Handout #1

Say Something

They say…	I think…
"As children interact with books, they become aware of how books and print are organized, and this knowledge is important for them as they begin learning to read and write." Barone , D.M., M. H. Mallette and S.H. Xu (2005). p. 29. Barone,	
In order to learn to read, children must learn how books work. They must develop what educators call "concepts about print." Some of these concepts will seem pretty simple to you, but children only learn them if they have been read to a great deal and have had many opportunities to handle books. Concepts about print include knowing where the front of a book is and where the back of a book is, knowing how a book opens, knowing right side up from upside down and the top of a page from the bottom. A. Bishop|R.H. Yopp|H.K.Yopp	
The relationship between phonemic awareness and the alphabetic principle explains why a child's level of phonemic awareness in kindergarten is considered the best single predictor of successful reading acquisition.	
Some students have a rich background of language experiences that stimulate awareness of the sounds in the language (e.g., being read to, singing songs, chanting rhymes, and engaging in word play); other students have a much more limited background of language experiences.	
Skillful readers, at times, encounter unrecognized words (i.e., words that are in their oral vocabulary but that they do not immediately recognize in print). They use all they know to address the problem. They look at the entire word carefully, and they think about what makes sense. They try out different pronunciations until they find a word that matches the spelling and fits the context. In contrast, less skillful readers tend to look at only part of the word (e.g., the beginning sound) then guess.	
To commit words to memory, children need to decode many words sound by sound, and then progress to recognizing the larger word chunks. Now, instead of focusing on sounding out words sound by sound, the reader can read whole words, thereby focusing attention on decoding and comprehension simultaneously. W Blevins (2006)	
Reading fluency is the ability to read text easily, quickly, and with expression. It includes the following: • Accurate and automatic word recognition, • Grouping words into meaningful phrases, • Expressive oral reading, and • Comprehension (i.e., actively building and self-regulating meaning). Fluent reading is often quick paced, but not always. Fluent readers slow down and process challenging text more deliberately. They adjust their reading rates according to the purpose of the reading and the challenges posed by the text.	
The goal of fluency instruction is to make the reading of words and sentences effortless so that students can attend to what the text means.	

CCRS READING FOUNDATION STANDARDS K—5

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Print Concepts

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCRS	**RF.K.1** Demonstrate understanding of the organization and basic features of print. **a.** Follow words from left to right, top to bottom, and page by page. **b.** Recognize that spoken words are represented in written language by specific sequences of letters. **c.** Understand that words are separated by spaces in print. **d.** Recognize and name all upper- and lowercase letters of the alphabet.	**RF.1.1** Demonstrate understanding of the organization and basic features of print. **a.** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				

CCRS READING FOUNDATION STANDARDS K—5

Phonological Awareness

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCRS	**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** Recognize and produce rhyming words. **b.** Count, pronounce, blend, and segment syllables in spoken words. **c.** Blend and segment onsets and rimes of single-syllable spoken words. **d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) **e.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** Distinguish long from short vowel sounds in spoken single-syllable words. **b.** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **c.** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **d.** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				

CCRS READING FOUNDATION STANDARDS K—5

Phonics and Word Recognition

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCRS	**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. **b.** Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **c.** Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). **d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Know the spelling-sound correspondences for common consonant digraphs. **b.** Decode regularly spelled one-syllable words. **c.** Know final -e and common vowel team conventions for representing long vowel sounds. **d.** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **e.** Decode two-syllable words following basic patterns by breaking the words into syllables. **f.** Read words with inflectional endings. **g.** Recognize and read grade appropriate irregularly spelled words.	**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Distinguish long and short vowels when reading regularly spelled one-syllable words. **b.** Know spelling-sound correspondences for additional common vowel teams. **c.** Decode regularly spelled two-syllable words with long vowels. **d.** Decode words with common prefixes and suffixes. **e.** Identify words with inconsistent but common spelling-sound correspondences. **f.** Recognize and read grade appropriate irregularly spelled words.	**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Identify and know the meaning of the most common prefixes and derivational suffixes. **b.** Decode words with common Latin suffixes. **c.** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.	**RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

CCRS READING FOUNDATION STANDARDS K—5

Fluency

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCRS	**RF.K.4** Read emergent-reader texts with purpose and understanding.	**RF.1.4** Read with sufficient accuracy and fluency to support comprehension. **a.** Read on-level text with purpose and understanding. **b.** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.2.4** Read with sufficient accuracy and fluency to support comprehension. **a.** Read on-level text with purpose and understanding. **b.** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.3.4** Read with sufficient accuracy and fluency to support comprehension. **a.** Read on-level text with purpose and understanding. **b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **a.** Read on-level text with purpose and understanding. **b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.5.4** Read with sufficient accuracy and fluency to support comprehension. **a.** Read on-level text with purpose and understanding. **b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Handout #3

Investigating Reading Standards: Foundational Skills (K-5)

Part A:

- **Read** the introductory paragraph on Handout 2.
- **Highlight** important concepts covered in the paragraph regarding Foundational Skills (K-5).
- **Discuss** the major concepts with your table partners.
- **Complete** the chart.

Important Ideas in this section . . .	What this means for classroom teachers . . .

Part B:

- **Gather** in grade level groups: K/1, 2/3, 4/5
- **Read** the Foundational Skills standards for all grades.
- **Underline** key words that show how these standards are related.
- **Circle** key words that show how the expectation becomes more rigorous at each grade level.
- **Discuss** your overall impressions about the Foundational Skills Standards. What are the implications for you?

Overall Impressions	Implications for Instruction

Handout #4

Course: Grade2 – Reading: Foundational Skills

Date: October 25, 2012

COS: 20. Know and apply grade level phonics and word analysis skills in decoding words.
b. Know spelling-sound correspondences for additional common vowel teams.

M = model
GP = Guided Practice
CP = Collaborative Practice
IP = Individual Practice

Lesson objectives with daily student outcomes:
I can read and spell words with the */ou/* sound spelled *ou*.

Lesson Steps	Student Engagement	Assess/Evaluate
Phonemic Awareness Warm-up: Counting sounds in words: • M: *out, town, growl* • GP: *ouch, route, brown*	Students will... • Whole group: say a word counting the sounds	
Focus on New Correspondence: Learning to read and spell words with */ou/* sound spelled *ou.* • Show & tell the sound */ou/* • Ask what letters spell that sound	Students will... • Individually tell the sound and the letters that spell that sound	
Practice Blending : Blend sounds to read words: • Point to each sound & say it. Read the word. • M: *our, gout, flour* • GP: *shout, mound, south* • IP:	Students will... • Individually, then as whole group, say each sound and read a word • Individually practice reading a list of words	
Practice Spelling: Spell words by saying each sound in a word: • M: *vouch, joust* • GP: *tout, roust, slouch*	Students will... • Say each word and write each on a white board	
Reading Text: Whisper read a decodable text.	Students will... • whisper read while teacher listens to individuals and provides corrective feedback	
Connected Writing Activities: Practice using */ou/* sound through sentence dictation. • M: *The loud grouch shouts.* • GP: *A spout is round.*	Students will... • Listen to a sentence. • Repeat the sentence counting the words. • Write the sentence on a white board	

Lesson Reflections:

1. What were students able to do?
2. What evidence do you have?
3. Which students need additional instruction?
4. How will the next lesson be adjusted to meet their needs?

rarely held accountable for what they are able to read independently (Heller & Greenleaf, 2007). This discrepancy in task demand, coupled with what we see below is a vast gap in text complexity, may help explain why only about half of the students taking the ACT Test in the 2004–2005 academic year could meet the benchmark score in reading (which also was the case in 2008–2009, the most recent year for which data are available) and why so few students in general are prepared for postsecondary reading (ACT, Inc., 2006, 2009).

K–12 Schooling: Declining Complexity of Texts and a Lack of Reading of Complex Texts Independently

Despite steady or growing reading demands from various sources, K–12 reading texts have actually trended downward in difficulty in the last half century. Jeanne Chall and her colleagues (Chall, Conard, & Harris, 1977) found a thirteen- year decrease from 1963 to 1975 in the difficulty of grade 1, grade 6, and (especially) grade 11 texts. Extending the period to 1991, Hayes, Wolfer, and Wolfe (1996) found precipitous declines (relative to the period from 1946 to 1962) in average sentence length and vocabulary level in reading textbooks for a variety of grades. Hayes also found that while science books were more difficult to read than literature books, only books for Advanced Placement (AP) classes had vocabulary levels equivalent to those of even newspapers of the time (Hayes & Ward, 1992). Carrying the research closer to the present day, Gary L. Williamson (2006) found a 350L (Lexile) gap between the difficulty of end-of-high school and college texts—a gap equivalent to 1.5 standard deviations and more than the Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP). Although legitimate questions can be raised about the tools used to measure text complexity (e.g., Mesmer, 2008), what is relevant in these numbers is the general, steady decline—over time, across grades, and substantiated by several sources—in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.

There is also evidence that current standards, curriculum, and instructional practice have not done enough to foster the independent reading of complex texts so crucial for college and career readiness, particularly in the case of infor mational texts. K–12 students are, in general, given considerable scaffolding—assistance from teachers, class discus- sions, and the texts themselves (in such forms as summaries, glossaries, and other text features)—with reading that is already less complex overall than that typically required of students prior to 1962.[3] What is more, students today are asked to read very little expository text—as little as 7 and 15 percent of elementary and middle school instructional reading, for example, is expository (Hoffman, Sabo, Bliss, & Hoy, 1994; Moss & Newton, 2002; Yopp & Yopp, 2006)—yet much research supports the conclusion that such text is harder for most students to read than is narrative text (Bowen & Roth, 1999; Bowen, Roth, & McGinn, 1999, 2002; Heller & Greenleaf, 2007; Shanahan & Shanahan, 2008), that students need sustained exposure to expository text to develop important reading strategies (Afflerbach, Pear- son, & Paris, 2008; Kintsch, 1998, 2009; McNamara, Graesser, & Louwerse, in press; Perfetti, Landi, & Oakhill, 2005; van den Broek, Lorch, Linderholm, & Gustafson, 2001; van den Broek, Risden, & Husebye-Hartmann, 1995), and that expository text makes up the vast majority of the required reading in college and the workplace (Achieve, Inc., 2007). Worse still, what little expository reading students are asked to do is too often of the superficial variety that involves skimming and scanning for particular, discrete pieces of information; such reading is unlikely to prepare students for the cognitive demand of true understanding of complex text.

The Consequences: Too Many Students Reading at Too Low a Level

The impact that low reading achievement has on students' readiness for college, careers, and life in general is signifi- cant. To put the matter bluntly, a high school graduate who is a poor reader is a postsecondary student who must struggle mightily to succeed. The National Center for Education Statistics (NCES) (Wirt, Choy, Rooney, Provasnik, Sen, & Tobin, 2004) reports that although needing to take one or more remedial/developmental courses of any sort low- ers a student's chance of eventually earning a degree or certificate, "the need for remedial reading appears to be the most serious barrier to degree completion" (p. 63). Only 30 percent of 1992 high school seniors who went on to enroll in postsecondary education between 1992 and 2000 and then took any remedial reading course went on to receive a degree or certificate, compared to 69 percent of the 1992 seniors who took no postsecondary remedial courses and 57 percent of those who took one remedial course in a subject other than reading or mathematics. Considering that 11 percent of those high school seniors required at least one remedial reading course, the societal impact of low reading achievement is as profound as its impact on the aspirations of individual students.

Reading levels among the adult population are also disturbingly low. The 2003 National Assessment of Adult Literacy (Kutner, Greenberg, Jin, Boyle, Hsu, & Dunleavy, 2007) reported that 14 percent of adults read prose texts at "below basic" level, meaning they could exhibit "no more than the most simple and concrete literacy skills"; a similarly small number (13 percent) could read prose texts at the "proficient level," meaning they could perform "more complex and challenging literacy activities" (p. 4). The percent of "proficient" readers had actually declined in a statistically significant way from 1992 (15 percent). This low and declining achievement rate may be connected to a general lack of reading. As reported by the National Endowment for the Arts (2004), the percent of U.S. adults reading literature dropped from 54.0 in 1992 to 46.7 in 2002, while the percent of adults reading *any* book also declined by 7 percent

[3]As also noted in "Key Considerations in Implementing Text Complexity," below, it is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward *de- creasing scaffolding* and *increasing independence* both within and across the text complexity bands defined in the Standards.

during the same time period. Although the decline occurred in all demographic groups, the steepest decline by far was among 18-to-24- and 25-to-34-year-olds (28 percent and 23 percent, respectively). In other words, the problem of lack of reading is not only getting worse but doing so at an accelerating rate. Although numerous factors likely contribute to the decline in reading, it is reasonable to conclude from the evidence presented above that the deterioration in overall reading ability, abetted by a decline in K–12 text complexity and a lack of focus on independent reading of complex texts, is a contributing factor.

Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. In particular, if students cannot read complex expository text to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and tweets. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text. As Adams (2009) puts it, "There may one day be modes and methods of information delivery that are as efficient and powerful as text, but for now there is no contest. To grow, our students must read lots, and more specifically they must read lots of 'complex' texts—texts that offer them new language, new knowledge, and new modes of thought" (p. 182). A turning away from complex texts is likely to lead to a general impoverishment of knowledge, which, be- cause knowledge is intimately linked with reading comprehension ability, will accelerate the decline in the ability to comprehend complex texts and the decline in the richness of text itself. This bodes ill for the ability of Americans to meet the demands placed upon them by citizenship in a democratic republic and the challenges of a highly competitive global marketplace of goods, services, and ideas.

It should be noted also that the problems with reading achievement are not "equal opportunity" in their effects: students arriving at school from less-educated families are disproportionately represented in many of these statistics (Bettinger & Long, 2009). The consequences of insufficiently high text demands and a lack of accountability for independent reading of complex texts in K–12 schooling are severe for everyone, but they are disproportionately so for those who are already most isolated from text before arriving at the schoolhouse door.

The Standards' Approach to Text Complexity

To help redress the situation described above, the Standards define a three-part model for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading standard 10). These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension ability (Reading standards 1–9). The Standards thus approach the intertwined issues of what and how student read.

A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

(1) Qualitative dimensions of text complexity. In the Standards, qualitative *dimensions* and *qualitative factors* refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

(2) Quantitative dimensions of text complexity. The terms *quantitative dimensions* and *quantitative factors* refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

(3) Reader and task considerations. While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given stu- dent. Such assessments are best made by teachers employing their professional judgment, experience, and knowl- edge of their students and the subject.

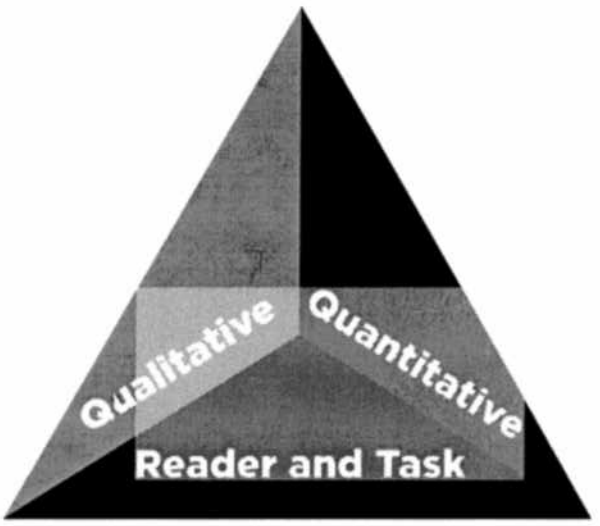

Figure 1: The Standards' Model of Text Complexity

Handout #6

Investigating the Importance of Informational Text

Task:

- Go to Handout 5 from Appendix A, pages 3 & 4.
- Find the starred paragraphs.
- **Read** these paragraphs to investigate and **note** the importance of informational text in the standards.
- **Write** your "aha's and questions" on the chart below.
- **Think** about, **discuss** and **jot** examples you could use in ELA classes.

Key Concepts in the Reading	Aha's or Questions	Informational Text Examples That Could be Used in ELA Classes

Informational Text

Informational text is a broad category that includes subgenres. It is text designed to convey factual information, rather than tell or advance a narrative. It may employ techniques such as lists, comparing/contrasting, or demonstrating cause/effect, and may be accompanied by graphs or charts.

Purpose: *Informational text is designed primarily to explain, argue or describe rather than to entertain. It is also designed to acquire information, satisfy our curiosity, help us understand our world and new concepts more fully, to expand vocabulary, make connections to our lives and learning, help with writing nonfiction, and to have fun.*

Subgenres with examples			
Expository Text	**Argument**	**Functional Text**	**Literary Nonfiction**
Textbooks	Speeches	Directions	Autobiographies
Instruction Manuals	Essays	Forms	Biographies
Articles	Opinion Pieces	Applications	Memoirs
Reference Books	Magazines	Menus	Historical Accounts
Graphs/Charts/Photographs	Editorials	Contracts	Scientific Accounts
Newspaper		Maps	Economic Accounts
		Recipes	Diaries

<u>Content-Rich</u> Nonfiction

IS

- ***informational text*** *that gives* ***factual*** *information on a* ***specific*** *topic or event.*
- *designed primarily to* ***explain***, ***argue*** *or* ***describe*** *rather than to entertain.*

Handout #7

CCRS READING INFORMATIONAL TEXT STANDARDS K—5

Key Ideas & Details

CCR Anchor Standard 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."

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.1. With prompting and support, ask and answer questions about key details in a text.	1.RI.1. Ask and answer questions about key details in a text.	2.RI.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	3.RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCR Anchor Standard 2 "Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas."

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.2. With prompting and support, identify the main topic and retell key details of a text.	1.RI.2. Identify the main topic and retell key details of a text.	2.RI.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	3.RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCR Anchor Standard 3 "Analyze how and why individuals, events, and ideas develop and interact over the course of a text."

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3.RI.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	4.RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5.RI.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

CCR Anchor Standard 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."

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.4. With prompting and support, ask and answer questions about unknown words in a text.	1.RI.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	2.RI.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	3.RI.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	5.RI.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCR Anchor Standard 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."

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.5. Identify the front cover, back cover, and title page of a book.	1.RI.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	2.RI.5. 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.	3.RI.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.RI.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCR Anchor Standard 6 "Assess how point of view or purpose shapes the content and style of a text."

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	1.RI.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	2.RI.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	3.RI.6. Distinguish their own point of view from that of the author of a text.	4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5.RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCRS READING INFORMATIONAL TEXT STANDARDS K—5

Integration of Knowledge and Ideas

CCR Anchor Standard 7 "Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*"

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	1.RI.7. Use the illustrations and details in a text to describe its key ideas.	2.RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	3.RI.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	5.RI.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

"*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources."

CCR Anchor Standard 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."

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.8. With prompting and support, identify the reasons an author gives to support points in a text.	1.RI.8. Identify the reasons an author gives to support points in a text.	2.RI.8. Describe how reasons support specific points the author makes in a text.	3.RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.	5.RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCRS READING INFORMATIONAL TEXT STANDARDS K—5

CCR Anchor Standard 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."

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.RI.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2.RI.9. Compare and contrast the most important points presented by two texts on the same topic.	3.RI.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

CCR Anchor Standard 10 "Read and comprehend complex literary and informational texts independently and proficiently."

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
CCSS	K.RI.10. Actively engage in group reading activities with purpose and understanding.	1.RI.10. With prompting and support, read informational texts appropriately complex for grade 1.	2.RI.10. By the end of 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.	3.RI.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.RI.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Handout #9

COURSE: Grade 3- Reading Informational Text **DATE:** September 28, 2012

COS Standard(s): 19. By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Lesson objectives with daily student outcomes: SWBAT gather evidence to compare/contrast, ask questions, and use details from the text to explaining reasoning.

Lesson Phases	Student Engagement	Assess/Evaluate
Before Strategy/Engage Introduce Vocabulary / Interact with words Activate Prior Knowledge; Build Background Knowledge; Generate Essential Questions; Make Predictions; **Discuss Essential Vocabulary;** Establish Purpose for Lesson; Other _____	Students will: 1. Listen to definition, sentence and examples/non-examples of vocabulary words. 2. Interact with words through engagement strategies. Vocabulary: Camouflage, predator, prey, mimicry, adaptation Read, Write, Talk, Listen, and Investigate (100%)	
During Strategy/Explore, Explain *Graphic organizer-T-chart* Interact with Content; Verify and Formulate Predictions; Self-Monitor Comprehension; Construct Graphic Organizers; Summarize Content; Use Mental Imagery; Integrate New Information with Prior Knowledge; Other _____	Students will: 1. Pair up and take turns reading the text- 2. After each chunk, use the T-Chart to name the animal discussed, its adaptation, and provide a description Read, Write, Talk, Listen, and Investigate (100%)	
After Strategy/Explain, Extend *Graphic organizer-Venn diagram, questioning* Reflect on Content of Lesson; Evaluate Predictions; Examine Essential Questions; Justify, Deliberate, and Evaluate Conclusions of Self and Others; Retell or Summarize; Demonstrate Proper Use and Understanding of Vocabulary; Other _____	Students will: 1. Make a Venn diagram to compare and contrast mimicry and camouflage 2. Write a question about one of the animals studied 3. Write a short paragraph detailing which adaptation was most useful, using details from the text to explain Read, Write, Talk, Listen, and Investigate (100%)	

Lesson reflection:

1. What were students able to do?
2. What evidence do you have?
3. Which students need additional instruction?
4. How will the next lesson be adjusted to meet their needs?

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I SPY

Taken from Reading Street Sleuth

Did that leaf just move? It did! It's a frog! A leaf frog uses **camouflage** to blend into its surroundings. Camouflage is an adaptation that helps animals survive. An animal's coloring or shape can help it hide in plain sight. **Predators** have a hard time spying camouflaged animals.

However; predators also use camouflage to sneak up on **prey.** Leopards' spots help them blend into their surroundings. They wait for their prey in shadows or in shaded grass. Their prey may not notice the leopard until it is too late.

Mimicry is another survival adaptation**.** Mimicry is when an animal looks like, acts like, or copies another living thing or object. Some animals are harmless, so they mimic dangerous animals. This tricks predators into not wanting to eat them. For example, the underside of an owl butterfly's wing has a large spot. It looks like an owl's eye. When predators see the butterfly, they are scared off. They are fooled into thinking the butterfly is an owl, a creature that might attack them instead. By looking like this animal, owl butterflies have a better chance of surviving.

Predators also use mimicry to attract prey. An alligator snapping turtle has a tongue that looks like a worm. Fish like to eat worms, and snapping turtles like to eat fish! These turtles use their tongues to catch fish. CHOMP!

Camouflage and mimicry are adaptations that can help animals survive. Next time you are outside see what animals you can spy.