**Kindergarten, unit 3**

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| **Info 3: With prompting and support, describe a connection between two individuals, events, ideas, or pieces of information in a text.** |
| First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Last, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (sequence of events)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (cause/effect)  \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are alike because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_ are different because \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (compare/contrast)  Alike means \_\_\_\_\_\_\_\_\_\_\_. Different means \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Info 5: Identify the front cover, back cover, and title page of a book.** |
| This is the front cover. This is the back cover. This is the title page. |
| **Info 8: With prompting and support, identify the reasons an author gives to support points in a text.** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Example: Fish need gills because they have to breathe under the water. |

**1st Grade, Unit 3**

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| **Literature 1: Ask and answer questions about key details in a text.** |
| Who?  What?  Where?  When?  Why?  How?  Would?  One detail about \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Literature 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.** |
| A key detail is…  First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Last, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The author teaches me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Info 9: Identify basic similarities in and differences between two texts on the same topic.** |
| \_\_\_(text 1)\_\_\_\_\_\_\_ and \_\_\_(text 2)\_\_\_\_ are both about \_\_(topic)\_\_\_\_\_\_\_\_.  These books are about \_\_\_\_(topic)\_\_\_\_\_.  \_\_\_(text 1)\_\_\_\_\_ says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but \_\_ (text 2)\_\_\_\_ says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The texts both say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**2nd Grade Unit 3**

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| **Info 2: Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.** |
| The main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  One detail about this main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The main idea of the whole text is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The main idea of this paragraph is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Info 6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.** |
| The author wrote this text because/to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This text describes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This text explains about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This text answers a question. It tells me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**Grade 3, unit 3**

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| **Info 6: Distinguish their own point of view from that of the author of a text.** |
| The author’s point-of-view is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I know this because…  An opinion in the text is\_\_\_\_\_\_\_\_\_\_\_\_\_. A fact in the text is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. So, I know the author thinks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  My point-of-view is different from the author’s because I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but the author thinks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  My point-of-view is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because a fact I know is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  My point-of-view is \_\_\_\_\_\_\_\_\_\_\_\_ because in my experience \_\_\_\_\_\_\_\_\_\_\_\_\_.  My point-of-view is the same as the author’s because we both think \_\_\_\_\_\_\_\_\_\_\_. |
| **Info 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).** |
| In the paragraph, the author’s point is \_\_\_\_\_. I know this because the text says…  \_\_\_\_(sentence 1)\_\_, \_\_\_(sentence 2)\_\_, and \_\_(sentence 3)\_\_\_ all tell about \_\_\_\_. |
| **Lit 3: Describe characters in a story (e.g their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.** |
| The character feels….  The character wants \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The character \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; so, I can infer he/she wants….  The character \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; so, I can infer he/she feels…  The character \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; so, I can infer the character is \_\_(trait)\_\_.  The character feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The character is \_\_\_\_(character trait)\_\_\_\_, so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The character wants \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (motivations) |

Grade 4, unit 3

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| **Info 5: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.** |
| The structure of the text is…I know this because…  The structure of the text is…The clue I used to help me was… |
| **Info 6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.** |
| A firsthand account is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  A secondhand account is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The firsthand account \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but the secondhand account \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The Firsthand and secondhand accounts are similar because…  I learned \_\_\_\_\_\_\_\_\_\_\_\_ in the firsthand account. I learned \_\_\_\_\_\_ in the secondhand account. |
| **Info 9: Integrate information from two texts on the same topic in order to write or speak about the subject knowingly.** |
| In this text I read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In this text I read \_\_\_\_\_\_\_\_\_\_\_. So, I know that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The main idea I learned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A detail I learned is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Another detail I learned is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The last detail I learned is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  That’s why… |

**5th Grade, Unit 3**

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| **Info 3: Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in a text.** |
| \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ are similar because…  \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are different because…  I know this because the text says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Info 5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.** |
| The structure of the text is…I know this because…  The structure of the text is…The clue I used to help me was…  These texts have a different structure because \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  These text are both examples of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ structure. |
| **Info 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** |
| A firsthand account is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (give definition)  A secondhand account is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (give definition)  The firsthand account \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but the secondhand account \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The firsthand and secondhand accounts are similar because…  I learned \_\_\_\_\_\_\_\_\_\_\_\_ in the firsthand account. I learned \_\_\_\_\_\_ in the secondhand account. |