

0. Research: Informational Text in Learning - Story
Preface

1. MakerSpace for the Humanities

2. Examine the Evidence

3. Big Thinkers: Howard Gardner on Multiple
Intelligences

4. Deeper Learning

5. Digital Transformation

6. Research: The Impact of Primary Sources

7. Research: Informational Text in Learning

8. Research: Into Deeper Learning

9. 21st Century Research and Content Rights

10. 21st Century Technology Integration, Learning
Conditions and Standards

Informational Text

National education reforms, such as the Common Core State Standards (CCSS), place emphasis on the use of informational text in classrooms yet many students have difficulty with this type of text. Unlike the entertaining nature of narrative **text**, **informational text's** main purpose is to provide information which often makes it less engaging for a reader. Common Core standards stress informational text because 21st century occupations require workers to be able to read, understand, evaluate and judge veracity of such material.

As they advance in grade, students often face textbooks in every subject that consists solely of informational text. If students do not get practice reading informational text, then they will struggle to understand required classroom readings. The majority of students' eventual adult reading, both on and off the job, will be informational so students need opportunities to read these types of passages in the classroom in order to function in the world outside of class.

Students have questions about the world around them and informational text can answer these questions for them. Approximately 96% of text that appears on the Internet is informational (Kamil and Lane, 1998) but since anyone can post "information" online, students need a vetted source to obtain accurate knowledge. In an age when students can type a question in any popular search engine and often get an unreliable answer, AwesomeStories provides credible, verified informational text written in an engaging narrative.

Empirical evidence from various research studies show that using informational text, such as those available in AwesomeStories, can:

- Increase motivation by providing opportunities to address students' questions and interests (Correia, 2011; Hiebert and Cervetti, 2011; Monte-Sano, 2011; National Reading Panel, 2000)
- Increase *information literacy skills* such as question posing, researching, evaluation of resources, and making inferences (Hiebert and Cervetti, 2011; Monte-Sano, 2011; National Reading Panel, 2000; Nagy, Herman, and Anderson, 1985)
- Build content knowledge (Hiebert and Cervetti, 2011; Monte-Sano, 2011; National Reading Panel, 2000; Nagy, Herman, and Anderson, 1985)
- Boost vocabulary (Hiebert and Cervetti, 2011; National Reading Panel, 2000; Nagy, Herman, and Anderson, 1985)

Credits:

Referenced Research Studies:

Correia, Marlene Ponte. "Fiction vs. Informational Texts: Which Will Kindergartners Choose?" *Young Children*, 66 (2011), 100-104. Web. 1 June

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Kamil, Michael L., and David Lane (1998). Researching the Relation Between Technology and Literacy: An Agenda for the 21st Century. In D. Reinking, M. McKenna, L. D. Labbo, R. D. Keifer (Eds.) *The Handbook of Literacy and Technology: Transformations in a Post-Typographic World* (pp. 323-341). Mahwah, NJ: Erlbaum.

Monte-Sano, Chauncey. "Beyond Reading Comprehension and Summary: Learning to Read and Write in History by Focusing on Evidence, Perspective, and Interpretation."

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Nagy, William E., Patricia A. Herman, and Richard C. Anderson. "Learning Word Meanings from Context during Normal Reading." *Reading Research Quarterly*, 20.2 (1985), 233-253. Web. 1 June

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See Alignments to State and Common Core standards for this story online at:

<http://www.awesomestories.com/asset/AcademicAlignment/Research-Informational-Text-in-Learning-Awesome-Stories-101>

See Learning Tasks for this story online at:

<http://www.awesomestories.com/asset/AcademicActivities/Research-Informational-Text-in-Learning-Awesome-Stories-101>