

Chapter 7
[Content-Area Literacy](#)

1. How do we create authentic reading and writing activities within our classrooms/school?
2. Are content teachers teaching students to "read and write like mathematicians, historians, scientists, and so forth?"
3. What reading and writing practices are specific to each content-area? How can we prepare students for success with these practices? How does our school support these literacy practices?
4. In what ways do we build vocabulary acquisition and its use in our classrooms/school? How does this teaching support the students learning of content knowledge?
5. How do we address both "depth" and "breadth" of content learning through literacy practices?

6. How are our content teachers incorporating the CCSS's demands of increased text complexity into their curricula? What types of scaffolds are in place to support struggling readers?
7. How might the “Implications for Classroom Instruction” sections help us plan future instruction?
8. Describe the ways we integrate the comprehension process throughout our reading instruction. How do we know students have comprehended the reading material (e.g., what behaviors are seen)?
9. How do we select differentiated texts for our students to ensure accessibility and rigor?
10. What writing practices do we teach to help students write effectively in our content-areas? How are our reading and writing practices integrated into our instruction?
11. How are 21st century literacies changing in each content area? What kinds of supports are in place or what is needed for students to have access to these literacies?

The RICLP and resources to support implementation may be accessed at:
<http://www.ride.ri.gov/Instruction/strivingreaders.aspx>