

---

---

---

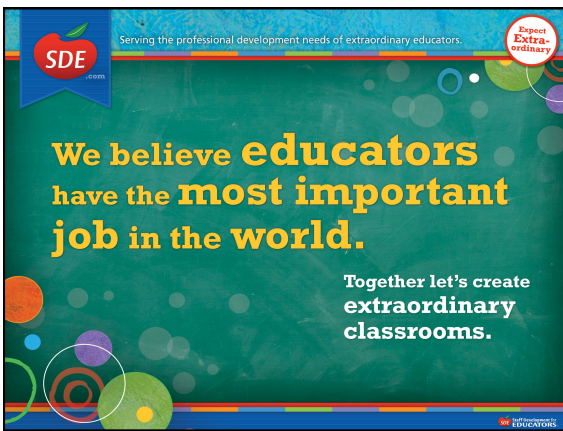
---

---

---

---

---



---

---

---

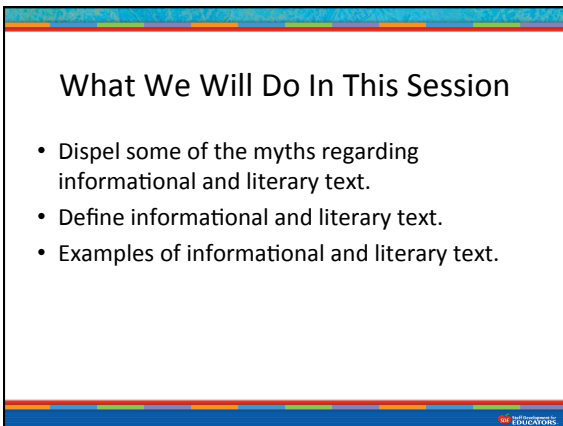
---

---

---

---

---



---

---

---

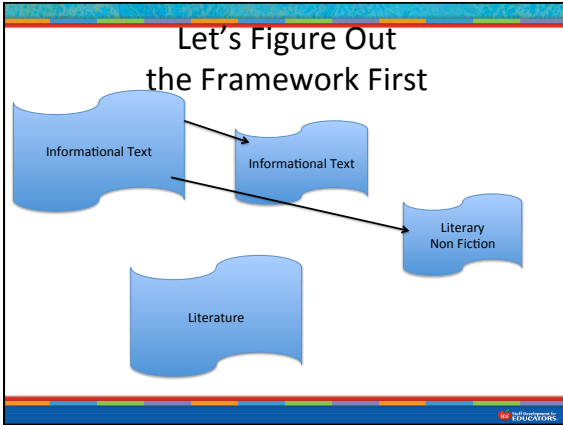
---

---

---

---

---




---

---

---

---

---

---

---

---

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 ideas or themes 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 Mesary, ©2011 National Council of Teachers of English.

---

---

---

---

---

---

---

---

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.

---

---

---

---

---

---

---

---

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

---

---

---

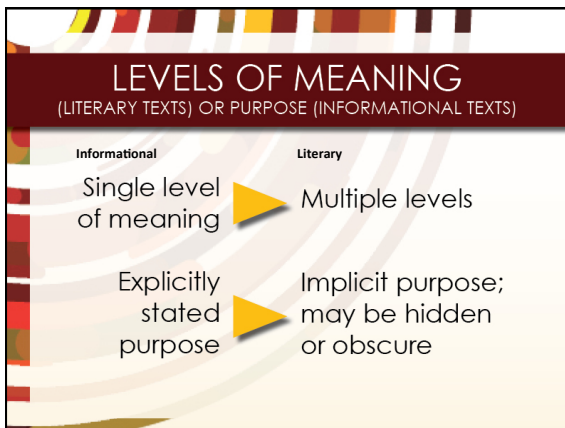
---

---

---

---

---



---

---

---

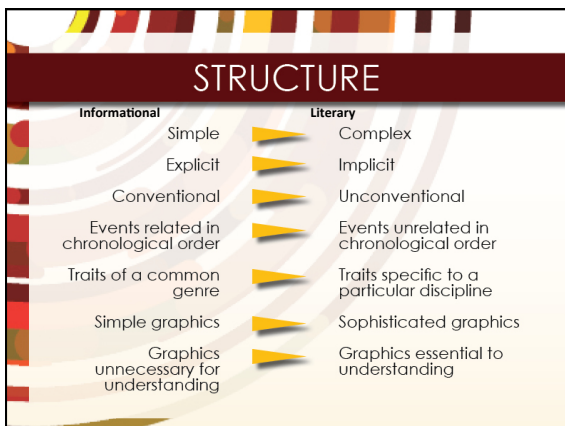
---

---

---

---

---



---

---

---

---

---

---

---

---

### LANGUAGE CONVENTIONALITY AND CLARITY

Informational	Literary
Literal	Figurative or iconic
Clear	Ambiguous or purposely misleading
Contemporary, Familiar	Archaic or otherwise unfamiliar
Conversational	General academic and domain-specific

---

---

---

---

---

---

---

### KNOWLEDGE DEMANDS: LIFE EXPERIENCES (Literary Texts)

Informational	Literary
Simple theme	Complex or sophisticated theme
Single themes	Multiple themes
Common, everyday experiences	Experiences distinctly different from own
Single perspective	Multiple perspectives
Perspective(s) like one's own	Perspective(s) unlike or in opposition to one's own

---

---

---

---

---

---

---

### KNOWLEDGE DEMANDS: CULTURAL/LITERARY KNOWLEDGE

Informational	Literary
Everyday knowledge and familiarity with genre conventions required	Cultural and literary knowledge useful
Low intertextuality	High intertextuality

---

---

---

---

---

---

---

**KNOWLEDGE DEMANDS:  
CONTENT/DISCIPLINE KNOWLEDGE**

<b>Informational</b>	<b>Literary</b>
Everyday knowledge and familiarity with genre conventions required	Extensive, perhaps specialized discipline-specific content knowledge required
Low intertextuality	High intertextuality

---

---

---

---

---

---

---

---

**INTEGRATING  
INFORMATIONAL TEXT  
INTO THE CURRICULUM**

---

---

---

---

---

---

---

---

**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.

---

---

---

---

---

---

---

---

### 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

---

---

---

---

---

---

---

---

### 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

---

---

---

---

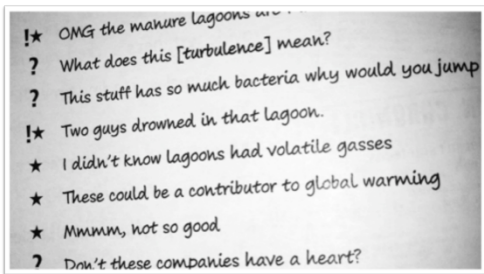
---

---

---

---

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



---

---

---

---

---

---

---

---

### How to Reach Me:

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

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

Twitter: @literacyworld

Facebook: [Katie McKnight Literacy](https://www.facebook.com/KatieMcKnightLiteracy)

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

---

---

---

---

---

---

---

---

Serving the professional development needs of extraordinary educators.

**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
- Unconference Facilitation
- In-Depth Institutes
- Train-the-Trainer Institutes

**Onsite PD**


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

**Web-Based PD**

- Webinars
- Online Courses
- Flipped Workshops
- Blended Learning

**PD Resources**

- Books
- Telestrip Games
- Manipulatives
- Digital Games
- e-Books



---

---

---

---

---

---

---

---