

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?

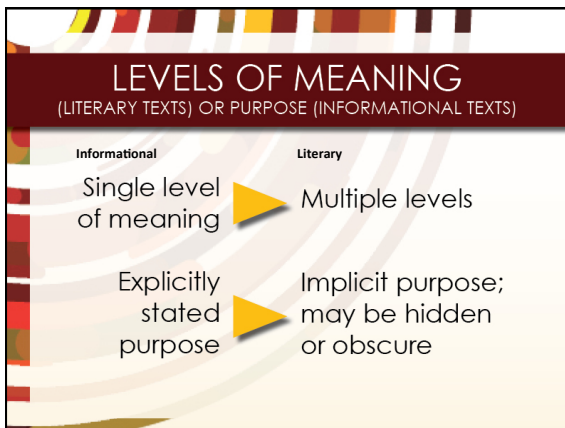
Distribution of Literary and Informational Passages by Grade In the 2009 NAEP Reading Framework

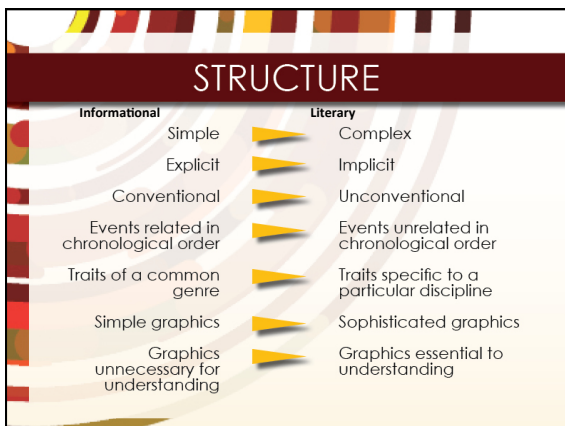
Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

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**

Informational		Literary
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**

ILLINOIS STATE BOARD OF EDUCATORS

**INTEGRATING
INFORMATIONAL TEXT
INTO THE CURRICULUM**

ILLINOIS STATE BOARD OF EDUCATORS

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

!★ 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?

EDUCATORS

How to Reach Me:

✉ Email: Katie@KatherineMcKnight.com


🌐 Website: www.KatherineMcKnight.com

🐦 Twitter: @literacyworld


📘 Facebook: [Katie McKnight Literacy](#)

📖 For more materials and updated powerpoint, see my blog at www.KatherineMcKnight.com

EDUCATORS



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
- User Conference Facilitation
- In-Depth Institutes
- Team-Over Teacher Institutes

Onsite PD


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

Web-Based PD

- Webinars
- Online Courses
- Flipped Workshops
- Standalone Learning

PD Resources

- eBooks
- Tabletop Games
- Manipulatives
- Digital Games
- eBooks



EDUCATORS
