

IDENTIFYING POINTS

2.R.3.C.d Read, infer, and draw conclusions to identify the author's purpose.

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Detailed walkthroughs of each lesson.

STUDENT HANDOUT FOR LESSON 2

A reproducible handout students will use to complete an activity during Lesson 2.

STUDENT ACTIVITY

An activity that gives students an opportunity to independently practice the skills from the lessons, intended to be completed following the lesson set.

STUDENT ACTIVITY FEEDBACK GUIDE

A feedback tool to use with the Student Activity.

IDENTIFYING POINTS

TEACHER NOTES

2.R.3.C.d, Lessons 1 & 2

UNIT OVERVIEW

In these lessons, students learn how to identify points. Identifying points is an important first step in the process of discovering author's purpose. Through the use of graphic organizers, teachers gradually release students toward the practice of independently finding points in an informational text.

Lesson 1: This lesson begins with a review of the characteristics of informational text in order to set the foundation for the lessons. The students will read an informational text to discover the topic and follow with a think-pair-share activity. The term *point* will be explained and the students will complete a small group activity to identify points located in an informational text.

Lesson 2: In this lesson, the students will participate in a brainstorming activity about why authors write informational text. Next, the term *point* will be reviewed. The teacher will then model the process of how to locate information in the text to fill in the handout. Students will then complete a guided practice activity to follow the steps of identifying the text's topic and related points.

Research Findings	Lesson Strategies, Approaches, or Activities
At this age, students have difficulty making inferences about a text and explaining how concepts relate to one another. Therefore, it is important to create a process or a natural progression that demonstrates relationships (Coté, Goldman, & Saul, 1998).	In both lessons, students use graphic organizers to connect one idea to the next.
Flow charts allow students to explore concepts while simultaneously organizing those concepts in a way that follows a natural progression of ideas (Ernis, 2008).	The graphic organizer in Lesson 2 is a flow chart which can be used with any informational text.

BIBLIOGRAPHY

Coté, N., Goldman, S. R., & Saul, E. U. (1998). Students making sense of informational text: Relations between processing and representation. *Discourse Processes*, 25(1), 1–53.
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Ermis, S. (2008). Using graphic organizers to facilitate elementary students' comprehension of informational text. *College Reading Association Yearbook*, 29(1), 87–102.

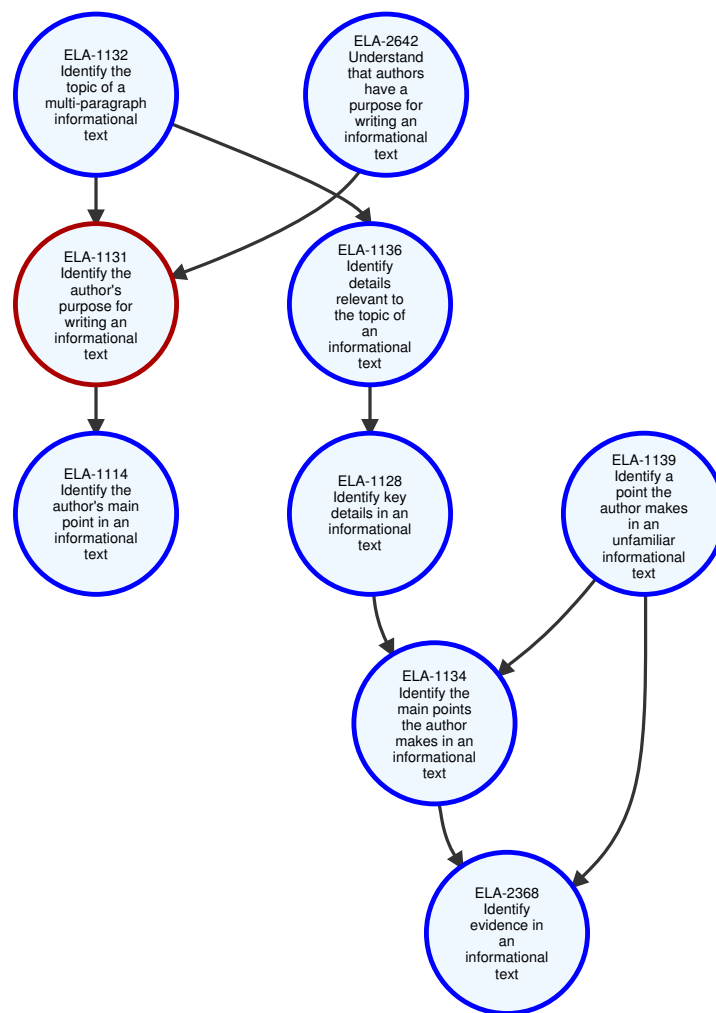
IDENTIFYING POINTS

LEARNING MAP TOOL

2.R.3.C.d

STANDARD

2.R.3.C.d Read, infer, and draw conclusions to identify the author's purpose.



**Learning map model of 2.R.3.C.d*

Node ID	Node Name	Node Description
ELA-1114	IDENTIFY THE AUTHOR'S MAIN POINT IN AN INFORMATIONAL TEXT	Determine the author's main point in an informational text after identifying what the author is trying to answer, explain, or describe in the text.
ELA-1128	IDENTIFY KEY DETAILS IN AN INFORMATIONAL TEXT	Determine which details in an informational text are most important.
ELA-1131	IDENTIFY THE AUTHOR'S PURPOSE FOR WRITING AN INFORMATIONAL TEXT	Identify whether the author wrote an informational text to answer a question, explain a process, or describe a topic.
ELA-1132	IDENTIFY THE TOPIC OF A MULTI-PARAGRAPH INFORMATIONAL TEXT	Infer the topic of a multi-paragraph informational text by locating specific facts in the text.
ELA-1134	IDENTIFY THE MAIN POINTS THE AUTHOR MAKES IN AN INFORMATIONAL TEXT	Determine which of the points that the author makes in an informational text are the most important
ELA-1136	IDENTIFY DETAILS RELEVANT TO THE TOPIC OF AN INFORMATIONAL TEXT	Identify the details that are related in some way to the topic of an informational text based on the details' similarities.
ELA-1139	IDENTIFY A POINT THE AUTHOR MAKES IN AN UNFAMILIAR INFORMATIONAL TEXT	Identify a point the author of an unfamiliar informational text makes about the topic.
ELA-2368	IDENTIFY EVIDENCE IN AN INFORMATIONAL TEXT	Identify evidence that provides indirect factual support for a point made in an informational text. (At this time, students may be unable to identify the point the evidence directly supports.)
ELA-2642	UNDERSTAND THAT AUTHORS HAVE A PURPOSE FOR WRITING AN INFORMATIONAL TEXT	Understand that authors have a specific reason or purpose for writing an informational text on a specific topic, such as to answer a question, to explain a process, or to describe a topic.

IDENTIFYING POINTS

INSTRUCTIONAL ACTIVITY

BY SARAH MCKAY

2.R.3.C.d, Lesson 1

LEARNING GOAL

In this lesson, students learn how to identify points located in an informational text.

STANDARD

2.R.3.C.d Read, infer, and draw conclusions to identify the author's purpose.

PREPARATION

Before the lesson, select a short informational text that contains several paragraphs with clear topic sentences. Arrange to display the text for the class. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

Also make several sets of flash cards. On individual cards, record each point the author makes in the selected informational text. Also prepare cards with points the author does not make in the informational text. Make enough copies of cards so that each small group will have a set for the activity.

MATERIALS & HANDOUTS

- ▶ displayed informational text
 - ▶ whiteboard or chart paper
 - ▶ flashcards with correct and incorrect points
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can find points in an informational text."

Introduce the text that the class will read. **Explain** that the type of the text is informational. **Ask** students to share the characteristics of an informational text. **Track** student responses and **construct** a class definition for *informational text* on the board.

Group students for a think-pair-share activity. **Read** the text while the students follow along. **Prompt** students, “With your partner, share what you think the text is about.” **Walk around** and check for understanding as students share their ideas.

CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY THE TOPIC OF A MULTI-PARAGRAPH INFORMATIONAL TEXT (ELA-1132)**:

- ▶ What do you learn about from this text?
- ▶ What is the text about? How do you know?

Allow each group to share their ideas with the class. **Listen** carefully to student responses in order to **guide** the class toward a definition of *topic*. **Display** the definition of *topic*. A *topic* is what the text is about.

Next, **explain** that authors make points throughout an informational text that go along with the topic. **Display** the definition of *point*. A *point* is the main idea of the paragraph or what the paragraph is about. Authors usually put the point of the paragraph in the first sentence.

Split the students into small groups and **pass out** a flash card set to each group. **Instruct** students to read each card and make two stacks of cards: one stack that contains points the author makes in the text and one stack of points the author does not make in the text. **Circulate and check for understanding** as students complete the small group activity.

CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY A POINT THE AUTHOR MAKES IN AN UNFAMILIAR INFORMATIONAL TEXT (ELA-1139)**:

- ▶ Is this sentence from the text?
- ▶ Is this an idea the author wants us to know?
- ▶ Why did you choose this sentence as a point?
- ▶ How does this point connect to the topic?

As a class, **review** the correct and incorrect points. **Discuss** why each card is either a point the author makes or is not a point the author makes.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

IDENTIFYING POINTS

INSTRUCTIONAL ACTIVITY

BY SARAH MCKAY

2.R.3.C.d, Lesson 2

LEARNING GOAL

In this lesson, students practice identifying points an author makes in an informational text.

STANDARD

2.R.3.C.d Read, infer, and draw conclusions to identify the author's purpose.

PREPARATION

Before the lesson, gather at least three familiar informational texts that contain several examples of points made by the author. Ideally, at least one text should explain a process, one should answer a question, and one should describe a topic. Arrange to display the texts for the class. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- ▶ three familiar informational texts, displayed
 - ▶ three copies of **STUDENT HANDOUT: IDENTIFYING POINTS** for each student
 - ▶ additional informational texts, displayed (optional)
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can find points in an informational text."

Brainstorm reasons why authors write informational text. **Encourage** students to give examples of informational texts they have read or know about.

Explain that an author uses points in an informational text to add more information about the topic. **Review** the definition of a *point*. A *point* is the main idea of the paragraph or what the paragraph is about.

Display the first selected informational text and **pass out** [STUDENT HANDOUT: IDENTIFYING POINTS](#).

Read the text aloud while students follow along. **Conduct** a think-aloud through each step of the handout and **model** how to interact with the text. **Generate** discussion by providing evidence of your thinking.

Record the answers for students to see and **instruct** students to record the answers on the handout.

Repeat the process with the next two informational texts, providing students with multiple opportunities to practice identifying points. When students are ready to work independently, **release** them to complete a handout on their own and **circulate** to check for understanding.

CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY A POINT THE AUTHOR MAKES IN AN UNFAMILIAR INFORMATIONAL TEXT (ELA-1139)**:

- ▶ Is this sentence from the text?
- ▶ Is this an idea the author wants us to know?
- ▶ Why did you choose this sentence as a point?
- ▶ How does this point connect to the topic?

As an optional activity, you can **assign** the [STUDENT HANDOUT: IDENTIFYING POINTS](#) with a new informational text. Students may complete this activity as independent practice in class or as homework. A [FEEDBACK GUIDE](#) is aligned with the activity to help diagnose student progress.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

IDENTIFYING POINTS

STUDENT ACTIVITY

Step 1 – Title of the text

Step 2 – Topic of the text

Step 3 – Three points made by the author of the text

1.

2.

3.

IDENTIFYING POINTS

STUDENT FEEDBACK GUIDE

2.R.3.C.d

Directions: For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
Identify the title of an informational text.	I can point to the title of the text.	I can copy the title onto the flow chart.	I can write the title and the author on the flow chart.
Explain the topic of an informational text.	I can explain what the text is about.	I can learn the topic of the text by finding points in the text.	I can find details in the text that show the text topic.
Find three points from an informational text.	I understand what a point is.	I can list three points from the text.	I can list three points from the text and explain why each one is a point.