

ITRI

INFORMATIONAL TEXT
READING INVENTORY

GRADE 1

TEACHER MANUAL

Developed by the Center for
Innovation in Assessment in
conjunction with the Indiana
Department of Education

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Welcome to Grade 1 ITRI

Unit 1 Previewing



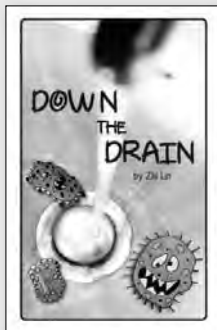
Unit 2 Main Idea



The Grade 1 Informational Text Reading Inventory (ITRI) was developed to help early primary students develop the skills necessary to read and use informational text.

This booklet contains all the information teachers need to use the Grade 1 ITRI materials, including assessments, mock textbook pages, mini books designed to look like commercial trade books, and support materials.

Unit 3 Sequence



Because all ITRI content comes from Indiana's Academic Standards for Grade 1 science, social studies, health, and English/language arts, ITRI materials will enhance the subject matter teachers already teach. Students will always learn the reading skills within the context of their content area curriculum.

For a detailed list of all Grade 1 ITRI components, please turn to the Table of Contents on page 5.

Book Assembly Instructions for ITRI

To view and print ITRI mini books, you must have Adobe Acrobat Reader. You may download it at no cost from <http://get.adobe.com/reader/>

Instructions for double-sided mini book printing: (Recommended option for ITRI)

- Select **File** ▶ **Print**
- Select printer (one that has 2-sided option)
- Select **Properties** ▶ **Page Setup** tab ▶ select **Landscape Orientation**
- Select **Finishing** tab ▶ **Print Styles** ▶ **2-sided Printing** then select **Binding Location** ▶ **Short Edge Left**
- Select **Print**
- Fold and staple



Instructions for single-sided printing:

All teacher led lessons for ITRI have been written with double-sided printing in mind. If you are printing single-sided you may need to alter the language used in the scripted lessons.

- Select **File** ▶ **Print**
- Divide total number of books needed by two for printing
- Collate copies by complete books
- Cut in half and staple

NOTE: The following pages were designed as two-page spreads to enhance the experience of informational text. Changes have been made to the integrity of the original text due to formatting for single sided printing.

- Pages 1 & 2 in *Caring for Pets* (two-page spread)
- Pages 2 & 3 in *Globes and Maps*, (two-page spread)
- Pages 10 & 11 in *Down the Drain*, (two-page spread)

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About the Informational Text Reading Inventory (ITRI)

How Grade 1 ITRI Works

Grade 1 ITRI will help students learn how to effectively read informational text. ITRI's research-based materials will:

- address Indiana's Academic Standards for English/Language Arts, Standard 2: Reading Informational Texts.
- help students recognize common features of informational text.
- empower students to apply comprehension monitoring strategies to their reading of informational texts.
- increase student ability, confidence, and performance in content area reading.
- reinforce the critical content identified in Indiana's Academic Standards for social studies, science, and health.

Grade 1 ITRI materials are modeled after a wide range of informational texts that first grade students are likely to encounter at home and in the classroom. This means that students will be exposed to a wide range of text features, writing styles, layouts, and levels of difficulty.

Appendix A: Chart of Academic Standards Addressed Across the Curriculum

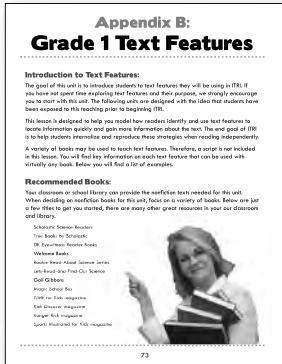
ITRI Informational Text	Indiana Academic Standards	Standards in Social Studies	Standards in Science	Standards in Health
Being a Good Citizen	1.1.1, 1.8.1, 1.2.1	1.1.1, 1.8.1, 1.2.1		
My Community	1.1.1, 1.8.1, 1.2.1	1.1.1, 1.8.1, 1.2.1		
Clothes and Maps	1.1.1, 1.8.1, 1.2.1	1.1.1, 1.8.1, 1.2.1		
Community Leaders	1.1.1, 1.8.1, 1.2.1	1.1.1, 1.8.1, 1.2.1		
Caring for Pets	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
Animals Eat	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
Where Do Plants Get Food?	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
The Bald Eagle	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
Circle of Life	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
Bike Safety	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
Open the Door	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
In the Kitchen with Matthew	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
How to Make a Paper Hat	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
Phone a Friend	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	
Bookends	1.1.1, 1.8.1, 1.2.1		1.1.1, 1.8.1, 1.2.1	

For an outline of the titles and standards indicators incorporated in each lesson, please see Appendix A.



The Three Components of ITRI

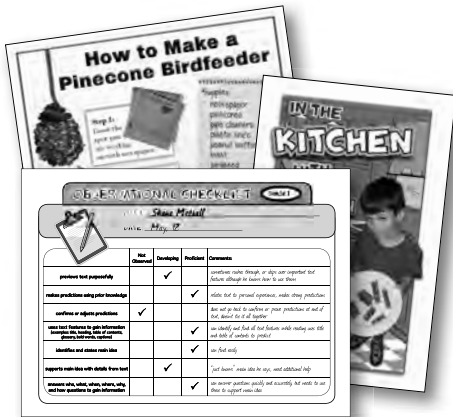
1 Teachers introduce text features.



Teachers introduce common features of informational text using classroom and library resources. A list of suggested literature and a glossary of text features can be found in Appendix B.

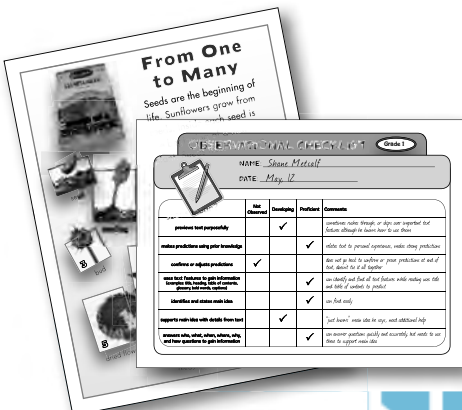
NOTE: This component is designed for students who have had limited exposure to informational text and/or text features. Teachers should gauge students' level of familiarity in determining whether this component is necessary.

2 Students complete the units.



Teachers introduce reading skills specific to comprehending informational text including: previewing, main idea, and sequence. Each unit consists of a textbook lesson and three to four mini books designed to look like trade books. Teachers use the Observational Checklist (Appendix D) for ongoing assessment.

3 Teachers use culminating textbook lesson to assess student progress.



The culminating activity allows students to apply the strategies learned in ITRI units. Teachers can use this activity to complete the Observational Checklist for each student.

NOTE: This component is designed to be individually-administered. The lesson and instructions for its use are included in Appendix F.

Overview of ITRI Units

There are three Grade 1 ITRI Units. Each consists of a textbook lesson and three or four mini books.

1 Teachers introduce the textbook lesson.



Teachers introduce the unit's textbook lesson, drawing students' attention to text features and textbook layout. The textbook lesson will be reintroduced after all mini book lessons have been completed.

NOTE: Depending on students' level of familiarity with the reading skill, teachers may want to introduce or review key concepts at this point.

2 Students read mini books.



Teachers introduce each mini book in a small group setting. Each unit's books are scaffolded for teacher-led instruction. Scripts are provided and can be used verbatim or adapted as teachers see fit.

NOTE: ITRI mini books are appropriate for familiar reading activities (such as book tubs, take home books, partner reading, etc.).

3 Teachers reintroduce the textbook lesson.



Teachers return to the textbook page, discussing it through the lens of the unit's reading skill.

Key to the Lesson Preview

Introduction to the Unit: This page introduces the unit's reading skills and strategies.

Unit Overview: This section outlines all standards and core standards addressed in the lesson.

Key Words: This section introduces important words used in teaching the reading skill.

NOTE: Not all units will have Key Words.

Unit 2: Main Idea

Introduction

The goal of this unit is to help students recognize and understand main idea and respond to who, what, when, why, and how to begin the understanding, and how to review for some or all.

The lessons are designed asking of who, what, where, when, why, and how to begin the understanding, and how to review for some or all of your students. Subsequent needs of your students.

The IRI lessons focus on board or post them in lessons.



Unit Overview

Reading Skill Focus:

1.2.2 Respond to who, what, when, where, why, and how to begin the understanding, and how to review for some or all of your students.

Additional English/Language Arts Standards Addressed:

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.

1.2.7 Relate prior knowledge to what is read.

Core Standards in the Content Areas

Science Core Standard 3: Describe the different resources that living organisms need for survival. Explain that animals and plants obtain food in different ways.

Question Key Words:

who where
what why
when how



Unit 2: Living Things

32

Where Do Plants Get Food?

Students read a seven-page book about how plants make food.



Plants do not find food on their own like people or animals. So where do plants get their food? They make it!

The leaves of a plant soak up the sunlight.

Inside the leaves there is chlorophyll. Chlorophyll is what makes the leaves green.

The roots soak up water from the soil.

The leaves trap carbon dioxide from the air.

The sun, water, and air mix. In the leaves a special sugar is made. This sugar is called glucose. Sugar is the food plants make and use.

This process has a special name. Do you know what it is?

Introducing Text Features:

title: *Where Do Plants Get Food?*
author: Mia Smith
captions

Challenging Words:

The following potentially challenging words are included in the textbook lesson *Where Do Plants Get Food?*

chlorophyll
carbon dioxide
glucose
soak

Unit 2: Living Things

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Overview of the Book


Text: This section allows teachers to preview the complete text without having to print the book.

Introducing Text Features: This section lists all text features that appear in the lesson. Teachers may want to review these words prior to beginning the lesson.

Challenging Words: This section lists lesson vocabulary that students will need to know in order to read the text fluently. Teachers may want to review these words prior to reading the lesson together, or be prepared to support students as they encounter them while reading.

Key to the Lesson Pages

Where Do Plants Get Food?



Activating Prior Knowledge:
Build on what students already about plants to support them as readers. Actively engage students by discussing how people and animals find food, and predict if plants will obtain food the same way.

Have you even seen a plant eat?
Where do you think plants get their food?

Before Reading:
Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Where Do Plants Get Food?* to each student. Have students take a picture walk to become familiar with the book. Give them a task to complete while previewing the book.

As we look through the book, I want you to be thinking about the main idea and what this book is mostly about.

Follow up with questions and predictions about the book. Review the concept of main idea.

The title of this book is *Where Do Plants Get Food?* Does the title give you any clues that help you figure out the main idea?

Can you tell from the illustrations what a plant needs to make food?

The main idea of a book is what the book is mostly about. What do you think is the main idea of *Where Do Plants Get Food?*

During Reading:
Monitor students' reading for miscues that would affect meaning and support individual readers.

Page 1: Read the text from the page out loud.

The title asks *Where Do Plants Get Food?* After reading page 1, we can answer that question. Can you predict the main idea of this book? It might be plants make their own food. I bet the rest of the book is going to tell us how plants make their own food. The following pages are called details. Details tell you more about the main idea. Some details are more helpful than others. As we read, decide if the detail tells us how plants make food. Is the detail helpful to us? Does the detail help us understand the main idea?

Page 2: Read the text from the page aloud.

What part of the plant soaks up the sunlight?

62 Unit 2: Living Things

Lesson Page (front)

Activating Prior Knowledge: This section offers discussion questions to help spark student connections to the topic.

Before Reading: This section offers specific suggestions for helping students become familiar with the text before reading.

During Reading: This section offers suggestions and reminders for students during reading.

Grey Dialog Boxes: These boxes indicate dialogue that teachers follow to guide the lesson.

Lesson Page (back)

After Reading: This section offers specific suggestions for review that emphasize the reading skill focus.

Checking Comprehension: This section provides a quick check of lesson and reading skill comprehension.

Page 3: Read the text from the page aloud.

Where do we find chlorophyll in plants? Both of these pages have been about the leaves of a plant. I wonder if the leaves are an important detail.

Page 4: Read the text from the page aloud.

I wonder if plants need water to make food. I think plants need sun and water, but the author still hasn't told us exactly what a plant needs to make food.

Page 5: Read the text from the page aloud.


These details must be important. This one tells us how the leaves trap carbon dioxide. I also know the leaves soak up sunlight, and the roots soak up water. I wonder if any of these details tell how plants make food?

Page 6: Read the text from the page aloud.

What is the name of the special sugar that is made when sun, water, and carbon dioxide mix? Now I get it! The sun, water, and air all were important details in making glucose. Glucose is food for a plant. So the details *did* tell me how plants make food. Sometimes you have to keep reading the entire book to find out if the details were important.

Page 7: Read the text from the page aloud.

Do we need to change our main idea now that we have read the entire book? Before we thought the main idea was plants make their own food. It could also be about photosynthesis since that is how plants make their own food. I think the main idea is: plants make their own food through a process called photosynthesis. I guess you really do need to read the entire book before you know the main idea.



After Reading:
Check predictions and review how to locate main idea from the title, pictures, and text.

Checking for Comprehension:

What page in the book shows us everything a plant needs to make food?

Do plants and animals get food in the same way?

Who wrote this book?

What do plants do?

When do plants make food?

Where do plants make food?

Why do plants make food?

How do plants make food?

48 Unit 2: Main Idea



Unit 1: Previewing

Introduction to Previewing Informational Text:

The goal of this unit is to model for students how to preview and predict information from the text and text features. You may want to begin the unit with an overview of text features, which may be a review for some or all of your students.

The lessons are designed to help you model the correct way to preview a book before reading. The end goal of ITRI is to help students internalize and reproduce these strategies when reading independently. The first lesson includes a detailed script. You can use it verbatim, or adapt it to meet the needs of your students. Subsequent lessons include talking points which you can adapt to best meet the needs of your students.

The ITRI lessons focus on a variety of text features. You may want to write these on the board, or create a diagram in the classroom so that students can refer to them as you are working through the lessons.

It is recommended that you introduce the idea of previewing text as you explore this unit's textbook page (see page 16).



Unit Overview

Reading Skill Focus:

1.2.6 Draw conclusions or confirm predictions about what will happen next in the text by identifying key words.

Additional English/Language Arts Standards Addressed:

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.

1.2.5 Use context to understand word and sentence meanings.

1.2.7 Relate prior knowledge to what is read.

Standards in the Content Areas:


Social Studies Core Standard 2: Provide examples of good citizenship in the school and community. Identify rights and responsibilities of citizens and know the Pledge of Allegiance. Give examples of rules and laws in the school and community.

Community Leaders

Students read a one-page textbook lesson about community leaders and laws.


COMMUNITY LEADERS

Leaders
All communities have **leaders**. These leaders are chosen to help keep the community safe. They make sure people get along with each other.



Rules & Laws
Leaders make **rules** and **laws**. It is our responsibility as a citizen to follow these rules and laws. If we do not follow them we have **consequences**.

Sometimes citizens do not agree about rules and laws. Our communities make sure that all citizens are treated fairly. We have people who listen to problems and help find solutions.



Your Turn
Who is the leader of your school community?
Why is it important to have rules and laws?
Who can help you solve problems at your school?

Leaders

All communities have leaders. These leaders are chosen to help keep the community safe. They make sure people get along with each other.

Rules & Laws

Leaders make rules and laws. It is our responsibility as a citizen to follow these rules and laws. If we do not follow them we have consequences.

Sometimes citizens do not agree about rules and laws. Our communities make sure that all citizens are treated fairly. We have people who listen to problems and help find solutions.

Introducing Text Features:

- title: "Community Leaders"
- bold words
- captions
- headings
- photographs

Challenging Words:

The following potentially challenging words are included in the textbook lesson "Community Leaders."

- *chosen*
- *consequences*
- *leaders*
- *problems*
- *solutions*

Textbook Preview Lesson: Community Leaders

A script is provided below. You can use it verbatim, or adapt it to meet the needs of your students.

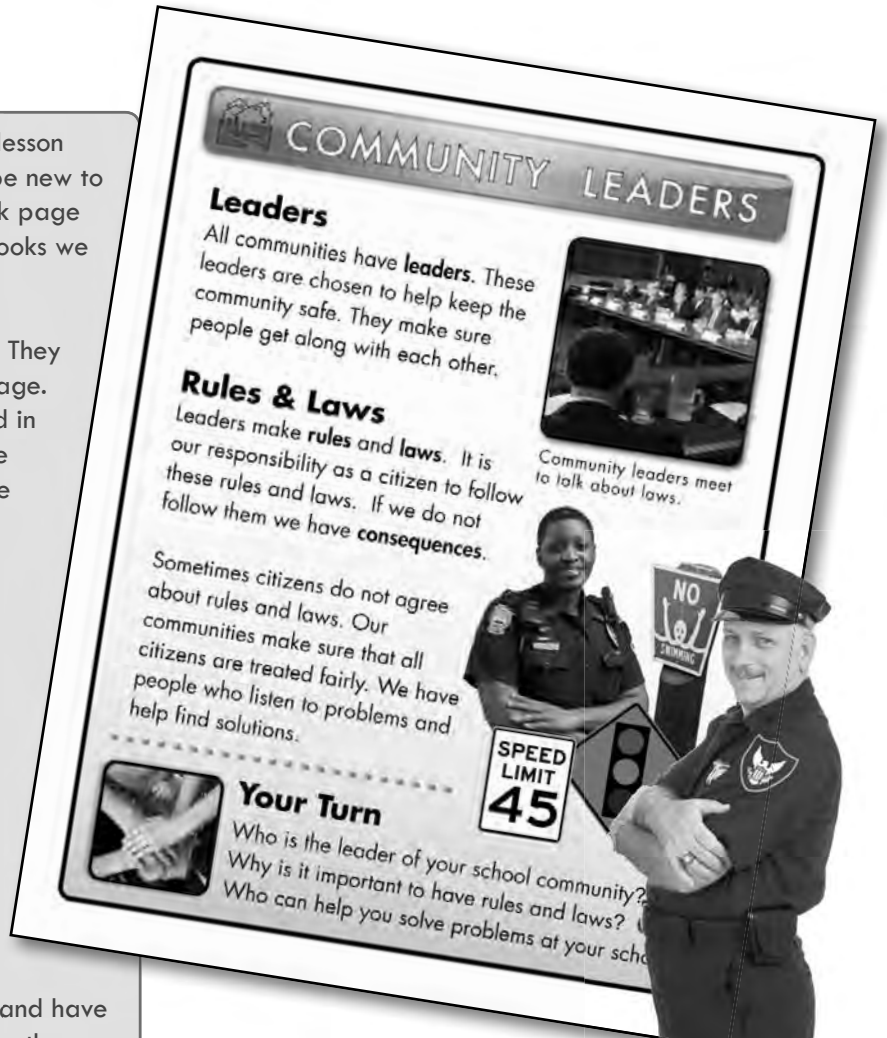
Today we are going to be looking at a lesson from a textbook. Textbook pages may be new to you. Often the information on a textbook page looks different than some of the other books we read.

The first things I notice are the headings. They are in bold print and stand out on the page. I also notice some words that are bolded in the text. When I see bold print I think the author must want to remind me that those words are important. I see the headings “Leaders” and “Rules & Laws.”

I also notice that captions tell me more about the pictures. The caption says “Community leaders meet to talk about laws.” I was wondering if leaders make laws, and I just learned from the picture and caption that they do. Wow, I already know a lot about this page before reading any of the words.

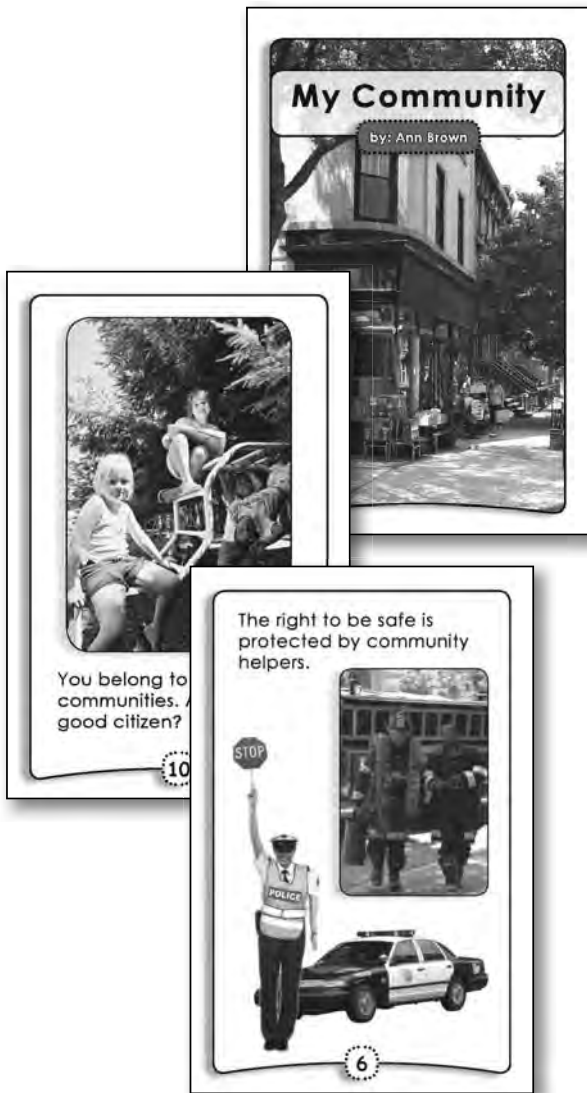
At the bottom I see bold words that say “Your Turn.” These look like questions—they start with *who* and *why* and have a question mark at the end. I wonder why the author would want me to answer questions after I read.

I learned a lot about this page from the title, headings, pictures, and captions. Before we read this page, we are going to learn some other ways to preview books and textbooks. We will use text features like the ones on this page to help us understand what we are reading.



My Community

Students read a ten-page book introducing and defining communities.



There are many different kinds of communities.

Some communities, like cities and towns, are big.

Some communities, like classrooms and sports teams, are small.

You are a citizen of your community.

Every citizen in your community has rights and responsibilities. A right is a freedom that is protected.

The right to be safe is protected by community helpers.

A responsibility is something that is expected of you. You have the responsibility to keep your community clean.

Communities have rules and laws you must follow. Following these rules is a responsibility.

Following the rules makes you a good citizen. So does helping others in your community.

You belong to many communities. Are you a good citizen?

Introducing Text Features:

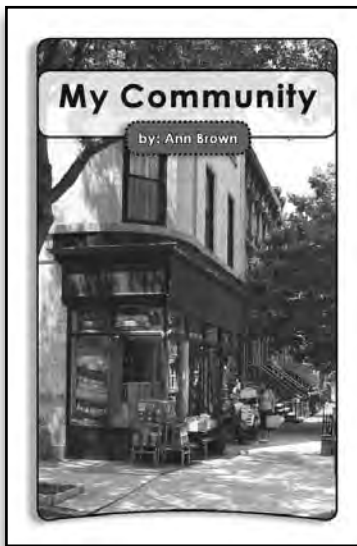
- title: *My Community*
- author: Ann Brown
- headings
- photographs
- table of contents

Challenging Words:

The following potentially challenging words are included in the book *My Community*.

- *citizen*
- *community*
- *freedom*
- *protected*
- *right*
- *responsibility*

My Community



Activating Prior Knowledge:

Build on what students already know about the dynamics of a community to support them as readers. Actively engage students by defining the word *community* and discussing various examples of communities before reading.

What does the word *community* mean to you?



What are some different communities you belong to?

Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *My Community* to each student. Model for students how to take a picture walk and become familiar with a book.

Cover:

This book is titled *My Community*. This doesn't look like the community where I live. My community doesn't have a street that looks like this. I see someone shopping in the picture. I normally shop at a mall. I wonder why the author titled the book *My Community*. The title of a book usually tells you what the book is about. I predict *My Community* is about different kinds of communities—not just where I live.

Table of Contents:

The table of contents can tell you more about what you will see in the book. It looks like the chapters in this book are: "Types of Communities," "Rights of a Citizen," "Responsibilities of a Citizen," and "Being A Good Citizen." I predict some of the pictures will show people who are good citizens.

Page 1:

The first thing I notice is that there are three different pictures of where people live. I also notice the heading at the top of the page. The heading "Types of Communities" makes me think this chapter will teach me about many different kinds of communities. I guess these are three different communities. My community looks like the picture of the houses in the middle of the page. I have a friend who lives on a farm. I guess communities can look different. The pictures can help you understand the book better. They can help you figure out words you don't know, and they can give you more information.

Page 2:

The bottom picture reminds me of the cover of the book. It looks like a big city. My community looks more like the top picture. I think my community has a lot of people in it, but not as many as a big city.

Page 3:

When I read the table of contents, I thought this chapter would teach me about other types of communities, not just the place where I live. Communities can be groups you are a part of. I am a part of my family. My family is small community. Our classroom is a small community. I don't play soccer, but I play basketball. My basketball team is another community I belong to.

Page 4:

Look, there are more pictures of different types of communities. These pictures help remind me of all the different communities I can be a part of. Citizens are the people in the community. I'm a citizen of many communities.

Page 5:

The word on this page is VOTE. When you vote, you get to choose the people who will represent you, like the mayor and the president. You can't vote until you are 18 years old. I wonder why the author put this picture in the book. I thought this chapter was about citizens. I predict the text will tell me why this picture is important.

Page 6:

I wonder if it's a citizen's right to vote. That would make sense with the picture and the heading on the last page. When I read the book, I bet it will tell me. We have firemen and policemen in our community. We call them community helpers. They help keep us safe. I know community helpers take care of everyone; I wonder if being kept safe is a right.

Page 7:

This page has another new heading, "Responsibilities of a Citizen." These girls are picking up trash. I always put my trash in a trash can. It's my job to clean up after myself. At home I have to pick up my room. My room is my responsibility. *Responsibility* is one of the words in the heading. I guess citizens have rights and responsibilities.

Page 8:

These are road signs. I have to obey them when I drive my car. I have to stop at STOP signs and I have to obey the speed limit. These signs are the rules of the road. It is my responsibility to follow them. I predict all citizens have some type of responsibility in their community.

Page 9:

This heading is "Being a Good Citizen." The little girl is being a good citizen by making her friend a get well card. Just like the girls in the other picture, she is being responsible. The top picture shows another girl helping an older lady. It's nice to help others in your community. The sign reads: "Donate clothes here for hurricane victims." I donate, or give away, clothes I don't wear anymore. I guess donating things I don't use anymore is being a good citizen.

Page 10:

I wonder how these children are being good citizens.

I like taking time to look at the book before I read it. It gives me more time to think about all the things I know about the book first. I think about the title, and the pictures. I use the table of contents and headings. Now I'm ready to read!

Quietly read the book to yourself.

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

After Reading:

Check predictions and discuss important strategies readers use when previewing a book.

Checking for Comprehension:



What is an example of a small community?

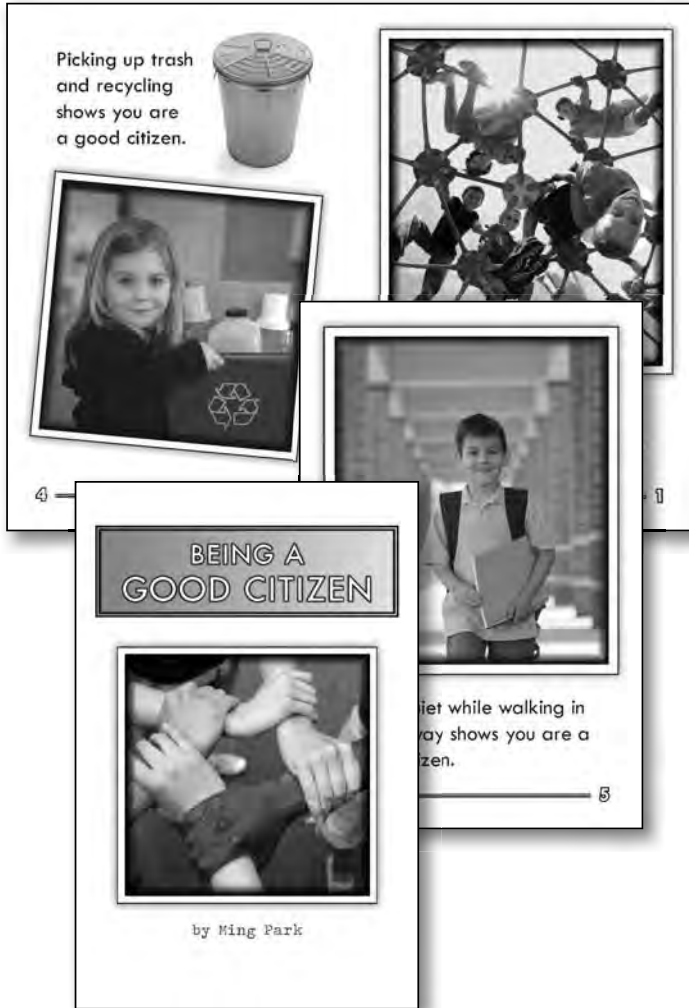
What is an example of a large community?

What is the difference between a right and a responsibility?



Being A Good Citizen

Students read a seven-page book that gives examples of good citizenship.



Being a good citizen is important in any community.

There are many ways you can be a good citizen at school.

Using kind words and helping friends shows you are a good citizen.

Picking up trash and recycling shows you are a good citizen.

Being quiet while walking in the hallway shows you are a good citizen.

Returning things you have borrowed or found shows you are a good citizen.

How is this student being a good citizen?

Introducing Text Features:

- title: *Being A Good Citizen*
- author: Ming Park
- photographs

Challenging Words:

The following potentially challenging words are included in the book *Being A Good Citizen*.

- *borrowed*
- *citizen*
- *community*
- *recycling*
- *returning*

Being a Good Citizen



Activating Prior Knowledge:

Build on what students already know about their own communities to support them as readers. Actively engage students by defining what a citizen is and discussing what it means to be a good citizen.

What is a citizen?

In what ways do you act as a good citizen?



Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Being a Good Citizen* to each student. Model for students how to take a picture walk and become familiar with the book.

Cover:

The title of this book is *Being A Good Citizen*. Often the title of the book can help you predict the book's main idea. What do we predict this book is going to teach us?

Page 1:

What community do we think these children are all a part of? They could all be from the same classroom, or from the same school. Maybe they all live in the same neighborhood. Sometimes pictures don't answer all our questions. We need to keep reading to find out more.

Page 2:

These pictures show children at school. The title made me think that this book would tell us how to be a good citizen. I wonder if these pictures show us how to be a good citizen at school? I see children waiting patiently in the lunch line. I see a girl being a good friend by helping push a friend who is in a wheelchair. Let's move on to page 3.

Page 3:

I see two children sharing a book. Do you think any of these pictures show you how you could be a good citizen at school?

Page 4:

Can you tell you what this girl is doing? What kinds of things can we recycle in the classroom?

Page 5:

How is this boy being a good citizen at school?

Page 6:

This notebook says it belongs to Sam. I wonder what that has to do with being a good citizen. It looks like the boy in the picture is getting a book from the library. I can't wait to read the words to see if I learn more. I predict it has something to do with returning things that are not yours, like library books.

Page 7:

I know how this boy is being a good citizen at school. He's raising his hand. He's being a good citizen by not speaking out, and by waiting his turn.

It is always a good idea to take a picture walk before you read. It helps you understand the book more, and prepares you for what you are about to read.

Quietly read the book to yourself.

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

After Reading:

Check predictions and discuss important strategies readers use when previewing a book.

Checking for Comprehension:

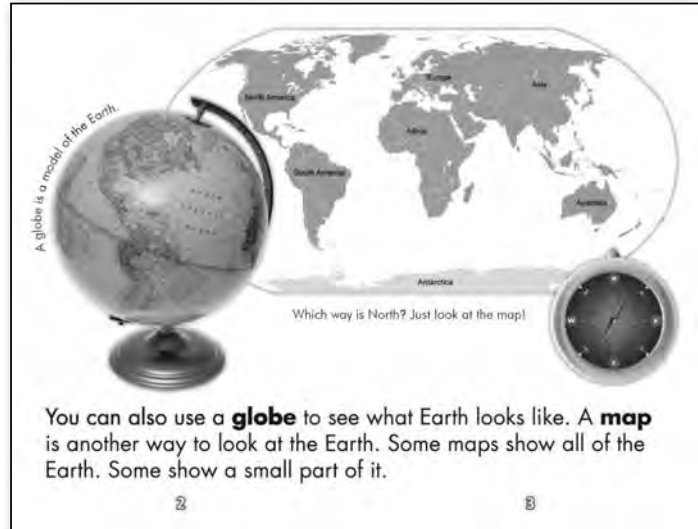
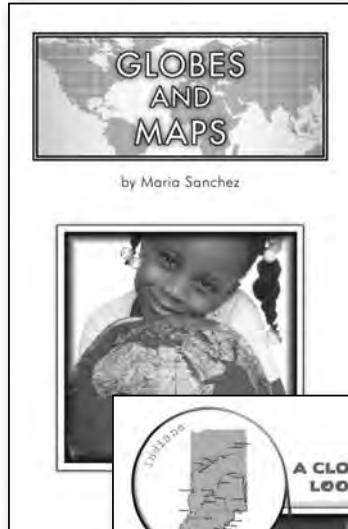


What can you do at school to be a good citizen?

What about on a sports team? How are you a good citizen there?

Globes and Maps

Students read a five-page book that defines globes and maps and why we use them.



The Earth is a big place. You can see it from space.

You can also use a globe to see what Earth looks like. A map is another way to look at Earth. Some maps show all of the Earth. Some show a small part of it.

Most maps are made out of paper. Some are on computers. Globes and maps help us understand our world.

Globes and maps help us find locations of places, and give us directions.

Introducing Text Features:

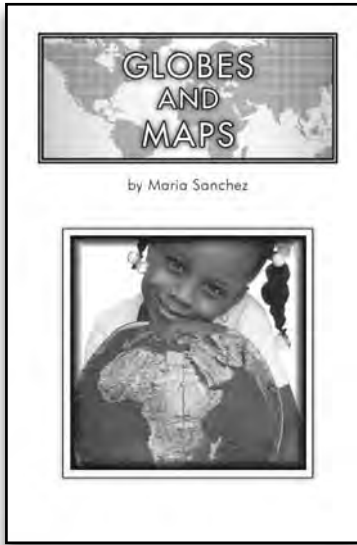
- title: *Globes and Maps*
- author: Maria Sanchez
- bold words
- captions
- glossary
- photographs

Challenging Words:

The following potentially challenging words are included in the book *Globes and Maps*.

- *computers*
- *directions*
- *globe*
- *locations*
- *space*

Globes and Maps



Activating Prior Knowledge:

Build on what students already know about maps and globes to support them as readers. Actively engage students by showing examples of globes and maps before reading.

What can we find on a globe?

What can we find on a map?

How are they alike or different?



Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Globes and Maps* to each student. Have students take a picture walk.

Cover:

This book is titled *Globes and Maps*. I want you to think about how the title can help you learn more about the book. How does this title help you?

Page 1:

What is this a picture of? How does this fit with the title *Globes and Maps*?

Pages 2 & 3:

This page looks different. It is one big page. The words and the pictures run across both sides. I also notice that there are sentences around the pictures. Captions tell us more about the pictures. How do these captions help you as a reader? I noticed in the text below that two words are in bold print. Where would you expect to see those words again?

Page 4:

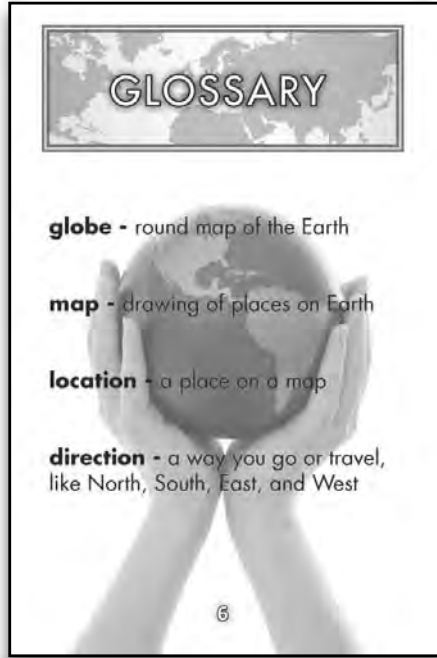
Where can you find a map? How do these two pictures support your answer?

Page 5:

The caption says "A Closer Look." Why do you think the author used that caption? I noticed two bold words again. I don't know what those words are. What could I do to try to figure out those words?

This is the glossary. Do you remember what you find in a glossary? How does the glossary help you as a reader? When would you use it?

Quietly read the book to yourself.



During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

After Reading:

Check predictions and discuss important strategies readers use when previewing a book.

Checking for Comprehension:



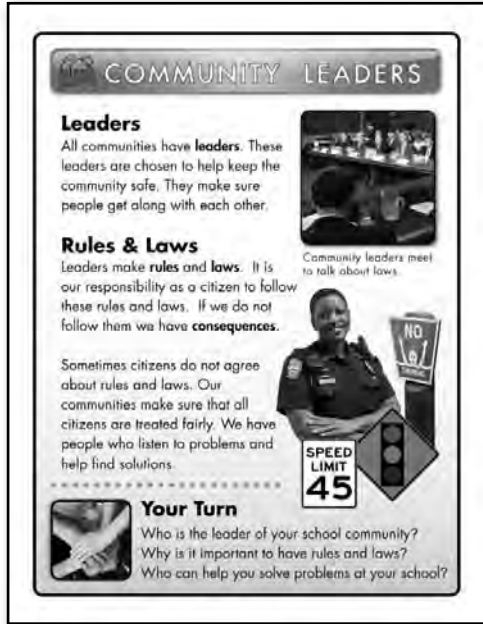
We talked about the difference between a map and a globe before we read. Now that you have read this book, what other information did you learn about maps and globes?

What can globes and maps help us find?

What would be more helpful, a globe or a map, if you were looking for directions to a friend's house?

What would be more helpful, a globe or a map, if you wanted to know the countries in South America?

Textbook Lesson: Community Leaders



Activating Prior Knowledge:

Build on what students already know about community leaders to support them as readers. Actively engage students by discussing local and school leaders in your community.

What do we call the person who helps people settle arguments?

Who would that person be in our school community?

Before Reading:

Review the strategy of predicting as you re-introduce the textbook lesson.

What text features do you notice when previewing this page?

Follow up with questions and predictions about the page.

We have learned about previewing what we read. How does this change the way we think about reading this textbook page?

What text features do we think will be most helpful as we read this page?

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

After Reading:

Check predictions and discuss important strategies readers use when previewing a book.

Checking for Comprehension:

What are some examples of community leaders?

Who makes the rules and laws in our community?

What are some rules or laws we can think of that adults and children have to obey?

Follow-Up Activities

Additional Practice:

- Make picture walks or other preview tasks a regular part of group reading activities. Remind students to make it a regular part of independent reading as well.
- Have students verbally practice previewing text with a partner.

Extensions:

- Students who demonstrate proficiency in previewing text should be able to speak and write knowledgeably about why it is a helpful reading strategy. Have students write a short list or paragraph explaining the steps they take when they preview a text and how it helps them understand what they read.
- Have students who are proficient at previewing text model it informally for their peers whenever possible.

Writing Extensions:

- Have students write their questions and comments on sticky notes as they preview the text.
- Have students create a poster that outlines what readers do when they preview a text.





Unit 2: Main Idea

Introduction

The goal of this unit is to help students recognize and understand main idea and respond to who, what, when, where, why, and how questions when reading informational text. You may want to begin the unit with an overview of main idea: what it is, why it is important to understand, and how proficient readers use the main idea to help them learn. This may be review for some or all of your students.

The lessons are designed to help you model how readers identify main idea (including the asking of who, what, when, where, why, and how questions). The end goal of ITRI is to help students internalize and reproduce these strategies when reading independently. The first lesson of the unit includes a detailed script. You can use it verbatim, or adapt it to meet the needs of your students. Subsequent lessons include talking points which you can adapt to best meet the needs of your students.

The ITRI lessons focus on main idea and question key words. You may want to write these on the board or post them in the classroom so that students can refer to them as you work through the lessons.



Unit Overview

Reading Skill Focus:

1.2.3 Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.

Additional English/Language Arts Standards Addressed:

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.

1.2.7 Relate prior knowledge to what is read.

Standards in the Content Areas:

Science Core Standard 5: Describe the different resources that living organisms need for survival. Explain that animals and plants obtain food in different ways.

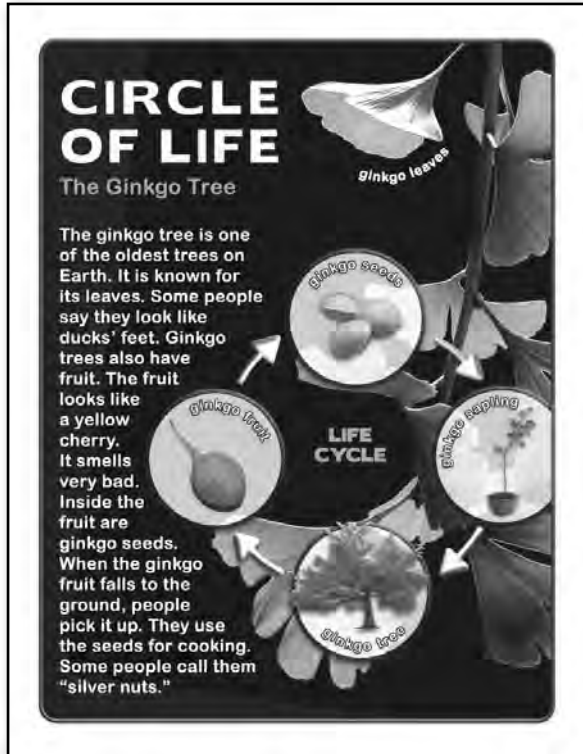
Question Key Words:

- who
- where
- what
- why
- when
- how



Circle of Life: The Ginkgo Tree

Students read a one-page textbook lesson about the lifecycle of the ginkgo tree.



The ginkgo tree is one of the oldest trees on Earth. It is known for its leaves. Some people say they look like ducks' feet. Ginkgo trees also have fruit. The fruit looks like a yellow cherry. It smells very bad. Inside the fruit are ginkgo seeds. When the ginkgo fruit falls to the ground, people pick it up. They use the seeds for cooking. Some people call them "silver nuts."

Introducing Text Features:

- title: "Circle of Life: The Ginkgo Tree"
- captions
- photographs

Challenging Words:

The following potentially challenging words are included in the textbook lesson "Circle of Life: The Ginkgo Tree."

- cherry
- silver

Textbook Preview Lesson:

Circle of Life: The Ginkgo Tree

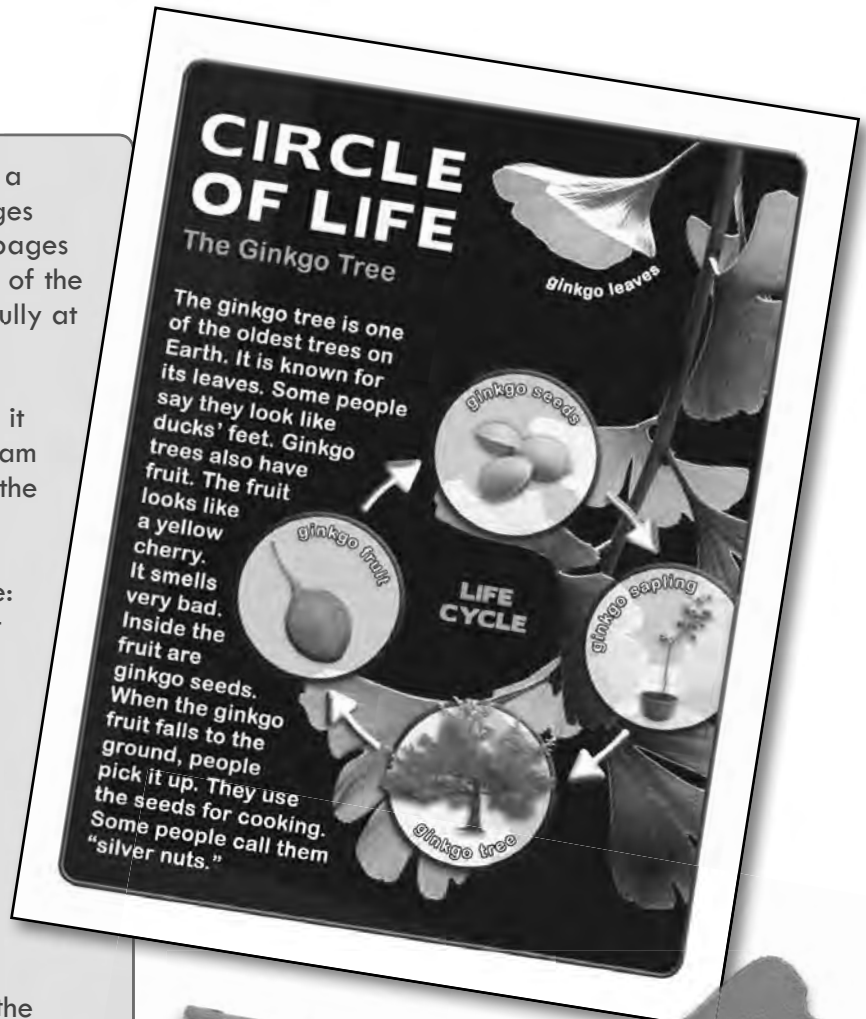
A script is provided below. You can use it verbatim, or adapt it to meet the needs of your students.

Today we are going to be looking at a lesson from a textbook. Textbook pages may be new to you. Often textbook pages look different than the pages in some of the other books we read. Let's look carefully at this page to see what we notice.

When I first look at this page, I notice it looks very different than the pages I am used to reading. The words go down the paper, and the picture is very large.

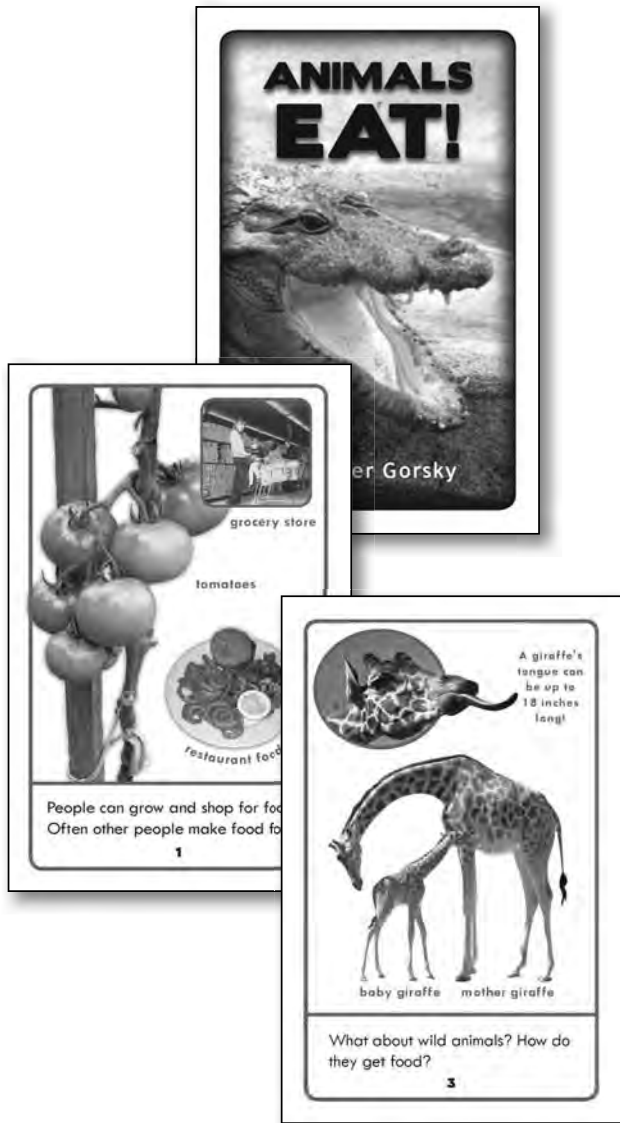
The title of this lesson is "Circle of Life: The Ginkgo Tree." I wonder what that means. I also notice the picture has arrows going in a circle, and the title of the pictures is "Life Cycle." I bet we are going to learn about the life cycle of the ginkgo tree. Both the title of the textbook page and the heading of the pictures tell me more about what I am going to read.

It seems like both the titles and the pictures are going to teach us about the lifecycle of a ginkgo tree. We call what a lesson is mostly about the main idea. Before we read this lesson, we are going to learn more about main ideas. We will learn how to find the main idea in what we read. We will also ask who, what, when, where, why, and how questions. We will practice answering those questions. We will learn how knowing the main idea helps us understand what we read.



Animals Eat!

Students read an eight-page book about how different animals find food in the wild.



People can grow and shop for food. Often other people make food for us.

People feed pets. Pets do not have to hunt for food.

What about wild animals? How do they get food?

Wild animals have a hard job. They have to find their own food. Finding food is not always easy.

Squirrels eat nuts and berries. They gather acorns in the fall. This way they will have food in the winter when the ground is frozen. In the winter, there is not as much food to eat.

Polar bears eat seals. They have to find water that is not frozen so they can hunt.

Lions eat other animals. They eat buffalo, zebras, and anything else they can catch. At times, lions must travel a long way to find food.

Wild animals spend a lot of time looking for food each day. What about you?

Introducing Text Features:

- title: *Animals Eat!*
- author: Peter Gorsky
- captions
- labels
- photographs

Challenging Words:

The following potentially challenging words are included in the book *Animals Eat!*

- acorns
- berries
- frozen
- travel

Animals Eat!



Activating Prior Knowledge:

Build on what students already know about what animals eat to support them as readers. Actively engage students by discussing various animals and what they eat before reading.



Do you have a pet?

What do you feed your pet?

Do wild animals eat the same things a house pet would eat?

Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Animals Eat!* to each student. Have them take a picture walk to become familiar with the book. Give them a task to complete while previewing the book.

We are learning about main idea. As we look through the book, I want you to be thinking what this book is mostly about.

Follow up with questions and predictions about the book. Introduce the concept of main idea.

The title of this book is *Animals Eat!* What do you think we will learn about in this book?

Look at the pictures in the book. Are ALL of the pictures what we would expect to see in a book about animals eating?

The main idea of a book is what the book is mostly about. What do you think the main idea of *Animals Eat!* is?

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Page 1: Read the text from the page aloud.

The title says *Animals Eat!* Why do you think this page is about what people eat? I thought from the title this book was going to be about wild animals. We need to keep reading to see if we can find out more about what animals eat.

Page 2: Read the text from the page aloud.

These pictures show animals eating. I thought the book would be about animals eating. How do the captions under the pictures help us as we read? The captions give us more information about the picture. The pictures and words on this page match the title. They are all about what animals eat. I wonder if the main idea has something to do with what house pets eat.

Page 3: Read the text from the page aloud.

Wow, the animals in these pictures look a lot different. They are not house pets. Why do you think the pictures went from house pets to wild animals? These pictures remind me of the alligator on the cover. They are all wild animals. I thought this book was going to be about house pets, but now I think it might be about wild animals. We need to keep reading to find out more about these animals.

Page 4: Read the text from the page aloud.

I remember that I am supposed to be reading to find the main idea in this book. So far I know what people and house pets eat. Now I know wild animals have to find their own food. The book says "Finding food is not always easy." I notice that the picture has a caption that tells how far wolves travel each day. I wonder if other animals have to travel a long way to find food. I don't think the main idea is about house pets anymore. I think the main idea is going to be about how animals find their food.

Page 5: Read the text from the page aloud.

I noticed right away when I turned the page that the animals on pages 5 and 6 are wild animals. They aren't like the house pets I saw on page 2. Then when I read about the squirrels having to find food, I thought about the wolves again. Both these animals have to hunt for their food. People and house pets don't hunt for their food. It seems like this book is mostly about how wild animals hunt for their food.

Page 6: Read the text from the page aloud.

It doesn't sound easy to be a polar bear. I think most wild animals have to hunt for their food. People and animals get their food in different ways. I'm glad we don't have to hunt for food each time we're hungry!

Page 7: Read the text from the page aloud.

Lions travel a long way to get food too. That is really different than how I get my food. I don't have to travel every day for food.

Page 8: Read the text from the page aloud.

Wow! Look at the bear in the trash can. I wouldn't want a bear going through my trash to get food. That bear must be really hungry to leave the woods to look for food. It says wild animals spend a lot of time looking for food. We don't have to spend a lot of time looking for food. We can go to the grocery store or a restaurant, or cook food in our own house. People and animals get food very differently. I think that is the main idea: People and animals get their food in different ways.



After Reading:

Check predictions and review how to locate main idea from the title, pictures, and text.

Checking for Comprehension:



Who is the book mostly about?

What do you think the giraffe's long tongue helps it do?

When do you think it is most difficult for wild animals to find food?

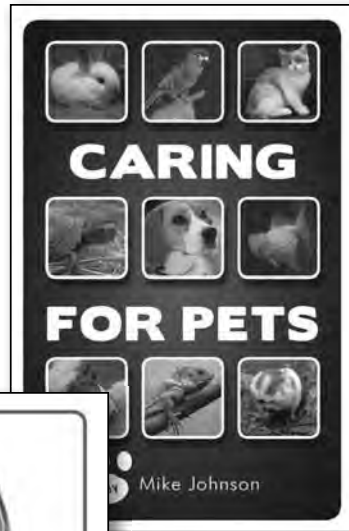
Where do people get food?

Why do you think wild animals have to travel so far to find food?

How do some bears get food?

Caring For Pets

Students read a four-page book about caring for pets.

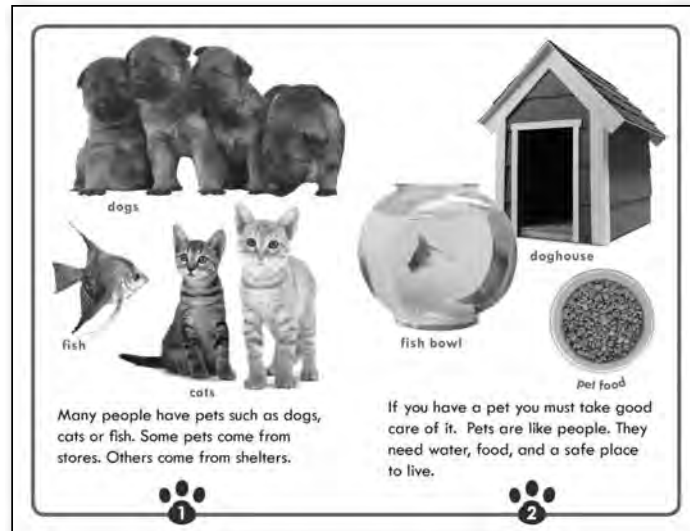


Many people have pets such as dogs, cats, or fish. Some pets come from stores. Others come from shelters.

If you have a pet, you must take good care of it. Pets are like people. They need water, food, and a safe place to live.

Pets need more than food and water to be happy and healthy. Some pets need to be brushed. Some pets need to be walked. Others need a place to play. All pets need love.

Caring for a pet is an important job!



Introducing Text Features:

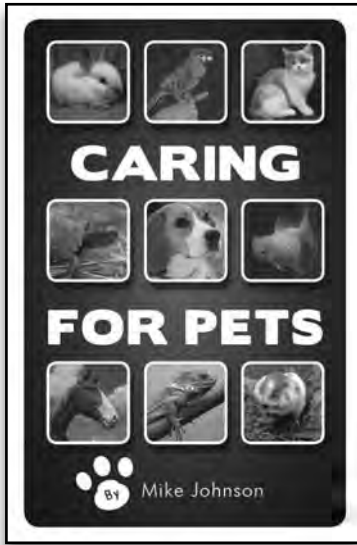
- title: *Caring for Pets*
- author: Mike Johnson
- labels
- photographs

Challenging Words:

The following potentially challenging words are included in the book *Caring for Pets*.

- *brushed*
- *healthy*
- *important*
- *shelter*

Caring for Pets



Activating Prior Knowledge:

Build on what students already know about pets to support them as readers. Actively engage students in a discussion about pets.

How do you take care of a pet?



Beside pets, what other things do people care for?

Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Caring for Pets* to each student. Have students take a picture walk to become familiar with the book. Give them a task to complete while previewing the book.

As you look through the book, I want you to be thinking about the main idea and what this book is mostly about.

Follow up with questions and predictions about the book. Review the concept of main idea.

The title of this book is *Caring for Pets*. What do you think we will learn about in this book?

Do you think we care for all pets in the same way?

The main idea of a book is what the book is mostly about. What do you think the main idea of *Caring for Pets* is going to be?

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Page 1: Read the text from the page aloud.

Who do you think this book is going to be about?

What other animals could we add to this page?

Page 2: Read the text from the page aloud.

What three things do pets need to live?

Has your guess of the main idea changed?

Page 3: Read the text from the page aloud.

Besides food, water, and shelter what else do pets need?

Page 4: Read the text from the page aloud.

How is this girl caring for her guinea pig?

Why do you think the author chose the animals on this page and not lions or elephants?

What do you think is the main idea of this book?

After Reading:

Check predictions and review how to locate main idea from the title, pictures, and text.

Checking for Comprehension:

Why is caring for a pet such a big responsibility?



What helped you determine the main idea of this book: the title, the words, or the pictures?



Where Do Plants Get Food?

Students read a seven-page book about how plants make food.



Plants do not find food on their own like people or animals. So where do plants get their food? They make it!

The leaves of a plant soak up the sunlight.

Inside the leaves there is chlorophyll. Chlorophyll is what makes the leaves green.

The roots soak up water from the soil.

The leaves trap carbon dioxide from the air.

The sun, water, and air mix. In the leaves a special sugar is made. This sugar is called glucose. Glucose is the food plants make and use.

This process has a special name. Do you know what it is?

Introducing Text Features:

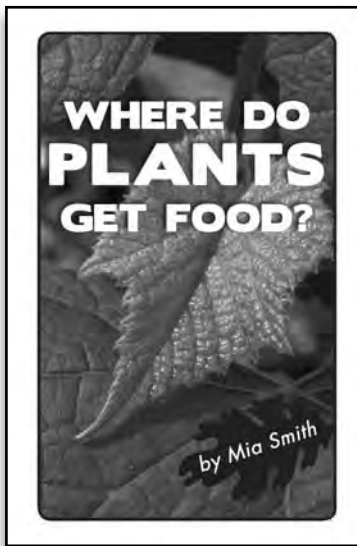
- title: *Where Do Plants Get Food?*
- author: Mia Smith
- captions
- pictures

Challenging Words:

The following potentially challenging words are included in the book *Where Do Plants Get Food?*

- carbon dioxide
- chlorophyll
- glucose
- soak

Where Do Plants Get Food?



Activating Prior Knowledge:

Build on what students already know about plants to support them as readers. Actively engage students by discussing how people and animals find food, and predict if plants will obtain food the same way.

Have you ever seen a plant eat?



Where do you think plants get their food?

Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Where Do Plants Get Food?* to each student. Have students take a picture walk to become familiar with the book. Give them a task to complete while previewing the book.

As we look through the book, I want you to be thinking about the main idea and what this book is mostly about.

Follow up with questions and predictions about the book. Review the concept of main idea.

The title of this book is *Where Do Plants Get Food?* Does the title give you any clues that help you figure out the main idea?

Can you tell from the illustrations what a plant needs to make food?

The main idea of a book is what the book is mostly about. What do you think is the main idea of *Where Do Plants Get Food?*

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Page 1: Read the text from the page out loud.

The title asks *Where Do Plants Get Food?* After reading page 1, we can answer that question. Can you predict the main idea of this book? It might be plants make their own food. I bet the rest of the book is going to tell us how plants make their own food. The following pages are called details. Details tell you more about the main idea. Some details are more helpful than others. As we read, decide if the detail tells us how plants make food. Is the detail helpful to us? Does the detail help us understand the main idea?

Page 2: Read the text from the page aloud.

What part of the plant soaks up the sunlight?

Page 3: Read the text from the page aloud.

Where do we find chlorophyll in plants? Both of these pages have been about the leaves of a plant. I wonder if the leaves are an important detail.

Page 4: Read the text from the page aloud.

I wonder if plants need water to make food. I think plants need sun and water, but the author still hasn't told us exactly what a plant needs to make food.

Page 5: Read the text from the page aloud.

These details must be important. This one tells us how the leaves trap carbon dioxide. I also know the leaves soak up sunlight, and the roots soak up water. I wonder why all these details are important. I wonder if any of these details tell how plants make food.

Page 6: Read the text from the page aloud.

What is the name of the special sugar that is made when sun, water, and carbon dioxide mix? Now I get it! The sun, water, and air all were important details in making glucose. Glucose is food for a plant. So the details *did* tell me how plants make food. Sometimes you have to keep reading the entire book to find out if the details were important.

Page 7: Read the text from the page aloud.

Do we need to change our main idea now that we have read the entire book? Before we thought the main idea was plants make their own food. It could also be about photosynthesis since that is how plants make their own food. I think the main idea is: plants make their own food through a process called photosynthesis. I guess you really do need to read the entire book before you know the main idea.



After Reading:

Check predictions and review how to locate main idea from the title, pictures, and text.

Checking for Comprehension:



What page in the book shows us everything a plant needs to make food?

Do plants and animals get food in the same way?

Who wrote this book?

What do plants do?

When do plants make food?

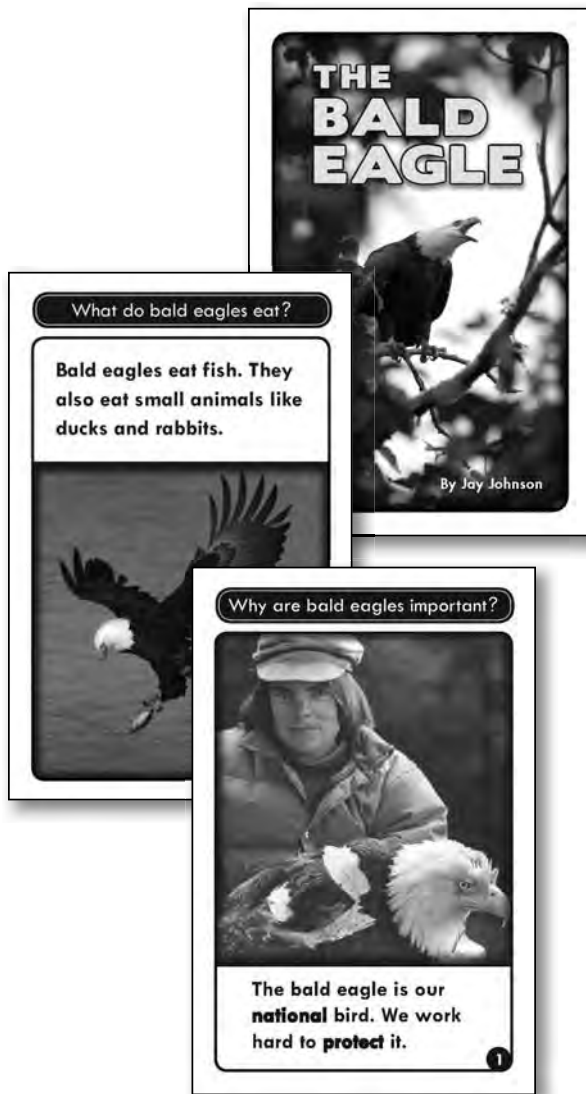
Where do plants make food?

Why do plants make food?

How do plants make food?

The Bald Eagle

Students read a eight-page book about the bald eagle.



The bald eagle is our national bird. We work hard to protect it.

Bald eagles have brown bodies. They have white heads and white tails.

Bald eagles eat fish. They also eat small animals like ducks and rabbits.

Bald eagles make nests at the tops of trees.

Baby eagles hatch from eggs. Baby eagles are called eaglets.

At one time, there were not many bald eagles. People destroyed their homes and hunted them. Our pollution hurt their eggs.

Today there are many more bald eagles. We work hard to keep this special bird safe.

Introducing Text Features:

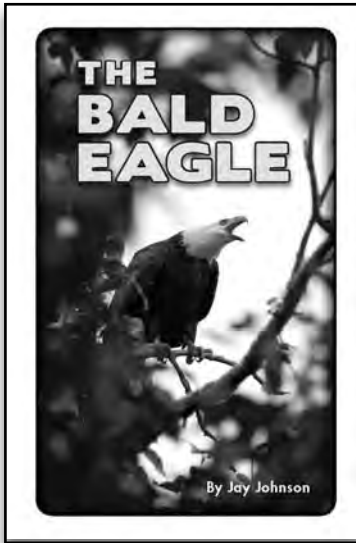
- title: *The Bald Eagle*
- author: Jay Johnson
- bold words
- glossary
- headings
- photographs
- table of contents

Challenging Words:

The following potentially challenging words are included in the book *The Bald Eagle*.

- *destroyed*
- *national*
- *pollution*
- *protect*

The Bald Eagle



Activating Prior Knowledge:

Build on what students already know about the bald eagle to support them as readers. Actively engage students by having them share any facts they know about the bald eagle.



Where have you seen a bald eagle before?

What facts do you already know about the bald eagle?

Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *The Bald Eagle* to each student. Have students take a picture walk to become familiar with the book. Give them a task to complete while previewing the book.

As you look through the book, I want you to be thinking about the main idea, and what the book is mostly about.

Follow up with questions and predictions about the book. Review the concept of main idea.

The title of this book is *The Bald Eagle*. Often titles give you a hint about what the main idea of the book is. Does this title?

What text feature can we use to find out the names of the chapters in this book?

The main idea of a book is what the book is mostly about. What do you predict is the main idea of *The Bald Eagle*?

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Table of Contents:

We said the table of contents is a text feature that tells us the names of the chapters in the book. Turn to the table of contents. What information do you expect to learn in this book? Besides the title and pictures, the table of contents can give you more information on what you are about to read. The headings also help you know what details on each page are most important. These headings are all questions. I think the words on each page answer the questions.

Page 1: Read the text from the page aloud.

Where or on what have you seen the bald eagle as a symbol of the United States?

Page 2: Read the text from the page aloud.

Why do you think this is an important detail?

Page 3: Read the text from the page aloud.

What do bald eagles eat? So far is your prediction correct about the main idea of the book? Check to see if you need to change your prediction from what we have read so far.

Page 4: Read the text from the page aloud.

How would cutting down trees affect bald eagles?

Page 5: Read the text from the page aloud.

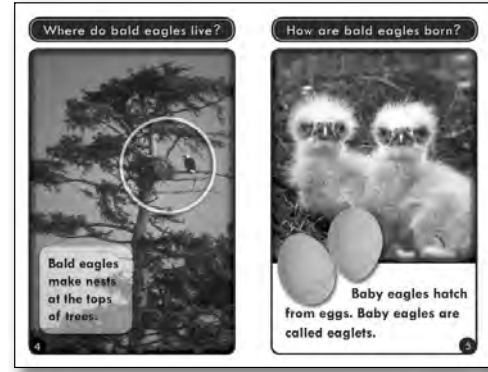
What other animals besides birds hatch from eggs?

Page 6: Read the text from the page aloud.

What were humans doing that hurt bald eagles?

Page 7: Read the text from the page aloud.

What do you think is the main idea of this book?



After Reading:

Check predictions and review how to locate main idea from the title, table of contents, pictures, and text.

Checking for Comprehension:

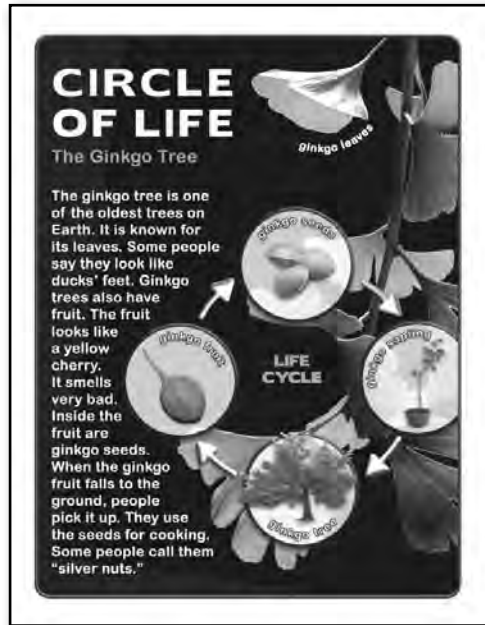
What are baby eagles called?



Besides destroying their homes, how did we hurt the bald eagle population?

Textbook Lesson:

Circle of Life: The Ginkgo Tree



Activating Prior Knowledge:

Build on what students already know about lifecycles to support them as readers. Actively engage students by discussing lifecycles they are familiar with.

What plants and animals do you know of that go through a lifecycle?



Before Reading:

Review main idea as you re-introduce the textbook lesson.

As we preview this page what part of the textbook page will you read first?

Read about the ginkgo tree, and as you read be looking for details that help you decide on the main idea.

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

After Reading:

Check predictions and review how to locate main idea from the title, table of contents, pictures, and text.

What do we think is the main idea of this page? I think the main idea is: the ginkgo tree goes through a life cycle. The title, headings, and pictures helped us figure out the main idea. When we read the words we found out details about the tree. We knew the main idea wasn't that it is the oldest tree, or that the fruit smells bad. We also knew the main idea, what the book is mostly about, wasn't that people call them "silver nuts." These were all interesting details, but not the main idea.

Checking for Comprehension:

In your own words, explain the lifecycle of a ginkgo tree.



Follow-Up Activities

Additional Practice:

- Build who, what, when, where, why, and how questions into guided reading activities.
- Make it a practice to ask who, what, when, where, why, and how questions after reading out loud to the class or watching a video, etc.
- Make who, what, when, where, why, and how questions a formal part of group activities such as show-and-tell.
- Have students play a 20 Questions-style guessing game asking who, what, when, where, why, and how questions.

Extensions:

- Have students who are reading and writing well independently keep a list of main ideas as they read. You might add a column to their daily reading log for them to record this information.

Writing Extensions:

- Have students write a brief informational piece describing how they get lunch at school. Remind them to make sure that their texts answers who, what, when, where, why, and how questions. Ask each student to tell you the main idea of his or her writing.



- Have students write a short paragraph that illustrates who, what, when, where, why, and how a plant gets its food. Have each student write a title that will serve as the main idea. Encourage students who struggle with writing to draw a diagram and explain it to you verbally.
- Have students write a paragraph about the bald eagle or another symbol of our country. The details should explain why the chosen symbol is important to Americans.





Unit 3: Sequence

Introduction to Sequence

The goal of this unit is to help students recognize and understand sequence and logical order when reading informational text. You may want to begin the unit with an overview of sequence and logical order. This may be review for some or all of your students.

The ITRI lessons are designed to help you model how a good reader identifies sequence and logical order, making use of sequence signal words. The end goal of ITRI is to help students internalize and reproduce these strategies when reading independently. The first lesson of the unit includes a detailed script. You can use it verbatim, or adapt it to meet the needs of your students. Subsequent lessons include talking points which you can adapt to best meet the needs of your students.

The ITRI lessons focus on sequence and logical order as well as signal words. You may want to write these on the board or post them in the classroom so that students can refer to them as you work through the lessons.



Unit Overview

Reading Skill Focus:

1.2.2 Identify text that uses sequence or other logical order.

Additional English/Language Arts Standards Addressed:

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.

1.2.4 Follow one-step written instructions.

1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words.

1.2.7 Relate prior knowledge to what is read.

Standards in the Content Areas:

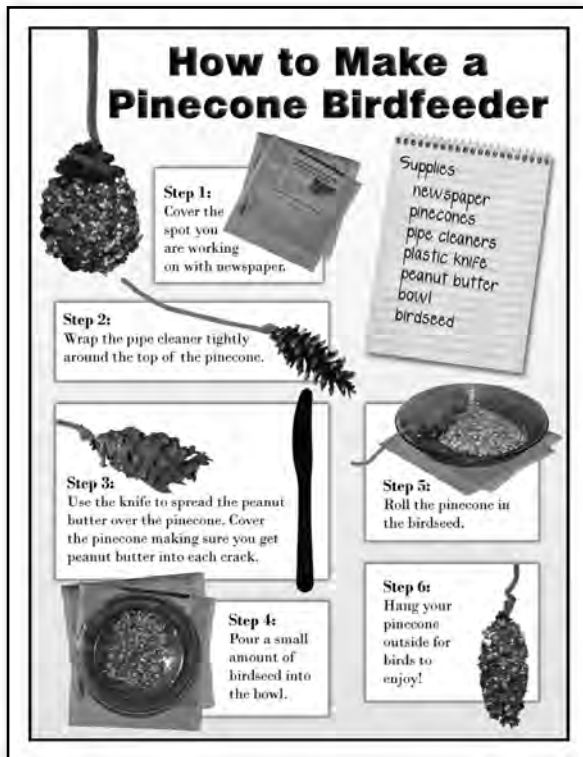
Health and Wellness 1.1.4, 1.2.1, 1.5.1, 1.7.2, 1.8.1, 1.8.2

Sequence & Logical Order Signal Words:

- *first, second, third*
- *before, during, after*
- *now, next, then*
- *1st, 2nd, 3rd*

How to Make a Pinecone Birdfeeder

Students read a one-page textbook lesson with instructions for completing a project.



Step 1: Cover the spot you are working on with newspaper.

Step 2: Wrap the pipe cleaner tightly around the top of the pinecone.

Step 3: Use the knife to spread the peanut butter over the pinecone. Cover the pinecone making sure you get peanut butter into each crack.

Step 4: Pour a small amount of birdseed into the bowl.

Step 5: Roll the pinecone in the birdseed.

Step 6: Hang your pinecone outside for birds to enjoy!

Introducing Text Features:

- title: "How to Make a Pinecone Birdfeeder"
- list
- numbering
- pictures

Challenging Words:

The following potentially challenging words are included in the textbook lesson "How to Make a Pinecone Birdfeeder."

- *amount*
- *completely*
- *spread*
- *tightly*

Textbook Preview Lesson: How to Make a Pinecone Birdfeeder

A script is provided below. You can use it verbatim, or adapt it to meet the needs of your students.

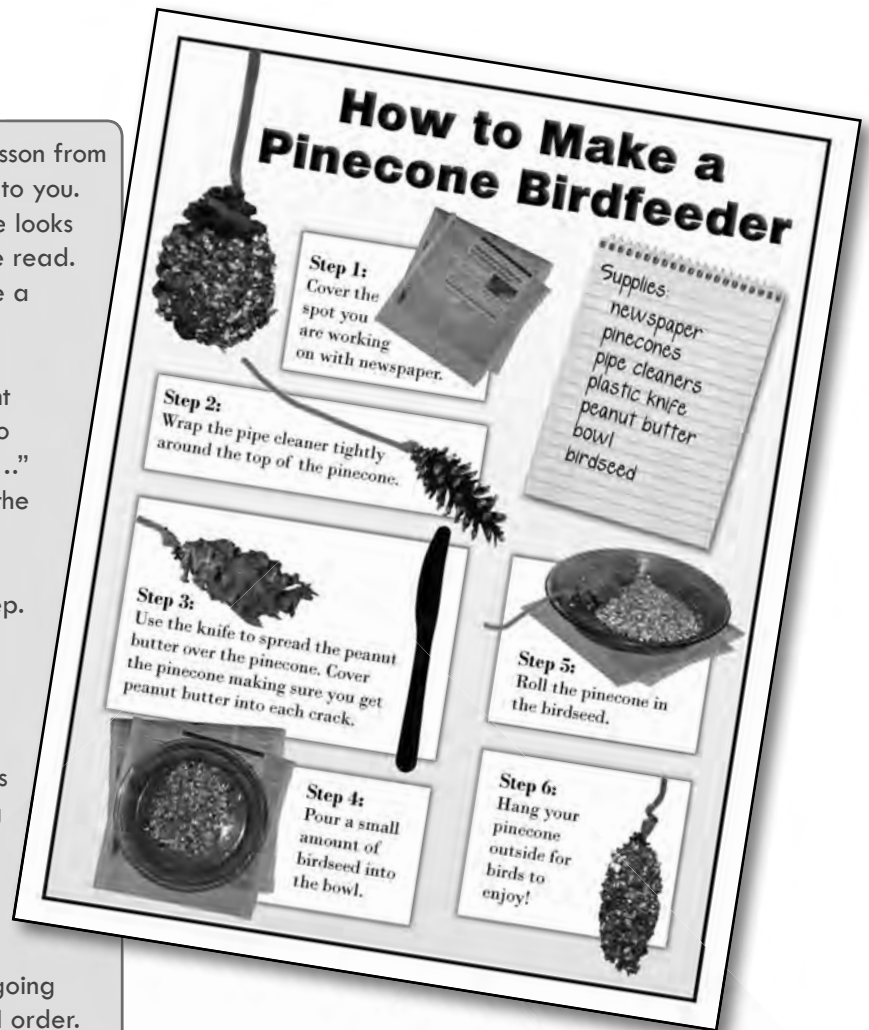
Today we are going to be looking at a lesson from a textbook. Textbook pages may be new to you. Often the information on a textbook page looks different than some of the other books we read. This textbook page is titled "How to Make a Pinecone Birdfeeder."

When I first look at this page, I notice right away that the text is written in steps. I also notice that it says "step 1, step 2, step 3...." So this textbook page is going to tell me the order of steps to make a birdfeeder.

I also notice there is a picture for each step. I like having words and pictures together. That helps me understand what I am reading.

Do you see the notepad at the top? It says "Supplies." It looks like a list of everything I need to make this project. I like knowing what I need before I start so I don't forget any supplies.

Before we read these directions, we are going to learn more about sequence and logical order. We will learn how to recognize it, and how paying careful attention to it helps us understand what we are reading.



In the Kitchen with Matthew

Students read a seven-page book with sequential instructions for making a snack.



Making healthy food choices is important to me and my family. We cook together a lot. There is one snack I can make all by myself. It is called Ants on a Log. You can make it too.

Before you get started, check to see if you have all the ingredients. You will need celery, peanut butter, and raisins. You will also need a knife.

First, make sure the celery is clean. Cut it into pieces. Ask an adult to help.

Second, use a knife to spread peanut butter on celery.

Third, put the raisins on top of the peanut butter.

This snack is easy to make. It is healthy too!

Can you match each food to its food group?

Introducing Text Features:

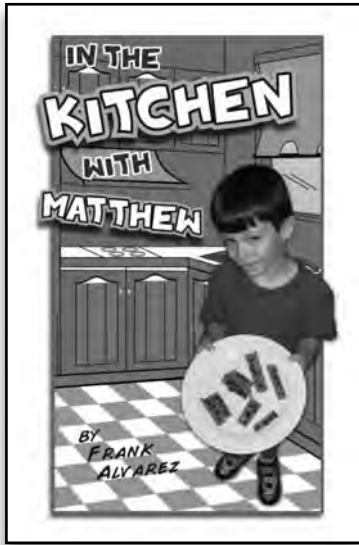
- title: *In the Kitchen With Matthew*
- author: Frank Alvarez
- labels
- pictures
- thought bubbles

Challenging Words:

The following potentially challenging words are included in the book *In the Kitchen With Matthew*.

- *choices*
- *ingredients*
- *important*
- *knife*

In the Kitchen with Matthew



Activating Prior Knowledge:

Build on what students already know about sequence and logical order to support them as readers. Actively engage students by having them share about any recipes they have made, or where they have seen examples of sequenced directions. Have examples of directions such as a cake box or a macaroni and cheese box to support students' thinking.

Why do you think these pictures have numbers beside them?



What do we call the things we use in a recipe (eggs, milk, butter, etc.)?

Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *In the Kitchen with Matthew* to each student. Have students take a picture walk. Give students a task to complete while previewing the book.

As we look through the book, I want you to be looking for any signal words the author used that would help tell you the order of the book.

Follow up with questions and predictions about the book. Introduce sequence and logical order. Discuss signal words that show order. Read to find out if your predictions were correct.

Why is it important to follow directions from start to finish; why can't you pick where you want to start?

Can you think of any other words or numbers an author might use to show order?

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Page 1: Read the text from the page aloud.

This book is going to teach us about sequence, or the order we follow when doing things. When you cook, you need to follow the order of the recipe exactly. If you don't, what you are cooking won't turn out the way you want it to. You might not be able to eat it. This page tells us what snack we are going to be making.

Page 2: Read the text from the page aloud.

I can tell just by looking at this page that this must be the food we need to make—Ants on a Log. It is easy for me to see what ingredients I need to get ready from the pictures and the captions. The author used the word *before*, to start this page. That word tells us that we need to find all these things first, or before we actually start making the snack. It tells us what to prepare.

Page 3: Read the text from the page out loud.

What word tells us we are ready to begin making the snack? That's correct, *first*. Since we saw the word *first* on this page, what should we expect to see on the next page? I bet this will continue in a pattern.

Page 4: Read the text from the page aloud.

We thought we would find the word *second*. The author is taking us through each step of the recipe. Do you know what we call the bubble with the question in it? Those are called thought bubbles. Do you think Matthew is asking that question out loud? He's not. The thought bubbles show what he is thinking to himself. I wonder why the author put these thought bubbles in the book.

Page 5: Read the text from the page aloud.

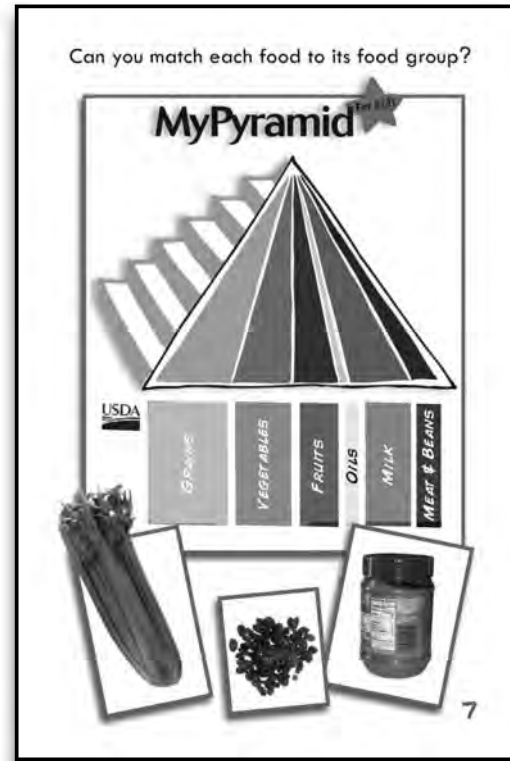
This snack had three steps. The author used the words *first*, *second* and *third* to show us sequence, or the order we need to follow. If we wanted to use numbers instead of words, what numbers would we use?

Page 6: Read the text from the page aloud.

I didn't see the word *fourth*, so I know Matthew must be finished making the snack. Now that he's done making Ants on a Log, he's ready to eat!

Page 7: Read the text from the page aloud.

Look at the MyPyramid on this page. I remember Matthew was wondering what food groups his snack would fit in. Those were some of the questions in his thought bubbles. Do you think this is a healthy snack?



After Reading:

Check predictions and review signal words found in sequence and logical order text.

What are the sequence words in this book?

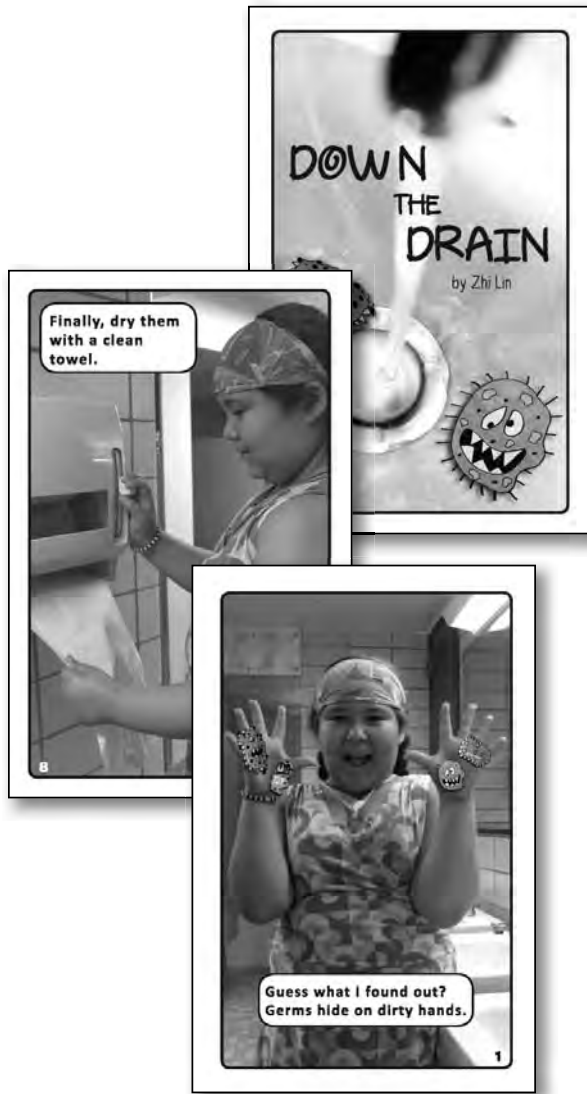
Checking for Comprehension:

If you had all the ingredients, do you think the author gave you enough information to make this recipe?

Besides teaching us how to make this snack, what other helpful information was in the book?

Down the Drain

Students read an eleven-page book about proper hand washing techniques.



Guess what I found out? Germs hide on dirty hands.

Washing my hands is one way I can stay healthy. I wash my hands to get rid of germs that could make me sick.

Do you know the right way to wash your hands? Let me show you.

First, turn on the warm water.

Next, get some soap on your hands. Scrub between your fingers and under your nails.

Scrub for 20 seconds. That's about how long it takes to sing a short song.

Then rinse your hands with warm water.

Finally, dry them with a clean towel.

Now your hands are germ free!

Introducing Text Features:

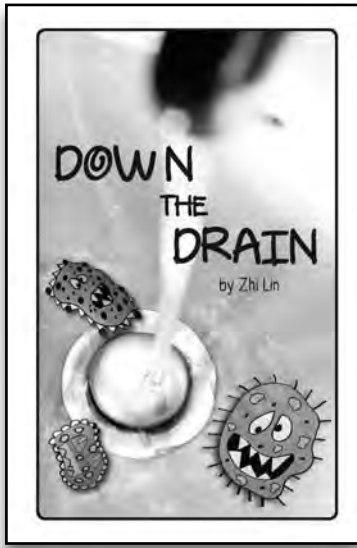
- title: *Down the Drain*
- author: Zhi Lin
- list
- pictures

Challenging Words:

The following potentially challenging words are included in the book *Down the Drain*.

- *drain*
- *germs*
- *healthy*
- *rinse*
- *scrub*

Down the Drain



Activating Prior Knowledge:

Build on what students already know about sequence and logical order to support them as readers. Actively engage students by having them share where they have seen examples of sequenced directions.

Where in our classroom would we find directions that use sequence or a logical order in which to do something?



Written words are one way to give directions. Can you think of any other ways?

Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Down the Drain* to each student. Have students take a picture walk. Give them a task to complete while previewing the book.

As we look through the book, I want you to be thinking if the steps in the book follow a logical order.

Follow up with questions and predictions about the book. Review sequence and logical order. Discuss signal words that show order. Read to find out if your predictions were correct.

What do you think we are going to be learning about in *Down the Drain*?

Do you think there is a “correct” way to wash our hands?

Let’s look at the book together.

Cover:

This picture got my attention right away! I wonder what those “blobs” are? The title is *Down the Drain*; what things would we want to go down the drain?

Page 1:

Wow, she looks surprised! Now those “blobs” are on her hands; I wonder why. Was our guess about what goes down the drain correct? Sometimes readers change their guess once they have more information. Do you need to change your guess? Let’s read and find out what those blobs are.

Read text from page aloud.

Page 2:

Why is washing our hands so important?

Page 3:

What word on this page made you think that we might be starting a sequence? What word would you expect to see on the next page?

Page 4:

Was your prediction correct? Mine wasn't. I thought I would see the word *second* on this page. What key word shows sequence on this page?

Page 5:

Is this a new step in the sequence? What step do we think it's a part of?

Page 6:

How long should we scrub for?

Page 7:

What word do we see that shows sequence?

Page 8:

How do we know this is the end of the sequence? Is there another word we could use?

Page 9:

What do we notice is missing from her hands?

Pages 10 & 11:

Why do you think the author put this page in the book? What does the circle with the line through the germ mean on the poster? Can we think of another sign we've seen like that?

Quietly read the book to yourself.



During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

After Reading:

Check predictions and review signal words found in sequence and logical order text.

Checking for Comprehension:



Why is washing our hands important?

How long should we wash our hands?

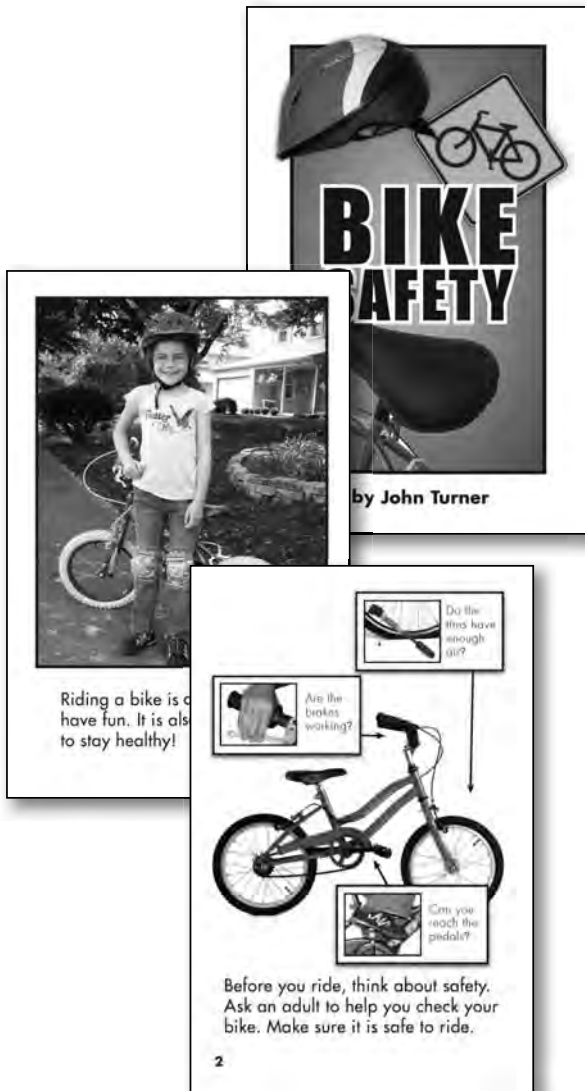
What temperature should the water be?

Find the page that shows us what to do last. What word tells us that is the last step?

When should you wash your hands?

Bike Safety

Students read a six-page book about bike safety.



Riding a bike is a great way to have fun. It is also a great way to stay healthy!

Before you ride, think about safety. Ask an adult to help you check your bike. Make sure it is safe to ride.

Next, check your safety. Always wear a helmet when you ride. It will keep your head safe if you fall.

Knee pads and elbow pads also help you keep your body safe. Wear them each time you ride.

Always plan where you will ride. Stay away from busy streets and parking lots.

Now you are ready to ride your bike.

Introducing Text Features:

- title: *Bike Safety*
- author: John Turner
- callout boxes
- photographs

Challenging Words:

The following potentially challenging words are included in the book *Bike Safety*.

- *air*
- *brakes*
- *safety*
- *wear*

Bike Safety



Activating Prior Knowledge:

Build on what students already know about sequence and logical order to support them as readers. Actively engage students by discussing routines such as bedtime, school cafeteria, etc. before reading.

What do you do to get ready for school in the morning?



When we go into the cafeteria, there is plan for students who buy lunch and students who bring their lunch. What happens first when we get into the cafeteria?

Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Bike Safety* to each student. Have students take a picture walk. Give them a task to complete while previewing the book.

As we look through the book, I want you to be thinking about what steps we go through as we prepare to ride our bikes.

Follow up with questions and predictions about the book. Read to find out if your predictions were correct.

What information would we expect to learn in a book called *Bike Safety*?
Let's look at the book together.

Page 1:

This girl looks like she's having fun! The title of this book is *Bike Safety*. What is the girl doing that shows she's a safe bike rider?

Page 2:

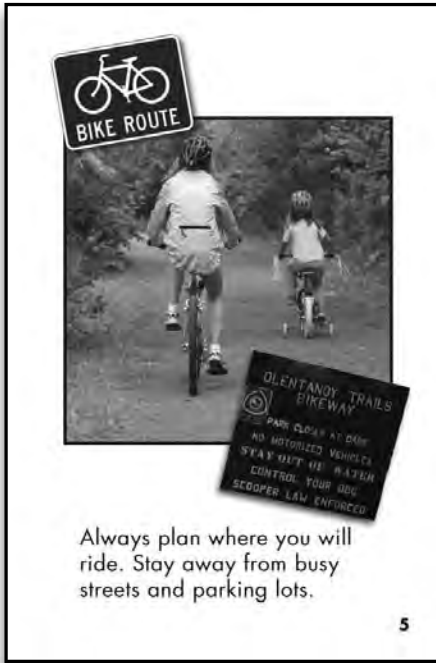
This page must be about parts of the bike, and making sure your bike is safe. What parts do we need to check before we ride? I know this book is about sequence, but I haven't seen any numbers or steps yet. I guess the author must be using sequence signal words. I wonder what words he is going to use.

Page 3:

The girl is putting on a helmet in this picture. What would we expect to see her doing on the next page now that her helmet is on?

Page 4:

Do you wear knee or elbow pads? I forgot this step; I'm glad the book reminded me. That is why it is important to read all the directions first; you don't want to miss a step.



Page 5:

The last two pages have been about making sure we are safe before we begin to ride. I wonder if this page is about being safe. I notice they are riding on a trail, and they all have helmets. I bet when we read we'll find out more about this page.

Page 6:

She's ready to ride! I want us to read this page and see if we can find a key word that tells us this is the last step in the book.

Quietly read the book to yourself.

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

After Reading:

Check predictions and review signal words found in sequence or logical order text. Make a list of words that show sequence and discuss other ways authors show sequence like when numbering steps.

Was our guess correct?

Think about the words *before*, *next*, and *now*. If we had to number these steps how would we do it?

Where else might we find sequence or logical order?

Checking for Comprehension:



What should you check first before you begin riding your bike?

After you know your bike is safe to ride, what should you do next?

What things help keep your body safe when you are on your bike?

What is the last thing to do before you begin riding your bike?

How to Make a Paper Hat

Students read a one-page instruction sheet without pictures, followed by a one-page instruction sheet with pictures about how to make a paper hat.

Making a Paper Hat

Follow the directions below:

- 1 Begin with a piece of paper.
- 2 Place the paper in front of you so that the short side is at the top.
- 3 Fold the paper in half from top to bottom so the edges of the short sides meet at the bottom.
- 4 Fold the paper in half again from left to right so you have a crease in the middle, unfold.
- 5 Fold the top left and right corners down toward the crease so they touch forming triangles.
- 6 Separate the narrow flaps at the bottom and fold the top narrow flap at the bottom up.
- 7 Turn the hat over and fold the narrow flap at the bottom up.
- 8 Decorate!

Making a Paper Hat

Follow the directions below:

- 1 Begin with a piece of paper.
- 2 Place the paper in front of you so that the short side is at the top.
- 3 Fold the paper in half from top to bottom so the edges of the short sides meet at the bottom.
- 4 Fold the paper in half again from left to right so you have a crease in the middle, unfold.
- 5 Fold the top left and right corners down toward the crease so they touch forming triangles.
- 6 Separate the narrow flaps at the bottom and fold the top narrow flap at the bottom up.
- 7 Turn the hat over and fold the narrow flap at the bottom up.
- 8 Decorate!

1. Begin with a piece of paper.

2. Place the paper in front of you so that the short side is at the top.

3. Fold the paper in half from top to bottom so the edges of the short sides meet at the bottom.

4. Fold the paper in half again from left to right so you have a crease in the middle, unfold.

5. Fold the top left and right corners down toward the crease so they touch forming triangles.

6. Separate the narrow flaps at the bottom and fold the top narrow flap at the bottom up.

7. Turn the hat over and fold the narrow flap at the bottom up.

8. Decorate!

Introducing Text Features:

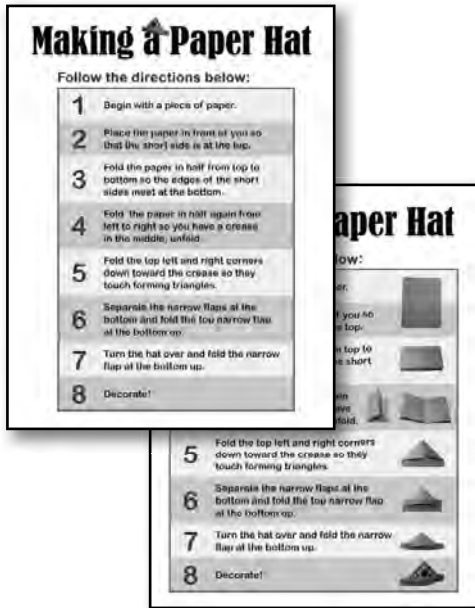
- title: "How to Make a Paper Hat"
- numbering
- pictures

Challenging Words:

The following potentially challenging words are included in the lesson "How to Make a Paper Hat."

- crease
- edges
- narrow
- separate

How to Make a Paper Hat



Activating Prior Knowledge:

Build on what students already know about sequence and logical order to support them as readers. Actively engage students by having them share about a time they followed directions or helped an adult prepare or construct something from directions (LEGO's, toy or game, recipe, etc.).

When have you used directions to put something together?



Did the directions have pictures, words, or both?

Before Reading:

Students are now ready to view the page. Use questioning and modeling to support students as they prepare to read. Hand out a copy of "How to Make a Paper Hat" (without pictures) to each student.

Do you think these directions give you enough information to make a hat?

What else would help you follow these directions?

During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

How did the author organize the sequence of these directions? Numbering is another way we can give step by step directions. Numbers are sometimes used when there are several steps that need to be completed. We are going to read the directions once together. Then you are going to try to follow them to make a hat. Let's read the directions together.

After Reading:

Check predictions and review vocabulary that was difficult for students.

Activity:

Part 1:

Give each student an 8 1/2" by 11" sheet of paper. Ask them to follow the directions and make paper hats. Give students a few minutes to make the hats. Assist students with any words they do not know, but do not assist them in making the hat. Have students come back together and share their results.

If you were successful in making your hat, what part of the directions helped you the most?

If you did not complete a hat, why was it difficult?

Part 2:

Pass out a copy of "How to Make a Paper Hat" with illustrations and a new piece of paper. Have students make paper hats following these directions. Give each student a few minutes to make a hat. Assist students with any words they do not know, but do not assist them in making the hat. Have students come back together and share their results. Review text features and how they support a reader.

Checking for Comprehension:



Compare the two pages. Which one was easier to follow? Why?

Give an example of time when you had to follow directions.



Textbook Lesson: How To Make a Pinecone Birdfeeder



Activating Prior Knowledge:

Build on what students already know about sequence and logical order to support them as readers. Actively engage students by having them share about a time they followed directions or made a craft by themselves.

Which is more helpful to you when you are following directions, words or pictures?

What strategies have you seen authors use to show sequence or logical order?

Before Reading:

Review sequence and logical order as you re-introduce the textbook lesson.

What is the first thing you notice when you look at this page?

What do we think the author wants us to read first on this page? Why?

During Reading:

Read text aloud with students.

What would happen if we started at Step 3?

Why is it so important to follow the sequence exactly as it was written?

What do we notice about the supply list? Is it a sequence? What kind of sequence?

Can you think of other ways in which this list might be ordered (alphabetically, etc.)

Do you think you could make this craft with information on this page?

After Reading:

Check predictions and review signal words found in sequence and logical order text.

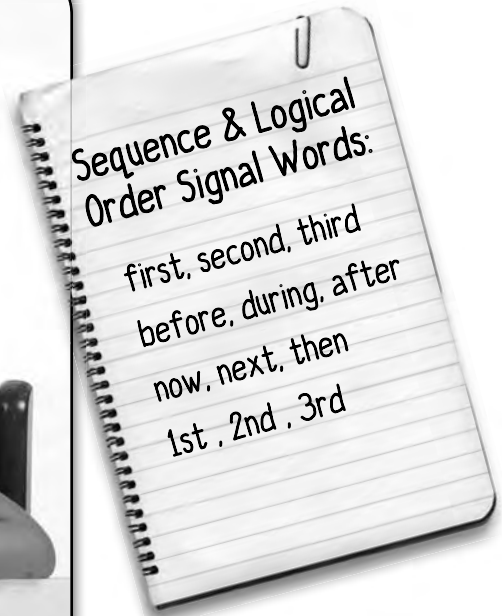
Comprehension Questions:

How does the supply list help a reader?

What extra information in Step 3 did the author give us to help make a better birdfeeder?

What are the signal words that show sequence in this text?

Follow-Up Activities



Additional Practice:

- Have students look for sequence and logical order text around the classroom and school. Have them practice following those directions or write their own.
- Draw students' attention to sequence signal words whenever you read. Point out sequences, whether written, oral, or graphic, whenever you encounter them.
- Continue to model the strategies from these lessons during guided reading and other activities.

Extension:

- If students are proficient readers of sequential text, have them practice rewriting sequential texts in a different form (move from numbered steps to steps using sequence signal words, or vice versa; have them draw pictures for instructions that have none, or have them write instructions to accompany picture instructions).

Writing Extensions:

- Have students write their own version of how to wash their hands. Compare and contrast their writing with the book. How did they show sequence (words, numbers, etc.)?
- Have students write their own directions to a board or recess game or a classroom procedure. Have students trade with partners to see if their partners can complete the task with the written directions.
- Have students write directions for a craft or activity. Use materials that can be found in the classroom, so that fellow students can follow the directions to create the craft or activity. Follow up with a discussion noting what student writers did to show logical order or sequence.

Appendix A: Chart of Academic Standards Addressed Across the Curriculum

ITRI Instructional Tool	Standards in English/ Language Arts	Standards in Social Studies	Standards in Science	Standards in Health
Being a Good Citizen	1.2.1, 1.2.5, 1.2.7	Core Standard 2		
My Community	1.2.1, 1.2.5, 1.2.7	Core Standard 2		
Globes and Maps	1.2.1, 1.2.5, 1.2.7	Core Standard 2		
Community Leaders Textbook Lesson	1.2.1, 1.2.5, 1.2.7	Core Standard 2		
Caring for Pets	1.2.1, 1.2.3, 1.2.7		Core Standard 5	
Animals Eat!	1.2.1, 1.2.3, 1.2.7		Core Standard 5	
Where Do Plants Get Food?	1.2.1, 1.2.3, 1.2.7		Core Standard 5	
The Bald Eagle	1.2.1, 1.2.3, 1.2.7		Core Standard 5	
Circle of Life: The Ginkgo Tree Textbook Lesson	1.2.1, 1.2.3, 1.2.7		Core Standard 5	
Bike Safety	1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7			1.1.4, 1.2.1, 1.5.1, 1.7.2, 1.8.1, 1.8.2
Down the Drain	1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7			1.1.4, 1.2.1, 1.5.1, 1.7.2, 1.8.1, 1.8.2
In the Kitchen with Matthew	1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7			1.1.4, 1.2.1, 1.5.1, 1.7.2, 1.8.1, 1.8.2
How to Make a Paper Hat	1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7			1.1.4, 1.2.1, 1.5.1, 1.7.2, 1.8.1
How to Make a Pinecone Birdfeeder Textbook Lesson	1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7			1.1.4, 1.2.1, 1.5.1, 1.7.2, 1.8.1

Appendix B:

Grade 1 Text Features

Introduction to Text Features:

The goal of this unit is to introduce students to text features they will be using in ITRI. If you have not spent time exploring text features and their purpose, we strongly encourage you to start with this unit. The ITRI units are designed with the idea that students have been exposed to this teaching prior to beginning ITRI.

This lesson is designed to help you model how readers identify and use text features to locate information quickly and gain more information about the text. The end goal of ITRI is to help students internalize and reproduce these strategies when reading independently.

A variety of books may be used to teach text features. Therefore, a script is not included in this lesson. You will find key information on each text feature that can be used with virtually any book. Below you will find a list of examples.

Recommended Books:

Your classroom or school library can provide the informational texts needed for this unit. When deciding on informational books for this unit, focus on a variety of books. Below are just a few titles to get you started, there are many other great resources in your classroom and library.

- Scholastic Science Readers
- True Books by Scholastic
- DK Eyewitness Reader Books
- Welcome Books
- Rookie Read-About Science Series
- Lets-Read-and-Find-Out Science
- Gail Gibbons books
- Magic School Bus books
- *TIME for Kids* magazine
- *Kids Discover* magazine
- *Ranger Rick* magazine
- *Sports Illustrated for Kids* magazine

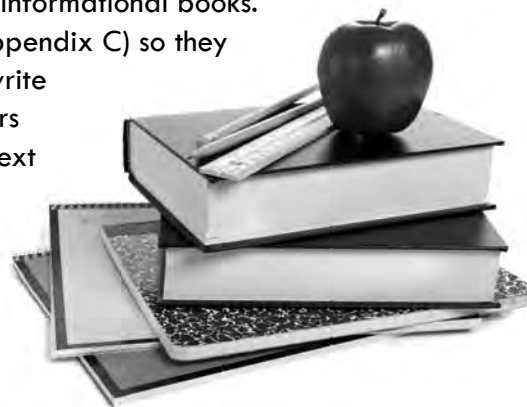


Text Features found in ITRI:

Text Feature	Purpose of Text Feature
author	name of person who wrote the text
bold words	tells reader the word is important to the text, often defined and found in glossary
callout box	a text box that provides additional information
captions & labels	written information that appears near a picture or graphic; may summarize or add to the information provided in the printed text or may describe the graphic
glossary	list and definition of important words found in text, normally the bolded words
headings	title of section or chapter, found in table of contents, can help in finding main idea of that section (or title that appears within the text, usually hint about what the main idea of that page is)
key words	words that are important to understanding a text, such as signal words, question words, etc
pictures & photographs	visual information about the text that may enhance learning, or provide information that is too difficult to put into words
table of contents	list of information or chapters found in text with page numbers, can help you locate information and determine how the book is organized, sometimes it is just called Contents
thought or speech bubbles	text that shows what the character in the story was thinking or saying
title	found on the cover and title page, often can help you learn what the book will be about or the main idea
title page	found on one of the first pages, includes title, author, illustrator

Lessons and Extensions:

- Introduce text features as they appear in books you are reading. Create a chart where you can list text features and their importance to the text. Keep the chart of text features handy to refer back to or add to while working on ITRI.
- Have students work individually or in small groups to browse through informational books. Provide students with a copy of the Text Features Scavenger Hunt (Appendix C) so they can track the features in the books they are reading. Have students write the titles of the books in the left column and provide the page numbers where they found the text feature in that book. Have students share text features they found and how those features can better help them understand informational text.
- Cover titles/headings/captions with sticky notes. Have students write their own titles/headings/captions. Discuss and compare the rewritten text features against the authors'.

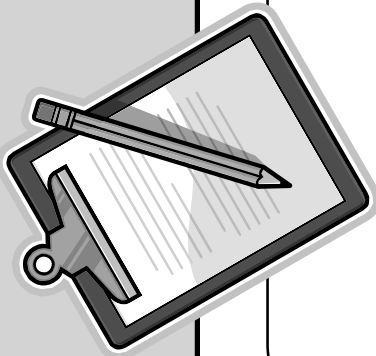


OBSERVATIONAL CHECKLIST

Grade 1

NAME: _____

DATE: _____



	Not Observed	Developing	Proficient	Comments:
previews text purposefully				
makes predictions using prior knowledge				
confirms or adjusts predictions				
uses text features to gain information (examples: title, heading, table of contents, glossary, bold words, captions)				
identifies and states main idea				
supports main idea with details from text				
answers who, what, when, where, why, and how questions to gain information				

COMPREHENSION QUESTIONS

Grade 1

1. Before you begin reading, can you talk to me about how to preview a page?

2. Why do you think the author numbered the pictures at the side?

3. After reading this textbook page, what do you think it is mostly about?

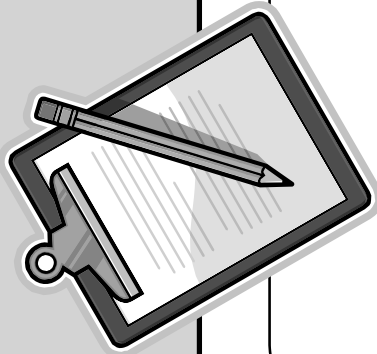
4. How will using these strategies help you in your own reading?

OBSERVATIONAL CHECKLIST

Grade 1

NAME: Shane Metcalf

DATE: May 12



	Not Observed	Developing	Proficient	Comments:
previews text purposefully		✓		<i>sometimes rushes through, or skips over important text features although he knows how to use them</i>
makes predictions using prior knowledge			✓	<i>relates text to personal experiences, makes strong predictions</i>
confirms or adjusts predictions	✓			<i>does not go back to confirm or prove predictions at end of text, doesn't tie it all together</i>
uses text features to gain information (examples: title, heading, table of contents, glossary, bold words, captions)			✓	<i>can identify and find all text features while reading uses title and table of contents to predict</i>
identifies and states main idea			✓	<i>can find easily</i>
supports main idea with details from text		✓		<i>"just knows" main idea he says, need additional help</i>
answers who, what, when, where, why, and how questions to gain information			✓	<i>can answer questions quickly and accurately, but needs to use these to support main idea</i>

Appendix F:

Culminating Textbook Lesson

The following textbook pages are used as the culminating activity for the strategies learned in ITRI units. We recommend teachers use the Observational Checklist throughout all three units for each student. “From One to Many” will provide additional textbook pages from which you can complete the Comprehension Questions and your final assessment of the student. This component is designed to be individually administered.

1 Teachers gather observational data.

OBSERVATIONAL CHECKLIST Grade 1

NAME: _____
DATE: _____

	Not Observed	Developing	Proficient	Comments
prepares text purposefully		✓		translates notes through or they are organized but before although he knows how to use them
makes predictions using prior knowledge			✓	relies too to general experience, makes strong predictions
confirms or adjusts predictions	✓			does not go back to surface or given predictions at end of text, doesn't tie it all together
uses text features to gain information (changes the heading, title or content, glances text words, captions)			✓	can identify and find all text features while reading can take note with of content to predict
identifies and states main idea			✓	can find only
supports main idea with details from text	✓			"just knows" main idea he says, need additional help
answers who, what, when, where, why, and how questions to gain information			✓	can answer question quickly and accurately but needs to use them to support main idea

Teachers use the Observational Checklist (Appendix D) for ongoing assessment while completing all three units of ITRI. A sample Observational Checklist is provided (Appendix E).

2 Teachers use culminating lesson to complete assessments.



Use the “From One to Many” textbook pages to complete the Observational Checklist and Comprehension Questions (Appendix D) for each student.



From One to Many

Seeds are the beginning of life. Sunflowers grow from seeds. Inside each seed is the beginning of a new plant. Seeds need soil, sun, and water. The seed grows into a plant. The plant makes more seeds. What do more seeds mean?



1
seed



2

seedling



3

bud



4

flower



5

dried flower



6

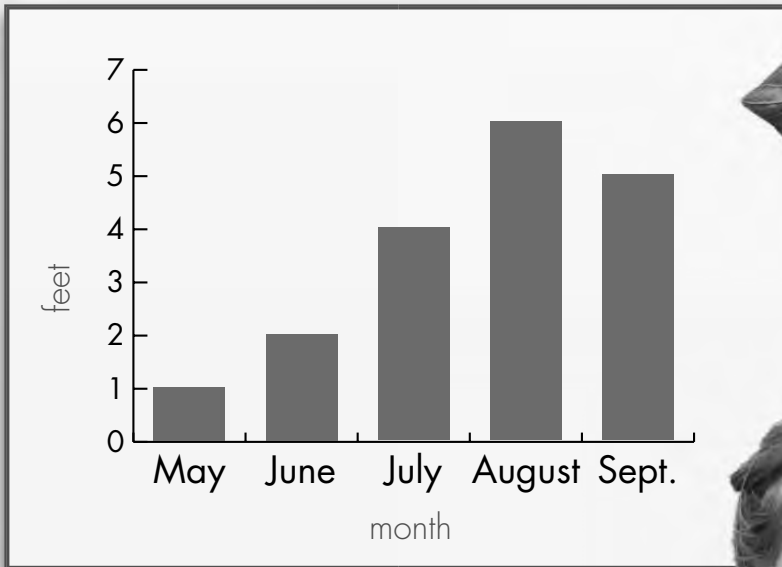
seeds



One sunflower head can have over 1,000 seeds.



Sunflower Growth Chart



Sunflower heads face East to protect the seeds from being burnt by the sun.



Appendix G:

Informational Text Reference Books

There are a variety of reference materials concerning informational text on the market. Below you find a sampling of primary grade level reference books that will expand your knowledge, and enrich what you are doing in the classroom.

Duke, Nell K., Ed.D., and V. Susan Bennett-Armistead. Reading & Writing Informational Text in the Primary Grades. New York, New York: Scholastic, 2003.

Exploring Informational Texts From Theory To Practice. Ed. Linda Hoyt, Margaret Mooney, and Brenda Parkes. Portsmouth, New Hampshire: Heinemann, 2003.

Kletzien, Sharon Bengel, and Mariam Jean Dreher. Informational Text in K-3 Classrooms Helping Children Read and Write. Newark, Delaware: International Reading Association, 2005.

Oczkus, Lori D. Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension. Newark, Delaware: International Reading Association, 2006.

Raphael, Taffy E., Kathy Highfield, and Kathryn H. Au. QAR Now: Question Answer Relationships. New York, New York: Scholastic, 2006.



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Mini Books:

My Community

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Animals Eat

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Caring For Pets

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Where Do Plants Get Food?

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Down the Drain

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How to Make a Paper Hat

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Textbook Pages:

Community Leaders

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Circle of Life

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How to Make a Pinecone Birdfeeder

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From One to Many

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