

PBS TeacherLine New York
RDLA 185: Teaching Narrative and Expository Text Comprehension
(Grades 1 – 3)

New York Learning Standards: English Language Arts Standard 1

Students will read, write, listen, and speak for information and understanding.

Key Idea

Listening & reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Performance indicators

Elementary

Students gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.

Students select information appropriate to the purpose of their investigation and relate ideas from one text to another.

Students select and use strategies that have been taught for notetaking, organizing, and categorizing information.

Students ask specific questions to clarify and extend meaning.

Students make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.

Students support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

Key Idea

Speaking & writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Performance indicators

Elementary

Students present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts.

Students select a focus, organization, and point of view for oral and written presentations.

Students use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference.

Students use details, examples, anecdotes, or personal experiences to explain or clarify information.

Students include relevant information and exclude extraneous material.

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Students use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts.

Students observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.

New York Learning Standards: English Language Arts Standard 2

Students will read, write, listen, and speak for literary response and expression.

Key Idea

Listening & reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Performance indicators

Elementary

Students read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers.

Students recognize some features that distinguish the genres and use those features to aid comprehension.

Students understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives.

Students use inference and deduction to understand the text.

Students read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning.

Students evaluate literary merit.

Key Idea

Speaking & writing for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Performance indicators

Elementary

Students present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure.

Students explain the meaning of literary works with some attention to meanings beyond the literal level.

Students create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary.

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(Grades 1 – 3)

Students observe the conventions of grammar and usage, spelling, and punctuation.

New York Learning Standards: English Language Arts Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

Key Idea

Listening & reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Performance indicators

Elementary

Students make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement.

Students recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis.

Key Idea

Speaking & writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Performance indicators

Elementary

Students express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. Students present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost).

Students monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact).

Students use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing.

New York Learning Standards: English Language Arts Standard 4

Students will read, write, listen, and speak for social interaction.

Key Idea

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Listening & speaking oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Performance indicators

Elementary

Students listen attentively and recognize when it is appropriate for them to speak.

Students take turns speaking and respond to others' ideas in conversations on familiar topics.

Students recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations.

Students use verbal and nonverbal skills to improve communication with others.

Key Idea

Reading & writing written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Performance indicators

Elementary

Students exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions.

Students adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message.

Students read and discuss published letters, diaries, and journals to learn the conventions of social writing.

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- evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully

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