

# Discipline-Specific Literacy

Career/Technical Education  
Grades 6-12

# Agenda

1. Review Instructional Shifts embedded in the Common Core Literacy Standards
2. Why Literacy in Content Areas?
3. Disciplinary Literacy vs. Content Area Reading
  - CTE Reading Vocabulary
  - Scaffolding
  - Prior Knowledge
  - Text Structure and Features
  - Before, During and After Reading Strategies
  - Text Dependent Questions
4. Writing to and from the Text

3 Shifts	6 Shifts
1. Building knowledge through content-rich literary nonfiction and informational texts.	PK-5, Balance of informational and literary text
	6-12, Building knowledge in the disciplines
2. Reading and writing grounded in evidence from text.	Text-based answers
	Writing to/from sources
3. Regular practice with complex text and its academic vocabulary.	Staircase of complexity
	Academic vocabulary

Instructional Shifts	Assessment Shifts
<b>PK-5, Balancing Informational and Literary Texts</b>	<b>A balance of authentic informational and literary texts</b>
<b>6-12, Building Knowledge in the Disciplines</b>	<b>Knowledge-based questions about discipline-specific, informational text</b>
Staircase of Complexity	Higher level of text complexity appropriate to grade level
Text-Based Answers Writing From Sources	Evidence from text, including paired passages, to make an argument, inform or explain; short, focused research
Academic Vocabulary	Tier Two words which can be discerned from the text.

## Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

\*The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.



# Text Book Lexile Levels

Lexile Measure	High School Students <small>middle 50% at mid-year</small>	Classroom Materials <small>middle 50%</small>	Personal Use Reading	Newspapers	Career Clusters Entry-level 75 <sup>th</sup> percentile
1700L					Law & Public Safety (1740)
1600L					
1500L					Ag./Natural Resources (1510)
1400L			Safety Manual for Spa (1390) Actna Health Discount Form (1300)	Reuters (1440) New York Times (1380) Washington Post (1350) Wall Street Journal (1320) Chicago Tribune (1310) Associated Press (1310)	Education & Training (1370) Transp./Dist./Log. (1350) Arch./Construction (1340) Manufacturing (1310) Business and Admin. (1310) Health Science (1300) Retail/Wholesale (1270) Hospitality & Tourism (1200) Scientific Res./Engr. (1250)
1300L			Medical Ins. Benefit Pkg (1280) Application-Student Loan (1270) Federal Tax Form W-4 (1260)		
1200L	Grade 10 905-1195 Grades 11/12 940-1210	Grade 10 1100-1200 Grades 11/12 1100-1300	G.M. Protection Plan (1150)	USA Today (1200)	Human Services (1200) Arts/AV Tech/Comm. (1190)
1100L					
1000L					
900L					



# Text Complexity Bands

Common Core Band	Flesh-Kincaid	Lexile Framework	Reading Maturity (Pearson)	Source Rater (ETS)
6-8	6.51-10.34	925-1185	7.04-9.57	4.11-10.66
9-10	8.32-12.12	1050-1335	8.41-10.81	9.02-13.93
11-12	10.34-14.2	1185-1385	9.57-12.00	12.30-14.50

## Shared Responsibility

- “The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills **while at the same time recognizing that teachers in other areas must have a role in this development as well.**”

from the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, page 4.



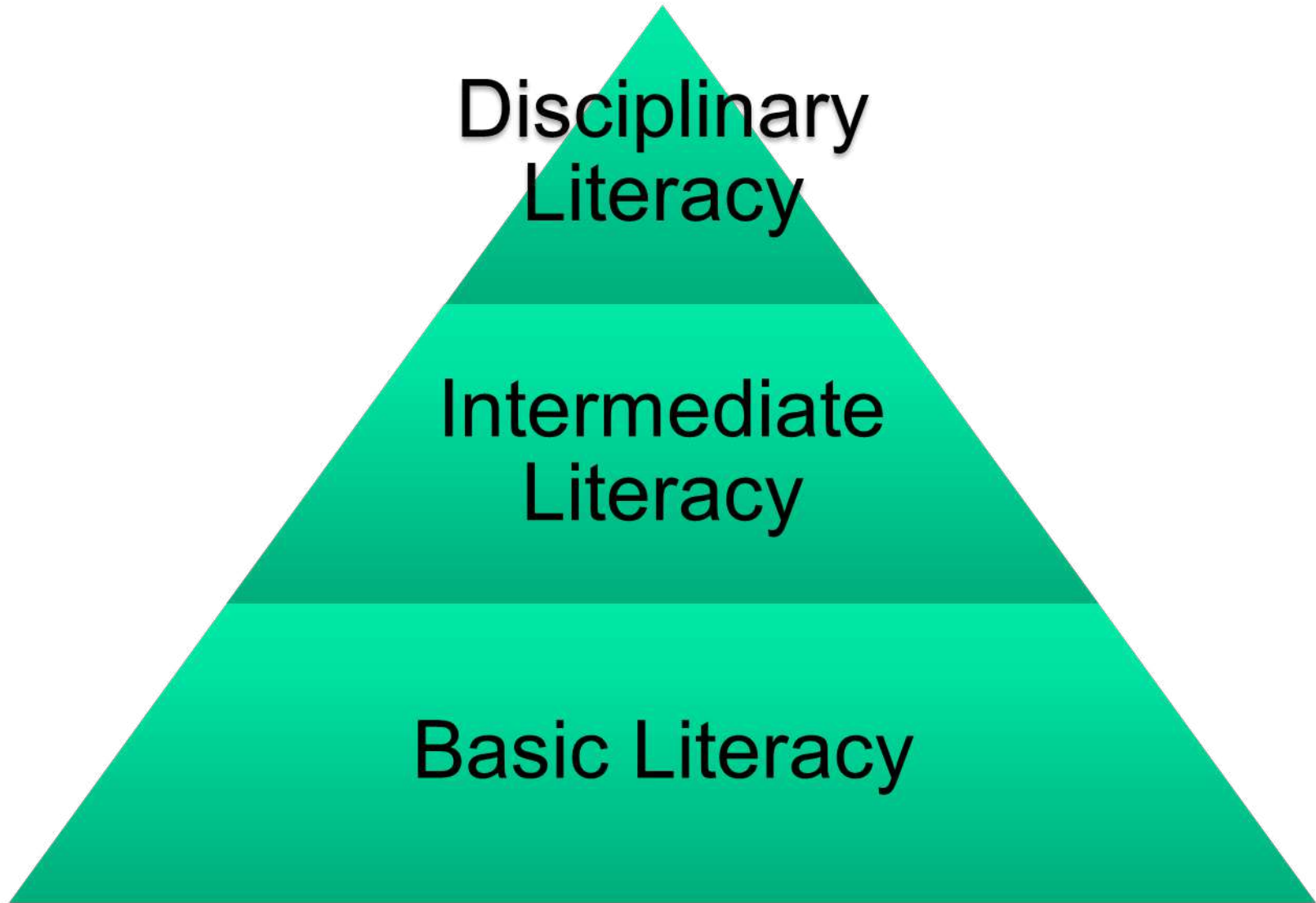
# All Teachers Support Literacy

- This interdisciplinary approach to literacy stems from extensive research establishing the need for college and career ready students to be proficient in reading complex informational texts, independently, **in a variety of content areas.**
- Most of the **required reading** in college and workforce training programs is **informational in structure** and **challenging in content**
- Postsecondary education programs typically provide students with both a **higher volume of such reading** than is generally required in K–12 schools and **comparatively little scaffolding.**
- The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.
- *Achievethecore.org*

According to Langer (2011), “subject-area teachers, who are disciplinary experts, need to guide, model, and provide opportunities for students to try out and step into the ways of thinking that are appropriate to that discipline” (p. 14).

As teachers invite students to become learners in academic disciplines, they need to provide discipline-specific strategy instruction, increased opportunities to read, differentiated reading materials, and literacy assessment.

# Literacy Development



# Literacy Development

- Basic: decoding skills, print and literacy conventions, recognition of high frequency words;
- Intermediate: developing cognitive endurance, monitoring comprehension, using fix-up strategies. Access to more complex text organization, use author purpose as a tool for critical response.
- Disciplinary: increasingly disciplinary and technical nature of literacy tasks.

# Content Area Reading

- Began in 1920s
- Many secondary teachers have training in content area reading
- Many resources available
- Comes from field of reading education
- Every teacher is a teacher of reading
- Major focus is on teaching general reading strategies or skills that can be adapted and applied to distinct reading situations (focus is on learning)
- Has a positive research base, but not a very successful history in schools.

# Disciplinary Reading Instruction

- Not the same as content area reading.
- Each discipline has its own language, purposes, and ways of using texts that students need to be introduced to
- There are special skills and strategies needed for students to understand texts from disciplines.
- Instruction needs to assist student understanding of what it means to read disciplinary texts.

# CTE Reading

- Technical, abstract, dense, tightly knit language (unlike the interpersonal style of other texts that use ordinary language)
- Processes are turned into nouns
- Readers need to focus on causation
- Dense sentences with complex nouns



# CTE Reading

- Must be able to translate the technical language
- Pictures have a different role than in other texts



## Discipline Specific Literacy: Vocabulary

- For CTE, the focus is on memorization techniques: make connections among concepts, construct graphic organizers, brainstorm, semantic maps, word sorts, categorize or map words, develop synonym webs.

Source: Shanahan, Timothy. (2013). *Achieving Disciplinary-Specific Literacy*.

# Teach Vocabulary

- Text difficulty can arise from unfamiliar vocabulary
- Words with more than one meaning can pose problems
- Look for particularly challenging and essential vocabulary

## Scaffolding Challenging Text

- To address the needs of students, the teacher needs to assist them with working through the information being presented, the essential vocabulary, the text structure, and the way that data is presented.

# Build Prior Knowledge

- Readers build knowledge by attaching that information to what they already know
- If a text requires a particular type of background knowledge, it can be challenging for readers to comprehend.
- Teachers can assist students with using their related experiences to help them assimilate the new knowledge

# Assist students with use of text structure

- Texts can be structured in ways that confuse the reader
- Knowledge of text structure can help students navigate through the text.
  - Need to teach students common text structures (compare/contrast, problem/solution, cause/effect, description, sequence)
  - Show students how to use headings and subheadings
  - If organization is important to understanding the text, need to help students navigate the structure

# Teaching Structures

## Structure (Organization)

Literary	Informational
<p>Story elements:</p> <ul style="list-style-type: none"><li>•Characters</li><li>•Setting</li><li>•Problem/solution</li><li>•Plot</li></ul>	<ul style="list-style-type: none"><li>•Cause and Effect</li><li>•Sequence</li><li>•Problem/Solution</li><li>•Description</li><li>•Compare and Contrast</li></ul>

# Teaching Features

Text Features	
Literary	Informational
<ul style="list-style-type: none"> <li>•Title</li> <li>•Chapter Index (for Chapter Books)</li> <li>•Illustrations</li> <li>•Bold Print</li> <li>•Continuous Text</li> <li>•Paragraphing</li> <li>•Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>•Title</li> <li>•Table of Contents</li> <li>•Index*</li> <li>•Photos</li> <li>•Captions</li> <li>•Diagrams</li> <li>•Glossary</li> <li>•Date line (periodicals)</li> <li>•Bold Print</li> <li>•Headings</li> <li>•Sub-titles</li> </ul>

\*The more readers build up knowledge about these elements and underlying structures, the better they can use them as sources of information.

# Guide Awareness of Data Presentation Devices

- Data presentation devices communicate ideas in ways that make them easier to understand
- Tables
- Charts
- Three-Dimensional Projections
- Graphics
- Formulas



# Before, During, and After Reading Strategies: Listen Read Discuss

## What is it?

- Listen-Read-Discuss (LRD) (Manzo & Casale, 1985) Listen: You present a lecture on the content of the reading. Include a graphic organizer of the information you discuss.
- Read: Students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content.
- Discuss: Lead a classroom discussion of the material. Encourage students to reflect on the differences between their reading of the content and your presentation.

## Rationale

- LRD is a powerful tool for engaging struggling readers in classroom discussions. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading.
- Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage.

# Teach Reading Comprehension Strategies

- Previewing texts
- Building prior knowledge
- Set a purpose for reading
- Monitoring comprehension
- Asking questions
- Summarizing
- Visualizing

# Content Area Reading

Generalizable skills and activities that can be used in all or most reading:

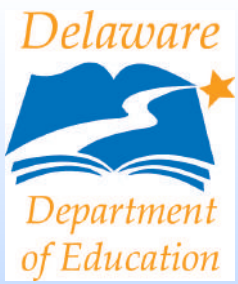
- KWL
- SQ3R
- Word Maps
- Frayer Model
- Summarization
- QAR

# Ask Text Dependent Questions

- Text dependent questions require that the students go back into the text in order to answer the question
- They can be high level or low level questions
- Low level questions are explicitly stated in the text
- High level questions require logic, inferences, or analysis of the text
- A mixture of high and low level questions leads to better comprehension

## Writing to and from Texts

- Students need to complete a written assignment to process the information from the text.  
Examples include:
- Proposals
- Business Plans
- How to Manuals
- Nursing Plan
- Lesson Plans
- Process Analysis



# Resources

- DOE CCSS Website
  - Literacy Concept Organizers for Social Studies and Science
  - Literacy Standards by Content Areas
  - AchievetheCore.org
  - Guide to the Shifts
  - HQPD Modules