

The following indicators are what practitioners and students show as evidence of implementation with Informational Text such as those found in content area instruction. These items are not to be considered an exhaustive list.

<b>Indicators of Informational Text Standards Implementation</b>	
<p><b>Teachers are:</b></p> <ul style="list-style-type: none"> <li>○ Planning lessons that give the same amount time and weight to informational texts (content areas) as literature.</li> <li>○ Spending time to create opportunities to deepen understanding of texts/topics.</li> <li>○ Reading aloud informational text.</li> <li>○ Modeling and teaching strategies to use when reading informational texts.</li> <li>○ Providing scaffolds in order to access complex informational text.</li> <li>○ Selecting informational texts to help deepen students understanding of topics over time.</li> <li>○ Using multiple texts in diverse formats to integrate information on a given topic.</li> <li>○ Identifying the words that will be explicitly taught (Tier 2 and Tier 3).</li> <li>○ Using a research based method of teaching vocabulary (e.g., Marzano’s Six Steps, Frayer Model, etc.).</li> <li>○ Offering opportunities for students to revisit the words previously taught.</li> <li>○ Using the gradual release of responsibility model when teaching comprehension/fix-up/monitoring strategies.</li> <li>○ Listening to students read and engage in conversations about the text.</li> <li>○ Explicitly teaching students to monitor their thinking using               <ul style="list-style-type: none"> <li>○ Analysis, reflection, evaluation</li> <li>○ Activation of schema</li> <li>○ Inference</li> <li>○ Visualization</li> <li>○ Questions (generating and asking questions before, during, and after reading)</li> </ul> </li> </ul>	<p><b>Students are:</b></p> <ul style="list-style-type: none"> <li>○ Reading/listening to challenging/complex informational texts and applying strategies to persevere and comprehend those texts.</li> <li>○ Writing, dictating, and/or drawing frequently about the informational text they are hearing and/or reading.</li> <li>○ Speaking and listening about the informational texts they read and/or hear.</li> <li>○ Writing frequently about what they are reading and learning; then citing evidence from the text in their writing.</li> <li>○ Recording words learned (notebook, key ring, journal, etc.)</li> <li>○ Discussing words and playing with words in the classroom.</li> <li>○ Creating descriptions and visuals of vocabulary words.</li> <li>○ Practicing the strategies to monitor their thinking.</li> <li>○ Recognizing when they are and are not comprehending.</li> <li>○ Learning reading strategies with their peers.</li> <li>○ Using graphic organizers/semantic maps as needed to aid in comprehension.</li> <li>○ Asking and answering questions while reading.</li> <li>○ Creating summaries orally and/or written in words/pictures.</li> <li>○ Persevering when reading/listening to challenging texts using comprehension/fix-up strategies when needed.</li> </ul>