

Disciplinary Literacy



Elementary Principal Session
Educator Effectiveness Academy

2012

Career Readiness

- What skills do 21st century careers require?

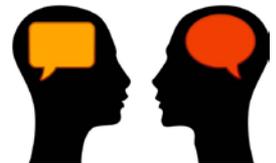


WHO AM I?



Job Responsibilities

- Conduct laboratory tests to determine performance of building materials.
- Compile and communicate data to determine specifications for material use.
- Utilize information processing and computer skills.
- Complete tests at construction sites to ensure quality and compliance with standards.
- Maintain construction standards to ensure structures are strong, durable, and economical.
- Remain current in the latest research and developments in the concrete industry.



Materials Technician

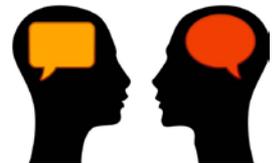


WHO AM I?

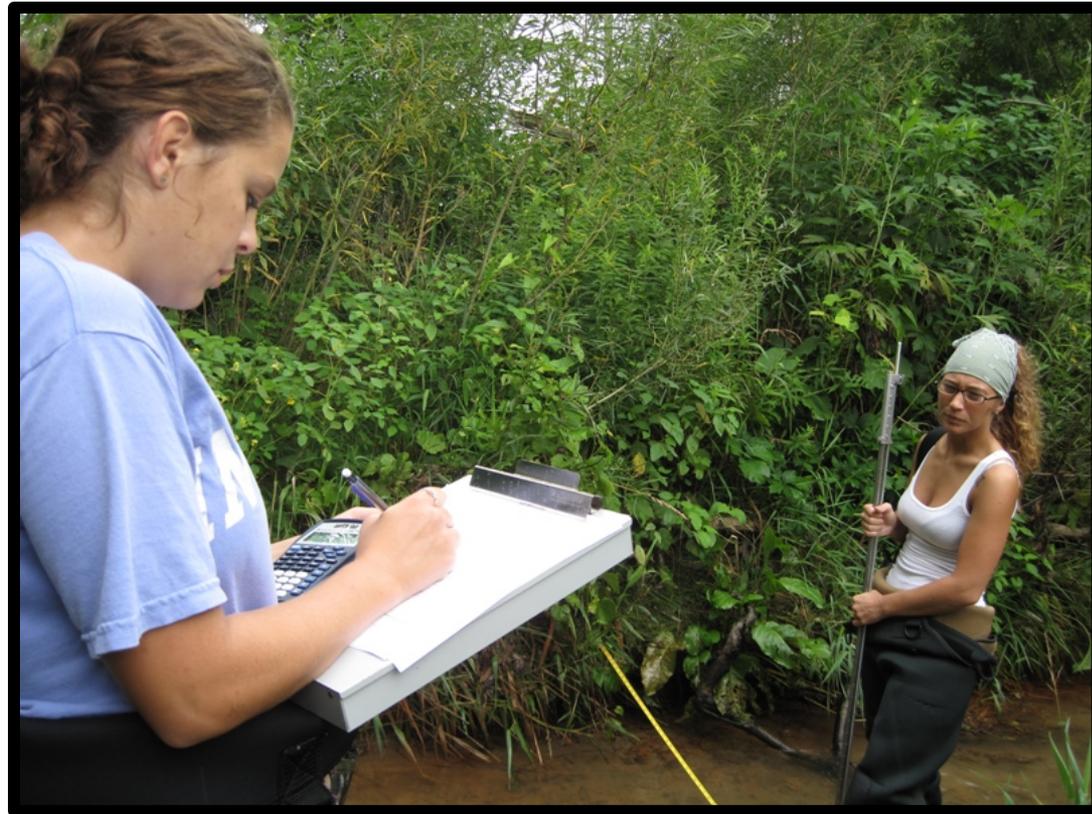


Job responsibilities:

- Perform statistical analysis.
- Complete technical writing.
- Collect field data.
- Utilize technical instruments and computers.
- Communicate data and findings to peers and public.
- Work in remote locations to monitor pollution or conservation efforts.
- Adhere to professional standards of research.



Environmental Scientist



Capacities of Literate Individuals

INDEPENDENCE

**STRONG
CONTENT
KNOWLEDGE**

**COMPREHEND
AND CRITIQUE**

**UNDERSTAND
PERSPECTIVES
AND CULTURES**

**USE
TECHNOLOGY**

**RESPOND TO VARIOUS
DEMANDS**

**VALUE
EVIDENCE**

Session Objectives

Participants will:

- develop a working knowledge of disciplinary literacy and its effect on content instruction in elementary classrooms.
- identify literacy shifts in Social Studies and Science instruction.
- apply examples of instructional shifts to classroom practice.

NOT just Content Area Reading!

Disciplinary Literacy is not using “generic reading and writing strategies to learn about science, math, history and literature.”

McConachie and Petrosky, *Content Matters*, 2010

What is Disciplinary Literacy?

Disciplinary Literacy is the use of discipline-specific practices to access, apply, and communicate content knowledge.

Why Disciplinary Literacy?

- Each discipline has specialized:
 - Ways of thinking
 - Language and vocabulary
 - Types of text to comprehend
 - Ways of communicating in writing

THE SHIFT

9-12

Disciplinary
Literacy

6-8

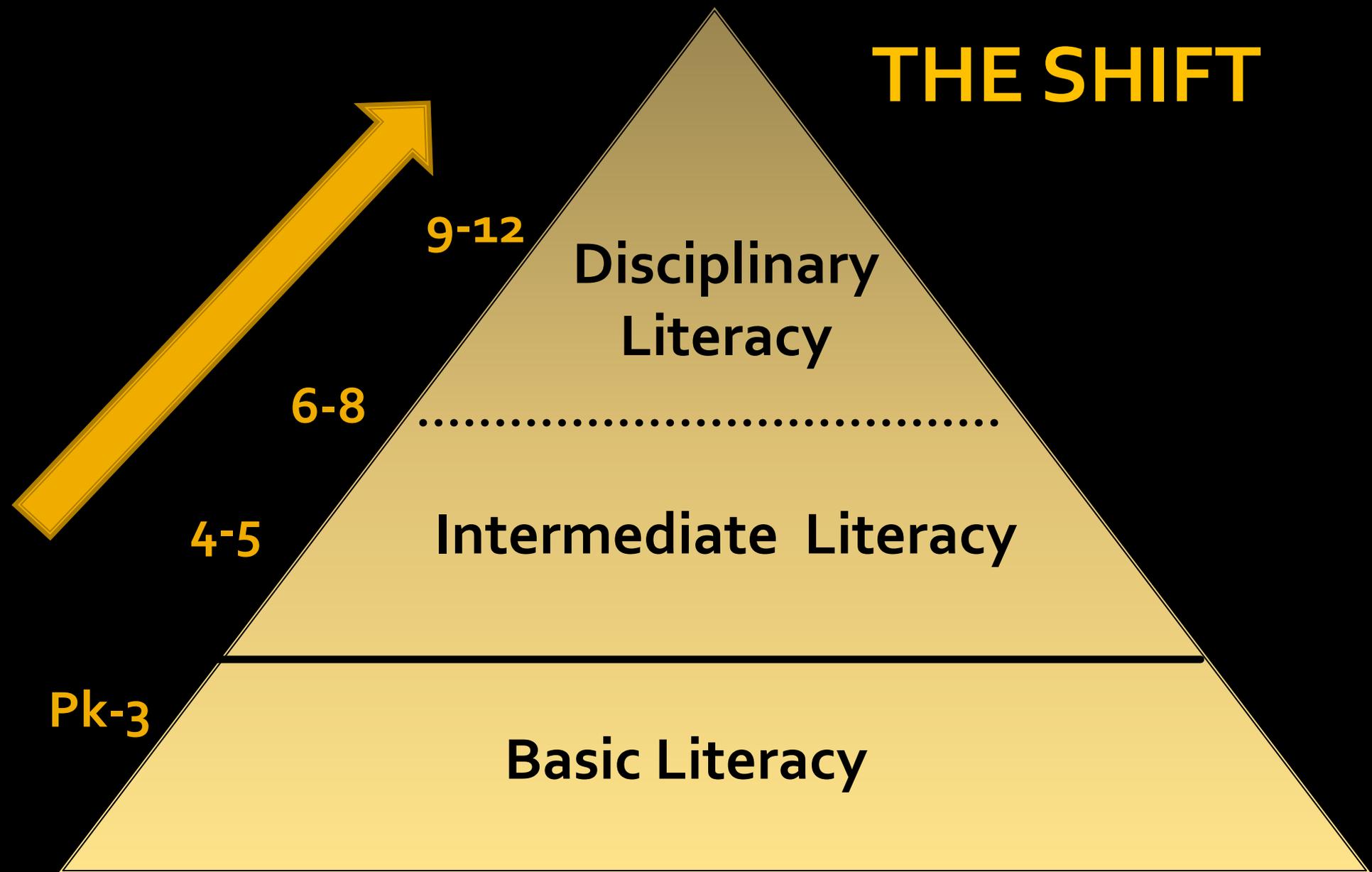
Intermediate Literacy

4-5

Basic Literacy

Pk-3

Adapted from Shanahan, 2012



All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers.

PARCC Assessments

- Elementary 50% informational
 50% literary
- Middle 60% informational
 40% literary
- High 70% informational
 30% literary

**How can elementary instruction
support students' Disciplinary
Literacy development?**

Science and Social Studies

Moving.....



FROM.....

- Writing from a personal perspective... I think, I feel.
- Teacher interpreting text.
- Reading mostly narrative.
- Using generalized reading strategies.
- Identifying facts.
- Using a single text to convey information.

TO.....

- Evidence -based responses both orally and in writing.
- Students immersed in doing “the work”.
- Increased close reading of informational text.
- Using discipline specific reading strategies
- Analyzing and synthesizing information.
- Accessing multiple sources of information.

Common Core Examples

Science and Social Studies

. . . The natives of person be very proper and tall me
nature swarthy, but much more by art, painting
themselves with colours in oile a darke read
especially about the head . . . As for their they
use sometimes other colours, as bley the nose
downward, and read upward, and sometimes
contrary wise with great variety in a gastly manner.
. . They weare their hair diverse some having it cut all
short, one halfe of the head, and a long on the other;
others have it all long, but generally they weare all a
locke at the left eare, and sometimes at both eares . . .

Social Studies Example

Resource: *A Brief Relation of a Voyage Unto Maryland*
By Father Andrew White

Before Common Core Question

Have you ever met someone who looks different from you? Write a journal entry describing how that person's appearance differed from yours and your reaction to his/her appearance.

Common Core Question

Paraphrase what Father Andrew White says explicitly about the appearance of Native Americans in colonial Maryland. Draw inferences about Father White's reaction to the natives, supporting your conclusions by citing specific details in the source. (RI.4.1)

Write an opinion in the form of a journal entry from the perspective of Father White. Express his opinion of Native Americans citing details from the text. (W.4.1)

Social Studies Example

Informational Text Selection

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*.
New York: Scholastic, 1992. (1992)

Mars is very cold and very dry. Scattered across the surface are many giant volcanoes. Lava covers much of the land. In Mars' northern half, or hemisphere, is a huge raised area. It is about 2,500 miles wide. Astronomers call this the Great Tharsis Bulge.

There are four mammoth volcanoes on the Great Tharsis Bulge. The largest one is Mount Olympus, or Olympus Mons. It is the biggest mountain on Mars. Some think it may be the largest mountain in the entire solar system. Mount Olympus is 15 miles high. At its peak is a 50 mile wide basin. Its base is 375 miles across. That's nearly as big as the state of Texas! Mauna Loa, in Hawaii, is the largest volcano on earth. Yet, compared to Mount Olympus, Mauna Loa looks like a little hill. The Hawaiian volcano is only 5½ miles high. Its base, on the bottom of the Pacific Ocean, is just 124 miles wide.

Each of the three other volcanoes in the Great Tharsis Bulge are over 10 miles high. They are named Arsia Mons, Pavonis Mons, and Ascraeus Mons.

W5.2

Common Core Standards
Appendix B

Science Example

Before Common Core Question

- List the land features found on Mars.
- Why is the Great Tharsis Bulge important?

Common Core Question

Science Example

*Explain how Melvin Berger uses evidence in his book *Discovering Mars: The Amazing Story of the Red Planet* to support particular points about the physical features of the planet.*

Describe the landscape of Mars. Use evidence from the following sources to support your explanation.

- Mars: The Amazing Story of the Red Planet
- Text: *What's it Like on Mars*

http://solarsystem.nasa.gov/kids/mars_kids.cfm

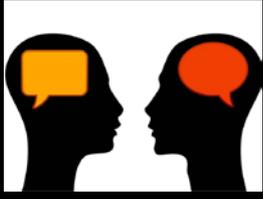
- Text: *Mars* <http://www.dustbunny.com/afk/planets/mars/>

Strive for classrooms that look and feel like literacy is a vehicle and not an addendum.



Explore, Investigate, Apply.





Turn and Talk

- What are the instructional shifts?
- What will be the biggest challenge for teachers?
- What support will teachers /leaders need to make the shift(s)?

In Science and Social Studies

Look for students...

- independently reading a variety of informational text.
 - general information text in reading
 - content specific text in science and social studies that supports conceptual understanding of content
- discussing and answering text dependent questions.
- citing evidence from text.
- writing discipline-specific explanatory and opinion pieces to convey ideas and demonstrate knowledge.
- engaging in short-term research tasks.

Content Matters

- Literacy development in content areas....
 - improves with consistent and regular content instruction.
 - increases as students access more informational texts.
 - builds students' knowledge base.
 - provides a vehicle to show what they know through writing and research.

Suggestions for School-Based PD

- Use this introductory presentation.
- Analyze and discuss the MSDE publication, *Literacy in All Subjects*.
- Examine the 7 Capacities of Literate Individuals.
- Investigate and explore available digital and print resources.

Sites to Explore

- www.achievethecore.org
- <http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- <http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx#archived>
- <http://www.parcconline.org/parcc-content-frameworks>
- <http://dpi.wi.gov/standards/disciplinaryliteracy.html>

Contact us!

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