BUILD KNOWLEDGE BY PROMOTING VOLUME OF READING

One of the three shifts (or advances) in the College and Career Readiness Standards (CCRS) is "building knowledge through content-rich nonfiction," critically important for its power to accelerate student growth.

Use high-quality informational texts.

•Staying with a topic and building expertise regarding it is a powerful way to accelerate knowledge, acquire vocabulary, and strengthen reading comprehension.

Offer additional readings on the same topic as the lesson text.

- •The CCR standards emphasize reading informational texts and are explicit about the importance of students being able to glean knowledge from what they read.
- Promote this learning by selecting texts for careful study from the content areas (history, social studies, technical subjects, and science).

Promote a high volume of independent reading.

- •Reading independently is the most powerful way to increase both vocabulary and reading fluency.
- •Students need more practice than they get during direct instruction; students who are not yet comfortable or confident readers may need to be held accountable by instructors for engaging in independent reading.
- •Support independent reading by providing recommendations related to class studies or on highinterest topics.

General Tips on Finding and Selecting Additional Texts

- \rightarrow Book excerpts can be superb short texts.
- \rightarrow Consider materials that are available in print *and* digital formats.
- \rightarrow Primary documents can engage your students.
- \rightarrow The "text" can be more than words on a page: consider videos, graphics, charts, and photos.
- \rightarrow Consider the complexity, quality, and relevance of each suggested text or resource.
- → If information from different articles overlaps, this is a plus, not a problem. What is known helps connect to what is new, and repetition is key to learning new academic vocabulary.

Research in Support of Reading Volume and Building Knowledge

Recht, D. R., & Leslie, L. (1988). "Effect of prior knowledge on good and poor readers' memory of text." *Journal of Educational Psychology*, *80*(1), 16.

This summary and synthesis of a vast body of research shows how knowledge of a subject aids thinking, memory, and learning of new information. Knowledge of a topic leads to dramatically improved reading comprehension.

Willingham, D. T. (2006). "How knowledge helps." *American Educator*, *30*(1), 30-37.

Kintsch's "situation model," showing the essential role of knowledge in the comprehension process, forms the basis of much current comprehension research. Kintsch, W. (1998). Comprehension: A Paradigm for Cognition. Cambridge University Press.

Adapted in Massachusetts from the College & Career Readiness Standards-in-Action materials, Nov. 2015

Find Additional Readings on a Topic ~ a few of the many free resources

Some require a free subscription. As always, check for readability.

Leveled (or sorted) Readings

- o CCSSO Text Sets [www.ccsso.org/Navigating_Text_Complexity/Showroom_Models.html]
- o LINCS Learner Center Learn to Read [https://learner.lincs.ed.gov/resources/reading]
- o Marshall Adult Education [http://resources.marshalladulteducation.org/reading_skills_home.html]
- o NewsELA [https://newsela.com/]
- News For You (costs \$) [www.newreaderspress.com/news-for-you-online]
- ReadWorks [www.readworks.org/]
- ReadWriteThink [<u>www.readwritethink.org/</u>]
- o The Change Agent (free to state--funded programs in New England) [http://changeagent.nelrc.org/in-the-classroom/]

U.S. government websites

- o Census Bureau [www.census.gov/]
- o Kids.gov [https://kids.usa.gov/]
- o NASA [www.nasa.gov/audience/foreducators/index.html]
- o National Park Service [www.nps.gov/teachers/index.htm]

Museum websites

- o American Museum of Natural History [www.amnh.org/learn-teach/educators/]
- o National Women's History Museum [https://www.nwhm.org/]
- o The Exploratorium [www.exploratorium.edu/education/designing-teaching-learning-tools]
- o The Smithsonian [www.si.edu/Educators]
- o United States Memorial Holocaust Museum [www.ushmm.org/]

• Other nonprofit organizations' websites

- o Facing History and Ourselves [https://www.facinghistory.org/]
- o Independent Television Service (ITVS) [http://itvs.org/educators/collections]
- o National Geographic Education [http://education.nationalgeographic.org/]
- o PBS Learning Media [www.pbslearningmedia.org/]
- o Primary Source [www.primarysource.org/for-teachers]
- o Teaching Tolerance [www.tolerance.org/classroom-resources]

Encyclopedias and Reference Sources

- World Book Online Scott Fetzer [www.worldbookonline.com]
- o Encyclopedia Britannica Online [www.britannica.com]
- Grolier Multimedia Encyclopedia and Encyclopedia Americana (Scholastic Grolier Online) (costs \$)
 - http://teacher.scholastic.com/products/grolier
- o Oxford Reference Online (Oxford University Press) [www.oxfordreference.com]

Library Catalogs, Vetted Lists, Reviews, Bibliographic Information, and Databases

- o American Library Association [www.ala.org]
- o Library of Congress [www.loc.gov/teachers/]
- o Project Gutenberg [<u>www.gutenberg.org</u>]
- o School Library Journal, Young Voices [<u>www.slj.com</u>; <u>http://youngvoicesadvocates.com</u>]
- o Your local public library network, and research databases available through your library