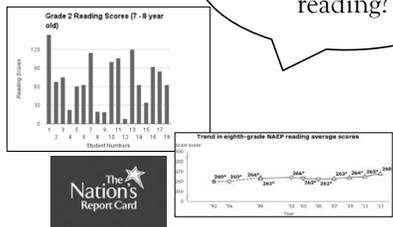


New Standards, Timeless Goals: Make Every Child a Reader K-2 with Informational Text



Presented by: Jane Vallin

How well are your students reading?



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

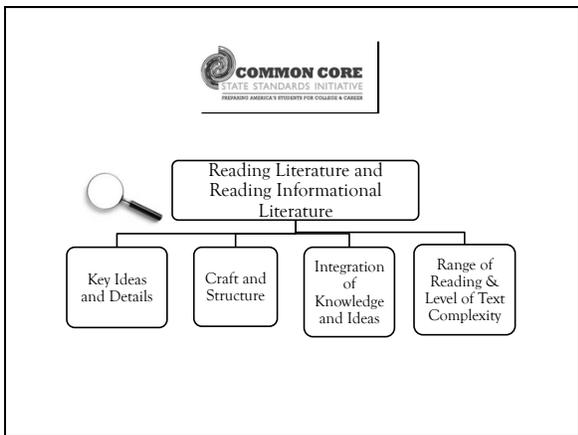
What are your students reading?

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS 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**

Building on students' interest and motivation

Scaffolding reading of more challenging texts

**Goal 2
Be More Intentional**

Building important disciplinary knowledge

Providing high-quality nonfiction texts

Promoting rich exchange of ideas and information

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

Engaging students in discussions of informational texts

Building vocabulary and content knowledge

**Goal 4
Explicitly Teach from the Text**

Focusing on big ideas

Helping students access grade level vocabulary and concepts.

**Goal 5
Differentiate Instruction**



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

Informational Text Use, K-2

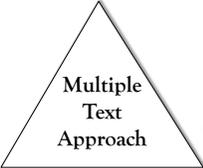


FIGURE 2.1 Informational Text Use K-2: The Power of Using Different Texts for Different Purposes

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
3. Explicitly Teach From the Text
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Step One: Prepare to Read

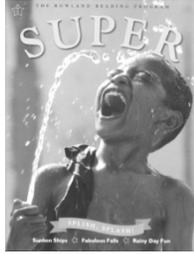
Which text features (if any) will need to be taught before the reading?

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 content? 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)?

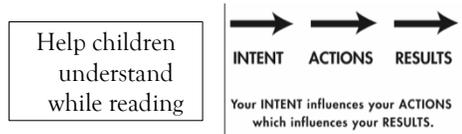
Lesson Plan Template

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

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

Lesson Plan Template

Name: _____

Date: _____

Grade: _____

Unit: _____

Topic: _____

Objective: _____

Materials: _____

Activities: _____

Assessment: _____

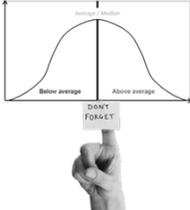
Reflection: _____

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

Average / Median

Identify and teach vocabulary necessary for understanding the selection

Identify & teach comprehension skills & strategies

Provide ample opportunities for rereading and guided oral reading

Below average

Above average

On Level

Lovely Lashes
As camels roam across the desert, their eyelids blink and blink. Their eyelashes are well protected. Their long eyelashes help protect their eyes from the sun and the sand.

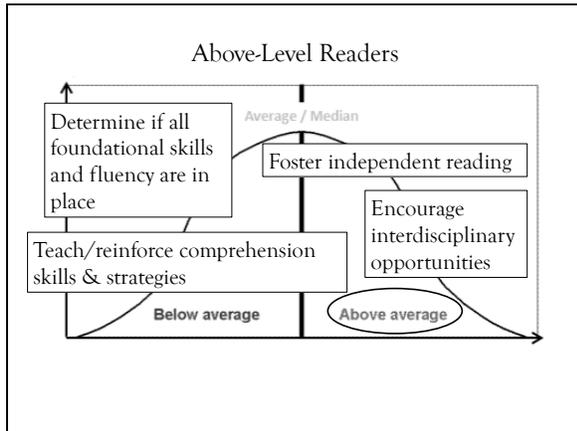
Hoof It
Some camels weigh 1,400 pounds. That's about as heavy as a whole class of second graders! Their hooves have special skin between the toes that spreads out as they walk. The skin keeps the heavy animals from sinking too far into the sand.

No Desert
All living things need water to survive. In the desert, there is no water.



desert
hooves
oasis

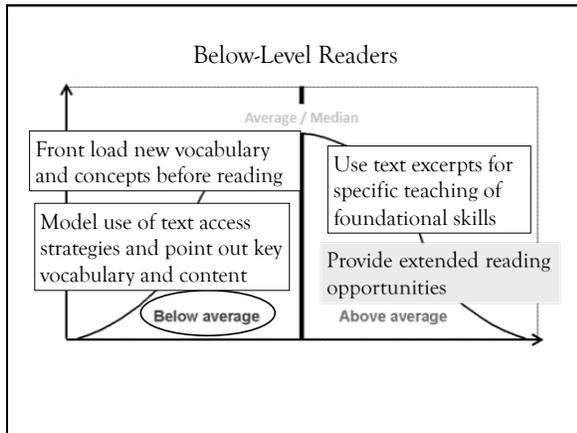
- Students first read aloud on their own after introduction and vocabulary instruction from the teacher.
- Teacher listens to assess decoding and fluency, assisting as needed.
- Teacher discusses selection with students.
- Students reread orally with a partner.



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

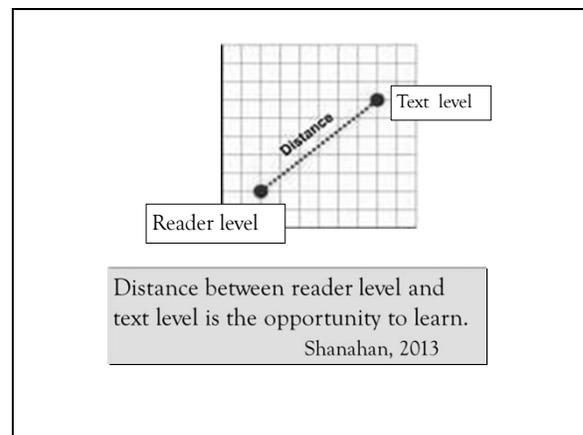


Below Level

- 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

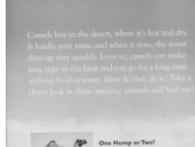
Explicitly Teach from Text: Teaching Comprehension Skills & Strategies

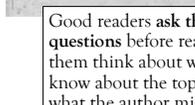
Camels live in the desert, where it's hot and dry. It hardly ever rains, and when it does, the water dries up very quickly. To survive, camels must make long trips to the desert and come back with a long train of water-filled humps. How do they do it? Take a closer look at these amazing animals and find out!

Check Humps or Teat?
Some camels have two humps. Others have just one. Many people believe that a camel's humps store water. They don't! Humps store fat from the food camels eat. They also help keep camels cool. If the fat were stored in one spot, camels would be too hot to live. Being covered in a thick jacket, the fat would heat up, and the camel would overheat. Keeping fat in one place keeps camels cooler.

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!

Asahab!
Camels travel for many months at a time. When they find an oasis, they stop for fresh water. This oasis is very strong. It can hold 25 gallons of water in just one 15-minute stop!






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.”

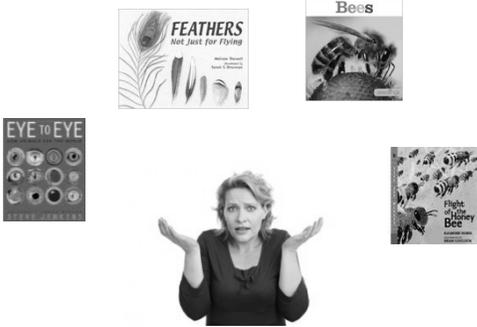
—CCSS ELA Standards, 2010, p. 33



“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



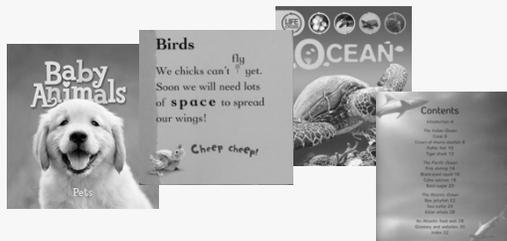
Choosing Informational Text

- 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



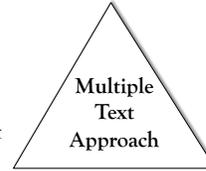
- Exploring other games that use balls
 - Reading
 - Writing
 - Math
 - Gross Motor



Engaging, cumulatively decodable text



Read-aloud text



Grade-appropriate complex text

Informational Text Use, Pre-K-2

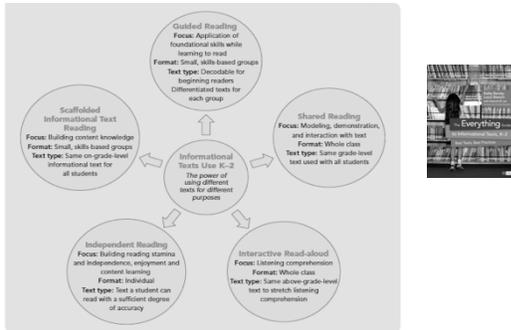


FIGURE 2.1 Informational Text Use K-2: The Power of Using Different Texts for Different Purposes

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

