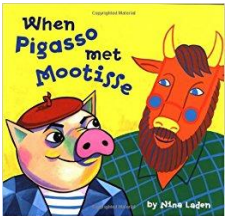


Text Interactions

OAS Critical Literacy: Critical literacy involves the reader being able to make connections between parts of a text and between texts.

Make text to text connections from both fiction and nonfiction books and identify quotes (claims) to be used in writing.



Choose 2 other picture books and explore them for text to text connections.



Mark the page with a sticky note labeled T2T and the connection you found between the texts. Look for ways in which the artists INFLUENCED each other



Write 3 paragraphs about the connections that you found including quotes from the books.

Text Interactions OAS ELA

3rd Grade, 4th Grade, 5th Grade

3.6.W.3 Students will summarize and present information in a report.

3.6.R.3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.

3.6.R.4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.

3.7.R.1 Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.

3.7.R.2 Students will compare how ideas and topics are depicted in a variety of media and formats

3.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

3.8.W Students will write independently over extended periods of time (*e.g., time for reflection and revision*) and for shorter time frames (*e.g., a single sitting or a day or two*) to communicate with different audiences for a variety of purposes.

4.6.R.3 Students will determine the relevance and reliability of the information gathered.

4.6.W.3 Students will summarize and present information in a report.

4.7.R.1 Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.

4.7.R.2 Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.

4.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

4.8.W Students will write independently over extended periods of time (*e.g., time for reflection and revision*) and for shorter time frames (*e.g., a single sitting or a day or two*) to communicate with different audiences for a variety of purposes.

5.3.R.5 Students will distinguish fact from opinion in nonfiction text and investigate facts for accuracy.

5.3.R.6 Students will distinguish the structures of texts (*e.g., description, compare/contrast, sequential, problem/solution, cause/effect*) and content by making inferences about texts and use textual evidence to support understanding.

5.3.R.7 Students will compare and contrast texts and ideas within and between texts.

5.3.W.4 Students will show relationships among facts, opinions, and supporting details.

5.7.R.1 Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.

5.7.R.2 Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.

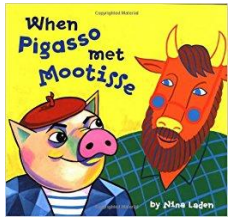
5.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

5.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter time frames (*e.g., a single sitting or a day or two*) to communicate with different audiences for a variety of purposes.

Text Interactions

OAS Critical Literacy: Critical literacy involves the reader being able to make connections between parts of a text and between texts.

Identify Facts (from nonfiction) VS Fiction (from picture book).



Using the nonfiction information from the last 2 pages of the book, find the differences between what really happened and how the author changed it in the story.



On your nonfiction sheet, highlight 3 “facts”, then add a sticky note with the “fiction” from the story. Can you find any information about how the artists INFLUENCED each other?



Take a picture of your final product and add it to SeeSaw. Record your 3 findings and determine why you think the author made the choice to change what really happened.

Text Interactions OAS ELA

2nd Grade, 3rd Grade, 4th Grade, 5th Grade

2.2.R.2 Students will begin to compare and contrast details (*e.g., plots or events, settings, and characters*) to discriminate genres.

2.6.R.3 Students will consult various visual and text reference sources to gather information.

2.7.R.1 Students will locate and use print and digital resources with guidance and support.

2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.

3.6.R.4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.

3.7.R.1 Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.

3.7.R.2 Students will compare how ideas and topics are depicted in a variety of media and formats.

4.6.R.3 Students will determine the relevance and reliability of the information gathered.

4.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.

4.7.R.1 Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.

4.7.R.2 Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.

5.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.

5.3.R.5 Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.

5.3.R.6 Students will distinguish the structures of texts (*e.g., description, compare/contrast, sequential, problem/solution, cause/effect*) and content by making inferences about texts and use textual evidence to support understanding.

5.3.R.7 Students will compare and contrast texts and ideas within and between texts.

Text Interactions

OAS Vocabulary: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

OAS Reading Foundations: develop foundational skills for future reading success by working with sounds, letters, and text to develop foundational skills for future reading success by working with sounds, letters, and text.

Sort words or phrases from the book that are associated with pigs, cows, Picasso and Matisse.



Sort the cards onto Pigasso or Mootisse's side of the fence



Take a picture of your sort with the iPad.
Upload to SeeSaw. Describe any words that show an INFLUENCE from the other artist.

Text Interactions

Kinder, 1st Grade, 2nd Grade

K.4 .R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.

K.4 .R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences

1.4 .R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

1.4 .R.2 Students will use word parts (*e.g., affixes, roots, stems*) to define unfamiliar words with guidance and support.

1.4 .R.3 Students will use context clues to determine the meaning of words with guidance and support.

1.4 .R.4 Students will name and sort words into categories based on common attributes.

2.4 .R.2 Students will use word parts (*e.g., affixes, roots, stems*) to define and determine the meaning of new words.

2.4 .R.3 Students will use context clues to determine the meaning of words with guidance and support.

Text Interactions

OAS Speaking and Listening: students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Respond to the text by reenacting or retelling emphasizing emotions (character development).



Using the CAMERA APP, video your partner reenacting the story. Remember to tell about the beginning, middle, and end and use faces to show how characters are feeling. Include the word INFLUENCE in your retell.



Using the READ TO KIDS APP, retell the story telling what happened on each page. Use your voice to show how characters are feeling. Include the word INFLUENCE in your retell.



Using SEESAW, record yourself retelling the story for a friend who wasn't here today. Use your voice to show how characters are feeling. Include the word INFLUENCE in your retell.

Text Interactions

PreK, Kinder, 1st Grade, 2nd Grade

PK.2.R Students will begin to retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.

K.2.R.1 Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.

K.7.W.2 Students will use appropriate props, images, or illustrations to support verbal communication.

1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.

1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.

1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

2.2.R.1 Students will locate the main idea and supporting details of a text.

2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.

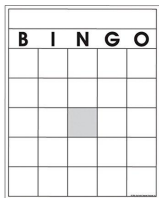
2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.

2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings

Text Interactions

OAS Phonics and Word Study: decode and read words in context and isolation by applying phonics and word analysis skills.

Identify letters or words in context.



Find a word on the Bingo card in the book.
Mark the words you find and make a BINGO!



Using SEESAW take a picture of the CARD
with a Bingo!

Text Interactions

PreK, Kinder, 1st Grade

K.2.F.2 Students will read common high frequency words (*e.g., not, was, to, have, you, he, is, with, are*).

K.2.PC.2 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.

1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.

1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:

- single consonants (*e.g., c=/k/, c=/s/, s=/s/, s = /z/, x = /ks/, x = /z/*)
- consonant blends (*e.g., bl, br, cr*)
- consonant digraphs and trigraphs (*e.g., sh-, -tch*)
- vowel sounds:
 - long
 - short
- r-controlled vowels (*e.g., ar, er, ir or, ur*)
- vowel spelling patterns:
 - vowel digraphs (*e.g., ea, oa, ee*)
 - vowel-consonant-silent-e (*e.g., lake*)

2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.