part, such as the title page. Students use the clues to identify the part of the book or feature.</p> <p><b>Big Books.</b> By using big books in a whole group setting, teachers can clearly show students parts of books. Students may be called upon to use highlighting tape or pointers to identify parts of the big book.</p> <p><b>Help Me Remember.</b> After consistently teaching and reviewing parts of books during read-alouds, the teacher can pretend that she doesn’t remember the name/features/function of different parts of the book. Students help the teacher remember by explaining, in their own words, what the teacher needs to know.</p> <p><b>Label Story Book Parts:</b> Using sticky notes and a variety of books, allow students to label the parts of the books. For the full lesson plan, <a href="#">click here</a>.</p>	<p><b>Using Sticky Notes to Name Book Parts.</b> Prepare three large sticky notes. Write front cover on note one, back cover on note two, and title page and on the last note. Have students come up to the big book and put the sticky note in the appropriate place in the book. Each student could then practice with his own book individually. <i>Grouping: large, small, or individual</i></p> <p><b>Card Hold Up.</b> Give each student a set of three cards. One says front cover, one says back cover, and one says title page. When the teacher shows students a part of the book or give a description of a part of the book, they are to hold up the correct card. <i>Grouping: whole or small</i></p> <p><b>Make a Book.</b> Invite students to create a book on a topic the teacher chooses or allow them to choose. When giving directions tell students to make sure they have a front cover, back cover, and a title page. When sharing books with classmates the student and other classmates will identify the front cover, back cover, and title page of each book. <i>Grouping: small or partner</i></p>	
<b>References:</b>		

<b>RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.											
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>										
<p><b>Read Alouds.</b> When reading books to students, discuss the front cover. Point out that on the front cover the author and illustrator are named. Consistently discuss these roles while reading books, clarifying that wording may vary and may sometimes say “written by”, “pictures by”, “story by”, rather than always using the words “author” and “illustrator”.</p> <p><b>Student Made Books.</b> When students work independently or in small groups, encourage them to credit their contributions by identifying the author and illustrator on the cover of the book.</p> <p><b>Author/Illustrator Studies.</b> Throughout the year, focus on various authors or illustrators. During an author study, share books by a chosen author/illustrator during read aloud and make books written/illustrated by the person of focus available for independent reading in the class library. Help students identify the style, or unique features, of each author/illustrator. Author study toolkit available <a href="#">here</a>.</p> <p><b>Author vs. Illustrator video.</b> Watch <a href="#">this video</a> to help students understand the differences between the author and illustrator roles.</p>		<p><b>Author/Illustrator Chart.</b> After reading a text with students, complete the following chart together with students. Students tell the teacher the name of the author and the illustrator. Then have students explain what the author does and what the illustrator does. <i>Grouping: whole or small</i></p> <table border="1" data-bbox="1066 451 1986 764"> <tr> <td style="width: 50%;">Author:</td> <td style="width: 50%;">Illustrator:</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p><b>Interview the Author/Illustrator.</b> Work with your students to create a set of questions for an author and a set of questions for an illustrator. Then have the students role play. One student will be the author and one will be the interviewer. One student will be the illustrator and one will be interviewing them. This will allow the students to explore the role of each and help them identify the author and illustrator of a specific book. <i>Grouping: small or partner.</i></p> <p><b>Venn Diagram.</b> Complete a <a href="#">Venn Diagram</a> with students. On one side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles. <i>Grouping: whole or small</i></p>	Author:	Illustrator:								
Author:	Illustrator:											
<b>References:</b>												

<b>RI.K.7</b>	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).	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Fix-Up Strategy.</b> Model for students how good readers monitor their comprehension and use fix-up strategies when necessary. Explain to students how to look at the pictures and/or illustrations to help them read and understand text. Explain to students how readers should look carefully at the images within text to help decode unfamiliar words and to make meaning.</p> <p><u>Encourage readers to think:</u></p> <ul style="list-style-type: none"> <li>• Do I see any clues in the picture?</li> <li>• Does this word make sense with the picture? <input type="checkbox"/> Why did the illustrator draw this?</li> </ul> <p><b>Inferring.</b> Students gather information from a text that was not explicitly written by the author. Students combine information from illustrations, textual information, and prior knowledge to form a conclusion.</p> <p><b>Helpful Illustration?</b> Illustrations can serve a variety of purposes. Some add information that goes beyond the text, while others clarify or provide a visual representation of a concept presented in the text. Students may recognize how some illustrations are more helpful than others.</p> <p><b>Question the Illustration.</b> Tell students illustrations help provide understanding about the main idea and unfamiliar words in a book. Prompt students to use pictures by asking questions or making comments:</p> <ul style="list-style-type: none"> <li>• When encountering an unfamiliar word, check the picture and think about what would make sense.</li> <li>• Teach students the strategy of using meaning from pictures when encountering a tricky part in the story.</li> </ul>	<p><b>Describe and Predict.</b> During reading, stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen next in the story. <i>Grouping: whole, small, or individual</i></p> <p><b>Illustration Purpose.</b> Ask children how the illustrations in the book support the text. For example, describe the illustration or picture on the front cover. Ask the questions: What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? <i>Grouping: whole, small, individual</i></p> <p><b>Guess the Picture.</b> Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to describe which sentence goes with the picture. <i>Grouping: small or individual</i></p> <p><b>Matching Illustrations.</b> Put five pictures and five sentences in a pocket chart. This can also be done on paper or put on strips for a center activity. Have students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with your assistance, if needed. Lastly, have students match the sentence with the correct picture. <i>Grouping: small, partner, individual</i></p>	
<b>References:</b>		

**RI.K.8**

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

**Strategy/Lesson Suggestions**

**Determining Author’s Support.** Good readers determine the difference between what information is essential and what is simply detail in the texts they read. Students need to look at the overall text, the sentences, words and pictures to determine what is important. In nonfiction texts, readers need to remember key ideas and should observe visuals as well as the conventions of nonfiction (i.e., why authors chose to bold certain words) to determine importance.

Encourage readers to think:

- What was the most important idea?
- What is important to remember?
- What do I think the author is trying to tell me?

**Marking Text.** Remind students that good readers are always identifying when authors make points. Give students each two Post-it notes, and ask them to keep these with them during independent reading, buddy reading, and managed independent learning (center time). If they encounter a point that the author gives that signals to them that something is important, they should mark the page in the book. Allow time for sharing daily as students practice at the independent level (Harvey & Goidvis, 2000).

**Formative Assessment Suggestions**

**Identify the Main Idea.** After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea. *Grouping: large or small*

**Author's Point.** After reading an informational text, [complete the graphic organizer](#) with students. The teacher will fill in the *Author’s Point*, and then ask students for ideas to fill in the other column titled *Reasons*. *Grouping: large or small*

Author’s Point	Reasons
Teacher provides	
Teacher provides	

**Illustrate the Main Idea.** After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text (use the graphic organizer above if completed previously). Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. *Grouping: partner or individual*

**References:**

Harvey, S. & Goudvis, A. (2000) *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse Publishers.

# Author's Point

Author's Point	Reasons

**RI.K.9**

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

**Strategy/Lesson Suggestions**

**Scavenger Hunt.** Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group a topic and have the team look for words and pictures in the multiple sources that are connected to that topic. Invite groups to share discoveries. Facilitate a discussion around their “I didn’t know that!” discoveries highlighting the similarities and difference in the texts.

**Connect the Texts.** Facilitate discussion about the facts students remember after hearing a text read aloud. Focus thinking on the questions:

- Does that help us learn more about the topic?
- What makes that idea important?
- What understanding can be drawn from that connection?
- How does the connection help the contributor understand?

**Hula Hoop Fun.** Set out overlapping hula hoops in a “venn diagram” formation. The outside of the hoops will be designated for the differences. The overlapping section will be the area for similarities. Students can place words or pictures that depict the similarities or differences into the appropriate section of the hoops. Students can also place “themselves” verbally giving similarities and differences in the appropriate section of the hoops.

Additional resources can be found [here](#).

**Formative Assessment Suggestions**

**Venn Diagram.** After reading two texts on the same topic (teacher reading them or students reading them), complete a [Venn Diagram](#) with students to show the similarities and differences in the two texts. Also consider using a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. *Grouping: whole or small*

**Compare/Contrast T Chart.** Read two texts on the same topic. Then make a chart that has two columns: One titled similarities and one titled differences. Ask students what is the same and what is different in the illustrations. The teacher could have students do this on their own after modeling. Or, the students could draw one similarity and one difference. For example, read two texts about different holidays or about how something is made. *Grouping: whole or small*

**Compare /Contrast Procedural Texts.** The teacher selects two similarly written mentor texts to share with the whole group such as procedures to simple activities such as making a sandwich or other simple recipes or a science experiment for their grade level. Compare it to another like text and ask students questions that will draw out conclusions. For example, if comparing two recipes, what do they notice about the ingredients and where they're listed? What if the steps to make the recipe were switched?

**References:**

<b>RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Nonfiction Book Packets.</b> The teacher develops book packets containing nonfiction books on various topics to go home for parents to read with their child. The packets include an explanation for reading the text, which the teacher determines, based on student needs. An activity is included to help the parent and child demonstrate their understanding of the text.</p> <p><b>Informational Class Books.</b> Develop informational class books that are read as a group and then placed in the class library or posted as a digital story on a website for students to read independently or with a partner. The print books also can be taken home to be read to a family member.</p> <p><b>Think Alouds.</b> During the daily non-fiction read alouds, the teacher practices think alouds to make visible to students the processes being used by the teacher to make meaning of the text. This could include how to obtain information from non-fiction text features.</p> <p><b>Read, Cover, Remember, Retell.</b> This is an instructional strategy that is used to help students stop after reading small portions of the text and retell what the section was mostly about. Many learners will continue reading a selection even if they don't understand what they have just read. This process supports both understanding of text and summarizing by stopping readers frequently to think about the meaning before moving on to the next section of the text. After students become adept at using this strategy to orally retell portions of the text, the teacher can encourage students to write a summary sentence of each section and then use these sentences to write an overall summary of the selection (Hoyt, 1999).</p>	<p><b>Animal Study.</b> Students listen to a read-aloud from an appropriately complex fictional text about animals (i.e., ants). During and after the reading, students identify ant characteristics noted in the text. Students then listen to an informational text read-aloud, again about ants. During and after the read-aloud students confirm or denounce characteristics located within the fictional text. Graphic organizers are used to store the information and evidence. Student then work independently or collaboratively to find additional information about their animal on the Internet. <a href="#">Resources</a> are included for ants, black bears, fish, frogs and toads, penguins, and polar bears (Goularte, 2012). <i>Grouping: small or partner</i></p> <p><b>Book Selection:</b> Using formal and informal, one-on-one, small and large groups of children, choose books and texts for activities that support and challenge children’s instructional reading level. (i.e., “Can you tell me what the words say on the front cover of this book? Yes, it’s Dr. Seuss’s ABC Book. Let’s open to the first page after the front cover. This page is called the title page. Can you read the words on the title page? Yes, now let’s turn the page and continue reading ...”). <i>Grouping: whole, small, partner, or individual</i></p> <p>Additional English Language Arts resources for Kindergarten can be found <a href="#">here</a>.</p>	
<p><b>References:</b>  Goularte, Renee (2012). <i>Animal study: From fiction to facts</i>. National Council of Teachers of English. Retrieved from: <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/animal-study-from-fiction-286.html">http://www.readwritethink.org/classroom-resources/lesson-plans/animal-study-from-fiction-286.html</a> on April 18, 2012.  Hoyt, Linda. (1999). <i>Revisit, reflect, retell: Strategies for improving reading comprehension</i>. Portsmouth, NH: Heinemann.  McGill-Franzen, A. (2006). <i>Kindergarten literacy: Matching assessment and instruction in Kindergarten</i>. New York, NY: Scholastic, Inc.</p>		