Creating Worthwhile Lessons featuring Informational Text

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Overview

• Meet twice a month
  • Workshop
  • Coaching
• Adjust focus each month
• Provide tools and resources to meet your student’s literacy needs

Today’s Goals

• Understand how to meet the 50/50 literature/informative text goal
• Know the informative text reading standards for your grade level band (below, grade level, above)
• Understand how “experts” read
• Design worthwhile cross-disciplinary lessons that feature informative text
Text features differ, too. (When was the last time you saw bullet points in a poem?) Bold print, italics, headings and subheadings, and sidebars are all more common in informational text. Text guides such as tables of contents and indexes, for example, differ in important ways, as do illustrations and graphics and the roles they play. Of course, we read such texts for different purposes, and that makes us vary our reading approaches.

Timothy Shanahan
CCSS Implications for Informational Text

• Need multiple opportunities to read informational text
  • Content based
  • Paired with traditional literature

• Need **instruction** on how to read informational text in each content area

• Need to use authentic (not just textbook) texts in content instruction
Examples of Informational Text

- Biographies
- Autobiographies
- Books:
  - history
  - social studies,
  - science
  - the arts
- Technical texts:
  - Directions
  - Forms
- Information displayed on:
  - Graphs
  - Charts
  - Maps
- Photographs
- Cartoons
- Paintings
- Articles
What exactly do the Common Core State Standards want us to do?

Working with a partner- take your standards and order them from K-5.

The standards offer a guide to build critical consumers of informative text...
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BUT HOW DO WE CREATE WORTHWHILE LESSONS THAT HELP OUR STUDENTS ACHIEVE THESE STANDARDS?!!
Teacher Modeling

Fisher and Frey believe that there are 4 components to effective teacher modeling of complex informational text

1. Factors of complexity
2. Disciplinary thinking
3. Word solving
4. Comprehension

- Must use “I” statements
- Include metacognition: the because, why and how of the thinking
Teacher Modeling

Factors of Text Complexity

• Teachers must first read and analyze the text

• Choose a few key concepts that will help the most
  • Refer to handout: Qualitative Aspects of Text Complexity
  • Use the 3-point stretch for teaching points
Teacher Modeling

Disciplinary Thinking

• Students need to read or “think” like the expert in the discipline that they are reading (Shanahan)

• Students that read informational texts like they are stories will not be successful
Teacher Modeling

Word Solving

• Looking inside words: Prefixes, suffixes, roots, bases
  • Example: metamorphosis
    (change) (form) (process)

• Look outside words: Context clues and resources
  • Example: a dolphin pod
Comprehension

- Same strategies as in literature
  - Predictions, visualizing information, determining importance, making connections, summarizing, monitoring, clarifying and questioning
  - However, students must be extra aware of if they are understanding the text or not
Mathematicians can think in the abstract, as well as the particular:
- Particular: $2 + 3 = 5$
- Abstract: $a + b = c$

Students that have a difficult time thinking abstractly, may have a more difficult time with word problems.

How can we use literacy to help?
Read Like An Expert

Disciplinary Practices

- Read the problem to get a general understanding
- Reread to identify the necessary information and get rid of unnecessary information (RI: Key Ideas and Details, Anchor Standards)
- Learn accurate definitions (RI: Craft and Structure Anchor Standards):
  - technical
  - sub-technical
- Read equations with appropriate directionality
- Explain- drawing, diagram, words, number patterns, equations (W1: Writing arguments to support claims using valid reasons and sufficient evidence)
SCIENCE:

Scientists read for more than surface understanding

- they must be able to explain using several representations
- they evaluate the information with scientific methods and accuracy in mind
- they expect information to be accurately and precisely described
Read Like An Expert

Texts You Encounter:
- Types: Proposals, lab reports, journal articles, and other documents
- Forms: prose, figures, diagrams, mathematical equations, photographs

Disciplinary Practices
- Transform (RI: Integration of Knowledge and Ideas)
- Write for different audiences and purposes (W4: Produce clear writing that is appropriate to task, purpose, and audience)
- Learn science vocabulary (RI: Craft and Structure)
- Take notes (W2: Write to convey complex ideas and information clearly)
- Understand the language of science (RI: Craft and Structure)
Read Like An Expert

SOCIAL STUDIES

Historians believe
• everything is an interpretation
• can not be thought of as a truth
Read Like An Expert

Text
- Documentaries, trade books, cartoons, primary documents, newspaper articles, text books, songs, interviews
- Photographs, paintings, artifacts, maps, audio and video recordings, census data

Disciplinary Practices
- Source and Contextualize: who, where, when, and why it was written (RI: Integration of Knowledge and Ideas)
- Corroborate (RI: Integration of Knowledge and Ideas)
- Analyze Relationships Among Events (RI: Key Ideas and Details)
- Read multiple genres
Worthwhile Lesson

A worthwhile lesson is derived from 3 sources:

① National/State Standards and District Goals
② Important concept or skills in the content for the specific lesson
③ Specific needs of the students
A worthwhile lesson is derived from 3 sources:

1. **National/State Standards and District Goals**
   - What do I want my students to **learn**?
   - Why am I asking my students to **learn** this chunk of information on this day in this way?

2. **Important concept or skills in the content for the specific lesson**

3. **Specific needs of the students**
A worthwhile lesson is derived from 3 sources:

① National/State Standards and District Goals

② Important concept or skills in the content for the specific lesson
   • How will this lesson increase student understanding?
   • What must students learn to do more effectively?
   • What cognitive processes (compare/contrast, analyze, synthesize) will help students are at this understanding?

③ Specific needs of the students
A worthwhile lesson is derived from 3 sources:

1. National/State Standards and District Goals
2. Important concept or skills in the content for the specific lesson
3. Specific needs of the students
   - Require students to do, say, make or write something that they see develops their understanding
   - Presents an appropriately increased level of challenge (not just a repeated activity)
   - Know your students and apply the Goldilocks rule to set your students up for success
Classroom Example: The True Story of the 3 Little Pigs

ELA

Learning Target: Students will learn that reading with a purpose in mind will help them read closely to use what is explicitly stated to make logical inferences.

Standard: RL1-Ask and answer questions about key details in text

Content/Skill: Students will reread with this question in mind-How is the wolf in this story similar and different from the way a wolf is typically depicting in children’s stories? Students will create a T-Chart to compare/contrast.
Learning Target: Students will learn that reading with a purpose in mind will help them read closely to use what is explicitly stated to make logical inferences.

Standards:
Science: Life Science, 3-5: Organisms have both internal and external macroscopic structures that allow for growth, survival, behavior, and reproduction
Literacy: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Content/Skill: Students will read with this purpose _____________. Students will “transform” this information by creating _____________ to ________________.
Classroom Example: The True Story of the 3 Little Pigs

**Math**

**Learning Target:** Students will learn that reading with a purpose in mind will help them read closely to use what is explicitly stated to make logical inferences.

**Standards:**
Math-
Literacy-

**Content/Skills:** Students will REREAD Wolves to create a space, providing measurements, covering an area large enough for a pack of wolves to live comfortable in. Students will work with partners to answer this question.
Classroom Example: The True Story of the 3 Little Pigs
Social Studies

Learning Target: Students will learn that reading with a purpose in mind will help them read closely to use what is explicitly stated to make logical inferences.

Standards:
SS:
Literacy:

Content/Skills
More Information

Each notebook contains one of three articles:

- *Not Just Pretty Picture* by Norman and Roberts
- *Points of Entry* by Fisher and Frey
- *Unlocking the Secrets of Complex Text* by Ehrenworth

**Jigsaw**

1. Read your article
2. Talk with other people that read your article and become “experts”
3. Meet with one member from each of the other articles
   1. Teach them about your article
   2. Learn about their article
4. Create something that demonstrates synthesis of new knowledge
Look-Fors

• Authentic informative text in content classes

• “Worthwhile” lessons that feature informative text
  • Standards driven
    • Content
    • Literacy
  • Content includes skills necessary to read like an “expert”
  • Needs of student may be addressed by adjusting standards expectations within grade level band
PLC Activity

Pick a story from your Journeys curriculum that you will read within the next month (perhaps on the 28th)

Create “worthwhile lessons” that feature informative text for math, social studies, and science that ties to the story and are relevant to what you are teaching in those content areas at that time.

REMEMBER: Learning targets can be used in all content areas and should move the students towards standards mastery.