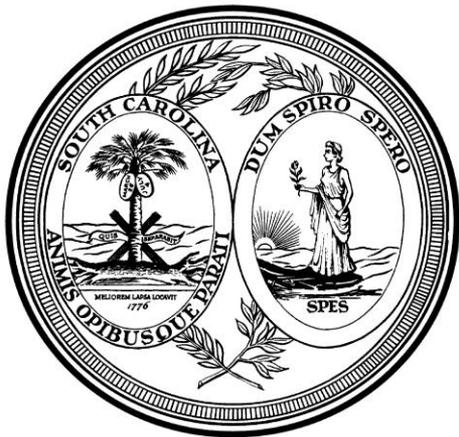


# 2016 SUMMER VIRTUAL PLO

## READING- INFORMATIONAL TEXT STANDARDS

---



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# 2016 Summer Virtual PLO Padlet

<http://goo.gl/S2n1xC>

**2016 Summer Virtual PLO**

**Writing: Integrating the Writing Progression into Classroom Instruction**  
June 14, 2016 10:00- 11:00

**Writing: Integrating the Writing Progression into Classroom Instruction**  
2016 Middle Level ELA Virtual Summer PLO June 14, 2016

PADLET

**Inquiry Standards**  
June 15, 2016 10:00-11:00

**Inquiry Standards**  
2016 Middle Level ELA Virtu...

PADLET

**Interdisciplinary Literacy**  
June 14, 2016 2:00-3:00

**Interdisciplinary Literacy**  
2016 Middle Level ELA Virtu...

PADLET

**Reading: Literary Text Standards**  
June 15, 2016 2:00- 3:00

**Reading- Literary Text Standards**  
2016 Middle Level ELA Virtual Sum...

PADLET

**Reading: Informational Text Standards**  
June 22, 2016 10:00- 11:00

**Reading- Informational Text Standards**  
2016 Middle Level ELA Virtual Summer PL...

PADLET

**Communication Standards**  
June 22, 2016 2:00- 3:00

**Communication Standards**  
2016 Middle Level ELA Virtu...

PADLET

# Comments and Questions During Session

<http://www.chatzy.com/28149917612200>

# Comments and Questions During Session

**Chatzy**

Desktop View

- Start Quick Chat
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## Reading- Informational Text Standards

Welcome to Reading- Informational Text Standards  
To enter the room, please identify yourself below.

**Your name/alias:**  ?

**Choose a color:** Black ▾ ?

▶ Optional preferences

**Enter Room**

**IMPORTANT INFORMATION FOR NEW USERS:**  
You enter the room at your own risk. Use your common sense. If you communicate with people you don't know, be aware that they may be dishonest. Notice that identities are unreliable. We have a strict [Privacy Policy](#), but your IP address is logged and can be used to identify you in case of misconduct. All services are provided "as is" with no warranties, as described in Chatzy's [Terms of Use](#).

Enter your name and select a color.

Then select Enter Room.



Select Join Chat



Here is where you will enter your text and press enter when you want to submit your comment or question.

If you wish to have a question answered, please provide your email address.

# SCDE Website

**SOUTH CAROLINA DEPARTMENT OF EDUCATION**  
ed.sc.gov

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## Spearman Announces Changes in S.C. Educator Evaluation

State Superintendent of Education Molly M. Spearman announced proposed changes to South Carolina educator evaluations as a result of the passage of the Every Student Succeeds Act.

[READ MORE](#)

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## Instruction

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# SCDE Website

Home / Instruction



## English Language Arts

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Mathematics

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Science

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Social Studies

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Health Education

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Physical Education

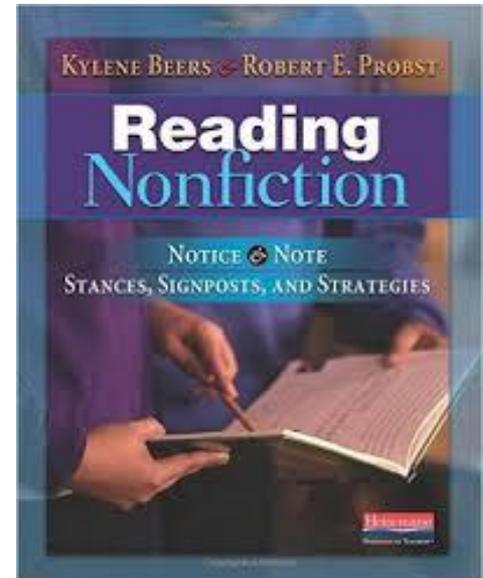
- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

# Session Learning Targets

- I can define nonfiction.
- I can integrate and combine stances, signposts, and strategies into my classroom instruction.
- I can make the connection between the language used for identifying signposts with specific reading skills.

# Notice and Note Reading Nonfiction

In their book, Kyleene Beers and Robert Probst provides teachers with ways to develop a stance for reading, utilize signposts to help readers analyze and evaluate author's craft, and apply strategies that lead to understanding for nonfiction.



# What Teachers Say About Nonfiction



It is what explains or informs

Facts and research

Stories that use real facts

Texts about real life Nonfiction is not fake

Stories about things that really happened

Texts about real people Information with support  
Work that is true

Informational texts

Not a made up story Facts about a topic

Writing that is real Facts

Texts to help you learn True facts

Biographies, autobiographies, and history

Primary sources Truth True accounts of things

# What is Nonfiction?

Kylene and Robert define nonfiction as a body of work in which the author's purpose is to tell us about the real world, real experiences, a real person, a belief, or an idea.

# Examples of Bodies of Work

- history texts
- science texts
- political texts
- technical texts
- math texts
- autobiographies
- biographies
- human interest stories
- essays
- op-eds
- how-to books

# Why Nonfiction?

## PROFILE OF THE South Carolina Graduate

### WORLD-CLASS KNOWLEDGE

---

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



### WORLD-CLASS SKILLS

---

Creativity and innovation  
Critical thinking and problem solving

Collaboration and teamwork  
Communication, information, media and technology  
Knowing how to learn

---

### LIFE AND CAREER CHARACTERISTICS

---

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

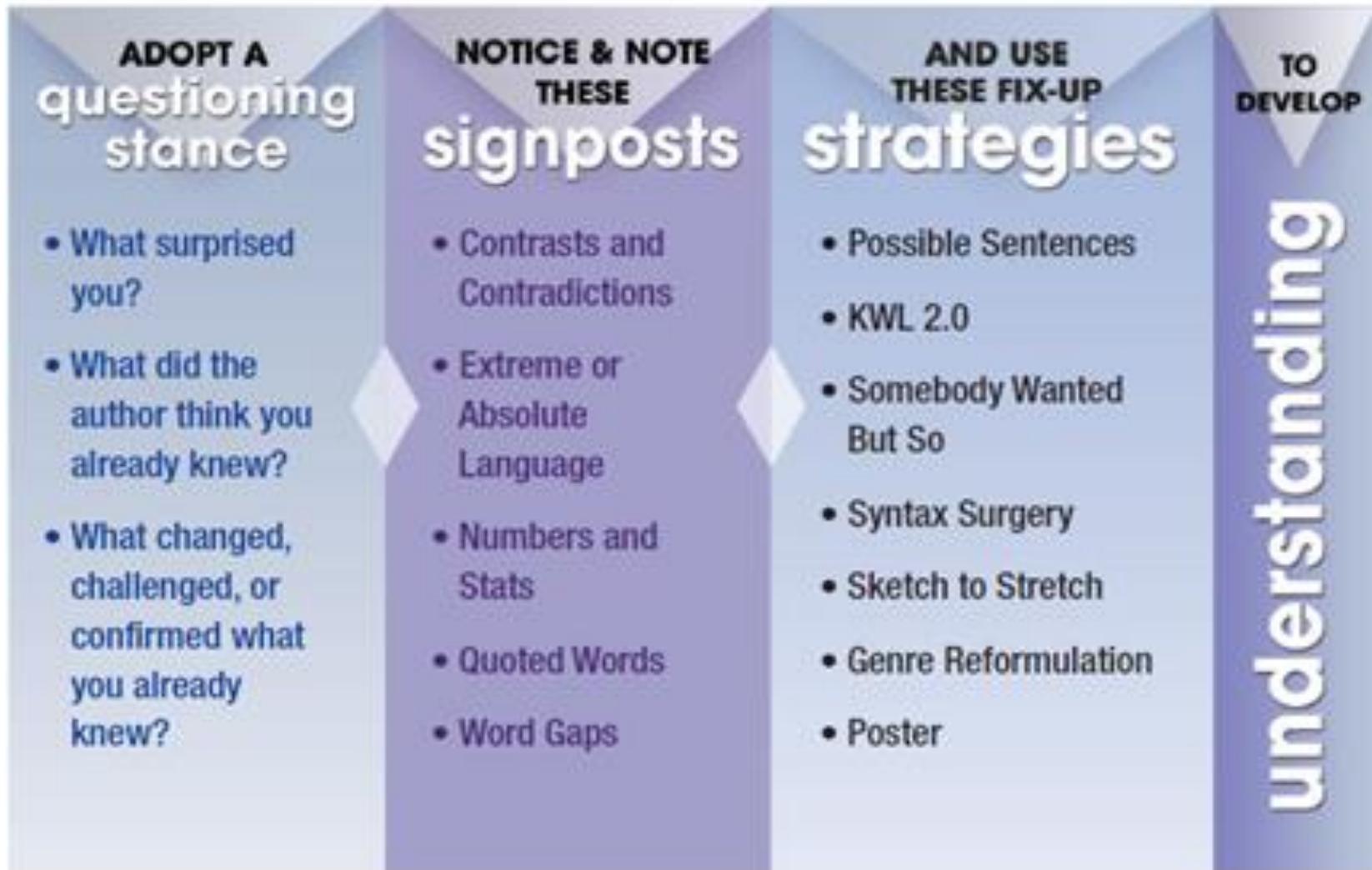
# Demands of Reading Nonfiction

- Bias
- More background knowledge
- Knowledge is technical, complex, and specific
- Vocabulary is overwhelming
- Concepts are abstract
- Question the text, the author and our own understanding of the content
- Our views may change as a result of the reading

# Responsibility of a Reader of Nonfiction

- A reader of nonfiction must approach the text realizing that the author may not be offering the absolute truth but one version of the truth. Thus the need to read multiple versions of a text.
- Must be on the lookout that authors may purposefully make statements that challenge our thinking.

# Now What?



# Adopt a Stance

## 3 Big Questions

- What surprised me?
- What did the author think I already knew?
- What challenged, changed, or confirmed what I already knew?



# What Surprised Me?

## Four Categories

1. New Information (“I didn’t know that!”)
2. Suspicious information (“Really? Is that true?”)
3. Clarifying information (“Oh! Now I get it.”)
4. A different perspective (“I hadn’t thought about it like that.”)

# Really?? Template

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_

Title of Book or Article \_\_\_\_\_ Chapter (if needed) \_\_\_\_\_

**Directions: As you read, look for things that surprise you. When you find something, ask yourself these questions:**

1. Why did this surprise me?
2. What does this suggest?

## Strategy: Really???

SOMETHING I FOUND INTERESTING OR SURPRISING	PG. ##	WHY DOES THIS SURPRISE ME?	WHAT DOES THIS SUGGEST??

# What Did the Author Think I Already Knew?

## Four Categories

1. “The author thought I’d know that this word means.” (Vocabulary)
2. “The author thought I could picture this.” (Visualizing)
3. “The author thought I’d know something about this.” (Prior knowledge)
4. “The author thought I’d get how this happens.” (Sequence or relationships)

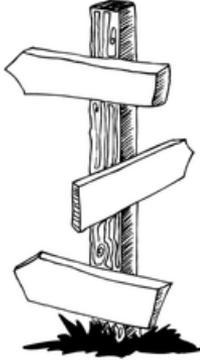
# What Challenged, Changed, or Confirmed What I Knew?

## Four Categories

1. At first I thought... but...
2. I had to rethink...
3. My understanding changed when...
4. I was right/wrong about..

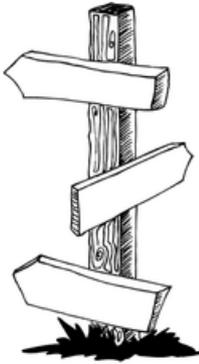
# The Sign Posts

- Contrasts and Contradictions
- Extreme or Absolute Language
- Numbers and Stats
- Quoted Words
- Word Gaps



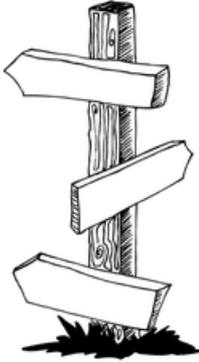
# Contrasts and Contradictions

- Information is presented that may contrast with or contradict that the reader may know, experience, or think.
- Shows a difference between two or more events, perspectives, or situations.



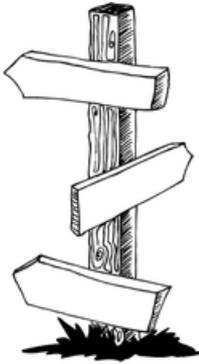
# Extreme or Absolute Language

Language that is used leaves no doubt as to its meaning.



# Numbers and Stats

The use of numbers or statistics to prove a point or present information.



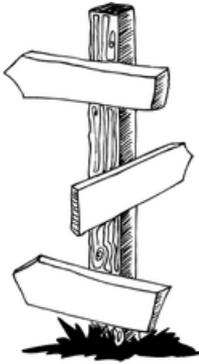
# Word Gaps

Words or phrases are used by an author that student may realize that they don't know.



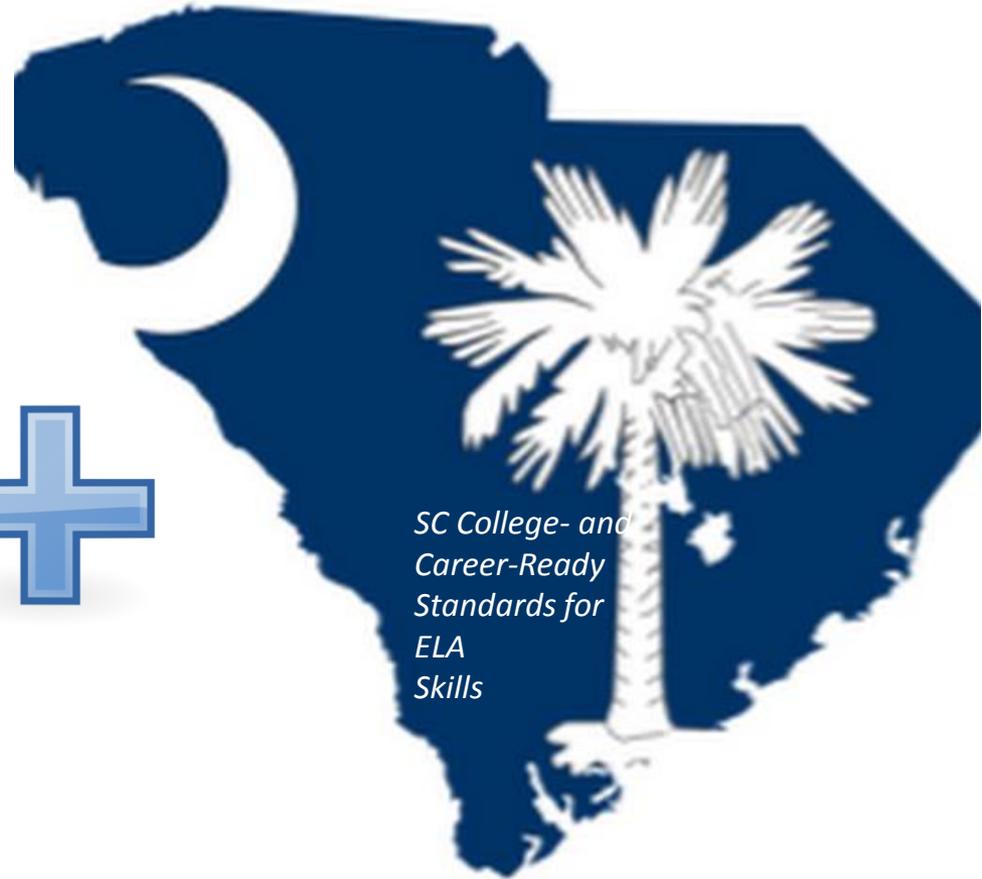
# Quoted Words

Quotes from others either indirectly or directly are used.



# Making the Connection

Sign Posts



*SC College- and  
Career-Ready  
Standards for  
ELA  
Skills*

# Sign Posts Language and Skills

## Contrasts and Contradictions

- *On the other hand*
- *By contrast*
- *However*
- *Another viewpoint*

## Reading Skills

- Compare and Contrast
- Generalize
- Identify main idea
- Infer
- Cause-and-effect
- Details
- Author's purpose or bias

# Sign Posts Language and Skills

## Extreme or Absolute Language

- *All*
- *None*
- *Everyone*
- *We must all agree*
- *Never*
- *Totally*

## Reading Skills

- Draw conclusions
- Generalize
- Author's point of view
- Main idea
- Infer
- Author's purpose and bias
- Cause-and-effect

# Sign Posts Language and Skills

## Quoted Words

- *Ideas from others in quotation marks.*
- *Those quoted have credentials listed.*

## Reading Skills

- Draw conclusions
- Compare and contrast
- Author's point of view
- Infer
- Cause-and-effect
- Separate facts and opinions
- Author's purpose and bias

# Sign Posts Language and Skills

## Word Gaps

- *Words are in italics, bold-faced font, underlined, or highlighted.*
- *Words will be followed with like.*

## Reading Skills

- Generalize
- Details
- Infer
- Comparisons
- Author's purpose and bias
- Context Clues

# Sign Posts Language and Skills

## Numbers and Stats

- *90%*
- *1 out of 100*
- *Many*
- *Most*
- *Some*
- *Two*

## Reading Skills

- Draw conclusions
- Find facts
- Generalize
- Details
- Infer
- Make comparisons
- Evidence
- Author's purpose or bias

# Strategies

“Strategies are those scaffolds we share with kids to make the invisible thinking process visible.”

# KWL 2.0

What do I Know?	What do I want to know?	What answers did I learn?	What did I learn that's new?

1. Make a list of items you know about the topic in the first column.
2. In column two make a list of things you want to know more about your list from column one. Be sure the numbers match.
3. Read about the topic. The reading doesn't have to be from just one text.
4. If you found answers to your questions write those in column 3.
5. If you found new information, write that in column 4.

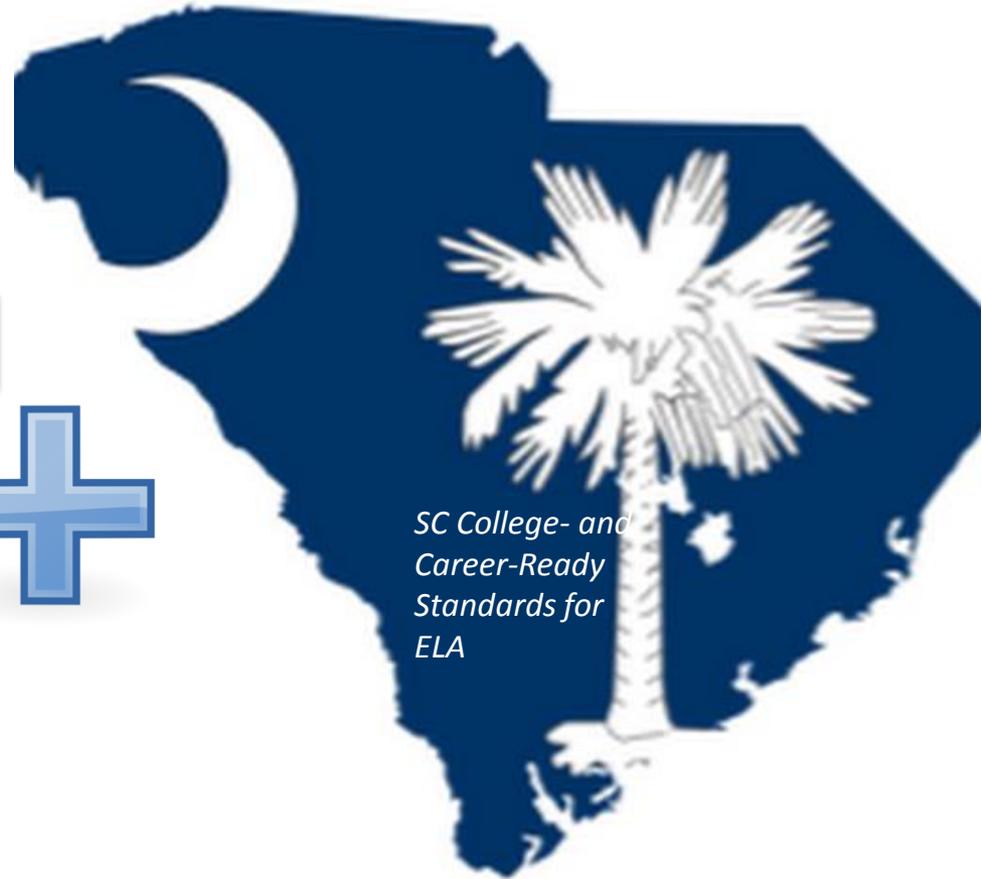
# ABC Boxes

A-B	C-D	E-F	G-H
I-J	K-L	M-N	O-P
Q-R	S-T	U-V	WXYZ

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# Making the Connection

**Stances,  
Sign Posts, and  
Strategies**



*SC College- and  
Career-Ready  
Standards for  
ELA*

# Reading- Informational Text

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

# Reading- Informational Text

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

# Wrapping it Up



Kylene and Robert define nonfiction as a body of work in which the author's purpose is to tell us about the real world, real experiences, a real person, a belief, or an idea.

# Contact Information

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# References

Beers, G. K., & Probst, R. E. (2016). Reading nonfiction: Notice & note stances, signposts, and strategies. Portsmouth, NH: Heinemann.