Grades 3-5 Informational Text

Grade 3	Grade 4	Grade 5
Louisiana Standard • **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Louisiana Standard** • **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Louisiana Standard** • **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Louisiana Connector • **LC.RI.3.1a** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Louisiana Connector** • **LC.RI.4.1b** Refer to details and examples in a text when drawing basic inferences from an informational text. • **LC.RI.4.1b** Refer to details and examples in a text when drawing basic inferences from an informational text.	**Louisiana Connector** • **LC.RI.5.1a** Quote accurately from a text when explaining what the text says explicitly. • **LC.RI.5.1b** Quote accurately from a text to support inferences.

Suggested Instructional Strategies:

Write to Understand
- **KWL Charts:** Before, during and after reading a text, create a KWL chart with the class to answer questions about key details in the text.

What we **K**now about a topic	What we **W**onder about a topic	What we **L**earned about a topic

Discuss to Understand
- **Instructional Conversations:** Individually, in small groups, or with the whole class, engage in a conversation about a content-area topic. First, teachers should ask students what they already know about the topic to determine their background knowledge. Next, the teacher can provide direct information about the topic to build their knowledge. Then, teachers ask different questions about the topic and allow the group to have an open conversation about

the topic. Students should support their ideas by using information they learned from books or other multimedia sources.

- **Socratic Seminar:** To encourage students to think more deeply about texts, teachers can lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about a specific topic. These questions should go beyond literal (who, what, when, where) questions and should begin to ask children to delve deeper about the topic (how and why). Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.
- **Prediction:** While presenting information or a nonfiction text, stop to have students make predictions.

Model to Understand
- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud an informational text in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself.

Suggested Supports and Scaffolds:
- Graphic Organizers
- Various informational Texts
- Interactive White Board
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text of the same story with the same key events or details
- Pictures, objects or tactile representations to illustrate the topic, events or details
- Highlighted text

Grade 3	Grade 4	Grade 5
Louisiana Standard • **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.	**Louisiana Standard** • **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**Louisiana Standard** • **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Louisiana Connector • **LC.RI.3.2a** Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. • **LC.RI.3.1b** Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • **LC.RI.3.8b** Describe the connection between sentences and paragraphs in a text. • **LC.RI.3.2b** Determine the main idea of a text; recount the key	**Louisiana Connector** • **LC.RI.4.2a** Determine the main idea of an informational text. • **LC.RI.4.2b** Identify supporting details of an informational text.	**Louisiana Connector** • **LC.RI.5.2a** Determine the main idea, and identify key details to support the main idea.

details and explain how they support the main idea.		

Suggested Instructional Strategies:

Write to Understand
Graphic Organizer (e.g., bubble)
- List the topic of a text or multi-media and note events and/or details that support the topic (e.g., the best time to plant pumpkins, how long it takes them to grow and ripen, typical size, uses, etc.).
- Use a system of least prompts used when selecting a supporting detail.

Topic Board/Display
- Identify pictures that represent the topic(s) of a given text.
- Include illustrations or sentences from the text; include events and details that support the topic in a topic board/display or graphic organizer.

Discuss to Understand
- **Interactive Story Reading**
- Choose and pre-read a book prior to instruction.
- Read the text aloud to students, stopping at predetermined points.
- At each stopping point, ask student to share their thoughts and respond to text.

Group Think
- Tell the students what the topic is prior to reading text or watching multi-media. Ask students to identify sentences that tell you the topic and supporting details about the topic (e.g., Tell students that the topic will be pumpkins. Read the informational text "All About Pumpkins." Students may identify the title as the sentence that tells you what the topic will be. Students can point out any of the details that are included about pumpkins. All About Pumpkins is from a mini page and can be located here: http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/7343/show/7338/rec/10.
- **Prediction:** While presenting information or a nonfiction text, stop to have students make predictions.

Model to Understand
Think aloud
- Model the thought processes that occur while reading the text. This may include: asking questions while reading the text, identifying important details, identifying the topic, and identifying the main idea.

Suggested Supports and Scaffolds:
- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that reflect supporting details about the topic
- Videos or story boards/cards of the story for visual supports
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text of the same story with the same key events or details

Grade 3	Grade 4	Grade 5
Louisiana Standard • N/A	**Louisiana Standard** • N/A	**Louisiana Standard** • **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Louisiana Connector • N/A	**Louisiana Connector** • **N/A**	**Louisiana Connector** • **LC.RI.5.3a** Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. • **LC.RI.5.3b** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Suggested Instructional Strategies:

Discuss to Understand

- **Socratic Seminar:** To encourage students to think more deeply about texts, teachers can lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about a specific topic. These questions should go beyond literal (who, what, when, where) questions and should begin to ask children to delve deeper about the topic (how and why). Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher. Questions that might be addressed include:

- o How are these two individuals from the informational text connected to one another?
  - o How does these two events influence one another?
  - o What is the relationship between these two concepts?
- **Instructional Conversations:** Individually, in small groups, or with the whole class, engage in a conversation about a content-area topic. First, teachers should ask students what they already know about the topic to determine their background knowledge. Next, the teacher can provide direct information about the topic to build their knowledge. Then, teachers ask different questions about the topic and allow the group to have an open conversation about the topic. Students should support their ideas by using information they learned from books or other multimedia sources. Questions asked during these instructional conversations should specifically address the relationship between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text.
- **Prediction:** While presenting a text, stop to have students predict what might happen (cause/effect).

Model to Understand

- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud an informational text in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself. As the teacher reads aloud, he/she should specifically highlight the relationship between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text.

Suggested Supports and Scaffolds:

- Various informational Texts supported by illustrations as needed
- Interactive White Board
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text of the same content with the same key events or details
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

Grade 3	Grade 4	Grade 5
Louisiana Standard • **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**Louisiana Standard** • **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**Louisiana Standard** • **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
Louisiana Connector • **LC.RI.3.8a** Identify signal words that help determine what the text structure is in an informational text.	**Louisiana Connector** • **LC.RI.4.5a** Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).	**Louisiana Connector** • **LC.RI.5.5a** Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result). • **LC.RI.5.5b** Use signal words to identify common types of text structures.

Suggested Instructional Strategies:

Write to Understand

• **Informational Data Charts:** Have a text structure conversation with students. Find a book that represents each of the five different informational text structures. Then, with the students, fill out a data chart to see the types of signal words that are used with each type of text.

Description	Sequence	Problem/Solution	Compare/Contrast	Cause/Effect
Signal Words	Like Similar	First Next	One problem A way to solve this	On one hand On the other hand

Sort to Understand

- Information Sorting: On sorting cards, write several different signal words. On five of the cards, make the following categories: Description, Sequence, Problem/Solution, Cause/Effect, and Compare/Contrast. Ask students to sort the signal words under each of the matching text structures.

Suggested Supports and Scaffolds:

- Data Charts
- Sorting Cards
- Various informational Texts
- Interactive White Board
- Graphic Organizers (blank data charts)
- List of signal words that might help students determine the text structure being used
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Repeated exposure to content and strategies
- Highlighted information within the text (e.g., signal words)
- Word bank from which students may select answers to questions
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text of the same story with the same key events or details
- Provide a signal word chart
  (e.g., http://www.pinterest.com/source/seedsofsciencerootsofreading.wordpress.com/)

Grade 3	Grade 4	Grade 5
Louisiana Standard • N/A	**Louisiana Standard** • **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**Louisiana Standard** • **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
Louisiana Connector • N/A	**Louisiana Connector** • **LC.RI.4.5b** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • **LC.RI.4.5c** Organize information presented in an informational text to demonstrate the text structure.	**Louisiana Connector** • **LC.RI.5.5c** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Suggested Instructional Strategies:

Write to Understand
Graphic Organizer
• Read aloud a variety of informational texts that represent different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). As you read the various texts, ask students to fill out a corresponding graphic organizer so they recognize the differences in text structures.
• For compare/contrast informational texts, use a Venn diagram to compare and contrast the information within the text. Provide several different types of informational texts or multi-media (i.e., magazine, online, or newspaper article) for students to use to make comparisons.
• Provide sentences or sets of sentences with signal words that indicate a specific text structure (e.g., "Before 1900s", "The 20th century", and "The future" are headings that indicate a

chronological text structure; these sentences: "Today, only the deepest parts of the ocean are unexplored. But in the 1800s, much of the land west of the Mississippi, all the way to the Pacific Ocean was unexplored," indicate a compare/contrast text structure.). Ask students to complete the correct graphic organizer using the provided sentences. This can be expanded by providing passages and asking students to pull information from the passages to fill in the graphic organizer. Graphic organizers can be found here: http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf.

- Use a system of least prompt as needed to select information from text and selects appropriate location on graphic organizers.

Sort to Understand

- Create five different book bins and label them with the different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). After reading several different types of informational texts, ask students to sort the texts into the corresponding bins.
- Provide sentences or sets of sentences with signal words that indicate a specific text structure (e.g., "Before 1900s", "The 20th century", and "The future" are headings that indicate a chronological text structure; these sentences: "Today, only the deepest parts of the ocean are unexplored. But in the 1800s, much of the land west of the Mississippi, all the way to the Pacific Ocean was unexplored," indicate a compare/contrast text structure.). Ask students to sort the sentences by text structure.
- Provide signal words that describe each type of structure as follows:
  - Cause and Effect. since, because, made, for this reason,
  - Chronology. first, second, third, before, after, when
  - Compare and Contrast. similar, different, on the other hand, but, however
  - Problem and solution. problem, solution, dilemma, if and then, puzzling

Discuss to Understand
Think-Pair-Share

- Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words.
- Ask students, "What structure does the author use in this text?" Provide time for students to think about the structure and refer them to the graphic organizer described in the section above if used.
  - Students may answer these questions to help determine the text structure:
    - Cause and Effect. What happened? What was the cause?
    - Chronology. What is the timespan from the first event to the last? Does the author use signal words to transition from one event to the next?
    - Compare and Contrast. What is being compared? Does the author point to similarities and differences?
    - Problem and solution. What was the problem? What was the solution? Was the problem solved?

- Pair students and have them discuss their thoughts about the structure.
- Student pairs share their ideas about structure with whole class. As students report out, place pieces of information in a graphic organizer where appropriate to show structure (e.g., if the author has used a chronological structure, place the sentences with the signal words that demonstrate the chronology on a timeline. For example, the informational piece "A Few Steps Along the Way: Making Our Constitution" uses headings with dates. These headings can be placed on a timeline to show the structure.) "A Few Steps Along the Way…" is from a mini page and can be located
here: http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/2669/rec/4.

Model to Understand
- Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words. When appropriate, place pieces of information in a graphic organizer to show the structure (e.g., if the author has used a chronological structure, place the sentences with the signal words that demonstrate the chronology on a timeline. For example, the informational piece titled A Few Steps Along the Way: Making Our Constitution uses headings with dates. These headings can be placed on a timeline to show the structure. This piece is from a mini page and can be located
here: http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/2669/rec/4).

Suggested Supports and Scaffolds:
- Highlighted information within the text (e.g., signal words)
- Graphic organizers
- Interactive whiteboard
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Provide a signal word chart
(e.g., http://www.pinterest.com/source/seedsofsciencerootsofreading.wordpress.com/)
- Copies of informational texts for each student
- Various informational Texts
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Repeated exposure to content and strategies
- Pair each type of text structure with a symbol.
    - Examples can be found here: http://www.pinterest.com/explore/text-structures/

Grade 3	Grade 4	Grade 5
Louisiana Standard • **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**Louisiana Standard** • **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**Louisiana Standard** • **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
Louisiana Connector • **LC.RI.3.5a** Identify the purpose of a variety of text features. • **LC.RI.3.5b** Use text features (keywords, glossary) to locate information relevant to a given topic or question. • **LC.RI.3.5c** Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	**Louisiana Connector** • **LC.RI.4.5d** Use text features (keywords, glossary) to locate information relevant to a given topic or question. • **LC.RI.4.5e** Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	**Louisiana Connector** • **LC.RI.4.5f** Use search tools or text features as a means of locating relevant information.

Suggested Instructional Strategies:

Sort to Understand
• Use time delay to teach text features.
• Provide text features (e.g., maps, charts, illustrations) to be sorted into categories.
• Use a System of Least prompts to provide feedback.

Discuss to Understand
Compare Literary Text to Informational Text (compare/contrast)
• Provide students with a few examples of literary texts and a few examples of informational texts. (Identify each text's type for the students.)

- Invite the students to verbally explain the differences between the two types of texts. (e.g., how are the informational texts different from the literary texts? What do the informational texts have that the literary texts do not?).
- Explain what text features are (e.g., the captions tell us what a picture, illustration, chart or graph is about; timelines summarize important information chronologically).
- After completing the activity above, have students circle, highlight, or otherwise denote the text features found in the sample informational texts.
- Chart each type of text feature, and have students discuss the purpose of each.
- Provide students with an additional sample informational text.

Text divisions – ask students to identify how the text is organized and presented.
1. Lead students through the passage while reading aloud.
2. Have students look over the passage.
3. Highlight the special text features: title, headings, photos, etc.
4. Ask students to discuss the purpose and usefulness of the text features.
- Why do you think the author included a (map, diagram, headings, etc.)?
- What does the (selected text feature) do to help you as a reader?

Model to Understand
- Model how to use text features using the "Think Aloud" strategy (e.g., "The title tells me I'm going to read about a tower that might fall. Certain words are boldfaced — these are important, so I'll try to remember them. There is a photograph and a diagram — I can use these to get a clear picture in my mind of what I'm reading.").
- Use a System of Least prompts to teach students to: locate text features, locate signal words, find words in a glossary, locate title, use an index.
- Teach explicitly using a task analysis. For example, steps to finding a word in a glossary.
1. Place the written word that needs to be located in a place where it can be seen after you turn to the glossary (if the word is in the text on another page, write the word on a separate piece of paper).
2. Locate the glossary.
3. Look at the first letter of the word to be located (e.g., "g"), use the guide word in the glossary to locate words with the same letter (e.g., "g".).
4. Look at the second letter in the word to be located (e.g., "gr") and follow the words down the column until you locate the first word with the same first two letters.
5. Continue with additional letters until the desired word is located.

Suggested Supports and Scaffolds:
- Interactive whiteboard
- Teach using meaningful content from a variety of mediums (e.g., internet)

- Highlighted information within the chart, map, or diagram
- Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map
- Sentence strips that reflect the key information on a chart, graph, or map
- There are numerous text features. Select a few at a time that are priorities for the students (e.g., bolded text). Practice identifying the specific text feature(s) across multiple documents
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Self-monitoring checklist of steps to using reference materials
- Clearly differentiated multiple-choice answers

Grade 3	Grade 4	Grade 5
Louisiana Standard • **RI.3.6** Distinguish the student's point of view from that of the author of a text.	**Louisiana Standard** • N/A	**Louisiana Standard** • N/A
Louisiana Connector • **LC.RI.3.6b** Identify own point of view about a topic. • **LC.RI.3.6c** Compare own point of view to that of the author.	**Louisiana Connector** • N/A	**Louisiana Connector** • N/A

Suggested Instructional Strategies:

Discuss to Understand

- **Instructional Conversations:** Individually, in small groups, or with the whole class, engage in a conversation about point of view. First, teachers should ask students about their own point of view about a topic using their own background knowledge and what they've learned from the text. Next, the teacher can provide direct information about the topic to build their knowledge. Then, teachers ask different questions about the topic and allow the group to have an open conversation about the topic—specifically noting their point of view. Students should support their ideas by using information they learned from books or other multimedia sources.
- **Debates:** For informational texts in which two sides are presented, students can participate in a debate. One student (or group of students) can take one point of view. Another student (or group of students) can take the opposing point of view. Students should identify the topic, prepare for the debate, conduct the debate, and reflect on the outcome.

Model to Understand

- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. The teacher should read aloud an informational text. As he/she reads the text aloud, the teacher should identify his/her own point of view about the information. Then, the teacher should explain how his/her point of

view compares with the point of view of the author. This provides a demonstration for students as they read informational texts on their own.

Suggested Supports and Scaffolds:
- Various informational Texts
- Graphic organizers to help student plan for debates
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers

Grade 3	Grade 4	Grade 5
Louisiana Standard • N/A	**Louisiana Standard** • **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**Louisiana Standard** • N/A
Louisiana Connector • N/A	**Louisiana Connector** • **LC.RI.4.6a** Determine if information in a text is firsthand or secondhand. • **LC.RI.4.6b** Compare and contrast a firsthand and secondhand account of the same event or topic.	**Louisiana Connector** • N/A

Suggested Instructional Strategies:

Write to Understand
• **Firsthand/Secondhand Coding:** Provide the students with a copy of the text the students for students to mark. Students should then create a coding system to help them mark and understand the text. The coding system might look something like this:

Code	Meaning
1	Underline (using a green marker) firsthand account of information. Place a "1" next to the lines of text that show firsthand accounts.
2	Underline (using a red marker) secondhand account of information. Place a "2" next to the lines of text that show secondhand accounts.

• **Informational Venn Diagrams:** For texts that have firsthand and secondhand accounts of information, determine the difference between the two using a Venn Diagram. Within the left

circle, record firsthand account information. Within the right circle, record secondhand account information. In the middle write how the firsthand and secondhand accounts are similar.

Sort to Understand

- **Information Sorting:** On sorting cards, write several different facts from the informational text that are told firsthand and secondhand. On two of the cards make the following categories: Firsthand information and Secondhand information. Ask students to sort the facts under each of the categories to show their understanding of the different between firsthand and secondhand information.

Suggested Supports and Scaffolds:

- Various informational Texts
- Graphic organizers to help student plan for debates
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers

Grade 3	Grade 4	Grade 5
Louisiana Standard • **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**Louisiana Standard** • **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**Louisiana Standard** • N/A
Louisiana Connector • **LC.RI.3.7b** Identify information learned from illustrations and information learned from the words in an informational text. • **LC.RI.3.7c** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • **LC.RI.3.7d** Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.	**Louisiana Connector** • **LC.RI.4.7a** Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions. • **LC.RI.4.7b** Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears. • **LC.RI.4.7c** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information	**Louisiana Connector** • N/A

• **LC.RI.3.7a** Use illustrations (e.g., maps, photographs) in informational texts to answer questions.	contributes to an understanding of the text in which it appears.	

Suggested Instructional Strategies:
Write to Understand

- T-Chart Graphic Organizer. On the left record text information that helps a student learn about a topic or concept. On the right record the student's answers to the following critical thinking questions.
  - What is the most important information and why?
  - What are the most important facts?
  - Why did the author want the reader to learn these?

Sort to Understand

- Use example/non-example to teach illustration from text
- Use time delay to teach students to identify types of illustrations
- Provide cards with text and cards with different types of illustrations (e.g., map, diagram, photograph, graphics). Ask students to sort examples of text from examples of illustrations.

Discuss to Understand
Teach using the 5 W's and How Strategy. (Who, What, When, Where, Why, and How)

- Provide students with an informational text that contains illustrations, such as, maps, photographs or other graphics. Have students highlight all illustrations within the informational text. Discuss how the illustrations differ from the actual text. Review each type of illustration in the text making a chart with each type of illustration and draw example of each. Ask students questions about types of illustrations and which they would use to answer specific questions about the text. For example:
  - Which illustration would you use to answer the question, "In what year did Abraham Lincoln deliver the Gettysburg Address?" Students answer "timeline."
- Use system of least prompts when teaching students to identify which source or type of source might provide the needed information.

Model to Understand
Teach using QAR. Model the four types of questions:

- Right There- Pose a question to the class that may be answered by looking in more than one location of the text.
- Think and Search- Ask a question that may be answered by looking in more than one location of the text.

- Author and Me- Pose a question that requires "reading" the text and using knowledge that is in your head.
- On My Own- Ask a related question that can be answered without having to read the text. These are usually higher level thinking questions.

Suggested Supports and Scaffolds:
- Highlighted information
- Add images to information presented visually
- Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions
- Interactive whiteboard
- Teach daily using meaningful content from a variety of mediums (e.g., internet, or weather illustration that is in the daily newspaper)
- Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map
- Black and white illustrations of key elements in the story
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Grade 3	Grade 4	Grade 5
Louisiana Standard • **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.	**Louisiana Standard** • **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.	**Louisiana Standard** • **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Louisiana Connector • **LC.RI.3.2c** Identify facts that an author uses to support a specific point or opinion.	**Louisiana Connector** • **LC.RI.4.8b** Identify reasons that the author uses to support ideas in an informational text. • **LC.RI.4.8c** Identify facts that an author uses to support a specific point or opinion.	**Louisiana Connector** • **LC.RI.5.8a** Explain how an author uses reasons and evidence to support particular points in a text. • **LC.RI.5.8b** Identify reasons and evidence that support an author's point(s) in a text. • **LC.RI.5.8c** Identify the author's stated thesis/claim/opinion. • **LC.RI.5.8d** Identify evidence the author uses to support stated thesis/claim/opinion.

Suggested Instructional Strategies:

Write to Understand
Graphic Organizer
• Use an evidence tracker to record claims an author makes.
  http://creativecommons.org/licenses/by-sa/3.0/
▪ Use system of least prompts as needed to provide feedback.

Sort to Understand
• Use example/non-example to teach fact vs. opinion.
• Provide facts and opinions on a topic to be sorted into categories.
Discuss to Understand
Question Quandary/Think-Pair-Share
• What words in this sentence, line or paragraph are the most important and why?

- If you could choose one idea from this page as the most important one, which would it be and why?
- How can you tell the author thinks a certain idea is the most important and why?
- What is the most important idea you've gotten from the text and why?
- Use system of least prompts as needed to provide feedback.

Model to Understand
- Place an informational text on the overhead or interactive whiteboard. While reading aloud, highlight information (maybe in multiple colors- one for claims and one for evidence supporting the claims) such as facts, opinions, or claims.

Suggested Supports and Scaffolds:
- Highlighted headings, key words or sentences
- Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Add images that represent important information
- Pictures, objects or tactile representations to illustrate the topic, events or details
- Graphic organizers
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Peer support, collaborative grouping

Grade 3	Grade 4	Grade 5
Louisiana Standard • **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.	**Louisiana Standard** • **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text. • **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**Louisiana Standard** • **RI.5.7** Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Louisiana Connector • **LC.RI.3.9b** When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic. • **LC.RI.3.9a** Compare two or more texts on the same topic or by the same author.	**Louisiana Connector** • **LC.RI.4.8a** Compare and contrast how different authors use reasons and evidence to support the same topics across texts. • **LC.RI.4.9b** Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably. • **LC.RI.4.9a** Report out about two or more texts on the same self-selected topic.	**Louisiana Connector** • **LC.RI.5.7a** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. • **LC.RI.5.7b** Refer to multiple print or digital sources as support for inferences (e.g., how did you know?). • **LC.RI.5.9a** Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?). • **LC.RI.5.9b** Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.

Suggested Instructional Strategies:

Write to Understand

- **Informational Venn Diagrams:** When researching a topic, compare and contrast the most important points and key details presented in the two informational texts by completing a Venn Diagram. First, brainstorm (individually, in a small group, or with the whole class) what information is shared within the two texts and place that information in the middle of the Venn Diagram. Then, in the outer circles, place information that is not shared between the two texts.
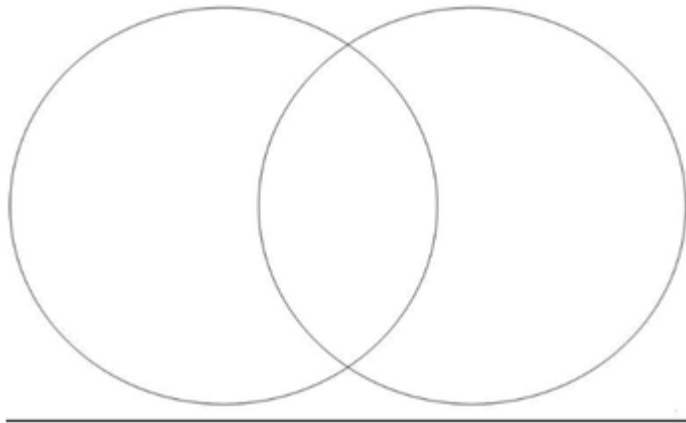
- 'Informational Data Charts:' To keep track of how information across multiple texts is similar and how it is different, create an informational data chart (similar to the one below). After filling out the chart, students can use the graphic organizer as a discussion point to verbally compare and contrast how two different texts address one similar topic.

	Text #1	**Text #2**
Topic Addressed:	Tornadoes	Tornadoes
Region:	Midwest tornadoes	Damaging tornadoes around the world
Types of Tornadoes	Addresses all types of tornadoes	Only focuses on the most damaging types of tornadoes

Discuss to Understand

- **Instructional Conversations:** Individually, in small groups, or with the whole class, engage in a conversation about how multiple texts address a topic. First, teachers should ask students about their own point of view about a topic using their own background knowledge and what they've learned from the text. Next, the teacher can provide direct information about the topic to build their knowledge. Then, teachers ask different questions about the topic and allow the group to

have an open conversation about the topic—specifically noting their point of view. Students should support their ideas by using information they learned from books or other multimedia sources. Questions to ask might include:

- What information did you learn from Text #1? Text #2?
- How were the different texts similar?
- How were the texts different?
- How does the text support (insert inference here)?
- What is your opinion about this?

Suggested Supports and Scaffolds:
- Graphic Organizers
- Various informational Texts
- Interactive White Board
- Highlighted information within the text
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Clearly differentiated multiple-choice answers