

## FACILITATOR'S GUIDE: DISCIPLINARY LITERACY

### Background on Disciplinary Literacy and the Common Core State Standards

Literacy, the ability to read, write, listen, speak, think critically and perform in different ways and for different purposes, begins to develop early and becomes increasingly important as students pursue specialized fields of study in high school and beyond. The Common Core State Standards (CCSS) for Literacy in Science, Social Studies, History, and the Technical Subjects are connected to College and Career Readiness Standards that guide educators as they strive to help students meet the literacy challenges within each particular field of study. This national effort is referred to as disciplinary literacy.

This module has been designed for education consultants to use to support the understanding of disciplinary literacy and the implementation of the Common Core State Standards for Literacy in All Subjects.

### ***Using This PowerPoint***

You are encouraged to customize this module to meet the needs of your audience. The module is intended to fit into a variety of professional development settings. No portions of this module may be altered, but may be reproduced or disseminated for non-profit, educational purposes without prior permission.

**As you plan your presentation, here are a few suggestions that will help to engage your audience in your presentation:**

- Set the stage and articulate the *purpose* for the presentation.
- If possible, determine the *readiness* level of participants, and articulate your background with the topic.
- Shorten or extend activity time based on *engagement* of learners.
- Address questions throughout the presentation or ask participants to note their questions on a “parking lot” form. *Facilitate a Q/A* at the end of the session.
- *Empower* teachers to provide examples from their discipline related to the topics presented.
- *Encourage new learning* and next steps regardless of how much information is covered.

## Suggested PowerPoint Delivery

### 1. Share the Power Point

*The **15-30 minute presentation** provides an overview of disciplinary literacy. This shortened session can be presented at a board meeting, on a webinar or for a group of teachers or administrators in a professional development setting. It includes about 10 slides with one activity and two handouts. Customize as you see fit!*

*The **1 hour presentation** provides participants with an understanding of disciplinary literacy and how it differs from literacy in the disciplines. It also develops an understanding that reading, writing, speaking and listening, and language is a shared responsibility across all disciplines. Only show slides 1-9, 11, 16, 23-28, 43, 49, 50, 53, 55-58 need to be shared. Hide the rest of the slides by right clicking on the slides located in the panel view on the left.*

*The **½ - 1 day workshop** deepens these understandings as well examines how to select appropriate texts for the discipline and use these texts to deepen students' understanding of the discipline through close reads, text-dependent questions, and text-dependent tasks. Please allow additional time for questions and discussion during and after the presentation. Show all of the slides.*

### 2. Facilitate Activities

*Activities include **individual reflection, discussion with partners, in small groups, and in whole group, watching videos** from the Web, accessing resources from the Web, and **hands-on activities**. Include activities as time permits to engage participants. **The activities will be more meaningful to your participants if you use resources from your discipline: texts that experts in your field read (11), potential texts that students would read in your discipline (18), performance tasks from your discipline (41), texts that expert in your field write (50), and potential texts that students would write in your discipline (52).** Facilitators will also need to make photocopies of the handouts. Take the time to read through the notes section of the Power Point slides for more information on how to facilitate activities and how to use the handouts.*

### 3. Share Related Readings/Research

*The documents included in Related Readings/Research can be used for future use in professional learning communities (PLC's). The documents are saved to the flash drive for your reference. Refer participants to the URL's to download the documents*

### ***What's In This PowerPoint Suitcase?***

1. **Facilitator's Guide**
2. **PowerPoint Presentation** (56 slides with Facilitator's Notes)
3. **PowerPoint Presentation for share-out** (58 slides without the Facilitator's Notes)
4. **21 Hands-On Activities** – check individual slide notes in the PPT for information on the activities. A list of the activities can be found at the end of this facilitator's guide.
5. **16 Handouts** – check individual slide notes in the PPT for information on the handouts. Handouts are organized on your flash drive by folder; all the handouts can be found in the folder "Half- to Full-Day Workshop". A list of handouts can be found at the end of this facilitator's guide.
6. **Video Resources** – are videos from the PPT for you to preview for your information and possible future discussions within a PLC setting. These can also be disseminated to educators. A list of video resources and links can be found at the end of this facilitator's guide.
7. **Web Resources** – are sites to find more information, details, suggestions, or use to help discussions within a PLC setting. These can also be disseminated to educators. A list of web resources and links can be found at the end of this facilitator's guide. They, along with other web resources, can also be found at the Diigo group "Disciplinary Literacy" at <http://groups.diigo.com/group/disciplinary-literacy>.
8. **Related Reading/Research** (8 documents) – are resources that can provide background information if you or those you are presenting to are interested in more detail on Disciplinary Literacy. Some are linked to specific slides in the PPT.

***What should consultants do before using the PowerPoint Suitcase?***

1. **Determine which slides you will be using in the presentation.** There are different needs for copies (for your audience) for different parts of the presentation. Explanations of handouts needed and activities are on each slide. Check slides you will use for more information and copies you will need.
2. **For the Reading portion of the PowerPoint:**
  - a. Find 8-10 text samples that represent things an expert in your area would **READ**. These should be different formats and styles – a showcase, so to speak. You should have online as well as hard copies to show your audience.
  - b. Find and copy 5 different types of authentic texts of things you'd have your students **READ** in a classroom setting in your discipline. You should have enough copies to hand out for small group work.
3. **For the Writing portion of the PowerPoint:**
  - a. Find 5-8 text samples that represent things an expert in your area would **WRITE**. Do they read and write the same type of texts? If so, you're already set because you found some for the Reading portion of the PPT.
  - b. Find and copy 3-5 different types of texts you'd have students **WRITE** in a classroom setting in your discipline.
4. **For the Performance Task portion of the PowerPoint:**
  - a. Make copies of "CCSS Sample Performance Tasks". These will be cut up to be provided to different small groups to analyze.
  - b. Create/locate 5 **performance tasks** from your discipline to showcase.
5. **Optional:**
  - a. Make your own activity for a close reading (with a different text more closely associated to your discipline).
  - b. Determine a list of resources/books on literacy specific to your area. This may be difficult if you are in a content/subject area that has not yet truly addressed these literacy issues.

**21 Hands-On Activities** to go with the PPT: Activities in **red type** are used for both the one-hour and the half- to full-day workshops. Activities in **black type** are used for the half- to full-day workshops only. Parentheses show the slide associated with the activity. Directions for the activity can be found on the PPT slides.

- *A Shared Responsibility: Watch a video about high school in Massachusetts that increased student achievement with a comprehensive school-wide literacy plan (8)*
- *Text Selection: Brainstorm a list of texts that are commonly used by practitioners in the field (11)*
- *Types of Text: Sort the brainstormed list into categories (12)*
- *Types of Text: Generate a list of texts that students read in your class (13)*
- *Text Resources: Use the web to find authentic texts that could be added to your class (14)*
- *Readicide: Reflect on Gallagher's ideas; share with a partner (15)*
- *Text Features: Analyze texts for text features and complete the scavenger hunt (18)*
- *Text Structures: Participate in a text structure activity of the presenter's choice (20)*
- *Vocabulary: Watch a video about how CCSS addresses vocabulary instruction (21)*
- *Close Reading: Watch a video for the 6 steps of a close read; record on viewing guide (24)*
- *Close Reading and Reading Standards: Analyze the reading standards to see how a close read addresses the reading standards (24)*
- *A Close Read of a Text: "Americans' Growing Dependency on Food Stamps" (30-40)*
- *CCSS Sample Performance Tasks: Analyze performance tasks for content knowledge and literacy standards (43-47)*
- *Text Dependent Tasks: Write a performance task from your discipline. Deconstruct it for content knowledge and literacy standards. Reflect. (48)*
- *Text Selection: Brainstorm a list of texts that are commonly written by practitioners in the field (50)*
- *Types of Text: Sort the brainstormed list into categories (51)*
- *Types of Text: Generate a list of texts that students write in your class (52)*
- *CCSS Literacy in All Subjects 6-12: Generate a list of authentic writing tasks that students could complete to demonstrate their learning (53)*
- *Learning to Write and Writing to Learn: Brainstorm a list of examples of learning to write and writing to learn from your class (54)*
- *Writing Considerations: Generate ideas around discipline specific writing through Give-one/Get-one (55)*
- *Imagine...: Write down specific ways you can add more literacy into one unit you are currently teaching (56)*
- *Closing Thoughts: Final words from CCSS author, David Coleman (58)*

**16 Handouts** to go with the PPT: Handouts in **red type** are used for both the one-hour and the half- to full-day workshops. Handouts in **black type** are used for the half- to full-day workshops only. The letter before the handout can be found on the sheets themselves, as “Form DL-A”, “Form DL-B”, etc. Parentheses show the slide associated with the handout.

- A. *Literacy in the Disciplines and Disciplinary Literacy (7) – this should be printed in COLOR*
- B. *Range of Texts (9)*
- C. *Text Complexity (10)*
- D. *Reading and Writing Text Types Planning Chart (13 & 51) – this should be printed in COLOR*
- E. *Text Types for Reading and Writing Brainstorm (31 & 52) – this should be printed in COLOR*
- F. *CCSS-Lit Chart w-Cheats (16 & 53)*
- G. *Cheat Sheet- Anchor Standards – CCSS for Literacy (16)*
- H. *Text Features (17-18)*
- I. *Text Structures (19)*
- J. *Vocabulary (22)*
- K. *Close Reading Viewing Guide (24)*
- L. *Interrogating Texts from Harvard (24)*
- M. *Collaborative Strategic Reading (24)*
- N. *Close Reading (24)*
- O. *Text Dependent Questions (29)*
- P. *Text for A Close Read Activity: “AoW 26 Food Stamps” (30)*
- Q. *Performance Tasks (43)*
- R. *Writing Considerations Worksheet (55)*

**Video Resources** – Videos in **red type** are used for both the one-hour and the half- to full-day workshops. Videos in **black type** are used for the half- to full-day workshops only. Parentheses show the slide associated with the video.

- **School of Thought:** Describes the implementation of a schoolwide disciplinary literacy approach at Brockton High School in Massachusetts (13 minutes) <http://bit.ly/PBS-DL> (8)
- **Academic Vocabulary:** Discusses the importance of teaching vocabulary with complex texts with the goal of increasing comprehension (6 minutes) <http://bit.ly/AcadVocab> (21)
- **Text Complexity:** Shows a language arts teacher engaging students in a close reading of a poem (8 minutes) <http://bit.ly/ComplexText> (24)
- **Common Core State Standards: Literacy in Other Disciplines:** Provides a brief overview and explanation of what literacy in other disciplines means, specifically science and social studies (4 minutes) <http://bit.ly/LitinDisc> (58)

**Web Resources** -- Websites in **red type** are used for both the one-hour and the half- to full-day workshops. Websites in **black type** are used for the half- to full-day workshops only. Parentheses show the slide associated with the website.

- BadgerLink ([www.badgerlink.net/](http://www.badgerlink.net/)) (14)
- “Article of the Week” ([www.kellygallagher.org](http://www.kellygallagher.org)) (14)
- Time Magazine (<http://www.time.com/>) (14)
- The Week Magazine (<http://theweek.com/>) (14)
- The New Yorker (<http://www.newyorker.com/>) (14)
- The New York Times (<http://www.nytimes.com/>) (14)
- The Wall Street Journal (<http://www.wsj.com/>) (14)
- Harvard’s Interrogating a Text <http://bit.ly/InterText> (24)
- Collaborative Strategic Reading <http://bit.ly/ColStratReading> (24)
- Nancy Frey’s Text-Dependent Questions <http://bit.ly/TextDepQuestions> (27-40)
- Wisconsin Department of Public Instruction’s Disciplinary Literacy Website <http://www.dpi.wi.gov/standards/disciplinaryliteracy/.html> (57)

**Related Reading/Research** – Resources in **red type** are used for both the one-hour and the half- to full-day workshops. Resources in **black type** are used for the half- to full-day workshops only. Parentheses show the slide associated with the resource.

- Moje, E.B. (2007) <http://bit.ly/MojeArticle> (6)
- The Carnegie Report, Reading in the Disciplines (2010) <http://bit.ly/CarnReport> (7)
- Common Core State Standards for Literacy in All Subjects <http://dpi.wi.gov/cal/pdf/las-stds.pdf> (8, 53)
- (Book) Gallagher, Kelly. *Readicide: The Killing of Reading and What We Can Do About It*. NY: Stenhouse Publishers, 2009. (15)
- Gewertz, C. (2012). *Districts Gear Up for Shift to Informational Texts*. EdWeek. <http://bit.ly/DistrictsChange>
- Shanahan, T., Fisher, D., and Frey, N. (2012). *The Challenge of Challenging Text*. Educational Leadership. <http://bit.ly/EdLeadChallText>
- Ratzel, M. (2011). *Writing: Not Just for Language Arts*. EdWeek. <http://bit.ly/WritingNotELAOnly3>
- Peterson, A. (2010). Elizabeth Birr Moje on “Disciplinary Literacy” and Reading Across the Content Areas. National Writing Project. <http://bit.ly/MojeDL>

Please submit any feedback on this module to [DPIdislit@dpi.wi.gov](mailto:DPIdislit@dpi.wi.gov)