

Implementing CCSS: Emphasizing Informational Texts

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Alumni Room – a.m. session

School-wide commitments

8th grade NAEP and CCSS

45% literary & 55% informational

12th grade NAEP and CCSS

30% literary and 75% informational

“The standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom.” (p.5 Intro. to CCSS)

What does this look like?

- Shared commitment to students' using texts to learn
- Developing students' habits of close reading
- Focusing text reading assignments on more than a single textbook ; developing units with multiple sources

- Wessling (2011) model:
 - Fulcrum texts (whole class texts or substitutes)
 - Context texts (accessible “anchor texts” create a reservoir of prior knowledge that gives context)
 - Texture texts (possibly shorter texts that can be juxtaposed with major texts to create texture – film, informational pieces, news/magazine articles, blogs, podcasts, short stories, poetry, drama, brief stories and non-fiction)

Reading Informational Texts: PLAN: A Study Reading Strategy

P -*predict* content and structure

- create a map or diagram using graphic structure

L - *locate*

- use visual information only and add to what is in the diagram

A -*add*

- as students read, they add information

N -*note*

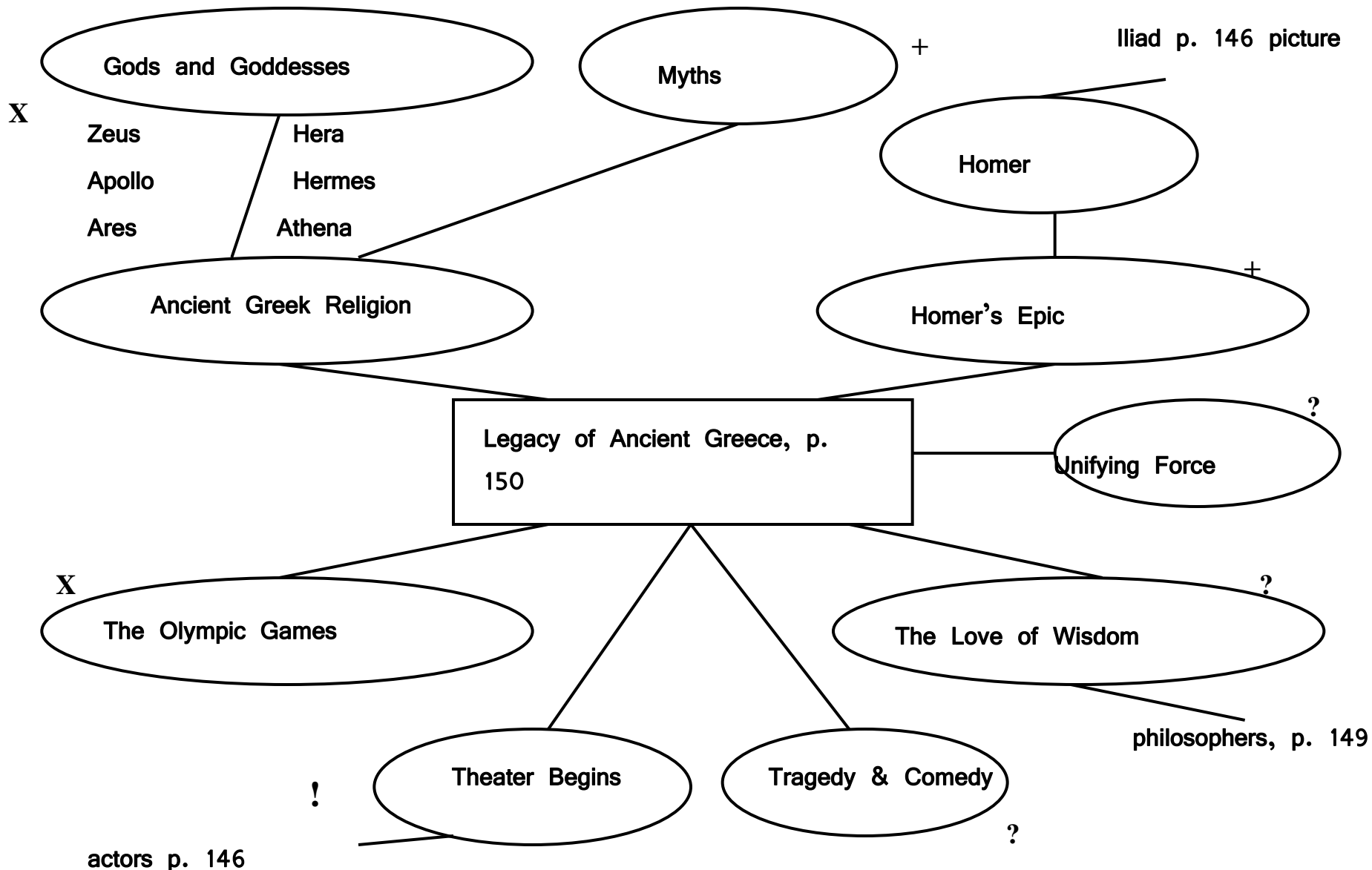
- revise map if it did not reflect text information and priority
- write more extended log with affective and cognitive responses

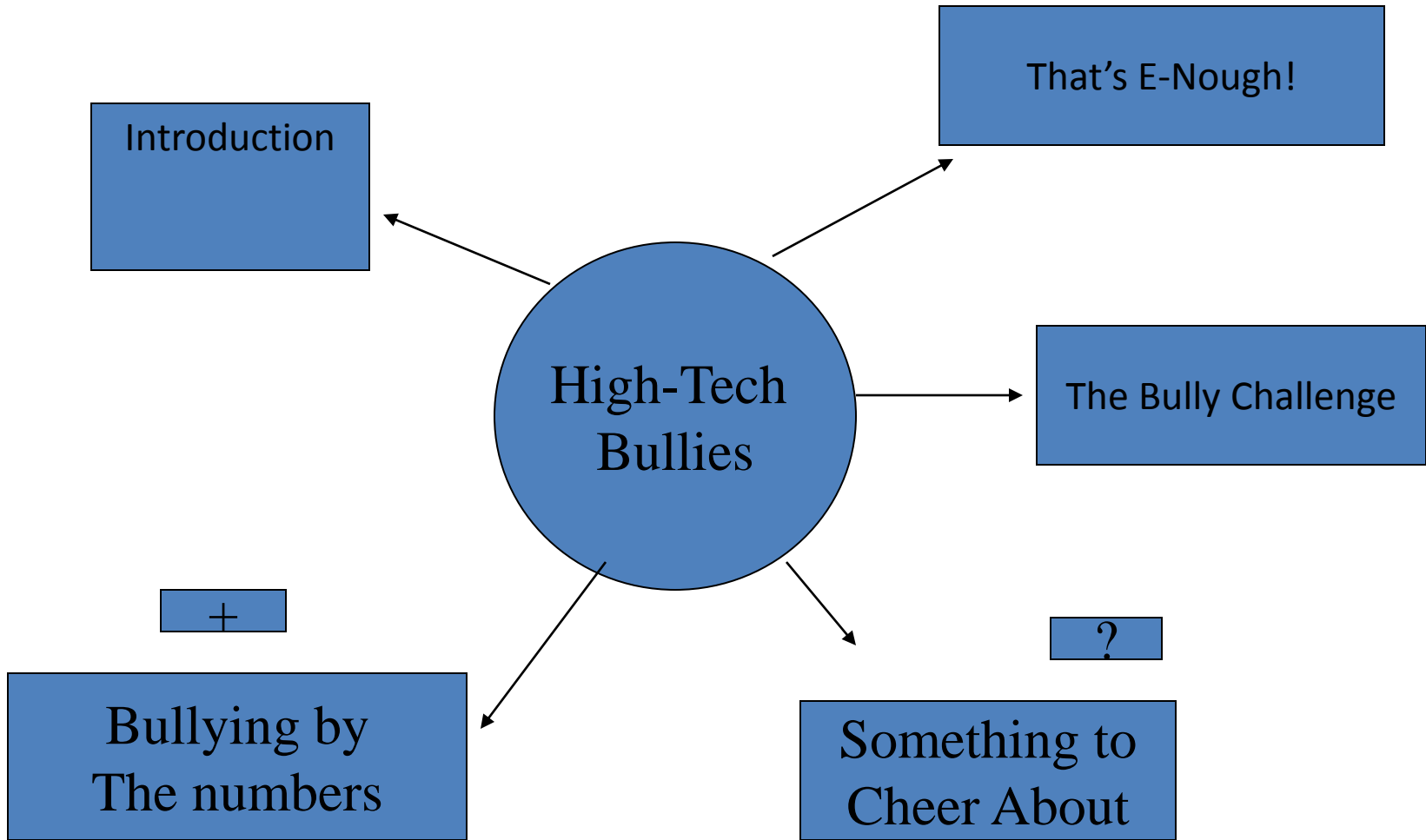
PLAN

Before Reading

Previewing and Reading Texts

What it looks like: Prediction Graphic for Ancient Greece





Graphic Preview

- Create a diagram of the full page making boxes for any graphic feature.
- Ask students to indicate what each represents as part of this text. Why is ____ included? Why is ____ important?
- Turn headings into questions.

See notebook resources pages 5-6

Create your own PLAN with a partner

- Preview the article “Academics Find Common Standards Fit for College Market But Academics Maintain Some Skills Are Missing
By Catherine Gewertz, Education Week, August 31, 2011

Fill out the PLAN graphic

Decide how you will mark each section

Note any graphics and link them to appropriate section of the text

Model engaged reading

- Un-Spun: finding facts in a world of [disinformation] Brooks Jackson and Kathleen Hall Jamieson

- WE LIVE IN A WORLD OF SPIN.

It flies at us in the form of misleading commercials for products and political candidates and about public policy matters. It comes from businesses, political leaders, lobbying groups, and political parties.

Millions are deceived every day, buying products, voting for candidates, supporting policies and even wars – all because of spin.

Spin is a polite word for deception. Spinners mislead by means that range from subtle omissions to outright lies. Spin paints a false picture of reality by bending facts, mischaracterizing the words of others, ignoring or denying crucial evidence, or just “spinning a yarn” – by making things up.

INSERT Notes

Interactive Note-making System for Engaged Reading and Thinking (Estes & Vaughan)

- Decide on a common set of symbols to use when reading to indicate thinking :
 - Questions
 - Points of agreement (already known)
 - New information that is important
 - Points of disagreement
 - Surprising or interesting ideas
- Mark text lightly with number 2 pencil so it can be erased or use small post it notes (colored notes can indicate the types of thinking)

Annotation Rubric

Laura Lang (Best Practices for Adolescent Literacy)

Always

Sometimes

Never

NA

- I circled the names of all new characters who were introduced.
- I underlined any words or phrases that revealed the setting.
- I put a question mark in the margin if there was something I didn't understand.
- I wrote an explanation point if something crazy or unexpected happened.
- I wrote a summary at the top of every page.

The grade I would give myself on this annotation is _____.

Explain why...

INSERT Notes

Small Group Discussion

- In a small group share the notes you made for the chapter (select one person to orchestrate the discussion)
- Listen to each other and refine your understanding
- Use the text to clarify points of confusion
- Finally, write a summary of what you think was most important in this chapter

INSERT Note Chart

	?	+	!
Brian			
Semantha			
Andy			
Jennifer			

Listen to the Ideas of Others

INSERT Notes on Christopher Columbus

Name	Agree	-	+	?
Sofia	C. was a risk-taker	He helped save Taino natives	Pigs were brought by Spaniards	Why did Columbus think natives wanted them?
Igor	Duty to queen	Columbus was a real leader	C. used info. from Marco Polo	How could he think he was in India?

Annotate the article

- Use the four symbols to mark the text (try to read at least 2 sections and mark 3+ pieces of text)
- Turn to others around you and create a chart with your questions and other significant reactions

Discuss with each other your questions and comments

Question the author (Beck and colleagues)

- Small groups guided by a teacher read a portion of an informational text and question the author. Possible questions include:
 - Why did the author use that example?
 - What else could the author have said?
 - What was left out?
 - How could this be clearer?
 - What do you think the author meant when ?

Inquiry Chart

Major questions	Text #1	Text #2	Text #3	My conclusions
What happens when we push down to lower grades key expectations?				
What is the cost of all the assessments?				

Expository Text Structure

- Description
- Sequence
- Comparison / Contrast
- Cause & Effect
- Problem & Solution

Predict from these titles...

- Big Easy's big night
- Who made a difference?
- Shani breaks the rules
- Not much like her sister...
- Trapped in the desert (from Decisions, Decisions)
- America's Brain Drain Crisis
- How the brain cell makes decisions

Text analysis frame: Federalist Paper #10

Major argument: The union needs to control the violence of faction...

First option:
Remove the causes by
1.
Results are...
2.
Results are...

Second option:
Control the effects by
1.
2.

Problems with pure
democracy

Limitations....

Argument for a republic
1.
2.
3.

Conclusion:

Multiple Sources-American Memory

WOMAN'S JOURNAL AND SUFFRAGE NEWS

VOL. XLIV. NO. 10

SATURDAY, MARCH 8, 1913

FIVE CENTS

PARADE STRUGGLES TO VICTORY DESPITE DISGRACEFUL SCENES

Nation Aroused by Open Insults to Women—Cause Wins Popular Sympathy—Congress Orders Investigation—Striking Object Lesson

Washington has been disgraced. Equal suffrage has scored a great victory. Thousands of suffragists have been arrested, substantial sums are expended and the United States Senate demands an investigation of the treatment given the suffragists on the National Capital on Monday.

The thousands of women from all over the country had planned a magnificent parade and prepared to take place in Washington on March 8. A large legion leaders, organizers, women of influence and society were ready to give a wonderful and beautiful story of suffrage work to the public that would shame the National Capital for the treatment given them.

The parade was ready; the whole government, created since Reconstruction, was ready; the whole police force, created since Reconstruction, was ready; the whole government, created since Reconstruction, was ready; the whole police force, created since Reconstruction, was ready.

The cause of all the trouble is apparent when the same are known. The police authorities in Washington organized every attempt to have a suffrage parade as all having been forbidden a place in the treatment given them. The suffragists asked to have a demonstration of their work on March 8. They were finally told that they could have a procession but that it could not be on Washington avenue. They had been told to have it on that street but they had been told that it could not be on Washington avenue. They had been told to have it on that street but they had been told that it could not be on Washington avenue.

Everything was set for the parade. It was a glorious day. The thousands of women who had planned to take part in the parade had been told to have a demonstration of their work on March 8. They were finally told that they could have a procession but that it could not be on Washington avenue.

The police have determined, however, and they had their way. They refused to allow the marchers to proceed and being the order of the day was for the suffrage procession was the principal place. The women stood by with boldness and defiance while the police officers of the land were humiliated and humiliated.

Some who had and other suffragists were compelled to drive their automobiles down the street and were the trouble to the suffragists with the banners and flags. The police officers and their men were humiliated and humiliated. The police officers and their men were humiliated and humiliated.



Generalissimo joined in Pilgrim Costume; Miss Lee Mitchell in White Robe Leading the Parade; One of the Scores of Lapping Poles; One View of the Procession.

AMENDMENT WINS IN NEW JERSEY

Easy Victory in Assembly 45 to 12—Equal Suffrage Endorsement Runs High

The New Jersey Legislature passed the woman suffrage amendment in the Assembly last week by a vote of 45 to 12. The Senate had already voted favorably 21 to 8. A large delegation of suffragists crowded the galleries, and when the constitutional vote was taken there was a scene of great enthusiasm. Women stood in their seats and waved handkerchiefs and "votes for women" signs and cheered their brave banner.

Gov. James Rossiter, Mr. Hyde, Opposition was confined entirely to the old constitutional amendment.

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MICHIGAN AGAIN CAMPAIGN STATE

Senate Passes Suffrage Amendment 40 to 5 and Battle Is Now On

Michigan is again a campaign State after a short lapse of four months. The amendment will go to the voters on April 1. The Statewide Suffrage League, the women were defeated of victory but the bill will help the suffragists.

The final action of the Legislature was taken last week when the Senate, by a vote of 40 to 5, passed the suffrage amendment, with a slight modification to make the requirement for Michigan women the same as that for male suffragists.

Senator Wendell DeLoach The Senate in the Senate failed to hold and a quarter, was characterized by the persistent efforts of Senator Wendell DeLoach to talk on religious amendments. Several suggestions, including the holding of women for holding office as serving on juries, were voted down in quick succession.

Gov. Parke was among the visitors who crowded the chamber and greeted Mrs. Clara B. Arthur, Miss Thomas B. Woodhouse and Mrs. Willard Woodhouse, of Detroit; Mrs. Francis Lee Hardy, of Ypsilanti, and other State leaders were present, supported by a large delegation of Ladies of the Suffrage.

The final word of the opposition was made by Senator Marlin in the hour of putting off the amendment till November, 1914, and this also failed. Of the few who opposed the measure on the final roll call, there were from Detroit.

A complete campaign of explanation and education has been mapped out by the State Association. The

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Points of View – RAFT

(Role, Audience, Format, Topic)

C. Santa, CRISS strategy

- Women's Suffrage in Illinois 1860's-1920
- Four groups
 - Women pro suffrage – Song
 - Foreign journalists – Account of March for newspaper article
 - Anti-suffrage group – poster for display
 - Local male journalist – editorial against the right to voice

Role	Audience	Format	Theme
Musician of the time	Cabaret	Song	Supporter of Women's Suffrage Movement
Advertiser of the era	Public	Poster	Opponent of women's rights
African-American woman	Ill. Newspaper readers	Editorial to the paper	Your own point of view
Foreign	Your native	News article	Women's

Consolidating learning

- Write summary of ideas
- Write a persuasive piece – song, poster, column
- Write argumentative essay – including various points of view and their merits
- Transform the ideas into a new genre or form
- Share ideas with a broader audience than the class
- Take action on what has been learned!

Reflection

- What are your school's strengths in getting students engaged with informational texts?
- What did you do this morning that either stimulated your thinking about current practices or raised questions about what you might do?
- What's one next step you want to take in your school to make informational reading more enjoyable and regular?