

**Literacy as a
Shared
Responsibility:
An Integrated
Approach to STEM**

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ReadWriteThink (<http://www.readwritethink.org>) is a nonprofit Web site maintained by the International Reading Association (IRA) and the National Council of Teachers and English (NCTE), with support from the Verizon Foundation through the Thinkfinity Consortium.

Thinkfinity (<http://www.thinkfinity.org>) is a free, comprehensive digital learning platform, built upon the strength of content partners, who produce a wealth of discipline-specific, standards-based educational resources.

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Who's Behind ReadWriteThink.org?



The National Council
of Teachers of English

The International
Reading Association



Verizon Thinkfinity

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Another Fantastic Resource



The
National Center for Literacy Education brings
together leading education associations,
policy organizations, and foundations to
support powerful learning about literacy in
every discipline and sustained school
improvement.

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Literacy in Learning Exchange



NCLE's [Literacy in Learning Exchange](#) Website provides candid, in-depth video portraits, thought-provoking commentary, and samples of work from teams collaborating to build the organizational conditions, support for instruction, and instructional practices that promote deeper literacy learning over time.

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About This Session

The Common Core Standards make it clear that teachers from all content areas must share responsibility for students' successful use of literacy as a tool for learning. Learn ways to help students successfully use literacy skills (reading, writing, speaking, thinking, and listening) in order to learn the complex content of curriculum disciplines with these resources from ReadWriteThink.org, the National Council of Teachers of English, and the National Center for Literacy Education.

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Common Core State Standards

CCSS insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

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**How Can
ReadWriteThink be
Incorporated
Throughout the Day
and address both
CCSS and STEM?**

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Morning Meeting

ReadWriteThink.org Calendar



“Get Ready to go to Back to School”

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Language Arts

Text Messages Podcast Series



Episode 56 —
“Science Books for Teens”

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Reading and Literature

What goes better with summer than baseball? In this [lesson plan](#), students will make connections after reading *In the Year of the Boar and Jackie Robinson*.

After sharing and discussing connections, students [choose and plan a project](#) that makes a personal connection to the text.

Writing

In [this lesson plan](#), students research engineering careers and create poetry to understand the vocabulary of STEM (science, technology, engineering, and mathematics).

[Watch](#) more about this activity.

Writing

Students can create their poems on paper, [online](#) or on a [mobile device](#).

This [video demo](#) shows you how the Word Mover app works.

Like to use apps?
Check [this one](#) out as well!

Meeting with my Professional Learning Network during Prep Period

We meet to talk more about disciplinary literacy by reading and discussing the article, “[Building Insider Knowledge: Teaching Students to Read, Write and Think Within ELA and across the Disciplines](#)”. It states that improvement of students’ academic literacy development and overall learning that all teachers and literacy researchers attend to the teaching of disciplinary literacy in every subject area.

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Meeting with my Professional Learning Network during Prep Period

We record our thoughts, comments and questions in our Group Space in the Literacy in Learning Exchange.

Here's a local group doing similar work:

[K-12 Writing Study Group,](#)
[Champaign Unit 4 Schools](#)

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Science

After researching various natural disasters in this [lesson](#), students share their findings with each other using [glogs](#), or through poster presentations.

Working with Pre-Service Teachers

A student teacher observed the glog lesson and expressed concern about using technology with students. S/he hopes to learn more about how to do this successfully.

Strategy Guides

Teaching with Technology

- [Bringing Lessons to Life with Animoto](#)
- [Speak to Me: Teaching with Voki](#)
- [Teaching with Zooming Slideshows through Prezi](#)
- [Teaching With Glogster: Using Virtual Posters in the Classroom](#)
- [Using Glogster to Support Multimodal Literacy](#)
- [Online Safety](#)
- [Reading Online](#)
- [Teaching With Blogs](#)
- [Teaching With Podcasts](#)

Social Studies/History

While students read a novel, they imagine the characters, setting, and action taking place. This lesson allows students to use their imaginations in the form of a storyboard in this [lesson plan](#).

A good choice right now?
The Great Gatsby!

Social Studies/History

Were the students interested in *The Great Gatsby*?
Engage them using these lesson plans:

Judging a Book by its Cover:

The Art and Imagery of *The Great Gatsby*

Students explore *The Great Gatsby's* allusion to art and its use of visual imagery and conclude their study by designing their own cover for the novel.

Connotation, Character, and Color Imagery in *The Great Gatsby*

Students explore the connotations of the colors associated with the characters in F. Scott Fitzgerald's *The Great Gatsby*.

Mathematics

After a read-aloud from the book *Math Curse*,
students create their own word problems with answers. Students solve each other's problems and then use the skills they've learned creating word problems to complete a crossword puzzle.

Health

After researching nutrition and analyzing food advertisements,
students work in cooperative groups to create their own advertisements for food products.

Interested in applying this knowledge and these skills outside of school?

Health

Encourage children and teens to make healthful food choices by having them explore the foods they eat and the ways those foods are advertised.

Staff Meeting

Afterschool, I want to share the great resources from ReadWriteThink with my colleagues at our staff meeting.

I can share with them:

- [Standards Alignment](#)
- [Site Demonstrations](#)
- [Promotional Materials](#)
- [Spanish Resources](#)

What Does ReadWriteThink.org Have to Offer?

- Keyword and filter search
- Lesson Plans and Teaching Resources
- Online Student Interactive Tools



- Classroom resources by grade levels
- Lists of the most popular resources
- RSS feeds, e-mail, sharing, and commenting

Educator Involvement at ReadWriteThink.org

- Writing lesson plans, sharing teaching ideas, creating content for an out-of-school audience
- Contributing professional development materials
- Submitting video, audio or other technologies to enhance resources
- Joining the Review Panel
- [Sharing their Story](#)

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**Coming Soon to
ReadWriteThink.org!**

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Exemplar Resources tied to the Common Core State Standards (CCSS)

We are looking to create a collections page with resources in close relationship to the CCSS with lesson plans and other resources on topics such as:

- Teaching with Complex Texts
- Writing Argumentative Pieces
 - Using Informational Texts

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STEM

We are working with our partners at AAAS and Science NetLinks to identify, tag and collect the ReadWriteThink.org that can be used in STEM Literacy.

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Mobile Learning and Teaching with Mobile Devices

Acquiring lesson plans, strategy guides and teaching resources on topics such as:

- Note Taking on the Go
- Backchanneling with Mobile Devices
- QR Codes in the Classroom
- Primary Research with Mobile Devices

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Questions?

Contact me!

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