COMMON CORE: Literacy

Lessons for Social Studies Educators

Reading Standard 10. Independent Reading

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
By the end of grade 8, read and comprehend history/social studies texts independently and proficiently.	Read and comprehend history/social studies texts independently *at the 10th grade proficiency level.*	By the end of the 12th grade, read and comprehend history/social studies texts independently and proficiently *at the 12th grade level.*

Overview: Prior to implementing the Common Core Standards for Literacy in the classroom, teachers may wish to examine the ultimate goal of all standards, understanding the expectations for student achievement recommended by the standards. Therefore, the following suggestions include research and discussion activities for groups of teachers to explore the goals of the reading standards of literacy, as well as measurements of student mastery required by the Common Core.

Lesson Ideas:

1. Teachers should familiarize themselves with the rigor of textual readings recommended at each grade level (6-8, 9-10, and 11-12) in social studies classrooms. Consult the publication, included in this lesson, containing multiple samples of grade-appropriate passages from non-fiction (informational) and primary sources.

2. In addition, teachers should become familiar with the types of open-ended assessment methods by which student mastery will be measured. A collection of sample assessment passages and accompanying essay prompts are included here. As a pre-test to inform teachers of the abilities of their students at the beginning of a school year, ask students to work in pairs to analyze one brief assessment passage and brainstorm possible responses to its accompanying essay question. Recommended assessment items are #1 (*Adams on Adams*) for grades 6-8, # 3 (*Harriet Tubman*) for grades 9-10, and # 7 (*Hope, Despair, and Memory*) for grades 11 and 12.)

2. Teachers might also find enlightening the article entitled "Why Some Readers Struggle?" which offers many research-based suggestions for enhancing reading skills. In addition, the article offers excellent background information regarding essential reading comprehension skills and offers an overview of the collaborative strategic reading format which can and should be integrated frequently into lesson plans throughout the school year. Teacher may wish to use the article in a professional development exercise, beginning with groups of teachers brainstorming what they believe to by the "key" skills needed for reading comprehension. The article can also be used effectively with students by asking a class to brainstorm what they believe are the characteristics of a "good" versus "struggling" reader.

3. Understanding the Lexile Measurement method suggested by the Common Core Standards in determining appropriate and rigorous reading passages is vital for all social studies teachers. Consult the

article, included here, entitled “Common Core Standards for English Language Arts & Literacy, Appendix A.” Working with peer teachers of similar grade-levels or subjects, examine the text complexity of the sample from the Narrative of Frederick Douglass, which gives further insight into the Lexile measurement method. Following this introductory exercise, consult the collection of sample passages from social studies-based non-fictional passages, published by the Common Core consortium and included here. Use the “Text Complexity Discussion” guide to examine one sample passage from each grade level to conduct a peer discussion about the level of rigor students are expected to master by the end of each school year.

4. After examining these sample passages, teachers should consult their textbook companies to determine the Lexile measurements of their current district-adopted textbooks. Should the rigor of the textbook be insufficient to build appropriate reading skills, the teachers should incorporate supplemental passages from primary and secondary sources which stretch the reading ability of his/her students.

5. For further research regarding the support of reading in the secondary classroom, encourage a site professional development opportunity by using the collection of brief passages from the “MAX Teaching with Reading and Writing” book by Dr. Mark Forget. Three passages are included here, entitled “Autonomous versus Restricted Readers,” “Why Haven’t More Teachers Been Using Reading to Teach Content” and “Teaching Reading as Thinking.” To elicit discussion ideas from the passages, use the “Digging Deeper Into the Text” questionnaire, based on Bloom’s taxonomy for group members to develop their own set of discussion questions and topics. (This strategy can be used throughout the school year with students as they are asked to encounter new text and prepare to discuss the information from the text with their peers.)

6. In working with students, teachers may wish to incorporate the QAR strategy with any type of textual passage. QAR identifies categories of details from the text which are “right there on the page”, inferred from passages in different locations within a given text, and inferred from the text as a whole. It requires students to examine the text as a whole, determining what types of information are explicitly found in the text, what information is gleaned from multiple locations within a text, versus what information is dependent on their own knowledge base and skills of making inferences. Using the edited version of the Declaration of Independence, teach students the types of information used in the QAR strategy by requiring pairs of students to develop questions from each type. (See instructions and template here.)

7. An effective strategy for developing fluency of reading skills throughout the school year, as well as strengthen students’ ability to understand new vocabulary within the context of a textual passage, is known as “CLOZE.” A sample of CLOZE using the first two paragraphs of the Declaration of Independence is found here. CLOZE can also be used as a “ticket in” or “ticket out” the door, offering a fun and quick informal method for assessing student knowledge of content learned during the class period.

COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Sample Social Studies Textual Passages

Grades 6-12

Sample Non-Fictional Text, grades 6-8

Navajo tradition. "Twelfth Song of Thunder." ***The Mountain Chant: A Navajo Ceremony.*** **Forgotten Books, 2008. (1887)**

The voice that beautifies the land!
The voice above,
The voice of thunder
Within the dark cloud
Again and again it sounds,
The voice that beautifies the land.

The voice that beautifies the land!
The voice below,
The voice of the grasshopper
Among the plants
Again and again it sounds,
The voice that beautifies the land.

Isaacson, Phillip. ***A Short Walk through the Pyramids and through the World of Art.*** **New York: Knopf, 1993. (1993)**
From Chapter 1

At Giza, a few miles north of Saqqara, sit three great pyramids, each named for the king – or Pharaoh – during whose reign it was built. No other buildings are so well known, yet the first sight of them sitting in their field is breathtaking. When you walk among them, you walk in a place made for giants. They seem too large to have been made by human beings, too perfect to have been formed by nature, and when the sun is overhead, not solid enough to be attached to the sand. In the minutes before sunrise, they are the color of faded roses, and when the last rays of the desert sun touch them, they turn to amber. But whatever the light, their broad proportions, the beauty of the limestone, and the care with which it is fitted into place create three unforgettable works of art.

What do we learn about art when we look at the pyramids?

First, when all of the things that go into a work – its components – complement one another, they create and object that has a certain spirit, and we can call that spirit harmony. The pyramids are harmonious because limestone, a warm, quiet material, is a cordial companion for a simple, logical, pleasing shape. In fact, the stone and the shape are so comfortable with each other that the pyramids seem inevitable – as though they were bound to have the form, color, and texture that they do have.

Monk, Linda R. ***Words We Live By: Your Annotated Guide to the Constitution.*** **New York: Hyperion, 2003. (2003)**
From "We the People ... "

The first three word of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

But who are "We the People"? This question troubled the nation for centuries. As Lucy Stone, one of America's first advocates for women's rights, asked in 1853, "'We the People'? Which 'We the People'? The women were not included." Neither were white males who did not own property, American Indians, or African Americans—slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document's preamble: 'We the People.' When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America's citizens . . . The men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution's definition of "We the People." After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.

Macaulay, David. Cathedral: *The Story of Its Construction*. Boston: Houghton Mifflin, 1973. (1973)
From pages 51–56

In order to construct the vaulted ceiling a wooden scaffold was erected connecting the two walls of the choir one hundred and thirty feet above ground. On the scaffolding wooden centerings like those used for the flying buttresses were installed. They would support the arched stone ribs until the mortar was dry, at which times the ribs could support themselves. The ribs carried the webbing, which was the ceiling itself. The vaults were constructed one bay at a time, a bay being the rectangular area between four piers.

One by one, the cut stones of the ribs, called voussoirs, were hoisted onto the centering and mortared into place by the masons. Finally the keystone was lowered into place to lock the ribs together at the crown, the highest point of the arch.

The carpenters then installed pieces of wood, called lagging, that spanned the space between two centerings. On top of the lagging the masons laid one course or layer of webbing stones. The lagging supported the course of webbing until the mortar was dry. The webbing was constructed of the lightest possible stone to lessen the weight on the ribs. Two teams, each with a mason and a carpenter, worked simultaneously from both sides of the vault – installing first the lagging, then the webbing. When they met in the center the vault was complete. The vaulting over the aisle was constructed in the same way and at the same time.

When the mortar in the webbing had set, a four-inch layer of concrete was poured over the entire vault to prevent any cracking between the stones. Once the concrete had set, the lagging was removed and the centering was lowered and moved onto the scaffolding of the next bay. The procedure was repeated until eventually the entire choir was vaulted.

Sample Non-Fictional Text, Grades 9-10

Johnson, James Weldon. "Lift Every Voice and Sing." *Lift Every Voice and Sing*.

Lift every voice and sing,
Till earth and heaven ring,
Ring with the harmonies of Liberty,
Let our rejoicing rise
High as the list'ning skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us
Sing a song full of the hope that the present has brought us
Facing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod
Bitter the chast'ning rod,
Felt in the days when hope unborn had died;
Yet with a steady beat
Have not our weary feet
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered
We have come, treading our path thro' the blood of the slaughtered,
Out from the gloomy past, till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou who hast brought us thus far on the way;
Thou who hast by Thy might,
Led us into the light, Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where we meet Thee,
Lest our hearts, drunk with the wine of the world we forget Thee;
Shadowed beneath Thy hand, may we forever stand,
True to our God, true to our native land.

Henry, Patrick. "Speech to the Second Virginia Convention." (1775)

MR. PRESIDENT: No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offence, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the majesty of heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves, and the House? Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these war-like preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask, gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done, to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free, if we mean to preserve inviolate those inestimable privileges for which we have been so long contending, if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

King, Jr., Martin Luther. "Letter from Birmingham Jail." *Why We Can't Wait*. New York: Signet Classics, 2000. (1963)

My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I. compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

Brown, Dee. *Bury My Heart at Wounded Knee: An Indian History of the American West*. New York: Holt Rinehart Winston, 1970. (1970)
From Chapter 1, "Their Manners Are Decorous and Praiseworthy"

The decade following establishment of the "permanent Indian frontier" was a bad time for the eastern tribes. The great Cherokee nation had survived more than a hundred years of the white man's wars, diseases, and whiskey, but now it was to be blotted out. Because the Cherokees numbered several thousands, their removal to the West was planned to be in gradual stages, but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus. During the autumn of 1838, General Winfield Scott's soldiers rounded them up and concentrated them into camps. (A few hundred escaped to the Smoky Mountains and many years later where given a small reservation in North Carolina.) From the prison camps they were started westward to Indian Territory. On the long winter trek, one of every four Cherokees died from the cold, hunger, or disease. They called the march their "trail of tears." The Choctaws, Chickasaws, Creeks, and Seminoles also gave up their homelands in the South. In the North, surviving remnants of the Shawnees, Miamis, Ottawas, Hurons, Delawares, and many other once mighty tribes walked or traveled by horseback and wagon beyond the Mississippi, carrying their shabby goods, their rusty farming tools, and bags of seed corn. All of them arrived as refugees, poor relations, in the country of the proud and free Plains Indians.

Scarcely were the refugees settled behind the security of the "permanent Indian frontier" when soldiers began marching westward through Indian country. The white men of the United States—who talked so much of peace but rarely seemed to practice it—were marching to war with the white men who had conquered the Indians of Mexico. When the war with Mexico ended in 1847, the United States took possession of a vast expanse of territory reaching from Texas to California. All of it was west of the "permanent Indian frontier."

Sample Non-Fictional Text, Grades 11-12

United States. The Bill of Rights (Amendments One through Ten of the United States Constitution). (1791)

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Paine, Thomas. *Common Sense*. New York: Penguin, 2005. (1776)

A government of our own is our natural right: And when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance. If we omit it now, some Massenello* may hereafter arise, who laying hold of popular disquietudes, may collect together the desperate and the discontented, and by assuming to themselves the powers of government, may sweep away the liberties of the continent like a deluge. Should the government of America return again into the hands of Britain, the tottering situation of things, will be a temptation for some desperate adventurer to try his fortune; and in such a case, what relief can Britain give? Ere she could hear the news the fatal business might be done, and ourselves suffering like the wretched Britons under the oppression of the Conqueror. Ye that oppose independence now, ye know not what ye do; ye are opening a door to eternal tyranny, by keeping vacant the seat of government.

Amar, Akhil Reed. *America's Constitution: A Biography.* New York: Random House, 2005. (2005)
From Chapter 2, "New Rules for a New World"

Let's begin with two tiny puzzles posed by the Article I command that "Representatives and direct Taxes shall be apportioned among the several States...by adding to the whole Number of free Persons...three fifths of all other Persons." First, although this language specified the apportionment formula "among the several states," it failed to specify the formula within each state.

[...]

A second small puzzle: why did Article I peg the number of representatives to the underlying number of persons, instead of the underlying number of eligible voters, a là New York?

[...]

These two small problems, centering on the seemingly innocent words "among" and "Persons" quickly spiral out into the most vicious words of the apportionment clause: "adding three fifths of all other persons." Other persons here meant other than free persons – that is, slaves. Thus, the more slaves a given state's master class bred or bought, the more seats the state could claim in Congress, for every decade in perpetuity.

The Philadelphia draftsmen camouflaged this ugly point as best they could, euphemistically avoiding the S-word and simultaneously introducing the T-word – taxes – into the equation (Representatives and direct Taxes shall be apportioned).

[...]

The full import of the camouflaged clause eluded many readers in the late 1780s. In the wake of two decades of debate about taxation and burdens under the empire and confederation, many Founding-era Americans confronting the clause focused on taxation rather than on representation. Some Northern critics grumbled that three-fifths should have been five-fifths so as to oblige the South to pay more taxes, without noticing that five-fifths would have also enabled the South to gain more House seats.

***Declaration of Sentiments by the Seneca Falls Conference. An American Primer*. Edited by Daniel J. Boorstin. Chicago: University of Chicago Press, 1966. (1848)**

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

COMMON CORE STATE STANDARDS FOR

Literacy in History/Social Studies,

Sample Text Readings and Assessment Items

Sample Non-Fictional Text, grades 6-8

Adams, John. "Letter on Thomas Jefferson." *Adams on Adams.* Edited by Paul M. Zall. Lexington: University Press of Kentucky, 2004. (1776)
From Chapter 6, "Declaring Independence 1775–1776"

Mr. Jefferson came into Congress, in June, 1775, and brought with him a reputation for literature, science, science, and a happy talent of composition. Writings of his were handed about, remarkable for the peculiar felicity of expression. Though a silent member in Congress, he was so prompt, frank, explicit, and decisive upon committees and in conversation, not even Samuel Adams was more so, that he soon seized upon my heart; and upon this occasion I gave him my vote, and did all in my power to procure the votes of others. I think he had one more vote than any other, and that placed him at the head of the committee. I had the next highest number, and that placed me second. The committee met, discussed the subject, and then appointed Mr. Jefferson and me to make the draught, I suppose because we were the two first on the list.

The subcommittee met. Jefferson proposed to me to make the draft. I said, 'I will not.'

'You should do it.'

'Oh! no.'

'Why will you not? You ought to do it.'

'I will not.'

'Why?'

'Reasons enough.'

'What can be your reasons?'

'Reason first, you are a Virginian, and a Virginian ought to appear at the head of this business. Reason second, I am obnoxious, suspected, and unpopular. You are very much otherwise. Reason third, you can write ten times better than I can.'

'Well,' said Jefferson, 'if you are decided, I will do as well as I can.'

'Very well. When you have drawn it up, we will have a meeting.'

1. Sample Assessment Item:
Describe the point of view of John Adams in his "Letter on Thomas Jefferson" and analyze how the author distinguishes his position from an alternative approach articulated by Jefferson.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*. Boston: Anti-Slavery Office, 1845. (1845)

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

2. Sample Assessment Item:

Analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of Frederick Douglass's Narrative.

Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad*. New York: HarperCollins, 1983. (1955)
From Chapter 3, "Six Years Old"

By the time Harriet Ross was six years old, she had unconsciously absorbed many kinds of knowledge, almost with the air she breathed. She could not, for example, have said how or at what moment she knew that she was a slave.

She knew that her brothers and sisters, her father and mother, and all the other people who lived in the quarter, men, women and children were slaves.

She had been taught to say, "Yes, Missus," "No, Missus," to white women, "Yes, Mas'r," "No, Mas'r" to white men. Or, "Yes, sah," "No, sah."

At the same time someone had taught her where to look for the North Star, the star that stayed constant, not rising in the east and setting in the west as the other stars appeared to do; and told her that anyone walking toward the North could use that star as a guide.

She knew about fear, too. Sometimes at night, or during the day, she heard the furious galloping of horses, not just one horse, several horses, thud of the hoofbeats along the road, jingle of harness. She saw the grown folks freeze into stillness, not moving, scarcely breathing, while they listened. She could not remember who first told her that those furious hoofbeats meant that patrollers were going in pursuit of a runaway. Only the slaves said patterollers, whispering the word.

3. Sample Assessment Item:

Analyze how the early years of Harriet Tubman, as related by author Ann Petry, contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life.

Washington, George. "Farewell Address." (1796)

Against the insidious wiles of foreign influence (I conjure you to believe me, fellow-citizens) the jealousy of a free people ought to be constantly awake, since history and experience prove that foreign influence is one of the most baneful foes of republican government. But that jealousy to be useful must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defense against it. Excessive partiality for one foreign nation and excessive dislike of another cause those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots who may resist the intrigues of the favorite are liable to become suspected and odious, while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel.

Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalship, interest, humor or caprice?

It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them.

Monroe Doctrine, ***President Monroe's seventh annual message to Congress, December 2, 1823.***

The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. ..The late events in Spain and Portugal show that Europe is still unsettled…Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers…However, it is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness…It is equally impossible, therefore, that we should behold such interposition in any form with indifference.

4. Sample Assessment Item:

Compare Washington's Farewell Address to the Monroe Doctrine, analyzing how both texts address similar themes and concepts regarding entangling alliances.

Sample Non-Fictional Text, Grades 9-12

Lincoln, Abraham. "Second Inaugural Address." (1865)

Fellow-Countrymen:

At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, urgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

5. Sample Assessment Item:

Analyze how Lincoln in his Second Inaugural Address unfolds his examination of the ideas that led to the Civil War, paying particular attention to the order in which the points are made, how Lincoln introduces and develops his points, and the connections that are drawn between them.

Roosevelt, Franklin Delano. "State of the Union Address." (1941)

For there is nothing mysterious about the foundations of a healthy and strong democracy. The basic things expected by our people of their political and economic systems are simple. They are:

Equality of opportunity for youth and for others.

Jobs for those who can work.

Security for those who need it.

The ending of special privilege for the few.

The preservation of civil liberties for all.

The enjoyment of the fruits of scientific progress in a wider and constantly rising standard of living.

These are the simple, basic things that must never be lost sight of in the turmoil and unbelievable complexity of our modern world. The inner and abiding strength of our economic and political systems is dependent upon the degree to which they fulfill these expectations.

Many subjects connected with our social economy call for immediate improvement. As examples:

We should bring more citizens under the coverage of old-age pensions and unemployment insurance.

We should widen the opportunities for adequate medical care.

We should plan a better system by which persons deserving or needing gainful employment may obtain it.

I have called for personal sacrifice. I am assured of the willingness of almost all Americans to respond to that call.

A part of the sacrifice means the payment of more money in taxes. In my Budget Message I shall recommend that a greater portion of this great defense program be paid for from taxation than we are paying today. No person should try, or be allowed, to get rich out of this program; and the principle of tax payments in accordance with ability to pay should be constantly before our eyes to guide our legislation.

If the Congress maintains these principles, the voters, putting patriotism ahead of pocketbooks, will give you their applause.

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants-everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

6. Sample Assessment Item:

Analyze the argument and specific claims Roosevelt makes regarding civil liberties and the role of government, paying attention to the evidence and reasoning used to support his claims.

Wiesel, Elie. "Hope, Despair and Memory." ***Nobel Lectures In Peace 1981-1990.*** **Singapore: World Scientific, 1997. (1986)**

It is with a profound sense of humility that I accept the honor - the highest there is - that you have chosen to bestow upon me. I know your choice transcends my person.

Do I have the right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf? I do not. No one may speak for the dead, no one may interpret their mutilated dreams and visions. And yet, I sense their presence. I always do - and at this moment more than ever. The presence of my parents, that of my little sister. The presence of my teachers, my friends, my companions...

This honor belongs to all the survivors and their children and, through us to the Jewish people with whose destiny I have always identified.

I remember: it happened yesterday, or eternities ago. A young Jewish boy discovered the Kingdom of Night. I remember his bewilderment, I remember his anguish. It all happened so fast. The ghetto. The deportation. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.

I remember he asked his father: "Can this be true? This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?"

And now the boy is turning to me. "Tell me," he asks, "what have you done with my future, what have you done with your life?" And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.

And then I explain to him how naïve we were, that the world did know and remained silent. And that is why I swore never to be silent whenever wherever human beings endure suffering and humiliation. We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men and women are persecuted because of their race, religion, or political views, that place must— at that moment—become the center of the universe.

7. Sample Assessment Item:

Evaluate the argument and specific claims about civic responsibility, assessing the validity of Wiesel's reasoning.

Haskins, Jim. *Black, Blue and Gray: African Americans in the Civil War*. New York: Simon & Schuster, 1998. (1998)
From "Introduction: A 'White Man's War?'"

In 1775 the first shots were fired in the war between the thirteen American colonies and Great Britain that ended in a victory for the colonists and the founding of a new nation, the United States of America. Only eighty-five years later, in 1861, the first shots were fired in a different war—a war between the states that became known as the Civil War. It was a war fought between the Confederate States of America and the states that remained in the Union—each side representing a distinct economy, labor system, and philosophy of government. The southern states that formed the Confederacy had agricultural economies that depended on a slave workforce and believed that any rights not granted to the federal government by the United States Constitution belonged to the states. The northern states were undergoing rapid industrialization, which depended on wage labor, and while northerners disagreed among themselves about slavery, most believed it represented a direct challenge to their own rights and freedoms. Most also believed that a strong federal government, with the ability to legislate behavior in areas not specifically set forth in the Constitution, was key to the growth and strength of the American republic. It was inevitable that these two very distinct societies would clash. For the Confederates, nicknamed Rebels, the Civil War was a new war of Independence. For the Unionists, nicknamed Yankees, it was a war to preserve the Union that had been so dearly won in the American Revolution.

In the eyes of the four and an half million African Americans, enslaved and free, it was a war about slavery; and they wanted to be part of the fight. But many northern whites did not want blacks to serve in the northern military. They called it a "white man's war" and said that slavery was not the main point of the conflict. At first, northern generals actually sent escaped slaves back to their southern masters. Eventually, the Union did accept blacks into its army and navy.

A total of 178,895 black men served in 120 infantry regiments, twelve heavy artillery regiments, ten light artillery batteries, and seven cavalry regiments. Black soldiers constituted twelve percent of the North's fighting forces, and they suffered a disproportionate number of casualties.

The Battle Cry of Freedom
by George F. Root

Yes, we'll rally round the flag, boys,
we'll rally once again,
Shouting the battle cry of Freedom,
We will rally from the hillside,
we'll gather from the plain,
Shouting the battle cry of Freedom.

The Union forever,
Hurrah! boys, hurrah!
Down with the traitors,
Up with the stars,
While we rally round the flag, boys,
Rally once again,
Shouting the battle cry of Freedom.

So we're springing to the call
from the East and from the West,
Shouting the battle cry of Freedom,
And we'll hurl the Rebel crew
from the land that we love best,
Shouting the battle cry of Freedom.

The Bonnie Blue Flag
by Harry McCarthy

We are a band of brothers,
and native to the soil,
Fighting for the property
we gained by honest toil;
And when our rights were threatened,
the cry rose near and far:
"Hurrah for the Bonnie Blue Flag that bears a single star!"

Hurrah! Hurrah!
For Southern rights, hurrah!
Hurrah for the Bonnie Blue Flag that bears a single star.

Then here's to our Confederacy,
strong we are and brave,
Like patriots of old we'll fight,
our heritage to save;
And rather than submit to shame,
to die we would prefer,
So cheer for the Bonnie Blue Flag that bears a single star.

McPherson, James M. *What They Fought For 1861–1865.* New York: Anchor, 1995. (1994)
From Chapter 2, "The Best Government on God's Footstool"

One of the questions often asked a Civil War historian is, "Why did the North fight?" Southern motives seem easier to understand. Confederates fought for independence, for their own property and way of life, for their very survival as a nation. But what did the Yankees fight for? Why did they persist through four years of the bloodiest conflict in American history, costing 360,000 northern lives—not to mention 260,000 southern lives and untold destruction of resources? Puzzling over this question in 1863, Confederate War Department clerk John Jones wrote in his diary: "Our men must prevail in combat, or lose their property, country, freedom, everything.... On the other hand the enemy, in yielding the contest, may retire into their own country, and possess everything they enjoyed before the war began."

If that was true, why did the Yankees keep fighting? We can find much of the answer in Abraham Lincoln's notable speeches: the Gettysburg Address, his first and second inaugural addresses, the peroration of his message to Congress on December 1, 1862. But we can find even more of the answer in the wartime letters and diaries of the men who did the fighting. Confederates who said that they fought for the same goals as their forebears of 1776 would have been surprised by the intense conviction of the northern soldiers that they were upholding the legacy of the American Revolution.

8. Sample Assessment Item:

Analyze the role and motivation of the African-American, Union, and Confederate soldiers in the Civil War, comparing and contrasting primary sources against claims and reasoning presented in secondary sources.

FedViews by the Federal Reserve Bank of San Francisco (2009)

The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System.

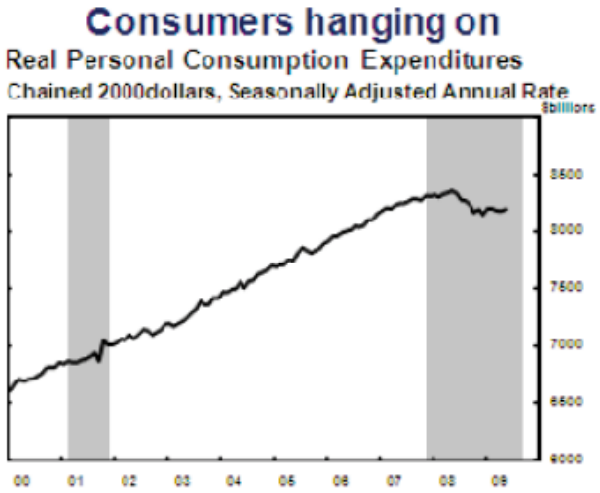
Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

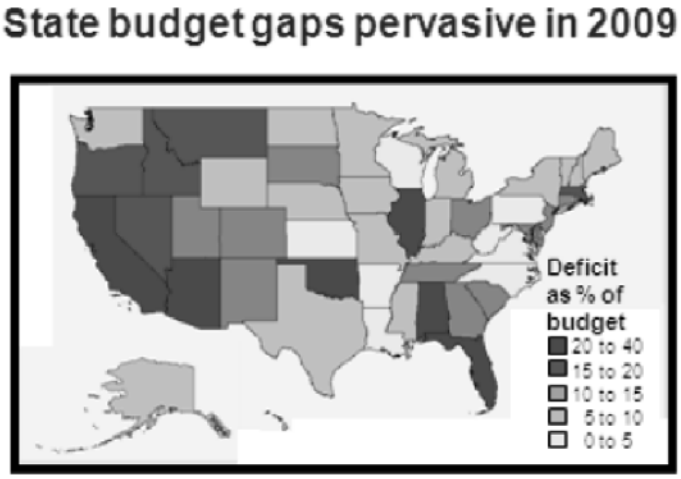
- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.

- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.

- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.

- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.





9. Sample Assessment Item:

Integrate the information provided by the Federal Reserve Bank's Vice-President with the data presented visually in the Few Views report above. Analyze whether the data supports or contradicts the claims and arguments presented in the text.

Why Do Some Readers Struggle?

The process of constructing meaning by interacting with text is a skill known as "comprehension" which many secondary students lack. But comprehension in the content areas, such as social studies, is the reason one reads- to understand what has been read. Answering the question, "Why do some readers struggle with comprehension?" is not simple. Examine the chart below to review what behaviors differentiate the "Good" versus "Poor" reader:

Behaviors of Readers		
	Good Readers:	**Poor Readers:**
Before Reading	*Activate prior knowledge.* *Understand task and set a purpose.* *Choose appropriate strategies to read.*	*Start reading without preparation.* *Read without knowing why.* *Read without considering how to approach new information.*
During Reading	*Focus attention.* *Anticipate and predict.* *Use contextual clues with unknown vocabulary.* *Use text structure to assist comprehension.* *Self-monitor misunderstandings.*	*Easily distracted.* *Read to get it done.* *Stumble on new vocabulary.* *Fail to stop and monitor own misunderstandings.*
After Reading	*Reflect on what was read.* *Summarize major ideas.*	*Stop reading and thinking when task is over.*

Factors Affecting Comprehension:

- **Word Recognition**: To comprehend a text, readers must be able to decode words quickly, easily, smoothly, and automatically. Readers who lack word-recognition skills and fluency often have difficulties with comprehension.
- **Vocabulary**: Sometimes readers have comprehension difficulties because they have limited vocabularies. A student who struggles and stumbles over vocabulary will obviously lose track of the bigger ideas in a text and walk away with little comprehension.
- **Prior Knowledge:** Ideas and concepts a student possess, related to a particular topic, is the foundation of comprehension because without sufficient existing knowledge, readers have nothing to which to apply new knowledge.
- **Rigor of Text:** The characteristics of the text a student is reading, including the amount of text on a page, the difficulty of the text and the type of text- can also influence his or her ability to comprehend.

Understanding Reading Comprehension Skills	
Skill:	**Comments:**
Identifying Important Information	*This skill is essential to knowing what the author is saying explicitly. In narrative texts, these are the elements of an event, the causes and outcomes. In an expository text, these are the main ideas and supportive evidence.*
Inferring and Predicting	*This skill helps students read between the lines to determine information that is not directly stated. It also helps students have a purpose for reading.*
Monitoring and Clarifying	*This skill enables students to do such things as reread or think about what they read. It requires the ability to judge if what you read makes sense and have a plan to clear up misunderstandings if not.*
Generating and Answering Questions	*This skill helps students set a purpose for their reading which requires students to integrate information as they read. In addition to answering questions of their own, it is beneficial to answer questions posed from other students.*
Visualizing	*This skill is like inferential thinking in which the reader forms visuals in his/her mind as reading takes place.*
Summarizing	*Pulling together the essential elements of a text and retelling it in one's own words is vital to comprehension.*
Synthesizing	*This skill requires the same process as summarizing, except it is applied across several sources of text.*
Evaluating	*This includes making critical judgments about the text and the validity or accuracy of the content.*

Approaches for Actively Engaging Students in Reading:

Hallmarks of an effective interactive reading program that builds comprehension include:

- Time set aside during class for students to practice reading independently
- Abundance of print materials in the classroom
- Opportunities for students to respond to reading materials in written formats
- Time for students to discuss their reading in small groups
- Opportunities for students to draw on personal experience in order to understand the text

Collaborative Strategic Reading (CSR) is a cooperative learning-based instructional model that has been shown to improve reading comprehension. In their study of low-achieving adolescent readers, Vaughn, Klinger, and Bryant (2001) found CSR helped students comprehend challenging text, as well as learn content. The four basic strategies of CSR include:

1. Activate background knowledge and make predictions before reading.

2. Monitor reading and enhance vocabulary during reading.

3. Identify and note main ideas during reading.

4. Summarize key ideas after reading.

Cultivating the Reading-Writing Connection:

Most people would agree there is a strong connection between reading and writing. In addition, those who read well often write well. In secondary classrooms, writing is most often used for evaluative purposes. The National Commission on Writing in America's Schools and Colleges highlights the importance of the role writing can play. "Writing is not simply a way for students to demonstrate what they know. It is a way for them to understand what they have read. At best, writing is learning." (2003).

By engaging in different types of writing, students will better understand different types of reading materials. For example, an assignment that requires a student to take a point of view and write a persuasive argument better prepares him/her to be a critical reader.

The term "writing" actually refers to a variety of activities. In-school writing might mean any of the following: writing a summary of a textbook passage, expressing oneself through a dialogue journal, writing an essay, editing a peer's work, etc. Moreover, writing can be integrated with reading in several ways, including pre-reading and post-reading activities.

***The Struggling Reader*, Cooper, Chard, and Kiger, 2006**

COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Appendix A:

The Common Core State Standards Initiative advocates standards that ensure readiness- the most important factor being students' abilities to read and understand texts of steadily increasing complexity as they progress through school. By some estimates, 42% of college freshmen enroll in at least one remedial course. The Common Core Standards aim to ensure that all students are "on-track: to be both college and career ready.

The Lexile Framework provides valuable insights into student readiness by measuring both the complexity of texts and a student's ability to comprehend these texts. Research has shown a 350L (Lexile) gap between the difficulty of end-of-high school and college texts. To put this gap into perspective a 250L difference can cause a drop from 75% comprehension to only 50% comprehension. This means that high school seniors who can successfully read 12th grade texts may enter college or the workplace with only a 50% comprehension level of material they will need to understand for success.

In 2006, ACT released a report called "Reading Between the Lines" which showed the skills displayed by students who could make inferences while reading. Studies proved that a pedagogy focused only on higher-order or "critical thinking" was not sufficient; direct reading instruction and practice dealing with challenging texts made the difference. An extensive body of research attests to the importance of text complexity; while the reading demands of college and the workplace have increased over the past 50 years, the K-12 texts have become less and less demanding. Chall, Conrad, & Harris (1977) found a decrease in difficulty of texts; Wolfer and Wolfe (1996) also found precipitous drops in the sentence lengths and vocabulary demands of textbooks; and Wilkinson (2006) found a 350L gap between the difficulty of high school and college texts.

MY Textbook:	Lexile Reading Level:	CORE Lexile Expectations:
6th Grade	?	955-1000
7th Grade	?	
8th Grade	?	1000-1155
9th Grade	?	
10th Grade	?	1080-1305
11th Grade	?	1215-1300
12th Grade	?	1300-1355

There is also evidence that current state standards and instructional practices have not done enough to foster the independent reading of complex texts so crucial for college and career readiness, particularly in the case of informational texts. K-12 students are, in general, given considerable scaffolding assistance from their teachers. Even though students are likely to need scaffolding as they master higher levels of text complexity, such support must move generally toward increasing independence.

What is more, students today are asked to read very little expository text. Moreover, current trends suggest that if students cannot read challenging texts with understanding – if they have not developed the skill, concentration, and stamina to read such texts- they will read less in general. The consequences of insufficiently high text demands and a lack of accountability for independent reading of complex texts in K-12 schooling are severe for everyone.

To help redress the situation described, the Common Core Standards define a model for determining how challenging a particular text is to read, as well as grade-by-grade specifications for increasing text complexity in successive years of schooling:

1. **Levels of Meaning**- Informational texts with a explicitly stated purpose are generally easier to comprehend than informational texts with implicit or obscure purpose.
2. **Structure**- Simple texts tend to relate events on chronological order and graphics tend to be simple, merely supplementary to the meaning of texts.
3. **Language**- Texts that rely on literal, contemporary and conversational language tend to be easier to read than texts that rely on figurative, ironic, archaic, or otherwise unfamiliar language or domain-specific vocabulary.

The following example demonstrates how analysis of text complexity can be used to make informed decisions about whether a text is appropriate and challenging for students.

Example 1: *Narrative of the Life of Frederick Douglass* (Grades 6–8 Text Complexity Band)

Excerpt

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave. Written by Himself.* Boston: Anti-Slavery Office, 1845.

Qualitative Measures

Levels of Meaning

While the apparent aim of the text is to convince readers of the day of the evils of slavery, there are other aims as well; among the latter, not fully revealed in the excerpt, are Douglass's efforts to assert his own manhood (and that of other black men) and to create an extended analogy between his own literal rise to freedom and a spiritual awakening.

Structure

The Narrative uses a fairly simple, explicit, and conventional story structure, with events largely related chronologically by a narrator recounting his past. There are some philosophical discussions that may, to the reader just looking for a story, seem like digressions.

Language Conventionality and Clarity

Douglass's language is largely clear and meant to be accessible. He does, however, use some figurative language (e.g., juxtaposing literal bread with the metaphorical bread of knowledge) and literary devices (e.g., personifying freedom). There are also some now-archaic and unusual words and phrasings (e.g., choice documents).

Knowledge Demands

The Narrative discusses moderately sophisticated themes. The experiences of slavery Douglass describes are obviously outside students' own experiences, but Douglass renders them vivid. The text is bound by Douglass's authoritative perspective. General background knowledge about slavery and race in mid-nineteenth-century America is helpful, as is knowledge of Christianity, to which Douglass makes frequent reference throughout the excerpt and the work as a whole.

Quantitative Measures

Various readability measures of the Narrative are largely in agreement that it is of appropriate complexity for grades 6–8. A Coh-Metrix analysis calls attention to this excerpt's complex syntax and the abstractness of some of the language (e.g., hard-to-define concepts such as slavery and freedom). Helping to balance out that challenge are the text's storylike structure and the way the text draws clear connections between words and sentences. Readers will still have to make many inferences to interpret and connect the text's central ideas, however.

Reader-Task Considerations

These are to be determined locally with reference to such variables as a student's motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the questions posed.

Recommended Placement

Both the qualitative and quantitative measures support the Standards' inclusion of the Narrative in the grades 6–8 text complexity band, with the understanding that the text sits at the high end of the range and that it can be reread profitably in later years by more mature students capable of appreciating the deeper messages embedded in the story

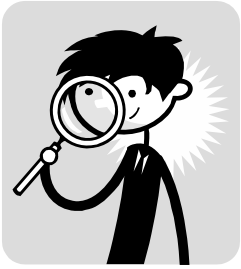
.

Text Complexity Discussion Guide

Title of Text Passage: _____

*Author:*_____

Levels of Meaning:	**Reader-Task Considerations:**
Structure:	**Content-Based Knowledge Demands:**
Language Conventionality and Clarity:	
Recommended Placement:	



Autonomous vs. Restricted Learners

The educational system in America expects students to learn, but all too often it does not teach students how to learn. In most classrooms beyond the third grade, the only focus is on teaching the content of a subject area. This content-centered teaching works satisfactorily for those student who are autonomous learners (those who already know how to learn) but it does not work well for restricted learners (those who lack the requisite skills for learning.)

Autonomous learners know how to apply appropriate skills such as reading for understanding studying, note-taking, and organizing information. Restricted learners, on the other hand, either have not been shown those skills or have failed to learn them. Any teacher, in any classroom, can create a learning environment in which all students are challenged and engaged in the process of learning subject matter at the same time that they are practicing and acquiring literacy skills. Acquisition is a most appropriate term to describe the process of developing learning skills through guided practice in a literacy-based classroom.

The relatively invisible process of acquisition is happening any time student are imitating what strategic readers do all the time- setting purposes for reading, maintaining purposes and monitoring comprehension during reading, then extending beyond the text to process the information. Literacy skills can be described as a broad, closely related and overlapping group of skills including reading, writing, speaking, listening, and thinking. The emphasis should be placed on thinking.

Contrary to much of the recent rhetoric over methods of teaching reading in the early years, reading is not just decoding print. Similarly, writing is not simply a process of putting words onto paper. First, we need to realize that reading is far more than a basic skill. The kind of reading that mature readers do is a complex process. Fluent readers are confident, competent, and independent. They are readers who sample text, predict, confirm and self-correct frequently. They also draw inferences and respond critically to an author's meaning.

Reading involves problem-solving. It involves attempting to get the main idea and hold that idea while perusing more information for detail, comparing, and fitting new information into old.
Studies show that proficient readers are:

- Strategy-oriented. They have a variety of techniques they might use to make sense of some different types of text.
- Metacognitive. They monitor their own understanding while they read and know what to do to fix their comprehension when it fails.
- Engaged in making meaning. They use their own prior knowledge of subject matter to connect with the text.

The operative word here is metacognition- thinking about one's own comprehension during reading- to enhance learning. What MAX Teaching is about is creating the opportunities in the classroom for students to practice metacognitive behavior both individually and cooperatively.

Why Haven't More Teachers Been Using Reading to Teach Content?

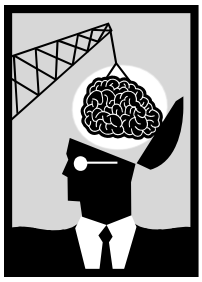
There are several reasons why any given teachers may not have already been using reading and writing to learn content. Many who enter the teaching profession may take literacy skills for granted, not being aware of how they themselves actually acquired the abilities to read, write, speak, listen, and think critically. Many teachers teach in the same way they were taught, without questioning the classroom activities they observes and internalized.

At the same time, those who have been exposed to different techniques might still be skeptical. We who love our subject matter may not focus on the skills needed to understand that subject matter. We may not have attempted to use these classrooms because we fear we would be sacrificing time that could be otherwise spent teaching our valuable subject matter.

Research suggest that we remember about 10% of what we read, 20% of what we hear, 30% of what we see, and 70% of what we ourselves discuss. Research also tells us that 85% of the knowledge and skills presented to students in schools comes to us in some form of language- teachers talking or materials to read. If students retain only 20% of what they hear, then is frequent teacher-centered lecturing an effective way to teach and is it an effective use of classtime? On the other hand, if we remember 70% of what we discuss, should interaction with one's peers be the main focus of a classroom?

These same concepts apply to our students. An interactive learning situation is superior to the passive reception of information that characterizes the traditional classroom. When students work cooperatively to construct the meaning from a piece of text, they learn more deeply and they are helping one another learn how to learn. In order to motivate students to think about, learn, and discuss what they have read, we should use a framework of instruction that allows students to be active in their own learning.

Textbooks are valuable tools. Though the textbook should not be the only information source in a class, the textbook is often neglected or a misused tool for learning. The fact is that much content to be learned is found in textbooks, but most students are not exposed to thoughtful interpretation of the text. The fundamental concepts presented in textbooks need to be mastered before advanced thinking can occur. Textbooks can allow for acquisition of important knowledge upon which can be built greater understanding- and without which, higher order thinking will not occur.



Teaching Reading as Thinking

For students to become independent learners, they must practice reading in ways in which they are (a) able to monitor their own comprehension, (b) recognize when they are not comprehending and (c) know what to do to correct the situation if comprehension fails to occur. This ability is generally not taught to students in schools. Schools do a good job in teaching students to decode print in the early grades, but fail to follow up with comprehension instructions in the upper elementary grades and beyond.

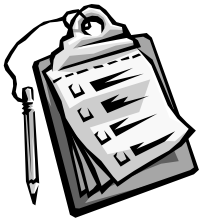
The most common time for students to become frustrated with reading is the fourth grade. Those students from homes where parents can assist them with comprehension have a distinct advantage. Those whose homes cannot provide such support often founder.

Strategic reading is very important in the learning process. It involves planning what to think about before reading, adjusting the effort during reading and constantly evaluating the success of the ongoing effort to make meaning from text. The problem is that a majority of high school students in America are not aware of strategic reading or how to practice it.

Many middle schools and high schools are filled with large numbers of remedial students who have difficulty making sense of their texts. Frequently, they think they are just not as smart and just can't "get it." In reality, these remedial students may simply need to develop strategic reading/ thinking practices that will enable them to monitor their own comprehension. The process must be modeled and practiced in the classroom throughout the school year.

Many teachers may claim they cover what they are suppose to cover in the curriculum, but teaching that uses methods to actively engage students in reading for interpretation and discussion is often rare. The result is that students perceive reading as a frustrating and boring experience. Often once a test is administered, students forget what they heard in class but never really learned.

Abundant research over the last several decades substantially supports a more active notion of the reading process than what usually occurs in schools. Research also supports an active approach to teaching students the strategies for understanding text. If students have not learned to be strategic readers by the third grade, the odds are that they never will.



Digging Into the Text:
Testing my Own Understanding

MY LEVELS of Thinking	QUESTION:	ANSWER:
list, name, what, which		
describe		
explain, why		
compare		
guess, predict		

Instructional Strategies for Social Studies & Common Core Literacy Standards (READING)
Grades 6-12

COMMON CORE Literacy (Reading) Standard:		Recommended STEPS Strategy:	Additional Suggested Strategies:
Key Ideas & Details	**1. Cite Evidence to Support Analysis of Text**	Anticipation Guides; QAR; Six-Step Reading & Note-taking; Dialectical Journal; Think, Pair, Share; KWL Concept Maps	Primary Sources Cycle; KWL; Prediction With Evidence; Half-Page Solutions; Mind Maps; Five Ws Organizer; Five Themes Organizer; Mini-Documentaries
	2. Summarize Central Idea	Paired Reading; GIST; Quick-Writes; Ticket Out-the-Door; Cornell (2-column) Note-taking; Formal Outlining; Six-Step Paired Reading & Note-taking	Before-During-After; Inside-Outside Circles; Reading Roles; Radio Reading; Summarize with Subtitles; Reading & Quest Tic-Tac-Toe; Generalizations; Grand Conversation; It's a Wrap; SEED Discussions; Frames of Reference; Inner-Outer Circle; RSVP;
	3. Steps of a Process (Cause & Effect)	Graphic Organizers; CSI; Somebody Wanted But So; Episodic Organizers; Timelines	Cause-Effect Organizers; Fish Tree Organizer; Human Timeline;
Craft & Structure	**4. Vocabulary Specific to Social Studies**	History Unfolding; Triangle Clues; Pre-Learning Concept Check; CLOZE; Word Splash (Concept Connections)	Word Walls; Word Map
	5. Organization of Text	THIEVES; PAL; Before-During-After; PERSIA; PEGS; Mind Maps	Why Am I Reading This; All About My Text; Reading Tic-Tac-Toe; DRTA; Summarize with Subtitles
	6. Point of View	SOAPS; SOAPSTone; Yes, But; Yes-No Web; RAFT Writings; Point of View Letters; Opinion Continuum; You Decide; Putting Myself in the Picture	TACOS; APParts; Collaborative Notes; Poem for Two Voices; Point of View Organizer; Great Debates; Dinner Party
Integration of Knowledge &	**7. Visual Evidence Analysis**	Speculation or Evidence; M & Ms; Carousel; In-Focus Video Guide; Sneak Peeks; SOAPS	PAL; DOGTAILS; TACOS; PIE; Impressions; What Do I See; Bucket Art; Artifact Hunt;
	8. Fact vs. Opinion (Claims & Reasoning)	Propaganda; T-Chart; CLUES; IntraAct: Concept Connections	Fact or Inference; Toast or Roast; Facebook;
	9. Text Comparisons	Primary Source Buckets; Venn Diagrams SOAPS; SOAPSTone Essential Questions;	Assessing Historic Documents;
Reading Complex	**10. Independent Reading**	SQR3; QAR; Interactive Student Notebook; Concept Ladder; Test Myself (Blooms); Three-Level Questions;	PIC; KWL Adaptations; Repeated Reading; CLOZE; MAX Model; Good Reader Bookmark; Radio Reading

Further Information and Ideas can be found in the Online Handbook of Instructional Strategies at
http://www.edmondschools.net/AboutUs/Curriculum/CurriculumSpecialties/SocialStudies/STEPSHandbook.aspx

QAR

What Is/Are Question-Answer Relationships?

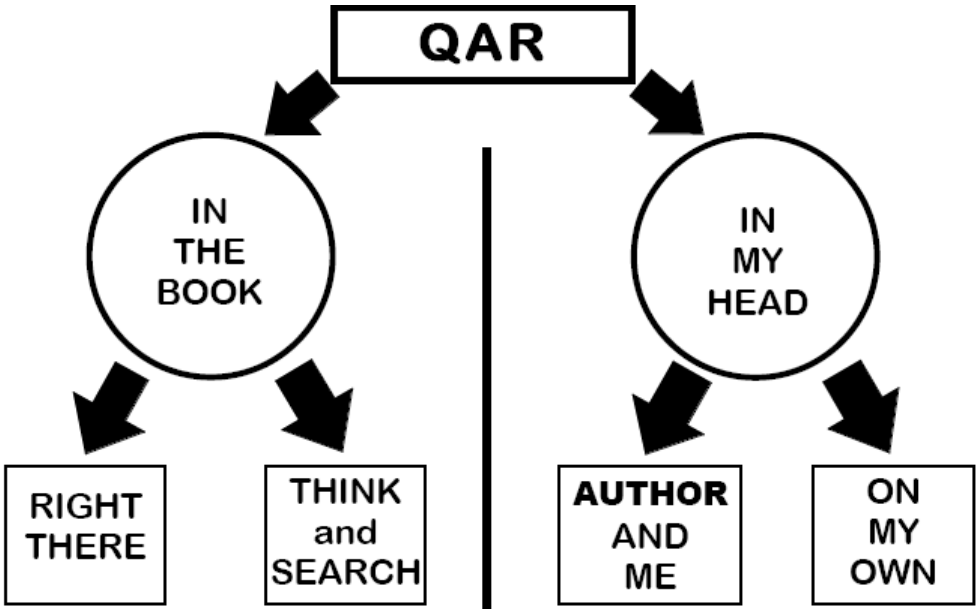
Raphael created Question-Answer Relationships as a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for.

In short, there are four QARs:

1. right there
2. think and search
3. author and you
4. on my own

How Do QARs Work?

1. **Right There**. The answer is usually contained in a single sentence.
2. **Think and Search**. The answer is in the text, but you might have to look in several different sentences to find it.
3. **Author and You**. The answer is not in the text, but you still need information that the textual passage has given you, combined with what you already know, in order to respond to this type of question.
4. **On My Own**. The answer is not in the text, and in fact you don't even have to have read the text to be able to answer it.

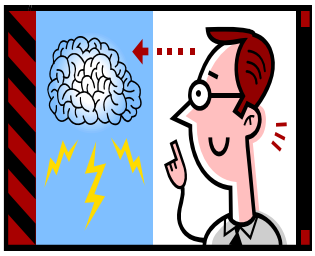


Literal (In the Text)	**Inferential** (Conclusions Drawn from Information and Own Knowledge)
Right There The answer is "right there" in the text, and you can actually point to it. It is easy to find the answer because the question uses the same words that are in the answer.	**Author/Text and Me** You must use what the author/text tells you, plus what you already know to get the answer. You must use and apply information from the text with what you already know to arrive at the answer.
Think and Search The answer will be pieced together by combining information from two or more sentences. It is in the text, but you must "think" and "search" for the answer.	**On My Own** The answer is not in the text. You must use your own prior experiences and background to get the answer.

http://curry.edschool.virginia.edu/go/readquest/strat/

Using a textual passage, develop two questions in each category below.

Right There	Author and Me
Think and Search	On My Own



What is Cloze?

The Cloze procedure is a technique in which words are deleted from a passage. The passage is presented to students, who insert words as they read to complete and construct meaning from the text.

What is its purpose?

It is used:

- to identify student understanding of the reading process
- to encourage students to monitor for meaning while reading
- to encourage students to think critically and analytically about text

How do I do it?

To prepare materials for Cloze exercises, any of the following techniques may be used:

1. Select a passage of a length appropriate for the grade level of the students.
2. Leave contextual clues in the passage.
3. Carefully select the words for omission; delete content words which carry meaning in your particular subject or discipline.
4. Have the students read through the entire passage before they attempt to fill in the blanks.
5. Encourage the students to fill in as many blanks as possible.
6. Allow time for students to compare their predictions.
7. Use a "CLOZE" passage as a "ticket in" or "out the door" as a type of formative assessment.
8. Introduce the CLOZE strategy the first time with substituting fun "nonsense" words that students are required to "translate."
9. Encourage students to develop their own CLOZE activities and trade with one another to reinforce or review content or new information learned.

Sample CLOZE Passage:

8th Grade US History-

"The *financial* __1.__of Great Britain complicated the situation. The French and Indian *War left Britain* with a huge public __2.__. Desperate for new __3.__, or *incoming money*, the *king and* __4.__felt it was only __5.__that the colonists *pay part of the cost.* They began plans to __6.__them. This decision *set off* a __7.__of events that enraged the American colonists and surprised British authorities."

(answers: problems, debt, revenue, Parliament, fair, tax, chain)
Contextual clues italicized.

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the _____ united States of America;

(Paragraph 1.) When in the Course of human events it becomes necessary for one ____(1)_____to dissolve the political bands which have connected them with another and to assume among the _____(2)_____of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the _____(3)_____ of mankind requires that they should declare the ____(4)_____which impel them to the separation.

(Paragraph 2.) We hold these _____(5)_____to be self-evident, that all men are created____(6)_____, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, ____(7)_____ and the pursuit of Happiness. — That to secure these____(8)_____, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of _____(9)_____ becomes _____(10)_____ of these ends, it is the Right of the ____(11)_____ to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and _____(12)_____.