

Fundamentals Unlimited Content Literacy



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Agenda for Today's Session



- Navigate Fundamentals
Unlimited to access content literacy units, texts, and assessments
- Deep dive into a content literacy unit of study
- Demonstrate how to save resources to a Fundamentals Unlimited folder to create mini units for online teaching and learning.

What is Content Literacy?

“Content literacy can be defined as the ability to use reading and writing for the acquisition of new content in a given discipline. Such ability includes three principal cognitive components: **general literacy skills, content-specific literacy skills...and prior knowledge**”. (McKenna and Robinson)



Content Literacy and Content Knowledge

What's the difference?

Content Knowledge addresses the unique content needs of each discipline. Students are engaged in knowledge acquisition through texts. (what)

Content literacy focuses on the thinking processes that are required to access and comprehend various texts. It helps students understand how a scientist thinks compared to a historian compared to a mathematician? Different forms of reading and writing are conduits to different thinking processes. (how)

What is similar?

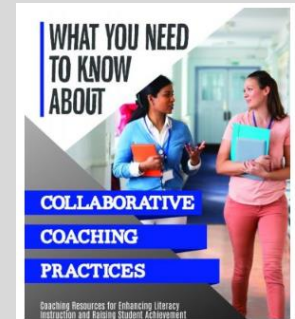
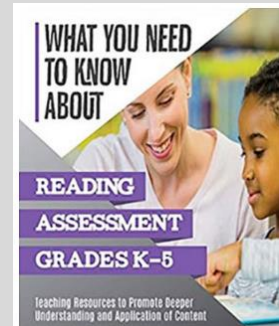
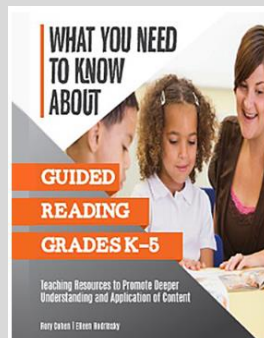
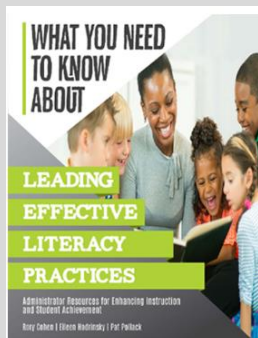
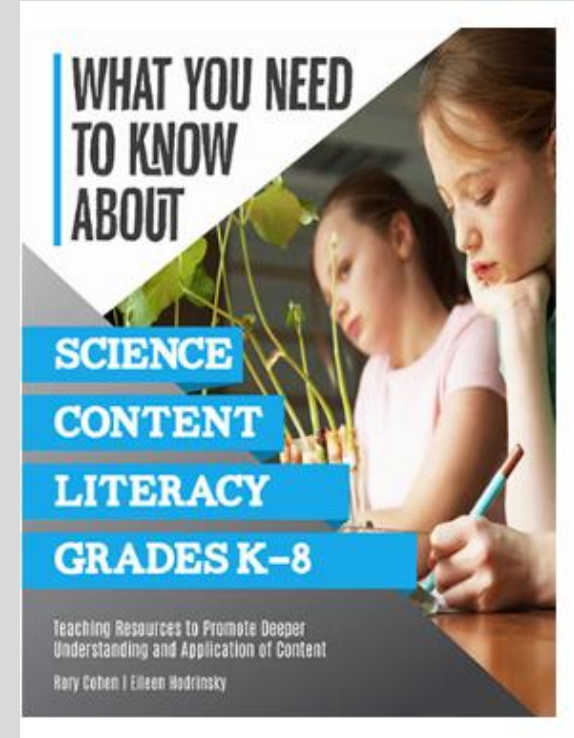
Both Content Knowledge and Content Literacy utilize texts to produce subject matter expertise in students. Both are needed to teach across subject areas.



Science Content Literacy Resource

Content literacy instruction is **multi-purpose teaching** that provides opportunities for students to engage in **real-world reading and writing** experiences. These units of study support students' building **enduring understandings** about science and social studies topics through **close reading and responding to authentic texts** in meaningful ways.

Fundamentals Unlimited



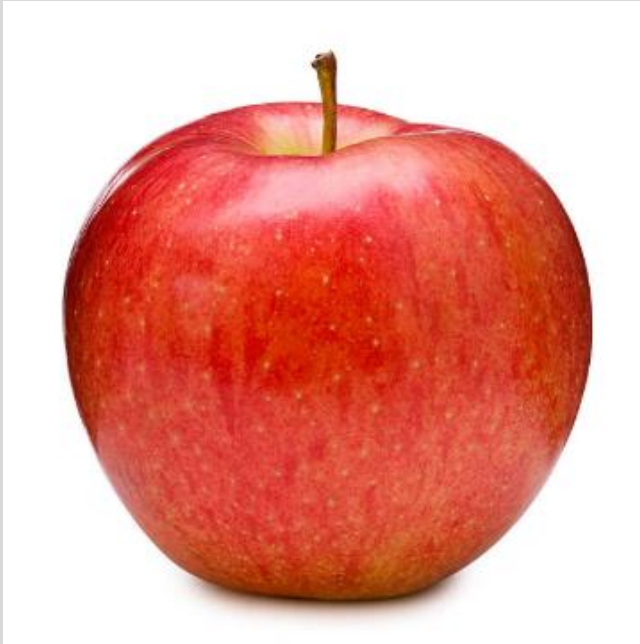
Deep Dive into [Fundamentals Unlimited](#) Content Literacy Unit of Study



Learning About Planet Earth



Shape



Before the Read

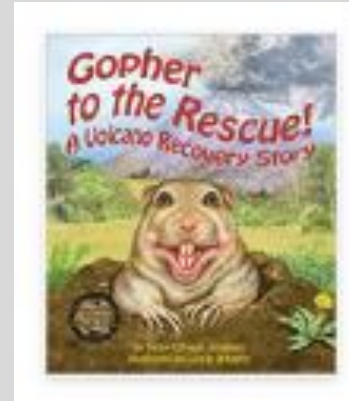
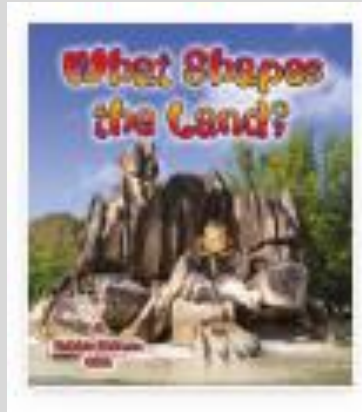
Surface



Force



Mentor Texts



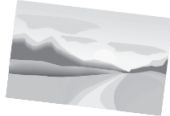
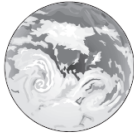
What do you know about Earth's surface and the forces that shape, or change, the land?

Essential Question: How does Earth's surface change, and what forces cause it to change?

Sub-questions:

- Which events happen quickly and which events occur slowly over a long period of time to change the shape of the land?
- Which forces acting on Earth are constructive, and which are destructive?
- How can people control the effects of the forces that shape Earth's surface?

Earth's Systems: Processes That Shape the Earth Content Literacy Unit



Key Vocabulary

forces – a push or pull on an object that results from an interaction with another object; physical power or strength toward an object

(to) shape – to give specific form to an object

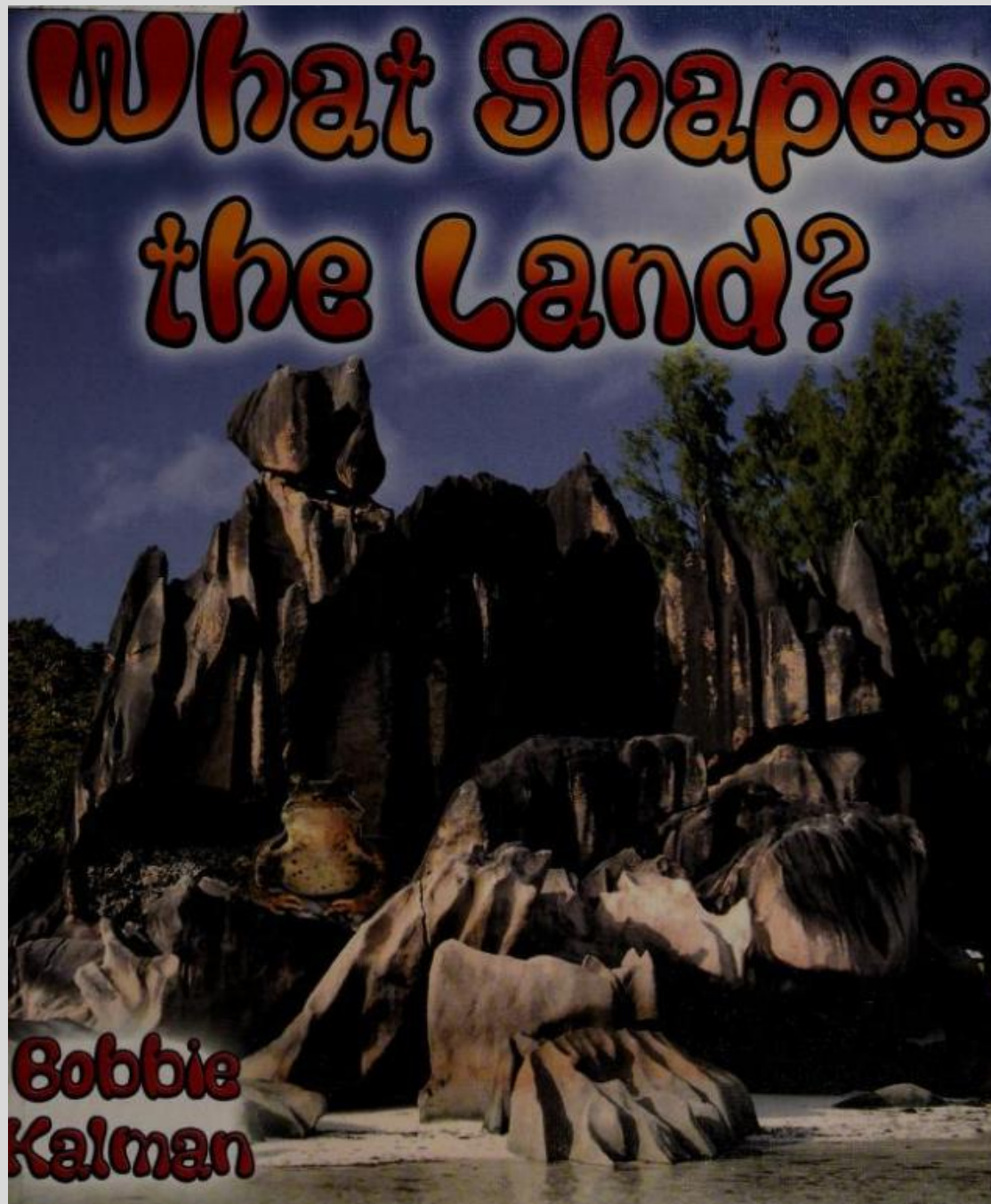
surface – the outside part or outermost layer of something

constructive – serving a useful purpose; helping to improve something

destructive – causing great damage

control – to direct or have power over something

effects – changes that are the result of an action



Based on pages 8 and 9, can we begin to answer our essential question?

How does Earth's surface change, and what cause it to change?

What shapes the land?



volcano

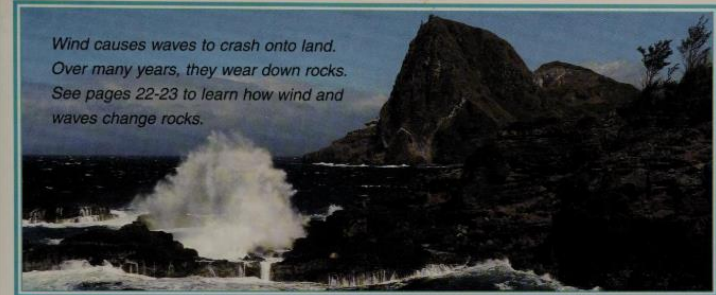
Volcanoes destroy land and create new land. Turn to pages 10-11 to learn how.

Earth's crust is constantly being created and taken apart. **Landforms**, or land shapes, are made or changed by **volcanoes**, **glaciers**, wind, water, weather, and **force**. Force is strong action or movement. Most of the changes take place over a long time, but some happen quickly.

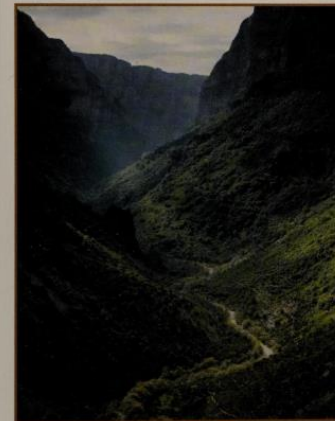


glacier

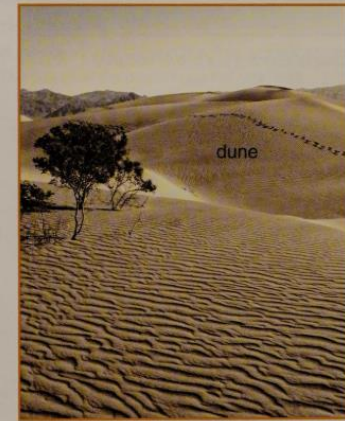
Glaciers are slow-moving bodies of ice. Learn about glaciers on pages 24-25.



Wind causes waves to crash onto land. Over many years, they wear down rocks. See pages 22-23 to learn how wind and waves change rocks.



*As **rivers** move, they can carve through mountains to create **valleys**. Learn about rivers on pages 20-21.*



dune

*Strong winds blow in **deserts**. Winds carry sand from one place to another, creating **dunes**. Learn about wind and sand on pages 16-17.*

- OVERVIEW
- TEXTS
- VOCABULARY
- ASSESSMENTS
- CORRELATIONS



Weathering and Erosion
by Torrey Maloof

PRINT-ONLY



How Mountains Are Made
by Kathleen Weidner Zoehfeld

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Gopher to the Rescue! A Volcano Recovery Story
by Terry Catasús Jennings

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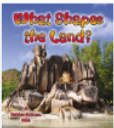


Earthshake: Poems from the Ground Up
by Lisa Westberg Peters

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What shapes the land?

by Bobbie Kalman

2 editions - first published in 2009

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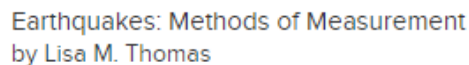
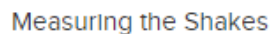
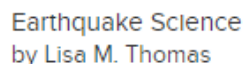
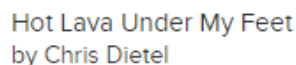
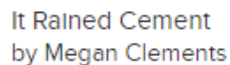
Zoom In

Focus your results using these [filters](#)

AUTHOR

John Updike 1

Bobbie Kalman 1



Name: _____ Date: _____

Reflect and Synthesize

Previous knowledge	New learning from texts	Firsthand observations and experiences

New and changed thinking and insights:

Name: _____ Date: _____

Concept Mapping: List-Group-Label

Directions: On the lines below, list words that are related to each other in order to group them together. Then, in each small rectangle, write a word or words as a label for each group of words you've created.

[illegible]

Name: _____ Date: _____

SORTING MATRIX

Essential Question: How does Earth's surface change, and what forces cause it to change?

Text:	Sub-question 1: Which events happen quickly and which events occur slowly over a long period of time to change the shape of the land?	Sub-question 2: Which forces acting on Earth are constructive, and which are destructive?	Sub-question 3: How can people control the effects of forces that shape Earth's surface?

Thinking About Online Teaching and Learning

- **Read through lesson consider how I will present information (live or recorded)**
 - Share my screen and record audio
 - Record myself reading print text
 - What platform is best supports the structure and needs of students - Zoom, Powerpoint with recording, Google Slides using Screencastify, Edpuzzle, etc.
- **What resources will be used (texts, articles, videos, online platforms,etc.)**
- **How will students interact with texts, peers, teacher, etc.**
 - Openlibrary.org
 - Google
 - Classroom (assignments/turn in)
 - Forms
 - Slides (interactive)
 - Newsletters with hyperlinks
 - Padlet
 - Flipgrid

LET'S CONNECT!



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