

## **The Foundations of *Glencoe Literature***

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**Quality Literature for All Students**

Students should be able to see themselves reflected in the literature they read. This includes not only their cultures, but their interests, which research proves vary especially with gender. This connection provides motivation to read and to continue reading. Students also need to experience writing that prepares them to take their places as citizens in a larger society, such as workplace documents, functional documents, and technical writing.

*To reflect an increasingly diverse society, **Glencoe Literature** presents a wide array of selections. A rich mix of classic and contemporary selections unites time-honored voices with new. Authors from many cultures address a wide range of topics and themes, providing students with many varied insights into the Big Questions and Big Ideas that frame the instruction in **Glencoe Literature**. And through informed exposure to many genres— both creative and informational—students learn to recognize the purpose and structural features of different kinds of texts.*

### **Inquiry-Based Instruction**

**A Reason to Learn** Inquiry is a research-based approach that gives students significant reasons or purposes for reading. It is a powerful instructional treatment for engaging students and assisting them to learn essential concepts and strategies. Exploring a real idea and trying to answer a real question engages students in the same conversations, problem solving, and applications as real practitioners. Inquiry approaches organized around essential questions that embed reading and composing as meaningful inquiry-oriented activities increase student engagement and comprehension and result in better behavior, assignment completion, and learning.

**Meaningful Context** Inquiry allows students to learn and practice grammar, vocabulary, reading, and writing taught in the context of immediate use and personal relevance. When learning is organized around real issues and questions, it becomes more meaningful.

**Background and Prior Knowledge** When students have a personal interest in what they are learning, their interest and attention is improved. The personal connection activates both their background knowledge and their prior knowledge.

**Curricular Coherence** Inquiry-based teaching characterizes what Applebee, Burroughs, and Stevens (2000) call an integrated curriculum, that is, a curriculum in which students develop a set of skills, strategies, or tools that they apply with increasing sophistication across a range of activities. Everything is learned in relationship to a big idea or question. Students develop literacy skills while exploring and learning a wide range of content from the broader curriculum.

*Glencoe Literature organizes instruction around Big Ideas or Big Questions that engage, motivate, and challenge students to build and utilize their literacy skills while grappling with real life issues and concepts.*

### **Vocabulary**

Vocabulary demands in secondary schools are intense. Espin and Foegen (1996) found vocabulary to be a significant predictor of student performance. Farket and Elmore (1992) found vocabulary knowledge to be a stronger predictor of reading comprehension than most other variable, even cognitive ability. Teachers must ensure that students develop the specialized and technical vocabulary to discuss the various disciplines, as well as generalized vocabulary (academic) to convey their thinking about the subjects they study.

*Glencoe Literature provides students with multiple tools for building vocabulary. Some examples of instruction and practice in print and/or technology include before- and after-reading activities in the student and teacher texts, the Unit Teaching Resources, Read and Write, the Interactive Vocabulary CD, and online at [glencoe.com](http://glencoe.com).*

### **Purposeful Writing Tasks**

**Note Taking** The ability to take and organize notes is a significant predictor of student success. Notes serve an external storage function that builds comprehension and understanding of content. Over time and with instruction, students not only use their notes for external storage of information, but also for encoding their ideas.

**Graphic Organizers** Concept maps, semantic webs, cause and- effect charts, and other graphic organizers help students visually organize information presented in text format (Fisher, Frey & Williams, 2002). Graphic organizers also help students summarize information, helping them remember and recall content (Irwin-DeVitis & Pease, 1995; Wilson, 2002).

**Writing to Learn** Writing helps students clarify their thinking. It also provides teachers with information about what students do and do not understand (Fisher & Frey, 2004). However, the writing must be constructed to ensure that students engage and think as they write. Quality writing prompts remind students to do what good readers automatically do: summarize information, predict what's coming next, make connections between their lives and the text, question the information in the text and the author of the text, clarify information and ideas, visualize what the text has to say, and make inferences or draw conclusions from facts and ideas (Harvey & Goudvis, 2000).

*Glencoe Literature provides students with writing opportunities for every day of instruction—found in the student and/or teacher texts. Additional writing support is provided in the Unit Teaching Resources, Read and Write, and online at [glencoe.com](http://glencoe.com).*

## Research

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