

# **ITRI**

**INFORMATIONAL TEXT  
READING INVENTORY**

## **GRADE 2**

### **TEACHER MANUAL**

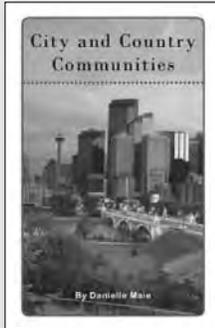
Developed by the Center for  
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# Welcome to Grade 2 ITRI

## Unit 1 Predicting



## Unit 2 Cause & Effect



## Unit 3 Main Idea



The Grade 2 Informational Text Reading Inventory (ITRI) was developed to help early primary students develop the skills necessary to read and use informational text.

This booklet contains all the information teachers need to use the Grade 2 ITRI materials, including assessments, mock textbook pages, mini books designed to look like commercial trade books, and support materials.

Because all ITRI content comes from Indiana's Academic Standards for Grade 2 science, social studies, and English/language arts, ITRI materials will enhance the subject matter teachers already teach. Students will always learn the reading skills within the context of their content area curriculum.

For a detailed list of all Grade 2 ITRI components, please turn to the Table of Contents on page 5.

# Book Assembly Instructions for ITRI

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To view and print ITRI mini books, you must have Adobe Acrobat Reader. You may download it at no cost from <http://get.adobe.com/reader/>

## Instructions for double-sided mini book printing: (Recommended option for ITRI)

- Select **File** ▶ **Print**
- Select printer (one that has 2-sided option)
- Select **Properties** ▶ **Page Setup** tab ▶ select **Landscape Orientation**
- Select **Finishing** tab ▶ **Print Styles** ▶ **2-sided Printing** then select **Binding Location** ▶ **Short Edge Left**
- Select **Print**
- Fold and staple



## Instructions for single-sided printing:

All teacher led lessons for ITRI have been written with double-sided printing in mind. If you are printing single-sided you may need to alter the language used in the scripted lessons.

- Select **File** ▶ **Print**
- Divide total number of books needed by two for printing
- Collate copies by complete books
- Cut in half and staple

**NOTE:** *The following pages were designed as two-page spreads to enhance the experience of informational text. Changes have been made to the integrity of the original text due to formatting for single sided printing.*

- Pages 2-9 in *Plants Can Do That?* (two-page spreads)
- Pages 6 & 7 in *Butterfly Migration* (two-page spread)

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# About the Informational Text Reading Inventory (ITRI)

## How Grade 2 ITRI Works

Grade 2 ITRI will help students learn how to effectively read informational text. ITRI's research-based materials will:

- address Indiana's Academic Standards for English/Language Arts, Standard 2: Reading Informational Texts.
- help students recognize common features of informational text.
- empower students to apply comprehension monitoring strategies to their reading of informational texts.
- increase student ability, confidence, and performance in content area reading.
- reinforce the critical content identified in Indiana's Academic Standards for social studies and science.

Grade 2 ITRI materials are modeled after a wide range of informational texts that second grade students are likely to encounter at home and in the classroom. This means that students will be exposed to a wide range of text features, writing styles, layouts, and levels of difficulty.

**Appendix A:** Chart of Academic Standards Addressed Across the Curriculum

Informational Text	Reading Standard	Science Standard	History Standard
The Arctic Here	2.2.2, 2.2.3, 2.2.4		2.2.1
Subsely Migration	2.2.2, 2.2.3, 2.2.4		2.2.1
Plants Can Do That!	2.2.2, 2.2.3, 2.2.4		2.2.1
Global Up: Textbook Linkup	2.2.2, 2.2.3, 2.2.4		2.2.1
Rights and Responsibilities	2.2.2, 2.2.3, 2.2.4		2.2.1
City and County Community	2.2.2, 2.2.3, 2.2.4		2.2.1
Community Locations	2.2.2, 2.2.3, 2.2.4		2.2.1
Community Resources: National Lesson	2.2.2, 2.2.3, 2.2.4		2.2.1
Our Earth	2.2.2, 2.2.3, 2.2.4		2.2.1
Good Trash: Bad Earth	2.2.2, 2.2.3, 2.2.4		2.2.1
Our Planet	2.2.2, 2.2.3, 2.2.4		2.2.1
Our Planet: Our Planet: Protecting the Earth: Textbook Linkup	2.2.2, 2.2.3, 2.2.4		2.2.1

For an outline of the titles and standards indicators incorporated in each lesson, please see Appendix A.





# Overview of ITRI Units

There are three Grade 2 ITRI Units. Each consists of a textbook lesson and three mini books.

## 1 Teachers introduce the textbook lesson.



Teachers introduce the unit's textbook lesson, drawing students' attention to text features and textbook layout. The textbook lesson will be reintroduced after all mini book lessons have been completed.

**NOTE:** Depending on students' level of familiarity with the reading skill, teachers may want to introduce or review key concepts at this point.

## 2 Students read mini books.



Teachers introduce each mini book in a small group setting. Each unit's books are scaffolded for teacher-led instruction. Scripts are provided and can be used verbatim or adapted as teachers see fit.

**NOTE:** ITRI mini books are appropriate for familiar reading activities (such as book tubs, take home books, partner reading, etc.).

## 3 Teachers reintroduce the textbook lesson.



Teachers return to the textbook page, discussing it through the lens of the unit's reading skill.

# Key to the Lesson Preview

**Introduction to the Unit:** This page introduces the unit's reading skills and strategies.

**Unit Overview:** This section outlines all standards and core standards addressed in the lesson.

**Key Words:** This section introduces important words used in teaching the reading skill.

**NOTE:** Not all units will have Key Words.



## Unit 2: Cause & Effect

### Introduction

The goal of this unit is to help students recognize and understand cause and effect relationships when reading informational text. ITRE lessons help to develop students' existing knowledge of cause and effect relationships. When you read cause and effect relationships in the classroom so that you can preview this unit's text.

The lessons are designed to reproduce these strategies in a detailed script. You can use talking points which you can use.



### Unit Overview

**Reading Skill Focus:**  
2.2.6 Recognize cause-and-effect relationships in a text.

**Additional English/Language Arts Standards Addressed:**

- 2.2.2 State the purpose for reading.
- 2.2.3 Use knowledge of the author's purpose to understand informational text.
- 2.2.4 Ask and respond to questions (when, who, where, why, how) to aid comprehension about important elements of informational texts.

**Core Standards in the Content Areas**  
Science Core Standard 5 – Life Science: Structures and Functions of Living Systems

Give examples of adaptations that plants and animals have that allow them to thrive in specific environments. Describe ways in which animals are dependent on plants for shelter, nesting, and food.



Unit 2: Cause & Effect

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## Butterfly Migration

Students read a six-page book about butterfly migration.



Have you ever seen a butterfly in winter? If you live in Indiana, you probably have not. We don't see butterflies in winter **because** they have migrated to other parts of the earth. To migrate means to move from one place to another.

Why do butterflies migrate? Butterflies need to live where it is warm. In Indiana, fall and winter are too cold for butterflies. If butterflies stayed in Indiana during the winter, they would not be able to live.

How do butterflies know when to migrate? Butterflies don't have calendars. They don't watch weather reports. Instead, they sense changes in the world around them. As the weather grows colder, butterflies know it is time to fly south.

How do they get there? Butterflies may be small, but they are strong. They can fly up to 100 miles each day. The trip south is very long, so the butterflies make many stops along the way. At night, they roost together in trees and bushes. This is called roosting.



Where do butterflies go? Each year, billions of butterflies fly south. They find their way to warm places like Mexico even though they have never been there before. In these parts of the world, winter is warm enough for butterflies. They live in trees and wait for spring.

What happens next? When spring begins to warm the Earth, butterflies fly north. They return to Indiana. They lay their eggs. New butterflies are born. When summer ends, and the weather starts to cool, butterflies fly south again. We will miss their pretty colors all winter long.

### Introducing Text Features:

title: *Butterfly Migration*  
author: Jay Johnson  
glossary  
headings  
illustrations (drawings and photographs)  
table of contents

### Challenging Words:

The following potentially challenging words are included in *Butterfly Migration*.

billions  
calendar  
Mexico  
migrate/migration/migrating  
report  
roosting

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Unit 2: Cause & Effect

**Overview of the Book**

**Text:** This section allows teachers to preview the complete text without having to print the book.

**Introducing Text Features:** This section lists all text features that appear in the lesson. Teachers may want to review these words prior to beginning the lesson.

**Challenging Words:** This section lists lesson vocabulary that students will need to know in order to read the text fluently. Teachers may want to review these words prior to reading the lesson together, or be prepared to support students as they encounter them while reading.

# Key to the Lesson Pages

**Butterfly Migration**



**Activating Prior Knowledge:**  
Building on what students already know about butterflies supports them as readers. Actively engage students by discussing butterflies before reading.

What do you know about butterflies?

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**Before Reading:**  
Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of Butterfly Migration to each student. Have students take a few minutes to become familiar with the book. Give students a task to complete while previewing the book.

As you look through the book, remember to look for causes and effects.

Follow up with questions and predictions about the book.

Do any of the pictures in the book give you a hint about the causes and effects you will be reading about? How?

Take a quick look at the words on each page. Do you see any of the cause and effect words from our list?

**During Reading:**  
Monitor students' reading for misuses that would affect meaning and support individual readers.

Most pages of the text include cause and effect signal words such as if, as, so, and when. Page 5 is the only page that does not explicitly include these words, but it does contain an implicit cause and effect relationship (because it is warm in Mexico, butterflies can live there even in the winter).

Page 1: Read the text from the page out loud.

Why don't we see butterflies in the winter? What is the cause?  
What cause and effect words do you see on this page?

Page 2: Read the text from the page out loud.

What cause and effect words do you see on this page?  
What does migrate mean? Is butterfly migration a cause or an effect?  
What causes butterflies to migrate?  
What would be the effect if butterflies stayed in Indiana during the winter?

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## Lesson Page (front)

**Activating Prior Knowledge:** This section offers discussion questions to help spark student connections to the topic.

**Before Reading:** This section offers specific suggestions for helping students become familiar with the text before reading.

**During Reading:** This section offers suggestions and reminders for students during reading.

**Grey Dialog Boxes:** These boxes indicate dialogue that teachers follow to guide the lesson.

## Lesson Page (back)

**After Reading:** This section offers specific suggestions for review that emphasize the reading skill focus.

**Checking Comprehension:** This section provides a quick check of lesson and reading skill comprehension.

Page 3: Read the text from the page out loud.

What cause and effect words do you see on this page?  
How do butterflies know to fly south? Is that a cause or an effect?

Page 4: Read the text from the page out loud.

What cause and effect words do you see on this page?  
Why do butterflies make many stops as they travel? Is that a cause or an effect?

Page 5: Read the text from the page out loud.

Do you see any cause and effect words on this page?  
Are there any causes and effects on this page? What are they?

Page 6: Read the text from the page out loud.

What cause and effect words do you see on this page?  
What is one effect of spring warming the Earth?  
What is one effect of butterflies returning to Indiana?  
What are two effects of the summer ending?



**After Reading:**  
Check predictions and discuss important strategies readers use when reading for cause and effect.

**Checking for Comprehension:**

What should you do whenever you read a cause and effect word?

What causes butterflies to migrate to Mexico? Think of as many different answers from the books as possible. (They need to live where it is warm, it is too cold in Indiana, they sense changes in the weather, Mexico is warm, etc.)  
What do you think would happen if it started getting cold in Mexico in the winter?

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# Unit 1: Predicting

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## Introduction

The goal of this unit is to help students use predicting to boost their comprehension of informational text. You may want to begin the unit with an overview of predicting—what it is, why it is important to understand, and how proficient readers use predicting to help them learn. The ITRI Predicting lessons guide students in the use of text features to make and monitor predictions about what they will read.

When reading informational text, proficient readers:

- use text features, key words, knowledge of text structure, and prior knowledge to predict what they will learn.
- revisit, revise, and/or confirm predictions as they read new information.

The lessons are designed to help you model how a proficient reader uses prediction to monitor comprehension while reading. The purpose of ITRI is to help students internalize and reproduce these strategies when reading independently. This first lesson of the unit includes a detailed script. You can use it verbatim, or adapt it to meet the needs of your students. Subsequent lessons include talking points which you can adapt to best meet the needs of your students.

## Unit Overview

### Reading Skill Focus:

**2.2.10** Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so).

### Additional English/Language Arts Standards Addressed:

**2.2.1** Use titles, tables of contents, and chapter headings to locate information in text.

**2.2.2** State the purpose for reading.

**2.2.3** Use knowledge of the author's purpose to comprehend informational text.

### Standards in the Content Areas:

**Social Studies Core Standard 2 – Civics and Government Citizenship and Civic Responsibility:** Define what a citizen is and describe the rights and responsibilities of citizens. Explain how people must work together to resolve conflict and the importance of respecting differences. Explain how laws are used to resolve conflicts appropriately and discuss the consequences for disobeying laws.



**Social Studies Core Standard 3 Geography – Human and Physical Systems:** Describe the simple demographics of the school. Give examples of how different physical features in different neighborhoods and communities can influence the activities available there.

**Social Studies Core Standard 3 Geography – Maps and Globes:** Use the basic information on maps, globes and other geographic tools to locate and identify physical and human features of one's community, state, and nation.

**Social Studies Core Standard 4 Economics – Goods and Services:** Give examples of resources that communities use to produce goods and services. Identify specialized jobs within the community. Explain how the scarcity of resources affects the choices people make.



# Community Resources

Students preview a two-page textbook lesson, paying careful attention to its text features.



## **Natural Resources**

*things people use that come from nature*

## **Human Resources**

*people who work to make things people need or use*

## **Capital Resources**

*things that are used to make something else*

*Natural Resources are things that people use that are found in nature. Water is a natural resource. So is air. Trees, oil, and rock are also natural resources. How many different uses can you think of for these resources?*

## **Introducing Text Features:**

- title: "Community Resources"
- bold words
- captions
- chapter preview icon
- glossary
- lesson 1 icon
- photographs

## **Challenging Words:**

The following potentially challenging words are included in the textbook lesson "Community Resources."

- *capital resources*
- *human resources*
- *natural resources*

# Textbook Preview Lesson: Community Resources

A script is provided below. You can use it verbatim, or adapt it to meet the needs of your students.

Today we are going to be looking at some textbook pages.

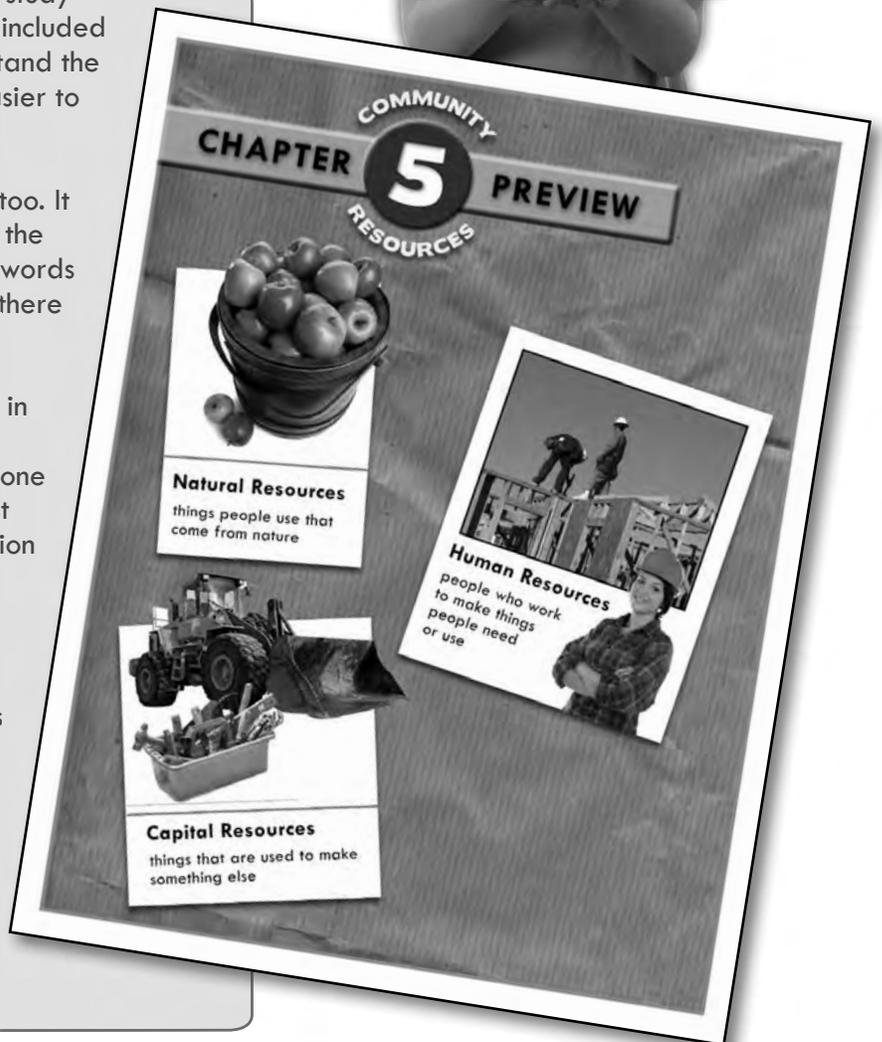
When I first look at these pages, I see a lot of different things. The first page says “Chapter 5 Preview.” I think that means that it will tell me what I’m going to read about in Chapter 5 of this textbook. The other page says “Lesson 1.” It must be the first lesson, but I think there are probably some other lessons in this chapter, too. I just don’t have them here.

The Chapter Preview page has definitions of important words that I will need to learn when I study this chapter. I like the way the author included these photographs to help me understand the definitions. Sometimes pictures are easier to understand than words.

Lesson 1 has some neat photographs too. It looks like I am going to need to read the captions carefully. There are a lot of words in the captions — almost as many as there are in the paragraph on this page.

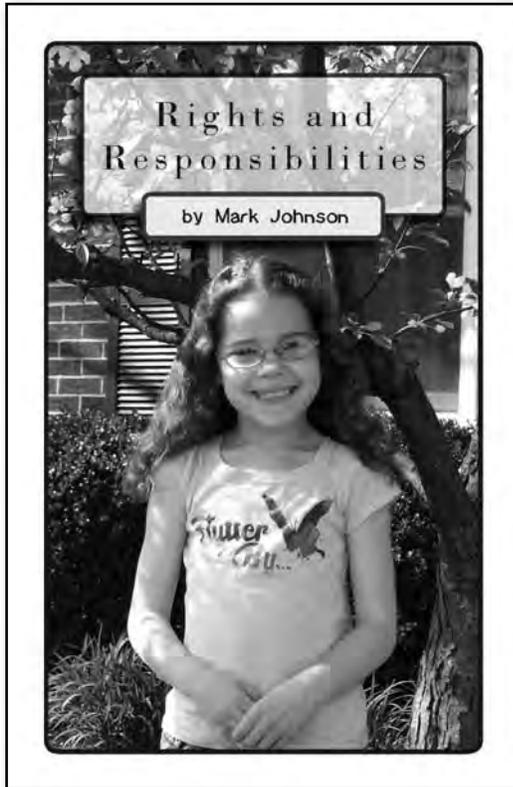
I also notice that **natural resources** is in bold. It must be an important term to learn. Wait a minute! I think that was one of the definitions that I saw on the first page. I will really need to pay attention to what *natural resources* means. It is going to be an important part of this lesson.

We have been using the text features of this lesson to predict what it is about and what we will learn from it. Before we read this lesson, we are going to learn more about predicting. We will learn to predict and how predicting helps us make sure that we understand what we are reading.



# Rights and Responsibilities

Students read an eight-page book about rights and responsibilities.



*My name is Tia. This is my community. As a citizen of my community, I have rights. Rights are freedoms. I also have responsibilities. Responsibilities are things that I should do. It is my right to go to school. When I am there, it is my responsibility to work hard so I will learn.*

*I have the right to be safe in my neighborhood. It is my responsibility to follow neighborhood rules and be kind to my neighbors.*

*It is my right to use the park. It is my responsibility to keep it clean and not litter. When I play in the park, I put my trash in the trash can. If I see litter on the ground, I pick it up.*

*When I grow up, it will be my right to drive a car. It will be my responsibility to follow laws when I drive. I will obey the signs I see. I won't drive too fast.*

*What about you? What rights do you have? What are your responsibilities?*

## Introducing Text Features:

- title: *Rights and Responsibilities*
- author: Mark Johnson
- pictures
- speech bubble

## Challenging Words:

The following potentially challenging words are included in *Rights and Responsibilities*.

- *community*
- *obey*
- *responsibility*



# Rights and Responsibilities



## Activating Prior Knowledge:

Build on what students already know about rights and responsibilities to support them as readers. Actively engage students by discussing their rights and responsibilities at school before reading.



What are you expected to do at school?

How do you expect to be treated when you are at school?

## Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Rights and Responsibilities* to each student. Have students take a few minutes to become familiar with the book.

Predicting is something I do when I read an informational book like this one. Before I read, I predict what the book will be about. Predicting helps me think about what I will read.

I always look at the cover and title page before I read a book. Let's do that now.

There is a picture of a girl on the cover. I predict she will be an important character in the story. The title of the book is *Rights and Responsibilities*. Maybe it isn't a story after all. I have heard the words *rights* and *responsibilities* before, but I don't know exactly what they mean. I think they have something to do with rules and things I have to do like chores. I predict I will know more about them when I finish reading the book.

Before I start reading, I am going to take a quick look through the book. I notice there are a lot of pictures of the girl from the front cover. I notice she is in front of a school, on her bike, and watering flowers. I predict these things have something to do with her rights and responsibilities. I want to know what.

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

As we read, remember to predict and check your predictions to make sure you understand what you are reading.

Page 1: Have students turn to page 1.

Let's take a closer look at this page before we read it. I already noticed that the picture shows the same girl who is on the cover of the book. It looks like she is standing in front of buildings in her community. Maybe this page is going to be about her community.

The words are in a speech bubble, like she is talking. Let me read what she is saying.

Read the text from the page out loud.

Now that I've read the text, I'm going to check my prediction. Tia isn't telling me about her community. She is telling me what the words *rights* and *responsibilities* mean. That makes sense. I knew we would learn more about those words somewhere in the book. I predict that the rest of the book will tell us more about Tia's rights and responsibilities.

Can you predict what kinds of things Tia might tell us? Can you predict what rights and responsibilities she may have in her community?

Pages 2 & 3: Turn to page 2.

Remember, I like to look at the pages carefully before I read them. I see Tia again. On page 2 she is standing in front of her school. On page 3 she is riding her bike down the sidewalk. Maybe that is the street where she lives.

Before we started reading today, we talked about the rules we follow at school. I predict that page 2 is going to tell us about Tia's rights and responsibilities at school. I bet page 3 is about her rights and responsibilities at home. Let's read and find out.

Read the text from the pages aloud.

Now that I have read these pages, I want to think about my predictions. I predicted that I was going to learn more about rights and responsibilities when I read this book. These pages tell me more about rights and responsibilities. They give me examples of the rights and responsibilities that Tia has. I wonder if I have the same rights and responsibilities as Tia.

I predicted I'd read about her rights and responsibilities at school, and I did. I thought I'd read about her rights and responsibilities at home. I actually read about her rights and responsibilities in her neighborhood. It wasn't exactly what I expected to read, but it makes sense.

I see a pattern in this book. I think we will read about Tia's other rights and responsibilities on page 4. What information do you think we will read about?

Page 4: Turn to page 4.

Let's look at the picture and see if we can predict. The picture shows a playground. Maybe this page will give information about Tia's rights and responsibilities at the playground.

Read the text from the page out loud.

Yes, it does tell about her rights and responsibilities. I don't see the word *playground*, but I do see the word *park*. Parks and playgrounds are almost the same. My prediction was very close.

Page 5: Turn to page 5.

Let's look at page 5. I see a picture of Tia driving a car. That seems strange because Tia is too young to drive. I also notice thought bubbles on this page. I bet she is thinking about what it will be like to drive a car one day. Maybe we will read about what her responsibilities will be when she is old enough to drive.

Read the text from the page out loud.

Was my prediction close?



Page 6: Turn to page 6.

Let's look at page 6. What do you predict we will read about on this page? Why?

Read the text from the page out loud.

Was your prediction close?

## After Reading:

Check predictions and review text features that were helpful in making predictions.

## Checking for Comprehension:



What parts of the book helped you make the best predictions?

Can you name one of Tia's rights? What is one of her responsibilities?

What rights do you remember from the book?

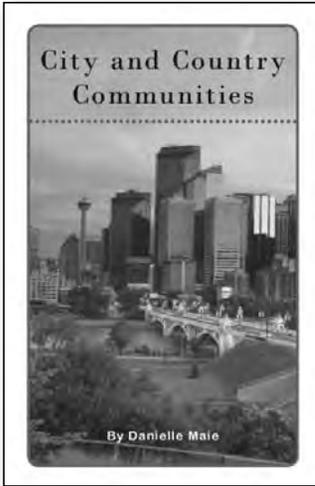
What responsibilities do you remember from the book? Do you think \_\_\_\_\_ would be a citizen's right or responsibility?





# City and Country Communities

Students read a five-page book about city and country communities.



## **How do communities begin?**

Communities are places where people live and work. Some communities are in cities. Others are in the country. People choose communities for different reasons. Businesses choose communities for different reasons too.

## **Why do people live in cities?**

Many people move to cities to find jobs. There are many jobs in cities. People also like to live in cities because there are many things to do. People who live in cities can go to plays. They can watch sports teams play. Some people live in cities because there are buses and subways. They can get where they need to go. Many people live in cities to stay close to their families.

Indianapolis has over 30 bus routes to take people where they want to go.

## **Why are businesses in cities?**

Some businesses choose to be in cities. Cities have airports, railways, and highways. Businesses can get the materials they need. They can ship their products to people who want to buy them. Cities have buildings that are good for offices. Cities also have a lot of people who want jobs.

Many people can work in this office building.

## **Why do people live in the country?**

Some people live in the country in order to do certain kinds of jobs, like farming. Other people live in the country to be near their families. Some people move to the country to have land for animals. Others live in the country so they can hike, ride horses, or fish. Some people move to the country because they want to live where it is quiet.

There is more open land in country communities.

## **Why are businesses in the country?**

Some businesses need a lot of land. The country is a good choice for them. They will have more space to build than in the city. Land is usually cheaper in the country too. Other businesses move to the country to be near farms or forests. They will be near the materials they need. Businesses might also want to be near workers who live in the country.

Dairy farms need a lot of space.



## **Introducing Text Features:**

- title: *City and Country Communities*
- author: Danielle Maie
- captions
- headings
- photographs
- table of contents
- title page

## **Challenging Words:**

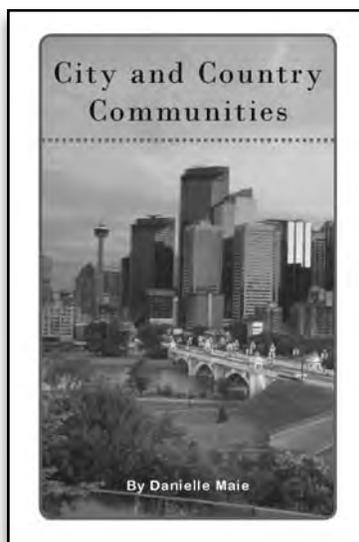
The following potentially challenging words are included in *City and Country Communities*.

- *businesses*
- *communities*
- *materials*



# City and Country Communities

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## Activating Prior Knowledge:

Build on what students already know about communities to support them as readers. Actively engage students by discussing city and country communities before reading.

Do you live in the city or the country?



---

## Before Reading:

Cover the title of the book and show students the front cover of the book.

What do you predict this book will be about?

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *City and Country Communities* to each student. Have students take a few minutes to become familiar with the book. Give students a task to complete while previewing the book.

As you look through the book, locate the table of contents and be prepared to talk about it.

Follow up with questions and predictions about the book.

Where did you find the table of contents? Is it called a table of contents in this book?

Look at the chapter titles listed in the table of contents. What kind of punctuation do you notice?

How do the questions help you predict what you will read in this book?

What do you predict we will learn about on page 4? What kinds of pictures do you think we might see on that page?

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Page 1: Read the text aloud.

We read that people choose communities for different reasons. The word *different* tells you that there is more than one reason. How does knowing that there is more than one reason for choosing a community help you predict what we will read in this book?

Page 2: Turn to page 2.

The title of this chapter is “Why Do People Live in Cities?” What do you predict we will read about on this page? Why do you think people live in cities?

Look at the photographs on this page. Without reading the caption, can we predict one reason people live in cities? Now read the caption. Was your prediction correct? Why would the number of bus routes make a city appealing?

Now let’s read the text on this page to see what other reasons people have for living in the city.

Read the text aloud.

Why else do people choose to live in cities? Were our predictions correct?

Page 3: Turn to page 3.

Look at the heading, photograph, and caption. What do you think you will read about on this page? What do you predict are some reasons that people and businesses choose cities?

Read the text aloud.

Were your predictions correct?

Page 4: Turn to page 4.

Why do you predict people choose to live in the country?

Read the text aloud.

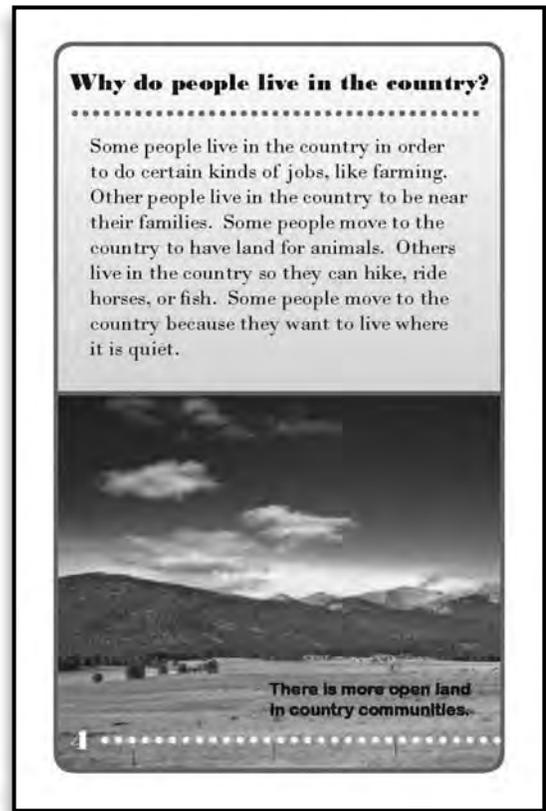
Were your predictions correct?

Page 5: Turn to page 5.

What predictions can you make before we read this page?

Read the text aloud.

Were your predictions correct?



### After Reading:

Check predictions and review text features that were helpful in making predictions.

### Checking for Comprehension:



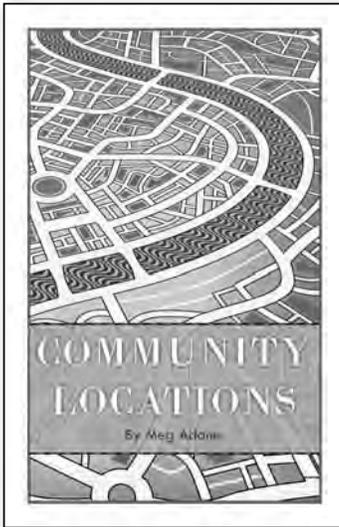
How did the text features help you predict?

What are some reasons people live in cities? What are some reasons people live in the country?

What are some of the businesses in our community? Think about the kinds of land and buildings we have in our community. Why do you think businesses chose to come here?

# Community Locations

Students read a six-page book about features that help identify and locate a community.



## **Your Community's Location**

Every community has a location. A location is a place where something can be found. You can describe your community's location in many ways.

## **Your Community and the World**

Your community is part of the world. You can look at the world on a globe. A globe is a model of the world. There are almost 200 countries on the globe. You can describe your community by naming the country where it is located.

*"My community is located in part of the U.S.A."*

## **Your Community and State**

Your community is part of a state. You can look at a map and describe your community's location. You can use cardinal directions such as north, south, east, and west. You can also use intermediate directions such as northwest and southeast.

*"My community is located northeast of Indianapolis, Indiana."*

## **Physical Features**

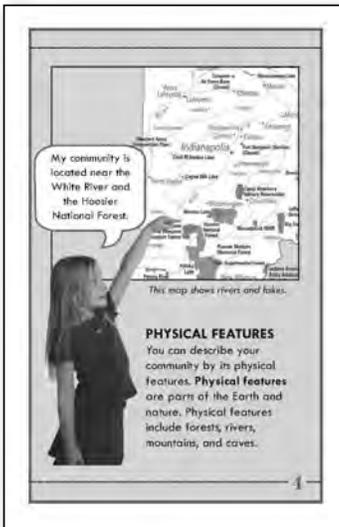
You can describe your community by its physical features. Physical features are parts of the Earth and nature. Physical features include forests, rivers, mountains, and caves.

*"My community is located near the White River and the Hoosier National Forest."*

## **Human-Made Features**

You can describe your community by its human-made features. Human-made features are parts of the community people have made. These include buildings, highways, playgrounds, and bridges.

*"My community is located near Noblesville High School, Conner Prairie Pioneer Settlement, and Highways 32 and 37."*



## **Introducing Text Features:**

- title: *Community Locations*
- author: Meg Adams
- bolded words
- captions
- glossary
- headings
- pictures
- speech bubbles
- table of contents

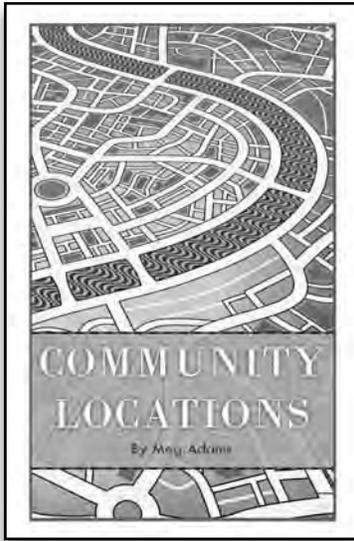
## **Challenging Words:**

The following potentially challenging words are included in *Community Locations*.

- *cardinal*
- *community*
- *features*
- *intermediate*
- *location*
- *physical*



# Community Locations



## Activating Prior Knowledge:

Build on what students already know about communities to support them as readers. Actively engage students by discussing the location of their community before reading.

What is the name of the town/city/etc. that you live in?

How would you describe where it is to someone?



## Before Reading:

Show students the cover of the book.

The title of this book is *Community Locations*. Does the title help you predict what you will learn when you read?

Point to the picture on the cover of the book. What do you think this is a picture of?

The picture is a map of a town. Does that help you make a better prediction?

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Community Locations* to each student. Give students a task to complete while previewing the book.

As you look through the book, look for text features that will help you predict what you will learn.

Follow up with questions about those features and predictions.

What did you find that will help you predict what the book is going to be about? If students do not mention the glossary, point out that it lists important words and can provide clues about what they will need to learn.

What do you predict you will learn from this book?

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Table of Contents: Read the text from the page out loud.

What do you notice about the headings? How can they help you predict?

What page would we turn to if we wanted to learn about physical features of a community?

What page would we turn to find out about a community and states?

Page 1: Read the text from the page out loud.

What do you predict you will learn when you read the sentence, "You can describe your community's location in many ways."?

Page 2: Read the heading from the page out loud.

How are the heading and the picture with the caption connected? How does noticing that connection help you predict what we will read on this page?

Read the text from the page out loud.

Why is the word *globe* in bold type?

How do bold words help you predict?

Page 3: Read the heading from the page out loud.

Page 2 was about your community in the world. What do you predict page 3 will be about?

What helped you make that prediction?

Read the text aloud.

Was your prediction correct?

The next page is about physical features. What do you predict we will learn on page 4? Read the definition of *physical features* in the glossary.

Page 4: Read the heading and text from the page out loud.

What are some physical features in our community?

What physical features do you predict you would find in a desert community?

Page 5: Read the heading and text from the page out loud.

What new information did you learn?

What human-made features do you predict you would find in a community where there are a lot of children?



## After Reading:

Check predictions and review text features that were helpful in making predictions.

## Checking for Comprehension:



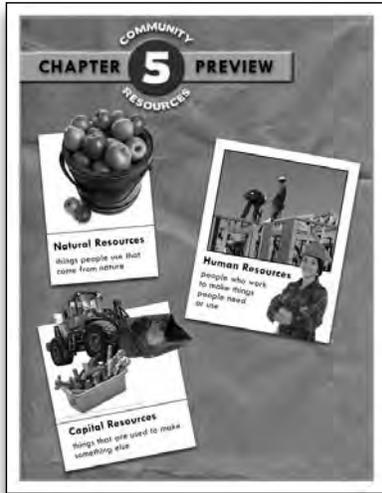
What text features did you use to help make predictions as you read?

How would you describe your community?

How many ways did you learn to describe your community's location?

Gary, Indiana is a town that has a lot of factories. Many goods are made there. What kinds of human-made features do you think you would find in Gary?

# Textbook Lesson: Community Resources



## Activating Prior Knowledge:

Build on what students already know about communities to support them as readers. Actively engage students by reminding them of the first time they saw this textbook page.

Can you name something you use every day that comes from nature?



## Before Reading:

Review the strategy of predicting as you re-introduce the textbook lesson.

When we looked at these pages before, we noticed that there were a lot of helpful illustrations, captions, and bolded words. Now we are going to take a closer look.

What did you notice? How does it help you predict?

What do you predict we will learn about when we read these pages?

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Let's look at the first page—the one that says "Chapter 5 Preview" at the top. The word *preview* means almost the same thing as *predict*. How do you think this preview page can help us predict?

What do you predict chapter 5 of this book is about? How did you make your prediction?

Read the text from the page aloud.

Was your prediction correct? What new information did you learn?

Now let's look at the second page—the one that says "Lesson 1" at the top.

This is the first lesson in this chapter. How do you know?

How do the pictures and captions help you predict what you will learn about on this page?

What is the heading on this page? Where have you seen these words before? Using just the heading, predict what you will read about on this page.

Now look back at the definition of *Natural Resources* on the Chapter Preview page. Does this definition make it easier to predict what the Natural Resources page will be about?

Read the text aloud.

What information about natural resources did you learn from this page?

Was it what you expected to learn? In what ways was your prediction correct?



## After Reading:

Check predictions and review text features that were helpful in making predictions.

## Checking for Comprehension:



If we had the rest of the textbook in front of us, what do you predict the heading of the next page would be?

How does making predictions help you understand what you read?

Why is it important to check your predictions when you read new information?

What is one difference between a capital resource and a natural resource?

What natural resources does our community have?

# Follow-Up Activities

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## Additional Practice:

- Continue to model predicting during guided reading and other classroom lessons.
- A simple graphic organizer (such as a KWL chart) can help guide students in predicting as they read independently.
- Post a predicting checklist in the classroom to remind students to make and monitor predictions as they read.

## Extension:

- Challenge proficient predictors by covering up titles, captions, headings, etc. in books. Have students predict what the missing text might be. Discuss when there is a difference between their predictions and actual text. Were the predictions reasonable?

## Writing Extension:

- Have students write a book about their community. Ask each student to help their readers predict by writing a clear title, headings, and a table of contents.







# Unit 2: Cause & Effect

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## Introduction

The goal of this unit is to help students recognize and understand cause and effect relationships when reading informational text. ITRI lessons help to develop students' existing knowledge of cause and effect relationships. Depending on how much your students know about cause and effect, you may want to begin the unit with an overview of these relationships. The ITRI lessons focus on cause and effect signal words. You may want to write these on the board or post them in the classroom so that students can refer to them as you work through the lessons.

It is recommended that you introduce the idea of reading for cause and effect after you preview this unit's textbook page.

The lessons are designed to help you model how a proficient reader grapples with cause and effect relationships while reading. The end goal of ITRI is to help students internalize and reproduce these strategies when reading independently. This first lesson of the unit includes a detailed script. You can use it verbatim, or adapt it as you see fit. Subsequent lessons include talking points which you can adapt to best meet the needs of your students.



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## Unit Overview

### Reading Skill Focus:

**2.2.6** Recognize cause-and-effect relationships in a text.

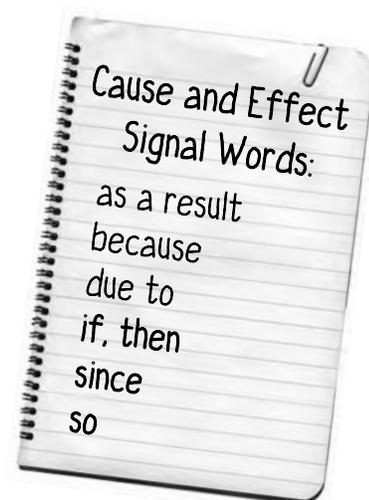
### Additional English/Language Arts Standards Addressed:

- 2.2.2** State the purpose for reading.
- 2.2.3** Use knowledge of the author's purpose to comprehend informational text.
- 2.2.4** Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational texts.

### Standards in the Content Areas:

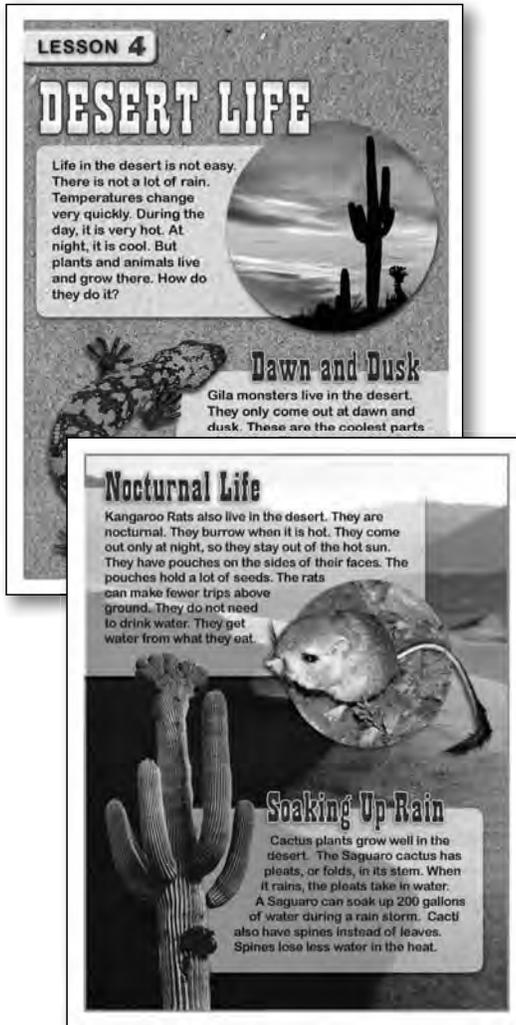
#### Science Core Standard 5 – Life Science: Structures and Functions of Living Systems

Give examples of adaptations that plants and animals have that allow them to thrive in specific environments. Describe ways in which animals are dependent on plants for shelter, nesting, and food.



# Desert Life

Students preview a two-page textbook lesson, paying careful attention to its text features.



### Desert Life

Life in the desert is not easy. There is not a lot of rain. Temperatures change very quickly. During the day, it is very hot. At night, it is cool. But plants and animals live and grow there. How do they do it?

### Dawn and Dusk

Gila monsters live in the desert. They only come out at dawn and dusk, **because** these are the coolest parts of the day. They burrow when it is hot. They spend most of their lives under the ground. They store water in the fat of their tails.

### Nocturnal Life

Kangaroo Rats also live in the desert. They are nocturnal. They burrow during the day. They come out only at night, **so** they stay out of the hot sun. They have pouches on the sides of their faces. The pouches hold a lot of seeds. The rats can make fewer trips above ground. They do not need to drink water. They get water from what they eat.

### Soaking Up Rain

Cactus plants grow well in the desert. The Saguaro cactus has pleats, or folds, in its stem. **When** it rains, the pleats take in water. A Saguaro can soak up 200 gallons of water during a storm. Cacti also have spines instead of leaves. Spines lose less water in the heat.

### Introducing Text Features:

- title: "Desert Life"
- headings
- lesson icon
- photographs

### Challenging Words:

The following potentially challenging words are included in the textbook lesson "Desert Life."

- kangaroo
- nocturnal
- Saguaro
- temperatures

# Textbook Preview Lesson:

# Desert Life

A script is provided below. You can use it verbatim, or adapt it to meet the needs of your students.

Wow! There are a lot of cool pictures on these pages. That is the first thing I notice. But there are also a lot of words that we are going to have to read.

I'm guessing from the pictures that I'm going to be reading about the desert. I see a cactus, and the picture up here looks like land in the desert. The title "Desert Life" helps confirm my prediction.

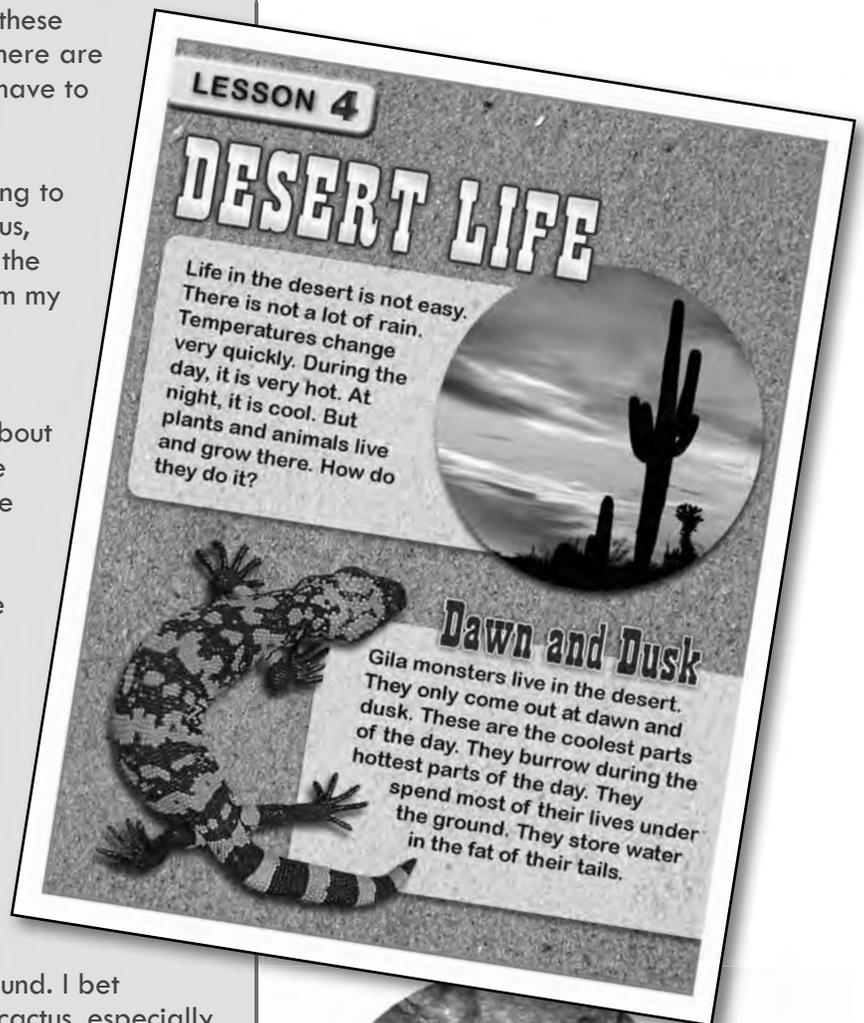
The title helps me know what I'm going to read about. Remember, we also talked about using headings. The headings will help me know what each paragraph is going to be about. "Dawn and Dusk." I'm not so sure about that one. Does anyone know what these words mean? What do you think we might read about here?

Let's look at the next heading, "Nocturnal Life." *Nocturnal* is a really tough word. Does anyone know what it means?

The last heading says "Soaking up Water." Now that one is easy to understand. I think I would want to soak up water, too, if I lived in the desert. I think cactuses soak up water from the ground. I bet that paragraph is going to be about the cactus, especially since the picture of the cactus is on the same page.

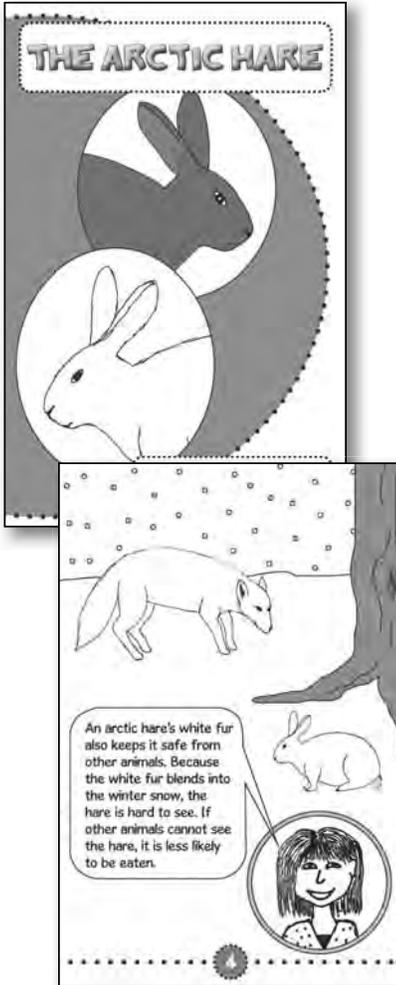
Are you starting to get an idea about what this lesson is about?

Before we read the lesson, we are going to learn another important skill for reading informational text—looking for causes and effects. We will learn how to recognize causes and effects, and how paying careful attention to them helps us understand what we are reading.



# The Arctic Hare

Students read a seven-page book about the arctic hare/animal adaptations.



*In the winter, you probably dress differently than you do in the summer. **If** it snows where you live, you need a coat and boots to stay warm and dry during cold weather. **When** the weather warms up, you don't wear your coat and boots. You would be too hot in them.*

*Animals don't wear clothes, but they still need to stay warm in the winter and cool in the summer. How do they do it? Many animals grow different kinds of fur. In the summer, they have a light coat of fur. In the winter, they grow a thicker coat. Let's look at how one animal changes throughout the year.*

*The arctic hare lives where it is cold. In the fall and winter, it needs a heavy coat to keep warm. The hare's thick white fur protects it from the cold.*

*An arctic hare's white fur also keeps it safe from other animals. **Because** the white fur blends into the snow, the hare is hard to see. **If** other animals cannot see the hare, it is less likely to be eaten.*

*In spring, the snow begins to melt. The arctic hare does not need such a thick coat of fur. **So**, it grows a new coat. The new fur is not as thick as the winter fur. It is brown instead of white. Can you guess why?*

*The arctic hare's new fur is brown because it needs to hide from other animals. A white hare would have trouble hiding after the snow melts. The hare's brown coat helps it blend into the grass and rocks. It will be safe all year long.*

*What other animals change with the weather? Look at the pictures below.*

## Introducing Text Features:

- title: *The Arctic Hare*
- author: Maria Lopez
- illustrations by: Hannah Compton
- captions
- speech bubbles

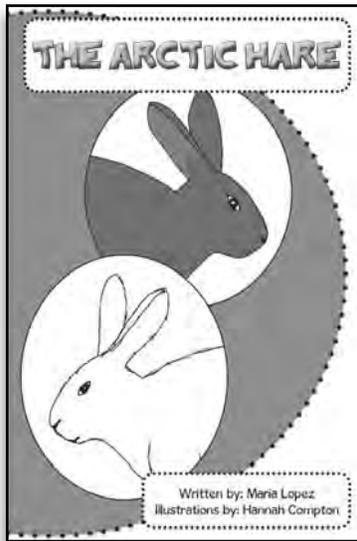
## Challenging Words:

The following potentially challenging words are included in *The Arctic Hare*.

- *blends*
- *differently*
- *instead*
- *probably*
- *throughout*



# The Arctic Hare



## Activating Prior Knowledge:

Build on what students already know about animal adaptations to support them as readers. Actively engage students by discussing different animal adaptations before reading.



How did you decide what to wear today?

How would you dress differently if it were raining/snowing/sunny outside?

What do you think animals do differently when the weather changes?

## Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Arctic Hare* to each student. Have students take a few minutes to become familiar with the book. Give the students a task to complete while previewing the book.

As you preview the book, look for any cause and effect words from our list.

Follow up with questions and predictions about the book.

What do you notice about the illustrations in this book? Do they look like the pictures you usually see in informational text? Do you think we will be getting a lot of important information from the illustrations in this book? We might not get a lot of important information from these drawings, but they still might help us think about causes and effects.

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Page 1: Read the text from the page out loud.

We talked about special words that let us know that we are reading about causes and effects. Does anyone see one of these words on this page? (*if, when*)

Let's look at these words and see if we can figure out what causes and effects the writer wants us to know about.

It says, "if it snows where you live," you need to do something. What do you need to do when it snows? I bet if we read the second half of the sentence, we will find out. It says "you need a coat and boots to stay warm and dry." Snow is the cause. Needing warm clothes is the effect.

Now let's look at the second cause and effect, the one that starts with *when*. What is the cause? The weather warms up. What is the effect? You don't wear your coat and boots.

Page 2: Read the text from the page out loud.

Remember we talked about what animals do when the weather changes? It looks like the author was thinking about that too. Do you see any cause and effect words on this page? I don't see any either. But let's think about it a little more. On the last page, snow was the cause and needing warm clothes was the effect. This page tells us that animals need to stay warm in the winter and cool in the summer. That sounds like a cause. What is the effect? It looks like sometimes writers don't use the cause and effect words even when they are talking about causes and effects. I need to remember that.

Page 3: Read the text from the page out loud.

Now the author is talking about the arctic hare. That's new. But the idea is still the same. The hare needs to be warm in the winter. I know that's a cause. What does the hare do to stay warm? That will be the effect.

Page 4: Read the text from the page out loud.

Did everyone see the cause and effect words on this page? Let's look at the word *because*. This one is tricky. Usually, we read the cause before the effect. This time, it looks like it is the other way around. The arctic hare's white fur protects it because it helps it blend into the snow. Blending in is the cause. Protection is the effect. How do I know? Let's look at the next sentence. "If other animals cannot see the hare, it is less likely to be eaten." Other animals can't see the hare. The word *if* helps me know that is the cause. So, it won't get eaten is the effect.

Page 5: Read the text from the page out loud.

Wow! This is an interesting page. It says that the snow melts. That is a cause. The effect is that the arctic hare doesn't need so much fur. But wait a minute. The next sentence says "So, it grows a new coat." So is a cause and effect word. "It grows a new coat" is the effect. The cause is that the arctic hare does not need such a thick coat of fur. That sentence is both a cause and an effect.

Page 6: Read the text from the page out loud.

Do you see any cause and effect words on this page? What are the causes? What are the effects?



## After Reading:

Check predictions and discuss important strategies readers use when reading for cause and effect.

## Checking for Comprehension:



How many causes and effects can you find in this book?

How does being able to find cause and effect help you as a reader?

What do you think would happen if arctic hares were white all year long?

What can you tell about how these other animals [in pictures on final page] change throughout the year?

# Butterfly Migration

Students read a six-page book about butterfly migration.



Have you ever seen a butterfly in winter? **If** you live in Indiana, you probably have not. We don't see butterflies in winter **because** they have migrated to other parts of the Earth. To migrate means to move from one place to another.

Why do butterflies migrate? Butterflies need to live where it is warm. In Indiana, fall and winter are too cold for butterflies. **If** butterflies stayed in Indiana during the winter, they would not be able to live.

How do butterflies know **when** to migrate? Butterflies don't have calendars. They don't watch weather reports. Instead, they sense changes in the world around them. **As** the weather grows colder, butterflies know it is time to fly south.

How do they get there? Butterflies may be small, but they are strong. They can fly up to 100 miles each day. The trip south is very long, so the butterflies make many stops along the way. At night, they gather together in trees and bushes. This is called roosting.

Where do butterflies go? Each year, billions of butterflies fly south. They find their way to warm places like Mexico even though they have never been there before. In these parts of the world, winter is warm enough for butterflies. They live in trees and wait for spring.

What happens next? **When** spring begins to warm the Earth, butterflies fly north. They return to Indiana. They lay their eggs. New butterflies are born. **When** summer ends, and the weather starts to cool, butterflies fly south again. We will miss their pretty colors all winter long.



## Introducing Text Features:

- title: *Butterfly Migration*
- author: Jay Johnson
- glossary
- headings
- pictures (illustrations and photographs)
- table of contents

## Challenging Words:

The following potentially challenging words are included in *Butterfly Migration*.

- *billions*
- *calendar*
- *Mexico*
- *migrate/migration/migrating*
- *report*
- *roosting*



# Butterfly Migration



## Activating Prior Knowledge:

Build on what students already know about butterflies to support them as readers. Actively engage students by discussing butterflies before reading.

What do you know about butterflies?



## Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Butterfly Migration* to each student. Have students take a few minutes to become familiar with the book. Give students a task to complete while previewing the book.

As you look through the book, remember to look for cause and effect signal words.

Follow up with questions and predictions about the book.

Do any of the pictures in the book give you a hint about the causes and effects you will be reading about? How?

Take a quick look at the words on each page. Do you see any of the cause and effect words from our list?

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Most pages of the text include cause and effect signal words such as *if*, *as*, *so*, and *when*. Page 5 is the only page that does not explicitly include these words, but it does contain an implicit cause and effect relationship (because it is warm in Mexico, butterflies can live there even in the winter).

Page 1: Read the text from the page out loud.

Why don't we see butterflies in the winter?  
What is the cause?

What cause and effect words do you see on this page?

Page 2: Read the text from the page out loud.

What cause and effect words do you see on this page?

What does migrate mean? Is butterfly migration a cause or an effect?

What causes butterflies to migrate?

What would be the effect if butterflies stayed in Indiana during the winter?

Page 3: Read the text from the page out loud.

What cause and effect words do you see on this page?

How do butterflies know to fly south? Is that a cause or an effect?

Page 4: Read the text from the page out loud.

What cause and effect words do you see on this page?

Why do butterflies make many stops as they travel? Is that a cause or an effect?

Page 5: Read the text from the page out loud.

Do you see any cause and effect words on this page?

Are there any causes and effects on this page? What are they?

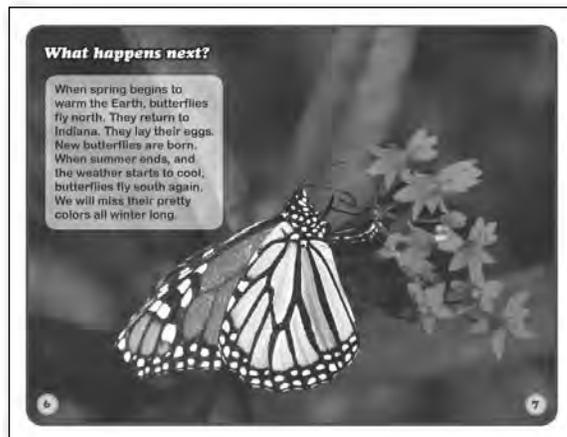
Page 6: Read the text from the page out loud.

What cause and effect words do you see on this page?

What are the effects of spring warming the Earth?

What are the effects of butterflies returning to Indiana?

What are the effects of the summer ending?



## After Reading:

Check predictions and discuss important strategies readers use when reading for cause and effect.

## Checking for Comprehension:



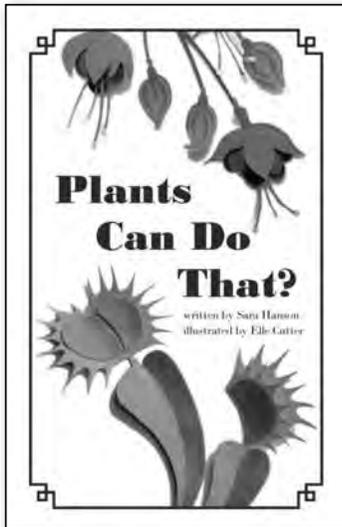
What should you do whenever you read a cause and effect word?

What causes butterflies to migrate to Mexico? Think of as many different answers from the books as possible. (They need to live where it is warm; it is too cold in Indiana; they sense changes in the weather; Mexico is warm; etc.)

What do you think would happen if it started getting cold in Mexico in the winter?

# Plants Can Do That?

Students read a six-page book about unique plant adaptations.



There are many different kinds of plants. Some are big. Some are small. Some are good to eat. Some are pretty to look at. Some can even do amazing things.

The Venus Flytrap is a plant that eats flies and other insects! How does it do that? It has hairs along the outsides of its leaves. **When** an insect crawls over the hairs more than once, the leaves snap shut. The insect is trapped inside.

Jewelweed is a plant that grows in the woods. It is sometimes called "touch-me-not." This is **because** the plant's seed pod bursts open when touched. The seeds fly through the air. This is fun to watch. It also helps new jewelweed plants grow.



The mimosa plant does something neat to protect itself from insects. **If** an insect lands on the plant, tiny leaves fold up. They make the plant look like a stick. **Since** most insects don't like to eat sticks, they leave the plant alone.

The resurrection (rez-uh-**rek**-shuh n) fern lives where there is not a lot of rain. **If** it does not get enough water, it dries up into a ball. It looks like it is dead. But it is not. **When** it rains, the plant turns green again. It starts to grow.

Take a look at the plants around you. What amazing things do you see?

## Introducing Text Features:

- title: *Plants Can Do That?*
- author: Sara Hanson
- illustrations: Elle Cutter
- pronunciation guide: (rez-uh-**rek**-shuh n)

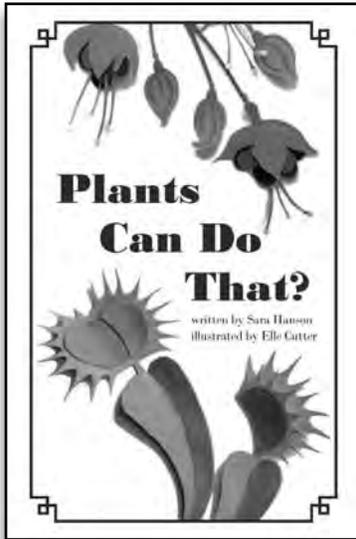
## Challenging Words:

The following potentially challenging words are included in *Plants Can Do That?*.

- *amazing*
- *mimosa*
- *bursts*
- *protect*
- *insect*
- *resurrection fern*
- *jewelweed*
- *Venus flytrap*



# Plants Can Do That?



## Activating Prior Knowledge:

Build on what students already know about plants to support them as readers. Actively engage students by discussing plants before reading.

What do you know about plants?

Have you ever seen a plant do something cool?



## Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Plants Can Do That?* to each student. Have students take a few minutes to become familiar with the book. Give students a task to complete while previewing the book.

As you look through the book, remember to look for causes and effects.

Follow up with questions and predictions about the book.

What do you notice about the illustrations in the book? Do you think these will help you understand cause and effect?

What kinds of causes and effects do you think we will be reading about?

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

With the exception of the introductory and concluding pages, all of the pages of this book include cause and effect signal words such as *when*, *because*, *if*, and *since*.

Page 1: Read the text from the page out loud.

Are there causes and effects on this page? (No, the purpose of this page is to get the reader's attention/interest.)

What do you learn from reading this page?

Pages 2 & 3: Read the text from the pages out loud.

What cause and effect words do you see on this page?

How does a Venus Flytrap catch food? What is the cause? What is the effect? How do you know?

Pages 4 & 5: Read the text from the pages out loud.

What cause and effect words do you see on this page?

Why is jewelweed called "touch-me-not"?

Pages 6 & 7: Read the text from the pages out loud.

What cause and effect words do you see on this page?

The mimosa's leaves fold up. This is an effect. What is the cause?

Why do insects leave the plant alone? Is that a cause or an effect?

Pages 8 & 9: Read the text from the pages out loud.

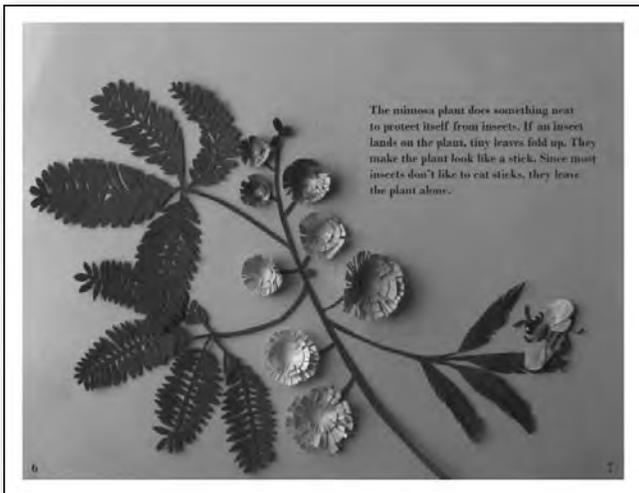
Do you see any cause and effect words on this page?

What causes the resurrection fern to dry up into a ball?

What happens to the resurrection fern when it rains? Which is the cause? Which is the effect? How do you know?

Page 10: Read the text from the page out loud.

Do you see any cause and effect words on this page? Why not?



## After Reading:

Check predictions and discuss important strategies readers use when reading for cause and effect.

## Checking for Comprehension:



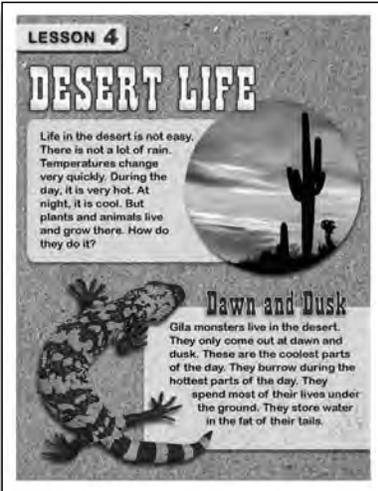
How would this book be different if the author did not use any cause and effect words?

If you don't see any cause and effect words, how might you know that you are reading about causes and effects?

What do you think would happen if the mimosa plant's leaves didn't fold up?

What does a resurrection fern look like when there hasn't been any rain? What does it look like after it rains?

# Textbook Lesson: Desert Life



## Activating Prior Knowledge:

Building on what students already know about cause and effect supports them as readers. Actively engage students by discussing what they know about desert life.

What plants and animals live in the desert?



## Before Reading:

Review the strategy of cause and effect as you re-introduce the textbook lesson.

As you look at these pages, see if you notice any cause and effect signal words.

Follow up with questions and predictions about the pages.

What cause and effect words did you notice? What should you do whenever you see one of these words?

What causes and effects do you think we will read about on these pages?

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

When we looked at these pages before, we noticed that there were a lot of photographs and headings. Now we are going to read the text carefully, paying special attention to causes and effects.

Let's look at the first paragraph. Do you see any cause and effect signal words in this paragraph?

Read the text from the page aloud.

Even though there weren't any cause and effect signal words, did we read about any causes or effects? Does this paragraph give you any hints about what causes and effects we might read about in the other paragraphs?

Let's look at the next paragraph, the one with the heading "Dawn and Dusk."

Do you see any cause and effect signal words in this paragraph?

Read the text from the page aloud.

What causes and effects did we read about in this paragraph?

Gila monsters store water in their tails. What is the cause? What do you think is the effect?

Let's look at the paragraph with the heading "Nocturnal Life."

Do you see any cause and effect signal words in this paragraph? What causes and effects do you think we will read about in this paragraph?

Read the text from the page aloud.

What causes and effects did we read about in this paragraph?

Kangaroo rats have pouches on the sides of their faces. What is the cause? What is the effect?

Let's look at the last paragraph, the one with the heading "Soaking Up Rain." Do you see any cause and effect signal words in this paragraph? What causes and effects do you think we will read in this paragraph?

Read the text from the page aloud.

What causes and effects did we read about in this paragraph? What is one effect of having spines instead of leaves?



### **After Reading:**

Check predictions and discuss important strategies readers use when reading for cause and effect.

### **Checking for Comprehension:**



What part of a cactus swells when it is full of water?

Why do Gila monsters burrow underground?

# Follow-Up Activities

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## Additional Practice:

- Build cause and effect questions into guided reading activities.
- Point out causes and effects in daily life in your classroom. Draw students' attention to causes and effects in texts that are read aloud.
- Have students use basic cause and effect graphic organizers as they read informational text.

## Extension:

- Have students who are reading and writing well independently keep a list of causes and effects they encounter as they read. You might add a column to their daily reading log for them to record this information.

## Writing Extension:

- Have students work on writing a brief informational text about an animal and its environment. The text should clearly explain cause and effect relationships, and should include at least some cause and effect signal words.





# Unit 3: Main Idea

## Introduction

The goal of this unit is to help students recognize and understand main idea when reading informational text. You may want to begin the unit with an overview of main idea: what it is, why it is important to understand, and how proficient readers use the main idea to help them learn. This may be review for some or all of your students. The ITRI Main Idea lessons help students make connections between words and sentences in the text to understand the main idea.

When reading informational text, proficient readers:

- look for an explicit statement of the main idea (often the first sentence in a passage or paragraph).
- identify the most important **who** or **what**.
- look for repeated or important words that might help in summarizing the main idea.
- think about how details or facts are related to each other.
- pay attention to text features that may contain clues about the main idea.
- check to make sure the details in the text support the main idea.

The lessons are designed to help you model how a proficient reader discerns and applies the main idea while reading. The end goal of ITRI is to help students internalize and reproduce these strategies when reading independently. This first lesson of the unit includes a detailed script. You can use it verbatim, or adapt it as you see fit. Subsequent lessons include talking points which you can adapt to best meet the needs of your students.

**NOTE: If your students have not been taught to look for the most important *who* or *what*, you will want to introduce this idea before beginning the lessons.**



## Unit Overview

### Reading Skill Focus:

**2.2.5** Restate facts and details or summarize the main idea in the text to clarify and organize ideas.

### Additional English/Language Arts Standards Addressed:

**2.2.2** Use titles, tables of contents, and chapter headings to locate information in text.

**2.2.2** State the purpose for reading.

**2.2.3** Use knowledge of the author's purpose to comprehend informational text.

**2.2.4** Ask and respond to questions (*when, who, where, why, what if, how*) to aid comprehension about important elements of informational texts.

### Standards in the Content Areas:

#### Science Core Standard 4 – Earth and Space Science: Earth Structures

Identify ways in which humans depend on their natural and constructed environments. Describe how humans have found ways to make some limited resources last longer or have replaced them with other resources. Classify human-caused changes to environments as either harmful or helpful, depending on the circumstances.

#### Social Studies Core Standard 3 - Geography: Human and Physical Systems

Describe the simple demographics of the school. Give examples of how different physical features in different neighborhoods and communities can influence the activities available there.

# The Three R's of Protecting the Earth

Students preview a two-page textbook lesson, paying special attention to its text features.



*Protecting the Earth is everyone's job. The three R's help you to do your part. Reduce. Reuse. Recycle.*

## **How Can You Reduce?**

*To reduce means to use less. You can reduce the amount of trash you make. You can reduce the number of things you buy. You can also reduce how much energy and water you use. Turn off lights if you don't need them. Don't let the water run when you brush your teeth. What else can you do to reduce?*

## **How Can You Reuse?**

*To reuse means to use something again. Before you throw something away, think. Can you use it again? Does it have another use? Take cloth bags to the store when you shop. Use an empty jar as a bank for your coins. Draw on the backs of old papers. What other things can you reuse?*

## **How Can You Recycle?**

*Many cities recycle glass, metal, and plastic. These materials are melted down and made into something new. Find out what can be recycled where you live. Recycle these materials instead of putting them in the trash. Do your part for the Earth.*

## **Introducing Text Features:**

- title: "The Three R's of Protecting the Earth"
- big idea box
- captions
- headings
- lesson icon
- pictures
- title
- vocabulary box

## **Challenging Words:**

The following potentially challenging words are included in the textbook lesson "The Three R's of Protecting the Earth."

- *materials*
- *recycle*
- *reduce*
- *reuse*

# Textbook Preview Lesson:

## The Three R's of Protecting the Earth

A script is provided below. You can use it verbatim, or adapt it to meet the needs of your students.

Today we are going to be looking at a lesson from a textbook.

When I first look at this page, I see a lot of different things. The photographs really get my attention. I notice that some of them have captions that I need to read.

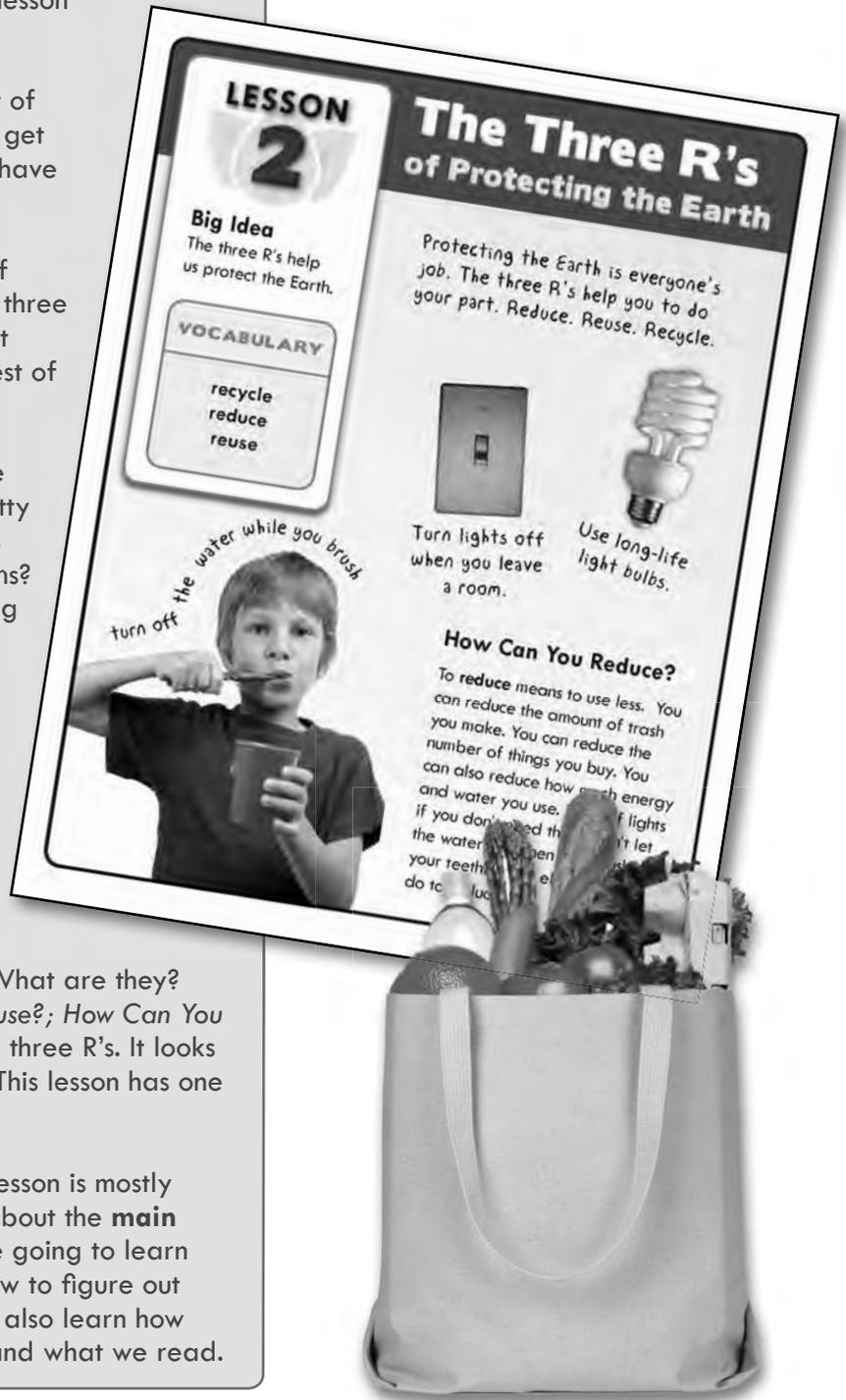
The title of this lesson is "The Three R's of Protecting the Earth." I wonder what the three R's are. Does anyone have a guess? I bet we'll figure it out when we look at the rest of the lesson.

I notice that there is a big box over here on the left side of the page. It looks pretty important. It says "Lesson 2." It also says "Big Idea." What do you think that means? We probably need to remember that big idea. It sounds like it is important.

Underneath the "Big Idea," I see a box of vocabulary words. I also notice that these same words are bolded over here in the text. You know what else? All three of these words begin with the letter R. I bet those are the three R's that we read about in the title.

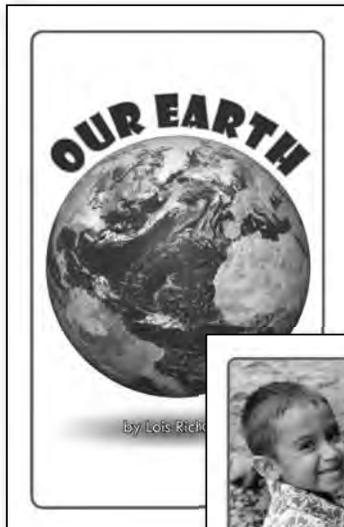
I also see three headings in the lesson. What are they? (*How Can You Reduce?*; *How Can You Reuse?*; *How Can You Recycle?*) I think we were right about the three R's. It looks like they are *reduce*, *reuse*, and *recycle*. This lesson has one paragraph about each of them.

It seems like the three R's are what this lesson is mostly about. We call what a lesson is mostly about the **main idea**. Before we read this lesson, we are going to learn more about main idea. We will learn how to figure out the main idea in what we read. We will also learn how knowing the main idea helps us understand what we read.



# Our Earth

Students read a seven-page book about the relationship between humans and the Earth.



*Earth is the planet that over six billion people call home. It provides us with food and shelter.*

*Earth is made of rock that we use for building. It is made of soil that helps us grow the food we eat.*

*Earth is covered with water that we drink. It is covered with trees and plants that we use for food and shelter.*

*We need to take care of our Earth. Then it can take care of us! It will be a safe and healthy place to live.*

*We need to keep Earth's water clean. Never put trash in streams, lakes, or oceans. Do your part to help clean up trash.*

*Trees and plants are an important part of life on Earth. Plant a tree and give it room to grow. Take care of the plants and trees around you. Pull out weeds instead of using dangerous sprays.*

*How will you keep Earth safe?*

## Introducing Text Features:

- title: *Our Earth*
- author: Lois Richards
- photographs

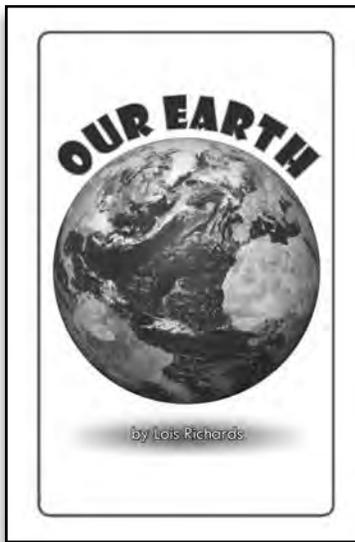
## Challenging Words:

The following potentially challenging words are included in *Our Earth*.

- *billion*
- *dangerous*



# Our Earth



## Activating Prior Knowledge:

Build on what students already know about our planet to support them as readers. Actively engage students by discussing planet Earth before reading.

What do you know about our planet?



Why is it a good place to live?

## Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Our Earth* to each student. Have students take a few minutes to become familiar with the book.

When I look at this book, the first thing I notice is the photograph on the front cover. I know that is the Earth. The title is *Our Earth*. I think that Earth is going to be the what that this book is mostly about.

As I turn the pages, I notice more pictures. The first few pictures look like things that are part of the Earth, like water and soil. Then there are some pictures of kids. I'm not sure what those pages are about, but maybe they have something to do with the Earth. The last page shows someone holding the Earth. I think that page is probably about taking good care of our planet. Let's read the book and see if I was right.

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

A main idea always includes a **who** or **what** and the most important ideas about it. We know that Earth is the **what**. We need to figure out what the author thinks is most important for us to know about the Earth. Let's read the first few pages together. We'll see if we can figure out a main idea for just the first part of the book.

Pages 1-3: Read the text from the pages out loud.

We read a lot of information. We read that a lot of people live on Earth. We also read that Earth has rock for building, soil for growing food, water for drinking, and plants that we use for food and shelter. We can't include all of these words in the main idea. Let's think about how these ideas are related, or what they have in common.

Rock, soil, water, and plants are all things people use that come from the Earth. They are what makes Earth a good home for 6 billion people. So the main idea of what we have read so far is something like “Earth provides us with many things.”

Wait a minute, page 1 says Earth “provides us with food and shelter.” That is pretty close to our main idea. Sometimes, but not always, the main idea will be written in the book. Let’s keep reading.

**Pages 4-7: Read the text from the pages out loud.**

When I previewed the book, I wondered what these pictures had to do with the Earth. Now I know. The text says that we need to take care of the Earth. We can do this by doing the things the kids are doing in the pictures--picking up trash, keeping water clean, and planting trees.

Remember that when we read the first part of the book, we found a sentence that was close to the main idea of what we had read. I’m going to see if I can find a sentence that sounds like the main idea for this part of the book. Page 4 says “We need to take care of our Earth.” That sounds like a main idea. All of the other sentences we read are details about what we can do to take care of our Earth. I think “We need to take care of our Earth” is the main idea of this part of the book.

We’ve figured out the main idea of the first part of the book and the main idea of the second part. Now we need to put them together to make a main idea for the whole book. The first half of the book was about ways that the Earth takes care of us. The second half is about how we can take care of the Earth. I think the main idea of the book is something like “Earth takes care of us, so we need to take care of it.” All of the other information we read in the book should support this main idea. Let’s make sure that’s true:

- Page 1 shows the people who call Earth home. That tells more about the idea that Earth takes care of us.

- The words and pictures on pages 2 and 3 show the ways the Earth takes care of us. That tells about our main idea, too.
- The words and pictures on pages 4, 5, and 6 are about ways to take care of the Earth. That tells more about the idea that taking care of the Earth is important.
- Page 7 shows someone holding Earth in his or her hands. That reminds us that it is our job to take care of the Earth—and that is part of the main idea.

Do you think we figured out the main idea?

## After Reading:

Check predictions and discuss important strategies readers use to find main idea.

## Checking for Comprehension:



What headings would you put in this book to help readers understand the main idea?

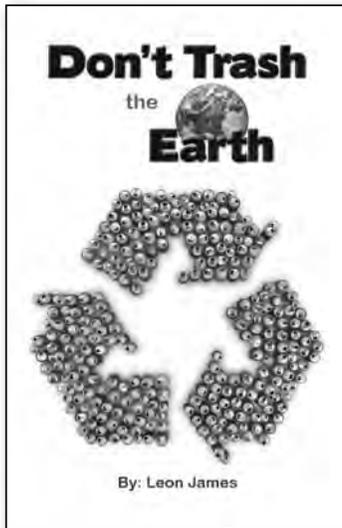
What are things the Earth does to take care of us?

What are some things we can do to take care of Earth?



# Don't Trash the Earth

Students read an eight-page book about the benefits of recycling.



## **Where Does Trash Come From?**

*Do you ever drink juice or water from a plastic bottle or from a can? Do you ever eat cereal or crackers from a box? What do you do with the bottles, boxes, or cans when you are done?*

*What do you do with old papers from school? If you put all of these things in the trash, you are part of the trash problem.*

## **Trash Takes Up Space**

*Many people throw things like bottles, cans, and cardboard in the trash. Trash takes up space. It has to be put somewhere.*

*Trash goes to a place called a landfill. A landfill is a place where trash is dumped and covered with dirt.*

*Landfills don't look very nice. They don't smell good either! Some landfills become so full of trash they look like large hills.*

## **Help the Earth**

*Reuse anything you can. Cardboard can be used for crafts and school projects. Plastic bottles can be filled again. You can ask your family and school to buy products made from recycled materials.*

*If you can't reuse something, recycle it. You will help keep the Earth clean. Things like plastic, aluminum, and cardboard can all be recycled or reused.*

*What are other things that you can do to help the Earth? Think of what you can do at your home or school.*



## **Introducing Text Features:**

- title: *Don't Trash the Earth*
- author: Leon James
- callout boxes
- headings
- photographs
- table of contents

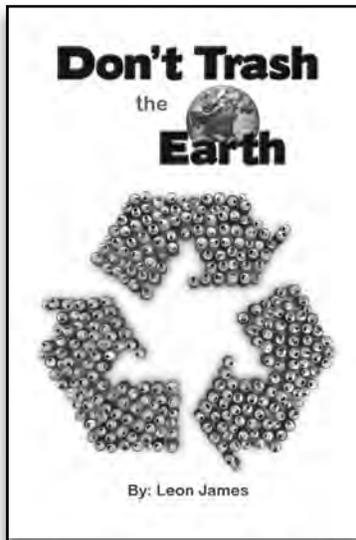
## **Challenging Words:**

The following potentially challenging words are included in *Don't Trash the Earth*.

- *aluminum*
- *materials*
- *products*
- *recycle/recycled/recycling*



# Don't Trash the Earth



## Activating Prior Knowledge:

Build on what students already know about recycling to support them as readers. Actively engage students by discussing recycling before reading.

Where does all of the trash from our class, school, and town go?

How do we recycle here at school?



## Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Don't Trash the Earth* to each student. Have students take a few minutes to become familiar with the book. Give students a task to complete while previewing the book.

As you preview the book, look for headings, pictures, and any other text features that you think are important.

Follow up with questions and predictions about the book.

What do these features have in common?

How can the title and table of contents help us understand the main idea?

This will help you begin to figure out what the book is mostly about—it's main idea.

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Now let's begin reading. As we read, we are going to look for the main idea. Understanding how the ideas in the book are connected will help us figure out the main idea. As we read, we will ask *who* or *what*? The most important *who* or *what* will be part of the main idea. Headings and repeated or important words can help us figure it out.

Pages 1 & 2: Read the heading from the page out loud.

I remember seeing this heading on the table of contents. It is a question, so I know that I should keep reading to find out the answer. It looks like pages 1 and 2 answer this question. I will read to find out where trash comes from.

Read the text from pages 1 & 2 out loud.

Who or what was this page about?

I read the word *you*. That's a **who**. I also read about trash, bottles, boxes, cans, and paper. These are all **whats**.

Which one is most important?

Trash is the only one of these that is in the heading. We said we were going to read to find out where trash comes from.

I also see the word *trash* two times on page 2. I think trash is the most important **who** or **what**. I know that the main idea is going to be something about trash.

A main idea tells the most important things about a **who** or **what**. What does the author want us to know about trash?

Remember, we said we thought we were going to read about where trash comes from. Let's look for important ideas in the text that help us answer that question.

I see the words *bottle* and *bottles*. There are also bottles in the picture on page 1. I see cans and boxes in the text and the picture too. The words and pictures on page 2 are about paper. So, bottles, cans, boxes, and paper are kinds of trash. That doesn't quite tell me where trash comes from, but we're almost there.

Page 2 talks about throwing things away. Bottles, cans, boxes, and paper are all things that we use and throw away. I think that is what these pages are about. I think the main idea of this section is "Trash comes from all of the things we throw away."

Pages 3-5: Read the heading and text from the pages out loud.

What do you think the main idea of this chapter is? How do you know?

How can you check your main idea?

Do all of the details on these pages support your main idea?

Look at the callout boxes on page 3. How does this information support the main idea?

Pages 6-8: Read the heading and text from the pages out loud.

What do you think the main idea of this chapter is? How do you know?

## After Reading:

Check predictions and discuss important strategies readers use to find main idea.

## Checking for Comprehension:

We have come up with a main idea  for each of the chapters in this book.

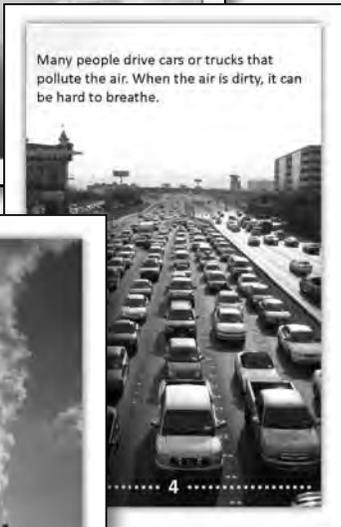
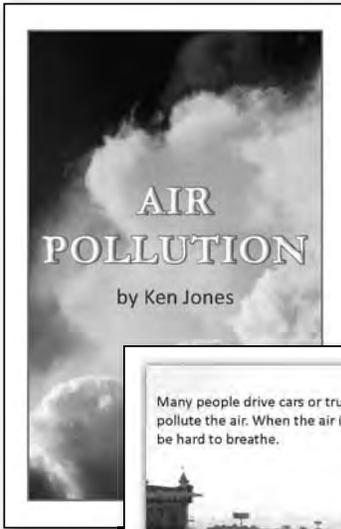
Now we need to figure out the main idea of the whole book. What do you think it is? How do you know?

Which details about trash from the book do you think are most important to understanding the main idea? Which details about recycling are most important?

What other kinds of details could you add to this book that would support the main idea?

# Air Pollution

Students read a six-page book about how air pollution affects life on Earth.



*Air is everywhere. Living things need clean air. Sometimes the air we breathe is not as clean as it should be. When air is dirty, we call it air pollution.*

*Air pollution harms people, animals, and plants. When the air isn't clean, people and animals get sick. Plants cannot grow.*

*People do many things that pollute the air. Burning trash outside pollutes the air. Smoking pollutes the air. People who don't smoke breathe the polluted air. They can get sick.*

*Many people drive cars or trucks that pollute the air. When the air is dirty, it can be hard to breathe.*

*Electricity makes our lives easier. However, some of the ways we make electricity, such as burning coal, can pollute the air.*

*Here are some simple things that you can do to help.*

- 1. Don't smoke! It's bad for you and everyone around you!*
- 2. Why drive? Walk or bike whenever you can.*
- 3. Only use electricity when you really need it. Turn off lights, televisions, and computers when you aren't using them.*

## Introducing Text Features:

- title: *Air Pollution*
- author: Ken Jones
- headings
- list
- photographs
- table of contents

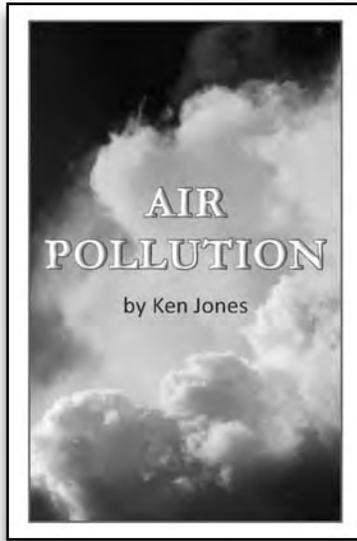
## Challenging Words:

The following potentially challenging words are included in *Air Pollution*.

- *breathe*
- *computers*
- *electricity*
- *pollute/pollution*
- *televisions*



# Air Pollution



## Activating Prior Knowledge:

Build on what students already know about pollution to support them as readers. Actively engage students by discussing what they know about air before reading.



Why do we need air?

Have you ever seen dirty air? What happens when the air gets dirty?

## Before Reading:

Students are now ready to view the book. Use questioning and modeling to support students as they prepare to read. Hand out a copy of *Air Pollution* to each student. Have students take a few minutes to become familiar with the book. Give students a task to complete while previewing the book.

As you look through the book, see if the text features give you clues about the book's main idea.

Follow up with questions and predictions about the book.

When you look at the picture on the front cover, what do you think you will be reading about?

Does the title give you any clues about the main idea?

Look at the table of contents. What do you think the most important who or what is going to be?

## During Reading:

Monitor students' reading for miscues that would affect meaning and support individual readers.

Pages 2 & 3: Read the text from the page out loud.

Based on what you know and what we read, what do you think the main idea of this chapter is? How did you decide?

What do you notice about the pictures on page 2? How do they support the main idea? What about the pictures on page 3? How are they different from the pictures on page 2? Do they support the same main idea?

How does the heading help you understand the main idea?

Pages 4-6: Read the text from the pages out loud.

Now that we've read the text on these pages, look again at the photographs and the heading. What do you think the main idea of this chapter is? How do you know?

How do the illustrations support the main idea?

How is the heading connected to the main idea?

Page 7: Read the text from the page out loud.

This page lists three different ideas. How are these three ideas connected?

Does this page have a main idea? What is it? How do you know?



## After Reading:

Check predictions and discuss important strategies readers use to find main idea.

## Checking for Comprehension:



What is the main idea of this book?

How can you check to see if your main idea makes sense?

Which chapter in the book was supported with the most details? The fewest details?

What other chapter could you add to the book that would support the main idea? What would you call the chapter? Why?

# Textbook Lesson:

## The Three R's of Protecting the Earth

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### Activating Prior Knowledge:

Build on what students already know about reducing, reusing, and recycling to support them as readers. Actively engage students by discussing recycling.

What can you do with something you don't want instead of throwing it away?



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### Before Reading:

Review the strategy of main idea as you re-introduce the textbook lesson.

When we looked at these textbook pages before, we paid special attention to the text features. Now we are going to read the pages and pay special attention to figuring out the main idea. As we preview these pages, look for information that will help us understand the main idea.

Follow up with questions and predictions about the page. Review the concept of main idea.

Where should we start reading on this page? Will we understand the main idea if we start in a different place?

What do the pictures have in common? Do the captions help you connect the ideas?

After we read, let's think some more about how the pictures support the main idea.

Do the big or bolded words on the page help you predict the main idea? "Lesson 2" is big, but I don't think that helps me. The words *The Three R's of Protecting the Earth* are big, and they look like the title. These words help me know that these pages are probably about protecting the Earth. How do the bolded words in the paragraphs help you? Where else can you find these words on the page?

### During Reading:

Monitor students reading for miscues that would affect meaning and support individual readers.

Have students read the paragraph "How Can You Reduce?"

What is the main idea of this paragraph? (Reducing, or using less, helps the Earth.)

How do you know? Did you check it?

Have students read the paragraph “How Can You Reuse?”

What is the main idea of this paragraph?  
(Using things more than once helps the Earth.)

How do you know? Did you check it?

Have students read the paragraph “How Can You Recycle?”

What is the main idea of this paragraph?  
(Recycling helps the Earth.)

How do you know? Did you check it?

## After Reading:

Check predictions and discuss important strategies readers use to find main idea.

## Checking for Comprehension:



What are the three R's?

What is the main idea of this lesson?

How do the pictures help explain the main idea?

What is the connection between reducing, recycling, and reusing?

Did we come up with the same main idea that is listed under “Big Idea?” Were we close?

# Follow-Up Activities



## Additional Practice:

- If students have trouble finding the main idea, begin by helping them draw connections between words. Have students discuss how groups of words are related. For example: *bus, car, train, airplane,* and *bike* are all modes of transportation.
- Once students are able to see connections between groups of words, have them practice finding connections between sentences. For example, “Pigs have snouts;” “Pigs do not have sweat glands;” “Pigs have spiky hair;” all describe characteristics of pigs.
- Help students keep word tallies as they read to aid in identifying the main idea. Write important words that are repeated in the text on index cards. Have students mark a tally each time the words are used. Pick the top 3-5 most used words and collaboratively write a sentence that shows a connection between the words and covers the main idea.

## Extension:

- Help students who understand the main idea rank details by their importance. Have them use graphic organizers, such as webs, to map out the relationships between main ideas and details.

## Writing Extension:

- Have students write a book about how they can help the Earth. Ask students to help their readers discover the main idea by writing sentences with ideas that connect together.



# Appendix A: Chart of Academic Standards Addressed Across the Curriculum

ITRI Instructional Tool	Standards in English/ Language Arts	Standards in Social Studies	Standards in Science
The Arctic Hare	2.2.2, 2.2.3, 2.2.4		Core Standard 5
Butterfly Migration	2.2.2, 2.2.3, 2.2.4		Core Standard 5
Plants Can Do That?	2.2.2, 2.2.3, 2.2.4		Core Standard 5
Desert Life Textbook Lesson	2.2.2, 2.2.3, 2.2.4		Core Standard 5
Rights and Responsibilities	2.2.1, 2.2.2, 2.2.3, 2.2.10	Core Standards 2	
City and Country Community	2.2.1, 2.2.2, 2.2.3	Core Standards 3, 4	
Community Locations	2.2.1, 2.2.2, 2.2.3	Core Standards 3	
Community Resources Textbook Lesson	2.2.1, 2.2.2, 2.2.3	Core Standards 4	
Our Earth	2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5		Core Standard 4
Don't Trash the Earth	2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5		Core Standard 4
Air Pollution	2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5		Core Standard 4
The Three R's of Protecting the Earth Textbook Lesson	2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5		Core Standard 4



# Appendix B:

# Grade 2 Text Features

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## Introduction to Text Features:

The goal of this unit is to introduce students to text features they will be using in ITRI. If you have not spent time exploring text features and their purpose, we strongly encourage you to start with this unit. The following units are designed with the idea that students have been exposed to this teaching prior to beginning ITRI.

This lesson is designed to help you model how readers identify and use text features to locate information quickly and gain more information about the text. The end goal of ITRI is to help students internalize and reproduce these strategies when reading independently.

A variety of books may be used to teach text features. Therefore, a script is not included in this lesson. You will find key information on each text feature that can be used with virtually any book. Below you will find a list of examples.

## Recommended Books:

Your classroom or school library can provide the informational texts needed for this unit. When deciding on informational books for this unit, focus on a variety of books. Below are just a few titles to get you started, there are many other great resources in your classroom and library.

- Scholastic Science Readers
- True Books by Scholastic
- DK Eyewitness Reader Books
- Welcome Books
- Rookie Read-About Science Series
- Lets-Read-and-Find-Out Science
- Gail Gibbons books
- Magic School Bus books
- *TIME for Kids* magazine
- *Kids Discover* magazine
- *Ranger Rick* magazine
- *Sports Illustrated for Kids* magazine



## Text Features found in ITRI:

Text Feature	Purpose of Text Feature
<b>author</b>	name of person who wrote the text
<b>bold words</b>	tells reader the word is important to the text, often defined and found in glossary
<b>callout box</b>	a text box that provides additional information
<b>captions &amp; labels</b>	written information that appears near a picture or graphic; may summarize or add to the information provided in the printed text or may describe the graphic
<b>glossary</b>	list and definition of important words found in text, normally the bolded words
<b>graph</b>	pictures or symbols that show information, often to make comparisons
<b>headings</b>	title of section or chapter, found in table of contents, can help in finding main idea of that section (or title that appears within the text, usually hint about what the main idea of that page is)
<b>key words</b>	words that are important to understanding a text, such as signal words, question words, etc
<b>pictures &amp; photographs</b>	visual information about the text that may enhance learning, or provide information that is too difficult to put into words
<b>table of contents</b>	list of information or chapters found in text with page numbers, can help you locate information and determine how the book is organized, sometimes it is just called Contents
<b>thought or speech bubbles</b>	text that shows what the character in the story was thinking or saying
<b>title</b>	found on the cover and title page, often can help you learn what the book will be about or the main idea
<b>title page</b>	found on one of the first pages, includes title, author, illustrator

## Lessons and Extensions:

Introduce text features as they appear in books you are reading. Create a chart where you can list text features and their importance to the text.

Have students work individually or in small groups to browse through informational books. Provide students with a copy of the Text Features Scavenger Hunt (Appendix C) so they can track the features in the books they are reading. Have students write the titles of the books in the left column and provide the page numbers where they found the text feature in that book. Have students share text features they found and how those features can better help them understand nonfiction.

Cover titles/headings/captions with sticky notes. Have students write their own titles/headings/captions. Discuss and compare how their text features were like the authors'.

Keep the chart of text features handy to refer back to or add to while working on ITRI.





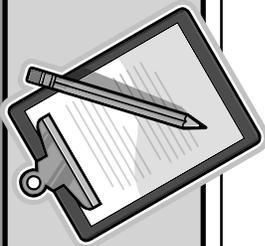


# OBSERVATIONAL CHECKLIST

Grade 2

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



	Not Observed	Developing	Proficient	Comments:
identifies the features of informational text (examples: title, heading, table of contents, glossary, bold words, captions)				
makes predictions using text and text features				
confirms or adjusts predictions while reading				
identifies or states the main idea				
understands the relationship between main idea and details				
recognizes cause and effect signal words				
understands cause and effect relationships				
uses strategies appropriate to the text and text features (e.g., reads for causes & effects after recognizing signal words)				

# COMPREHENSION QUESTIONS

## Grade 2

1. (Before reading) Show me how you predict before you begin reading. How will you check your predictions as you read?

2. (After reading) What is the main idea of this lesson? How do you know?

3. Does this lesson describe any causes and effects? How do you know?

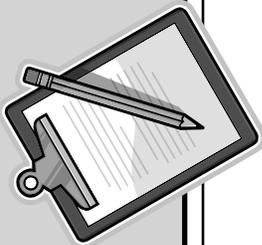
4. How do predicting, finding the main idea, and understanding causes and effects help you learn when you read?

# OBSERVATIONAL CHECKLIST

Grade 2

NAME: *Molly Parker*

DATE: *May 12*



	Not Observed	Developing	Proficient	Comments:
identifies the features of informational text (examples: title, heading, table of contents, glossary, bold words, captions)			✓	<i>identifies all text features</i>
makes predictions using text and text features		✓		<i>relies on title and headings the most, continues work with table of content</i>
confirms or adjusts predictions while reading		✓		<i>can consistently to confirm predictions, does not always adjust prediction after new information is given</i>
identifies or states the main idea		✓		<i>identifies the main idea in a text, but sometimes has a hard time putting an implied main idea into her words</i>
understands the relationship between main idea and details			✓	<i>can identify main idea and find supportive details; needs to slow down to make sure details are not overlooked</i>
recognizes cause and effect signal words			✓	<i>easily identifies signal words in text</i>
understands cause and effect relationships		✓		<i>knows signal words, but was challenged in the book "Plants Can Do That"</i>
uses strategies appropriate to the text and text features (e.g., reads for causes & effects after recognizing signal words)		✓		<i>needs reminders when reading independently</i>



# Appendix F:

## Culminating Textbook Lesson

The following textbook pages are used as the culminating activity for the strategies learned in ITRI units. We recommend teachers use the Observational Checklist throughout all three units for each student. “From Seed to Plant” will provide additional textbook pages from which you can complete the Comprehension Questions and your final assessment of the student. This component is designed to be individually administered.

### 1 Teachers gather observational data.

**OBSERVATIONAL CHECKLIST** Grade 2

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Not Observed	Developing	Proficient	Comments
			Identifies the features of informational text
			Compares the writing style of expository and narrative texts
			Makes predictions using text and text features
			Confirms or adjusts predictions while reading
			Identifies or states the main idea
			Understands the relationship between main idea and details
			Recognizes cause and effect signal words
			Understands cause and effect relationships
			Uses strategies appropriate to the text and text features (e.g., marks to monitor or reflect on reading)

**OBSERVATIONAL CHECKLIST** Grade 2

NAME: *Molly Fisher*  
DATE: *May 12*

Not Observed	Developing	Proficient	Comments
		<input checked="" type="checkbox"/>	Identifies the features of informational text
		<input checked="" type="checkbox"/>	Compares the writing style of expository and narrative texts
		<input checked="" type="checkbox"/>	Makes predictions using text and text features
		<input checked="" type="checkbox"/>	Confirms or adjusts predictions while reading
		<input checked="" type="checkbox"/>	Identifies or states the main idea
		<input checked="" type="checkbox"/>	Understands the relationship between main idea and details
		<input checked="" type="checkbox"/>	Recognizes cause and effect signal words
		<input checked="" type="checkbox"/>	Understands cause and effect relationships
		<input checked="" type="checkbox"/>	Uses strategies appropriate to the text and text features (e.g., marks to monitor or reflect on reading)

Teachers use the Observational Checklist (Appendix D) for ongoing assessment while completing all three units of ITRI. A sample Observational Checklist is provided (Appendix E).

### 2 Teachers use culminating lesson to complete assessments.



Use the “From Seed to Plant” textbook pages to complete the Observational Checklist and Comprehension Questions (Appendix D) for each student.



## LESSON

# 6

### Big Idea

Plants grow from seeds.

### VOCABULARY

**germinate**  
**seedling**



Marigold seeds are long and thin, like porcupine quills. Can you tell which seeds are marigold seeds?



# From Seed to Plant

Most plants come from seeds. Seeds come in many shapes and sizes. Each seed has a seed coat. The seed coat keeps the seed safe. Each seed also has food inside it. This food helps the plant grow.

## THE SEED GROWS

When a seed is planted, it needs sun, water, and air to germinate. To **germinate** means to grow into a plant. If the seed has everything it needs, a tiny new plant begins to grow. Roots form underground. The seed sprouts. It breaks through the soil. It grows into a young plant with a stem and leaves. This plant is called a **seedling**.





## **MORE SEEDS, MORE PLANTS**

The seedling grows. Flowers on the plant make seeds. These seeds will grow into new plants. The new plants will look like the plant they came from.

A marigold flower has seeds in it. Marigold seeds make more marigolds.





# Appendix G:

## Informational Text Reference Books

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There are a variety of reference materials concerning informational text on the market. Below you find a sampling of primary grade level reference books that will expand your knowledge, and enrich what you are doing in the classroom.

Duke, Nell K., Ed.D., and V. Susan Bennett-Armistead. Reading & Writing Informational Text in the Primary Grades. New York, New York: Scholastic, 2003.

Exploring Informational Texts From Theory To Practice. Ed. Linda Hoyt, Margaret Mooney, and Brenda Parkes. Portsmouth, New Hampshire: Heinemann, 2003.

Kletzien, Sharon Bengel, and Mariam Jean Dreher. Informational Text in K-3 Classrooms Helping Children Read and Write. Newark, Delaware: International Reading Association, 2005.

Oczkus, Lori D. Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension. Newark, Delaware: International Reading Association, 2006.

Raphael, Taffy E., Kathy Highfield, and Kathryn H. Au. QAR Now: Question Answer Relationships. New York, New York: Scholastic, 2006.





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### Plants Can Do That?

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## Textbook Pages:

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