Literacy and Language
A Shared Responsibility

disciplinary literacy + integrated eld

Orange County Department of Education
Humanities Unit
CABE 2018
LEARN

LISTEN WITH EMPATHY

ENGAGE ALL SENSES

ASSUME + INTENTIONS

REFLECT DEEPLY

NAVIGATE UNCERTAINTY

GETHER
Learning Goals: Where are we going?

We will...

- raise awareness of asset-based initiatives that support all students in general and language learners in particular
- walk away with some instructional routines that
  - support disciplinary literacy
  - support deep learning and integrated academic language development

Where am I going?
See CA ELA/ELD Framework Chapter 8
Today, I am thinking like a(n)
Directions

a. Who are you thinking like today?
b. What is an attribute of a(n) ____?

Example

a. Today, I am thinking like a **philosopher**.
b. An attribute of a philosopher is that he or she is **reflective**.
c. Choose an Image or Text

Directions

- Look for your discipline in the packet that was provided
- With your partner or group, choose a topic, concept, or subject

Example

Concept: The Divided Line
d. Expanding & Enriching

Directions

- List 3-4 explanations about what your topic, concept, or subject
  - is
  - does
  - or represents

<table>
<thead>
<tr>
<th>Example</th>
</tr>
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<tbody>
<tr>
<td>d.</td>
</tr>
<tr>
<td>introduced by Plato</td>
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<tr>
<td>attempts to explain the world we live in</td>
</tr>
<tr>
<td>studied by philosophers and scholars</td>
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### Directions

- Add to your list as it relates to *time, place, and manner*
- Answer one or more of the following questions:
  - **Time:** When? How often? How long?
  - **Place:** Where? How far?
  - **Manner:** How? With what? Like what? In what manner? To what degree?

### Example

<table>
<thead>
<tr>
<th>e.</th>
<th>introduced by Plato</th>
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<tbody>
<tr>
<td><strong>abstractly</strong></td>
<td>explains the world we live in</td>
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<tr>
<td><strong>usually</strong></td>
<td>studied by philosophers and scholars</td>
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<tr>
<td>e.</td>
<td>in the 4th century AD</td>
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<td></td>
<td>particularly that of our senses and our intellect and ability to reason</td>
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<td></td>
<td>in university settings</td>
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Directions

- Review your list. **Discuss** briefly how you would connect your ideas **if** you were to write a cohesive paragraph.

- **What transition words** would you add? **What words or clauses** would you delete or substitute? **What punctuation marks** would you add?

Example

*The divided line was introduced by Plato in the 4\textsuperscript{th} century AD. It abstractly explains the world we live in particularly that of by describing the worlds of our senses and of our intellect and ability to reason. This abstract concept is usually studied by philosophers and scholars in university settings.*
### g. Condensing

**Directions**
- As a group, using your lists, construct **one** sentence that describes your topic, concept, or subject.
- Discuss **what language** you used to condense your ideas.

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<td><em>Introduced</em> by Plato in the 4(^{th}) century AD <strong>and</strong> usually studied by philosophers and scholars in university settings, <em>the divided line</em> explains the worlds of our senses and of our intellect and ability to reason.</td>
</tr>
</tbody>
</table>
Read your sentence once, pause, and then read the sentence a second time
As the sentence is read, the participants will listen actively by asking a clarifying question
The participants will also analyze and/or evaluate what was read aloud
Use the language frames provided to guide your responses
How Collaborative Were You?

- How have you exchanged information and ideas with others so far?
- How have you dealt with a differences of opinion in your groups?
- Describe the language you used in the context of these collaborative activities?
The WHAT language did you focus on or use?

- Structuring Cohesive Texts
- Expanding & Enriching
- Connecting & Condensing
The HOW

HOW did you interact in meaningful ways?

Collaborate
Interpret
Produce
Language is part and parcel of every human endeavor, whether everyday and practical, or academic and scholarly...

Teaching a language as if it were disconnected from the contexts in which it is used and the topics it addresses is a highly artificial and ineffectual pursuit...

—van Lier & Walqui, 2012
We in (fill in the field) want you to join us. We want to share with you our cognitive secrets, our ways of thinking about the world, and how we solve problems. We want to count you as one of us.”

—Shanahan & Shanahan, 2012
Disciplinary Literacy

Basic Literacy
- Phonics, decoding, simple vocabulary, spelling, focus on enjoyment

Intermediate Literacy
- Fluency, comprehension, complex vocabulary, general strategies, non-fiction

Disciplinary Literacy
- Specialized skills & knowledge, discipline-specific vocabulary, challenging texts, focus on purpose

Adapted from Shanahan & Shanahan (2008), p. 44
Current Standards & Frameworks

California Common Core State Standards
Mathematics

California Common Core State Standards
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

California English Language Development Standards
Electronic Edition

HISTORY SOCIAL SCIENCE FRAMEWORK
For California Public Schools
Kindergarten through Grade Twelve

Language is at the Heart of All Disciplines

COMING SOON

Visual & Performing Arts
World Languages
Health Education
Language is at the heart of All Disciplines
Apprentice Your Language Learners

- K-12 Scaffolds Across Disciplines (Using Revised Blooms & Differentiated by PLDs)
- K-5 Scaffolds for All CA ELD Standards (Integrated & Designated ELD Lesson Planning Guide)
- 4th-12th Gr. Scaffolds Bookmark for Students (Formative Assessment Language Frames)
- CA ELD & SLD Standards Bookmark for Teachers (Quick Guide to Access All CA ELD Standards)

iStore.ocde.us
References


What are our next steps?

See CA ELA/ELD Framework Chapter 8

What are my next steps?