



College and Career Readiness Standards-in-Action

Advanced
Unit

1

WORKSHOP MATERIALS
ENGLISH LANGUAGE ARTS/LITERACY

ALIGNING CURRICULUM RESOURCES WITH STANDARDS

Produced Under U.S. Department of Education
Contract No. ED-VAE-13-C-0066 With StandardsWork, Inc.

2016

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RESOURCE ALIGNMENT TOOL FOR ENGLISH LANGUAGE ARTS/LITERACY

- 1. Rate the resource against the criteria in the English Language Arts (ELA)/Literacy Resource Alignment Tool.**¹ Use the dimensions and the evidence statements in the tool to guide your ratings. Record strengths and weaknesses for each key criterion (Text Complexity, Evidence, and Knowledge).²
- 2. Determine the high-value actions needed to fill gaps for the dimensions that make up each criterion.** Identify the high-value action(s) related to each criterion that will strengthen the alignment of the resource to your college and career readiness (CCR) standards. High-value actions are those that will bring your resource into much closer alignment to the standards. In many cases, while the actions take some effort, they can be efficiently executed.
- 3. Give an overall score for the resource.** Summarize the overall strengths and weaknesses of the resource with respect to the three criteria to score the resource.
- 4. Begin the lesson revision process.** Review the ratings and the high-value actions you identified and choose one lesson in the resource to begin the revision process. Use the ELA/Literacy Lesson Revision Template to catalogue your improvements to the lesson. To assist with the revisions, use your CCR standards and other support documents, such as the text complexity resources, the Checklist for Evaluating Question Quality, and Promoting Volume of Reading.

INDIVIDUAL DIMENSION RATING DESCRIPTORS	
MEETS	There is evidence in the resource to indicate that the dimension is met.
PARTIALLY MEETS	There is evidence in the resource to indicate that the dimension can be met with some revision.
DOES NOT MEET (INSUFFICIENT EVIDENCE)	There is little or no evidence in the resource to indicate that the dimension is being met. Substantial revision is needed for alignment.

¹ Adapted from *Publishers' Criteria for the Common Core State Standards in ELA/Literacy for Grades 3-12*. Washington, DC. Accessed January 13, 2015. <http://www.corestandards.org/search/?f=all&t=Publishers%27+Criteria>, and *Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards*. [http://achievethecore.org/content/upload/Materials-Alignment-Toolkit_Version2%20\(9\)\[1\].pdf](http://achievethecore.org/content/upload/Materials-Alignment-Toolkit_Version2%20(9)[1].pdf)

² There are other essential elements of CCR standards—and of good literacy instruction—that are not represented in the criteria below because they do not require a key shift in instruction. Foundations of Reading—represented in CCR standards—are necessary and important components of an effective, comprehensive reading program. They have long been part of literacy programs, so they tend to be well represented in existing resources and don't require attention as a "gap" in alignment.



Overall Rating:

TIGHT ALIGNMENT	Most (four or more) of the dimensions are rated as Meets , with the remainder rated as Partially Meets. There are only a few minor revisions (or none at all) needed to improve alignment of the resource with the CCR standards.	
PARTIAL ALIGNMENT	Most (four or more) of the dimensions are rated at least as Partially Meets . Moderate revisions are needed to improve alignment of the resource with the CCR standards.	
WEAK ALIGNMENT	Most (three or more) of the dimensions are rated as Does Not Meet . Substantial revisions are needed to improve alignment of the resource with the CCR standards.	

Summary of key strengths and weaknesses:

Notes:

LESSON REVISION TEMPLATE FOR ENGLISH LANGUAGE ARTS/LITERACY

Use this template to strengthen the alignment of lessons from curriculum resources to college and career readiness (CCR) standards.³ Other tools and guidance (e.g., for determining text complexity, analyzing question quality, and learning about building knowledge) will be used in conjunction with this template to address the identified gaps in alignment.

1 Original source (e.g., publisher, lesson, page number) of this lesson:

2 Intended instructional level of the lesson:

3 Brief description of how the lesson should be used (e.g., a replacement lesson, to fill specific gaps):

4 Learning goals of the lesson (i.e., big ideas or key understandings):

5 Suggested time to spend on the lesson (e.g., number of learning sessions):

³ Adapted from *Lesson Planning Tool* from Student Achievement Partners. <http://achievethecore.org/lesson-planning-tool>

LESSON REVISION TEMPLATE FOR ENGLISH LANGUAGE ARTS/LITERACY

6 Between four and eight level-specific CCR English language arts (ELA)/literacy standards that are targets of the lesson:

7 Complexity of the text that is the focus of the lesson:

A. Quantitative Measure⁴:

Quantitative Measure: _____	Level: _____
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B. Qualitative Features⁵: For each dimension, note specific examples from the text that make it more or less complex.

Meaning/Purpose	Structure
Language	Knowledge

⁴Refer to the Quantitative Analysis Chart for assistance with item 7A.

⁵Refer to Informational Text and Literary Text Qualitative Rubrics for assistance with item 7B.

LESSON REVISION TEMPLATE FOR ENGLISH LANGUAGE ARTS/LITERACY

8 Academic vocabulary words that demand attention and are related to the big ideas:

<p>These words merit less time and attention.</p> <p>(They are concrete and easy to explain, or describe events, ideas, processes, concepts, or experiences that are familiar to your students.)</p>	<p>These words merit more time and attention.</p> <p>(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. They are likely to describe events, ideas, processes, or experiences that are unfamiliar to most of your students.)</p>
<p>e.g., page number – word – definition</p>	<p>e.g., page number – word – definition</p>

LESSON REVISION TEMPLATE FOR ENGLISH LANGUAGE ARTS/LITERACY

9 Focus of text-dependent questions (check those that apply):

<input type="checkbox"/> Focus on determining central ideas or themes and analyzing their development (CCR Reading Standard 2)	<input type="checkbox"/> Focus on summarizing the key supporting details and ideas (CCR Reading Standard 2)	<input type="checkbox"/> Focus on analyzing how and why individuals, events, and ideas develop and interact (CCR Reading Standard 3)
<input type="checkbox"/> Focus on why the author chose a particular word/phrase (CCR Reading Standard 4)	<input type="checkbox"/> Focus on defining the most powerful academic words (CCR Reading Standard 4)	<input type="checkbox"/> Focus on how specific word choices shape meaning and tone (CCR Reading Standard 4)
<input type="checkbox"/> Focus on examining the impact of sentence or paragraph structures or patterns (CCR Reading Standard 5)	<input type="checkbox"/> Focus on looking for pivot points in the paragraph or sections of the text (CCR Reading Standard 5)	<input type="checkbox"/> Focus on how an author's ideas are developed and refined by particular sentences, paragraphs, etc. (CCR Reading Standard 5)
<input type="checkbox"/> Focus on how point of view or purpose shapes the content or style (CCR Reading Standard 6)	<input type="checkbox"/> Focus on integrating and evaluating content presented in diverse media and formats (CCR Reading Standard 7)	<input type="checkbox"/> Focus on specific claims and overarching arguments (CCR Reading Standard 8)
<input type="checkbox"/> Focus on the relevance and sufficiency of the evidence authors present (CCR Reading Standard 8)	<input type="checkbox"/> Focus on how two or more texts address similar themes or topics (CCR Reading Standard 9)	<input type="checkbox"/> Focus on how authors writing about the same topic shape their presentation of key information (CCR Reading Standard 9)

List level-specific, text-dependent questions based on the focus areas identified in the chart above.⁶

⁶ Refer to the Checklist for Evaluating Question Quality for assistance with items 9 and 10.

LESSON REVISION TEMPLATE FOR ENGLISH LANGUAGE ARTS/LITERACY

10 Text-based writing assignment(s), including a culminating writing assignment:

11 Extension texts or research project(s) connected to this text⁷:

12 Notes to instructors who will use this lesson:

⁷Refer to Promoting Volume of Reading to Build Knowledge for assistance with item 11.

SUPPORT DOCUMENTS



QUANTITATIVE AND QUALITATIVE TEXT COMPLEXITY RESOURCES

The first advance in college and career readiness standards is “regular practice with complex text.” The following tools help reviewers place texts of certain complexity levels within an adult education level of learning. There are both quantitative measures and qualitative measures. Educators should first use *quantitative measures* to locate a text within a band level. Once a text is located within a band by using quantitative measures, educators should use *qualitative measures* to determine other important aspects of texts and position a text at the high, middle, or low end of a band.

Access to Quantitative Analysis Tools

Use these directions to access various quantitative analysis or machine scoring tools. There is no fee to use any of these tools.

ATOS Analyzer: Renaissance Learning

www.renaissance.com/Products/Accelerated-Reader/ATOS/ATOS-Analyzer-for-Text

1. Select “ATOS for text.”
2. Copy and paste your text into the window and hit submit.

Note: There is no ability to create an account and store results.

Degrees of Reading Power: Questar

www.questarai.com

Contact Questar by email with requests for text analysis. They do not have an automated process.

The Lexile Framework: MetaMetrics

www.lexile.com/analyzer

1. Register for an account on the site, which is a straightforward and secure process.
2. Copy and paste the original text into a Word document, or retype 1,000 words of the passage for submission.
3. Eliminate any extraneous information other than the passage, title, and author. Delete tables, graphs, and other illustrations.
4. Save the copy as plain text.
5. Go to “My Tools” and select “Lexile Analyzer.”
6. Click on “I HAVE ACCESS TO: English Lexile Analyzer.”
7. Choose the plain text file to analyze and hit “SUBMIT.”

QUANTITATIVE AND QUALITATIVE TEXT COMPLEXITY RESOURCES

Reading Maturity: Pearson Knowledge Technologies

www.readingmaturity.com/rmm-web/#/

1. Register for an account on the site, which is a straightforward and secure process.
2. After that, simply upload texts into the analyzer.
3. Any text analyzed stays in your library and can be accessed and printed from then on.

Quantitative Analysis Chart for Determining Text Complexity

This chart represents the “staircase” of text complexity that will allow students to reach levels of proficiency that will be used to deem them college- and career-ready once they exit Level E.¹ For more information about its research base, see *New Research on Text Complexity*.²

Reading levels have been bundled into five grade-level groupings—A (K–1), B (2–3), C (4–5), D (6–8), and E (9–12)—to more closely reflect adult education levels of learning: Beginning Adult Basic Education Literacy, Beginning Basic Education, Low Intermediate Basic Education, High Intermediate Basic Education, and Low Adult Secondary and High Adult Secondary Education.

CCR Levels of Learning	ATOS Analyzer	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (2 nd – 3 rd)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13
C (4 th – 5 th)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92
D (6 th – 8 th)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57
E (9 th – 10 th)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81
E (11 th – CCR)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00

¹ Pimentel, S. (2013). *College and Career Readiness Standards for Adult Education*. Berkeley, CA: MPR Associates, Inc. <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

² National Governors Association Center for Best Practices, Council of Chief State School Officers. n.d. *Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity*. Washington, DC. Accessed April 1, 2013. http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

QUANTITATIVE AND QUALITATIVE TEXT COMPLEXITY RESOURCES

Qualitative Analysis Rubric for Informational Texts

The following rubric includes all the factors to consider for making qualitative judgments about the complexity of informational texts.³

Text Title: _____

Text Author: _____

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
STRUCTURE	<p>Organization: Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict.</p> <p>Text Features: If used, help the reader navigate and understand content but are not essential to understanding content.</p> <p>Graphics: If used, are simple and unnecessary to understanding the text, but may support and assist readers in understanding the text.</p>	<p>Organization: Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological.</p> <p>Text Features: If used, enhance the reader’s understanding of content.</p> <p>Graphics: If used, are mostly supplemental to understanding the text.</p>	<p>Organization: Connections among an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits.</p> <p>Text Features: If used, directly enhance the reader’s understanding of content.</p> <p>Graphics: If used, support or are integral to understanding the text.</p>	<p>Organization: Connections among an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous; organization is intricate or discipline-specific.</p> <p>Text Features: If used, are essential in understanding content.</p> <p>Graphics: If used, are intricate, extensive, and integral to making meaning of the text; may provide information not otherwise conveyed in the text.</p>
LANGUAGE CLARITY AND CONVENTIONS	<p>Conventionality: Language is explicit, literal, straightforward, and easy to understand.</p>	<p>Conventionality: Language is largely explicit and easy to understand, with some occasions for more complex meaning.</p>	<p>Conventionality: Language is fairly complex; contains some abstract, ironic, and/or figurative language.</p>	<p>Conventionality: Language is dense and complex; contains considerable abstract, ironic, and/or figurative language.</p>

³ Adapted from *Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects* (2010).

QUANTITATIVE AND QUALITATIVE TEXT COMPLEXITY RESOURCES

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
LANGUAGE CLARITY AND CONVENTIONS <i>(continued)</i>	<p>Vocabulary: Words are contemporary, familiar, and conversational.</p> <p>Sentence Structure: Uses mainly simple sentences.</p>	<p>Vocabulary: Words are mostly contemporary, familiar, and conversational; rarely overly academic.</p> <p>Sentence Structure: Uses primarily simple and compound sentences, with some complex constructions.</p>	<p>Vocabulary: Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic.</p> <p>Sentence Structure: Uses many complex sentences, with several subordinate phrases or clauses and transition words.</p>	<p>Vocabulary: Words are complex and generally unfamiliar, archaic, subject-specific, or overly academic; may be ambiguous or purposefully misleading.</p> <p>Sentence Structure: Uses mainly complex sentences, with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts.</p>
KNOWLEDGE DEMANDS	<p>Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas.</p> <p>Intertextuality: Includes no references or allusions to other texts, or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on common, practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas.</p> <p>Intertextuality: Includes few references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts.</p> <p>Intertextuality: Includes some references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts.</p> <p>Intertextuality: Includes many references or allusions to other texts or outside ideas, theories, etc.</p>
PURPOSE	<p>Purpose: Is explicitly stated, clear, concrete, and narrowly focused.</p>	<p>Purpose: Is implied but easy to identify based on context or source.</p>	<p>Purpose: Is implicit or subtle but fairly easy to infer; is more theoretical or abstract than concrete.</p>	<p>Purpose: Is subtle and intricate, and difficult to determine; includes many theoretical or abstract elements.</p>

QUANTITATIVE AND QUALITATIVE TEXT COMPLEXITY RESOURCES

Qualitative Analysis Rubric for Literary Texts

The following rubric includes all the factors for making qualitative judgments about the complexity of literary texts.⁴

Text Title: _____

Text Author: _____

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
STRUCTURE	<p>Organization: Is clear, chronological, or easy to predict.</p> <p>Graphics: If used, are simple and unnecessary to understanding the text, but may support and assist readers in understanding the text.</p>	<p>Organization: May have two or more storylines and occasionally be difficult to predict.</p> <p>Graphics: If used, are mostly supplemental to understanding the text.</p>	<p>Organization: May include subplots, time shifts, and complex characters.</p> <p>Graphics: If used, support or are integral to understanding the text.</p>	<p>Organization: Is intricate with regard to elements such as point of view, time shifts, multiple characters, storylines, and detail.</p> <p>Graphics: If used, are intricate, extensive, and integral to making meaning of the text; may provide information not otherwise conveyed in the text.</p>
LANGUAGE CLARITY AND CONVENTIONS	<p>Conventionality: Language is explicit, literal, straightforward, and easy to understand.</p>	<p>Conventionality: Language is largely explicit and easy to understand, with some occasions for more complex meaning.</p>	<p>Conventionality: Language is fairly complex; contains some abstract, ironic, and/or figurative language.</p>	<p>Conventionality: Language is dense and complex; contains considerable abstract, ironic, and/or figurative language.</p>

⁴Adapted from *Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects* (2010).

QUANTITATIVE AND QUALITATIVE TEXT COMPLEXITY RESOURCES

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
LANGUAGE CLARITY AND CONVENTIONS <i>(continued)</i>	<p>Vocabulary: Words are contemporary, familiar, and conversational.</p> <p>Sentence Structure: Uses mainly simple sentences.</p>	<p>Vocabulary: Words are mostly contemporary, familiar, and conversational; rarely overly academic.</p> <p>Sentence Structure: Uses primarily simple and compound sentences, with some complex constructions.</p>	<p>Vocabulary: Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic.</p> <p>Sentence Structure: Uses many complex sentences, with several subordinate phrases or clauses and transition words.</p>	<p>Vocabulary: Words are complex and generally unfamiliar, archaic, subject-specific, or overly academic; may be ambiguous or purposefully misleading.</p> <p>Sentence Structure: Uses mainly complex sentences, with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts.</p>
KNOWLEDGE DEMANDS	<p>Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers.</p> <p>Intertextuality: Includes no reference or allusion to other texts or outside ideas, theories, etc.</p>	<p>Life Experiences: Explores several themes; experiences portrayed are common to many readers.</p> <p>Intertextuality: Includes few references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers.</p> <p>Intertextuality: Includes some references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Life Experiences: Explores complex, sophisticated, or abstract themes; experiences portrayed are distinctly different from those of most readers.</p> <p>Intertextuality: Includes many references or allusions to other texts or outside ideas, theories, etc.</p>
MEANING	<p>Meaning: Has one level of meaning; theme is obvious and revealed early in the text.</p>	<p>Meaning: Has multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety.</p>	<p>Meaning: Has multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text.</p>	<p>Meaning: Has multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text.</p>

CHECKLIST FOR EVALUATING QUESTION QUALITY

The second advance in college and career readiness standards is “reading, writing, and speaking grounded in evidence from text.” This resource can serve as a quality check on the alignment of questions that require students to present careful analyses, well-defended claims, and clear information on the text they read.⁵

Lessons Under Review (include page numbers): _____

Criteria	Comments/Questions/Fixes (refer to specific questions!)
A. Text-Dependent Questions	
A1. Does the student have to read the text to answer each question?	
A2. Is it always clear to students that answering each question requires using evidence from the text to support their claims? (Reading Standard 1 should always be in play!)	
B. Text-Specific Questions	
B1. Are the questions specific enough so they can be answered only by reference to this text? (Can they be answered with careful reading rather than background knowledge?)	
B2. Are the questions tied to level-specific standards?	

⁵ Adapted from *Checklist for Evaluating Question Quality* from Student Achievement Partners. <http://achievethecore.org/page/47/checklist-for-evaluating-question-quality>

CHECKLIST FOR EVALUATING QUESTION QUALITY

Criteria	Comments/Questions/Fixes (refer to specific questions!)
C. Sequence of Questions That Build Knowledge	
C1. Do the early questions in the sequence focus on specific phrases and sentences to support basic comprehension of the text and develop student confidence before moving on to more challenging tasks?	
C2. Are the questions coherently sequenced? Do they build toward gradual understanding of the text’s meaning?	
C3. Do the questions stay focused on the text and go beyond it to make other connections in extension activities only <i>after</i> the text has been explored?	
C4. If multiple texts/different media are under consideration, are students asked to examine each text closely before making connections between texts?	
D. Well-Constructed Culminating Task or Writing Prompts	
D1. Does the culminating task or writing prompt(s) call on the knowledge and understanding acquired through the questions?	
D2. Does the culminating task or writing prompt(s) demand that students write to the text and use evidence?	
D3. Are the instructions to teachers and students clear about what must be performed to achieve proficiency?	
D4. Is this a writing task worthy of the student and classroom time it will consume?	

PROMOTING VOLUME OF READING TO BUILD KNOWLEDGE

The third advance in college and career readiness (CCR) standards is “building knowledge through content-rich nonfiction.” This is critically important for its power to accelerate student growth. It is developed through curriculum material and lesson planning in several ways:

- **Building knowledge through exposing students to high-quality informational text.** The CCR standards privilege reading informational texts and are explicit about the importance of students being able to glean knowledge from what they read. Selecting texts for careful study from the content areas of history, social studies, technical subjects, and science (named in the CCR literacy standards) can promote this learning.
- **Offering additional readings on the same topic as the text from the lesson.** Staying with a topic and building expertise regarding it is a powerful way to accelerate knowledge, acquire vocabulary, and strengthen reading comprehension.
- **Requiring students to read independently at their own level of proficiency.** Students need more practice than they get during direct instruction to improve their reading ability. Reading independently is the most powerful way to increase both vocabulary and reading fluency. Students who are not yet comfortable or confident readers may need to be held accountable by instructors for engaging in independent reading. Materials should support independent reading by providing recommendations for texts related to what is being studied in class or high-interest texts on general topics.

Finding Additional Readings on the Same Topic

1. *General Tips on Finding and Selecting Additional Texts*
 - Consider materials that are available in print and digital formats.
 - Book excerpts can be superb short texts.
 - Primary documents, videos, graphics, charts, and photos can enhance your collection and engage your students.
 - Consider the complexity, quality, and relevance of each suggested text or resource. Don’t be discouraged if information from different articles overlaps. This is a plus, not a problem. What is known helps connect to what is new; repetition is key to learning new academic vocabulary that is not learned in direct instruction.

2. *Resource Examples*

- **Encyclopedias and Reference Sources**
 - World Book Online – Scott Fetzer
 - www.worldbookonline.com
 - Encyclopedia Britannica Online
 - www.britannica.com
 - Grolier Multimedia Encyclopedia and Encyclopedia Americana (Scholastic Grolier Online)
 - <http://teacher.scholastic.com/products/grolier>
 - New Book of Popular Science (Scholastic Grolier Online)
 - <http://teacher.scholastic.com/products/grolier>
 - Oxford Reference Online (Oxford University Press)
 - www.oxfordreference.com

- **Library Catalogs, Vetted Lists, Reviews, and Bibliographic Information**
 - OCLC WorldCat
 - www.oclc.org/worldcat.en.html
 - Library of Congress
 - www.loc.gov
 - Your local public library
 - American Library Association, Association for Library Service to Children, Young Adult Library Services Association, American Association of School Librarians, American Association for the Advancement of Science
 - www.ala.org; <http://www.ala.org/yalsa/>
 - School Library Journal, The Horn Book, Young Voices
 - www.slj.com; www.hbook.com; <http://youngvoicesadvocates.com>
 - Amazon, Powell’s Books, Google Books, and other booksellers
 - www.amazon.com; www.powells.com; <https://books.google.com>

- **Periodical Databases**
 - ProQuest
 - www.proquest.com
 - SIRS Discoverer (ProQuest/Scholastic)
 - <http://ars.sirs.com/discoverer.html>
 - EBSCOhost (EBSCO)
 - www.ebscohost.com
 - NewsBank
 - www.newsbank.com

- **Web-Based Resources**
 - U.S. government websites
 - Museum and library websites
 - Academic and research institute websites
 - Other nonprofit organizations' websites (Beware: Many of these have a strong and sometime hidden ideological agenda.)
 - Project Gutenberg
 - www.gutenberg.org

Research in Support of Reading Volume and Building Knowledge

1. 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.

Relevant finding: Knowledge of a topic led to dramatically improved reading comprehension.

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

Relevant finding: The piece synthesizes and summarizes a vast body of research to show how knowledge of a subject aids thinking, memory, and learning of new information.

3. Kintsch, W. (1998). *Comprehension: A Paradigm for Cognition*. Cambridge University Press.

Relevant finding: In this seminal work, Kintsch develops a model for comprehension showing the essential role of knowledge in the comprehension process. This model, termed the "situation model," now forms the basis of much current comprehension research.

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