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**Office of School Performance**



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| The development of the Hillsboro School District K – 6 CCSS Learning Progressions was facilitated by Susan Richmond literacy TOSA at HSD’s Office of School Performance guided by Karin Hess’ Depth of Knowledge Reading Matrix (*National* *Center for Assessment).* <http://www.nciea.org/>The DOK matrix draws from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels. The Cognitive Rigor Matrix has been developed to integrate these two models as a strategy for analyzing instruction, for influencing teacher lesson planning, and for designing assessment items and tasks. *Content and assessment experts who offered advice, counsel, and feedback include:*Steve Larson Assistant SuperintendentDayle Spitzer Executive Director of Elementary SchoolsTravis ReimanExecutive Director of English Learner Programs & Professional Developmenthttp://clipart.edigg.com/1362998641/People_Clipart/Stickmen_Clipart/Stickmen005.gifHolly Peterson Literacy Specialist TOSA, Office of School PerformanceCandace Strohm Administrative AssistantKathy Wilson Administrative AssistantNancy Grundy Administrative AssistantThe actual Learning Progressions writers were K – 6 teachers and coaches within the Hillsboro School District. Their expertise, time and commitment made this work possible: | **Contributors to the Development of this Document** |

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**Learning Progressions Defined**

HSD Elementary Reading Learning Progressions were created working backward from each reading standard in order to create the small ***instructional steps*** called ***learning progressions*** (the predicted set of skills needed to be able to complete the required task demand (DOK) of each standard).

Another definition for Learning Progressions comes from (Corcoran, Mosher, & Rogat, 2009) **“A *hypothesized ordered progression of the levels* through which understandings and skills shift and develop as the student progresses toward the desired target with focused instruction.”**

HSD’s Learning Progressions are based on the difficulty of a task (Bloom’s) and the complexity of a task (Depth of Knowledge/DOK (Webb).

These progressions are sequenced by both Bloom’s Taxonomy and Webb’s Depth of Knowledge following the CR Matrix by Karin Hess (the matrix used by SBAC for developing assessments to match task demands). [ELA - DOK Matrix by Hess](http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf)

**Using the Learning Progressions**

Each literary and informational reading standard has a learning progression of sequential steps. These steps can be an instructional resource for mapping lessons based on student need. The learning progressions have “purple boxes.” These are identified developmental major key tasks for students. They are natural points for adjusting instruction. The “purple” adjustment points are assessed each quarter in the **K – 6 Pre-Assessments**. The Learning Progressions are also a “class checklist.” The results of the pre-assessments are a bridge to differentiate instruction based on student need and a bridge toward mastering each standard (assessed at the end of each quarter in the **K-6 Common** **Formative Assessments**). The learning progressions and a summary assessment sheet are on the Teaching and Learning Site at HSD as well as <http://sresource.homestead.com/index.html>.

**Learning Progressions Key of DOK Levels**

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| **K C**Knowledge Comprehension | **AP**Application | **AN EV**Analysis Evaluation | **SY**Synthesis |

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| **Common Core State Standards Reading Literature Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard.  |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka  |
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| **RL.1.1** Ask and answer questions about key details in a text. | Questions for RL.1.1:• Who \_\_\_\_ first (next, last, etc...) ? • What is so special \_\_\_\_\_? • Where does the story take place? • When did \_\_\_\_, \_\_\_\_\_\_? • Why did \_\_\_\_\_, \_\_\_\_? • How is \_\_\_\_ different from \_\_\_\_? • What did \_\_\_\_ say when \_\_\_\_\_?• What details tell most about \_\_\_\_\_? | Hints: Very similar to kindergarten but without prompting or support. Students begin to understand information that is relevant or not relevant to specific questions.Goals: 1. Ask questions about a text.2. Answer questions about a text. | Links:[Ask and Answer Activity](http://www.fcrr.org/studentactivities/c_029b.pdf)[Story Elements](http://www.fcrr.org/studentactivities/c_006b.pdf)[Focus Unit on Questioning Grade 1](http://www.readtennessee.org/sites/www/Uploads/Grade%201st%20Unit1%20Alphabet%20Books%20PDF.pdf)[Questioning Strategies with Henry and Mudge](http://www.readwritethink.org/classroom-resources/lesson-plans/guided-reading-strategies-with-30510.html?tab=2#tabs)[QAR Article in the Primary Grades](http://www.int-jecse.net/files/SESL1EHUMIG76LBM.pdf)[Beginning-Middle-End Story map for Retell](http://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf)[Story Sequence Chart](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf)[The 5 W's Chart](http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf) |
| **Grade 1** |  **Path to DOK - 1**  | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 – Cf** | **DOK 2 - Ch** | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 1,2****Reading Literature CCSS****Learning Progressions** | Recall details from a literary text read and discussed in class (rote memory). | Define - understand the Standard Academic Language:Key details, ask, answer, questions, text and tell. | **Identifies statements that ask questions and those that do not. Identifies an answer or response statement.** | **Ask and answer who, what, when and where questions about specific key details in a text read in class (questions should not be previously discussed).** | Concept DevelopmentUnderstands that key details are most relevant to specific questions.  | **Locates key details in a text in order to ask and answer why and how questions about a text (read but not previously discussed).** | **RL.1.1** Ask and answer questions about key details in a text. |
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| **RL1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. |  Questions for RL.1.2:• What happens first in this story? • What happens when \_\_\_\_\_\_? • What happens last in this story? • Retell the parts of the story that show \_\_\_\_\_. • What is the central message of this story? | Hints: **Central message or lesson is called “Theme” beginning in grade 4.***Students must know how to sequence events and retell before they can identify a central message or lesson. Asking and answering questions helps students to determine between relevant (key) and non-relevant details.*Goals:1. Retell stories.2. Identify the central message. | Links:[Retell Ring Activity](http://www.fcrr.org/studentactivities/c_008b.pdf)[Retell Story Question Cube](http://www.fcrr.org/studentactivities/c_011a.pdf)[Sequence Key Events](http://www.fcrr.org/studentactivities/c_004b.pdf)[The 5 W's Chart](http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf)[Main Idea and Details Graphic](http://www.educationoasis.com/curriculum/GO/GO_pdf/mainidea.pdf)[Beginning-Middle-End Story Structure](http://www.educationoasis.com/curriculum/GO/GO_pdf/story_structure.pdf) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ci** | **DOK 2 - Ck** | **DOK – 2 Cl** | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Retells key details discussed and read in class about the central message or lesson (rote memory) of a literary text. | Define - understands the Standard Academic Language: retell, key details, demonstrate, understand, central message, and lesson. | Identifies first, middle and ending of a literary story using the sequence terms correctly. | **Uses key details from a literary text to answer questions about a central message or lesson.** | Concept DevelopmentUnderstands that key details support (tell about) the central message or lesson. | **Summarizes a literary text using key details (a text read in class but not summarized in class).**  | **Identify the central message or lesson of a text using key details as support or evidence (read but not discussed).** | **RL1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
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| **RL.1.3** Describe characters, settings, and major events in a story, using key details. |  Questions for RL.1.3:• What does \_\_\_\_ look like? • How does \_\_\_ feel when \_\_\_\_? How do you know? • What happened when \_\_\_, \_\_\_\_\_? • What does \_\_\_ say /do when \_\_\_\_?• Does \_\_\_ change how he/she thinks when \_\_\_\_? Why?• What words describe how \_\_\_\_, \_\_\_\_?• Describe the action that happens when \_\_\_\_\_.• What does \_\_\_ say /do when \_\_\_\_?• Where is the setting? Describe the setting. Does the setting change? | Hints: **In kinder students identify, but now they describe**.Describing characters involves understanding how they think, act and feel as well as change over time because of events. Begin connecting characters to motives. Goals:1. Describe characters in a story.2. Describe settings in a story.3. Describe major events in a story. | Links:[Identify Story Elements Activity](http://www.fcrr.org/studentactivities/c_005b.pdf)[Story Elements Graphic Organizer](http://www.teachervision.fen.com/tv/printables/prodev/PAS_Story-Elements-Map.pdf)[Florida Center for Research AMAZING Character Graphic Organizers](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf)[Illustrate the Major Events in a Text Graphic Organizer](http://www.educationoasis.com/curriculum/GO/GO_pdf/storyboard.pdf)[Story Elements Graphic Organizer](http://www.educationoasis.com/curriculum/GO/GO_pdf/storymap.pdf)[Describing Characters Graphic Organizer](http://www.educationoasis.com/curriculum/GO/GO_pdf/character_map.pdf) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ck** | **DOK – 2 Cl** | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Recall the characters, setting, and major events in a story (read and discussed in class). | Define - understand the Standard Academic Language: characters, setting, major (key), events, (key) details, describe. | **Identifies characters, setting or events in a text to demonstrate an understanding of the accurate use of academic language.** | **Answers questions about who the (characters), what (majors events/plot), where and when (setting) in the story.** | Show the relationships between key details and characters, setting or major events. | **Identify major events from the story using key details** | **RL.1.3** Describe characters, settings, and major events in a story, using key details. |
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| **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |  Questions for RL.1.4: • Why does the author repeat the words \_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_? • What is the meaning of \_\_\_\_\_\_ on page \_\_\_\_\_? • Why does the author use feeling words? • Why does the author of the poem use the words \_\_\_\_\_\_, \_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_ (words that all tell how something feels, or sensory words – taste, touch, smell, hear, feel)? • How do the words \_\_\_\_\_\_ and \_\_\_\_\_\_ make the reader feel?  | Teacher Hints: Feeling words could be sad, happy, angry, scared.Sense (sensory) words could be hot, cold, dry, wet, sweet, soft, slippery, hardGoals:1. Identify words that suggest feelings.2. Identify words that appeal to the senses. | Resources[Lesson Plan: Playing with Words](http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html)[The 5 Sense Shape Poem](http://www.readwritethink.org/classroom-resources/lesson-plans/theme-poems-using-five-30582.html)[The 5 Senses Graphic Organizer](http://www.readwritethink.org/files/resources/30582_checklist.pdf)[Jimmy's Boa Lesson Plan and Feeling Words](http://www.readwritethink.org/classroom-resources/lesson-plans/jimmy-taught-cause-effect-1029.html)  [On-Line Vocabulary Center Fun](http://www.busyteacherscafe.com/literacy_centers/vocabularycenter.html) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 - Cf** | **DOK 1 - APg** | **DOK 2 - Ch** | **DOK 2 - Cl** | **DOK 2 - APm** | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Recall specific feeling and sensory (the 5 senses) words in a story read and discussed in class.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | Understands and uses Standard Academic Language: words, phrases, story, poem, feelings, taste, touch, smell, hear and feel (in words and phrases). | **Identifies appropriate feeling or sensory words or phrases to use when speaking and writing.**  | Answers questions that require using feeling or sensory words or phrases about a story read and discussed in class. | Reads sensory or feeling words using the language structure or word relationships to determine word meaning at a first grade level (i.e., smell, smelled, smelling L.1.4c). | **Concept Understanding****Understands that some words or phrases can tell how someone feels (emotional) and some explain how something looks, smells, feels-touch, tastes or sounds.****L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).** | Give examples and non-examples of words and phrases that suggest feelings or appeal to senses in stories or poems | **Use context of stories or poems to identify words or phrases that suggest feelings or appeal to the senses.****L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.** | **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
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| **RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | Questions for RL.1.51. Which book tells about information?2. Which book tells a story?3. How do you know this is a story-book?4. How do you know this is an informational book?5. What is the book about? 6. How is the story book different than the informational book? | Teacher Hints:Goals:1. Explain differences between stories and informational books. | Links:[History Frame Informational Text](http://www.readingquest.org/pdf/hist_frame.pdf)[VENN Diagram (compare/contrast fiction and non)](http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/l/lessonplans_graphicorg_pdfs_venndiagram.pdf)[Story Map](http://www.readingquest.org/pdf/story_map.pdf)[Starfall Fiction and Non Fiction Stories](http://www.starfall.com/n/level-c/fiction-nonfiction/play.htm?f)[Teacher Article Reading for Information](http://www.readingrockets.org/blog/15570/)[Let's Build a Snowman Lesson with Fiction and Non-Fiction Texts](http://www.readwritethink.org/classroom-resources/lesson-plans/build-snowman-239.html)Sleeping Bears Lesson Plan Fiction and Non-Fiction Texts |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ck** | **DOK 2 - Cl** | **DOK 2 - ANp** | **DOK 2 - ANr** | **DOK 2 - ANt** | **DOK 3 - APx** | **DOK 3 – EVC****Standard** |
| **Path to DOK 2,3****Reading Literature CCSS****Learning Progressions** | Recall or locate books that tell stories and books that give information. | Define and use Standard Academic Language: explain, differences, major, information text and “books that tell a story.” | Use words accurately when identifying literary elements (characters, setting) and informational elements (heading, topic). | Answers questions about details in books that tell stories and books that give information (read and discussed in c lass) | Content DevelopmentUnderstands that books have different purposes and can give examples between books that tell stories and books that provide information. | Identifies and describes the aspects that are different between books that tell stories and books that give information. | **Locate specific information in story books and informational books to demonstrate an understanding of the differences.** | Using a wide range of text types, explain the major differences between books that tell stories (literary) and books that give information (informational). | **Analyze text structure of a range of text types (both literary and informational) by noting the similarities and differences (using a graphic organizer).** | Distinguish text features between books that tell stories (literary) and books that give information (informational) by answering questions (new text!). | **Explains why a text is a story “text” or an informational text by citing evidence and examples.**  | **RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types (cite evidence). |
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| **RL.1.6** Identify who is telling the story at various points in a text. | Questions for RL.1.61. Who is telling this story?2. When does \_\_\_ tell about \_\_\_\_?3. What does \_\_\_\_ say to \_\_\_\_? 4. How do you know who is speaking when \_\_\_\_?5. Who is speaking now?6. How does \_\_\_ usually speak?  | Teacher Hints: Who is telling the story refers to who is speaking during various parts in the text.Goals:1. Identify who is telling the story. | Links:[Reader's Theatre Strategy](http://www.readwritethink.org/professional-development/strategy-guides/readers-theatre-a-30703.html)[Dialogue Tags (Words)](http://www.readwritethink.org/files/resources/lesson_images/lesson291/dialogue_tag.pdf)[Dramatize Character Thoughts, Words and Actions Lesson](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-subtext-strategy-thinking-310.html?tab=4#tabs)[Character Map](http://www.readwritethink.org/files/resources/printouts/CharacterMap.pdf)[Little Red Riding Hood](http://www.readwritethink.org/classroom-resources/lesson-plans/comparing-fiction-nonfiction-with-889.html)  |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 –Ck** | **DOK 2 –Cl** | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Retell details about characters in a story (read and discussed in class). | Define and use Standard Academic Language: character, setting, identify, telling, speaking and phrase “points in a text.” | Uses correct words to explain who spoke in a text (i.e., “\_\_\_said”or“\_\_ is telling the story now...”). | **Answers questions about who is speaking in a text (that has been read and discussed in class).** | **Concept Development****Understands that there are clues in a text to tell us when someone is speaking. Can give examples.** | Identifies different parts of a text that shows when a character is speaking (read in class, but not discussed). | **Locate information (the part of the text) to identify specifically who is telling the story at various points in a new text.** | **RL.1.6** Identify who is telling the story at various points in a text. |
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| **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events. | Questions for RL.1.71. How does the illustration describe what we read?2. Which illustration shows \_\_\_\_\_ (text event)?3. How is this illustration like the words in the text?4. Describe the character \_\_\_\_.5. Where is the setting? Can you describe the setting?6. What happened when \_\_\_\_(event)? | Teacher Hints: Teach in several parts. Students could use illustrations to describe different details in the story.Goal:1. Use illustrations and details to describe a story. | Links:[Beginning-Middle-Ending Chart](http://www.readwritethink.org/files/resources/lesson_images/lesson874/bme.pdf)[Story Frames](http://www.siue.edu/MLTE/LA%20Modules%20DONE/story_frames.htm)[What is the Illustrating "Saying?"](http://www.superteacherworksheets.com/writing-storypics/storypic-fishing_FISHI.pdf)[ESL Picture Story Training Video](http://www.youtube.com/watch?v=0WFPBOBn-sE) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Locate illustrations in a story. Recall details about characters, setting or events.(read and discussed in class) | Define and use Standard Academic Language: illustrations, story, details, describe, characters, setting and event. | **Identify an illustration in a story that helps describe a character, setting or event.****Identify text details – words – that help describe a character, setting or event.****This is teacher led.** | **Answer who, what, when, where and how questions about literary elements (characters, setting and events).** | Concept Development Explain how details and illustrations are used by an author to describe characters, setting or events. | Locate illustrations and details that answer specific questions about characters, setting or events. | **Obtain and interpret information using illustrations and details to describe characters, setting, or events.** | **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events. |
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| **RL.1.9** Compare and contrast the adventures and experiences of characters in stories. | Questions for RL.1.9:* Describe the character \_\_\_\_\_ (do for both stories).
* How are the characters the same (or different) in the two stories?
* Describe \_\_\_\_’s adventure in the story \_\_\_\_\_\_ (do for both texts).
* How was \_\_\_\_’s adventure the same/different than \_\_\_\_’s?
 | Teacher Hints: Adventures means exciting events. Experiences are any event that happens to a character.Goals:1. Compare and contrast experiences of characters.2. Compare and contrast adventures of characters. | Resources[Comparing and Contrasting Teaching Strategy Links](http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000005)[Complete Lesson Plan Sentence Match Helps Identify Similarities and Differences](http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf)[Comparing Two Characters Graphic Organizer](http://teacher.scholastic.com/lessonrepro/reproducibles/litplace/w970818b.htm)[Read Works Units to Compare and Contrast](http://www.readworks.org/lessons/grade1/compare-and-contrast)[Blank Venn Diagram](http://www.superteacherworksheets.com/graphic-organizers/venn-no-lines_WBRFF.pdf)[Beginning Character Mapping](http://www.thecurriculumcorner.com/wp-content/pdf/charactermappingbeginning.pdf)[Comparing Characters Graphic Organizer](http://www.thecurriculumcorner.com/wp-content/pdf/comparingcharacters.pdf) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** | **Path to DOK - 4** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ci** | **DOK 2 - Ch** | **DOK 2 - Cl** | **DOK 2 - ANp** | **DOK 3 - Cu** | **DOK 3 - APx** | **DOK 3 - EVS** | **DOK 4 – SYU****Standard** |
| **Path to DOK 3,4****Reading Literature CCSS****Learning Progressions** | Recall or locate characters in a story read and discussed in class. | Understand and use Standard Academic Language: character, experience, compare, contrast, adventures and stories. | Identify a character, a setting and an event sequence in a story (general understanding). | Answers who, what, when, where or how questions about specific experiences of characters. | **Summarize a character’s adventure in a story read in class.** | Concept DevelopmentUnderstands that stories tell about experiences and adventures of characters (and gives examples). | **Locate information about characters’ adventures or experiences in two stories.** | Lists on a graph details about the adventures or experiences of 2 characters. | **Distinguishes which details in a text show similarities and differences in characters’ experiences or adventures.** | Determine similarities and differences between characters’ adventures in a new text. | **Write a concluding sentence about the main differences and similarities of character’s experiences or adventures.** | **RL.1.9** Compare and contrast the adventures and experiences of characters in stories. |
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| **Common Core State Standards Reading Informational Text Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard.  |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Royalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri MouckaThe** Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*http://l.thumbs.canstockphoto.com/canstock3354940.jpg  |
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| **RI.1.1** Ask and answer questions about key details in a text. | Questions for RI.1.1:• Who \_\_\_? • What did \_\_\_\_ ? • Where was the first (last, etc...)\_\_\_\_\_? • When do \_\_\_\_? • Why was \_\_\_\_\_ • How are \_\_\_and \_\_\_alike and different?  | Hints: Similar to kindergarten but without prompting or supportGoals:1. Ask questions about a text.2. Answer questions about at ext. | Links:[who what when where why graphic organizer](http://www.teachervision.fen.com/tv/printables/5WH.pdf)[Kid-Friendly Informational Videos CCSS](http://ccss1.watchknowlearn.org/Video.aspx?VideoID=20699&CategoryID=8879)[Informational Text 3-2-1 Strategy](http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html)[3-2-1 Assessment Rubric](http://www.readwritethink.org/files/resources/lesson_images/lesson951/rubric.pdf)[3-2-1 Self-Assessment Chart](http://www.readwritethink.org/files/resources/lesson_images/lesson951/selfassess.pdf) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 – Cf** | **DOK 2 - Ch** | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 1,2****Informational Text****Learning Progressions** | Recall details from a literary text read and discussed in class (rote memory). | Define - understand the Standard Academic Language: ask, answer, questions, (key) details and text. | Identifies statements that ask questions and those that do not. Identifies an answer or response statement. | **Ask and answer who, what, when and where questions about specific key details in a text read in class (questions should not be previously discussed).** | **Concept Development****Understands that key details are most relevant to specific questions.**  | **Locates key details in a text in order to ask and answer why and how questions about a text (read but not previously discussed).** | **RI.1.1** Ask and answer questions about key details in a text. |
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| **RI.1.2** Identify the main topic and retell key details of a text. | Questions for RI.1.2:• What is the main topic of \_\_\_\_\_ (article, event,)? • What is the key detail about \_\_\_\_\_ that \_\_\_\_\_?• Why is \_\_\_\_ a good title for the article? • What details in the text tell us most about \_\_\_\_? • Write two more details about the main topic.  | Hints: Students need practice in summarizing a sequence of events before they can identify the main topic.Goals:1. Identify the main topic.2. Retell key details. | Links:[What's the Main Idea?](http://teacher.scholastic.com/lessonplans/graphicorg/pdfs/mainidea.pdf)[Teacher Training Video Main Idea](http://www.slideshare.net/angelamaiers/finding-the-main-idea)[Teacher Lesson Idea Main idea and Details](http://www.brainpopjr.com/readingandwriting/comprehension/mainidea/grownups.weml)[Main Idea and Details Graphic](http://www.educationoasis.com/curriculum/GO/GO_pdf/mainidea.pdf) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **Path to DOK 1,2****Informational Text****Learning Progressions** | Recall key details of an informational text read and discussed in class (rote memory). | Define - understand the Standard Academic Language: main topic, retell, identify, (key) details and text. | **Identify the key details in informational text.** | Answers questions about the main topic of a text referring to key details. | Concept DevelopmentUnderstands that key details support (tell about) the main topic and gives examples. | Retell (summarize) an informational text using key details. | **Identify the main topic of a text using key details as evidence.**  | **Identify specific key details that support the main idea (topic)**  | **RI.1.2** Identify the main topic and retell key details of a text |
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| **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Questions for RI.1.3:• Describe the life cycle of a \_\_\_\_\_\_\_. • What caused \_\_\_\_\_ to \_\_\_\_\_?• Why was the \_\_\_\_\_ important? • What was \_\_\_’s idea about \_\_\_\_\_? Was it a good idea • What made \_\_\_\_\_ want to \_\_\_\_? • What will happen if we don’t follow these directions?  | Hints: The “connection” can be related to time, sequence and cause and effect. Information refers to events, ideas and individuals.Goals:1. Describe the connection between pieces of information. | Links:[Cause and Effect Graphic Organizers](http://www.educationoasis.com/curriculum/GO/cause_effect.htm)[Excellent Cause and Effect Lesson](http://www.myteacherpages.com/webpages/sgoldstein1/causeeffect.cfm)[Connect Events with a Timeline Graphic Organizer](http://notebookingfairy.com/pixiedust/all-purpose/timeline-notebooking-page.pdf)[Venn Diagram](http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/l/lessonplans_graphicorg_pdfs_venndiagram.pdf) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
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| **Path to DOK 2,3****Informational Text****Learning Progressions** | Recalls details about events, ideas or individuals read and discussed in class (rote memory). | Define - understand the Standard Academic Language: describe, connection, between, individuals, events, ideas, pieces of information and text. | Identify individuals, events, ideas, or pieces of information in a text demonstrating understanding of the terms. | **Describe s individuals, events, ideas or pieces of information in a text.** | Explain how information in a text connects two: events, individuals or ideas (concept development). | Summarize the events in a text. | **Locate information about two: individuals, events or ideas.** | Group information (two: individuals, events or ideas) by a connection of time, sequence or cause and effect. | **Connect information (two: individuals, events or ideas) in a text by time, sequence or cause and effect.** | **Describe the connection of time, sequence or cause and effect between two individuals, events, ideas, or pieces of information in a text.** | **RI.1.3** Describe the connection of time, sequence or cause and effect between two individuals, events, ideas, or pieces of information in a new text *(Not read or discussed in class).* |
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| **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |  Questions for RI.1.4* What does the word \_\_\_\_ mean?
* What word can you use to replace \_\_\_\_?
* What words has about the same meaning as \_\_\_\_?
* What does the word \_\_\_\_ mean in paragraph \_\_\_\_?
* What words in the sentence help us to understand the meaning of \_\_\_\_?
 | Teacher Hints: This can be embedded in other standards.Goals:1. Ask questions to determine the meaning of words.2. Answer questions to determine the meaning of words. | Resources[Many Vocabulary Strategy Resources](http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx)[Articles for Teachers: Teaching Word Identification](http://www.lessonsense.com/tips/teaching-word-identification/)[Word Studies with Henry and Mudge](http://www.readwritethink.org/classroom-resources/lesson-plans/word-study-with-henry-806.html)[On-Line Vocabulary City](http://www.spellingcity.com/)[Context Clue Mini-Lesson](https://www.teachervision.com/tv/printables/RC-13.pdf)[Context Clue Worksheet](http://www.k12reader.com/worksheet/pick-the-meaning/)[Kids Interactive Lab with Multiple Meaning Words](http://www.manatee.k12.fl.us/sites/elementary/samoset/Resources/multiplemean.htm)[Multiple Meaning Words On-Line Tutor - Excellent](http://www2.smarttutor.com/player/swf/Vocabulary_MMWords_L1_V1_T4a.swf) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 – Cf** | **DOK 2 – APg** | **DOK 2 – Ch** | **DOK 2 – APm** | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Recalls the meaning of specific words and phrases asked about a text read and discussed in class. | Use and understand Standard Academic Language: ask, answer, question, determine, clarify, meaning, word, phrases and text. | Select words or phrases connected to a text read and discussed in class when asked. **L.1.6** | **Ask and answer who, what, when, why, and how questions about words and phrases in a text read and discussed in class.** | **Use language structure (pre/suffixes) and word relationships to help determine the meaning of words. L.1.4b****Uses frequently occurring root words (looks, looked) to help determine meaning. L.1.4c** | Concept Development:Understands that word and phrases have specific meaning in a text. | **Use context to help ask or answer questions about the meaning of unknown words or phrases. L.1.4a** | **L.1.5d** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
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**Quarter 2**

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| **RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Questions for RL.1.51. Where is \_\_\_ located?2. What is in the \_\_\_\_(front, back) of the book?3. Where can I find information about \_\_\_\_?4. Which part of the glossary tells me \_\_\_\_?5. Where is the best place to find \_\_\_\_?6. What is the purpose of a \_\_\_ in a text?7. The table of contents are about \_\_\_\_ because \_\_\_\_. | Teacher Hints: This is the first time “different text features” are addressed.Goal:1. Use text features to locate information.2. Use glossaries to locate information.3. Use electronic menus and icons to locate information. | Links:[Smart Exchange Use an Index and Glossary](http://exchange.smarttech.com/details.html?id=4cf6559f-8249-4c05-84c5-ad1b5668860a)[Index and Table of Contents Mini-Lesson Worksheet](http://www.gscdn.org/library/cms/64/16564.pdf)[Text Features](http://www.literacyleader.com/?q=search/node/text+features) [Parts of a Book](http://www.teach-nology.com/worksheets/research/book/basic/index.html)[Finding Non-Fiction Features](http://www.scholastic.com/teachers/lesson-plan/finding-nonfiction-features) [The Frog Beyond the Fairy-Tale Character: Searching Informational Text](http://www.readwritethink.org/classroom-resources/lesson-plans/frog-beyond-fairy-tale-7.html) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 – Cf** | **DOK 2 – Ch** | **DOK 2 – Cl** | **DOK 2 – APn** | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Locate heading, table of contents, glossaries, electronic menus, and icons in texts that have been read and discussed in class. | Define and use Standard Academic Language: text features, (e.g., heading, table of contents, glossary, electronic menu, icon), “key fact”, and “information.” | Select appropriate words when describing various text features. | **Answers questions that require finding answers within various text features (read and discussed).** | Concept DevelopmentUnderstands that various text features help locate information and gives examples. | **Locate specific information from the text using headings, table of contents, glossaries, electronic menus, and icons that support the central idea (new text not discussed).** | **Obtain and interpret information using headings, table of contents, glossaries, electronic menus, and icons (interpret means to apply learned information to a question).** | **RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
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| **RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Questions for RL.1.61. What is this a picture of?2. What is another name for picture? (illustration)3. What does the illustration tells about? How is it different that the words?4. How are the words in the text and the illustrations the same/different?5. What does the illustration and words in the text both show us? | Teacher Hints: A picture may show how a plant needs water and light. The text however; may explain why it’s important.Goal:1. Identify who is telling the story. | Links:[information on sensory mental images from written or oral text](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/toolkits/slroleinreading/visualize.pdf) [Circular Plot Structure](http://www.readwritethink.org/classroom-resources/lesson-plans/completing-circle-craft-circular-827.html)[Visualizing Word Poster](http://www.readinglady.com/index.php?module=documents&JAS_DocumentManager_op=downloadFile&JAS_File_id=23) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 – Cf** | **DOK 2 – Ch** | **DOK 2 – Ck** | **DOK 2 – APn** | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Locate a picture, caption or text in a story that has been read and discussed in class. | Define and use Standard Academic Language: illustrations, text, information, words, pictures, provide and distinguish between. | Select appropriate term when referring to information provided by pictures (illustrations) or by text (words). | **Ask and answer who, what, when, why, and how questions about information provided by illustrations and by text.** | **Concept Development****Understands that information is provided by pictures.****Understands that information is provided by text.** | Locate information provided by pictures.Locate information provided by the text. | **Obtain (select the accurate source for…) information based on text and illustrations.**  | **RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
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| **RI.1.7** Use the illustrations and details in a text to describe its key ideas | Questions for RL.1.71. What is the text mostly about?2. What are \_\_\_ ideas in the text about \_\_\_\_?3. What words in the text tell us about \_\_\_\_?4. Find the illustration(s) in the text that tell us that \_\_\_\_.5. What else can we learn from the illustration about \_\_\_? | Teacher Hints: Goal:1. Use illustrations to describe key ideas.2. Use details to describe key ideas. | Links:[Chart: Features of Informational Text](http://www.readtennessee.org/sites/www/Uploads/articles/informationaltext.pdf)[Finding the Best Main Idea](http://www.readworks.org/sites/default/files/bundles/lessons-grade1-main-idea.pdf)Students need to locate details before finding key ideas[Identify Main Idea](http://www.tlsbooks.com/pdf/mainidea1.pdf) [Find the Main Idea (key) about Storms](http://www.k12reader.com/main-idea/storms-main-idea.pdf) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 – Cf** | **DOK 2 – Ch** | **DOK 2 – Cl** | **Standard** |
| **Path to DOK 1,2****Informational Text****Learning Progressions** | Retell parts of a story by referring to pictures or words in a text (read and discussed in class). | Define and use Standard Academic Language: Illustrations, details, text, describe and phrase key ideas. | **Select appropriate words when talking about a story (uses the words illustrations and/or text).** | **Answer who, what, when, where and how describing questions about key ideas in a text (read and discussed).** | Concept DevelopmentUnderstands that illustrations can show key ideas.Understands that details in the text tell about key ideas | **Locate key ideas using details in illustrations****Locate key ideas using details found in the text.** | **RI.1.7** Use the illustrations and details in a text to describe its key ideas |
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| **RI.1.8** Identify the reasons an author gives to support points in a text |  Questions for RI.1.8* What important point does the author make about \_\_\_\_\_?
* What did the author say about \_\_\_\_?
* What reasons explain why \_\_\_\_\_\_?
* What reasons does the author give to support that \_\_\_\_\_?
* How does the author support the point that \_\_\_\_\_?
* What details support the main idea of the text?
* Why did the author say \_\_\_\_\_\_\_\_?
 | Teacher Hints: Example: Read a text about why a cat makes a good pet. Then ask students to identify the reasons a cat makes a good pet.Goals:1. Identify reasons that support points in a text. | Resources[6 Reasons to use Informational Text in the Primary Grades (Article)](http://www.scholastic.com/teachers/article/6-reasons-use-informational-text-primary-grades)[How to Choose Informational Text for Young Children](http://www.readingrockets.org/article/26050/)[If You Give a Mouse... Fictional Text Lesson Plan but Strategies to Use with Informational Text](http://www.readwritethink.org/classroom-resources/lesson-plans/integrating-language-arts-give-809.html)[Introducing Cause and Effect - Students Need to Know to Support Points](http://www.freereading.net/index.php?title=Introduce:_Cause_and_Effect)[Main Idea Penguin Lesson - Students Need to Know Main Idea to Link to Points](http://betterlesson.com/document/124601/mainideaofawholepassage-articles?from=search)[Introducing Identifying Details - Students Need to Know to Link to Points](http://www.freereading.net/index.php?title=Introduce:_Identifying_Details) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
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| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ci** | **DOK 2 - Cl** | **DOK 2 - ANs** | **DOK 3 - Cu** | **DOK – 3 EVC** **Standard** |
| **Path to DOK 3****Informational Text****Learning Progressions** | Retell specific points from a text read and discussed in class. | Understands and uses Standard Academic Language: identify reasons, author, support, points and text. | **Answer who, what, when, where and how questions about specific points in a text read and discussed in class**. | Concept Development:Understands that reasons are details that tell or explain WHY. | **Uses a summarizing sentence frame to explain the reasons of a specific point (i.e., The author said \_\_\_ because \_\_\_).** | **Matches teacher-provided reasons to specific points in a text (which reasons explain \_\_?)** | Locates relevant points (points that are important) in a new text about a topic. | **Identifies the reasons an author gives to support points in a new text (will lead to main idea and key details in upper grades).** | **RI.1.8** Identify reasons an author gives to support points in an informational text.  |
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| **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Questions for RI.1.9:* Which text has illustrations (descriptions or procedures)?
* Do both texts have the same illustrations (descriptions or procedures)?
* How are the illustrations (descriptions or procedures)? in \_\_\_\_\_\_the same/different as those in \_\_\_\_\_\_\_\_?
* How does \_\_\_\_\_\_ tell you about \_\_\_( what text features are used)? (do with both texts).
 | Teacher Hints: Example: Read two texts about the water cycle. Identify what is the same and what is different.Goals:1. Identify similarities and differences on the same topic in two texts. | Resources[Features of Informational Text Graphic](http://www.readtennessee.org/sites/www/Uploads/articles/informationaltext.pdf)[Venn Diagram Lesson and Print Out](http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-circles-c-30196.html)[Using Compare and Contrast Text Structures with ELLs](http://www.readingrockets.org/article/40005)[Multicultural Lesson Plan with Compare and Contrast Thinking Maps](http://www.learnnc.org/lp/pages/3136?ref=search)[Compare and Contrast Language Used in 3 Versions of Billy Goat Gruff](http://www.learnnc.org/lp/pages/3069?ref=search)[How Do Pumpkins Grow?](http://www.learnnc.org/lp/pages/3607?ref=search)[Compare and Contrast Mini Lessons](http://learningspaces.wikispaces.com/Compare%2Band%2BContrast%2B%28Jill%2BSchriner%29) |
| **Grade 1** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ck** | **DOK 2 - Cl** | **DOK 2 - APn** | **DOK 1 - ANo** | **DOK 2 - ANt** | **DOK 3 - ANy** | **Standard** |
| **Path to DOK 4****Informational Text****Learning Progressions** | Recall basics facts from two texts read and discussed in class. | Understands and use Standard Academic Language: Similarities, differences, between illustrations, descriptions, procedures and topic. | **Answers questions requiring student to explain information found in illustrations, descriptions or procedures.** | Concept DevelopmentUnderstands that two texts on the same topic will have similarities and differences. | Identifies or explains the purpose of an illustration, a description or procedure (in general). | **Practices locating information from two texts about the same topic (i.e., which text uses an illustration to show \_\_\_\_?).** | Lists information found in two texts’ illustrations, descriptions or procedures to obtain and show understanding of a topic (can categorize information on a graphic organizer). | **Identify specific text features (titles, captions, etc...)within illustrations,****descriptions or procedures in order to answer questions about a text.** | Identify basic similarities of two new texts on the same topic.Identify basic differences between two new texts on the same topic. | **Analyze similarities of information in two new texts on the same topic and differences between two new texts on the same topic (graphics, paragraph prompt, speech, discussions, etc...)** | **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
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