

## Kansas Guide to Learning: Literacy Grades 6-12

READING: INFORMATIONAL TEXT			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
<b>ENVIRONMENT</b>	<p><b>ENVIRONMENT</b> Establish an <b>environment</b> that includes:</p> <ul style="list-style-type: none"> <li>• Authentic reading and writing tasks, rather than drill and practice</li> <li>• Extended periods of time for students to read,</li> <li>• Extended periods of time for students to discuss and write about their reading</li> <li>• Differentiated instruction based on assessment data</li> </ul>	<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>When constructing discussion groups or inquiry circles, consider language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities.</p> <p>Give students opportunities to read individually and in groups.</p> <p>How does the reciprocal nature of reading and writing enhance students' comprehension of informational text?</p> <p>Are students engaged in authentic reading and writing related to informational text throughout the school day?</p>	<p>KCCS: <b>Language</b> Anchor Standard 1, 3, 6</p> <p><b>Speaking and Listening</b> Anchor Standard 1, 2, 3, 6</p> <p><b>KS 15%</b> Anchor Standard 1</p>
<b>MOTIVATION AND ENGAGEMENT</b>	<p><b>MOTIVATION and ENGAGEMENT</b></p> <p><b>Motivate</b> students by:</p> <ul style="list-style-type: none"> <li>• Establishing meaningful and engaging content goals.</li> <li>• Providing a positive learning environment.</li> <li>• Making instructional methods and strategies interactive.</li> <li>• Making literacy experiences relevant to students' interests, lives, and current events.</li> <li>• Building effective instructional conditions (e.g., goal setting, collaborative learning).</li> <li>• Giving students reading choices.</li> <li>• Moving from extrinsic motivation to intrinsic motivation.</li> </ul> <p><b>Engage</b> students by:</p> <ul style="list-style-type: none"> <li>• Discussion and Discussion Protocols</li> <li>• Inquiry</li> <li>• Pre-reading activities</li> <li>• Building background knowledge</li> <li>• Helping students connect learning objectives to personal career or college goals</li> <li>• Before-reading, during-reading, and after-reading strategies</li> </ul>	<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>	

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LEARNING OBJECTIVES	<p><b>LEARNING OBJECTIVES</b>            Establish content objectives based on standards.            Establish reading objectives based on assessment data.            Establish language objectives based on English language-proficiency assessment data.</p> <p>Connect learning objectives to career and college readiness.</p> <p>Post and share objectives with students before and after each lesson to help students connect to previous learning and self-monitor their own learning (metacognition).</p> <p>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Incorporate informational reading into lessons to promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity) and content learning.</p> <p>Utilize whole-group and differentiated small-group instruction, based on student needs.</p> <p>Utilize information and communication skills: media literacy, information literacy, and information and communications technology (ICT) literacy.</p> <p>Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Sentence Frame</li> <li>• Grammar</li> <li>• Strategic use of native language support and cognates</li> <li>• Graphic organizers</li> <li>• Explicit and interactive modeling of language</li> </ul>	<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>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition, which should guide language objectives.</p> <p>Are teachers using formative data to select learning objectives and to guide instruction?</p>	<p>KCCS:  <b>Language</b>            Anchor Standard            1, 3, 6</p>

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TEXT SELECTION	<p><b>TEXT SELECTION FOR WHOLE-GROUP INSTRUCTION</b></p> <p>Use <b>high-quality, appropriately challenging</b> informational text that supports the development of deep comprehension.</p> <p>Carefully select and analyze texts for:</p> <ul style="list-style-type: none"> <li>• Text complexity               <ul style="list-style-type: none"> <li>○ Quantitative measures (e.g., lexile, ATOS book level)</li> <li>○ Qualitative measure (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)</li> <li>○ Reader and task considerations (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)</li> </ul> </li> <li>• Cohesive, content-based units of study</li> </ul>	<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 exposed to multiple sources and types of text, including print and electronic, narrative, expository, descriptive, and argumentative?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Who are the stakeholders involved in selecting age- and ability-level texts?</p> <p>Do reading tasks reflect a range of levels on Bloom's taxonomy?</p> <p>Consider Vygotsky's Zone of Proximal Development when choosing texts.</p> <p>Close reading and re-reading develop stamina and fluency.</p> <p>Can students connect an informational text to a piece of narrative text?</p> <p>Practice scaffolding and gradual release of responsibility: Teacher models the skill or strategy, the whole group practices the skill or strategy, pairs of students practice the skill or strategy, individual students apply the skill or strategy independently.</p> <p>When using technology, can students identify text that is related to taught curriculum, evaluate its credibility, and analyze it?</p> <p>How do we help students access increasingly complex text via productive struggle?</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standard 10</p> <p>CCSS Appendix B</p> <p><b>KS 15%</b> Anchor Standard 11, 12</p>

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TEXT SELECTION (CONT.)	<p><b>TEXT SELECTION FOR SMALL-GROUP OR INDIVIDUALIZED INSTRUCTION</b></p> <p>Use <b>instructional-level</b>, or “<b>stretch</b>” <b>level text</b>, which students can read with</p> <ul style="list-style-type: none"> <li>• 95% word-recognition</li> <li>• 75% or higher comprehension rate</li> </ul> <p>Carefully select and analyze text:</p> <ul style="list-style-type: none"> <li>• Provide explicit instruction that matches the needs of the group or individual reader, as determined by diagnostic assessment.</li> <li>• Choose <b>instructional-level</b> text (lexile or ATOS book levels).</li> <li>• Provide opportunities for students to practice reading components (word recognition, fluency, and comprehension).</li> <li>• Provide opportunities for students to practice strategy use.</li> </ul> <p><b>TEXT SELECTION FOR INDEPENDENT READING</b></p> <ul style="list-style-type: none"> <li>• Students need opportunities to read informational text.</li> <li>• Independent reading is appropriate for at-home and pleasure reading.</li> <li>• Provide coaching about how to select a text for independent reading, which can increase students’ motivation to read more.</li> <li>• Provide opportunities for students to read <b>independently</b>, and guide them to choose ever-more challenging text.</li> </ul>	<p>Wide and extensive independent reading develops students’ background knowledge and vocabulary.</p> <p>How can we help students make connections between their independent reading choices and whole-class, small-group, and individual curricular choices?</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standard 10</p> <p>CCSS Appendix B</p> <p><b>KS 15%</b> Anchor Standard 11, 12</p>

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<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;">COMPREHENSION STRATEGIES</div> <div> <p><b>COMPREHENSION STRATEGIES</b></p> <p><b>Explicit instruction and scaffolding in vocabulary (See Language)</b></p> <p><b>Explicit instruction and scaffolding in comprehension strategies:</b></p> <ul style="list-style-type: none"> <li>• Summarization</li> <li>• Integration and generalization of text</li> <li>• Analysis</li> <li>• Inference</li> <li>• Pre-reading</li> <li>• Activating prior knowledge</li> <li>• Questioning</li> <li>• Predicting</li> <li>• Visualization</li> <li>• Discussion protocols that aid comprehension</li> </ul> <p><b>Multiple comprehension strategies:</b></p> <ul style="list-style-type: none"> <li>• Concept Oriented Reading Instruction <a href="#">CORI (Guthrie)</a></li> <li>• Reciprocal Teaching</li> <li>• Transactional Strategy Instruction</li> <li>• Informed Strategies for Learning</li> </ul> <p><b>Summarization</b></p> <p><b>Explicit instruction and scaffolding in:</b></p> <ul style="list-style-type: none"> <li>• Summarizing main ideas, both within paragraphs and across texts</li> <li>• Asking questions about the passage</li> <li>• Paraphrasing the passage</li> <li>• Drawing inferences</li> <li>• Answering questions at different points in the text</li> <li>• Using graphic organizers</li> <li>• Thinking about the types of questions (e.g., locate and recall, integrate and interpret, and critique and evaluate)</li> </ul> <p><b>Explicit instruction &amp; scaffolding in metacognitive reading: Monitoring, Clarifying, and Fix Up</b></p> <ul style="list-style-type: none"> <li>• Monitoring understanding during and after reading</li> <li>• Rereading to clarify meaning</li> <li>• Utilizing fix-up strategies (e.g., reread, read on, etc.) when needed</li> </ul> </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>How do teachers utilize higher-order thinking objectives, such as <a href="#">Bloom's Taxonomy</a> analyzing, evaluating, and creating, during lessons?</p> <p>Do students strategically and independently use comprehension strategies to understand complex text?</p> <p>How can technology help students understand text?</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standard 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>KS 15%</b> Anchor Standard 2, 3</p>

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<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><b>CRITICAL ANALYSIS OF INFORMATIONAL TEXT</b></p> <p><b>Explicit instruction and scaffolding</b> in critical literacy:</p> <ul style="list-style-type: none"> <li>• Seeking to understand the text or situation in more or less detail to gain perspective</li> <li>• Examining multiple viewpoints</li> <li>• Focusing on sociopolitical issues (e.g., power in relationships between and among people)</li> <li>• Taking action and promoting social justice</li> <li>• Determining author’s purpose: (e.g., Inform, Persuade, Describe)</li> <li>• Examining credibility of author and information</li> </ul> <p><b>Explicit instruction and scaffolding</b> in practices that enhance students’ reading:</p> <ul style="list-style-type: none"> <li>• Responding to a text</li> <li>• Summarizing</li> <li>• Note taking</li> <li>• Answering questions about a text in writing</li> <li>• Creating and answering written questions about a text (Graham &amp; Hebert)</li> <li>• Creating concept maps or diagrams               <ul style="list-style-type: none"> <li>○ Concept diagrams visually display information in methods accessible for all learners.</li> <li>○ Concept diagrams include organizers that represent the text (can be graphic or semantic)</li> <li>○ Concept comparison diagrams address connections</li> </ul> </li> </ul> <p><b>Explicit instruction and scaffolding</b> in discussion protocols that enhance analysis</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 used in summative or end-of-unit/course assessments?</p> <p>Are discourse and writing used to evaluate critical analysis of informational text?</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>Concept diagramming is most effective when created collaboratively by teacher and students.</p> <p>How do teachers utilize higher-order thinking objectives, such as <a href="#">Bloom’s Taxonomy</a> analyzing, evaluating, and creating, during lessons?</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standard 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Writing</b> Anchor Standard 1, 2, 4, 7, 8, 9,10</p> <p><b>Speaking and Listening</b> Anchor Standard 1, 2, 3, 4, 5, 6</p> <p><b>Language</b> Anchor Standard 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standard 1, 4, 5</p>

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TEXT STRUCTURES	<p><b>TEXT STRUCTURES</b></p> <p><b>Explicit instruction and scaffolding, within the context of reading informational text for its content, in:</b></p> <p>Understanding various <b>text structures</b> to increase comprehension:</p> <ul style="list-style-type: none"> <li>• Listing/Enumeration</li> <li>• Chronology (sequence)</li> <li>• Comparison</li> <li>• Cause/effect</li> <li>• Problem/solution</li> <li>• Description</li> </ul> <p>Using <b>clue words</b> (e.g., <i>because, so, first, next</i>) to identify the text structure of a paragraph, chapter, or section of text.</p> <p>Understanding how to select or create an appropriate <b>graphic organizer</b> appropriate to the text structure.</p> <p>Analyzing how a particular text structure impacts understanding at the:</p> <ul style="list-style-type: none"> <li>• sentence level</li> <li>• paragraph level</li> <li>• chapter level</li> <li>• section level.</li> </ul> <p>Analyzing how text structure reveals an author’s purpose, tone, and meaning.</p> <p>Identifying discipline-specific features, structures, and strategies for</p> <ul style="list-style-type: none"> <li>• social-studies text</li> <li>• historical text</li> <li>• mathematics text</li> <li>• scientific text</li> <li>• technical text</li> </ul>	<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>Text-structure instruction should be integrated into meaningful reading experiences that contribute to a holistic understanding of the text and not taught as isolated skills.</p> <p>Writing projects that make use of the various text structures help students become more aware of text structures when they read informational text.</p> <p>Sentence-level text structure links to writing sentences with varied patterns and lengths.</p> <p>Finding text-structure clue words in order to predict the development of an informational text is an effective pre-reading strategy.</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standard 5</p> <p><b>KS 15%</b> Anchor Standard 3</p>

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<div style="background-color: #2c5e8c; color: white; text-align: center; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">TEXT FEATURES</div> <p><b>TEXT FEATURES</b></p> <p><b>Explicit instruction and scaffolding</b> in understanding and using various <b>text features</b> to increase comprehension of informational text:</p> <ul style="list-style-type: none"> <li>• Typographic (e.g., boldface print, italics)</li> <li>• Organizational (e.g., headings, index, glossary)</li> <li>• Graphic aids (e.g., maps, diagrams, charts, hyperlinks, captions)</li> </ul>	<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>KCCS: <b>Reading Informational Text</b> Anchor Standard 5</p> <p><b>KS 15%</b> Anchor Standard 3</p>