

Disciplinary Literacy in History/Social Studies, Science, and Technical Subjects

History/Social Studies: Close Reading 5-8

History/Social Studies: Close Reading 9-12

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including History/Social Studies. College and career readiness in this field requires an appreciation of the norms and conventions of the discipline, such as the kinds of evidence used in history; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts (CCSS, p. 60). This professional development provides strategies that will enable participants to design history/social studies instruction that supports close reading behaviors.

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

History/Social Studies: Argumentation 5-8

History/Social Studies: Argumentation 9-12

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the history/social studies field.

W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Science/Technical Subjects: Close Reading 5-8

Science/Technical Subjects: Close Reading 9-12

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including Science. College and career readiness in this field requires an appreciation of the norms and conventions of the discipline, such as the types of texts used in science and technical subjects; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events, processes, and concepts (CCSS, p. 60). This professional development provides strategies that will enable participants to design science instruction that supports close reading behaviors.

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Science/Technical Subjects: Argumentation 5-8
Science/Technical Subjects: Argumentation 9-12

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the science and technical fields.

W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Contact Information

For additional information, contact the literacy or science specialists at your local education service cooperative or university STEM center.