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DG04 Informational Text Across the Content Area for Struggling Readers (Grades 6-8)

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What We Will Do In This Session

- Making Thinking and Reading Visible to Support Struggling Readers.
- Explore Great Informational Text Resources.
- Using Text Circles in the Classroom

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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.



**INTEGRATING
INFORMATIONAL TEXT
INTO THE CURRICULUM**




**The five Es are: engage, explore,
explain, elaborate, and
evaluate.**



Engage

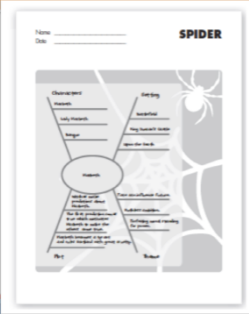
- The teacher and students can the engage segment by completing something like a K-W-L (i.e., what you know, what you want to know, what you learned).



The KWL graphic organizer is a rectangular box with three vertical columns. The top row is labeled 'K', 'W', and 'L'. Below these are the labels 'What I know', 'What I want to know', and 'What I learned'. There are lines for writing in each column. At the top right of the box, it says 'Name: _____ Date: _____' and 'KWL'. At the bottom right, it says '©2010 Pearson Education, Inc. All rights reserved.'

Explore


- Assign students flexible learning groups to read and explore the topic and question.



The SPIDER graphic organizer is a circular diagram with a spider in the center. The spider's body is labeled 'Main Idea'. Its legs are labeled 'Supporting Details'. The diagram is divided into sections: 'Observation', 'Analysis', 'Synthesis', 'Evaluation', and 'Application'. Each section contains a question or prompt. At the top right, it says 'Name: _____ Date: _____' and 'SPIDER'. At the bottom right, it says '©2010 Pearson Education, Inc. All rights reserved.'

Explain

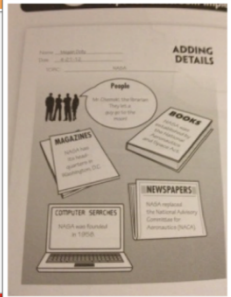
Students make connections to what they previously learned and to new information.



The IDEA WEB graphic organizer is a circular diagram with a central circle labeled 'Idea Web'. Six smaller circles are arranged around it, each containing a question or prompt: 'What is the main idea?', 'What is the author's purpose?', 'What is the author's bias?', 'What is the author's point of view?', 'What is the author's tone?', and 'What is the author's style?'. At the top right, it says 'Name: _____ Date: _____' and 'IDEA WEB'. At the bottom right, it says '©2010 Pearson Education, Inc. All rights reserved.'

Elaborate

Students first learn everyday words when concepts are introduced and then more advanced vocabulary to connect, explain, and broaden their understanding of new information.



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Evaluation

- Evaluation can be embedded throughout the lessons. For example, the teachers can assess whether students are learning key concepts by listening to students' questions and comments during whole-class and small-group discussions. The teachers can also examine student learning logs or notebooks.

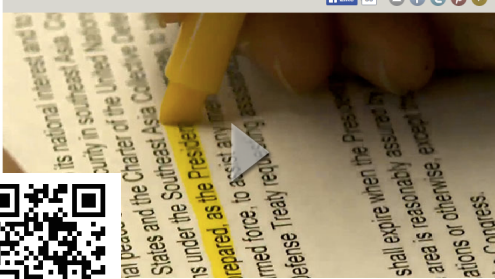
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Literacy Partners



<http://goo.gl/OS4ASj>

Read Like a Historian



<http://goo.gl/HE6S3I>

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

Text Circles

- ▶ Small groups are formed based on student choice. Grouping is by text choices, not by “ability” or other tracking.
- ▶ Members write notes that help guide both their reading and their discussion.

- **Visualize:** Making pictures of mental images or sensory images as they read.
- **Connect:** The reader and experience connection.
- **Question:** Interrogating the text.
- **Infer:** predict, interpret, synthesize.

- ▶ **Evaluate:** Critique and make judgments.
- ▶ **Analyze:** Examining the author’s craft.
This is a good time for mini-lessons about targeted content.
- ▶ **Recall:** Retell, summarize, and remember.
- ▶ **Self-monitor:** Using individual skill set to understand and interpret the text.
- ▶ **Overcome obstacles independently**

TextProject.org




The screenshot shows the TextProject.org website. The main heading is "Knowledge and Informational Texts". Below the heading is a photograph of three children reading together. Text on the page explains that texts are where humans share and store what they learned, and that the reason for reading is to acquire knowledge. It also mentions that TextProject offers numerous resources to support students in increasing their funds of information and engagement with informational texts.

Read Aloud Favorites
<http://goo.gl/Tn0czy>




The screenshot shows the TextProject.org website with the heading "Read-Aloud Favorites". It features a list of "FredDys Favorites" with dates from May 2007 to March 2008. The text "Read-Aloud Favorites" is prominently displayed in a large, stylized font.

Kelly Gallagher Article of the Week


<http://goo.gl/NGC9KS>



> Kelly Gallagher Building Deeper Readers & Writers

home about books/DVDs consulting resources

article of the week



Kelly recognizes that part of the reason his students struggle with reading is because they lack prior knowledge and background. They can decode the words, but the words remain meaningless without a foundation of knowledge. To help build his students' prior knowledge, he assigns them an Article of the Week every Monday morning.

Below you will find the articles Kelly assigned* this year (2014-2015) to his students. The most recent post is at the top of the list. Please note, all articles are subject to the copyright protections stipulated by the original source.

- "America's Biker Gangs" Thomson.com
Note: This is the final post for the 2014-2015 school year!
- "Hawk, the Barrage is Far Away" by Jim Malachuk for the New York Times
- "Alabama's Tea Party" The Week
- "Diplomats See Little Room to New Deployment to Oversee Trouble Spot" by Tony Perry for the Los Angeles Times
- "Madame Putin's Global Orwellian Campaign to Undermine the West" The

The New York Times Learning Network

<http://goo.gl/dqT9il>



The Learning Network
Teaching & Learning With The New York Times

ALL 5:00 PM
6 Qs About the News | California Mandates Vaccines for Schoolchildren
By MICHAEL COVATTA



THIS WEEK
Summer Reading | Our Summer Calendar

#CharlotteByLilias | Weekly News Quiz

Newsela

<https://www.newsela.com>



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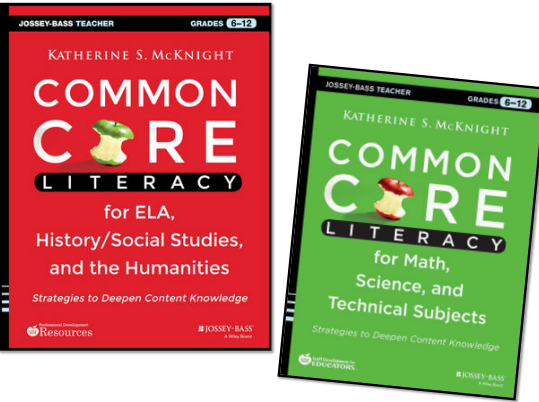


After the quake, Nepal native returns to help U.S. team study rock and soil

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- Facebook: Katie McKnight Literacy
- For more materials and updated powerpoint, see my blog at www.KatherineMcKnight.com



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Onsite PD

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- 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
- Tablettop Games
- Manipulatives
- Digital Games
- Apps

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