

## Standard 2.2

### Evidence Outcomes

#### a. Use Key Ideas and Details to:

i. Ask and answer questions about key details in a text. (CCSS: RI.1.1)

#### b. Use Craft and Structure to:

i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)

ii. 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. (CCSS: RI.1.5)

#### c. Use Integration of Knowledge and Ideas to:

ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8)

#### d. Use Range of Reading and Level of Text Complexity to:

i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)

i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)

## Standard 4.1

### Evidence Outcomes

a. Write or dictate questions for inquiry that arise during instruction

➡ **Lesson 1 Objective:** Students will understand how to find text evidence to answer questions using the author's original words in non-fiction text

Many students tend to read a passage and answer questions without ever going back into the text. They depend on their memory and background knowledge to write a response to a question. Students first must be taught the skill of locating text evidence and then be required to incorporate this evidence into their written responses at all times. The following activity's sole focus is to teach students how to search for the author's words to use in their written response. The actual teaching of the written response will follow this lesson.

### ➡ **Activities:**

- Copy for students the passage and questions for “*Florida Manatee*” found in the **Supplemental Pages**. Passage taken from [www.havefunteaching.com](http://www.havefunteaching.com). Students will need 4 colored pencils (red, green, blue and yellow) to complete this lesson. **Save all the articles and questions for the next lesson.**
- We are going to play a game titled: “*Oh Where, Oh Where Can It Be?*” This game requires you to go on a hunt to find answers in a non-fiction article. Review with students the components of non-fiction writing. Record student responses on the board. **Examples:**

#### Non-fiction:

*Gives facts and information*

*Informs the readers*

*Uses headings, graphs, pictures, captions*

*Tells how to do something*

b. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry

c. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information

- Give students the accompanying questions to “*Florida Manatee*.” First we are going to circle the question numbers in different colors. Do not circle the whole question, only the numbers. Circle Question #1 red, #2 green, #3 blue and Question #4 yellow. Before we play the game, I am going to show you how to play. We are going to look right in the text for our answers.

- Put the article “*Florida Manatee*” under the document camera. **Write Question #1 on the board:**

*What does a manatee use to help it swim?*

- You may already know the answer to this question, but we are looking for where the **author** states the answer in the text. When we play this game, we have to find exactly **where** the **author** states the information. Since I circled Question #1 in red, I am going to underline where I find the answer in the article in red. As I’m reading, I find the answer in the very first paragraph. I am going to underline **the words:** They have flippers and a tail to help them swim in red. Can you find the answer in your article? What clues did we use to decide this was the correct answer to underline? How many already knew the answer? Even if we know the answer, we always need to go back to the **author’s** words.

- **Write Question #2 on the board:**

*What other animal does a manatee look like?*

What color did we use to circle the number 2 on our question sheet? Since we used a green colored pencil, we will now underline all the author’s information on the animal a manatee resembles in green. Who can find the author’s words that give us the answer to this question? The words: “Some people say that it looks like a cow.” should be underlined in green. How do these words help us answer the question? Always ask questions of students, helping them clarify why they chose this as their answer. Always have students show you where they found the answer in the passage. For Questions #3 and #4 follow the procedures above, having students search for the answer using the author’s words and underlining their answers in the correct color.

- **Copy for students the passage and questions for “*The Elephant*” found in the *Supplemental***

**Pages.** Passage taken from [www.havefunteaching.com](http://www.havefunteaching.com). You are now ready to play “*Oh Where, Oh Where Can It Be?*” with a partner. First, let’s circle each question number with a different colored pencil. Remember we are only circling the number of the question, not the whole question. With a partner, read the passage “*The Elephant.*” Underline the author’s words in the passage that help us answer the questions. Make sure to underline the answer in the right color. We are going to search for the answers to one question at a time. We will compare our answers after each group has completed Question #1 task. Gather back together after each question. This will help students focus on one question at a time instead all of them at once.

- Continue the above process with the remainder of the questions. Allow time to search the author’s words for the answer and a discussion on how the words help us answer the question. Continue to have students go back into the text to show you where they found the information.
- Provide students the opportunity to practice this skill using copies of other non-fiction text from your curriculum. The purpose of this lesson is to point students back to the text before they answer any question. They will need quite a bit of practice to hone this skill as students want to rely on their memory to help them answer a question.