



## Disciplinary Literacy



### ***Close Reading of Complex Texts in the Disciplines***

Course Enhancement Module

#### References

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## Websites

### **Alliance for Excellent Education**

[http://www.all4ed.org/publication\\_material/straight\\_as/11142011#1](http://www.all4ed.org/publication_material/straight_as/11142011#1)

The Alliance for Excellent Education is a Washington, DC-based organization that works to improve national and federal policy so that all students can achieve at high academic levels and graduate from high school ready for success in college, work, and citizenship in the 21st century.

### **College and Career Readiness Initiative: Texas Faculty Collaboratives**

<http://www.txfacultycollaboratives.org/english-language-arts>

This website features lesson exemplars, research reports, and other resources designed to help teacher educators prepare their preservice teachers to address the College and Career Readiness Standards in their classrooms.

Modules and presentations that pertain to disciplinary literacy include:

*Overview of Cross-Disciplinary Strategies to Address the College and Career Readiness Standards*

*Anticipation/Reaction Guides to Improve Comprehension of Text*

*Teaching English Language Learners with Academic Rigor*

*Improving Academic Achievement with Explicit Instruction*

*Disciplinary Literacy in Science*

*Historical Reading*

### *Historical Writing*

*Using Morphology to Enhance Vocabulary Development in the Disciplines*

*Disciplinary Literacy Seminar* (a professional learning resource for teacher educators)

*Cross-Disciplinary Literacy: Metacognitive Strategies to Support Comprehension*

*Preparing Teachers to Teach Discipline-Specific Literacy*

*What It Means to Teach Disciplinary Literacy*

*Writing Next: Strategies to Link Content Area Learning and Written Expression*

### **Common Core State Standards Initiative- English Language Arts Standards**

<http://www.corestandards.org/ELA-Literacy>

The Common Core State Standards Initiative provides an introduction to the Common Core Standards as well as a detailed description of the standards including information on how to read them.

### **The Condition of College & Career Readiness 2013**

<http://www.act.org/research/policymakers/cccr13/pdf/CCCR13-NationalReadinessRpt.pdf>

The Condition of College & Career Readiness is an annual report from ACT that describes the college readiness of the most recent high school graduating class, and aims to guide efforts for the improvement of the college and career readiness of students.

### **EngageNY**

[www.engageNY.org](http://www.engageNY.org)

EngageNY is an evolving, collaborative platform that provides resources in the content areas that administrators, principals, and teachers can use to address the Common Core Standards, the data-driven instruction cycle, school-based inquiry, and teacher/leader effectiveness.

### **The IRIS Center**

<http://iris.peabody.vanderbilt.edu/>

The IRIS Center provides information and resources on effective evidence-based practices and interventions with the goal of improving educational outcomes for all students, especially those with disabilities.

Modules that pertain to disciplinary literacy include:

*Content Standards: Connecting Standards-Based Curriculum to Instructional Planning*

*CSR: A Reading Comprehension Strategy*

*High –Quality Mathematics Instruction: What Teachers Should Know*

*PALS: A Reading Strategy for High School*

*SRSD: Using Learning Strategies to Enhance Student Learning*

*Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas*

### **The Meadows Center for Preventing Educational Risk**

[www.meadowscenter.org](http://www.meadowscenter.org)

The Meadows Center for Preventing Educational Risk, based at The University of Texas at Austin, is dedicated to generating and disseminating empirically validated knowledge and practices to influence educators, researchers, policymakers, families, and other stakeholders who strive to reduce academic, behavioral, and social risk in all learners, particularly those with disabilities.

### **The Nation's Report Card**

[http://nationsreportcard.gov/ltr\\_2012/age13r.aspx#0-5](http://nationsreportcard.gov/ltr_2012/age13r.aspx#0-5)

[http://nationsreportcard.gov/ltr\\_2012/age17r.aspx#0-5](http://nationsreportcard.gov/ltr_2012/age17r.aspx#0-5)

The Nation's Report Card provides information about the academic achievement of elementary and secondary students in the United States by sharing the findings of the National Assessment of Educational Progress (NAEP).

### **National Center for Education Statistics- Program for International Student Assessment (PISA)**

<http://nces.ed.gov/surveys/pisa/>

The Program for International Student Assessment (PISA) is an assessment given to 15 year-olds internationally to measure their literacy in reading, mathematics, and science.

### **National Center on Universal Design for Learning**

<http://www.udlcenter.org/>

The National Center on Universal Design (UDL) for Learning provides information about the basic concepts of UDL, relevant policy and advocacy information, supporting research for UDL, as well as resources and guidance for implementation of UDL.

### **Stanford History Education Group**

<http://sheg.stanford.edu/>

The Stanford History Education Group (SHEG) provides materials for classroom use including a curriculum, *Reading Like a Historian*. Lesson plans and videos are available to teach students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading.

### **What Works Clearinghouse**

<http://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse provides reviews of the research on different educational programs, products, practices, and policies with the goal of providing educators with the information they need to make evidence-based decisions.

### **Webinars**

The CEEDAR Center. (October 22, 2013). *Close Reading of Complex Texts in the Disciplines*. Retrieve from <http://ceedar.org/resources/archived-webinars/>

Pearson, P. David. (January 25, 2013); Guide by Thomas De Vere Wolsey & Elfrieda H.

Hiebert. *Research and the Common Core: Can the Romance Survive?* View the webinar (<http://www.youtube.com/watch?v=LiReq1WP39s>) while consulting the webinar slides (<http://www.textproject.org/library/presentations/research-and-the-common-core/>)