



# Reading Informational Text

## Learning Objectives

- I will derive meaning of environmental print.
- I will demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs.
- I will explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
- I will write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired.

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### SCENE 1 (1.C.i)

- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary

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### SCENE 2 (1.A.i, 1.A.ii, 1.C.i, 3.E.i, 4.G.ii, 4.G.iii, 4.G.iv)

- **1.A.i:** use prior knowledge to understand meanings in English
- **1.A.ii:** use prior experiences to understand meanings in English
- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary
- **3.E.i:** share information in cooperative learning interactions
- **4.G.ii:** demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs
- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs
- **4.G.iv:** demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs

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### SCENE 3 (1.A.i, 1.A.ii, 1.C.i, 3.E.i, 4.C.i, 4.C.ii, 4.C.iv, 4.F.i, 4.G.iii, 4.G.iv, 5.G.ii, 5.E.i)

- **1.A.i:** use prior knowledge to understand meanings in English
- **1.A.ii:** use prior experiences to understand meanings in English
- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary
- **3.E.i:** share information in cooperative learning interactions

- **4.C.i:** develop basic sight vocabulary used routinely in written classroom materials
- **4.C.ii:** derive meaning of environmental print
- **4.C.iv:** comprehend English language structures used routinely in written classroom materials
- **4.F.i:** use visual and contextual support to read grade-appropriate content area text
- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs
- **4.G.iv:** demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs
- **5.G.ii:** describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired
- **5.E.i:** employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations

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**SCENE 4 (1.A.i, 1.A.ii, 2.C.iv, 4.C.i, 4.C.ii, 4.C.iii, 4.C.iv, 4.G.ii, 4.F.i, 4.F.ii, 4.F.iii, 4.F.v, 4.F.vii, 4.F.ix, 4.F.x, 4.G.ii, 4.G.iii, 4.G.iv, 5.F.ii, 5.F.iii, 5.G.iii)**

- **1.A.i:** use prior knowledge to understand meanings in English
- **1.A.ii:** use prior experiences to understand meanings in English
- **2.C.iv:** learn academic vocabulary heard during classroom instruction and interactions
- **4.C.i:** develop basic sight vocabulary used routinely in written classroom materials
- **4.C.ii:** derive meaning of environmental print
- **4.C.iii:** comprehend English vocabulary used routinely in written classroom materials
- **4.C.iv:** comprehend English language structures used routinely in written classroom materials
- **4.G.ii:** demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs
- **4.F.i:** use visual and contextual support to read grade-appropriate content area text
- **4.F.ii:** use visual and contextual support to enhance and confirm understanding
- **4.F.iii:** use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
- **4.F.v:** use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language
- **4.F.vii:** use support from peers and teachers to enhance and confirm understanding
- **4.F.ix:** use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language

- **4.F.x:** use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language
- **4.G.ii:** demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs
- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs
- **4.G.iv:** demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs
- **5.F.ii:** write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired
- **5.F.iii:** write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired