

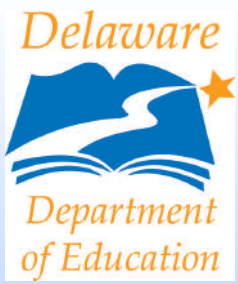
# Balance of Literary and Informational Text

Module 3  
K-2  
Reading Cadre



# Agenda

- Linking Content and Disciplinary Literacy to K-5 Informational Text
- The Shifts Across the Content Areas
- Hands-on Activities with the Shifts
- Defining Informational Text
- Elementary Instructional Implications

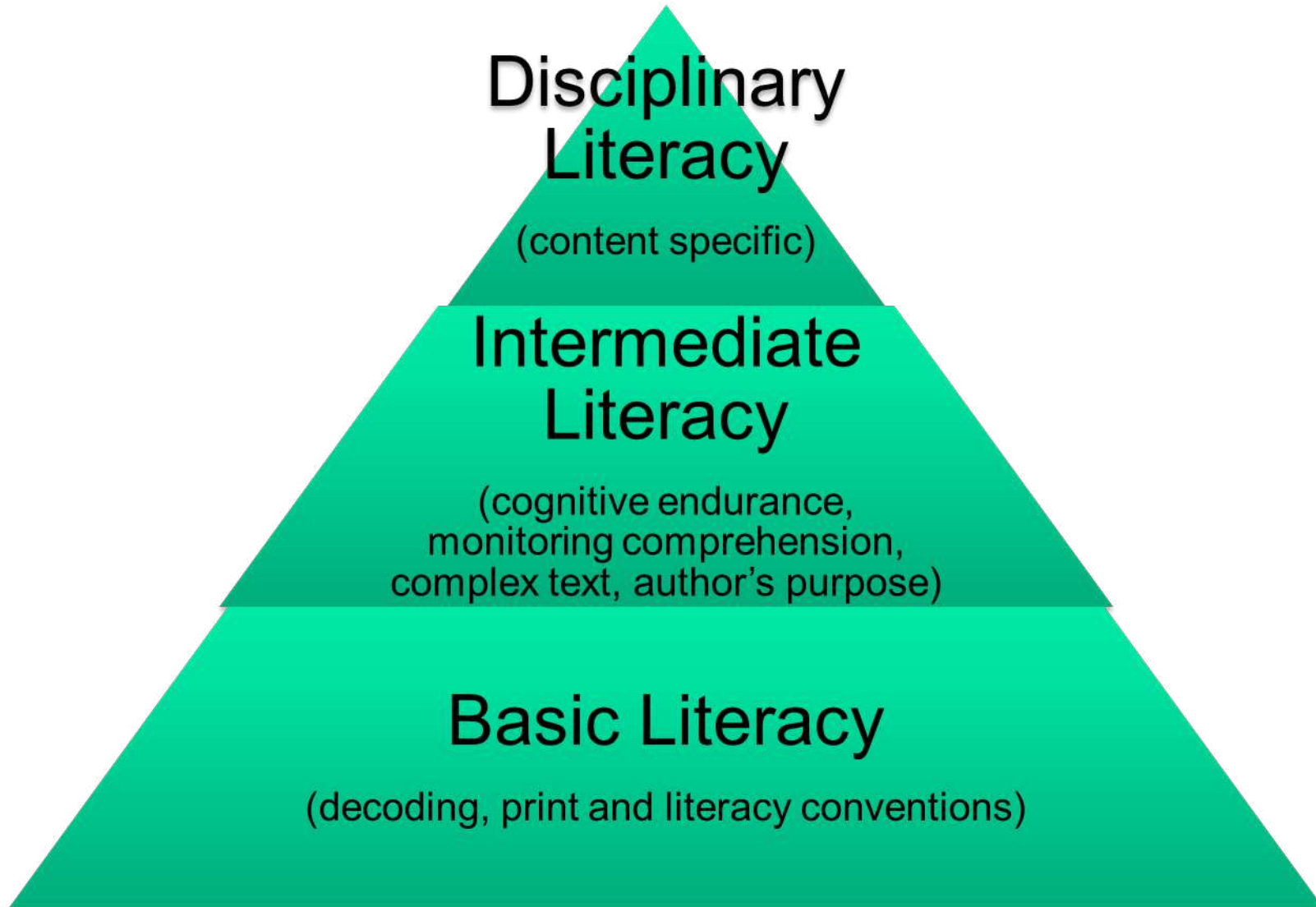


# Videos Elementary

- Shift 1: PK-5 Balancing Informational Text and Literature

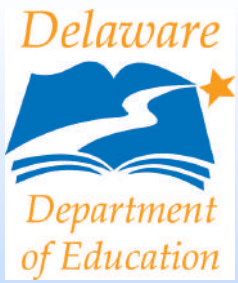
<http://engageny.org/resource/common-core-in-ela-literacy-shift-1-pk-5-balancing-informational-text-and-literature/>

# Literacy Development



## Publishers' Criteria K-2

- The most notable shifts in the standards when compared to state standards include **explicit preparation to read informational text** and a requirement that students' reading material be substantive and linked in meaningful ways to content area learning. (p. 1)
- The standards call for elementary curriculum materials to be recalibrated to reflect a mix of **50 percent literary and 50 percent informational text**, including reading in ELA, science, social studies, and the arts. (p. 6)



## Publishers' Criteria 3-12

- In grades 3–5, literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational texts. (p. 5)

# READING

10 Anchor Standards for College and Career Readiness

ELA Standards K-12

Literacy Standards 6-12

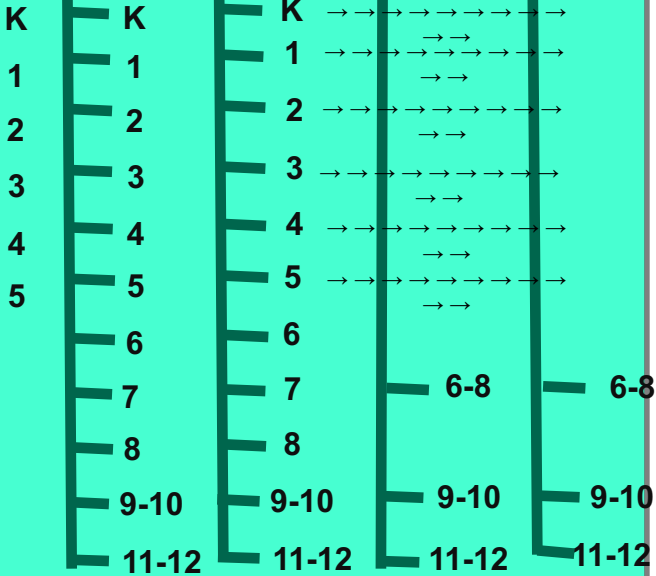
Foundational Skills

Literary Text

Information Text

Hist. / S.S.

Sci. / Tech Subj.

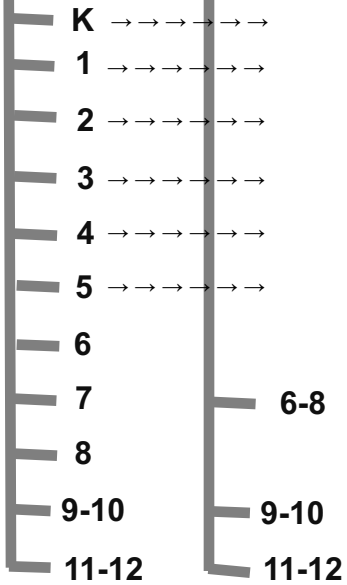


# WRITING

10 Anchor Standards for College and Career Readiness

ELA Standards K-12

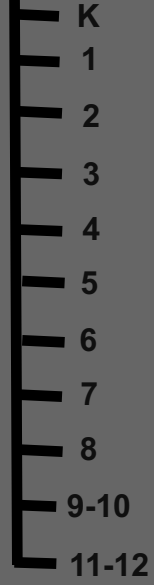
Literacy Standards 6-12



# SPEAKING & LISTENING

6 Anchor Standards for CCR

ELA Standards K-12



# LANGUAGE

6 Anchor Standards for CCR

ELA Standards K-12



# College & Career Anchor Standards for Reading



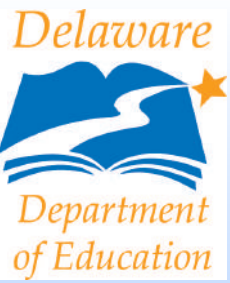
<b>Standards</b>	<b>Big Ideas</b>
1-Evidence 2-Central Ideas 3-Interaction	Getting deep into the text
4-Vocabulary 5-Text Structure 6-Point of View/Purpose	Author's choices about the text
7-Multimedia 8-Argument (Evaluating Argument) 9-Multiple Texts	Thinking across texts
10-Range and Complexity	LOTS of in-school reading



# College & Career Anchor Standards for **Writing**



<b>Standards</b>	<b>Big Ideas</b>
1-Write Arguments 2-Write to Explain/Inform 3-Write narratives	Types of Writing
4-Write with Coherence 5-Plan, Revise, Rewrite 6-Use Technology	Writing Process
7-Short and Sustained Research 8-Use Multiple Sources 9-Use Text Evidence	Research
10-Range of Writing	LOTS of In-school Writing



# College & Career Anchor Standards for **Speaking & Listening**

<b>Standards</b>	<b>Big Ideas</b>
1-Range of Conversations 2-Integrate and Evaluate 3-Evaluate Speaker's Point of View	Comprehension and collaboration (LOTS of in-school discussions)
4-Present Information Clearly, Know your Audience 5-Use Digital Media 6-Adapts Speech to Context	Presentation of knowledge and ideas

# College & Career Anchor Standards for Language



<b>Standards</b>	<b>Big Ideas</b>
<ul style="list-style-type: none"><li>• Grammar and Usage when Writing or Speaking.</li><li>• Capitalization, Punctuation, and Spelling when Writing.</li></ul>	Conventions of Standard English
<ul style="list-style-type: none"><li>• How Language Functions in Different Contexts, to Make Effective Choices for Meaning or Style.</li></ul>	Knowledge of Language
<ul style="list-style-type: none"><li>• Using Context Clues, Word Parts and Reference Materials.</li><li>• Figurative Language, Word Relationships, Nuances in Word Meaning.</li><li>• Acquiring and Using Tier II and III Words; Demonstrating Independent Vocabulary Acquiring Skills.</li></ul>	Vocabulary Acquisition and Use

3 Shifts	6 Shifts
<p><b>1. Building Knowledge through Content-rich Literary Non-fiction and Informational Texts.</b></p>	<p><b>PK-5, Balance of Informational and Literary Text</b></p>
<p></p>	<p><b>6-12, Building Knowledge in the Disciplines</b></p>
<p>2. Reading and writing grounded in evidence from text.</p>	<p>Text-based answers</p>
<p></p>	<p>Writing to/from sources</p>
<p>3. Regular practice with complex text and its academic vocabulary.</p>	<p>Staircase of complexity</p>
<p></p>	<p>Academic vocabulary</p>



Instructional Shifts	Assessment Shifts
<b>PK-5, Balancing Informational and Literary Texts</b>	<b>A Balance of Authentic Informational and Literary Texts.</b>
<b>6-12, Building Knowledge in the Disciplines</b>	<b>Knowledge-based Questions about Discipline-specific, Informational Text.</b>
Staircase of Complexity	Higher level of text complexity appropriate to grade level
Text-Based Answers	Evidence from text, including paired passages, to make an argument, inform or explain; short, focused research.
Writing From Sources	
Academic Vocabulary	Tier Two words which can be discerned from the text.

# Shift #1: PK-5, Balance of Informational and Literary Text

- Rationale: Elementary students typically encounter curriculum that is heavily influenced by literary text.
- Implications for Instruction: Elementary students need a balance (50/50); they need to learn the structures of both literary and informational text to deepen comprehension.

# A Balance of Informational Text K-5

Informational Text	Literary Text
<ul style="list-style-type: none"><li>• Science</li><li>• Biographies</li><li>• Social Studies</li><li>• History</li><li>• Arts</li><li>• Directions</li><li>• Technical Text</li></ul>	<ul style="list-style-type: none"><li>• Short Stories</li><li>• Myths</li><li>• Legends</li><li>• Poetry</li><li>• Drama</li></ul>

# NAEP

- The Standards follow NAEP's lead in balancing the reading of literary and informational texts, including texts in history/social studies, science, and technical subjects.

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

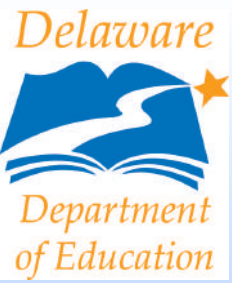


## Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

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.

\*The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.



## Shift #2: 6-12, Building Knowledge in the Disciplines

- Rationale: Literacy needs to be owned by all.
- Implications for Instruction: Students need an opportunity to read a variety of discipline-specific texts.
  - Literary Nonfiction and Informational Text for ELA
  - Discipline-specific texts across other content areas

## Shift #3: Staircase of Complexity

- Rationale: All students need to read a range of texts; they need appropriate scaffolding to be able to read closely and analyze challenging text.
- Implications for Instruction: Choose short and extended texts that represent a range. Teach students how to choose books (independent, challenging, just right). Model how to read closely and analyze text. Let students productively struggle.



# Text Complexity Grade Bands and Associated Lexile Ranges

Text Complexity Grade Band in the Standards	Old Lexile	Lexile Ranges Aligned to CCR Expectations
K – 1	N/A	100-500*
2 – 3	450 – 725	450 – 790
4 – 5	645 – 845	770 – 980
6 – 8	860 – 1010	955 – 1155
9 – 10	960 – 1115	1080 – 1305
11 – CCR	1070 – 1220	1215 - 1355

## Shift #4: Text-Based Answers

- Rationale: Students need to discuss/ answer text-dependent questions – not text-inspired or “cookie cutter.”
- Implications for Instruction: Teachers need to ask text-based questions and teach students how to refer back to the text to gather evidence. Encourage students to use text-dependent questions during discussions.

# Examples

- Text-inspired:
  - In \_\_\_\_\_, Charlotte encountered an altercation with her best friend. Tell about a time that you have had an altercation with a friend.
- Text-dependent:
  - In \_\_\_\_\_, what caused Charlotte's mood to change? What effect did this have on Charlotte's day? Use evidence from the text to support your answer.
- Cookie cutter:
  - Who is the main character of the story?

## Shift #5: Writing From Sources

- Rationale: Students need to learn how to gather evidence to marshal an argument, using multiple sources.
- Implications for Instruction: Students need to do purposeful writing that requires text evidence. Short, focused research, using multiple texts, needs to be a staple in a unit.

*We don't learn to read well by being taught reading skills. We learn to read well by reading a lot for meaning: to analyze or support arguments, to arrive at our own opinions as we make inferences or attempt to solve problems.*

(Schmoker, 2011) p. 107



## Shift #6: Academic Vocabulary

- Rationale: Teachers need to spend more time on academic vocabulary (Tier 2).
- Implications for Instruction: Tier 2 vocabulary (or academic vocabulary) exposes students to multi-meaning words that transcend all content areas. Tier 3 vocabulary is domain or discipline-specific and should be encountered in the content-area classroom in an authentic context.

# What is Informational Text?

- Literary Non-fiction
  - Biographies and autobiographies
- Historical, Scientific, and Technical Texts
  - Books about history, social studies, science, and the arts
  - Technical texts, including directions, forms, and information displayed in graphs, charts, or maps
- Digital Sources on a Range of Topics

# What is Informational Text?

- Emphasis is on Text Structure other than Narrative
  - Cause and effect
  - Chronological/sequential
  - Compare/contrast
  - Enumeration and description
  - Opinion and supporting arguments

## Activity: Progression of Difficulty

- Read through the K-5 Reading Informational Text Standards (#1-10).
- Remember that each “step up” in task difficulty is matched by a “step up” in text complexity.
- Identify the “step up” in task difficulty at each grade K-5 for Standard 9.

## Standard 9 Progression of Difficulty

- 1<sup>st</sup> – omitted “With prompting and support”
- 2<sup>nd</sup> – added “most important” points
- 3<sup>rd</sup> – added “and key details”
- 4<sup>th</sup> – added “Integrate” ... “in order to write or speak about the subject knowledgeably”
- 5<sup>th</sup> – added “several” texts

## *What's New At Your Grade Level?*

- Identify grade-specific standards that are new at your grade or represent a new emphasis in classroom instruction at your grade.
- Think about the instructional strategies and approaches that you will apply to these standards.

# Reading to Learn

- Explicit comprehension instruction should not be delayed until students are able to read grade-level text independently.
- Read-alouds and the use of text-based discussions are opportunities to help students learn from complex informational text, especially when students are just learning to read or if students struggle to read informational text independently.

(Beck & McKeown, 2001)

# Students Who Struggle

- Students who Struggle with Reading can Successfully Handle Informational Text when Instruction Includes:
  - Explicit teaching of text structure
  - Graphic organizers
  - The use of teacher modeling and guided feedback



# Young Children's Preference

- When discussion followed the read-aloud, students seemed to prefer informational text.
- When no discussion followed the read-aloud, the students preferred narrative text.
- Research suggests that students are more likely to select informational text for independent reading if their teacher used the informational text in a read-aloud.

(Dreher & Dromsky, 2000; Duke, Bennett-Armistead, & Roberts, 2003)



# Classroom Snapshot: You Would See

- Time spent with informational text
- Books on a wide variety of topics that interest elementary children
- Children engaged and reading these books
- Graphic organizers
- Explicit comprehension strategy instruction

## Classroom Snapshot: You Would Hear

- Teacher and student initiated questions about the text
- Teacher facilitated read-alouds and text-based discussions
- Students discussing and applying comprehension strategies
- Students retelling what they learned from an informational text with a partner
- Teachers and students using content language and text-related academic language

# Instructional Implications Elementary

- Provide students with equal exposure of informational and literary texts in the elementary grades (across disciplines).
- Develop good readers who know, control, and use a range of strategies as they read informational text.
- Explicitly teach reading comprehension skills in a similar manner across informational text and literature.
- Build background knowledge to increase reading skills.

# Informational Picture Books



# Explicitly teach strategies for informational texts

## Text Features

- Graphs
- Headings
- Title pages
- Subheadings
- Illustrations
- Diagrams
- Labels
- Charts
- Maps

## Content Features

- Reading to meet the demands of science, history, math
- Information rich
- Linked to author's purpose
- Content-specific verbs
- Structural vocabulary

# Develop Good Readers who Know, Control, and Use a Range of Strategies as They Read Informational Text

- Decode
- Fluency and accuracy
- Vocabulary
- Understand continuous text
  - Sentence level
  - Within, between, and across paragraphs
  - Whole text and across a range of text
- Understand Non-continuous text
  - Photographs and captions
  - Graphs and tables
  - Diagrams



# Explicitly Teach Reading Comprehension Skills in a Similar Manner Across Informational Text and Literature

- Link to prior knowledge
- Make inferences
- Ask and answer questions
- Vocabulary strategies
- Talk aloud and think aloud by teachers and students
- Visualization



# Build Background Knowledge to Increase Reading Skills

- Link to personal and cultural experiences.
- From what I know about the prior knowledge of my students.
  - What is the best way to introduce the ideas and possible challenges in this text?
  - What is the best instructional teaching approach?
  - What will I need to monitor as reading progresses?



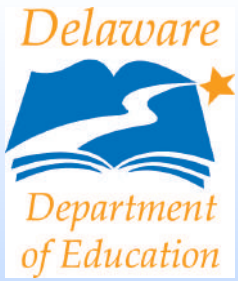
# Interactive Non-fiction Read Aloud

- [Interactive Read Aloud: Non-fiction](#)
- [Identifying Features of Non-fiction Books](#)

## Reflection Time

Turn to a partner and recall a few details from the session as you discuss the following questions.

- 1. What will be the percentages of informational and literary text in your grade?*
- 2. What are some text structures students may encounter in informational texts?*
- 3. What is one new standard or new in emphasis at your grade that will impact your instruction?*
- 4. What is one strategy or approach that supports learning to read informational text?*



# Resources

- DOE CCSS Website
  - Literacy Concept Organizers for Social Studies and Science
  - Literacy Standards by Content Areas
  - Literacy Design Collaborative
  - The Teaching Channel
  - AchievetheCore.org
  - Guide to the Shifts
  - HQPD Modules

# Module Extensions

- Ways to identify literacy demands of the content area
- Evidence of the Shifts in Practice
- List of discipline-specific genres (what do scientists read...)
- List of anchor texts (examples of the above)
- Examples of reading like, “a historian”, “scientist”, “mathematician”, etc.
- Using discipline-specific text as models for writing
- Research that supports literacy in this discipline
- Examples of some of the literacy standards