

## Magazines and Newspapers (Organized by Publisher) That Feature Informational Text for K–3 Students

Almost all of these magazines have digital versions, website resources, and/or apps.

### **COBBLESTONE & CRICKET** ***www.cobblestonepub.com***

#### **Appleseeds**

Aimed at children in grades 3–5, each issue focuses on a social studies theme.

#### **Ask**

For grades 2–5, *Ask* stands for Arts and Sciences for Kids. Each issue focuses on a theme. This magazine also has a Spanish version.

#### **Click**

For grades K–2, *Click* features science and exploration.

#### **Iguana**

For grades 2–7, this Spanish-language magazine features science and exploration.

### **KIDS DISCOVER** ***www.kidsdiscover.com***

#### **Kids Discover**

Aimed at ages 6 and up, this magazine features history, nature, science, and geography. Each issue focuses on one topic.

### **NATIONAL GEOGRAPHIC FOR KIDS** ***www.nationalgeographic.com/magazines/lp/kids-sem***

#### **NG Kids Magazine**

For ages 6–14, this magazine is richly illustrated with photos as well as information on animals, explorers, sports, technology, and diverse sites throughout the world.

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## Magazines and Newspapers That Feature Informational Text (page 2 of 3)

### **NG Little Kids Magazine**

Similar to its sister magazine, this version serves ages 3–6.

### **NATIONAL WILDLIFE FEDERATION** ***www.nwf.org/kids***

### **Ranger Rick**

Issues focus on nature, with animal photos, information, and stories for ages 7–12.

### **Ranger Rick Jr.**

With the same focus as *Ranger Rick*, this version is for ages 4–7.

### **OWL KIDS** ***www.owlkids.com***

### **chickaDEE**

This discovery magazine for 6- to 9-year-olds includes hands-on science.

### **Chirp**

For 3- to 6-year-olds, *Chirp* features hands-on science, puzzles, games, and information on topics such as animals.

### **OWL**

Owl engages 9- to 13-year-olds in hands-on science.

### **SCHOLASTIC MAGAZINES** ***http://classroommagazines.scholastic.com***

### **Let's Find Out**

This edition of *Scholastic News* features nonfiction aimed at kindergarteners, with science and social studies news.

### **Scholastic News**

*Scholastic News* is a weekly nonfiction magazine focusing on timely science and social studies themes. It comes in versions for grades 1, 2, and 3.

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## Magazines and Newspapers That Feature Informational Text *(page 3 of 3)*

### **Science Spin**

This real-world science newsletter comes in editions aimed at K–1, 2, and 3–6. It is a supplement that can be purchased with *Let's Find Out* and *Scholastic News*.

### **SuperScience**

For grades 3–6, this title offers eight issues year covering life, the earth, and physical science topics.

### **SPORTS ILLUSTRATED**

***www.sikids.com***

### **Sports Illustrated for Kids**

The target audience of this magazine is ages 8–15; so, it is most appropriate for the oldest primary-grade children.

### **TIME**

***www.timeforkids.com***

### **TIME for Kids**

*TIME for Kids* has different editions aimed at different grade levels: K–1, 2, 3–4.

### **WILDLIFE EDUCATION LTD.**

***www.zoobooks.com***

### **Zoobooks**

Aimed at ages 6–12, each issue contains facts and photos about a specific animal or group of animals.

### **Zootles**

Similar to *Zoobooks*, *Zootles* is aimed at ages 3–6.

## Checklist for a Well-Designed K–3 Classroom Library

| Characteristic                                    | Yes | Making progress | No |
|---|-----|-----------------|----|
| Range of nonfiction, with lots of expository text |     |                 |    |
| Range of fiction                                  |     |                 |    |
| 50/50 balance of nonfiction/fiction               |     |                 |    |
| Variety of reading levels                         |     |                 |    |
| At least eight books per child                    |     |                 |    |
| New books added regularly                         |     |                 |    |
| Multiple copies of some titles                    |     |                 |    |
| Face-out presentation of many books               |     |                 |    |
| Simple method for checking materials in and out   |     |                 |    |
| Quiet and well-lit                                |     |                 |    |
| Seating and/or carpeting                          |     |                 |    |
| Partitioned on at least two sides                 |     |                 |    |
| Books organized in a logical way                  |     |                 |    |
| Flannel board/props/writing materials             |     |                 |    |
| Large enough for at least five children at a time |     |                 |    |
| Assortment of magazines                           |     |                 |    |
| Books on tape/DVD/computer with headsets          |     |                 |    |
| Internet access                                   |     |                 |    |

*Note.* These items reflect the recommendations of Fractor et al. (1993) and Morrow (1991) as well as our own suggestions.

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## Websites for Information Book Lists

| Organization                                 | List   | Characteristics  | Website  |
|--|--|--|--|
| International Literacy Association           | Children's Choices<br>Teachers' Choices  | Includes information books and narrative books   | <a href="http://www.reading.org">www.reading.org</a>             |
| Children's Book Council                      | Children's Choices<br>Outstanding Science Trade Books for Children<br>Notable Children's Trade Books in the Field of Social Studies<br>Caldecott Medal Books<br>Newbery Medal Books<br>Robert F. Sibert Information Book Award | General source for many different book lists   | <a href="http://www.cbcbooks.org">www.cbcbooks.org</a>           |
| National Council of Teachers of English      | Orbis Pictus Award for Outstanding Nonfiction for Children   | Given yearly to outstanding information book; honor books also listed with annotations | <a href="http://www.ncte.org">www.ncte.org</a>                   |
| National Science Teachers Association        | Outstanding Science Trade Books for Children   | Provides annotations and suggested grade levels  | <a href="http://www.nsta.org">www.nsta.org</a>                   |
| National Council for the Social Studies      | Notable Children's Trade Books in the Field of Social Studies  | Provides annotations and suggested grade levels; divided into social studies themes    | <a href="http://www.socialstudies.org">www.socialstudies.org</a> |
| Association for Library Services to Children | Robert F. Sibert Information Book Award<br>Caldecott Medal Books<br>Newbery Medal Books  | Award-winning books  | <a href="http://www.ala.org">www.ala.org</a>                     |

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## Guide for Choosing Information Books

Title: \_\_\_\_\_ Author: \_\_\_\_\_ Type of Book: \_\_\_\_\_

(narrative, expository, mixed)

| Characteristic   | Notes | Possible Instruction |
|--|-------|----------------------|
| <b>Content Accuracy</b>  |       |                      |
| Author's and illustrator's qualifications<br>Experts in field<br>"Insiders" (if multicultural book)<br>Award winning |       |                      |
| References used<br>Consultants who are experts<br>Print and Internet sources   |       |                      |
| Information current<br>Copyright date recent (if important)<br>Information up to date                                |       |                      |
| Distinguishes between fact and theory<br>Clear what is believed and what is known                                    |       |                      |
| Text and illustrations clear   |       |                      |
| Stereotypes used in text or illustration   |       |                      |

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Guide for Choosing Information Books (page 2 of 3)

| Characteristic  | Notes | Possible Instruction |
|---|-------|----------------------|
| <b>Design</b>   |       |                      |
| Illustrations appropriate for content                                 |       |                      |
| Illustrations well placed on the page<br>Clear where to begin reading |       |                      |
| Illustrations labeled and explained<br>Captions clear and informative |       |                      |
| Relative sizes indicated<br>Enlargements noted                        |       |                      |
| <b>Writing Style</b>  |       |                      |
| Lively, engaging language   |       |                      |
| Accurate terminology used   |       |                      |
| Appropriate for children's level                                      |       |                      |
| Generalizations and concepts given (not just a collection of facts)   |       |                      |
| Enthusiasm for topic evident  |       |                      |

(continued)

Guide for Choosing Information Books *(page 3 of 3)*

| Characteristic   | Notes | Possible Instruction |
|--|-------|----------------------|
| <b>Organization</b>  |       |                      |
| Information book characteristics<br>Pagination, table of contents, index, glossary,<br>additional reading list |       |                      |
| Headings and subheadings   |       |                      |
| Clear pattern of organization  |       |                      |
| <b>Text Complexity</b>   |       |                      |
| Quantitative (word length, sentence length, word<br>frequency, often reported as readability level)            |       |                      |
| Qualitative (purpose of text, structure, language<br>clarity, knowledge demands)                               |       |                      |
| Reader and Task (motivation, prior knowledge,<br>purpose of reading, complexity of the task)                   |       |                      |



 APPENDIX 4.1 

## Teacher's Read-Aloud Log

| Date | Title/Author | Type of Book or Article |                             |       |            |
|------|--------------|-------------------------|-----------------------------|-------|------------|
|      |              | Fiction                 | Informational               |       |            |
|      |              |                         | Narrative-<br>informational | Mixed | Expository |
|      |              |                         |                             |       |            |
|      |              |                         |                             |       |            |
|      |              |                         |                             |       |            |
|      |              |                         |                             |       |            |
|      |              |                         |                             |       |            |
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|      |              |                         |                             |       |            |

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## Examples of Questions to Help Children Monitor Their Hunt for Information

What information do I need?

Does this book (or website or magazine) have search features that would help me find what I want to know?

Is the information I need located here?

Does the information I have located make sense?

Is there anything in this book (or website or magazine) to help me decide if the information is correct?

Does this information relate to things I already know?

Do I have all the information that I need to answer my question? If not, I should continue searching.

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## My Questions

What do I want to learn?

What do I already know?

What have I learned?

## Report Checklist

- 1. My title tells what the report is about.
- 2. My first sentence tells what the report is about and has something interesting to make someone want to read it.
- 3. My facts are written in sentences and are in my own words.
- 4. I have enough facts in my report to make it interesting for someone else to read.
- 5. I have grouped my sentences into paragraphs that make sense.
- 6. I have a good ending that wraps up my report.
- 7. I have a picture, diagram, or chart to help make my report clear.
- 8. I have checked my spelling and punctuation.
- 9. I have had someone else read my report and give me feedback.

The part I like best is \_\_\_\_\_.

Based on ideas from Kathy Simpson.

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## Sample Writing Frame for Procedural Text

I am going to tell you how to make \_\_\_\_\_.

You need to have \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

First, you \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Then, you \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next, you \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Finally, you \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now you have \_\_\_\_\_. Enjoy it!

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## My Reading Log

Name \_\_\_\_\_

| Date | Title | Author | Type<br>(color code) |
|------|-------|--------|----------------------|
|      |       |        |                      |
|      |       |        |                      |
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