


Serving the professional development needs of extraordinary educators.

Expect Extraordinary

### C05-Using Primary Sources for Interdisciplinary Literacy ELA & Social Studies, Gr. 6-12 Katie McKnight, Ph.D.

**Together let's create extraordinary classrooms.**

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## We believe **educators** have the **most important job** in the world.

**Together let's create extraordinary classrooms.**



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### What We Will Do In This Session

- Dispel some of the myths regarding informational and literary text.
- Define informational and literary text.
- Examples of informational and literary text.



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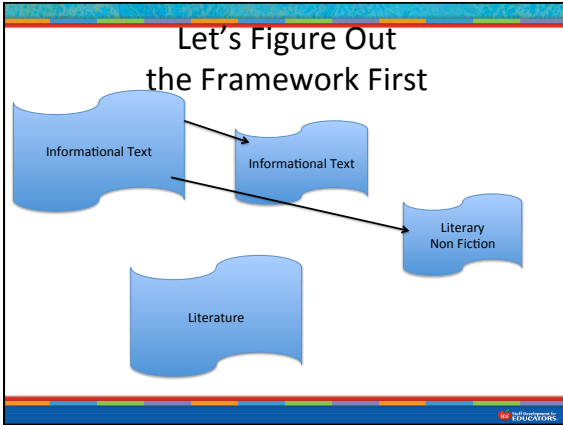
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|                          |   |   |
|--------------------------|---|---|
| Strands                  | K-5   | 6-12  |
|                          | English Language Arts   | English Language Arts, Literacy in History/Social Studies, Science, & Technical Subjects  |
| Anchor Standard: Reading | Key Ideas and Details, Grades 6-12, Standard 2. Determine central idea or theme of a text and analyze their development; summarize the key supporting details and ideas.  |   |
|                          | Grade Specific Standards  |   |
|                          | Reading, Standard 2.  |   |
| Grade                    | Literature  | Informational Text  |
| 6                        | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                      | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.                      |
| 7                        | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                                    |
| 8                        | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |

**FIGURE 5.1:** Reading the CCS with an example.  
From Supporting Students in a Time of Core Standards: English Language Arts, Grades 6-8 by Tonya Perry, with Rebecca Mesery, ©2011 National Council of Teachers of English.

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### What do these numbers mean?

#### Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

| Grade | Literary | Informational |
|-------|----------|---------------|
| 4     | 50%      | 50%           |
| 8     | 45%      | 55%           |
| 12    | 30%      | 70%           |

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

Common Core State Standards, 2010, p. 5.

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# WHY WE NEED A BALANCED DIET OF INFORMATIONAL TEXT AND LITERATURE

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### Levels of Meaning Informational Texts and Literary Texts

| Informational Texts       |   | Literary Texts                             |
|---------------------------|---|--|
| Single Level Meaning      | → | Multiple Levels of Meaning                 |
| Explicitly Stated Purpose | → | Implicit Purpose; May be hidden or obscure |

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### Structure Informational Text and Literary Text

| Informational Text                    |   | Literary Text  |
|---------------------------------------|---|--|
| Simple                                | → | Complex  |
| Explicit                              | → | Implicit   |
| Conventional                          | → | Unconventional   |
| Events Related in Chronological Order | → | Events are often organized according to a particular genre structure (i.e. frame story or flashback) |

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### Knowledge Demands

| Informational Text               |   | Literary Text                             |
|----------------------------------|---|---|
| Simple Theme                     | → | Complex or Sophisticated Theme            |
| Single Theme                     | → | Multiple Themes                           |
| Common, Everyday Themes          | → | Experiences Distinctly Different from Own |
| Multiple Perspectives            | → | Author's Perspective                      |
| Understanding of Text Structures | → | Understanding of Literary Genres          |

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- ### Where do We Find Content Knowledge?
- Books
  - Textbooks
  - Reference Materials
  - Charts
  - Graphs
  - Blogs
  - What Else?

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### Resources for Primary Source Documents

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### Differentiating Texts

- Selecting and adapting texts to differentiate information to meet the needs of diverse readers.
- Making students better readers in your subject area.
- Using efficient and engaging activities that add to content learning.

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### Strategies: One-Page Wonder

According to Daniels and Steineke, One-Page Wonders (OPW) allows us to:

- Provide texts that are interesting
- Keep in-class reading time short
- Allow for efficient practice of comprehension and discussion strategies

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### Finding OPWs

- Interesting and relevant to kids
- Surprising, puzzling, funny, quirky, or weird
- Invite the reader to visualize places, faces, and events
- Feature people you can get interested in
- Are complex enough to justify time and thought
- Offer background knowledge in your content area
- Contain open-ended or debatable issues that invite lively discussion

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### Strategy, Encourage the Students to Code the Text

!★ OMG the manure lagoons are...

? What does this [turbulence] mean?

? This stuff has so much bacteria why would you jump

!★ Two guys drowned in that lagoon.

★ I didn't know lagoons had volatile gasses

★ These could be a contributor to global warming

★ Mmmm, not so good

? Don't these companies have a heart?

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### How to Reach Me:

Email: [Katie@KatherineMcKnight.com](mailto:Katie@KatherineMcKnight.com)

Website: [www.KatherineMcKnight.com](http://www.KatherineMcKnight.com)

Twitter: [@literacyworld](https://twitter.com/literacyworld)

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For more materials and updated powerpoint, see my blog at [www.KatherineMcKnight.com](http://www.KatherineMcKnight.com)

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**Extraordinary educators need flexibility and variety in accessing professional development...**

...that's why SDE provides multiple formats to fit how you learn best.

**PD Events**

- Single-Topic Workshops
- Multi-Topic Workshops
- National and Regional Conferences
- Userconference Facilitation
- In-Depth Institutes
- Train-the-Trainer Institutes

**Web-Based PD**

- Webinars
- Online Courses
- Flipped Workshops
- Blended Learning

**Onsite PD**

- Single-Topic Workshops
- Multi-Topic Workshops
- Customized Conferences
- In-Depth Institutes
- Train-the-Trainer Institutes
- Co-teaching
- Professional Learning Communities
- Modeling/Observation

**PD Resources**

- eBooks
- Tabletop Games
- Manipulatives
- Digital Games
- e-Books

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