This week's Kyle's Korner is a follow up to last week's instructional shifts of the Common Core. This week we look at some of the characteristics of literacy in the content areas (See attached). It's important to emphasize that **content area teachers are not expected to become reading teachers, rather, use literacy as a venue to teach your content**. There is a misconception that literacy is only reading and writing. I had the same misconception. Literacy is reading and writing, but also extends to speaking and listening, and language. Using these characteristics of literacy will not only prepare students for college and their career, but also teach them the skills to learn your content and retain that content for later use.

 Below are a few highlights of the examples of literacy in the content areas. (See attached for whole article)

Math:
- The teacher models problem-solving techniques such as think alouds, and students talk and write about how they solve problems.
- Students work in varied, flexible grouping to present math solutions to problematic scenarios.

Science:
- Students frequently discuss, present, and write about possible hypotheses, predictions, analyses, findings, and ideas.
- Students use a variety of texts, including academic journals, scientific websites, science fiction, and essays.

Social Studies:
- Students actively explore essential questions and make frequent connections between and

among eras, people, and events.
- Students use various resources, including reproductions of primary sources. (diary entries, maps, film, historical fictions, etc.)

If you're still having trouble wrapping your head around using literacy in the content area…think about your experiences in college. How much of your time was consumed with some aspect of literacy (reading, writing, speaking, listening, language)? Are we preparing our students for this experience?

SLIP Connection:
 Understanding how literacy looks like in your classroom fits with your K-12 Student achievement goal. Making those changes will result in increased student achievement.

Danielson Framework Domain and Components:

Observed During Class	Does it apply?	Pre and Post Teaching	Does it apply?
Domain 2: The Classroom at a Glance		**Domain 1: Planning and Preparation**	
2a: Creating an Environment of Respect and Rapport		1a: Demonstrating Knowledge of Content and Pedagogy	X
2b: Establish a Culture for Learning		1b: Demonstrating Knowledge of Students	
2c: Managing Classroom Procedures		1c: Setting Instructional Outcomes	
2d: Managing Student Behavior		1d: Demonstrating Knowledge of Resources	
Domain 3: Instruction		1e: Designing Coherent Instruction	
3a: Communicating with Students		1f: Designing Student Assessment	
3b: Using Questioning and Discussion Techniques			
3c: Engaging Students in Learning			
3d: Using Assessments in Instruction			

Notes:

1a: By having an understanding of literacy in the content area, you will be better equipped to deliver your content in a variety of way and increase your pedagogical toolkit.