

COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



Disciplinary Literacy



Objectives

- 🍏 Review the structure of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.
- 🍏 Define and develop a working knowledge of disciplinary literacy and its effect on content instruction.
- 🍏 Apply examples of instructional shifts to classroom practice.



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COMMON CORE STATE STANDARDS FOR

English Language Arts

&

Literacy in History/Social Studies,
Science, and Technical Subjects

<http://www.corestandards.org/ELA-Literacy/>



CCR Anchor Standards

A set of College and Career Readiness standards anchor the document and define general, cross-disciplinary expectations necessary for postsecondary success.



Organization of the Literacy Standards

College and Career Readiness Anchor Standards

translated into age-appropriate benchmarks in the grade-specific standards below

Grade-Specific Standards



Sample Nomenclature

RH.6.7

 **Strand: Reading History**

 **Grade: 6**

 **Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**

Conceptual Organizers: Reading

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Range of Reading and Level of Text Complexity



Conceptual Organizers: Writing

1. Text Types and Purposes
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge
4. Range of Writing



Grade-Level Standards

Using the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST), work with a partner to:

- ✧ Choose a grade band (6-8, 9-10, 11-12).
- ✧ Select a conceptual organizer.
- ✧ Create a list of verbs found in the standards.
- ✧ Discuss the skills a student must have to meet the expectations in the standards.
- ✧ Share.



Arkansas' Big Shifts

- 🍎 Appropriate Text Complexity
- 🍎 Increased Reading of Informational Texts
- ✓ **Disciplinary Literacy**
- 🍎 Close Reading
- 🍎 Text-Dependent Questions
- 🍎 General Academic and Domain-Specific Vocabulary
- 🍎 Argumentative Writing
- 🍎 Short and Sustained Research Projects

<http://ideas.aetn.org/commoncore/strategic-plan>



“The idea of what it takes to be considered literate today is not the same as it was even ten years ago. The view of literacy is continually changing because the skills students must develop to thrive in society are constantly expanding and becoming more complex.”

Jennifer Altieri, 2011



Capacities of a Literate Individual

**Demonstrate
Independence**

**Build strong content
knowledge**

**Respond to
varying
demands**

**Understand other
perspectives and
cultures**



**Comprehend
and critique**

Value evidence

**Use technology
and digital
media**



What is *Disciplinary Literacy*?

Disciplinary literacy is the application of discipline-specific practices as a way to access, comprehend, synthesize, and communicate knowledge.



What Does *Disciplinary Literacy* Involve?

- 🍏 Specialized ways of knowing and communicating in the different disciplines (Shanahan)
- 🍏 Giving access to the tools of knowledge, production, and critique; and giving students access to how a discipline is written so that they can ask better questions (Moje)



Why is Disciplinary Literacy Important?

Each discipline has specialized

- **habits of mind or ways of thinking.**
- **language and vocabulary.**
- **text types to comprehend.**
- **ways of communicating in writing.**
- **career requirements.**



What Does Disciplinary Literacy Require?

- All teachers must be experts in their disciplines.
- All teachers must share responsibility for literacy.



“Asking a teacher to become a reading teacher is distinctly different from asking a teacher to help students master texts within the teacher’s own field. In fact, subject-area teachers are best qualified to help their students master texts in each course. Subject-area teachers should not be expected to teach basic reading skills, but they can help students develop critical strategies and skills for reading texts in each subject.” *Southern Regional*

Education Board, 2009 Policy Statement, page 5

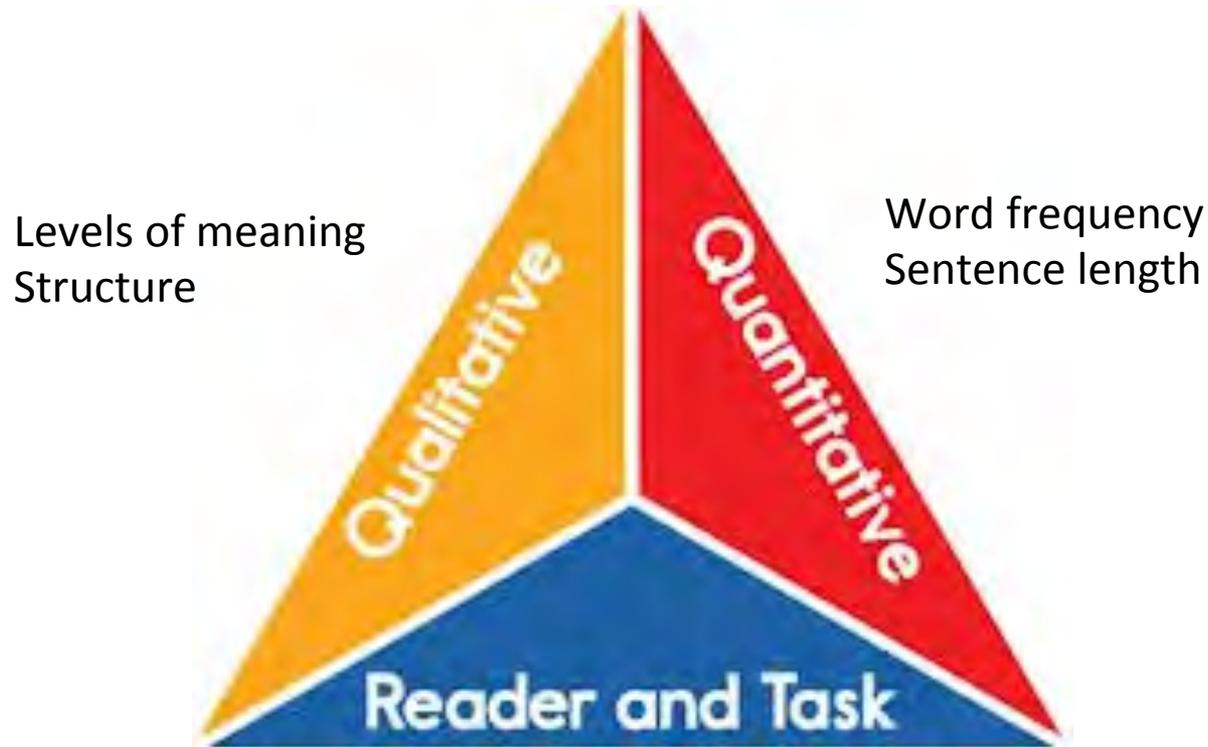


What Does *Disciplinary Reading* Involve?

- strategic examination of information presented in various ways
- awareness of discipline-specific nuances
- reading both text and context



Measuring Text Complexity



How do members of your discipline use language?

What kinds of texts do they turn to or produce as part of their work?

How are interactions with members of the discipline shaped or governed by texts?

Disciplinary Reading



What does *Disciplinary Writing* involve?

- 🍎 choosing words, information, formats, and structures deliberately
- 🍎 using technology strategically to create, refine, and collaborate on writing
- 🍎 gathering information, evaluating sources, and citing material accurately



What types of writing are used in your discipline?

What terminology is specific to your discipline?

Who are the primary audiences for written work in your discipline?

Disciplinary Writing



Literacy Design Collaborative



- An instructional system for developing students' literacy skills
- Recommended by ADE as a tool for implementing CCSS in Arkansas
- Information available at local educational cooperatives
- www.litearcydesigncollaborative.org



Questions for Discussion

🍎 What does it mean to read, write, and think through a disciplinary lens?

🍎 How do students navigate texts in a variety of distinct disciplines?



Research and Resources

- Common Core State Standards <http://www.corestandards.org/ELA-Literacy/>
- Jennifer L. Altieri, 2011
- Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy Shanahan, Timothy; Shanahan, Cynthia, Harvard Educational Review, v78 n1 p40-59 2008
<http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- “Disciplinary Literacy” and Reading Across the Content Areas. Elizabeth Moje
<http://www.nwp.org/cs/public/print/resource/3041>
- *Classroom Strategies for Interactive Learning*, Buehl, Doug
- CCSS Appendix A http://www.corestandards.org/assets/Appendix_A.pdf
- Achieve the Core- Literacy Instructional Guides www.achievethecore.org
- Arkansas IDEAS- Disciplinary Literacy Modules
<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>



Disciplinary Literacy in Health and Physical Education

Enhancing Health and Physical Education Through Literacy Skills

Summer 2014

Presenter: Coach Dondre Harris

Bryant Public Schools

For the Arkansas Department of Education



Goals of this Workshop

All Participants will be able to:

-  Comprehend and explain the meaning of literacy and how it relates to universal to learning.
-  Have students actively engaged in activities that are aligned with techniques for supporting literacy through Physical Education.
-  Depart from this workshop committed to integrating methods of supporting literacy into their curriculum and lessons.
-  Explain to others a variety of ways that PE can support literacy.
-  Hopefully express an interest in investigating other forms of implementing literacy through PE.

Revisiting Literacy



First Things First

What is literacy?

 Being literate means being able to read and write at a level to be successful in today's world and also being proficient at math, knowing how to use technology, and knowing how to solve problems and make decisions.



What is Disciplinary (or Content) Literacy?

-  **The ability to access, interpret, and use information relevant to a specific discipline**
-  **Disciplinary literacy is not the same as teaching reading or English Language Arts**
-  **All disciplines acquire, develop, and share knowledge in different ways**



Disciplinary Literacy in Physical Education



Cross-curricular connections can make learning relevant and meaningful to students.



Physical Education and English/language arts connections can help students develop both literacy and physical competence.



Physical educators can integrate and build connections to literacy without compromising the goals of physical education.



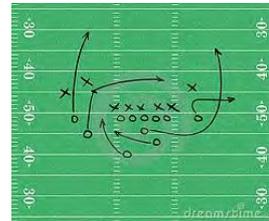
Disciplinary Literacy in Health Education

-  Health Education helps build health literate citizens who can solve problems, address real life situations as critical thinkers, can communicate effectively, and are responsible and productive citizens.
-  Connections to disciplinary literacy strategies is critical to building health literate students.



Questions for Discussion

What should a literate person be able to extract from a text?



Nutrition Facts	
Serving Size 1 container (226g)	
Amount Per Serving	
Calories 110	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0 %
Saturated Fat 0g	0 %
Trans Fat 0g	
Cholesterol Less than 5mg	1 %
Sodium 160mg	7 %
Total Carbohydrate 15g	5 %
Dietary Fiber 0g	0 %
Sugars 10g	
Protein 13g	
Vitamin A 0 %	Vitamin C 4 %
Calcium 45 %	Iron 0 %

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

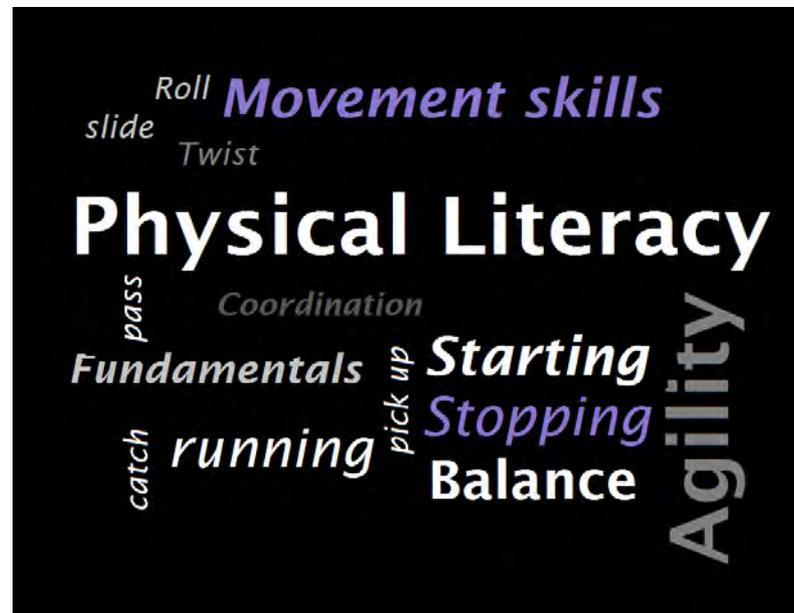
What should a literate person be able to extract from text with regard to health or physical education?

What Does Content Literacy Do for the Student?

- Enables the student to learn more about the content area
- Helps the student make connections across disciplines
- Helps the student connect learning to life



Disciplinary Literacy in P.E. vs. Physical Literacy



Attributes of a Physically Literate Individual

- **Enjoy physical activities for life**
- **Be able to read physical movements**
- **Possess self-confidence**
- **Be more inclined to perceptive, empathetic non-verbal communication**
- **Have a better understanding of basic principles of health – exercise, rest, nutrition**



How Does Disciplinary Literacy Support Physical Literacy?

- 🎯 **By providing a base of knowledge for developing health and fitness**
- 🎯 **By helping the student access instructions to improve movements and techniques**



Disciplinary Literacy Demands for Students

- **Build prior knowledge**
- **Build specialized vocabulary**
- **Learn to deconstruct complex sentences**
- **Identify and understand main and subordinate ideas**
- **Map representations against explanations in the text**
- **Pose discipline-relevant questions**
- **Compare claims and propositions across texts**



Key Aspects of Disciplinary Literacy



In Descending Order of Importance

- **In P.E.: Listening, Speaking, Reading, Writing**
- **In Health: Reading, Listening, Speaking, Writing**

The Importance of Teacher Attitude



Questions for Discussion

- 👉 **Why might Health and P.E. teachers object to teaching literacy?**
- 👉 **When Health and P.E. teachers object to teaching literacy, what negative effects might that have?**

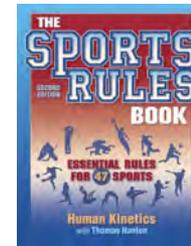
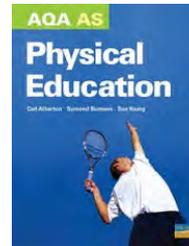


Talking About Text



What Do We Mean By “Text”?

- What texts are traditionally used in health and P.E.?



- What else COULD be a text in health and P.E.?

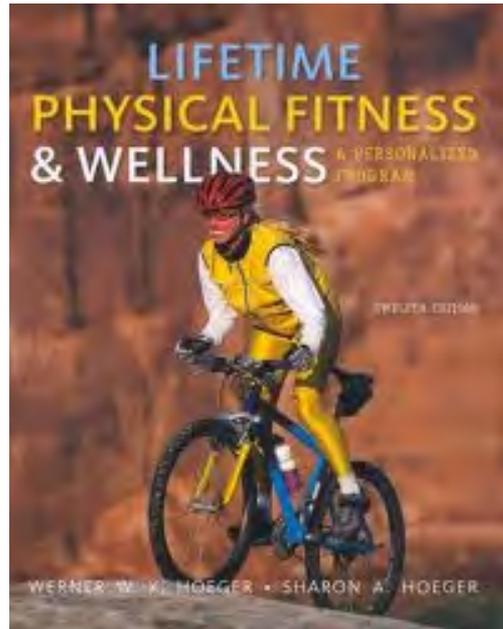


Why Informational Text?

-  **It furnishes much of our knowledge base**
-  **It makes up as much as 80% of reading in the workplace**
-  **It is harder for students to learn, but it is critical to future success**
-  **All fields of study require analysis of complex texts**



Informational Text at Different Grades



- **K-5 students may read up to 50% information text**
- **By high school students should be reading up to 70% informational text**

Text Complexity



The Triad of Text Complexity



Scaffolding for Text Complexity

Scaffolding for Text Complexity

introducing background knowledge

immersing students in more complex language exposure and usage that makes a difference in their ability to access knowledge

engaging students with carefully selected or constructed graphic organizers that make the structure of the text visible

modeling how to interpret the meaning of texts that use more complex approaches, like satire or rhetorical argument

engaging pairs or teams of students with more challenging texts as “buddies” and giving them opportunities to reflect on those texts through discussions with each other or through “buddy” journals

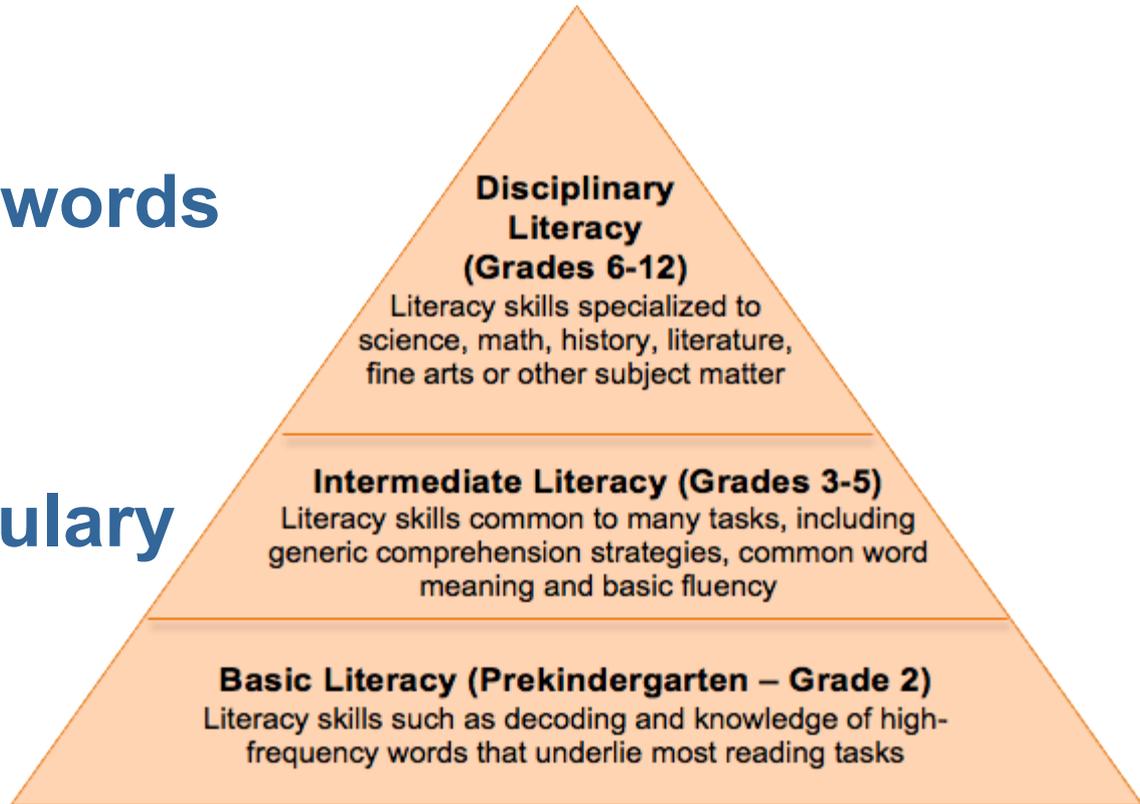
making 20 percent of their class reading “stretch” texts that help them reach beyond their reading level

Three Tiers of Words

 **Domain specific words**

 **Academic vocabulary**

 **Everyday words**



Academic Vocabulary

- **Words that go across disciplines**
- **Not defined, but critical for students to understand**
- **Concentrate on more commonly found/used words**
- **Build ability to access complex texts**
- **Builds toward acquiring domain-specific words**



Health and P.E.-Specific Meanings

Everyday Words

- Court – place for trials
- Bat – small flying mammal
- Mingle – mix with friends
- Safety – no danger
- Official – formal

Academic Vocabulary

- 🏀 Court – where you play tennis
- 🏏 Bat – tool for baseball
- 🏈 Mingle – find a partner
- 🏈 Safety – score in football
- 🏈 Official – the referee

Listening



Listening in Health and P.E. is Key For

- 🎯 **Safety**
- 🎯 **Understanding the task, terminology, and instructions**
- 🎯 **Teaching a skill**
- 🎯 **Improving performance (using on advice)**



Ways to Support Listening Skills

- **Demonstrate that you value listening**
- **Give positive recognition for careful listeners**
- **Use actions and words together, especially for younger listeners**
- **Repeat instructions while the activity is happening**
- **Ask questions to check listening skills**
- **Observe students to verify their understanding**
- **Have clear expectations and procedures for when you are speaking**



Speaking



Speaking Skills in Health and P.E. are Used For

- 🏈 **Explaining**
- 🏈 **Asking questions**
- 🏈 **Repeating information or instructions**
- 🏈 **Assisting with planning and organizing activities**
- 🏈 **Using new terminology in context**



Opportunities For Speaking in Health and P.E.

- Give time to ask and answer questions
- Give students time to plan – encourage students to participate
- Discuss new ideas



Kinds of Talk in Health and P.E.

- Explaining
- Instructing
- Questioning
- Describing
- Analyzing
- Evaluating
- Speculating
- Hypothesizing



Using Coaching Skills

- 👉 **Providing clear instructions**
- 👉 **Giving extended explanations**
- 👉 **Motivating to put forth best efforts**
- 👉 **Encouraging others to work together**
- 👉 **Using helpful body language**



Productive Talk Behaviors

- Making suggestions
- Supporting the suggestions of others
- Introducing new ideas
- Clarifying instructions
- Challenging ideas so that others reflect on their validity
- Reasoning and justifying ideas
- Asking questions
- Summarizing

Reading



How is Reading Helpful in Physical Education?

- Increases knowledge and understanding
- Helps clarify and share their understanding
- Develops a base of knowledge for further achievement in health, fitness, and athletics



Four Types of Reading



 **Continuous reading**

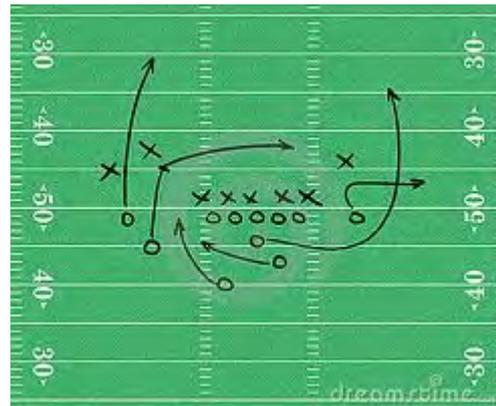
 **Close reading**

 **Skimming**

 **Scanning**

Incorporating Reading into Health and P.E. Activities

- Reading diagrams and grids
- Reading instructions
- Reading extended texts
- Reading new vocabulary
- Reading video and digital images



Sample Tasks for Students Reading in Health and P.E.

-  **Read safety instructions for an activity**
-  **Read and explain gym rules**
-  **Read instructions in order to learn a skill**
-  **Analyze a workout plan**
-  **Read a practice diagram**
-  **Interpret feedback from a coach**



Writing



Three Types of Writing

- **Argumentative**
- **Informative or explanatory**
- **Narrative*****



Disciplinary Writing

- **Considers audience, task, and purpose**
- **Emphasizes argumentative and explanatory writing**
- **Uses technology strategically**



Disciplinary Writing



Writing Arguments at Different Grade Levels

-  **K-2: State an opinion or preference**
-  **3-5: Support opinion with reasons and information**
-  **6-8: Write arguments to support position using reasons and evidence**
-  **9-12: Write arguments to support a claim in analyzing a complex topic**

What Students Need in Order to Write

- **A clear purpose and audience**
- **Examples of the style of writing they are asked to produce**
- **Knowledge of what kind of language is involved in what they are to produce**
- **Support and feedback – coaching – on their writing**
- **Reinforcement of what they have learned**
- **Opportunities to write independently once they have acquired the basic skills needed**



Sample Tasks for Writing in Health and P.E.

-  **Keep notes on activities**
-  **Keep records of their progress**
-  **Write instructions on performing a movement**
-  **Write an explanation of a rule for a sport**
-  **Write an exercise or diet plan**

Resources for Disciplinary Literacy in Health and P.E.

- <http://www.livebinders.com/play/play?id=241043>
- http://www.educationworld.com/a_curr/profdev/profdev118.shtml
- <https://sites.google.com/a/dpi.wi.gov/disicplinary-literacy-in-physical-education/home>
- <https://sites.google.com/a/dpi.wi.gov/disicplinary-literacy-in-physical-education/home>
- <http://www.abcteach.com/directory/subjects-sports-physical-education-physical-education-pe-reading-comprehension-10199-2-1>



Your Time



TESS for PE Teachers



The Four Domains

Domain 1
Planning
and
Preparation

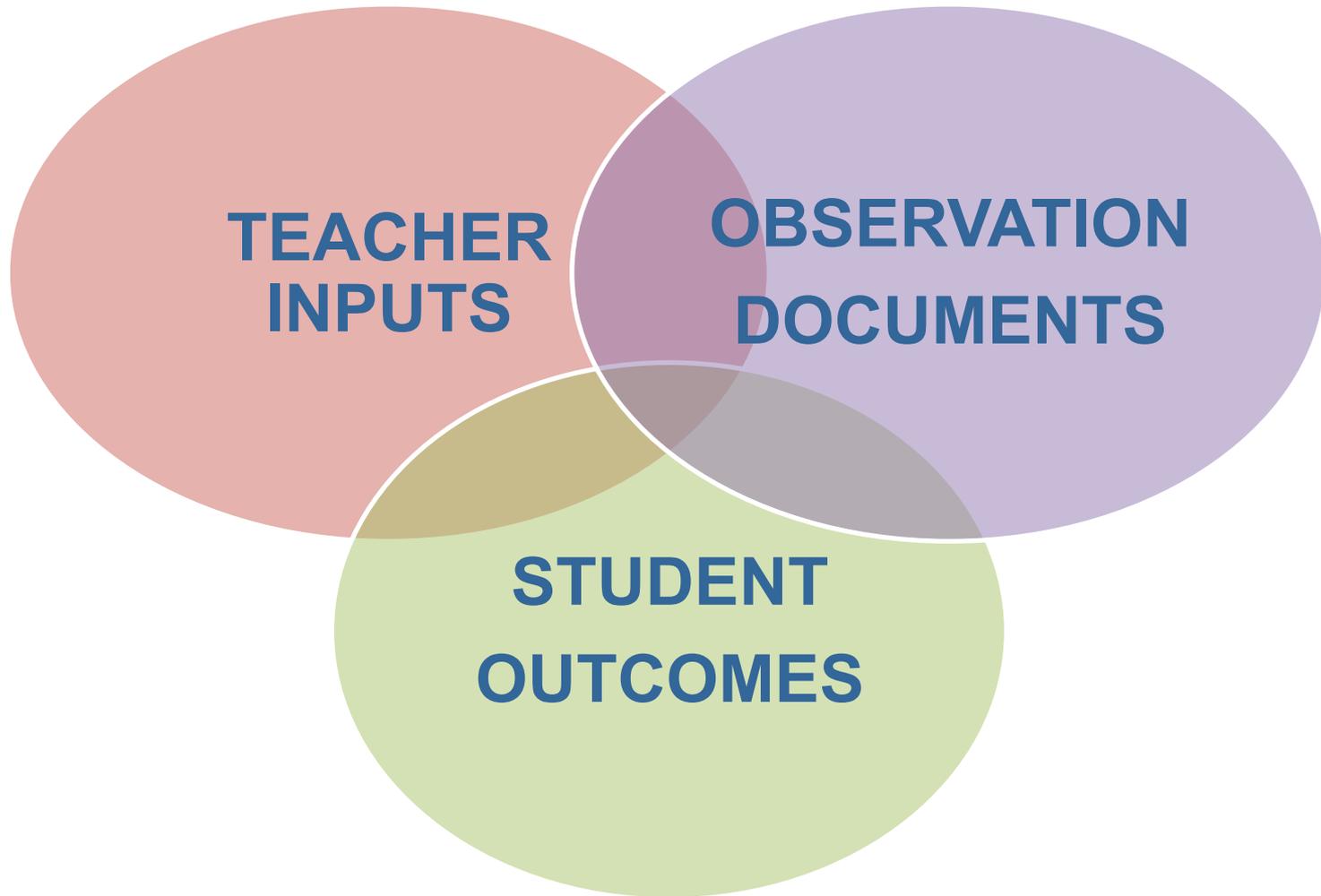
Domain 2
Classroom
Environment

Domain 4
Professional
Responsibilities

Domain 3
Instruction



Evidence



Student Growth

- **Tested Grades and Subjects**
 - **Receive Student Growth Percentiles from state assessments**
 - **SGPs focus on the students growth from one year to the next**
 - **The student is only compared to students who start at the same place**



Student Growth

- **Non-Assessed Grades and Subjects**
 - **Non-assessed grades and subjects growth model has not yet been determined**



Artifacts



- 🏈 Artifacts may include
 - Self-Assessment
 - Professional Growth Plan
 - Unit/Lesson Plans
 - Instructional Materials
 - Family Communication

- 🏈 Artifacts are NOT
 - Created simply to demonstrate compliance
 - **'Additions'** to teachers' work!

Artifacts already exist as result of a teacher's normal work to improve instruction.



