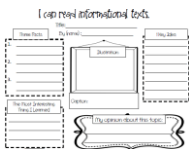


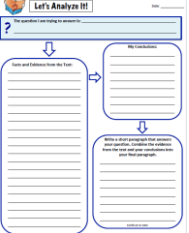




## Close Reading Homework

### Instructions:

1. Use codes to track your thinking for your first close reading for each chapter.
2. Next use the graphic organizer provided to you at the April meeting and listed in the 1st column aligned with a specific chapter to help you process content from the reading. Place completed graphic organizers in your Interactive Notebooks.
3. Finally respond to the essential question or prompt for your grade band reading using the Google Doc posted to the grant wiki (*Introductory Activities page*) by the due date listed in the chart below. Type your name with each chapter entry that you make to the Google Doc. We encourage you to comment on each other's posts.

Due Date and Graphic Organizer	K-3 <i>Powerful Content Connections: Nurturing Readers, Writers, and Thinkers in Grades K-3</i>	4-5 <i>Language and Literacy in Inquiry-Based Science Classrooms</i>	6-8 <i>Reading and Writing in Science: Tools to Develop Disciplinary Literacy</i>
<b>4/23</b>  <b>I Can Read Informational Texts</b>  	Chapter One: How can you plan purposefully to create connections focusing on disciplinary literacy skills and engaging readers?	Chapter One: Describe an example of how you have used inquiry-based science lessons if applicable. How did you integrate language and literacy as part of your lessons? How could you improve this integration based upon the chapter's descriptions?	Chapter One: Review the Framework for K-12 Science Education's Disciplinary Core Ideas, Science & Engineering Practices, and Crosscutting Concepts (p. 6-13). These three dimensions have guided the formation of TN's new standards. How do these compare to our current standards in the face of what the text claims as features of purposeful science instruction and what real scientists do?
<b>5/7</b>  <b>Two Column Cornell with Depth and Complexity Icons</b>	Chapter Two: How can you intentionally plan for students to be able to read content area texts and develop essential literacy skills so that they can access new texts they will encounter in upper	Chapter Two: Of the five linguistic challenges described in the chapter, select at least 2 and how these challenges impact your current students.	Chapter Two: Choose one of the strategies for developing knowledge and language (pgs. 29-50) that you are not currently using or that is new to you. Write a 1 paragraph explanation of how you can use this strategy to

	<p>grade levels and later in life?</p>		<p>connect CCSS and NGSS in an upcoming lesson.</p>
<p><b>5/21</b></p> <p><b>Non-fiction Reading Response Board</b></p> 	<p>Chapter Three: How can you explicitly teach foundational skills in meaningful contexts so that students are prepared for disciplinary demands they will continue to encounter in content areas?</p>	<p>Chapter Three: What are ways in which you have used tradebooks to teach science? What features of these books made them appealing to children (relate to the rationale for using books in the chapter)? Select at least 2 of the ways that tradebooks can be used to enhance students' learning experiences in science that you would like to try - how could you use them?</p>	<p>Chapter Three: You're not a reading teacher, but you've been asked to give a keynote speech at TSTA on the importance of teaching students how to read in science class. Develop an outline of your speech.</p>
<p><b>6/4</b></p> <p><b>Let's Analyze It</b></p> 	<p>Chapter Four: How can you engage students in shared reading experiences, develop interest in content areas, and improve effective reading strategies to effectively facilitate student learning with complex text?</p>	<p>Chapter Four (p. 49-51; 56-61; 67-76) What are some challenges that you have seen with your students understanding the oral and written discourse and vocabulary in science? Think of a particular unit that you teach that includes dense vocabulary. Describe how you could use at least 3 of the following: Vocabulary Think Chart, Concept Definition Word Map, Vocabulary Self-Collection, Word Sort, Definition Game, Sentence Completion, and Sorting Complex</p>	<p>Chapter Four: After reading the section on Sentence Frames (p. 111-114), create sentence starters and paragraph frames for a topic that you're teaching this fall. Include: 1.) the disciplinary core idea from NGSS, 2.) frames for a written response to question or prompt, frames for a lab report, inquiry investigation, or engineering design challenge, and 3.) an analysis or hypothesis statement and frame for response.</p>

		Sentence Structures Using Paraphrasing.	
<b>6/18</b>  <b>Write About</b>  	Chapter Five: How can you help students actively develop word consciousness and vocabulary learning? What specific strategies will you try this fall to help your students develop breadth and depth of vocabulary?	Chapter Five: Describe how you could use at least one strategy for developing prior knowledge, one strategy that promotes thinking during reading, and one strategy that encourages organization of text information for recall and review in a specific unit of instruction. Try to consider strategies from the text that you haven't used before or use them in a different way.	Chapter Five: Use the Formative Assessment Chart (Fig. 5.1), Chart for Assessment of Oral Language, Written Language, Content Knowledge (Fig. 5.2), Assessment Chart for Writing in Science (Fig. 5.3), <u>OR</u> section on Constructed Response (p. 156-158) to design an assessment tool for a unit you will teach this fall. Make sure that you're responding to three dimensional learning (learning that incorporates disciplinary core ideas and cross-cutting concepts with science and engineering practices).
<b>7/9</b>  <b>Depth and Complexity Choice Board</b>  	Chapter Six: How can you provide appropriate scaffolding for students to be able to present an argument? Write an informational piece? Create a narrative story through pictures and words?	Chapter Six: Based on the vignette on pages 113-115 create an outline for a Writing-to-Learn-Science Instruction Model for a unit you will teach in the fall.	*Additional Reading: Outline a few strategies that you can use to incorporate informational texts and/or tradebooks. What specific science content and books would you plan to use?

**\*Grades 6-8 Additional Reading.** Select and read 2 of the following articles regarding Informational Texts and tradebooks. Articles located on the grant wiki.

1. *Using Narrative Informational Book Circles, Connection Charts, and Notebooks to Showcase Science as a Human Endeavor* by Julie Jackson & Gayle Allen. Science Scope, October 2007.
2. *Taking the Time to Read Aloud* by Patricia Braun. Science Scope, October 2010
3. *Helping students navigate nonfiction text: Paving the way toward understanding* by Jannette Moehlman, Science Scope, January 2013
4. *Popular Science Nonfiction and the Connection Between Literacy and the NGSS* by Elizabeth Lamond Price. Science Scope, September 2014