

DESCRIBING HOW REASONS SUPPORT POINTS

RI.2.8. Describe how reasons support specific points the author makes in a text.

CONTENTS

TEACHER NOTES

An introduction to the lessons and a brief discussion of the research used to develop the instructional resources included in the lesson set.

LEARNING MAP TOOL

An overview of the standards, the learning map section, and the nodes addressed in the lesson set.

INSTRUCTIONAL ACTIVITIES FOR LESSONS 1 & 2

Detailed walkthroughs of each lesson.

SUPPLEMENT

An additional teacher resource to use during the lesson set. This unit's supplement is a model graphic organizer.

PASSAGES

Texts designed to support the skills students practice in the lessons. You may use the provided texts or select your own. (Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.)

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 independent Student Activity.

DESCRIBING HOW REASONS SUPPORT POINTS

TEACHER NOTES

RI.2.8, Lessons 1 & 2

UNIT OVERVIEW

In these lessons, students learn to describe how reasons support specific points the author makes in a text. The lessons employ a tool called The Points and Reasons Tree, a graphic organizer that guides students through scaffolded steps to identify points and reasons in an informational paragraph. The Points and Reasons Tree is adapted from The Main Idea Tree strategy (Cunningham & Cunningham, 2015).

Within each lesson, the pacing follows the gradual release model of instruction, which relies on teacher modeling at the beginning of the lesson and releases individual responsibility to students by the end of the lesson. During independent student work, the guiding questions help both the student and the teacher determine student progress toward the learning goal. At the end of the unit, you may choose to use the student activity and matching student feedback guide to further assess students' progress.

Lesson 1: In this lesson, you model how to use a Points and Reasons Tree to identify points and reasons in informational paragraphs. Then students work together to use the Points and Reasons Tree to identify points and reasons in an unfamiliar informational paragraph with a well-defined point and clear supporting reasons.

Lesson 2: In this lesson, you review the Points and Reasons Trees completed in Lesson 1 and ask questions to help students understand how the reasons are connected to the points and why the author includes those reasons. Next, students complete a Points and Reasons Tree with another unfamiliar paragraph. Finally, students write a description of how the reasons support the paragraph's points.

Research Findings

Lesson Strategies, Approaches, or Activities

Texts with organizational deficiencies confuse readers, especially young ones, and can hamper comprehension.

(Calfee & Chambliss, 1987)

Expository texts are sometimes poorly structured, adding to comprehension difficulties.

(Kantor, Andersen, & Armbruster, 1983)

To facilitate comprehension, use grade-appropriate informational paragraphs with clear points and supporting reasons. Five sample paragraphs are provided as a unit supplement.

Research Findings	Lesson Strategies, Approaches, or Activities
Fisher and Frey propose a model for instruction that makes learning an intentional, gradual process and transfers the responsibility for understanding a concept from the teacher to the student. This model allows students to more comfortably and competently take control of their learning. (Fisher & Frey, 2013)	These lessons are structured to gradually release responsibility and follow a pattern of I do it, we do it, you do it together, and you do it alone. The lessons start with an explicit learning goal, move to focused teaching in the form of teacher modeling, progress to opportunities for collaborative work, and finally release students to work on their own.
Young readers tend to focus on the meanings of single sentences in an informational paragraph rather than how the sentences fit together as a whole. Comprehension strategies, such as graphic organizers or cognitive maps, help students visualize how sentences connect and facilitate deeper comprehension. (Coté, Goldman, & Saul, 1998; Ermis, 2008)	The Points and Reasons Tree is a graphic organizer that helps students visualize the connections between an informational paragraph's point and the supporting reasons the author uses. This strategy can be modified and used in different contexts to enhance comprehension.
In one study focusing on kindergartners, an interactive read-aloud protocol was associated with a higher post-assessment score. When teachers conducted an interactive read-aloud with informational text, students' understanding of the material increased. (Strachan, 2015)	Lesson 1 provides an eight-step read-aloud protocol. This instructional strategy can be adapted and used in a variety of contexts to aid student understanding, especially of informational texts.

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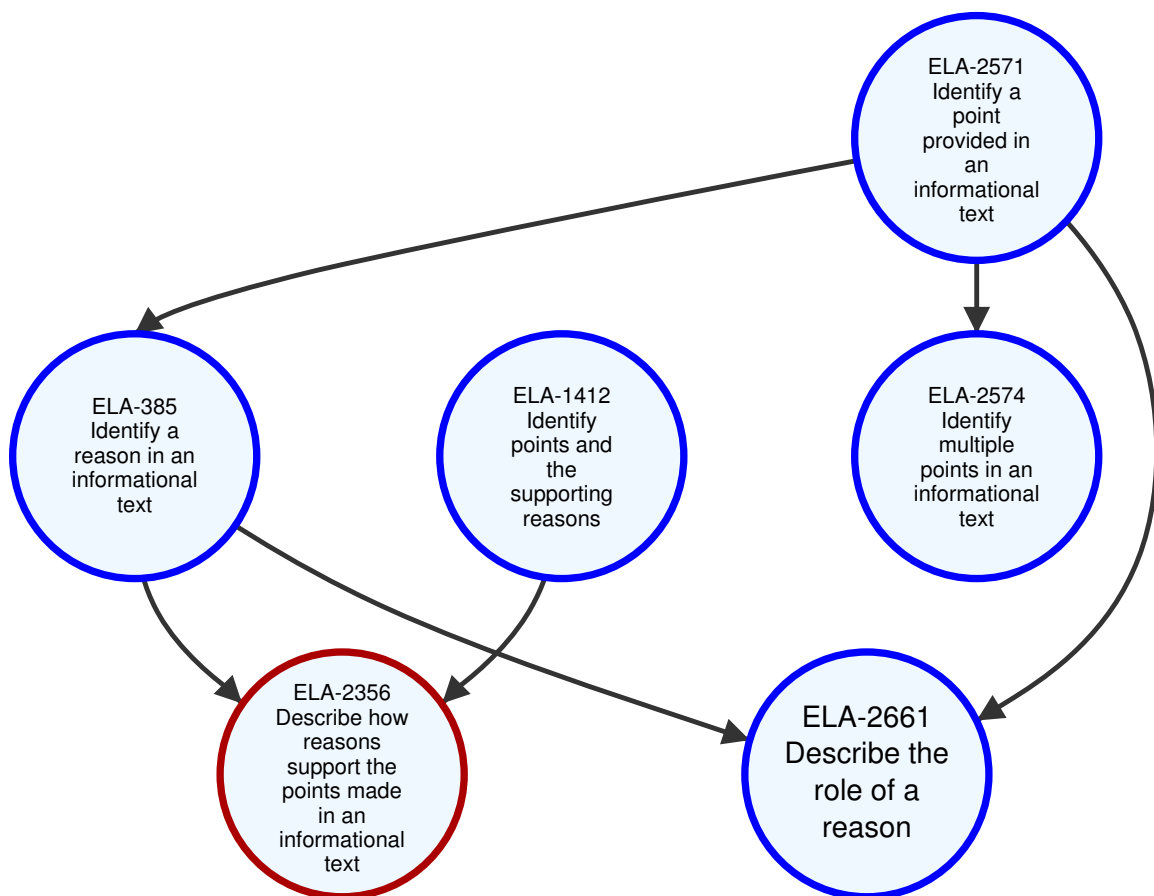
DESCRIBING HOW REASONS SUPPORT POINTS

LEARNING MAP TOOL

RI.2.8

STANDARD

RI.2.8 Describe how reasons support specific points the author makes in a text.



**Learning map model for RI.2.8.*

Node ID	Node Name	Node Description
ELA-385	IDENTIFY A REASON IN AN INFORMATIONAL TEXT	Identify a reason used by an author of an informational text to support a point made about a topic.
ELA-1412	IDENTIFY POINTS AND THE SUPPORTING REASONS	Identify points and the supporting reasons made by an author in an informational text.
ELA-2356	DESCRIBE HOW REASONS SUPPORT THE POINTS MADE IN AN INFORMATIONAL TEXT	Describe how the author of an informational text supports specific points by providing specific reasons.
ELA-2571	IDENTIFY A POINT PROVIDED IN AN INFORMATIONAL TEXT	Identify the author's point related to a specific topic in an informational text. For example, in an informational text, identifying that removing vending machines from school is the author's point.
ELA-2574	IDENTIFY MULTIPLE POINTS IN AN INFORMATIONAL TEXT	Identify the multiple points an author makes in an informational text.
ELA-2661	DESCRIBE THE ROLE OF A REASON	Describe how an author uses reasoning to justify or explain a point made on the topic in an informational text.

FINDING POINTS AND REASONS

INSTRUCTIONAL ACTIVITY

RI.2.8, Lesson 1

LEARNING GOAL

In this lesson, students find points and supporting reasons and add them to a Points and Reasons Tree.

STANDARD

RI.2.8 Describe how reasons support specific points the author makes in a text.

PREPARATION

Before the lesson, choose at least two informational paragraphs with clear points and supporting reasons. This unit includes a **PASSAGE** document with model paragraphs that you are free to copy. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.

MATERIALS & HANDOUTS

- ▶ white board
- ▶ student copies of the informational paragraphs
- ▶ **SUPPLEMENT: POINTS AND REASONS TREE**
- ▶ blank paper

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can find points and supporting reasons and add them to a Points and Reasons Tree.”

Explain that students will identify points and supporting reasons in informational paragraphs. **Define** *point* and *reason* on the board. A *point* is the main idea of a paragraph or what the paragraph is about. A *reason* adds more information to the main idea, making it easier to understand.

Provide students with one informational paragraph. **Share** the topic of the paragraph, and then **conduct** an interactive read-aloud, using some or all of the talk moves listed below. Focus on leading students to think about the point as well as the reasons that support the point.

1. Ask questions that lead students to the supporting reasons of the paragraph:
 - ▶ What facts did you learn about the topic?
 - ▶ What information or details give you clues about the point?
2. Ask questions that encourage students to make connections between the supporting reasons:
 - ▶ What do all the pieces of information in the paragraph have in common?
 - ▶ What are all the details about?
 - ▶ How are the reasons connected to the topic?
3. Ask questions that lead students to the point of the paragraph:
 - ▶ What did you learn from the paragraph?
 - ▶ What is this paragraph about?
4. Rephrase or extend students' responses:
 - ▶ She said that if it's raining or cold, we have to live in a house or some type of shelter to protect us.
5. Explain concepts from the text that seem confusing or that students have questions about.
6. Ask children to repeat key words:
 - ▶ Everyone say *protect*.
7. Use gestures to illustrate concepts and ask children to do the same.
8. Practice using text features to find information in the text.

Ask students to take out a sheet of paper and follow along with you on their own papers. **Draw** a Points and Reasons Tree on the board, and write the topic of the informational paragraph on the trunk of the tree. **Talk** through how to decide the point of the paragraph, referring back to the read-aloud discussion. **Write** the point on the big tree branch. As you **add** the reasons to the little branches, talk through your rationales for doing so.

Repeat this process with additional paragraphs as many times as necessary for students to understand how to complete a Points and Reasons Tree.

Then, **group** students and **provide** each group with a new informational paragraph. **Help** students draw a Points and Reasons Tree on a clean sheet of paper. **Instruct** them to read the paragraph and work together

to add points and reasons to the tree. As students complete their trees, **circulate** and check for understanding.

CHECKING FOR UNDERSTANDING	
Determine if the student can IDENTIFY A POINT PROVIDED IN AN INFORMATIONAL TEXT (ELA-2571) :	Determine if the student can IDENTIFY A REASON IN AN INFORMATIONAL TEXT (ELA-385) :
<ul style="list-style-type: none">▶ What is the paragraph about?▶ How would you explain what the paragraph is about?▶ What clues helped you figure out what the paragraph is about?	<ul style="list-style-type: none">▶ What details add more information to the point?▶ Why did you choose to put this reason on the little branch?▶ How does this reason add more information to the point?

To close the lesson, **play** Beat the Clock. Tell students you will ask them a question. They will discuss the answer with their partners for 20 seconds, and then you will randomly call on individuals to answer. **Ask** “What is a point?” and call on several students to answer. Then, **ask** “What is a reason?” and select students to answer.

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

POINTS AND REASONS TREE

Supplement

Topic:

Point:

Point:

Reasons:

Reasons:

Point:

Point:

Reasons:

Reasons:

Venus Flytraps

by Harmony Hanson

Venus flytraps are meat-eating plants. But these meat-eaters do not chow down on burgers and steak. Venus flytraps eat bugs! Flytraps catch their meals with leaves that work like jaws. When an insect flies too close—SNAP!—the leaves clamp shut. The Venus flytrap's talent for catching its food makes it an unusual plant.

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Bike Rules

by Harmony Hanson

When you follow safety rules, bike riding can be a fun way to exercise. First, ask an adult for permission and ride with someone you trust. Then, choose a safe place to ride, like a bike trail. Finally, always wear a helmet. Helmets keep your head safe if you fall. Remember these biking safety rules and have fun!

Fishing

by Harmony Hanson

Many people enjoy fishing as a hobby. For one thing, fishing allows people to enjoy nature. Also, many people think dangling a fishing line in the water is relaxing. Most importantly, a successful fishing trip can supply a tasty meal. There are many reasons that fishing is some people's favorite way to spend a day.

Drawing

by Harmony Hanson

Drawing well takes a lot of practice. Even famous artists spend time practicing their skills. You may not be a famous artist, but you can become better at drawing. One way to get better is to take drawing classes. Another way to get better is to practice on your own. If you spend enough time practicing, your drawing skills will improve.

Bug Collecting

by Harmony Hanson

Some people think bugs are icky, but bug collectors think bugs are the best! Bug collectors look for bugs and catch any they find. Next, collectors find out what kinds of bugs they have caught. Then, the collectors save the bugs in special display cases. Bug collectors fill their cases with many different bugs. To collectors, there is nothing better than adding a new bug to their display.

DESCRIBING HOW REASONS SUPPORT POINTS

INSTRUCTIONAL ACTIVITY

RI.2.8, Lesson 2

LEARNING GOAL

In this lesson, students describe how reasons support points.

STANDARD

RI.2.8 Describe how reasons support specific points the author makes in a text.

PREPARATION

Before the lesson, revisit the model paragraphs from Lesson 1 because students will describe how the reasons support the paragraphs' points. Also, identify at least one new paragraph that has a strong point and supporting reasons. You may want to use a paragraph in students' social studies or science textbooks or one from the [PASSAGE](#) document. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.

MATERIALS & HANDOUTS

- ▶ informational paragraphs from Lesson 1
 - ▶ whiteboard
 - ▶ blank paper
 - ▶ student copies of new informational paragraph(s)
 - ▶ [SUPPLEMENT: POINTS AND REASONS TREE](#)
 - ▶ [STUDENT HANDOUT: HOW REASONS SUPPORT POINTS](#)
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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can describe how reasons support points."

Explain that students will describe how the reasons in a paragraph from the last lesson support the paragraph's points. **Draw** a Points and Reasons Tree on the board and add the point and reasons from a Lesson 1 paragraph.

Tell students that reasons are connected to a point because authors use them to add more information to the point and make it easier to understand.

Restate the point. Then **ask** students some questions like, “How do these reasons connect to the point?” or “How do the reasons add more information to the point?” Then **point** to a reason and **ask** something like, “Why is this reason important?” After students have responded, **ask** something like, “Why do you think the author includes this reason?”

Write this sentence stem on the board

- ▶ The author includes this reason because

Ask students to copy the sentence stem at the top of their own papers. Then complete the sentence stem as a class with the answer you discussed.

Repeat this process for the other reasons until students can explain how a reason supports the point. As you go, direct students to add answers below the stem.

Provide students with a new informational paragraph or read one together as a class.

Hand out copies of [STUDENT HANDOUT: HOW REASONS SUPPORT POINTS](#). **Go through** the directions with students. While students work, **walk around** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING	
Determine if the student can IDENTIFY A REASON IN AN INFORMATIONAL TEXT (ELA-385) : <ul style="list-style-type: none">▶ What is the topic of the paragraph?▶ What reason are you drawing?▶ Why did you choose this reason to draw?	Determine if the student can DESCRIBE HOW REASONS SUPPORT THE POINTS MADE IN AN INFORMATIONAL TEXT (ELA-2356) : <ul style="list-style-type: none">▶ How does this reason connect with the point?▶ What makes this reason important?▶ What makes this reason different than the reasons you chose not to draw?

To close the lesson, **collect** the handouts.

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

HOW REASONS SUPPORT POINTS

STUDENT HANDOUT

Lesson 2

Directions: Draw a picture of an important reason from the paragraph. Then write why the author includes this reason.



The author includes this reason in the paragraph because

POINTS AND SUPPORTING REASONS

STUDENT ACTIVITY FEEDBACK GUIDE

RI.2.8

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

Learning Goal	Level 1	Level 2	Level 3
I can find a point in a paragraph.	I know what the paragraph is about.	I can explain the topic of the paragraph.	I can find the point of a paragraph.
I can find reasons that support a point in a paragraph.	I can find a point.	I can find a detail that adds information to the point.	I can find reasons that add information to the point.
I can complete a Points and Reasons Tree.	I can add the topic to the main branch.	I can add a point to the correct branch.	I can add a point and reasons to the correct branches.
I can describe how reasons support points.	I can identify a reason.	I can describe why a reason is important.	I can describe how the reason connects with the point.