

### 3.RI.2 Key Ideas and Details

#### Core Purpose

Determine the main idea and key details, then describe how key details support the main idea.

Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### Grade 3

#### Key Details Supporting the Main Idea

By (date), after reading a grade level text, (name) will verbally identify the main idea, (3) key details, and describe in (2-3) sentences how the key details support the main idea in (4 out of 5) trials as measured by teacher observation.

#### Mild Support

- By (date), after reading a grade level text and taking notes with a **graphic organizer**, (name) will verbally identify the main idea, (3) key details, and describe in (2-3) sentences how the key details support the main idea in (4 out of 5) trials as measured by teacher observation.

#### Moderate Support

- By (date), after reading a text at (name)'s **instructional level**, and **highlighting** key details with a peer/tutor, (name) will verbally identify the main idea, (3) key details, and describe in (2-3) sentences how the key details support the main idea in (4 out of 5) trials as measured by teacher observation.

#### Intense Support

- By (date), after listening to a text at (name)'s instructional level with the key details and main ideas **highlighted**, (name) will identify the main idea, (1) key detail (by eye gaze or an AC device), and describe in (2-3) phrases how the key detail supports the main idea (verbally or with an AC device) in (4 out of 5) trials as measured by teacher observation.

# UDL Adaptations [About UDL](#)

## Adapting for Representation

- **UDL I 2.1** Clarify vocabulary and symbols

Instead of students reading the text, then extrapolating the main idea and key details on their own, [teachers could read the text with the students](#). As they read together, teachers can help students [highlight](#) main ideas and key details.

## Adapting for Expression

- **UDL II 5.3** Build fluencies with graduated levels of support for practice and performance

Instead of students completing this task with instructional level material each time, students may benefit from practicing with text below their instructional level. This will allow them to learn the skill of identifying the main idea with supporting details without the added difficulty of comprehending challenging text. Over time, teachers should gradually increase the difficulty of the text.

## Adapting for Engagement

- **UDL III 7.2** Optimize relevance, value, and authenticity

Instead of students reading an informational text from a standard textbook, teachers can select texts that are culturally responsive. For example, if this skill is being taught in January, the topic could be civil rights or Martin Luther King Jr.

# Common Core Standard

## 8.RI.2 Key Ideas and Details

### Core Purpose

Summarize a text's main ideas and supporting ideas across the text.

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

### Grade 8

#### Analyze the Relationship Between Central Idea and Details

By (date), when given grade level text, (name) will write a summary about the central idea of the text and analyze how (3) supporting details develop the central idea as measured by (teacher created rubric).

#### Mild Support

- By (date), when given grade level text with **highlighted structural supports** (ex. heading, subheadings), (name) will write a summary about the central idea of the text and analyze how (3) supporting details develop the central idea as measured by (teacher created rubric).

#### Moderate Support

- By (date), when given familiar **instructional level text** with **highlighted structural supports** (ex. heading, subheadings), (name) will write a summary about the central idea of the text and analyze how (3) supporting details develop the central idea as measured by (teacher created rubric).

#### Intense Support

- By (date), when shown a short film, (name) will **illustrate** a summary (**eg. comic strip, poster**) of the text's central idea with (3) supporting details (one from the beginning, one from the middle, and one from the end) as measured by (student work samples).

# UDL Adaptations [About UDL](#)

## Adapting for Representation

- **UDL I 2.2** Clarify syntax and structure

Instead of students reading the plain text, some students may benefit from having structures within the text (headings, sub-headings) [highlighted](#). These structural supports will augment comprehension and draw the student's attention to the main ideas.

## Adapting for Expression

- **UDL II 5.1** Use multiple media for communication

Instead of students verbalizing their responses, some students may benefit from [illustrating](#) their summaries. They could do this in the form of a [comic strip](#) or power point presentation.

## Adapting for Engagement

- **UDL III 8.1** Heighten salience of goals and objectives

Instead of assigning the students the summary after reading the text, some students may benefit from understanding the entire assignment before beginning. Teachers can have students restate the goal of the assignment before beginning.

# Common Core Standard

## 11-12.RI.2 Key Ideas and Details

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### Grade 11

#### Analyze Central Theme of Informational Text

By (date), after reading a grade-level informational text, (name) will write an organized, focused essay of (150-300) words that includes an introductory paragraph containing the title of the text, its author, and a thesis statement that states (2) central ideas of the text that are developed; (2) body paragraphs that reference and provide commentary on specific instances in the text that support the themes mentioned in the thesis; (1) body paragraph that explains how the two central ideas interact and built upon each other; (4) relevant, direct citations from the text that support claims; and a conclusion that states the lessons the author relayed to the audience, whether the lessons are relevant to the audience, and justification for the choice for (3 out of 4) texts.

#### Mild Support

- By (date), after reading a grade-level informational text, (name) will write an organized, focused essay of (150-300) words that includes an introductory paragraph containing the title of the text, its author, and a thesis statement that states (2) central ideas of the text that are developed; (2) body paragraphs that reference and provide commentary on specific instances in the text that support the themes mentioned in the thesis; (1) body paragraph that explains how the two central ideas interact and built upon each other; (4) relevant, direct citations from the text that support claims; and a conclusion that states the lessons the author relayed to the audience, whether the lessons are relevant to the audience, and justification for the choice, using a **sentence stem** to structure the thesis statement (i.e. "In the (genre) (title), (author) uses (events, personal experiences, facts, opinions, etc.) to reveal

(central idea) and (central idea)." and a **rubric** that explains the expectations of the essay (e.g. "Each central idea mentioned in the thesis should have its own body paragraph that includes pertinent textual evidence and commentary that support the claim.") for (3 out of 4) texts

#### Moderate Support

- By (date), after reading an instructional-level informational text, (name) will write and draw a picture to represent the correct topic (sports, family, love, music, art, etc.) of the text; use the picture to create a diagram or write a list that includes descriptions of (5) facts or events from the text directly related to the topic; and write (1) sentence in response to a question about theme (e.g. "What advice is the author trying to give the reader about (topic)?") for (3 out of 4) texts.

#### Intense Support

- By (date), after reading or listening to a biographical, illustrated book (e.g. "The Man Who Walked Between the Towers" or "Henry's Freedom Box"), (name) will select the theme of the book from a list of (10) **choices** and verbally state one detail from the book that supports (his/her) answer for (3 out of 4) trials, as measured by teacher evaluation.

## UDL Adaptations [About UDL](#)

### Adapting for Representation

- **UDL I 3.3** Guide information processing, visualization, and manipulation

Some students might have trouble pulling the central ideas from an entire informational text filled with numerous important events, facts, and opinions. To guide them, provide a sequenced process that moves their thinking about the text from broad to increasingly specific. First, allow the student to identify the general topic of the text. This requires a one-word categorical answer. Then, the student

can list information from the text related to the topic. During this step, the student can focus his attention on specific details from the novel that lead him closer to understanding the central idea. Once the list is complete, the student should consider what lesson the author is trying to teach the reader or what advice the author wants the reader to know. The final step requires the student to synthesize the information he collected and decide on one central idea.

### Adapting for Expression

- **UDL II 5.3** Build fluencies with graduated levels of support for practice and performance

Writing a thesis statement can be daunting to some students; it can be a challenge to find a clear and concise way to state the purpose of an entire essay. When she is first learning to write academic essays, provide the student with a [sentence stem](#) that gives a basic formula for the thesis. This sets the focus for her essay and allows her to write the rest of the essay to support that focus. In addition, a [writing rubric](#) allows the student to check that her essay meets each criterion, ensuring she is meeting expectations for the assignment. The sentence stem and rubric are supports that may be removed when the student becomes familiar and comfortable with the process.

### Adapting for Engagement

- **UDL III 8.2** Vary demands and resources to optimize challenge

Some learners are not ready for the tasks of essay writing and analyzing central themes of informational texts. Students can read or listen to an biographical, illustrated book and determine the theme or the lesson that it aims to teach. The illustrated book gives the student access to printed informational text and images that help tell the short story. Biographical stories tend to follow a narrative format that might be more entertaining and accessible to students. The student might be prepared to name the theme without assistance, or he might need a [bank of options](#) from which he can select one that best suits the book. After deciding on the theme, challenge him to reference a detail or scene from the text that proves his answer is correct. Since illustrated books can be quite short in length, the student can read it several times to find evidence if necessary. The ability to find evidence to support a claim is essential to the greater task of analysis.

# Common Core Standard

## 3.W.1 Text Types and Purposes

### Core Purpose

Develop an opinion that is organized, sequential, gives reasons, and forms a conclusion.

Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. 1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 1.b. Provide reasons that support the opinion. 1.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 1.d. Provide a concluding statement or section.

### Grade 3

#### Expressing an opinion with details and temporal words

By (date), (name) will compose an opinion piece with a topic sentence, temporal words (e.g. first, next, last, before, soon), supporting detail sentences, and a concluding sentence in (4 out of 5 trials) as measured by (student work samples).

#### Mild Support

- Given a topic, (name) will complete a partially completed outline then write an opinion piece that introduces a topic, states an opinion on the topic, provides support, uses temporal words, and ends with a concluding statement in (2 out of 3 written opinion pieces).

#### Moderate Support

- Given a topic, (name) will use a word bank of words and phrases to complete a partially completed outline. Then (name) will write an opinion piece that introduces a topic, states an opinion on the topic, provides support, uses temporal words, and ends with a concluding statement in (2 out of 3 written opinion pieces)

#### Intense Support



- Given a topic, (name) will express their opinion by creating an illustration of his/her opinion and include pictures or scenes of events from the text that demonstrate support for his/her view (2 out of 3 illustration pieces).

## UDL Adaptations [About UDL](#)

### Adapting for Representation

- **UDL I 2.3** Support decoding text, mathematical notation, and symbols

When presenting the students with a text, teachers can have students listen to a digital version of the text that uses a human voice to read the text out loud. While listening to the digital text students should following along with a printed version and use a highlighter to identify topic sentences, temporal words (e.g. first, next, last, before, soon) , supporting detail sentences, and concluding statements.

### Adapting for Expression

- **UDL II 5.1** Use multiple media for communication

After interacting with a text, teachers should have students participate in a debate where students are given an opportunity to share their opinion or view on a topic. Teachers should construct prompts to guide students in referencing the text to provide details that support their argument, prompts that encourage students to use temporal words (e.g. first, next, last, before, soon) and a have students deliver a concluding statement after all view points were discussed.

### Adapting for Engagement

- **UDL III 7.3** Minimize threats and distractions

Teachers can provide students with an opportunity to engage in a whole class discussion about the topic or text where students can share details from the text and or voice their opinion on the topic. Teachers can create a class routine where students who are talking place one hand out to signal they are the speaker while the other students place one hand on their chest to signal they are the listeners. Teachers can also use "equity sticks" to create an organized structure of picking participants and heighten engagement.

# Common Core Standard

## 8.W.1.b Text Types and Purposes

### Core Purpose

Support a claim with supporting evidence from credible sources.

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

### Grade 8

#### Logically Support Claims with a Credible Source

By (date) after reading (2) grade level texts on a topic, (name) will write (2) paragraphs that demonstrate understanding of the texts and represents his/her opinion on the topic with at least (2) original claims (i.e. not a summary of claims from the texts) and (4) pieces of supporting evidence which cite information from credible sources in (4 out of 5) trials as measured by a teacher created rubric.

#### Mild Support

- By (date) after watching a video preview and reading (2) grade level texts on a topic, (name) will write (2) paragraphs that demonstrate understanding of the texts and represents his/her opinion on the topic with at least (2) original claims (i.e. not a summary of claims from the texts), and (4) pieces of supporting evidence which cite information from credible sources in (4 out of 5) trials as measured by a teacher created rubric.

#### Moderate Support

- By (date) after watching a video to preview the topic and reading an independent level text, using **cloze sentences** (name) will write a paragraph that demonstrates understanding of the text and represents his/her opinion on the topic with (1) original claim (i.e. not a summary of a claim from the texts), and (2) pieces of evidence which cite information from credible sources in (4 out of 5) trials as measured by a teacher created rubric.

### Intense Support

- By (date) after a video preview of a topic, then listening to a text at (name)'s independent level, (name) will state (with an AAC device, verbally, etc) (1) opinion about the topic, and (1) piece of supporting evidence which cites information from a credible source in (4 out of 5) trials as measured by a teacher created rubric.

## **UDL Adaptations** [About UDL](#)

### Adapting for Representation

- **UDL I 3.3** Guide information processing, visualization, and manipulation

In addition to reading the text to gain an understanding of the topic, some students may benefit from having multiple entry points to the content (preview to the material through art, music, or film). A teacher could show a short video clip to introduce the topic before students read the text.

### Adapting for Expression

- **UDL II 5.2** Use multiple tools for construction and composition

Instead of students writing the paragraphs on lined paper or using an electronic document, some students may benefit from having a more structured approach. Teachers could create a paragraph with [cloze sentences](#) that students can fill in. This will help students ensure that all of the necessary parts of the paragraph are complete.

### Adapting for Engagement

- **UDL III 9.1** Promote expectations and beliefs that optimize motivation

Instead of prompting students to write a paragraph, some students may benefit from having a [visual checklist](#) of the necessary pieces of a complete paragraph (introductory sentence, claim, evidence, citations, etc.). Crossing the items off of the checklist can be gratifying for students and show them whether or not they have completed the assignment.

# Common Core Standard

## 11-12.W.1.b Text Types and Purposes

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

### Grade 11

#### Claims and Counterclaims

By (date), given a grade-level text (e.g. *The Great Gatsby*) and a specific prompt that requires the writer to take a position (e.g. Explain the significance of the green light in Fitzgerald's *The Great Gatsby*), (name) will develop a claim that addresses the prompt in a (500-word) essay, including (2) strengths and (2) limitations of the claim; (1) counterclaim, supported by at least (1) strength and (1) limitation of the counterclaim; at least (3) valid citations of textual evidence; (1) reference to intended audience's level of knowledge; and (1) comment about possible biases, for (2 out of 3) texts.

Edit

#### Mild Support

- By (date), given a grade-level text (e.g. *The Great Gatsby*), a specific prompt that requires the writer to take a position (e.g. Explain the significance of the green light in Fitzgerald's *The Great Gatsby*), and a teacher-created **graphic organizer** that outlines the structure of the essay (e.g. Separate headings for each part of the essay including but not limited to introduction, thesis, topic sentences, evidence, analysis, and conclusion with thesis re-statement), (name) will develop a claim that addresses the prompt in a (250-word) essay, including (2) strengths and (2) limitations of the claim; (1) counterclaim, supported by at least (1) strength and (1) limitation of the counterclaim; at least (3) valid citations of textual evidence; (1) reference to intended audience's level of knowledge; and (1) comment about possible biases, for (2 out of 3) texts.

#### Moderate Support

- By (date), given an instructional-level text and a specific prompt that requires the student to take a position (e.g. Explain the significance of the letter A in Nathaniel Hawthorne's Scarlet Letter), (name) will develop a claim and counterclaim in response to the prompt and write or record his/her answers on voice recognition software, providing (1) valid citation of textual evidence for the claim and (1) valid citation for the counterclaim, for (2 out of 3) prompts

#### Intense Support

- By (date), after reading or listening to an instructional-level, opinion article about a particular topic, (name) will correctly identify the author's feeling toward the topic by selecting a claim from a printed or orally-presented list of **choices**. Then, he/she will orally respond to questions about whether everyone would agree with the author and what other opinions people might have about the topic, for (2 out of 3) texts.

## UDL Adaptations [About UDL](#)

### Adapting for Representation

- **UDL I 3.4** Maximize transfer and generalization

Teacher-created **graphic organizers** that include the definitions of writing specific vocabulary words (e.g. thesis, topic sentence, conclusion, evidence and analysis) benefit students by breaking the essay into manageable sections and allowing the student to focus his work on different components of his writing in a logical way.

### Adapting for Expression

- **UDL II 5.2** Use multiple tools for construction and composition

Students who struggle getting thoughts onto paper can dictate their essays or outlines using voice recognition software. This enables them to verbally articulate and preserve their ideas, which they can listen to later and use to produce written work.

## Adapting for Engagement

- **UDL III 8.2** Vary demands and resources to optimize challenge

Developing and supporting a claim may be difficult for student because of the subjective nature of argumentative writing. Giving students [choices](#) from which they can select an appropriate answer to a prompt limits the number of potential answers and allows the students to thoughtfully consider each answer in relation to the text. After selecting a claim, the student can consider, within this limited scope, the counterclaims that exist.

**English Language Arts Model Curriculum**  
**Grade 3**

<b>Strand</b>	Reading: Informational Text	
<b>Topic</b>	Key Ideas and Details	
<b>Standard Statements</b>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>In the previous grade band, students were expected to form and answer text-based questions, identify the main idea of a paragraph or text and make connections between key details in a text.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of the <b>Key Ideas and Details</b> topic is building textual evidence and making inferences about literary text, determining main or central idea and making a complete summary. Engagement, depth of understanding and the ability to make connections to the larger world increase as readers make inferences and summarize informational text. Summarizing reflects an understanding of main ideas (both implicit and explicit) and supporting details across the entire text. Reading and explaining a variety of informational texts supports readers as they engage in investigations across content/disciplines.</p> <p><b>In the next grade band, students are expected to conduct analysis and make inferences based on textual evidence without personal bias as well as analyze the manner an author addresses his or her topic.</b></p>
<b>Enduring Understanding</b>	<p>Knowledge-based information is an ever-changing expanding genre, which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one’s sense of the world and self.</p>	

# English Language Arts Model Curriculum

## Grade 3

<b>Strand</b>	Reading: Informational Text
<b>Topic</b>	Key Ideas and Details
<b>Instructional Strategies and Resources</b>	
<b>Questioning the Text</b> As students read an informational text, they should generate questions about the information. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record the page number of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted. Strategy information can be found at <i>Into the Book</i> , <a href="http://reading.ecb.org/downloads/qu_lp_QuestioningTheText.pdf">http://reading.ecb.org/downloads/qu_lp_QuestioningTheText.pdf</a> .	
<b>Nonfiction: factual, informative, fresh, fun.</b> by Ruurs, Margriet. <i>Reading Today</i> , Dec2010, Vol. 28 Issue 3, p46-46 provides strategies for reading and writing in the informational text genre.	
<b>Determining Importance</b> information and activity suggestions can be found on the Ohio Resource Center’s website at <a href="http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000006">http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000006</a> .	
<b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a> . Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .	





# English Language Arts Curriculum Model

## Grade 8

<b>Strand</b>	Reading: Informational Text	
<b>Topic</b>	Key Ideas and Details	
<b>Standard Statements</b>	<ol style="list-style-type: none"> <li>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</li> <li>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> </ol>	<p><b>In the previous grade band, students were expected to explain what a text says, both explicitly (directly) and implicitly (indirectly). They were to quote accurately from text, determine main ideas of a text and explain how main ideas are supported by key details. They also were expected to summarize relationships in text as well as provide a summary of text.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of this standard, <b>Key Ideas and Details</b>, is the understanding and analysis of text. The distinguishing of textual evidence is important in the analysis (separating text into parts for individual study) of informational text. The reader is looking for the evidence (either directly stated or inferred) that helps the author convey the intended message to the audience. The reader also is tracing the development of the central idea and its relationship to supporting ideas. An author may develop a central idea by making connections in text among and between individuals and events.</p> <p><b>In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.</b></p>
<b>Enduring Understanding</b>	<p>Knowledge-based information is an ever-changing genre that encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.</p>	

# English Language Arts Curriculum Model

## Grade 8

<b>Strand</b>	Reading: Informational Text
<b>Topic</b>	Key Ideas and Details
<b>Instructional Strategies and Resources</b>	
<b>Graphic Organizers</b> Using a nonfiction text, have students create graphic representations of the main concept, including explicit and inferred support. This will allow students to break down a text into the connections of support to main idea as well as visualize how the main idea is developed throughout the text.	
<b>Questioning</b> Find an article from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text (e.g., comparisons, analogies, categories). This will show students how texts are not composed in isolation – there are ties to history and culture that must be considered when reading a piece.	
<b>Strategic Reading in the Content Areas: Practical Applications for Creating a Thinking Environment</b> by Billmeyer, Rachel. Rachel Billmeyer/Printco Graphics, Omaha, NE, 2004. Ideas, as well as research-based information, are shared about informational text reading strategies.	
<b>Strategies to Engage the Mind of the Learner: Building Strategic Learners</b> by Billmeyer, Rachel. Rachel and Associates, Omaha NE, 2003. Strong research-based information about strategies for middle school and young adult learners.	
<b>Teaching Reading in the Content Areas: If not Me, then Who?</b> by Billmeyer, Rachel and MaryLee Barton. McRel, Aurora, CO, 1998. Strategies for various content informational text.	
<b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a> . Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .	

# English Language Arts Curriculum Model

## Grade 11-12

<b>Strand</b>	Reading: Informational Text	
<b>Topic</b>	Key Ideas and Details	
<b>Standard Statements</b>	<ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> </ol>	<p><b>In the previous grade band, students were expected to cite and draw inferences from the text, examine the development of the central ideas, and analyze how the author’s analysis of the text shapes the development of its events and ideas.</b></p> <p><b>Content Elaborations</b></p> <p>When reading informational text, examining <b>Key Ideas and Details</b> is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Authors of informational and argumentative texts focus on fluidity, often omitting details, to inform or persuade the reader at this level. Analysis of these texts requires understanding how the central ideas or arguments interact.</p>
<b>Enduring Understanding</b>	<p>Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one’s sense of the world.</p>	

# English Language Arts Curriculum Model

## Grade 11-12

<b>Strand</b>	Reading: Informational Text
<b>Topic</b>	Key Ideas and Details
<b>Instructional Strategies and Resources</b>	
<b>Cornell Note-Taking System</b> Students use an adapted version of the Cornell System for Note-Taking while they read. Using the basic page format of “Cue (Recall)” column, “Summary” section and “Note Taking” area, students take their notes as they read rather than as they listen to a lecture. A full explanation of the Cornell System for Note-Taking is available at <a href="http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html">http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html</a> .	
<b>Jigsaw</b> Use the jigsaw approach to reading by dividing the text into segments so that each student is responsible for only one segment or one idea. Students then share knowledge learned with the class. Students are less intimidated when they have a smaller amount of text to process, but they still are practicing deep reading skills.	
<b>Double-Entry Journal</b> Students keep double-entry journals as they read. In the left-hand column, the student copies or summarizes text which is intriguing, puzzling or moving or which connects to a previous entry or situation. In the right-hand column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made or an analysis.	
<b>Socratic Seminar</b> A Socratic Seminar provides autonomy for the students in a communal format in which students must cite strong and thorough textual evidence to support analysis of what the text says. Areas to explore include how the author uses the development of the central idea or argument and how the ideas/arguments interact with each other. More information about the Socratic Seminar can be found at <a href="http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html">http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html</a> .	
Ruetzel, D. Ray and Robert B. Cooter. <i>Strategies for Reading Assessment and Instruction: Helping Every Child Succeed</i> . Upper Saddle River: Pearson Education, Inc., 2003. Ruetzel’s and Cooter’s text provides 16 chapters that highlight numerous strategies and resources that have proven to be beneficial in assisting students with reading instruction.	
<b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a> . Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .	



# English Language Arts Model Curriculum

## Grade 3

<b>Strand</b>	Writing	
<b>Topic</b>	Text Types and Purposes	
<b>Standard Statements</b>	<ol style="list-style-type: none"> <li>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.               <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons).</li> <li>d. Provide a concluding statement or section.</li> </ol> </li> <li>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.               <ol style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ol> </li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.               <ol style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ol> </li> </ol>	<p><b>In the previous grade band, students were expected to write text in a variety of genres that reflected simple organizational plans.</b></p> <p><b>Content Elaborations</b></p> <p>Student writers use a variety of <b>Text Types and Purposes</b> when composing text. They learn that writing isn't just a way to demonstrate knowledge, but also a way to provide greater content understanding. Student writers use writing as a tool for thinking through issues, solving problems, investigating questions, conveying and critiquing information, and expressing real or imagined experiences. The best writers understand the connection between reading and writing and flourish in print environments in which a variety of text types are evident. Learning and practicing a variety of organizational writing patterns encourages critical thinking and fosters the understanding that writing is a process as well as a product.</p> <p><b>In the next grade band, student writers are expected to produce writing in a more formal style that reflects a deep, conceptual understanding of the genre and its characteristics.</b></p>

# English Language Arts Model Curriculum

## Grade 3

<b>Strand</b>	Writing	
<b>Topic</b>	Text Types and Purposes	
	<ul style="list-style-type: none"> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>	
<b>Enduring Understanding</b>		
Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures. This allows them to communicate in appropriate and meaningful ways to their audience to achieve their intended purpose.		
<b>Instructional Strategies and Resources</b>		
<b>Persuasive Writing Map</b>		
This is an interactive tool that students use to develop a persuasive writing selection. It helps students understand the ways to use facts and how to support them. Find it at <a href="http://www.readwritethink.org/files/resources/interactives/persuasion_map/">http://www.readwritethink.org/files/resources/interactives/persuasion_map/</a> .		
This link from <i>The El Paso Collaborative for Academic Excellence</i> (Copyright © 2003, Literacy in Action) provides lessons for writing informational text. Find it at <a href="http://www.epcae.org/docs/Infothird.pdf">http://www.epcae.org/docs/Infothird.pdf</a> .		
<i>The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction</i> by Gail Boushey and Joan Moser (Stenhouse, 2009) is a practical strategy book that includes natural ways to incorporate assessment into literacy instruction.		
<i>Mentor Texts: Teaching Writing Through Children's Literature, K-6</i> by Lynne R. Dorfman and Rose Cappelli (Stenhouse, 2007) provides strategies for using children's books as models for writing styles, genres and text features.		
The <i>Forms of Writing</i> website provides descriptions and instructions for teaching a variety of types of writing, including letter writing, how-to writing, poetry and persuasion. Find it at <a href="http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm">http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm</a> .		
<b>Diverse Learners</b>		
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a> . Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .		

# English Language Arts Curriculum Model

## Grade 8

<b>Strand</b>	Writing	
<b>Topic</b>	Text Types and Purposes	
<p><b>Standard Statements</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims with clear reasons and relevant evidence.             <ol style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> </li> <li>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.             <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ol> </li> </ol>	<p><b>In the previous grade band, students were expected to write opinion pieces supporting a point of view with reasons and information. They also were expected to write informative/explanatory texts that examined a topic and to write narrative texts that developed real or imagined experiences.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of this topic, <b>Text Types and Purposes</b>, is the understanding that writers develop complete, logically sequenced text with relevant, credible evidence and detail while critically acknowledging opposing claims. This evidence can be in the form of facts, examples, details and/or statistics and should be presented logically so that writers can clarify relationships between and among ideas. In order to convey information best, writers purposefully select and use precise language and domain-specific vocabulary as well as techniques that characterize writing styles and tones, both of which are determined by topic and audience. Writers make use of figurative language (language enriched by word images and figures of speech) in order to stir the reader’s emotions or convince the reader to come to the same conclusions about the topic as they have. A writer’s use of language also is important in identifying his or her writing style. Whether or not a writer consistently uses short, choppy sentences or long, complex sentences speaks to the writer’s writing style. The tone or attitude that a writer takes toward a subject also is important. The more convincing a writer is in the feelings and beliefs about the topic or real or imagined experience written about, the likelier it is that a reader will agree with the writer’s viewpoint.</p>	



# English Language Arts Curriculum Model

## Grade 8

<b>Strand</b>	Writing
<b>Topic</b>	Text Types and Purposes
<b>Enduring Understanding</b>	
Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.	
<b>Instructional Strategies</b>	
<b>Pre-Writing Activity</b>	
When writing an informational essay, have students determine/pre-write the three to five key ideas to be covered in the essay. (This can be accomplished from a teacher-directed activity or determined independently.) On horizontally aligned paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas.	
<b>Sentence Connection</b>	
Using the SMARTBoard or sentence strips, create a series of short sentences that could be connected with transitional words. Have students reorder sentences, connect and include a transition word. Words may be provided in a box or on strips, or words could be determined by the students without assistance. Note the meaning change of the connected sentences, which are dependent on the transition word choice.	
<b>Traveling the Road to Freedom Through Research and Historical Fiction</b> by O’Conner, Beth. (Readwritethink, IRA/NCTE, 2010). Find it at <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-road-freedom-through-864.html">http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-road-freedom-through-864.html</a> .	
“Fostering thought, talk, and inquiry: Linking literature and social studies” by Roser, Nancy L. & Susan Keehn. <i>The Reading Teacher</i> , 55(5), 416–426, 2002).	
Students read historical fiction to understand periods of American history and collaborate via a WebQuest and book discussions to analyze different historical perspectives. This information is used to create a fictional character for a piece of historical fiction.	
<b>Diverse Learners</b>	
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a> . Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .	

**English Language Arts Curriculum Model**  
**Grade 11-12**

<b>Strand</b>	Writing	
<b>Topic</b>	Text Types and Purposes	
<p><b>Standard Statements</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>In the previous grade band, students were expected to produce informative and narrative writings that examine and convey complex ideas, and have well-developed arguments with valid reasoning, relevant evidence and well-chosen details.</b></p> <p><b>Content Elaborations</b></p> <p>Understanding <b>Text Types and Purposes</b> is essential for writing. Effective and coherent text creation requires conscious choices about: purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.</p>	

# English Language Arts Curriculum Model

## Grade 11-12

<b>Strand</b>	Writing
<b>Topic</b>	Text Types and Purposes
<b>Instructional Strategies and Resources</b>	
<b>Persuasive Strategies</b>	
After frontloading strategies using the SOAPST one strategy, students find and read opinion/editorial examples from different newspapers about a single topic. The students analyze these to determine the strategies writers use <b>to create a persuasive argument</b> .	
<ul style="list-style-type: none"><li>• S = subject</li><li>• O = occasion</li><li>• A = audience</li><li>• P = purpose</li><li>• S = speaker</li><li>• T = tone</li></ul>	
More information about this strategy can be found at <a href="http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm">http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm</a> .	
<b>Evaluating Models of Performance</b>	
<ul style="list-style-type: none"><li>• Explain the criteria for a particular writing assignment.</li><li>• Show students models of essays representing a range of scores.</li><li>• Have students assess them based on the criteria discussed.</li><li>• Students can use this knowledge to write their own essay with the same criteria.</li></ul>	
(See Appendix C – Samples of Student Writing in the Common Core Standards.)	

# Reading Standards for Informational Text Extended Standards

Grades 3 – 5

## Essence of the Standards:

- Use key details and ideas to understand text.
- Use key words and structures of text to support understanding.
- Acquire information from multiple sources.
- Demonstrate understanding of informational text while actively engaged in reading.

Most Complex



## Key Ideas and Details

Least Complex

**RI.35.1a** Answer inferential questions using specific details from the text to support those inferences.

**RI.35.2a** Identify main idea and summarize text.

**RI.35.3a** Explain connections between events, ideas, individuals or steps in procedures in historical, scientific or technical text.

**RI.35.1b** Answer literal questions using specific details from text to support those answers.

**RI.35.2b** Retell a text including main idea and key details.

**RI.35.3b** Identify a connection between two events, ideas, individuals or steps in procedures in historical, scientific or technical text.

**RI.35.1c** Answer literal questions using specific details from text.

**RI.35.2c** Identify the main idea of an informational text.

**RI.35.3c** Identify a series of steps or events described in historical, scientific or technical text (e.g., first, middle, last).

## Craft and Structure

# Reading Standards for Informational Text Extended Standards

Grades 6 – 8

## Essence of the Standards:

- Use key ideas and details to support understanding of informational text.
- Use word choice and structures to support meaning.
- Compare information across sources.
- Demonstrate understanding of informational text while actively engaged in reading.

Most Complex



Least Complex

## Key Ideas and Details

**RI.68.1a** Cite evidence in text to support answers to literal or inferential questions.

**RI.68.2a** Summarize text including central ideas and details.

**RI.68.3a** Explain connections between events, ideas, individuals or steps in procedures in historical, scientific or technical text.

**RI.68.1b** Cite details from text to support the answers to literal questions.

**RI.68.2b** Identify the topic of a text including central ideas and details.

**RI.68.3b** Identify a connection between two events, ideas, individuals or steps in procedures in historical, scientific or technical text.

**RI.68.1c** Identify details that support answers to literal questions.

**RI.68.2c** Sequence main ideas in relation to a stated topic.

**RI.68.3c** Identify a series of steps or events described in historical, scientific or technical text (e.g., first, middle, last).

## Craft and Structure

# Reading Standards for Informational Text Extended Standards

Grades 9 – 12

## Essence of the Standards:

- *Understanding big ideas from informational text.*
- *Use word choice and structure to support meaning.*
- *Demonstrate understanding of informational text while actively engaged in reading.*

Most Complex



Least Complex

## Key Ideas and Details

**RI.912.1a** Cite details from text to support the answers to literal or inferential questions.

**RI.912.2a** Identify the topic of a text and support it with central ideas and details.

**RI.912.3a** Analyze connections among events, ideas, individuals or steps in historical, scientific or technical text.

**RI.912.1b** Cite details from text to support the answers to literal questions.

**RI.912.2b** Summarize two or more central ideas in a text.

**RI.912.3b** Explain connections between two events, ideas, individuals or steps in historical, scientific or technical text.

**RI.912.1c** Identify details that support facts presented in a text.

**RI.912.2c** Sequence main ideas.

**RI.912.3c** Identify steps, ideas or events in historical, scientific or technical text.

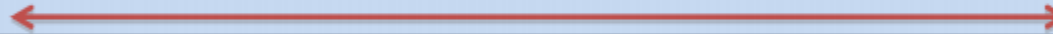
# Writing Standards Extended Standards

Grades 3 – 5

## Essence of the Standards:

- *Write for multiple purposes.*
- *Revise and publish writing.*
- *Gather information from multiple sources.*
- *Write routinely.*

Most Complex



Least Complex

## Text Types and Purposes

**W.35.1a** Express an opinion in writing, and provide supporting information or details.

**W.35.2a** Generate a paragraph including a topic sentence with supporting facts, details and a concluding sentence.

**W.35.3a** Generate a written text that includes narrative elements (character, dialogue, events) to tell a personal story.

**W.35.1b** Generate a written text by selecting reasons to support a given opinion (e.g., because...).

**W.35.2b** Generate multiple factual sentences on a topic.

**W.35.3b** Generate a personal narrative that includes characters and events.

**W.35.1c** Communicate an opinion on a specific topic.

**W.35.2c** Communicate facts on a given topic.

**W.35.3c** Communicate a sequence of events from a personal experience.



# Writing Standards Extended Standards

Grades 6 – 8

## Essence of the Standards:

- Use supporting information in writing.
- Revise and publish own writing.
- Use technology to produce writing.
- Gather and report information in writing.
- Write routinely for multiple purposes.

Most Complex



Least Complex

## Text Types and Purposes

**W.68.1a** Generate a written paragraph expressing an opinion, with supporting information or details.

**W.68.2a** Generate informative text, including an introductory sentence, supporting facts and a concluding sentence.

**W.68.3a** Generate a written text that includes narrative elements (e.g., dialogue, conflict, description) and a logical sequence of events.

**W.68.1b** Generate a written text by selecting reasons and relevant facts to support a given opinion.

**W.68.2b** Generate multiple factual sentences, on a topic, including a topic sentence and concluding sentence.

**W.68.3b** Generate narrative text with characters, a logical sequence of events and descriptive details.

**W.68.1c** Communicate an opinion on a specific topic with relevant details.

**W.68.2c** Communicate facts and details on a given topic.

**W.68.3c** Communicate a sequence of events based on personal experiences or events, including a descriptive detail.



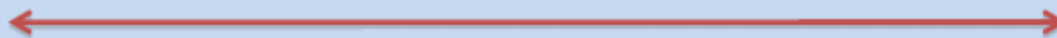
# Writing Standards Extended Standards

Grades 9 – 12

## Essence of the Standards:

- Use supporting information in writing.
- Revise and publish own writing.
- Use technology to produce writing.
- Gather and report information in writing.
- Write routinely for multiple purposes.

Most Complex



Least Complex

## Text Types and Purposes

**W.912.1a** Generate a written position and provide persuasive evidence to support the position.

**W.912.2a** Generate informative paragraphs using a formal style, including a topic sentence with supporting facts, details and a concluding sentence.

**W.912.3a** Generate written paragraphs that include narrative elements (dialogue, pacing, description); a logical sequence of events; and a conclusion (e.g., what was experienced, observed or resolved).

**W.912.1b** Generate a written text by selecting reasons and relevant facts to support a stated topic.

**W.912.2b** Generate a paragraph on a topic, including a topic sentence and conclusion.

**W.912.3b** Generate narrative text with a logical sequence of events, descriptive details and a conclusion that reflects on the experience or resolves the conflict.

**W.912.1c** Communicate information on a specific topic with relevant facts.

**W.912.2c** Communicate facts and details on a given topic.

**W.912.3c** Communicate a sequence of events based on personal experiences or events, including a logical conclusion.