



# Illinois Learning Standards Teaching and Learning Strategies

*English Language Arts  
Reading Informational Text  
Grade: Second*

Updated Winter, 2016



## **Illinois State Board of Education**

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**Illinois Learning Standards**

**Teaching and Learning Strategies**

**English Language Arts**

**Reading Informational**

**Second Grade**

**Developed By:**

**Illinois State Board of Education  
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## 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.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Nonfiction Retelling Maps.</b> Students use the <a href="#">Retelling Map</a> graphic organizer to help identify the main ideas and details in a nonfiction text. Students are asked to recount what they have read and identify major elements. This can be used for biographies, autobiographies, historical or current events. Details included may be: People, location, time period, major challenge/ accomplishment/event, and life/event details.</p> <p><b>SQ3R.</b> Survey, Question, Read, Recite, Review is a study strategy students may use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to questions. When students finish reading, they summarize what they have read and review their notes. In this way, students monitor and evaluate their own comprehension (Fisher &amp; Frey, 2004). <i>Strategy Procedure:</i></p> <p><u>Survey</u>- Preview titles, headings, pictures, and visual aids in the selection. Scan and review questions, introductory and concluding paragraphs.</p> <p><u>Question</u>- The reader thinks about what he already knows about the topic and generates questions that might be answered in the material. <u>Read</u>- Attempt to answer questions brought about during the “Question” step.</p> <p><u>Recite</u>- The reader may stop after each section and “recite” what was just read, summarizing the information. The reader orally answers any of his questions found within the section read.</p> <p><u>Review</u>: Reread portions of the text where answers were provided.</p> <p><a href="#">Click here</a> for more information and to download a guide.</p>	<p><b>Agree/Disagree Signal Cards.</b> Students have two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to tell if the question is about the text. If the question is about details in the story, they raise the Agree card. If not, they raise the Disagree card. <i>Grouping: whole or small</i></p> <p><b>Question Cubes.</b> Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must answer a question about the text, using the cube word. The teacher can inform the students as to how many times they roll the cube. <i>Grouping: small or individual</i></p> <p><i>Variation:</i> Students could use the question cubes with a partner. One student rolls the cube, and asks a question using the word the cube shows. The other student answers the questions. (This can be done orally or by both students writing down their responses.) <i>Grouping: partner</i></p> <p><b>Five Finger Questions.</b> Students write five questions related to the text asking who, where and so forth on each finger of <a href="#">the Five Fingers organizer</a> or they can trace their hands. Student can provide answers to their questions on the back of each finger. A variation is to allow students to swap hands and answer each other’s questions. <i>Grouping: partner or individual</i></p> <p><b>Questionnaire.</b> Students design a questionnaire about the text with a partner. The teacher can collect them and give to a different partner group. Each group must answer the questions on the questionnaire they are given. <i>Grouping: partner</i></p>	
<p><b>References</b></p> <p>Fisher, D., and Frey, N, (2004). Improving Adolescent Literacy: Strategies at Work. New Jersey: Pearson Prentice Hall.</p>		

# Retell Map

Use the chart to guide students in retelling nonfiction texts.

Who?	Where?
Accomplishments (What?):	
Major Events (When?):	
Challenges (How?):	

RI.2.1



# Finger Questions



RI.2.1 RI.2.2

ISBE Content Area Specialists: Reading Strategies

RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p><b>Very Important Words.</b> Explain that authors give readers clues about the most important information in the text. These are usually a few words that relate closely to the topic and 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 words 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.</p> <p><b>What's the Big Idea Mural.</b> Before reading a nonfiction selection, activate students' prior knowledge about the topic and ask them to listen for the most important information the author shares about the topic. Let students know that they will 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, and then on a long sheet of butcher paper stretched 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 writing a summary.</p> <p><b>Sticky Note (whole group/teacher-led):</b> During the rereading of a read-aloud of an informational text, use sticky notes or highlighter tape to mark the big ideas. Discuss how information not highlighted contains information about these big ideas but does not contain the most important ideas in the selection</p> <p><b>Sticky Note (independent reading):</b> Students read independently, marking with sticky notes any sections they desire to return to or discuss. These may be sections they understand and can explain, sections that need further clarification, or places for creating their own explanations, pictures, and diagrams (Santa, Havens &amp; Maycumber, 1996).</p>	<p><b>Repeated Words.</b> Students will read a multi-paragraph informational text from any periodical, science or social studies text and locate repeated words or signal words within the text that identify the main topic and the focus of the supporting paragraphs. <i>Grouping: whole, small, partner or individual.</i></p> <p><b>Give a Hand.</b> Have students trace their hands or use the <a href="#">Finger Question organizer</a> following these directions:</p> <ul style="list-style-type: none"> <li>• The main topic/idea sentence can go in the palm.</li> <li>• Some, or all, of the fingers can contain the supporting details.</li> <li>• Ask students write sentences that support their main idea. Display the hands around the classroom so students can look at each other's' work. <i>Grouping: small, partner, individual</i></li> </ul> <p><b>Illustrate the Main Idea.</b> Students draw an illustration that depicts the main idea of the passage and adds a caption stating the main topic or idea. <i>Grouping: partner or individual</i></p> <p><b>Main Idea Can.</b> Each student has a cup or soup can. They write the main topic or idea of the text on a strip of paper and glue it to the outside of the cup or can. Students then write the focus for each paragraph in the text on a strip of paper and write the paragraph number on the back of each strip and insert into the cup or can. Students can then share with a small group or the class. When sharing, the students could even pull their strips out and then have the class tell them the correct sequence of the strips. <i>Grouping: partner or individual</i></p>	
<p><b>References:</b> Santa, C., Havens, L.. and Maycumber, E.. (1996). <i>Project CRISS</i> Dubuque, Iowa: Kendall/Hunt.</p>		

<b>RI.2.3</b>	Describe the connection between a series of historical events, scientific events or concepts, or steps in technical procedures in a text.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Sticky Notes.</b> Sticky notes are used to mark sections in a text that students would like to return to, difficult sections for which they require clarification, for instance, or to note a connection between a series of events, concepts or steps. These stopping places are used to foster discussion and inspire writing (Santa, Havens &amp; Maycumber, 1996).</p> <p><b>Questioning the Author.</b> Select a passage that is both interesting and can spur a good conversation. Decide appropriate stopping points where students need to gain a greater understanding. Create questions that encourage critical thinking for each stopping point. The following are a starting point:</p> <ul style="list-style-type: none"> <li>• What is the author trying to say?</li> <li>• Why do you think the author used the following phrase?</li> <li>• Does this make sense to you?. (McKeown, Beck, &amp; Worthy, 1993).</li> </ul> <p><b>Selective Colored Underlining.</b> To enable students to make connections, colored pencils or highlighters can be used so students can connect steps or events using the same color. For example, ask students to underline steps in an experiment with one color and using a different color, they underline the connection to the main idea of the experiment. (Adapted from Santa, Havens, Maycumber. 1996).</p> <p><b>Read-Pair-Share.</b> The Read-Pair-Share strategy is based on the idea that readers summarize and clarify more easily with peer support. Summarizing helps students demonstrate literal comprehension, and clarifying helps students ask and answer questions about text. In pairs, students read text individually and then summarize their reading to the partner. The other student asks questions about the text such as where is this happening? What events lead to this? (Larson and Dancsereau, 1986).</p>	<p><b>Missing Steps.</b> If the students have read a text with steps in procedures, have the students list in order the steps to make the item. Another option is to remove one of the steps, and then discuss how and why that might affect the final product. Students could rate the importance of the missing step and explain their rating. <i>Grouping: whole or small</i></p> <p><b>Timeline.</b> After reading a set of books of related historical events (i.e., informational texts about how baseball began including texts that have a variety of perspectives). Have the students draw a timeline of the events from the various stories in order discussing how the accounts are connected <i>Grouping: partner or individual</i></p> <p><b>Lunch Bag Events.</b> After reading and discussing historical or scientific events in a text, give each student a lunch bag. On one side of the bag, the student writes the historical or scientific event, draws a picture, and writes two pieces of information that make that event unique. On the other side of the bag, the students write the name of another event, draws a picture, and write two pieces of information that make that event unique from the event on the other side. On a piece of paper or index card write two commonalities the events have in common and put it in the bag , or the student could place an object in the bag that would represent a commonality of the two events. <i>Grouping: partner or individual</i></p>	
<p><b>References:</b>  Larson, C. and Dansereau, D. (1986). Cooperative learning in dyads. <i>Journal of Reading</i> 29, 516–520.  McKeown, M., Beck, I., and Worthy, M. (1993). Grappling with text Ideas: Questioning the author. <i>The Reading Teacher</i> 46, 560–566.  Santa, C., Havens, L.. and Maycumber, E.. (1996). Project CRISS Dubuque, Iowa: Kendall/Hunt.</p>		

<b>RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a grade 2nd topic or subject area.	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Frayer Model.</b> This <a href="#">graphic organizer</a> allows students to place the new vocabulary term in the center and lists essential characteristics, nonessential characteristics, examples and non-examples (Frayer, Frederick &amp; Kausmeier, 1969). A <a href="#">video suggesting how to use</a> the Frayer Model is provided.</p> <p><b>Strategy Procedure.</b> A concept/word is selected to be analyzed. A <a href="#">4-block organizer</a> is completed in pairs or small groups. The categories of the 4 blocks are: Definition (in own words), Characteristics, Examples (from text or own life), and Non-Examples.</p> <p><b>Concept Definition Map.</b> This map is a graphic representation that helps students understand the essential attributes, qualities, or characteristics of a word’s meaning. It is also a strategy for teaching students the meaning of a key concept by having students describe the concept and cite examples of it.</p> <p><b>Experience Text Relationship (ETR).</b> ETR accesses prior knowledge needed to connect with a particular text.</p> <p>E (Experience)- Teacher and students discuss students’ knowledge and experiences related to the topic or theme of the text.</p> <p>T (Text)- Next, examine the title and pictures. A purpose for reading is given by the teacher, and students make predictions. Then, students are assigned short sections of text to read on their own. After reading each section, a discussion takes place to verify purposes for reading and make predictions. This continues throughout the analysis of text.</p> <p>R (Relationship)- Teacher poses questions and leads a discussion that emphasizes the relationships between student experiences and text information.</p>	<p><b>Match the Meanings to Words.</b> Give a group of students a set of cards with short passages or sentences written on them that have words or phrases underlined. Give them a set of cards that has the meanings of those underlined words or phrases. The students are to work together to match the two sets of cards. <i>Grouping: small or partner</i></p> <p><b>Context Clues.</b> During small group time while reading, stop and ask a student the meaning of a certain word or phrase in the text. Ask students what clues were used to determine the meaning(s). Record their responses while reminding students to use context clues and background knowledge. <i>Grouping: small</i></p> <p><b>I Have, Who Has?</b> Students are handed a card with words that are currently being studied. They say "I Have" and read the word and definition on their front of their card. They ask other students "Who Has?" and must state the other word that is on the back side of the card. A variation is to write on the back side of the card a word that connects or rhymes with the word on the front of the card. For example:</p> <ul style="list-style-type: none"> <li>• Front: I have the word knife. It is a noun and used to cut food. Back: Who has the word that rhymes with knife?</li> <li>• The student with the word wife would then answer.</li> </ul>	
<p><b>References:</b>            Frayer, D., Frederick, W., &amp; Klausmeier, H. (1969). <i>A schema for testing the level of cognitive mastery</i> (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.</p>		

Vocabulary Word

Meaning from context clues or dictionary

Why is this word important to the text?

<b>RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
	<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>
<p><b>Text Features.</b> Ask students to use sticky notes to locate features in a content area text. They discuss the features that assist them with finding information. Students should identify the text features they notice instead of having them pointed out by the teacher.</p> <p><b>Anchor Feature Chart.</b> Have students create a classroom chart showing the purpose of different text features and why each feature is useful. This chart can remain up throughout the year. <a href="#">Examples can be found here.</a></p> <p><b>Book vs. Website.</b> Using a website, such as the ones listed below, allow students to locate the same type of text features on a web page. How are they similar? (colors and font variations, tabs to click on like a table of contents, bold faced words, icons) Are there any advantages to using a book over a webpage? Vice-versa? How do text features help a reader understand informational text? Several units on text features for grade levels 1-5 are designed at the Center for Innovation at Indiana University's <a href="#">website</a>.</p> <p>Additional resources can be accessed <a href="#">here</a>, <a href="#">here</a>, and <a href="#">here</a>.</p>	<p><b>Text Feature Scavenger Hunt.</b> Students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number, and write each feature's purpose. <i>Grouping: partner or individual</i></p> <p><b>Record the Feature.</b> With a partner, students search through a given text and record any text features they encounter and write its purpose. They can use sticky notes to label the text. <i>Grouping: partner</i></p> <p><b>Text Features Questions.</b> Ask students questions about the text where they will need to use various text features to find the answers. Have students explain what text feature they used and give the answer to the question. Teachers could use a graphic organizer for students to record. <i>Grouping: small or individual</i></p> <p><b>Understand the Passage.</b> Have each student point to text feature that the teacher asks about from the book. Invite a student to explain how the feature helps him understand the passage. <i>Grouping: whole or small</i></p>	
<b>References:</b>		

**RI.2.6**

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

**Strategy/Lesson Suggestions**

**Two-Column Notes.** Two-column notes help students think critically about text and provide focused comprehension practice. Students divide their papers into two columns. They should label the left column Main Idea and the right column Details. As students read and take notes, they should write the main idea on the left and the details of that main idea in the right hand column. As a new subtopic is introduced, students should add new main ideas and details next to the main idea. Other variations of Two-Column notes include Question/Answer and Cause/Effect.

**3-2-1 Strategy.** Students can use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading the text. After teacher modeling, students read a text independently and use the 3-2-1 strategy to comprehend what they read (Zygouris, Wiggins & Smith, 2004).

**Questioning the Author.** Begin by discussing with students that nonfiction books are written by authors with various writing styles which may be unclear or confusing to some. Students read passages from selected texts. The teacher asks questions such as: “What is the author trying to say? Why does the author share this information? Is that expressed clearly?” As students identify confusions in the text, the teacher prompts them to communicate those ideas in a language that is clearer to them by asking questions such as: “How could the author have expressed the ideas more clearly? What should the author to have written instead?” (Beck, McKeown, Hamilton & Kugan, 1997).

**Formative Assessment Suggestions**

**Author's Purpose Discussion.** Give students a description of a text. Ask what the author's purpose is and have them explain their answers. (e.g., Sydney's mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author's purpose: to inform, Explain: The note was written to give the teacher information.) Do this orally in small groups using several descriptions. *Grouping: small*

**Read the Description.** A teacher creates descriptions on a note card. These can be short paragraphs taken from texts that are or have been studied. Students work with a partner and take turns reading a description. After reading the note card, the students tells the author's purpose and explain their thinking. *Grouping: partner*

**Author's Purpose Cards.** Students select three texts that an author created with the intent to inform, persuade and entertain. Students select a descriptive passage from each text and write it on on one side of an index card. On the other side, they write the author's purpose and an explanation. Working with a partner, students exchange cards. They alternate reading the description and defining the author's purpose for that text. Cards can go in a station for students to review. *Grouping: partner or individual*

**References:**

Beck, I.L., & McKeown, M.G., Hamilton, R.L., & Kugan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.

Zygouris-Coe, V., Wiggins, M.B., & Smith, L.H. (2004). Engaging students with the text: The 3-2-1 strategy. *The Reading Teacher*, 58(4), 381–384.

**RI.2.7**

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

**Strategy/Lesson Suggestions**

**Sticky Notes.** Provide students with a diagram from a topic currently being studied (i.e., parts of an animal, such as a fish). Point to the parts of a diagram such as titles, labels, and key. Using sticky notes, cover the labels on a diagram and study the picture closely. Ask questions such as what is missing from the diagram that might be useful? One by one, uncover the words and discuss what information the author gives. Ask students to explain how the image provides clarity and contributes to their understanding. This strategy suggestion will work with any book that has diagrams. Digital images may also be selected that can be easily made into a diagram. (Harvey & Goudvis, 2000).

**Divide and Conquer.** When reading informational text, divide students into groups of up to four. Assign each group an image to analyze. Post the image in the center of a large poster so that large margins surround the image. Students will study the image and independently write their thoughts about the key ideas and questions they might have in the margin. Students share with their thinking with one another in the group. Groups can then turn to a text that the image supports and determine if the image clarifies or does not clarify the meaning of the text.

**Missing Text.** Give students a diagram without labels or text. In pairs, have students create a caption or text they think will match the diagram. They can also give the diagram a title.

**Formative Assessment Suggestions**

**Create a Diagram.** Have students create a diagram, such as a bicycle, and label it to show how something works. If working as partners, share and discuss with another partner group or if done individually, they can share and discuss with another student, small group, or the whole class. Encourage the students to ask questions about the other person's or group's diagram. *Grouping: partner or individual*

**What's the Diagram.** Given a selected text and a diagram, such as a baseball field, students can write two to three sentences explaining what the diagram is showing and how it connects to the text. *Grouping: partner or individual*

**Explain the Text.** After reading a section of informational text, students work in small groups to create a diagram that supports the text. Remind the students that the diagram should help explain the text. Each group shares their diagram and explains how it helps clarify what the text says. *Grouping: small*

Label the diagram. After studying a particular topic, such as transportation, provide students with different diagrams of vehicles (bike, car, bus, boat). Ask students to compare/contrast the items. Ask students to label the parts of the pictures. For example, what makes the vehicle move, is land or water best for that vehicle, what in their reading provides evidence?




**References:**

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



<b>RI.2.8</b>	Describe how reasons support specific points the author makes in a text.																
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>																
<p><b>Read to Discover.</b> This strategy helps students learn to locate information related to a given prompt, provide reasons for their answers, and identify pertinent information in nonfiction text by rereading and retrieving information. The teacher explains to the students they are going to practice looking for specific information while reading. Students read independently, and the teacher pulls a pre-written “prompt” out of “prompt container.” Students then reread to locate appropriate information to respond to the prompt and support their response. Students then signal when they have located the information. Responses can be shared in small groups or partners.</p> <p><b>Selective Underlining.</b> Teacher models the use of underlining as one way to organize information in texts. By projecting a text for the class to see, the teacher reads through the selection. Then students reread and begin underlining words and phrases that represent key ideas. As these think-alouds progress, main ideas can be underlined in one color, while details are underlined in another color. When main points are not explicit, words can be generated and written in margins in the appropriate color.</p> <p><b>Read and Reread.</b> In order for students to describe the reasons an author makes specific points, many students will need to read a text more than once. When reading a second or even a third time, students will need to make notes or marks to show their thinking each time they read. Students should note how the author presents and supports a specific point in a text. They can record these points on a sticky note or graphic organizer (Beers, 2003).</p>	<p><b>Identify the Main Idea.</b> After reading an informational text piece, ask students to identify the key/specific points. Then ask students what reasons are in the text to support those key/specific points and how the reasons support the key/specific points. <i>Grouping: whole, small</i></p> <p><b>3 Column Chart.</b> Students complete the graphic organizer below. Click here for <a href="#">blank template</a>. The teacher will fill in the author’s point, and the students fill in the other two columns titled “Reasons” and “How/ Why does the reason support the point?” Students can then share some of their recordings. <i>Grouping: small, partner,</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><i>individual</i></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Author’s Point</td> <td style="text-align: center;">Reasons</td> <td style="text-align: center;">How/why does the reason support the point?</td> </tr> <tr> <td style="text-align: center;">Teacher provides</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Teacher provides</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Teacher provides</td> <td></td> <td></td> </tr> </table> <p><b>Bone Fish Organizer.</b> After reading an informational text piece, give students a copy of a bone fish graphic organizer. Each student is to locate a key point that the author makes and write it in the center of the fish and then write any supporting reason on the bones going diagonally. Students can then turn the paper over and write a sentence or two explaining how those reasons support the key point. Graphic organizer can be found <a href="#">here</a>.</p>		<i>individual</i>			Author’s Point	Reasons	How/why does the reason support the point?	Teacher provides			Teacher provides			Teacher provides		
<i>individual</i>																	
Author’s Point	Reasons	How/why does the reason support the point?															
Teacher provides																	
Teacher provides																	
Teacher provides																	
<p><b>References:</b>                  Beers, K. (2003). <i>When kids can't read what teachers can do: A guide for teachers 6-12</i>. Portsmouth, NH: Heinemann.</p>																	

<b>RI.2.9</b>	<b>Compare and contrast the most important points presented by two texts on the same topic.</b>	
<b>Strategy/Lesson Suggestions</b>	<b>Formative Assessment Suggestions</b>	
<p><b>Semantic Feature Analysis.</b> A chart is used to compare terminology/subjects by its features or characteristics. An SFA is a visual representation of how the terms/subjects are similar or different. Semantic Feature Analysis can be used with any content subject area.</p> <p><i>Strategy Practice:</i> Choose a subject of study, create a table with the subjects of study in the left column, and list the features or characteristics common to the subject in the top row. As students read/reflect on reading- they will place a + sign to indicate where the feature applies to the subjects. The completed table will provide a visual tool for comparison (Anders &amp; Box, 1986). See Appendix for a sample.</p> <p><b>Think-Pair-Share.</b> This strategy allows students to engage in discussion and clarify their thinking before being asked to respond to a text. Begin by asking students a question that pertains to a current topic of study. Ask students to think for a few minutes about how they will respond. Pair students, and ask them to discuss their ideas. Conclude by having students share their ideas they discussed in their pair within a whole group discussion. (Lyman, 1981)</p> <p><b>2-2-2.</b> Students read two texts on the same topic. After reading, students identify two similarities and two differences between the texts. This can be adapted to 3-3-3, to be completed in the same way as 2-2-2.</p>	<p><b>Checklist.</b> Students create a checklist of key points a text has that is currently being studied. Provide an opportunity with another text that is about the same topic but may have a different perspective. Students create a checklist of points that the two texts have in common, as well as make a list of points each text has as its own. <i>Grouping: small, partner, individual</i></p> <p><b>Venn Diagram.</b> Students complete a Venn diagram to compare and contrast the texts. Students write responses on the chart paper, handout, or use sticky notes to put on a chart. <i>Grouping: small, partner, individual</i></p> <p><b>Two Sentences.</b> Students write two sentences that tell how the texts are alike and two sentences that tell how they texts are different. <i>Grouping: partner or individual</i></p> <p><b>Tri-Fold Brochure.</b> After reading two texts on the same topic (teacher-read or student- read), students create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. They decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and will list information that is specific to this text. They write the title of the second text at the top of the right side and will list information that is specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students then share their information. <i>Grouping: small, partner, individual</i></p>	
<p><b>References:</b></p> <p>Anders, P. L., &amp; Bos, C. S. (1986). Semantic feature analysis: An interactive strategy for vocabulary development text comprehension. <i>Journal of Reading</i>, 29, 610-617.</p> <p>Lyman, F. T. (1981). The responsive classroom discussion: The inclusion of all students. <i>Mainstreaming Digest</i>. College Park, MD: University of Maryland Press. (p. 109-113).</p>		

<b>RI.2.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
<b>Strategy/Lesson Suggestions</b>		<b>Formative Assessment Suggestions</b>
<p><b>Reciprocal Teaching.</b> Created by Palinscar and Brown (1984), Reciprocal Teaching involves four comprehension strategies: summarizing, questioning, clarifying, and predicting. Students can work in groups of four while reading a selection. Each student has a role: summarizer, questioner, clarifier, or predictor. Each role has a defined task: Summarizer- highlight key ideas, Questioner- identifies unclear or puzzling parts of the text and poses any questions about the text, Clarifier- attempts to clarify and answer any questions the Questioner may have had, Predictor- offers possibilities of what may come next in the reading. There is no set order for each role to participate. The comprehension conversation should flow in a natural order, with each student assuming their assigned role. Student roles should change regularly.</p> <p><b>Tracking Symbols.</b> While reading a selection, students track their thinking by using symbols to mark the text. Some symbols may include: “?” for words that couldn’t be decoded or confusing parts of the text, “!” for new information, “*” (asterisk) for interesting parts of the text. These symbols are used to guide meaningful conversations after reading. Depending on the type of text used, students can write directly on the page or write symbols on small sticky notes and mark points in the text with sticky notes.</p>		<p><b>3-2-1</b> Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. <i>Grouping: individual</i></p> <p><b>Annotation Notation Rubric.</b> Have students use the following symbols to show understanding of the text:</p> <p style="margin-left: 20px;">  The main idea (Draw a box around the main idea.)   Details (Underline the details.)   Words to remember (Circle key words to remember.)         </p> <p style="text-align: right; margin-right: 20px;"><i>Write a summary Grouping: partner or individual</i></p> <p><b>Checklist.</b> Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you in a few sentences the main idea and supporting details of the piece. The teacher can decide to use a checklist for this assessment for each student. <i>Grouping: individual</i></p>
<p><b>References:</b>                  Palinscar, A. S. &amp; Brown, A. (1984). Reciprocal teaching of comprehension-fostering and comprehension monitoring activities. <i>Cognition and Instruction, 1</i>(2), pp. 117-175.</p>		