

Embedded Literacy Across the Disciplines

Keristy Nieto, Susan McHale, Milton Bowens
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Time Frame 180 session(s)

Essential Question(s)

- How do we define literacy for different disciplines?
- What literacy strategies are appropriate for my discipline?
- What are the advantages of increasing literacy strategies for my discipline?

Summary

This professional development focuses on defining and promoting literacy strategies across all subject areas. Participants will examine how literacy components are necessary for their subject areas, identify the specific literacy strategies appropriate for their content, and discuss ways to implement these strategies and elements into their disciplines. This professional development is an updated (2019) and peer-reviewed revision from an earlier professional development by Amy Myers Wood.

Learning Goals

- Participants will identify which literacy skill is most important to their discipline.
- Participants will evaluate modeled content-specific literacy approaches.
- Participants will analyze various instructional strategies designed to increase content-specific literacy.
- Participants will reflect on how content-specific literacy strategies of this session can be applicable to their own content.

Attachments

- 3-2-1 Strategy—Embedded Literacy.docx
- 3-2-1 Strategy—Embedded Literacy.pdf
- ELA Reading—Embedded Literacy.docx
- ELA Reading—Embedded Literacy.pdf
- Electives Reading—Embedded Literacy.docx
- Electives Reading—Embedded Literacy.pdf
- Facilitator Video Resource Guide—Embedded Literacy.docx
- Facilitator Video Resource Guide—Embedded Literacy.pdf
- GramIt Template—Embedded Literacy.docx
- GramIt Template—Embedded Literacy.pdf
- Instructional Strategies Reflection Notesheet-Embedded Literacy.docx
- Instructional Strategies Reflection Notesheet-Embedded Literacy.pdf
- Mathematics Reading—Embedded Literacy.docx
- Mathematics Reading—Embedded Literacy.pdf
- Presentation Slides—Embedded Literacy.pptx
- Science Reading—Embedded Literacy.docx
- Science Reading—Embedded Literacy.pdf
- Social Studies Reading—Embedded Literacy.docx
- Social Studies Reading—Embedded Literacy.pdf

Materials

- Presentation Slides (attached)
- Instructional Strategies Reflection Note Sheet handout (attached; one per participant)
- 3-2-1 Strategy handout (attached; one copy for every two participants to be cut in half)
- Facilitator Video Resource Guide (attached; one per facilitator)
- Content area readings—ELA, electives, math, social studies, science (attached; one per participant for their subject)
- Data Never Sleeps infographic (https://www.domo.com/data-never-sleeps), printed or digital copies (one per pair of students)
- GramIt handout (attached; one copy for every two participants to be cut in half)
- Internet-connected device (for viewing videos linked in the presentation slides)
- Chart tablet paper
- Highlighters
- Pens or pencils
- Sticky (Post-It™?) notes
- Tape (for GramIts)

Engage

Facilitator's Note: Preparation for the PD

Prior to the professional development activity, choose two (or possibly three) of the six videos available in the slide presentation. A **Facilitator Video Resource Guide** that provides a short summary of each video can be found in the attachments. Check that all Internet links to the chosen videos are accessible. On a whiteboard or on chart tablet paper, create a Sticky Bars strategy graph template with the words Reading, Listening, Speaking, and Writing spaced apart evenly on the horizontal axis. Hang up chart tablet paper around the room with the following headings: ELA, Math, Science, Social Studies, and Electives. Print all handouts necessary for the session. Depending on the makeup of your participants, print readings specific to their subject area(s). Ensure that the meeting space is suitable for small group discussions.

Use the attached **Presentation Slides** to guide the session. Introduce presenters to the audience and begin with **slide 2**, outlining the expected outcomes. Explain that today's presentation offers a variety of instructional strategies and ideas that can be implemented in the classroom. These strategies and ideas are specific to these content areas: ELA, math, science, social studies, and electives.

Display **slide 3,** offering a working definition of content-specific literacy. What do we mean by this term? It refers to the ability of students to read complex text within the discipline and comprehend it, listen and learn from others, speak and elaborate on topics and ideas, and write critically about discipline-related topics. Ask participants: *would students be performing higher-order thinking skills if they could perform these tasks effectively?* (All of these elements do require students to demonstrate higher-order thinking.)

Display **slide 4**. Pass out a sticky note to every participant. Introduce the Sticky Bars strategy and call attention to the graph that you created during the preparation for this presentation. Ask each participant to write their name and content area on their sticky note, and jot down a student activity in their class that requires one of the literacy elements shown across the bottom of the graph: Reading, Listening, Speaking, and Writing. Invite participants to place their sticky note in the column that corresponds to one of the skills on the graph.

After everyone has placed their sticky notes on the bar, ask participants to make a general statement or summary statement about the sticky bar graph distribution as a whole.

Sample Responses:

As an example, depending on the graph distribution, participants may say, *"Most of us as educators think reading critically is most important from our sticky bar results,"* or *"We as educators believe that all of these elements are useful in the classroom because we have sticky notes equally distributed in every component."*

After this discussion, pull off the representative sticky notes from each category, read the participant's name, find them in the group, and read aloud the student activity. Ask the participant for any needed clarification or further explanation based upon the activity description. Continue until you have addressed a variety of literacy-related activities from all four columns of sticky notes.

Explore

Inform participants that we will continue to explore literacy approaches today for their content. To do this, start by watching two videos from different content areas. Display **slide 5**, and pass out the attached 3-2-1 strategy handout to all participants.

Facilitator's Note: Multiple Video Choices

The attachments contain a video guide summarizing each video (including approximate running time) and providing its URL link. Prior to the presentation, choose two videos from very different disciplines. Your choice might be dependent upon the grade level and the content that participants teach. All six videos are linked in **slides 6 -12.** You may choose to hide the slides for videos that you will not be showing.

Instruct participants that as they watch each video, they are to jot down three possible literacy approaches that the teacher in the video uses, two possible applications for their content, and one obstacle that might need to be overcome. Pause after each video to display **slide 13**, and let participants share their information with their table group using the 3-2-1 activity as the guide for discussion.

After all of the videos have been reviewed and feedback shared within groups, call on groups or participants to share out at least one element of literacy and how it was used in the video classroom and something that they might try in their own classroom, and an obstacle to overcome. Ask if any of the groups observed an obstacle that **could not** be overcome. Ask the entire group if they have any thoughts on how to meet that challenge.

Pass out the attached **Instructional Strategies Reflection Note Sheet.** Move to **slide 14.** Ask participants to reflect upon the strategies used in this presentation so far—Sticky Bars and 3-2-1. Also, ask participants to reflect on the literacy approaches they observed in the video, and choose one that might be usable or applicable for their content. Allow time for table groups or partners to discuss how they might implement these strategies in their content area. (Have participants hang onto their Instructional Strategies Reflection Note Sheet; they will complete their reflections later in the session).

Explain

Tell participants they will take a closer look at content-specific literacy through the lens of their own discipline. Display **slide 15**. Have participants split into groups using a modified Jigsaw strategy. Ask participants to move to one of the chart tablet posters—ELA, math, science, social studies, and electives—that represents the generic title of their discipline. At each content station, have an appropriate number of the attached **content-specific readings** available**,** along with pens and highlighters. Each group will read the text that is specific to their content area, becoming "experts" on embedded literacy for their discipline.

Facilitator's Note: Adjusting For Small Groups And Different Content

If you have a small group of participants, consider asking them to join tables with departmental or similar-content peers. If a participant's particular content area is not represented, suggest that they choose a discipline that they THINK might have similar content needs as their own.

As they are reading their section, ask participants to use a close reading strategy called Cus and Discuss. This activity is explained on **slide 16**. Allow time for participants to read the article and discuss with similar-content peers what they circled, underlined, and starred.

Facilitator's Note: Alternative Close Reading Strategy

An alternative close reading strategy, Why-lighting, is explained on **slide 17**. You have the option of using this close reading strategy instead of CUS and Discuss. Emergent readers often highlight too much in a reading. In Why-lighting, they jot in the margins why they highlighted specific parts in order to bolster their reasoning. Currently, slide 17 is hidden, but you can choose to show this slide instead or the CUS and Discuss slide if you determine that the Why-lighting strategy is preferable.

Once you believe content peers have had time to discuss the article, display **slide 18**. Each group will use a Window Notes strategy to demonstrate a consensus they've come to about their reading. Have each group fold a piece of chart tablet paper into four quadrants. Next, invite participants to write bullet points in three of the four "windows" to address the four questions on the slide. Tell groups that they will create a visual representation of what they read in the fourth window.

Extend

Teacher's Note: Preparation

In the next activity, participants will work with Domo's Data Never Sleeps infographic. Prepare a link to the infographic (https://www.domo.com/data-never-sleeps) or print participant copies in advance if needed. Note that this infographic is updated annually. If an updated version is available, consider replacing the picture and link on slide 19 with the most up-to-date infographic from Domo's website.

Ask participants to find a partner that they have not worked with previously today. Once in partners, share digitally or print and hand out copies of the "Data Never Sleeps" infographic. The infographic is also linked on slide 19. If the participant numbers are large, have partners "pair square" or combine to make a group of four.

Ask the group: "*How many of you are in a discipline where students need to read charts and graphs?*" Display **slide 19**. Allow time for groups to discuss the question on the slide. If your group is large enough, ask partners to pair with another set of partners. Display **slide 20**. Pass out one half sheet of the attached **GramIt Template** handout to each group. Introduce the GramIt strategy and ask participants to write a short summary (hashtag) plus image about a teacher's responsibility in a data-abundant world. Have partners or groups place them on a wall or whiteboard.

Facilitator's Note: Time Factor Or Tech Option

If time is an issue, partners or groups can create an image using the tech tool Autodraw.

After the GramIt activity, move to **slide 21**. Referring back to the Instructional Strategies Reflection Note Sheet, allow time for participants to continue filling out details about how the additional strategies might be applied to their classes.

Evaluate

The last slide, **slide 22**, is a short evaluation of the session in the form of an Exit Ticket strategy. Remind participants of the research rationale by Chavin and Theodore that was cited at the start of the session. Ask participants to consider how they will respond to these critical elements of literacy in their own classroom by choosing one of these questions shown and responding with a literacy approach they will use or currently use. Ask participants to record their response on a sticky note. Then, have them place the sticky notes on a section of whiteboard or the wall. If time permits, read a sample of the sticky notes.

Slide 23 is the online evaluation for GEAR UP participating schools. A QR code or link is needed for GEAR UP participants to complete the evaluation.

On **slide 24**, Introduce (or remind) participants that more instructional strategies may be found at no cost in the LEARN website repository.

Follow-up Activities

A possible follow-up activity would be for participants to regroup to discuss how they are using the literacy strategies presented in this session and reflect on their ease of use, efficacy, obstacles, etc.

Research Rationale

Content-specific literacy is the ability for students to 1) read and understand complex content-specific text, 2) listen and learn from others, 3) speak and elaborate about content topics or ideas, 4) write critically about content-related topics (Chauvin & Theodore, 2015). Content-specific teachers are not expected to become reading and writing teachers nor replace their ELA colleagues in the classroom. Rather, all disciplines can and should emphasize the reading and writing practices that are specific to their disciplines (Urquhart & Frazee, 2012). When educators teach content-specific literacy skills, they merge foundational literacy practices with content-rich resources and academic vocabulary (Wendt, 2013).

Resources

- Chauvin, R., Theodore, K. (2015). Teaching content-area literacy and disciplinary literacy. SEDL insights. American institutes for research. Retrieved from: http://www.sedl.org/insights
- Data never sleeps 6.0: how much data is generated every minute? (2018). [Infographic]. Social media today. Retrieved from https://www.socialmediatoday.com/news/how-much-data-is-generated-every-minute-infographic-1/525692/
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