Molly of Denali 15 Learning Goals

We want young children to learn or begin to learn:

1a. To use informational texts they access (read, listen to, and/or view) and/or create (write, speak, and/or present, including visually) to meet their needs and wants, including to help them solve real-world problems, to satisfy their curiosity, to take advantage of opportunities, to teach others, and to accomplish tasks.

1b. To use informational texts to develop considerable content knowledge in a particular area over a long period of time (e.g., to become young experts in birds or constellations).

2. To determine the purpose and/or topic of informational texts (including what might be learned from or taught by them) in order to choose the most appropriate text for a given purpose.

3. To view texts as fallible, realizing that texts can sometimes be poorly written, ill suited to their purpose, or outright wrong—because they are out of date, because the source is not sufficiently knowledgeable, or even because the source is deliberately misleading.

4. To compare texts and integrate information across multiple textual sources when reading or researching.

5. To create an informative/explanatory or procedural text through writing and/or developing a presentation.

6. To pay attention to whether what they are reading is making sense and, if it isn't, to employ strategies, such as rereading, to fix the situation.

7. To compare and integrate what they already know (background or prior knowledge) with information provided in a text when reading, listening, and/or viewing.

8. To "read between the lines" of text when reading or listening, generating inferences that are important to constructing meaning with text but aren't explicitly stated in the text.

9. To ask themselves and others questions as they read or listen to a text or texts, using question words including *how* and *why*.

10. To generate mental pictures/images while reading or listening to text and/or to use detailed description in writing or presenting to help readers generate mental pictures.

11. To identify how a text is or can be organized to effectively convey information when reading, listening, writing, and/or presenting.

12. To use strategies to figure out the meanings of unfamiliar words when reading, including saying the word aloud, examining written context and/or graphics around the word, perhaps looking at word parts, and perhaps drawing on cognates.

13. To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). These include, but aren't necessarily limited to:

Language features: definitions, explanations, description, denotative language, new terms/vocabulary (see also Goal #12)

Navigational features: tables of contents, indexes, headings and subheadings, search boxes, electronic menus

Structural features: introductions, conclusions, glossaries, titles, materials, specific text structures (see also Goal #11); in procedural or how-to text, titles, materials, numbered steps

Graphical features: photographs and illustrations, captions, labels, diagrams, tables, charts, graphs, maps, bold print

14. To make informational texts they are writing or presenting better (e.g., by adding detail, by clarifying) to most effectively convey information to the audience.

15. To determine the main idea as well as key details in a text, in some cases resulting in a summary of what has been read or listened to.

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