Standard 2: Reading: K-8

Understanding(s): *Students will understand that …*
- Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering.

Essential Question(s):
- What do strategic readers do to make meaning with the text?
- How do writers craft a text to meet their purpose for writing? (Author's craft)

Knowledge: *Students will know…*
- Text Structures.
- Organizational Structures/Patterns.
- Graphic Structures.
- Purpose of Text (i.e., inform, entertain, persuade).
- Build schema to access text structures to make meaning.

Skill(s): *Students will be able to…*
- Identify and use organizational patterns and text structures to understand text.

NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.

Definitions:

Understanding Text Structures: Broad topic under which organizational structures/patterns, and graphic structures fall.

Organizational Structure/Patterns: Refers to the internal organization of the text. For example, in narrative text there is often an introduction, rising action, conflict, falling action, and resolution (beginning, middle, end). For informational text, some common organizational patterns include: sequence, question/answer, logic, classification, compare and contrast, problem/solution, cause and effect, proposition and support.

Graphic Structures: Any of the visible elements in a text such as headings, fonts, side bars, charts, diagrams, bullets, indexes, glossary, bibliography, typeface, illustrations, inset text, etc.)

Schema: A system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships in the world. A generalized description, plan, or structure as a schema of the reading process. R. Billmeyer (i.e., schema is like a spider web of connections and understandings that new learning sticks to).

Grade	Reference	Benchmark
Grade 8	LA.8.2.1	Use the organizational patterns and text structures of grade-appropriate texts to construct meaning
Grade 7	LA.7.2.1	Use the organizational patterns and text structures of grade-appropriate texts to construct meaning
Grade 6	LA.6.2.1	Compare structures of texts and apply those that are most appropriate for a given purpose
Grade 5	LA.5.2.1	Use organizational patterns (e.g., compare and contrast, proposition and support) to access information
Grade 4	LA.4.2.1	Describe how common graphic structures (e.g., typeface, headings, illustrations) organize information in texts
Grade 4	LA.4.2.2	Use organizational patterns (e.g., sequential, cause and effect) to access and understand information
Grade 4	LA.4.2.3	Describe and use text structures common to many texts (e.g., index, glossary, bibliography)
Grade 3	LA.3.2.1	Describe how the organizational structures of informational and literary texts reflect their different purposes
Grade 2	LA.2.2.1	Use title, table of contents, and chapter headings to locate information in informational texts
Grade 1	LA.1.2.1	Explain how a title page, illustrations, and key words can convey information
Grade K	LA.K.2.1	Use pictures and titles to make predictions about a text

Standard 2: Reading: K-8

READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts: Understanding Text Structures, Constructing Meaning   **Topic: Constructing Meaning**

Understanding(s): *Students will understand that…*
- Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering.

Essential Question(s):
- What do strategic readers do to make meaning with the text?
- How do writers craft a text to meet their purpose for writing? (Author's craft)

Knowledge: *Students will know…*
- Explicit versus Implicit information.
- Inferences.
- Facts versus Opinions.
- Main Ideas.
- Supporting Details/Evidence.

Skill(s): *Students will be able to…*
- Use prior knowledge plus explicit text evidence to make and support inferences.
- Develop and use a systemic reading process to construct meaning.
- Make and confirm predictions.
- Summarize.
- Paraphrase.
- Ask questions.
- Evaluate reliability, accuracy, adequacy of evidence.
- Read a variety of texts.
- Annotate.

NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.

Grade	Reference	Benchmark
Grade 8	LA.8.2.2	Use annotation methods to identify main ideas and important details while reading
	LA.8.2.3	Draw conclusions about the reliability of information in a text after considering author's credentials
	LA.8.2.4	Make inferences based on explicit and implied information
Grade 7	LA.7.2.2	Use annotation to identify questions and connections to prior knowledge while reading a variety of texts
	LA.7.2.3	Evaluate the adequacy and accuracy of an author's evidence in support of his or her main points or argument
	LA.7.2.4	Use paraphrasing and summarizing to explain a text
Grade 6	LA.6.2.2	Use knowledge of organizational structures (e.g., logical, classification) to construct meaning from texts
	LA.6.2.3	Draw and support conclusions about information or ideas in a text
	LA.6.2.4	Identify evidence used to support an argument
Grade 5	LA.5.2.2	Make inferences and draw conclusions about grade-appropriate texts
	LA.5.2.3	Distinguish between explicit and implied information
Grade 4	LA.4.2.4	Distinguish fact from opinion and cause from effect when reading informational texts
	LA.4.2.5	Summarize main points found in informational texts
Grade 3	LA.3.2.2	Confirm or revise predictions after locating evidence in the text
	LA.3.2.3	Identify the main idea or problem and solution in a text
Grade 2	LA.2.2.2	Make, confirm, and modify predictions about a text
	LA.2.2.3	Use previous experience and prior knowledge to make connections with subjects and ideas encountered in texts

Grade 1	**LA.1.2.2**	**Make and confirm predictions about what will happen next or what will be learned from a text by previewing key words and illustrations**
	LA.1.2.3	**Use previous experiences to understand topics and concepts in texts**
	LA.1.2.4	**Restate important information or ideas from a variety of texts**
	LA.1.2.5	**Ask and answer who, what, when, why, where, and how questions about what is read**
Grade K	**LA.K.2.2**	**Retell information from familiar oral or printed text**

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark ←→	**Approaching the**				
Students will	**Students will**	**Students will**	**Students will**		**Students will**

Gr. 8

• Locate words that give clues to the organizational structure of a text (e.g., "because" cues the reader to notice cause).	• Identify the organizational patterns in <u>informational texts</u> (e.g., sequence, question/answer, compare and contrast, problem/solution, cause and effect, **proposition and support)** and <u>literary texts</u> (i.e., introduction, rising action, conflict, falling action, and resolution).	• Use graphic representations to organize information in grade-appropriate literary and informational texts (e.g., Venn diagram, cause/effect frame, etc.).	• Use organizational patterns to access and construct meaning (i.e., form generalizations).	**UNDERSTANDING TEXT STRUCTURE LA.8.2.1 Use the organizational patterns and text structures of grade-appropriate texts to construct meaning**	
	• Identify text structures.	• Use text structures to locate information.	• Use text structures (e.g., headings, side bars, charts, diagrams, bullets, indexes, glossary, subheadings, inset text) to construct meaning.		
• Identify interesting ideas in a text by underlining or highlighting.	• Identify main idea or topic sentence using a note-taking strategy (e.g., highlight, underline, two-column notes, post-it notes, etc.).	• Identify supporting details using a note taking strategy (e.g., highlight, underline, two-column notes, post-it notes, etc.).	• Identify main ideas and relevant supporting details using a note-taking strategy (e.g., highlight, underline, two-column notes, post-it notes, etc.).	**CONSTRUCTING MEANING LA.8.2.2 Use annotation methods to identify main ideas and important details while reading**	
	• Identify (highlight, underline, etc.) facts from author's credentials that address knowledge of topic.	• Apply criteria or rubric for depth and breadth of knowledge to determine if an author's credentials are sufficient to provide reliable information.	• Evaluate depth and breadth of author's knowledge of topic. • Determine if credentials are sufficient for the author to be able to provide reliable information. • Support determination with evidence.	**LA.8.2.3 Draw conclusions about the reliability of information in a text after considering author's credentials**	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark ⟵⟶ Approaching the					
Students will	**Students will**	**Students will**	**Students will**		**Students will**
See 5.2.2.	• Distinguish between explicit and implied information in a text. *See 5.2.3.*	• Make inferences based on explicit information from a text and implied information understood through prior knowledge.	• Make inferences based on explicit information from a text and implied information understood through prior knowledge. • Support inference with evidence. • Explain how evidence supports inference.	**LA.8.2.4** **Make inferences based on explicit and implied information**	
Gr. 7	• Locate words that give clues to the organizational structure of a text (e.g., "because" cues the reader to notice cause). • Identify the organizational patterns in <u>informational texts</u> (e.g., sequence, question/answer, compare and contrast, problem/solution, cause and effect, **proposition and support)** and <u>literary texts</u> (i.e., introduction, rising action, conflict, falling action, and resolution). • Identify visible text structures.	• Use graphic representations to organize information in grade-appropriate literary and informational texts (e.g., Venn diagram, cause/effect frame, etc.). • Use text structures to locate information.	• Use organizational patterns in literary or informational texts to access and construct meaning (i.e., form generalizations). • Use text structures (e.g., headings, side-bars, charts, diagrams, bullets, indexes, glossary, inset text, subheadings) to construct meaning.	**UNDERSTANDING TEXT STRUCTURE** **LA.7.2.1** **Use the organizational patterns and text structures of grade-appropriate texts to construct meaning** *NOTE: Same as 8.2.1.*	
	• Use annotation during reading to react, predict, or question. *NOTE: Annotation may be as margin symbols such as a question mark (?), or comments, post-it notes, highlighting, etc.*	• Use annotation during reading to identify familiar situations that connect the student's prior knowledge. (This is similar to _____ because…).	• Use annotation during reading to identify relevant familiar situations that connect to the student's prior knowledge. (This is similar to _____ because…).	**CONSTRUCTING MEANING** **LA.7.2.2** **Use annotation to identify questions and connections to prior knowledge while reading a variety of**	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark ⬅➡	Approaching the				
Students will	**Students will**	**Students will**	**Students will**		**Students will**
				texts	
		• Use annotation during reading to identify puzzling details that are different from what the student would expect. (This is different from what I would expect because…). *NOTE: Annotation may be as margin symbols or comments, post-it notes, highlighting, etc.*	• Use annotation during reading to identify relevant puzzling details that are different from what the student would expect. (This is different from what I would expect because…). *NOTE: Annotation may be as margin symbols or comments, post-it notes, highlighting, etc.*		
• Identify the author's position in general terms.	• Identify an author's position and supporting main points.	• Use prior knowledge to evaluate the adequacy and accuracy of author's evidence.	• State author's position. • Identify the main ideas and supporting details that support author's position. • Determine if the author gives adequate evidence (i.e., enough evidence to support their position) • Determine accuracy (i.e., truthful and without misrepresentation) of an author's evidence by researching other sources on the same topic or applying prior knowledge.	**LA.7.2.3 Evaluate the adequacy and accuracy of an author's evidence in support of his or her main points or argument**	
See 4.2.5 for related progression.	• Identify key information to include in a summary.	• Create summary statements for short sections of a text. • Use paraphrasing to explain the main ideas of a text.	• Use paraphrasing and summarizing to explain main ideas of a text.	**LA.7.2.4 Use paraphrasing and summarizing to explain a text**	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	**← Approaching the →**				
Students will	**Students will**	**Students will**	**Students will**		**Students will**
See 4.2.1 Proficient Descriptor.	• Identify text structures of an informational and literary text on the same subject.	• Use text structures to locate information.	• Compare text structures (e.g., literary texts: introduction, rising action, conflict, falling action, and resolution; informational texts: sequence, question/answer, compare and contrast, problem/solution, cause and effect, proposition and support). • Explain why a structure suits the reader's informational needs.	**UNDERSTANDING TEXT STRUCTURE LA.6.2.1 Compare structures of texts and apply those that are most appropriate for a given purpose**	
See 6.2.4 benchmark for related progression.	• Identify the organizational patterns in <u>informational texts</u> (e.g., sequence, question/answer, compare and contrast, problem/solution, cause and effect, **classification**, proposition and support) and <u>literary texts</u> (i.e., introduction, rising action, conflict, falling action, and resolution).	• Use graphic representations to organize information in grade-appropriate literary and informational texts (e.g., Venn diagram, cause/effect frame, etc.).	• Use organizational structures in literary or informational texts to access and construct meaning (i.e., form generalizations).	**CONSTRUCTING MEANING LA.6.2.2 Use knowledge of organizational structures (e.g., logical, classification) to construct meaning from texts**	
		• Draw conclusions about a topic using explicit information from a text. • Cite prior knowledge to support conclusions.	• Draw conclusions about explicit and implied information or ideas in a text. • Cite evidence from text to support conclusions drawn.	**LA.6.2.3 Draw and support conclusions about information or ideas in a text**	

(Row label: **Gr. 6**)

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark ← →	**Approaching the**				
Students will	**Students will**	**Students will**	**Students will**		**Students will**
• Identify author's position where the position is clearly stated.	• Identify evidence used to support an explicitly stated position.	• Use a graphic organizer to display author's position and support statements (i.e., proposition/support frame). *NOTE: Graphic organizer is given.*	• Identify and state the author's position. • Identify relevant evidence used to support that position.	**LA.6.2.4 Identify evidence used to support an argument**	
• Identify the elements of an organizational pattern (e.g., proposition and support, problem-solution, cause-effect, etc.).	• Locate words that give clues to the organizational structure of a literary or informational text (e.g., expert said, examples to support, etc.).	• Use graphic representations to organize information in literary and informational texts (e.g., proposition and support, frame, etc.).	• Use organizational patterns in literary and informational texts (e.g., compare and contrast, proposition and support) to access information.	**UNDERSTANDING TEXT STRUCTURE LA.5.2.1 Use organizational patterns (e.g., compare and contrast, proposition and support) to access information**	
• Identify what might be happening in a text after interpreting an illustration.	• Use prior experience to draw a conclusion based on a simple text with clear clues as to a possible outcome (i.e., the coyote was hungry. He saw a rabbit. So he …).	• Draw a conclusion about a passage based on both the text and an illustration.	• Make inferences and draw conclusions about grade-appropriate texts.	**CONSTRUCTING MEANING LA.5.2.2 Make inferences and draw conclusions about grade-appropriate texts**	
• Identify explicit information in a text (i.e., find answer to a who, what, when, where question). • Draw conclusions from given life examples (i.e., my umbrella turned wrong side out so I infer . . . the wind is blowing hard).	• Locate details within a text that might support or explain an inference.	• Classify information from a given text as explicit or implied.	• Distinguish between explicit (i.e., directly stated) and implied (i.e., inferred) information.	**LA.5.2.3 Distinguish between explicit and implied information**	

(Gr. 5)

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark ◄─────► **Approaching the**					
Students will	**Students will**	**Students will**	**Students will**		**Students will**
	• Identify common graphic structures (i.e., typeface, headings, illustrations, etc.) of literary or informative texts.	• Describe in general terms what might be covered in a text or passage based on cues/signals provided by a graphic structure (i.e., illustration, diagram, etc.).	• Describe how common graphic structures of literary and informational texts (e.g., typeface, headings, illustrations) organize information.	**UNDERSTANDING TEXT STRUCTURE LA.4.2.1** Describe how common graphic structures (e.g., typeface, headings, illustrations) organize information in texts	
Gr. 4	• Locate words that give clues to the organizational structure of a text (e.g., because→cause/effect; different from→ compare/contrast, etc.).	• Identify key ideas to form generalizations (i.e., construct meaning) by organizing the text when provided an appropriate graphic organizer (e.g., sequential, compare/contrast, cause/effect, etc.).	Identify the organizational patterns in <u>informational texts</u> (i.e., sequence, cause/effect, etc.) and <u>literary texts</u> (i.e., introduction, rising action, conflict, falling action, and resolution).	• Use organizational patterns to access and construct meaning (i.e., form generalizations).	**LA.4.2.2** Use organizational patterns (e.g., sequential, cause and effect) to access and understand information	
	• Describe and use a glossary as a means to determine the meaning of words related to a topic.	• Describe and use an index as a means to locate information in a text.	• Describe essential parts of a bibliography (i.e., title, author, copyright).	• Describe and use common text structures to locate and understand information in a text.	**LA.4.2.3** Describe and use text structures common to many texts (e.g., index, glossary, bibliography)	
	• Distinguish fact from opinions based on personal experiences (e.g., Fact: I have black hair. Opinion: I look better as a redhead. • Predict effects for experience-based causal factors (i.e., if	• Identify cue/signal words for cause/effect pattern (since, because, if/then, etc.) and facts/opinion (I believe, etc.).	• Distinguish fact from opinion and cause from effect when reading informational texts.	**CONSTRUCTING MEANING LA.4.2.4** Distinguish fact from opinion and cause from effect when reading informational texts	

	LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
	Foundational Benchmark	⟷ Approaching the				
	Students will	**Students will**	**Students will**	**Students will**		**Students will**
Gr. 3		you study hard, you might get good grades).				
	• Identify main points in an informational text.	• Organize main points from an informational text in a graphic organizer.	• Create a summary statement for each section of a text.	• Summarize main points found in informational texts.	**LA.4.2.5 Summarize main points found in informational texts**	
	• Distinguish between fiction and non-fiction texts.	• Identify a text as literary or informational.	• Identify basic organizational structure of a literary text (beginning, middle, end) or an informational text (main idea/supporting details). • Cite a characteristic of the text to support choice of literary or informational text (i.e., "I know it is a literary text because it has characters.").	• Explain how organizational structures support the purpose of an informational or literary text. *NOTE: Informational texts are organized as main ideas with supporting details for the purpose of giving information or persuading. Literary texts are often organized with a problem or goal and solution for the purpose of entertaining.*	**UNDERSTANDING TEXT STRUCTURE LA.3.2.1 Describe how the organizational structures of informational and literary texts reflect their different purposes**	
	See 2.2.2 Proficient Descriptor.	• Make predictions after reading part of text and tell why that prediction was made. • Confirm prediction by citing a remembered event.	• Find a passage of text that either explicitly confirms or causes revision to a prediction.	• Confirm or revise predictions using located evidence in the text for justification.	**CONSTRUCTING MEANING LA.3.2.2 Confirm or revise predictions after locating evidence in the text**	
			• Identify main topic and some explicit supporting details in an informational text (i.e., it is about the polar bear).	• Identify the main idea (the gist or why the author wrote an informational text) and relevant supporting details (i.e., the text tells how a polar bear is	**LA.3.2.3 Identify the main idea or problem and solution in a text**	

	LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
	Foundational Benchmark	← Approaching the →				
	Students will	**Students will**	**Students will**	**Students will**		**Students will**
Gr. 2			• Identify problem faced by main character in a text and at least one action taken to solve the problem.	able to survive in its icy home). • Identify the problem and solution in a literary text.		
	• Locate titles, table of contents, and chapter headings.	• Use table of contents to locate specific information in a text (i.e., find the chapter/page that tells about birds' nests, etc.).	• Use title, table of contents, and chapter headings to make predictions about what information will be found in the text.	• Use title, table of contents, and chapter headings to find specific information in informational texts.	**UNDERSTANDING TEXT STRUCTURE LA.2.2.1 Use title, table of contents, and chapter headings to locate information in informational texts**	
		• Make predictions about what might happen next after reading a section of text.	• Make logical predictions about a text. • Show where in text the prediction was validated or shown to be different from prediction.	• Make, confirm, and revise predictions based on new information gathered during the reading process. *NOTE: The process of making, confirming, and revising predictions cycles throughout the reading of a text.*	**CONSTRUCTING MEANING LA.2.2.2 Make, confirm, and modify predictions about a text**	
	• List/tell information that comes to mind when viewing topic, title, object, or a picture. *NOTE: Information may be organized by teacher on semantic map (i.e., web), a what I want to know, what I want to learn, and what I have learned (KWL) chart, etc.* *See 1.2.3 for related progression.*	• Connect previous experience and prior knowledge to specific subjects provided by the teacher. • Tell, draw, dramatize, etc., a connected experience similar to text before reading. *NOTE: Teacher identifies a connective experience (e.g., "Show how you might react if you met a monster lizard.").*	• Connect previous experience and prior knowledge to subjects and ideas in selected portions of text.	Connect previous experience and prior knowledge to subjects and ideas to support understanding (e.g., before, during, and after reading.	**LA.2.2.3 Use previous experience and prior knowledge to make connections with subjects and ideas encountered in texts.**	

	LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
	Foundational Benchmark	**← Approaching the →**				
	Students will	**Students will**	**Students will**	**Students will**		**Students will**
Gr. 1		• Identify title page and illustrations.	• Use the title page, illustrations, and key words to tell what kind of information might be found in the text.	• Explain the kind of information a title page, illustrations, and key words provide. • Explain how these text structures (i.e., title page, illustrations, and key words) help the reader to understand the text.	**UNDERSTANDING TEXT STRUCTURE LA.1.2.1 Explain how a title page, illustrations, and key words can convey information**	
	See K.2.1 for related progression.	• Make predictions as to what the text is about that may or may not be plausible. *NOTE: Before, during, and after reading.*	• Make and justify predictions after looking at pictures and key words. *NOTE: Before, during, and after reading.*	• Make plausible predictions using clues from pictures and key words in the text. • Validate/Invalidate predictions after hearing or reading the text. *NOTE: Before, during, and after reading.*	**CONSTRUCTING MEANING LA.1.2.2 Make and confirm predictions about what will happen next or what will be learned from a text by previewing key words and illustrations**	
	• List/tell information that comes to mind when viewing topic, title, object, or a picture. *NOTE: Information may be organized by teacher on semantic map (i.e., web), a KWL chart, etc.*	• Connect previous experience and prior knowledge to specific subjects provided by the teacher. • Tell, draw, dramatize, etc., a connected experience similar to text. *NOTE: Teacher identifies a connective experience (i.e., "Show how you might react if you met a*	• Connect previous experience and prior knowledge to subjects and ideas in selected portions of text (i.e., "I caught tadpoles in my pond and saw that their tails disappear like in the book.").	• Connect previous experience and prior knowledge to subjects and ideas to support understanding (e.g., students talk about what they know about the topic before, during, and after reading).	**LA.1.2.3 Use previous experiences to understand topics and concepts in texts.**	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	**◄—————► Approaching the**				
Students will	**Students will**	**Students will**	**Students will**		**Students will**
	monster lizard."). • Retell (i.e., draw, act, tell with pictures or objects, etc.) random information from a familiar text.	• Retell (i.e., draw, act, tell with pictures or objects, etc.) important information from a familiar text.	• Restate (illustrate, oral, written, drama, etc.) important information and ideas from a variety of texts.	**LA.1.2.4** **Restate important information or ideas from a variety of texts**	
	• Identify a character (who) in response to a question about information that is explicit in a text or picture.	• Identify an action (what or how) and a place (where) in the text when responding to a simple question about text or pictures.	• Identify a place (where) and time (when) in the text when responding to a simple question about text or pictures.	• Ask relevant questions about what they have read. • Answer who, what, when, why, where, and how questions. *NOTE: Text may be read aloud.*	**LA.1.2.5** **Ask and answer who, what, when, why, where, and how questions about what is read**	
Gr. K	• Identify front cover and title page in a text.	• Tell the story of a text based on the pictures before the text is read.	• Identify details in a front cover and/or title page (e.g., titles, images, etc.). *NOTE: First step in predicting is to cue into clues provided by a visual image or text.*	• Predict what the text is about after looking at pictures and listening to titles for clues.	**UNDERSTANDING TEXT STRUCTURE** **LA.K.2.1** **Use pictures and titles to make predictions about a text**	
		• Recall random information (i.e., without structure or purpose) from a text (e.g., child tells about a character, literal fact, or something connected but not found in the text).	• Identify information from familiar text (e.g., point to the picture that shows information from the text).	• Retell (i.e., dramatize, tell, draw, etc.) information from familiar oral or printed fiction or non-fiction text.	**CONSTRUCTING MEANING** **LA.K.2.2** **Retell information from familiar oral or printed text**	