

## Addressing the Common Core:

### The Need to Shift From Content–Area Literacy to Disciplinary Literacies

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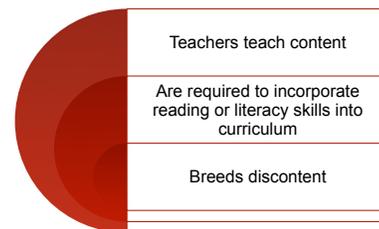
## Goals

- Examine the construct of disciplinary literacy.
- Differentiate between content-area literacy and disciplinary literacy.
- Conceptualize the role disciplinary literacy plays in meeting the Common Core Standards.

## Quick Poll

- How many of you are...
  - middle grade teachers? Non- English/ Language Arts?
  - high school ELA teachers? Non- English/ Language Arts?
  - reading specialists/ literacy coaches
- How many of you have reading or writing across the curriculum initiatives?

## Content Area Literacy: the “Add-on” Model

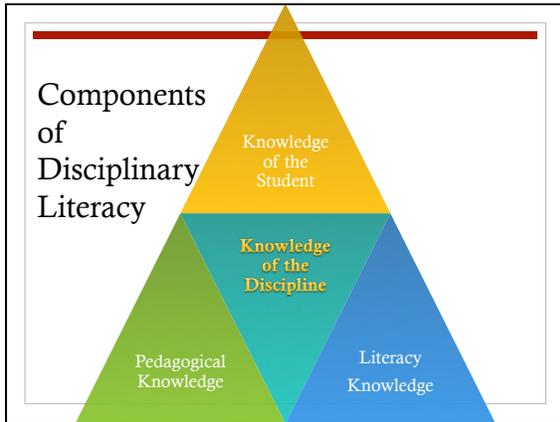


## Clarifying Purpose

- Why are we reading this? What’s the point?!
- Disciplinary Literacy (DL)
  - foregrounds the questions and approaches that different disciplines use to tackle meaningful problems in their respective fields.
  - seeks to make transparent and accessible those processes to students.

## Disciplinary Literacy

- Facilitate student interaction with the texts and discourses of a discipline
- Reading, writing, speaking, and listening like a...
  - Literary critic
  - Historian
  - Chemist
  - Mathematician
- Emphasis on learning content by focusing on the way reading, writing, and language are used in the discipline



**More than a name change** (Shanahan, 2012)

Content Area Reading	Disciplinary Literacy
<ul style="list-style-type: none"> <li>Generalized approach to develop better readers in order to understand the content</li> <li>Strategies are implemented across disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Specific approach to unveil how reading and writing are uniquely used in the discipline being studied</li> <li>Primary focus on language and text demands within a discipline</li> </ul>

**More than a name change** (Shanahan, 2012)

Content Area Reading	Disciplinary Literacy
<ul style="list-style-type: none"> <li>Focus on generic reading processes or strategies                             <ul style="list-style-type: none"> <li>Summarizing</li> <li>Questioning</li> <li>Inferencing</li> </ul> </li> <li>Several strategies                             <ul style="list-style-type: none"> <li>SQ3R</li> <li>GIST</li> <li>Reciprocal Teaching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Focus on specialized processes in the discipline                             <ul style="list-style-type: none"> <li>Analyzing literary devices</li> <li>Sourcing</li> <li>Generating a hypothesis</li> </ul> </li> <li>New or adapted strategies                             <ul style="list-style-type: none"> <li>History Event Chart</li> <li>SOAPS</li> <li>OQH Chart</li> </ul> </li> </ul>

“Literacy thus becomes an essential aspect of disciplinary practice, rather than a set of strategies or tools brought into the disciplines to improve reading and writing of subject-matter texts.”

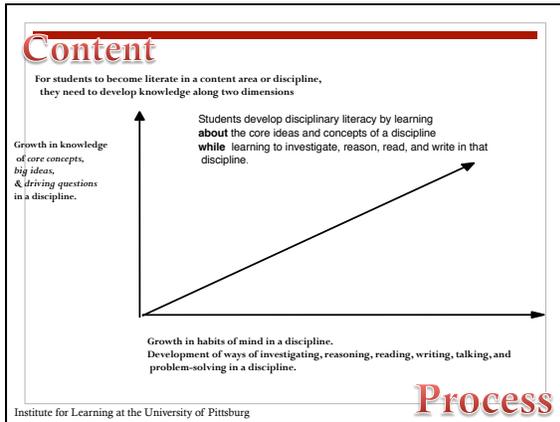
-Moje, 2008

**The discipline comes first.**

**Literacy serves the discipline.**

“*Disciplinary literacy* is based on the premise that students can develop deep conceptual knowledge in a discipline **only** by using the habits of reading, writing, talking, and thinking which that discipline values and uses.”

(McConachie, S., Hall, M., Resnick, L., Raci, A., Bill, V, Bintz, J., Taylor, J., 2006)



Summarization		
English: Demonstrate plot or character development	History: Show relationships among events	Science: Describe given phenomenon

- ### Not Getting Rid of Content Area Literacy
- Strategies, e.g., summarizing, predicting, visualizing, remain core strategies;
  - But content specialists have not had expertise and training to adjust and adapt these strategies to their given discipline
  - Students *still* need tools to access a broader repertoire of tools that they can use to access texts, for instance:
    - Cornell is still an effective note-taking tool.
    - Anticipation Guides are still great & easy ways to pique interest and establish a purpose for reading.

From the introduction to the Common Core:

***“...[the] Reading Standards are meant to complement the specific content demands of the disciplines, not replace them.*”**

### Reflection Activity

Consider the following question:

*What are some of the literacy demands in your discipline?*

Use the three-column chart to direct your thoughts.

### Literacy Demands in ELA

Demonstrate how text functions as a whole and how the composite parts serves that purpose, such as:

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Compare and contrast multiple texts from different genres and media

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Demonstrate argumentative reasoning (both in reading and in writing)

## Literacy Demands in Social Studies

- Sourcing/ Authorship
- Close Reading of Historical Sources
- Attending to Relationships Between Events
- Attending to Multiple Texts
- Corroborating Multiple Sources
- New Literacies

## Literacy Demands in Science

- Investigation of complex processes
- Translating quantitative and complex information
- Generate reasoned hypotheses
- Synthesize across multiple texts/findings

## So What Does This Mean for My Instruction?

- Texts, not textbooks
- Multiple texts and text types
- Determine purpose of the discipline
- Close reading: move beyond low-level questions
- Teacher needs to make explicit what it means to read, write, talk in the discipline

## Miracle Workers by Taylor Mali



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