Today’s session

• Consider disciplinary literacy as called for by the CCSS
• Learn about five principles for thinking about and delivering disciplinary literacy instruction
• Engage in model science lessons that include explicit instruction in disciplinary literacy practices.

Why Disciplinary Literacy?

There are nuanced differences in literacy practices across groups and disciplines.

Disciplinary Literacy Learning in Science

Read
What/How Scientists read

Write
What/How Scientists write

Talk
How Scientists talk

Do
What Scientists do
Disciplinary Literacy

Disciplinary Literacy: discrete skills and specialized strategies needed for disciplinary learning

Intermediate Literacy: comprehension strategies, building vocabulary, fluency

Basic Literacy: alphabetic principles, print concepts, high frequency words, decoding

Water on Mars?

What did you experience?
- What literacy practices and skills did you employ to make meaning?
- What background knowledge did you need?
- What challenges did you have in understanding the information?
- What challenges do you think your students would have?

5 Fundamental Principles
- Students should acquire literacy expertise while in the pursuit of disciplinary knowledge and inquiry skill.
- Attention to disciplinary literacy instruction should begin as soon as students enter school – before would be even better!
- When travelling into the world of disciplinary knowledge, it is best to situate literacy as a set of tools not a set of goals.
- Text should never bear the entire burden for delivering knowledge.
- Participation in a disciplinary community is key to acquiring disciplinary expertise and literacy.

Strategy Guide Experiences

Hands-on Experience and Text: Properties of Matter
Shared Expertise Discussions: Regional Climate

Thank you for your participation!

To learn more:

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