

Inferring to Find Similarities and Differences

Overview	Instructional Guidance
<p>Students will retell main events in order from beginning, middle, and end and use the key details to infer in order to make meaning from texts. Using narrative writing, students will write a story about their family with illustrations, recount two or more sequenced events connected to that illustration.</p> <p><i>Lessons can adapt to e-learning instruction using digital platforms such as Flipgrid, Seesaw, and Padlet.</i></p>	<p>As you work through the lesson sequence, you will notice places to stop for your students and you to formatively assess understandings for specific skills within the lesson. A learning progression for the specific skill is provided for you and the student at these stopping points in the instructional guidance column. Based on the performance students are working through as explained in the lesson sequence, you and your student will determine where they are within the progression in order to continue growing in that specific skill. These moments could include conferences, and reflections with students. At any point during these formative assessment opportunities, students may need an additional mini lesson focused on the Fundamental Reading and Writing Standards. Teachers should continue to address earlier standards and indicators as they apply to more complex skills. Students are expected to build upon and continue applying concepts learned previously.</p> <p>It is important to view reading and writing components in unison as literacy involves both the act of reading and writing concurrently. Avoid separately one task from the other. Students should write about their reading and read about their writing.</p>
Skill Emphasis at a Glance	Instructional Guidance
<ul style="list-style-type: none"> • Infer meaning • Use relevance of texts to make connections to students’ lives • Organize major events in order from beginning to end • Explore meaning and relevance through conversation and storytelling. 	<ul style="list-style-type: none"> •
Standards at a Glance	Instructional Guidance

Inquiry

- I.1.1 -Translate “wonderings” into questions that lead to group conversations, explorations, and investigations
- 1. I. 2.1-Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

Reading-Literary

- RL5.1 - Ask and answer who, what, when, where, why and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
- RL. 6.1 -Describe the relationship between the illustrations and the characters, setting or events.
- RL7.1 - Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
- RL. 8.1 -Read or listen closely to: • describe characters’ actions and feelings; • compare and contrast characters’ experiences to those of the reader; • describe setting; • identify the plot including problem and solution; and • describe cause and effect relationships.

Reading-Informational

- 1. RI.5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts read or heard.
- 1. RI. 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.
- 1. RI.8.2 Use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.

Writing

- 3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
- 3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.
- 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences

Communication

- C.1.1 Explore and create meaning through conversation, drama, questioning, and story-tell

Inquiry

- 1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.
- I.2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

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Text/Writing Sets and Resources	Instructional Guidance
<p>Text/Writing Sets</p> <p>Inferring</p> <ul style="list-style-type: none"> • <i>50 Below Zero</i> by Robert Munsch SCDiscus.org- https://www.tumblebooklibrary.com/book.aspx?id=4127 • <i>Something Good</i> by Robert Munsch SCDiscus.org - https://www.tumblebooklibrary.com/Video.aspx?ProductID=4783 <i>Stephanie’s Ponytail</i> by Robert Munsch (Also sequence) SCDiscus.org- Read Aloud- https://www.tumblebooklibrary.com/Video.aspx?ProductID=4785 • <i>Enemy Pie</i> by Derek Munson SCDiscus.org-Read Aloud- https://www.tumblebooklibrary.com/Video.aspx?ProductID=4172 <p>Sequence Books</p> <ul style="list-style-type: none"> • <i>Bailey</i> by Harry Bliss- SCDiscus.org • <i>Read Aloud- Seven Blind</i> by Ed Young (ordinal numbers) • <i>The Very Hungry Caterpillar</i> by Eric Carle (days of the week) Read Aloud -https://www.youtube.com/watch?v=75NQK-Sm1YY • <i>What Did You Do Today?</i> by Toby Forward (event –by-event sequence) • <i>A Piece of Cake</i> by LeUyen (temporal words) Read aloud –You Tube- https://youtu.be/2w0p6pF2eM4 • <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr (repeated words in a pattern). <p>Wordless Picture Books</p> <ul style="list-style-type: none"> • <i>Good God, Carl</i> by • <i>Good Night, Gorilla</i> by • <i>A Boy, A Dog, and a Frog</i> <p>Information book <i>Turtle, Turtle, Watch Out!</i>- SCDiscus.org https://www.tumblebooklibrary.com/book.aspx?id=4727</p> <p>Family</p> <ul style="list-style-type: none"> • <i>Big Mama’s</i> by Donald Crews Read Aloud on You Tube - https://www.youtube.com/watch?v=D4COAZ-uZvI • <i>This is My Family</i> by Bobbie Kalman • <i>How Did Pilgrim Children Live</i> – full article at SCdiscus.org • <i>We Are A Family</i> song by Jack Hartman https://www.youtube.com/watch?v=foptl0BeXnY • <i>A Chair for My Mother</i> by Vera B Williams Read Aloud on You https://www.youtube.com/watch?v=FDtheByoJKY • <i>Too Many Tamales</i> by Gary Soto • Read Aloud on You Tube- 	<p>Two sets of texts have been provided (Inferring and Family)</p> <p><u>Permission has been granted from publishers to use any on-line read alouds without copyright concerns through June 2020.</u></p> <ul style="list-style-type: none"> • Submissions to Flipgrid, Seesaw, or Padlet could be substituted for Reader’s Notebook, Stop and jot, and writing on paper.

<p>https://www.youtube.com/watch?v=IoGid-U4qMw</p> <ul style="list-style-type: none"> • <i>The Relatives Came</i> by Cynthia Rylant Read-aloud on You Tube- https://www.youtube.com/watch?v=0oJF_4wjf-Y • Reading response • Stop and jot • Narrative writing piece <p>Organizers, Tools, and Digital Resources SCdiscus.org. –check out website to view NEW resources.</p>	
<p>I Can Statements</p>	<p>Instructional Guidance</p>
<ul style="list-style-type: none"> • I can visualize and create pictures in my head so that I analyze the text. • I can infer by using information from my head and the key details from a text. • I can organize the major events from beginning, middle to end. • I can write a personal narrative and organize my writing. 	<ul style="list-style-type: none"> •
<p>Lesson Sequence</p>	<p>Instructional Guidance</p>
<ul style="list-style-type: none"> • Explain how visualizing (putting pictures in our head) help us make meaning of what we are reading. Read or upload <i>Good Dog Carl</i> on digital platform. Explain how authors tell stories and provide us with information so that we will understand the meaning. Show how authors use words to help us see the pictures in our minds by conducting a think aloud. Explain to students what you mean when you say you are creating a picture in your mind or that you are visualizing. • Hold up the text. <i>Good Dog, Carl</i>, and allow students to “read” the text. Pause after page one and explain what you are visualizing. Take time to draw your visualization on a chart explaining your thinking. Continue to the next page and pause to explain your thinking. Draw another picture of what you are visualizing. Pause when you get to the page where the baby is sitting in from of the laundry chute. Then show the next page where Carl is going down the steps. Ask students what do they see in their heads? Give wait time for students to think and visualize their thinking. • Have students draw or write their response. Check to ensure that students’ understandings are logical and make sense. Share responses and discuss details of their writing or drawings. Stop again at another page and have students visualize their thinking. Have students draw or write their response. Check to ensure that students’ understanding is logical and makes sense. Share responses and discuss details of their writing or drawings. • Explain to students how we can use illustrations to describe how characters, the setting or events are related. Use a previously read 	<p><u>Standards</u> I.1.1</p> <p><u>Skill</u> Inferring Allow students to make meaning. Try not to create the meaning for students. Do not conduct a picture walk; allow students to fill in the missing information.</p> <p>When we use pictures, we help them to elaborate and create details.</p> <p>Look at pictures to determine logical interpretations using the context of the story. Example-Carl feeding the baby is not logical. Checking students’ understandings of visualizing helps them to make meaning of text.</p> <p><u>Drawings and writing could be uploaded to Seesaw, Padlet, or Flipgrid.</u></p>

<p>text to students and show pictures. For example, if using <i>The Three Little Pigs</i>, model a think aloud stating:</p> <p><i>-Here's a picture of the three little pigs and the wolf. They are related because the wolf wanted to eat the pigs, and the last little pig made the sturdy home of bricks and they got away from the wolf.</i></p> <p><i>-Here's a picture of the home made with straw. The wolf blew down the house because it was not sturdy enough.</i></p> <ul style="list-style-type: none"> • Continue thinking aloud so that the students began to see how the characters, setting, and events are related. Discuss the use of paying attention to details of the illustrations. • Display a series of connected pictures <i>Good Dog, Carl</i>. Have students describe their thinking by describing how the illustrations are related the characters, setting or events. Write the names/description of each of the pictures and how they are related. Ask questions using these question starters: <i>who, what, when, where, why, and how.</i> • Refer back to the previously read text, and ask questions about the <i>specific details</i> provided about the content. • Explain to students that creating pictures in their head goes beyond visualizing; we can use all of our senses to make meaning from text. Show your thinking through a think aloud: <i>"I received a new cookbook for my birthday, and I read this delicious recipe about chocolate chip cookies. I could just taste those cookies while reading the recipe! When we will retell stories or write a story, we need to remember to use our senses of taste, touch, hear, and smell images. So, after reading the recipe, I decided to make them! They were delicious! Let me share my images with you!</i> <i>-Taste-The cookies were delicious. I made them very chocolatey and I added extra chocolate chips to the dough. They were very sweet too.</i> <i>-Touch-When I put the cookies in my mouth, they were warm to the touch, and they were soft.</i> <i>-Hear-When I bit into the cookie, I could hear the crunch of the pecans and the extra chocolate chips.</i> <i>-Smell- The entire time the cookies were baking, I could smell them. It smelled so good. I could smell the chocolate just baking."</i> <i>I want you to try creating those images in your mind. Let's view a video about crocodiles and do our mental pictures together.</i> Discuss the five senses. • Students read <i>Turtle, Turtle, Watch Out!</i> and visualize their story using the five senses. Students write sentences using their senses to describe the text or use the strategy sheet <i>My Pictures in my Head</i>. Have students describe their thinking by describing how the illustrations are related the central ideas/topic. Discuss their visualizing using details. • Explain to students that writers also include details in their texts so that readers can make meaning. Have students read and follow along while listening to the story, <i>Bailey</i>. 	<p><u>Standards</u> RL.6.1</p> <p><u>Skill</u> Summarizing</p> <p>Describe the relationship between the illustrations and the characters, setting or events.</p> <p>This activity could be uploaded to a digital platform.</p> <p>Being able to relate illustrations to character, setting, and events lead to retelling and being able to summarize.</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix C when determining progress on Summarizing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in Appendix C.</p> <p>You may want to create a chart of the senses to provide scaffolding for students.</p> <p><u>Standards</u> RL.5.1 RL.7.1 I.2.1</p> <p>Literary or informational texts can be used to create mental images of the senses. Bringing all senses</p>
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- Discuss with students about how we gain information to make meaning from what we read. When we read, we are also THINKING about what the text says and we are THINKING about what’s in our head. Let’s use the chart to remind us to do two things when we are reading. So, let’s practice thinking about what we have read using our book and our head.
- Refer back to Bailey read previously.
The book says:
-Bailey likes to look cool. Write this sentence in the book column. This gets me to thinking- what did the author mean will he say that? I will write..... in the In the head column because this is what I’m thinking as I read.
-But he almost misses his bus. Write this sentence in the book column. This gets me to thinking-why did the author write this? I will write..... in the In the head column because this is what I’m thinking as I read.
-Try not to lick anyone today Write this sentence in the book column. This gets me to thinking....Why did the principal have to tell that to Bailey? I will write..... in the In the head column because this is what I’m thinking as I read.
-When will I learn? Write this sentence in the book column. This gets me to thinking- Why did Bailey say that to himself? I will write.....in the In the head column because this is what I’m thinking as I read.
-But tomorrow will be another great day for Bailey. Write this sentence in the book column. This gets me to thinking- Why would the author write that sentence? I will write..... in the In the head column because this is what I’m thinking as I read.
- Have students discuss their responses and their “In the head thinking during the story and have students infer using IN the BOOK and IN MY HEAD strategy.
- Discuss with students how stopping and thinking about what is IN MY HEAD allows them to think deeper about the text. Have students go back through their thinking to pick out more information about the character, Bailey and being at school Share details.
- Discuss the text by asking the following questions:
 -What surprised you?
 -What did the author think you already knew?
 -What changed, challenged, of confirmed your thinking?
- Read or upload to your digital platform, *another text for the students to read independently using the same process of What does the text say and What is in my head.* Students will infer by thinking about what the text said and what their thinking is about the text writing their IN THE HEAD comments. PAUSE during the story and have students infer using IN the BOOK and IN MY HEAD strategy.
- Have students listen or read another text (Student -selected text from SCDiscus.org) and have them write down their thinking- IN THE

together deepens understanding of the text and provides a connectiveness to the text.

The Pictures in My Head sheet is located before the Reference page.

OPPORTUNITY FOR FORMATIVE ASSESSMENT

refer to Learning Progression in [Appendix B](#) when determining progress on Inferring. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in [Appendix B](#).

Upload Bailey for student onto your digital platform.

Standards

RL.5.1

RL.7.1

I.1.1

Skills

Visualizing

Inferring

BOOK	HEAD

Standards

RL.7.1

W.3.1

C.1.1

I.1.1

BOOK and IN THE HEAD. This can be uploaded to teacher’s digital platform or can be written in the student’s reader/writer notebook.

Check students’ understandings using details from the text.

- Explain how authors sequence their texts using ideas, scenes, or events from beginning to end to help us make meaning of texts. Make a chart of ways writers use sequence. Have students think about some of the books that have been read, that could written on a chart showing sequence as a text structure. Explain that one way to be able to retell the story using a sequence structure in our writing is knowing the beginning, middle, and end.
- Introduce the words Beginning, Middle and End. Discuss with students why it is important to know these three words and how these words help us organize and sequence our thinking, talking, and writing for our readers/audience and builds meaning. Reread the same text, *Bailey*, from SCDiscus.org, and discuss how the author uses the structure of events to sequence the story. Stop and pause to discuss the details the events. Have students share what the author does to tell us the sequence of events. Continue through the text pausing to ask about the sequence of events.
- Have students retell the story, *Bailey* or *Good Carl Dog* or one of their own choice, using Beginning, Middle, and End. Have students use the strategy sheet to write their responses. Students place sticky notes on the pages that can be used as evidence; then transfer to a chart by writing or drawing illustrations that show the beginning, middle, and end of text.
- Students turn and talk with a partner about how the illustrations are organized and why is it important to know this type of sequence.
- Give students a card with either Beginning, Middle, or End and have them discuss with a partner the event that happened during that time frame. Have students switch to a new partner and share their word and the event that happened.
- Provide students with all three words- Beginning, Middle, and End, and have students glue the words in their reading/writing notebook or upload to a digital platform. Students are to go back and write the retelling using the three words to guide their understanding of retelling using Beginning, Middle, and End.
- Discuss with students the importance of understanding the sequence of events when retelling using the words beginning, middle, and end. Stress how readers and writers use these words to help them make meaning of the stories they read and write, and it helps them to understand the details of the events,
- Select another story to read aloud or use a text that students can follow along using SCDiscus.org or a suggested text using temporal words. (Suggested text is *A Piece of Cake* which follows a sequence patterns using temporal words).
- Create a chart with temporal words using first, next, soon, and finally. Discuss with students how these words indicate time within a story and how they help with the events of when things happen in the beginning, middle, or end of the story. Read aloud

Skill

Inferring
Organizing

Asking these general questions allows students to think about the meaning of texts.

This question:

What did the author think you already knew? leads students to think beyond the text to discuss the sturdiness of hay, sticks, and bricks for homes

Suggested texts can be found in SCDiscus.org.

Lead students to discussing character and character actions, setting, and events of the story.

What changed, challenged, of confirmed your thinking? leads students to thinking about theme.

Skill

Inferring

OPPORTUNITY FOR FORMATIVE ASSESSMENT

refer to Learning Progression in in [Appendix B](#) when determining progress on Inferring. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in [Appendix B](#).

Sequence Strategy sheet is located before the Reference page.

On-going chart-

How to sequence	Text Example
Events	Big Mama’s

and pause on the pages that have temporal words. OR if students are reading texts through a digital platform, have students stop on the following pages which have a temporal word. Have students retell the story using beginning, middle, or end using details from the story.

- Discuss how some authors use words such as first, next, last, and finally to tell stories to help us sequence events. Have students listen to *A Piece of Cake*. Pause at certain pages for students to see the temporal words. Discuss how the author used them in the story. Create a chart of those words and write the sentences that corresponds with them. Continue on with using the following :
 -The text says.....
 -In my head, I'm thinking.....
- Have students discuss details using the temporal words from the story and also share Beginning, Middle, and end. Then match up temporal words to where you would find them within the beginning, middle or end of text. Discuss.
- Have students draw pictures/write sentences to represent what happened first, next, then, and last. Ensure that the students use temporal words with each picture.

Days of the week	The Very Hungry Caterpillar
Time of day	The Napping House
Seasons	City Dog, Country Dog
Diary entries by date	Diary of a Spider
Temporal (relating to time) First, Next, and Last, Finally	Stephanie's Ponytail Make Way for Ducklings

Make a chart with the words Beginning, Middle, and End.

Sequence to retell a text	
Beginning	
Middle	
End	

Students could also upload this information onto a digital platform such as Seesaw, Padlet, or Flipgrid.

Skill
Analyzing

Standards

- RL.7.1
- C.1.1
- W.3.1
- I.1.1

A Piece of Cake used the following temporal words: First, Next, Soon, Finally

OPPORTUNITY FOR FORMATIVE ASSESSMENT
refer to Learning Progression in [Appendix C](#) when summarizing.

Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in [Appendix C](#).

If students are listening to the story, digitally, predetermine the pages where they will stop and write their thinking.

A digital e-learning platform can be substituted for the student's reader/writer notebook.

MY THINKING

What does the book say?	What does my head say?

Draw and write what happened at the beginning, middle, and end.

BEGINNING, MIDDLE, and END

BEGINNING	
MIDDLE	
END	

BEFORE and AFTER

Draw a picture or write.

BEFORE I read the book, I knew:

AFTER I read the book, I knew:

Text:

PICTURES in MY HEAD

<p>TEXT:</p>	<p>MY PICTURE:</p>
<p>TEXT:</p>	<p>MY PICTURE:</p>

Reference Page

South Carolina College and Career-Ready Standards for English Language Arts. (n.d.). Retrieved from <https://ed.sc.gov/instruction/standards-learning/english-language-arts/standards/>

SCDiscus.org. <https://www.scdiscus.org/discus-kids>, accessed April 2, 2020.

Appendix A

Targeted Standards:

Inquiry

- 1. I. 1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.
- 1. I. 2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

Reading- Literary

- 1. RL. 5.1- Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts read or heard.
- RI. 6.1 Describe the relationship between the illustrations and the characters, setting, or events.
- RL7.1 - Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
- RL. 8.1 Read or listen closely to:
 - a. describe characters’ actions and feelings;
 - b. compare and contrast characters’ experiences to those of the reader;
 - d. identify the plot including the problem and solution
 - e. describe cause and effect relationships

Reading-Informational

- 1. RI.5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts read or heard.
- 1. RI. 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.
- 1. RI.8.2 Use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.

Writing

Write narrative texts to:

- 1.W.3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
- 1.W.3.2. Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Communication

- 1. C. 1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.

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- 1.C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Embedded Standards:

Inquiry

- 1. I. 3.2 Select the most important information, revise ideas, and record and communicate findings.
- 1. I. 4.1. Draw conclusions from relationships and patterns discovered during the inquiry process.
- 1. I. 5.1 Recognize the value of individual and collective thinking.

Reading-Literary

- 1. RL.5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
- 1. RL. 11.1 Identify the author’s purpose – to explain, entertain, inform, or convince.

Reading-Informational

- 1. RI. 7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.

Writing

- 1. W.5.1 Apply correct usage of capitalization.
- 1. W.5.2 Use
 - a. periods, question marks, and exclamation marks at the end of sentences; and
 - b. commas in dates and to separate items in a series
- 1. W. 5.3 Use conventional spelling for words with common spelling patterns.

APPENDIX B

Literacy Learning Progressions-Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Beyond the Text

Key Concepts: Inferring (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>-Show interest in a growing range of topics, ideas, and tasks.</p> <p>-Discuss storybooks by responding to questions; asking detailed questions about what is happening and predicting what will happen next.</p> <p>-Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.</p> <p>- Relate personal experiences to an increasing variety of events described in familiar and new books.</p>	<p>-With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>-With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator</p> <p>-Make connections to personal experiences, other texts, or the environment.(make theories)</p> <p>- Describe the relationship between illustrations and the text.</p>	<p>-Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>-Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>-Make connections to personal experiences, other texts, or the environment (Make theories)</p> <p>- Describe the relationship between the illustrations and the characters, setting or events.</p>	<p>-I can ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>-I can make predictions before and during reading; and confirm or modify my thinking.</p> <p>-I can produce possible explanations based on reading texts and offer alternative explanations.</p> <p>-I can use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.</p>

Literacy Learning Progressions-Students

Learning Target: Thinking Beyond the Text

Key Concepts: Inferring (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

WHERE ARE YOU in your learning? Read each column and decide where YOU belong. Write your name in that column.

<p>-I like learning new things.</p> <p>-I can answer questions about what I've read; I can ask detailed questions about what is happening and can predict what will happen next.</p> <p>-I can infer from illustrations, and ask questions and talk about the information.</p> <p>- I can make connections to myself to books.</p>	<p>-With, help, I can ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>-With help, I can ask and answer questions to make predictions using background knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>-I can describe the relationship between illustrations and the text.</p> <p>-I can make connections to myself, other texts, and to the world.</p>	<p>-I can ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>-I can make predictions using background knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>- Describe the relationship between the illustrations and the characters, setting or events.</p> <p>-I can make connections to myself, other texts, and to the world.</p>	<p>-I can ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>-I can make predictions before and during reading; and confirm or modify my thinking.</p> <p>-I can use information gained from illustrations and words to show that I understand the characters, setting, or plot.</p> <p>-I can create possible explanations and offer alternative explanations after reading.</p>

APPENDIX C

Literacy Learning Progressions-Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Within the Text

Concepts: Summarizing (Organizing information, Important information such as ideas, events, details, interpretation, Reconstruction of information)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>-Discover things that interest and amaze them and seek to share them with others; communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal); show interest in a growing range of topics, ideas, and tasks.</p> <p>- Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”); ask specific questions to learn more about their world, understand tasks, and solve problems; ask more focused and detailed questions about a story or the information in a book.</p> <p>- Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.</p>	<p>With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers and select information, revise ideas, and record and communicate findings.</p> <p>-With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>-Describe the relationship between illustrations and the text.</p> <p>-With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.</p>	<p>-Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers; select the most important information, revise ideas, and record and communicate findings.</p> <p>-Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>-Describe the relationship between the illustrations and the characters, setting or events.</p> <p>-Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.</p>	<p>-Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers and select the most important information, revise ideas, and record and communicate findings</p> <p>-Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>-Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.</p> <p>-Retell the sequence of major events using key details; determine the theme in a text heard or read.</p>

-Discuss storybooks by responding to questions about what is happening and predicting what will happen next; and questions about the beginning, middle, and end of the story.

Literacy Learning Progressions-Students

Learning Target: Thinking Within the Text

Key Concepts: Summarizing (Organizing information, Important information such as ideas, events, details, interpretation, Reconstruction of information)

WHERE ARE YOU in your learning? Read each column and decide where YOU belong. Write your name in that column.

<p>- I show interest in range of topics, ideas, and tasks.</p> <p>- I can answer questions with an explanation. questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”)</p> <p>I ask specific questions to learn more about the world, how to understand things, and to solve problems</p> <p>- I can use informational texts to learn about the world, and I infer from illustrations, ask questions and talk about the information.</p>	<p>With help, I can create a plan of action for collecting relevant and the most important information from multiple sources; revise ideas, and record and talk about my findings.</p> <p>-With help, I can ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>-I can describe the relationship between illustrations and the text.</p>	<p>-I can create a plan of action for collecting relevant and the most important information from multiple sources; revise ideas, and record and talk about my findings.</p> <p>-Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>-I can describe the relationship between the illustrations and the characters, setting or events.</p>	<p>--I can create a plan of action for collecting relevant and the most important information from multiple sources; revise ideas, and record and talk about my findings.</p> <p>-Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>-I can use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.</p>

<p>-I can discuss storybooks by responding to questions about what is happening and I can predict what will happen next; and I can answer questions about the beginning, middle, and end of the story.</p>	<p>-With help, I can retell a familiar text; identify beginning, middle, and end.</p>	<p>-I can retell text, including beginning, middle, and end; use key details to determine the theme.</p>	<p>-I can retell the sequence of major events using key details; determine the theme.</p>
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