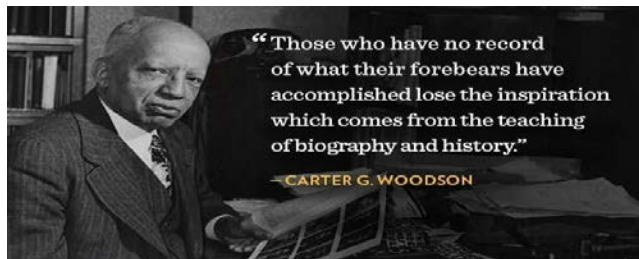




February is African American History Month!



Carter Godwin Woodson (1875–1950) was instilled with the importance of education by his mother, a freed slave, who encouraged him to complete high school in West Virginia. He earned a bachelor's and master's degrees from Berea College and the University of Chicago and his doctorate from Harvard. He did all this while teaching, serving as a high-school principal, and then teaching in the Philippines.

In 1915, he and friends established the Association for the Study of Negro Life and History. A year later, *The Journal of Negro History* began quarterly publications. In 1926, Woodson proposed and launched the annual February observance of Negro History Week, which became Black History Month in 1976.

African American History Resources:

https://www.africanamericanhistorymonth.gov/files/2018/01/LCM_2018_0102.pdf

<https://www.tolerance.org/magazine/dos-and-donts-of-teaching-black-history>

<https://www.tolerance.org/magazine/four-black-history-month-musthaves>

<https://tinyurl.com/ycrfcda8>

Proportion of Informational Text to Literary Text

The proportion of literary text and informational text will change throughout a student's academic career. The National Assessment of Educational Progress (NAEP) suggests that by 4th Grade, students read a 50/50 proportion of literary and informational texts. In addition, the What Works Clearinghouse, in its publication *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, encourages teachers to use informational texts so students gain the academic language necessary to succeed across content areas (2020 RWC CAS, p.7). Paired

texts—whether nonfiction and nonfiction; nonfiction and fiction; nonfiction and poetry—has instructional payoff as students work with texts within and across genres to explore topics and themes.

The proportion of informational text to literary text in 8th grade is approximately 55% informational and 45% literary. By 12th grade, students should be reading and studying approximately 70% of informational texts and 30% literary texts. This progression, particularly in grades 6–12, is seen across the curriculum throughout the students' school day and academic life. That is, English language arts teachers should maintain a robust reading list of literary works.

In addition, teachers in other academic disciplines—social studies, science, the arts, computer science, health, and technical areas—should bolster their instruction with engaging and complex informational texts. The commitment to **disciplinary literacy** reinforces the importance of providing deliberate and intentional instruction that honors the language and types of texts found in all content areas. At year's end, a student should have received multiple and ongoing opportunities to engage in complex texts in all academic disciplines.

"Close Reading" Practices

Instructional practice should include establishing context for the reading, setting a purpose, and frontloading vocabulary to support students working with texts of varying levels of complexity. While "close reading" of complex texts is a valuable practice, teachers should use a range of strategies to develop strong readers in **all disciplines**.

Developing effective question-generation strategies, writing text-dependent questions, using reciprocal teaching methods, and frontloading vocabulary are all worthy practices to engage students in reading materials in **all content areas**.

Contact Info

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