



Grade K	Grade 1	Grade 2						
<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.K.1 With prompting and support, ask and answer questions about key details in a text. • RI.K.2 With prompting and support, identify the main topic and retell key details of a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.1.1 Ask and answer questions about key details in a text. • RI.1.2 Identify the main topic and retell key details of a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 						
<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.K.1 With prompting and support, answer questions about key details in a text. • LC.RI.K.2c With prompting and support, retell/identify key details in a text. • LC.RI.K.2a Discuss key details and main topic of a preferred text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.K.1 With prompting and support, answer questions about key details in a text. • LC.RI.K.2c With prompting and support, retell/identify key details in a text. • LC.RI.K.2a Discuss key details and main topic of a preferred text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.2.1 Answer who, what, where, when, why, and how questions from informational text. • LC.RI.2.10b Discuss key details and main topic of a preferred text. 						
<p>Suggested Instructional Strategies:</p> <p>Write to Understand</p> <ul style="list-style-type: none"> • 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. <table border="1" data-bbox="207 1627 1360 1705"> <tr> <td data-bbox="207 1627 574 1705">What we Know about a topic</td> <td data-bbox="574 1627 967 1705">What we Wonder about a topic</td> <td data-bbox="967 1627 1360 1705">What we Learned about a topic</td> </tr> <tr> <td data-bbox="207 1705 574 1766"></td> <td data-bbox="574 1705 967 1766"></td> <td data-bbox="967 1705 1360 1766"></td> </tr> </table>			What we K now about a topic	What we W onder about a topic	What we L earned about a topic			
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.
- **Critical Thinking:** While presenting a story have students answer questions on each page about the key information present.

Sort to Understand

- Students can sort pictures from the text into categories of "Who, what, when, where".
- Students can sort key words into categories of "Who, what, when, where".
- Students can match identical pictures to the text (e.g., person to person, place to place).
- **Concept Sort:** Key Details
 - Have students sort key details associated with various topics. Choose two or more familiar topics and a text about each topic and have the students sort/match word cards, picture cards, or objects according to topic, placing the words/pictures/objects on or near the cover of the corresponding text. Then, students answer who, what, when, where, why, how questions about each topic or text verbally or by pointing to the picture or object.
 - Example/Non-Example of evidence from text that illustrates key ideas or details.

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.



Key Details

- Using a text from a read aloud, shared reading lesson, or guided reading lesson, the teacher can model how to select and organize the key details in a story by using a story graphic organizer.

Suggested Supports and Scaffolds:

- Graphic Organizers
- Various informational Texts
- Interactive whiteboard and/or chart paper
- Read aloud texts
- Preview of the text and details, frontloading
- Highlighted important information
- Color coded information within the text
- A picture glossary for the terms who, what, where, when, why, and how
- Videos or story boards/cards of the story for visual supports
- Content delivered using multi-media (e.g., video, audio, computer)
- Black and white illustrations
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text with the same key details, illustrations added or adapted, as needed
- Peer support, collaborative grouping



Grade K	Grade 1	Grade 2
<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.K.2 With prompting and support, identify the main topic and retell key details of a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.1.2 Identify the main topic and retell key details of a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.K.2b With prompting and support identify the main topic. • K.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non-print text (e.g., What do you think we might learn about in this book?). • LC.RI.K.2a Discuss key details and main topic of a preferred text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.1.2b Identify the main topic of an informational text. • LC.RI.1.2a Discuss key details and main topic of a preferred text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.2.2a Identify the main topic of a multi-paragraph informational text. • LC.RI.2.10b Discuss key details and main topic of a preferred text.

Suggested Instructional Strategies:

Write to Understand

- **Information Coding for Main Topic:** 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
• _____	• Here is the main topic.
• ***	• A main detail that supports the 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.
- **Think, Pair, Share:** Ask students to think individually about a question then meet with a peer to discuss their answers. Then, after they have had time to discuss with a peer they can share their thoughts with the rest of the class.
- **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 about the main idea and supporting details.

Key Details

- Using a text from a read aloud, shared reading lesson, or guided reading lesson, the teacher can model how to select and organize the key details in a story by using a story graphic organizer.

Suggested Supports and Scaffolds:

- Copies of texts for students
- Information Code guides (printed on small sheet of paper for the students to use)
- Various informational Texts
- Read aloud texts
- Preview of the text and details, frontloading
- Highlighted important information
- Color coded information within the text



- A picture glossary for the terms who, what, where, when, why, and how
- Videos or story boards/cards of the story for visual supports
- Content delivered using multi-media (e.g., video, audio, computer)
- Black and white illustrations
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text with the same key details, illustrations added or adapted, as needed
- Peer support, collaborative grouping

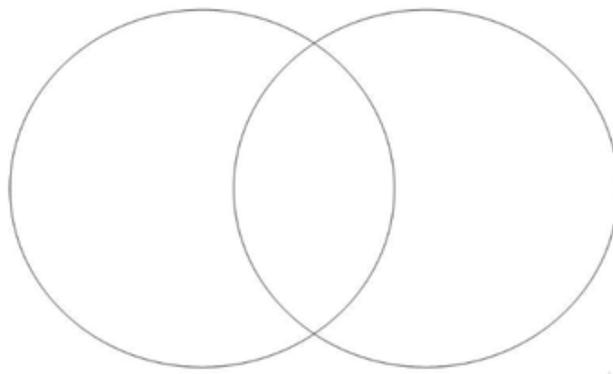


Grade K	Grade 1	Grade 2
<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • N/A
<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.1.3 Describe the connection between two individuals, events, or pieces of information in a text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • N/A

Suggested Instructional Strategies:

Write to Understand

- **Informational Venn Diagrams:** To get students to understand the connection between two individuals, events, ideas, or pieces of information use a compare/contrast text structure. Brainstorm (individually, in a small group, or with the whole class) how two or more things are alike and/or how they are different.



- **Time Lines:** Individually, in pairs, or with the whole class, students can draw a timeline to record important events in history or important milestones in a well-known person's life.



Students can create multiple timelines of the same historical period to compare the influence of one thing on something else (e.g. timeline of important events of the Civil Rights movement and a timeline of historical Civil Rights legislature that was passed as a result).

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. Through these discussions, students should begin examining how different people, events, ideas, or concepts are connected.
- **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). Specifically, students should begin to make connections between individuals, ideas, events, and concepts from the informational texts. 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.
- **Discussion Webs:** Write a question about the informational text in the middle of the web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write "Who was Martin Luther King?" in the middle of the web. Then, on extended lines students can offer responses to the question. You might have connectors that specifically ask students to make connections between the topic and other aspects of the topic.
- **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.



Grade K	Grade 1	Grade 2
<p>Louisiana Standard</p> <ul style="list-style-type: none"> N/A 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<p>Louisiana Connector</p> <ul style="list-style-type: none"> N/A 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> LC.RI.1.5c Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text. LC.RI.1.5a Identify text features to aid comprehension. LC.RI.1.5b Use text features to aid comprehension. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> LC.RI.2.5 Identify and use text features (e.g., title, bold print, illustrations, glossaries) to aid comprehension (e.g., locate key facts or information in a text efficiently). LC.RI.2.7e Use text features to aid comprehension.
<p>Suggested Instructional Strategies:</p> <p>Write to Understand</p> <ul style="list-style-type: none"> Informational Text Structures: To help students understand various informational text structures, pass out a blank graphic organizer (cluster map for descriptive texts, Venn Diagram for compare/contrast texts, a step-by-step guide for sequential texts, a cause/effect organizer for cause/effect texts, and a problem/solution organizer for problem/solution texts). Individually, with partners, in small groups, or as a whole class, ask students to help you fill out the graphic organizer as you read a text aloud. 		



Discuss to Understand

- **Instructional Conversations:** Individually, in small groups, or with the whole class, engage in a conversation about the text features of a content-area topic. Students should use the text features within the text to answer a series of questions about how text features help aid comprehension.
- **Think, Pair, Share:** Ask students to think individually about a question then meet with a peer to discuss their answers. Then, after they have had time to discuss with a peer they can share their thoughts with the rest of the class.

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
- White board/chart paper
- Repeated exposure to content and strategies
- 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
- Simplify language as needed
- Preview of the text, illustrations, and details, frontloading
- Highlighted important information
- Focusing on a few text features at a time
- Peer support, collaborative grouping



Grade K	Grade 1	Grade 2
<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.K.6 With prompting and support, define the role of the author and the illustrator of a text in presenting the ideas or information in a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.K.6 Identify the author's purpose in an informational text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.2.6 Identify the main purpose of a text, including what question the author is answering, explaining, or describing. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.3.6a Identify the author's purpose in an informational text.

Suggested Instructional Strategies:

Discuss to Understand

- **Socratic Seminar:** To encourage students to think more about the author's purpose of the text, including what question the author is answering, explaining, or describing, 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 the author's purpose. 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.
- **Think, Pair, Share:** Ask students to think individually about the author's purpose, then meet with a peer to discuss their answers. After they have had time to discuss with a peer they can share their thoughts with the rest of the class.
- **Discussion Webs:** Write a question about the author's purpose in the middle of a web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write "What was the author's purpose in this report about volcanoes?" in the middle of the web. Then, on extended lines students can offer responses to the question. They may respond with, "To teach us something," "To help us better understand volcanoes," "To warn us," "To scare us," etc.



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 about the author's purpose. 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
- Preview of the text and features, frontloading
- Highlighted important information
- A list of possible authors' purposes for reference
- 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
- Simplified language as needed



Grade K	Grade 1	Grade 2
<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.K.7 With prompting and support, make connections between the illustrations and the text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.K.7a Identify a labeled photo or diagram or graphic from within an informational text. • LC.RI.K.7b With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.1.7 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas. • LC.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.2.7a Explain or identify what specific images (e.g., a diagram showing how a machine works) teach or inform the reader. • LC.RI.2.7b Use the illustrations and details in a text to describe or identify its key ideas.
<p>Suggested Instructional Strategies:</p> <p>Discuss to Understand</p> <ul style="list-style-type: none"> • Think, Pair, Share: First, ask students to individually identify a labeled photo or diagram or graph from within an informational text. Then, with a peer, ask students to interpret the information provided in the photograph, diagram, or graphic. After they have had time to discuss with a peer they can share their thoughts with the rest of the class. As they share with the rest of the class, the teacher can provide some prompting and support to help facilitate the discussion. 		



- **Discussion Webs:** Place a photograph, diagram, or graph in the middle of a web. Next, ask students to create strands of the web by identifying what specific images teach the reader to do. Based on the webs, students can describe or identify key elements.
- **Critical Thinking:** While presenting a story have students answer questions on each page about the key information present.

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. For this particular think aloud, the teacher should identify a photo/graphic/diagram. Then, the teacher should talk aloud as he/she distinguishes between information provided by pictures or other illustrations and information provided by the words in a text.

Suggested Supports and Scaffolds:

- Various informational Texts
- Interactive White Board
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to facilitate responding
- Identical pictures that can be matched to the illustration in the book
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simplify language as needed
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Simpler or shorter text with the same key events. Larger, more detailed, illustrations may be added
- Black and white illustrations



Suggested Supports and Scaffolds:

- Graphic Organizers
- Timelines
- Various informational Texts
- Preview of the text and details, frontloading
- Highlighted important information
- Color coded information within the text
- A picture glossary for the terms who, what, where, when, why, and how
- Videos or story boards/cards of the story for visual supports
- Content delivered using multi-media (e.g., video, audio, computer)
- Black and white illustrations
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text with the same key details, illustrations added or adapted, as needed
- Peer support, collaborative grouping



Grade K	Grade 1	Grade 2
<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.K.8 With prompting and support, identify the reason(s) an author gives to support point(s) in a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.1.8 Identify the reasons an author gives to support points in a text. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • RI.2.8 Describe how reasons or evidence support specific points the author makes in a text.
<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.K.8 With prompting and support, identify the facts an author gives to support points in a text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.1.8 Identify the facts and details an author gives to support points in a text. 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.2.2b Identify the focus of a paragraph and the details that support the focus in an informational text. • LC.RI.2.8a Identify the facts and details an author gives to support points in a text.

Suggested Instructional Strategies:

Write to Understand

- **Information Coding for Main Topic: Information 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
• _____	• Here is the focus of a paragraph.
• ***	• This is a fact and detail that support the focus of the paragraph.

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.



Sort to Understand

- **Fact Sorting:** Make a set of sorting cards with various sentences/paragraphs from the informational text. On different sorting cards, write facts from the text and other sentences that do not include facts from the text (they could be opinions or they could be facts about different sets of information). Create two category cards: Facts from the Text and Not Facts from the Texts. Then, individually, in small groups, or with the whole class sort the evidence into the two categories.

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.

Key Details

- Using a text from a read aloud, shared reading lesson, or guided reading lesson, the teacher can model how to select and organize the key details using a story graphic organizer.

Suggested Supports and Scaffolds:

- Coding sheets
- Copies of informational texts for each student
- Sorting cards
- Various informational Texts
- Interactive White Board
- Highlighted important information
- Graphic organizers
- 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 with the same key events or details
- Peer support, collaborative grouping
- Preview of the text and events, frontloading
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

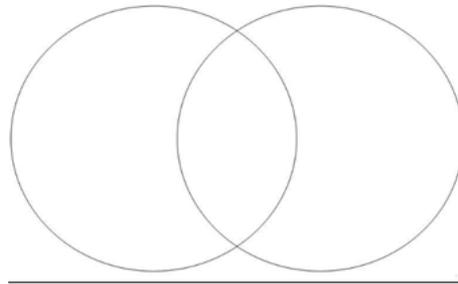


Grade K	Grade 1	Grade 2
<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.K.9 With prompting and support, identify similarities and differences between two texts on the same topic. 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> • RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real). 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> • LC.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Suggested Instructional Strategies:

Write to Understand

- **Informational Venn Diagrams:** For texts that use a compare/contrast text structure, brainstorm (individually, in a small group, or with the whole class) how two texts about the same topic are similar and how the two texts are different.





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 how two texts about the same topic are similar/different. 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.

Sort to Understand

- **Information Sorting:** On three sorting cards, create three categories with the titles: Text \#1 (name of text), Text \#2 (name of text), and Similar. On the other sorting cards write a list of similarities and differences. Present the students with a sort. Each of those concepts can be a category. On other cards, write corresponding facts that would match under the various categories. Ask students to sort the cards accordingly.

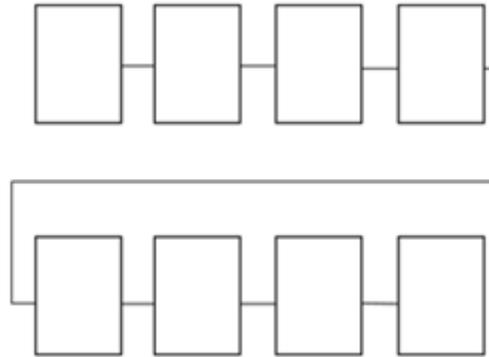
Text #1 Panda Bears	Similarities	Text #2 Polar Bears
Live in China	Are mammals	Live in the Arctic

Suggested Supports and Scaffolds:

- Graphic Organizers
- Sorting cards
- Various informational Texts
- Interactive White Board
- Repeated exposure to content and strategies
- 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
- Simplify language as needed
- Highlighted important information
- Peer support, collaborative grouping



Grade K	Grade 1	Grade 2
<p>Louisiana Standard</p> <ul style="list-style-type: none"> N/A 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> N/A 	<p>Louisiana Standard</p> <ul style="list-style-type: none"> RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<p>Louisiana Connector</p> <ul style="list-style-type: none"> N/A 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> N/A 	<p>Louisiana Connector</p> <ul style="list-style-type: none"> LC.RI.2.3a Identify the sequence of events in an informational text. LC.RI.2.3b Identify the steps in a process in an informational text. LC.RI.2.3c Identify the cause and effect relationships in an informational text.
<p>Suggested Instructional Strategies:</p> <p>Write to Understand</p> <ul style="list-style-type: none"> Time Lines: Individually, in pairs, or with the whole class, students can draw a timeline to record important events in history or important milestones in a well-known person's life. Students can create multiple timelines of the same historical period to compare the influence of one thing on something else (e.g. timeline of important events of the Civil Rights movement and a timeline of historical Civil Rights legislature that was passed as a result). Sequence Graphic Organizer: For texts that use a sequential text structure, brainstorm (individually, in a small group, or with the whole class) how the events unfold in a text. As each event unfolds, place the event in each box of the graphic organizer. 		



- **Sketch, Write, Type, or Choose a Pictorial Representation of the Key Events:** To help students read closely while analyzing the events in an informational text, use system of least prompts* to have students sketch, write, type, (or choose from picture or word options) the key events while focusing on the following questions:
 - What happened first/in the beginning?
 - What happened next/in the middle?
 - What happened last/at the end?
 - What caused ___ to happen?
- **Chart Paper/Display (key events):** Keep record of key events as the text is read.
 - Preview the type of information to look for prior to reading. Practice finding KEY events with a set of short paragraphs or very short texts.
 - Teacher think-aloud of key events and evidence from the text.
 - Record any signal words used in the text.
 - Identify pictures that represent the key events (beginning, middle, and end) of a given text.

Discuss to Understand

- **Critical Thinking:** While presenting an informational text, have students answer questions on each page about the key information, focusing on cause/effect.
- **Prediction:** While presenting a text, stop to have students predict what might happen (cause/effect).

Suggested Supports and Scaffolds:

- Graphic Organizers
- Various informational Texts
- Interactive White Board
- Preview of the text and events, frontloading
- Blank storyboards
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to facilitate responding



- Identical pictures that can be matched to the illustration in the book
- Highlighted key words (e.g., signal words)
- Color coding of events in story, on graphic organizer, and on charts (e.g., beginning=green, middle=yellow, end=red)
- A list of signal words for reference (e.g., first, next, after, before, last)
- Videos or story boards/cards of the story for visual supports
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simplify language as needed
- Use of first/then language and visual supports to identify sequencing information
- Repeated exposure to content and strategies
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Simpler or shorter text of the same story with the same key events
- Peer support, collaborative grouping