

 **Instructional Targets**

Reading Standards for Informational Text




- **Key Ideas and Details:** Answer explicit questions and use support from text to explain the main ideas, and details of an informational text. Objectively summarize an informational text, including central idea and specific supporting details. Identify the central idea(s), key details, and how they develop over the course of an informational text.

 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Independently answer explicit questions about a text and write, speak or select an answer. • Summarize the main idea and key details of a text. • Determine the central idea/ideas of a text, using key details to identify how it develops. 	<ul style="list-style-type: none"> • Select a picture or text in response to an explicit question about a text. • Use picture supports to summarize the main idea and key details from a text. • Determine the key details to support a provided central idea. 	<ul style="list-style-type: none"> • Select a response to an explicit question from a narrowed field or errorless choice(s). • Summarize key details from a text through an active participation response (e.g., voice output device, eye gaze choice board). • Select the central idea from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit, students learn about the importance of teamwork through the study of the Olympics and Special Olympics. In this lesson, students will answer questions and build comprehension of the story, *Let's Go, Team!*

 Topic Words 	 Literacy Words															
<table border="0"> <tr> <td>athlete</td> <td>medal</td> <td>sport</td> </tr> <tr> <td>cheer</td> <td>Olympics</td> <td>team</td> </tr> <tr> <td>compete</td> <td>practice</td> <td></td> </tr> </table>	athlete	medal	sport	cheer	Olympics	team	compete	practice		<table border="0"> <tr> <td>answer</td> <td>detail</td> <td>question</td> </tr> <tr> <td>book</td> <td>person</td> <td>story*</td> </tr> </table>	answer	detail	question	book	person	story*
athlete	medal	sport														
cheer	Olympics	team														
compete	practice															
answer	detail	question														
book	person	story*														

* Power Words

Benchmark Assessments

- Reading Level Assessment
- Listening Comprehension
- Early Emerging Reading Rubric

Unit Checkpoint Assessments

- Level 2-3 Content Understanding
- Level 2-3 Reading, Questions 1-3 and 8-12
- Level 1 Combined Content, Questions 3 and 4



Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Answer Questions

Comprehension




See how these activities fit into the **Suggested Unit Pacing**.



ULS Materials and Resources

Let's Go, Team!
(Level E)

Comprehension Questions
(Level 3, Level 2, Level 1)

Fill-In Cards 

Let's Go, Team!
(Level E)

Main Idea and Details Chart
(Level 3, Level 2, Level 1)

Fill-In Sentence Strips and Fill-In Picture/Word Cards 

Standards Connection A

Standards Connection B

[Instructional Guide: Active Participation Scripts](#)

[Instructional Guide: Instructional Tips](#)

[SymbolStix PRIME](#)



Additional Materials



 **Instructional Target**

Reading Standards for Informational Text

- **Key Ideas and Details:** Answer explicit questions and use support from text to explain the main ideas, and details of an informational text.



Instructional Routine



Introduce	<ul style="list-style-type: none">● Reread the highest level of the Leveled Book, <i>Let's Go, Team!</i>, as directed in Lesson 1. Then introduce this activity by asking a focus question about the book. For example, ask, "Did you like this book?" Discuss students' responses. Explain that there is no right or wrong answer to this question; some students may like the book and some may not.● Tell students they will now answer other questions about the book, <i>Let's Go, Team!</i> Explain that the answers to these questions can be found in the book. For example, say, "I am going to ask you questions about the book, <i>Let's Go, Team!</i> Your job is to answer the questions. You can use the book to help you."● Review the learning goal with students: I will answer questions about a book.
Model	<ul style="list-style-type: none">● Display the Comprehension Questions (vary the level displayed according to students' needs) and read the first question aloud. Model using the story to answer the question.● Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none">● Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures.



Check Understanding 

- ❄️ **Level 3:** Can the student independently answer questions about a book?
- ❄️ **Level 2:** Can the student answer questions about a book by selecting a picture?
- ❄️ **Level 1:** Can the student answer questions about the book by selecting a picture? How many choices were presented?

 **Instructional Targets**

Reading Standards for Informational Text

- **Key Ideas and Details:** Objectively summarize an informational text, including central idea and specific supporting details. Identify the central idea(s), key details, and how they develop over the course of an informational text.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Review the Leveled Book by asking a focus question. For example, ask, "Who competes in the Summer Olympics?" Discuss students' responses. • Explain that the most important idea in the text is called the main idea. The details tell more about the main idea. • Tell students they will find the main idea of the text and put the details from the text in order. For example, say, "Today, your job is to find the main idea and put the details from the text in order." • Review the learning goal with students: I will find the main idea and put the details from the text in order.
Model	<ul style="list-style-type: none"> • Display the Main Idea and Details Chart. Three levels of the Chart are provided: Level 3 (Text Only), Level 2 (Single Symbol-Support) and Level 1 (Symbol-Supported). Display the level that meets the majority of the students' needs. • Using the Leveled Book, discuss with students the main idea of the text. For example, ask, "What is the most important idea from the text?" Model selecting the main idea to complete the Main Idea and Details Chart. • Continue using the Leveled Book to discuss details in the text. Use the Sentence Strips to model selecting the correct details to add to the Key Details section of the chart in the correct order. For example, say, "What was the first key detail?" Select the correct Sentence Strip to fill in the Key Details chart. Discuss the completed chart.
Provide Practice	<p>Provide the appropriate Main Idea and Details Chart, Sentence Strips and the Leveled Book.</p> <p>Level 3: Have the student summarize the main idea and describe the key details by putting details in order on the Main Idea and Details Chart.</p> <p>Level 2: Have the student use picture supports to retell key details from the text in order by completing the Main Idea and Details Chart.</p> <p>Level 1: Have the student retell key details from a text through an active participation response by selecting a picture to identify an event from a text using the Main Idea and Details Chart from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reviewing the completed Main Idea and Details Chart. Talk with students about how they know the main idea of the text.
Extension	<ul style="list-style-type: none"> • Use the Standards Connections to analyze a poem about this unit's theme. Suggestions for poems can be found in the Supplemental Reading List. When selecting a poem, be sure it includes at least one example of the literary devices listed in Poetry Clues Guide 2.



Check Understanding 

- **Level 3:** Can the student summarize the main idea and describe the key details by putting details in order on the Main Idea and Details Chart?
- **Level 2:** Can the student use picture supports to retell key details from the text in order by completing the Main Idea and Details Chart?
- **Level 1:** Can the student retell key details from a text through an active participation response by selecting a picture to identify an event from a text using the Main Idea and Details chart from a narrowed field or errorless choice(s)?



Questions and Answers

medals Summer Olympics athletes sports team

Fill-In

1. We watch the _____. (Summer Olympics)
2. They compete in different _____. (sports)
3. Each swimmer tries hard to earn _____ for their team. (medals)
4. Each rower works hard to earn medals for their _____. (team)
5. The _____ work hard at the Summer Olympics. (athletes)



Instructional Targets

Reading Standards for Literature

- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

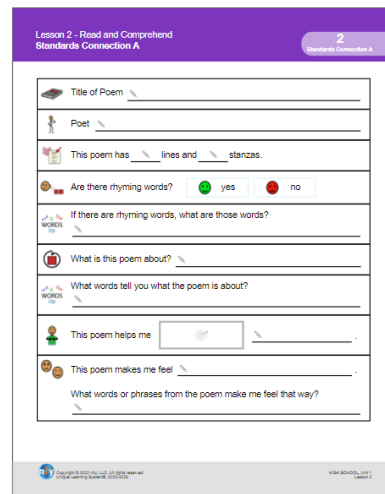
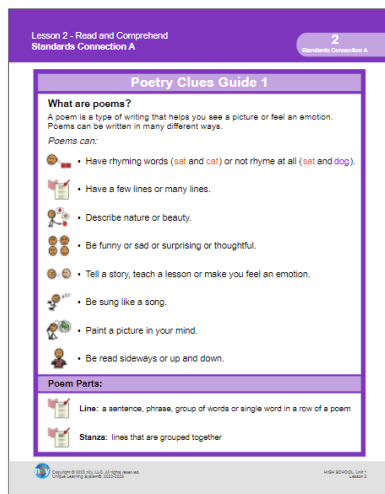
Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> ● Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Compare literal and implied meaning presented in a story, play or poem. ● Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. 	<ul style="list-style-type: none"> ● Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Identify implied meaning in a literary text with support. ● Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. 	<ul style="list-style-type: none"> ● Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). ● Identify implied meaning in a literary text from a narrowed field or errorless choice(s). ● Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.

Understanding poetry is a unique experience. The poet's intent, the reader's understanding and the search for meaning can vary. But a poet can use a variety of tools, including structure and word choice, to aid the reader in discovering the implied meanings in a poem.

This standards connection includes a Poetry Clues Guide and a Poetry Analysis Activity. Select a poem. (See a list of suggested poem titles on the Supplemental Reading List. or use <https://poets.org> to find a poem related to the unit theme.) Use Clues Guide 1 to review ways a poem may be written, including form and structure, and why poems are written. Read the poem aloud to complete the Poetry Analysis Activity. Multiple readings of poems are encouraged to support students' understanding. Model how to find or pick out an example of poetic structure or implied meaning. For example, after reading the poem, select a phrase to discuss and read the phrase aloud. Then say, "I noticed this phrase while reading. When I read this line, I think it means _____. Now I'll read it again to better understand what the poet means by this, and what they want me to see/feel/hear." Read the line aloud and say, "My deeper understanding is _____."

Many poems are available as recorded readings online and can aid students in the understanding of feelings, rhythm and overall meaning of the poem.

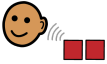









Poetry Clues Guide 1

What are poems?

A poem is a type of writing that helps you see a picture or feel an emotion. Poems can be written in many different ways.

Poems can:

-  • Have rhyming words (**sat** and **cat**) or not rhyme at all (**sat** and **dog**).
-  • Have a few lines or many lines.
-  • Describe nature or beauty.
-  • Be funny or sad or surprising or thoughtful.
-  • Tell a story, teach a lesson or make you feel an emotion.
-  • Be sung like a song.
-  • Paint a picture in your mind.
-  • Be read sideways or up and down.












Poem Parts:



Line: a sentence, phrase, group of words or single word in a row of a poem



Stanza: lines that are grouped together

	Title of Poem _____
	Poet _____
	This poem has _____ lines and _____ stanzas.
	Are there rhyming words? <input type="checkbox"/>  yes <input type="checkbox"/>  no
	If there are rhyming words, what are those words? _____
	What is this poem about? _____
	What words tell you what the poem is about? _____
	This poem helps me <input type="text"/> _____.
	This poem makes me feel _____.
	What words or phrases from the poem make me feel that way? _____

Instructional Targets

Standards for Language

- **Vocabulary Acquisition and Use:** Identify and interpret figurative language (e.g., similes, metaphors, personification, hyperbole, paradox, euphemism, oxymoron).

Reading Standards for Literature

- **Craft and Structure:** Interpret figurative language (e.g., similes, metaphors, idioms, analogies, connotative meanings of word) and determine how it affects the meaning and mood of story, play or poem. Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

Differentiated Tasks

Level 3 Students will...

- Independently identify the meaning of figurative language using clues from words and sentences.
- Interpret figurative language and how it changes the way the reader feels in a story, play or poem.
- Determine literal and figurative meanings of a word as it is used in a text.
- Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.

Level 2 Students will...

- Identify figurative meanings of text with support.
- Select a picture or words to determine the meaning of a word or phrase, with support.
- Point to pictures or words to match words with same meanings in text.
- Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.

Level 1 Students will...

- Make a selection to indicate words or a picture that represents the figurative meaning of text from a narrowed field or errorless choice(s).
- Select a picture or word to match the meaning of a word or phrase from a narrowed field or errorless choice(s).
- Select a picture or word to match the meaning of a word or phrase from a narrowed field or errorless choice(s).
- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.

A poet can use a variety of tools, including figurative language and other literary devices, to help illustrate a picture or theme in the reader's mind.

This standards connection includes Poetry Clues Guide 2 and a Figurative Language activity. Use Clues Guide 2 to review literary devices used by poets to aid in evoking feeling, emotion and understanding. Read aloud the examples of each device. Ask students for examples they may remember from familiar texts, songs or everyday communication.

To complete Standards Connection B, you must choose a poem that includes an example of figurative language or a literary device outlined in Clues Guide 2. You may choose to use the same poem used in Standards Connection A or a different poem (see a list of suggested poem titles on the Supplemental Reading List). Repeated exposure to poems, especially those that include figurative language and other literary devices, will deepen students' understanding. Read the poem aloud; multiple readings of poems are encouraged to support students' understanding. Model how to find or pick out an example of figurative language or a literary device in the poem. For example, after reading the poem, select a phrase to discuss and read the phrase aloud. Then say, "I noticed this phrase while reading. This is an example of (a metaphor)." Then complete the Figurative Language Activity.

Poems can have...	This is called...	Example:
words that compare two things using "like" or "as"	simile	The thunder sounded like a fork clatter.
words that compare two things not using "like" or "as"	metaphor	Her eyes are sparkling diamonds.
words that make something seem more than it is	hyperbole	I'm so hungry I could eat a horse!
words that are a sound	onomatopoeia	I walked through the leaves: crunch crunch crunch.
words that make a thing seem like a person	personification	The sun peeked through the clouds.
words that make the reader feel, see, hear, taste or smell what is being described	imagery	The big, fat rain drops plopped on my face as I leaned at the window in the sky.
words that share the same beginning sound	alliteration	I sit and sniff one cent of sand and sally sally.
words that mean something other than what they say	idiom	Hold your horses!

Lesson 2 - Read and Comprehend
Standards Connection B

Use Poetry Clues Guide 2 to help you read deeper into a line or stanza in the poem.

Enter a line or stanza from the poem:

What is it an example of?

simile
 metaphor
 hyperbole
 onomatopoeia
 personification
 imagery
 alliteration
 idiom

The poet uses this to make me _____



Poetry Clues Guide 2		
Poems can have...	This is called...	Example:
words that compare two things using 'like' or 'as'.	simile	The thunder sounded like a lion's roar .
words that compare two things not using 'like' or 'as'.	metaphor	Her eyes are sparkling diamonds .
words that make something seem more than it is.	hyperbole	I'm so hungry I could eat a horse !
words that are a sound.	onomatopoeia	I walked through the leaves; crunch crunch, crunch .
words that make a thing seem like a person.	personification	The Sun peeked through the clouds.
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words that mean something other than what they say.	idiom	Hold your horses!









Use Poetry Clues Guide 2 to help you read deeper into a line or stanza in the poem.



Enter a line or stanza from the poem:



What is it an example of?

 simile	 metaphor	 hyperbole	 onomatopoeia
 personification	 imagery	 alliteration	 idiom



The poet uses this to make me



For hands-on instruction, print, cut out and laminate.

Standards Connection A - Poetry Analysis Activity Fill-In Cards:

see	hear	smell	taste
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Standards Connection B - Poetry Figurative Language Activity Fill-In Cards:

feel	think
------	-------

Name: _____

1. We watch the .

2. They compete in different .

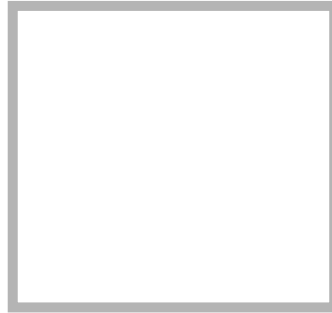
3. Each swimmer tries hard to earn for their team.

4. Each rower works hard to earn medals for their .

5. The work hard at the Summer Olympics.

Name: _____

1. We watch the



.

2. They compete in different



.

3. Each swimmer tries hard to earn



for their team.

4. Each rower works hard to earn medals for their



.

5. The



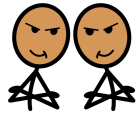
work hard at the Summer Olympics.

1. We watch the



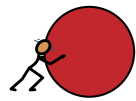
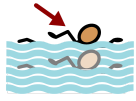
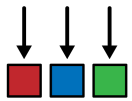
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2. They compete in different



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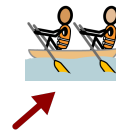
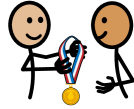
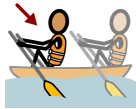
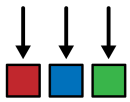
3. Each swimmer tries hard to earn



for their team.



4. Each rower works hard to earn medals for their



5. The



work hard at the Summer Olympics.





Main Idea

What is the most important idea in the text?

--



Key Details

Who or What?

First

--

Next

--


Last

--

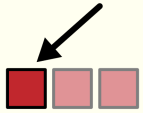
Main Idea

 What is the most important idea in the text?

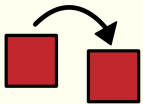
Key Details

 Who or What?

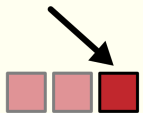
First



Next




Last



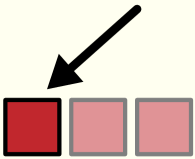
Main Idea

 What is the most important idea in the text?

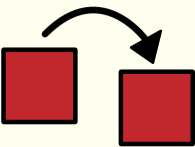
Key Details

 Who or what?

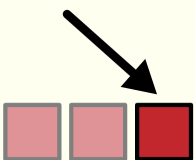
First



Next













Last





For hands-on instruction, print, cut out and laminate.

<p>medals</p> 	<p>Summer Olympics</p> 	<p>athletes</p> 	<p>sports</p> 	<p>team</p> 
<p>medals</p> 	<p>Summer Olympics</p> 	<p>athletes</p> 	<p>sports</p> 	<p>team</p> 
<p>medals</p>	<p>Summer Olympics</p>	<p>athletes</p>	<p>sports</p>	<p>team</p>



Main Idea and Details Chart - Level 3 Fill-In Cards

Teams do not work together in the Summer Olympics.

You can cheer for your team in the Summer Olympics.

Everyone watches the skiers.

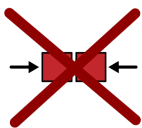
We watch the rowers from the rowing team.

Each rower works hard to earn medals for their team.

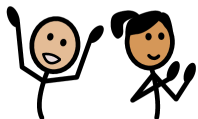
We watch the Summer Olympics.



Main Idea and Details Chart - Level 2 Fill-In Cards



Teams do not work together in the Summer Olympics.



You can cheer for your team in the Summer Olympics.



Everyone watches the skiers.



We watch the rowers from the rowing team.



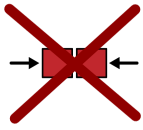
Each rower works hard to earn medals for their team.



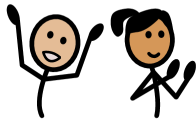
We watch the Summer Olympics.



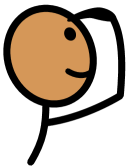
Main Idea and Details Chart - Level 1 Fill-In Cards



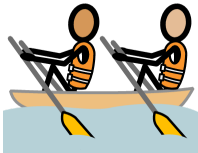
Teams do not work together in the Summer Olympics.



You can cheer for your team in the Summer Olympics.



Everyone watches the skiers.



We watch the rowers from the rowing team.



Each rower works hard to earn medals for their team.



We watch the Summer Olympics.