

Students will:

- Become better readers by building background knowledge
- Handle, read and understand primary source documents with confidence
- Infer, like a detective, where the evidence is in a text to support an argument or opinion
- See the text itself as a source of evidence (what did it say vs. what did it not say?)

Teachers will:

- Shift identity to “Yes, I teach disciplinary literacy.”
- Teach specific strategies to support reading in a specific discipline, i.e. read like an historian
- Stop referring and summarizing and start reading
- Treat the text itself as a source of evidence
- Teach students to write about evidence from the text
- Teach students to support their opinion with evidence.
Ask: “How do you know? Why do you think that? Show me in the text where you