Connections to Common Core State Standards:
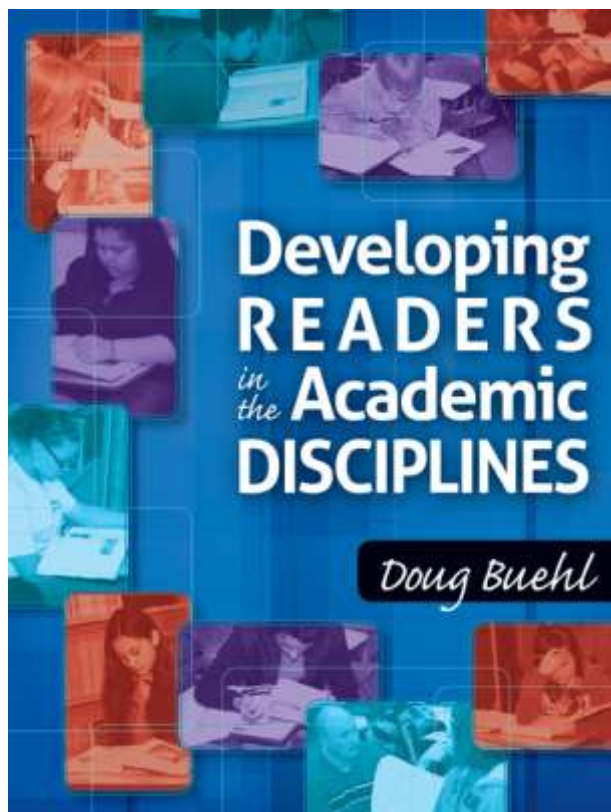
A PD Guide for *Developing Readers in the Academic Disciplines*

By Doug Buehl

T his Common Core Connections guide is designed to support educators studying the IRA book *Developing Readers in the Academic Disciplines* (Buehl, 2011) as you delve into a deeper examination of the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, and Technical Subjects* (CCSS; Common Core State Standards Initiative [CCSSI], 2010a). Professional study groups and individual teachers should use this guide to help bridge the book content with the emphasis of the CCSS, which shows several significant shifts in literacy instruction, especially for middle and high school teachers. In particular, the standards provide an opportunity for educators to reconsider the role of disciplinary learning.

While the CCSS provide a standards framework, *Developing Readers in the Academic Disciplines* extends to the instructional practices and effective literacy strategies for implementing the standards in classrooms across the disciplines. As you become more familiar with the CCSS, you will notice a number of points of intersection between key ideas discussed in the book and the rigorous expectations posed by the standards, most notably (a) the reading of complex texts, (b) the reading of informational texts to build disciplinary knowledge, and (c) an interdisciplinary approach to literacy development.

The guide is organized around the seven chapters of *Developing Readers in the Academic Disciplines,* highlighting key ideas within the CCSS and then providing discussion questions and activities to help you connect concepts presented in the book with key points of the CCSS. There also are direct page references to the CCSS document, as well as to its Appendix A (*Research Supporting Key Elements of the Standards and Glossary of Key Terms*; CCSSI, 2010b), Appendix B (*Text Exemplars and Sample Performance Tasks*; CCSSI, 2010c), and Appendix C (*Samples of Student Writing*; CCSSI, 2010d). The full CCSS documents with appendixes are available as downloadable PDFs online at www.corestandards.org/the-standards.

Chapter 1. Mentoring Students in Disciplinary Literacy

This chapter presents an overview of the "growth phase" of literacy development referred to as *disciplinary literacy*—a primary focus of the CCSS. In addition, Chapter 1 emphasizes the critical role of identity in literacy development and the need for teachers to foster student academic identities. Finally, Chapter 1 focuses on the Gradual Release of Responsibility model, which is predicated on scaffolded instruction to support learners as they meet increasingly more sophisticated literacy demands. All of these key concepts are embedded in the standards in a number of significant ways.

Discussion Starters

• How do the CCSS reflect a disciplinary literacy approach to literacy development and instruction? After reading Chapter 1, what are some of the connections you can draw between disciplinary literacy and the CCSS?

• How do the CCSS make the case for a more rigorous approach to the literacy development of our students? What are some of the significant research studies mentioned in Chapter 1 with which you are familiar—or which you might wish to investigate further?

• How do the concept of identity and the rigorous expectations of the various standards intersect? To what extent do your students currently view themselves as the kind of students who can successfully meet the rigorous literacy standards at the grade level you teach?

• How do the CCSS address scaffolding of literacy tasks? How do you currently scaffold literacy practices in your classroom? How might you need to adjust instruction to meet CCSS demands?

Where to Look in the Standards:

- CCSS, p. 4—Second paragraph in section labeled "Shared responsibility for students' literacy development."

- CCSS, p. 6—Statement 5 on supports for English language learners and students with special needs.

- CCSS, p. 7—Segment labeled "They demonstrate independence."

- CCSS, pp. 37, 38, 39, 40, 61, & 62—Track Reading Standard 10 ("Range of Reading and Level of Text Complexity") across each grade-level set of standards, noticing when scaffolding would be expected and when the students should have developed the capacity to read grade-level–appropriate complex texts independently. (Reading Standard 10 is summarized by grade level in the chart in CCSS Appendix A, p. 10.)

- Appendix A, pp. 2–9, **Reading**—In particular, p. 2, last paragraph on college and career demands; p. 3, second paragraph under "K–12 Schooling" on concerns about how scaffolding is currently utilized; p. 9, section labeled "Readers and Tasks," on appropriate uses of scaffolding to meet the reading standards.

- Appendix A, pp. 42–43, **Glossary of Key Terms**—In particular CCSS explanations of *independent(ly)*, *proficient(ly)*, and *scaffolding*.

Suggested Activities

1. Complete a personal reader profile like the one found on page 16 in *Developing Readers in the Academic Disciplines*. How do you think your own literacy identity was molded by your school experiences and the instruction you received? How might your personal profile be different if you had been a student in classrooms that emphasized literacy practices guided by the CCSS?

2. Consider a lesson you taught recently. How could you modify it in a way that provides more scaffolded literacy instruction that develops these standards?

Chapter 2. Teaching Comprehension With Complex Texts

Comprehension is the ultimate goal of reading; this expectation needs to be pervasive throughout all instructional implementation. Chapter 2 reviews the comprehension processes characteristic of proficient readers, and it delves into three types of "pseudo-reading" that may typically occur in disciplinary classrooms. This chapter also extensively examines the characteristics of complex text and the concept of academic discourse. All of these ideas have key ties to the CCSS, as we'll explore together now.

Discussion Starters

• Page 35 in *Developing Readers in the Academic Disciplines* outlines comprehension processes characteristic of proficient readers. How are these processes integrated into the standards? Which comprehension processes would need to be applied for readers to accomplish the thinking inherent in each of the **College and Career Readiness Anchor Standards for Reading, Grades 6–12** (CCSSI, 2010a, p. 35)?

• The Table on the next page of this guide cross-references the **College and Career Readiness Anchor Standards for Reading, Grades 6–12** (CCSSI, 2010a, p. 35) with the comprehension processes of proficient readers. While arguably all of the comprehension processes are necessary for each of these standards (as the Table indicates for Standard 10), discuss why the specific comprehension processes detailed in the Table might be especially vital for accomplishing the corresponding reading standard.

• To what extent do your students adopt "pseudo-reading" behaviors with classroom tasks? How do the CCSS advocate "close reading" of texts?

Where to Look in the Standards:

- CCSS, p. 3, **Introduction**—Final paragraph on career and college readiness.
- CCSS, p. 35, **College and Career Readiness Anchor Standards for Reading**— Analyze how each of these 10 standards encourage "close reading" and contrast with "pseudo-reading."

• How do the CCSS explain complex text? How does the reading of complex texts relate to disciplinary literacy? Are there aspects of this complex text model on which you need more clarity?

Where to Look in the Standards:

- CCSS, p. 5—Discussion of literary and informational texts.
- CCSS, p. 8—"Key Features of the Standards," in particular discussion of "grade-by-grade staircase" in section labeled "Reading: Text complexity and the growth of comprehension."
- Appendix A, pp. 4–10—"The Standards' Approach to Text Complexity."

TABLE. Matching CCSS With Comprehension Processes

Focus	Anchor Standards for Reading— Key Ideas and Details	Comprehension Processes
Explicit/Implicit Meanings	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	• Make inferences • Make connections to prior knowledge • Determine importance
Main Ideas	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	• Generate questions • Determine importance • Synthesize
Text Relationships	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	• Make connections to prior knowledge • Generate questions • Make inferences • Determine importance • Synthesize
Focus	Anchor Standards for Reading— Craft and Structure	Comprehension Processes
Vocabulary	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	• Make connections to prior knowledge • Make inferences • Create mental images
Text Structure	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	• Generate questions • Determine importance • Synthesize
Author Purpose/ Perspective	6. Assess how point of view or purpose shapes the content and style of a text.	• Generate questions • Make inferences
Focus	Anchor Standards for Reading— Integration of Knowledge and Ideas	Comprehension Processes
Visual Literacy/ Technology	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	• Generate questions • Create mental images • Synthesize
Argument & Support	8. 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.	• Generate questions • Determine importance • Synthesize
Multiple Texts	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	• Make connections to prior knowledge • Generate questions • Determine importance • Synthesize
Focus	Anchor Standards for Reading— Range of Reading and Level of Text Complexity	Comprehension Processes
Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.	• All

• How does disciplinary discourse surface in the CCSS?

Where to Look in the Standards:
- CCSS, p. 7—Section labeled "They build strong content knowledge."
- CCSS, p. 8—Section labeled "Language: Conventions, effective use, and vocabulary."
- CCSS, p. 60, **College and Career Readiness Anchor Standards for Reading**—Sidebar labeled "Note on range and content of student reading."
- CCSS, pp. 64–65, **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12**—Track domain-specific vocabulary across grade levels for Standard 2d.
- Appendix A, pp. 32–35—Especially track Tier 3 words in section labeled "Vocabulary."

Suggested Activities

1. Review CCSS Appendix A, pp. 11–16. Select one of the three text examples at an appropriate grade level for your students, and analyze the three variables that affect text complexity for them as readers of this text. How could you modify your instruction to accommodate students' varying needs?

2. Select one of the disciplinary text examples provided in Chapter 2 of *Developing Readers in the Academic Disciplines*, and then examine the appropriate grade-level set of standards. Which of the 10 standards do you see coming into play for a reader of the particular disciplinary text excerpt that you selected for examination? Consult the Disciplinary Text Examples chart for where to look in the book and in the CCSS document.

Disciplinary Text Examples

Disciplinary Text Example From *Developing Readers in the Academic Disciplines*	Corresponding Standards From the CCSS
Biology, p. 48	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62
History, p. 49	Reading Standards for Literacy in History/Social Studies 6–12, p. 61
Of Mice and Men excerpt, p. 50	Reading Standards for Literature 6–12, p. 38
Algebra, p. 51	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62

Chapter 3. Teaching to the Match: Bridging Academic Knowledge Gaps

The central theme of Chapter 3 is the critical role of academic background knowledge in the comprehension of complex disciplinary texts. "Teaching to the match" represents instruction that acknowledges that the knowledge demands of readers vary significantly across disciplines. Academic background knowledge encompasses knowledge of disciplinary topics as well as domain knowledge—the discourse of a discipline.

Discussion Starters

• Consider the challenges articulated in Chapter 3 regarding the need to bridge academic knowledge gaps. What will teaching to the match involve for meeting the CCSS on complex disciplinary texts?

> *Where to Look in the Standards:*
> - CCSS, p. 60—Sidebar labeled "Note on range and content of student reading."
> - CCSS, p. 63—Sidebar labeled "Note on range and content of student writing."
> - Appendix A, pp. 4–6—Review discussion of text complexity with a focus on knowledge demands, especially paragraph at top of p. 4, section labeled "Knowledge Demands" on p. 5, and three "Knowledge Demands" segments in chart on p. 6.

• Revisit one of the disciplinary Teaching to the Match segments in Chapter 3. What challenges can you anticipate for meeting the corresponding CCSS reading standards for that discipline? Consult the Teaching to the Match chart for where to look in the book and in the CCSS document.

Teaching to the Match

Teaching to the Match Example From *Developing Readers in the Academic Disciplines*	Corresponding Standards From the CCSS
History and the Social Studies, pp. 92–97	Reading Standards for Literacy in History/Social Studies 6–12, p. 61
Science, pp. 97–101	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62
Mathematics, pp. 101–105	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62
Literature, pp. 106–110	Reading Standards for Literature 6–12, pp. 36–38
Technical Disciplines, pp. 110–113	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62

(*continued*)

Teaching to the Match Example From *Developing Readers in the Academic Disciplines*	Corresponding Standards From the CCSS
World Languages, pp. 113–115	Reading Standards for Informational Text 6–12, pp. 39–40 OR Reading Standards for Literacy in History/Social Studies 6–12, p. 61
Arts and Humanities, pp. 115–117	Reading Standards for Informational Text 6–12, pp. 39–40 OR Reading Standards for Literacy in History/Social Studies 6–12, p. 61
Health and Fitness, pp. 117–118	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62

Suggested Activities

1. Examine two complex text exemplars in CCSS Appendix B, and determine the background knowledge demands expected of readers of these texts. Select one text from the middle school range (grades 6–8) and the other text from the high school range (grades 9–12).

> *Where to Look in the Standards:*
> - Appendix B, pp. 8–13, **Table of Contents**—Sections labeled "Grade 6–8 Text Exemplars," "Grade 9–10 Text Exemplars," and "Grade 11–CCR Text Exemplars."
> - Appendix B, pp. 77–183, **Text Exemplars**

2. Choose for closer examination one of the Sample Performance Tasks in CCSS Appendix B (consult the Sample Performance Tasks chart). First, evaluate the task in terms of implicit knowledge demands on students. Then, consider the implications for your instruction given these knowledge demands and assuming that some students will come to the text with academic knowledge gaps.

Sample Performance Tasks

6–8 Grade Level	9–10 Grade Level	11–12 Grade Level
Stories, Drama, and Poetry, pp. 89–90	Stories, Drama, and Poetry, pp. 121–122	Stories, Drama, and Poetry, pp. 163–164
Informational Texts: English Language Arts, pp. 92–93	Informational Texts: English Language Arts, pp. 129–130	Informational Texts: English Language Arts, p. 171
Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects, p. 100	Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects, pp. 138–139	Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects, p. 183

Chapter 4. Frontloading Instruction That Activates and Builds Academic Knowledge

Chapter 4 presents three frontloading scenarios. The first—frontloading with much knowledge—emphasizes author expectations that readers of disciplinary texts will access prior learning as a condition for understanding disciplinary topics and concepts. The second instructional scenario is frontloading with diverse knowledge; Chapter 4 offers several strategies that can bridge academic knowledge gaps through conversation and pooling disciplinary knowledge for students. The third scenario discussed is frontloading instruction when many students exhibit insufficient knowledge. Wide Reading and Informing Oneself are two other key literacy practices discussed in Chapter 4. Think about each scenario relative to the demands of CCSS and instructional scaffolding needed for students.

Discussion Starters

• Which frontloading literacy practices for review of prior learning might be appropriate for scaffolding comprehension of specific complex disciplinary texts?

• Select one of the text exemplars from CCSS Appendix B for analysis of prior learning demands (see chart below). What specific academic knowledge would need to be revisited or reviewed to frontload student reading of the text you chose for examination?

CCSS Appendix B Text Exemplars

6–8 Grade-Level Band	9–10 Grade-Level Band	11–12 Grade-Level Band
"Paul Revere's Ride," pp. 83–85	*Grapes of Wrath,* pp. 105–106	*Scarlet Letter,* p. 145
Frederick Douglass, pp. 90–91	"Gettysburg Address," p. 123	"Ode on a Grecian Urn," pp. 158–159
Freedom Walkers, pp. 95–96	"Remarks to the Senate," pp. 125–127	*Declaration of Independence,* pp. 164–166
Math Trek, p. 97	"Birmingham Jail," p. 127	Seneca Falls Conference, pp. 172–173
"Space Probe," pp. 98–99	"Classifying the Stars," pp. 135–136	"Gravity in Reverse," pp. 179–180

• How do the CCSS conceptualize the role of technology in developing academic knowledge for the reading of complex disciplinary texts? How does the discussion of video and other media on pages 148–149 in *Developing Readers in the Academic Disciplines* relate to the standards? Compare how you currently use technology in your classroom with how technology is envisioned in the CCSS.

- CCSS, p. 7—Section labeled "They use technology and digital media strategically and capably."
- CCSS, pp. 35, 37, 39, 40, 61, 62—Track technology language across disciplines in Standard 7.
- CCSS, p. 48, **College and Career Readiness Anchor Standards for Speaking and Listening**—Standard 2, as well as the second paragraph on new technologies in the sidebar labeled "Note on range and content of student speaking and listening."

• How do the CCSS encourage wide reading and developing the inclination to read to inform oneself?

Where to Look in the Standards:

- CCSS, p. 4—Section labeled "Research and media skills blended into the Standards as a whole."
- CCSS, pp. 35, 37, 39, 40, 61, 62—Note expectations regarding the reading of multiple texts across disciplines in Reading Standard 9.
- CCSS, pp. 41, 44, 46, 66—Note expectations regarding the reading of multiple texts to research topics and gain information in Writing Standard 8.

Suggested Activities

1. Review the discussion of the Confirming to Extending activity in *Developing Readers in the Academic Disciplines* (pp. 130–136), and examine how this literacy practice could be employed for frontloading instruction for one of the CCSS Appendix B text exemplars listed below (assume students would be reading an extended version of this text and not merely this excerpt). Then analyze which of the 10 **Reading Standards for Literacy in Science and Technical Subjects 6–12** (CCSSI, 2010a, pp. 62) were addressed through your use of this instructional strategy.

Where to Look in the Standards:

- Appendix B, p. 99—Invasive Plant Inventory, brainstorming prompt: "Invasive Species" (6–8 grade range)
- Appendix B, p. 182—"Untangling the Roots of Cancer," brainstorming prompt: "Causes of Cancer" (9–12 grade range)

2. Examine one of the Media Texts websites that are suggested in CCSS Appendix B to accompany some of the exemplar texts to further develop corresponding background knowledge (see below for specific page numbers). Then decide how you could use such a website with your students to frontload the reading of the appropriate exemplar text.

Where to Look in the Standards:

- Appendix B, pp. 77, 85, 89, 90, 94, 96, or 100—Websites for Grades 6–8 range.
- Appendix B, pp. 113, 135, 138, 152, 162, 180, or 181—Websites for Grades 9–12 range.

Chapter 5. Building Inquiring Minds Around Disciplinary Texts

Chapter 5 examines reading as an act of inquiry. A critical instructional focus is to mentor students to take an active, questioning approach to the disciplinary texts they read. In particular, students need to read to resolve questions they have articulated related to disciplinary topics of study, including questions from targeted disciplinary texts as well as from texts students select for inquiry-focused learning.

Discussion Starters

• How do the CCSS encourage developing students who adopt an inquiring mindset as they question complex disciplinary texts?

Where to Look in the Standards:

- CCSS, p. 7, **Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language**—Revisit this page, especially tracking expectations of the development of students who are question-generators and who follow an inquiring approach to reading and learning.
- CCSS, pp. 41, 44, 46, 66—Track the expectations regarding student inquiry to research topics and gain information in Writing Standard 7.

• Select one of the disciplinary self-questioning taxonomies from Chapter 5 of *Developing Readers in the Academic Disciplines* for closer examination. How does the taxonomy guide student thinking for meeting the corresponding set of reading standards? In what ways do the taxonomy questions scaffold the development of the appropriate set of CCSS reading standards? Refer to the Self-Questioning Taxonomy chart for where to look in the book and in the CCSS document.

Self-Questioning Taxonomy

Self-Questioning Taxonomy From *Developing Readers in the Academic Disciplines*	Corresponding Standards From the CCSS
History, p. 190	Reading Standards for Literacy in History/Social Studies 6–12, p. 61
Literary Fiction, p. 194	Reading Standards for Literature 6–12, pp. 36–38
Biological Science, p. 199	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62
Physical Science, p. 200	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62
Mathematics Conceptual, p. 205	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62
Mathematics Procedural, p. 206	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62
Technical, p. 209	Reading Standards for Literacy in Science and Technical Subjects 6–12, p. 62
Music Performance, p. 213	Reading Standards for Informational Text 6–12, pp. 39–40 OR Reading Standards for Literacy in History/Social Studies 6–12, p. 61

• Each of the disciplinary self-questioning taxonomies outlined in Chapter 5 places a special premium on perceiving arguments developed by an author—such as conclusions, interpretations, theories, explanations—at the evaluating levels (and in the mathematics taxonomies, at the analyzing levels). How do the CCSS prioritize argumentation throughout the standards?

Where to Look in the Standards:

- CCSS, p. 7—Focus especially on segments labeled "They comprehend as well as critique" and "They value evidence."
- CCSS, pp. 35, 37, 39, 40, 61, 62—Revisit expectations regarding evaluation of arguments and claims in Reading Standard 8.
- CCSS, pp. 41, 42, 45, 66—Track expectations regarding development of arguments in Writing Standard 1.
- Appendix A, pp. 24–25—"The Special Place of Argument in the Standards."

Suggested Activities

1. Examine more closely one set of the CCSS reading standards for each discipline (CCSSI, 2010a, pp. 36–37, 39, 40, 61, or 62) in terms of the ways each specific standard encourages questioning and an inquiring mindset.

2. With your colleagues, see if you can identify and discuss a standard that is developed by each level of questions for one of the self-questioning taxonomies listed in the preceding Self-Questioning Taxonomy chart. Use the Taxonomy Focusing Questions grid to guide responses.

Taxonomy Focusing Questions

Taxonomy Focusing Questions	CCSS Reading Standard(s) That Are Developed
At the Creating Level	
At the Evaluating Level	
At the Analyzing Level	
At the Applying Level	
At the Understanding Level	
At the Remembering Level	

Chapter 6. Instructional Practices for Working Complex Texts

The heart of Chapter 6 delves into instructional practices that mentor students toward increasing independence as readers of complex texts. The chapter focuses on strategies for "working a text" for comprehension, so that students are able demonstrate understanding and learning. An essential way for students to demonstrate learning is through verbalizing their understanding through writing. Many of the instructional practices presented in Chapter 6 emphasize collaborative engagement with complex texts. In particular, Interactive Reading Guides are extensively modeled as an instructional practice to scaffold the reading of complex disciplinary texts.

Discussion Starters

• Further examine either the science interactive reading guide in Chapter 6 (pp. 254–256) or the history interactive reading guide (pp. 257–258), along with the relevant set of CCSS reading standards (indicated below). How does the interactive reading guide develop readers who can meet the CCSS reading standards?

Where to Look in the Standards:

- CCSS, p. 62, **Reading Standards for Literacy in Science and Technical Subjects 6–12**—Examine grade 6–8 standards in relation to the Interactive Reading Guide on the Solar System (Buehl, 2011, pp. 254–256).

- CCSS, p. 61, **Reading Standards for Literacy in History/Social Studies 6–12**— Examine grade 9–10 standards in relation to the Interactive Reading Guide on the Middle Ages (Buehl, 2011, pp. 257–258).

• How do the CCSS emphasize the development of student abilities to verbalize their understandings through writing?

Where to Look in the Standards:

- CCSS, p. 8—Section labeled "Writing: Text types, responding to reading, and research."

- CCSS, pp. 41, 42–44, 45–47, 66, **College and Career Readiness Anchor Standards for Writing**—Grade 6–12 standards, especially Standards 1, 2, and 9.

- Appendix A, pp. 23–24, **Writing**.

Suggested Activities

1. Select one of the exemplar texts from CCSS Appendix B: grades 6–8 (CCSSI, 2010c, pp. 77–100), grades 9–10 (CCSSI, 2010c, pp. 101–138), or grades 11–12 (CCSSI, 2010c, pp. 140–183). Which specific "reader moves" identified within the three categories of strategic actions might be appropriate for mentoring the reading of this text to meet the appropriate CCSS reading standards? Use the Strategic Actions Grid on the next page of this guide to help you organize your thoughts.

Strategic Actions Grid

Strategic Actions	Reader Moves to Develop Standards for This Text	CCSS Standard(s) That Are Developed
Instructional Practices for Rehearsing		
Instructional Practices for Elaborating		
Instructional Practices for Organizing		

2. Examine one student writing sample from one of the three grade-level bands in CCSS Appendix C: grades 6–8 (CCSSI, 2010d, pp. 36–56), grades 9–10 (CCSSI, 2010d, pp. 57–69), or grades 11–12 (CCSSI, 2010d, pp. 70–107). Look for a sample that exemplifies either argumentation (CCSS Writing Standard 1) or explanation (CCSS Writing Standard 2). Discuss how the sample you chose demonstrates the CCSS goal of "writing to source"—asking students to write about their thinking and understanding as readers of a text. Decide which of the elaborating moves—retelling, paraphrasing, or summarizing (Buehl, 2011, p. 238)—is emphasized in the sample you examined.

Chapter 7. Customizing Literacy Practices

Chapter 7 summarizes distinctions between merely expecting effective literacy practices from students and actually providing instruction that mentors students in developing these practices as readers of increasingly complex disciplinary texts. The need to customize literacy practices and to translate them into appropriate variations for reading, writing, and thinking in a discipline is a key idea in Chapter 7. The customizing of literacy practices is especially important for those disciplines not specifically highlighted in the standards.

Discussion Starters

• How do the CCSS articulate rigorous literacy expectations that presume students are receiving ongoing instructional support across the disciplines?

Where to Look in the Standards:

▪ CCSS, p. 4, **Key Design Considerations**

• The standards directly target English language arts, history/social studies, science, and technical subjects. Which standards are most relevant for developing literacy practices for those disciplines not specifically highlighted by name—health, family and consumer education, art, music, and others? Some of the texts of these disciplines may most nearly resemble exemplar history/social studies texts; others will clearly fall more into the science/technical realm of text types.

Where to Look in the Standards:

▪ Appendix B, pp. 77–183—Examine the text exemplars to locate samples of texts most similar to or characteristic of texts used within a particular discipline. For example, under what set of text exemplars do music texts fall? Art? Mathematics? Computers? Other disciplines?

Suggested Activity

1. Chapter 7 presents a World Language lesson as an exceptional example of embedded literacy instruction. Which CCSS reading, writing, speaking and listening, and language standards are developed by the instructional practices used in this lesson? Refer to pages 40, 50, 54–55, and 64–66 in the CCSS document (CCSSI, 2010a) to determine which specific reading, writing, speaking and listening, and language standards for the 9–10 grade range were developed during the course of this lesson. In what facet of the lesson was each standard developed?

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