

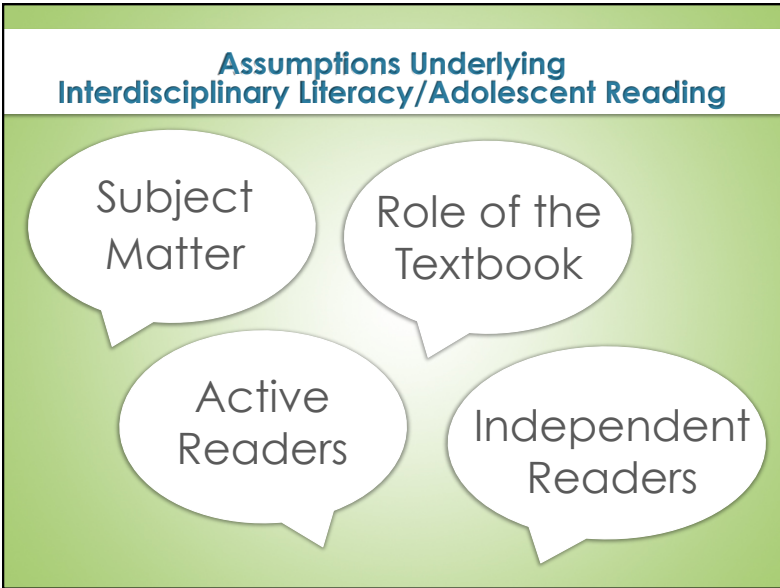
**A3 Differentiating Texts  
to Increase Rigor  
and Relevance**

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### What We Will Do In This Today...

- Review Important Information about Content Literacy (Interdisciplinary literacy)
- Examine a variety of text sets for the teaching of content.
- Literature Circles and Text Circles to Promote Active Reading for Diverse Learners
- Discuss assessment strategies that are rooted in content and interdisciplinary literacy.

**Some Reminders About Reading  
in the Content Area**



## The Impact of Schema on Reading Comprehension

### The Kingdom Of Kay Oss

Once in the land of Serenity there ruled a king called Kay Oss. He wanted to be liked by all his people. So onx day thx bxnvolxnt dxspot dxcidxd that no onx in thex country would bx rxponsible for anything. Zll of thx workerxs rxstxd from thxir dzily lxbors. "Blxss Kzy Oss," thxy xxclzimxd. Now, thx lzw mzkxrs wxrx vxry wvsx. But zs wvsx zs wthxy wxrx, thxy dxcvdxd thzt thx bxst form of govvernmxnt wzs nonx zt zll.

Source: Alvermann, D. and Phelps, S. (2002). *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms*. (5th Ed.). Boston, MA: Allyn and Bacon.

## More on Schema

The notes were sour  
because the seam split.

Source: Alvermann, D. and Phelps, S. (2002). *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms*. (5th Ed.). Boston, MA: Allyn and Bacon.

## More on Schema

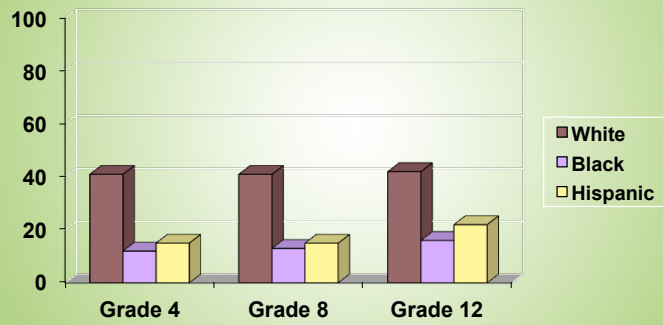
The batsmen were merciless against the bowlers. The bowlers placed their men in slips and covers. But to no avail. The batsmen hit one in four after another along with an occasional six. Not once did a ball look like it would hit their stumps or be caught.

Source: Alvermann, D. and Phelps, S. (2002). *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms*. (5th Ed.). Boston, MA: Allyn and Bacon.

## What do we know about our students' reading?

## What do we know about readers?

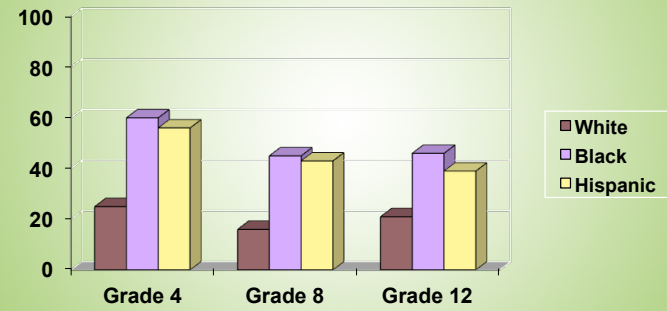
At or Above Proficient on 2012 NAEP Reading



Grigg, W.S., Daane, M.C., Jin, Y., & Campbell, J.R. (2003). *The nation's report card: Reading 2002*. Jessup, MD: Education Publications Center.

## Students Most At Risk

Below Basic on 2012 NAEP Reading



Grigg, W.S., Daane, M.C., Jin, Y., & Campbell, J.R. (2003). *The nation's report card: Reading 2002*. Jessup, MD: Education Publications Center.

## Components of Reading

**Alphabets:** understanding and using the sounds that make up words (phonemic awareness) and the letters that correspond to those sounds (decoding) and being able to relate the letters and sounds to the particular words they represent (word recognition)

**Fluency:** identifying words accurately in an effortless manner and being able to read them in text with appropriate intonation, stress and phrasing

**Vocabulary:** knowing and understanding the meanings of words and using them with flexibility and precision

**Comprehension:** the process and product of constructing meaning from what is read, involving an interaction between a reader and a text, for a purpose and within a context

## Where is Content Information Stored?

Reference books

Textbooks

Primary Sources

Charts

Web Pages

Images

Formulas

### Differentiating Texts



Selecting and adapting texts to differentiate information to meet the needs of diverse readers.



Making students better readers in your subject area.



Using efficient and engaging activities that add to content learning.

### Strategies: One-Page Wonder

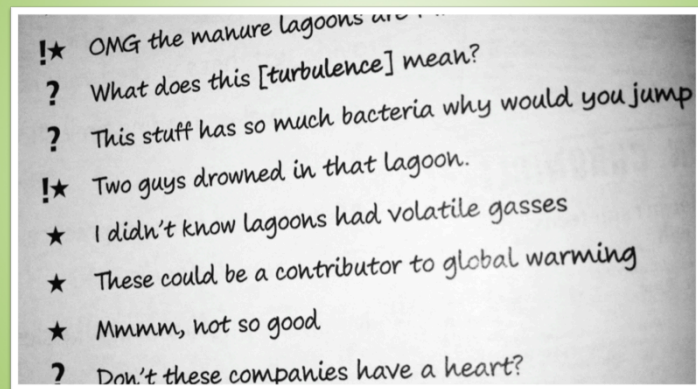
According to Daniels and Steineke, One-Page Wonders (OPW) allows us to:

- Provide texts that are interesting
- Keep in-class reading time short
- Allow for efficient practice of comprehension and discussion strategies

## Finding OPWs

- Interesting and relevant to kids
- Surprising, puzzling, funny, quirky, or weird
- Invite the reader to visualize places, faces, and events
- Feature people you can get interested in
- Are complex enough to justify time and thought
- Offer background knowledge in your content area
- Contain open-ended or debatable issues that invite lively discussion

## Strategy, Encourage the Students to Code the Text



### We're going to look at some sample OPWs and Strategies in a "Seated" Gallery Walk.....

- Work in pairs or groups of three. You'll have about 5 minutes to look through the materials with your partner.
- As you look at the text set folders, catalogue the strategies for each text set and record comments and questions. Be prepared to discuss the following:
- How is this a differentiation strategy?
- How can this strategy be used in the teaching of your content?
- What do you think you might need in order to implement this strategy?

### Sample Text Sets

- These text sets were created for teachers and students at George Washington Community High School in Indiana.
- Samples are for several different content areas.
- You can find sample text sets on my website:

<http://tinyurl.com/cevvttb>



## It's Time To Create and Build

- We've explored many strategies for developing adolescent literacy skills today.

Include the following:

Content Area: Topic

Essential Question

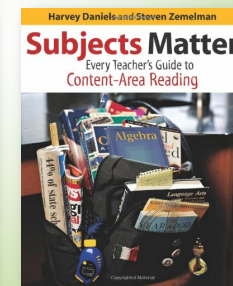
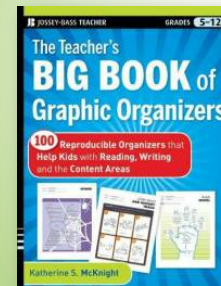
At least 5-6 text sources that you can use to teach the topic.

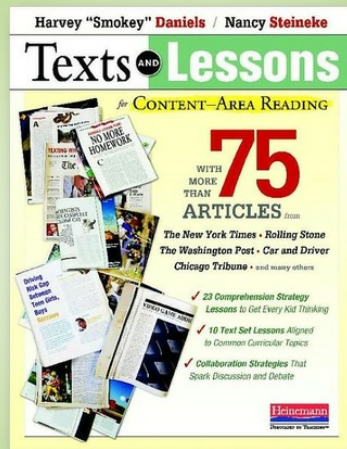
## More Resources

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

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

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





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