 Area V Regional Superintendents of Schools
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**Module 1:
Common Core Instruction
for ELA & Literacy**

Informational Text
Audience: 6-12 ELA Teachers

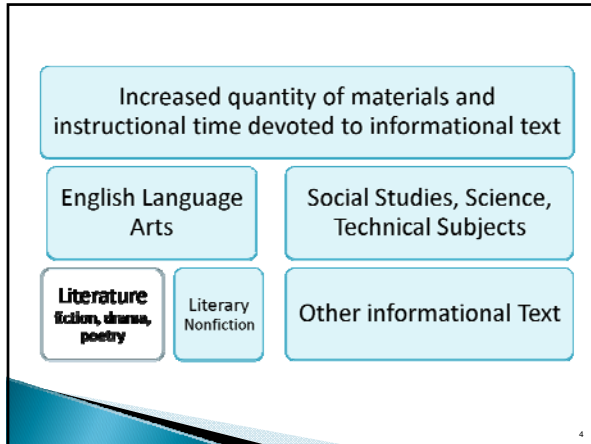
Expected outcomes

- ▶ Become familiar with the 6-12 CCSS Informational Text Reading Standards
- ▶ Identify a few of the standards that may be new (or a new emphasis) for teachers
- ▶ Become aware of relevant resources in *K-12 Teachers: Building Comprehension in the Common Core*, a resource aligned with the CCSS and the *K-12 Literacy Framework*.
 - <http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/have-you-ever.pdf>

Distribution of text types in NAEP

- ▶ The Standards follow NAEP's lead in increasing the proportion of informational text students read at each grade level.

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



Why more informational text?

- ▶ Provides an ideal context for building language, vocabulary, knowledge, and reasoning
- ▶ Is challenging and complex and has deep comprehension-building potential
- ▶ Is an opportunity for students to learn how to engage, interact, and have “conversations” with the text in ways that prepare them for the type of experiences they will encounter in college and careers.

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Informational text prominent in CCSS

- ▶ In Reading standards (RI 1 – 10, RH 1– 10, RST 1– 10)
- ▶ In Writing standards
 - Students conduct research, draw evidence to support arguments and analyses, compare texts, etc.
- ▶ In Speaking and Listening standards
 - Students prepare for conversations and collaborations, present findings and supporting evidence, etc.
- ▶ In Language standards
 - Students acquire academic and domain-specific vocabulary, use context to determine meaning, etc.

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What is informational text in ELA?

- ▶ Literary nonfiction. For purposes of CCSS,
 - Biographies, memoirs, speeches, opinion pieces
 - Essays about art, literature, journalism, etc.
 - Historical, scientific, technical, or economic accounts written for a broad audience
 - Distinguished by literary techniques and artistic vision
- ▶ Emphasis is on text structure other than narrative
- ▶ Arguments (such as those in the Founding Documents) are emphasized throughout the Standards.

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Activity: Progression of difficulty

- ▶ Read through the 6-11/12 continuum of several of the Reading Informational Text standards (#1 – 10) on the Handout “CCSS Reading Informational Text Standards 6 – 11/12.”
- ▶ 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 6 – 11/12 for several standards.

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Standard 8 progression of difficulty

- ▶ 7 – “assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim”
- ▶ 8 – “recognize when irrelevant evidence is introduced”
- ▶ 9-10 – “valid” reasoning; “identify false statements and fallacious reasoning”
- ▶ 11-12 “seminal U. S. texts”; “constitutional principles and use of legal reasoning”; “premises, purposes, and arguments in works of public advocacy”

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Activity: What's new at your grade level?

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

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Activity: Standards 2,3,5

- ▶ Close read
 - Working with partners, examine Reading Informational Text Standards 2, 3, 5 at your grade level.
- ▶ Differentiate
 - Put into your own words how each standard is different from the other two.

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Classroom snapshot: You would see

- ▶ Students using note-taking organizers, question charts, prompt sheets, etc.
- ▶ Teachers explicitly teaching discipline-specific as well as generic comprehension strategies.
- ▶ An emphasis on subject-area reading strategies for students struggling with reading.
- ▶ Teachers collaboratively planning and preparing text and materials.
- ▶ Task-based accountability built into every lesson task.

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Classroom snapshot: You would hear

- ▶ Teachers modeling generic as well as discipline-specific comprehension strategies.
- ▶ Teachers modeling reasoning by thinking out loud.
- ▶ Students expressing opinions with explained positions and reasoning.
- ▶ Students using knowledge of text structure and genres to predict main and subordinate ideas.
- ▶ Students and teachers summarizing a discussion when it closes.

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How did we do?

- ▶ *Approximately what percentage of instructional time and materials will be devoted to literary nonfiction in your grade(s)?*
- ▶ *What is one standard new or new in emphasis at your grade(s) that will impact your instruction?*
- ▶ *What is one strategy, approach, or classroom context that supports learning to read informational text?*

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Suggested follow-up activities

- ▶ Cross-grade level groups select one standard and develop a short lesson at each grade level, illustrating the 6-11/12 progression.

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