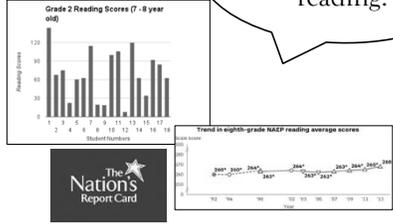


New Standards, Timeless Goals: Make Every Child a Reader K-2 with Informational Text



Presented by: Jane Vallin

How well are your students reading?



COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S FUTURE FOR COLLEGE & CAREER

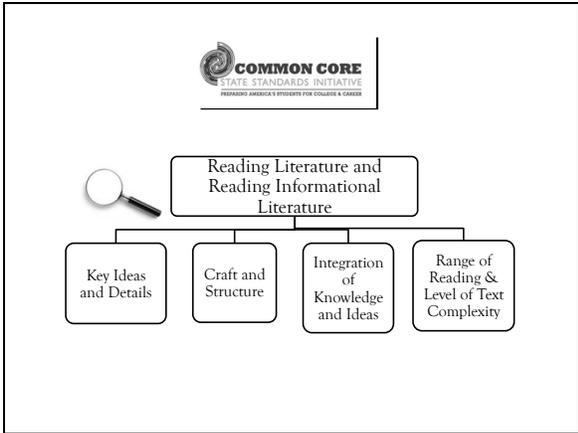
What are your students reading?

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S FUTURE FOR COLLEGE & CAREER

“...regular practice with complex text and its academic language.”

“...read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently...”

Where are you right now with respect to meeting these challenges?



Timeless Goals

- Asking and answering questions
- Identifying main topics
- Using text features
- Learning the meanings of new words
- Interpreting illustrations
- Identifying supporting details
- Interpreting illustrations
- Comparing and contrasting



**Reading Strand for Informational Text,
Grade 2**

Key Ideas and Details

1. Ask and answer who, what, when, where, why and how
2. Identify main topic of a multi-paragraph text
3. Describe the connection between a series of events, ideas, concepts or steps

Craft and Structure

4. Determine meaning of words and phrases in text relevant to grade 2
5. Use text features to locate key facts or information
6. Identify the main purpose of a text, including what the author wants to answer, explain or describe

Integration of Knowledge and Ideas

7. Explain how specific images contribute to and clarify a text
8. Describe how reasons support specific points the author makes
9. Compare and contrast two texts on the same topic

Range of Reading and Level of Text Complexity

10. Read and comprehend text in the grades 2-3 text complexity band

Take a few minutes to review the standards for your grade level.

**Bringing Informational Text Into the
Pre-K-2 Classroom**

**Goal 1
Expose children to more complex texts**

**Goal 2
Be More Intentional**

**Goal 3
Pay More Attention to Oral Language**

**Goal 4
Explicitly Teach from the Text**

**Goal 5
Differentiate Instruction**



Adapting instruction to help readers meet the demands of more challenging text

Informational Text Use, K-2



The power of using different texts for different purposes

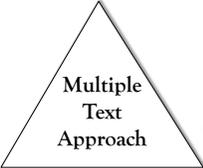
FIGURE 2.1 Informational Text Use K-2: The Power of Using Different Texts for Different Purposes



Engaging, cumulatively decodable text



Read-aloud text



Multiple Text Approach



Grade-appropriate complex text

Nonfiction is Rich With Ideas and Opportunities for Learning About the World

Beware of...



1.

bird walking

When a conversation flows from one topic to another easily.

Goal 1 Expose children to more complex texts
Goal 2 Be More Intentional
Goal 3 Pay More Attention to Oral Language
Goal 4 Explicitly Teach from the Text
Goal 5 Differentiate Instruction

Planning Informational Text Lessons






Lesson Plan Template

1. Prepare to Read
2. Guide Reading
3. Explicitly Teach From the Text
4. Facilitate Connections



What determines what is taught?



The text



The purpose for reading



Identifying the Purpose for Reading

What are the big ideas I want my students to know after reading this text?

What standards and skills can be addressed during this lesson?



Planning for Informational Text Reading





Read Aloud Experiences



Small Group Teacher-Facilitated Reading

Lesson Plan Template

- 1. Prepare to Read**
2. Guide Reading
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Step One: Prepare to Read

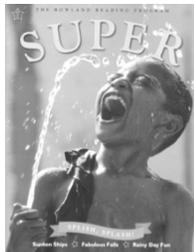
Which text features (if any) will need to be taught before the reading?

Which concepts and vocabulary need to be developed?

What's the overall purpose for reading and how can I share that with students?

How can I build excitement for reading by engaging students in previewing the text?

Planning Informational Text Lessons:
Small Group Reading



Prepare to Read



Prepare to Read

No Water? No Problem!

Camels live in the desert, where it's hot and dry. It hardly ever rains, and when it does, the water dries up very quickly. Even so, camels can make long trips in the heat and can go for a long time without food or water. How do they do it? Take a closer look at these amazing animals and find out!

One Hump or Two?
Some camels have one hump. Others have just one. Many people believe that a camel's hump stores water. They don't. Humps store fat from the food camels eat. The fat helps keep camels cool. If the fat were stored all over their bodies, it would be like being covered in a thick pudding. The fat would hold its heat like a heavy coat. Keeping fat in one place keeps camels cooler.

Lesson Planning: Prepare to Read



- Use EITHER the decodable library book (Pre-K-1) or a different selection in the Super magazine you received (grade 2).
- As you read the selected text, work alone or with others to consider the questions included in the first section of the Lesson Plan Template and jot down a few ideas for preparing students to read this text.

Step in the Lesson	Action Steps
Prepare to read	<ul style="list-style-type: none"> • What is my students' background knowledge in context? Which concepts and vocabulary need to be elicited or developed before the reading? • Which text features will be taught before the reading? • What is our overall purpose for the reading, and how can I state this for the students? • How can I preview the text to build excitement for the reading (using the cover, illustrations, or other features)?

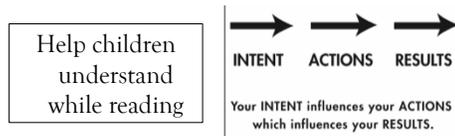
Lesson Plan Template

1. Prepare to read
2. Guide reading
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4. Facilitate connections

Goal 2
Be More Intentional

Goal 3
Pay More Attention to Oral Language

Guide Reading



Make high-quality informational text of appropriate complexity accessible to all readers

Vocabulary + Text Access Features + Key Content

Guide Reading (cont.)

Vocabulary + Text Access Features + Key Content

Content specific words Discipline specific	General academic vocabulary Found across disciplines
---	---

- desert
- oasis

Help children understand while reading

- survive
- moisture

Guide Reading (cont.)

Vocabulary + Text Access Features + Key Content

Make content accessible to reader	Organize information to increase understanding and comprehension
-----------------------------------	--

- Graphs & charts
- Table of contents
- Index
- Glossary

Help children understand while reading

- Headings
- Subheadings
- Boldface type
- Italics
- Text boxes
- Bulleted items

Guide Reading (cont.)

Vocabulary + Text Access Features + Key Content

- Determine key ideas and details
- Use pictures to gain meaning
- Effectively relate pictures and text
- Integrate ideas

Help children understand while reading

Guide Reading

No Water? No Problem!

Camels live in the desert, where it's hot and dry. It hardly ever rains, and when it does, the water dries up very quickly. Even so, camels can make long trips in the heat and can go for a long time without food or water. How do they do it? Take a closer look at these amazing animals and find out!

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Guide Reading (cont.)

Make Text Accessible

Learn new vocabulary (desert, oasis, hooves, survive, moisture)

Use pictures

Recognize and utilize text features

Guide Reading

Your Turn!

- Think about the questions included in the second step of the Lesson Plan Template, Guide Reading.
- Alone or with others, jot down a few ideas about how you might guide your students' reading of this selection.
- Consider new vocabulary, text access features, and key content information.

Lesson Plan Template

1. Prepare to read
2. Guide reading
- 3. Explicitly teach from the text**
4. Facilitate connections

Goal 4
Explicitly Teach from the Text

Goal 5
Differentiate Instruction

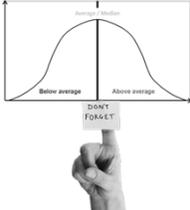


Explicitly Teach from Text

Decoding	<ul style="list-style-type: none"> Phonetic Elements Decoding Strategies
Fluency	<ul style="list-style-type: none"> Accuracy, expression, rate Repeated reading
Comprehension	<ul style="list-style-type: none"> Explicit strategy instruction Practice in new texts

Explicitly Teach from Text

Before selecting instructional techniques, consider those primary students who are...



- not yet decoding proficiently
- decoding but not yet reading fluently
- reading fluently from grade-level text
- reading fluently from above grade-level text

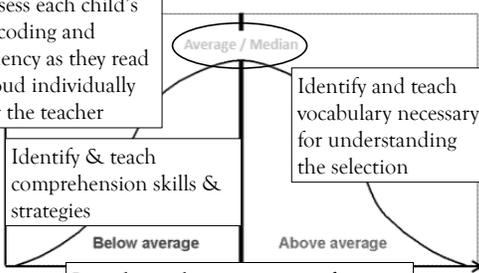
Mediating complex text

- Multiple readings
- Read Aloud with students following along
- Chunking text (a little at a time)
- Careful questioning and use of text features



On-Level Readers

Assess each child's decoding and fluency as they read aloud individually for the teacher

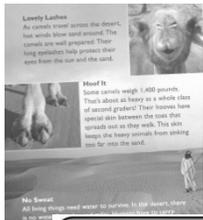


Identify and teach vocabulary necessary for understanding the selection

Identify & teach comprehension skills & strategies

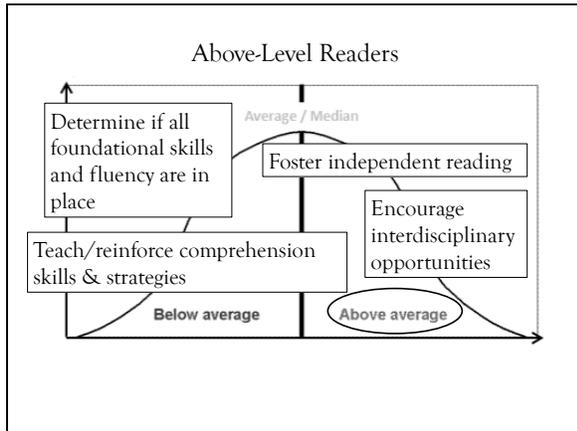
Provide ample opportunities for rereading and guided oral reading

On Level



- Students first read aloud on their own after introduction and vocabulary instruction from the teacher.
- Teacher listens to assess decoding and fluency, assisting as needed.
- Teacher discusses selection with students.
- Students reread orally with a partner.

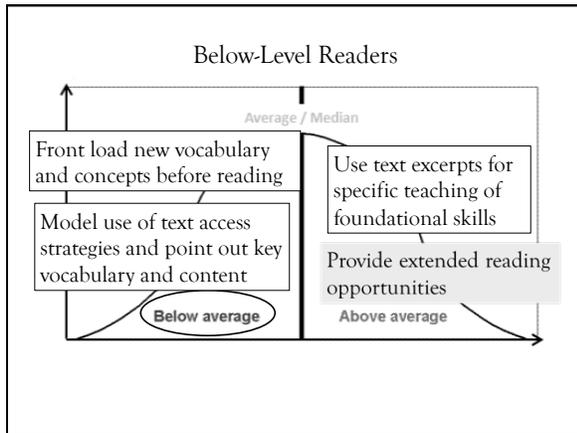




Above Level

- Students first read story silently on their own after introduction from the teacher.
- Teacher listens to students read a brief excerpt individually, and encourages smooth and expressive reading.
- Teacher discusses selection and new rich vocabulary with students.

desert
hooves
oasis

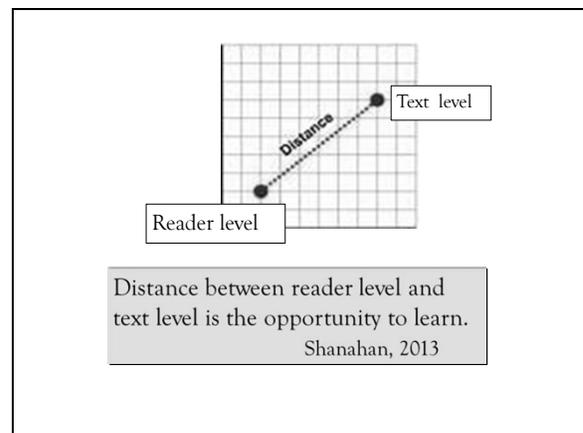


Below Level

- Teacher reads aloud sections of text, “thinking her way through” the text for students.
- Teacher provides decoding and vocabulary instruction for selected new words.
- Students engage in shared, echo, or other assisted reading of text.
- Students read lower level text to build up reading mileage.

desert
hooves
oasis

When children read with a variety of supports...they are able to read texts at a **higher difficulty level than their instructional level would suggest**—texts that would otherwise be considered to be beyond their ability.” (Kuhn, et al., 2006, p. 380).



Explicitly Teach Comprehension Skills & Strategies



Looking Deeper

- Looking more closely at a skill or strategy used during guided reading.
- Applying strategy to new texts



Explicitly Teach from Text: Teaching Comprehension Skills & Strategies

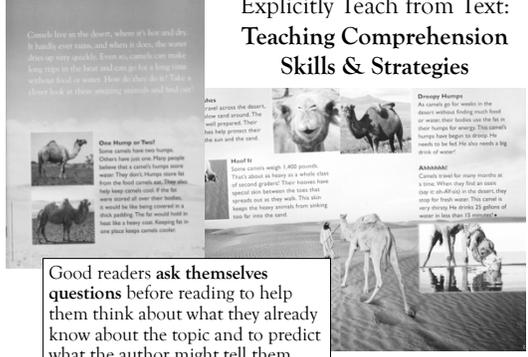
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Hoof It!
Camels weigh 1,400 pounds. That's about as heavy as a whole class of second graders! Their hooves have special skin between the toes that breaks up in tiny bits. This skin keeps the heavy animals from sinking too far into the sand!

Drizzy Humps
An average fat camel in the desert without eating much food or water can live on the fat in their humps for weeks. This camel's hump has more fat than the needs to be fat. He also needs a big drink of water!

Amazing!
Camels travel for many months at a time. When they find an oasis, they stop for a while. This camel is very strong. He drinks 20 gallons of water in just one day!



Good readers ask **themselves** questions before reading to help them think about what they already know about the topic and to predict what the author might tell them.

Explicitly Teach from the Text

Your Turn!

- Think about the questions included in the third step of the Lesson Plan Template.
- Alone or with others consider possible focus areas for students who are reading on, below, and above grade level.




Facilitate Connections

Written response: "Write about. . ."

Learn more: Text or technology

Lasting lesson: A real-life connection to the text



Facilitate Connections

Your Turn!

- Think about the questions included in the fourth step of the Lesson Plan Template.
- Alone or with others consider possible ways to facilitate connections to other areas of the curriculum.




Bringing Informational Text Into the Pre-K-2 Classroom

- Goal 1: Expose children to more complex texts
- Goal 2: Be More Intentional
- Goal 3: Pay Attention to Oral Language
- Goal 4: Explicitly Teach from Text
- Goal 5: Differentiate Instruction



“Preparation for reading complex informational texts should begin at the very earliest elementary schools grades.”

—CCSS ELA Standards, 2010, p. 33



“Having students **listen to informational read-alouds in the early grades** helps lay the necessary foundation for students’ reading and understanding of increasingly complex texts on their own in subsequent grades.”

(CCSS ELA Standards, page 33)

Choosing Informational Text



Choosing Informational Text

- Format & Visual Appeal
- Accuracy
- Engaging Writing Style



Format & Visual Appeal

Are the front & back covers, title page, etc. appealing?
Is the letter size and type, particularly for young children, large and simple?



Format & Visual Appeal

Are the illustrations colorful and appealing?
Do the illustrations explain and enhance the content?



Format & Visual Appeal

Does the text layout serve to highlight key information?



Format & Visual Appeal

Are there headings, sidebars, and/or other visual features?
Are labels and captions simple yet sufficient?



Accuracy

Is information about the authors' qualifications or process for research of the topic included?
Do illustrations accurately depict the text?



Accuracy

Are animals depicted accurately without being given human characteristics?
If the book is a blend of fact and fiction, is it clear which parts are fact and which are fiction?



Engaging Writing Style

Is the language appropriate for the children?
Does the author explain difficult concepts clearly and simply?
Are new terms explained, highlighted, or defined?



Evaluating Informational Text



Using the text you have been provided, evaluate the text according to the three criteria.

- Visual appeal
- Accuracy
- Engaging writing style.

Lesson Plan Template

1. Prepare to read
2. Guide reading
3. Explicitly teach from the text
4. Facilitate connections



Planning for Nonfiction Read Aloud Experiences



Prepare to Read

What are these? What kinds of sports do we play with these balls?

(Read Title & Set Purpose)
Listen to find out about a new game that uses a ball.



Guide Reading

Why is the word **kick** bigger and darker than the other words?

What do you notice about the word **bounce**?



Guide Reading (cont.)

Let's think about how all these balls are different from one another

I want you to visualize what you think is going to happen on this next page



Explicitly Teach from Text



- Deepen comprehension

- Build fluency

Step Four: Facilitate Connections



There are many different kinds of balls. Each one is right for a different game.

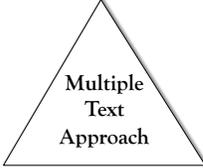
- Exploring other games that use balls
 - Reading
 - Writing
 - Math
 - Gross Motor



Engaging, cumulatively decodable text



Read-aloud text



Multiple Text Approach



Grade-appropriate complex text

Informational Text Use, Pre-K-2



FIGURE 2.1 Informational Text Use K-2: The Power of Using Different Texts for Different Purposes



The Take-Aways

The new standards clearly address the need for reading informational text.

We need to expose our children to high quality informational text.

We need to explicitly teach our children how to read nonfiction.



Thank you for your participation today!

For more information, please contact

