# 2<sup>nd</sup> Grade – Reading: Nonfiction

<table>
<thead>
<tr>
<th>Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title</td>
<td>Reading Nonfiction</td>
</tr>
<tr>
<td>Brief Description</td>
<td>Students will learn to be readers of nonfiction.</td>
</tr>
<tr>
<td>Time Frame</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Key Concepts/Themes</td>
<td></td>
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<td></td>
<td>Students will learn to understand, interpret, and summarize important information from non-fiction texts in various formats.</td>
</tr>
</tbody>
</table>

## Classroom Routines

<table>
<thead>
<tr>
<th>Read Aloud</th>
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<tbody>
<tr>
<td>- Read aloud should be a separate time in addition to your reading workshop block. The read aloud block should be 15–30 minutes depending on the age of students and/or the teaching points. For this unit, it is recommended that read aloud be done prior to the mini-lesson in order to use the read aloud as a teaching point for the mini-lesson. You may need to arrange your schedule to allow for this to happen.</td>
</tr>
<tr>
<td>- The teacher will want to continue use of the talk, thinking, and fluency strategies that have already been introduced. The teacher should have a classroom thinking log/reading notebook in which thoughts are recorded during read aloud time (this should have been started during the Readers Build Good Habits unit).</td>
</tr>
<tr>
<td>- It is recommended that read aloud books be nonfiction for this unit.</td>
</tr>
</tbody>
</table>

## Word Study

- Continue Word Study during small group instruction.

## Book Clubs

- Books clubs allow for similar level children to read the same book and have conversations about the book.
- With teacher assistance the students make reading assignments consisting of pages to read and focus for reading. Then the students read the assignment independently and prepare for discussion by either writing in their reading journal or using sticky notes.
- During the book club sessions, it is important for the teacher to support the work of this unit.
- Students who are primarily working on comprehension should be in book clubs. Typically, book club work begins at level 18, or Guided Reading Level J.
- **It is suggested for book clubs to be reading nonfiction texts. One option would be to have a**
| Group Reading | Group reading different texts on the same topic. Students in this group would not necessarily have to be on the same reading level. Book club discussions will focus more on the topic rather than the actual book. |
| Guided Reading | **Skills in this unit may be supported during guided reading lessons and assignments.**  
**At this point in the year, guided reading may not be as common in your classroom.**  
**Guided reading might happen during independent reading or during a second reading time a couple of days a week.** |
| Thinking Logs/Reading Notebooks | **Continue modeling the use of Thinking Logs/Reading Notebooks. It is also critical for the teacher to continue to collect and assess the thinking logs/reading notebooks during this unit.** |
| Partner Share | **This unit will be using skills taught in the Talk Unit. Partner Share should already be established in your classroom routines.** |
| Grade Level Expectations | **Develop and apply pre-reading strategies to aid comprehension access prior knowledge, preview, predict and confirm or reject, and set a purpose for reading (R1F)**  
**During reading, develop and utilize strategies to self-question and correct, infer, predict and check, using cueing systems (meaning, structure, visual) (R1G)**  
**Apply post-reading skills to identify the main idea and supporting details, question to clarify, reflect, analyze, draw conclusions, summarize, and paraphrase (R1H)**  
**Identify connections between text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works, with assistance text ideas and own experiences text ideas and the world, with assistance (R1I)**  
**Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs (R3A)**  
**Identify and explain author's use of rhythm, rhyme and alliteration in nonfiction text (R3B)**  
**Use details from text to ask questions to clarify understanding, identify main ideas and provide support, retell sequence of events, and make basic inferences about problems and solutions (R3C)**  
**Listen for information (L/S 1A)** |
| Enduring Understandings | **We read to gain knowledge that helps us to understand ourselves and our world.** |

*January 2008*
Grade 2 Reading: Nonfiction

- Critical readers identify and explain the author’s use of features of nonfiction.
- Readers summarize to identify important information.
- The features of nonfiction texts help us to understand and interpret important information.

**Essential Questions**

- How can reading help us to explore and understand our world?
- How does understanding the author’s use of nonfiction features help us learn new information?
- How do readers identify important information?
- How do the features of nonfiction help us to understand and interpret important information?

**Vocabulary**

- **alliteration** - repetition of the initial consonant sounds in stressed syllables or words in sequence; a sound device
- **context clues** - information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase
- **draw conclusions** - use of facts and inferences to make a judgment or decision
- **graphic organizer** - a visual device for organizing information around a concept, theme, or topic
- **infer** - to draw meaning from a combination of clues in the text without explicit reference to text
- **key words** - words and phrases used in the research process to locate appropriate information
- **main idea** - the implicit or explicit message; what a text is “mostly about”; the theme of the text
- **nonfiction** - writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)
- **paraphrase** - using one’s own words to express the main ideas in what has been read, seen, or heard
- **post-reading skills** - strategies used to reflect on reading and integrate new information and concepts with previously learned understandings
- **predict** - to use context and content clues to anticipate what might happen next
- **pre-reading strategies** - activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text topic or main idea and set a purpose for reading
- **purpose** - writing to explain or inform, to entertain, or to persuade
- **reflect** - to think about and write or speak one’s views in response to a text or presentation
- **retell** - to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary
- **rhyme** - sound device marked by the repetition of identical or similar stressed sounds
- **rhythm** - a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables
- **summarize** - to make a brief statement about the essential ideas in a text
- **summary** - an account of the main ideas in a text, in one’s own words
**Knowledge and Skills**

**Knowledge**
- Students will know how to reflect, analyze, and draw conclusions after reading texts.
- Students will be able to access prior knowledge, preview, predict and set a purpose before reading.
- Students will be able to recognize the elements of nonfiction.
- Students will know how to locate and interpret information using text features.
- Students will know how to clearly record their thinking about new information within their reading notebooks using evidence to support their entries.
- Students will know how to develop vocabulary to aid comprehension.

**Skills**
- Students will use context clues to develop vocabulary.
- Students will use strategies to self-question, correct, and infer during reading.
- Students will apply post-reading skills to reflect, analyze, and draw conclusions.
- Students will locate and interpret key information in illustrations, titles, headings, charts, diagrams, graphs, and captions to answer questions.
- Students will identify and explain author’s use of rhythm, rhyme, and alliteration in nonfiction text.
- Students will use details from text to ask questions, identify main idea and support details, retell a sequence of events, and make basic inferences about problems and solutions.
- Students will clearly record their thinking about text.

**Assessment and Scoring Guides**

**Informal Assessments:**
- Conferring notes
- Student thinking log/reading notebook entries

**End of Unit Common Assessment**

**Resources**

**Suggested anchor texts:**

<table>
<thead>
<tr>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emperor Lays an Egg, The</td>
<td>1 Summarizing</td>
</tr>
<tr>
<td>Title</td>
<td>Level</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Endangered Elephants</td>
<td>2</td>
</tr>
<tr>
<td>Life Cycles</td>
<td>3</td>
</tr>
<tr>
<td>March of the Penguins, The</td>
<td>1</td>
</tr>
<tr>
<td>Mount Rushmore</td>
<td>1</td>
</tr>
<tr>
<td>Teammates</td>
<td>2-3</td>
</tr>
<tr>
<td>Tyrannosaurus Was a Beast</td>
<td>K-1</td>
</tr>
<tr>
<td>What is the Animal Kingdom?</td>
<td>3</td>
</tr>
</tbody>
</table>

**Suggested text from Time for Kids: Exploring Nonfiction:**

**Level 2**
- “By George, It’s Brand New Book” p.4
- “The Daily Squawker” p.12
- “Summer of the Shark” p.16
- “Discovered: Some Monster Planets!” p. 20
- “Paid to Play Games” p.22
- “The Rising Price of Fuel” p.24
- “The New Math: Problems, Problems” p.28
- “A Sign of Hope” p.30
- “Digging Up Dinosaurs” p.32
- “Life in the Desert” p.34
- “Life on the Galapagos Islands” p.36
- “The Case of the Missing Monkey” p.38
- “Cleaning Up the Water” p.46
- “Fantasy on Ice” p.58
- “Time to Celebrate” p.60

**Level 3**
- “Spin Cycle: How a Hurricane Works” p.44

**Teacher Resources:**
- Strategies That Work (2nd Edition) Harvey & Goudvis
### Teacher Notes

**TEACHER NOTES:**
- Before beginning this unit you may want to gather a basket of nonfiction books. Some of these texts will become your anchor texts for this unit. If you can reference books you have read aloud it will help maximize your teaching time. It is important to have examples of nonfiction books that include various text features such as: headings, illustrations, captions, diagrams, graphs, and charts.
- When thinking about teacher language for this unit be sure to continue to build on previous units from this year. This unit should be a time to take the students to a higher level of thinking about nonfiction texts.
- You may want to use classroom subscriptions to “Time for Kids” or “Scholastic News” to provide examples of various text features.

### Sample Calendar

See sample calendar.
<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Mini-lesson</strong></td>
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<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
</tr>
<tr>
<td>Noticing differences in fiction and nonfiction texts</td>
<td>Authors write to inform</td>
<td>Activating your schema</td>
<td>Setting a purpose for reading</td>
<td>Noticing nonfiction text features</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
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<tr>
<th>WEEK 3</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
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<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
</tr>
<tr>
<td>Paying attention to every detail on the page</td>
<td>Revising your schema for nonfiction</td>
<td>Asking questions to clarify and using key words</td>
<td>Main idea and supporting details</td>
<td>Stop and retell the main idea</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Mini-lesson</strong></td>
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<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
</tr>
<tr>
<td>Text features draw readers to importance</td>
<td>Interesting vs. important details</td>
<td>Summarizing using a graphic organizer</td>
<td>Summarizing in sentence form</td>
<td>Rhyme and rhythm in nonfiction</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
<td><strong>Mini-lesson</strong></td>
</tr>
<tr>
<td>Using alliteration to teach new information</td>
<td>Text Structures: sequence</td>
<td>Text Structures: problem/solution</td>
<td>Assessment</td>
<td></td>
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</tr>
</tbody>
</table>
Grade 2 Reading: Nonfiction

This blank calendar is attached for teachers to use as a template when planning unit for own classroom. When using template, teachers may want to think about how long unit is designed to take, plan for when to give assessment and work backward to decide which lessons to teach for his/her classroom.

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
</tr>
</tbody>
</table>

PARKWAY SCHOOL DISTRICT

January 2008
# 2nd Grade – Reading: Nonfiction

<table>
<thead>
<tr>
<th>POSSIBLE MINI-LESSONS</th>
<th>TEACHER LANGUAGE TO CONSIDER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IMMERSION</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Noticing Differences Between Fiction and Nonfiction | *Link:* “We have spent a lot of time this year talking about fiction. Today, we will shift our focus to nonfiction.”  
*Teaching Point:* “Today we are going to immerse ourselves in nonfiction by identifying some differences between fiction and nonfiction by using books on the same topic.”  
*Model:* “I am going to begin a chart about the differences between nonfiction and fiction. I know that fiction is usually a story with characters, fiction is made up. Nonfiction, however is true information and usually tries to teach you something.” Begin a t-chart to show differences between fiction and nonfiction.  
*Active Engagement:* “Now I want you and your partner to look at these fiction and nonfiction books and think about how they are different.” Share and add noticings to chart. Save the chart for a future lesson.  
*Send Off:* “Today when you read, I want you to continue to notice differences between fiction and nonfiction texts and during the share we will add other noticings to our chart. Keep track of these in your reading notebooks.” |
| Teacher Preparation Note: Check out Pair It (guided reading books pairing nonfiction with fiction) books from Bookroom or Literacy Specialists. |                             |
| • Authors Write To Inform | *Link:* “Yesterday, we began comparing fiction to nonfiction.”  
*Teaching Point:* “Authors have different purposes when they write fiction and nonfiction. They write fiction for entertainment and nonfiction for entertainment but also to give information to the reader.”  
*Model:* The teacher holds up various nonfiction books and thinks aloud how he/she learns true information from each book to make him/her smarter about a topic. “I have this book titled ______. The title of the book gives me a clue as to what information the author is going to give me. As I flip through the book, I am going to think about what topic the author is trying to teach me about.” |
| Teacher Preparation Note: Gather a tub of nonfiction books. |                             |
### SETTING YOURSELF UP TO READ

<table>
<thead>
<tr>
<th><strong>Activating Your Schema</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Note: Students will need a nonfiction book of interest for active engagement.</td>
</tr>
</tbody>
</table>

**Active Engagement:** “Now I want you and your partner to select a book from this nonfiction tub of books, read the title and then think about the topic the author wants you to learn more about.” Allow the students a few minutes to read and share. Share new information.

**Send Off:** “Today when you are reading your nonfiction books you should be asking yourself – ‘what is the author teaching me about?’ because nonfiction is usually written to give you information.”

**Link:** “We have been using strategies to help us learn how to read nonfiction more easily. We have learned that we use some of the same strategies in nonfiction that we use when we read fiction.”

**Teaching Point:** “One important strategy that will get us ready to read a nonfiction book is to activate our schema, which means to think about what we already know about our topic. We have already practiced activating our schema for fiction books. We talked about reading the title, looking at the cover, reading the commercial on the back, etc. Today, we will activate our schema for nonfiction.”

**Modeling:** “I want to find out more about whales, but first, I am going to activate my schema about whales. Whales are mammals that feed their young on milk. They have lungs and breathe air. They have a backbone and are warm-blooded. I will record that information on a graphic organizer that I will put on chart paper under the title ‘Activating Schema’.”

**Active Engagement:** Have students choose a nonfiction book of interest. “Take a moment and think about what you know about your topic. Write a couple of facts that you know in your reading journal. Then turn and talk to your partner and share what you wrote about your topic.” Allow the students a few minutes to activate their schema, jot and share.

**Send Off:** “Before you begin reading it is important to activate your schema about your topic by taking the time to stop and think about what you already know about this topic.”
### Setting A Purpose for Reading

**Link:** “We have learned that activating our schema is one way to set ourselves up to read nonfiction.”

**Teaching Point:** “Another way to set ourselves up to read is to set a purpose for reading. Today I am going to show you how I set a purpose for reading by thinking about what I want to know about a topic. We need to want to know more about a topic so that we may discover new information to add to our schema.”

**Model:** “Before I read today, I am going to activate my schema and think about what I have already learned about whales.” You could reread in your reading journal any entries you have already recorded about your topic to help activate your schema. “So I have my thinking going about whales, and I am going to ask myself ‘What else is it that I would really like to learn about my topic?’” The teacher writes down several questions under the heading “What I Want to Know.”

**Active Engagement:** “I want each of you to get your reading journal and activate your schema by rereading what you have already written about your topic. Then ask yourself, what do you still want to know about your topic? Record your thoughts in your notebook.” Allow time to think and share.

**Send Off:** “When you are reading today think about the things you want to know about your topic. If you have found the answers to these questions, then refocus your reading and set a new purpose for reading by asking more questions. Record those questions in your notebook.”

### Noticing Nonfiction Text Features

**Teacher Preparation Note:** You may want to have the t-chart comparing fiction and nonfiction from the first lesson. Have at least one nonfiction text available for each student.

**Link:** “We have spent some time noticing differences between fiction and nonfiction.”

**Teaching Point:** “Some of the differences you noticed are called text features.” Refer to any noticings on the chart that are related to text features. “Today we will begin to identify various text features and their purposes.”

**Model:** Show students a nonfiction text, noticing the use of text features (title, pictures, captions, headings, charts, diagrams, and graphs). Think aloud as you do this. This lesson is to identify the text features. You will discover the purpose of each in subsequent lessons.

**Active Engagement:** Students look at various nonfiction texts to begin noticing...
See Chart Below

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text Features – Captions and Illustrations**

Teacher Preparation Note: Have copies of nonfiction text with headings for students.

Suggested text from Time for Kids: Exploring Nonfiction – Level 2:

“Discovered: Some Monster Planets!” p.20

“By George, It’s a Brand New Book” p.4

“Fantasy on Ice” p.58

Text features. Create a new chart to identify various text features. Then, lead students to begin thinking about how the text features might help them as readers. You will not fill out the second column of the chart titled “Purpose” until the next lesson.

**Send Off:** Give individual students nonfiction texts to notice text features. They could make a list of these in their reading journals.

**Link:** “Yesterday we began looking at text features of nonfiction.”

**Teaching Point:** “Today we are going to learn how two of these text features, captions and illustrations, help us read nonfiction.”

**Model:** Add a second column to your nonfiction chart entitled “Purpose.” “Yesterday we noticed that many pieces of nonfiction have captions under the illustrations. Watch as I show you how I use these text features to understand the text.” Show them the illustration from one of the suggested texts and read the caption. Think aloud about what you see in the illustration and caption and how they might relate to the article. “This illustration shows what this article is about, and this caption gives me more information about the illustration. Now I can read the article to find out more information about the topic.” Read part of the article to relate the information in the illustration to the text. “Did you see how I looked at the illustration and read the caption and then thought about how it might relate to the text I read? That is how you can use illustrations and captions to help you understand the text better.” Add the purpose of captions (to help the reader better understand a picture or illustration) and illustrations (to help the reader understand exactly what something looks like) to the second column of the text features anchor chart.

**Active Engagement:** “I have a copy of another article that has an illustration with a caption. I want you and your partner to look at the illustration and the...”
<table>
<thead>
<tr>
<th>Remember to add to the text features anchor chart.</th>
<th>caption and think about how it relates to the text.” Allow the students a few minutes to read and discuss the article. Share about how the illustration and caption helped explain the text. <strong>Send Off</strong>: “Today when you are reading in your own texts, if you have captions and illustrations, take the time to look at them carefully and see if they give you additional information or help you understand the text better.” During share time, students can talk about how these features helped them. More of the students’ ideas can be added to the chart.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Features - Headings</strong></td>
<td><strong>Link</strong>: “We have been talking about how smart readers read nonfiction by using text features to help them understand it better.” <strong>Teaching Point</strong>: “Today we are going to talk about headings and how they help us to understand the text.” <strong>Model</strong>: “I am going to model this for you. I am going to look for bold headings that might give us clues about the information in the text. Here is a heading that is called _________. I bet the information in this section is about _________. Did you notice how the heading provides information about the main idea of the text or a part of text? I can even use the headings to think of questions that might be answered by the text.” Provide an example of a question that might be answered in the text according to the information in the headings. Add the purpose of headings (to help the reader to understand the main idea of the text or a section of the text) to the text features anchor chart. <strong>Active Engagement</strong>: “I have copies of nonfiction texts with headings. Read the headings to get a good idea of the information provided in the text. Now, write down some questions that might be answered in the text based on the headings.” Give time for students to work and share. <strong>Send Off</strong>: “Today when you are reading pay attention to headings and how they might help you answer questions about the information.”</td>
</tr>
</tbody>
</table>

**Teacher Preparation Note:** Have copies of nonfiction text with headings for students. **Suggested Text:** *Time for Kids: Exploring Nonfiction – Level 2*  
“The Daily Squawker” p.12  
“Summer of the Shark” p.16  
“Paid to Play Games” p.22  
“Life in the Desert” p.34

Remember to add to the text features anchor chart.
### Text Features – Charts

**Teacher Preparation Note:** Have copies of nonfiction text with charts for students.

**Suggested Texts:**
- *Time for Kids: Exploring Nonfiction, Level 2*
  - “Life on the Galapagos Islands” p.36
  - “Time to Celebrate!” p.60

**Link:** “We have been talking about how to use nonfiction text features to help us read nonfiction texts.”

**Teaching Point:** “Today we are going to learn how to use charts to help us answer questions and learn new information. Charts are visual aids that give information in an organized format to highlight similarities and differences. Examples of charts include: tables, t-charts, Venn diagrams, and anchor charts.”

**Model:** Display an overhead of a nonfiction text incorporating a chart. Think aloud about what you see in the chart and how it relates to the article. “This chart helps me to understand important information by displaying it as a visual aid. It always gives me important details and helps me answer questions about the text.” Provide an example of a question that could be answered from the information in the chart. Add the purpose of charts (to help the reader understand important information by displaying it as a visual aid) to the text features anchor chart.

**Active Engagement:** “I have a copy of another article that has a chart. I want you look at the chart and think about how it gives us important information about the topic and helps us answer questions.” Allow the students a few minutes to look at the chart. Share about how the chart can help us answer questions and learn new information.

**Send Off:** “Today when you are reading in your own texts, if you have a chart in your text, take the time to look at it carefully and see if it gives you additional information or helps you to understand the text better.” During share time, students can talk about how this feature helped them.

### Text Features – Graphs

**Teacher Preparation Note:** Have copies of nonfiction text with graphs for students.

**Link:** “Yesterday, we learned how charts help us read nonfiction texts and answer questions.”

**Teaching Point:** “Today we are going to learn how to use graphs to help us answer questions and learn new information. Graphs are visual aids that give information in an organized format to show relationships between two or more things. Graphs usually include numbers and/or pictures. Examples include:
### Grade 2 Reading: Nonfiction

#### Suggested Texts:
- *Time for Kids: Exploring Nonfiction, Level 2*
  - “The Rising Price of Fuel” p.24
  - “A Sign of Hope” p.30

#### Text Features—Diagrams

Teacher Preparation Note: Have copies of nonfiction text with diagrams for students.

Suggested Texts:
- *Life Cycles* (3 Connecting)
- *Endangered Elephants* (2 Summarizing)

Models:
- **Display an overhead of a nonfiction text incorporating a graph.** Think aloud about what you see in the graph and how it relates to the article. “This graph helps me to understand important information by displaying it as a visual aid. It always gives me important details and may help me answer questions related to the text.” Provide an example of a question that could be answered from the information in the graph. Add the purpose of graphs (to help the reader understand important information by displaying it as a visual aid) to the text features anchor chart.

**Active Engagement:** “I have a copy of another article that has a graph. I want you to look at the graph and think about the important information it gives to the reader.” Allow the students a few minutes to look at the graph. Share about how the graph can help us answer questions and learn new information.

**Send Off:** “Today when you are reading in your own texts, if you have a graph in your text, take the time to look at it carefully and see if it gives you additional information or helps you to understand the text better.” During share time, students can talk about how this feature helped them.

**Link:** “We have been talking about how to use charts and graphs to help us read nonfiction texts.”

**Teaching Point:** “Today we are going to learn how to use diagrams to help us answer questions and learn new information. Diagrams are visual aids that demonstrate or explain how something works or clarify the relationship between the parts of a whole.”

**Model:** Display an overhead of a nonfiction text incorporating a diagram. Think aloud about what you see in the diagram and how it relates to the article. “This diagram helps me to understand important information by displaying it as a visual aid. It always gives me important details and helps me answer questions about the text.” Provide an example of a question that could be answered from the information in the diagram. Add the purpose of diagrams (to help the reader understand important information by displaying it as a visual aid) to the text features anchor chart.
Active Engagement: “I have a copy of another article that has a diagram. I want you look at the diagram and think about how it gives us important information about the topic and helps us answer questions.” Allow the students a few minutes to look at the diagram. Share about how the diagram can help us answer questions and clarify the relationship between the parts of a whole.

Send Off: “Today when you are reading in your own texts, if you have a diagram in your text, take the time to look at it carefully and see if it gives you additional information or helps you to understand the text better.” During share time, students can talk about how this feature helped them.

Mini-lesson

Link: “We have been learning about many different text features and their purposes.”

Teaching Point: “Today, we will focus on the importance of paying attention to every detail on a page, especially the text features.”

Model: “Let’s look at a copy of ‘Digging Up Dinosaurs’ that has the main text covered up so all you can see are the text features we’ve been talking about. As a reader, I must pay attention to every detail on this page, especially these text features.” Think aloud as you look at the text features. For example: “Just by looking at the picture caption or the map, I know that the fossils were probably found on Madagascar.” Uncover the main text to display the entire article. Read the first paragraph where it says, “Dinosaurs hunters were digging on Madagascar…” Think aloud about how you used the caption and map to quickly learn information before even reading the article. Emphasize that many questions can be answered by using the text features alone.

Active Engagement: Display an overhead of “A Sign of Hope.” “Look closely at the text features of this article to answer the following questions: How many monkeys were endangered in year 2001? Where do golden lion tamarins live?” Give students time to answer the questions using the text features. Discuss the answers while emphasizing the importance of paying attention to every detail on the page.

Send Off: “Today when you are reading in your own texts, be sure to pay attention to every detail on the page.”
### Revising Your Schema for Nonfiction

**Suggested text: What is the Animal Kingdom? (Grade 3 Summarizing)**

<table>
<thead>
<tr>
<th>My Thinking Before I read… (schema)</th>
<th>My thinking after I read… (new learning)</th>
</tr>
</thead>
</table>

**Link:** “We have been learning how to read nonfiction text.”

**Teaching Point:** “Today we are going to talk about how readers have to revise their thinking about a topic once they have learned new information. This is called revising your thinking or synthesizing. Sometimes this is hard for a reader to do, but once you have learned something new that is not what you previously thought, it is important to revise your thinking to reflect this new information.”

**Model:** “I am going to model for you how to do this. Before I read, I am going to list my current thinking about worms. Complete the section of the first column of the chart. “For example, ‘I think all worms are round and brown.’ I am going to read a couple of paragraphs from my book and when I come to new information about what worms look like, I am going to revise my thinking.” Read page 10 of What is the Animal Kingdom? Think aloud as you notice yourself learning new information about what worms look like. Record the new information in the second column of the chart. “I must revise my thinking since what I thought before was not completely correct. Did you notice how I had to change or revise my thinking to reflect new information I learned?”

**Active Engagement:** “Write down one thing you know about where worms live. Now, listen as I read about homes for worms.” Read the first paragraph on page 11. “Write down one new thing that you learned about where worms live. Think about how you had to change or revise your thinking.” Allow time to think and share thoughts.

**Send Off:** “So when you are reading, I want you to make sure that when you learn new information, you must revise your thinking and let the new information replace the other information you already had. You can also record this new information in your reader’s notebook.”

### Asking Questions to Clarify and Using Key Words

**Link:** “Yesterday we learned how to revise our thinking as we learn new information.”

**Teaching Point:** “Today, we will learn how to answer questions to clarify our thinking by using key words to locate information in the text.”

**Model:** “I’m going to use the book What is the Animal Kingdom? to model this
<table>
<thead>
<tr>
<th>Teacher Note: Suggested text: <em>What is the Animal Kingdom?</em> (3 Summarizing).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Preparation Note: Have copies of p.22 of <em>What is the Animal Kingdom?</em>.</td>
</tr>
</tbody>
</table>

**DETERMINING IMPORTANCE**

- Main Idea and Supporting Details

  *Teacher Preparation Note: Have copies of nonfiction text for students.*

| strategy. On pages 20-21, I can read about amphibians.” Read the first paragraph aloud. “After reading the first paragraph, I’m wondering how amphibians are able to live under water and then on land. Most animals live in one place or the other. How do they do that? To find an answer to my question, I need to look for key words related to my question about amphibians living underwater and on land.” Model scanning the page for key words, using the headings and diagrams, to locate your answer. “I found the answer to my question by using the key words in the heading ‘From Water to Land’.” *Active Engagement:* Provide copies of page 22 of *What is the Animal Kingdom?* to students. “Now, listen as I read the first paragraph on page 22 about reptiles.” Read the first paragraph about reptiles. “What questions do you have after reading this paragraph?” Guide students to ask, “What is the difference between alligators and crocodiles?” or “What is the difference between turtles and tortoises?” Have students talk with a partner about what key words they used to find the answer to the question(s). Allow time to talk and share. *Send-Off:* “As you are reading today, try using key words to help you find answers to your questions.” |

**Link:** “We have been talking about how good readers read nonfiction texts.”

**Teaching Point:** “Today we are going to talk about how a reader determines what is important in nonfiction text. One way a reader does that is to think about the main idea of the text and then identify the details that support that main idea.”

**Model:** “Today I am going to model for you how to determine the main idea and supporting details of the text I am reading. Let me read this section of text aloud.” Teacher will read a section of text aloud. “Now let me think, what was important? What was this section mostly about? I think the main idea of what I read was ________ . I can use the heading of the section as a clue to what the section is mostly about. Some details to support the main idea would be ________ and ________ . Did you notice how I thought about what the section of text was mostly about to find the main idea? Then I thought about what I read that
supported the main idea – those are the supporting details. I asked myself two questions – ‘What is this mainly about?’ and ‘What are the details that support the main idea?’” Model how to record your thinking in a t-chart or as a list.

**Active Engagement:** “Now I want you and your partner to try this work. Read this section of text. With your partner, determine the main idea and supporting details in this section of text. Ask yourself the two questions – ‘What is this mainly about?’ and ‘What are the details that support that main idea?’” Remember that headings often give us clues as to the main idea. Write your thoughts in your reading notebooks (in a t-chart or as a list).” Allow students time to work and discuss text. Have students share to make sure they correctly identified the main idea and supporting details.

**Send Off:** “As you are reading you should be asking yourself these two questions – ‘What is this mainly about?’ and ‘What are the details that support that main idea?’ Record your thinking in your reader’s notebooks so you can share today.”

**Link:** “Yesterday we talked about how to determine the main idea by asking, ‘What is this mainly about?’”

**Teaching Point:** “When you are reading nonfiction, there is a lot of information. Sometimes, as readers, it becomes too much for us to remember. One strategy that you can use to help you make sure that you understand what you have read and to help you remember the new information is to stop and retell the main idea.”

**Model:** “Watch as I show you what I do when I stop and retell the main idea of a nonfiction text. As a class we have been reading about ______________, so far we know that ______________. Today, I am going to read to find out ______________. As I read, pay attention to what I do.” The teacher will read a short passage of the text. Stop at the end of a section and retell the passage in his/her own words. It might be good to model twice and during the second time model being confused and rereading to get clarity. “Did
## Text Features Draw Readers to Importance

### Teacher Preparation Note:
Have copies of nonfiction text with several text features for students.

You see how I stopped after reading a section of the text and I made sure that I understood and could retell the main idea?"

**Active Engagement:** "I am now going to read the next section of the text. I want you to listen carefully and make sure that you understand what is happening." Read the text aloud. "Turn to your neighbor and retell the main idea of this section of text. Notice how breaking the text into smaller sections helps and stopping to retell the information in the section helps readers make sure they understand what they have read?"

**Send Off:** "Today when you are reading, practice stopping at the end of each section to retell the main idea. It helps to ask, 'What is the author trying to teach me?' Then restate the main idea in your own words."

**Link:** “Earlier we learned about the important text features of nonfiction.”

**Teaching Point:** “Today we will learn how to use those text features to help us determine important information. Let’s look at our chart of text features that we created at the beginning of this unit. When we see these different features, such as title, headings, captions, diagrams, and charts, we should realize that these signal important information. These text features should tell you something important is coming and signal you to slow down and read carefully!"

**Model:** “Watch as I show you how I use text features as a clue that something important is coming.” The teacher will read aloud and think aloud how text features signal something important is coming. “Did you notice how when I got to a text feature I slowed down my reading, reread the passage and asked myself –‘What did I just learn?’ When you come across text features - they are a clue from the author that you need to slow down and read carefully. You may even want to reread, think, and ask yourself, ‘What did the author just tell me that was important to remember?’ The teacher may also want to model recording this information.

**Active Engagement:** “Now, I have a copy of an article from Time For Kids. I want you and your partner to read. Pay close attention to the text features that signal something important is about to come.” Allow the students a few
Grade 2 Reading: Nonfiction

• Interesting vs. Important Details

Teacher Note: Refer to p.167 of Strategies That Work (2nd edition) for a more detailed description of this lesson.

Teacher Preparation Note: Have copies of nonfiction text for students.

send off: “When you are reading during independent reading time, pay attention to the text features. When you come across one, slow your reading down, reread it and then ask yourself, ‘What did the author just say that was really important?’”

Link: “Yesterday we talked about how a reader pays attention to text features because they signal importance.”

Teaching Point: “Today we are going to talk about how a reader must pay attention to what is important as they read. In nonfiction text, an author usually has a main idea and then they follow that with small interesting facts that support the main idea. Sometimes as readers we get caught up in the small interesting facts because they are amazing. We may think those details are important because they are so interesting. However, as a reader we need to always ask ourselves what the author thinks is important, this is usually the main idea and the details that support it.”

Model: “First, I’m going to write what I think is important to me because it’s so interesting.” Write an interesting detail from a nonfiction text that could be considered important to you, but does not fit with the author’s main idea. “Then, I think about what is important to the author, or the main idea, and then the small interesting details that support that main idea.” Model this concept for students. “Did you notice how writing what I thought was important and then thinking about what the author thinks is important (the main idea) helps me to decide what is truly important and what is just really interesting?”

Active Engagement: “I have copied a page from my text and I want you and your partner to read it. Then, ask yourself, ‘What’s important to me?’ and write your response. Next, ask yourself, ‘What did the author most what me to remember – What’s the main idea?’ Write that response.” Allow students time to share with each other.
<table>
<thead>
<tr>
<th>SUMMARIZING</th>
<th></th>
</tr>
</thead>
</table>
| • **Summarizing Using a Graphic Organizer**  
*Teacher Note:* For this lesson, it would be helpful to use an article or nonfiction text familiar to the students for both modeling and active engagement. Also, you will need to keep the graphic organizer completed today for tomorrow’s lesson.  
*Teacher Note:* Since summarizing is a new concept, it is suggested that you repeat this lesson frequently until students have a firm understanding.  
*Teacher Preparation Note:* Have copies of nonfiction text for students.  | **Send Off:** “Today when you are reading, ask yourself, ‘What’s important to me?’ and record your thinking in your notebook. Then, ask yourself, ‘What’s important to the author – what does the author most want me to remember?’ and record your thinking in your notebook.”  
**Link:** “We have been learning how to determine the main idea and important details of nonfiction text.”  
**Teaching Point:** “Today we will use the main idea and important details to summarize the text. When we summarize we tell the most important ideas in our own words. A summary of a nonfiction piece must include the main idea of the text and details to support that main idea.”  
**Model:** “Remember when we read __________? Watch me as I think aloud and model for you how to summarize using a graphic organizer including the main idea and supporting details from a nonfiction text.” Teacher will model using a graphic organizer (see below for example). Teacher will reread text quickly. “The tricky thing about nonfiction pieces is that you have to pull an important piece of information from a text that is full of information. One way to do this is to pick the most important idea from each section and put it in your own words. Watch me.” Teacher will think aloud and begin completing the organizer as he/she works through the lesson. Notice how when I picked out the main idea and supporting details, I wrote them in my own words.”  
**Active Engagement:** “Now I want you to work with your partner to complete a graphic organizer in your reading notebooks summarizing the main idea and important details of this article.” (Provide students with a copy of a familiar nonfiction text.) Give students time to talk and reread text. Allow time to talk and share summaries.  
**Send Off:** “Today, try completing a graphic organizer like the one we used today to summarize the main idea and important details.” |
Summarize in Sentence Form

Teacher Note: Since summarizing is a new concept, it is suggested that you repeat this lesson frequently until students have a firm understanding. It would also be helpful to have graphic organizers available during independent reading time.

Link: “Yesterday we learned how to use a graphic organizer to summarize the main idea and important details of a nonfiction text.”

Teaching Point: “Today, we will use the graphic organizers we completed yesterday to write a summary in sentence form.”

Model: “Watch as I use the graphic organizer to write a summary in my own words using five sentences.” Model this concept by beginning with the main idea as your first sentence. The following four sentences will be the supporting details. Be sure to emphasize that you must use your own words.

Active Engagement: “Now work with your partner to take the graphic organizer you created yesterday and put it into sentence form. Remember your first sentence will be the main idea in your own words. The other four sentences will be supporting details from the text in your own words.” Allow time to work and share.

Send-Off: “After you read today, take a few minutes to practice writing a summary of your nonfiction text using a graphic organizer or in sentence form. Be sure to use your own words and include the main idea and supporting detail.”
<table>
<thead>
<tr>
<th>NONFICTION TEXT STRUCTURES</th>
<th>details. If you choose to write your summary using sentences, make sure you keep it short - only about five sentences.”</th>
</tr>
</thead>
</table>
| **Rhyme and Rhythm in Nonfiction** | **Link:** “We have been learning how to become better readers of nonfiction.”
| **Suggested text:** Time for Kids: Exploring Nonfiction – Level 2, “Digging Up Dinosaurs” p. 32. | **Teaching Point:** “We know that in fiction books, authors often use rhyme and rhythm. Sometimes, an author may use rhyme and rhythm to write nonfiction too.”
| **Tyrannosaurus Was a Beast by Jack Prelutsky (K-1 Poetry)** | **Model:** “Remember when we read the article ‘Digging Up Dinosaurs’?” Display an overhead copy of the article. “Notice how this nonfiction text is written. Now, let’s look at Tyrannosaurus Was a Beast by Jack Prelutsky.” Read one or two poems from the book. “Did you notice how both the article and this book are nonfiction texts on the same topic – dinosaurs? But, the two texts are written very differently. The book uses rhyme and rhythm in the form of poetry to teach you about the topic of dinosaurs.”
| **Using Alliteration to Teach New Information** | **Active Engagement:** “Now, I am going to read another poem from Tyrannosaurus Was a Beast. Listen carefully for new information that the author presents using rhyme and rhythm.” Read another poem or two. Discuss as a group the new information learned and the presentation of the information in poetry form.
| **Send Off:** “When you are reading, pay attention to whether or not the author uses rhyme and/or rhythm to teach you new information.” | **Link:** “Yesterday we learned that not all nonfiction text are written the same way. Sometimes, authors use rhyme and rhythm to teach you new information.”
| **Teaching Point:** “Today, we will learn how to use alliteration to teach new information.” | **Model:** “Alliteration is a series of words, usually a sentence that repeats the same beginning sound. For example, many monkeys make many messes.” Teacher may want to write the sentence on the board highlighting the repeated beginning sound. “Now, I will think about the information I learned in the ‘Digging Up Dinosaurs’ article. Watch as I create a sentence using alliteration...” |
### Text Structure - Sequence

**Suggested text for sequence:**
- "The March of the Penguins" (1 Questioning)
- "The Emperor Lays an Egg" (1 Summarizing)
- "Mount Rushmore" (1 Summarizing)
- "Teammates" (2-3 Determining Importance)

**Teaching Point:** "Another way authors organize nonfiction is to put things in order, or sequence."

**Model:** "For example, in "The March of the Penguins," the author teaches us about the journey emperor penguins make every year to and from the sea." Read the first part of the story (until the penguins reach the nesting ground, p.9) emphasizing the order of events. Then, model retelling the sequence of events thus far. It may be helpful to include words like first, next, then, and finally in your retelling.

**Active Engagement:** "Listen as I read what happens in the rest of the text." Read the remainder of the book. "Now, with your partner take turns retelling the sequence of events from when the winter begins to the end of the book. Try to use words like first, next, then, and finally to keep your partner from becoming confused." Allow time to talk and share.

**Send Off:** "When you are reading, notice if your text is structured using sequence of events. If it is, prepare to share a retelling with class during share time."

**Link:** "We have learned that sometimes nonfiction authors use rhyme, rhythm, and alliteration to teach us important information."

### Text Structure - Problem/Solution

**Teaching Point:** "Another way authors write nonfiction is to tell about a problem and how it was solved."

**Link:** "Yesterday, we learned that some nonfiction is written in sequence."
Grade 2 Reading: Nonfiction

| Suggested text: |
|-----------------|-----------------|
| **Endangered Elephants** (2 Summarizing) |
| **Time for Kids: Exploring Nonfiction – Level 2** |
| “The New Math: Problems, Problems” p.28 |
| “The Case of the Missing Monkey” p.38 |
| “Cleaning Up the Water” p.46 |

**Teacher Preparation Note:** Have copies of “The New Math: Problems, Problems” for students.

<table>
<thead>
<tr>
<th>Model:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“We have practiced identifying the problem and solution in fiction texts. Watch as I model identifying the problem and solution in a nonfiction text. In this article, ‘Cleaning Up the Water,’ the author tells me that the water in Bangladesh is too dirty to drink. That is the problem. Then, the author tells me how one scientist, Rita Colwell, found a way to clean the water using a dress called a sari. The solution to the problem of the dirty drinking water is to use a sari to filter the water before drinking it. Did you notice how I used the information to identify the problem and solution presented in the article?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Engagement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Now work with your partner to read ‘The New Math: Problems, Problems.’ After you read the article, identify the problem(s) and solution(s) presented in the article. Record your thoughts in your reading notebook.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Send-Off:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When you are reading today, notice if your text is structured using problem and solution. If it is, record the problem and solution in your reading notebook.”</td>
</tr>
</tbody>
</table>
### Sample Text Features Anchor Chart

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>to help the reader understand what the text is about</td>
</tr>
<tr>
<td>photographs or illustrations</td>
<td>to help the reader understand exactly what something looks like</td>
</tr>
<tr>
<td>picture captions</td>
<td>to help the reader better understand the picture or photograph</td>
</tr>
<tr>
<td>headings</td>
<td>to help the reader understand the main idea of a text or a section of text</td>
</tr>
<tr>
<td>charts, diagrams, graphs</td>
<td>to help the reader understand important information by displaying it as a visual aid</td>
</tr>
<tr>
<td>rhythm, rhyme, alliteration</td>
<td>to help the reader focus on the sound of the text</td>
</tr>
</tbody>
</table>
Grade 2 Reading: Nonfiction

Title: End of Unit Common Assessment
Nonfiction

Writer(s): Parkway School District

Local Learner Objective(s):
Reading 3A and 3C
Information Literacy 1A

Missouri Grade Level Content Expectation(s):
Reading 3A, 3B, and 3C
Information Literacy 1A

Show-Me Standards Addressed:
Knowledge(Content): Performance(Process):
CA 3 1.6, 2.4 and 3.5

Grade Level: 2
Subject Area: Reading

Materials Needed for Assessment Completion:
- Copy of Is That a Fish? By Susan Hartley for each student.
- Copy of assessment for each student.
- Pencil

Pre-Assessment Instructions:
- Student should read all of text and answer choices on own.
- If the students are having a hard time with photograph about sharks, please refer them to their book on page 6.
Read Is That a Fish?

1. Fill out the web below with what you learned about seahorses from the text.
2. Look at the picture. (The picture is also on page 6 of your book.)

What two things could you learn about the shark from looking at the picture and caption?

(1)____________________________________________
____________________________________________
(2)____________________________________________
____________________________________________

3. Write one question you have after reading Is That a Fish?

____________________________________________
____________________________________________
____________________________________________

4. What key word or phrase would you use to help you look for the answer to your question?

____________________________________________

5. The author’s main purpose for writing this book was to –
   O give information about different kinds of sea animals.
   O make the reader want to go fishing.
   O tell about animals that live in the forest.
   O compare ocean animals to pond animals.
6. Which statement is true?
   O Eels swim by moving their fins.
   O A seahorse uses its mouth to grab onto plants.
   O Rays can hide at the bottom of the sea.
   O All fish move in the same way.

7. How long can a Moray eel grow to be?

   ____________________________________________

8. Look at the diagram of the fish.
   (It is also on page 5 of the book.)
   
   How many fins does the fish have?
   O 5
   O 1
   O 3
   O 6

9. Under which heading did you find information about eels?
   O Rays
   O A Snake or a Fish?
   O What Are Fish?
   O Fish Out of Water
Scoring Guide for Second Grade Assessment

Item #1
GLE: Reading 3C
3 – records 3 related ideas to the topic
2 – records 2 related ideas to the topic
1 – records 1 related idea to the topic
0 – other

Item #2
GLE: Reading 3A
2 – records 2 logical statements could learn from the picture
1 – records 1 logical statements could learn from the picture
0 – other

Item #3
GLE: Reading 3C
1 – records 1 logical question based on text
0 – other

Item #4
GLE: Information Literacy 1A
1 – records logical key word or phrase to assist in finding information about question posed in Item #3.
0 – other

Item #5
GLE: Reading 3C
1 – a. give information about different kinds of sea animals
0 – other

Item #6
GLE: Reading 3A
1 – c. Rays can hide at the bottom of the sea.
0 – other

Item #7
GLE: Reading 3A
1 – Moray eels can be as long as 3 m (10ft.).
0 – other

Item #8
GLE: Reading 3A
1 – 3
0 – other

Item #9
GLE: Reading 3A
1 – b. A Snake or a Fish?
0 – other