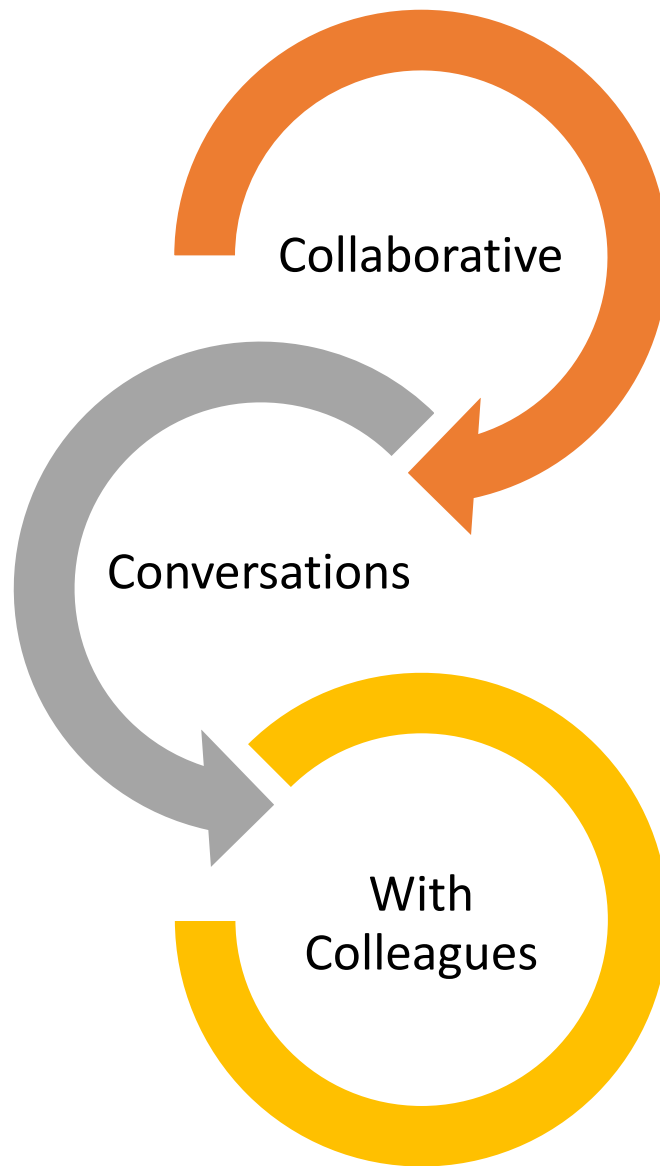


# Building a Culture of Writing



Professional Learning Guide (6-12)  
Disciplinary Literacy

## How to Use this Guide

This guide is designed to support facilitators with planning for the webinar and conducting the 90-minute follow-up session after the webinar. The guide is also designed to support Tier I participants who are self-directed and participating in the series at their own pace. Included in this guide are the following:

- descriptions of each session outlining the content
- guiding questions for participants to think about as they view the webinar
- references for the research-based practices shared by presenters
- activities to deepen participants' understanding of webinar content
- resource materials to support participants with developing plans for classroom implementation

Following the webinar, facilitators will then guide participants through a series of discussions and activities designed to deepen their understanding of webinar content. Participants will also work to create next steps for individual classroom implementation. Upon returning to their building and implementing the high-quality instructional strategies shared in the webinar, participants are encouraged to further collaborate with colleagues in their schools through Professional Learning Communities and/or peer observations. It is suggested that participants share practices with colleagues across *all* content areas.

### **The outline for the 90-minute, face-to-face session is as follows:**

<i>Discussion of Webinar Content</i>	Suggested time: 10 minutes
<i>Small Group Work</i>	Suggested time: 15 minutes
<i>Break</i>	Suggested time: 5 minutes
<i>Plan for Implementation</i>	Suggested time: 40 minutes
<i>Share plan</i>	Suggested time: 10 minutes
<i>Reflection</i>	Suggested time: 10 minutes
	Total time: 90 minutes

### **Things to Consider for Tier 2 and Tier 3 Facilitators**

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Facilitators can have participants share their responses orally, complete a written response or “hold” their thinking. Following the webinar is **Opening Moves**. This is a Think-Pair-Share activity that engages participants in collaborative conversations as they reflect on the webinar content and debrief the concepts and ideas shared by Presenters and Co-Presenters. Facilitators will then guide participants through the **Work Period** where they will participate in a small group activity to deepen their understanding of the instructional practices highlighted during the webinar, create a plan for classroom implementation, and share their plan with the group. The session ends with **Closing Moves** where participants will engage in a reflection activity.

#### **Before viewing:**

The **Activator** should be done prior to viewing the webinar and take no more than 10 minutes. The activator questions are designed for participants to ponder as they prepare to engage in the webinar. Facilitators can also choose to have participants write a response using the following:

#### ***Carousel Brainstorming***

Post activator questions on poster paper.  
Divide your group into smaller teams to match the number of questions you have.  
Give a different color marker to each team, and have each team start at a particular question.  
At each question, participants should brainstorm responses or points they want to make about the posted question.  
After 2-3 minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.

### *View with a Question in Mind*

Before viewing the webinar, have participants review the session overview and objective(s). From these, ask them to develop a question that comes to mind. After developing the question, encourage them to view the webinar with their question in mind and note new learning, important information, connections, and questions they may have.

Harvey, S., & Daniels, H. (2009). *Comprehension and collaboration: Inquiry circles in action*.  
Portsmouth, NH: Heinemann.

### **After viewing:**

**“Opening Moves”** is a post-webinar activity that engages participants in collaborative conversations as they reflect on the webinar content. It is designed as a Think-Pair-Share activity but again facilitators can utilize alternative methods for a collaborative reflection. Here are a few suggestions:

### ***The National School Reform Faculty’s 4 “A”s Protocol***

- What **Assumptions** do the presenters in the webinar hold?
- What do you **Agree** with in the presentation?
- What do you want to **Argue** with in the presentation?
- What parts of the presentation do you want to **Aspire** to?

Resource:

[http://www.nsrharmony.org/system/files/protocols/4\\_a\\_text\\_0.pdf](http://www.nsrharmony.org/system/files/protocols/4_a_text_0.pdf)

### ***Visible Thinking Protocol***

I used to think\_\_\_\_\_, but now I think\_\_\_\_\_ **or**

I used to think \_\_\_\_\_ and I still think\_\_\_\_\_

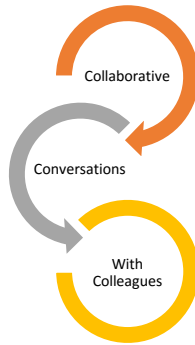
Have participants share and explain their shifts in thinking.

Resource:

[http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03c\\_Core\\_routines/UsedToThink/UsedToThink\\_Routine.htm](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm)

### Things to Consider for Tier I Participants

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Participants can complete a written response or “hold” their thinking as they prepare to view the webinar. While Tier I is self-paced, it is suggested that participants view the entire webinar in one session and make note of key ideas. Following the webinar is **Opening Moves**. This is an activity designed to debrief the concepts and ideas shared by Presenters and Co-Presenters. Tier I participants will complete a written response to the questions in this section. Following **Opening Moves** is the **Work Period**. Tier I participants will notice that the **Work Period** engages participants in a *small group* activity to deepen their understanding of the instructional practices highlighted during the webinar and allows time for participants to create a plan for classroom implementation. **Although Tier I participants will likely work through the series independently, they are still encouraged to work through the activity.** After creating a plan for implementation, participants are further encouraged to share their new learning and plan with a colleague. The session ends with **Closing Moves** where participants will complete a written reflection.



## Session 5: Disciplinary Literacy

**Lead Presenter: Dr. Megan Adams**

**Co-presenter: Corrie Tuttle**

### Session Overview:

During this 90 minute interactive webinar, teachers will explore how reading across the curriculum can engage students. We will discuss the changes in reading requirements through the CCGPS and will look specifically at examples of texts in each grade level or grade band.

We will begin by creating a list of concerns teachers have in using these texts. One co-presenter, a high school language arts teacher in a Title I school, will describe her concerns in incorporating nonfiction into her curriculum and how she has begun doing so more frequently. We will ask others to engage in listing concerns and setbacks as well.

The session will continue by having us look at each concern and explore possible solutions. For example, if purchasing additional texts is a concern, what grants are available? What library resources are available? Are there partnerships across schools, districts, university partnerships that could facilitate that work? We will create a list of possible solutions and a list of questions we have to explore following our session.

The presenters will then present a list of texts paired by theme and content and spanning grades 6-12. We will provide visual imagery, a synopsis, and accompanying newspaper articles or films that could be paired with those texts. For all texts provided, we will also describe a unit in another content area in which the text would be appropriate.

The final portion of our session will involve descriptions of successful cross-curricular units in middle and high schools; we ask our audience to participate in this section as well. Following, we will look at what similarities there are between those units; what made them work for each of us? How can we replicate that? We will conclude by offering audience members the opportunity to join a blog we have created connecting disciplinary reading and writing and allowing us to continue to share ideas and resources.

**Objective(s):** By the end of this session, participants will be able to

- demonstrate their understanding of instructional practices that support students with comprehending informational text
- employ effective strategies for writing in response to text

### Activator

**Questions to consider prior to viewing webinar**

- What strategies do you utilize to support students with comprehending and responding to non-fiction text?
- What in your experience has been most successful?

### Guide for Follow-up Session

**Materials:** Chart paper Markers

### Opening Moves

*Discussion of Webinar Content (Think-Pair-Share)*

*Suggested time: 10 minutes*

What resonated *most* with you in the webinar? What is one “take-away” that you feel you can begin implementing immediately into your practice?

### Work Period

*Step 1. Small Group Work*

*Suggested time: 15 minutes*

- a. Have participants get into groups of 3-4 (They should partner with others in similar grades. Support staff members should assign themselves to the grade with which they work)
- b. With their group, instruct them to brainstorm a list of problems in their community and/or schools (i.e., closing of community centers or park, limited number of quality grocery stores, limited access to public transportation and/or healthcare)
- c. In small groups, have participants select 2-3 problems they feel would be most relevant to their context
- d. As a group, have them work to determine solutions to the problem while connecting it to content areas across the curriculum

*For example:*

Problem- poverty and lack of fresh veggies

Solution- create a community garden to help feed neighborhood families

Subject areas- science (how to grow and plan a garden), math (planning, costs)



- Social studies (history behind problem in low income areas with access to reasonably priced healthy foods, ratio of income to types of stores, etc.)
- English (read stories about students who have made a difference in their communities)
- Art (create advertising for garden)
- Business classes (find funding for the garden including sponsors, co-op opportunities, etc.)
- e. Once each group has finished, allow time for them to share

*Break*

*Suggested time: 5 minutes*

*Step 2. Create a Plan for Implementation*

*Suggested time: 40 minutes*

Say, “Think about your existing approach to supporting students with comprehending and responding to informational text. What are some additional strategies you learned today that could support you with planning and designing instruction to enhance students’ ability? How is that specific to assisting students as they effectively analyze information gathered from text and use that information as the basis for a writing task?”

Explain to participants that they will design a lesson using some of the highlighted examples from today’s session. Say, “In content areas other than ELA, please think through the types of texts students must read to think like an expert in that field. Is it newspapers, historical documents, primary sources, lab reports? How should we help them read those like a \_\_\_\_? (i.e. *How do you read like a scientist?*)

*Step 3. Share plan*

*Suggested time: 10 minutes*

### Closing Moves

*Reflect on what we have learned*

*Suggested time: 10 minutes*

Use the “The Important Thing” summarizing activity as a framework for reflecting on today’s session.

Three important ideas/things from the today’s session are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, but the most important thing I learned today is \_\_\_\_\_.

Thompson, M. (2009). *Learning focused solutions*. Boone, NC. Learning Focused.

## The Important Thing Reflection Activity



Three important ideas/things from the today's session are \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, and \_\_\_\_\_

\_\_\_\_\_, but the most important thing I learned today is

\_\_\_\_\_.

Thompson, M. (2009). *Learning focused solutions*. Boone, NC. Learning Focused.

## References

- Alvermann, D. E., Gillis, V. R., & Phelps, S. F. (Eds.) (2013). *Content area reading and literacy* (7th ed.). Upper Saddle River, NJ: Pearson.
- Fang, Z., & Coatoam, S. (2013). Disciplinary literacy: What you want to know about it. *Journal of Adolescent & Adult Literacy*, 56(8), 627-632.
- Gillis, V. (2014). Disciplinary literacy: "Adapt" not adopt. *Journal of Adolescent & Adult Literacy*, 57(8), 614-623.
- Thompson, M. (2009). *Learning focused solutions*. Boone, NC. Learning Focused.