

ECAP Mini-PD

P6:

Teacher incorporates discipline-specific literacy skills into instruction.

What is “discipline specific literacy”?

- The ability to read, write, speak, and listen using the language and tools of the discipline.
- The goal of discipline specific literacy is to bring students into the community of practice of the field, using authentic practices, text, and vocabulary (appropriate to the level of the student).

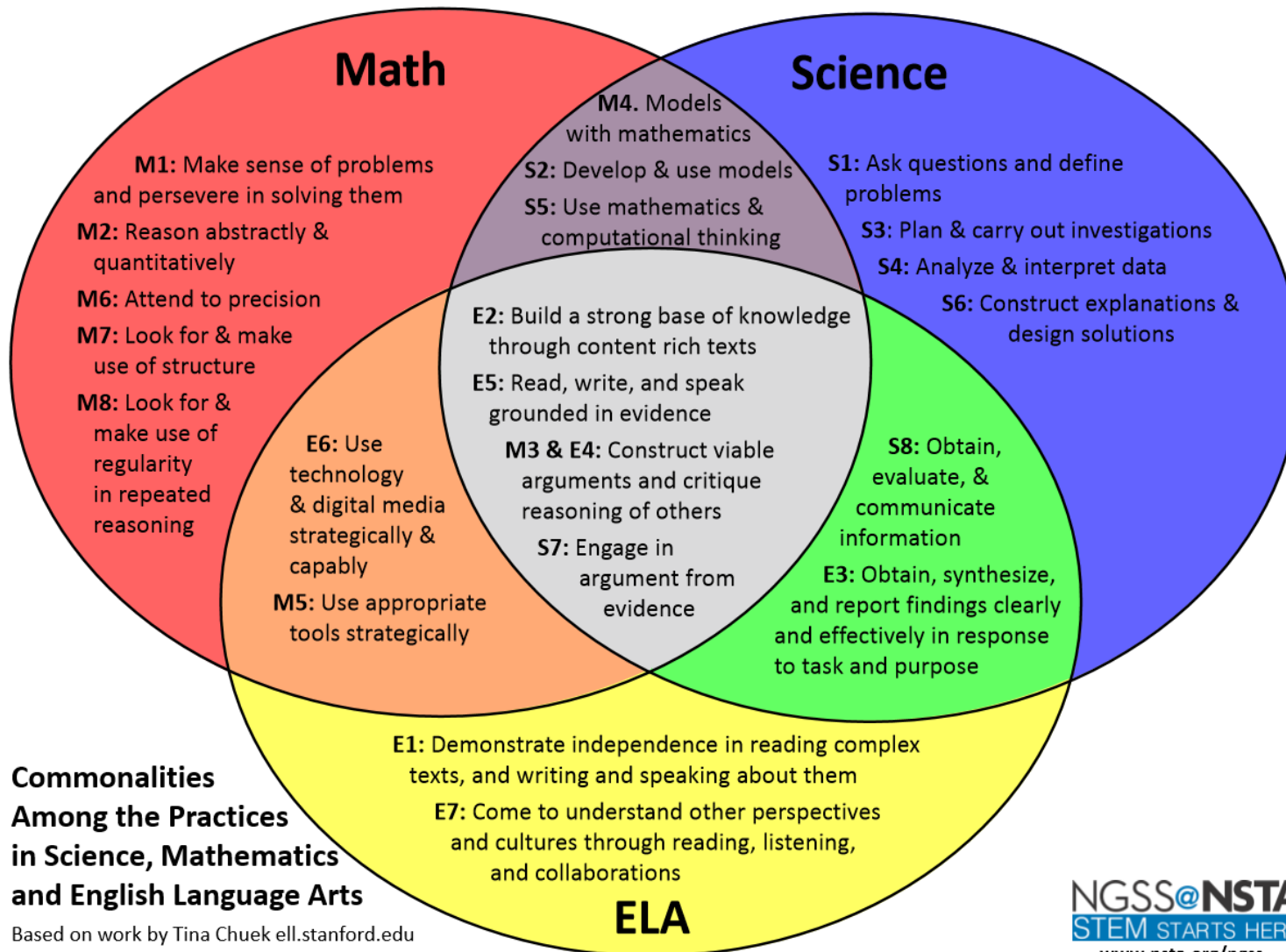
What does discipline-specific literacy look like in a classroom?

Reading – using text to understand ideas. Text should be accessible and supported by the teacher with strategies that are explicitly taught. Text often includes charts, maps, diagrams, graphs, and other visual representations.

Writing – to make and support arguments, describe phenomena, reflect on work done in class, connect texts, and generally, to solidify learning.

Speaking – using appropriate vocabulary to describe thinking, make comparisons, share and explain.

Listening – understanding and providing feedback to other students.




Examples from specific content
areas

Science

Expert SCIENTISTS can

Construct an Argument with Evidence



Step 1: Identify Your Phenomenon

- What scientific phenomenon are you studying? OR
- What is your topic?

Step 2: State Your Claim

- What do you propose will happen? OR
- What conditions do you think are best? OR
- What do you think the outcome should be?

Step 3: Support Your Claim with Evidence

- Use credible scientific sources
- Use data, maps, graphs, quotes
- Cite your sources
- Be sure your evidence supports your claim and makes sense

Claim, Evidence, Reasoning (CER)

SCIENTIFIC EXPLANATIONS

CLAIM

Statement about the results of an investigation

- A one-sentence answer to the question you investigated.
- If answers, what can you conclude?
- It should not start with **yes** or **no**.
- It should describe the relationship between **dependent** and **independent** variables.

EVIDENCE

Scientific data used to support the claim

Evidence must be:

- **Sufficient** — Use enough evidence to support the claim.
- **Appropriate** — Use data that support your claim. Leave out information that doesn't support the claim.
- **Quantitative** — (Using the **series**, or **quantitative** (numerical), or a combination of both.

REASONING

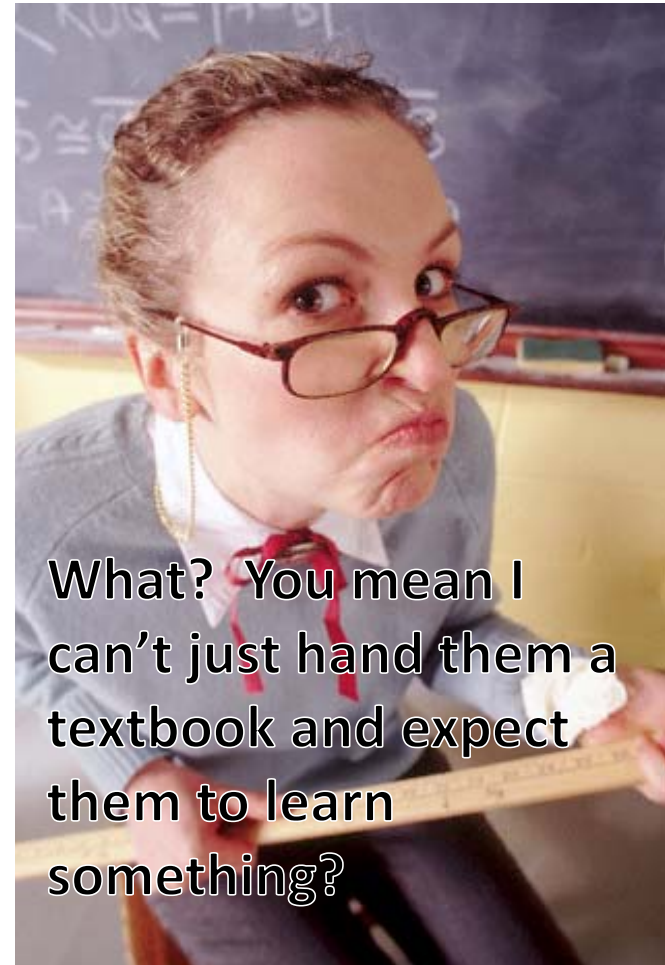
Ties together the claim and the evidence

- Shows **how** or **why** the data could be evidence to support the claim.
- Provides the justification for why **this** evidence is important to **this** claim.
- Includes one or more **scientific principles** that are important to the claim and evidence.

**Remember: Read what you've written to be sure it makes sense as a whole explanation.*

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What it doesn't look like:



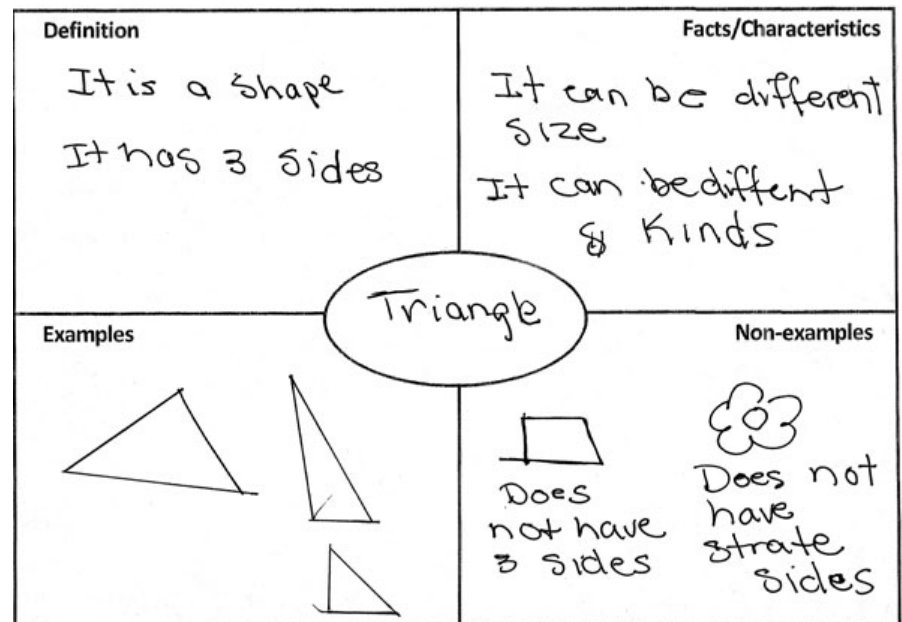
What? You mean I can't just hand them a textbook and expect them to learn something?

Math

Sentence frames for discussion

- My solution is reasonable because _____.
- My approach is like/different than _____ because _____.
- I tested my solution/strategy by _____ and I found that _____.
- I used _____ to represent _____ in the problem.

Graphic organizers for vocabulary



Social Studies

STANFORD HISTORY EDUCATION GROUP
READING LIKE A HISTORIAN

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing (Before reading document)	<ul style="list-style-type: none"> • What is the author's point of view? • Why was it written? • When was it written? • Is this source believable? Why? Why not? 	<ul style="list-style-type: none"> • Identify author's position on historical event • Identify and evaluate author's purpose in producing document • Predict what author will say BEFORE reading document • Evaluate source's believability/ trustworthiness by considering genre, audience, and author's purpose. 	<p>This author probably believes...</p> <p>I think the audience is...</p> <p>Based on the sourcing information, I predict this author will...</p> <p>I do/don't trust this document because...</p>
Contextualization	<ul style="list-style-type: none"> • What else was going on at the time this was written? • What was it like to be alive at this time? • What things were different back then? What things were the same? 	<ul style="list-style-type: none"> • Use context/background information to draw more meaning from document • Infer historical context from document(s) • Recognize that document reflects one moment in changing past • Understand that words must be understood in a larger context 	<p>I already know that ____ is happening at this time...</p> <p>From this document I would guess that people at this time were feeling...</p> <p>This document might not give me the whole picture because ...</p>
Close Reading	<ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use to support those claims? • How is this document make me feel? • What words or phrases does the author use to convince me that he/she is right? • What information does the author leave out? 	<ul style="list-style-type: none"> • Identify author's claims about event • Evaluate evidence/reasoning author uses to support claims • Evaluate author's word choice; understand that language is used deliberately 	<p>I think the author chose these words because they make me feel...</p> <p>The author is trying to convince me... (by using/saying...)</p>
Corroboration	<ul style="list-style-type: none"> • What do other pieces of evidence say? • Am I finding different versions of the story? Why or why not? • What pieces of evidence are most believable? 	<ul style="list-style-type: none"> • Establish what is true by comparing documents to each other • Recognize disparities between two accounts 	<p>This author agrees/ disagrees with...</p> <p>This document was written earlier/later than the other, so...</p>

World Languages and ELD

Strategies to Develop Proficiency		
INTERPRETIVE/RECEPTIVE	INTERPERSONAL/INTERACTIVE	PRESENTATIONAL/PRODUCTIVE
<p>Listening/Reading Audio, Visual, Written/Print, Interpretive Communication Students can...</p> <ul style="list-style-type: none"> Use resources from e-mail, blogs, and other websites, social media, radio, television, podcasts, songs and film clips, as well as textbooks, maps, charts and photographs, graphs, brochures, surveys,. <p><u>Before reading/listening:</u></p> <ul style="list-style-type: none"> Activate background knowledge. Brainstorm and predict meaning through recognition of key words and phrases, visual images, titles, subtitles and organization of text. Complete an anticipation guide with true/false, agree/disagree, or logic/illogic questions. <p><u>During reading/listening:</u></p> <ul style="list-style-type: none"> Do a "text-to-self" connection activity. (Highlight one idea and explain how it relates to you.) Engage in a "say something activity". Stop at the end of each paragraph and alternate who says something. Make a prediction, ask a question, make a comment, or make a connection. Complete a "proof for/proof against" guide. Do a "read, cover, remember, retell activity." 	<p>Listening/Speaking – Reading/Writing Spoken, Written Interpersonal Communication Students can...</p> <ul style="list-style-type: none"> Ask and answer basic questions to get to know another person—introductions. Discuss and evaluate a film, story, YouTube video, photo etc. Ask for help. Guide a partner through a set of tasks. Spontaneously exchange information. Interview people from different walks of life. Compare/contrast cultural products, perspectives and practices. Use gestures and eye contact to convey meaning. Use circumlocution to arrive at understanding. Name advantages and disadvantages. Negotiate and suggest solutions to a problem or unexpected complication. Explain the best possible outcomes to a situation. Engage in an information gap activity. Describe pictures, photographs, or graphs, with a partner. Share emotion, react, negotiate, compromise, persuade and convince until a situation/problem is resolved. Organize an event with a partner. 	<p>Speaking/Writing Spoken/Written Presentational Communication Students can...</p> <ul style="list-style-type: none"> Develop an awareness of appropriate vocabulary and social register (consider formal/informal audience). Discuss issues as they affect the world and/or students personally. Describe and discuss differences and similarities. Synthesize, analyze, hypothesize, and evaluate through written and oral response. Produce texts using a variety of techniques (invitation, flyer, pamphlet, poster, advertisement, informal letter/post card, personal journal entry, report, informational brochure, e-mail, blog, discussion board, website, reviews, newspaper article, speeches, etc.) Express hopes and desires. Give advice. Develop speaking skills in a variety of settings (dialogues, skits, plays, speeches, debates, simulated interviews, demonstrations, power point presentations, etc.) Describe what will or might be. Create a culture specific comic strip. Present a PowerPoint presentation.

SLCSDstrategiesdevelopproficiencyrevised2014

A Word About Vocabulary:

Context

Two words about discipline specific literacy:

Support it.

Administrators should provide support for teachers to learn how to teach discipline specific literacy.

Teachers must support students by explicitly teaching discipline specific literacy strategies and providing feedback.