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| Autore | Hoxha, Enver |
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| Autore | McKnight Katherine S (Katherine Siewert) |
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State Standards; The Need for Content Literacy; What Does this Framework mean for Content Area Teachers?; Common Core State Standards; A Close Reading; Up for Debate; Reading the Framework; The Biggest Changes with the Common Core; Text Complexity; Close Reading and Textual Analysis; Argumentation in Writing; Greater Emphasis on Research; Speaking and Listening; Language

Some Final ThoughtsChapter Two: Deepening Reading Comprehension Skills and Content Knowledge; A Look at the Interdisciplinary Standards; Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; Range of Reading and Level of Text Complexity; Building Reading Skills in a Content Area: Before, During, and After Reading; Before-Reading Strategies; During-Reading Strategies; After-Reading Strategies; Close Reading and Textual Complexity; The CCSS Textual Complexity Model; Text Complexity Three-Part Model; Additional Resources for Determining Text Complexity

Other Tips for Developing Adolescent Reading SkillsSome Final Thoughts; Chapter Three: Effective Content Area Writing Strategies; A Look at the Interdisciplinary Standards; CCSS Anchor Standards in Writing; Text Types and Purposes; Production and Distribution of Writing; Research to Build and Present Knowledge; Range of Writing; Key Features of the Writing Standards; Writing Process; The Three Types of Writing; Writing and Technology; Strategies that Build Writing Skills in the Content Area; An Increased Focus on Research; Webquests Integrating Knowledge and Ideas Across Multiple Sources of InformationSome Final Thoughts; Chapter Four: Speaking and Listening in the Content Area; A Look at the Speaking and Listening Standards; Comprehension and Collaboration; Presentation of Knowledge and Ideas; Technology; Small and Large Group Discussions; Developing Argumentation Skills Through Speaking and Listening; What do the Standards Mean for English and Social Studies Teachers?; A Few Words About English Language Learners; Some Final Thoughts; Chapter Five: Developing Academic Language

A Look at the CCSS Anchor Standards in LanguageConventions of Standard English; Knowledge of Language; Vocabulary Acquisition and Use; The Impact of the Language Strand on Content Instruction; What Do the Vocabulary Standards Mean for Content Teachers?; Strategies to Build Language Skills in Content Areas; Sample Mini-Lessons; Vocabulary Strategies; Some Final Thoughts; Chapter Six: Learning Centers and Student-Centered Activities; Learning Centers; How to Get Started with Learning Centers; Some Additional Advice About Centers; How Often Should I Use Centers in the Classroom?

Literature Circles and Text Groups

Sommario/riassunto

"According to the Common Core State Standards, which have now been adopted by 46 states, students must develop literacy skills across all content areas. This means that educators must teach literacy--reading, writing, speaking, listening, and language--in subjects like Social Studies, Math, Science, and other technical areas. This book help teachers understand what literacy looks like in English/Language Arts (ELA), Social Studies and other humanities-related subjects (such as: philosophy, psychology, history, classics, drama, foreign language, and art), and shows them how to develop these literacy skills in their students. Author Katie McKnight is a popular education consultant who trains teachers nationwide on Common Core literacy. Features include: Alignment of activities to the Common Core State Standards in Interdisciplinary Literacy A Difficulty Dial: a quick reference to determine the complexity of each literacy activity Tips for Classroom Implementation: an overview of each literacy activity and how the tool supports the development of literacy skills and builds content

knowledge Student Samples: serve as useful references for teachers
across a variety of grade levels. "--
