

Reading:Informational Text

RI.8

Understanding the standard across Grades K-2

How to Use This Module

This module was designed to help primary grade teachers develop a comprehensive understanding of RI.8.

To that end, it is recommended that teachers view the entire module for all grade levels. Not only will it help develop an understanding of how the standard develops from one grade to the next, but it will also provide suggestions for scaffolding instruction. For example, many of the strategies used in Kindergarten can also be applied in Grades 1 and 2 depending on the needs of the students and their prior experiences. Viewing the entire module will allow teachers to plan for differentiated instruction for this standard across all primary grade levels.

Essential understandings: RI.8

This standard asks students to read a text and identify the reasons an author gives to support points in a text.

At the heart of this standard lies the ability to identify author's purpose as well as determine key points of a text and then determine if those key points are supported.

Meeting this standard strengthens a student's ability to evaluate and use information.

RI.K.8

In Kindergarten, identifying the reason an author gives to support points in a text needs ***prompting and support***.

Teachers can offer this prompting and support through modeling, think alouds, and guided practice. Many times, the teacher will provide the point the author made and purposefully model how to identify the reasons the author gives to support that point in the text.

RI.K.8 Working with Kindergarten

With prompting and support, identify the reasons an author gives to support points in a text.

Often with Kindergarten, we must teach the skill of identifying reasons that support points in a text using a familiar concept/shared writing prior to practicing this skill within a new text.

Step 1 - Interactive Writing and Think Alouds

- With Kindergarten students, compose a short text using interactive writing about something informational, yet personal and relevant to the class. The topic could be about a shared experience or about something the class learned together.
- As you compose the text, be sure to include a clear point (often in the title or the first sentence) and then proceed to include several statements that support the point. Also be sure to include some statements that are relevant, but do not directly support the point.

Sample

Washing Your Hands

Washing your hands is important. Your hands touch lots of things and carry germs. Door handles and even pens and pencils carry germs. When you touch these things, you get germs on your hands and if you put your hands in your mouth, the germs can enter your body and make you sick. Being sick is no fun! So, get some nice soap and wash away. You should wash your hands before you eat to keep yourself healthy.

Step 1 - Interactive Writing and Think Alouds

- Reread this sample several times to make the text very familiar.
- Then say to the students *“Authors write for many reasons. Sometimes, authors want us to learn something. They make a point or a statement about what they want us to learn and then add sentences to describe or prove their point. Let’s take a look at our story. Our point, or what we wanted people to learn, was that washing your hands is important. We included some sentences that describe or support our point and we also included some other sentences. Let me show you which sentences supported our point and which sentences did not”*.

Step 1 - Interactive Writing and Think Alouds

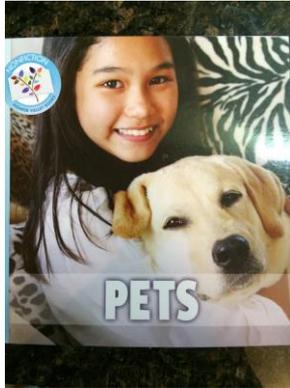
- Proceed to reread each sentence and think aloud “*does this sentence explain why washing your hands is important?*”. If so, highlight or underline the sentence. If not, explain why. For example, the sentence “Get some nice soap and wash away” adds some detail to the story, but does not explain or support why washing your hand is important. Explain your thinking aloud to the students.
- Create several of these interactive stories with the students, repeating the process. This forward thinking and practice will allow them to more easily identify the reasons an author gives to support point in a new text.

Step 2 - Read Aloud and Think Alouds

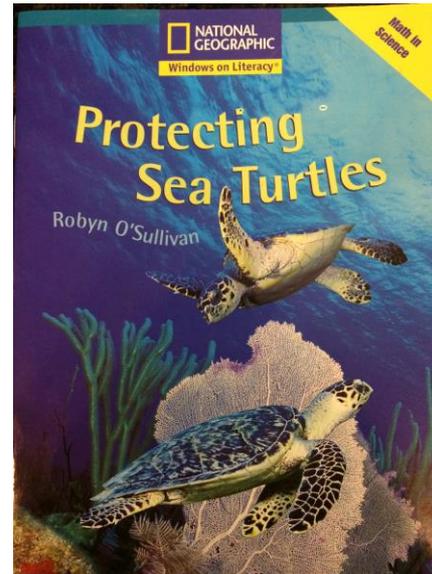
- After several sample interactive texts, choose an informational text to read aloud to the class.
- Choosing a text to use with this standard requires careful planning. Ideally at the Kindergarten level, the text would be more complex than the instructional level of the students to allow for the introduction of rich vocabulary and more sophisticated topics. However, the point an author makes should be clear and well-supported within the text.

Step 2 - Read Aloud and Think Alouds

Some sample texts to read aloud with Kindergarten Students to meet standard RI.K.8:



Dufresne, Michele. *Pets*. United States: Pioneer Valley Books, 2007. Print.
O'Sullivan, Robyn. *Protecting Sea Turtles*. Washington, D.C.: National Geographic Society, 2004. Print.

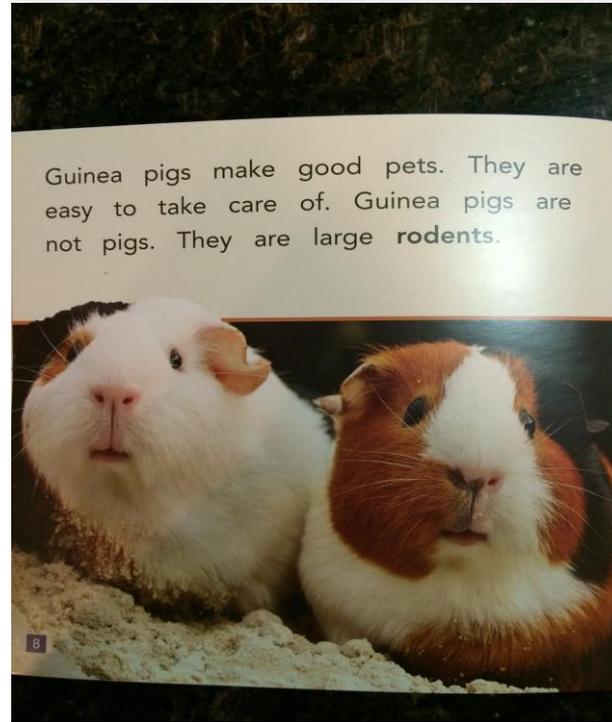


Step 2 - Read Aloud and Think Alouds

- The process: Carefully choose a book to read aloud to your kindergarten students. Read and discuss this book several times so the students become familiar with the content and new vocabulary. One example is the book “Pets” by Pioneer Valley Books.
- After several readings, begin to think aloud with the students. Say: *“Remember when we looked at our writing and found sentences that explained or supported our point? We are going to try that today with this book. The author is writing about pets and the author makes the point that certain animals make good pets. For example, the author states that “Guinea pigs make good pets”. Let’s carefully reread the text and find some sentences that explain or support that point.”*

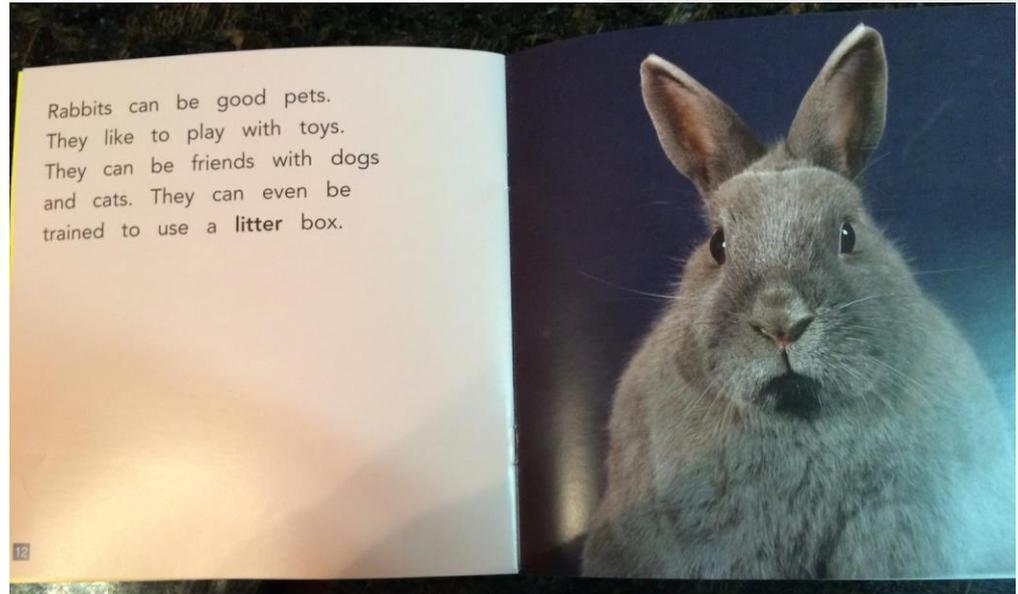
Step 2 - Read Aloud and Think Alouds

- As you reread the text with the students, after each sentence ask “*does this sentence explain why guinea pigs make good pets?*”. If so, write it under the Main Point on the chart paper. If not, explain why not. For example, the text states that “guinea pigs are not pigs”. This is an interesting point, but it does not explain why guinea pigs are good pets. Continue with cats and end with rabbits, using the same procedure.



Step 2 - Read Aloud and Think Alouds

- Read each sentence and tell students: *“The point the author makes on this page is ‘Rabbits can be good pets’. Let’s read and see if we can identify the reasons the author gives to support that point”*.



Step 2 - Read Aloud and Think Alouds

- Now say *“As you can see, when an author writes an informational text, he or she adds sentences to describe or prove the point they make. Of course the author adds other sentences to make the writing interesting. We can find the sentences that support the point by reading each sentence and asking ‘does this sentence support the point the author makes?’”*.

Step 3 - Read Aloud and Guided Practice

- Choose another text to read aloud and repeat the procedure of reading the text several times to allow the Kindergarten students to become familiar with the topic, language and vocabulary.
- Explain, *“Today, we are going to practice finding the sentences in the text that support the point the author makes.”* Write the point at the top of a piece of chart paper. Having the students work in small groups, choose three sentences from the text and print them on index cards or small sentence strips. Be sure the students can read the sentences (use picture support if necessary). Choose two sentences that support the main point of the text and one that clearly does not support the point. Ask students to work in groups and decide which sentences support the point. Once they decide, they can add the sentences to the chart paper. Encourage discussion within the small groups and with the large group.

Continuing with Kindergarten

At the Kindergarten level, guidance and support should be provided for this standard. Modeling, think alouds, and offering teacher-directed choices for supplying answers will help students practice evaluating a text and identifying the reasons an author gives to support a point.

Discussion: Read the article “Seeds Need to Move” from ReadWorks.org. What point is the author making? What guidance and support would you use and offer for Kindergarten students to help them identify the reasons an author gives to support that point?

[Seeds Need To Move](#)

RI.1.8 Working with Grade 1

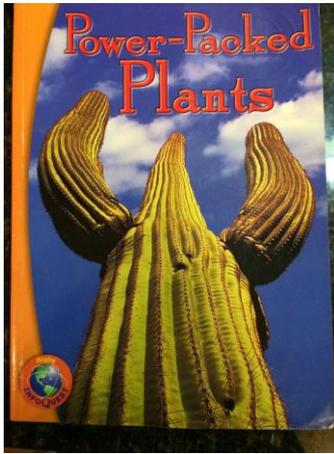
Identify the reasons an author gives to support points in a text.

In Grade 1, students should begin to identify the reasons an author gives to support points in a text *independently*.

Although the students need to identify these reasons independently, teachers can ensure success by choosing texts with clear and explicit points and supporting statements. Teachers should also highlight the points the author makes, allowing the students to identify the statements that support those points.

Sample Texts for Grade 1

Some sample texts to use with Grade Students to meet standard RI.1.8:



Power-Packed Plants (Rigby InfoQuest)

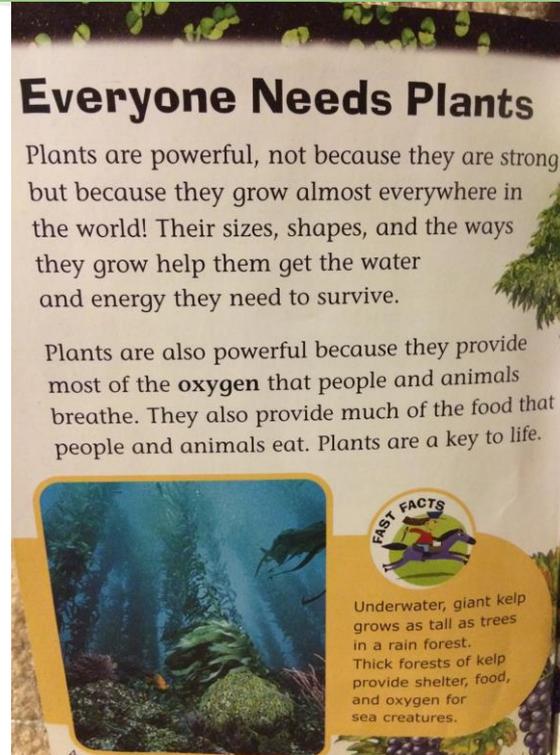
Davidson, Avelyn. *Power-Packed Plants*. Singapore: Weldon Owen Education, 2005. Print.



Amazing Animals by ReadWorks.org

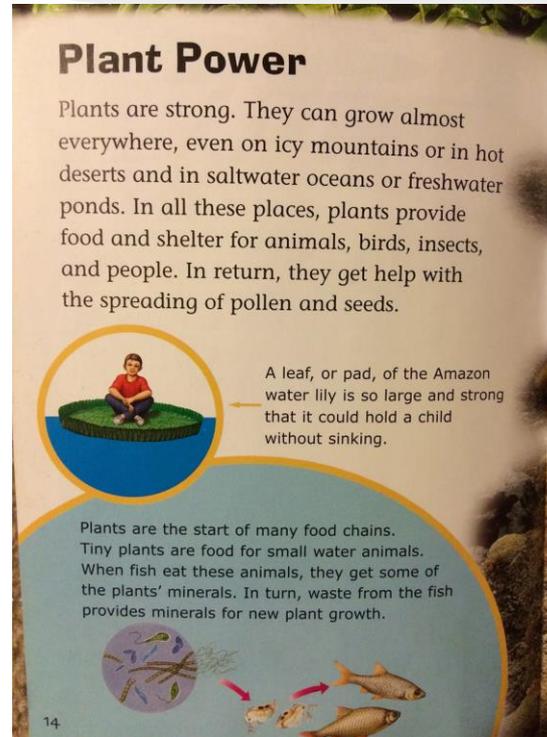
Step 1 - Read Aloud/Think Aloud and Guided Practice

- Read the text more than once to make it familiar to the students. Review how an author makes a point and then provides reasons to support that point. Say *“In this section of the text, the author makes the point that ‘Plants are powerful’. I’m going to read the page and see if I can find the reasons the author gives to support that point”*. Think aloud as you read each sentence and ask *“does this sentence explain how plants are powerful?”*



Step 1 - Read Aloud/Think Aloud and Guided Practice

- Now, make a copy of page 14 and distribute to each Grade 1 student. Say *“On this page, the author makes the point that ‘Plants are strong’. As I read each sentence, follow along with me and highlight the sentences that you think support that point. Ask yourself as I read ‘does this explain how plants are strong?’. If it does, highlight it.”* After the students highlight, discuss their choices and clarify any misconceptions or mistakes.



Step 2 - Independent Practice

- Read the passage “Amazing Animals” (from Readworks.org) aloud to the students and provide each student a copy. Explain that the author is making the point that some animals are amazing. Ask students to use highlighters and identify which sentences in the text provide reasons why the animals are amazing.

Use this as a formative assessment to determine if students need further guided practice on identifying reasons an author gives to support point in a text or if students are able to work independently across several increasingly complex texts across the grade level throughout the year.

Amazing Animals



Discussion

How would you change the Grade 1 activity to make it appropriate for Kindergarten? What would you add to offer kindergarten students ***prompting and support***?

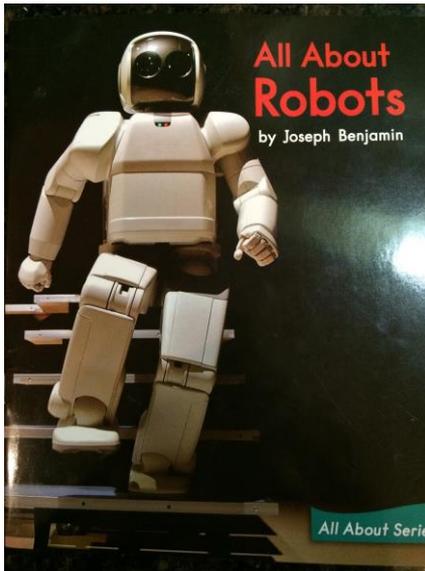
RI.2.8 Working with Grade 2

Describe how reasons support specific points the author makes in a text.

- In Grade 2, students will not only determine the reasons an author gives to support points in a text independently, but they will also describe how those reasons support the text.
- Students who can describe how reasons support specific points the author makes in a text must be able to determine the key details in text. They do this, in part, by examining illustrations and words in print as well as asking and answering questions about text. After determining key details (specific points), students are able to search for and identify reasons for the specific points the author makes.
- In Grade 2, students will be able to demonstrate mastery of this standard using graphic organizers (such as T-Charts) and written response to text.

Sample Texts for Grade 2

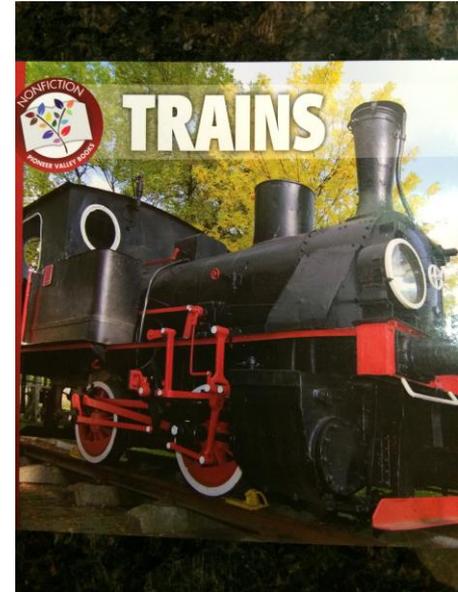
Some sample texts to use with Grade Students to meet standard RI.2.8:



At this grade level, students should use texts that they can read and understand independently. Although teachers could use a read-aloud, grade 2 texts often have enough complexity to help students meet this standard.

Click the link to read
[*All About Robots*](#)

Benjamin, Joseph. *All About Robots*. Shenzhen, China: Heinemann, 2009. Print.
Lewis, Rose. *Trains*. United States: Pioneer Valley Books, 2010. Print.



Independent Reading and Discussion

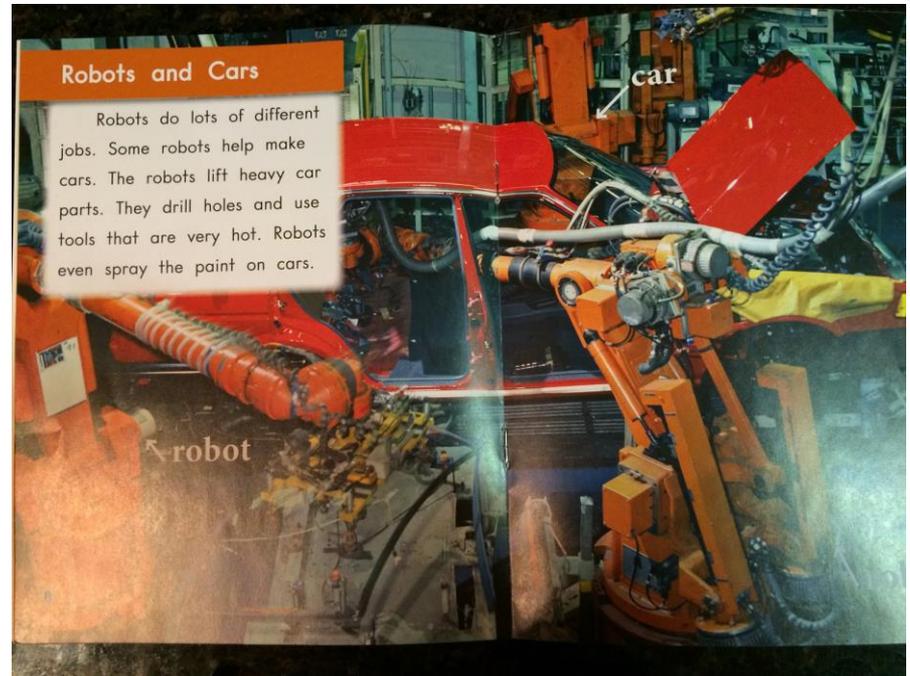
- Using “All About Robots”, introduce the text to students and have them read it independently.
- After reading, ask students “*What point is the author trying to make about robots in this text?*”(Robots make good workers). Help students generate discussion and give evidence for their thinking.
- Working alone or in groups, ask students to reread the text and take notes. Ask them to describe the reasons the author makes to support the main point of the text.

Independent Reading and Practice

Sample pages from the text:



Benjamin, Joseph. *All About Robots*. Shenzhen, China: Heinemann, 2009. Print.



Independent Reading and Practice

- Options for students: Make a T-Chart and ask students to use evidence from the text to complete it. Offer feedback as needed.

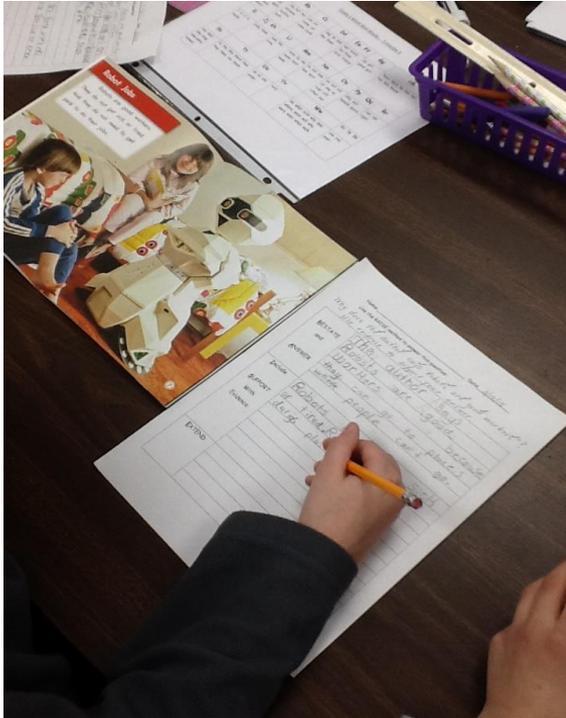
Main point: Robots make good workers.	
Statements that support that point:	Why does this statement support the author's point?

Independent Reading and Practice

Options for students: Write a response to this question and use evidence from the text to complete it. Offer feedback as needed.

The author states “Robots make good workers”. What evidence does the author provide to support this point? Why does it support the author’s point? Use evidence and examples from the text.

Independent Reading and Practice



Benjamin, Joseph. *All About Robots*. Shenzhen, China: Heinemann, 2009. Print.

As students answer, we want them to identify the statements the author uses to support points as well as describe those statements. For example, the author states that robots do not need to get paid. Ideally, students would identify that statement and add that humans would need to be paid which is why the author states that robots are good workers.

Group Discussion

Read “Smile! Show Off Those Pearly Whites” from ReadWorks.org. The author makes the point that “many animals need their teeth for survival”.

Smile! Show Off Those Pearly Whites

- How would you use this article with second graders?
- What scaffolding could you provide to help second graders meet RI.2.8?
- How could you use this article with K? Grade 1?

Summary

- For all grade levels, texts must be carefully chosen for this standard. Any texts used should make a clear point and then provide statements that support that point.
- For Grades K and 1, read alouds will often be used for this standard. Often times the texts students can read independently at this level will not provide the complexity needed to meet this standard.
- In Kindergarten, teachers must provide ***prompting and support*** to meet standard RI.8. This can happen through modeling, interactive writing, guided practice, and offering answer choices.

Summary

- For Grade 1, teachers can help students meet this standard by supplying students with the main point(s) the author makes and allowing them to identify the reasons an author gives to support that point.
- In Grade 2, students will often identify the point the author makes and then describe how reasons support that point within the text. Often, the text is read and reread independently by students. Students in Grade 2 are beginning to evaluate the claims in a text and examine the evidence used to support those claims.

Resources

For more articles, go to [ReadWorks.org](https://www.readworks.org).

Sample articles to search for that will provide clear examples of RI.8 include:

“All About Beavers”, Grade 1 passage, Author’s point: “Beavers are busy animals.”

“Amazing Ants”, Grade 1 passage, Author’s point: “These insects have some amazing skills”.

“Earthworms Do Good Work”, Grade 1 passage, Author’s point (in title): “Earthworms do good work”.

“Amazing Animals”, Grade 2 passage, Author’s point: “These animals can do amazing things”.

“Is It Time for a New Toothbrush?”, Grade 2 passage, Author’s point: “A new toothbrush can mean a healthier you”.

“Every Hour Counts”, Grade 3 passage, Author’s point: “Extra sleep is worth it”.

For sample lesson plans and units for RI.8 in Grades 1 and 2 , go to [BetterLesson: Share What Works | Free K-12 Lesson Plans ...](https://www.betterlesson.com)

Although there are no Kindergarten lessons on this site, Kindergarten teachers can modify the lessons to include additional prompting and support.