



# Content-Rich Literacy Instruction: Making Informational Text Relevant for Secondary Students

**Just Read, Florida!**



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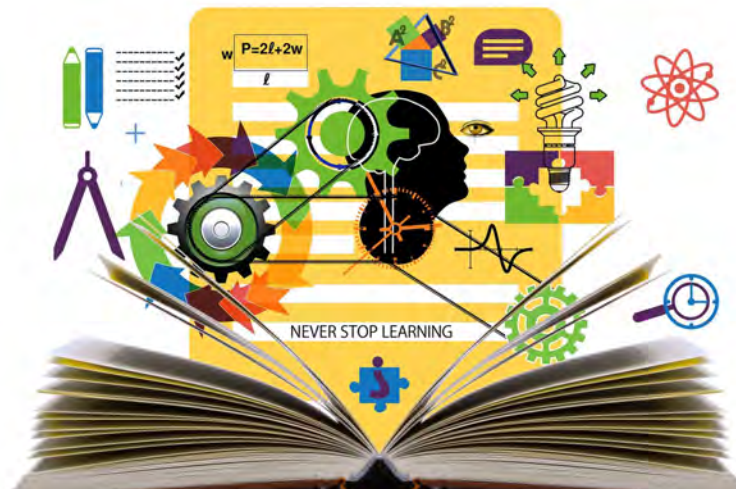
## Session Goals

- Engage with professional readings using an evidence-based strategy to establish the importance of content-rich literacy instruction.
- Examine a model instructional task that incorporates the B.E.S.T. ELA informational standards and suggested texts through the lens of the 5 research-based principles for content-rich instruction.
- Practice using the 5 research-based principles for content-rich instruction to plan for future instruction of an informational text.



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# Why Knowledge Matters



# Knowledge Matters!


## Knowledge Matters

Reading comprehension depends more on relevant background knowledge than on mastery of reading strategies. Knowledge acquisition should be the primary purpose of any reading approach, starting at the earliest grades. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. Knowledge builds upon knowledge. Reading comprehension develops as students engage with literary and informational text selections that are complex, rich, and meaningful.

The greatest reading comprehension tool is not a set of strategies or tools that are content-free; rather, it is a well-stocked mind. Critical thinking cannot be separated from the object of that thinking. We cannot think deeply, creatively, or critically about a subject if we have little knowledge of it. Thus, the key to developing real critical thinking skills in our students is to increase knowledge about a breadth of subjects by reading rich texts on the subjects.

## Turn & Talk:

What resonates with you when you read this section?



Page 6  
B.E.S.T.  
ELA  
Standards

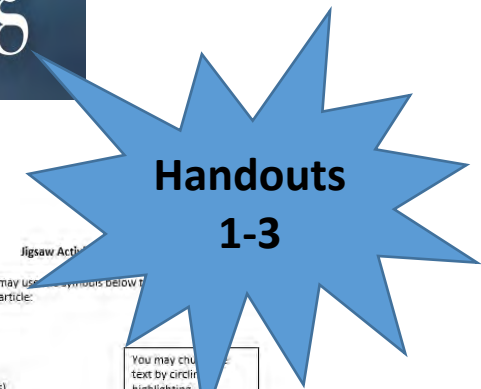
## More than Activating Prior Knowledge

It is not just about **activating** prior knowledge. It is about **building** knowledge and **deepening** knowledge.



# Jigsaw Activity

## Article 1:



## Article 2:



**Jigsaw Activity**

**Step #1:** Read your assigned article. You may use the symbols below to take marginal notes on sticky notes or on the article:

-  Important idea(s)
-  Key word(s) or detail(s)
-  Unfamiliar concept(s) or word(s)
-  Interesting or agreeable detail
-  Question you may have
-  Connection(s) I made with the text

You may choose to take notes on text by circling, underlining, highlighting, or circling subtitles/subheadings.

You may number the paragraphs for easy reference.

You may ask yourself about the central idea in each paragraph or section and create a hashtag for each one.



**Step #2:** Complete the 5Ws/H to create a GIST summary statement for your article. This will help prepare you to share information from the article with your tablemates that had a different article.

Who: \_\_\_\_\_

What: \_\_\_\_\_

Where: \_\_\_\_\_

When: \_\_\_\_\_

Why: \_\_\_\_\_

How: \_\_\_\_\_

Write a 20-word GIST: \_\_\_\_\_

**Step #3:** Share your 20-word GIST summary statement with your tablemates.



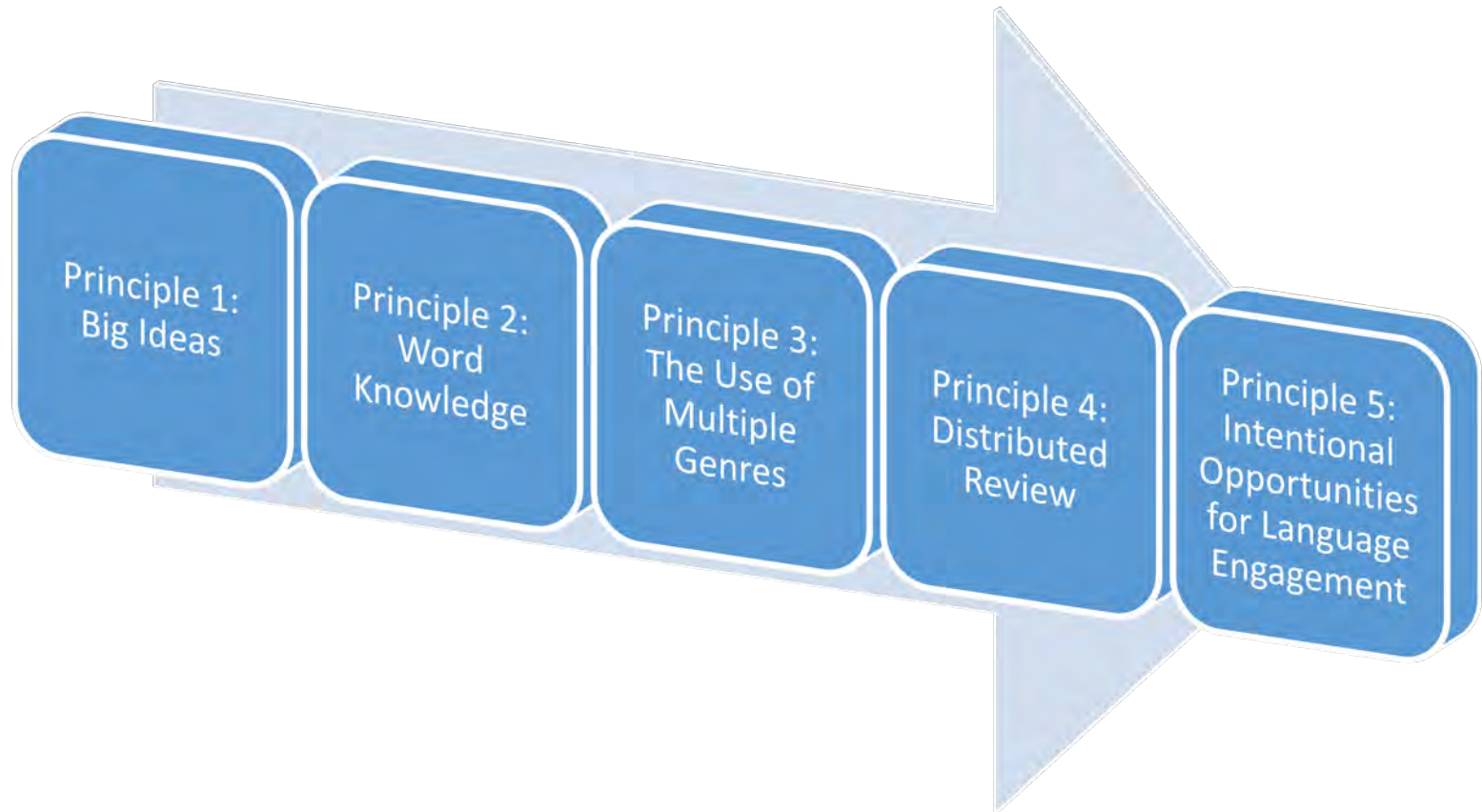
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## Research-Based Principles to Build Knowledge Networks

“Comprehension depends far more on background knowledge of the particular topic at hand than on generally applicable comprehension skills.”

Davidson and Wexler, 2019

# 5 Research-Based Principles to Build Knowledge Networks







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## Principle #1: Big Ideas



**Big ideas  
emphasize  
what is  
important  
and help  
link one  
topic to  
another.**



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## Principle #2: Word Knowledge

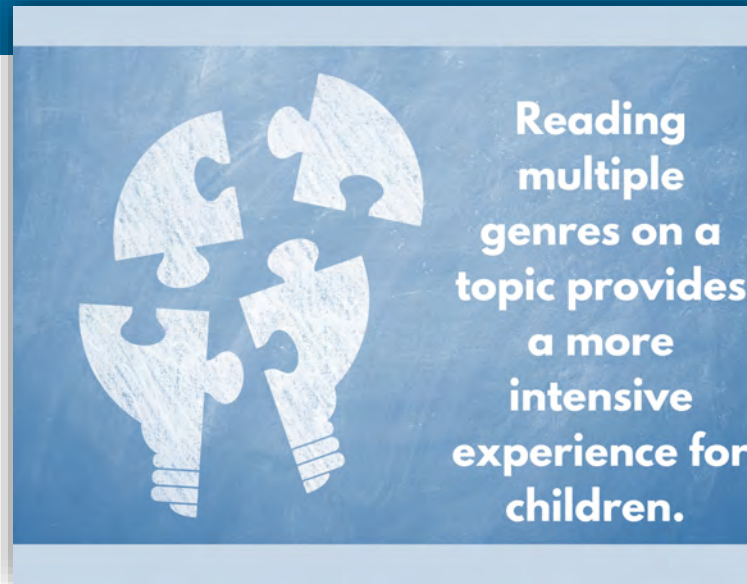


"...the  
knowledge of  
a word not  
only implies a  
definition, but  
also implies  
how that  
word fits into  
the world."



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## Principle #3: The Use of Multiple Genres





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## Principle #4: Distributed Review



Learning  
is  
incremental,  
cumulative  
and  
connected.




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## Principle #5: Intentional Opportunities for Language Engagement



“Let us tenderly  
and kindly  
cherish,  
therefore, the  
means of  
knowledge. Let  
us dare to read,  
think, speak,  
and write.”

# Instructional Task Mining Protocol: Grade 7 – Women’s Suffrage

<p>Phase I: Examine</p> <p><i>What do you see? What are your initial noticings and understandings of the instructional task?</i></p>	<p>Phase II: Describe</p> <p><i>How do the 5 guiding principles for content-rich instruction live in this instructional task?</i></p>	<p>Phase III: Interpret</p> <p><i>How is the connection between building knowledge and reading established in this instructional task?</i></p>
		 <p><b>Handouts 4-8</b></p>



# Text List for 7<sup>th</sup> Grade

Page 92  
B.E.S.T. ELA  
Standards

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS



	ELA.7.R.1.1	ELA.7.R.1.2	ELA.7.R.1.3	ELA.7.R.1.4	ELA.7.R.2.1	ELA.7.R.2.2	ELA.7.R.2.3	ELA.7.R.2.4	ELA.7.R.3.1	ELA.7.R.3.2	ELA.7.R.3.3	ELA.7.R.3.4
Analyze the impact of setting on character development and plot in a literary text.		Compare two or more themes and their development throughout a literary text.	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Analyze the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey a purpose in texts.	Compare two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Explain the meaning and/or significance of rhetorical devices in a text.
"On Women's Right to Vote" by Susan B. Anthony							•	•		•		•
"Sonnet 18" by William Shakespeare		•		•					•	•		•
"The Destructive Male" by Elizabeth Stanton						•	•	•		•		•
"The Eyes Have It" by Philip K. Dick	•		•							•		
"The New Colossus" by Emma Lazarus		•		•					•	•		
"The Rights of the Colonists: The Report of the Committee of Correspondence to the Boston Town Meeting" by Samuel Adams						•	•			•		•
"the sonnet-ballad" by Gwendolyn Brooks				•						•		
"The Tell-Tale Heart" by Edgar Allan Poe	•		•							•		•
<i>Book of Esther</i> from The Bible	•	•								•		•

## Anchor Text:

### “On Women’s Right to Vote” (7<sup>th</sup> grade)

- ELA.7.R.2.3: Explain how an author establishes and achieves purpose(s) through diction and syntax.
- ELA.7.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness.
- ELA.7.R.3.2: Paraphrase content from grade-level texts.
- ELA.7.R.3.4: Explain the meaning and/or significance of rhetorical devices in a text.



# ELA.7.R.2 Reading Informational Text

## **ELA.7.R.2 Reading Informational Text**

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### *Structure*

ELA.7.R.2.1: Explain how individual text sections and/or features convey a purpose in texts.

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### *Central Idea*

ELA.7.R.2.2: Compare two or more central ideas and their development throughout a text.

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### *Purpose and Perspective*

ELA.7.R.2.3: Explain how an author establishes and achieves purpose(s) through diction and syntax.

### Benchmark Clarifications:

*Clarification 1:* This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

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### *Argument*

ELA.7.R.2.4: Track the development of an argument, analyzing the types of reasoning and their effectiveness.

### Benchmark Clarifications:

*Clarification 1:* For more information on types of reasoning, see [Types of Logical Reasoning](#).

*Clarification 2:* Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See [Fallacies in Reasoning \(Informal\)](#).

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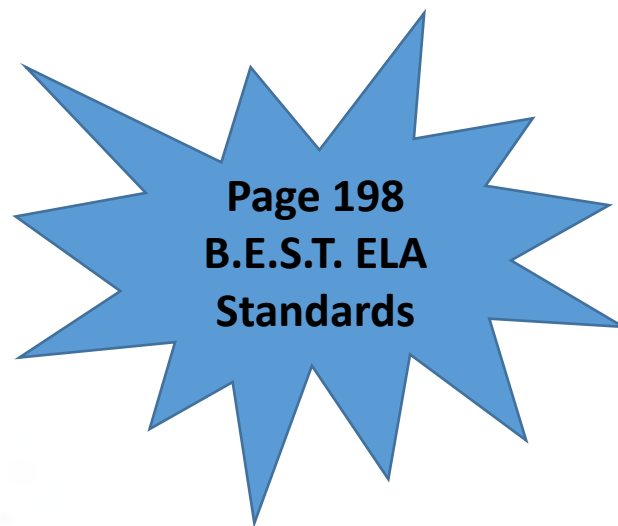
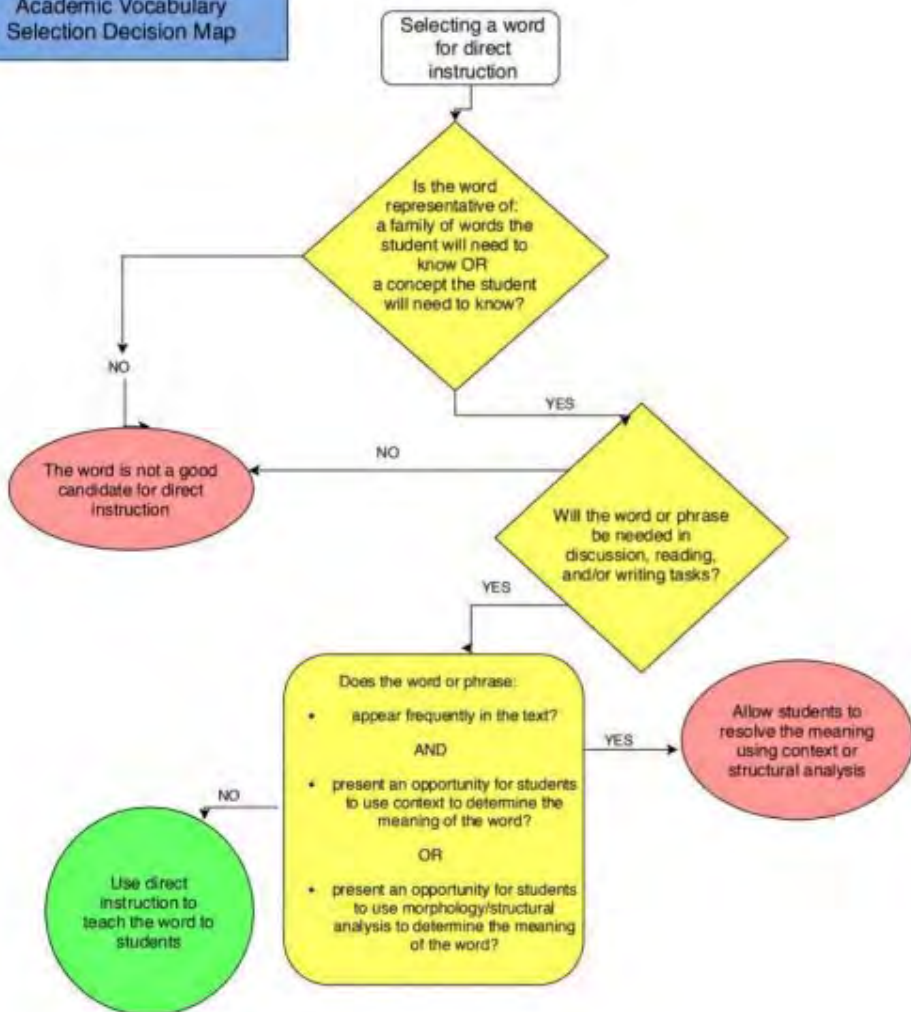


**Pages 86 & 87  
B.E.S.T. ELA  
Standards**



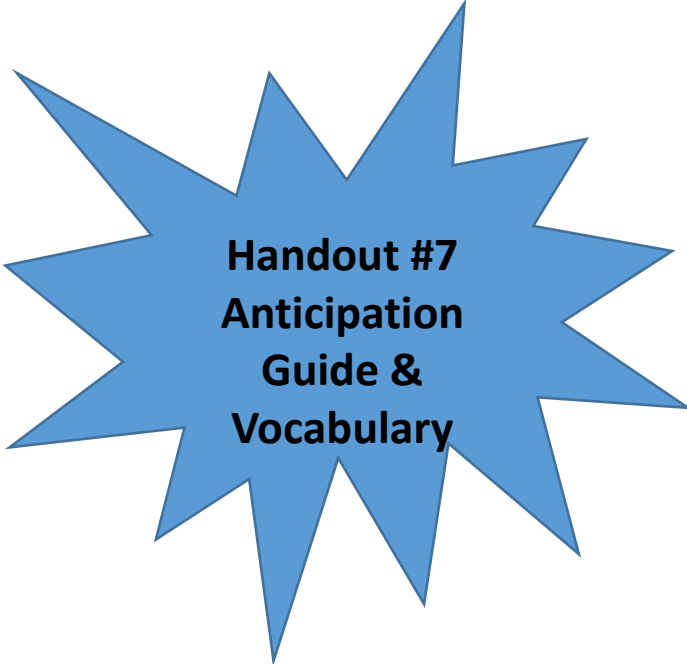
# Appendix D • Vocabulary

## Academic Vocabulary Selection Decision Map



# “On Women’s Right to Vote” (7<sup>th</sup> grade)

Myth Buster Anticipation Guide: “On Women’s Right to Vote”



**Handout #7  
Anticipation  
Guide &  
Vocabulary**

BEFORE READING		Source Title: “On Women’s Right to Vote”  Statement	AFTER READING	
Truth	Myth		Truth	Myth
		Women did not have the right to vote in 1872.		
		Susan B. Anthony was a prominent leader in the civil rights movement.		
		Elizabeth Cady Stanton gave her famous speech on women’s right to vote in 1873.		
		The right to vote for women was granted in 1873.		
		<i>On Women’s Right to Vote</i> cites an excerpt from the Bill of Rights.		
		<i>Disfranchisement</i> is the restriction of suffrage (the right to vote) of a person or a group of people, or a practice that has the effect of preventing a person exercising the right to vote.		
		Congress ratified the 19 <sup>th</sup> Amendment in 1920.		



# “On Women’s Right to Vote” (7<sup>th</sup> grade)

## On Women’s Right to Vote - Susan B. Anthony (1873)

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

“We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

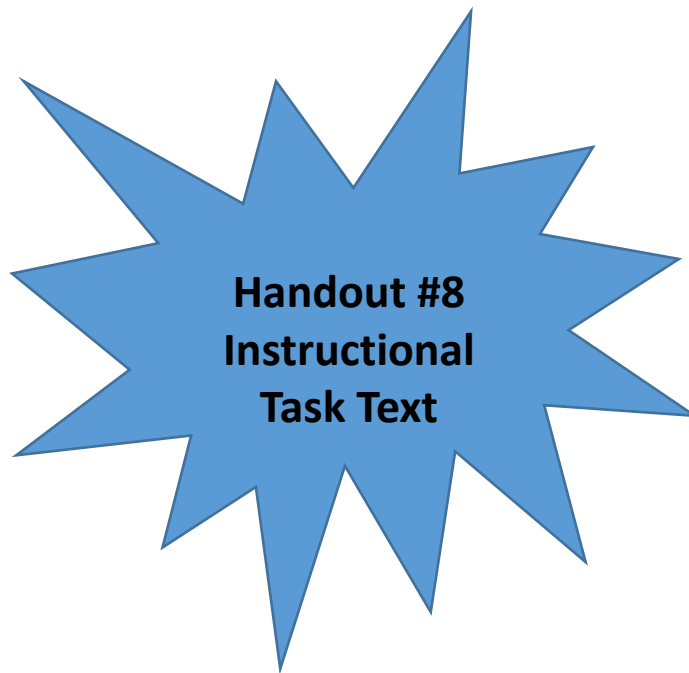
It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people - women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic republican government - the ballot.

For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household - which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office. The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.

This work is in the public domain.



# Annotation Techniques

<b>Central Idea of the Article</b>	<b>Central Idea of a Paragraph</b>
<b>Supporting Detail with Text Evidence</b>	<b>Unknown Vocabulary Word</b>

SYMBOL	MEANING
*	This is important
<u>underline</u>	Key word or detail
✓	I understand this question/idea
○	Unfamiliar word
?	I don't understand...
!	That's surprising or new info!
∞	I made a connection.
Words & Comments	"I'm thinking..."

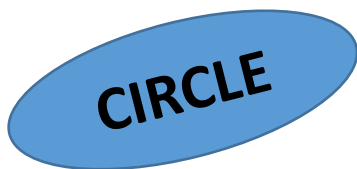
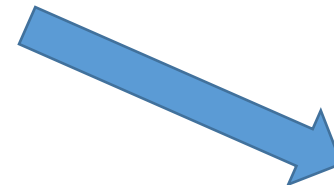
<https://blog.dearbornschools.org/msbaydoun/2016/10/07/annotation-symbols/>

\*

Underline

?

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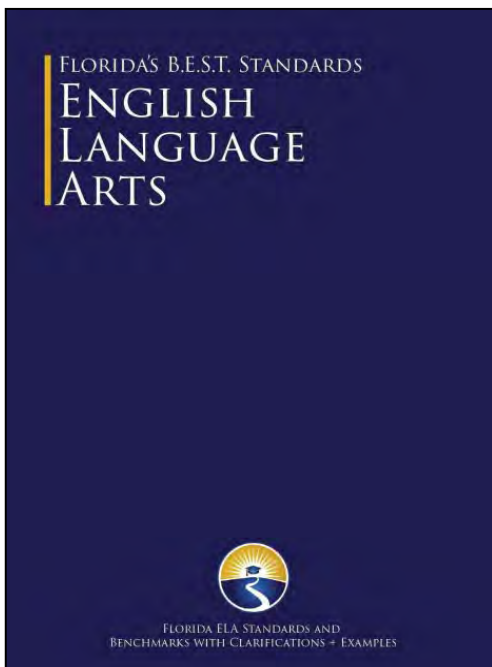


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# Practicing How to Plan for Content-Rich Literacy Instruction

# Materials

## B.E.S.T. ELA Standards



## Grade-Level Text List

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

6th Grade

Title	Author
"Acquainted with the Night"	Frost, Robert
"Eulogy of the Dog"	Vest, George G.
"Farewell Speech"	Gelbrig, Lou
"Speech to National Council of Negro Women" (2001)	Rice, Condoleezza
"The House on the Hill"	Robinson, Edwin Arlington
"Two Viewpoints"	Barr, Amelia Josephine
"Yes Do I Marvel!"	Cullen, Countee
<i>A Long Walk to Water</i>	Park, Linda Sue
<i>Black Ships before Troy</i>	Satchell, Rosemary
<i>Bronze Bow</i>	Speare, Elizabeth George
<i>Down, Down, Down: A Journey to the Bottom of the Sea</i>	Jetkins, Steve
<i>Harriet Tubman: Conductor on the Underground Railroad</i>	Peiry, Ann
<i>Hatches</i>	Paulsen, Gary
<i>Incidents in the Life of a Slave Girl</i>	Jacobs, Harriet
<i>Lincoln: A Photobiography</i>	Freedman, Russell
<i>Little Britches</i>	Moody, Ralph
<i>Little Women</i>	Alcott, Louisa May
<i>Miracle on Maple Hill</i>	Sevenson, Virginia
<i>The Adventures of Pinocchio</i>	Collodi, Carlo
<i>The Book of Virtues for Young People: A Treasury of Great Moral Stories</i>	Bennett, William
<i>The Devil's Arithmetic</i>	Yolen, Jane
<i>The Hiding Place</i>	van Boom, Corrie
<i>The Phantom Tollbooth</i>	Juster, Norton
<i>Tales of the Greek Heroes</i>	Green, Roger Lancelyn
<i>Treasure Island</i>	Stevenson, Robert Louis

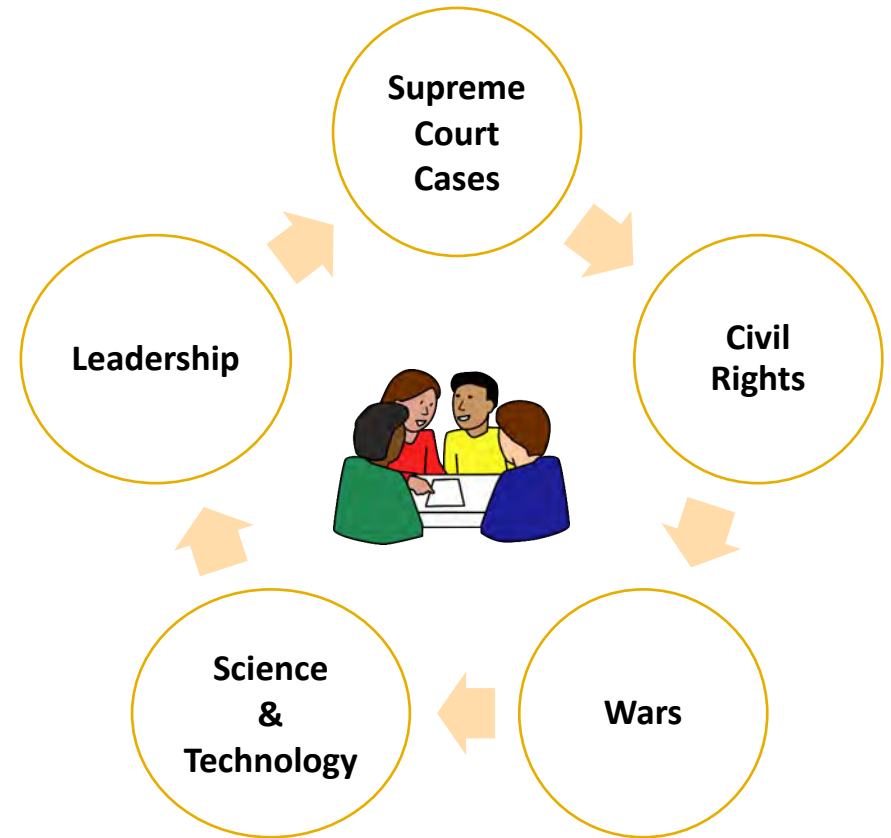
158

## Research-Based Principles

Research-Based Principles to Build Knowledge Networks
<b>Principle #1: Big Ideas</b>
Big ideas are concepts and principles that allow for the most efficient and broadest acquisition of knowledge across a range of examples in a domain. Big ideas serve to emphasize what is important, while concepts focus on smaller units of knowledge.
<b>Principle #2: Word Knowledge</b>
Words are learned incrementally and cumulatively after many different exposures. As children encounter a word repeatedly and in multiple contexts, they accumulate more and more knowledge. Children need a threshold of content-specific words in order to talk about their ideas. Selected words focus on the big ideas and identify important, depictable words that are thematically related and that can be applied to higher-order concepts.
<b>Principle #3: The Use of Multiple Genres</b>
The integration of texts in topical units promotes both frequent encounters with words and knowledge across book genres and creates a deeper and more thorough understanding of the topic. When we use both genres (narrative nonfiction, informational) we can provide a more intensive experience for children, allowing them to deeply process lexical sets of content vocabulary and related concepts.
<b>Principle #4: Distributed Review</b>
Distributed review reinforces the essential building blocks of information within a content domain. Review requires a) enough time spent on a topic; b) that it be distributed over time; c) that it be cumulative, with less complex information integrated into more complex tasks, and d) varied contexts to illustrate its wide application to children's understanding of information.
<b>Principle #5: Intentional Opportunities for Language Engagement</b>
Children need to build a strong oral language foundation in conjunction with many opportunities to learn content and connected concepts. Activities that encourage more complex thinking and problem-solving opportunities help children manipulate the knowledge they acquire to develop new knowledge.

# Engagement

- **Step 1: Topic & Texts**  
Choose text(s) and write the purpose of the lesson (stack).
- **Step 2: Length of Lesson/Unit**  
Estimate timeframe.
- **Step 3: Stacking**  
Determine benchmarks/expectations.
- **Step 4: Purpose**  
Write goals/objectives.
- **Step 5: Instructional Strategies**  
Identify the evidence-based practices aligned to the benchmarks.





## Session Closing: Reflection Whip Around

- Consider one word that best reflects your learning from today's session.
- As we go around the room, share your one word aloud when it is your turn.



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## References

- ELA B.E.S.T. Standards
- “How Knowledge Powers Reading” by Doug Lemov (2017)
- “For Reading Comprehension, Knowledge is Power” by Kyle Redford (2020)
- “Text Prep” by Doug Buehl (2017)
- “Comprehension in Disguise: The Role of Knowledge in Children’s Learning” by Susan Neuman (2019)
- *Teaching and Learning Vocabulary: Bringing Research to Practice* by Steven Stahl (2005)
- *The Knowledge Gap* by Natalie Wexler (2019)



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