BUILD TEACHERS' CONTENT KNOWLEDGE

SOR * GENRE * STRATEGIES * FICTION * INFORMATIONAL

49 GUIDES!

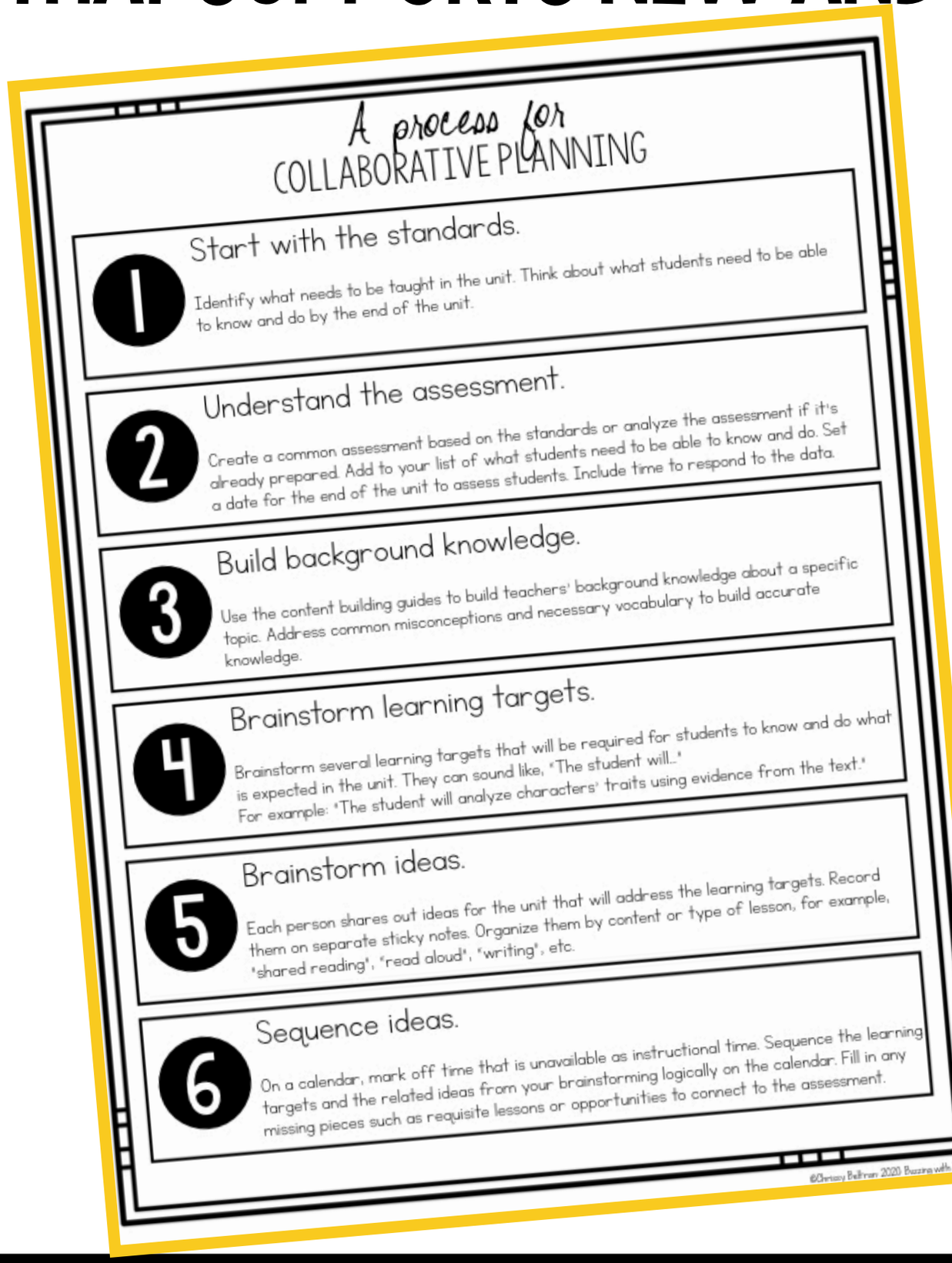
PREPARE FOR PLC BY BUILDING COMMON KNOWLEDGE AND LANGUAGE IN YOUR TEACHER TEAMS!

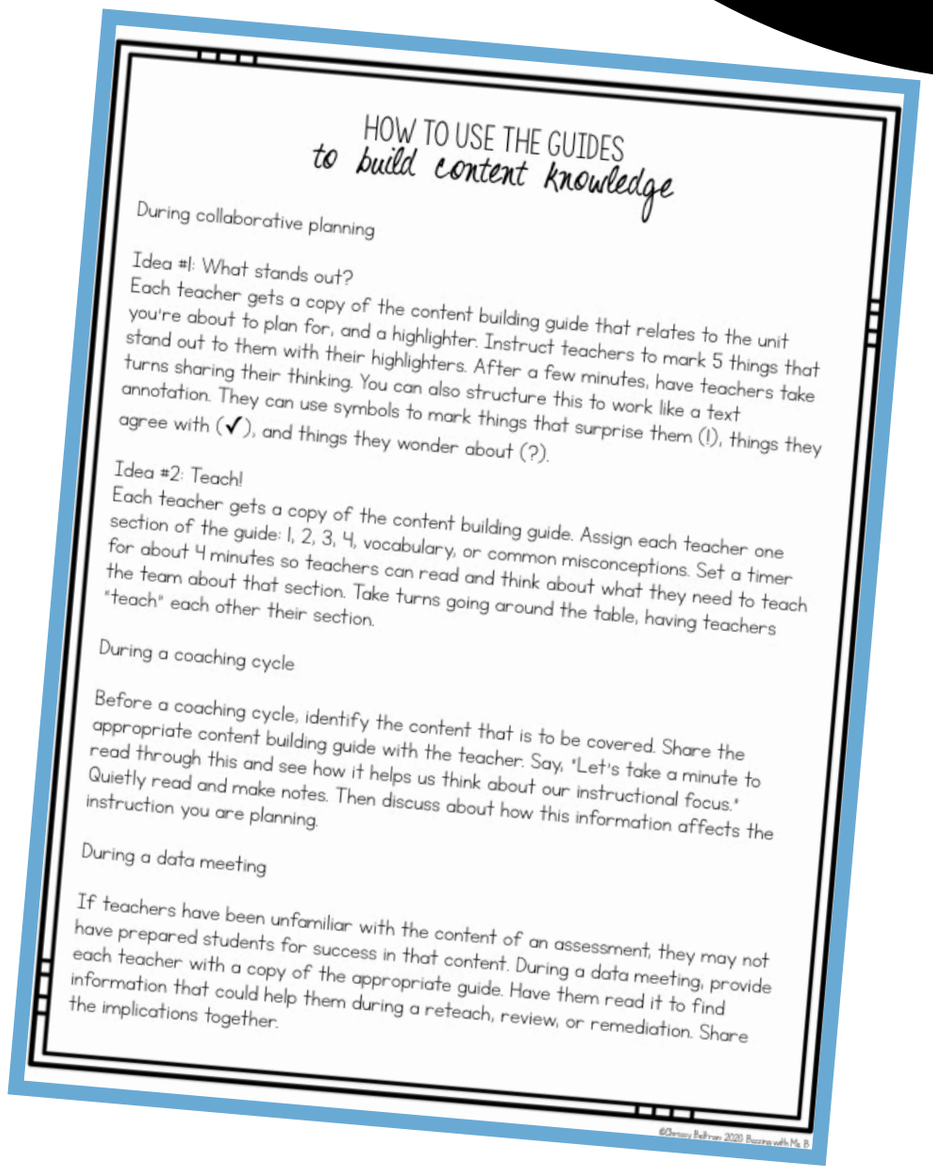


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A PLANNING PROCESS
THAT SUPPORTS NEW AND VETERAN

Ideas for using the guides during PLC, coaching cycles, and more.





CONTENT BUILDING GUIDES

ONE PAGERS

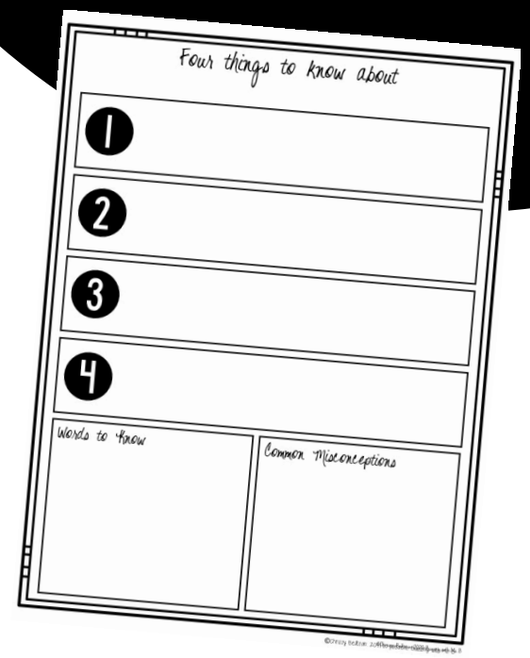
Four things to know about the strategy

Vocabulary and definitions



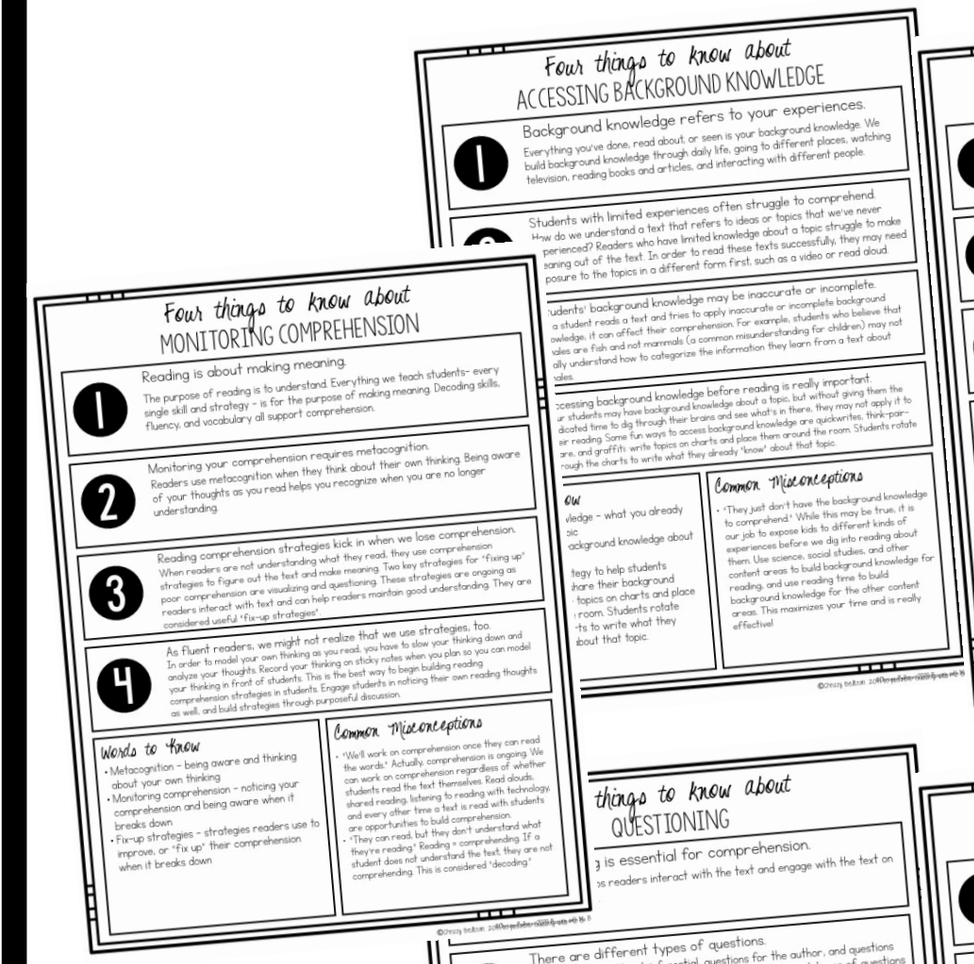
Common misconceptions you're tired of addressing

Essential, accurate information teachers need to plan and teach!



Need something specific? Build your own with the editable format!

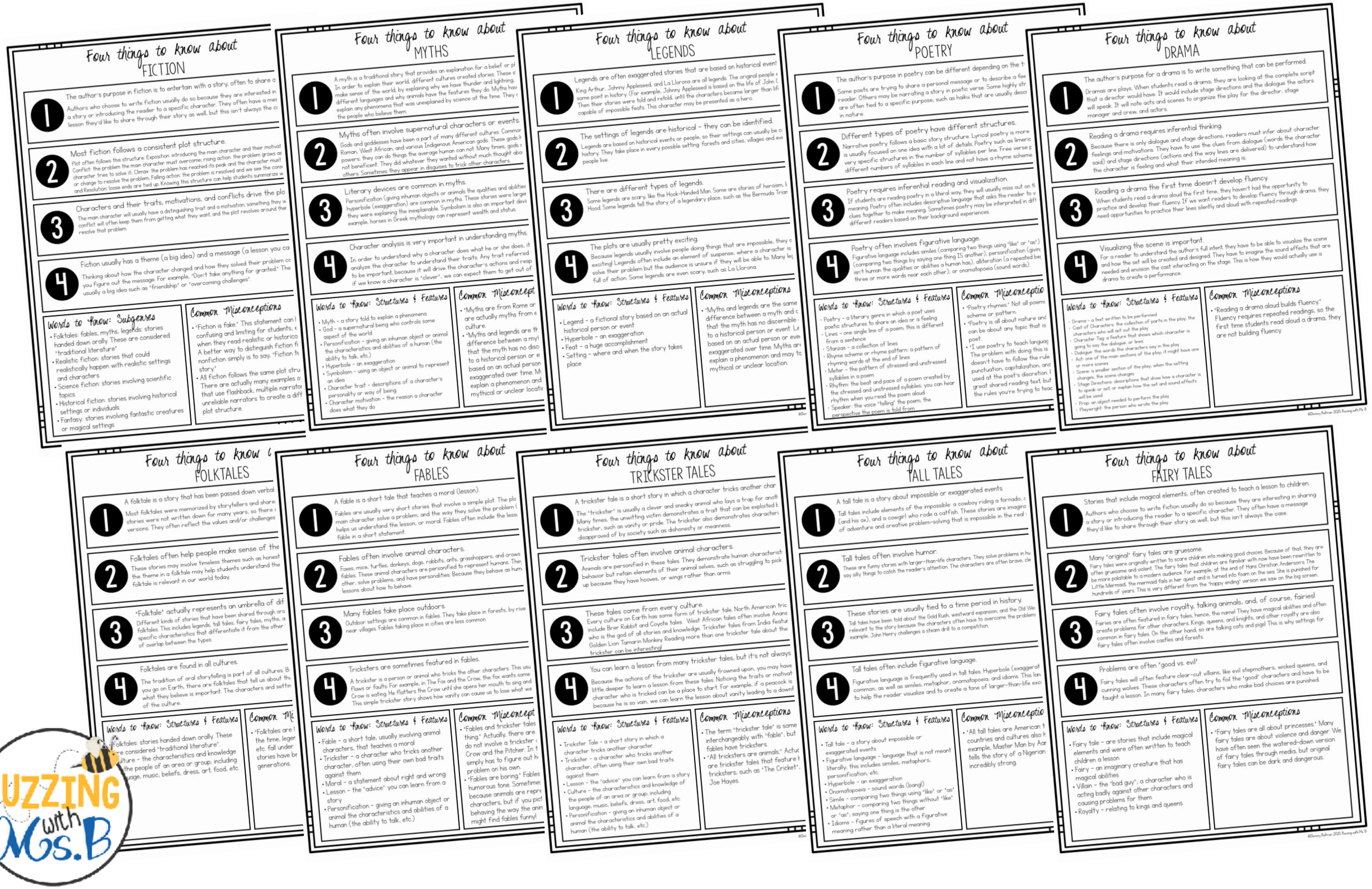
9 CONTENT BUILDING GUIDES
READING COMPREHENSION STRATEGIES



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LITERARY GENRES

10 GENRES



INFORMATIONAL GENRES

7 GENRES

Four things to know about INFORMATIONAL TEXT

1 The author's purpose is to inform or explain about a topic or idea.
Because the author is intending to inform or explain, the text will include facts (pieces of information that are able to be proven). This information is usually organized by subtopic into paragraphs. There is also usually an introduction that "hooks" or interests the reader, and a conclusion that shares the main takeaway and reflects on the central idea.

2 Text features support the meaning of the text.
Because an author of an informational text is trying to inform or explain, they will often use text features to support their text. This could include photographs with captions that show the topic in real life, or a map that shows where something is happening. Students need to understand the information being presented in the features in order to use them to support their comprehension.

3 Informational text is organized in different ways to support the meaning.
When students read fiction, they can expect a plot structure. However, when students read informational text, they may see different text structures including cause and effect, problem-solution, compare/contrast, etc. Understanding how the text is organized can help readers identify what's important about the text. For example, if an article about frogs contains a whole section comparing frogs and toads, then distinguishing frogs as unique must be important.

4 Determining importance is really important.
Students can be overwhelmed with so much information. A student who is struggling to determine importance might walk away with a fact or two that interested them, which is fine when they're reading for enjoyment. However, for academic reading, we are usually asking students to figure out what's important about what they read. To help students do that, have them use the structure of the text to figure out what's important.

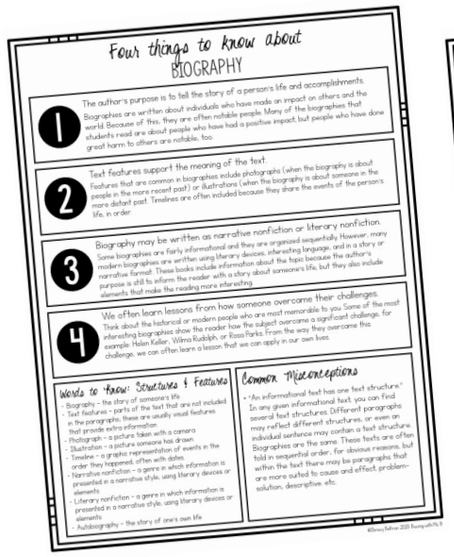
Words to know: Structures & Features

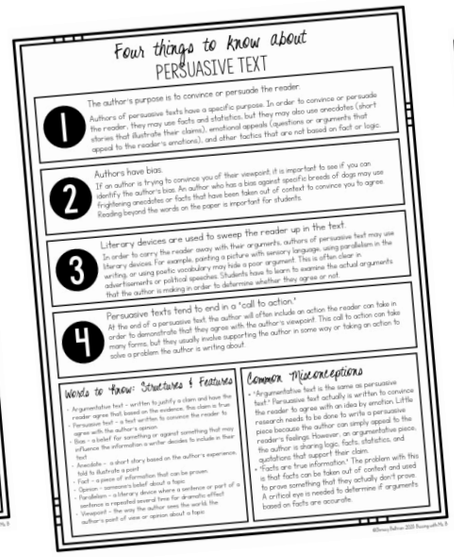
- Informational text - text is is written to inform the reader about a topic
- Central idea: the main idea of the whole text
- Heading/Subheading: the title of a section of text; the heading tells the reader what the section will be about
- Section: a chunk of text where the paragraphs are about the same main idea; it helps the author and reader keep information organized
- Diagram: a feature that labels the parts of something
- Table: a feature that includes information in columns and rows
- Graph: a feature that shows data in a visual way, such as a bar graph or a pie graph
- Bullet: a symbol (often a dot) that starts a line of text, usually to show points in a list
- Bold font: words that are darkened so the reader knows they are important or new vocabulary

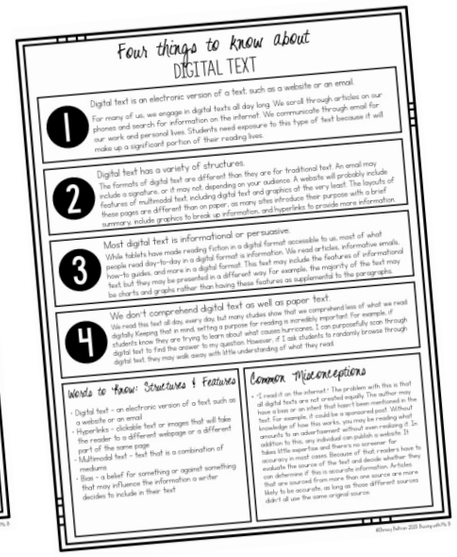
Common Misconceptions

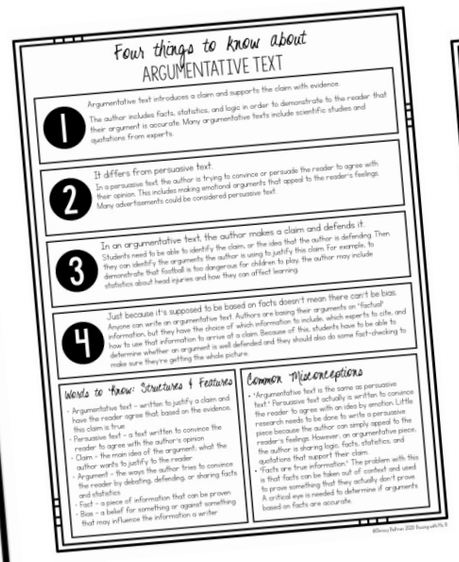
- "It's important to identify text features." Identifying text features is important, but students need to move beyond simply pointing to a photo and saying, "Photograph!" They need to access information from the features to support their comprehension of the text.
- "An informational text has one text structure." In any given informational text, you can find several text structures. Different paragraphs may reflect different structures, or even an individual sentence may contain a text structure.

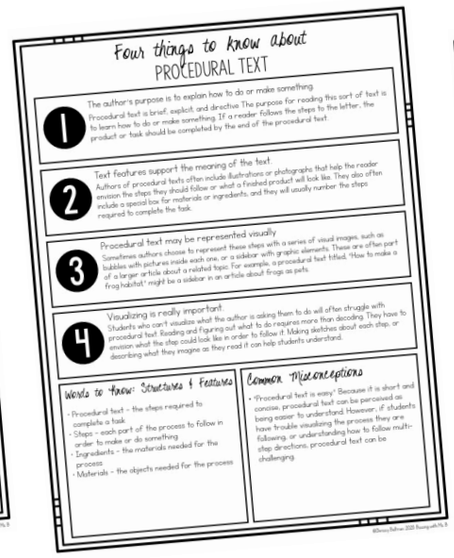
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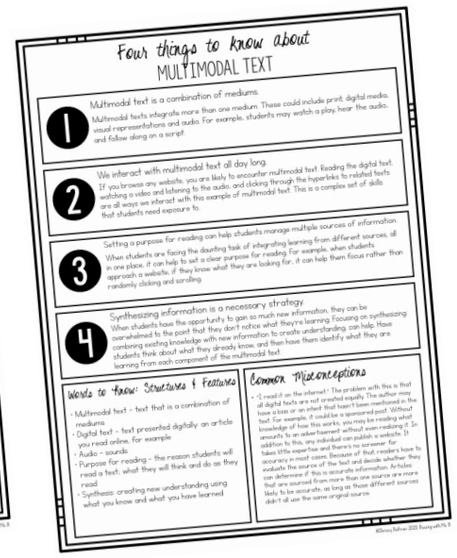








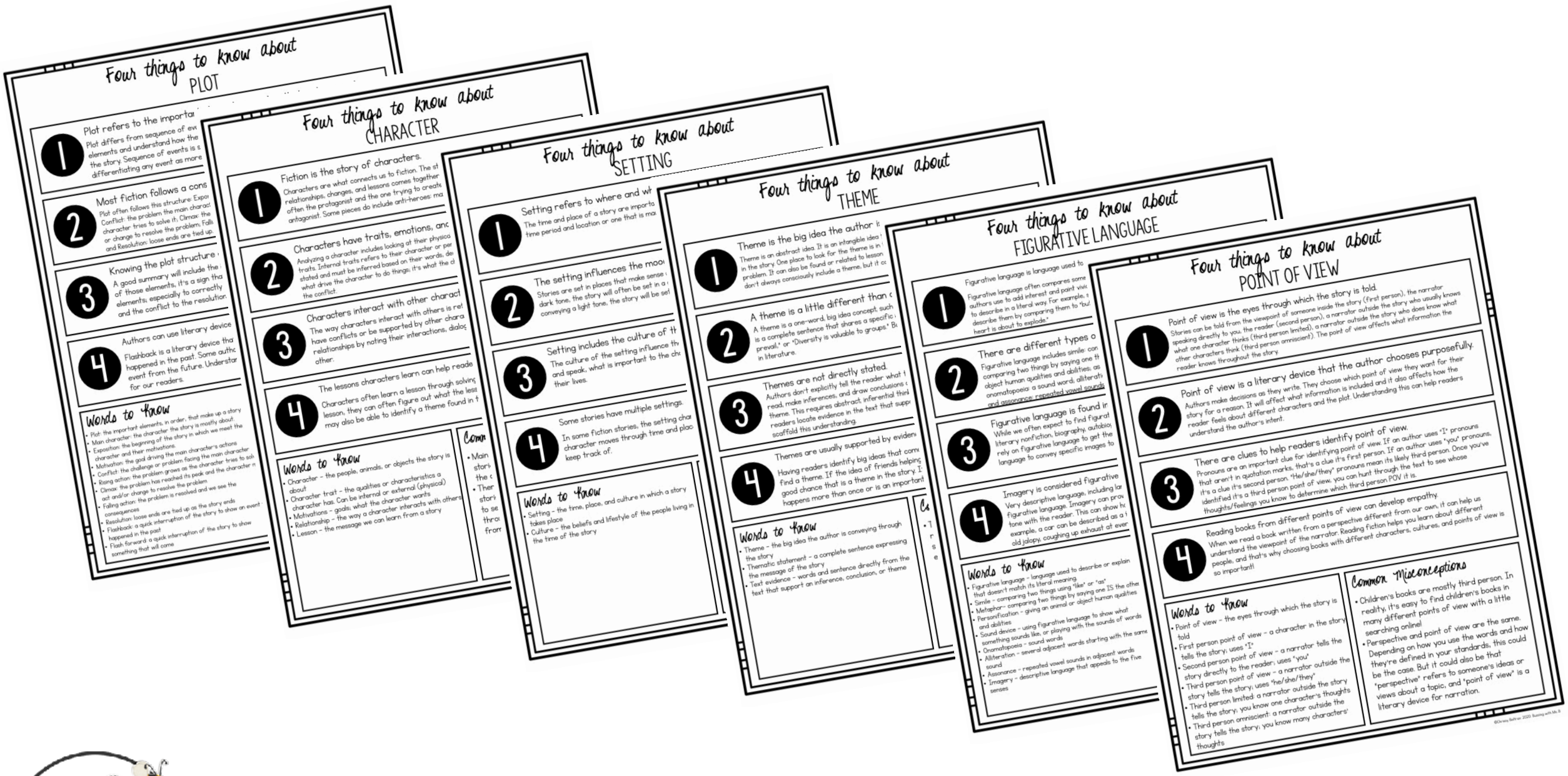




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LITERARY DEVICES & PLOT

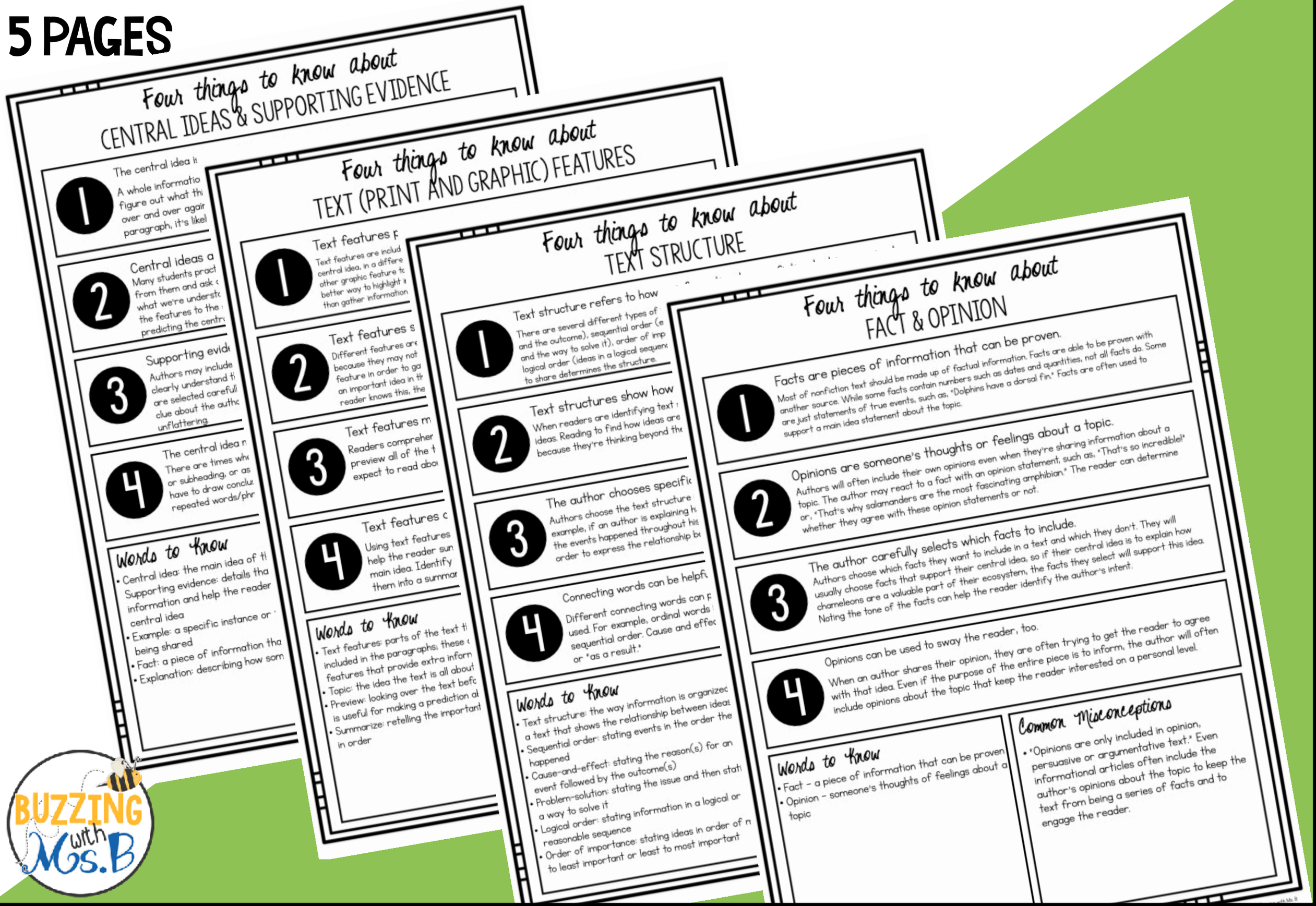
7 PAGES



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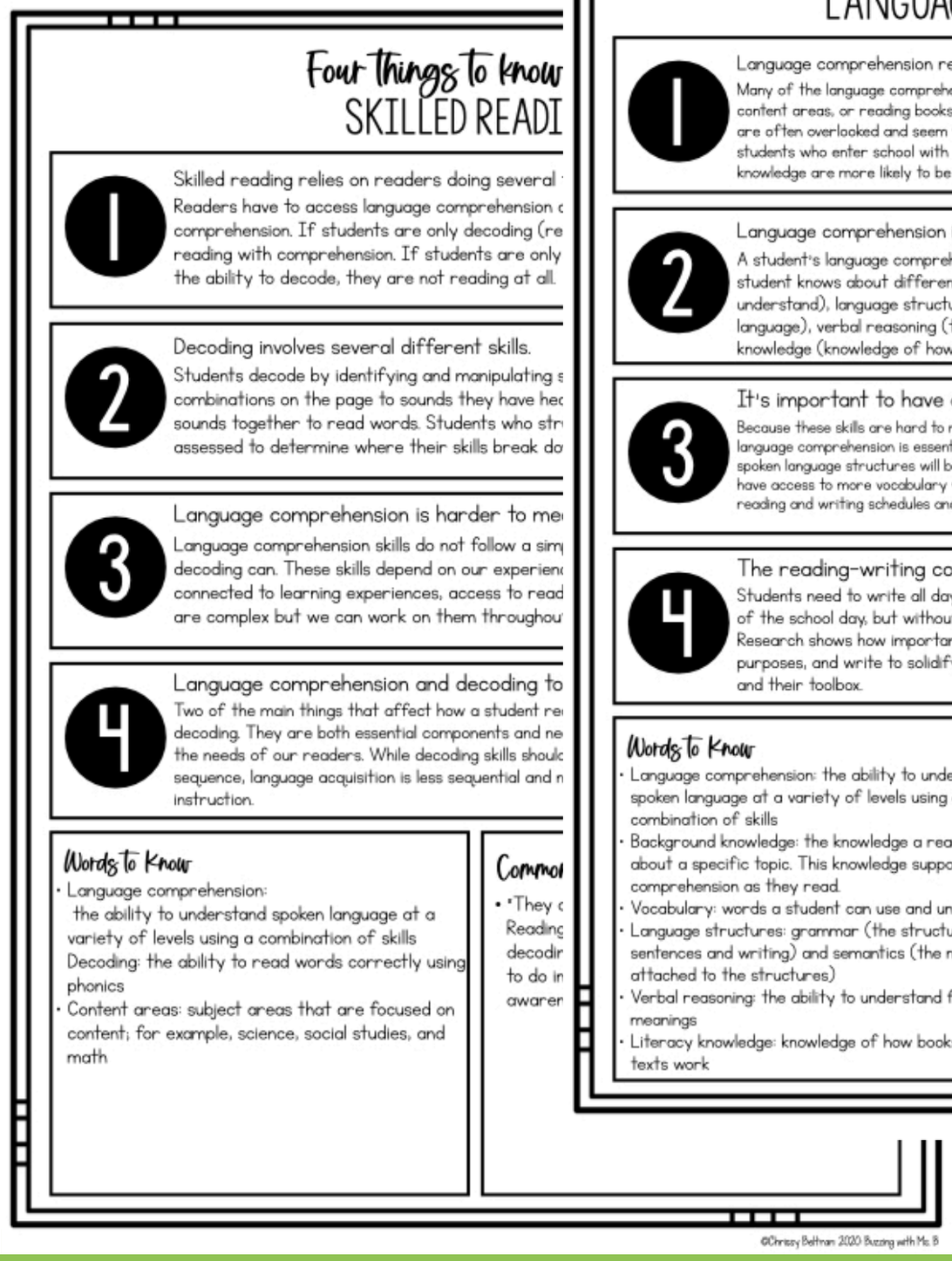
FEATURES AND STRUCTURES OF NONFICTION

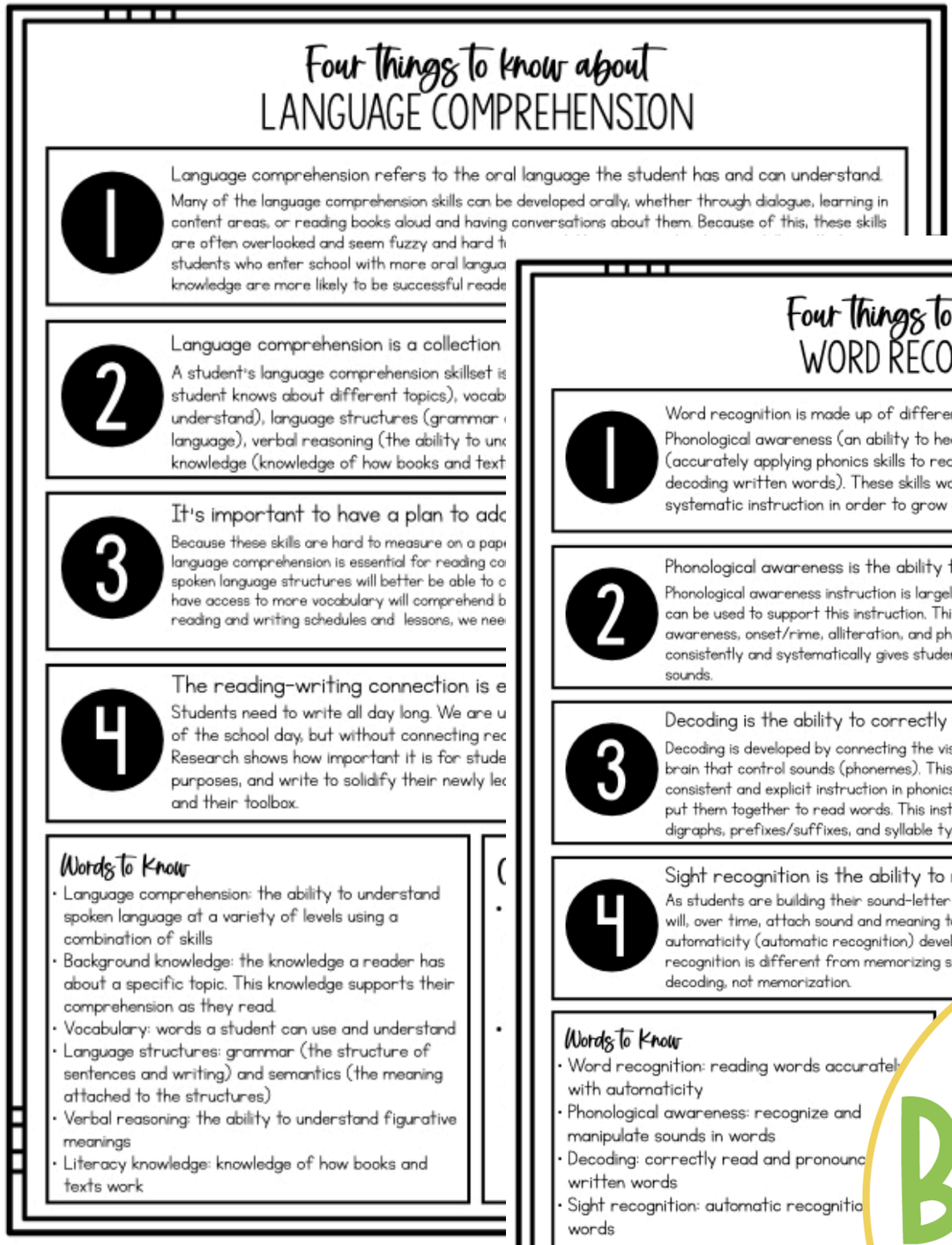
5 PAGES

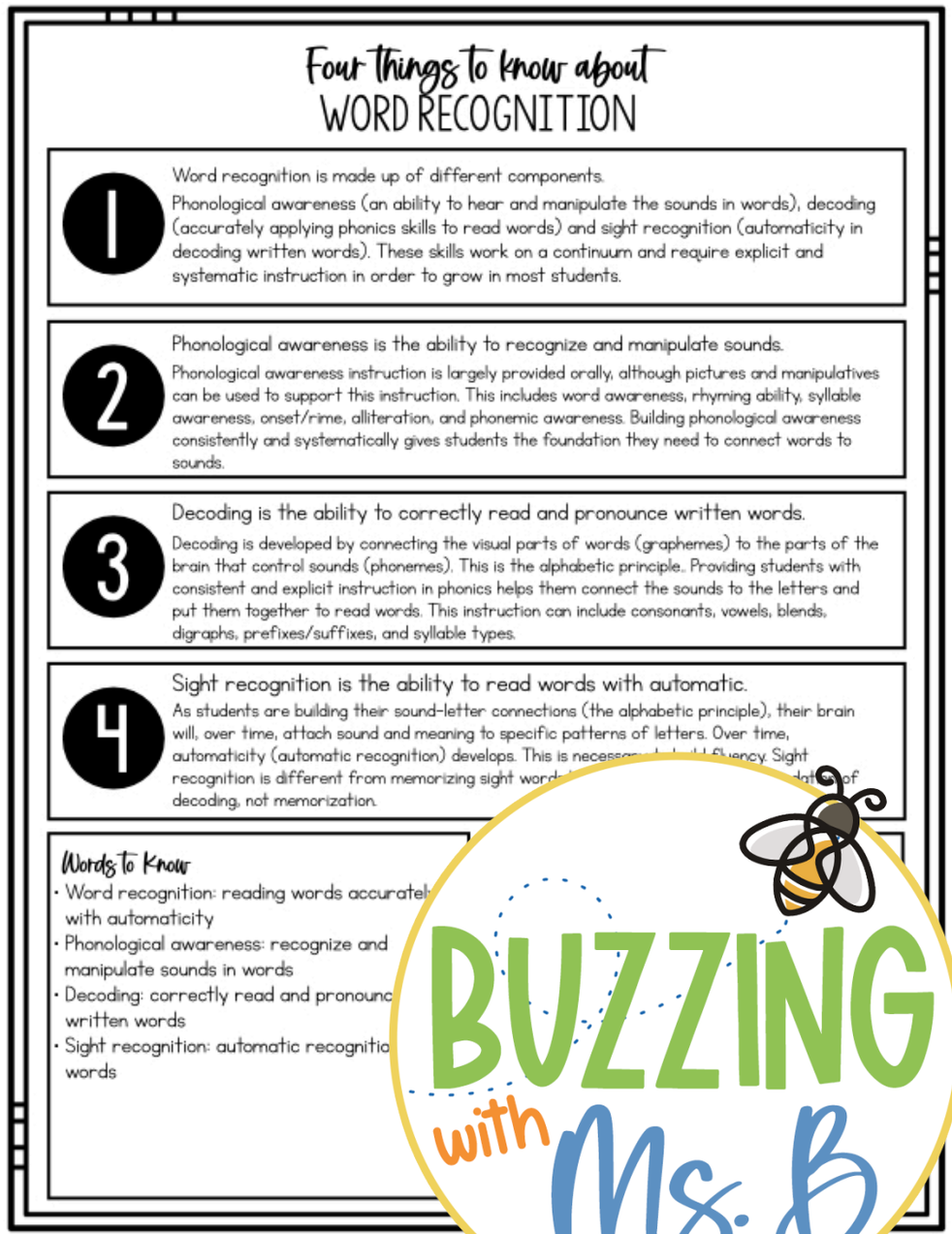


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AN OVERVIEW OF SKILLED READING

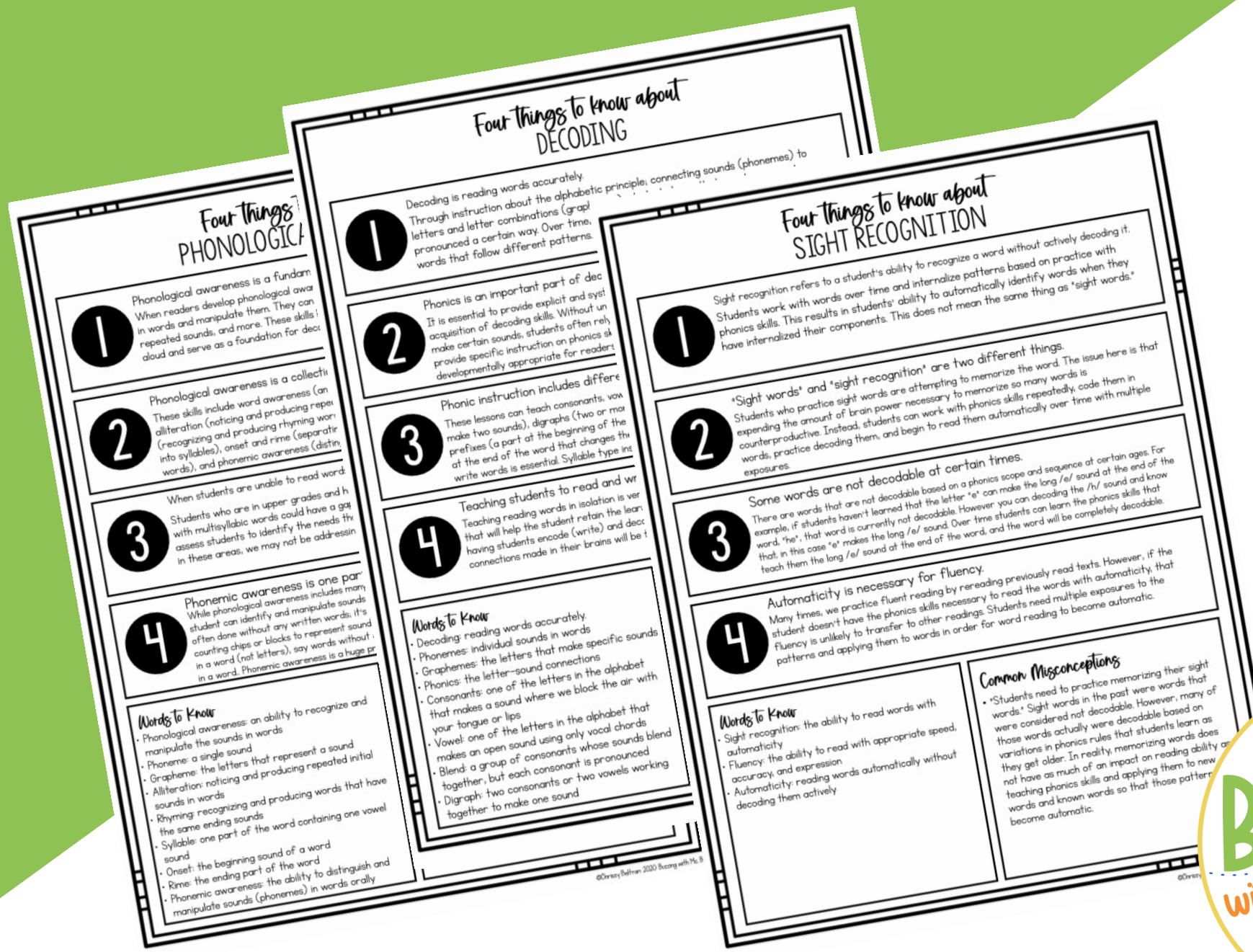






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WORD RECOGNITION



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LANGUAGE COMPREHENSION

