



# Supplemental Guide

## How to Use the Informational Text Shift Kit

Illinois State Board of Education

2013



## Supplementary Notes for How to Use the Illinois State Board of Education Informational Texts Shift Kit

This supplementary guide is to be utilized in conjunction with the Informational Texts Shift Kit designed by ISBE. The PowerPoint presentation was created to facilitate the process of explaining the components and uses of the kit.

As the shift kit is opened, the sections include: **Critical Direction**, **PowerPoints**, **Research Articles**, and **Handouts**. Although it is encouraged to go through every item with a staff or individuals, the kits are designed for users to select sections that will best suit the needs of a school or district. This allows a professional developer, administrator, teacher leader, or teacher to differentiate their learning.

The **Informational Texts Shift Kit** is designed for each resource section to stand alone. However, using all the items in each resource section provides a richer and deeper comprehension. Repetition of some ideas may appear.

A suggested starting point for all learners is to read the **Critical Direction** section which includes definitions and guidance from the International Reading Association.

Please email questions or feedback on the kit to [plscomments@gmail.com](mailto:plscomments@gmail.com).



## Supplemental Guide on How to Use The Informational Texts Shift Kit Table of Contents

This guide serves as a supplement that could assist a presenter or leader as they are sharing items and resources from the Informational Texts Shift Kit provided by the Illinois State Board of Education. All notes and questions contained in this guide are also listed on the How to Use the Informational Texts Shift Kit PowerPoint.

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1. Duke, N. (2004). The case for informational text. *Educational Leadership*, 61(6), 40–44.
2. Dymock, S. (2011). Teaching expository text structure awareness. *The Reading Teacher*, 59(2), 177-181.
3. Kelley, M. J. & Clausen-Grace, N. (2010), Guiding students through expository text with text feature walks. *The Reading Teacher*, 64(3), 191–195.
4. Neumann, S. & Roskos, K. (2012). Helping children become more knowledgeable through text. *The Reading Teacher*, 66(3), 207-210.
5. Yopp, R.H., & Yopp, H.K. (2000). Sharing informational text with young children. *The Reading Teacher*, 53(5), 410-423.
6. Zygouris-Coe, V., Wiggins, M.B., & Smith, L.H. (2004). Engaging students with text: The 3-2-1 strategy. *The Reading Teacher*, 58(4), 381–384.

**Handouts, pg. 11**

- Literacy Survival Tips for New Teachers! Navigating Nonfiction: Guidelines and Top 5 Strategies for Helping Kids Comprehend Informational Text by Lori Oczkus  
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- Helping Elementary Students Read for Information by Doug Fisher  
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## Where to Begin

The range of familiarity and depth of understanding of each shift varies among educators. The kits have been designed to provide a facilitator leading individual teachers or an entire staff through the concepts of the actual shift in instructional practice. The content of the kit is not designed to give a list of strategies to employ or a checklist of practices that state what has been taught. Rather, it is the goal of the kit to define the shift in thinking and practice so that the true spirit and intentions of the CCSS and the College and Career Readiness Standards are reflected in classroom instruction.

The facilitator might begin by answering the following questions:

1. Are you responsible for facilitating a small grade level team or a large group?
2. What is the group's level of understanding or familiarity with CCSS?
3. Will you focus on one particular shift or discussion point within a shift and how will you determine what the critical information is to highlight?
4. What will be your approach to addressing or working through all the shifts?
5. How will you measure the understanding of participants' growth in knowledge?

The kits are designed for informational purposes only and not as an evaluation tool.

## Suggested Outcomes for Classroom Teachers and Goals for Facilitators

Below are some key statements that participants should have as measured goals after working with a facilitator and the Informational Texts Shift Kit. Participants should have the following critical understandings of the kit defined and clearly outlined for a strong knowledge base of informational text development. It will be up to the facilitator to decide which portion of the kit will best express these for their particular group.

These outcomes for teachers are placed here to help guide the facilitator's use of the shift kit and understanding of the key ideas that need to be translated to participants.

The goal for the facilitator is to have all participants agree with the following:

1. I have gained an understanding of balancing informational text and literature in the elementary classroom at a ratio of 50:50 and the reasoning and research behind that shift.
2. My knowledge and understanding of the reading for informational standards has increased along with how they can be combined with other standards such as writing, speaking and listening standards when planning for instruction.
3. I have engaged in and expanded my repertoire of strategies for reading informational text.
4. I have been exposed to the additional resources that ISBE and other states have to offer regarding reading informational text.
5. I feel comfortable implementing the knowledge I have gained into my classroom planning.

## Critical Direction

The International Reading Association provided documentation to address specific literacy issues related to the implementation of the Common Core State Standards. This document entitled “Literacy Implementation Guidance for English Language Arts” focuses on issues that have proven to be especially confusing or challenging to implement. These guidance statements represent a consensus of experts in the literacy field.

The intent is to support leaders and teachers as they implement the English Language Arts College and Career State Standards. The summary of recommendations from the article for each area is as follows:

### **Challenging Texts:**

Do not increase levels of texts used in reading lessons in K and 1<sup>st</sup> grade.

Instruction across the school year needs to involve students in the reading of text written at a variety of levels.

Teachers need professional learning opportunities to be able to provide adequate scaffolding and support for student reading of complex texts in grades 2-12 and listening to complex text in Kindergarten and 1<sup>st</sup> grade.

### **Foundational Skills:**

Early systematic and explicit teaching of the foundations reading skills is required.

During the K-2 years, teaching of all aspects of English Language Arts should take place simultaneously and be coordinated.

### **Comprehension:**

Engage students in reading high quality texts closely and critically.

Teach research proven reading comprehension strategies using gradual release of responsibility approaches.

Guide students to apply strategies when reading particularly challenging texts.

### **Vocabulary:**

Study all strands of the standards for references to vocabulary development.

Plan for vocabulary development across the school day in all subjects.

Provide instruction in word solving strategies as well as teaching individual words.

### **Writing:**

Provide opportunities for students to write in response to reading across the curriculum.

Provide research opportunities that involve reading both print and digital texts, and that require writing in response to reading.

Teachers will need professional development in teaching students how to write the types of texts required in the CCSS. This professional development should include teachers doing their own writing, as well as analyzing annotated student writing.

### **Disciplinary Literacy:**

Involve content area teachers in teaching the disciplinary literacy standards.

Teach students the literacy strategies that are pertinent to each discipline.

Provide appropriate professional learning opportunities for teachers in the literacy practices appropriate for their disciplines.

### **Diverse Learners:**

The CCSS require equal outcome for all students, but they do not require equal inputs. Vary the amounts and types of instruction provided to students to ensure high rates of success.

Monitor student learning and provide adjustments and supplements based on that information.

## PowerPoints

**We next arrive at the PowerPoint section of the kit.**

**First listed is the Illinois State Board of Education PowerPoint.**

The Illinois State Board of Education has developed a web page called the Professional Learning Series that houses several tools designed to assist with supporting professional development for the CCSS. Some of the presentations used in the shift kits are housed at the [www.isbe.net](http://www.isbe.net) website and are listed in the kit's table of contents. Included on the web page are facilitators' guides and other supporting materials to accompany the PowerPoint presentations. To access these materials, click on the following link: [http://www.isbe.net/common\\_core/pls/default.htm](http://www.isbe.net/common_core/pls/default.htm)

**Next listed is the Oregon Department of Education PowerPoint: K-5.**

The Oregon PowerPoint can be accessed at <http://www.ode.state.or.us/search/page/?id=3454> by scrolling to Informational Text, K-5 Informational Text Presentation. It consists of the Common Core Instruction for Informational Text and is accompanied by a facilitator's guide. The facilitator's guide has suggested handouts which may be printed prior to sharing the PowerPoint with participants.

**Next listed is the Oregon Department of Education PowerPoint: 6-12.**

The Oregon PowerPoint can be accessed at <http://www.ode.state.or.us/search/page/?id=3454> by scrolling to Informational Text, 6-12 ELA Informational Text Presentation or the 6-12 Content Area Presentation. They both consist of the Common Core Instruction Presentations and are accompanied by a facilitator's guide. The facilitator's guide has suggested handouts which may be printed prior to sharing the PowerPoint with participants.

After viewing any of the Oregon Department of Education PowerPoints, participants may wish to try the suggested activities or use the reflection handouts.

## Research

Articles contained in this section are available for download or for purchase by contacting the journal cited and following copyright protocol set forth by the journal publication. In the case that a link is provided, a onetime personal educational use copy may be made as long as the use aligns with the journal publication's copyright laws or the creator's copyright requests. In no way are any of the articles listed here to be used for profit, sold, or copied in quantities.

**Listed next are the titles of articles in the Research section of the kit. The articles are listed with a culminating question underneath. This question should be answered at length after reading each article. What follows are other questions that might be utilized in small group discussions or as reflective independent study questions.**

**1<sup>st</sup> Article :** Duke, N. (2004). The case for informational text. *Educational Leadership*, 61(6), 40–44.

**Key Question:** How can informational texts be used for authentic purposes?

This article provides readers with awareness of the importance of teaching young students a repertoire of literacy strategies to use with informational text.

Other questions to consider for reflection after reading the article are as follows:

1. How can teachers increase access to and time with informational texts?
2. How can comprehension skills be taught with informational texts?
3. How or why can reading achievement be increased by using informational texts?

**2<sup>nd</sup> Article :** Dymock, S. (2011). Teaching expository text structure awareness. *The Reading Teacher*, 59(2), 177-181.

**Key Question:** What is the importance of teaching text structure for nonfiction comprehension?

This article provides educators with types of text structure as well as instructional steps for teaching students how to navigate expository texts.

Other questions to consider for reflection after reading the article are as follows:

1. How can I explicitly teach expository text structure?
2. What are the most common text structures?
3. Why is the ability to identify text structure important for success with the CCSS?

**3<sup>rd</sup> Article:** Kelley, M. J., & Clausen-Grace, N. (2010). Guiding students through expository text with text feature walks. *The Reading Teacher*, 64(3), 191–195.

**Key Question:** What are the guiding principles for an expository text feature walk?

Other questions to consider for reflection after reading the article are as follows:

1. How can I introduce students to an expository text feature walk?
2. Do your students realize the importance of text features when reading expository text? What have you noticed?
3. Have you ever observed your students when they read expository text?
4. Do your students read the text features in expository text without teacher guidance?

## Research (Cont.)

**4<sup>th</sup> Article:** Neumann, S., & Roskos, K. (2012). Helping children become more knowledgeable through text. *The Reading Teacher*, 66(3), 207-210.

**Key Question:** What shift in educational materials is required to meet the new standards?

Participants may wish to answer the following questions for further reflection after reading the above article:

1. What are some recommendations for choosing materials?
2. What different books or reading interactions can be used to help meet the new standards?

**5<sup>th</sup> Article:** Yopp, R.H., & Yopp, H.K. (2000). Sharing informational text with young children. *The Reading Teacher*, 53(5), 410-423.

**Key Question:** How can young students engage with informational books?

Reflective questions for study after reading the article are as follows:

1. What informational materials should be used in primary-grade classrooms?
2. How can informational alphabet books be used in the classroom?
3. Of the books listed at the end of the article, which ones might participants choose to employ in their classroom?
4. Why is having young students engage with informational books important?

**6<sup>th</sup> Article:** Zygouris-Coe, V., Wiggins, M.B., & Smith, L.H. (2004). Engaging students with text: The 3-2-1 strategy. *The Reading Teacher*, 58(4), 381–384.

**Key Question:** How does the 3-2-1 Strategy assist students with the CCSS standards?

Participants may find the following questions helpful in reflecting on the article as well:

1. What is the 3-2-1 strategy?
2. How can the 3-2-1 strategy be extended?
3. How can a teacher maximize students' interactions with text?

## Handouts

The next section is Handouts.

**Handout #1: *Literacy Survival Tips for New Teachers! Navigating Nonfiction: Guidelines and Top 5 Strategies for Helping Kids Comprehend Informational Text*** by Lori Oczkus

Retrieved from:

[http://tcsldes.sharpschool.net/UserFiles/Servers/Server\\_981273/File/Staff%20Directory/Instructional%20Support/April%20Willard/TOP%205%20Strategies%20for%20Comp%20Informational%20Text.pdf](http://tcsldes.sharpschool.net/UserFiles/Servers/Server_981273/File/Staff%20Directory/Instructional%20Support/April%20Willard/TOP%205%20Strategies%20for%20Comp%20Informational%20Text.pdf)

**Key Question:** What are the guidelines for teaching nonfiction?

This article provides teachers a nice overview of teaching informational text with easy to implement strategies.

After viewing the handout, a small or large group of teachers may wish to dive deeper into the selection by answering some of the following questions as well:

1. Why teach nonfiction?
2. What does effective nonfiction text structure look like?
3. What are some teaching strategies for teaching nonfiction?

**Handout #2– *Helping Elementary Students Read for Information*** by Doug Fisher

Retrieved from: <http://www.ascd.org/ascd-express/vol4/414-fisher.aspx>

**Key Question:** How can an authentic nonfiction experience be created for young readers in the earliest of grade levels?

This article provides teachers with the reasons why nonfiction should be used with young learners as well as the types and ways to infuse nonfiction in the classroom.

As participants view the handout more reflective questions might be considered such as the following:

1. Why should we read more nonfiction in the primary grades?
2. What are some examples of nonfiction materials to use in the classroom?
3. What are some strategies to use with nonfiction materials in the classroom?

**Handout # 3 – *November is Science Picture Book Month*** by T. E. Young Jr.

Retrieved from: [http://www.sbsonline.com/Documents/PictureBookMonth\\_4811.pdf](http://www.sbsonline.com/Documents/PictureBookMonth_4811.pdf)

**Key Question:** What are the benefits to reading nonfiction picture books aloud?

This handout emphasizes the importance of nonfiction read-alouds to young readers as well as nonreaders. The handout provides a plethora of suggested science read-alouds.

Other questions that might be discussed with participants that utilize the handout are as follows:

1. What are the standards tasks could be paired with the nonfiction read alouds that match the CCSS?
2. What are some picture books from the article that may be used in the classroom?

**Book Title****Recommended readings for the kit are the following:**

- Duke, N. & Bennett-Armistead, V.S (2003). *Reading and writing informational text in the primary grades: Research based strategies*. New York, NY: Scholastic.
- Hoyt, L. (2002). *Make it real: Strategies for success with informational text*. Portsmouth, NJ: Heinemann.

**Suggested uses for the selected books are:**

- Begin a book study with a group.
- Start an independent study and become a teacher leader on a topic.
- Some books have study guides or podcasts from the authors available from the publishers—check out their websites!
- Share your knowledge—start a wiki, a newsletter or blog in your district.

## Next Steps

### Classroom Teacher Next Steps:

How will an educator know they are effectively implementing the shift of informational text instruction to ensure teaching is reflective of the CCSS? What are some ideas that would assist an educator with the strategies presented in Informational Text Shift Kit?

As teachers begin to transition to the practices recommended for use with informational text instruction resources, collaborative conversations and unit planning will naturally evolve. Some of the statements below will help guide classroom practitioners' thinking for the beginning stages of strategy instruction for use with informational text.

The statements below may also serve as a guide for administrators to assist teachers with implementation or with further professional development.

- As a district/school/grade level we have evaluated our current curriculum and are in the process of aligning the instructional resources to the ELA CCSS with respect to informational text instruction.
- I/We as a grade level team are consistently setting time aside to have collaborative discussions regarding ELA CCSS implementation of informational text instruction.
- I/We as a grade level team have determined the informational texts necessary for students to learn per CCSS guidelines.
- I/We as a grade level team have begun collecting a toolbox of resources of instructional strategies to assist students with informational texts.
- I/We as a grade level team have begun collecting a toolbox of formative assessments to monitor students' understanding and growth informational texts.
- I understand informational text ratios of 50:50 (informational and literature) and can write engaging lessons building on students' level of readiness.
- Students understand what informational texts are and the importance of learning the different text structures and applying strategies to help build comprehension.

### Administrator Next Steps:

At the beginning stages of implementation, it is highly recommended to provide ample professional development opportunities for teachers to become effectively trained and knowledgeable in the use of each of the shifts prior to evaluating their skill level.

Although the kits are for informational purposes only, the actual instructional shifts and teaching strategies learned will affect the practices seen on a day to day basis in the classroom. Logically, evaluation tools can begin to align with the practices and strategies as well. Since Illinois has adopted the Danielson Framework for Teaching Evaluation Instrument by Charlotte Danielson, Illinois practitioners should notice that certain framework statements *begin* to make connections to some of the shifts in practice.

When working with the beginning implementation stages of informational text instruction, the statements above can be connected with some of the Danielson Framework statements. These are only given as suggested connections to the shift itself and not as guidelines for evaluative statements for teachers.

As administrators and teachers continue with the implementation of the Common Core State Standards, the Illinois State Board of Education is committed to continue supporting efforts through professional development tools and resources that can be found on the Professional Learning Series located at [www.isbe.net](http://www.isbe.net). For comments or questions, please contact [plscomments@gmail.com](mailto:plscomments@gmail.com)

#### Danielson Connection to this Shift Kit

	<b>Domain 1: Planning and Preparation</b> 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	<b>Domain 2: Classroom Environment</b> 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
	<b>Domain 4: Professional Responsibilities</b> 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	<b>Domain 3: Instruction</b> 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Source: The Danielson Group at [www.danielsongroup.org](http://www.danielsongroup.org)