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Disciplinary Literacy: Close Reading of Complex Texts

Skills & Strategies to Address Secondary
Common Core State Standards

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October 22, 2013

Objectives:

- Describe disciplinary literacy (DL):
What it is and why it is important for teachers
- Identify unique literacy skills for:
 - History
 - Mathematics
 - Science & Technical Subjects
 - Literary Genres

Objectives continued

- Understand the emphasis the CCSS place on DL and close reading
- Explain how DL strategies support students with reading difficulties

Teachers Expected to Know

CAEP

- 1.1 Teacher candidates and completers know subject matter (including pedagogical content knowledge) and pedagogy

CEC

- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

CCSS

- CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

CCSS Instructional Shifts

Increased emphasis on:

1. Informational text
2. Complex text
3. Text-based evidence
4. Academic vocabulary
5. Analytical writing
6. Disciplinary knowledge

Source: Adapted from www.engageNY.org, *Instructional Shifts for the Common Core*

History

CCSS.ELA-Literacy.RH.9-10.6

Compare the point of view of two or more **authors** for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.9-10.7 Integrate **quantitative** or **technical analysis** (e.g., charts, research data) with **qualitative** analysis in print or digital text.

Science & Technical Subjects

- [CCSS.ELA-Literacy.RST.9-10.4](#)
Determine the **meaning of symbols, key terms**, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.

CCSS & Students with Disabilities

“The Standards allow for the widest possible range of students to participate fully from the outset and with appropriate accommodations to ensure maximum participation of students with special education needs.”

Source: Common Core State Standards, pg. 9.

Rationale for DL

- Advanced literacy across content areas is the best available predictor of students' ability to succeed in introductory college courses.
- High school students' ability to read complex texts is strongly predictive of their performance in college math and science courses.

Alliance for Excellent Education, 2011

College Ready?



Nearly 40% of all entering students take at least one remedial course.

Only 30% of entering freshmen graduate within 8 years.

1 in 4 ready for college

Find facts specific to your state at:

http://www.all4ed.org/about_the_crisis/schools/map

Alliance for Excellent Education, 2011

Stagnant 2013 SAT Results

- 57% of SAT takers are unprepared for rigorous college work.
- Scores unchanged during the last five years.
- More underrepresented minority students need access to rigorous course work.

<http://media.collegeboard.com/homeOrg/content/pdf/sat-report-college-career-readiness-2013.pdf>

Why Are Disciplinary Texts Difficult for Students?

Students may lack:

1. **Experience** reading lengthy expository writing
2. Content-specific **vocabulary**
3. **Decoding** skills
4. **Comprehension** strategies
5. **Background knowledge** and interest in the content

Reflections of a Researcher

- ◆ Let's listen to Dr. Timothy Shanahan, from the University of Illinois at Chicago, define disciplinary literacy.

[Listen to Dr. Shanahan's comments](#)

Disciplinary Literacy

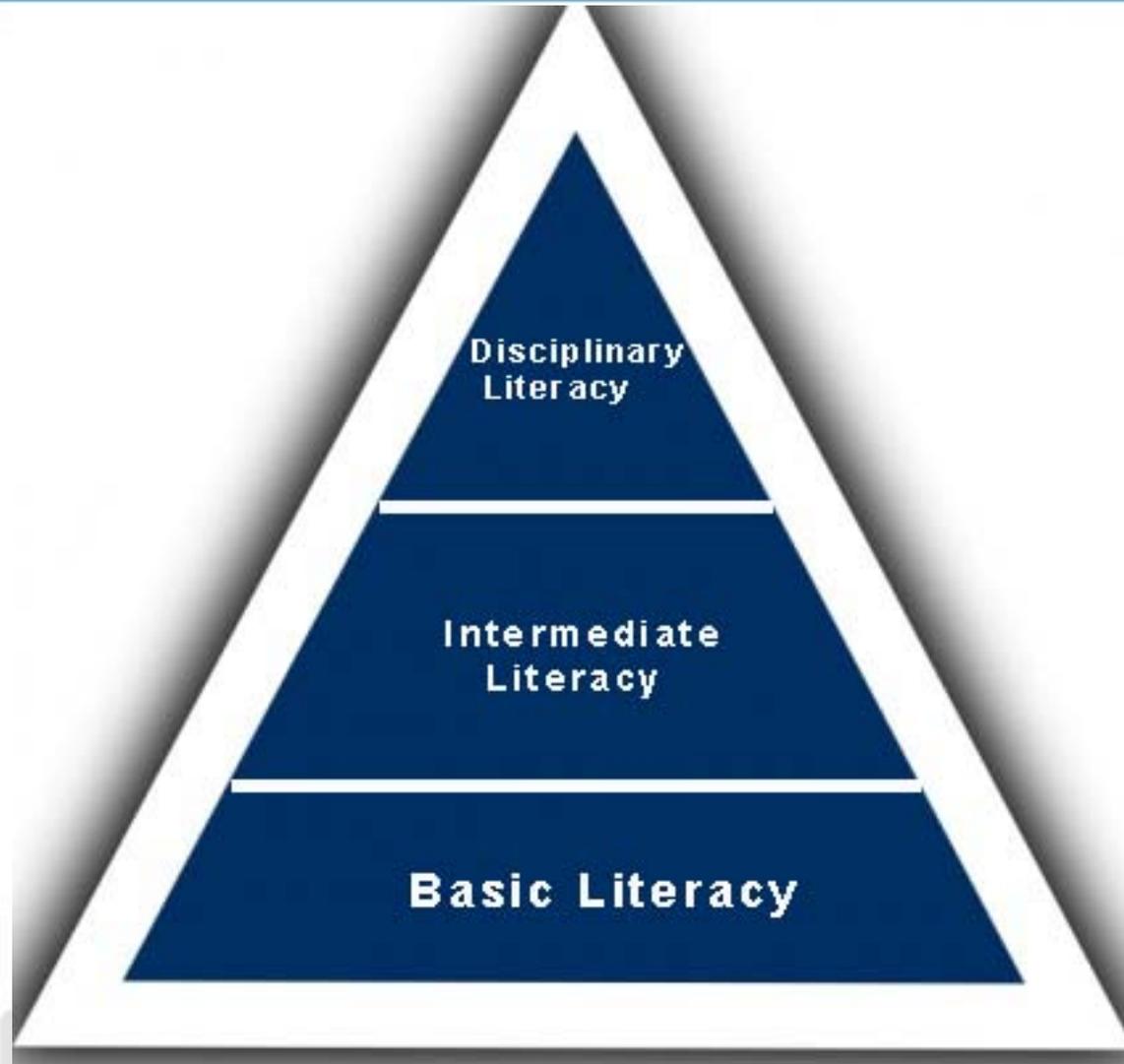
- Refers to specialized ways of **knowing** and **communicating** in different **disciplines** to **make meaning**
- Recognizes that each **discipline** possesses its own **language**
- Encompasses the idea that students need to be **taught specialized routines**

Jetton & Shanahan, 2012

Disciplinary Literacy is NOT:

- Another term for *content area reading*
- A method to work with poor readers
- A generalized approach to literacy
- across disciplines
- Limited to study skills

The Increasing Specialization of Literacy Development



Reading in the Disciplines

Reading in the Disciplines: Students Must Understand...

English Language Arts	Social Studies	Science	Mathematics
Elements of a story: who, what, when, where	Author's perspective; sourcing	Factual reading	Search for the "truth"
Literal vs. implied meaning	Time period & historical context; contextualization	Graphs, charts, formulas	Search for errors
Genres	Corroboration of multiple perspectives	Corroboration & transformation	Interpretation of information presented in unusual ways
Identification of themes	Bias	Scientific signs & symbols	Mathematical signs & symbols
C l o s e R e a d i n g			

Scaffolding Struggling Students

Don Deshler, Ph.D.

The University of Kansas
Center for Research on Learning

[Listen to Dr. Deshler on supporting struggling students](#)

Teachers should...

- Carefully select content
- Teach essential vocabulary
- Model strategies

Who teaches the students?

“The best direction is for ‘both sides of the house’ – both ELA and science teachers - to help students read and write better in the area of science.”

And the IHE teacher educators need to teach teachers how to help their students.

Perin, D. (in press).

Close Reading

I. Rereading

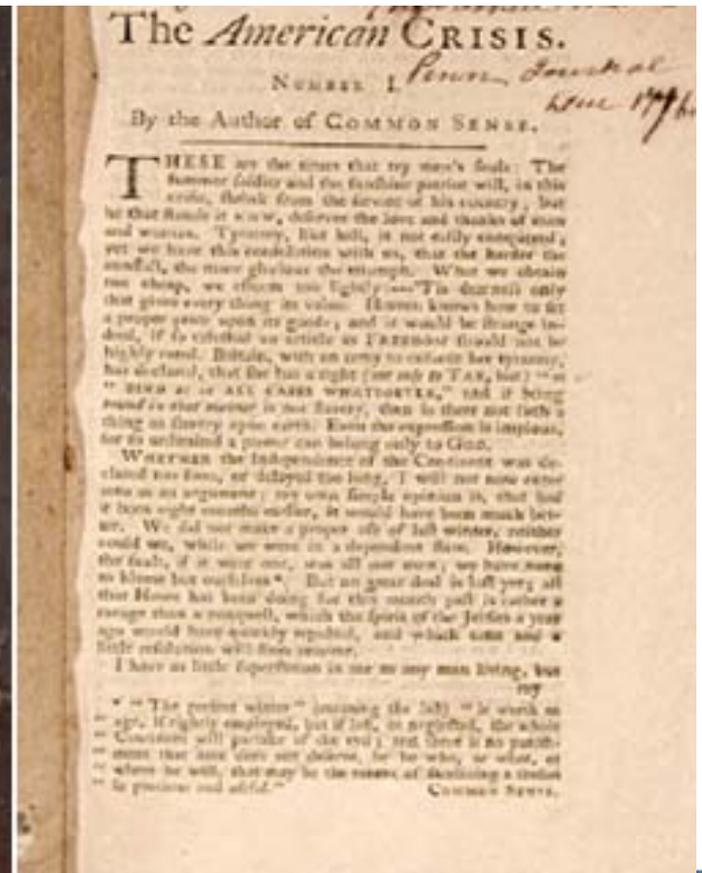
1. What text is about
2. Author's devices, evidence
3. What does the text mean? To me? Compared to other texts? Quality?

II. Discussion of text

History/Social Studies

- **Source the Document**
 - Note the author, the author's bias and purpose, when the text was written, and for whom
 - Determine what and when the author knew the information
 - **Contextualize the Document**
 - Consider what was going on at this time, what people believed and were thinking and doing
 - **Summarize the Document**
 - Determine who or what the text is about
 - Determine what is important about the “who” or “what”
 - **Corroborate/Cross-Check Documents**
 - Determine if selected documents agree or tell different stories
 - Determine which document is more believable and why

The Crisis No. 1 – T. Paine



The Crisis No. 1

THESE are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman.

Author

Comment [1]: Paine begins with an aphorism. Perhaps he wanted to catch our attention with this short statement of principle rather than saying something like: "These are tough times." [2]

Author

Comment [2]: What an image this phrase paints, "the summer soldier and the sunshine patriot." One can almost 'see' the fresh recruits leaving the front when times get tough. [3]

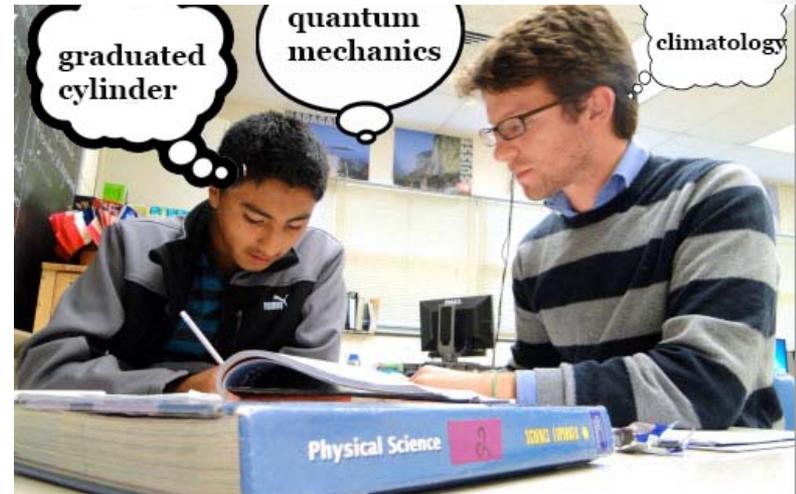
Metacognitive Strategies Modeled

- Recalling prior knowledge
- Noting a rhetorical device
- Visualization
- Self-questioning
- Bias of the author
- Context of the text
- Rereading
- Chunking

NEXT assignment: to corroborate this text with others

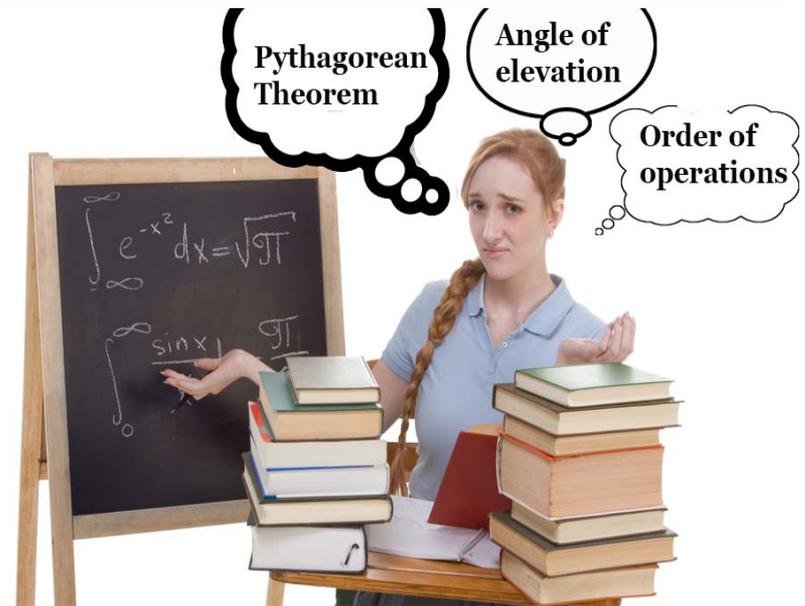
Science Literacy

- Latin and Greek roots prefixes and suffixes
- Relationships
- Functions
- Graphs Charts Formulas
- Corroboration
- Transformation



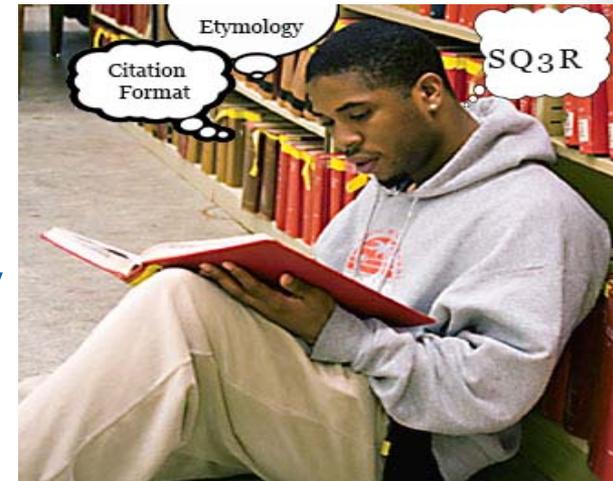
Mathematics Literacy

- Presentation
- Vocabulary
- Symbols
- Logic
- Forms of communication
- Mapping representation
- Textual representation



English/LA

- Genre, author's purpose and point of view
- Elements of narrative
- Who, what, where, when, why
- Themes
- Character development
- Literal vs. implied meaning

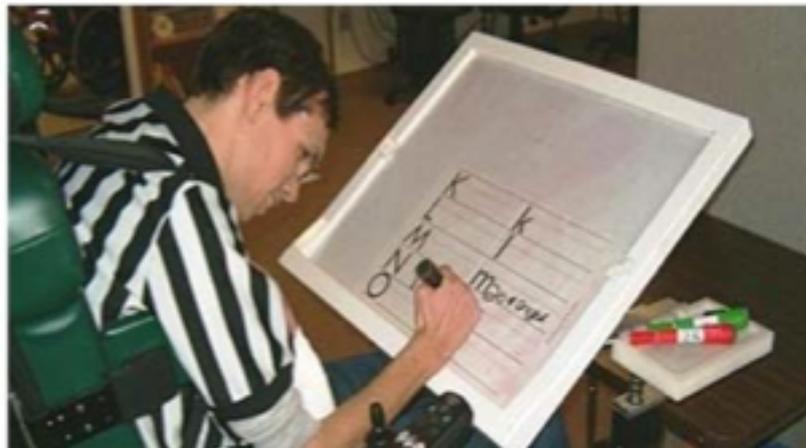


Differentiation of Instruction



Access

- Audio recordings of material
- Partner reads
- Modified or different text on same theme
- Assistive Technology
- Pre-teach decoding & meaning of difficult vocabulary
- Explicit modeling of expected skills
- Systematic instruction with scaffolding



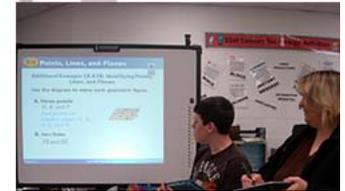
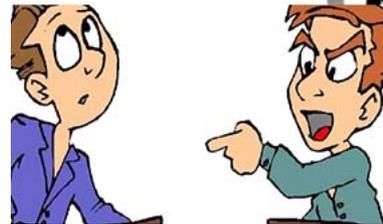
Practice

- Increase opportunities to practice skills
- Smaller groups
- Less text
- More time
- Varying situations and environments



Demonstration of Knowledge

- Presentations integrating technology
- Visual arts
- Music
- Performance
- Debate
- Role play



Additional CEM Resources for Professional Development

- Slide presentation with speaker notes
- Handouts & application assignments
- Examples of differentiation of instruction for diverse student populations
- Activities & video resources for the classroom
- Sample syllabi
- References
- Resources
- Relevant Links



Course Enhancement Modules

Thank you!

The CEEDAR Center

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