

JRF! Literacy Coach Academy Training

Facilitator's Guide

Additional information for Facilitator

Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy

Module 4 – Coaching Content Area Teachers- Disciplinary Specific Literacy (slides 1- 12)

90 minutes

Materials:

Handouts 12-14

Handout 12 Math text *Distance Across the Channel*

Handout 13 Science text *How and Why Fires Burn*

Handout 14 History text *What Caused the Dust Bowl?*

Chart paper

Post-it Notes

Markers/highlighters

Slide 1	Share with participants: During this training we will look closely at the difference between content area reading and disciplinary literacy.
Slide 2	For the Facilitator: Read pages 40 – 46 of <i>Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy</i> as background knowledge for you as you prepare to share the information on slide 2 with the participants. Share with participants: Basic Literacy skills develop primarily in the primary grades and are necessary for all types of reading. This includes decoding, word knowledge, basic fluency, knowledge of simple story structure and some expository structures. If these skills are not in place by the time the student reaches the secondary grades, instruction must continue, but the student must also be provided access to text so he/she can gain the content. Intermediate Literacy typically develops in the upper elementary grades. Students add more sophisticated routines and responses to their reading repertoires. These more sophisticated responses are not as widely applicable to different texts and reading situations. Students know more vocabulary words, including words that are not common in oral language. Students are able to develop some cognitive endurance, monitor their own comprehension and take steps to remedy comprehension when it breaks down. They read more complex texts with complex organization and can begin to consider the author and his/her purpose. Begins to make inferences. Most students gain control of intermediate reading tools by the end of middle school, but some high school students still struggle with this.

Disciplinary Literacy – Learning more sophisticated but less generalizable skills and routines. Understanding and approaching text as one in the field would approach it. This is difficult to learn and oftentimes IS NOT TAUGHT. This includes the approach of authors in various fields, what each field values, how authors use language in their field.

Shanahan, 2008. – *Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy*

After sharing the pyramid, ask participants to discuss how this impacts their coaching.

Slide 3

Share with participants:
We need to provide instruction and strategies that go beyond general strategies. We need to think about strategies that are specific to the field of study. What literacy strategies do Scientists use? What about Historians or Mathematicians?

Slide 4

For the Facilitator: The chart below may help as you share the information on slide 4.

Difference between Content Area Reading and Disciplinary Literacy (they are not the same thing)

Share with participants:
Content area reading emphasize “all teachers are teachers of reading” – teachers receive cross-disciplinary training in how to teach reading using content area instructional materials.
Disciplinary Literacy refers to the specialized ways of knowing and communicating in the different disciplines. How does a scientist read and write, how does an historian read and write?

	Content Area Reading	Disciplinary Literacy
Source	The idea of every teacher teaching reading began in the 1920's. This led to general strategies like KWL, SQ3R, etc. that are used in reading classes.	There have been a wider range of experts since the 1990s that have pushed for content specific strategies.
Nature of skills	Generalizable skills and activities are used in all or most reading (word maps, frayer model, summarization, reciprocal teaching, etc)	Specialized skills and activities are used in specific disciplines (history event chart, Inquiry maps in Science, etc)
Focus	Focus is on learning from the text. Emphasis is on literacy learning tools (exit notes, organizers, response journals, etc)	Focus is on the specialized problems of a subject area.

Students	Promoted for all students, but strategies tend to work with younger and lower level readers.	Activities and strategies suggest a wider range of learning benefits.
Texts	Focuses on the non-disciplinary use of disciplinary information	Language differs across disciplines
Role of graphics	Taught generally	Taught as specific to the discipline
Slide 5 Handouts 12-14	<p>Explain Activity Each table will work with one discipline. Pass out the appropriate text to each group.</p> <p>Have participants respond to the bullets on slide 5, chart their responses and post around the room.</p>	
Slide 6	<p>For the Facilitator: Read pages 49-56 as background knowledge as you prepare to help the participants with the activity on slide 5. Math Group Shares</p>	
Slide 7	<p>For the Facilitator: Read pages 49-56 as background knowledge as you prepare to help participants with the activity on slide 5. Science Group shares</p>	
Slide 8	<p>For the Facilitator: Read pages 49-56 as background knowledge as you prepare to help participants with the activity on slide 5. History Group shares</p>	
Slide 9	<p>Have participants discuss the questions on slide 9 with a partner and then share with the whole group.</p>	
Slide 10	<p>Share with participants: The goal is for students to go beyond acquiring basic information and to be able to use that information like someone in the field.</p> <p>How do we help our teachers arrive at this goal? Have each participant choose one of the bullets on slide 10 and be prepared to share their ideas. Ask the participants to answer the questions ensuring that each question is addressed.</p>	
Slide 11	<p>Share the summary with the participants</p>	
Slide 12	<p>Ask each coach to reflect individually on the information on slide 12 and then share with the whole group.</p>	