

# Disciplinary Literacy

History/Social Studies  
Science and Technical Subjects



Middle School Principal Session  
Educator Effectiveness Academy  
2012

# Career Readiness

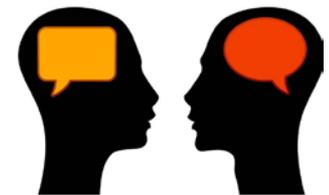
- What skills do 21<sup>st</sup> century careers require?



# WHO AM I?

## Job Responsibilities

- Conduct laboratory tests to determine performance of building materials.
- Compile and communicate data to determine mix design or specifications for material use.
- Requires 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

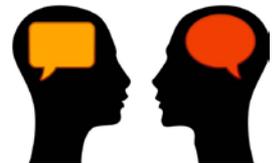


# WHO AM I?

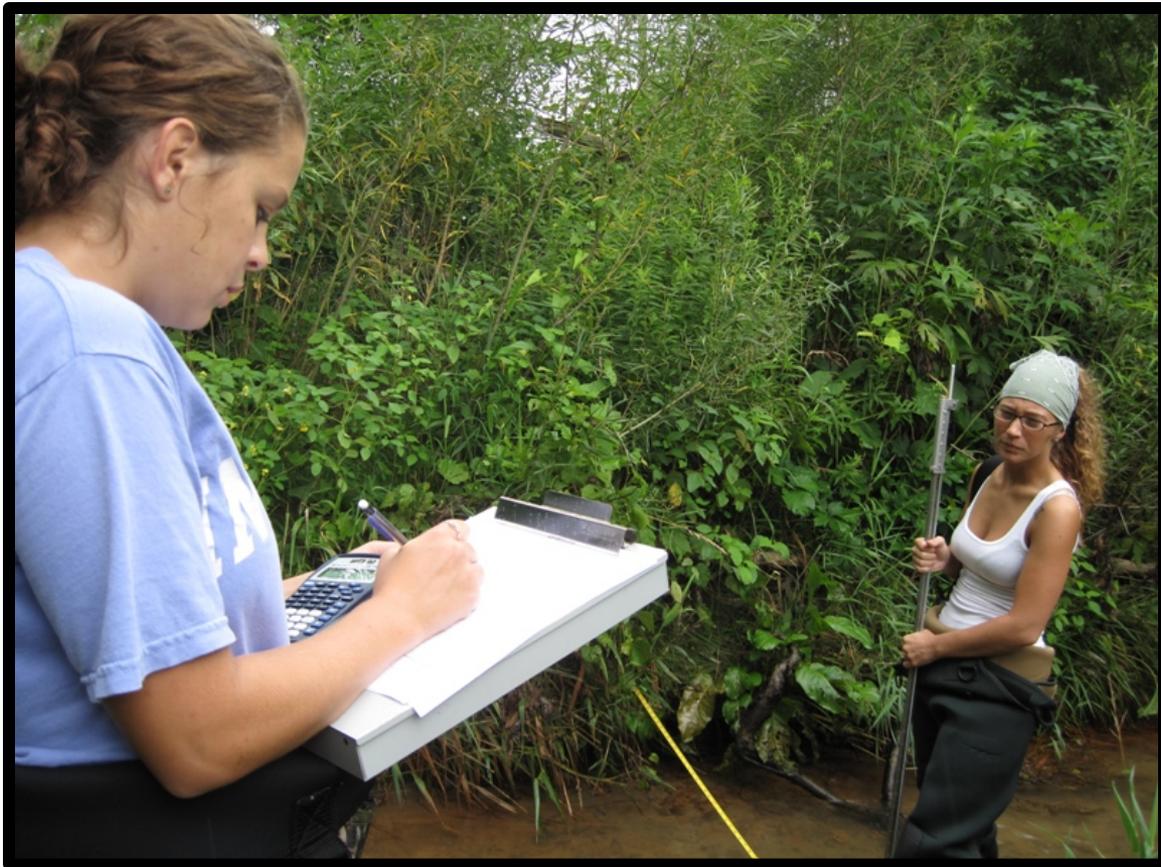


## Job responsibilities:

- 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 understand:**
  - **the impact of disciplinary literacy on preparing students for college, career, and civic life.**
  - **the key points and structure of the Disciplinary Literacy Frameworks.**
  - **the application of Disciplinary Literacy to classroom instruction.**

# NOT just Content Area Reading!

**Disciplinary Literacy is not just 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

Disciplinary  
Literacy



Intermediate Literacy

Basic Literacy

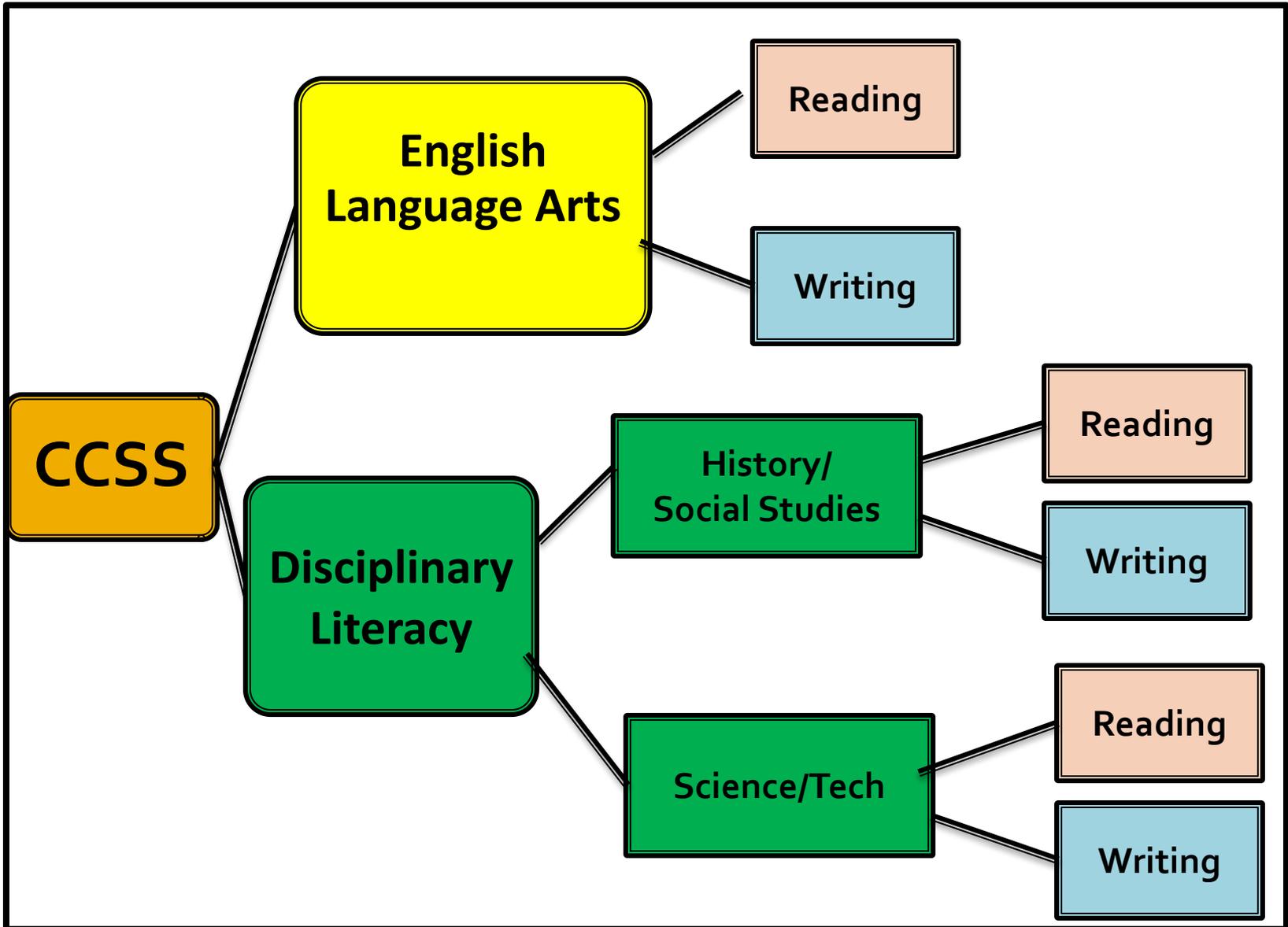
Pk-3

Adapted from Shanahan, 2012

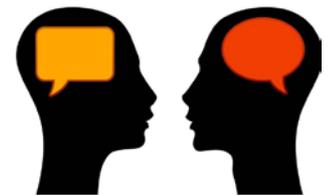
All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around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



# The Standards Side-by-Side



# DECONSTRUCTING THE FRAMEWORKS

Anchor Standard

Cluster

Grade-level Standard

Essential Skills & Knowledge

Cluster: Craft a structure

CCR Anchor Standard #6 Assess how point of view or purpose shapes the content and style of the text.

Grades 9-10

Grades 9-10

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain to be resolved.

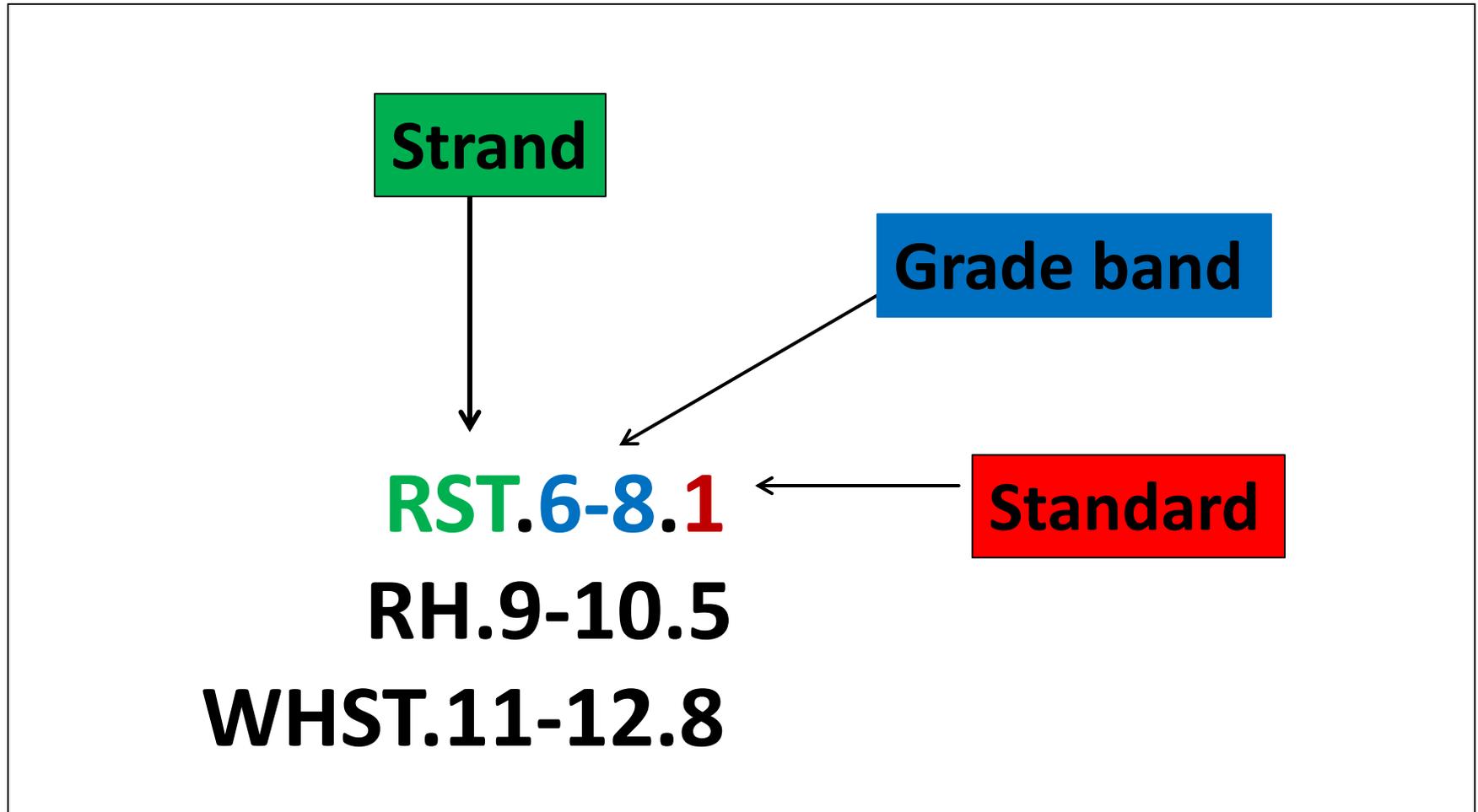
Essential Skills and Knowledge

Essential Skills and Knowledge

- Analyze and explain the structure of an explanation, procedure, or experiment and how it contributes to meaning and/or purpose of the text.
- Determine and examine the relationships between and among ideas throughout the text and how they contribute to meaning.
- Evaluate the effectiveness of the text to address the author's purpose.

- Identify and explain the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- Determine and examine the relationships between and among ideas throughout the text how they contribute to meaning.
- Evaluate the text for completeness, and relevance.
- Analyze and explain any inconsistencies, ambiguities, or gaps among information presented in text.

# Deconstructing the Code



**What does Disciplinary Literacy  
look like in a classroom?**

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# Moving.....

## FROM.....

- Writing from a personal perspective... I think, I feel.
- Teacher interpreting text.
- Reading only textbooks.
- Identification and memorization of facts.
- Using a single text to gather information.

## TO.....

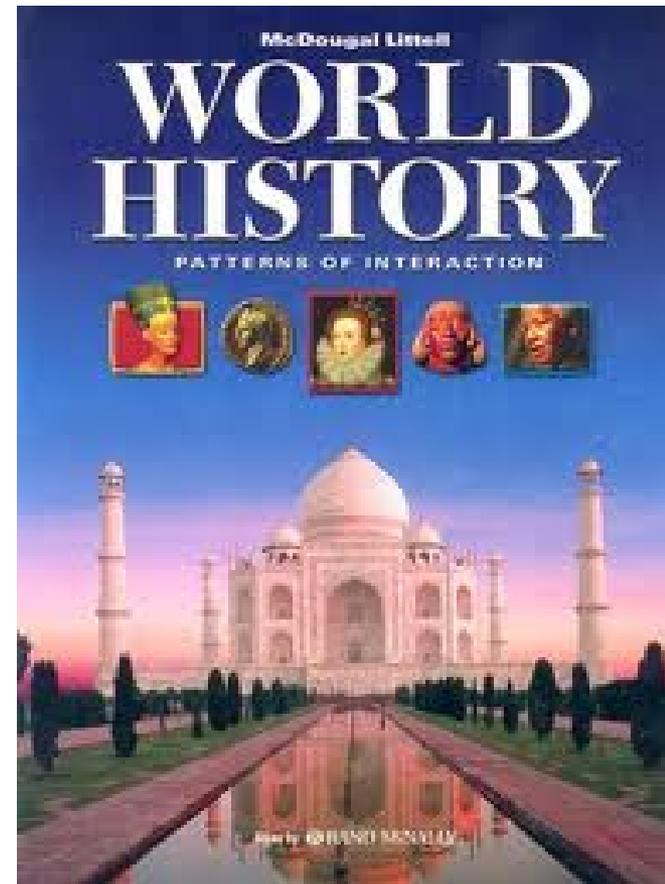
- Evidence -based responses both orally and in writing.
- Students immersed in doing “the work.”
- Increased close reading of a variety of informational texts.
- Analyzing, synthesizing, and critiquing information.
- Multiple sources of information.

# CCSS Shifts – MS Social Studies

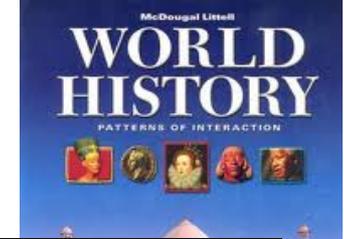
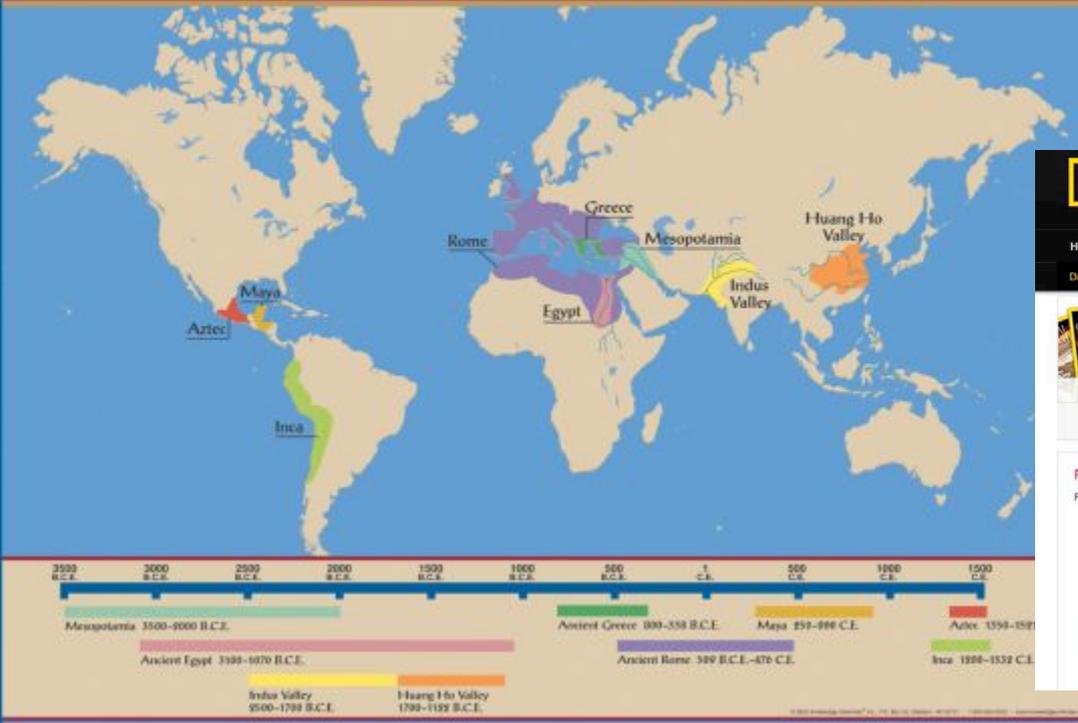
## Traditional Assignment History/Social Studies

- Why do you think people moved in ancient civilizations? Where did they go? Read the textbook and then create a map that shows where groups moved.

(Ancient World History)

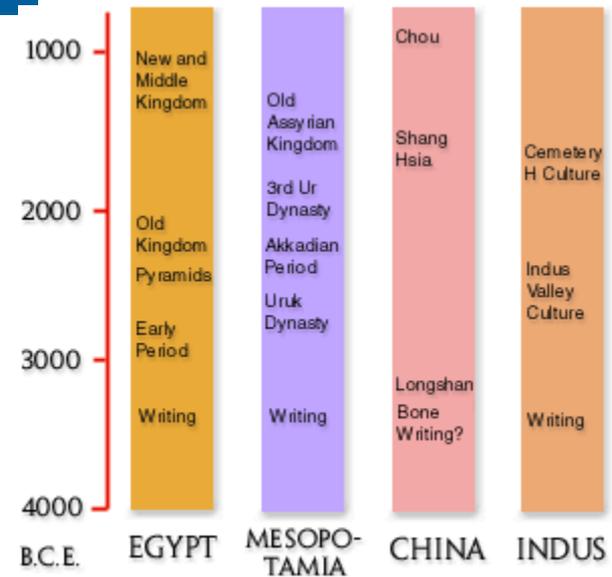


# ANCIENT CIVILIZATIONS MAP & TIMELINE



## Common Core Disciplinary Literacy Reading Standards for History/Social Studies, RH. 6-8. 7

Describe and analyze population growth, migration and settlement patterns in early world history by integrating data from maps and charts with print and digital sources.



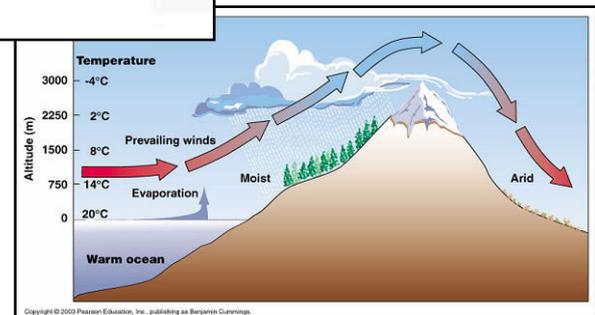
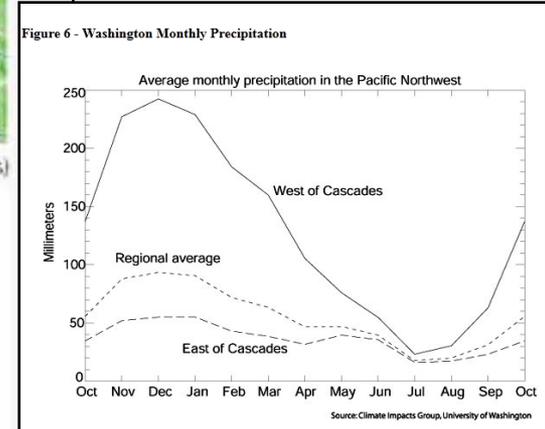
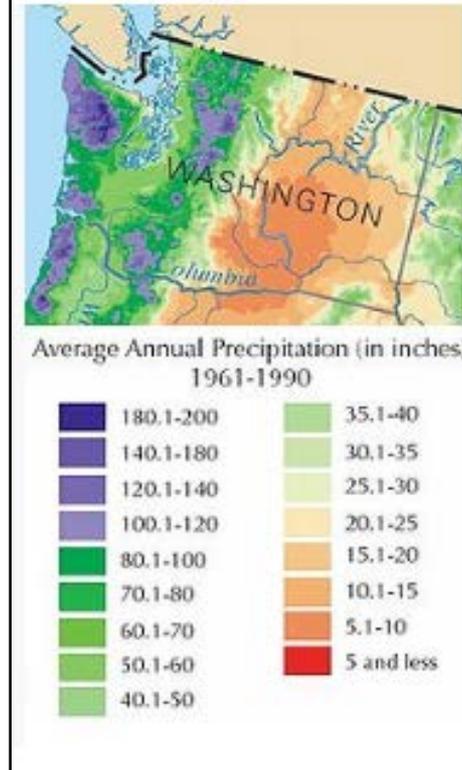
(Ancient World History)

# CCSS Shift – Middle School Science

A rain shadow is a dry region of land on the side of a mountain range that is protected from the prevailing winds. Prevailing winds are the winds that occur most of the time in a particular location on the Earth. The protected side of a mountain range is also called the lee side or the down-wind side.

Prevailing winds carry air toward the mountain range. As the air rises up over a mountain range, the air cools, water vapor condenses, and clouds form. On this side of the mountains, called the windward side, precipitation falls in the form of rain or snow. The windward side of a mountain range is moist and lush because of this precipitation.

Once the air passes over the mountain range, it moves down the other side, warms, and dries out. This dry air produces a rain shadow. Land in a rain shadow is typically very dry and receives much less precipitation and cloud cover than land on the windward side of the mountain range.



# CCSS Science Shift

## Before Common Core

- When winds that carry moisture from the ocean travel over the mountains the air (cools down or warms up), and becomes \_\_\_\_\_.

## Common Core

- Use information from the texts to explain how water in the atmosphere is influenced by wind and landforms to determine local weather patterns.

**RST.6-8.7**

***Next Generation:***

**MS ESS-WC**

Earth Systems and Their Interactions

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



# Suggestions for School-Based PD

- Share this presentation with staff.
- Analyze the MSDE publication, *Literacy in All Subjects*.
- Present 7 Capacities of Literate Individuals for career and college readiness.
- Compare the CCSS side-by-side documents.
- Explore available digital resources.

# Next Steps

- Access the Frameworks Online
- Follow-Up Webinars
- Regional Disciplinary Literacy Workshops

# Contact us!

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# Sites to Explore!

- [www.achievethecore.org](http://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>

# Thank you!

