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).

General Tips on Finding and Selecting Additional Texts
- Book excerpts can be superb short texts.
- Consider materials that are available in print and digital formats.
- Primary documents can engage your students.
- The “text” can be more than words on a page: consider videos, graphics, charts, and photos.
- 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


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/]
  o News For You (costs $) [www.newreaderspress.com/news-for-you-online]
  o ReadWorks [www.readworks.org/]
  o ReadWriteThink [www.readwritethink.org/]
  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
  o World Book Online – Scott Fetzer [www.worldbookonline.com]
  o Encyclopedia Britannica Online [www.britannica.com]
  o 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 [www.gutenberg.org]
  o Your local public library network, and research databases available through your library