

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

READING: INFORMATIONAL TEXT			
ENVIRONMENT	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<p>ENVIRONMENT Establish an environment that includes:</p> <ul style="list-style-type: none"> • authentic reading and writing tasks, • extended periods of time for students to read and write, • discussion related to learning, • differentiated instruction based on assessment data, and • technology and media. 	<p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students engaged in discourse related to reading, writing, and content areas throughout the school day?</p> <p>Do teachers structure language situations in order to lower students' affective filter?</p> <p>Does the environment reflect and validate background knowledge of students?</p> <p>What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available to help students clarify and monitor understanding?</p> <p>Students need ample <i>wait time</i> for thinking.</p>	<p>KCCS: Language Anchor Standards 1, 3, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 6</p> <p>KS 15% Anchor Standard 1</p>
MOTIVATION AND ENGAGEMENT	<p>MOTIVATION and ENGAGEMENT</p> <p>Motivate students using:</p> <ul style="list-style-type: none"> • Choice • Collaboration • Challenge • Authenticity • Technology <p>Engage students using:</p> <ul style="list-style-type: none"> • Cooperative Learning • Discussions • Technology 	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match learners' needs.</p> <p>When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>Give ample opportunities for students to clarify key concepts in their native language.</p> <p>Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p>	<p>KCCS: Reading Anchor Standard 10</p> <p>Writing Anchor Standard 10</p> <p>Language Anchor Standards 1, 3, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 6</p> <p>KS 15% Anchor Standard 1</p>

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

READING: INFORMATIONAL TEXT		
Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
<p>LEARNING OBJECTIVES</p> <p>Establish content objectives based on assessment data that is tied to standards.</p> <p>Utilize whole-group and differentiated small-group instruction based on student needs.</p> <p>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</p> <p>Establish language objectives based on assessment data that is tied to standards.</p> <p>Post language objectives for students.</p> <p>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</p> <p>Determine the language and language structures needed for students to access the content standard (language function).</p> <p>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native- language support, cognates, graphic organizers).</p> <p>Provide explicit and interactive modeling of language.</p> <p>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach if needed.</p> <p>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</p> <p>Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide language objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>	<p>KCCS: Reading: Literature Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Writing Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Language Anchor Standards 1, 3, 6</p>

LEARNING OBJECTIVES

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

READING: INFORMATIONAL TEXT

	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT SELECTION	<p>TEXT SELECTION Text selection for WHOLE-GROUP instruction</p> <p>Utilize high-quality challenging literature that supports the development of deep comprehension.</p> <p>Carefully select and analyze text for:</p> <ul style="list-style-type: none"> • Text complexity <ul style="list-style-type: none"> ○ Quantitative (e.g., lexile, ATOS book level) ○ Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands) ○ Reader and task (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks) • Cohesive content based units of study <p>Text selection for SMALL-GROUP and differentiated instruction</p> <p>Utilize instructional-level text with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment.</p> <p>Select and analyze text for:</p> <ul style="list-style-type: none"> • Instructional-level text (lexile or ATOS book levels) • Opportunities to practice reading components (word recognition, fluency, and comprehension) • Opportunities to practice strategy use <p>Text selection for INDEPENDENT READING</p> <ul style="list-style-type: none"> • Provide explicit instruction and coaching about how to select a text and routines for independent reading that guide students to read ever-more challenging texts. • Provide time for students to read independently and a wide variety of texts from which they can choose. 	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Provide a variety of literature (e.g., fantasy, folktales, historical fiction).</p> <p>Expose students to multiple sources and types of text, including print and electronic?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Utilize accommodations and modifications of text when needed to provide access to all students.</p>	<p>KCCS: Reading: Literature Anchor Standard 10</p> <p>Appendix B</p> <p>KS 15% Anchor Standards 11, 12</p>

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

READING: INFORMATIONAL TEXT		
Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
<div style="background-color: #4F81BD; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">CRITICAL ANALYSIS OF INFORMATIONAL TEXT</div> <p>CRITICAL ANALYSIS OF INFORMATIONAL TEXT</p> <p>Explicit instruction and scaffolding in critical literacy:</p> <ul style="list-style-type: none"> • Seeking to understand the text or situation in more or less detail to gain perspective. • Examining multiple viewpoints. • Focusing on sociopolitical issues (e.g., power in relationships between and among people). • Taking action and promoting social justice. • Determining author’s purpose: (e.g., Inform, Persuade, Describe) and how that impacts the presentation of the text. <p>Explicit instruction and scaffolding in:</p> <ul style="list-style-type: none"> • Using visual information (e.g., maps, photos, digital information) to expand and deepen understanding of the topic as presented in the text. • Evaluating the validity and reliability of the source. • Explaining how an author uses reasons and evidence to support particular points in the text. • Comparing, contrasting, and integrating information from two texts on the same topic in order to write or speak on that topic. <p>Explicit instruction and scaffolding in how to draw evidence from informational texts to support analysis, reflection, and research. For example, “What source of information (e.g., letters, maps, pictures, diaries) did an author on the Battle of Gettysburg use to convey the decisions made by the Northern and Southern leaders during that battle?”</p> <p>Explicit instruction and scaffolding in discussion and/or cooperative learning protocols that enhance analysis of informational text and ensure equal participation of group members.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Do teachers use formative data to guide lesson planning?</p> <p>Are rubrics used to evaluate the critical analysis of an informational text?</p> <p>Can students provide a critical analysis of an informational text through discourse? Through writing?</p> <p>Do students use their formative data to set goals for themselves?</p> <p>How can analysis of text differ according to point of view?</p> <p>How does the historical context of when the text was written impact the way that it was written?</p> <p>What role does culture play in understanding the text?</p> <p>How are higher-order thinking objectives, such as Bloom’s Taxonomy analyzing, evaluating, and creating, utilized during lessons?</p> <p>Utilize differentiated small-group instruction based on student assessment data in critical analysis of informational text.</p>	<p>KCCS: Reading Informational Text Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Writing Anchor Standards 1, 2, 4, 7, 8, 9,10</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>Language Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 4, 5</p>

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

READING: INFORMATIONAL TEXT		
Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
<div style="background-color: #0056b3; color: white; text-align: center; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">RESEARCH</div> <p>RESEARCH</p> <p>Explicit instruction and scaffolding in the Research Process:</p> <ul style="list-style-type: none"> Establish a focus question. Gather and select relevant information. Integrate and summarize information. Assess credibility and accuracy of sources. Demonstrate understanding of the subject matter. Communicate subject matter. <p>Presentation of Research:</p> <ul style="list-style-type: none"> Establish a purpose. Determine how the audience influences how the information will be presented. Determine the most effective use of technology to communicate the information. Utilize broadcasting and publishing information to create an effective presentation. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Utilize differentiated small-group instruction based on observations during lessons on research.</p> <p>Be open to new and emerging technology and communication tools for conducting research.</p> <p>Prepare students to give credit to or quote an author's thinking when using information gathered through research.</p> <p>Be aware of the ethical uses of technology and encourage these habits in the classroom.</p> <p>Technological limitations in their environments and school policies may limit students' ability to gather a variety of sources.</p>	<p>KCCS:</p> <p>Reading Informational Text Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Writing Anchor Standards 1, 2, 4, 7, 8, 9,10</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>Language Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 4, 5</p>

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

READING: INFORMATIONAL TEXT			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
COMPREHENSION STRATEGIES	<p>COMPREHENSION STRATEGIES</p> <p>Explicit instruction and scaffolding in: Comprehension Strategies:</p> <ul style="list-style-type: none"> • Activating prior knowledge. • Inference. • Drawing conclusions. • Prediction. • Determining importance. • Questioning. • Visualizing. <p>Multiple comprehension strategies:</p> <ul style="list-style-type: none"> • Concept Oriented Reading Instruction – CORI. • Reciprocal Teaching. • Transactional Strategy Instruction. • Informed Strategies for Learning. <p>Questioning the Author Summarizing text</p> <ul style="list-style-type: none"> • Get the Gist. • Paragraph Writing Frames. • Rules of Summarization. • Graphic organizers to support summarization. <p>Comprehension strategies needed to read digital media</p> <p>Making connections between events, procedures, or concepts in historical, scientific, or technical text.</p> <p>Metacognitive reading: Monitoring, Clarifying, and Fix Up</p> <ul style="list-style-type: none"> • Monitor understanding during and after reading. • Utilize fix-up strategies (e.g., reread, read on, etc.) when needed. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Some models and strategies (e.g., Questioning the Author) may need additional scaffolding and contextualization for second-language learners and other populations.</p> <p>How does the reciprocal nature of reading and writing enhance the students' comprehension of informational text?</p> <p>Are students engaged in authentic reading and writing related to informational text during the literacy block and throughout the school day?</p> <p>Explicit instruction in using charts, tables, graphs, etc. may help improve students' comprehension of informational text.</p>	<p>KCCS: Reading Informational Text Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>KS 15% Anchor Standards 2, 3</p>

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

READING: INFORMATIONAL TEXT			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT STRUCTURE	<p>TEXT STRUCTURES</p> <p>Explicit instruction and scaffolding in understanding various text structures:</p> <ul style="list-style-type: none"> • Chronology (sequence). • Comparison. • Cause/effect. • Problem/solution. • Description. <p>Explicit instruction and scaffolding in using clue words (e.g., because, so, first, next) to identify the text structure of a paragraph, chapter, or section of text.</p> <p>Explicit instruction and scaffolding in understanding how to select or create an appropriate graphic organizer in relation to text structures.</p> <p>Explicit instruction and scaffolding in analyzing how a particular text structure impacts understanding at the:</p> <ul style="list-style-type: none"> • sentence level. • paragraph level. • chapter level. • section level. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Excessive emphasis on solely identifying text structures deemphasizes overall understanding of the text.</p> <p>Text structure sometimes can help to support a student's understanding of the text.</p> <p>At times text structure can add to background knowledge, which may support overall comprehension of the text.</p> <p>Utilize a combination of author's purpose and clue words to determine text structures that will increase understanding of text.</p>	<p>KCCS: Reading Informational Text Anchor Standard 5</p> <p>KS 15% Anchor Standard 3</p>
TEXT FEATURES	<p>TEXT FEATURES</p> <p>Explicit instruction and scaffolding in understanding and using various text features:</p> <ul style="list-style-type: none"> • Typographic (e.g., boldface print, italics). • Organizational (e.g., headings, index, glossary). • Graphic aids (e.g., maps, diagrams, charts, hyperlinks, captions). 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Emphasize how text features can help students understand the text.</p>	<p>KCCS: Reading Informational Text Anchor Standard 5</p> <p>KS 15% Anchor Standard 3</p>

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

READING: INFORMATIONAL TEXT		
Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #4F81BD; color: white; padding: 5px; font-weight: bold; margin-right: 5px;">VOCABULARY</div> <div> <p>VOCABULARY</p> <p>Explicit instruction and scaffolding in vocabulary by:</p> <ul style="list-style-type: none"> • Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson. • Using a common framework for vocabulary instruction that includes the characteristics of effective vocabulary instruction (e.g., connect to background knowledge, create relationships between known words and new words, incorporate meaningful use, provide multiple exposures in a variety of contexts, utilize higher-level word knowledge). • Differentiating between context that supports vocabulary and context that is less supportive. • Using models (e.g., semantic feature analysis, Frayer Model, etc.) to deepen word knowledge (e.g., definition, synonyms, antonyms, and association). • Using word origins to determine unknown words. <ul style="list-style-type: none"> ○ Common affixes and roots (e.g., Greek and Latin) to determine unknown words. • Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy; Knowledge Rating) to determine unknown words. • Using examples and non-examples. • Interpreting figurative language. <ul style="list-style-type: none"> ○ Metaphors ○ Similes ○ Personification ○ Idioms • Using resource materials (e.g., glossaries, dictionaries, digital). • Encouraging wide reading and word consciousness. </div> </div>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Prior to the lesson, how do you create conditions and pre-assess students as they share what they know about the vocabulary in whatever language and at whatever level they can best express themselves?</p> <p>How are students given opportunities to share with peers and/or the teacher what they already know before they work with the new content, and during and after working with new vocabulary?</p> <p>Provide students with multiple opportunities to practice vocabulary words.</p> <p>Allow students to use a variety of modalities (e.g., linguistic and non-linguistic representations, native languages, English) when working with unknown vocabulary.</p> <p>Some models and strategies (e.g., Frayer Vocabulary Self-Collection) may need additional scaffolding and contextualization for second-language learners and other populations.</p> <p>Use visuals to help students understand vocabulary.</p>	<p>KCCS: Reading Informational Text Anchor Standard 4</p> <p>Language Anchor Standards 3, 4, 5, 6</p> <p>Speaking and Listening Anchor Standard 6</p> <p>KS 15% Anchor Standard 3</p>