

Nancy Allison



FOR INFORMATION:

Corwin
A SAGE Company
2455 Teller Road
Thousand Oaks, California 91320
(800) 233-9936
www.corwin.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
B 1/1 1 Mohan Cooperative Industrial Area
Mathura Road, New Delhi 110 044
India

SAGE Publications Asia-Pacific Pte. Ltd.
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Publisher: Lisa Luedeke
Editorial Development Manager: Julie Nemer
Assistant Editor: Emeli Warren
Copy Editor: Diane DiMura
Typesetter: C&M Digitals (P) Ltd.
Proofreader: Theresa Kay
Marketing Managers: Maura Sullivan and
Rebecca Eaton

Copyright © 2016 by Corwin

All rights reserved. When forms and sample documents are included, their use is authorized only by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book. Except for that usage, no part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

All trademarks depicted within this book, including trademarks appearing as part of a screenshot, figure, or other image, are included solely for the purpose of illustration and are the property of their respective holders. The use of the trademarks in no way indicates any relationship with, or endorsement by, the holders of said trademarks.

ISBN 978-1-5063-3234-5

DISCLAIMER: This text may direct you to access third-party content via Web links, QR codes, or other scannable technologies, which are provided for your reference by the author(s). Corwin makes no guarantee that such third-party content will be available for your use and encourages you to review the terms and conditions of such third-party content. Corwin takes no responsibility and assumes no liability for your use of any third-party content, nor does Corwin approve, sponsor, endorse, verify, or certify such third-party content.

PROFESSIONAL LEARNING GUIDE

This Is Disciplinary Literacy

Reading, Writing, Thinking, and Doing . . .

Content Area by Content Area

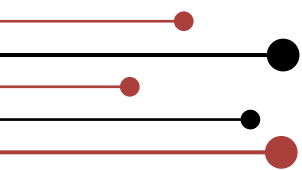
by ReLeah Cossett Lent

PLG by Nancy Allison

Module 1: Disciplinary Literacy and Reading	4
Handout 1: How Experts Read	11
Handout 2: What Scientists Should Read	13
Module 2: Reading Effectively in the Content Areas	14
Handout 1: Questions for Interpreting Visual Text	25
Module 3: Writing in the Content Areas	27
Handout 1: Sample Prompts for Providing Feedback to Student Writers (by teacher or peer)	33

Disciplinary Writing Sort	34
Key to Disciplinary Writing Sort	37
Module 4: Writing Effectively in the Content Areas	38
Handout 1: Sample Questions for Bell-Ringer Writing	48
Handout 2: How to “Talk Back” to a Text	49
Handout 3: What Goes Into a Learning Log?	50
Module 5: Inquiry in the Content Areas	51
Handout 1: Banchi and Bell’s Four Levels of Inquiry	58
Handout 2: Shifts for Implementing Collaboration Within the Disciplines	59
Module 6: Effective Inquiry in the Content Areas	60
Handout 1: Good Questions	71
Handout 2: Steps in Conducting an Interview	72
Handout 3: The Skeptic Ponders a Text	73
Module 7: The Teacher’s Role in Effective Collaboration	74
Handout 1: Shifts for Implementing Inquiry	82
Handout 2: Tips for Incorporating Collaborative Learning	83
Handout 3: Formative Assessment Tool for Collaborative Learning	84

Module 8: Supporting Students as Collaborative Learners	85
Handout 1: Sample Norms for Collaborative Learning Groups	93
Handout 2: Student Plan for Facilitating a Discussion on the Topic of Luddites	94
Handout 3: Student Planning Form for Service-Learning Project	95
Handout 4: My Most Important Take-Aways	96



Module 1

Disciplinary Literacy and Reading

Estimated Time: 1 hour

The goal of this module is to deepen teachers' understanding of and curiosity about the nature of disciplinary literacy and particularly the ways in which reading is used by experts in each field of study. Participants will first be asked to respond to a scenario where all teachers are asked to teach reading and writing. Then they will begin to explore the ways reading differs in the various fields of study and how understanding these differences can help teachers use reading in engaging, authentic ways to help students construct complex, discipline-specific knowledge in every classroom.

Materials You Will Need:

- Chart paper
- Markers
- PowerPoint Slides **1.1–1.9**
- One copy of each of these handouts for each individual participant
 - **Handout 1:** How Experts Read (To be distributed **after** group activity in Segment 4)
 - **Handout 2:** What Should Students Read in Content-Area Classrooms? (To be distributed at the **beginning** of Segment 5)
- A piece of chart paper titled *Concerns About Teaching Reading in All Content Areas*

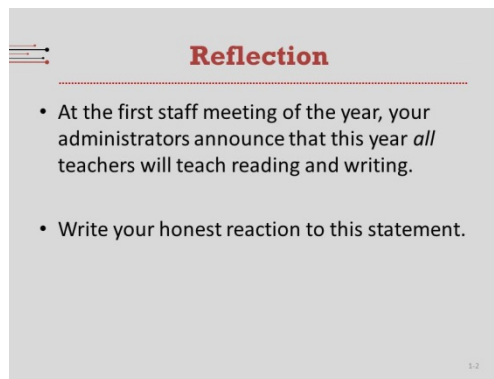
- A piece of chart paper to serve as a model for the group activity in Segment 4. It should be divided into four segments with the segments labeled: *Scientists, Mathematicians, Historians/Social Scientists, Fiction/Nonfiction Readers*.
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

Overview of the Session: All times are approximate.

- SEGMENT 1: Sharing Concerns (10 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (5 minutes)
- SEGMENT 3: Defining Disciplinary Literacy (10 minutes)
- SEGMENT 4: Reading Like Experts (20 minutes)
- SEGMENT 5: What Do Experts Read? (10 minutes)
- Assignment of Bring It Back Task (5 minutes)

➤ SEGMENT 1: Approximately 10 minutes Sharing Concerns

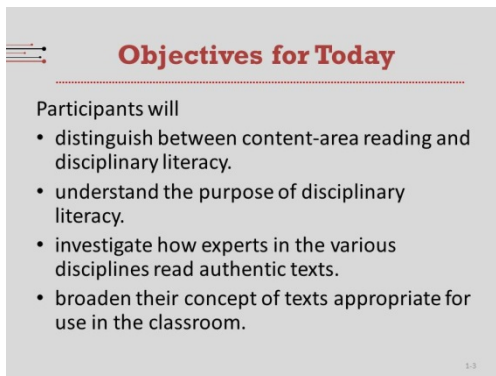
- A. Project **PowerPoint Slide 1.2** about 5 minutes before the scheduled start time.



- B. Direct participants to begin jotting down their thoughts as they enter.
- C. After about 3 minutes, ask participants to wrap up their writing.
- D. Post the piece of chart paper titled *Concerns About Teaching Reading in All Content Areas*.
- E. Ask participants to share out their thoughts; jot them down on the chart paper.

➤ **SEGMENT 2: Approximately 5 minutes**
Establishing the Purpose of the Session

A. Project **PowerPoint Slide 1.3.**



Objectives for Today

Participants will

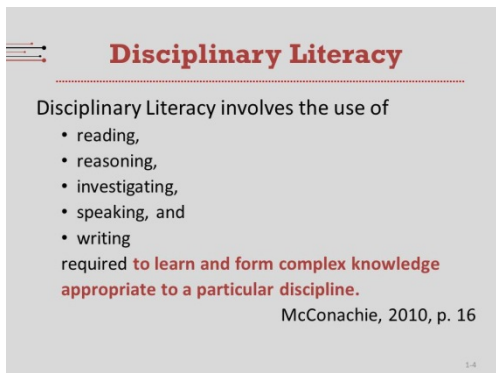
- distinguish between content-area reading and disciplinary literacy.
- understand the purpose of disciplinary literacy.
- investigate how experts in the various disciplines read authentic texts.
- broaden their concept of texts appropriate for use in the classroom.

1-3

- B. Quickly go over the objectives for the day:
- to distinguish between content-area reading and disciplinary literacy
 - to understand the purpose of disciplinary literacy
 - to investigate how experts in the various disciplines read authentic texts
 - to broaden their concept of texts appropriate for use in the classroom

➤ **SEGMENT 3: Approximately 10 minutes**
Defining Disciplinary Literacy

- A. Explain that *disciplinary literacy* is different from what may previously have been presented to them as *content-area literacy*. Content-area literacy implied asking students to use the reading strategies and writing modes common in English/language arts classrooms in each field of study within a school. Disciplinary literacy asks students to practice the literacy skills of experts in each field of study.
- B. Project **PowerPoint Slide 1.4.**



Disciplinary Literacy

Disciplinary Literacy involves the use of

- reading,
- reasoning,
- investigating,
- speaking, and
- writing

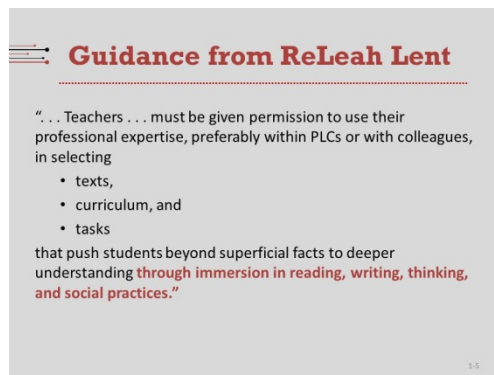
required to learn and form complex knowledge appropriate to a particular discipline.

McConachie, 2010, p. 16

1-4

- C. Read through the slide quickly, reading it as one complete sentence.

- D. Draw participants' attention to the first area written in red (*to learn and form complex knowledge*). Stress that the purpose of disciplinary literacy is to help students actually learn our content deeply and to understand that the knowledge developed in our classrooms and the methods used to develop it are relevant to their lives.
- E. Read through the slide a second time, clearly tying each of the main points to the second phrase written in red (*appropriate to a particular discipline*):
- reading what experts in that field of study read.
 - applying reasoning skills just as experts in the field would do.
 - investigating areas of interest in that discipline just as experts would do.
 - talking to each other as experts in the field would talk.
- F. Have participants talk for 2 to 3 minutes in their small groups about how this definition helps them conceptualize disciplinary literacy.
- G. Ask volunteers to share out their ideas. When appropriate, refer back to related issues brought forward in the earlier discussion and show participants how this new definition should alleviate some of their anxieties.
- H. Project **PowerPoint Slide 1.5**

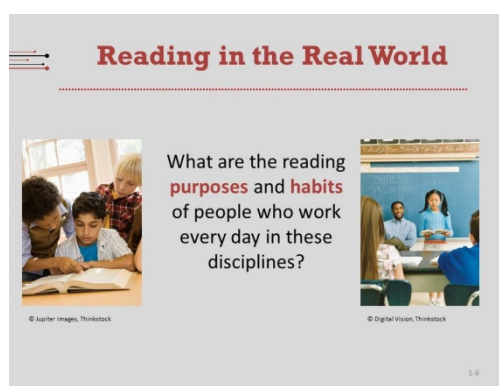


- I. Stress that students must be immersed in **authentic** literacy practices actually employed by experts in the various fields so that they can see how literacy skills are used differently in each discipline, but always with the same goal in mind—to develop complex knowledge.
- J. Ask participants to offer examples of authentic literacy practices, making sure they understand that correctly answering questions from a textbook is not an authentic practice.

➤ SEGMENT 4: Approximately 20 minutes

Reading Like Experts

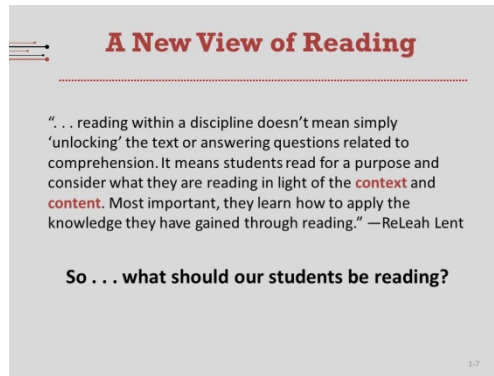
- A. Explain that we are going to take the time to think about the reading habits of expert practitioners in each disciplinary area.
- B. Have participants arrange themselves in groups of four. It would be preferable to have them in cross-disciplinary groups, if possible.
- C. Give each group one piece of chart paper and some markers.
- D. Post the model of how to divide the chart paper (*Scientists, Historians/Social Scientists, Mathematicians, Fiction/Nonfiction Readers*).
- E. Project **Power Point Slide 1.6**.



- F. Explain to groups that they are going to jot down ideas of how experts in each discipline read. What are their purposes for reading? What reading habits do they develop? In other words, **why** and **how** do they read?
- G. Give each group 5 to 7 minutes to brainstorm the ways the various groups of readers read. What are the reading purposes, stances, and habits of people who work every day in these disciplines?
- H. After groups have had time to brainstorm, **distribute Handout 1: How Experts Read**.
- I. Ask groups to take a few minutes to look at the ideas and compare them to what they've collected.
- J. Ask volunteers to share any practices they noted that are *not* on the handout and that they think should be included.
- K. Ask each group to share one aha moment they had from thinking about reading in this way.

➤ **SEGMENT 5: Approximately 10 minutes**
What Do Experts Read?

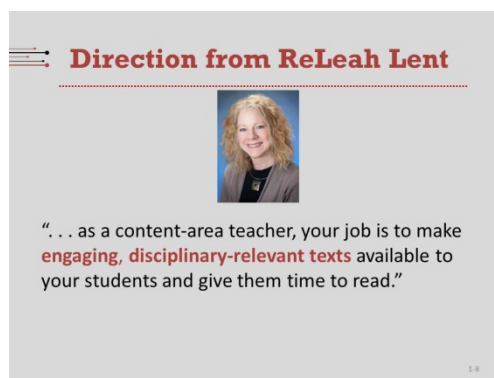
A. Project PowerPoint Slide 1.7.



- B.** Read the Lent quote to the participants and stress that if our students are going to read for an authentic purpose and use the information gained for authentic purposes, they will need to be reading what the experts read—and experts seldom read textbooks.
- C.** Distribute **Handout 2: What Should Students Read in Content-Area Classrooms**. Stress the point that English/language arts *is* a content area.
- D.** Give participants 2 to 3 minutes to look over the list and underline or highlight the types of texts they believe they could use successfully in their classrooms.
- E.** In their small groups, have participants share ideas for finding and selecting new types of texts for use in the classroom. Stress choosing texts that are authentic, ones that experts in the field might read.

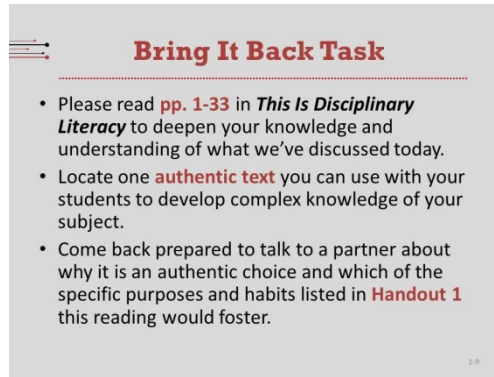
Bring It Back Task: Approximately 5 minutes

A. Project PowerPoint Slide 1.8.



B. Stress the idea that the texts teachers use in classrooms should be interesting to the students and mimic the types of texts practitioners of their discipline would actually read. This, of course, would **not** make a textbook the text of choice.

C. Project **PowerPoint Slide 1.9.**

A PowerPoint slide titled "Bring It Back Task" in red text. The slide has a light gray background and a small graphic of a notepad and pencil in the top left corner. It contains three bullet points in black text. The first bullet point says "Please read pp. 1-33 in *This Is Disciplinary Literacy* to deepen your knowledge and understanding of what we've discussed today." The second bullet point says "Locate one authentic text you can use with your students to develop complex knowledge of your subject." The third bullet point says "Come back prepared to talk to a partner about why it is an authentic choice and which of the specific purposes and habits listed in Handout 1 this reading would foster." The slide number "1.9" is in the bottom right corner.

Bring It Back Task

- Please read pp. 1-33 in *This Is Disciplinary Literacy* to deepen your knowledge and understanding of what we've discussed today.
- Locate one authentic text you can use with your students to develop complex knowledge of your subject.
- Come back prepared to talk to a partner about why it is an authentic choice and which of the specific purposes and habits listed in Handout 1 this reading would foster.

D. Direct participants to read **pages 1-33**, Chapter 1 and the first half of Chapter 2 (to end of FQA—right before How to Get Students Reading in Every Discipline Every Day).

E. Participants are to bring with them one authentic text they plan to have students read in their classroom and be prepared to discuss with a partner why it is an authentic choice and which of the specific purposes and habits listed in Handout 1 this reading would foster. **STRESS that this should be a text they have NOT used before.** The point is to have every participant go through the process of finding an authentic, engaging text.

How Experts Read

(From pages 17-20 of *This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

When **scientists** read, they

- Assume an objective stance
- Search for answers to relevant questions
- Sift through and evaluate quality and quantity of evidence
- Look for data-based outcomes
- Determine validity of source
- Decipher vocabulary necessary for conceptual understanding
- Question reasoning and conclusions
- Pay attention to detail and numbers
- Collaborate with colleagues when faced with complex ideas
- Chart, illustrate, and graph data and conclusions
- Consider alternatives to what has been presented
- Ask “Why?” more than “What?”
- Understand that theories are subject to change and seek out more current findings

When **mathematicians** read, they

- Use the information they are reading as pieces of a puzzle
- Make meaning out of mathematical symbols and abstract ideas
- Act as investigators looking for patterns and relationships
- Seek to understand what the problem is asking them to do rather than reading only for information
- Ask questions as they read
- Make notes of misconceptions or confusion
- Read for accuracy and clear mathematical reasoning
- Scrutinize ways that math is reported in the media or in real world applications
- Apply previously learned mathematical concepts
- Look for what is missing
- Think about how vocabulary may be used differently in math contexts

When **historians** or **social scientists** read, they

- Compare and contrast events, accounts, documents, and visuals such as infographs or photographs
- Interpret primary and secondary sources with an eye toward bias
- Create narratives from existing information
- Use knowledge of the present to make sense of the past and vice versa
- Situate new understandings within background knowledge
- Think sequentially to piece together timelines
- Make inferences and determine what is important from what is merely interesting
- Untangle threads of fact from often conflicting accounts and perspectives
- Determine meanings of words within context

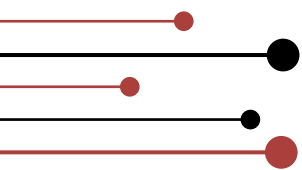
When **readers of fiction and nonfiction** approach text, they

- Look for ways that characters, setting, and conflicts may influence the meaning of the text
- Understand the use and effect of figurative language
- Find underlying messages that evolve as a theme
- Read skeptically, discerning unreliable narrators or characters
- Recognize devices authors use to enhance their writing, such as flashback, hyperbole, or analogy
- Read nonfiction critically, looking for bias or fallacies in reasoning
- Summarize and synthesize ideas in nonfiction and events in fiction
- Use reading as a way to make connections or understand real-world issues
- Understand how voice works to influence meaning
- Use text structure as a tool for comprehension
- Pay attention to new vocabulary or how the writer has used words in new ways
- Engage in a mental dialogue with the author

What Should Students Read in Content-Area Classes?

(Figure 2.2, page 25, from *This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

- Websites, blogs
- Fiction and nonfiction, including historical and science fiction, graphic novels, and comics
- Timelines
- Journals and magazines with sections, features, or entire articles related to the topic of study
- Current events, news briefs, headlines
- Word problems
- Narratives
- Parts of the whole: chapters in handbooks and manuals, lists, one of a series of articles, sections of textbooks or nonfiction
- Primary documents: letters, journals, lyrics, newspaper reports, posters, ethnographic notes, historical accounts, transcripts, court records, travel logs, maps
- Visual text: infographics, cartoons, illustrations, photographs, diagrams, signs
- Raw data, lab or field notes, journals
- Tables, graphs
- Personal communication: letters, emails, texts, tweets, interviews
- Multimodal texts
- Advertisements



Module 2

Reading Effectively in the Content Areas

Estimated Time: 1 hour

The goal of this module is to expose participants to five different instructional practices that can be used effectively to help students construct complex knowledge in every discipline. The practices of using current event short takes, reading aloud, reading visually, reading blogs, and collaboratively reading challenging texts make authentic, engaging texts in every discipline accessible to students. In addition to examining the five practices, participants will have an opportunity to view various examples of engaging, authentic texts in the content areas.

Materials You Will Need:

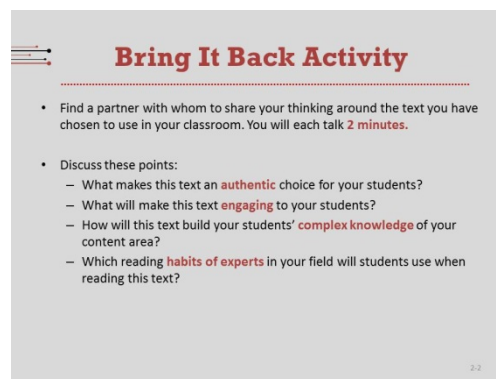
- Chart paper
- Markers
- PowerPoint Slides **2.1–2.19**
- A piece of chart paper titled *The Challenges of Finding a Text*
- A computer with Internet connection and a projector to show sample texts
- **Handout 1:** Questions for Interpreting Visual Texts
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

Overview of the Session: All times are approximate.

- SEGMENT 1: Reflecting on the Bring It Back Activity (Approximately 10 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (Approximately 5 minutes)
- SEGMENT 3: Using Current Events Short Takes (Approximately 10 minutes)
- SEGMENT 4: Reading Aloud (Approximately 10 minutes)
- SEGMENT 5: Reading Visually (Approximately 10 minutes)
- SEGMENT 6: Reading Blogs (Approximately 5 minutes)
- SEGMENT 7: Collaborative Reading of Challenging Texts (Approximately 5 minutes)
- BRING IT BACK TASK (Approximately 5 minutes)

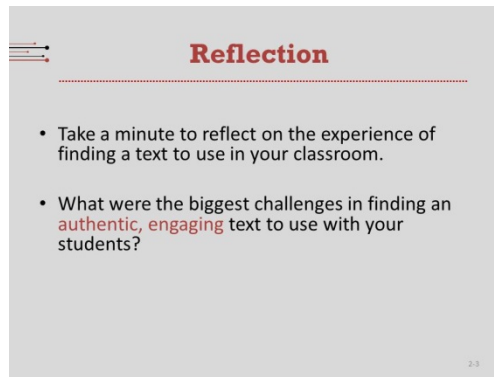
➤ SEGMENT 1: Approximately 10 minutes Reflecting on the Bring It Back Activity

- A. Project PowerPoint Slide 2.2 about 5 minutes before the scheduled start time.



- B. At the scheduled start time, be sure all participants have found a partner and are discussing the points on the slide. Let them know they will have 4 minutes for their discussion. Walk around the room, listening in on their discussions and coaching when needed.
- C. At the end of 2minutes, be sure the second partner begins to share.

- D.** At the end of 4 minutes, project **PowerPoint Slide 2.3.**

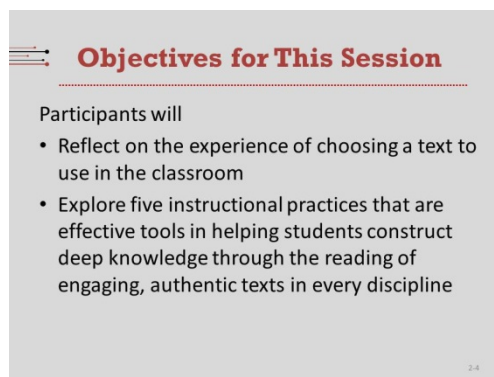


- E.** Give participants a minute to reflect on the experience. While they are thinking, post the piece of chart paper titled *The Challenges of Finding a Text*.
- F.** At the end of about a minute, invite participants to share. Write their ideas on the chart paper, inviting other participants to offer suggestions or add comments.
- G.** At the end of the discussion (allow about 5 minutes), remind participants that finding engaging, authentic texts is essential to helping students develop a complex understanding of the content.

Note to facilitator: Expect teachers to say they don't have time to find texts or that they must stay within their department's required reading list. Think about how you might respond to such concerns.

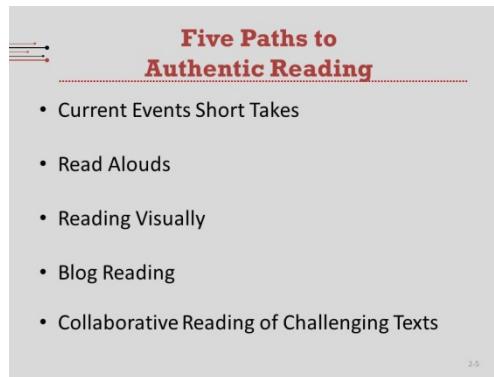
➤ **SEGMENT 2: Approximately 5 minutes** **Establishing the Purpose of the Session**

- A.** Project **PowerPoint Slide 2.4.**



- B.** Go over the objectives for the session.

C. Display animated PowerPoint Slide 2.5.



D. On a mouse click, Lent’s five practices for reading will appear. This slide is introductory—the rest of the session will go over the five activities in more depth.

➤ **SEGMENT 3: Approximately 10 minutes**
Current Events Short Takes

A. Project PowerPoint Slide 2.6.



B. Go over the points on the slide, stressing that current events are a perfect way to make any content relevant to life today.

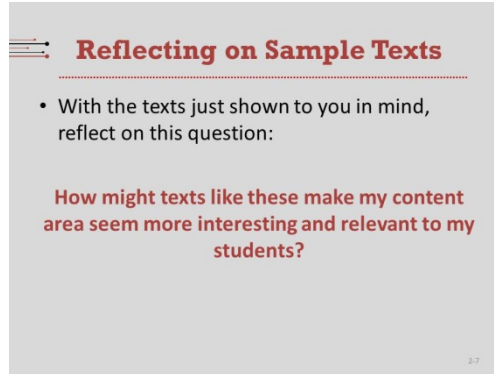
C. Project the following articles or others of your choosing as examples of texts that could be used as current events short takes:

- Math text—"Mathematicians and Blue Crabs"
<http://www.nytimes.com/2015/05/03/opinion/sunday/manil-suri-mathematicians-and-blue-crabs.html>
- History text—"America’s First ‘Casino’ Found in Utah Cave"
<http://news.discovery.com/history/archaeology/americas-first-casino-found-in-utah-cave-150609.htm>
- Science text—"Roman Gladiators Drank Ash Energy Drink"

<http://news.discovery.com/history/archaeology/roman-gladiators-drunk-ash-energy-drink-141027.htm>

- English text—“After Harper Lee Novel Surfaces, Plots Arise”
http://www.nytimes.com/2015/02/09/books/harper-lee-lawyer-offers-more-details-on-discovery-of-go-set-a-watchman.html?_r=0

D. Project PowerPoint Slide 2.7.



Reflecting on Sample Texts

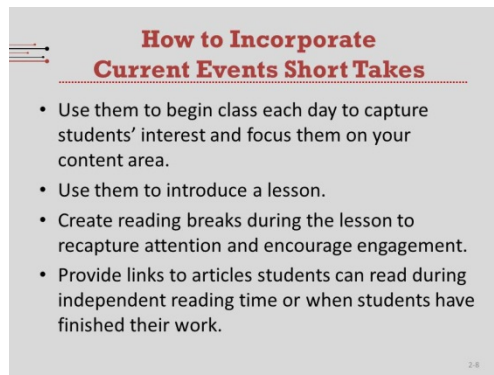
- With the texts just shown to you in mind, reflect on this question:

How might texts like these make my content area seem more interesting and relevant to my students?

2-7

E. Have participants share out their ideas on how the texts might be useful in their classroom.

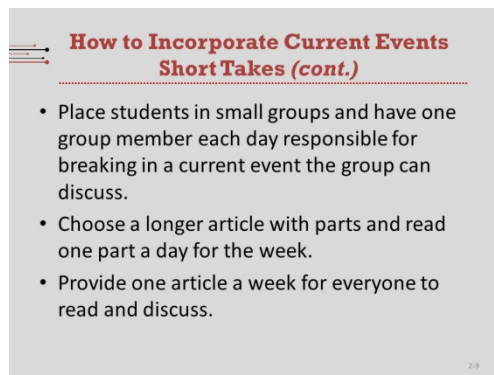
F. Project PowerPoint Slides 2.8 and 2.9.



How to Incorporate Current Events Short Takes

- Use them to begin class each day to capture students' interest and focus them on your content area.
- Use them to introduce a lesson.
- Create reading breaks during the lesson to recapture attention and encourage engagement.
- Provide links to articles students can read during independent reading time or when students have finished their work.

2-8



How to Incorporate Current Events Short Takes (cont.)

- Place students in small groups and have one group member each day responsible for breaking in a current event the group can discuss.
- Choose a longer article with parts and read one part a day for the week.
- Provide one article a week for everyone to read and discuss.

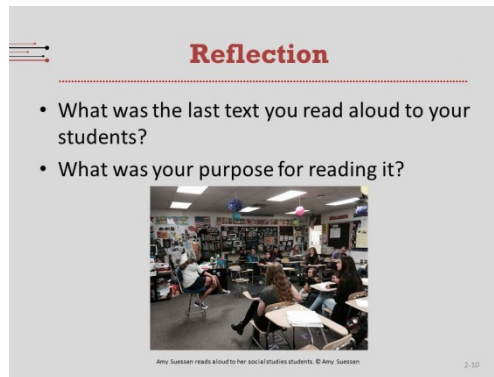
2-9

G. Go over the points on the slides for ideas on how to use current events short takes in classrooms.

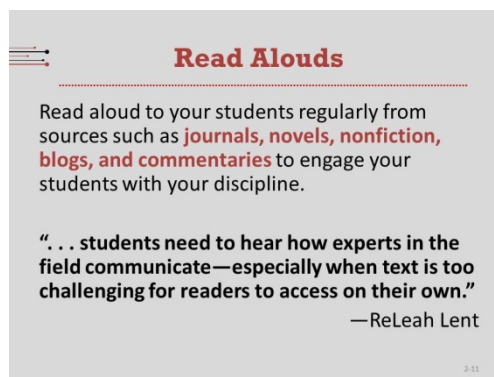
- H. Ask participants to share any other ideas they have for using current events in the classroom.

➤ **SEGMENT 4: Approximately 10 minutes**
Reading Aloud

- A. Project **PowerPoint Slide 2.10**.



- B. Give participants a minute to think about the questions.
- C. Ask volunteers to share out examples of what they read aloud—and why.
- D. If a participant offers that he or she read the textbook aloud because it was too hard for the students read alone, remind everyone that it is better to use **engaging, authentic** texts. The textbook should be a resource, not the primary reading done in class.
- E. Project **PowerPoint Slide 2.11**.



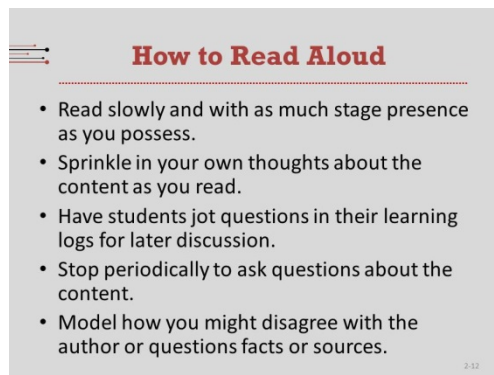
- F. Go over the points on this slide.

G. Project these texts or others of your choosing as examples of texts that could be read aloud:

- History text—Lewis and Clark’s journals from April 1806
http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=1806-04-01.xml&_xslsrc=LCstyles.xsl
- Math text—“How to Fall in Love With Math”
<http://www.nytimes.com/2013/09/16/opinion/how-to-fall-in-love-with-math.html>
- English text—“What the Wizard of Oz Can Teach Us About Inequality in the 21st Century”
<http://historynewsnetwork.org/article/159415>
- Science text—“*San Andreas*: Separating 5 Facts From Earthquake Fiction”
http://www.huffingtonpost.com/graham-kent-phd/san-andreas-facts_b_7484044.html?utm_hp_ref=science
- Commentary—“Leonard Pitts Jr.: ‘The Briefcase’ Plumbs New Depths as Reality Show”
<http://www.miamiherald.com/opinion/opn-columns-blogs/leonard-pitts-jr/article22953105.html#storylink=cpy>

H. Conduct a brief discussion on how texts such as these might generate interest or increase knowledge on the topic in the classroom.

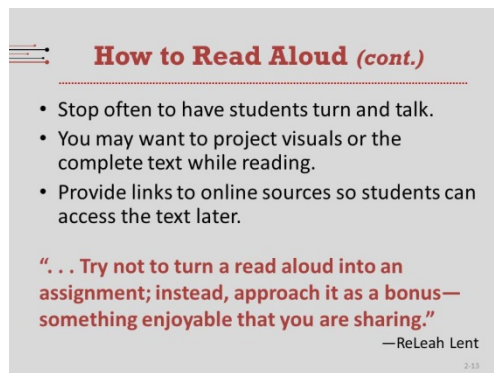
I. Project **PowerPoint Slides 2.12 and 2.13.**



How to Read Aloud

- Read slowly and with as much stage presence as you possess.
- Sprinkle in your own thoughts about the content as you read.
- Have students jot questions in their learning logs for later discussion.
- Stop periodically to ask questions about the content.
- Model how you might disagree with the author or question facts or sources.

2-12



How to Read Aloud (cont.)

- Stop often to have students turn and talk.
- You may want to project visuals or the complete text while reading.
- Provide links to online sources so students can access the text later.

“ . . . Try not to turn a read aloud into an assignment; instead, approach it as a bonus—something enjoyable that you are sharing.”

—ReLeah Lent

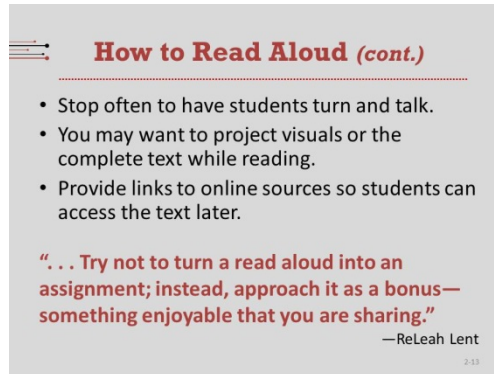
2-13

- J. Quickly go over these tips, stressing the quote at the bottom of slide 2.13. Assure participants that their reading assignment will give many more details on each of the practices mentioned today.

➤ SEGMENT 5: Approximately 10 minutes

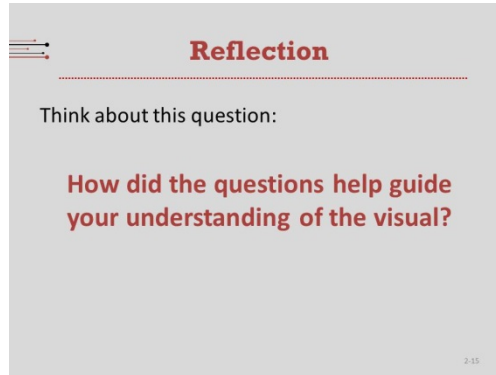
Reading Visually

- A. Project animated PowerPoint Slide 2.14.



- B. The slide will open with the quote from Lent. On the mouse click, the types of visuals to teach will appear.
- C. **Project examples** of several types of visuals. Here are some links to some you could use:
- Chart—"Three Pie Charts That Prove You Shouldn't Slack Off in College"
<http://www.bloomberg.com/bw/articles/2014-09-02/students-who-didnt-take-school-seriously-flailed-after-college>
 - Graph—"You Can't Deny Global Warming After Seeing This Graph"
<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/07/09/you-cant-deny-global-warming-after-seeing-this-graph/>
 - Political Cartoons—Billy Did You Do Your Homework?
http://img.timeinc.net/time/cartoons/20101210/cartoons_05.jpg
 - Infographic—"Selma Anniversary: How Much Has Black Life Really Changed in 50 Years?"
http://www.huffingtonpost.com/2015/03/07/progress-selma-march_n_6822608.html?utm_hp_ref=infographics
 - Photographs—"Lunch Atop a Skyscraper" (building Rockefeller Center)
http://thumbs.media.smithsonianmag.com/filer/Lunch-atop-a-skyscraper-631.jpg_800x600_q85_crop.jpg
 - Illustrations—The Sinking of the Titanic
http://upload.wikimedia.org/wikipedia/commons/4/4f/Titanic_the_sinking.jpg
- D. Point out that students must be taught *how* to read visual texts and that ReLeah Lent has provided a useful tool for helping students approach visuals.

- E. Distribute **Handout 1: Questions for Interpreting Visual Texts**.
- F. Ask the participants to find a partner and work together to apply two or three of the questions to a visual of your choice.
- G. Give participants about 5 minutes to complete this activity. If time is limited, assign a selection of questions to each group so they can get a sense of the activity.
- H. After 5 minutes, project **PowerPoint Slide 2.15**.



- I. Give participants about 1 minute to reflect and then ask volunteers to share their observations.

➤ **SEGMENT 6: Approximately 5 minutes**

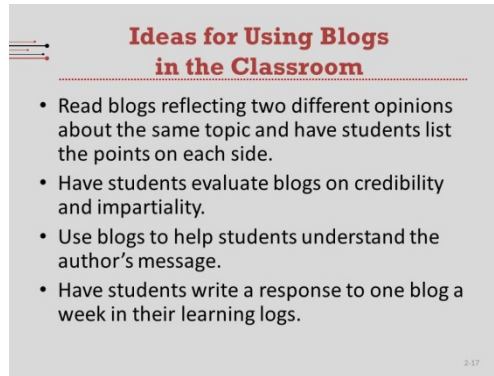
Reading Blogs

- A. Project **PowerPoint Slide 2.16**.



- B. Call participants' attention to the three purposes Lent has established for blogs.
- C. Point out that blogs are often biased and sometimes contain questionable language or topics, so they should be thoroughly vetted before being assigned in a classroom.
- D. Ask participants to share out any blogs they have used successfully in the classroom or recommend blogs that they believe would be appropriate.

E. Project PowerPoint Slide 2.17.



Ideas for Using Blogs in the Classroom

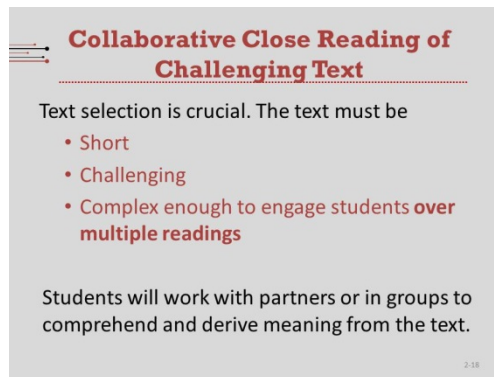
- Read blogs reflecting two different opinions about the same topic and have students list the points on each side.
- Have students evaluate blogs on credibility and impartiality.
- Use blogs to help students understand the author's message.
- Have students write a response to one blog a week in their learning logs.

2-17

F. Go over the possibilities for classroom use.

➤ **SEGMENT 7: Approximately 5 minutes**
Collaborative Close Reading of Challenging Text

A. Project PowerPoint Slide 2.18.



Collaborative Close Reading of Challenging Text

Text selection is crucial. The text must be

- Short
- Challenging
- Complex enough to engage students **over multiple readings**

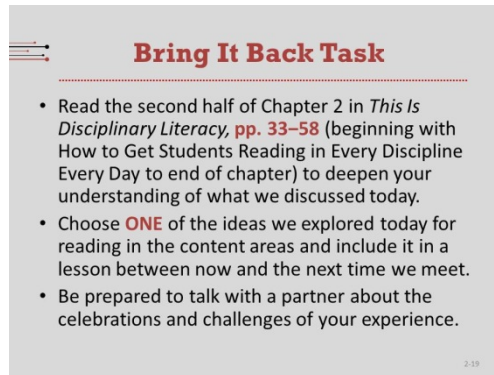
Students will work with partners or in groups to comprehend and derive meaning from the text.

2-18

- B.** Stress the fact that the text *must* be short because it will be read multiple times, each time with the goal of uncovering a new layer of meaning.
- C.** Also stress the fact that this is a *collaborative* effort—students will work with partners or in small groups to wrestle the meaning from the text.
- D.** Elie Wiesel's speech, "The Perils of Indifference," would be a good example to show. It can be found at <http://www.historyplace.com/speeches/wiesel.htm>.

Bring It Back Task: Approximately 5 minutes

A. Project PowerPoint Slide 2.19.



Bring It Back Task

- Read the second half of Chapter 2 in *This Is Disciplinary Literacy*, pp. 33–58 (beginning with How to Get Students Reading in Every Discipline Every Day to end of chapter) to deepen your understanding of what we discussed today.
- Choose **ONE** of the ideas we explored today for reading in the content areas and include it in a lesson between now and the next time we meet.
- Be prepared to talk with a partner about the celebrations and challenges of your experience.

2.19

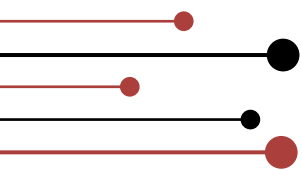
- B. Stress the idea that the texts teachers use in classrooms should be interesting to the students and mimic the types of texts practitioners of their discipline would actually read. This, of course, would **not** make a textbook the text of choice.
- C. Direct participants to read **pages 33–58**, the second half of Chapter 2 in *This Is Disciplinary Literacy* and use one of the ideas presented in their classroom.
- D. Explain that this part of the chapter will more fully address the five practices that were introduced today, including examples from various content areas.
- E. Participants should be prepared to discuss what they did and how it went in the next session.

Questions for Interpreting Visual Text

(From page 43 of *This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

1. What do you see? How do you “read” the text?
2. What is the purpose of the visual?
3. What more do you need to know to fully understand the message of the text?
4. How could you find out what you need to know?
5. Is the source credible? How do you know?

6. Whose viewpoint is not represented?
7. Do you agree with the author's point? Why or why not?
8. How would you change the text to make it more understandable?
9. How would you summarize the information in the text?
10. Who would be most interested in the information presented in the text? Why?



Module 3

Writing in the Content Areas

Estimated Time: 1 hour

The goal of this module is to help participants view writing in the content areas as an essential component of effective learning. The module will examine participants' current concerns about writing in the classroom and then guide them to see that writing is a tool for thought that can greatly influence their students' development of complex knowledge as well as serve as a springboard for inquiry. Feedback given *during* the writing will be presented as an effective way to redirect students' thinking as well as to provide an authentic form of formative assessment. Participants will end the session by comparing the types of writing common to the four major disciplines.

Materials You Will Need:

- Chart paper
- Markers
- PowerPoint Slides **3.1-3.12**
- A piece of chart paper titled *Concerns About Writing in the Content Areas*
- A piece of chart paper divided in half vertically (T-chart) with *Celebrations* written as the heading for the left column and *Challenges* written as the heading on the right
- Handout 1: Sample Prompts for Providing Feedback to Student Writers
- One envelope for each four participants containing the **29 Disciplinary Writing Sort** strips, **already cut apart. This will need to be prepared BEFORE the session.**
- Copies of the **Key to the Disciplinary Literacy Sort** for each participant—to be provided at the end of the sort.

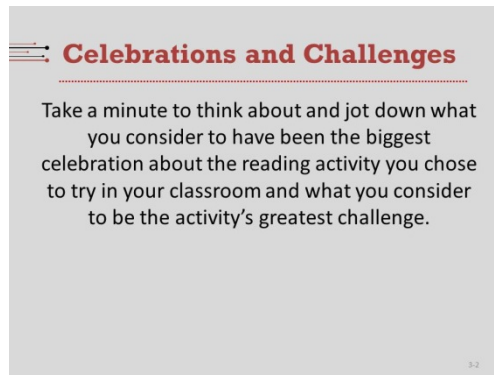
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

Overview of the Session: All times are approximate.

- SEGMENT 1: Reflecting on the Bring It Back Activity (Approximately 15 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (Approximately 5 minutes)
- SEGMENT 3: Approaching Writing as a Tool of Thought (Approximately 15 minutes)
- SEGMENT 4: Characteristics of Disciplinary Writing (Approximately 20 minutes)
- BRING IT BACK ASSIGNMENT (Approximately 5 minutes)

➤ SEGMENT 1: Approximately 15 minutes Reflecting on the Bring It Back Activity

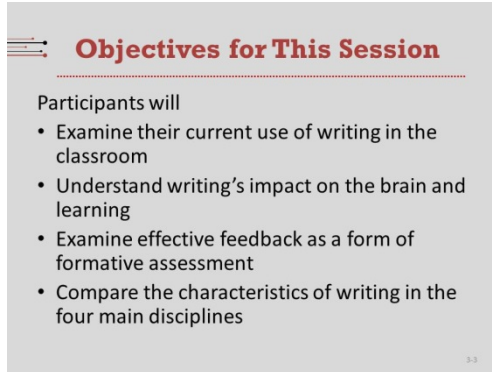
- A. Project **PowerPoint Slide 3.2** about 5 minutes before the scheduled start time.



- B. Prompt participants to begin their conversations at the scheduled start time.
- C. After 3 to 4 minutes, prompt participants to finish the first discussion and give the second partner 3 to 4 minutes to talk.
- D. While participants discuss the Bring It Back activity, post the chart paper with headings *Celebrations/Challenges*.
- E. After posting the chart paper, walk through the room listening in on discussions, answering questions, and coaching as needed.
- F. After giving participants a minute or so to consider their activities, ask for volunteers to share celebrations or challenges. Post them on the chart paper, offering solutions when you can or soliciting ideas from other participants.

➤ **SEGMENT 2: Approximately 5 minutes**
Establishing the Purpose of the Session

A. Project **PowerPoint Slide 3.3.**

A PowerPoint slide with a light gray background. At the top left, there are three horizontal lines of varying lengths. To the right of these lines is a red arrow pointing right. The title "Objectives for This Session" is in bold red text. Below the title is a dotted line. The text "Participants will" is in black. Below it is a bulleted list of five items: "Examine their current use of writing in the classroom", "Understand writing's impact on the brain and learning", "Examine effective feedback as a form of formative assessment", and "Compare the characteristics of writing in the four main disciplines". The number "3-3" is in the bottom right corner.

Objectives for This Session

Participants will

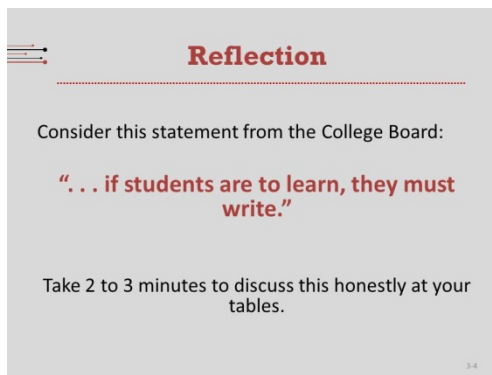
- Examine their current use of writing in the classroom
- Understand writing's impact on the brain and learning
- Examine effective feedback as a form of formative assessment
- Compare the characteristics of writing in the four main disciplines

3-3

B. Go over the objectives for the session.

➤ **SEGMENT 3: Approximately 15 minutes**
Approaching Writing as a Tool of Thought

A. Project **PowerPoint Slide 3.4.**

A PowerPoint slide with a light gray background. At the top left, there are three horizontal lines of varying lengths. To the right of these lines is a red arrow pointing right. The title "Reflection" is in bold red text. Below the title is a dotted line. The text "Consider this statement from the College Board:" is in black. Below it is a quote in red: "... if students are to learn, they must write." Below the quote is the text "Take 2 to 3 minutes to discuss this honestly at your tables." The number "3-4" is in the bottom right corner.

Reflection

Consider this statement from the College Board:

"... if students are to learn, they must write."

Take 2 to 3 minutes to discuss this honestly at your tables.

3-4

- B.** Give participants 2 to 3 minutes to discuss this at their tables.
- C.** As participants discuss, post the chart paper titled *Concerns About Writing in the Content Areas*.
- D.** Ask volunteers to share their concerns about writing as a regular part of the classroom; post these to the chart, tying them to later learning whenever possible.

E. Project PowerPoint Slide 3.5.

Relief From ReLeah

“Where did we get the idea that every word students write has to be assessed, assigned a grade, and duly recorded to create a score that somehow reflects the writing worth of a student? . . . Students should have many, many opportunities to write—with reduced pressure on the teacher to formally assess each piece of writing.”

3-5

F. Make the point that students should write much more than we would ever have time to grade. The writing should be a way to build complex knowledge.

G. Project PowerPoint Slide 3.6

Formative Versus Summative Assessment of Writing

Formative assessment occurs *during* instruction to give students feedback that redirects their thinking and deepens their knowledge about both content and written expression. It offers guidance at the moment of need.

Summative assessment is provided *after* the learning to evaluate what the student has actually learned.

3-6


H. Point out that *grading* is a form of summative assessment, evaluating what students have learned. *Feedback* given *during* learning helps students construct complex knowledge by meeting them at a point of confusion and helping *them* work through it. It is an example of instruction resulting from a formative assessment.

I. Project PowerPoint Slide 3.7.

What Is Feedback?

According to ReLeah Lent, feedback is

“ . . . comments you would make to an adult in the field who asked your advice about a piece of writing.”



©Ally Hart

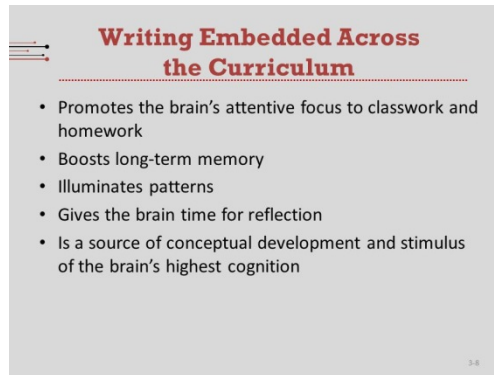
3-7

- J. Stress that when you are giving feedback on writing, you are asking questions and offering comments to help students clarify the *content* of their writing, to make their thinking clear. Mechanics such as spelling, capitalization, and punctuation are addressed only *after* the content is effective. Every teacher needs to teach the type of writing common to his or her discipline—but not every teacher has to actually teach grammar. That is part of the language arts discipline.
- K. Distribute copies of **Handout 1: Sample Prompts for Providing Feedback to Student Writers**.
- L. Point out that feedback can be given by both the teacher and peers.

➤ **SEGMENT 4: Approximately 20 minutes**

Characteristics of Disciplinary Writing

- A. Project **PowerPoint Slide 3.8**.

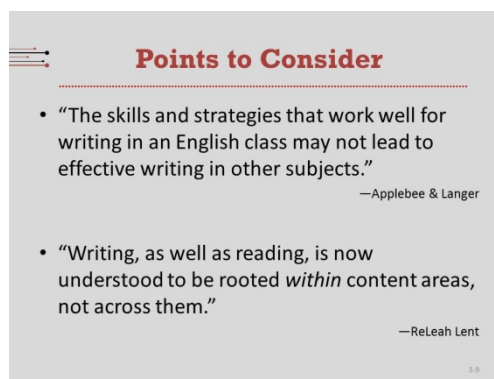


Writing Embedded Across the Curriculum

- Promotes the brain's attentive focus to classwork and homework
- Boosts long-term memory
- Illuminates patterns
- Gives the brain time for reflection
- Is a source of conceptual development and stimulus of the brain's highest cognition

3-8

- B. Make the point that writing across the curriculum can actually improve learning in *every* subject because of its tremendous impact on the brain.
- C. Project **PowerPoint Slide 3.9**.



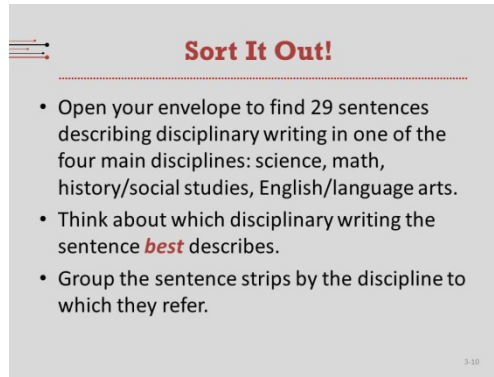
Points to Consider

- "The skills and strategies that work well for writing in an English class may not lead to effective writing in other subjects."
—Applebee & Langer
- "Writing, as well as reading, is now understood to be rooted *within* content areas, not across them."
—ReLeah Lent

3-9

- D. Drive home the point that, just like reading, the writing done in a classroom should be the same type of writing done by experts in the discipline.

- E. Explain to participants that they are going to explore the characteristics of writing in the four main disciplines: science, math, history/social studies, and English/language arts.
- F. Have participants arrange themselves in groups of four. Interdisciplinary groups would be best, but they are not required.
- G. Project **PowerPoint Slide 3.10**.



Sort It Out!

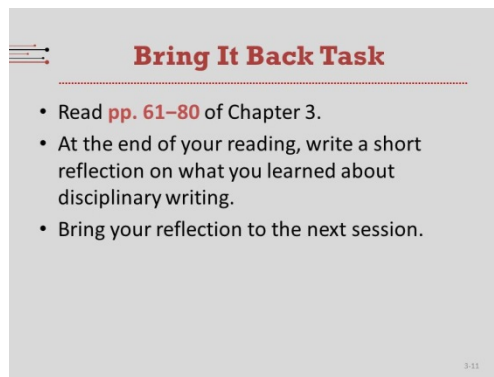
- Open your envelope to find 29 sentences describing disciplinary writing in one of the four main disciplines: science, math, history/social studies, English/language arts.
- Think about which disciplinary writing the sentence *best* describes.
- Group the sentence strips by the discipline to which they refer.

3-10

- H. Give participants about 10 minutes to complete the sort.
- I. At the end of 10 minutes, provide the key to the sort and have participants compare their groupings to the key. Stress that some of the sentences could be interpreted differently by different people, so their grouping does not have to be exact.
- J. Ask volunteers to share how the thought of writing in a manner that is consistent with their discipline changes their view of writing in the classroom.

Bring It Back Task: Approximately 5 minutes

- A. Project **PowerPoint Slide 3.11**.



Bring It Back Task

- Read pp. 61–80 of Chapter 3.
- At the end of your reading, write a short reflection on what you learned about disciplinary writing.
- Bring your reflection to the next session.

3-11

- B. Go over the assignment on the slide. Tell participants that the substance of what they write in their reflection is what counts; they do not need to worry about having it look perfect. The purpose of the writing is to reflect on the learning.

Sample Prompts for Providing Feedback to Student Writers (by teacher or peer)

(Figure 3.2, page 76, from *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing... Content Area by Content Area* by ReLeah Cossett Lent)

1. The best part of your paper is . . . I like it best because . . .
2. Why did you choose to (go about solving the problem in such a way, place this concept first, include this piece of evidence) . . .?
3. What more could you tell me about . . .?
4. I'm confused by this . . .
5. I was wondering . . .
6. Have you considered . . .?
7. I noticed_____ and thought _____.
8. I have a question about this . . .
9. Could you include more data to convince your readers . . .?
10. It really made sense when you explained . . .

Sentence fragments or questions may be turned into complete thoughts only if the goal is to communicate.

Students use mentor texts to study the effective moves made by accomplished writers.

Writers create pictures or visuals to help develop a concept in this discipline.

Writing in this discipline relies on technical, precise vocabulary.

Correctness matters more in this discipline, but should never be more important than effective content.

Writers in this discipline explore a wide variety of genres.

Writers base creative writing on historical events.

Students write to explain their answers.

Writing in this discipline relies on technical, precise vocabulary.

Accuracy and exactness are favored over elaboration and craft.

Writers explain their reasoning in a notebook and then trade notebooks with another writer so that they can learn from and evaluate each other's reasoning.

Passive voice is favored, such as "The result was determined to be" in place of active voice used in ELA classes: "I determined"

Writers might produce biographical reports.

Writers conduct research on topics to expand and communicate new learning.

Writers sometimes create story problems complete with characters and main ideas.

Writers create graphic organizers or essays that show comparison/contrast, cause/effect, major event/contributing factors, sequence of events.

Events from multiple sources are synthesized and summarized.

Writing in this discipline relies on technical, precise vocabulary.

Writers write for social justice causes.

Writers produce argumentative essays defending a position based on evidence.

Verbs such as *demonstrate* are often changed into nouns such as *demonstration*.

The writer wanders when describing natural phenomena or exploring problems with no definition solution.

Communication of ideas is clear and often systematic.

Correctness is paramount, but “over claiming” is suspect.

Observations are often written in bullet points, lists, or phrases.

Writers in this discipline write in response journals about current events, topics of study, or primary-based documents.

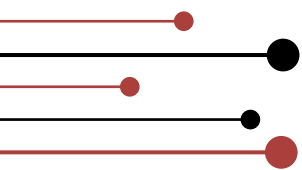
Writers in this discipline usually use a workshop model to produce texts.

Events and writing from certain time periods are investigated.

This discipline values accuracy and exactness, and they are favored over elaboration and craft.

Key to Sorting Activity

<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Writers rely on technical, precise vocabulary. • Accuracy and exactness are favored over elaboration and craft. • Verbs such as <i>demonstrate</i> are often changed into nouns such as <i>demonstration</i>. • Observations are often written in bullet points, lists, or phrases. • Sentence fragments or questions may be turned into complete thoughts only if the goal is to communicate. • Passive voice is favored, such as “The result was determined to be” in place of active voice used in ELA classes: “I determined that . . .” • Words may be minimal, used in conjunction with illustrations, charts, drawings, or data. • Communication of ideas is clear and often systematic. • Correctness is paramount, but “over-claiming” is suspect. • The writer wanders when describing natural phenomena or exploring problems with no definition solution. 	<p style="text-align: center;">History/Social Studies</p> <ul style="list-style-type: none"> • Writers in this discipline write in response journals about current events, topics of study, or primary-based documents. • Writers conduct research on topics to expand and communicate new learning. • Events from multiple sources are synthesized and summarized. • Events and writing from certain time periods are investigated. • Students might produce biographical reports. • Writers create graphic organizers or essays that show comparison/contrast, cause/effect, major event/contributing factors, sequence of events. • Writers produce argumentative essays defending a position based on evidence. • Writers base creative writing on historical events. • Writers write for social justice causes.
<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> • Writers create pictures or visuals to help develop a concept in this discipline. • Writers sometimes create story problems complete with characters and main ideas. • Writers explain their reasoning in a notebook and then trade notebooks with another writer so that they can learn from and evaluate each other’s reasoning. • Students write to explain their answers. 	<p style="text-align: center;">English/Language Arts</p> <ul style="list-style-type: none"> • Writers in this discipline usually use a workshop model to produce texts. • Students use mentor texts to study the effective moves made by accomplished writers. • Writers in this discipline explore a wide variety of genres. • Correctness matters more in this discipline but should never be more important than effective content.



Module

4

Writing Effectively in the Content Areas

Estimated Time: 1 hour

The goal of this module is to introduce participants to four instructional practices that use writing to engage students with the content of the disciplines. Participants will be asked to compare two common practices: bell-ringer questions/answers and learning logs. They will also experience the power of Read/Think/Respond and Talk Back to involve students with the content and encourage them to think critically and learn deeply.

Materials You Will Need:

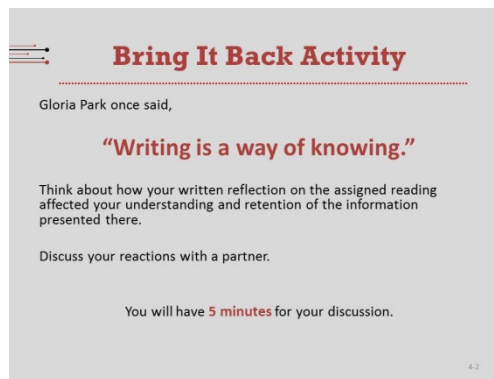
- Chart paper
- Markers
- PowerPoint Slides **4.1–4.15**
- A piece of chart paper titled *Writing About What We're Learning . . .*
- A piece of chart paper with the heading *Response Is . . .*
- A computer and projector to project images in Segments 4 and 5
- **Handout 1:** Sample Questions for Bell-Ringer Writing—one for each participant
- **Handout 2:** How to “Talk Back” to a Text—one for each participant
- **Handout 3:** What Goes Into a Learning Log—one for each participant
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

Overview of the Session: All times are approximate.

- SEGMENT 1: Reflecting on the Bring It Back Activity (Approximately 10 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (Approximately 5 minutes)
- SEGMENT 3: Bell-Ringer Questions/Answers (Approximately 10 minutes)
- SEGMENT 4: Read/Think/Respond (Approximately 10 minutes)
- SEGMENT 5: Talk Back (Approximately 10 minutes)
- SEGMENT 6: Differentiated Learning Logs (Approximately 10 minutes)
- BRING IT BACK ASSIGNMENT (Approximately 5 minutes)

➤ SEGMENT 1: Approximately 10 minutes Reflecting on the Bring It Back Activity

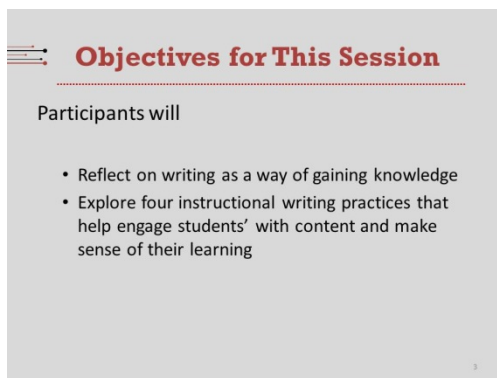
- A. Project PowerPoint Slide 4.2 about 5 minutes before the scheduled start time.



- B. Post the chart paper titled *Writing About What We're Learning . . .*
- C. Prompt participants to begin their conversations at the scheduled start time.
- D. Walk through the room during the discussions, answering questions and coaching as needed.
- E. After 5 minutes, ask participants to bring their thoughts to a close.
- F. Direct participants' attention to the chart paper and ask volunteers to offer ideas on how writing about the learning aids in acquiring knowledge.

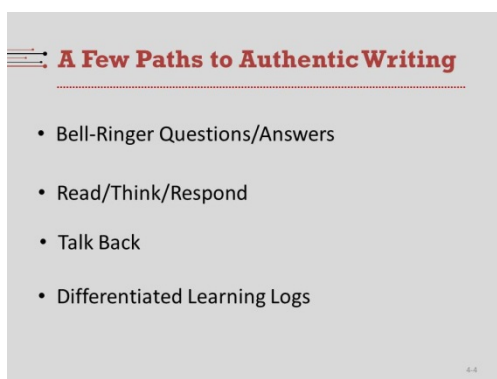
➤ **SEGMENT 2: Approximately 5 minutes**
Establishing the Purpose of the Session

A. Project **PowerPoint Slide 4.3.**



B. Go over the objectives for the session.

C. Display **Animated PowerPoint Slide 4.4.**



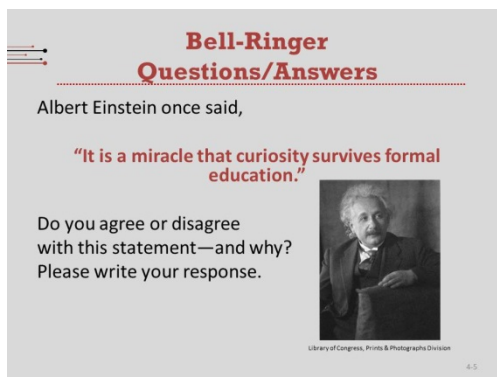
D. On a mouse click, four of Lent's practices for writing will appear. This slide is introductory—the rest of the session will go over the four activities in more depth.

E. Explain that the section they will read for the Bring It Back activity will actually discuss **seven** recommended practices for disciplinary writing, but we are only going to examine the first four of them in this session due to time constraints.

➤ **SEGMENT 3: Approximately 10 minutes**

Bell Ringer Questions/Answers

A. Project **PowerPoint Slide 4.5.**




Bell-Ringer Questions/Answers

Albert Einstein once said,

"It is a miracle that curiosity survives formal education."

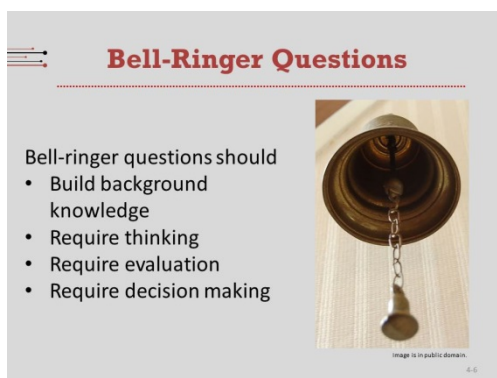
Do you agree or disagree with this statement—and why? Please write your response.



Library of Congress, Prints & Photographs Division

4-5

- B. Give participants 2 to 3 minutes to respond to the quotation.
- C. At the end of 3 minutes, ask participants to share their responses with a partner. Give them another 2 to 3 minutes to discuss.
- D. Discuss the reality that many teachers use bell-ringer activities just to settle the students in and give the teacher a chance to take care of management chores. *This* activity was not just a time filler, however. This quotation asks the participants to consider whether or not formal education fosters curiosity. The writing tasks we are talking about today *will* make students curious about the subject matter presented in the various disciplines—and this curiosity is essential as a prelude to effective inquiry. So, this quotation ties in with what we are doing in the rest of the sessions and prepares participants to think about what they can do in their classrooms to foster curiosity about their disciplines.
- E. Project **PowerPoint Slide 4.6.**



Bell-Ringer Questions

Bell-ringer questions should

- Build background knowledge
- Require thinking
- Require evaluation
- Require decision making




Image is in public domain

4-6

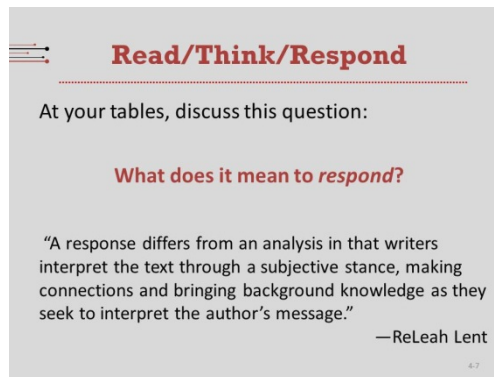
- F. Stress the fact that bell-ringer questions should force students to *think*, not just regurgitate content previously covered in class. It should make them curious about the

learning that will take place that day. The Einstein quote was designed to make participants consider whether or not the way we are currently teaching actually kills the natural curiosity that students bring to the table. New ways of utilizing writing can stimulate that curiosity.

- G. Distribute copies of **Handout 1: Sample Questions for Bell-Ringer Questions** to each participant. Give participants a minute or two to look over the questions.
- H. Ask participants to volunteer any similar questions to spark student thinking.

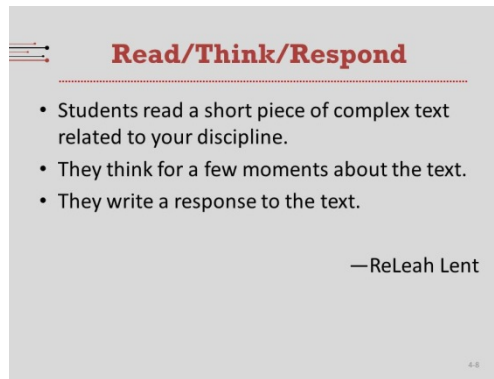
➤ **SEGMENT 4: Approximately 10 minutes** **Read/Think/Respond**

- A. Project animated **PowerPoint Slide 4.7**.



Initially, only the question will appear. Give participants 1–2 minutes to discuss it at their tables.

- B. While the participants discuss, **post the chart paper titled *Response Is...***
- C. Ask volunteers to share their group's or their own personal definition of response.
- D. After discussing this whole group, click the mouse to show ReLeah Lent's explanation of *response*. Stress the point that responses are **subjective** and offer students opportunities to make connections and use background knowledge to make sense of their learning. Responses personally connect students to the content.
- E. Project **PowerPoint Slide 4.8**.



- F. While going through the points on the slide, stress the fact that the text must be one that will cause the students to think deeply. *Complex* doesn't mean the text is necessarily difficult to read—it means the text has many layers. (For example, William Carlos Williams's poem "The Red Wheelbarrow" [accessible here: <http://www.poets.org/poetsorg/poem/red-wheelbarrow>] is simple to read but has many layers of meaning.)
- G. Explain that before students are asked to read/think/respond, it would probably be helpful for the teacher to model his or her own response to a complex text.
- H. Project a graphic of your choice that ties into the idea of curiosity. Here are a few suggestions:
- "The Evolution of Education"
http://media.cagle.com/158/2012/02/16/106501_600.jpg
 - "Skills and Attributes of Today's Learner"
https://usergeneratededucation.files.wordpress.com/2013/05/2013-05-22_1603.png?w=700
 - "Grey Area of Motivation" on intrinsic motivation
http://www.squareone-learning.com/exploration_images/greyareamotivation.jpg

Any graphic you choose should be fairly complex so that participants will need to pull several pieces of background knowledge together to make sense of it.

- I. Ask participants to read and **think** about the graphic a minute.
- J. Now ask them to write a quick response to what they've seen, remembering that their reaction should be subjective and based on their own background knowledge and the connections they made to the content of the cartoon.
- K. Give participants 2 to 3 minutes to respond.
- L. Have volunteers share out their responses.
- M. Caution that students may at first be unsure what to write in response. Project **PowerPoint Slide 4.9** to show examples of prompts that can help spur student thinking.

Possible Prompts for Read/Think/Respond

- What did the author say? What was his or her message?
- What in the text is insightful, interesting, confusing, or just plain wrong?
- What do I think about the author's message?

REMEMBER: This is a **subjective** response based on the **student's** thinking.

N. Ask volunteers to share how they think read/think/respond might be beneficial in the classroom.

➤ SEGMENT 5: Approximately 10 minutes

Talk Back

A. Choose a somewhat controversial text for participants that will prompt some “talking back.” Sir Ken Robinson has done a great deal of work trying to reform education and has some very provocative thoughts on the subject. You could even use an excerpt from his Ted Talk on creativity, which can be found here:
http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity/transcript?language=en

(NOTE: This particular link includes a full transcript of his talk so that a segment chosen by the presenter could be projected to use with this activity.)

Here are links to some of his written comments (again, the presenter would project only a portion of these articles):

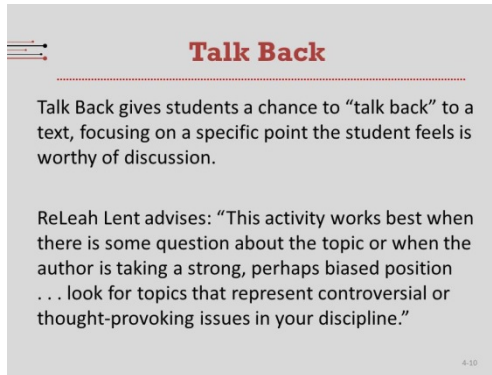
- “Sir Ken Robinson Has a Lot to Say about U.S. School Reform (It Isn’t Good)”
<http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/04/21/sir-ken-robinson-has-a-lot-to-say-about-u-s-school-reform-it-isnt-good/>
- “Every Child Is an Artist”: A conversation between Ann Sweeney (of Disney) and Sir Ken Robinson
<http://www.fastcompany.com/3014819/disney-anne-sweeney-sir-ken-robinson>
- “Fertile Minds Need Feeding”
<http://www.theguardian.com/education/2009/feb/10/teaching-sats>

Pulitzer prize–winning columnist Leonard Pitts often has controversial columns. You can access them here:

<http://www.miamiherald.com/opinion/opn-columns-blogs/leonard-pitts-jr/>

Articles on controversial subjects from recent newspapers or magazines would be appropriate here.

B. Project PowerPoint Slide 4.10.

A PowerPoint slide titled "Talk Back" in red. The slide has a light gray background. On the left side, there are three horizontal lines with arrows pointing to the right. The title "Talk Back" is centered at the top. Below the title, there is a paragraph of text. At the bottom right, there is a small number "4-10".

Talk Back

Talk Back gives students a chance to “talk back” to a text, focusing on a specific point the student feels is worthy of discussion.

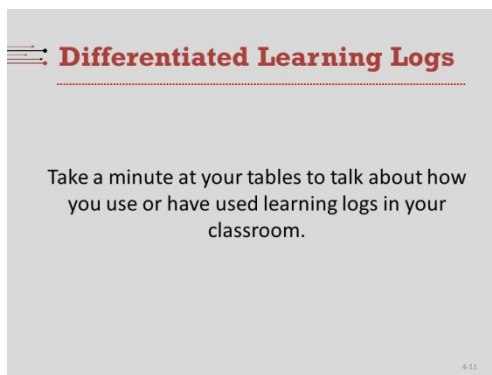
ReLeah Lent advises: “This activity works best when there is some question about the topic or when the author is taking a strong, perhaps biased position . . . look for topics that represent controversial or thought-provoking issues in your discipline.”

4-10

- C.** Go over the points on the slide, stressing that the choice of text is critical because it should spur a strong reaction from the students.
- D.** Distribute **Handout 2: How to “Talk Back” to a Text.**
- E.** Quickly go over the procedure for talking back to a text.
- F.** **Project the chosen text** and read it aloud.
- G.** Ask participants to follow the Talk Back procedure and write something to the author: questioning, disagreeing, probing. Stress that this is a *written* argument—the room should be silent.
- H.** Give participants 4–5 minutes to respond to the text.
- I.** Ask volunteers to share how this activity engaged them with the subject and made them curious to learn more about it.

➤ **SEGMENT 6: Approximately 10 minutes**
Differentiated Learning Logs

A. Project PowerPoint Slide 4.11.

A PowerPoint slide titled "Differentiated Learning Logs" in red. The slide has a light gray background. On the left side, there are three horizontal lines with arrows pointing to the right. The title "Differentiated Learning Logs" is centered at the top. Below the title, there is a paragraph of text. At the bottom right, there is a small number "4-11".

Differentiated Learning Logs

Take a minute at your tables to talk about how you use or have used learning logs in your classroom.

4-11

- B.** Give participants a minute or so to share ideas on how learning logs have been used in the past.

C. Project PowerPoint Slide 4.12.

Is This a Change in Your Thinking?

ReLeah Lent says

- “The purpose of this log is to hold ongoing reflection, analysis, evaluation, and application of new information.”
- “It is important to note that the log belongs to the student and no two will look exactly alike.”
- “. . . allow students autonomy regarding its organization, decoration, and, to some extent, its contents.”

4-12

- D.** Read the quotations to the participants, stressing that the learning log is to help the students *learn* the information, not copy exactly what the teacher writes on the whiteboard. Its purpose is not to hold copied information, but to hold thinking and learning.
- E.** Distribute **Handout 3: What Goes Into a Learning Log?** to each participant.
- F.** Give participants 2 to 3 minutes to go over the information on the handout.
- G.** Project **PowerPoint Slide 4.13.**

Remember . . .

“If the teacher takes control of the ‘notebook,’ the motivation for learning diminishes.”

“This learning tool . . . starts where all individualized instruction must start: with the learner.”

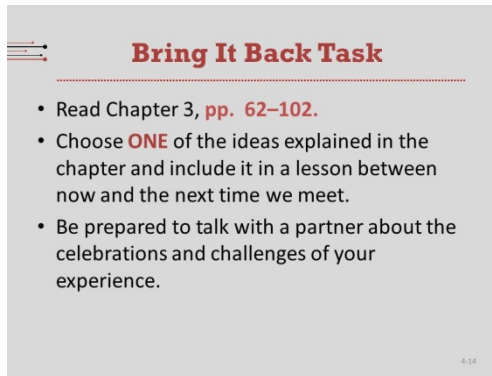
—ReLeah Lent

4-13

- H.** Stress once again that the learning log is most effective when the *student* is in charge of its contents.
- I.** Ask participants to discuss at their tables how these ideas change their view of the use of learning logs.
- J.** Invite volunteers to share their reactions, aha moments, or concerns. Discuss as needed.

Bring It Back Task: Approximately 5 minutes

A. Project PowerPoint Slide 4.14.

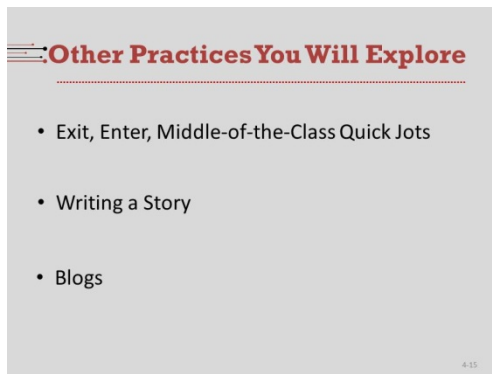


A PowerPoint slide titled "Bring It Back Task" with a red header and a dotted line. It contains a bulleted list of three instructions. The slide number "4.14" is in the bottom right corner.

- Read Chapter 3, pp. 62–102.
- Choose **ONE** of the ideas explained in the chapter and include it in a lesson between now and the next time we meet.
- Be prepared to talk with a partner about the celebrations and challenges of your experience.

B. Explain the assignment to the participants. Highlight the fact that besides the four writing practices highlighted today, they will read about three more possibilities for use in their classrooms.

C. Project PowerPoint 4.15.



A PowerPoint slide titled "Other Practices You Will Explore" with a red header and a dotted line. It contains a bulleted list of three practices. The slide number "4.15" is in the bottom right corner.

- Exit, Enter, Middle-of-the-Class Quick Jots
- Writing a Story
- Blogs

D. Explain that all the practices are equally valuable.

Sample Questions for Bell-Ringer Writing

(Figure 3.4, page 84, from *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

- The Curiosity's journey to Mars cost 8 billion dollars. Was that money well spent? Why or why not?
- What should the United States do to make sure contagious diseases don't spread to major cities?
- What young adult novel would you recommend be made into a movie? Why?
- Why is immigration such a complex issue?
- Explain this statistic: Ratio of seriously mentally ill people held in U.S. state prisons and jails to those held in state psychiatric hospitals: 10:1 (<http://harpers.org/archive/2014/06/harpers-index-362/>). What should be done about this problem?
- What conflict do many characters share in novels or short stories? Is it a realistic conflict, based on your own experiences?
- Why do people engage in forms of rioting that bring about more harm than good to their causes?
- Cemetery space is becoming a premium in many areas, especially large cities. Should cities pass laws that allow only cremation?

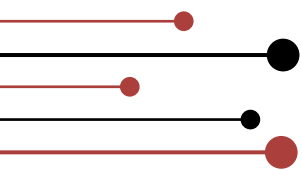
How to “Talk Back” to a Text

1. Read the text once to determine the author’s stance.
2. Read the text again and choose a
paragraph
sentence
claim
idea
that you question or want to think about more.
3. Write as if you were the author’s colleague. You could
 - Ask the author questions
 - Point out areas the author may not have thought through
 - Disagree with the author’s accuracy or reasoning

What Goes Into a Learning Log?

(Figure 3.3, page 82, from *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

- Observations gleaned from experiments, demonstrations, primary documents, or poetry
 - Formative assessment pieces such as exit, entrance, or middle-of-class quick writes
 - Questions students may have during class, while doing homework, or during reading
 - Summaries of and responses to texts, experiments, videos, music, or art
 - Drawings, graphs, story boards, graphic organizers, tables
 - Rough drafts of writings: essays, fiction, articles, blogs, tweets
 - Rules to remember: for example, punctuation rules, order of operation, scientific processes
 - Clippings or copies of articles, blogs, photographs; website links
 - Quotes from texts, experts, or other students
 - Project ideas (especially useful for social studies and science fairs as well as interdisciplinary or independent projects)
 - Narratives, journal entries
 - Song lyrics related to topics
 - Primary documents/analyses
 - Collaborative notes from group work or projects
 - Books to read
 - Writing ideas
 - Vocabulary page where students records words that are new to them or used in different ways
- Note: If teachers want students to record vocabulary they have assigned, this should be on a separate page.
- T-charts for learning
 - Confusion/Get it
 - Really?/But
 - Agree/Disagree
 - Word Used/Better Word



Module 5

Inquiry in the Content Areas

Estimated Time: 1 hour

The goal of this module is to introduce participants to the power of inquiry as a tool for engaging students in their own learning. Participants will explore a gradual release model for introducing their students to inquiry and explore the shifts in thinking and practice that must be made for a successful transition to an inquiry-based classroom.

Materials You Will Need:

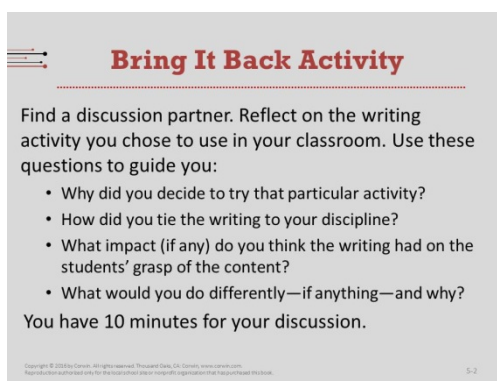
- Chart paper
- Markers
- PowerPoint Slides **5.1–5.13**
- A piece of chart paper divided in half vertically (T-chart) with the left-hand column labeled *I feel _____ about using writing in the classroom* and the right-hand column headed *because....*
- A piece of chart paper titled *Curiosity Leads To . . .*
- **Handout 1:** Banchi and Bell's Four Levels of Inquiry
- **Handout 2:** Shifts for Implementing Inquiry in the Disciplines
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

Overview of the Session: All times are approximate.

- SEGMENT 1: Reflecting on the Bring It Back Activity (Approximately 15 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (Approximately 5 minutes)
- SEGMENT 3: The Reason for Inquiry (Approximately 15 minutes)
- SEGMENT 4: The Shift to Inquiry-Based Learning (Approximately 20 minutes)
- BRING IT BACK ASSIGNMENT (Approximately 5 minutes)

➤ SEGMENT 1: Approximately 15 minutes Reflecting on the Bring It Back Activity

- A. Project **PowerPoint Slide 5.2** about 5 minutes before the scheduled start time.



The image shows a PowerPoint slide titled "Bring It Back Activity". The slide content is as follows:

Bring It Back Activity

Find a discussion partner. Reflect on the writing activity you chose to use in your classroom. Use these questions to guide you:

- Why did you decide to try that particular activity?
- How did you tie the writing to your discipline?
- What impact (if any) do you think the writing had on the students' grasp of the content?
- What would you do differently—if anything—and why?

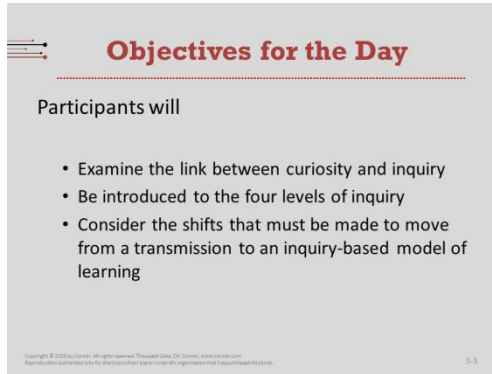
You have 10 minutes for your discussion.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Permission is granted to reproduce this slide for the local school site or nonprofit organization that has purchased this book. 5-2

- B. Prompt participants to begin their conversations at the scheduled start time.
- C. As the discussions begin, post the chart paper labeled *I feel _____ about writing in the classroom/because....*
- D. At the end of **5 minutes**, remind the group that both partners should discuss their lessons.
- E. Walk the room during the discussions, answering questions, and coaching as needed.
- F. At the end of another 5 minutes, ask participants to draw their thoughts to a close.
- G. Ask volunteers to fill in the blanks in the columns on the T-chart. Answer questions and coach as needed.

➤ **SEGMENT 2: Approximately 5 minutes**
Establishing the Purpose of the Session

A. Project **PowerPoint Slide 5.3.**



Objectives for the Day

Participants will

- Examine the link between curiosity and inquiry
- Be introduced to the four levels of inquiry
- Consider the shifts that must be made to move from a transmission to an inquiry-based model of learning

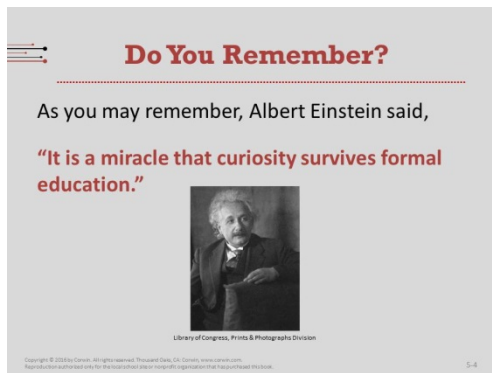
Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

5-3

B. Go over the objectives for the session.

➤ **SEGMENT 3: Approximately 15 minutes**
The Reason for Inquiry


A. Project **PowerPoint Slide 5.4.**



Do You Remember?

As you may remember, Albert Einstein said,

"It is a miracle that curiosity survives formal education."



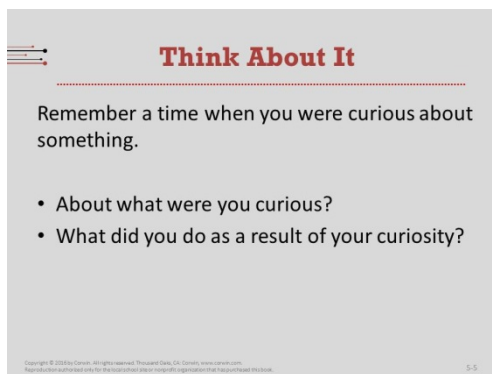
Library of Congress, Prints & Photographs Division

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

5-4

B. Remind the participants that they responded to the quote in the last session.

C. Project **PowerPoint Slide 5.5.**



Think About It

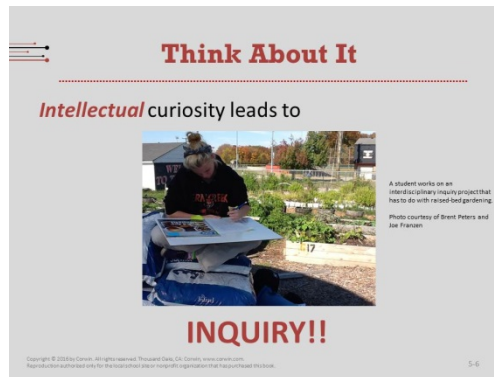
Remember a time when you were curious about something.

- About what were you curious?
- What did you do as a result of your curiosity?

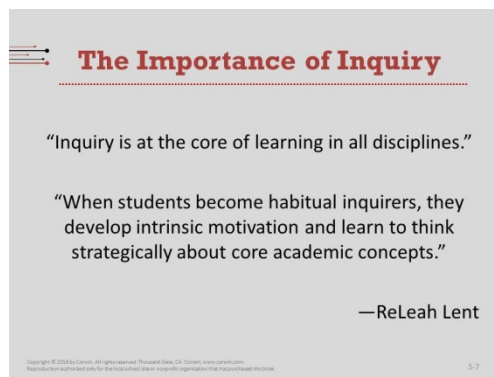
Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

5-5

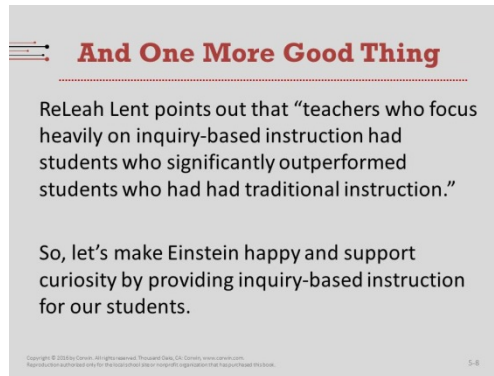
- D. Direct participants to think about the two questions for a minute.
- E. After a minute, ask participants to share their thoughts in response to the questions with others at their tables.
- F. Give participants about 5 minutes for their discussions.
- G. While the participants discuss, post the chart paper titled *Curiosity Leads To . . .*
- H. After posting the chart paper, walk through the room listening in on discussions, answering questions, and coaching as needed.
- I. At the end of five minutes, ask volunteers to complete the statement *Curiosity Leads To . . .*
- J. Chart their responses.
- K. After charting the responses, ask this question: **What if I added one word to the sentence stem: *Intellectual*?**
- L. Project animated **PowerPoint Slide 5.6.**



- M. Only the sentence stem and picture will appear initially. Ask volunteers to fill in the blank in the sentence stem.
- N. After taking a few suggestions, a mouse click will display the word *inquiry*.
- O. Explain that the rest of this session and all of the next session will focus on inquiry-based learning, which must begin with students' interest in and curiosity about the content.
- P. Project **PowerPoint Slide 5.7.**



- Q.** Go over the points on the slide, stressing the role inquiry plays in developing intrinsic motivation.
- R.** Project **PowerPoint Slide 5.8.**

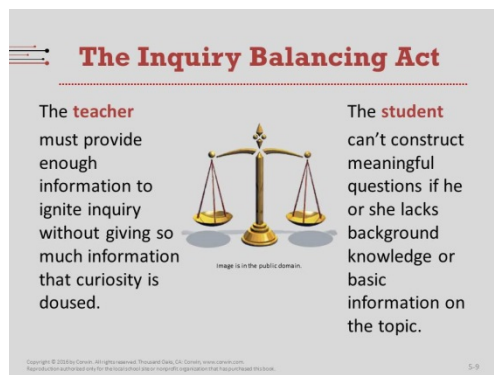


- S.** Clearly make the point that shifting to inquiry-based instruction will result not only in more engaged students but also in students who outperform those taught in a more traditional way.

➤ **SEGMENT 4: Approximately 20 minutes**

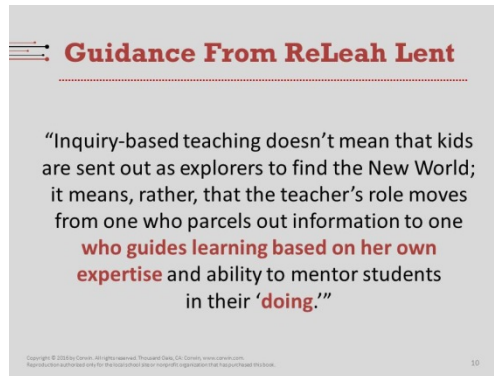
The Shift to Inquiry-Based Learning

- A.** Project **PowerPoint Slide 5.9.**

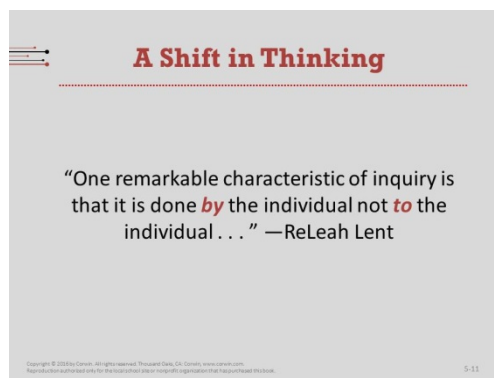


- B.** Be sure participants understand that the teacher still has to *teach* some basics, but always with an eye to how the teaching of that information can spark curiosity and lead students on a journey of discovery.

C. Project PowerPoint Slide 5.10.

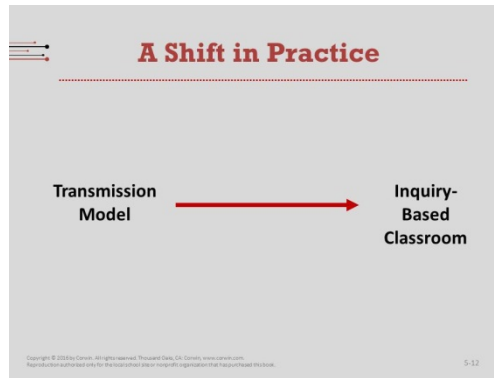


- D.** Clearly explain that inquiry-based instruction is not a free for all. The teacher is still covering the required curriculum—but doing so in a way that is more engaging to the students and that puts them in the center of their own learning.
- E.** Explain that there are basically four levels of inquiry, each level allowing students more independence than the one before it.
- F. Distribute Handout 1: Banchi and Bell's Four Levels of Inquiry.**
- G.** Go over the four levels, pointing out that this is actually a gradual release model for instruction—the teacher assumes less and less of the responsibility at each level. Students should **not** be thrown into the fourth level (open inquiry) unless they've first experienced the other levels and have enough background knowledge to generate effective inquiry questions.
- H. Project PowerPoint Slide 5.11.**



- I.** Be sure participants understand that the purpose of inquiry-based instruction is to have students learn not only content but also skills that will serve them well throughout their lives. The work must be done **by** the students as they learn how to locate, generate, and utilize new information.

J. Project PowerPoint Slide 5.12.



- K.** Make the point that if we are to engage students by having them function much like experts in our chosen field, we have to move to a more inquiry-based classroom—because the “experts” are continually inquiring, seeking to know more about the disciplines they love.
- L.** Distribute **Handout 2: Shifts for Implementing Inquiry in the Disciplines**.
- M.** Go over the points on the handout.

Bring It Back Task: Approximately 5 minutes

A. Project PowerPoint Slide 5.13.

Bring It Back Task

Read Chapter 4, **pages 112-113** from the beginning to the end of the FAQs.

This section of the text should relieve any anxiety you have about an inquiry-based classroom because it builds on the ideas we've discussed today and gives specific examples from each discipline.

While reading, jot notes about your reactions to the ideas presented. We will discuss them at the next session.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

5-13

- B.** Go over the assignment, encouraging participants to be honest in their reactions.

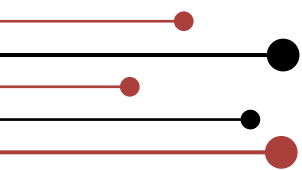
Banchi and Bell's Four Levels of Inquiry

Type of Inquiry	Reason to Use	What the Teacher Provides	What the Students Do
Confirmation Inquiry	<ul style="list-style-type: none"> To review or reinforce learning To introduce students to inquiry 	<ul style="list-style-type: none"> A question with an answer that is known in advance The method of inquiry 	<ul style="list-style-type: none"> Determine the result
Structured Inquiry	<ul style="list-style-type: none"> Scaffolding more independent inquiry Building new understanding of the content 	<ul style="list-style-type: none"> A research question The method of inquiry 	<ul style="list-style-type: none"> Generate an explanation for the evidence they uncover
Guided Inquiry	<ul style="list-style-type: none"> Allows for differentiated instruction and targeted assessment 	<ul style="list-style-type: none"> A research question 	<ul style="list-style-type: none"> Design the method of inquiry Generate an explanation for the results
Open Inquiry	<ul style="list-style-type: none"> Gives students a chance to function like experts in the field 	<ul style="list-style-type: none"> Support and guidance 	<ul style="list-style-type: none"> Derive questions Design and conduct investigations Communicate the results

Shifts for Implementing Collaboration Within the Disciplines

(Page 153 from *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

- Incorporate think-pair-share or some adaptation of this simple practice to get kids accustomed to talking to each other about your content. Don't worry if all students aren't on task at first. The more opportunities they have for quick-talk, a brief "turn and talk" in some form, the more they will learn to respond maturely to your prompt.
- Reduce whole-class instruction to shorter mini-lessons and move the actual "work," including discussions, into small groups. Instead of always explaining concepts, principles, or new information to students, for example, give them opportunities to work together to construct explanations.
- Don't panic if you discover your students have misconceptions while engaged in collaborative learning. The talk they engage in will help you know what misinformation to correct as they articulate their thinking about an essential idea. It is especially important in math and science to understand students' faulty thinking.
- Think of collaboration as the socialization of intelligence and work toward establishing an environment where students feel safe expressing their thoughts, opinions, questions, and confusions—and such risk taking often occurs first in a small group. Try to relinquish some control as the traditional teacher who imparts information and move into the role of a facilitator who elicits it.
- Create tasks that support collaborative work.



Module 6

Effective Inquiry in the Content Areas

Estimated Time: 1 hour

The goal of this module is to introduce participants to the types of questions that lead to effective inquiry. Participants will examine four stances students can adopt as they develop questions: a lawyer's stance, focusing on digging more deeply; a reporter's stance, finding experts to interview in an effort to more fully understand the topic; a detective's stance, working to solve a mystery; and a skeptic's stance, questioning the validity of the information and finding sources to support or refute it. Participants will come to understand how the background knowledge they have built previously with reading and writing activities feeds into the development of questions for effective inquiry.

Materials You Will Need:

- Chart paper
- Markers
- PowerPoint Slides **6.1–6.16**
- A piece of chart paper divided in half vertically (T-chart) with the left column labeled *Possibilities* and the right column labeled *Challenges*
- A piece of chart paper titled *Good Questions*
- A piece of chart paper titled *Skepticism Is Important Because*
- **Handout 1:** Good Questions
- **Handout 2:** Steps in Conducting an Interview

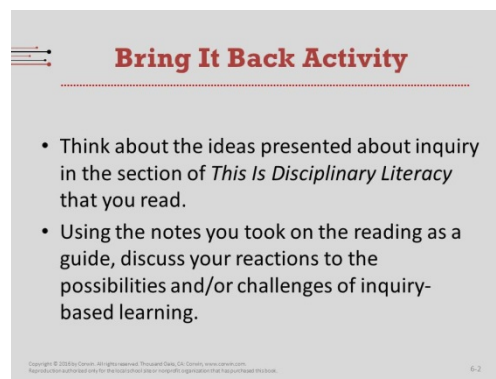
- **Handout 3:** The Skeptic Ponders a Text
- Computer and projector for projecting images
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

Overview of the Session: All times are approximate.

- SEGMENT 1: Reflecting on the Bring It Back Activity (Approximately 10 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (Approximately 5 minutes)
- SEGMENT 3: The Role of Inquiry in Building Complex Knowledge (Approximately 5 minutes)
- SEGMENT 4: Good Questions as the Springboard to Effective Inquiry (Approximately 35 minutes)
- BRING IT BACK ASSIGNMENT (Approximately 5 minutes)

➤ SEGMENT 1: Approximately 10 minutes Reflecting on the Bring It Back Activity

- A. Project **PowerPoint Slide 6.2** about 5 minutes before the scheduled start time.

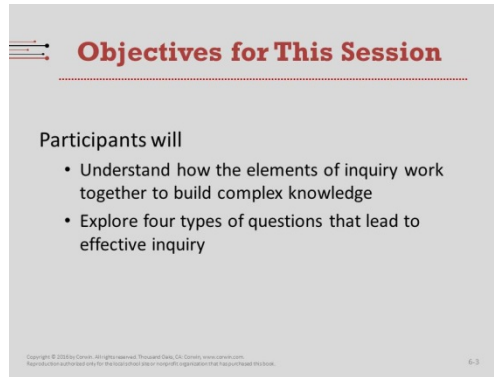


- B. Prompt participants to begin their conversations at the scheduled start time.
- C. As participants begin their discussions, post the **chart paper labeled Possibilities/Concerns**.
- D. As participants continue to discuss, walk through the room taking questions and coaching as needed.
- E. Allow **5 minutes** for the discussions.
- F. At the end of 5 minutes, ask participants to bring their conversations to a close.
- G. Ask volunteers to share what they see as exciting possibilities or possible challenges of inquiry-based learning.

- H. Offer possible solutions to the challenges and invite participants to offer solutions as well.

➤ **SEGMENT 2: Approximately 5 minutes**
Establishing the Purpose of the Session

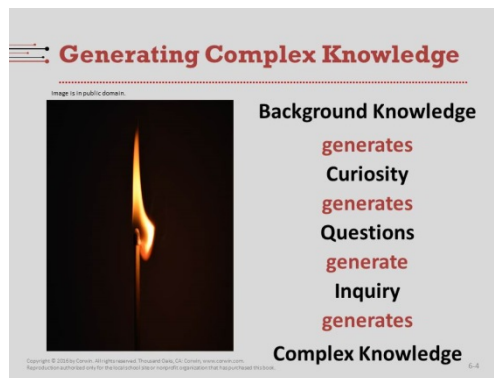
- A. Project **PowerPoint Slide 6.3**.



- B. Go over the objectives for the session.
C. Stress that this session will provide an overview of the types of practices described in Chapter 4 of *This Is Disciplinary Literacy* . . . The practices themselves will be explained in detail in the portion of the chapter they will read following the session.

➤ **SEGMENT 3: Approximately 5 minutes**
The Role of Inquiry in Building Complex Knowledge

- A. Project **animated PowerPoint Slide 6.4**.



Initially, only the title will appear. Explain that the goal of disciplinary literacy is to generate complex knowledge.

First mouse click: Explain that there is a progression in the building of this complex knowledge. First, we must build students' background knowledge. **Click the mouse.** The

reading and writing activities done in the classroom work together to build this initial knowledge.

Second and third mouse clicks: Explain that this background knowledge (**Click the mouse**) generates (**Click the mouse**) curiosity. The reading and writing activities work together to build this curiosity. Students begin to have an *authentic* need to know more.

Fourth and fifth mouse clicks: Explain that this curiosity (**Click the mouse**) generates (**Click the mouse**) questions. Students begin to ask themselves, their peers, and the teacher questions whose answers they really want to know. The power of these questions drives the learning.

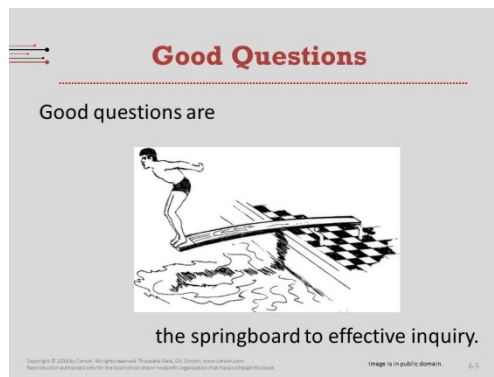
Sixth and seventh mouse clicks: Explain that the questions the students construct (**Click the mouse**) generate (**Click the mouse**) inquiry. Functioning in ways similar to those of experts in the field, students begin to investigate their areas of interest.

Eighth and ninth mouse clicks: Stress that the inquiry (**Click the mouse**) generates (**Click the mouse**) complex knowledge, which is, after all, our goal in education.

➤ **SEGMENT 4: Approximately 35 minutes**

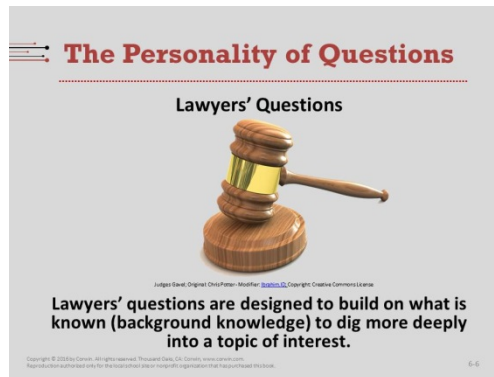
Good Questions as the Springboard to Effective Inquiry

A. Project PowerPoint Slide 6.5.



- B.** Clearly make the point that any inquiry done in the classroom is only as effective as the questions that drive the inquiry. Therefore, it is important to teach students to ask questions that will power their learning.
- C.** Explain that we are now going to take a deeper look at four types of questions that drive effective inquiry.

D. Project PowerPoint Slide 6.6.




- E.** When adopting the personality of a lawyer, student inquirers use what they already know as a platform from which to launch new questions that will deepen their understanding of a topic.
- F.** **Project a short, interesting text** to model this type of thinking. Here are some possibilities:
- "15-Year-Old Boy Discovers New Planet"
http://www.huffingtonpost.com/2015/06/11/15-year-old-new-planet-tom-wagg-hot-jupiter_n_7559158.html?utm_hp_ref=teen&ir=Teen
 - "Autonomous Vehicles Will Replace Taxi Drivers"
http://www.huffingtonpost.com/sam-tracy/autonomous-vehicles-will-b_7556660.html?utm_hp_ref=technology&ir=Technology
 - "The Digital Revolution Meets the Human Brain"
http://www.huffingtonpost.com/alvaro-fernandez/the-digital-revolution-me_b_7556038.html?utm_hp_ref=technology&ir=Technology
- G.** Tell participants that their job as you read the text aloud is to jot down questions they have related to the text, things they would like to know to more deeply understand the topic.
- H.** Ask volunteers to share their questions, continually pointing out what would make that particular question a good one for further inquiry.
- I.** Distribute **Handout 1: Good Questions**.
- J.** Ask participants to read over the handout. While they read, post the **chart paper** labeled **Good Questions**.
- K.** Have participants share out other ideas they have for questions that would drive effective inquiry.

L. Project PowerPoint Slide 6.7.

The Personality of Questions

Reporters' Questions




Reporters interview people with deep knowledge of a subject, asking questions that help them see things from an expert's point of view.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book. 6-7

M. Stress that the reason a reporter interviews someone is because that person is an *expert* on the topic the reporter is covering.

N. Project PowerPoint Slide 6.8.

21st Century Interviews



"No longer do students call for an appointment and then sit across the desk from an expert, notebook in lap. They can now reach out to just about anyone through communication tools such as Skype or email, making it easier to focus on the interview itself."

—ReLeah Lent

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book. 6-8

O. Stress the fact that interviews can now be conducted with experts anywhere in the world, but that before conducting an interview, reporters *always* read up on the topic they will discuss and on the experts themselves so that they approach the interview as an intelligent participant in the conversation.

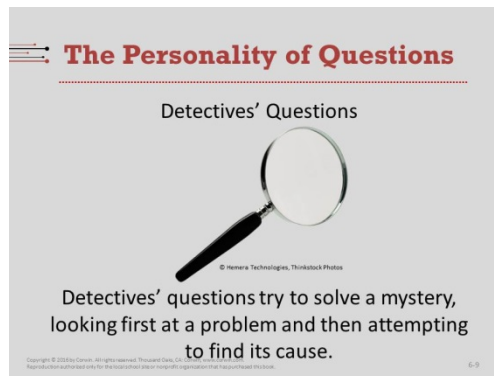
Quickly **project some examples of interviews available online**. This is just to help the teachers understand that there are sites available that students can visit to see how experts handle interviews. You will not need to take the time to read through these.

Here are some possibilities:

- NPR site for interviews
<http://www.npr.org/sections/interviews/>
- Charlie Rose with Tim Cook
<http://www.businessinsider.com/tim-cook-full-interview-with-charlie-rose-with-transcript-2014-9>
- Charlie Rose with Warren Buffet
<http://www.cnbc.com/id/44174056>
- Eva Kor: “It’s for You to Know You Forgive” (Holocaust survivor)
<http://www.npr.org/templates/transcript/transcript.php?storyId=409286734>
- “Delivering Tragic News and ‘Becoming Part of the Family’”
<http://www.npr.org/templates/transcript/transcript.php?storyId=408760059>
- Tom Brokaw’s interview with Warren Buffet
<http://www.cnbc.com/id/28725856>

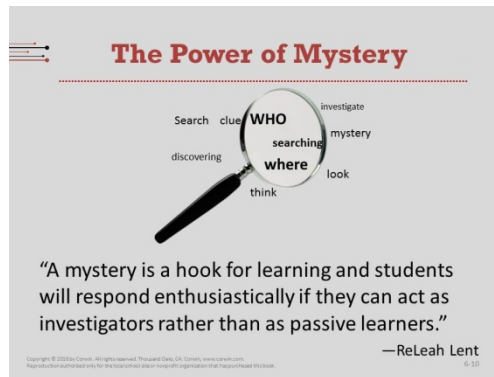
P. Distribute **Handout 2: Steps in Conducting an Interview**. Assure participants that there is a more extended explanation in the section of Chapter 4 they will read.

Q. Project **PowerPoint Slide 6.9**.



R. Point out that mysteries always start with a problem: a death, a theft, a disappearance. The detective then begins to ask the questions that will uncover the cause of the problem—Who committed the murder? Who stole? Where is the missing person?

S. Project PowerPoint Slide 6.10.



- T.** Read through the slide, stressing that giving students a mystery to solve immediately engages them with the content they are about to learn.
- U.** Project some examples of nonfiction texts based on a mystery. Explain that these are the kinds of texts that could serve as models with students. Discuss the kinds of questions asked and talk about where the answers might have been found.

Here are some possible texts:

- "How 'Gatsby' Went From a Moldering Flop to a Great American Novel"
<http://www.npr.org/templates/transcript/transcript.php?storyId=406748019>
- "Why Are Teens So Moody and Impulsive?"
http://www.huffingtonpost.com/2015/06/14/teenage-brain-neuroscience_n_7537188.html?utm_hp_ref=science
- "What Can We Do to Save the Bees?"
<http://tweentribune.com/tween56/what-can-we-do-save-bees>
- "What Would Happen if a Big Asteroid Hit the Moon?"
<http://tweentribune.com/tween56/what-would-happen-if-big-asteroid-hit-moon>
- "Can Fluoride Be Too Much of a Good Thing?"
<http://tweentribune.com/tween56/can-fluoride-be-too-much-good-thing>
- "Where Have All the Seabirds Gone?"
<http://tweentribune.com/tween56/where-have-all-seabirds-gone>
- "What Makes the Mile High City a Mile High?"
<http://tweentribune.com/tween56/what-makes-mile-high-city-mile-high>

V. Project PowerPoint Slide 6.11.

The Personality of Questions

The Skeptics' Questions

Skeptics question everything, doubting validity until they have proven it for themselves.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.


6-11

W. Read through the definition on the slide.

X. Project PowerPoint Slide 6.12.

The Value of Skepticism

"Skepticism: the mark and even the pose of the educated mind."
—John Dewey



Underwood & Underwood, Library of Congress, Washington, D.C. (negative no. of 45262-5125)

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

6-12

Note to presenter: If time is running short, skip to Y.

Y. Give participants 2 to 3 minutes to discuss the quotation in their table groups.

Z. While participants discuss, post the chart paper labeled *Skepticism Is Important Because*.

AA. Ask volunteers to share out reasons why skepticism is important. Jot them on the chart.

BB. Project PowerPoint Slide 6.13.

ReLeah Lent Reminds Us

"Students who think about information with a questioning eye learn to use inquiry in ways that will benefit them for life."

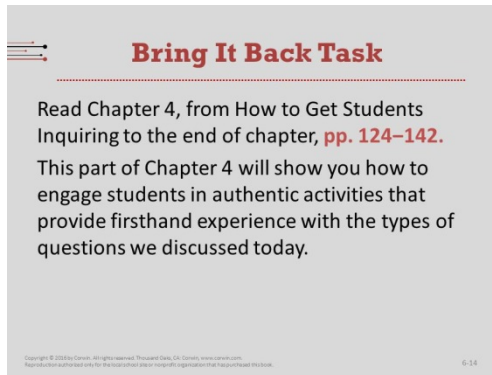
Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

6-13

- CC.** Drive home the point that we as critically literate people cannot afford to take everything we see and hear at face value. By becoming skeptics, we become more likely to rely on facts than on someone's opinion. In this age of social media and blogging, the idea of being a skeptic is critical.
- DD.** Explain that students have to be *taught* to be effectively skeptical and will need support as they learn.
- EE.** Distribute **Handout 3: The Skeptic Ponders a Text.**

Bring It Back Task: Approximately 5 minutes

- A.** Project **PowerPoint Slide 6.14.**



Bring It Back Task

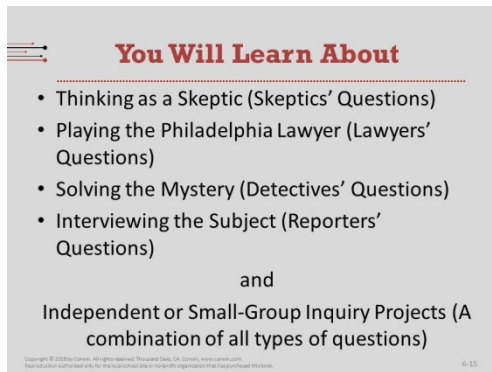
Read Chapter 4, from *How to Get Students Inquiring* to the end of chapter, **pp. 124–142.**

This part of Chapter 4 will show you how to engage students in authentic activities that provide firsthand experience with the types of questions we discussed today.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

6-14

- B.** Stress that the reading will fully explain activities that address the types of questions we've discussed today.
- C.** Project **PowerPoint Slide 6.15.**



You Will Learn About

- Thinking as a Skeptic (Skeptics' Questions)
- Playing the Philadelphia Lawyer (Lawyers' Questions)
- Solving the Mystery (Detectives' Questions)
- Interviewing the Subject (Reporters' Questions)

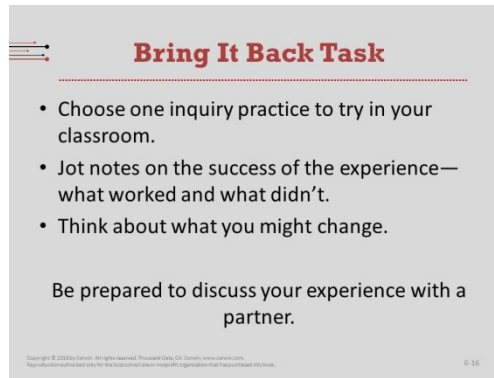
and

Independent or Small-Group Inquiry Projects (A combination of all types of questions)

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

6-15

D. Project PowerPoint Slide 6.16.



Bring It Back Task

- Choose one inquiry practice to try in your classroom.
- Jot notes on the success of the experience—what worked and what didn't.
- Think about what you might change.

Be prepared to discuss your experience with a partner.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com.
Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

6-16

E. Go over the assignment.

Good Questions

(From page 127 of *This is Disciplinary Literacy: Writing, Reading, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

- Create excitement by pulling readers into the question, making them so curious they can't wait to find out the answer
- May have more than one answer or no answer at all. Some questions are designed to prompt thinking or make a point instead of seeking an answer.
- Rarely have black-and-white answers and always require more than a simple yes or no answer
- Are not designed to stump or trick the person who is attempting to answer
- Are specific and clear
- Don't seek to move the answerer into a defensive position
- Prompt deep, sometimes transformative thinking

Steps in Conducting an Interview

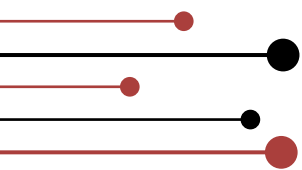
(From pages 132-133 in *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

1. Students come up with a purpose for their interview based on their prior knowledge of a topic of interest.
2. Teacher provides ideas on how to find interviewees.
3. Students determine the medium they will use to conduct the interview.
4. Students work together in small groups to develop at least 20 questions, both thoughtful initial questions and follow-up questions designed to extend the interviewee's comments. The teacher may choose to review the questions and offer suggestions before the interview.
5. Students might practice the interview with a partner.
6. The student conducts the interview and shares the information gathered in an authentic manner.

The Skeptic Ponders a Text

(Figure 4.4, page 125, from *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area* by Content Area by ReLeah Cossett Lent)

<i>What does the text say?</i>	<i>What does the text mean?</i>
<i>What has the author or creator omitted that should have been included?</i>	<i>What would you like to ask the creator or author of the text?</i>
<i>What evidence have you found to support the author's statements?</i>	<i>What evidence have you found to refute the author's statements?</i>



Module 7

The Teacher's Role in Effective Collaboration

Estimated Time: 1 hour

The goal of this module is to help participants understand the important role the teacher plays in a collaborative learning experience. After distinguishing between group work and collaborative learning, the session will explore the shifts teachers must make in both their thinking and practice for students to be successful in their collaborative learning groups and will give participants time to consider the effective use of formative assessment during collaborative learning activities.

Materials You Will Need:

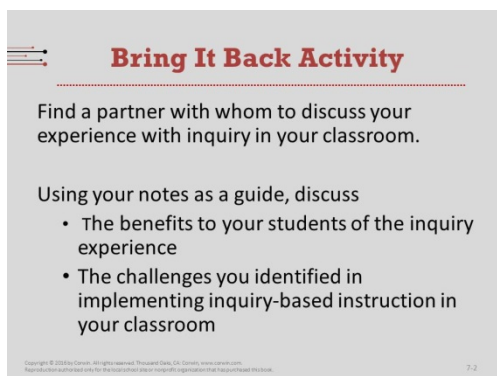
- Chart paper
- Markers
- PowerPoint Slides **7.1–7.14**
- A piece of chart paper headed *How Inquiry Benefits My Students*
- A piece of chart paper headed *How Inquiry Challenges Me*
- A piece of chart paper headed *What's on Your Checklist?*
- **Handout 1:** Shifts for Implementing Collaboration Within the Disciplines
- **Handout 2:** Tips for Incorporating Collaborative Learning
- **Handout 3:** Formative Assessment Tool for Collaborative Learning
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

Overview of the Session: All times are approximate.

- SEGMENT 1: Reflecting on the Bring It Back Activity (Approximately 10 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (Approximately 5 minutes)
- SEGMENT 3: The Benefits of Collaboration (Approximately 10 minutes)
- SEGMENT 4: The Teacher's Role in Collaborative Learning (Approximately 30 minutes)
- BRING IT BACK ASSIGNMENT (Approximately 5 minutes)

➤ SEGMENT 1: Approximately 10 minutes Reflecting on the Bring It Back Activity

- A. Project **PowerPoint Slide 7.2** about 5 minutes before the scheduled start time.



- B. Prompt participants to begin their conversations at the scheduled start time.
- C. Give participants 4–5 minutes for their discussions.
- D. As the participants discuss, post the two pieces of chart paper: **Chart Paper Headed *How Inquiry Benefits My Students*** and **Chart Paper Headed *How Inquiry Challenges Me***.
- E. Walk the room during the discussion: listening in, answering questions, and coaching as needed.
- F. At the end of 4–5 minutes, ask participants to bring their discussions to a close.
- G. First ask volunteers to share how the inquiry experience benefitted their students, jotting their ideas on the chart paper and commenting/soliciting comments as appropriate.
- H. Next ask volunteers to share how the inquiry experience challenged them as teachers, jotting their ideas on the chart paper and offering/soliciting solutions as appropriate.

➤ **SEGMENT 2: Approximately 5 minutes**
Establishing the Purpose of the Session

A. Project **PowerPoint Slide 7.3.**

Objectives for This Session

Participants will

- Distinguish between group work and collaborative learning
- Examine the teacher's role in a successful collaborative learning experience

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com.
Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

7-3

B. Go over the objectives for the session.


➤ **SEGMENT 3: Approximately 10 minutes**
The Benefits of Collaboration

A. Project **PowerPoint Slide 7.4.**

Collaboration

Merriam-Webster defines collaboration as

“working with another person or group in order to achieve or do something.”



Students in Carleen Ziemer's high school science class work on the robot while working on a project. Photo taken by Carleen Ziemer.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com.
Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

7-4

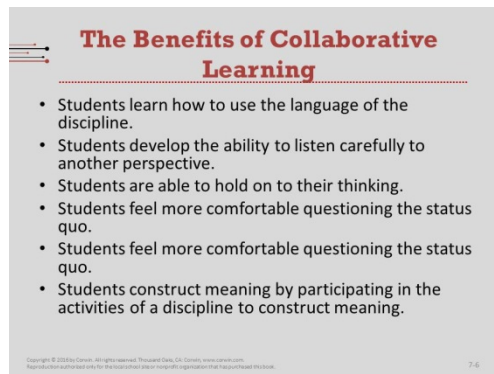
B. Go over the definition with the group.

C. Project PowerPoint Slide 7.5.



Ask volunteers to share how these definitions shape their concept of collaborative learning. Stress that collaborative learning differs from the traditional idea of group work. Instead of students working within a knowledge framework predetermined by the teacher, they are encouraged to share personal insights, opinions, and conclusions and collectively evaluate them for their accuracy and validity, building on each other's understanding to construct a deeper, more complex knowledge of the discipline. Collaboration honors the reality that *every* student brings intelligence to the task.

D. Project animated PowerPoint Slide 7.6.



E. On a mouse click, each of the benefits will appear. Be sure to stress the point that in collaborative learning experiences students should use the language of the discipline, which will help them develop a firm grasp of the concepts represented by academic vocabulary.

➤ SEGMENT 4: Approximately 30 minutes

The Teacher's Role in Collaborative Learning

- A. Explain that the teacher has an important role to play in the success of any collaborative learning experience. The stage for successful collaboration has to be set before any task involving collaboration is assigned.
- B. Distribute **Handout 1: Shifts for Implementing Collaboration within the Disciplines**.
- C. Project **PowerPoint Slide 7.7**.

Shifts for Implementing Collaboration


- Read through **Handout 1: Shifts for Implementing Collaboration in the Disciplines** with a pen/pencil in hand.
- Underline important words or ideas.
- Make notes about your reactions to the ideas presented.
- Be prepared to discuss with your table group.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

7-7

- D. Give participants 3–4 minutes to read through and annotate the handout.
- E. Project **PowerPoint Slide 7.8**.

Group Discussions



- With your table groups, discuss
 - Your initial reactions to the ideas presented in the handout
 - Which ideas you are already using
 - Which ideas will be the biggest stretch for implementation in your classroom

Students are grouped for collaborative learning in Brent Peters' 5th class. Photo courtesy of Brent Peters and Joe Frasier.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

7-8

- F. At their table groups, have participants discuss their reactions to the handout. Allow 3–5 minutes for the discussions.
- G. Ask volunteers to share their group's key comments, answering questions and coaching as appropriate.
- H. Explain that ReLeah Lent asked successful teachers to offer other teachers some tips on being successful with collaborative learning.
- I. Distribute **Handout 2: Tips for Incorporating Collaborative Learning**.
- J. Give participants 2–3 minutes to skim through the ideas presented.

K. Project PowerPoint Slide 7.9.

Now, the Burning Question

?

How do I assess
collaborative learning?

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com.
Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

7-9

L. Project PowerPoint Slide 7.10.

ReLeah Lent Advises



“... practice (and become expert at) formative assessment ... which ... unequivocally increases learning.”

ReLeah listens and takes notes as students at Fern Creek High School talk about their experiences with formative assessment.
Photo courtesy of Brent Peters and Joe Francis.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com.
Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

7-10

M. Remind participants that we discussed formative assessment in some detail in Module 3.

N. Project PowerPoint Slide 7.11 as a reminder.

Formative Versus Summative Assessment of Writing

Formative assessment occurs *during* instruction to give students feedback that redirects their thinking and deepens their knowledge about both content and written expression. It offers guidance at the moment of need.

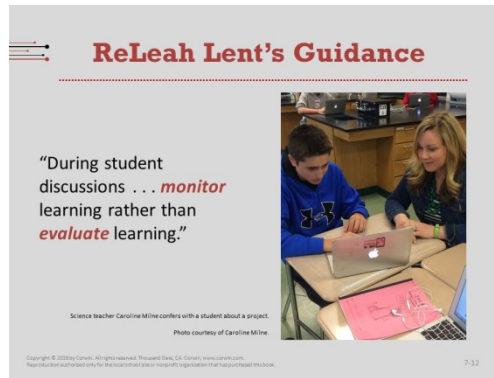
Summative assessment is provided *after* the learning to evaluate what the student has actually learned.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com.
Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

7-11

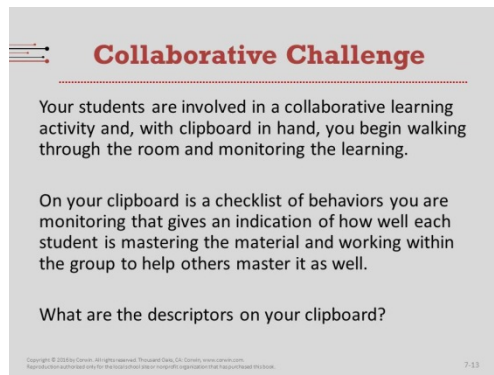
O. Point out that the use of formative assessment requires a change in stance for the teacher.

P. Project PowerPoint Slide 7.12.



Q. Ask volunteers to describe the difference between *evaluating* learning and *monitoring* learning.

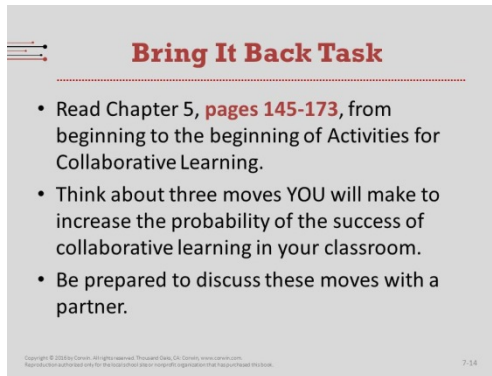
R. Project PowerPoint Slide 7.13.



- S.** In their table groups, have participants discuss the types of behaviors they would hope to see in their students that reflect their success in working collaboratively to develop complex knowledge of the disciplinary content. Give groups 4–5 minutes to discuss.
- T.** As groups begin their discussions, post the **chart paper** headed ***What's on Your Checklist?***
- U.** At the end of 4–5 minutes, ask volunteers to offer descriptors for the checklist. Post them on the chart paper.
- V.** Distribute copies of **Handout 3: Formative Assessment Tool for Collaborative Learning**.
- W.** Tell participants this is an example of a tool they might use to assess students as they work. They should feel free to make it their own, always remembering that they are assessing both the process and the product of learning. Give participants time to add in any descriptors from the anchor chart that they would like to include.

Bring It Back Task: Approximately 5 minutes

A. Project PowerPoint Slide 7.14.



Bring It Back Task

- Read Chapter 5, **pages 145-173**, from beginning to the beginning of Activities for Collaborative Learning.
- Think about three moves YOU will make to increase the probability of the success of collaborative learning in your classroom.
- Be prepared to discuss these moves with a partner.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

7-14

B. Go over the assignment.

Shifts for Implementing Inquiry Within the Disciplines

(From page 106 of *This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

- Move from working alone to working with one or more colleagues, either in the same discipline or across disciplines.
- Put “coverage” on the back burner and don’t expect to teach all the facts, focusing instead on pure learning and helping students retain knowledge by “doing.”
- Allow the inquiry process to move through its stages.
- Don’t underestimate the importance of reflection; learning logs can be invaluable during inquiry.
- Utilize formative assessment and don’t be afraid to make changes if something isn’t working.
- Teach mini-lessons during class so you can talk to everyone at once about common issues and then allow students to return to work.
- Focus on having students engage in practices rather than learning discrete skills.
- See yourself as the coach in an apprenticeship model.
- Provide examples and models from previous classes or arrange for students to talk to experts either via Skype or in person.

Tips for Incorporating Collaborative Learning

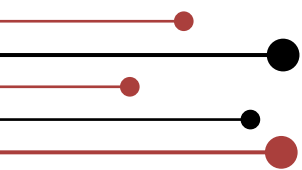
(Figure 5.2, page 164, of *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

- Show students what good conversations look like by facilitating whole-class discussions and pointing out when the discussion is going especially well—and why. Emphasize how to rephrase a student’s comment for clarity, challenge a student’s thinking with respect, press for additional information if a comment is sketchy, and encourage everyone to participate. Once students understand what productive talk looks like, you can expect them to begin using it in peer discussions.
- Relevance and autonomy sustain all learning and it’s important to make sure that speaking and listening tasks are sufficiently challenging to prompt higher-order skills. Groups formed for the purpose of answering questions on a worksheet, for example, encourage off-task behavior and an attitude of “let’s get finished with this” instead of deepening learning through intrinsic motivation.
- Make sure that you actively work the room, going from group to group as a supporter instead of as a “group” police. This is the best time to model the fine art of talk by joining in the conversation if appropriate, affirming students’ contributions through positive comments or by gently moving the conversation back on target. The goal is for students to be so immersed in their discussion that they hardly notice you’re there, not suddenly “getting on task” when they see the teacher approaching.
- Many students get distracted by the noise in the room during group work. Keeping groups at three to four helps with the noise and minimizes distractions. The teacher who offered this suggestion said she had one group that worked very productively under a table, for example.
- If you have difficulty with classroom management of small groups, observe another teacher who has a system in place for small-group work. There are many different ways of grouping students as well as instructional routines for managing groups. Try different methods and don’t become discouraged if it takes a while to make this shift.
- Have something for students to do after the group completes its work for the day such as reading, working on an ongoing project, completing items in their portfolio, and so forth.

Formative Assessment Tool for Collaborative Learning

(Figure 5.3, page 168, from *This Is Disciplinary Literacy: Reading, Writing, Thinking, Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

Student name	Uses evidence effectively	Is accountable to the group; listens and builds on others' ideas	Shows understanding of key concepts	Asks questions	Presents reasonable arguments	Interacts with peers in respectful manner



Module 8

Supporting Students as Collaborative Learners

Estimated Time: 1 hour

The goal of this module is to examine the student's role in collaborative learning. Participants will explore the importance of co-created norms in the collaborative learning experience and will be introduced to three activities that can be successfully used to incorporate collaborative learning into classrooms in every content area.

Materials You Will Need:

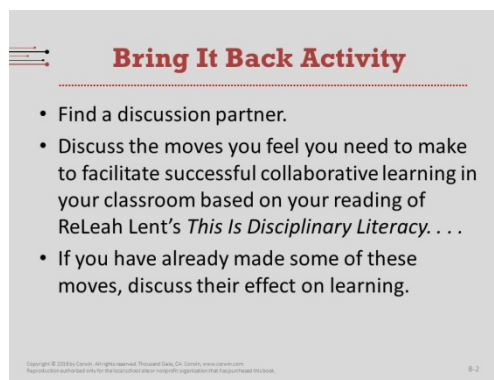
- Chart paper
- Markers
- PowerPoint Slides **8.1–8.15**
- A piece of chart paper titled *Student Accountability Means...*
- A piece of chart paper for each table group for use in an activity in Segment 3
- **Handout 1:** Sample Norms for Collaborative Learning Groups
- **Handout 2:** Student Plan for Facilitating a Discussion on the Topic of Luddites
- **Handout 3:** Student Planning Form for Service-Learning Project
- **Handout 4:** My Most Important Take-Aways About Disciplinary Literacy
- A marker or markers for each table group for use in an activity
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

Overview of the Session: All times are approximate.

- SEGMENT 1: Reflecting on the Bring It Back Activity (Approximately 10 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (Approximately 5 minutes)
- SEGMENT 3: Helping Students Understand the Basics of Collaboration (Approximately 20 minutes)
- SEGMENT 4: Collaborative Activities That Help Students Grow (Approximately 15 minutes)
- REFLECTION AND FURTHER READING (Approximately 10 minutes)

➤ SEGMENT 1: Approximately 10 minutes Reflecting on the Bring It Back Activity

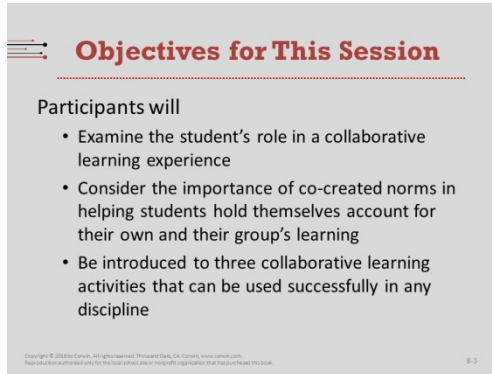
- A. Project **PowerPoint Slide 8.2** about 5 minutes before the scheduled start time.



- B. Prompt participants to begin their conversations at the scheduled start time.
- C. Allow 4 to 5 minutes for the discussions.
- D. Ask volunteers to share what they have done or plan to do.

➤ **SEGMENT 2: Approximately 5 minutes**
Establishing the Purpose of the Session

A. Project **PowerPoint 8.3 Slide**.



Objectives for This Session

Participants will

- Examine the student's role in a collaborative learning experience
- Consider the importance of co-created norms in helping students hold themselves account for their own and their group's learning
- Be introduced to three collaborative learning activities that can be used successfully in any discipline

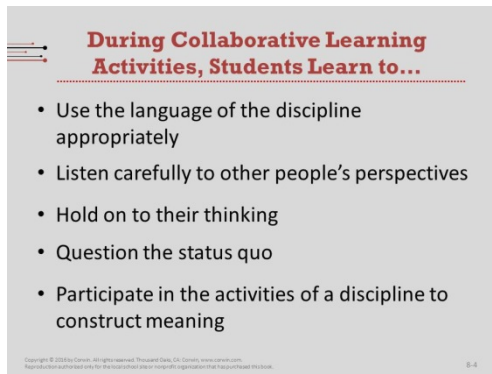
Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

B-3

B. Go over the objectives for the session.

➤ **SEGMENT 3: Approximately 20 minutes**
Helping Students Understand the Basics of Collaboration

A. Project animated **PowerPoint Slide 8.4**.



During Collaborative Learning Activities, Students Learn to...

- Use the language of the discipline appropriately
- Listen carefully to other people's perspectives
- Hold on to their thinking
- Question the status quo
- Participate in the activities of a discipline to construct meaning

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.


B-4

B. On each mouse click, a new area of learning will appear. Discuss each briefly.

C. Project **PowerPoint Slide 8.5**.

Picture This!

ReLeah Lent says,
 “The goal is for students to be so immersed in their discussion that they hardly notice you’re there, not suddenly ‘getting on task’ when they see the teacher approaching.”



In Nicolas Hegner's Senior English class, students read independently. Photo courtesy of Nicolas Hegner.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

B-5

- D. Read through the quotation on the slide.
- E. Project **PowerPoint Slide 8.6**.

However

“Kids don’t come to school knowing how to move from social to academic talk, so setting norms and scaffolding this challenging but essential skill is mandatory for success.”

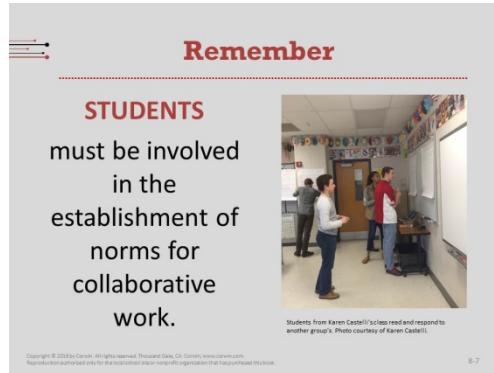
Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

B-6

- F. Set up the next activity by reminding participants that we want students so engaged that they do not even notice when we approach their groups and we want them to feel accountability for the learning to themselves and to each other. If this is going to happen, what norms will we need to have in place? (**Note to presenter:** Be sure all participants understand the meaning of the term *norms*.)
- G. Give each table group one piece of chart paper and a marker or markers.
- H. Tell them they will have about 4 minutes to come up with some norms they think are important for collaborative learning groups.
- I. At the end of 4 minutes, ask each group to post their norms.
- J. Give participants 3 to 4 minutes to walk the room, reading other groups’ suggested norms.
- K. After 3 to 4 minutes, ask participants to return to their seats.
- L. Distribute **Handout 1: Sample Norms for Collaborative Learning Groups**.
- M. Give participants a minute or two to add in any norms they saw on posters that they want to remember.
- N. Explain to participants that they should have some ideas in mind and try to guide student suggestions. It is okay to include a non-negotiable or two from your point of

view if you feel it is essential and the students have not come to it, but in general the *students* should feel that the norms belong to them. Their ownership will make them more likely to stick to the behaviors described in the norms.

O. Project PowerPoint Slide 8.7.



P. Stress that norms are developed *with* the students, not imposed *on* them.

➤ **SEGMENT 4: Approximately 15 minutes**
Collaborative Activities That Help Students Grow

A. Project animated PowerPoint Slide 8.8.



B. Remind participants that in their lives away from school—both now and in the future—constructive dialogue that leads to greater understanding is an essential skill. Such dialogues also build relationships between people and offer opportunities for growth to everyone involved.

C. Project animated PowerPoint Slide 8.9.

Some Suggested Collaborative Learning Activities

- Student-Led Whole-Group Discussions
- Seminars—With or Without Socrates
- Learning Beyond the Classroom




Photo courtesy of Brent Peters and Joe Franzen

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

8-9

D. On the mouse click, each suggested activity will appear. Explain to participants that you are going to give them a very brief overview of each activity, but that the reading they will do following the session will more fully flesh out how to involve students in each of these types of collaborative learning.

E. Project PowerPoint 8.10.

Student-Led Whole-Group Discussions

- Discipline-specific topics relevant to the unit of study are brainstormed by students with guidance from the teacher.
- Students research how the topic relates to the overall unit.
- Students then prepare an introduction and open-ended questions to guide the rest of the class in a discussion of their topic.
- Students take turns leading the discussions to build deeper knowledge for the entire group.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

8-10

F. Go over the points on the slide.

G. Distribute **Handout 2: Student Plan for Facilitating a Discussion on the Topic of Luddites**.

H. Explain to participants that this is a sample of a student's preparation for a student-led discussion. Prompt them to notice the research and thinking that was required to create this plan. Remind them that the teacher will need to coach and guide students as they prepare for these discussions.

I. Project PowerPoint Slide 8.11.

Seminars

- Value inquiry over information
- Are formal in nature and always based on a text
- Use protocols to guide the discussion
- Require a facilitator (the teacher at first to serve as a model) who takes the group back to the text as well as encouraging thoughtful responses

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.


8-11

J. Stress that these seminars engage students in lively discussions of a provocative text and that text selection is crucial. The text needs to be one on which students will have something to say.

K. Project PowerPoint Slide 8.12.

Service Learning Projects

- Immerse students in the work of the discipline
- Make a meaningful impact



Students in Jeff Farnsworth's class take a break from their classroom work to prepare the ACT. Photo courtesy of Brent Peters and Joe Francis.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

8-12

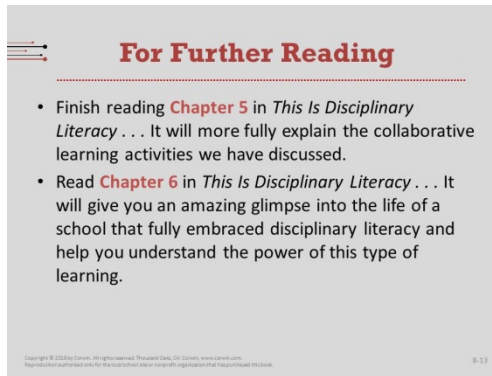
L. Explain that Chapter 6 in *This Is Disciplinary Literacy* will explain in detail how Fern Creek Traditional High School in Kentucky took disciplinary literacy to heart and spread it across the curriculum, including a service-learning project that influenced the entire community.

M. Distribute **Handout 3: Student Planning Form for Service-Learning Project.**

N. Give participants 2 to 3 minutes to go through the form.

Reflection and Further Reading: Approximately 10 minutes

A. Project PowerPoint Slide 8.13.



For Further Reading

- Finish reading **Chapter 5** in *This Is Disciplinary Literacy* . . . It will more fully explain the collaborative learning activities we have discussed.
- Read **Chapter 6** in *This Is Disciplinary Literacy* . . . It will give you an amazing glimpse into the life of a school that fully embraced disciplinary literacy and help you understand the power of this type of learning.

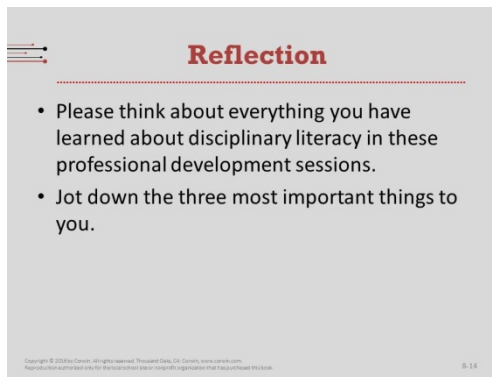
Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

8-13

B. Encourage participants to finish reading *This Is Disciplinary Literacy* . . .

C. Distribute **Handout 4: My Most Important Take-Aways About Disciplinary Literacy**.

D. Project PowerPoint Slide 8.14.



Reflection

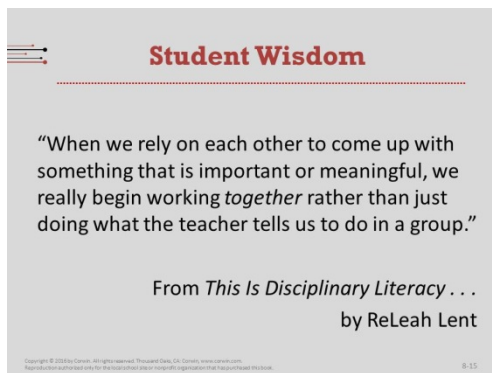
- Please think about everything you have learned about disciplinary literacy in these professional development sessions.
- Jot down the three most important things to you.

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

8-14

E. Ask participants to fill in the reflection form and leave it with you on the way out of the session.

F. As participants work, project PowerPoint Slide 8.15.



Student Wisdom

“When we rely on each other to come up with something that is important or meaningful, we really begin working *together* rather than just doing what the teacher tells us to do in a group.”

From *This Is Disciplinary Literacy* . . .
by ReLeah Lent

Copyright © 2016 by Corwin. All rights reserved. Thousand Oaks, CA: Corwin. www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

8-15

Sample Norms for Collaborative Learning Groups

(Figure 5.1, page 163, from *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

Sample norms for group discussion may include the following:

- Make sure everyone understands the purpose of the discussion.
- Listen actively and openly to what others have to say, take notes, and respond to or develop their points.
- Don't talk over each other. Wait your turn or indicate to the facilitator that you have something to say.
- When you want to challenge someone's thinking, have a reason or evidence for your objection. Always remain respectful and keep comments academic, not personal.
- Make sure your statements are accurate and credible. How do you know what you are saying is true?
- Rephrase for the purpose of clarity if you are unsure about a comment someone has made.
- Everyone contributes.

Student Plan for Facilitating a Discussion on the Topic of Luddites

(Figure 5.6, page 174, from *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

- **Background on Luddites to present to the class**

Luddites were 19th century English artisans, people who created things by hand. They didn't like the new machinery of the Industrial Revolution because things could be made faster and cheaper by machines and they were put out of business. They tried to oppose the Industrial Revolution.

- **Questions to prompt discussion about Luddites**

How could the Luddites stop a movement as large as the Industrial Revolution?

- **Follow-up questions**

Luddites often burned factories or smashed machines. What would you say to Luddites if you could go back in history?

How could the Luddites have been integrated into the Industrial Revolution?

Can you think of any modern-day Luddites?

If no one says anything, prompt them by suggesting groups such as the present-day Amish or the Hippies from the 1960s or ask them if they know anyone who rejects the use of certain common technologies such as cell phones.

- **Extra question**

The Luddites make me think of the novel and movie The Hunger Games. The people in the Districts had no power. They just wanted to live a simple life. Can you think of other books where characters were like the Luddites?

Student Planning Form for Service-Learning Project

(Figure 5.9, page 182, from *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* by ReLeah Cossett Lent)

1. Identify a goal, problem, purpose, or objective for the project.
 - How do you know there is a need?
 - Why is this project important?
 - What impact on the community (or segment of the community) will the project have?
2. What steps will you take to implement the project? Include a timeline of actions.
 - What are you going to do? How are you going to do it?
 - What will you need to complete your action?
 - Resources
 - Information
 - Permissions
 - Other
3. What possible challenges do you foresee? How do you plan to meet the challenges?
4. How will the tasks be divided among the group or class?
5. How will you share what you have learned?

My Most Important Take-Aways About Disciplinary Literacy

1.

2.

3.

Any additional comments: