

**Grant Number - LG-46-12-0564-12**  
**Sparks Grant - White Paper**

**POP (Point of View Potential)**

**Evolution to**

**Common Core Lens**

# **Table of Contents**

Part One: Understanding the Issue	Page Two
Part Two: Provide a Solution	Page Three
Part Three: Outcomes – Action Taken	Page Four
Part Three: Outputs – Resources Produced	Page Six
Appendix A Taxonomy of Nonfiction	Page Nine
Appendix B Common Core Lens – National Development Committee	Page Ten
Appendix C Common Core Lens: Core Out Your Informational Text (print version of web content)	Page Eleven

## **Part One: Understanding the Issue**

The Common Core State Standards (CCSS) are a state-led process designed to provide a foundation in the subjects of English Language Arts and Mathematics, and to prepare high school graduates to succeed in college and careers. The initiative is designed to equip students with 21<sup>st</sup> century skills such as critical thinking and problem solving, communication, collaboration, creativity, and innovation.

The CCSS have been formally adopted by 45 states and implementation is in its first year with training and professional development. In 2011-2012, New York State school librarians and classroom teachers have been asked to teach two lessons using the CCSS. By the beginning of 2013-2014 the CCSS will be fully implemented in New York State. CCSS Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

The standards are grounded in evidence which includes the best work of states and frameworks developed for the National Assessment of Educational Progress (NAEP), the Benchmarks of the American Diploma Project, academic research, curriculum surveys, assessment data on college and career-ready performance, and input from educators at all levels on a variety of subjects.

The major shift in the CCSS is the increased use of nonfiction (informational text) to address literary elements. This pilot project will address this shift in English Language Arts (ELA) and Literacy. Shift One: Balancing Informational and Literary Texts.

This is a historic event in our education program as the CCSS are implemented. School librarians and classroom teachers across the country have never before been asked to shift the literacy resources they use when teaching students. This shift requires that 50 percent of an elementary student's reading is informational text. The objectives are to build background knowledge necessary for upper grades, and to bring science and social studies into reading instruction. The shift by Grade 8 requires that 55 percent of a student's reading is informational text and by Grade 12, 70 percent of a student's reading is informational text.

How do we do this? Historically, the school library and classroom have relied heavily on literary texts (fiction) to teach text structure and elements of English Language Arts. It has been stated by David Coleman that only 20 percent of the text used in library and classroom instruction is informational. Coleman is one of the key architects of the CCSS. This creates a huge learning curve for school librarians and classroom teachers. Librarians and teachers will need to learn to identify high quality informational text (nonfiction) to meet the needs of students. Another challenge for educators will be the need to identify nonfiction text structures. Text structure elements can include: point of view, cause and effect, chronological order, compare and contrast, order of importance, as well as problem and solution. Librarians and teachers and children need help to identify how a text is written as a tool to teach both reading and writing.

## Part Two: Provide a Solution

To search for nonfiction resources create a search template that will incorporate the following elements: subject areas, grade level, reading level, author, title, text structure – perspective/point-of-view, chronological/sequential order, enumeration/description, cause/effect, compare/contrast, problem/solution, narrative, each book will be tagged using the search template. A relation database will be developed to allow for multiple level searches that will be programmed to allow research results to be displayed side-by-side. The side-by-side feature will bring a unique and innovative feature not available from any other sources.

The Point of View Potential (POP) database will test the innovation of using technology to provide nonfiction resources that support the shift in the CCSS. The scope of this project will include the creation of the searchable POP database with extensive search parameters that cover the elements of text defined the CCSS. Under the consultation of Dr. Mary Ann Cappiello of Lesley University we have identified key elements that are required to provide the assistance that librarians and teachers need when implementing the CCSS. Dr. Cappiello's area of expertise is text structure, which will provide POP with the authentic baseline infrastructure needed to be successful. Dr. Myra Zarnowski, Queens College, NY, NY has expert experience with working with authors and providing materials related to nonfiction. Dr. Zarnowski has worked with classrooms in New York City using nonfiction. This adds an additional level of depth of understanding in establishing this database.

The focus on the development of a nonfiction resource entitled POP was inspired by three full-day presentations that Dr. Marc Aronson gave in December 2011 in the western New York Region. His presentation in December featured a point of view exercise that helped provide focus to our region in defining the lack of deep and rich resources. Dr. Aronson sought to help librarians and teachers implement the instructional shift to informational text. Dr. Aronson speaks out regularly on his School Library Journal (SLJ) blog *Nonfiction Matters* about the needs in the CCSS and the how to use nonfiction to successfully implement the CCSS. This blog has evolved into an online column entitled *Consider the Source* for SLJ. Dr. Aronson has been traveling the country and discussing the CCSS with librarians, teachers, and students.

### Goals for the POP

1. Identify quality nonfiction that librarians and teachers can utilize in the CCSS shift to informational text.
2. Identify quality nonfiction that students will want to read, discuss and digest, long after the last page is read and the book is back on the library shelf.
3. Provide a visual wealth of resources that keep the reader, whether librarian, teacher, or student coming back for more and more suggestions.

4. Provide an innovative use of technology that draws much needed interest levels to nonfiction.
5. Create a collaboration of K-12 educators and higher education educators that help implement the CCSS in a successful manner.

### **Part Three: Outcomes – Action Taken**

**Goal One:** Identify quality nonfiction that librarians and teachers will want to utilize in the CCSS shift to information text.

Consultants: Dr. Marc Aronson (Rutgers University), Dr. Mary Ann Cappiello (Leslie University), Kathleen Odean, Dr. Myra Zarnowski (Queens College) and I met over a period of three months and established a new taxonomy for nonfiction. See Appendix A (nonfiction taxonomy handout)

This nonfiction taxonomy provides librarians and teachers with a criterion to identify the value and quality that a piece of nonfiction can provide within the CCSS shift to informational text.

**Goal Two:** Identify quality nonfiction that students will want to read, discuss, digest, and will stay with them to summon discussion and thoughts that will stay with them long after the last page is read and the book is back on the library shelf.

**Goal Three:** Provide a visual wealth of resources that keep the reader whether librarian, teacher, or student coming back for more and more suggestions.

Researched database developers to begin develop of a database design for POP. Selected vendor based on criteria and cost per the BOCES procurement procedures. Vendor provided the discovery and requirements with analysis engagement for database development. Vendor provided the blueprints to build the database with final cost analysis. The cost for creating this database was beyond the scope of the budget of this grant.

Our consultants and I determined that we would need to provide a smaller online resource to begin providing opportunities for access to quality nonfiction.

During this time our consultants and I had various discussions with David Liben, Senior Content Specialist of the Literacy and English Language Arts team at Student Achievement Partners (SAP), about the need to provide a deeper understanding of the quality that nonfiction provides beyond the Appendix B: Text Exemplars

It was determined that our working group would create an online evaluation tool that would begin to identify the qualities that nonfiction has that can be utilized in any Common Core classroom. SAP agreed to review our resource and place it on the SAP web site once it was completed.

**Goal Four:** Provide an innovative use of technology that draws the interest levels we need to nonfiction.

**Goal Five:** Create a collaboration of K-12 and higher education educators that help implement to CCSS in a successful manner.

A national group of nonfiction experts was established to develop this online resource tool. See Appendix B (national committee of contributors)

This committee held many conference calls over the period of four months. It was determined that the grant funding would support a simpler electronic form that could be used to evaluate nonfiction and informational text. There were not enough grant funds to support the full development of the database.

The basis for this evaluation was developed with our new taxonomy of nonfiction, research of other states initiative such as the Kansas evaluation of nonfiction, and Appendix A (*Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects – Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms*)

Qualitative, quantitative, reader and task of Appendix A guided the development of this online evaluation tool.



Appendix A - The Standards' Model of Text Complexity

Our database developer that created our blueprints for the database was contracted for this smaller project. Development and design took place over nine months. As the project shifted focus to this online evaluation tool it was necessary to better define what this resource should be called.

The name selected was Common Core Lens (CCL) with a tag line of - core out your informational text.

**Common Core Lens: Core Out Your Informational Text**

The Common Core Lens is seen as the overture to the symphony. The symphony will be the full searchable database for nonfiction, which can be completed when additional funding is acquired.

### **Part Three: Outputs – Resources Produced**

#### Resources:

1. Taxonomy of Nonfiction (Appendix A)
2. Website the Common Core Lens – [www.commoncorelens.com](http://www.commoncorelens.com)

#### Presentations, usage, and distribution:

November 2012 Library Leadership Academy – WFL BOCES School Library System Presented the new taxonomy of nonfiction.

December 2012 – Common Core and Nonfiction – joint presentation with Marc Aronson School Library System Ulster BOCES - Presented the new taxonomy of nonfiction as part of a full day workshop.

December 2012 - Common Core and Nonfiction – joint presentation with Marc Aronson School Library System Southern Westchester BOCES - Presented the new taxonomy of nonfiction as part of a full day workshop.

Spring 2013 Semester – Common Core Lens and new taxonomy of nonfiction taught to students by Dr. Aronson at Rutgers in the graduate course on nonfiction and the Common Core.

February 2013 – Presentation for the Hawaii Association of School Librarians Introduced the new taxonomy of nonfiction.

March 2013 - Common Core and Nonfiction – joint presentation with Marc Aronson School Library System Monroe 1 BOCES - Presented the new taxonomy of nonfiction as part of a full day workshop.

March 2013 - Common Core and Nonfiction – joint presentation with Marc Aronson School Library System Rochester City - Presented the new taxonomy of nonfiction as part of a full day workshop.

March 2013 - Common Core and Nonfiction – joint presentation with Marc Aronson School Library System Champlain Valley BOCES - Presented the new taxonomy of nonfiction and Common Core Lens part of a full day workshop.

April 2013 – Presentation as part of the Publisher’s Weekly workshop at Random House in New York, NY – Introduced Common Core Lens.

May 2013 - Common Core and Nonfiction – joint presentation with Marc Aronson School Library System Putnam-Northern Westchester BOCES - Presented the new taxonomy of nonfiction and Common Core Lens part of a full day workshop.

May 2013 – Common Core Lens presentation to the School Library System Association of New York State (SLSA).

June 2013 – Author Melissa Stewart presented the new taxonomy as part of a conference on nonfiction held at SUNY New Paltz

August 2013 – Common Core Lens presentation at the statewide conference entitled Uncommon Approaches to the Common Core in Albany, NY sponsored and hosted by New York Department of Education.

September 2013 – Common Core Lens and taxonomy of nonfiction Full Day Preconference – joint presentation with Marc Aronson for the Youth Services Section of the New York Library Association (NYLA).

October 2013 – Annual Statewide Conference – New Jersey Association of School Librarians  
Presented Common Core Lens and taxonomy of nonfiction.

November 2013 – Exhibit table at the AASL Conference in Hartford, CT Presented demonstrations and materials on the Common Core Lens and the taxonomy of nonfiction.

December 2013 – Joint presentation with Marc Aronson, Utica area School Library Systems - Presented the new taxonomy of nonfiction and Common Core Lens part of a full day conference.

December 2013 – Full Day Common Core and Nonfiction workshop, joint presentation with Marc Aronson Albany, NY School Library Systems - Presented the new taxonomy of nonfiction and Common Core Lens.

#### Future Workshops:

January 2014 – Common Core Lens: Core Out Your Information Text, School Library System, E2CC BOCES, Fredonia, NY

January 2014 - Common Core Lens: Core Out Your Information Text, School Library System, Erie 1 BOCES, West Seneca, NY

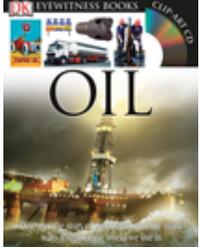
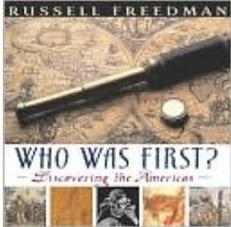
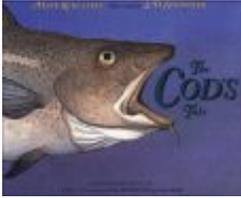
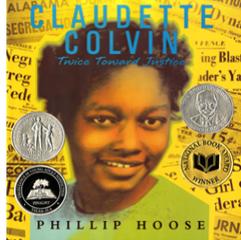
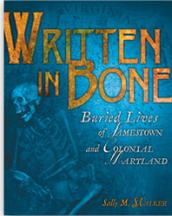
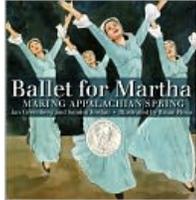
January 2014 – Interview conducted with School Library Journal about Common Core Lens.

December 2013 and forward

Discussion with a variety of publishers, educators, and librarians to promote the use of Common Core Lens. More training will be conducted.

Updates to the Common Core Lens are being developed as well as obtaining additional funding to complete the full database.

# Taxonomy of Nonfiction

	<u>Action</u>	<u>Data</u>	<u>Disciplinary Thinking</u>	<u>Expository</u>	<u>Interpretation</u>	<u>Inquiry</u>	<u>Narrative</u>
<u>Definition</u>	The author provides suggested activities or follow-up for the reader.	Emphasizes concise factual information and data is presented without interpretation or only brief interpretation.	Reveals how scientists, mathematicians, and historians evaluate evidence and form theories.	Provides an explanation or overview of the topic.	The author finds meaning in information and presents their point of view.	Raises and seeks to answer a question/s presented by the author.	The author presents a series of connected events.
<u>Example</u>	<p style="text-align: center;"><b><u>Citizen Scientists</u></b> By Loreen Griffin Burns</p> 	<p style="text-align: center;"><b><u>Oil</u></b> (DK Eyewitness Bks) By John Farndon</p> 	<p style="text-align: center;"><b><u>Who Was First?</u></b> By Russell Freedman</p> 	<p style="text-align: center;"><b><u>The Cod's Tale</u></b> By Mark Kurlansky</p> 	<p style="text-align: center;"><b><u>Claudette Colvin</u></b> By Phillip Hoose</p> 	<p style="text-align: center;"><b><u>Written in Bone</u></b> By Sally Walker</p> 	<p style="text-align: center;"><b><u>Ballet for Martha</u></b> By Jan Greenberg</p> 

## **Appendix B**

### Common Core Lens – National Development Committee

Our team for this project is:

(listed alphabetically - \*denotes chairperson)

1. \*Sue Bartle, School Library System Director, E2CC BOCES, Fredonia, NY
2. Karen Beimel, Sherman High School Librarian, Sherman, NY
3. Dr. Mary Ann Cappiello, Associate Professor, Language & Literacy, Lesley University, Cambridge, MA
4. Dr. Erika Dawes, Associate Professor, Language & Literacy, Lesley University, Cambridge, MA
5. Pam Harland, Sanborn Regional High School Librarian, Exeter, NH
6. Jonathan Hunt, County Schools Librarian at the San Diego County Office of Education
7. Kate Macmillan, Coordinator Library Services, Napa Valley Unified School District, Napa, CA
8. Kathleen Odean, National Collection Development Expert & Author, Barrington, RI
9. Julie Roach, Head of Children's Services, Cambridge Public Library, Cambridge, MA
10. Lynn Rutan, Author Bookends Blog for Booklist, West Ottawa, MI
11. Megan Schliesman, Librarian, Cooperative Children's Book Center School of Education, University of Wisconsin-Madison, Madison, WI
12. Vicky Smith, Children's & Teen Editor, Kirkus Reviews, South Portland, ME
13. Shannon Wright, Southwestern Elementary School Librarian, Jamestown, NY
14. Dr. Junko Yokota, Director, Center for Teaching through Children's Books; Professor Emeritus, National Louis University, Skokie, IL.
15. Dr. Myra Zarnowski, Professor, Language & Literacy/Children's Literature, Queens College, Queens, NY

# Common Core Lens

## Core Out Your Informational Text

**Introduction:** This web-based evaluation tool provides the opportunity for librarians, teachers, publishers, administrators etc. to determine what it is about a nonfiction book that makes it useful for the Common Core Learning Standards (CC). It is probably true that just about any nonfiction book can be used in some CC way – if only as a counter example. This can only be determined when you know how to speak about a book and how to view and describe the book in CC terms.

This web-based evaluation tool uses the CC Appendix A as a guide in developing a meaningful understanding of nonfiction. “It goes deeper into how nonfiction speaks. Nonfiction writers gather, sift, and shape their material. They answer selected questions, raise others, and provide interpretations of evidence they have uncovered. One author’s view of historical evidence or presentation of scientific information can be quite different from another writer’s.”<sup>1</sup> This leads to the need to provide educators with this tool to develop their own Common Core lens when evaluating the quality and relevant use of a piece of informational text.

### Outline:

Introduction: Provide the basic information about the resource you are evaluating.

### Qualitative Measures:

1. **Meaning** and 2. **Purpose** of the informational text.
3. **Text Features** that enhance the value of the text for instructional purposes.
4. **Language Conventionality** and **Clarity** of the language used in the text provide insight into ways of incorporating the text into instruction.
5. **Knowledge Demands** asks the evaluator to determine what background knowledge and reading comprehension is required for this informational text.

### Quantitative Measures:

1. **Common Core Band** – Grade level recommendations
2. **Lexile Framework** – Lexile level recommendations

### Reader and Task:

Using the provided rubric allows the educator to employ their professional judgment, experience, and knowledge of their students and the subject to determine the value of informational text.

### Further Reading Resources Recommendation, which could “cluster” together on this subject:

This is the opportunity for the evaluator to think beyond this specific informational text and determine other resources that would offer diverse and supportive points of view on a given topic.

### Further Reading Resource Recommendations by the author of this informational text:

This is the opportunity for the evaluator to share their expertise about an author, which will help other educators expand their informational text expertise.

<sup>1</sup>Capiellow, Zarnowski, Aronson - <http://www.slj.com/2013/03/books-media/collection-development/on-common-core-nonfiction-as-mentor-text/>

# Introduction

**Title:**

**Author/Illustrator (Last Name, First Name):**

**Subjects:**

**Recommended Complexity Band Based on Lexile:**

**Publisher:**

**Copyright:**

**Available in what formats:**

**Brief Annotation:**

## Qualitative Measures

**1. Meaning:** Informational texts may have several levels of purpose or meaning. When you review the text you can determine this by using the following taxonomy. It should be noted that informational text could present more than one type of taxonomy. The approach of the text may have two or three purposes and should be noted in the summary. Check all boxes that apply and provide a summary to support this determination, which will be of value to instruction with this text.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> <u>Action</u>     | <input type="checkbox"/> <u>Data</u>           | <input type="checkbox"/> <u>Disciplinary Thinking</u>                             |
| <input type="checkbox"/> <u>Expository</u> | <input type="checkbox"/> <u>Interpretation</u> | <input type="checkbox"/> <u>Inquiry</u> <input type="checkbox"/> <u>Narrative</u> |

For mouse over definitions:

1. Action: The author provides suggested activities or follow-ups for the reader.
2. Data: Emphasizes concise factual information; data is presented without interpretation or only brief interpretation.
3. Disciplinary Thinking: Reveals how scientists, mathematicians, and historians evaluate evidence and form theories.

4. Expository: Provides an explanation or overview of the topic.
5. Interpretation: The author finds meaning in information and presents his or her point of view.
6. Inquiry: Rises and seeks to answer a question(s) presented by the author.
7. Narrative: The author presents a series of connected events.

**2. Purpose:** Text Structure is the organizational pattern used to present information within the text. There may be one dominant structure for the informational text as a whole, or several structures divided up into different sections. Identify and check the structure(s) that will be of value to instruction when using this text.

- Cause and Effect                       Compare and Contrast     Concept/Definition  
 Enumeration or Listing     Problem/Solution             Sequential/Chronological

**For mouse over definitions:**

1. Cause and Effect: The author explains the reasons for an event or phenomenon.
2. Compare and Contrast: The author discusses the similarities and differences of two ideas, objects, or processes. This can include multiple perspectives on a topic from individuals.
3. Enumeration or Listing: The author presents information in a structure that resembles an outline. It is often presented in a bulleted format.
4. Sequential/Chronological: The author presents a series of events or explains a procedure or process in the order they happen.
5. Concept/Definition: The author introduces an idea and explains what it is.
6. Problem/Solution: The author describes a problem, and a response or solution is proposed or explained.

**Point of View** is an important aspect of the Common Core Learning Standards. Include your thoughts about the point of view in **your summary of Meaning/Purpose specific details**. Point of view is the way the author allows you to "see" and "hear" what's going on. Skillful authors can fix their readers' attention on exactly the detail, opinion, or emotion the author wants to emphasize.

The summary evidence for **Meaning/Purpose/Point of View** should be written in complete sentences with specific examples from the text.

Summary for Meaning/Purpose/Point of View :

**3. Text Features:** Print features, illustrations/media type, organizational aids, and book jacket design. Identify these features and check all boxes that apply. Provide a **concise summary** of how you could use the features with your students. **Highlight** features that **enhance the value of this text** for instructional purposes using the Common Core Learning Standards. The summary evidence should be written in complete sentences with specific examples from the text.

**A. Print Features - Guide readers through the patterns of organization**

- Acknowledgements
- Appendix
- Author's Source Notes/Illustrator's Notes
- Bibliography/Further Reading
- Bibliography/Resources Used
- Dedication
- Glossary
- Index
- Introductory Matter/Foreword/Preface/Prologue
- Pagination
- Photograph Acknowledgements
- Pronunciation Guide
- Source/Quote Notes
- Table of Contents

**Note - Definitions are for Mouse Over -**

**Print Features: Guide readers through the patterns of organization**

Acknowledgements – Provides a list of experts and individuals that impacted the production of this book.

Appendix – Offers additional information.

Author's Source Notes/Illustrator's Notes – It is sometimes labeled “My Story,” “The Back Story,” “Note to the Reader,” or “Afterword.” It can provide additional information to the reader with insight or why and how the author/illustrator crafted the book.

Bibliography/Further Reading – List of resources on the topic for more reading.

Bibliography/Resources Used – List of resources on the topic the author used.

Dedication – The author's tribute to people important to him/her during the course of writing this book.

Glossary – Defined words contained in the text.

Graphs – Shows the relation between variable quantities.

Index – List of every topic in the text listed alphabetically with page numbers.

Introductory Matter/Foreword/Preface/Prologue – A foreword offers an introduction written by an expert other than the author to provide credibility. A preface can set a purpose for reading or give an overview of the content. A prologue explains what took place before the start of this story.

Pagination – Text has page numbers.

Photograph Acknowledgements – Gives credit to the ownership/copyright of images used.

Pronunciation Guide – Illustrates how to say a word.

Source/Quote Notes – Gives evidence of author's research and is sometimes provided in a list format

Table of Contents – Identifies key topics in the book and the order in which they are presented.

**B. Illustrations/Media - Helps the reader to expand the meaning of the text**

- Archival Material/Artifacts
- Artwork
- Drawings
- Maps
- Photographs
- Primary Sources

**Illustrations/Media - Helps the reader to expand the meaning of the text**

Archival Material/Artifacts – Authentic materials presented within the text.

Artwork – The medium used to create the book’s illustrations.

Need a subset – 1. Charcoal 2. Pen & Ink 3. Watercolor 4. Collage 5. Other

Drawings – Understand what something could or might have looked like.

Maps – Provides location and can provide resource information on a specific topic in the text.

Photographs – An image that provides additional information to enhance the text.

May include: - Black & White, Color, or Sepia

Primary Sources – Original sources used or presented in the text.

### **C. Organizational Aids – Helps the reader find important information**

- Bold Print
- Colored Print
- Figures
- Labels
- Bullets
- Comparisons
- Fold-Out Pages
- Overlays
- Captions
- Diagrams/Flow Diagram
- Graphs
- Sidebars
- Charts/Tables
- Headings
- Subheadings
- Italics
- Timelines
- Titles

### **Organizational Aids – Helps the reader find important information**

Bold Print – Signals that the word is important and/or word could be found in the glossary.

Bullets – Emphasize key points/concepts.

Captions – Provide understanding to visual aids in the text.

Charts/Tables – Summarize/compare information.

Colored Print – Shows that the word is important to the story.

Comparisons – Compare and contrast one item to another similar item to visualize the experience for the reader.

Diagrams/Flow Diagram – A more detailed or simplified view of the information.

Figures – Combine text information with graphical aids.

Fold-Out Pages – Used to show concept of size or an extreme focal point in the text.

Graphs – Show the relationship between variable quantities

Headings – Identify topics throughout the book as the reader skims and scans.

Italics – Signals that the word is important or may be defined in the glossary.

Labels – Identify a picture, photograph or diagram and/or its parts.

Overlays – Visual experience that provides depth of understanding of an illustration/diagram/photo.

Sidebars – Provide succinct details for key points, additional information, or explanatory information in the text.

Subheadings – Navigate through sections of text by breaking out more specific topics.

Timelines – Provide a sequence of events in the text.

Titles – Help locate different categories/topics in the text.

### **D. Book Jacket Design – Introduces the reader to the potential of the book\***

- Back Flap
- Back Jacket Cover
- Front Jacket Cover
- Front Flap
- End Pages

### **Book Jacket Design – Introduces the reader to the potential of the book**

Back Flap – May contain brief background about the author/illustrator and reviews or awards as well as more titles by this author and publisher information.

Back Jacket Cover – May contain teasers to read the book, quotes from the author, or supporting quotes for this author. Author information or continuous artwork from the front jacket are some possibilities.

Front Jacket Cover – Provides title, author, illustrator, subtitles, and art design to set the stage for the reader.

Front Flap – May contain brief background about the text or author.

End Pages – May include visual aids such as maps, diagrams, photos, etc. integral to the text.

Provide a **concise summary** of how you could use these features with your students. **Highlight** features that **enhance the value of this text** for instructional purposes using the Common Core Learning Standards. The summary evidence should be written in complete sentences with specific examples from the text.

*\*In the summary noting specific elements of the **Book Jacket Design** is important to the value that these elements provide. There is no value to just say that it has a book jacket. The key is to provide evidence about book jacket design, which will **elevate the use** of this text.*

Summary for Text Features:

**4. Language Conventionalilty and Clarity:** Briefly describe the conventions and clarity of the language used in the text, including complexity of the vocabulary and sentence structure. Are dialects used, which could be regional or represent a specific time period, including foreign words and phrases? Is domain specific vocabulary or tiered vocabulary used?

Which will be of value to the use of this informational text for instructional purposes using the Common Core Learning Standards. **Checking all that apply**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> <u>Alliteration</u>               | <input type="checkbox"/> <u>Dialects</u>              | <input type="checkbox"/> <u>Direct Quotes</u>     |
| <input type="checkbox"/> <u>Domain Specific Vocabulary</u> | <input type="checkbox"/> <u>Foreign Words/Phrases</u> | <input type="checkbox"/> <u>Idioms</u>            |
| <input type="checkbox"/> <u>Language/Time Period</u>       | <input type="checkbox"/> <u>Metaphors</u>             | <input type="checkbox"/> <u>Onomatopoeia</u>      |
| <input type="checkbox"/> <u>Regional Phrases</u>           | <input type="checkbox"/> <u>Similes</u>               | <input type="checkbox"/> <u>Tiered Vocabulary</u> |
- Other – See Summary: List specific examples in your summary of language, which will be valuable to your teaching experiences with the text in relationship to the Common Core Learning Standards.

Alliteration - Two or more stressed syllables of a word group either with the same consonant sound or sound group – example: “from stem to stern.”

Dialects - A provincial, rural, or socially distinct variety of a language that differs from the standard language, especially when considered as substandard.

Direct Quotes - Highlighted with quotes or footnotes to indicate that the statement is a direct quote from an expert as related to the subject of the text.

Domain Specific Vocabulary - Consists of relatively low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, apex in math, escarpment in geography, and isobar in science.

Foreign Words/Phrases - Characteristic of a country or language other than one's own.

Idioms - An expression whose meaning is not predictable from the usual meanings of its constituent elements, e.g., as kick the bucket, or hang one's head.

Language/Time Period - The text clearly identifies a time period through description and language use.

Metaphors - A figure of speech containing an implied comparison, in which a word or phrase ordinarily and primarily used of one thing is applied to another, e.g., the curtain of night; all the world's a stage.

Onomatopoeia - The naming of a thing or action by a vocal imitation of the sound associated with it, e.g., *buzz*, *hiss*.

Regional Phrases - Examples of language distributed in identifiable geographic areas, differing in pronunciation, grammar, or vocabulary from the standard form.

Similes - A figure of speech involving the comparison of one thing with another thing of a different kind.

Tiered Vocabulary - Vocabulary usage that builds from Tier One - Basic Words on to Tier Two - high frequency words for direct instruction and Tier Three - low frequency words used in specific domains.

Other - See Summary: List specific examples in your summary of language, which will be valuable to your teaching experiences with the text in relationship to the Common Core Learning Standards.

The summary evidence should be written in complete sentences with specific examples from the text.

Summary for Language Conventionality and Clarity:

**5. Knowledge Demands:** Briefly describe the knowledge demands that the text requires of the reader.

Does the reader need background knowledge on the subject to understand the text?

Review the text and include specifics about the reader background knowledge and reading comprehension required. Is the text appropriate to the reader’s abilities? Can you identify differentiated instructional techniques that can add value to instruction with this text?

The summary evidence should be **written in complete sentences** with specific examples of value from the text.

Summary for Knowledge Demands:

## Quantitative Measure

Check the recommended **Common Core Band** for this informational text:

K - 1       2 - 3       4 - 5       6 - 8       9 - 10       11 - CCR

Check the recommended **Lexile Framework** for this informational text:

420L-820L     740L-1010L     925L-1185L     1050L-1335L     1185L-1385L

## Reader and Task

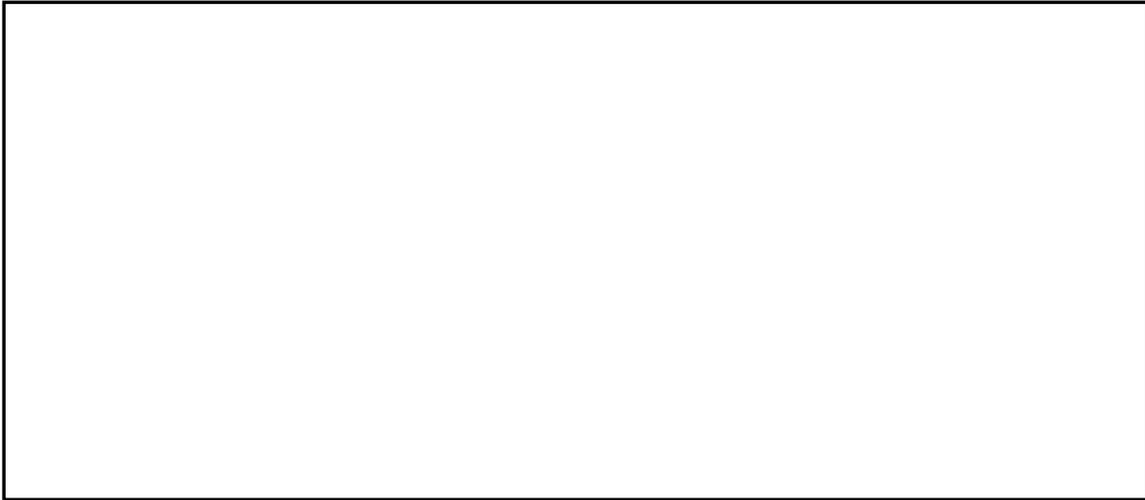
Considerations for the **Reader and Task** - Use the following rubric to determine the placement of your informational text in the following categories:

1. Purpose and Understanding
2. Visual Engagement
3. Interaction with Readers
4. Overall Contribution

<b><u>Considerations For Reader and Task</u></b>	<b><u>4 Superior</u></b>	<b><u>3 Satisfactory</u></b>	<b><u>2 Adequate</u></b>	<b><u>1 Basic</u></b>
<b><u>Purpose and Understanding</u></b>	The complexity and pacing elevates the engagement of the reader. Text motivates the reader to develop an independent interest in topic beyond initial reading.	Reader independently understands text and context. Appropriate complexity and pacing which challenges the reader's experience.	The text and content require assistance for the reader. Guidance is needed for the reader to engage in the text.	There is a disconnection of the text and content for the intended reader.
<b><u>Visual Engagement</u></b>	Presents well balanced, attractive approach to subject content. Visual aspects of the text are presented in an innovative way that motivates the reader to seek out additional resources.	Text and/or design contributes to the understanding of the text and elevates the level of engagement.	Text and/or design allows for ample understanding of the text.	Text and design work do not well together. There is a mismatch of the text and visual content.
<b><u>Interaction with Readers</u></b>	Creates a level of comprehension that leads the reader to elevate his/her learning experience and seek additional materials on the subject.	Engages the reader but does not encourage additional learning on the topic.	Accurate information is provided with limited motivation for the reader.	Reader is disengaged and uses content for informational purposes only.
<b><u>Overall Contribution</u></b>	Material is well balanced and provides a dynamic point of view on a topic. Provides readers with global opportunities to stretch beyond their own world.	Clear point of view is provided but does not provoke the reader to learn additional content on the subject.	Content is verified with authoritative sources. Point of view is discussed but unclear.	Provides minimal or biased sources with single point of view.

**Further Reading Resources Recommendation which could “cluster” together on this subject:**

List resources of value to enhance the use of this text with additional resources, which **“cluster”** together. **A cluster is a grouping of resources that offer diverse points of view on a given subject/topic.** Give specific information when citing resources, which can include any type of resource - books, videos, web sites, interviews etc.



**Further Reading Resource Recommendations written by the author of this informational text:**

