



Section 8. Vocabulary and Comprehension

Getting Started with Comprehension:
Information Text Routine



Building Background: Why is this important?





Getting Started with Comprehension: Information Text Routine

The teacher will use the **Getting Started with Comprehension: Information Text Routine** to guide students through reading information texts and to guide students in providing a retell of the information text after the students have finished reading the text



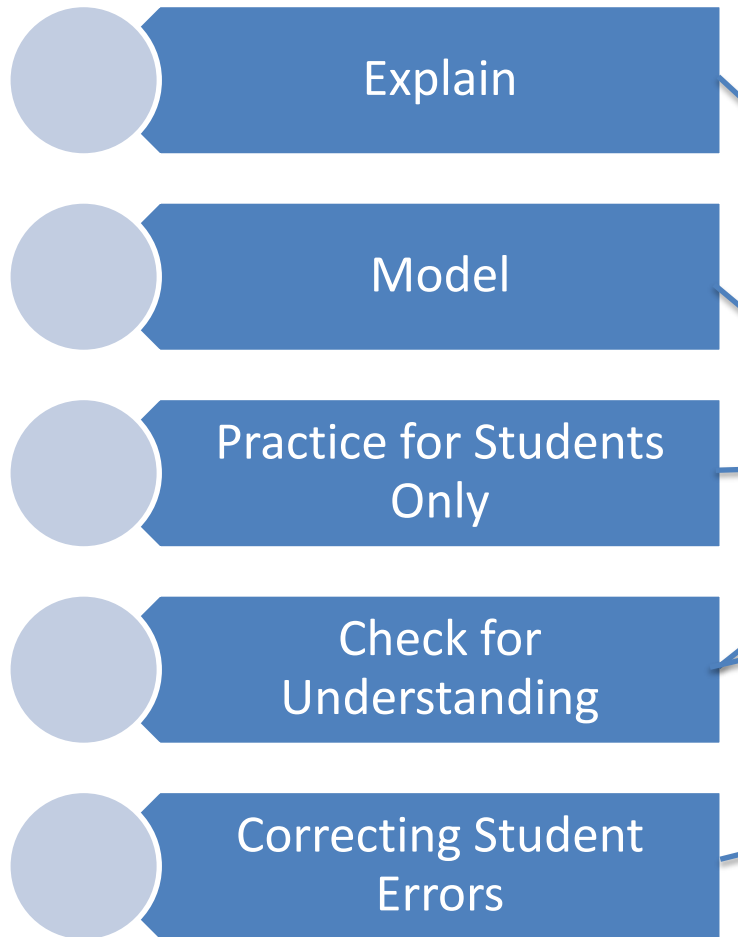
8.1

Comprehension: Getting Started with Comprehension – Information Text Routine, Components



L=263
T=237

Locate the **Getting Started with Comprehension: Information Text Routine** in the Appendix at the end of the workbook:



**Getting Started with Comprehension:
Information Text Routine**

Materials: Large Flower Poster; Before, During and After Information Text Discussion Prompts, sentence starters to cue students in forming their responses, Plan for 100% student engagement, and Individual Flower Posters for each partner group.

NOTE: Use this routine for the *first reading* of the text.

Explain:
You're going to read and learn details, or the important parts of this text, and then figure out the main idea. The main idea is telling all of the parts in a few words.

Practice for students only: Have students sitting by their talk partners. Use the Before, During and After information text discussion prompts.

Before Reading: Complete one to two text discussion activities (from the *Information Text Discussion Prompts*) to set the stage for the text. Make sure to use the engagement strategies to get 100% participation.

During Reading:

- We are going to read the first [# of pages]. Remember to listen for the details and be ready to tell your partner one detail, or important part, that you learn.** Point to the petals on the flower.
- Read the text aloud (for read aloud texts), or use different oral reading strategies as you guide the students through reading the text.
- We just read some information about [text topic].** Point to one detail petal on the flower poster. If the answers are right in the text, say, **Touch the words on the page that tell us one detail we just read. Only touch the words and don't read them out loud.** Walk around and monitor students providing any needed support.
- Use the Partner Response Routine steps. Point to one detail petal on the flower poster. **remember...we are going to say one detail, or important part, we learned from the text. Partner 1 tell Partner 2 one detail that you learned. Start your sentence with 'One detail that I learned is...'** Kneel to knee...and go! Monitor one to two partner groups and provide any necessary support. **May I have your attention please?...5...4...3...2...1.** Call on an individual student (who you monitored during the discussion) to say a correct answer out loud. **[Student's name] tell us the detail you shared with your partner. Start with 'One detail that I learned is...'** Repeat the correct response as you are pointing to the detail petal on the flower poster. **That's right! One detail we learned is...** Have the details that you have written on the flower petals before the lesson covered up on the flower poster and reveal each one right after the students have identified them, or quickly write the detail on the flower poster during the lesson.
- Repeat steps 1 through 4 for each detail, or important part, of the text. After each detail is identified, review the details identified. **Let's review the details that we have learned.** Point to the first detail. **First detail. Everyone? Ready, read!** Chorally read the detail with the students. Point to the next detail. **Next detail. Everyone? Ready, read!** Chorally read the next detail. Follow these steps to review all details identified.
- Identifying Main Idea:** Model these steps several times until students understand how to look at all of the parts and tell about them in just a few words, or identify the main idea. **Now we want to look at all of these details and figure out what the main idea of this text is. Or, how can we tell about all of the parts in just a few words? When I think about all of these details, I can**

(page 2)
Comprehension: Information Text Routine

- Identifying Main Idea:** Model these steps several times until students understand how to look at all of the parts and tell about them in just a few words, or identify the main idea. **Now we want to look at all of these details and figure out what the main idea of this text is. Or, how can we tell about all of the parts in just a few words? When I think about all of these details, I can see that all of the parts tell us about [identify common things the details, or parts, have]. You can underline common parts that can help identify the main idea. I can tell about all of these parts in just a few words and say that the main idea is [say the main idea]. Write the main idea in the center of the flower on the flower poster.**
- Let's review the details and main idea that we have learned. Point to the first detail. **First detail. Everyone? Ready, read!** Chorally read the detail with the students. Point to the next detail. **Next detail. Everyone? Ready, read!** Chorally read the next detail. Repeat to review all details identified. **We can tell about all of these details, or parts, in a few words. The main idea is...** Everyone? Ready, read!

After Reading:

- You will review the details and main idea with your partner. Hand out small versions of the flower poster to each partner group. Remember to touch each of the petals as you say all of the details that you learned. Then tell about all of the details in a few words, and say the main idea. Partner 1, you will go first. When you are done, Partner 2 will do the same thing. Ready? Kneel to knee... and go! Monitor students and provide any necessary support.
- Either on the same day, or a subsequent day, have the students write about the text.

Correcting Student Errors

- Provide necessary scaffolds to guide the student to say the correct answer in a complete sentence (e.g., go back and re-read a section of the text, help them find details in the text, give them prompts to come up with the details, ask their partner for help, and so forth).
- If the student is still struggling or nonresponsive, give them the answer in a complete sentence and have them repeat it. Use a lot of positive reinforcement to encourage the student to take risks when answering questions.
- Your turn. Now you tell me the details we just learned.** Make sure the student uses the sentence frame and answers in a complete sentence.

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Materials:

One detail that I learned is _____.

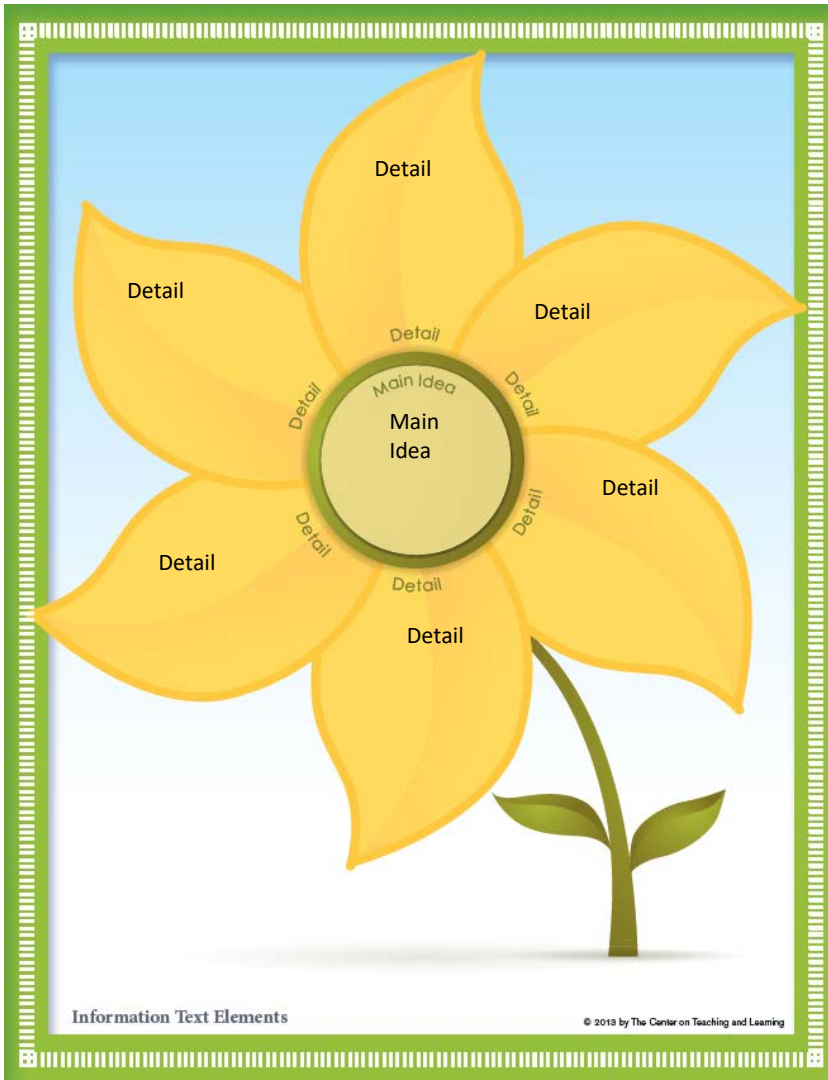
The main idea is _____.

Mini Student-Version of Poster:

- Smaller poster, or, Bookmark



| | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| | | | |
| One detail I learned is... | One detail I learned is... | One detail I learned is... | One detail I learned is... |
| The main idea is... | The main idea is... | The main idea is... | The main idea is... |



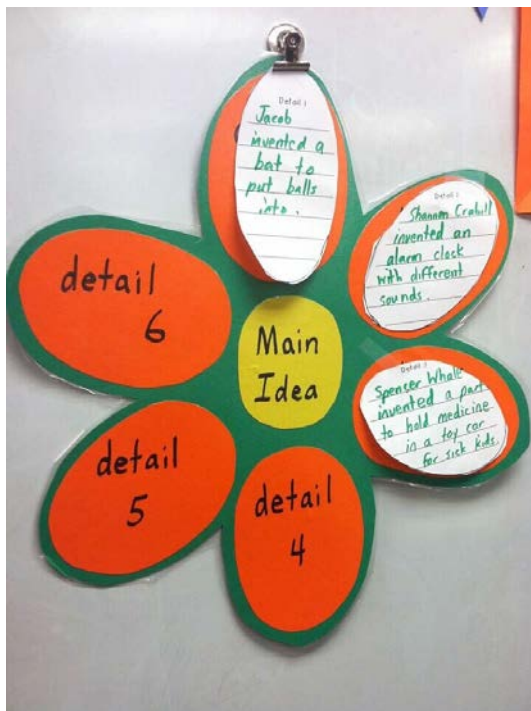
Large version of poster to display:

- Wall poster or electronic version

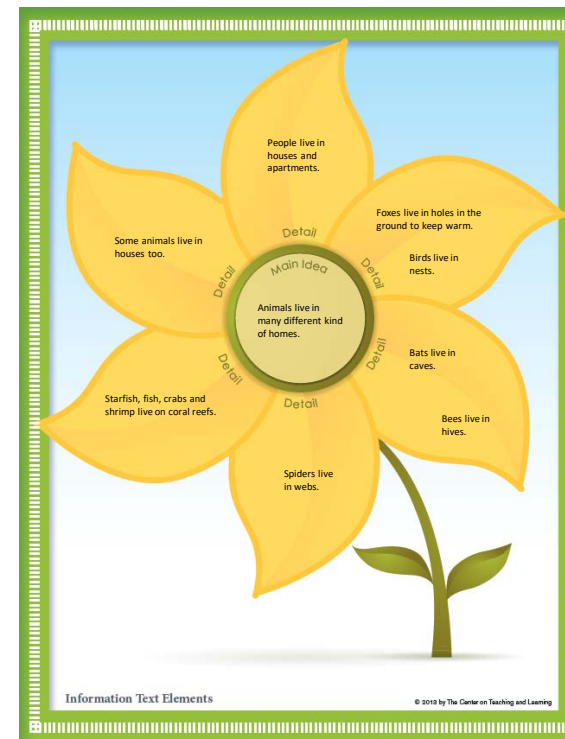
Before the lesson...

- Prepare (write out) the details and main idea on the poster.
- Two options:

Manually:



Electronically:



Developing Narrative Language: Main Idea

Steps:

1. Identify the most important who or what.
2. Identify the most important information about the who or what.
3. Write or say this information in one short sentence.

<https://youtu.be/MXLek726ww4>



8.2

Comprehension: Getting Started with Comprehension – Information Text Routine, Planning Process



| |
|-------|
| L=214 |
| T=191 |

Planning Process

1. Plan Before, During and After Reading Prompts
2. Plan for 100% Student Engagement



L=286
T=251

Planning Step #1: Plan Before, During and After Reading Prompts

Comprehension Discussion Prompts: Information Text

| | Prompt | Cue |
|---|---|---|
| Before Reading | What does the title tell me about the text (or topic)? | The title tells me.... |
| | What do the pictures tell me? | The pictures tell me that. . . |
| | What do I think I know about _____? <i>(K-W-L)</i> | I think. . . I think I know that. . . |
| | What do I want to know about _____? | I want to know. . . |
| | What do I want to learn about _____? <i>(K-W-L)</i> | I want to learn. . . A question I have is. . . |
| | <i>(Teacher Directed Vocabulary Instruction)</i> What are some important words to know? | |
| | <i>(Routine for Teaching Unknown Vocabulary Words)</i> What are some important words about the topic? | |
| During Reading | <i>(Teacher Directed Background Building)</i> What important information do the students need before reading this text? <i>(Keep it quick and simple!)</i> | |
| | What are the details? <i>(Tells about the details. The details are the parts.)</i> | Tell one detail. A detail is. . . The details are. . . |
| | What is the main idea? <i>(When you tell about all the parts in just a few words, you tell the main idea.)</i> | The main idea is. . . |
| | What am I learning? What do I know? <i>(K-W-L Chart)</i> | I am learning that. . . I learned that. . . I know that. . . |
| | Does the text make sense? What doesn't make sense? What isn't clear? | _____ doesn't make sense because. . . The text doesn't make sense (isn't clear) because. . . |
| | What do the important words mean? <i>(Vocabulary)</i> | _____ means. . . The word _____ is. . . |
| | After Reading | What were the details? <i>(Tells about the details. The details are the parts.)</i> |
| What was the main idea? <i>(When you tell about all the parts in just a few words, you tell the main idea.)</i> | | The main idea was. . . |
| What new words did I learn? <i>(Vocabulary)</i> | | I learned the word _____. It means. . . I learned. . . |
| What did I learn? What do I know about _____? <i>(K-W-L chart)</i> | | I learned that. . . I know that. . . |
| What else do I want to know about _____? What else do I want to learn about _____? What questions do I still have about _____? <i>(K-W-L chart)</i> | | I still want to know. . . I still want to learn. . . A question I still have is. . . |

Planning example: Before Reading

| | | |
|-----------------------|--|--|
| Before Reading | What does the title tell me about the text (or topic)? | The title tells me... |
| | What do the pictures tell me? | The pictures tell me that. . . |
| | What do I think I know about _____? (K-W-L) | I think. . . I think I know that. . . |
| | What do I want to know about _____? What do I want to learn about _____? (K-W-L) | I want to know. . . I want to learn. . . A question I have is. . . |
| | (Teacher Directed Vocabulary Instruction) What are some important words to know? What are some important words about the topic? (Routine for Teaching Unknown Vocabulary Words) | |
| | (Teacher Directed Background Building) What important information do the students need before reading this text? (Keep it quick and simple!) | |

Planning example: During Reading

| | | |
|--------------------|--|---|
| During Reading | What are the details? <i>(Tells about the details. The details are the parts.)</i> | Tell one detail. A detail is. . . The details are. . . |
| | What is the main idea? <i>(When you tell about all the parts in just a few words, you tell the main idea.)</i> | The main idea is. . . |
| | What am I learning? What do I know? <i>(K-W-L Chart)</i> | I am learning that. . . I learned that. . . I know that. . . |
| | Does the text make sense? What doesn't make sense? What isn't clear? | _____ doesn't make sense because. . . The text doesn't make sense (isn't clear) because. . . |
| | What do the important words mean? <i>(Vocabulary)</i> | _____ means. . . The word _____ is. . . |

Planning example: After Reading

| | | |
|----------------------|--|--|
| After Reading | What were the details? <i>(Tells about the details. The details are the parts.)</i> | Some of the details were. . . A detail was. . . The details were. . . |
| | What was the main idea? <i>(When you tell about all the parts in just a few words, you tell the main idea.)</i> | The main idea was. . . |
| | What new words did I learn? <i>(Vocabulary)</i> | I learned the word _____. It means. . . I learned. . . |
| | What did I learn? What do I know about _____? <i>(K-W-L chart)</i> | I learned that. . . I know that. . . |
| | What else do I want to know about _____? What else do I want to learn about _____? What questions do I still have about _____? <i>(K-W-L chart)</i> | I still want to know. . . I still want to learn. . . A question I still have is. . . |



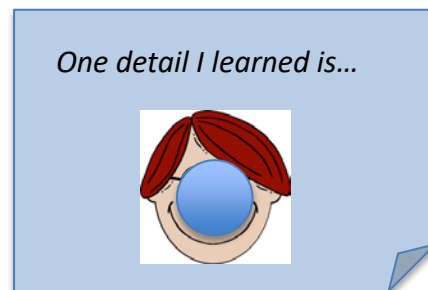
Planning Step #2: Plan for 100% student engagement during the reading

L=206
T=183

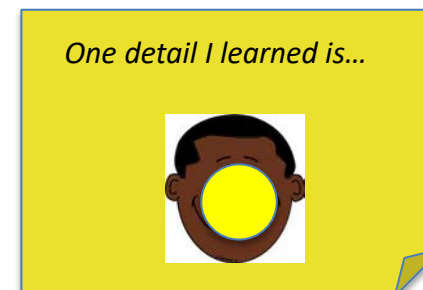
Pink = Choral (Everyone)



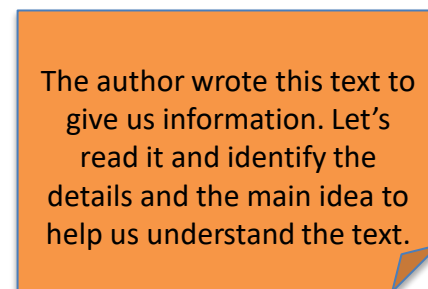
Blue = Partner



Yellow = Partner

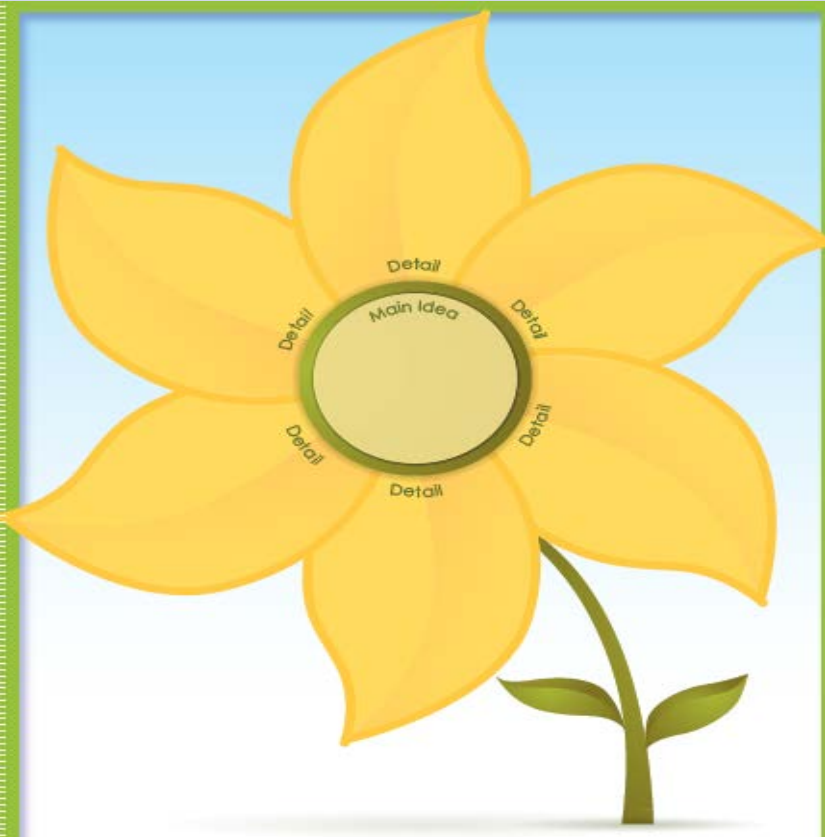


Orange = Teacher Prompts





KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|-------------------------|---|--|
| |  <p>The diagram shows a yellow flower with a central green circle labeled "Main Idea". Six petals surround the center, each labeled "Detail". The flower has a green stem and two leaves. The entire diagram is set against a light blue background within a green-bordered box.</p> | |



8.3

Comprehension: Getting Started with Comprehension – Information Text Routine, Trainer Demonstration

Getting Started with Comprehension: Information Text Routine

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NOTE: Use this routine for the *first reading* of the text.

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- Identifying Main Idea:** Model these steps several times until students understand how to look at all of the parts and tell about them in just a few words, or identify the main idea. **Now we want to look at all of these details and figure out what the main idea of this text is. Or, how can we tell about all of the parts in just a few words? When I think about all of these details, I can**

Trainer Demonstration: Getting Started with Comprehension: Information Text Routine



One detail that I learned is _____.

The main idea is _____.



The title is...

Animal Homes

This is an information text. We will identify details and the main idea to learn about animal homes.



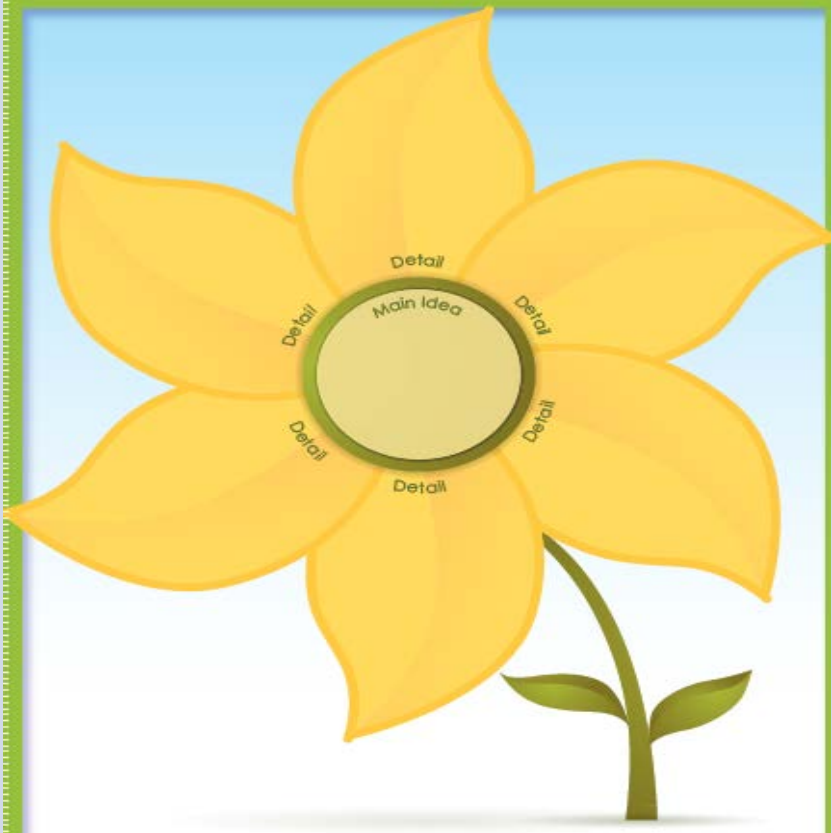
KWL Chart

What do I think I know?

What am I learning?

**What did I learn?
What do I still want to know?**

Animals live in trees.
Animals live in holes.
Animals live in the forest.
Animals make their homes.
Animals live in cages.
Fish live in the water.
Bears live in dens.
Birds build nests.
Animals live in zoos.



What do you think you know about Animal Homes?

I think I know...

I think I know...

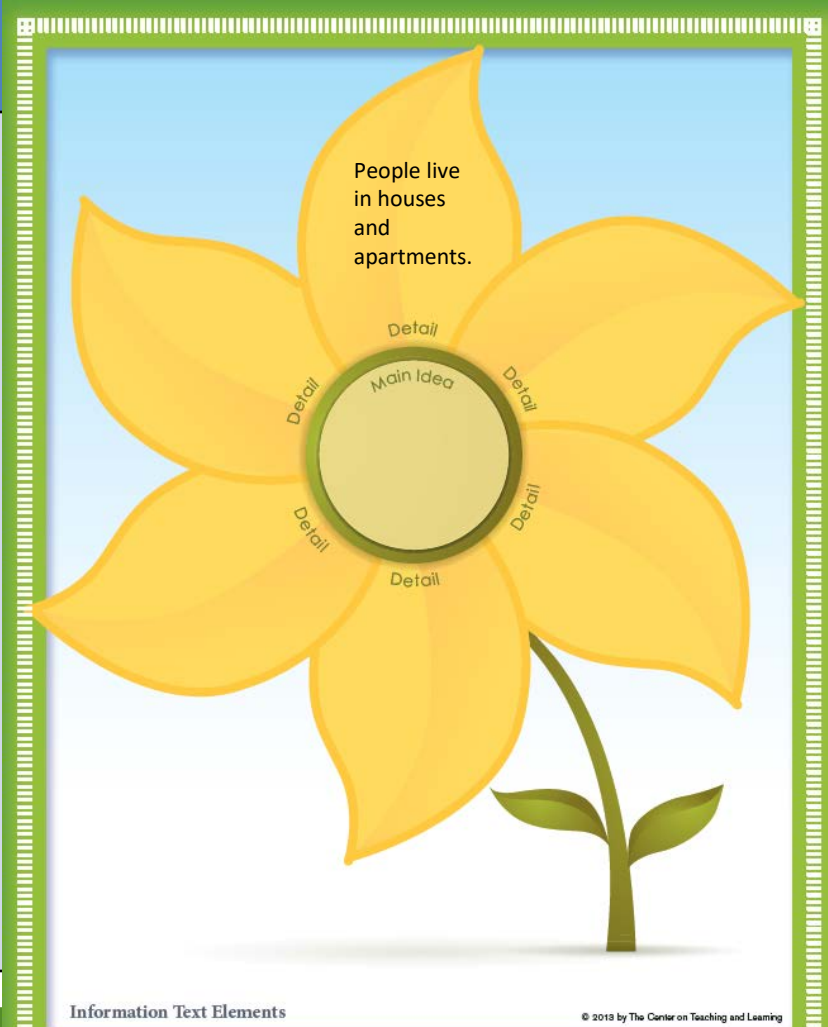


People live in houses and
apartments. Where do animals live?

One detail that
I learned is...



KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> |  <p>Information Text Elements</p> <p>© 2019 by The Center on Teaching and Learning</p> | |



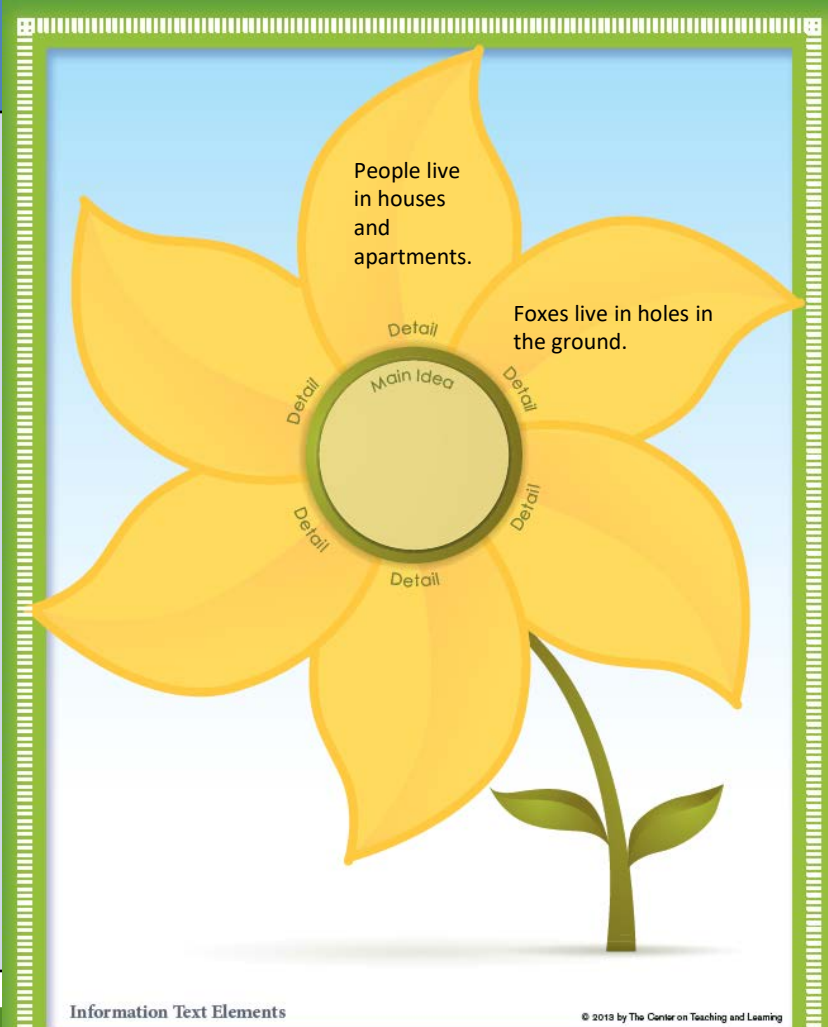
One detail
that I learned
is...

Foxes live in holes in the ground that help them hide and keep warm.

2



KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> |  <p>Information Text Elements</p> <p>© 2019 by The Center on Teaching and Learning</p> | |



Bats live in caves. They sleep in the day hanging upside down.

One detail that
I learned is...



KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> | <p>Information Text Elements</p> <p>© 2019 by The Center on Teaching and Learning</p> | |



One detail
that I learned
is...

Bees live in hives. 50,000 bees
can live in one hive.

4



KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> | <p>Information Text Elements</p> <p>© 2019 by The Center on Teaching and Learning</p> | |

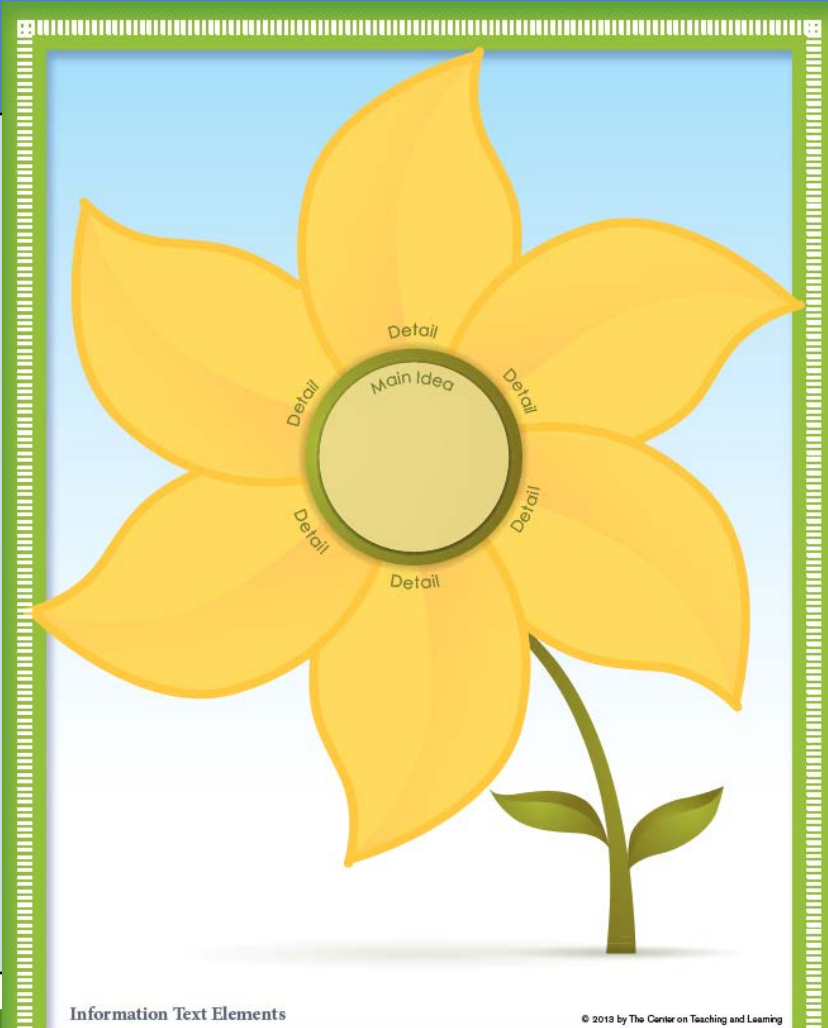


One detail that
I learned is...

Birds live in nests so they can take
care of their babies.



KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> |  <p>Information Text Elements</p> <p>© 2019 by The Center on Teaching and Learning</p> | |



Spiders live on webs. The webs are sticky and help spiders catch insects for food.

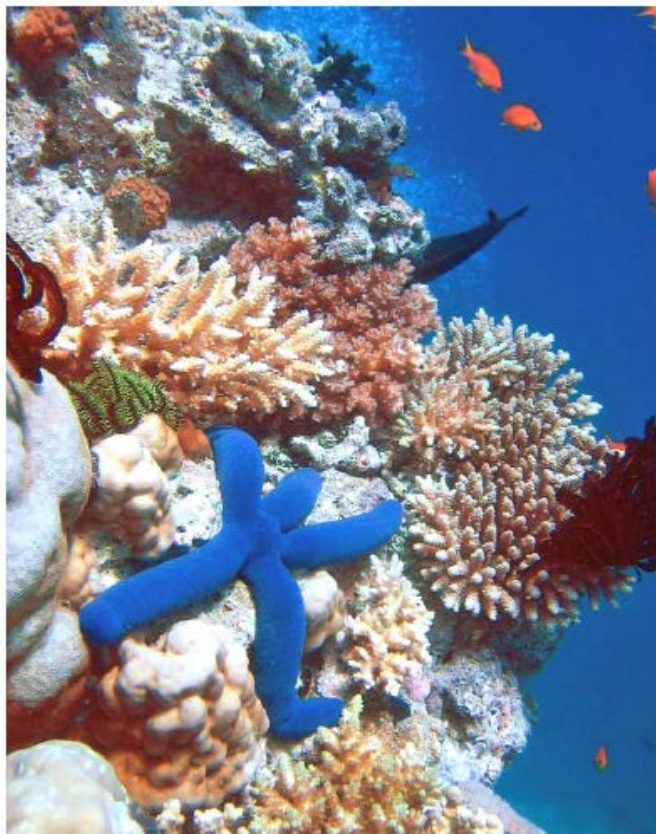
6

One detail
that I learned
is...



KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> | <p>Information Text Elements</p> <p>© 2019 by The Center on Teaching and Learning</p> | |



Starfish live on coral reefs. Fish, crabs, shrimp and other animals live on the reefs too.

One detail that I learned is...



KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> | <p>Information Text Elements</p> <p>© 2019 by The Center on Teaching and Learning</p> | |



Animals live
in lots of
different
places.

Some animals
live in houses
too!

One detail
that I learned
is...



KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> | <p>Information Text Elements</p> <p>© 2019 by The Center on Teaching and Learning</p> | |



8

Animals live
in lots of
different
places.

Some animals
live in houses
too!

One detail
that I learned
is...

I can tell about all of
these details in just a
few words. That's
called the main idea.



KWL Chart

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---------------------|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> | | <p>Steps:</p> <ol style="list-style-type: none"> 1. Identify the most important <u>who</u> or <u>what</u>. 2. Identify the most <u>important information</u> about the who or what. 3. Write or say this information in <u>one short sentence</u>. |



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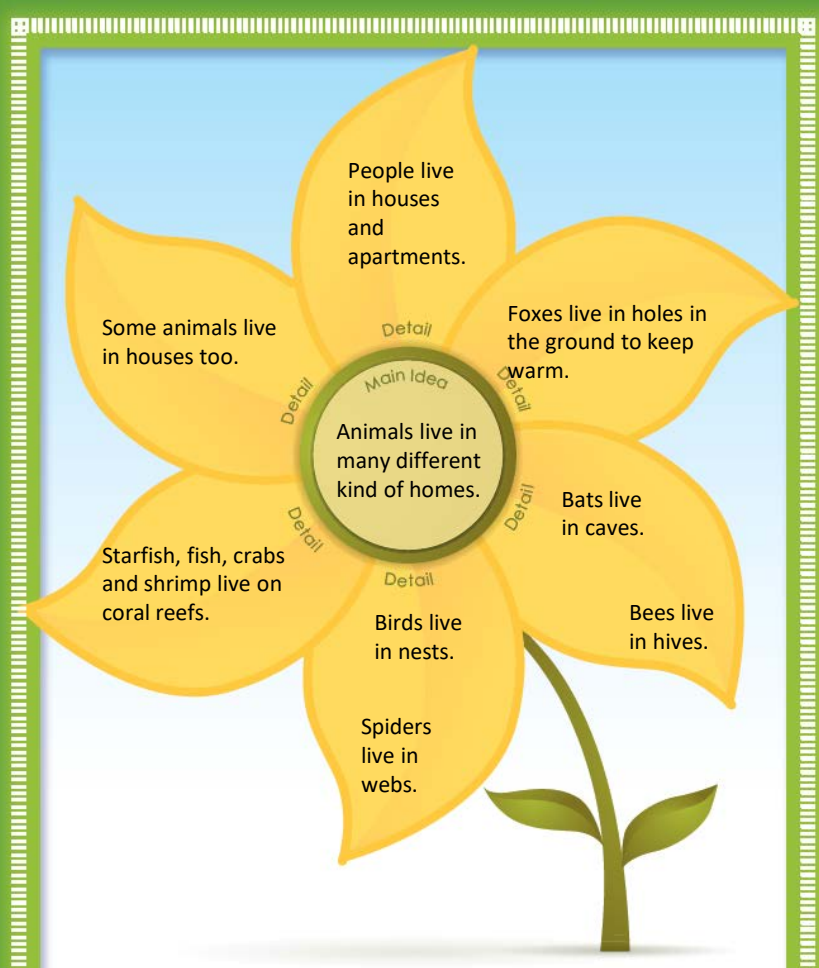


8.4

Comprehension: Getting Started with Comprehension – Information Text Routine, After Reading Activities

KWL Chart

Trainer
Demo

| What do I think I know? | What am I learning? | What did I learn? What do I still want to know? |
|--|---|--|
| <p>Animals live in trees. Animals live in holes. Animals live in the forest. Animals make their homes. Animals live in cages. Fish live in the water. Bears live in dens. Birds build nests. Animals live in zoos.</p> |  | |

You will tell your partner what you learned about Animal Homes.

Partner Retell



- Provide each partner group one mini version of the Information Text Elements poster.



- Direct which partner will retell first.



- Rotate (teacher) around the class listening and providing feedback.



- Direct the second partner to retell.



- Rotate (teacher) around the class listening and providing feedback.






After Reading:

L=217
T=194

Name _____



One detail I learned is _____

One detail I learned is _____

One detail I learned is _____

The main idea is _____

One detail I learned is _____

One detail I learned is _____



8.5

Comprehension: Getting Started with Comprehension – Information Text Routine, Planning and Practice



What “tools” do you use?





Text Selection Tips

1. Use pictures to teach students the steps to identifying main idea before using the Information Text routine.
2. Begin by choosing a shorter text when first introducing the text structure and lesson organization to students.
3. The text might be a Read Aloud, Anthology story, Leveled Reader.
4. Some weeks you might use this routine with more than one text, other weeks, you might only use it once.



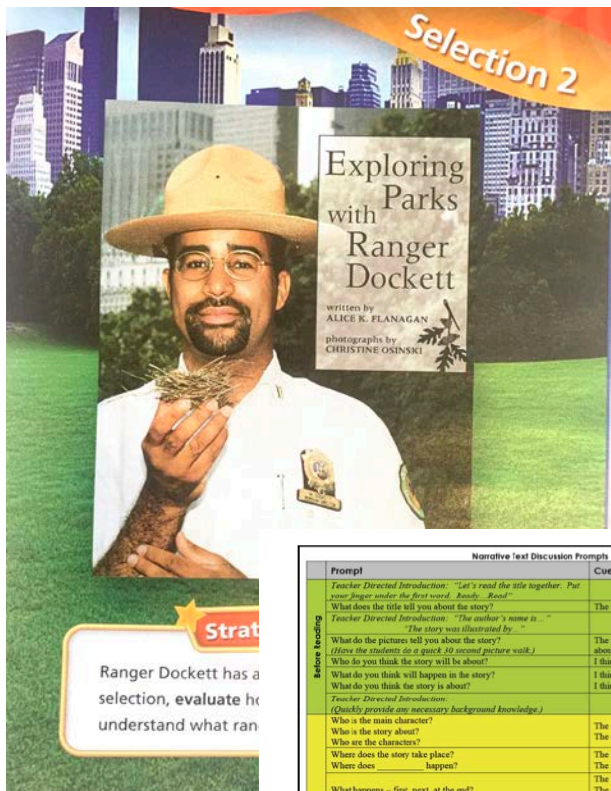
Go back to your Core reading program planner and look for information text selections:



ACTIVITY



| | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|--|--|---|---|--|--|
| <p>80-90 minutes</p> <p>Reading Phonics Comprehension</p> <p>Leveled Readers • Fluency Practice • Independent Reading</p> | <p>Daily Routines, T112-T113 Phonics and Language Activities</p> <p>Listening Comprehension, T114-T115 A Moose in the Bathroom</p> <p>Phonics, T116-T117 Consonant Clusters (r, l, s) T Two Sounds for c T</p> <p>Reading Decodable Text, T119-T121 A Trip to Central Park</p> <p>Leveled Readers A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p> | <p>Daily Routines, T124-T125 Phonics and Language Activities</p> <p>Building Background, T126</p> <p>Key Vocabulary, T127 exploring protect tours habitat ranger urban</p> <p>Reading the Selection, T128-T137</p> <p>Comprehension Strategy, T128 Evaluate</p> <p>Comprehension Skill, T128, T135 Fact and Opinion T</p> <p>Leveled Readers A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p> | <p>Daily Routines, T140-T141 Phonics and Language Activities</p> <p>Rereading the Selection, T128-T137</p> <p>Comprehension Check, T142 Responding, T142</p> <p>Comprehension Skill, T144-T145 Fact and Opinion T</p> <p>Rereading for Understanding, T146 Visual Literacy: Photographs As Illustrations Genre: Nonfiction</p> <p>Leveled Readers A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p> | <p>Daily Routines, T148-T149 Phonics and Language Activities</p> <p>Reading the Poetry Link, T150-T151</p> <p>Comprehension: How to Read a Poem, T150</p> <p>Phonics Review, T153 Long Vowels o, u, e</p> <p>Reading Decodable Text, T154-T155 Zeke and Pete Rule!</p> <p>Leveled Readers A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p> | <p>Daily Routines, T158-T159 Phonics and Language Activities</p> <p>Comprehension: Rereading for Understanding, T160 Topic/Main Idea/Details Making Generalizations</p> <p>Rereading for Fluency, T128-T137 Cross-Curricular Responding Activities, T143</p> <p>Information and Study Skill, T161 Using a Graph</p> <p>Leveled Readers A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p> |
| <p>20-30 minutes</p> <p>Word Work Vocabulary High-Frequency Words Spelling</p> | <p>Vocabulary, T113 Matching Game</p> <p>High-Frequency Words, T118 busy, later, important, touch, young T</p> <p>Spelling, T122 Words with Consonant Clusters T</p> | <p>Vocabulary, T125 Riddles</p> <p>High-Frequency Words, T124 Word Wall</p> <p>Spelling, T138 Review, Practice: Words with Consonant Clusters T</p> | <p>Vocabulary, T141 What's the Same?</p> <p>High-Frequency Words, T140 Word Wall</p> <p>Spelling, T147 Vocabulary Connection: Words with Consonant Clusters T</p> | <p>Vocabulary, T152 Antonyms T</p> <p>High-Frequency Words, T148 Word Wall</p> <p>Spelling, T156 Game, Proofreading: Words with Consonant Clusters T</p> | <p>Vocabulary, T159 Vocabulary Expansion</p> <p>High-Frequency Words, T158 Word Wall</p> <p>Spelling, T162 Test: Words with Consonant Clusters T</p> |
| <p>20-30 minutes</p> <p>Writing and Oral Language Writing Grammar Listening/Speaking/Viewing</p> | <p>Writing, T113 Daily Writing Prompt</p> <p>Grammar, T123 Commands T</p> <p>Daily Language Practice 1. do not swim in the lake. (Do not swim in the lake.)</p> <p>Listening/Speaking/Viewing, T114-T115 Teacher Read Aloud</p> | <p>Writing, T139 A Paragraph</p> <p>Grammar, T138 Practice: Commands T</p> <p>Daily Language Practice 2. please sep up to home plate next. (Please step up to home plate next.)</p> <p>Listening/Speaking/Viewing, T132, T137 Stop and Think, Wrapping Up</p> | <p>Writing, T142 Write Park Rules</p> <p>Grammar, T147 Activity: Commands T</p> <p>Daily Language Practice 3. please take a trip to see us. (Please take a trip to see us.)</p> <p>Listening/Speaking/Viewing, T142 Responding</p> | <p>Writing, T157 Main Idea and Details</p> <p>Grammar, T156 Practice: Commands T</p> <p>Daily Language Practice 4. do not touch the bird's nest. (Do not touch the bird's nest.)</p> <p>Listening/Speaking/Viewing, T150 Discuss the Link</p> | <p>Writing, T159 Daily Writing Prompt</p> <p>Grammar, T162 Improving Writing</p> <p>Daily Language Practice 5. please hold hands and don't get loste. (Please hold hands and don't get lost.)</p> <p>Listening/Speaking/Viewing, T163 A Descriptive Presentation</p> |



Practice Planning: Getting Started with Comprehension: Information Text Routine



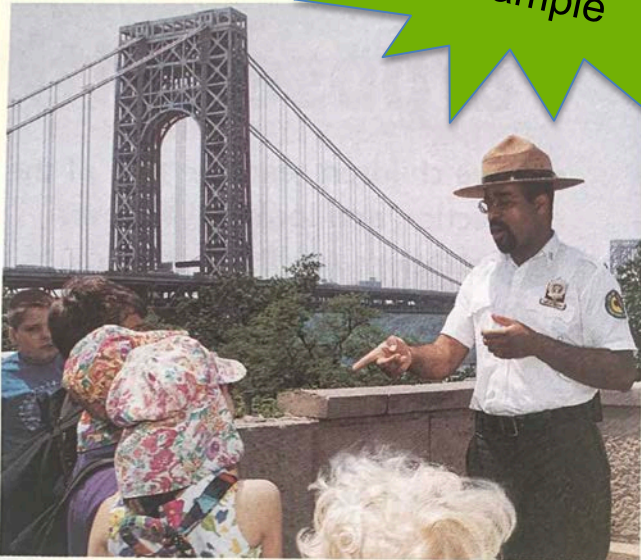
ACTIVITY

1. Select an information text from your Core program.
2. Quickly read through the text.
3. Plan what Before, During and After Reading Activities you will use for that text.

| | Narrative Text Discussion Prompts | |
|---|--|---|
| | Prompt | Cue |
| Before Reading | Teacher Directed Introduction: "Let's read the title together. Put your finger under the first word. Ready... Read!" What does the title tell you about the story? | The title tells me... |
| | Teacher Directed Introduction: "The author's name is..." The story was illustrated by... What do the pictures tell you about the story? (Have the students do a quick 30 second picture walk.) Who do you think the story will be about? | The pictures tell me that the story will be about... I think the story will be about... I think... will happen in the story. I think the story will be about... |
| | Teacher Directed Introduction: (Quickly provide any necessary background knowledge.) Who is the main character? Who are the characters? Where does the story take place? Where does... happen? | The main character is... The characters are... The story takes place... The story happens at... |
| | What happens—first, next, at the end? What is the problem? | The first thing that happens is... The next thing that happens is... At the end... The problem is... |
| | When does the story take place? When does... happen? Why does... happen? How does... happen? How is the problem solved? | The story takes place... ... happens when... ... happens because... ... happens by doing... The problem is solved by... |
| What do you think will happen next? (Makes predictions.) Teacher Directed Review (Engage several times in the story and review the story elements as you refer to the clown organizer): "Let's review what we know about the story so far!" | I think... will happen next. The characters are... The story takes place... First... Next... At the end... | |
| After Reading | Teacher Directed Story Retell: (Have the class orally review all story elements as you refer to the clown organizer). "Let's retell the story." What was the problem in the story? How was the problem solved? Why did... happen? | The characters are... The story took place... First... Next... At the end... The problem was... The problem was solved by... ... happened because... |
| | Students individually retell the story with their partners (using student copies of the clown organizer). Students complete a written response. | |
| | | |



Example



Right in the middle of busy New York City is a wide, wonderful park.

It is one of many parks that Ranger Dockett takes care of as an Urban Park Ranger.

Each day, he has many tasks. He takes visitors on bird-watching walks. And he gives special tours of the parks.

1

2

Practice Planning: Getting Started with Comprehension: Information Text Routine

4. Flag the most **important details** in the text.



ACTIVITY

Practice Planning:

Getting Started with Comprehension: Information Text Routine

- Using orange, pink, blue, and yellow sticky notes, plan the flow of the lesson with student engagement.



Teacher
prompt



Unison
Response



Blue
Partner



Yellow
Partner

Listen for details about the Ranger

Right in the middle of busy New York City is a wide, wonderful park.

It is one of many parks that Ranger Dockett takes care of as an Urban Park Ranger.

Each day, he has many tasks. He takes visitors on bird-watching walks. And he gives special tours of the parks.

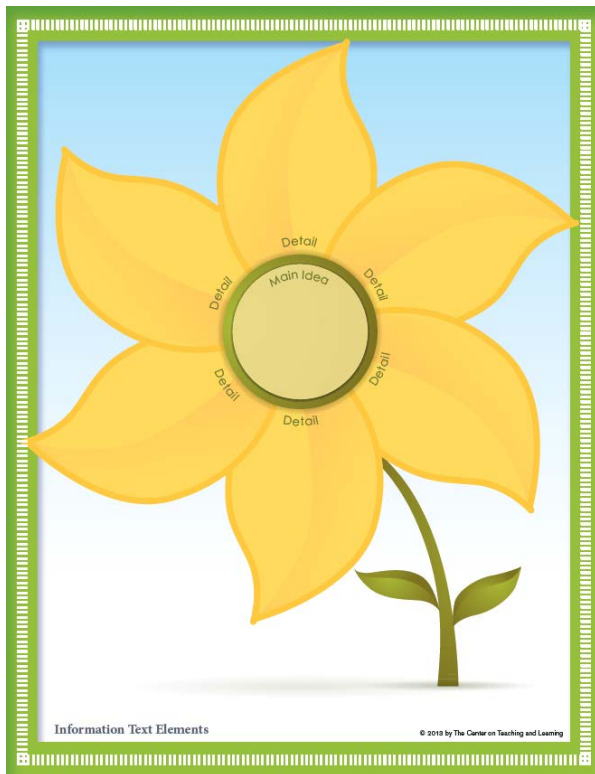
Detail

Detail

2

Group Practice:

Getting Started with Comprehension: Information Text Routine



1. Work in a Group of 5 (one presenting and four acting as students).
2. Take turns walking through your story delivery (we do not have time for the entire lesson).
3. Practice using some of the active student engagement strategies that you have planned!



8.6

Comprehension: Getting Started with Comprehension – Narrative Text Routine, Wrap-Up and Reflection

Getting Started with Comprehension: Information Text Routine

- First reading of the text: decoding for accuracy and basic recall (i.e., identifying basic text elements, such as details and main idea)
- Second reading of the text: deeper use of comprehension strategies. The teacher can use other comprehension questions supplied by the core reading program (e.g., words to look for in the questions: compare, describe, distinguish, explain, justify, evaluate, interpret, identify)
- Third reading of the text: fluency practice

Second Read: Deeper Use of Comprehension Strategies

1. Look in the sidebar of your Teacher's Edition for the Comprehension Strategy and Skill support.
2. Select activities.
3. Plan active student engagement.
4. Using sticky notes, plan second read activities.



Unison
Response



Blue
Partner



Yellow
Partner

COMPREHENSION SKILL

Fact and Opinion

Explain that

- a *fact* is a statement that can be proved;
- an *opinion* tells what a person thinks, feels, or believes.

Purpose Setting Read the story aloud, asking children to notice examples of fact and opinion as they listen. Then use the Guiding Comprehension questions to assess children's understanding. Reread the story for clarification as needed.

Discussion Options

Personal Response Ask volunteers to share how they would feel and what they would do if they saw a moose in their backyard.

Connecting/Comparing Ask children to compare and contrast Carrie's experiences in *Henry and Mudge and the Starry Night*.

CRITICAL THINKING

Guiding Comprehension

1 FACT AND OPINION Which part of this sentence is a fact? The cabin Carrie's family lived in was right next to a lake, and Carrie and Luke soon found the best place to wade and swim. (*The cabin Carrie's family lived in was right next to a lake.*)

2 FACT AND OPINION What word in the sentence *Carrie didn't think that was a very good answer* helps you know this is Carrie's opinion? (*the word think*)

3 FACT AND OPINION Do you think it is a fact or an opinion that the moose would not hurt Carrie? Why? (*It is an opinion, since it could not be proved ahead of time that a moose would not hurt her.*)

READ ALOUD

Explore



Information Text Reflection and Discussion

- How will Information Text instruction look back in your classroom?
- How will your grade-level team work together to plan for information text instruction?
- What other questions do you have?