

Integrated Model Curriculum Appendix

CROSS-GRADE LEVEL STRATEGIES AND OPPORTUNITIES

Reading Strategies

- Begin lessons by connecting new content to students' prior knowledge and experiences.
- Frame reading around compelling and supporting questions.
- Teach academic and domain-specific vocabulary before and during reading.
- Model self-monitoring through reading of historical or informational texts.
- Use structured academic conversations where students cite textual evidence to support claims, fostering comprehension and critical thinking.
- Implement shared reading practices to build fluency and confidence.

Comprehension Strategies

- Identify background information that may be known on the selected topic.
- Make connections between the topic/text and personal experiences or other texts.
- Create semantic maps/graphic organizers/top-down webs to organize details/events by topic/main idea.
- Annotate the text when identifying key details for a topic or text.
- Model self-monitoring by stopping and checking for understanding when reading longer texts.
- Provide explicit instruction in summarizing sections of the text to support determining main idea of longer texts.
- Identify components of text structure.
- Provide explicit instruction on how to provide text evidence to support reasoning.
- Provide explicit instruction to determine the meaning of unknown words, doing deeper dives on key vocabulary for morphology, parts of speech, examples and non-examples, etc.
- Provide explicit instruction in determining explicit versus inferred meaning of text.

Writing Strategies

- Practice writing skills using the gradual release model (I Do, We Do, You Do).
- Identify the purpose and audience of the writing task.
- Take time to organize before drafting, whether through an outline, concept map, top-down web, etc. This organization and planning strategy could also include Self-Regulated Strategy Development (SRSD), which practices mnemonics for genre-specific writing structure, working toward internalization of these structures.
- Follow the completed organizer like it is a road map for writing.
- Once a draft is complete, read the draft back and determine what components are missing.
- Review the draft once more for conventions, grammar, and sentence and/or paragraph structure, which are all skills that will require explicit instruction.

Instructional Strategies

SOURCE ANALYSIS

Evaluating varied texts, images, graphics, data sets, and videos to uncover key details and bias by asking intentional and thoughtful questions.

- Display the selected source to students physically or electronically. Allow students to interact with the source.

- Depending on readiness and source complexity, utilize the Gradual Release Model or instructional grouping to conduct the source analysis.
- Utilize graphic organizer to identify key details and information from the source.

USING EVIDENCE

Broadening and deepening your understanding of the question, dilemma, or curiosity by using information gleaned from the sources to construct your conclusions.

CONTEXTUALIZATION AND CORROBORATION

Exploring the credibility, authority, and timeliness of sources examined to build a cohesive outlook of the factors that influence the source's construction, creation, or destruction to determine how the evidence and source support concrete understanding.

- **Contextualization:** Students identify evidence in the source that points to the time, place, and space the source originates from.
- **Corroboration:** Students identify evidence between sources that affirm and/or challenge their understanding.

DEVELOPING CONCLUSIONS

Establishing a position, argument, or judgment on the question posed, dilemma, or curiosity to demonstrate reasoning and skill.

Assessment Opportunities

SOURCE ANALYSIS

- Check for understanding of the source and the topic content.
- Produce a final product, through writing and/or images, to demonstrate comprehension.

USING EVIDENCE

- Ask students to write, speak, or draw about the evidence presented in the source to focus on how the evidence supports understanding of the source.

CONTEXTUALIZATION AND CORROBORATION

- Use evidence between multiple sources to complement or challenge the content included (**corroboration**) or make sense of the events happening around the time of the source (**contextualization**).
- Write a paragraph, record an explanation video, or provide written and visual components to explain how the sources complement or challenge each other (**corroboration**) and broaden understanding of the time, place, and space around the source (**contextualization**).
- Use digital tools to highlight the similarities and differences between the analyzed sources that complement or challenge conclusions (**corroboration**) and broaden understanding of the time, place, and space around the source's creation (**contextualization**).

DEVELOPING CONCLUSIONS

- Establishing a position, argument, or judgment on the question posed, dilemma, or curiosity to demonstrate reasoning and skill.
- Through written or oral presentation, determine a position or argument, and provide the claim, evidence, and reasoning to provide a response on a given topic.