

Roles and Responsibilities: Informational Text 6-12

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none"> •Become better readers by building background knowledge •Handle primary source documents with confidence •Infer, like a detective, where the evidence is in a text to support an argument or opinion •See the text itself as a source of evidence (what did it say vs. what did it not say?) 	<ul style="list-style-type: none"> •Shift identity: “I teach reading.” •Stop referring and summarizing and start reading •Slow down the history and science classroom •Teach different approaches for different types of texts •Treat the text itself as a source of evidence •Teach students to write about evidence from the text •Teach students to support their opinion with evidence •Ask : “How do you know? Why do you think that? Show me in the text where you see evidence for your opinion. “ 	<ul style="list-style-type: none"> •Support and demand the role of all teachers in advancing students’ literacy •Provide guidance and support to ensure the shift to informational texts for 6-12 •Give teachers permission to slow down and deeply study texts with students