

KEY IDEAS AND DETAILS

ANCHOR 3

English Language Arts Standards Reading: Informational Text ANCHOR 3

Reading Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

K	First	Second	Third	Fourth	Fifth
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Demonstration.....191

Collaborative Engagement.....201

Independent Application.....203

Decision Tree for Reading: Informational Text ANCHOR 3

Do my students need focused instruction in relation to Reading Anchor 3?

Anchor 3 requires that students *analyze connections and relationships among individuals, ideas, or events* described within a text. (Refer to your grade-level standards for specific details.)

When some or all of your students could use support in this area, it is recommended that you start the process by implementing three types of instruction in sequence over the course of 191 a week:



Demonstration
Page 191



Collaborative Engagement
Page 201



Independent Application
Page 203

The initial demonstration requires just one session (to be repeated as needed), leaving one or two days for collaborative engagement and one or two days to begin the independent applications, which become ongoing as you choose. If you find during any phase of the instruction that some or all of your students could use more intensified support, it is recommended that you move to the lessons for intensifying the instruction.



Do my students need intensified support with building background knowledge in relation to the text being read?

Analyzing connections and relationships within a text can be difficult without the relevant background knowledge. Students who can benefit from background-lessons are those who seem to have difficulty comprehending due to low vocabulary or conceptual knowledge in relation to the topic being studied. See page 198.

Do my students need intensified support with monitoring connections and relationships?

Monitoring is a comprehension strategy that involves keeping close track of meaning across the pages of a text. Students who can benefit from individualized support with monitoring are often those who provide incomplete information as they describe connections and relationships in text. See page 200.

Demonstration

Anchor 3 requires that students *analyze connections and relationships among individuals, ideas, or events* described within a text. With analysis as the goal, this standard brings students beyond reading closely and summarizing (the focus of Anchors 1 and 2); it is about also considering the hows and whys that bring depth to our understanding.

Consider an example. Closely reading to summarize a set of historic events might in itself be important, but such an experience could be deepened through consideration of the causal connections and relationships. Let's say students are reading about key events in Sioux history in the 1800s. Understanding the key events is important, but considering aspects such as the relationships among loss of hunting grounds, food shortages, and a call for government support would deepen understanding. With focused analysis, the child sees through a new lens and comes to a deeper level of internalization and understanding.

Understanding and explaining connections and relationships in text often requires that students have background knowledge on the topic at hand. Therefore, building and activating background knowledge are important parts of the lessons provided in relation to Anchor 3. Another competency needed for analysis is holding meaning across the pages of a text. To see the big picture typically requires reading the whole piece or section and putting together the meaningful pieces. The present lesson is designed with these goals in mind and may be implemented as many times as needed, using a different text each time. You will need just one text per lesson.

1. **Choose the text.** Select a piece of content-area literature that warrants careful attention to connections and relationships among individuals, ideas, or events. Following are some examples of what students analyze:
 - an important connection between two individuals; for example:
 - members of a family
 - members of a neighborhood or community
 - a consumer and a producer of a good or service
 - an elected official or lawmaker and a citizen
 - critical relationships in the field of science; for example:
 - the relationship between force and motion
 - the connection between magnetic objects and other objects
 - how a substance changes when it is mixed, cooled, or heated
 - the feeding relationships within a food chain

- critical consequences that have occurred from human actions; for example:
 - the consequence of not following a rule or abiding by a law
 - the relationship between heavy industry and pollution
 - the sequence of events leading to the need for rain forest preservation
 - the relationship between land use and erosion
 - the sequence of events leading to a key event in history; for example:
 - the Atlanta bus boycott
 - school desegregation
 - the Battle of Little Bighorn
 - the Declaration of Independence
2. **Introduce the text and the concept.** Introduce the text and any content or vocabulary that might help students move meaningfully into the material. Let students know that one way to explore and understand the content of a text is to think about the important connections within. (How does one event influence another? What are the steps in this process or situation?) Preview the text by turning through and discussing key pages, letting students know the connections you want them to consider. Use this opportunity to help students begin to see the “whole picture” in preparation for developing detailed understandings about the parts. Use the preview to activate or build background knowledge on the topic.
3. **Demonstrate and discuss the concept.** Read the text aloud, using a focused set of prompts (with a graphic organizer if desired) to show students how you consider and talk through a set of key connections or relationships. Figure RIT 3.1 offers a starter set of prompts and organizers to use with informational text.

Figure RIT 3.1

READING ANCHOR 3:
Prompts to Support Teacher-Led
Demonstration and Discussion of Text

Kindergarten and First Grade

Let's describe the connections between these two (individuals, events, ideas, pieces of information) in our book. (Figure RIT 3.2 provides a template to enlarge. Use the first column to describe one individual/event/idea and then use the second to describe the connecting individual/event/idea.)

Second Grade

Let's describe the parts of this (event, concept, set of procedures). How does one part influence the next? (Figures RIT 3.3 and RIT 3.4 provide templates to enlarge. If students will be working independently with the templates, show them how to write on sticky notes instead of writing directly on the organizers. This allows students to revise their ideas until they have worked the material into a logical sequence.)

Third, Fourth, and Fifth Grades

Let's take some notes that will help us describe/explain the parts of this (event, concept, set of procedures). (Figures RIT 3.3 to RIT 3.5 provide templates to enlarge. If students will be working independently with the templates, show them how to write on sticky notes instead of writing directly on the organizers. This allows students to revise their ideas until they have worked the material into a logical sequence.)

As we write, we will use language to help us show the connections between events and to help show why certain events occurred.