

Unpacking the READING Extended Academic Benchmarks: Enduring Understandings



The purpose of this document is to define the essential academic concepts and skills contained within the extended *Reading Wyoming Academic Content Standards* and *Academic Benchmarks*. For students to have access to and show progress in the general academic curriculum, teaching and learning opportunities must align to these essential academic concepts. These concepts and skills (*enduring understandings*) define the challenging knowledge and skills that need to be effectively taught and learned for students with significant cognitive disabilities to succeed academically. They guide the development of challenging instructional activities for an individual student for the grade in which s/he is enrolled. These essential academic concepts also guide the development of goals and objectives within the IEP. Additionally, this document can support collaboration with general education teachers to provide meaningful instruction at appropriate levels of challenge for individual students in multiple settings.

Essential academic concepts and skills are defined, instructional strategies are provided, and key resources (both educational websites and professional references) are listed to inform the implementation of standards-based instruction.

READING

ACADEMIC CONTENT STANDARD 1. READING

Students demonstrate understanding of literary and informational texts.

1. Students understand that text has meaning.

Students interact with the words, pictures, objects, symbols, graphics, and concepts in a presented text, literary or informational, to construct an appropriate meaning. Skills include recognizing common sight words, reading sentences containing sight and high frequency words, attending to punctuation, vocabulary development, and using resource materials. The student produces evidence of knowledge about the subject being read.

Concepts and Skills

Explanation

Blend separate phonemes in common CVC (consonant, vowel, consonant) words

◆ **Phonological awareness** is the understanding that our spoken language is made up of words and that words are made up of individual units of sound called *phonemes*.

<p>(/c/ /a/ /t/ is cat)</p>	<ul style="list-style-type: none"> ◆ Oral skill (sound), independent of print. ◆ Blending the first sound onset (consonant or consonant blend at the beginning of the syllable) and rime (remainder of the syllable) (/t/ /op/, /m/ /op/). ◆ Blend phonemes; Example: /b/ /i/ /g/. What's the word? (big). ◆ Resource: Zgonc, Yevett. <i>Sounds in Action: Phonological Awareness Activities and Assessment</i>.
<p>Read a common CVC (consonant, vowel, consonant) pattern word with different initial consonants (cat, bat, mat)</p>	<ul style="list-style-type: none"> ◆ Phonics instruction is teaching the most common sounds and their symbols, as well as instruction in blending. ◆ Oral skill (sound) dependent on print (letters). ◆ Pair the letter with the sound. ◆ Make the first sound (onset) and add the rime (s, at, sat; f, at, fat; t, ap, tap). <ul style="list-style-type: none"> ○ Resources: <i>Easy Lessons for Teaching Word Families</i>. Scholastic, 1998.
<p>Read high frequency words</p>	<ul style="list-style-type: none"> ◆ High frequency words are the most common words in the English language. For example, there are established lists researched by Dolch, Fry or Sitton ◆ They include words that do not follow phonics rules, such as <i>were</i>, <i>who</i>, and <i>you</i>. ◆ They are often called “sight words” because they must be memorized by sight and are often defined by grade level. ◆ Teachers who use phonics teach students to memorize the most common high frequency words, such as <i>it</i>, <i>he</i>, <i>them</i>, and <i>when</i>, even though these words are fully decodable. The argument for teaching these high frequency words is that knowing them will improve students' reading fluency. ◆ The following websites have lists and activities that will help students learn sight words. There are many quizzes and games. Also, learn why it is so important that students learn sight words. ◆ http://74.125.155.132/search?q=cache:Sf4UP_r72vEJ:www.suu.edu/faculty/lundd/ReadingSite/readingsresources/SittonList.doc+high+frequency+word+lists+by+grade+level&cd=6&hl=en&ct=clnk&gl=us ◆ http://www.tec.leon.k12.fl.us/vocabulary%20project/vocabulary%20Project%20Word%20List.pdf ◆ eThemes Resource: Reading Skills: Sight Words.
<p>Read simple and longer sentences containing CVC and high frequency words</p>	<ul style="list-style-type: none"> ◆ Simple sentences can be very short, consisting of only one word (a noun) for the subject and one word (a verb) for the predicate. The noun is called the simple subject, and the verb is the simple predicate (ex. John laughed.). ◆ Simple sentences can be long, although they still consist of one subject (a noun and modifiers) and one predicate (a verb and other elements). The noun is called the simple subject, and the verb is the simple predicate. (ex. The tall boy with the black hair ran quickly to his home.) ◆ A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction (For, And, Nor, But, Or, Yet, So).

<p>Attend to punctuation when reading sentences</p>	<ul style="list-style-type: none"> ◆ Student reads with appropriate expression as defined by end punctuation (i.e., period, question mark, exclamation point) and punctuation within a sentence (i.e., commas).
<p>Use new words (vocabulary) to read and communicate meaning of text</p>	<ul style="list-style-type: none"> ◆ Enhance “working” vocabularies with new words. ◆ Words are learned from context (oral language, written context). ◆ Tiers of vocabulary: <ul style="list-style-type: none"> ○ Tier One: Basic words that may not require direct instruction. ○ Tier Two: High frequency words found across a variety of domains. <ul style="list-style-type: none"> ▪ Criteria for identifying Tier Two Words for Instruction: <ul style="list-style-type: none"> • How generally useful is the word? • How do words relate to other words, to ideas that students know or have been learning? Does it directly relate to some topic of study? • What does the word bring to a text or situation? What role does the word play in communicating the meaning of the context in which it is used? ○ Tier Three: Low frequency words often tied to subject-specific domains. ◆ Words are learned from direct instruction of vocabulary (Tier 1 and Tier 2). ◆ Vocabulary words can be “pre-taught” before encountering them in written contexts. ◆ Beck, I. L., McKeown, M.G., & Kucan L. (2002) <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. ◆ The following site focuses on using contextual clues to determine the meaning of unknown words. The sites introduce different types of contextual clues and strategies on using the clues. Exercises, lesson plans, and a song are included. There are links to eThemes resources on Text Structures, Teaching Tips for Decoding Strategies, Synonyms and Antonyms, and Prefixes and Suffixes. ◆ eThemes Resource: Reading Skills: Context Clues
<p>Understand subject-specific vocabulary.</p>	<ul style="list-style-type: none"> ◆ Tier 3: Low frequency words are often tied to subject-specific domains (i.e., a science investigation). <ul style="list-style-type: none"> ○ How do words relate to other words, to ideas that students know or have been learning? Does it directly relate to some topic of study?
<p>Use vocabulary to describe, compare or contrast to build an appropriate vocabulary.</p>	<ul style="list-style-type: none"> ◆ Descriptive vocabulary is the clear description of people, places, objects or events using appropriate details. <ul style="list-style-type: none"> ○ Contains sufficient and varied details to communicate a sense of the subject. ○ Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes. ◆ Comparison refers to how two things are alike; contrast refers to how they are different. ◆ Teach the vocabulary that signals the compare-contrast structures: <ul style="list-style-type: none"> ○ Compare signal words are: similar, like, still, likewise, in the same way, at the same time, in the same manner. ○ Contrast signal words are: however, on the other hand, but, however, yet, even, so.

	<ul style="list-style-type: none"> ◆ http://www.literacymatters.org/content/text/compare.htm ◆ Sites for more information on helping students use compare-contrast as a text structure in reading and writing: <ul style="list-style-type: none"> ○ General Information on Compare and Contrast ○ Lesson Plans on Compare and Contrast ○ Compare and Contrast Teacher Tools ○ Compare and Contrast Student Tutorials ○ http://www.readwritethink.org/materials/compcontrast/ ○ http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html
Identify important ideas and/or facts	<ul style="list-style-type: none"> ◆ Identifying important ideas and facts requires student to fully comprehend the subject matter, identify the topic, the main idea, and the supporting details. ◆ The identified important ideas and/or facts must be stated or supported within the text; the text must provide the information. ◆ The following site offers various strategies to improve reading comprehension for students at all grade levels; includes many online stories and questions to test reading comprehension. There is a reading comprehension inventory and research articles on this topic. Many pages can be printed out and used in the classroom. Some of the tips include KWL charts, story maps, word maps, and story pyramids. There are also links to eThemes Resources on graphic organizers, guided reading, and literature circles. ◆ eThemes Resource: Teaching Tips: Reading Comprehension Strategies
Identify the main idea	<ul style="list-style-type: none"> ◆ The main idea is the "key concept" being expressed. ◆ The first thing to do to get at the main idea of a paragraph is to identify the topic - the subject of the paragraph. <ul style="list-style-type: none"> ○ The topic is the broad, general theme or message (the subject). ◆ Scholastic: Outlining Main Ideas and Details (This lesson plan provides ideas to teach students about differences between main ideas and details, and outlining strategies. Note: This site includes ads.) ◆ Story Mapping Strategy (This page suggests using a story map to help students identify the main idea.) ◆ Contributing to the Main Idea (Find a sentence that does not support the main idea.) ◆ ABC Teach: Reading Comprehension Worksheets (Printable worksheets that can be used for practicing reading comprehension.)
Supporting details	<ul style="list-style-type: none"> ◆ Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many.

<p>Sequencing ideas</p>	<ul style="list-style-type: none"> ◆ Sequencing refers to the order in which events happened. ◆ http://newteachersupport.suite101.com/article.cfm/teaching_story_sequence ◆ http://ci.coe.uni.edu/facstaff/kuse/Skills/timechronfolder/sequence.htm ◆ http://www.adaptivation.com/Adaptivation_Resources/Sequencing.pdf
<p>Identify real as compared to make-believe stories and characters.</p>	<ul style="list-style-type: none"> ◆ This skill requires students to understand the difference between real facts, events, and characters and make-believe (imitating something real) events and characters. ◆ Student must distinguish between realism and exaggeration in stories. ◆ Fantasy: A story including elements that are impossible, such as talking animals or magical powers; make-believe is what the genre is all about. ◆ Science Fiction: A type of fantasy that uses science and technology (robots, time machines, etc.). ◆ Fairy Tale: A kind of folktale that involves magic, with good winning over evil. ◆ Tall tale: A story in which the main character is larger than life and has a specific job; the problem is solved in a funny way and exaggerated details describe things greater than they really are ◆ http://www.lessonplanet.com/search?keywords=make-believe&media=lesson
<p>Making predictions</p> <p>Identify the location of the title of a text and predict the type of text as real or make-believe given teacher-provided choices.</p>	<ul style="list-style-type: none"> ◆ A prediction is what the student thinks will happen. ◆ Students use information they already know (background knowledge) and what the author is telling them (details from the text) to make a prediction, or educated guess. The following sites focus on making predictions as a reading strategy that students can use before and during reading. Strategies include looking at pictures, first lines, anticipation guides, circular or cyclical plots, teacher model of wondering, directed reading-thinking, and others. ◆ http://www.emints.org/ethemes/resources/S00002484.shtml ◆ http://go.hrw.com Prediction implementation guide. ◆ http://teach.fcps.net/talk/lesson_display.asp?lessonID=87 (On-line picture walk.) ◆ http://ellsworthamerican.com/nie/lesson_plans.htm (Newspaper activities for making predictions.) ◆ http://lesson-plans-materials.suite101.com/article.cfm/making_predictions_lesson_plan. ◆ http://www.nichd.nih.gov/publications/nrp/findings.cfm

<p>Making connections</p>	<ul style="list-style-type: none"> ◆ Children make personal connections with the text by using their schema (background knowledge). There are three main types of connections we make while reading text. <ul style="list-style-type: none"> ○ Text-to-Self (T-S) refers to connections made between the text and the reader's personal experience. ○ Text-to-Text (T-T) refers to connections made between a text being read to a text that was previously read. ○ Text-to-World (T-W) refers to connections made between a text being read and something that occurs in the world. ◆ It is important to activate children's schema (background knowledge) before, during, and after reading. ◆ http://www.busyteacherscafe.com/teacher_resources/literacy_pages/comprehension_strategies.htm#connections
<p>Retell part of a story</p>	<ul style="list-style-type: none"> ◆ Retell or reconstruction of a story thinking about the individual story events and verbally retelling/recapping/going over or arranging pictures/representations of the story
<p>Identify an inference</p>	<ul style="list-style-type: none"> ◆ An inference is a logical guess based on text evidence (e.g. <i>I made an inference about the child's height when I saw his tall parents.</i>) When readers use their prior knowledge (schema) and textual information to draw conclusions, make critical judgments, and form unique interpretations from text. Inferences may occur in the form of conclusions, predictions, or new ideas. The following website can help elementary students learn how to infer while reading. There are activities, graphic organizers, and short lessons on inference. Includes a link on inference for middle school students. ◆ http://www.readinglady.com/mosaic/tools/SimpleSentencesforInferencePracticebyKendra.pdf ◆ eThemes Resource: Reading Skills: Inference for Elementary School Students ◆ Miller, D., <i>Strategies that Work</i>.
<p>Cause and effect</p>	<ul style="list-style-type: none"> ◆ Student recognizes an effect as something that happens and a cause as the reason something happens. ◆ Identify words, i.e. <i>because, since, so, consequently</i>, which signal a cause and effect relationship. <ul style="list-style-type: none"> ○ http://primary-school-lesson-plans.suite101.com/article.cfm/cause_and_effect_lesson_plan ○ http://www.docstoc.com/docs/450872/cause-and-effect---sentences-and-key-words-worksheet ○ http://www.studyzone.org/testprep/ela4/a/causeandeffect1.cfm ◆ Identify cause and effect relationships. <ul style="list-style-type: none"> ○ http://mrsdell.org/causeandeffect/ ○ http://urbanext.illinois.edu/ce/strat130.html ◆ Match cause and effect relationships.

	<ul style="list-style-type: none"> ○ http://www.quia.com/mc/94601.html ○ http://www.studyzone.org/testprep/ela4/a/hp/causeeffect.htm ○ http://www2.scholastic.com/browse/lessonplan.jsp?id=529 ◆ Exploring cause and effect using expository texts. <ul style="list-style-type: none"> ○ http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-cause-effect-using-925.html?tab=4 - tabs ○ http://teachers.net/lessons/posts/2807.html (This site contains a book list of good sources of text for teaching cause and effect.) ◆ A collection of strategies to use when teaching cause and effect relationships: <ul style="list-style-type: none"> ○ http://www.proteacher.org/c/456_Cause_and_Effect.html ○ http://lessonplans.teacherlingo.com/archive/2008/01/29/Cause-and-Effect-Lesson.aspx ○ http://www.techervision.fen.com/reading/graphic-organizers/4310.html
Categorizing information	<ul style="list-style-type: none"> ◆ Categorizing is dividing people or things into sets, or identifying to which set they belong. ◆ In reading, it includes recognizing and understanding relationships in a text such as cause-and-effect, compare-contrast, or distinguishing between facts and opinion. <ul style="list-style-type: none"> ○ http://www.pearsonpte.com/PTEACADEMIC/RESOURCESFORTEACHERS/READINGRESOURCE S/Pages/ClassifyingCategorizingInfo.aspx (Categorizing and making associations with the text information helps readers understand the text.) ○ http://iteslj.org/Techniques/lwai-ExpositoryTexts.html (Developing understanding of expository texts.) ◆ Resources on graphic organizers: <ul style="list-style-type: none"> ○ http://www.teach-nology.com/teachers/lesson_plans/language_arts/graphicorganizer/ ○ http://curriculum.d91.k12.id.us/Curriculum Resources/Six Traits of Writing/01 Pre-writing Tools - Graphic Organizers/ ○ http://www.scribd.com/doc/6706656/Graphic-Organizer (Research supporting use of graphic organizers.)
Summarize	<ul style="list-style-type: none"> ◆ A summary will show how a reader has condensed information to get to the central message of a larger chunk of information; A recounting of the important ideas of a text. <ul style="list-style-type: none"> ○ http://nationalreadingpanel.org/faq/faq.htm ◆ Rule-based summarizing strategy: (1) take out material that is not important for your understanding, (2) take out words that repeat information, (3) replace a list of words with a word that describes the words in the list, e.g. use tree for elm, oak, maple, (4) find a topic sentence or make one up. Resource: Marzano, Noford, Paynter, Pickering & Gaddy, A handbook for classroom instruction that works, 2001 ◆ Framework for summarizing: (1) what are the main ideas -use key words or phrases to identify the main points, (2) what are crucial details for supporting the ideas, (3) what information is irrelevant or

	<p>unnecessary. Using the framework, sum it up in 20 words.</p> <ul style="list-style-type: none"> ○ http://www.readingrockets.org/strategies/summarizing <p>◆ GIST strategy: identify journalism's "5W's and H" and use notes to write 20-word summary.</p> <ul style="list-style-type: none"> ○ http://www.readwritethink.org/lessons/lesson_view.asp?id=290 <p>◆ Site includes summarizing rationale and various graphic organizers for summarizing.</p> <ul style="list-style-type: none"> ○ http://www.forpd.ucf.edu/strategies/stratsummarization.html
<p>Identify words with multiple meanings</p>	<ul style="list-style-type: none"> ◆ Expand vocabulary through understanding multiple meanings of words that sound or look the same. ◆ There are 3 categories of multiple meaning words, as follows: <ul style="list-style-type: none"> ○ Homonyms are words that have the same sound and often the same spelling, but differ in meaning. Homonym is from Greek words meaning "same name." (e.g. <i>can = able to / can = a container.</i>) ○ Homophones are words that sound alike, but they have different meanings and different spelling. Homophone is from Greek words meaning "same sound." (e.g. <i>bare / bear.</i>) ○ Homographs are words that may or may not sound alike, with the same spelling but different meanings. Homograph is from Greek words meaning "same" and "write." (e.g. <i>tear = to rip / tear = a drop from the eye.</i>) ◆ http://http://home.alphalink.com.au/~umbidas/Homonyms_main.htm ◆ http://reading.pppst.com/multiplemeaning.html ◆ http://www.webenglishteacher.com/multmean.html ◆ http://www.nichd.nih.gov/publications/nrp/findings.cfm

<p>2. Students understand literary text.</p>	<p>Students interact with, read, or are presented with a wide range of literary texts, including those that tell a story to make a point, express a personal opinion, or provide an enjoyable experience. Literary texts can include historical fiction, realistic fiction, science fiction, mystery, fantasy, fairy tales, folktales, legends, fables, poetry (narrative poem, limerick, free verse), and myths.</p> <ul style="list-style-type: none"> ◆ Definitions of: Literary Genres ◆ http://www.webbervilleschools.org/district/curriculuminstruction/elementary/ela/PDF%20ELA%20Curriculum/Reading/Literary%20Genres.pdf . ◆ http://www.alpine.k12.ut.us/depts/media/elemllessons_rev/m4-collections/lesson2cl_genre.html
<p>Concepts and Skills</p>	<p>Explanation</p>
<p>Story Elements: characters, setting, events, and tone</p>	<ul style="list-style-type: none"> ◆ Character: A person (not necessarily a person) who contributes to the thoughts and actions within a story, poem, or other literature. Characters are extremely important because they are the medium through which a reader interacts with a piece of literature. Every character has his or her own personality, which a creative author uses to assist in forming the plot of a story or creating a mood. The different attitudes, mannerisms, and even appearances of characters can greatly influence the other major elements in a literary work, such as theme, setting, and mood. ◆ Setting: The time, place, physical details, and circumstances in which a situation occurs. Settings include the background, atmosphere or environment in which characters live and move, and usually include physical characteristics of the surroundings. Settings enable the reader to better envision how a story unfolds by relating necessary physical details of a piece of literature. A setting may be simple or elaborate, including details that describe the weather, time of day, location, landscape, and even furniture. All of these things can contribute to the understanding of a scene. <ul style="list-style-type: none"> ○ In most stories, the action changes from one place to another. ○ Time can be expressed specifically or in general terms, such as the time of day, the time of the year, or a time in the past or future. ○ http://www.kimskorner4teachertalk.com/readingliterature/literary_elements_devices/setting.htm ○ http://www.readwritethink.org/classroom-resources/lesson-plans/using-picture-books-teach-a-107.html?tab=4#tabs ◆ Events / Plot: All fictional stories have a plot. Plot is the sequence of events that takes place in the story. There are five components to plot: <ul style="list-style-type: none"> ○ Central problem or conflict found at the beginning of the story (Man vs. Man, Man vs. Nature, Man vs. Society, Man vs. Self); ○ Rising action which includes all the events created by the conflict; (the series of conflicts that lead to the climax) ○ Climax, which is the highest point or turning point of the story; (The most intense moment –

	<p>either mentally or in action)</p> <ul style="list-style-type: none"> ○ Falling action, where the conflict becomes unraveled; ○ Resolution, where the story comes to a reasonable ending and all remaining threads are tied together;(the resolution of a story may have either positive or negative outcomes). <ul style="list-style-type: none"> ◆ http://www.readwritethink.org/materials/storymap/index.html ◆ Tone: Tone is the writer's attitude or feeling about his or her subject. In contrast, the mood of a story is how it makes the reader feel. Tone may be playful, formal, intimate, angry, serious, ironic, outraged, baffled, tender, serene, depressed, etc. <ul style="list-style-type: none"> ○ http://www.brighthub.com/education/k-12/articles/12268.aspx ○ http://oops.bizland.com/tonemood.doc. (Visual aid for teaching tone and mood.) ○ http://s.spachman.tripod.com/SummerWork/tone_mood.doc (Word list for tone words.) ○ http://www.associatedcontent.com/article/146333/multiple_intelligence_lesson_plan_for.html?cat=9 (Lesson on tone using multiple intelligences approach.)
<p>Identify the setting and a trait of a character</p>	<ul style="list-style-type: none"> ◆ Setting (see above) ◆ Traits of a character is a description of physical appearance, thoughts and feelings, speech, and behavior <ul style="list-style-type: none"> ○ Character traits can be based on the behaviors, personality and/or actions of the characters. ○ http://www.childrens-educationalbooks.com/teaching-character-traits.html ○ http://ethemes.missouri.edu/themes/1749 ◆ Characterization is made up of three elements: appearance, which is the way the character looks; personality, which is the way the character thinks or feels; and behavior, which is the way the character acts and reacts. In any type of story, it is important that readers are able to picture the characters. Character details can take many forms: physical features, clothing, possessions, hobbies, and communication. Paying attention to details can provide a lot of information about what a character is like. ◆ When reading, ask student to: <ul style="list-style-type: none"> ○ Draw conclusions about the characters or people in the story by paying attention to what they say, do, think, and feel. ○ Notice how two characters are alike and how they are different. ○ Notice how the author uses the character's behavior to develop a story and to give meaning to the plot.

<p>Making connections</p>	<ul style="list-style-type: none"> ◆ Children make personal connections with the text by using their schema (background knowledge). There are three main types of connections we make while reading text. <ul style="list-style-type: none"> ○ Text-to-Self (T-S) refers to connections made between the text and the reader's personal experience. ○ Text-to-Text (T-T) refers to connections made between a text being read to a text that was previously read. ○ Text-to-World (T-W) refers to connections made between a text being read and something that occurs in the world. ◆ It is important to activate children's schema (background knowledge) before, during, and after reading. ◆ http://www.busyteacherscafe.com/teacher_resources/literacy_pages/comprehension_strategies.htm#connections
<p>Identify a simple connection between a character and a character trait given choices</p>	<ul style="list-style-type: none"> ◆ (See above "Making Connections.") Students identify and connect a character in a story to provided choices of character traits relating to appearance, personality or behavior. Similarly, a choice of characters can be provided and connection made to a specified character trait. ◆ http://www.busyteacherscafe.com/teacher_resources/literacy_pages/comprehension_strategies.htm
<p>Connect and match an identified character description or trait as presented in a text to themselves</p>	<ul style="list-style-type: none"> ◆ Students make a personal connection by matching the identified character description or trait in the text to the same trait they recognize in themselves, or in other persons connected to the student's experiences. ◆ http://www.readwritethink.org/classroom-resources/lesson-plans/become-character-adjectives-character-168.html (Lesson guides readers to 'become a character.') ◆ http://www.microsoft.com/education/charactermapping.mspx (Contains graphic organizer for character mapping.) ◆ http://cte.jhu.edu/techacademy/web/2000/kochan/charactertraits.html (Examples of character traits).
<p>Connections among text</p>	<ul style="list-style-type: none"> ◆ Text to Text (T-T) refers to connections made between a text being read to a text that was previously read. (See p. 10, "Making Connections") ◆ file://localhost/Resource/ http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-making-connections-228.html ◆ Double-Entry Journal (Handout to help students record ideas and situations from texts in one column, and their reactions in the second, thus making a connection between the text and themselves, another text, or the world.)

<p>Identify connections between characters and plot in a story</p>	<ul style="list-style-type: none"> ◆ Students identify connections between the characters and the action in the story; how the characters contribute to the development of the plot. Refer to above description of connections (p. 10) and story elements (p. 8 - 9). ◆ Story mapping helps students connect characters with plot events. A story map is a visual depiction of the settings or the sequence of major events and actions of story characters ◆ http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html (Site describes story mapping purpose, technique and adaptations.) ◆ http://www.hishelpinschool.com/learning/storymap.html (More story mapping ideas; also contains lists of adaptation ideas.) ◆ http://www.readwritethink.org/files/resources/interactives/storymap/ (Story mapping graphic organizers.)
<p>Comparisons between two characters, settings or other story elements</p>	<ul style="list-style-type: none"> ◆ Comparison refers to how two things are alike. Students need to identify two distinct characters, settings, plot events, or tones and tell how they are the same. ◆ Things are compared in order to find meaningful similarities; the comparison needs to relate to the overall meaning /purpose of the texts. ◆ Resources: ◆ http://www.enotes.com/topics/how-compare-two-character .Site discusses purpose of comparison including the why, what and how. ◆ http://www.studyzone.org/testprep/ela4/m/comparecontrastl2.cfmSite uses Venn diagram to help students compare and contrast two characters.
<p>Identify descriptive words</p>	<ul style="list-style-type: none"> ◆ (See p. 3-4) Use vocabulary to describe, compare or contrast. ◆ Descriptive writing makes writing more interesting to readers by using words to help readers “see”, or visualize, persons, places, or things students write about. Using all five senses helps students generate more detailed descriptions. ◆ Understanding and identifying descriptive words is a pre-skill to identifying adjectives (words used to describe nouns or pronouns) and adverbs (words used to describe verbs or other adverbs); these are parts of speech that are descriptive words. ◆ http://school.discoveryeducation.com/lessonplans/programs/writingStrat/ (Site contains ideas for teaching use of descriptive words in writing.) ◆ http://descriptivewords.org/ (Site has links to numerous lists of descriptive words.) ◆ http://www.msgarrettonline.com/descripwords.html (Lists of descriptive words for touch and texture, color and visual qualities, smell, pattern and shape.) ◆ http://grammar.about.com/od/basicsentencegrammar/a/adjadv.htm (Site explains how adjectives and adverbs add descriptions to a basic sentence.)
<p>Identify a simile</p>	<ul style="list-style-type: none"> ◆ A simile is a figure of speech* used for comparing two unlike items and using the words "like" or "as" (e.g. hard as a rock, busy as a bee, or fly like an eagle).

	<ul style="list-style-type: none"> ◆ * Note: A figure of speech is a word or phrase that departs from straightforward, literal language. Figures of speech often provide emphasis, freshness of expression, or clarity. ◆ Two basic patterns for creating similes are: verb + like + noun (She swims like a fish), or as + adjective + as + noun (He is as tall as a giant.) ◆ http://www.bogglesworldesl.com (Identifying similes, cloze activities, crossword puzzle, and sentence generation.) ◆ http://www.rhlschool.com (Identifying similes.) ◆ http://www.yourdictionary.com/dictionary-articles/figurative-language.html (Lists several websites as lesson resources for teaching similes.)
Response to literature	<ul style="list-style-type: none"> ◆ Response to literature refers to the ways in which students express their reactions to texts and demonstrate their understanding and appreciation of what have heard/read. ◆ A person's response to a piece of literature is the only way to know what they understand and feel about what they hear/read. ◆ A response to literature examines the theme, plot, characters, or other aspects of a chapter, story, book, or poem. ◆ Responses can address the literary form, technique, or content (<i>i.e.</i>, poetry, realistic fiction, historical fiction, play, folklore. etc.) ◆ http://www.huntel.net/rsweetland/literature/development/rspnsesToLit.html (Site gives examples of types of responses to literature: emotional, interpretive, evaluative. It contains examples of responses at a beginning level of reaction/understanding to more complex levels.) ◆ www2.pylusd.k12.ca.us/.../Response to Literaturegrade%20456.ppt (Site contains a PowerPoint model of teaching responding to literature at a more complex level (based on a Grade 4 state prompt.)
Identify a book which matches a reading interest.	<ul style="list-style-type: none"> ◆ Students will identify a book to read that corresponds to one of their own personal interests (e.g. Given a choice of texts, students can verbalize, touch, point to, or eye gaze a text in order to indicate their reading interest.). ◆ Alternately, students can match a book(s) to a category of interest. Categories might include literary genres such as fairy tales, folk tales, fantasy, realistic fiction, science fiction, historical fiction, traditional literature, mystery, informational, biography, autobiography, or poetry. ◆ http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Genres.htm. (Site introduces literary genres and has picture /poster examples.)
Identify one difference and/or one similarity	<ul style="list-style-type: none"> ◆ Students will identify a difference and/or a similarity /match/parallel between two distinct literary texts. Comparisons should be based on elements of literature. Example areas are: story elements (plot, characters, setting or tone), genres, writing styles, points of view, narrative style, theme, symbolism, etc.

	<ul style="list-style-type: none"> ◆ http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm (Site lists literary terms, written in simple language.)
<p>Identify author's purpose</p>	<ul style="list-style-type: none"> ◆ Authors have five basic purposes to write: to inform, persuade, describe, narrate or entertain. <ul style="list-style-type: none"> ○ To inform - to share factual information. Examples: news articles, biographies, textbooks. ○ To persuade - to convince readers of their opinion. Examples: advertisements, political speeches, editorials, book or movie reviews, TV commercials. ○ To describe- to tell what something looks like, or how to do something; This writing is full of descriptive words (adjectives and adverbs). Examples: poetry, a story setting, character description, or travel book. ○ To narrate - to tell a story. Narrative writing tells a story in chronological, or time-order. It is similar to informative and descriptive writing, and may use both of those forms. Examples: stories, autobiographies, diary or journal writing, essays telling about events. ○ To entertain - for people's enjoyment. Examples: joke books, comic strips, funny or scary stories. ◆ http://www.woodland.k12.mo.us/faculty/rgarner/Reading/Authors%20purpose.htm (Tips, teaching ideas on author's purpose.) ◆ http://www.polkfl.net/staff/teachers/reading/documents/SeptemberFOCUSCalendarElem.pdf (Lesson plan ideas for teaching authors purpose.)
<p>3. Students understand informational text.</p>	<p>Students interact with, read, or are presented with informational or non-fiction texts. Informational text is a type of nonfiction that conveys information about the natural or social world and provides factual information about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.). Nothing is make-believe in these types of materials. Examples include biography, autobiography, memoir, newspapers, menus, diaries, leaflets and instruction booklets. Understanding text requires students to comprehend the presented informative text and demonstrate their level of understanding through responding correctly to questions, summarizing, or other assessment of their comprehension.</p>
<p>Identify an idea or fact</p>	<ul style="list-style-type: none"> ◆ Facts are small pieces of information that can be proven true. ◆ The bulk of an informational/expository paragraph is made up of supporting sentences (major and minor details (small pieces of information)), which help to explain or prove the main idea. These sentences present facts, reasons, examples, definitions, comparisons, contrasts, and other pertinent details. ◆ ethemes.missouri.edu/themes/ (These sites focus on the reading comprehension skills of finding main ideas and supporting details.) ◆ http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805319f3 Provides practice in identifying main ideas and supporting details in informational text.

	<ul style="list-style-type: none"> ◆ http://www.learner.org/jnorth/tm/ReadStrat10.html Site contains questions that help students identify main ideas and supporting details in informational text.
Identify similar ideas in different informational texts	<ul style="list-style-type: none"> ◆ Using more than one resource, students are able to distinguish similar ideas common to each resource. ◆ "Similar Ideas" goes beyond identifying similar physical features, such as both are books, same color, etc. There must be identification of similar concepts, facts or themes.
Identify information using familiar classroom materials	<ul style="list-style-type: none"> ◆ Familiar classroom materials include, but are not limited to, schedules, charts, graphs, posters, maps, menus, handouts, books, dictionaries, magazines, newspapers, calendars, clocks, computer programs/Internet sites, or other teaching resources. ◆ Students can access, use and share with others information from their classroom environment.
Use familiar sources of information	<ul style="list-style-type: none"> ◆ Using familiar sources of information can be classroom materials (see above) or extending beyond the classroom to use familiar sources of information in the rest of the school or the community, such as the school and/ or public library, grocery store or tourist information center. ◆ "Learning activities" has a broad application, but activities need to focus on acquisition of new knowledge by using reading or pre-reading (print awareness, text paired with pictures, etc.) skills. ◆ http://www2.scholastic.com/browse/learn.jsp (Online activities sorted by subject matter and grade level.) ◆ http://www.umuc.edu/virtualteaching/module1/strategies.html (Site for teaching with technology.)
Students identify classroom objects, common locations, and materials from a map of their classroom.	<ul style="list-style-type: none"> ◆ Students use a map of their classroom to identify/locate classroom objects (e.g. pencil sharpener, bookshelf); locations (e.g. language center, computer area); and materials (e.g. reading books, calculators for math), etc. ◆ http://www.smartdraw.com/specials/map-drawing.htm. Free Windows application for drawing maps.
Locate and/or identify maps, pictures, or sidebars within informational text.	<ul style="list-style-type: none"> ◆ Students are required to differentiate between organizational text features of textbooks, handout or other informational text. They must distinguish the pictures, maps or sidebars from the main body of text. ◆ http://www.worldmapsonline.com/LESSON-PLANS/table-of-contents-lesson-plans.htm (Lesson plans on maps and globes, with printable maps. Good for acquainting students with features of a map.)
Follow simple two-step directions	<ul style="list-style-type: none"> ◆ Two-step directions require a student to hear, remember and carry out two different verbal, picture or written instructions in the correct sequence. They can follow the format of first, do this (describe activity) and then, do this (describe second activity.) ◆ http://ethemes.missouri.edu/themes/461 (This site contains links to various sites to teach the skill of following directions.) ◆ http://www.intercom.net/local/school/sdms/mspap/cucc.html (Site contains lists of direction words)

	students are likely to encounter.)
Compare and contrast information	<ul style="list-style-type: none"> ◆ See p. 3-4 Use vocabulary to describe, compare or contrast. ◆ http://www.roanestate.edu/owl&writingcenter/owl/com_con.html (Brief guide to writing a basic compare/contrast essay.) ◆ http://www.writedesigonline.com/organizers/comparecontrast.html (Site contains various graphic organizers for planning compare and contrast writing.) ◆ Marzano, Noford, Paynter, Pickering & Gaddy, A handbook for classroom instruction that works, 2001, "Identifying Similarities and Differences."
Response to informational modes of text	<ul style="list-style-type: none"> ◆ Students respond to informational text by identifying key ideas and providing supporting details. Appropriate responses could include answering factual questions, outlining, filling in a graphic organizer, identifying main ideas and details, making logical conclusions and inferences, or summarizing the text. ◆ http://www.cast.org/publications/ncac/ncac_go.html (Site contains research evidence on effectiveness of graphic organizers, a sampling of various organizers and web sites.) ◆ http://its.leesummit.k12.mo.us/graphic_organizers.htm. (Site contains numerous sources for useful graphic organizers.) ◆ http://www.netrover.com/~kingskid/graphic/graphic.htm-timeline (More graphic organizers.)
Identify the chronology of events as an organizational pattern	<ul style="list-style-type: none"> ◆ Chronology of events is identifying a sequence of events in the order in which they happened. ◆ A timeline provides a graphic representation of a chronology of events. ◆ http://www.educationoasis.com/curriculum/GO/sequence.htm (Graphic organizers for charting sequence of events.) ◆ http://www.readwritethink.org/files/resources/interactives/timeline/index.html (Interactive site for students to create timelines.)
Identify data on a graphic/tactile representation	<ul style="list-style-type: none"> ◆ Identifying data refers to understanding how text is represented; students need to identify words and/or numbers on a graphic or tactile representation. Graphs, charts, tables, logs, and various graphic organizers are resources that could be used. For tactile varieties, graphs could be made with pipe cleaners, wiki sticks, spaghetti noodles, strips of sandpaper, beads, clay, or any material that is tactile in nature. ◆ http://special.ed.about.com/od/graphic/Graphic_Organizers.htm (Links to variety of graphic organizers.)
Identify information from an interview	<ul style="list-style-type: none"> ◆ Interview techniques emphasize the "5 W's" approach of asking who, what, when, where and why. ("H" is also sometime added to explain how.) These are the required questions for basic information gathering. Given an interview opportunity, students are to identify this key information. ◆ http://www.kidzone.ws/plans/view.asp?i=60. (An example 5W's lesson plan.) ◆ http://www.auburn.edu/academic/education/reading_genie/chall/kirschrl.html (Example lesson using 5W's as a reading comprehension strategy.)

<p>Gather research from familiar sources of informational texts.</p>	<ul style="list-style-type: none"> ◆ Familiar sources of informational text could include non-fiction books and magazines, newspapers, maps, recipe books, biographies, or instructional manuals. Topics could include sports, animals, science, history, careers, travel, geography, space, weather.etc. ◆ Gathering research implies recording of facts in some form. ◆ Comprehension of informational text develops as students make connections, question, make inferences, visualize, determine importance of facts, and synthesize. ◆ Harvey & Goudvis, Strategies That Work, 2000. ◆ http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html (Site includes exercise in finding important facts and words.) ◆ http://www2.scholastic.com/browse/article.jsp?id=4483 (Article explores reasons to use informational text in primary grades.) ◆ http://www.indiana.edu/~reading/ieo/digests/d37.html (Benefits of note taking discussed.)
<p>Differentiate important from irrelevant information.</p>	<p>An irrelevant detail is one that distracts from the main idea. Student will identify the main idea, then find a fact or sentence that does not contribute to the main idea or is not important.</p> <ul style="list-style-type: none"> ◆ http://www.teachersdomain.org/resource/vt107.la.rv.text.lpclidea (Practice in distinguishing between relevant and irrelevant information.) ◆ http://www.learnnc.org/lp/pages/3172 ("So what?" details are unimportant details.) ◆ http://www.jbedwards.org/PASSPush/Grade3/ELA/ (Irrelevant details activity (PDF).)
<p>Retell information in sequential order or order of importance.</p>	<ul style="list-style-type: none"> ◆ Retell or reconstruction of a story is thinking about the individual story events and verbally retelling or arranging pictures/representations of the story in sequential order. (See p. 4). ◆ Role playing significantly improves comprehension of story and story retelling ability. ◆ Gradually move from remembering and describing any action to remembering a sequence. ◆ http://cela.albany.edu/literacycorner/activities/StoryRetelling.htm (Emphasizes learning to tell stories in detail and in sequence.) ◆ http://www.suite101.com/content/primary-story-retelling-reading-lesson-plan-a190325 (Site contains a story retelling lesson.) ◆ http://www.louisianavoices.org/unit5/edu_unit5w_story_retelling.html (Site contains a story-telling rubric.) ◆ Morrow, "Retellings Stories: A Strategy for Improving Young Children's Comprehension," ◆ http://www.jstor.org/pss/1001518. ◆ http://www.bridgew.edu/Library/CAGS_Projects/TPALINGO/web_page/srlitrev.htm