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.
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

<table>
<thead>
<tr>
<th>Sections</th>
<th>Strands</th>
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</thead>
<tbody>
<tr>
<td>K-5 ELA Comprehensive</td>
<td>Reading Writing Speaking &amp; Listening Language</td>
</tr>
<tr>
<td>6-12 ELA</td>
<td>Reading Writing</td>
</tr>
<tr>
<td>6-12 Literacy in Content Subjects</td>
<td></td>
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</tbody>
</table>
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 стратегический план
“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

Levels of meaning
Structure

Word frequency
Sentence length

Background knowledge
Motivation

Reader and Task

Qualitative
Quantitative

CCSS, Appendix A
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 terminology is specific to your discipline?

What types of writing are used in 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.literacydesigncollaborative.org](http://www.literacydesigncollaborative.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
- “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.ascd.org/professional-development/webinars/common-core-webinars.aspx#archived
  - http://www.parcconline.org/parcc-content-frameworks
What is Musical Literacy?
What elements are shared by music and reading?

- Character
- Contrast
- Color
- Focal point
- Metaphor
- Mood

- Pattern
- Repetition
- Rhythm
- Story sequence
- Symbolism
- Texture
What thinking tools are shared by music and reading?

• Describing sense memories
• Building on prior knowledge
• Inferring meaning
• Visualizing
• Interpreting and expressing emotions
• Identifying contrasting images/words/emotions
• Sorting facts from interpretations
• Synthesizing
What creative practices used in the arts transfer to literacy across disciplines?

Imagine:
To form a mental image or concept

Investigate:
To observe or study through exploration or examination

Creative Practices

Construct:
To make or form by combining parts of elements

Reflect:
To think deeply or carefully about
What is disciplinary literacy as it applies to music?

- Disciplinary literacy is a tool for developing musical skills and knowledge:
  - Developing music vocabulary
  - Deciphering the graphic representation of sound called notes
  - Navigating a composition by understanding the musical road maps
How do we build music knowledge through disciplinary literacy?

1. Build prior knowledge.
2. Build specialized vocabulary.
3. Learn to deconstruct complex visual representation of ideas.
4. Use knowledge of musical elements and genres to identify main and subordinate ideas within the piece.
5. Articulate what the graphic representations mean within a work or ideas to support its main components.
6. Pose discipline relevant questions.
7. Compare music elements of the work to other musical compositions.
8. Use reasoning within the discipline (what counts as evidence to evaluation claims.)
The ability to analyze an image or text and offer a thoughtful, evidence-based analysis of it is as central to rigorous arts education as it is to learning English literature or history.

----Amy Charleroy, College Board
Takeaway Tip of the Day

WHST.11-12.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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RHST.1
Read Listen closely to determine what the text music says explicitly and to make logical inferences from it; cite specific textual musical evidence when writing or speaking to support conclusions drawn from the text music.
Examples of Traditional Informational Texts for Music

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>Journals/Magazines/Blogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instrumental music lesson books</td>
<td>• <em>Music Alive</em></td>
</tr>
<tr>
<td>• Choral Octavos/music books</td>
<td>• <em>Music Journals</em></td>
</tr>
<tr>
<td>• Sight reading books/sheets</td>
<td>• <em>Newsela</em></td>
</tr>
</tbody>
</table>

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<tr>
<th>Historical Primary Documents</th>
<th>Books</th>
<th>Multimedia/digital</th>
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</thead>
<tbody>
<tr>
<td>• <em>Musicians’ letters</em></td>
<td>• Biographies of musicians</td>
<td>• <em>You Tube</em></td>
</tr>
<tr>
<td>• <em>Critiques by musicians’ contemporaries</em></td>
<td>• Autobiographies of musicians</td>
<td>• <em>CD’s</em></td>
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<td>• <em>Reviews of local concerts</em></td>
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</table>
Music vocabulary

Domain Specific Vocabulary
How do we determine appropriate level of nontraditional texts?

Qualitative:
Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative:
Readability measures and other scores of text complexity

Reader and task:
Reader variables (motivation, knowledge, and experiences) and task variables (purpose, complexity generated by the task assigned and the questions posed)

Consult CCSS Appendix A for further information on text complexity
Student interaction with the arts requires that learning experiences be developed with students’ developmental stages in mind. Too much of pre K-12 arts curriculum has been disconnected; the proposed materials should cultivate a core set of skills and capacities that build over time. Materials should at once be developmentally appropriate and increasingly demanding, both within years and across years.

---David Coleman, “Seven Guiding Principles for the Arts”

How do we determine appropriate level of nontraditional texts?
Resources for Disciplinary Literacy in Music

• Philadelphia Museum of Art ‘Looking to Write, Writing to Look’
  [link]
• Newsela [link]
• **Music Vocabulary – Elementary School** (flashcardmachine.com/Quizlet)
• **Music Vocabulary - Middle School** ([Quizlet example]; HS [link])
• **Music Vocabulary - High School**; [link]
• ‘The Arts and the Common Core Curriculum Mapping Project’,
  [link]
• Common Core State Standards [link]
• Jazz and Similes; [link]
• Music Fundamentals to Enhance Student Learning; [link]
LET’S MAKE MUSIC
LOOKING FOR CLUES
Looking for Clues

Music Score

• Special features about this score
• Who wrote the piece?
• From where does the piece originate?
• What instrumentation/voicing is needed to perform it?
• What is the mood/meaning of the piece?
• How are the musical elements treated in this piece?
• Are there any patterns established (rhythm, chords, melody, harmony, form)?
• How are dynamics treated in this piece?
• If you created another verse, what would the lyrics say? (if there are lyrics)
• Does the title suggest anything?
• What was the composer’s purpose in this composition?
Listening for Clues
LET'S COMPARE
NOTES
TWO MINUTE MEETING

• Stand up

• Face your partner (partner A will be starting)

• You have 60 seconds to tell your partner how you could use this exercise

• Switch roles, partner B has 60 seconds

• Thank your partner

• Sit down
TIME to SHARE
LET’S GO UP THE LADDER
Bloom’s Music Taxonomy

REMEMBER: Describe the music

UNDERSTAND: What is the theme of the music selection

APPLY: Identify how the clues within the piece relate to each other
**ANALYSIS:** What is the composer trying to say within the music selection?

**SYNTHESIS:** What would you add or take away from the music

**EVALUATION:** Critique the music selection. What do you think about it?
SELF-QUESTIONING TAXONOMY
Let’s Do It Again
WORD WALLS
YOU Be the Judge
Antonio Vivaldi
Pairs Read

**Coach and Reader:** Reader reads the first paragraph out loud and coach paraphrases the paragraph. Reverse roles for the next paragraph. Follow-up writing activity - both make a list of the main points and details they remember.
Largo from Winter

The Four Seasons
By: Antonio Vivaldi

Listen to the Main Theme
Largo from Winter

from the Four Seasons by Vivaldi

Largo means to play very slow. It is the second movement (section) in the concerto titled Winter. The first movement is labeled Allegro non molto, then the largo movement and the last movement is labeled simply Allegro. The concerto goes fast, slow, fast.
Each movement of the concerto has a corresponding sonnet (poem). The verse for the Largo movement goes like this:

To rest contentedly beside the hearth,

While those outside are drenched by pouring rain.
Writing Opportunities:

• Listen to Winter by Vivaldi and write your own story based on the music or create your own poem.

• Using technology, locate a winter scene from an artist from the Baroque time period. Write a story based on the painting and the music/poem.

• Locate “Winter Landscape with Ice Skaters” by Hendrick Avercamp. Study the artwork and develop a story and situation for one of the characters in the painting.
What is Music Disciplinary Literacy?
CCSS Instructional Practice Guides

**CORE ACTION 1:** Focus each lesson on a high quality text (or multiple texts)

**CORE ACTION 2:** Employ questions and tasks that are text dependent and text specific.

**CORE ACTION 3:** Provide all students with opportunities to engage in the work of the lesson.
Danielson’s Framework for Teaching

- Planning & Preparation
- Classroom Environment
- Professional Responsibilities
- Instruction
Artifacts

- Artifacts are evidence in the Teacher Excellence and Support System.
- Artifacts are part of our current practice.
- Artifacts may provide information for every domain of the Framework for Teaching.
Research and Resources

• Achieve the Core- Literacy Instructional Guides www.achievethecore.org
• Arkansas IDEAS- Disciplinary Literacy Modules
• Arkansas Department of Education www.arkansased.org
• 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
• Common Core and the Arts, College Board
con’t.

• Disciplinary Literacy in Arts & Design wiki, Wisconsin DPT
  https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-fine-arts/home
• www.nccas.wikispaces.com
• Amy Charleroy, ‘Analyzing Art as Text’,
  https://www.collegeboard.org/delivering-opportunity/sat/instruction/arts
• David Coleman, ‘The Seven Guiding Principles for the Arts’
• Common Core http://commoncore.org/art
• Common Core State Standards, www.corestandards.org
• Experiencing Choral Music, Glencoe

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