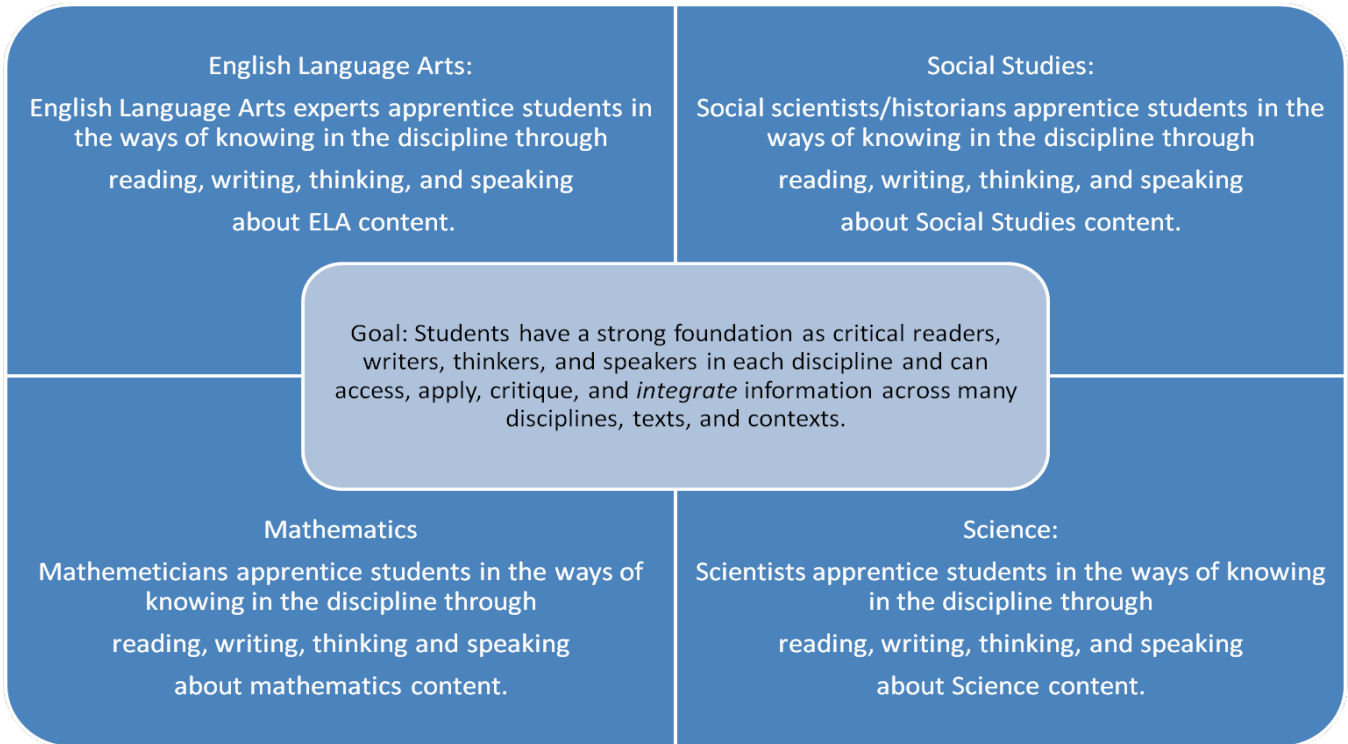


Communities of Practice



Lisa Messina
Disciplinary Literacy Network (2011)

Think Aloud Activity

After you do <i>your</i> think aloud:	After you listen to <i>your partner's</i> think aloud:
What did you notice about your own reading process?	What did you notice about your partner's reading process?
What did you learn/figure out about the text?	What did you learn/figure out about the text by listening to your partner?

From *Reading for Understanding*...

Focused on:	Questions:
Images:	Predictions:

Types of READING we want students to be able to do in each discipline:	
<p>ELA</p> <ul style="list-style-type: none"> • Novels (wide range of genres) • Plays • Short stories • Poems • Essays • Memoirs • Biography/Autobiography • Literary non-fiction • Articles 	<p>Social Studies</p> <ul style="list-style-type: none"> • Textbooks • Timelines <p>Primary Sources:</p> <ul style="list-style-type: none"> • Periodicals • Legal documents • Journals • Diaries • Logs • Speeches • Maps • Financials documents • Letters • Graphs • Quotes • Records • Rosters • Manuscripts • Websites <p>Literature</p> <ul style="list-style-type: none"> • Plays • Historical fiction • Poetry
<p>Science</p> <ul style="list-style-type: none"> • Textbooks • Science articles/magazines • Procedures/lab directions • Arguments/debates • Websites • Visuals, graphs, tables • Nonfiction picture books • Nonfiction books • Biographies of scientists • Science fiction • Literary nonfiction 	<p>Math</p> <ul style="list-style-type: none"> • Articles (newspaper, newsmagazines, journals) with mathematical ideas • Open response problems • Symbols and explanations of symbols • Visuals (graphs, charts, pictures) • Word problems • Data/conclusions • Technology and multimedia texts

Types of WRITING we want students to be able to do in each discipline:	
<p>ELA</p> <ul style="list-style-type: none"> • Novels • Literary analysis essays • Personal essays • Memoirs • Poems • Short stories • Prompted writing (essays and short responses) • Feature articles • Persuasive essays (editorials, speeches, debates) • Writer’s notebook entries • Responses to Literature • Letters • Journal reflections 	<p>Social Studies</p> <ul style="list-style-type: none"> • Document-Based Questions • Persuasive essays • Speeches • Editorials • Research papers • Interviews • Dialogues • Political cartoons • Journals • Historical poems
<p>Science</p> <ul style="list-style-type: none"> • Research papers/reports • Articles, feature articles • Abstracts • Proposals • Pamphlets • Journals • Specifications • Analogies • Skits • Creative Writing • Comic Strips • Drawing and Labeling • Emails, letters • Lab notes/observation notes • Persuasive arguments using evidence • Labs (conclusions) 	<p>Math</p> <ul style="list-style-type: none"> • Reflections • Open-response answers • Explanations • Questions

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| <ul style="list-style-type: none"> • Scripts for presentations • Posters | |
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Selection Criteria/Expectations for Participants:

Coaches and teachers in the network serve as leaders in disciplinary literacy in the schools.

Therefore, participants must be:

- Committed to deepening their understanding of adolescent literacy and supporting the literacy development of students in their disciplines.
- Committed to working together in a network of educators to create a vision for supporting the literacy development of students across all disciplines.
- Willing to serve as laboratory classrooms for supporting the literacy development of students in their disciplines during the network and in the future upper schools.
- Willing and able to take on the leadership role of facilitating disciplinary work with upper school teams. Leadership roles may include:
 - Facilitating content-area and interdisciplinary collaboration in which teachers:
 - Establish a vision for literacy work across the day.
 - Collaborate to support and challenge all students across disciplines.
 - Use protocols to look at student and teacher work.
 - Participating in coaching that includes the expertise of ELA Literacy coaches, content-area coaches and teacher leaders in each discipline.
 - Serving as a lab classroom where coaches (literacy and content coaches) and teachers can observe literacy practices in a content-specific context, reflect on lessons with colleagues, and refine curriculum and instruction.
 - Designing curriculum and instruction for discipline-specific and interdisciplinary work that supports students' literacy development.
 - Serving on a literacy leadership team that provides direction and support for literacy development through data and program analysis.