 Area 1 Regional Superintendents of Schools
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Module 1:
**Common Core Instruction
for ELA & Literacy**

Informational Text
Audience: Science, Social Studies, Technical Subject Teachers

Expected outcomes

- ▶ Become familiar with the CCSS Informational Text Reading Standards in the content areas
- ▶ Identify a few of the standards that may be new or represent a new emphasis or level of rigor for teachers

2

Literacy standards in the content areas

- ▶ Augment rather than replace content standards in social studies and science;
- ▶ Include exemplars of text complexity at specific grade bands, but do not specify required texts;
- ▶ Build toward students being able to learn disciplinary content through reading; and
- ▶ Are “back-mapped” from the College and Career Readiness Anchor Standards, which reflect the requirement that students exiting high school be able to read a high volume of challenging informational text independently.

3

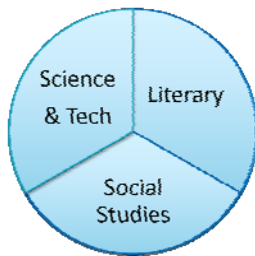
NAEP

- ▶ The Standards follow NAEP'S lead in balancing the reading of literature with informational texts, including texts in history/social studies, science, and technical subjects.

Grade	Literary Text	Informational Text
4	50%	50%
8	45%	55%
12	30%	70%

4

Balance of text



5

Why teach reading in the disciplines?

- ▶ "Content-area literacy"
 - Generalizable routines, generic comprehension strategies intended to be taught by reading and content teachers alike and applied across the curriculum
- ▶ "Disciplinary literacy"
 - Specialized ways of learning and communicating in each specific discipline
 - Includes the language differences across disciplines

6

Why more informational text?

- ▶ Provides an ideal context for building language, vocabulary, knowledge, and reasoning
- ▶ Is challenging and complex and has deep comprehension-building potential
- ▶ Is an opportunity for students to learn how to engage, interact, and have “conversations” with the text in ways that prepare them for the type of experiences they will encounter in college and careers

7

Activity: Progression of difficulty

- ▶ Read through the 6-8th to 11-12th continuum of several of the Reading Informational Text standards (#1 – 10) on the Handout “CCSS Reading Informational Text Standards...” in your content area.
- ▶ Remember that each “step up” in task difficulty is matched by a “step up” in text complexity.
- ▶ Identify the “step up” in task difficulty at each grade band for several standards. (Begin with Standard 9.)

8

Standard 9 progression of difficulty

- 5.RI.9. “Integrate information from several texts on the same topic ...”
- 6-8.RH.9 “Analyze the relationship”; “a primary and secondary source”
- 9-10.RH.9 “Compare and contrast treatments”; “several” [primary and secondary sources.]
- 11-12.RH.9 “Integrate information”; “diverse sources”; “coherent understanding”; “noting discrepancies”

9

Activity: Standard 8 – what is “evidence”?

- ▶ CCR “Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.”
- ▶ 11-12.RH.8 “Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.”
- ▶ 11-12.RST.8 “Evaluate the hypotheses, data, analysis, and conclusions ...verifying the data when possible and corroborating or challenging conclusions with other sources of information.”

10

Activity: What’s new at your grade level?

Identify standards that

- ▶ match present practice, and identify instructional approaches you have used successfully to support student learning;
- ▶ represent a new emphasis in classroom instruction at your grade band; or
- ▶ represent a higher level of rigor than is presently included at your grade band.

11

Raising the level of achievement

- ▶ The Common Core State Standards tell us WHAT all students should know and be able to do.

12

Classroom snapshot: You would see

- ▶ Students using note-taking organizers, question charts, prompt sheets;
- ▶ Teachers explicitly teaching discipline-specific as well as generic comprehension strategies;
- ▶ An emphasis on subject-area reading strategies for students struggling with reading;
- ▶ Teachers collaboratively planning and preparing text and materials;
- ▶ Task-based accountability built into every lesson task.

13

Classroom snapshot: You would hear

- ▶ Teachers modeling generic as well as discipline-specific comprehension strategies;
- ▶ Teachers modeling discipline-specific reasoning by thinking out loud;
- ▶ Students expressing opinions with explained positions and reasoning;
- ▶ Students and teachers using content-specific vocabulary during text-based discussions; and
- ▶ Students and teachers summarizing a discussion when it closes.

14

Disciplinary literacy examples

Science and technical subjects

- ▶ Show students the close connections among alternative representations of constructs (e.g., prose, graphs, charts, formulas).
- ▶ Explicitly teach how to use abstracts, endnotes, etc.
- ▶ Explicitly teach specialized vocabulary (e.g., common words with highly specialized subject area meaning).
- ▶ Analyze syntax (e.g., apposition: “animals that eat plants, herbivores, may be”).
- ▶ Teach the knowledge required to develop a full understanding of experiments or processes.

15

Discipline-specific examples

History and Social Studies

- ▶ Demonstrate (model) and discuss how authors and sourcing are central in interpretation.
- ▶ Contextualize time and place.
- ▶ Use multiple texts.
- ▶ Evaluate information across sources.
- ▶ Explicitly teach how to read historic documents (e.g., deconstruct complex sentence, pre-teach arcane or archaic vocabulary).

16

How did we do?

- ▶ *What is one standard that is already a part of your curriculum or instruction?*
- ▶ *What is one standard that represents new content, a new emphasis, or a new level of rigor at your grade(s) that has implications for your instruction?*
- ▶ *What is one strategy, approach, or classroom context that supports learning to read informational text in your content area?*

17

Suggested follow-up activities

- ▶ Cross-grade level groups select one standard and develop a short lesson at each grade level, illustrating the 6/8- 11/12 progression.

18
