



Disciplinary Literacy



Disciplinary Literacy
Course Enhancement Module
Close Reading of Complex Texts in the Disciplines
Overview and Speaker Notes

Overview for Instructors

The CEEDAR Center is pleased to provide the anchor presentation: *Close Reading of Complex Texts in the Disciplines*. The materials are designed to be included in a pre-service teacher or leader preparation course or in-service teacher professional development program. Aligned with the Common Core State Standards, this resource will increase teacher candidates and in-service teachers' ability to improve secondary students' readiness for college and careers.

Suggestions for Use of the Materials

These materials are available for instructors to use as appropriate. The anchor presentation Power Point is available and includes the speaker notes below. This resource is organized into two sections; each is expected to take approximately three hours. Instructors can modify it to meet their needs. Please note that the slides cannot be edited but you may insert or delete slides as needed. It includes activities, links to videos and audio and can be used as provided. Activities can also be excerpted and used as out-of-class or extension activities.

Speaker Notes

The speaker notes are what the instructor can say, verbatim, to explain each slide and the activities. The notes are provided as a guide, and instructors should feel free to modify these as needed. Directions and notes for the instructor, not to be said aloud, are in *italics*.

Materials

- Computer
- Project
- Screen
- Speakers
- Copies of articles and handouts (see below)
- Chart tablet paper (2 pieces per candidate) plus 5 extra
- Markers (1 per candidate)
- Access to the Common Core State Standards or the respective state student achievement standards
- State teacher standards in each subject area (i.e., English/LA, history/social studies, science, mathematics, the arts, physical education, etc.).
- Copies of text typically used in the classes the participants will be teaching (1-2 pages of text is sufficient)
- A chart paper with the following written on it: *Students must compare the point of view of more than one author writing on the same topic.* (see slide 9).

Handouts Included (to be provided to participants during the session)

1. Universal Reading Strategies
2. Disciplinary Literacy Strategies
3. Think Aloud Assessment
4. Poem: Old Man
5. Excerpts from *Common Sense* by Thomas Paine
6. Excerpts from *Common Sense* by Thomas Paine, annotated
7. Disciplinary Literacy Sample Lesson Plan: History
8. Summarizing from and Synthesizing across Text
9. Summarizing from and Synthesizing across Text: Partial Model
10. Summarizing from and Synthesizing across Text: Completed
11. History/Social Studies Lesson Content Assessment
12. Circle of Fives
13. References and Websites

Presentation Resources for Instructor (included)

1. Copy of poem “Old Man”, annotated
2. Speaker notes

Terminology

- **Students** refers to secondary students, grades 6-12.
- **Participants** refer to the teacher candidates in the class and/or in-service teachers in the professional development program.

Articles

To be read prior to first session:

Shanahan, T. & Shanahan, C. (2012). What is disciplinary literacy and why is it important? *Topics in Language Disorders* (32)1, pp. 7-18.

To be read prior the second session:

Faggella-Luby, M. N., Graner, P. S., Deshler, D. D., & Drew, S. V. (2012). Building a house on sand: Why disciplinary literacy is not sufficient to replace general strategies for adolescent learners who struggle. *Topics in Language Disorders*. V. 32, no. 1, pp. 69-84.

Participant Grouping

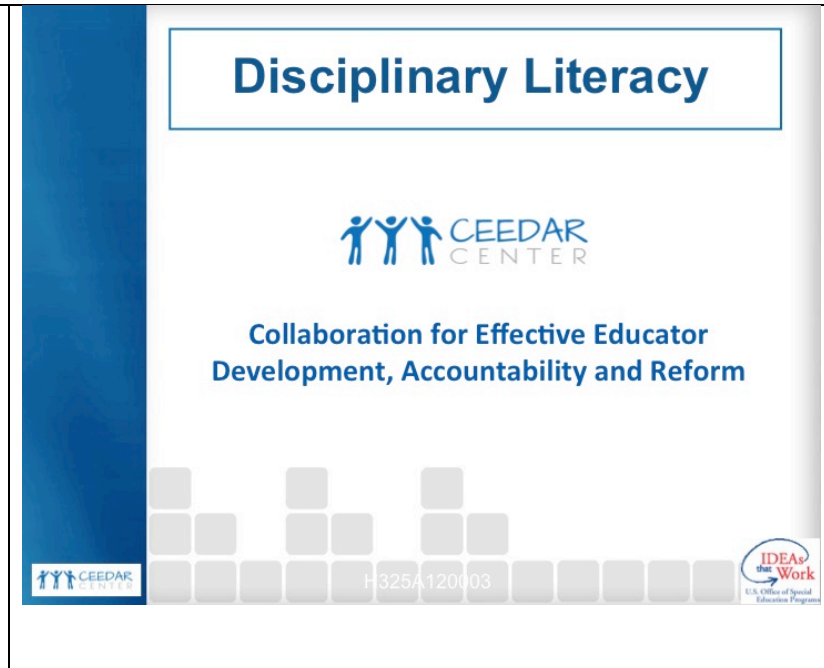
At the beginning of class, pair the participants. Label one member of the pair A and the other member B. If there is an odd number, form a triad and label the third person C. Throughout the session participants will be referred to as Partners A and B (C if needed).

Slide 1-Disciplinary Literacy


Today we will examine disciplinary literacy, a term you will hear often. The Common Core State Standards expect students to be able to independently read complex text in all disciplines.

As we learn more about how to teach students to read disciplinary texts, I will model instructional strategies that will actively engage students and enable you, the teacher, to monitor their understanding. Therefore, I will sometimes model as a secondary teacher, and you will be my students. At other times, I will serve as your instructor, clarifying concepts and content for you.


Reading complex texts in various disciplines is challenging for many adolescents, yet knowing how to comprehend, analyze and critique complex text in the disciplines is essential to be educated citizens and to be prepared for college and careers.




Disciplinary Literacy

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Slide 2—Every teacher a reading teacher?

You may have heard this adage many times. However, not all secondary teachers can be a reading teacher, responsible for teaching adolescents basic literacy skills. A teacher of physics, chemistry, geography, music, or P.E., for example, has neither the time nor, typically, the skill to teach students who struggle with basic decoding and comprehension skills. However, all teachers can teach students to understand their discipline and the specialized skills required to read and write in that discipline. Researchers have supported this view:

“While it is clear that content area teachers cannot be expected to teach struggling readers basic reading skills, they can help students develop the knowledge, reading, strategies, and thinking skills to understand and learn from increasingly complex text in their content areas.” (p. 13) Rissman, L.M., Miller, D.H., & Torgesen, J.K. (2009).

William Brozo and colleagues state this need for going beyond teaching general “content” reading strategies to incorporating targeted disciplinary strategies as follows: “The field of content area literacy has begun to recognize the necessity of moving beyond the “every teacher a reading teacher” paradigm. This important shift in thinking presents an opportunity to open a dialogue between teachers of the disciplines and literacy specialists that explores how to overlay adaptable generic content and discipline-dependent literacy practices to meet the learning needs of all students. This dialogue should focus on how to teach in ways that build on what we have learned about strategy instruction and create classroom activities that highlight the processes that discipline experts use to

Every teacher a reading teacher?

- ◆ Shift away from every teacher a reading teacher
- ◆ Explore the overlay of generic content and discipline-dependent literacy practices

GOAL: Every teacher teaches literacy skills essential to their discipline



engage in their disciplines.” (Brozo, W. G., Moorman, G., Meyer, C. & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent & Adult Literacy* 56(5), p. 356).

Most teachers don't take courses during their preparation in how experts create knowledge, communicate it, and critique it in their disciplines. Thus they don't have a full understanding how to TEACH the literacy of their own discipline. (Shanahan, C., 2013, p. 95). This session is intended to provide you with the awareness, knowledge, and skills to teach your students to read the texts you utilize. We'll discuss the shift from every teacher a reading teacher to every teacher able to model the use of generic reading strategies and discipline-dependent literacy practices to teach the literacy skills essential to YOUR discipline.

Slide 3–Objectives

Ask the participants to read the objectives silently. Partner A, which of these objectives is most important to you? Share why with Partner B.

Objectives:

After studying this module, you will be able to:

- ◆ Define disciplinary literacy
- ◆ Note how the CCSS address disciplinary literacy
- ◆ Explain why disciplinary literacy is important
- ◆ Articulate what teachers and students need to know and be able to do
- ◆ Apply the components of close reading

Slide 4–Objectives continued

Ask the participants to read the objectives silently. Partner B, which of these objectives is most important to you? Share why with Partner A.

Objectives continued

- ◆ Discern unique literacy skills utilized in:
 - History
 - Mathematics
 - Science & Technical Subjects
 - Literary Genres
- ◆ Model how to *think aloud* to teach close reading of disciplinary literacy
- ◆ Plan effective, evidence-based scaffolds for students with learning difficulties

Slide 5–Common Core State Standards Instructional Shifts

The Common Core State Standards require educators to make instructional shifts in five areas.

1. There is an increased emphasis on reading information text, from K-12, so that by high school 70% of text read by students **throughout the school day** should be informational. (Coleman, 2011) The complexity of the texts increases throughout the school years. This has not been true in the past. The complexity of text in the early grades has increased since the 1970's, but the difficulty of texts secondary students are expected to read has decreased over the years (ACT, 2013; Adams, 2010; Hiebert, in press) Close reading, using various metacognitive strategies, supports students in making this shift and will be discussed in this session.
2. Literacy knowledge in the disciplines, particularly history and the sciences, is demanded. Students find it difficult to read complex text in the disciplines for reasons to be discussed in few minutes. This is one reason why so many students find it difficult to successfully transition to college and careers—they are unable to read complex text with deep comprehension, independently.
3. In the past students have been expected to relate what they read to their own experiences. While this is still appropriate at times, students must also learn to rely on evidence from the texts they are reading, not their personal beliefs or experiences, to write an argument. This shift requires that students build knowledge about the world through TEXT (not the teacher, peers, or activities).

Common Core State Standards Instructional Shifts

Emphasis on increased

1. reading of complex informational text
2. knowledge of disciplines
3. reliance on evidence from text
4. critical & analytical writing
5. academic vocabulary

Source: Adapted from www.engageNY.org, *Instructional Shifts for the Common Core*



- 4. The emphasis in writing has moved from an emphasis on narrative and personal experiences to answering text-dependent questions and writing argumentative and analytical essays, relying on evidence found in the text.
- 5. Academic Vocabulary, both the general vocabulary required to negotiate secondary and college classrooms (sometimes referred to as transferable vocabulary) AND discipline specific vocabulary is essential for student success.

Slide 6—Why are Disciplinary Texts Difficult for Students?

Take a moment and turn to your partner to answer this question. Why do you think students struggle so much reading textbooks that many teachers aren't even asking them to read anymore? *Provide about one minute for this discussion. Take another minute and have participants call out the reasons why students often struggle reading textbooks and other grade level text.*

Let's see what the researchers have discovered. Read this slide enumerating why students struggle. Did you and your partner arrive at the same conclusions? *Provide one minute for participants to read and reflect with their partner.*

Why Are Disciplinary Texts Difficult for Students?

- Students may lack:
1. **Experience** reading lengthy expository text
 2. Content-specific **vocabulary**
 3. **Decoding** skills
 4. **Comprehension** strategies
 5. **Background knowledge** and interest in the content



Slide 7–Disciplinary Literacy Standards Activity

Each of you has the Common Core State Standards that apply most directly to the subject you'll be teaching. We're going to review those standards now. *Note to instructor: The purpose of this activity is to have the participants delve into the CCSS and/or their state standards for students and to be aware of the teacher standards required by their state and/or professional organizations.*

Directions:

Participants form pairs of partners labeled partner A & partner B (if they haven't done so already).

Taking your standards with you, all A's move to the right side of the room and find another A for a partner. All B's move to the left side of the room and find another B for a partner

Disciplinary Literacy Standards Activity

- ◆ Form pairs of partners A & B
- ◆ A's move to the right and partner with another A
- ◆ B's move to the left and partner with another B

◆ Materials Needed:

The Common Core State Standards for your discipline (or your state standards)



Slide 8–What are Students Expected to Know about Disciplinary Literacy?

Assignments: Partner A groups: Review 6-12 English Language Arts Standards for Informational Text & Writing pg. 39-47.

Partner B groups: Review the CCSS for Literacy in History/Social Studies, Science and Technical Subjects Pg. 60-66. You have 5 minutes to review the standards. Note new insights as well as anticipated challenges.

After 5 minutes, direct the participants to return to their original partner to discuss the expectations of the CCSS.

What are Students Expected to Know about Disciplinary Literacy?

- Partner A:
 - 6-12 ELA Standards for Informational Text & Writing pg. 39-47
- Partner B:
 - CCSS for Literacy in History/Social Studies, Science and Technical Subjects pg. 60-66

NOTE: New insights and challenges



Slide 9–Partner Insights

With your partner, write on chart paper 2-3 insights you gained when reviewing the CCSS. Let me model. As I was reviewing the standards, I noticed that students are expected to compare the point of view of more than one author writing on the same topic. *Display your statement you wrote on chart paper before class. What are some insights you and your partner gained? You have 3 minutes. The class will have the opportunity to review these statements later in the course.*

Partner Insights

- ◆ On chart paper, write 2-3 insights
- ◆ Post
- ◆ You have 3 minutes

Slide 10—Teachers Expected to Know

CAEP, the Council for Accreditation of Educator Preparation, accredits most of the teacher education programs in the country. CEC, the Council for Exceptional Children, has created standards for special education teachers. There are other sets of standards for teachers from many professional organizations, such as the International Reading Association, the International Dyslexia Association, and from organizations in each of your content areas. This slide illustrates how the standards align, from what students need to know and be able to do to what teachers need to know and be able to teach. Please read this slide silently and make a note about one thing you noticed. We will discuss these notes later. *(Allow about 2 minutes).*

Teachers Expected to Know

CAEP

• 1.1 Teacher candidates and completers know subject matter (including pedagogical content knowledge) and pedagogy

CEC

• 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

CCSS

• CCSS ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

Slide 11—What is Disciplinary Literacy?

We have established that secondary students need to be able to read complex text in several disciplines. Now let's discuss just what is meant by disciplinary literacy.

Have you ever read the same text as someone else and interpreted it very differently? Raise your hand if have. Raise your hand if you enjoy reading Victorian novels such as those by Jane Austen and Charlotte Bronte? How many of you enjoy nonfiction, such as reading about science? Last question, when you have to read a type of text which is not your favorite, such as an Austen lover having to read a chemistry text, how do you feel? Is it difficult for you? Reading texts in different disciplines than we're used to reading requires a different approach. That approach is what we need to teach our students.

Disciplinary literacy has been researched and written about a great deal in the last ten years (Shanahan & Shanahan, 2008; Jetton & Shanahan, 2012, Moje, 2006; Lee, 2010, Fang & Schleppegrell, 2010). Tim Shanahan and Cynthia Shanahan conducted studies of experts in various disciplines including how they read and interpreted text and what they think thought was most important in their discipline (Shanahan & Shanahan, 2008). For example, mathematicians don't find it important to know who the author of a particular theorem is, when or where the author lived. Mathematicians read about mathematics, looking for the reasoning and possible errors. Historians, however, feel it is essential to know who the author is, where and when the author lived, the audience

What is Disciplinary Literacy?

- ◆ Knowledge of the unique protocols for each discipline
- ◆ Historians, scientists, mathematicians, poets, musicians, artists—all approach text from unique perspectives

the author was addressing, and the purpose for writing. In addition to these different perspectives, the language of the disciplines differ. Think of some common vocabulary words and the different meanings the words have in the different disciplines: *mean, of, sinus*. We need to teach students how to notice polysemous words, words with multiple meanings, and to discern their meanings as used in the different disciplines.

Slide 12–DL Comparisons

This slide gives examples of the unique perspectives of the different disciplines. With your partner, whisper read this slide. Do you agree with these statements about your discipline?

Pass out *Handouts 1 and 2*. Here are two checklists that teachers and students can use as they are reading disciplinary text. Handout 1 includes the universal or generic reading strategies that are appropriate to use with many types of texts. Handout 2 lists strategies that are typical in the disciplines. Keep both of these handouts available for reference throughout this session. You will also need to refer to them to complete your homework assignment!

Successful reading in various disciplines involves:

English/ Language Arts	Story elements: who, what, when, where, why Literal vs. implied meaning Themes Text structures Genres: e.g. poetry, essay, fiction	History/ Social Studies	Author's perspective and bias: sourcing Time period: contextualization Corroboration of multiple perspectives and documents Rhetorical constructions
Math	Search for the truth and errors Importance of each word and symbol Interpretation of information presented in unusual ways Mathematical modeling and problem solving	Science	Facts based on evidence Graphics, charts, formulas Corroboration and transformation Concepts such as data analysis, hypothesis, observations, investigation

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Slide 13–Disciplinary Literacy

Read each statement as a group, choral reading, when I point to it. The major attributes of disciplinary literacy are: *point to each and lead the choral reading.*

Note to instructor: This may be a good time to stop and remind the participants that you are modeling activities they can use to engage their students. Choral reading is one way all students are engaged and attending to the topic; even if they struggle to read or speak English, they can follow along and participate.

Disciplinary Literacy

- ◆ Includes **specialized** skills and activities
- ◆ Considers the learning demands of a **subject matter**
- ◆ Focuses on the **specialized** problems of a subject area
- ◆ Recognizes that each **discipline** possesses its own **language**

(Jetton & Shanahan, 2012)

Slide 14–Disciplinary Knowledge

I am going to read this slide. You join me to read the bold print. Proceed to read this slide, pausing at the bold print and signaling everyone to read the highlighted phrase.

Disciplinary literacy is similar to learning a foreign language. One cannot truly understand another culture until one can speak its language. To truly understand a discipline, such as history, one must speak, read, and write the language of an historian.

Disciplinary Knowledge

“Recognizing disciplinary ways of using language is important because one cannot fully comprehend the texts of a specific discipline— **where disciplinary knowledge is produced, stored, transmitted, and evaluated**—without having a sense of how the discipline organizes knowledge through language.”

(Fang, 2012, p. 36)

Slide 15–Disciplinary Literacy Instruction

Instruction in disciplinary literacy refers to: Proceed to read the slide, signaling for participants to join you to read the words in bold print.

Disciplinary Literacy Instruction

- ◆ Refers to the specialized ways of **knowing** and **communicating** in the different **disciplines** to **make meaning**
- ◆ Encompasses the idea that students need to be **taught specialized routines**

(Jetton & Shanahan, 2012)

Slide 16–Activity: Examine Your Text

Take out the text that you brought that is typically used in your content (*or provide a sample text for the participants*). Take 5 minutes to examine 1-2 pages and determine: What is unique about reading this text? What might be difficult for students? What are examples of academic vocabulary that you'll have to teach? What parts would be best for you to model reading, making your metacognitive thinking visible to students? We'll be talking about this more in a minute.

Allow 5 minutes for participants to examine their text and jot down answers to the questions. You'll come back to this topic later.

Activity: Examine Your Text

1. What about the text is unique to your discipline?
2. What might be difficult for students?
3. What are examples of academic vocabulary specific to your discipline?
4. Select parts to model.

Slide 17–Model: Talking to the Text

One way to teach students about disciplinary literacy is to model how we approach text from different disciplines. In order for students to understand what we as good readers do, we have to think carefully and note the strategies we use and then say them aloud, making our invisible thinking visible. This is called a metacognitive think aloud.

Distribute **Handout 3**, the *Think-Aloud Assessment*. Let’s watch a teacher, Kristie, modeling what she thinks about as she reads a poem. Kristie is doing a structured think aloud modeling “talking to the text”; she has planned what she wants students to focus upon versus doing an authentic modeling of a complex text she has not read before. Each partner will focus on one aspect of the model. Partner A, note specific examples of what Kristie annotates. Partner B, what strategies did Kristie use to solve her comprehension problems? Both partners note what might be difficult about this poem for your students.

*Note to Instructor: A copy of the poem (**Handout 4**), annotated, is provided for your use if you choose to model instead of using the video.*

We’re going to start a chart listing Strategies Good Readers Use.

Let’s write on the chart some of the strategies we noticed Kristie using.

Note to Instructor: Guide your participants to discuss the metacognitive strategies Kristie modeled. Ask a candidate to list the strategies on the chart. Kristie used the following strategies:

Model: Talking to the Text

Partner A: Annotations

Partner B: Strategies

All: Anticipated challenges for your students

[Watch Student Reading Reflections](#)



visualized after reading title (wide eyes, wrinkled skin)
 Noted author and date with phrases (remembrance: smiles hurts sweetly)
 Wondered (self-questioning) Is this a eulogy? Brown skin from sun or inherited?
 Noted text structure: no capitals, lines not aligned. Genre is a poem.
 Stopped when didn't understand and reread
 Made inferences: brown skin because has been out in the sun; all high plains states with lots of land for sheep. May be a shepherd?
 Word Consciousness/Inference: "Life lived freely"-I like that phrase. I think he liked being a shepherd.
 A student reflection can be accessed at:
<https://vimeo.com/76153253>

Slide 18–Your Turn to Talk to the Text

Doing an authentic “talking to the text” takes practice. Remember, you are not lecturing or teaching by telling students what to do, you are teaching by modeling exactly what students should think and say. This time Partner B will go first, reading the second stanza of the poem and thinking aloud as you talk to the text. Partner A, scribe your partner’s thoughts. Switch roles and read the third stanza. If there is time, you may read the remainder of the poem silently while remaining cognizant of your thinking processes while you read.

When most of the participants have completed reading the two stanzas, stop them and discuss strategies they noticed. Add to the chart: Strategies Good Readers Use.

Your Turn to Talk to the Text

Partner B: Read and talk to the text

Partner A: Scribe

At the end of the second stanza, switch roles.

What strategies did you use?



Slide 19–Teacher thinking about thinking

Note to Instructor: If there is time, you may want to show a video of an experienced teacher in a graduate class talking about her experience doing an activity similar to the one your class just completed.

The video can be viewed at: <https://vimeo.com/76150869>

Teacher thinking about thinking

- [Watch the Teacher Reflection video](#)



Slide 20–Disciplinary Literacy is NOT

Turn to your partner, why are these points NOT disciplinary literacy?
You have 30 seconds to discuss this.

Disciplinary Literacy is NOT:

- ◆ Another term for *content area reading*
- ◆ A method to work with poor readers
- ◆ A generalized approach to literacy across disciplines
- ◆ Limited to study skills

Slide 21–What About These Strategies?

These are typical strategies taught in “reading in the content area” courses. They are excellent, generic or universal strategies. *If the participants are not familiar with these strategies, make it a homework assignment for designated participants to provide a definition and an example of one of these to post at the next class. The “other” is for you to add another strategy or for the students to locate an additional strategy commonly taught in “reading in the content area” courses. You can designate sets of partners to research #1, another set to research #2, etc. Do NOT spend time in this session to teach these strategies.*

All content teachers can use these strategies effectively-the strategies just need to be tailored to the content to encourage cognition. For instance, when a science teacher is using KWL, don’t ask what do you know about phylum and what do you want to know about phylum? (The most likely answer for both questions will be “nuthin’.”) Instead ask: What do you know about animal classification? Not only will they probably know something, this is a good opportunity to teach vocabulary. Using any of the generic strategies, regardless of how effective they are, is a little like putting together a jigsaw puzzle. You need to put the right strategy in at the right time and tailor strategies for the content.

What About These Strategies?

1. KWL and KWHL
2. Anticipation guides
3. Semantic feature analysis
4. Text structure analysis
5. Graphic organizers
6. Other

Slide 22–The Increasing Specialization of Literacy Development

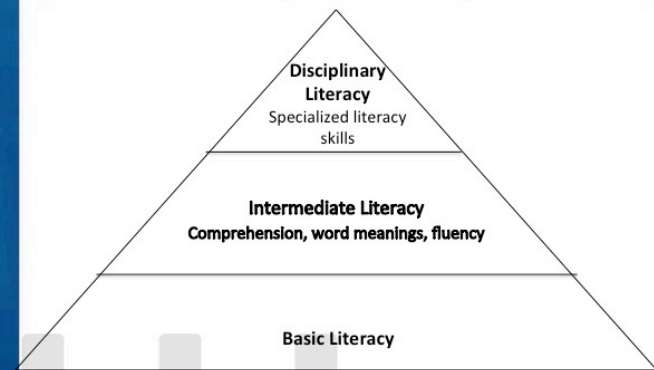
Tim Shanahan and Cynthia Shanahan (2008) created this diagram to illustrate how disciplinary literacy is related to basic literacy, taught in grades K-3; intermediate literacy, taught in grades 1-5; and disciplinary literacy, generally taught in secondary school, though it can be introduced in elementary grades.

Basic Literacy refers to skills such as decoding and knowledge of high-frequency words that underlie virtually all reading tasks.

Intermediate Literacy includes skills common to many tasks, including generic comprehension strategies, common word meanings, and basic fluency.

Disciplinary Literacy refers to specialized skills required to understand history, science, mathematics, literature, or other subject matter.

The Increasing Specialization of Literacy Development



Slide 23–Reflections of a Researcher

Let's listen to Tim Shanahan as he talks about disciplinary literacy.
Listen for the definition he provides.

The audio can be accessed at <https://vimeo.com/76217730>

Reflections of a Researcher

- ◆ Let's listen to Tim Shanahan, a researcher in this field from the University of Illinois at Chicago.

[Listen to Dr. Shanahan's comments](#)



Slide 24–Dr. Shanahan’s Comments

Read this quote silently. With your partner, discuss this quote and other points you noted from Dr. Shanahan’s discussion. You have 3 minutes.

Dr. Shanahan’s Comments

...disciplinary literacy is engaging students “in not just learning about the discipline, but actually in **using** reading and writing in the same way the historian or scientist does.”



Slide 25 – 10 Strategies to Read Complex Texts in the Disciplines

Recently Cynthia Shanahan provided ten tips to teaching disciplinary literacy. Partner B, whisper read these tips to Partner A. *Note to Instructor: Systematic research on the effectiveness of these strategies as a multi-component approach has not been conducted, but most have been found to be effective as single strategies. Most of these do not need further explanation, but additional information is provided on those that do:*

3. *Be explicit about your intentions to build persistence and capacity and celebrate when students reach their goals.*

10 Strategies to Read Complex Texts in the Disciplines

1. Start with easier texts; build complexity
2. Start with small chunks of text & increase
3. Celebrate when students read longer text
4. Model struggling with text; honor the struggle
5. Teach students to pay attention to important parts of the text (graphic organizers, annotation)

Slide 26–Tips continued

Partner A, whisper read these tips to Partner B.

6. Set purposes for reading that are authentic to a discipline, such as to determine what position the author is taking.

7. Work carefully through the text.

The authors of the CCSS tell teachers to allow students to “celebrate the struggle”. Allow students to struggle figuring out a text, with support but not so much help that you provide them all the answers so that there is no need for them to read the text.

Everyone, do a quick write. Spend 3 minutes writing about which of these tips would be most useful to you teaching your content.

Strategies (continued)

6. Set authentic purposes for reading
7. Model working carefully through text
8. Before teaching, determine the key ideas & significant details; plan supports
9. Teach students to collaborate with peers
10. Talk less; listen more. Allow students to figure out the text & answer their own questions

Slide 27–To be continued

NOTE TO INSTRUCTOR: THIS IS A GOOD PLACE TO STOP. IF YOU DO STOP HERE, BE SURE TO:

- 1. Ask participants to do a summary activity called “3-2-1 Blastoff!” Have them write 3 questions they have, 2 things they learned, and one thing they’ll use. You can use these comments to guide your instruction at the next session.*
- 2. Assign homework. The article by Faggella-Luby et al. is excellent to promote discussion about how to address the needs of students who are in special education or struggle with reading.*

If you do not stop here, you may still choose to use the activity to review the materials already discussed. Have the participants complete the exit card and while they take a break, the instructor can review the comments and decide which ones to address at this time and which to address later. Depending upon your time, you may assign the Faggella-Luby article to read at a different time or have the participants read it and discuss it at this time.

To be continued...

- ◆ 3 questions you have
- ◆ 2 things you learned
- ◆ 1 thing you’ll use

Remember, I am modeling activities you can use with your students! This is an exit card activity.



Slide 28–Refresh Activity

Part II

Note to Instructor: Before beginning this session, ask participants to sit with someone who is teaching or preparing to teach in the same content area. So social studies teachers should pair, English/LA teachers pair, mathematics, art, music, PE, science teacher pair. Have them decide who is designated as Partner A and Partner B.

At our last session we discussed the definition of disciplinary literacy. We saw videos of teachers modeling think aloud activities to address disciplinary text and making visible the invisible metacognitive thinking. You made notes about your discipline, beneficial strategies, and strategies good readers use (*point to the poster*).

Take a minute to review your notes. With your partner, discuss the most important points you want to remember. *Allow 2 minutes for this review.*

You also completed an exit ticket, noting 3 questions you had, 2 things you learned, and 1 thing you'll use. Let me address the questions first. *Review selected questions with the participants.*

Part 2: Refresh Activity

1. What new information did you learn that is beneficial to you?
2. What do you want to remember to use with your students?
3. What other skills might struggling readers need to learn?



Slide 29–Close Reading

The CCSS state in the introduction that students “who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature” (p. 3) and to “read closely to determine what the text says explicitly and to make logical inferences from it” (CCSSO & NGA, 2010, p. 10).

Coleman & Pimentel, two of the authors of the CCSS, write that “close reading and gathering knowledge from specific texts should be at the heart of classroom activities and not be consigned to the margins when completing assignments” (Coleman & Pimentel, 2012, p. 1 & 9).

Close Reading

- ◆ *The standards focus on students reading closely to draw evidence and knowledge from the text.*
- ◆ *Close reading and gathering knowledge from specific texts should be at the heart of classroom activities.*

Coleman & Pimentel (2012) p. 1 & 9.



Slide 30—Components of Close Reading

Hinchman & Moore (2013), p. 444 summarize literature on how to read closely to learn from texts:

- Read and reread—Read for different purposes (gain an impression of the text’s contents and location of information, analyze the text’s message) and at different rates (fast, medium, slow).
- Annotate—Be an active reader. Take notes about remarkable passage elements, key factual information, and significant ideas in the text. Identify the most important words, phrases, sentences, or paragraphs.
- Summarize—Retell the passage according to its structure.
- Self-explain—Figure out how ideas and information relate to one another. Ask and answer questions about the text.
- Determine the significance of what you notice—Figure out why certain ideas and information attract your attention.

Components of Close Reading

- ◆ Read and reread for different purposes
- ◆ Be an active reader—annotate
- ◆ Summarize
- ◆ Self-explain, ask and answer questions
- ◆ Determine the significance of ideas and information

Hinchman & Moore (2013), adapted



Slide 31–Why Reread?

Students need to realize that reading complex text takes time and multiple readings to understand the nuances. Tim Shanahan (Shanahan, June 2013) recommends at least three readings. The first time a student reads a difficult text is for basic comprehension to determine the main ideas. The second time a text is read, the reader wants to notice how the text works. For example, the reader considers the literacy devices used by the author, the author’s choice of words, the quality of evidence, and how the data was presented.

Rereading text is an excellent opportunity for students who have difficulty reading to learn from the text. Teachers can provide a reader (partners, recorded text) to read the text the first time. The amount of text can be reduced so that only the most relevant paragraphs are read, or specific sentences can be selected. Or a different text on the same topic, closer to the student’s reading level, can be utilized.

Why Reread?

- ◆ 1st reading: What are the main ideas of this text? (basic comprehension)
- ◆ 2nd reading: How does this text work? (devices used by the author, word choice, quality of evidence, how data was presented)

Slide 32–Leading to Deep Comprehension

Finally, during the third meeting, the reader can delve into the deeper meaning of the text and analyze it critically. Some texts will need even more readings while other texts may need fewer readings.

Students with reading difficulties should be encouraged to share their thoughts about the meaning of the text and how effective it was in communicating to them. They should contribute to the discussion about how the text connects to other texts they have read and to their own experiences. All students need to participate in a discussion critically analyzing the text.

Leading to Deep Comprehension

- ◆ 3rd reading: What does this text mean? (critical analysis, connect to other texts and to me)
- ◆ After reading, students engage in high-level discourse to further analyze the text

Shanahan, T. (June, 2013). *Shanahan on Literacy*.



Slide 33–Close Reading

This type of close reading takes time, which means that teachers may assign less text to read, especially at the beginning of the year when students are learning the strategies to read disciplinary text closely. However, teachers will find that students will learn more of the content and actually learn faster after practicing slow, careful, and close reading for a few weeks.

Close Reading

1. Takes time
2. May mean reading less text
3. Increases comprehension
4. Increases learning the discipline

Slide 34–Discipline-Specific Strategies for Previewing Text

Let's talk about what close reading means when reading in the different disciplines. First, I'll think about what I should think about before I read a piece of literature. Before reading a piece of literature, I note the title, the author, and the genre. I know I will read a poem differently than a story or an essay, so knowing the genre is important.

Discipline-Specific Strategies for Previewing Text

- ◆ Model previewing literature:
 - What is the significance of the title?
 - Who is the author?
 - What is the genre?

Slide 35–Discipline Specific Strategies for Previewing Text

With your partner list what students should attend to when previewing text in your content area. This is a pre-reading strategy. When I give the signal, join another group from your content area and combine your thoughts. Write the critical points on chart paper. *Give the participants 2 minutes to work as partners and 3 additional minutes as a larger group.*

Discipline-Specific Strategies for Previewing Text

- ◆ With a partner teaching the same subject, list what students should attend to when previewing a piece of text (pre-reading strategies).
- ◆ Write the critical points on chart paper.

Slide 36–Previewing Mathematics

You may view the next slides 36, 37 & 38, or, if the posters contain these points, skip them. Take a couple of minutes to discuss the points the participants included on the charts.

Previewing Mathematics

- ◆ Skim the chapter for an overview.
- ◆ Read the chapter introduction, section titles, and section summaries.
- ◆ Note (and mark) unknown terms.

Slide 37–Previewing History

Optional slide to encourage discussion.

Previewing History

- ◆ Who is the author?
- ◆ When was it written?
- ◆ What is the topic?

Slide 38–Previewing Science

Optional slide to encourage discussion.

Previewing Science

- ◆ What is the problem or phenomenon?
- ◆ What do I know about this topic?
- ◆ What do I predict about this problem or phenomenon?

Slide 39—Modeling Close Reading of Complex Disciplinary Text

One of the most critical teaching practices you can implement is modeling everything you want students to know and be able to do.

Do not assume they know or understand exactly what you expect.

Anita Archer calls this “committing assumicide!” Rather, students need explicit instruction. So remember to:

Indicate that the participants read the slide with you: model, model, model, model...

Modeling Close Reading of Complex Disciplinary Text

- ◆ Don't commit “assumicide”
- ◆ Students need **explicit instruction**
- ◆ Remember to

Model
Model
MODEL
Model
MODEL
Model
Model...

your thinking as a historian, a scientist, a mathematician, a literary expert!



Slide 40–Let’s Try It!

Pass out the Paine article, *Handout 5*.

You have 5 minutes to read this and share the main idea. *Wait about one minute then stop them and present the pop quiz, next slide.*

Let’s Try It!

- ◆ Read an article by Thomas Paine.
- ◆ Be prepared to tell me the main idea.

Slide 41–POP QUIZ!!

STOP reading! Please answer these questions. *Slide in the questions and pause a few moments, then continue.*

Of course I will not ask you do to this. This is a **non-example**. I did not provide any background information. I did not provide a purpose for reading or pre-teach difficult vocabulary. I didn't contextualize the passage (author, setting, audience, purpose). However, this example of poor instruction happens frequently in secondary schools when students are often told to "read chapter 16 and answer the questions at the end of the chapter." Little learning comes of this approach. Or teachers may not require any reading because their students can't read the text. Neither are good options. Now I will provide an appropriate model of close reading of a complex disciplinary text, reading a common text required of 10th or 11th graders.

POP QUIZ!

- ◆ Who was Thomas Paine?
- ◆ To whom did he write?
- ◆ Why did he write this?
- ◆ What is the main idea?
- ◆ Write a five-paragraph essay explaining why you agree or disagree with the author.

• **THIS IS A NONEXAMPLE! THIS IS NOT BEST PRACTICE! DO NOT DO THIS!**

Slide 42–Thomas Paine, 1737-1809

First, some background knowledge. Thomas Paine was an American patriot urging the colonies to break from England. He was known for his oration, writing pamphlets, and reading them to the public.

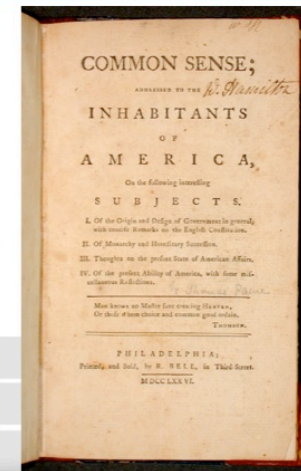
Thomas Paine, 1737–1809



Slide 43–Common Sense

One of his most famous publications was *Common Sense*, a pamphlet published in January, 1776, at the beginning of the revolutionary war. Paine was appealing to the colonist to declare independence from Great Britain. General Washington had it read to all his troops in Boston. Widely read in taverns and meeting places, the purpose of the text was to incite the colonist to fight for freedom from British rule. Although we may find it hard to read, Paine wrote in a simpler style than most of that time so that common people could understand him.

Common Sense



Slide 44–Model: Think Aloud

Let's listen to a teacher model use of metacognitive strategies as she works through this difficult text. Notice how she makes her thinking evident. Write down strategies she uses to solve comprehension problems.

Provide [Handout 6](#) as an example of the read-aloud for Payne's text.

Model: Think Aloud

- ◆ What strategies does this teacher model that help solve comprehension problems?

[Watch "A Better Example"](#)



Slide 45–Practice Think Alouds

Now it's your turn to read and think aloud. Partner A, read from Line 7 "For were the impulses" to line 12 "choose the least." B, record strategies A uses.

Then B, read from where A left off to the end of the paragraph. A, record strategies B uses. If you finish before I tell you to stop, continue reading, A reading the next paragraph and B the last paragraph. You may begin.

Watch the participants. When all have read the first paragraph, stop the group and lead a discussion about the experience.

Practice Think Alouds

- ◆ Partner A reads and thinks aloud while solving comprehension problems
- ◆ Partner B scribes A's think alouds
- ◆ Switch roles
- ◆ Compare strategies used

Slide 46–Strategies Good Readers Use

Be prepared to refer to the poster begun at the last session, Strategies Good Readers Use. Discuss with your partner the strategies you used. Provide 2 minutes for this discussion. Did your partner use a strategy that is not on our poster? Ask a candidate to add the strategies to the poster of Strategies Good Readers Use.

With your partner, review the strategies and determine:

- 1. Strategies that pertain specifically to the discipline (reading original historical documents)*
- 2. Strategies that are generic beneficial to reading most text.*

Ask a participant to circle the discipline specific strategies as they are identified and to underline the generic strategies. Encourage participants to add discipline specific strategies such as contextualizing, corroboration, sourcing, etc.

Strategies Good Readers Use

- ◆ With your partner, list the strategies you used
- ◆ Add to the class poster of effective strategies
- ◆ Circle the strategies that pertain to the discipline
- ◆ Underline generic strategies

Slide 47–Metacognitive Thoughts Illustrate...

Effective think alouds model the metacognitive thinking good readers do while reading complex text. Review these lists: Did you or your partner use any of these strategies? Did they help you comprehend the material?

Metacognitive Thoughts Illustrate...

- ◆ Accessing of prior knowledge
- ◆ Awareness of rhetorical devices
- ◆ Use of imagery and visualization
- ◆ Linking of information with prior knowledge (also text to text)
- ◆ Use of context clues to find word meaning

Slide 48–Metacognitive Thoughts Illustrate continued

Once students recognize they don't know something, such as how to decode a word or what a word or phrase means, they are becoming metacognitive, thinking about their own learning. Getting them to stop and use fix-up strategies to figure out what they don't know is the next step. This self-awareness is crucial for struggling readers who typically skip words or phrases they can't decode or don't understand. It is a huge step when students recognize what they don't know and stop to figure it out.

Metacognitive Thoughts Illustrate continued...

- ◆ Accessing vocabulary knowledge
- ◆ Monitoring understanding (infer text and fix-up)
- ◆ Identifying unknown vocabulary

Slide 49

This poster was completed by teacher educators participating in a Disciplinary Literacy Seminar. (Disciplinary Literacy Seminar, Module 4, available at: <http://www.txfacultycollaboratives.org/english-language-arts/ccri-course>).

Which strategies are generic? Which are pertinent to a specific discipline? What can you add to this?



Slide 50–Reading Comprehension strategies versus Instructional Strategies for Reading

It's important to differentiate between instructional activities and reading strategies. For example, K-W-L (what do I know, what do I want to learn, what did I learn) (Ogle, 1986) is an instructional activity to teach students to activate their prior knowledge before reading, ask questions about what they want to learn, and, after reading, determine what is important and summarize what they learned.

Another example is DRTA (Directed Reading Thinking Activity) (Homer, 1979), an instructional strategy to teach students the comprehension skills of predicting and validating or invalidating their predictions. What is important is for students to use the strategies, independently, choosing the most appropriate strategy to use with each text and to monitor whether or not the strategy is helping them solve comprehension problems. *There is an interesting discussion of these differences in: Jetton, T. & Shanahan, C. (2012), chapter 1.*

When teachers understand the difference between comprehension strategies and instructional strategies, it is easier to differentiate instruction for students who struggle with reading.

<u>Comprehension Strategies</u>	<u>Instructional Strategies</u>
Activate prior knowledge, question, determine importance	K-W-L
Make predictions & check validity	DTRA

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U.S. Office of Special Education Programs

Slide 51–CCSS & Students with Disabilities

The CCSS appear daunting for all students, particularly for students who struggle with literacy, including students with disabilities. The CCSS expect students with disabilities to participate and learn rigorous skills but provide no recommendations about how this is to be accomplished. Remember, the standards are about WHAT to teach; teachers must decide HOW to teach.

The strategies studied thus far benefit students who struggle with literacy. Explicit instruction and modeling of strategies is essential for many students. For some, the explicit modeling and ample practice opportunities may be sufficient for them to master the skills. For others, however, more systematic and intensive instruction may be required.

CCSS & Students with Disabilities

“The Standards allow for the widest possible range of students to participate fully from the outset and with appropriate accommodations to ensure maximum participation of students with special education needs.”

Source: Common Core State Standards, pg 9.



Slide 52–Differentiation of Instruction

A typical secondary class contains students representing diverse social, economic, and ethnic backgrounds. Many are learning English; some may have had scant educational opportunities, others are low performers, some are not motivated, and some have significant disabilities. As teachers, we must ensure each student has access to the information to be learned, opportunities to practice, and multiple ways to demonstrate what they know. Universal Design, the architectural principles that brought us curb cuts and ramps, to name a few of the now-common modifications, forms the basis for Universal Design for Learning (UDL) (<http://www.udlcenter.org/>). Let's talk about UDL and ways we can teach students who need different supports in order to learn.

Differentiation of Instruction

Students who struggle are heterogeneous & require individualized planning

- Students with reading difficulties or disabilities
- English Language Learners
- Others

Consider:

- Access to learn the material
- Opportunities to practice
- Multiple ways to demonstrate new knowledge

Slide 53–Universal Design for Learning

There are three areas to consider when designing instruction using the UDL framework:

1. Provide multiple means of representation
2. Provide multiple means of action and expression
3. Provide multiple means of engagement

CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author. Keep these principles in mind as we continue this discussion.

Take 2 minutes and brainstorm with your partner. Partner B, please scribe. All of you in this area (*indicate 1/3 of the participants*) brainstorm ideas to represent new information, #1. This group (*indicate another 1/3*) brainstorm multiple ways students can express what they know. Think of your discipline as you come up with some ideas. And finally, the rest of you think about #3, how can you engage all students so that they are actively involved in the class. You have two minutes.

After two minutes, do quick dueling chart activity. The directions are provided in Appendix. Select two students to scribe participant ideas about the three areas, using one chart paper for each.

Universal Design for Learning

1. Provide multiple means of representation
2. Provide multiple means of action and expression
3. Provide multiple means of engagement

<http://www.udlcenter.org/>

Brainstorm!!



Slide 54 –Access

Take a moment and read these ideas to provide access to the material. Make a note of any not included on our charts.

Access

- ◆ Audio recordings of material
- ◆ Partner reads
- ◆ Modified or different text on same theme
- ◆ Assistive Technology
- ◆ Preteach text
- ◆ Preteach decoding & meaning of difficult vocabulary
- ◆ Explicit modeling of expected skills
- ◆ Systematic instruction with scaffolding

Slide 55–Demonstration of Knowledge

As you review these options, think about which ones might be most appropriate in your content area.

Demonstration of Knowledge

- ◆ Presentations integrating technology
- ◆ Visual arts
- ◆ Music
- ◆ Performance
- ◆ Debate
- ◆ Role play
- ◆ Project based

Slide 56–Scaffolding Instruction

Here are some more ideas about how to scaffold, provide temporary support, to students who need it. It is important for you as the teacher to know what your learning objectives are, so that you can be more creative when you plan options for the students to reach those objectives. The last thing we want to do is lower expectations for students with disabilities—we want them to master as many of the CCSS objectives as they possibly can, with hard work and teacher support.

Scaffolding Instruction

- ◆ Increase opportunities to practice skills
- ◆ Provide instruction in small groups
 - Preteach
 - Smaller tasks
 - Specific strategies
- ◆ Require reading of less text
- ◆ Provide more time
- ◆ Provide intensive interventions as needed

Slide 57–Scaffolding Struggling Students: Researcher’s Reflections

Dr. Don Deshler is the director of the Center for Research on Learning at the University of Kansas. He has devoted his life to creating strategies and routines to help students with disabilities be successful in general education classrooms. Listen for his answers to this question: What do we need to do on the instructional front to enable students to engage in and respond to expectations required by the readings in their classes?

Play the audio of Don Deshler. Then lead a discussion of his comments. One answer to the question posed above is: No. 1: Teachers need to have a clear definition of what is the role that different teachers and different members of secondary staff are going to be playing within a school. You can discuss the role of the special education teacher, reading specialists, general education content teacher and other adults available to support students. The audio can be accessed directly from: <https://vimeo.com/76225624>

Scaffolding Struggling Students Researcher’s Reflections

Don Deshler, Ph.D.
The University of Kansas
Center for Research on Learning

[Listen to Dr. Deshler on teacher balance](#)

What do we need to do on the instructional front to enable students to engage in and respond to expectations required by the readings in their classes?



Slide 58– Returning to Paine

Distribute copies of the Disciplinary Literacy Sample Lesson Plan: History (Handout 7) on Thomas Paine.

Take a few minutes to read this lesson plan. Pay particular attention to the three tiers of instruction. All students receive Tier 1 instruction in the general education classroom. Some students, maybe 15-20% of the class, need more support to learn the material. (If more students need help, reteach the lesson to the entire class.) Note the suggestions for providing more intense interventions. A few students, 5-10%, maybe 2 out of your class, need more intensive support. These students may need to be taught by another teacher, often within the class but sometimes in a pull-out situation. *You have 5 minutes to review this lesson.*

After 5 minutes, bring the class back together.

With your partner, think about other ways you would ensure students had access to the materials, opportunities to participate in class, and means to demonstrate what they learned about their own metacognitive reading skills as well about the content, Paine’s influence on the colonists.

Pass out the three versions of Summarizing From & Synthesizing Across Texts: Questions into Paragraphs (Handouts 8, 9, 10), which is one of the activities included in the lesson plan that could provide scaffolding or differentiation. Provide participants another 5 minutes to think of other things they could do to support students.

Returning to Paine...

- ◆ With your partner, consider how you would modify this lesson to ensure ALL students have access to the learning.

- ◆ Consider students who:
 - Are struggling readers
 - Have a learning disability
 - Are English Language Learners

Slide 59–The Reading Innovation Configuration

Note to Instructor: You may or may not want to share the entire Reading IC with your participants at this time. It is up to you. However, you may find it useful when you design your courses and syllabi or your professional development program. The IC is included in the materials section of this CEM.

The CEDAR Center has developed Innovation Configurations to ensure instructors include evidence-based practices in their teacher education and professional development programs. Courses can be aligned across the program, and instructors can determine in which course components are taught and to what extent, from introducing participants to the concept to requiring they apply the concept/practice with students.

The Reading IC

- ◆ Documents evidence based practices in disciplinary literacy
- ◆ Indicates level of implementation from awareness to application with students
- ◆ Supports curriculum alignment throughout program



Slide 60–Application Activity!

Your assignment, to complete before our next session, is:

1. Review the lesson on Paine in more depth
2. Create a lesson, following the pattern of the Paine example, in your content area. One outcome objective that must be addressed is: Students will be able to read a text in (your content area) closely, thinking aloud their metacognitive processes while reading. They will use at least two strategies from the poster we created on Strategies Good Readers Use. **Handout 11**, a lesson plan assessment, can be used to evaluate your lesson plan.
3. Teach the lesson to one or more students. Note what went well and how you knew, what didn't go so well and how you knew, and what you would do differently the next time you teach this lesson.
4. Be prepared to discuss your lesson and reflections at the next session.

(Note to Instructor: Please modify this assignment as appropriate for your participants. Prepare a handout explaining your assignment or post on your website.)

Application Activity!!

1. Review the Paine lesson plan
2. Create a lesson including 2 or more metacognitive reading strategies
3. Teach the lesson
4. Reflect: How would you teach it differently next time?
5. Be prepared to discuss

Slide 61–What is Disciplinary Literacy?

The exit card for this session requires you to write your definition of disciplinary literacy. Provide an example of a discipline-specific skill common to your field.

What is Disciplinary Literacy?

EXIT CARD

- ◆ Write a definition of *disciplinary literacy*, as you interpret it now.
- ◆ Provide an example from your field.

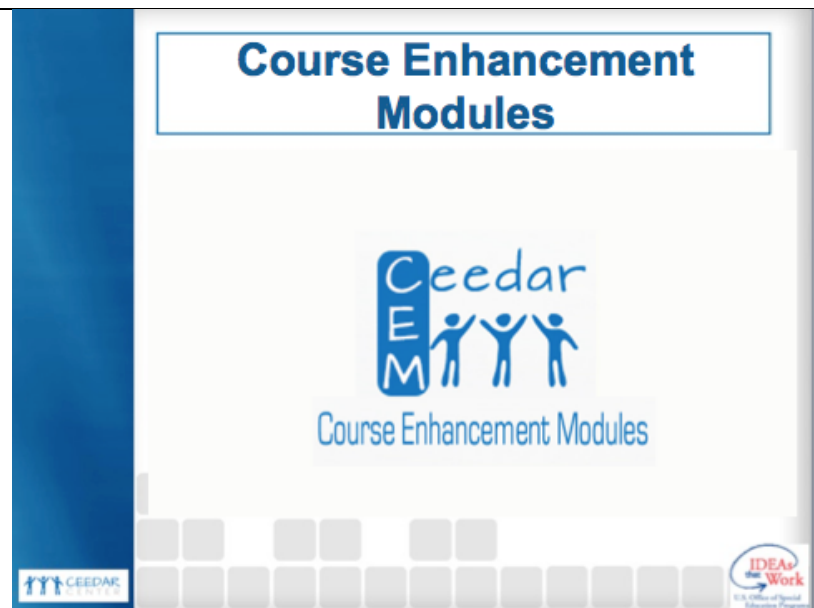
Slide 62–Closing slide

Thank you! I look forward to seeing you at our next session!

Note to Instructor: Be sure to look at the other resources provided in this module. The following are recommended for follow-up activities to use with teacher candidates or teachers.

1. *Circle of Fives (See [Handout 11](#)). This activity is an effective way for participants to practice modeling think alouds and metacognitive strategies.*
2. *Think Aloud Assessment (see [Handout 3](#)). This rubric is one way to assess how well the participants are modeling a metacognitive think aloud.*

Course Enhancement Modules can be accessed from the CEEDAR Center homepage at <http://www.ceedar.org>



The slide features a blue header with the text "Course Enhancement Modules". Below the header is the CEEDAR logo, which consists of the word "Ceedar" in a blue, rounded font, with the letters "E" and "M" stacked vertically to the left of the "d". To the right of the "E" and "M" are three stylized human figures in blue, with their arms raised. Below the logo, the text "Course Enhancement Modules" is written in a smaller, blue, rounded font. At the bottom of the slide, there is a small logo for "IDEAs in the Work" on the right and a small "CEEDAR" logo on the left. The slide also has a blue vertical bar on the left side and a grid of small grey squares at the bottom.

Slide 63- Disclaimer

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