EL Takeaways

Eight Takes on Text

Close reading requires a skilled teacher who can resist the urge to tell students the correct answer at the first sign of confusion.

—Nancy Frey and Douglas Fisher, p. 34

You'll want to teach students that nonfiction is not just "the truth"; it's someone's perspective on the truth.

—Mary Ehrenworth, p. 16

The Common Core standards expect children to be reading to learn as well as learning to read from the very beginning of schooling.

—Nell K. Duke, p. 40

What matters most for comprehension of a particular text is this: whether or not the reader has knowledge relevant to the text.

—E. D. Hirsch Jr. and Lisa Hansel, p. 28

Children are naturally curious about the world around them. Informational text appeals to that curiosity.

—Molly Ness, p. 74

Reading is a constant, quiet questioning of the text, of the reader's response, and of the meanings that emerge in this interaction.

—Mary Ehrenworth, p. 16

When our students read more, the world is open to them as an endless source of learning and inspiration.

—Donalyn Miller, p. 22

The argument for informational texts is not that students should read more information and less literature but that they surely should read more of both.

—Timothy Shanahan, p. 10

Source: The collective wisdom of authors published in the November 2013 issue of *Educational Leadership*, "Tackling Informational Text" (Volume 71, Issue 3).