

RI.1.1

Ask and answer questions about key details in a text.

Strategy/Lesson Suggestions

I Have a Question. Begin this strategy by sharing the title and the cover of a book. Ask the students if anyone has questions based on the cover and the title. Record the questions on chart paper. Tell the students they will try to answer these questions while reading the book. While reading, or after reading, note the answers found next to the questions on the chart paper. Use appropriate terms found in the standard with students such as text.

Questioning with Art. Good readers and thinkers ask questions. Show the print "The Boat Party" by Mary Cassatt and model questions: Where are these people going? What will they do when they get there? Is that the baby's mother? Is that the baby's father? Are they in a sailboat since I see something that looks like it might be a sail? If this is a sailboat, why is the man rowing the boat? The water looks choppy, is a storm going to start? Then show student another piece of art such as "Girl with a Hoop" by Renoir. This painting has a girl in a very fancy dress holding a hoop and a stick. Give students thinking time and share their questions.

QUaD. QUaD stands for Questions, Answers, and Details. Children are given a topic. Next, they create questions. Using the QuaD structure, students record the questions they have in the first column, answers they find while listening or reading in the second column and the details they learned in the third column (Cudd, 1989).

Formative Assessment Suggestions

The teacher can use a large hand graphic organizer. She writes a question on each of the fingers. Students come up and choose a question to answer for the group. Continue until all questions have been asked. Grouping: small

Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip. Grouping: partner

Students have two signal cards. One is red and one is green. The teacher asks a question and calls on a student for a response. Students will raise the green card if they agree with the response or the red card if they disagree with the response. Then have a discussion about the correct response and why it is the correct response. The teacher will then model reading directly the part of the passage to prove the answer. After multiple experiences with teacher modeling students could independently find the support in the text. Grouping: whole or small

Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must ask a person in their group a question that starts with the word that is face up about the passage/story read. The other student responds. If the group doesn't agree, have students use the book or passage to point out or support their answer. The teacher can inform the students as to how many times they roll the cube. Grouping: small or partner

References:

Cudd, E.T. & Roberts, L. (1989). Research and report writing in the elementary grades. *The Reading Teacher*, 43, 268-269.

RI.1.2

Identify the main topic and retell key details of a text.

Strategy/Lesson Suggestions

Peer Partners. Students are paired. Invite partners to read and reread a story. Then partners will discuss what the text is mainly about. After partners share, write or draw what the text is mainly about, ask them the following questions (Harvey & Goudvis, 2000):

1. How do you know this?
2. What details can you find, list or draw to support your conclusions about the main idea?

What's the Title? In this strategy, the students will listen to a text but will not know the title. It is the student's job to come up with a title for the book and a picture for the cover. The teacher will read the text or part of the text and children will give titles for that story. Teacher writes responses on chart paper. The teacher will explain that often the title of a text can give clues or directly state the main idea. After modeling invite students to choose another text to practice writing a title and drawing a picture to match the text.

Bag It. Choose a book or passage with multiple main ideas. Choose three or more main ideas. Label three sandwich bags with index cards on the front with the main idea written on each card. On index cards write details that go along with the main idea. Have students sort the details into the matching main idea bag. This strategy can be done as a center, a whole class activity or a paired activity. Once students become proficient in this activity, they can make their own main ideas and details.

Main Idea/Details Recording Sheet. Students can use a main idea–supporting details recording sheet to help them differentiate main ideas or topics from supporting details as they read informational texts. Before students independently complete this task, whole group and peer group practice should be provided. Click [here](#) for an example.

Formative Assessment Suggestions

Main Idea Can. The teacher has a large coffee can, paint can, or any container. During reading, practice think-a-louds with students. After reading a story or passage, have students come up with the main idea. Write that on a strip of paper and put on the outside of the can. Then have students come up with some key details from the story or passage. Write those on strips and put inside the can. Students can then pull the strips out of the can to retell the story/passage and make the connection back to the main topic or idea. Grouping: small

Snowball Toss. After reading a story, develop the main topic or idea with students and write the main topic or idea on a piece of paper. Put students in a circle on the floor. Wad the paper up and hand to a student. Have the student unwrap the paper and read the main topic or idea aloud and then provide a detail from the story that supports the main idea. Continue tossing until you feel all details have been mentioned. You may have to assist some of your students in the process. Be sure to have lots of discussion about the story during this time. Grouping: small

After reading a story, give students strips of paper. One strip is the main topic or idea and the others are details. Have the students pick out the topic sentence and put the details in order of occurrence in the story. Then have students retell the story using the strips. Grouping: partner or individual

References:

Harvey, Stephanie, & Goudvis, Anne. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse.

RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>QAR. Question-answer relationship is a research-based comprehension strategy that provides teachers and students with a common vocabulary for talking about types of questions and using these questions to comprehend text. First, students must learn about and be able to classify the four types of questions. They are:</p> <ol style="list-style-type: none"> 1. In-the-Book/Right There 2. In-the-Book/Think, Search and Find 3. In-My-Head/Author and Me 4. In-My-Head/On My Own <p>First grade students can benefit from pictures or symbols that can be used to identify the 4 types of questions. To help students make connections within a text, teachers should emphasize “Think, Search and Find” such as:</p> <p style="padding-left: 40px;">In what ways were ____ and ____ were alike? Name two differences between ____ and ____.</p> <p>Students should also be asked “Author and Me” questions (Raphael, 1986), such as;</p> <p style="padding-left: 40px;">What part of the text made you...? Do you agree with...?</p> <p>Connection Chain. Tell students that good readers make connections between individuals, events, ideas or information in a text. To demonstrate, tell students that during the reading of the text they are to listen for the connections between <i>planets</i> and <i>stars</i>. On a strip of paper write <i>planet</i>. Tell students that when they see or hear a connection to planet, they are to raise their hands. After the students describe the connection, they can write the connection on to a strip a paper and “connect” it to the strip of paper with <i>planet</i> on it. Once students have linked connections to <i>planet</i>, they should be able to write or tell about the connections.</p>	<p>After reading and discussing individuals in a text, give each student a lunch bag. On one side of the bag, the student writes the name of an individual, draws a picture of him and writes one attribute that makes him unique from the person on the other side. On the other side of the bag, the students writes the name of another individual, draws a picture of him, and writes one attribute that makes him/her unique from the person on the other side. On a piece of paper or index card write one attribute the two individuals have in common and put it inside the bag. The student could also put an object in the bag representing a commonality between individuals. Grouping: partner or individual</p> <p>While reading a nonfiction text, students create a timeline of events, people, and ideas. This can be done on an individual piece of paper or chart paper. Students will share a connection they have made about how different events and people affect others. Grouping: whole, small, partner, individual</p> <p>After reading and discussing a piece of informational text, allow students to complete a Venn Diagram with a partner to compare and contrast two individuals, events, or pieces of information from the text. Then have students share with the whole group or within small groups. Grouping: partner</p> <p>Additional resources can be found here.</p>	
<p>References: Raphael, T. E. (1986). Teaching question answer relationships, revisited. <i>Reading Teacher</i>, 39, 516-520.</p>		

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Context Clue Challenge. In groups of four, students write definitions, but there is a catch! They are not allowed to use dictionaries, glossaries, dictionary.com or any other reference. They are only allowed to use each other and the literary work in which the word appears.</p> <p>Think-Aloud. Readers often encounter words that are new and have unknown meanings. Sometimes the author defines vocabulary within the text, but sometimes we have to infer the meaning of unknown words using context clues provided in the text and illustrations. During shared reading, when all students can easily see the words and illustrations, think aloud how to infer the meaning of unknown words when reading continuous text.</p> <p>Interactive Read-Aloud. During an interactive read-aloud, students will infer the meanings of unknown words. The teacher will record student responses on a chart that includes the following useful headings: "Word," "What We Infer It Means," and "What Helped Us" (Harvey & Goudyis, 2000).</p> <p>T, I, OS. This strategy forces students to look at the text and determine how they may figure out the meanings of unknown words and phrases. As students encounter unknown words or phrases, the students should mark (using pencil or sticky notes) the text with T (the meaning is given IN the TEXT): I, the meaning is INFERRED (I think I can figure it out on my own based on what I know and the words); or OS (I need an OUTSIDE SOURCE to help me with the meaning) (Miller, 2000).</p>	<p>During reading, the teacher will point out a word or phrase in the text and ask the student its meaning. If students are unsure of the meaning, they can ask the teacher for clues to the meaning of the word or phrase. The idea is for the student to come up with the meaning themselves, but with teacher assistance if needed. Grouping: small or individual</p> <p>Students are given a set of cards with words and phrases written on them. The students are to lay out the cards. The teacher will ask a question related to one of the cards. The student has to hold up the card that answers the question. This can be done with teams of students and you can keep score of how many each team gets correct. Grouping: whole, small, partner, or individual</p> <p>Students create a four doors book. Students will write a question about a word from their reading, lift the flap, and then write the word underneath the flap. Students will repeat for each flap. Grouping: Partner or Individual</p>	
<p>References: Harvey, Stephanie, & Goudvis, Anne. (2000). <i>Strategies that work: Teaching comprehension to enhance understanding</i>. York, ME: Stenhouse. Miller, Debbie. (2002). <i>Reading with meaning: Teaching comprehension in the primary grades</i>. Portland, ME: Stenhouse.</p>		

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.	
Strategy/Lesson Suggestions		Formative Assessment Suggestions
<p>Text Feature Chart. The teacher creates a chart so the class can track the text features they find in different books. Introduce the text features as they appear in books while reading, or have students browse through a variety of books to identify different text features. Ask students to record the text features they find before, during, or after reading (Kelley & Clausen-Grace, 2010).</p> <p>Feature Focus. When introducing a content-rich book, select one or two text features to highlight. Choose features that are helpful for determining the important ideas in the text or understanding its organization. Pose questions that help students recognize the functions of these features such as the following:</p> <ol style="list-style-type: none"> 1. What does our preview of this feature tell us about the kind of information we will encounter? 2. What does this feature tell us about how the book is organized? <p>Author Author. Encourage students to include text features in their own expository writing. For example, students can add an index and a glossary of important words to a class book, or they can organize a report with headings and a table of contents.</p> <p>Feature Comparison. Point out variations among text features in several books or articles. Have students examine different examples of the same text feature and identify the differences in books and articles.</p> <p>Feature Rating. After reading a text, reflect as a class how the feature(s) helped reinforce the text, or how the feature helped the reader find the information. Rate or grade the feature as to its helpfulness, information, clarity, etc...</p>		<p>Ask students various questions where they will have to use text features to assist in finding the answer. Grouping: whole, small, or partner</p> <p>What is the definition of _____? (Students should turn to the glossary in their book to find the answer.)</p> <p>What is page ___ about? (Students use the heading on the page.)</p> <p>What is the title of chapter ___? (Students should use the table of contents.)</p> <p>Have students create a poster of their favorite animals. Provide them with several nonfiction texts, as well as electronic resources. Remind students to use the text features when looking for information. Provide them with a rubric and checklist of the things you would like to be present on their poster, as well as a checklist of the text features they may use to help them. You may want to tell them they are to use a certain number of text features to help locate information. Grouping: partner</p> <p>Write several text features on sticky notes. Using a nonfiction big book, if possible, have students put the sticky notes with the text features written on them in the correct spot in the book. (i.e. The sticky note that says table of contents would be put on the table of contents.) Grouping: whole or small</p> <p>Variation: Put students with a partner, and each group is given a set of sticky notes and a nonfiction book. Then have the students put the sticky notes where they belong in their books. Next have students share out where they put the sticky notes and explain the text features.</p>
<p>References: Kelley, M. & Clausen-Grace, N. (2010). Guiding students through expository text with text feature walks. <i>The Reading Teacher</i>, 64 (3), 191-195.</p>		

RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Strategy/Lesson Suggestions		Formative Assessment Suggestions
<p>A Picture is Worth A Thousand Words. Find a short nonfiction article that has text features such as photographs, pictures or illustrations and give each student a copy. Think-aloud to show how to gain information and make inferences from the text features. <i>For example:</i> After listening to a think-aloud that focused on illustrations, students in the class were given a text about humpback whales. The author did not come right out and tell the readers that the whales migrate to warmer waters, but by studying the illustrations, the students were able to make this inference. Set out several picture books that allow students to easily make inferences based on the illustrations. Students should select one illustration to take a closer look at and should record any inferences they are able to make (Hoyt, 2002).</p> <p>Illustration/Photograph Questions. This strategy will assist students in glean information from pictures and illustrations. Allow students to work in pairs or small groups. The following are some questions to ask students about a specific text feature:</p> <ul style="list-style-type: none"> • How is this picture related to the main text? • Does the picture give you more information or the same information? • What can you learn from this picture that is not written explicitly in the text? • Does the picture have a caption? Is the caption interesting? Does it help you to understand the picture better? <p>Read, Cover, Remember, Retell.</p> <ol style="list-style-type: none"> 1. Get a partner. 2. Read and look at the picture, illustration, chart, graph or table. 3. Cover the text feature with your hand. 4. Focus on remembering what you read. (quiet thinking) 5. Tell your partner what you remember and peek if needed. 6. Write the key information you learned, or look at another text feature, switch roles, and begin the process again. 		<p>Use the text and illustration graphic organizer and while reading a text to students, stop and ask them what information the author is providing and write it on the text side of the chart. Then show students the illustrations and ask what additional information can be gathered from the illustration. Repeat this until the entire text has been read. After reading, look at the chart with the students and ask: What kinds of information did the illustrations provide? Did the information help you understand the text more? Grouping: whole or small</p> <p>Choose a text to read with students. Write information that the text provides and information that the illustrations provide on index cards. Create enough sets for each group of students and put them in plastic bags or envelopes. Read the text with students. Put students in small groups or with partners. Give each group a copy of the text and illustration graphic organizer and a set of the cards. Students are to put the cards in the correct column on the graphic organizer. Grouping: small, partner, individual</p> <p>Variation: If you have advanced students, provide a text and allow students to write the information on the chart. Grouping: small, partner, individual</p>
<p>References: Hoyt, L. 2002. <i>Make It Real: Strategies for Success with Informational Texts</i>. Portsmouth, NH: Heinemann.</p>		

Text	Illustration

RI.1.7

Use the illustrations and details in a text to describe its key ideas.

Strategy/Lesson Suggestions	Formative Assessment Suggestions
<p>Closer Look. Invite students to look closely at the illustrations used in a text before reading it and make a list of what they see. Tell students to find the main idea and details that may appear in the illustrations.</p> <p>Similarities and Differences. Tell students to read a portion of an informational text that is illustrated. Have students then describe similarities and differences between the illustration and the text (Fountas, 2006).</p> <p>Illustration Sort. Select five to ten illustrations from a book/text the class will read. Choose some illustrations that students would expect to see in the book/text, as well as others that may be less expected. Show students the pictures and ask them which ones they think would be in a text titled _____ (i.e. bears, weather, travel).</p> <p>As a group, have students sort pictures into three categories: in the book, not in the book, or not sure. Ask students to give the reasons for their decisions. Read the text together to confirm their choices. After reading, ask students to rearrange the pictures into the correct categories and discuss their reasons for moving them.</p> <p>What's In an Illustration? Choose an illustration from the text. Write the title or describe the illustration in the first column of a two column graphic organizer. In the 2nd column, record information the illustration gives the student/class. This strategy should be modeled multiple times before students complete the task independently.</p>	<p>Read a text with students. Create the details graphic organizer on large chart paper. Have students write key details on sticky notes and put the notes on the chart, or they can verbally tell the teacher details to write on the chart. Grouping: whole or small</p> <p>Read a text with students, or have students read a text. Give each student or pair of students a copy of the details idea wheel. Tell students that after reading the text they are to write and/or illustrate the four key details in the text on the wheel. Grouping: partner or individual</p> <p>After reading a text, have each student trace their hand. Then have students write the key ideas on each finger and thumb, making it five key details from the text. Grouping: individual</p> <p>Additional resources can be found here.</p>
<p>References: Fountas, I. & Pinnell, G. (2006). Teaching for comprehending and fluency, K-8: Thinking, talking, and writing about reading. Portsmouth, NH: Heinemann.</p>	

RI.1.8

Identify the reasons an author gives to support points in a text.

Strategy/Lesson Suggestions

Agree/Disagree. Tell students what the main idea is of an informational text about a topic such as recycling. Have that main idea written on a lunch size bag. Provide strips of paper with details on them inside the bag. Make sure you write some details that do not belong or support the main idea. As you pull out the ideas out of the bag, have students agree or disagree. Students can agree or disagree by raising their hands or by walking to one side of the room or another that has “agree” and “disagree” signs posted. Students must be able to support their decision with a reason. Student can make their own bag with a main idea and details (Harvey & Goudvis, 2000).

I Have a Question. Finding reasons or details that the author has given to support points in a text, can be identified easily through the questions asked of the student. The teacher writes questions on index cards. Students choose a card and use the question to guide their reading as they look for information to support an answer. Possible sentence stems for teacher to use when writing questions: “Where does the text say _____? Can you find reasons the author thinks that _____? Can you find the reason the author believes _____?”

Paired Reading. Tell students to listen or read an informational text about (fill in the main idea). Tell students during reading to identify the details the author has added in the text to clarify the main idea. Have students practice this skill with partners. In this situation, one student reads aloud and the other listens. The listener raises his hand when he has heard a detail that supports the main idea. The reader agrees or disagrees with the listener’s answer. Students can then switch roles.

Formative Assessment Suggestions

Read an informative article to students. Use a [graphic organizer](#) to help students grapple with the text. If the article was about earthquakes, ask students to identify what earthquakes cause. Write earthquakes in the large box at the top of the page and then fill in the students’ responses in the boxes below it. This activity can be repeated with another informative piece done with a partner or independently. Grouping: whole, small, partner, or individually

Complete the graphic organizer below with your students. The teacher will fill in the “Author’s point”, and then ask students for ideas to fill in the other column titled “Reasons/Details”. Grouping: small

Author’s Point	Reasons/Details
Teacher provides	
Teacher provides	

Create sentence strips with the key points in a text and the details to support those points and put them in an envelope. Students work with a partner or individually to match the details to the correct key point. This could be used in as a center or station activity. Grouping: partner or individual

After reading an informative text to students or having students read a text, instruct students to fill out the [cause and effect graphic organizer](#). Grouping: small, partner, individual

References:

Harvey, S. & Goudvis, A. (2000) Strategies that work: Teaching comprehension to enhance understanding. Portland, ME: Stenhouse Publishers.




RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Similarities and Differences. One way of introducing this standard is to have students state the similarities and differences between familiar objects. For example, you might ask, "How is a spoon like a fork? How is it different?" or "How is a cat like a dog? How is it different?" Then discuss with students why finding similarities and differences are important. Guide the discussion to help students understand that they can see things more clearly in their mind and remember them better after they have identified similarities and differences (Marzano, 2001).</p> <p>Matrix. Students can use a matrix to show the similarities and differences between two (or more) texts. The teacher can place the characteristics at the top to give students a starting point to research similarities and differences. Students can work in pairs to fill out the matrix. Once that step is completed students can write or discuss findings.</p> <p>Think Pair Share Write. Think: The teacher prompts the students with a question such as "name one thing that is similar about text one and two." Pair/Share: Students pair up to discuss responses. Be strategic with partners! Elbow buddies or numbered partners allows for structured conversations that also build upon strengths and/or provides accommodations. The length of the discussion depends on the complexity of the task. Write: This part can be as simple as jotting a quick thought on paper, white board, or graphic organizer. Using this strategy, a graphic organizer can be filled out a section at a time (Gunter, 2007).</p> <p>Graphic Organizers. Introducing graphic organizers, such as a Venn diagram, can help students see a picture of their ideas and their relationships which will help them remember the information being presented (Marzano, 2001).</p>	<p>After reading two texts on the same topic (teacher read or student read), students complete a Venn Diagram to show similarities and differences in the two text. (You can also use a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor.) Grouping: small, partner, individual</p> <p>Students can do this activity with the same two texts or put them into groups and allow students to choose the two texts and topic they would like to read more about. After reading two texts on the same topic, students create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and list information that is specific to this text. They write the title of the second text at the top of the right side and list information specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students can then share information. Grouping: small, partner, individual</p> <p>Read two texts about different holidays or any topic you choose. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and what is different about the two holidays or the topics you chose. (food, activities, etc.) Grouping: whole or small, partner or individual</p> <p>Read two texts about how something is made. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and different in the steps to make the item. Grouping: whole or small, partner, or individual</p>	
<p>References: R. J. Marzano, D. J. Pickering, and J. E. Pollock (2001). Classroom Instruction That Works. Alexandria, VA: ASCD. Gunter, M. A., Estes, T. H., & Schwab, J. H. (1999). <i>Instruction: A Models Approach</i>, 3rd edition. Boston: Allyn & Bacon</p>		

What items do you want to compare? What characteristics do you want to compare?
How are the items similar and different based on the characteristics?

Characteristics

Things To be Compared					
	Text #1				
	Text #2				

Place an 'X' in the box to indicate if an item possesses that characteristic.
How are they alike? How are they different?

RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Coding the Text. Text coding is a strategy used to help students keep track of thinking while they are reading. Students use a simple coding system to mark the text and record thinking either in the margins, directly on the text or on sticky notes. As students make connections, self-question, and respond to what they reading, they are self-monitoring their comprehension and enhancing long term understanding. Create codes for the students to use, based on desired responses and characteristics of the assigned material. Codes may be symbols or letters, or students might color-code for certain text features. Possible codes include: ? = I have a question about this; A = I agree with this; D = I disagree with this != Interesting or important point; C = Confusing With first grade, teachers should start by giving only one to three codes for students to use. Model how to use the codes; demonstrate with the students' text or with a text comparable to one students will read (Harvey & Goudyis, 2007).</p> <p>Visualizing to Comprehend. Whole Group:</p> <ol style="list-style-type: none"> 1. Begin reading. Pause after a few sentences or paragraphs that contain good descriptive information. Share the image teacher has created in your mind and if possible sketch your pictures on the white board or on chart paper. Talk about which words from the book helped you "draw" your picture. 2. Continue reading. Pause again and share the new image you created. Talk with students how your images and their images may be different. These differences are important to understand and respect. Read a longer portion of text and continue the sharing process. Once this is a familiar skill, encourage each child to use mental imagery when she is reading independently. 	<p>3-2-1. Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Grouping: individual</p> <p>Annotation Notation Rubric. Have students use the following symbols to show understanding of the text with prompting and support:</p> <p> The main idea (Put a box around the main idea.)</p> <p> Details (Underline the details.)</p> <p> Words to remember (Circle key words to remember.)</p> <p>Write a summary sentence. Grouping: partner or individual</p> <p>Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students explain in a few sentences what the article or nonfiction piece was about. The teacher may decide to use a checklist for this assessment for each student. Grouping: individual</p>	
<p>References: Harvey, Stephanie, & Goudvis, Anne. (2007). <i>Strategies that work: Teaching comprehension for understanding and engagement</i> (2nd ed.). Portland, ME: Stenhouse.</p>		