

Facilitator’s Implementation Guide for 2020 Colorado Academic Standards

Module 2: Are You Literate?

Using Social Studies to Highlight Disciplinary Literacy and the Colorado Academic Standards

# Professional Development Session Overview

**Intended Audiences** This resource was developed to be broadly used with PK-12 teachers and administrators in preparation for the implementation of the 2020 CAS and professional development providers.

**Brief Description** In this professional development session the Office of Standards & Instructional Support believes educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. This module will describe that **disciplinary literacy** is the fundamental element found in all disciplines of the revised 2020 Colorado Academic Standards. Ways to incorporate disciplinary literacy in the classroom, and how to use “text” to deepen students’ understanding of CAS aligned topics.

**Presentation** The Power Point presentation for this module is within Learning Management System, Moodle.

**Schedule & Time** This resource is designed to be delivered in one 30 to 40 minute professional development session. Time guidelines are included in the speaker’s notes on facilitator presentation.

**Notecatcher** This session will be guided for participants by the above presentation file link and a notecatcher worksheet. Provide an electronic or printed copy of the notecatcher to all professional development session attendees.

**Delivery Format** This module could be facilitated within a lesson planning period with a Professional Learning Community, be used in conjunction with other modules for a Professional Development Day, for self- directed learning, or added to your district’s Learning Management Platform.

# Customizing this Resource to your Local Context & Using Different Delivery Platforms

**We strongly encourage facilitators using this resource to customize it to deeply fit with their local educational context.** This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with—or relates to—an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

# How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource—including this Facilitator’s Guide, the slides, notecatcher, the speaker notes provided for each slide, and the referenced resources.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resource for all participants as a good starting point in the work:

* Module 2: Are You Literate? Notecatcher

We recommend having at least a few copies of these resources on hand for people to explore:

* <https://www.theatlantic.com/amp/article/557915/>
* [What is Disciplinary Literacy and Why Does it Matter?](https://docs.google.com/document/d/1rMAkvt1B2uZQ6aqotsR5G7VbxmtfjSCHmPPrs7bJv-o/edit)
* [Disciplinary Literacy Content Area Examples](https://docs.google.com/document/d/1NOvf1uNMRbLUeUgEKEb6lfSRHi1IgVo4pcRRsaCI2dE/edit?usp=drive_web&ouid=107839277668801967903)

1. **Plan for assessment.** You can deliver pre and post assessments as needed for your participants. Pre and post assessments have been provided within the CAS Implementation Facilitator Guide. Please deliver the Module 1-2 post assessment after completing module 2.

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# Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences, and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other’s work. Community-building can be as simple as including time for participants to introduce themselves to each other, or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work--here are just a few ideas to get started:

## Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: they may be generated and negotiated by the participants, facilitators might generate and post them, or in a hybrid model facilitators might seed a “starter” set of norms to be edited by the participants. Some norms may include:

* Assume best intentions
* Listen carefully to one another
* Be open to new ideas
* Be open to working outside your comfort zone
* Ask questions
* Allow a chance for everyone to participate

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## Discussion Prompts

Facilitators may include discussion prompts that allow for participants to share their experiences and interests with each other in a way that prepares the group to engage with the session topic. Discussion questions may include:

* What is your prior experience with today’s topic?
* What do you hope to gain from today’s session?
* What successes or challenges have you experienced in relation to this topic?

# Presentation Outline with Speaker Notes

1. **Title**
2. **Goals and Objective** Estimated time: 1 minute
   1. Read the goals and objectives out loud
   2. Check for educator understanding by having someone synthesize what it is expected of them.
3. **Defining Disciplinary Literacy** Estimated time: 1 minute
   1. Read aloud the provided definition of disciplinary literacy
   2. Ask if there are any thoughts or comments about disciplinary literacy
4. **But what exactly does that mean?** Notecatcher question I*.* Estimated time: 5 minutes
   1. After reading the slide, have participants discuss the answer to the question: What does it mean to read, write, think, act, and communicate like a \_\_\_\_\_\_\_\_\_\_\_? Why are these important skills?
   2. Share: Why is disciplinary literacy important? National Assessment of Educational Progress (NAEP) - NAEP scores in reading scores have remained flat since 1998, with just a third or so of students performing at a level the NAEP defines as “proficient.” “*Daniel Willingham, a psychology professor at the University of Virginia who writes about the science behind reading comprehension. Willingham explained that whether or not readers understand a text depends far more on how much background knowledge and vocabulary they have relating to the topic than on how much they’ve practiced comprehension skills. That’s because writers leave out a lot of information that they assume readers will know. If they put all the information in, their writing would be tedious.  
        
      But if readers can’t supply the missing information, they have a hard time making sense of the text. If students arrive at high school without knowing who won the Civil War they’ll have a hard time understanding a textbook passage about Reconstruction.*” Source: *Why American Students Haven't Gotten Better at Reading in 20 Years*. Schools usually focus on teaching comprehension skills instead of general knowledge—even though education researchers know better. <https://www.theatlantic.com/amp/article/557915/>
5. **Who should be involved?** Estimated time: 2 minutes
   1. After reading this slide to the participants. Ask them what they think about this statement. Thoughts, comments, concerns?
   2. Continue discussion about the skills needed in disciplinary literacy.
6. **What it’s not...** Notecatcher question II Estimated time: 5 minutes
   1. Ask: How are your responses the same or different from what is discussed on this slide?
   2. Next, ask participants to answer the following question on the notecatcher: What might disciplinary literacy “look like” in your classroom? Have participants share their answer with a partner.
7. **Digging Deeper** Notecatcher question III. | Estimated time: 7 minutes

What does disciplinary literacy look like in a classroom?

* 1. Posting vocabulary words on a Word Wall is just the tip of the iceberg… the starting point for incorporating disciplinary literacy in the classroom.
  2. To “dig deeper” into disciplinary literacy, consider the following skills necessary for demonstrating mastery within a discipline:
     1. Reading for understanding
     2. Writing
     3. Analyzing
     4. Communicating through a disciplinary lens
  3. Teachers need to intentionally plan for and be explicit when teaching the above skills to students
  4. All of the above skills:
     1. Supports students’ literacy, learning, and ability to more readily engage in the disciplines they study (Moje, 2008).
     2. Develops teachers’ instruction so they can apprentice students to negotiate and create texts in discipline-specific ways (Brozo, Moorman, Meyer, & Stewart, 2013).

Reading for understanding is a disciplinary literacy expectation across the disciplines. Generally speaking, when we think of reading, we think of reading text…. but what is “text”?

1. **Texts in the CAS** Notecatcher question IV (Part One) | Estimated time: 3 minutes
   1. After participants have had a chance to read the two statements, ask them the question at the bottom of the slide and have them record their answer on the notecatcher and then discuss.
   2. Next, ask the audience for examples of texts they would use to teach to the listed statements.
   3. Most answers will probably include items such as books, documents, letters, etc. (anything that has words on it or in it). While those answers are not incorrect, the definition for text expands beyond just those artifacts containing words.
2. **Texts...** Estimated time: 2 minutes
   1. Explain that while “reading” is used mainly to identify the act of decoding the written word, **we can also consider “reading” as the process toward “making meaning of ” – comprehending -- the communication.** We may watch a video or view a photograph, but if our purpose is to actively study “the text” to reach a level of comprehension requiring analysis and interpretation, then we have moved beyond an informal viewing.
   2. Comparing these two images on women’s suffrage is a disciplinary skill - the student is asked to analyze the “texts” (primary source images) by comparing the different viewpoints represented in the images.
3. **Definition of “Text”** Notecatcher question IV (Part Two)| Estimated time: 3 minutes
   1. Ask: Are you surprised about this definition of text? How does this definition of text compare to your definition of text?
4. **Another Text Example** Estimated time: 2 minutes
   1. If we ask students to “make meaning of” Frida Kahlo’s painting, we may ask them to consider
      1. what Frida Kahlo may have intended with the use of color in the painting (“The Bus”);
      2. or the effect on our understanding by how she positioned the people in the painting;
      3. or about the contrast of the factory/urban background and the more rural landscape on our understanding,
   2. Then we have moved beyond a casual viewing of the painting into what we could call as “reading” the painting. In particular, when we ask about the decisions “the writer” (or, in this case, “the artist”) has made in the creation of “the text,” then we are delving into the territory of disciplinary literacy.
   3. We are studying craft, analyzing parts-to-whole, wondering about decisions made by the author/painter, all in an effort to comprehend the painting.
5. **2020 Colorado Academic Standards (CAS)** Notecatcher question V Estimated time: 2 minutes
   1. After reading the slide, ask participants to consider what texts they already use in their classroom and what new texts they can bring into their classroom.
6. **Standards Literacy** Estimated time: 2 minutes
   1. If the expectation is to become standards literate, what would you need to be able to understand, know and do in relation to the standards document?
   2. The discipline is “standards” and these modules are intended to support your understanding of disciplinary literacy and how it is incorporated throughout the revised standards.
7. **How is disciplinary literacy fundamental to standards literacy?**

Notecatcher Assessment Estimated time: 5 minutes

* 1. Read slide aloud and discuss
  2. Prompt individuals to complete assessment on notecatcher