

Aloha e na kumu,

About a month ago I did an introduction to the Common Core in your team/academy meeting. In that introduction, we discussed the organization of the Common Core and the 3 major shifts of the common core and its importance to college and career readiness. This week's Kyle's Korner centers around one of those shifts, building knowledge through content rich informational texts. One of the ways to do this is to offer multiple texts in different formats and/or point of views to present your content. The attached article from Educational Leadership speaks to the lack of use of informational text in secondary education and gives some tips on how to easily incorporate informational texts into your classrooms. Below are a few highlights from the article.

- Promote books you've read to your students. Students are more likely to read those books if endorsed by their teachers. Promote those books especially connected to your content area.
- Take some time to read aloud to your students, possibly as a class starter. This could be an interesting newspaper article or some other example from the article.
- Pair nonfiction texts with your textbook or content. This is a good way to provide access to your content in a different way or from a different point of view.

The best part of this article are the resources they provide to help you locate some great nonfiction text (at the end of the article). If this is something you want to do and need some help located other nonfiction text you can look to the CRB or myself. I would be happy to help located resources that fit your students.

SLIP connection: Using informational text in a creative way in conjunction with your textbook will help student build content knowledge. Creating lesson plans around this concept relates directly to the K-12 reading improvement. Providing evidence for this can also be used in your success factors.
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Danielson Framework Domain and Components:

Observed During Class	Does it apply?	Pre and Post Teaching	Does it apply?
Domain 2: The Classroom at a Glance		Domain 1: Planning and Preparation	
2a: Creating an Environment of Respect and Rapport		1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establish a Culture for Learning		1b: Demonstrating Knowledge of Students	X
2c: Managing Classroom Procedures		1c: Setting Instructional Outcomes	
2d: Managing Student Behavior		1d: Demonstrating Knowledge of Resources	X
Domain 3: Instruction		1e: Designing Coherent Instruction	X
3a: Communicating with Students		1f: Designing Student Assessment	
3b: Using Questioning and		Domain 4: Professional	

Discussion Techniques		Responsibilities	
3c: Engaging Students in Learning		4a: Reflecting on Teaching	
3d: Using Assessments in Instruction		4b: Maintaining Accurate Records	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4e: Growing and Development Professionally	
		4f: Showing Professionalism	
<p>Notes: Incorporating informational text into your classroom falls into domain 1 of planning and preparation. Finding informational texts that align to your learning outcomes and help extend content knowledge speaks to 1d. Finding the right type of text that fits into your classroom and aligns to your students' needs speaks to 1b. A seamless transition from using informational text, especially from different sources, to teaching your content would show proficiency in 1e.</p>			