

Literacy Elements in the Content Areas



Read Aloud/Think Aloud

Students engage in teacher-facilitated models of thinking and reading in order to think critically about texts, articulate and support ideas around concepts and build comprehension of fiction and expository texts.

In the content areas it may look like:

| English Language Arts | |
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| Element | Evidence/Artifact |
| Teachers will use interactive read alouds to teach ELA standards. | <ul style="list-style-type: none"> Lesson plans include planned read alouds with specific TEKS and text Open-ended questions Student discourse Increased student use of cognitive processes |
| Teachers will make the cognitive processes (Figure 19) visible to students through thinking aloud. | <ul style="list-style-type: none"> Lesson plans with specific text and TEKS Anchor Chart: Active Reading Chart |
| Teachers will use a variety of engaging texts. | <ul style="list-style-type: none"> Anchor Chart: Shared Reading Chart |

| Social Studies | |
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| Element | Evidence/Artifact |
| Teachers will make the cognitive processes visible to students through reading/thinking aloud and annotating appropriate text and graphics applicable to the current unit of study. | <ul style="list-style-type: none"> Lesson plans include planned read alouds with specific TEKS and text, graphics (such as maps, charts, cartoons, etc.) Anchor charts of active reading/metacognition process Student discourse Increased student use of cognitive processes |

| Science | |
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| Element | Evidence/Artifact |
| Teachers will make the cognitive processes visible to students through think alouds (lab procedures, articles, and other text). | <ul style="list-style-type: none"> • Lesson plans with specific text and TEKS • Observed practice |

| Mathematics | |
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| Element | Evidence/Artifact |
| Teachers can share their thinking as they solve problems to make the cognitive process visible, however the greater emphasis is on asking open-ended, probing questions that <i>prompt students to draw their own logical conclusions</i> in the problem solving process. Ultimate goal being that students will share their thinking processes with their peers and internalize their learning. | <ul style="list-style-type: none"> • Students create Anchor Charts for academic vocabulary • Students use academic vocabulary portrayed on Anchor Charts in written and oral responses • Students create Anchor Charts showing connections between concrete and abstract concepts • Students participate in Think Aloud/Be Math Reader • Teacher poses prompting questions to guide student thinking • Students create Anchor Charts for calculator procedures |



Independent Reading

Students engage in reading self-selected and assigned texts at their levels to expand their systems of strategic actions thus meeting the demands of increasingly complex texts.

In the content areas it may look like:

| English Language Arts | |
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| Element | Evidence/Artifact |
| Students spend time reading self-selected texts every day. | <ul style="list-style-type: none"> • Student reading logs • Anchor chart: I PICK Books • Functional/ "in use" classroom libraries |
| Teacher conducts one-on-one reading conferences with students. | <ul style="list-style-type: none"> • Teacher conference logs |
| Students are asked to apply learned comprehension strategies in their own reading | <ul style="list-style-type: none"> • Student literacy notebooks • Student reading logs |

| Social Studies | |
|--|--|
| Element | Evidence/Artifact |
| Students will be afforded choice of text to read in support of social studies concepts. | <ul style="list-style-type: none"> • Lesson plans with specific TEKS and texts included • Texts read will support or enhance the understanding of the lesson at hand • Completed Dialectical Journals • Dialectical Journals provide evidence of student metacognition |
| Students will interact with text through the use of Dialectical Journals. | |
| Students will utilize metacognition/active reading strategies as modeled in read alouds. | |

| Science | |
|---|---|
| Element | Evidence/Artifact |
| Students participate in inquiry-based lab experience that include reading components (partner, collaborative, and independent reading). | <ul style="list-style-type: none"> • Lesson plans with specific texts and TEKS included • Science notebooks |
| Students will receive articles that are aligned to their individual reading level. | <ul style="list-style-type: none"> • Lesson plans with specific texts and TEKS included |

Students will be invited to annotate text using text codes to confirm their thinking, raise questions, determine important information, and identify vocabulary that is preventing them from understanding the text.

- Science notebooks
- Text-code chart



SMALL GROUP INSTRUCTION

Small-Group Instruction

Students engage daily in small group instruction using grade level and personalized texts with the goal of both rapidly advancing students in their literacy skills while also engaging deeply around disciplinary content.

In the content areas it may look like:

| English Language Arts | |
|---|---|
| Element | Evidence/Artifact |
| Teacher reteaches concepts to strategically pulled small groups. | <ul style="list-style-type: none"> Small group conference logs Small group assignments/plans |
| Teacher uses appropriate leveled texts when working with small groups. | <ul style="list-style-type: none"> Lesson plans with specific text and TEKS |
| Teacher uses assessment data and anecdotal records to plan for small-group instruction. | <ul style="list-style-type: none"> Lesson plans with specific text and TEKS Assessment data (Istation, Snapshots, STAAR) Teacher conference logs |

| Social Studies | |
|--|--|
| Element | Evidence/Artifact |
| Teachers use small group instruction to correct misconceptions, extend thinking, and provide additional support as needed to students. | <ul style="list-style-type: none"> Small group plans included in lesson plans Small group instruction will support or enhance the understanding of the lesson at hand Location in the room is designated for small group Teacher utilizes appropriately differentiated materials and strategies for use in small group |

| Mathematics | |
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| Element | Evidence/Artifact |
| Teachers will use small group work/cooperative learning designed to establish a culture that supports speaking | <ul style="list-style-type: none"> Seating Charts for each class Cooperative Group Behaviors [CGB] visible |

and listening. The role of the teacher during small group work is that of a facilitator and observer: In addition to reinforce cooperative group behaviors, the teacher listens to students' verbalized mathematical proficiency of content and vocabulary.

Teachers will also utilize small groups to provide additional, individualized support for students.

- Post visual configurations of small groups
- Practice physical moves to form groups
- Teacher uses Running Roster to track and reinforce CGB
- Teacher consistently uses small groups with 3-4 student members
- Teacher poses open-ended/challenging questions
- Post group work of justifications for open-ended/challenging questions
- Teacher provides use of Question Cards and/or Spy Cards in small group work
- Teacher pulls students for Small Group Instruction (Huddle)
- Students articulate CGB to self-correct and manage
- Evidence of editing in group and student writing samples
- Students generate questions/comments from small group work and Small Group Instruction used to promote lesson depth
- Students edit/peer review writing sample using rubric for mathematics



Writing

Students engage in authentic writing tasks in each discipline to extend their understanding and provide evidence of understanding.

In the content areas it may look like:

| English Language Arts | |
|--|--|
| Element | Evidence/Artifact |
| Teacher models the writing process | <ul style="list-style-type: none"> Teacher Models Student Writing Anchor Chart: Writing Process |
| Teacher makes cognitive processes used in writing visible to students through “think alouds” | <ul style="list-style-type: none"> Lesson Plans (with specific text and TEKS included) Anchor Chart (Elements of a Genre) |
| Teacher conducts one-on-one writing conferences | <ul style="list-style-type: none"> Teacher Conference Logs |
| Students have the opportunity to read and critique pieces from a genre before writing | <ul style="list-style-type: none"> Anchor Chart (Elements of a Genre) Lesson Plans (with specific text and TEKS included) Student Discourse |

| Social Studies | |
|--|---|
| Element | Evidence/Artifact |
| Students will conduct informal writing tasks as a method for learning and processing social studies content. | <ul style="list-style-type: none"> Student work products Lesson plans with specific TEKS included RAFT anchor chart Sentence stems and paragraph frames that connect learning and provide scaffolding for higher order thinking |
| Students will conduct formal writing tasks to demonstrate understanding of social studies content. | <ul style="list-style-type: none"> Student work products Lesson plans with specific TEKS included ACES anchor chart Writing connects to learning and activities in class, it is not an isolated task |

| Science | |
|---|--|
| Element | Evidence/Artifact |
| Students will participate in inquiry-based lab experiences that include writing components. | <ul style="list-style-type: none"> Lesson plans with specific TEKS included Student work products in Science Notebooks |
| Students will use interactive notebooks to write questions, seek answers, make connections, and develop and convey mental images. | <ul style="list-style-type: none"> Lesson plans with specific TEKS included Student work products in Science Notebooks Write Like a Scientist Chart Observation-Claim-Evidence Chart Writing frames anchor chart (e.g., Science Sentence Starter Chart) |

| Mathematics | |
|---|---|
| Element | Evidence/Artifact |
| <p>Students will write to process their mathematical thinking and to justify their reasoning in problem solving. Initially, students will write to learn, but as they progress with appropriate editing and revisions they will learn to write mathematically.</p> <p>Revisions and editing should focus on the use of precise mathematical language and concise statements that utilize appropriate symbols.</p> | <ul style="list-style-type: none"> Journal writing prompts using Q3SA Students use academic vocabulary portrayed on Anchor Charts in written and oral responses Students complete writing sample for Snapshot Students use Diamond Foldable to justify multiple solution methods, how the solutions were derived, and what the solutions mean Journal writing prompts include metacognitive strategies to document Think Aloud Evidence of editing in group and student writing samples Post samples of writing using precise mathematical language and symbols Students edit/peer review writing sample using rubric for mathematics Students complete writing sample for last Snapshot |