



Oregon's
Instructional Frameworks | Adolescent Literacy

COLLABORATIVE LEARNING GUIDE

Leading for Disciplinary Literacy



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Overview

This Collaborative Learning Session (CLS) is intended to complement Oregon's Adolescent Literacy Framework and extend the learning in the Leading Literacy Across the Disciplines Module, an asynchronous learning experience. The CLS Guide is designed to

- ⦿ support a structured facilitation session based on content from Oregon's Adolescent Literacy Framework and the aligned asynchronous professional learning module.
- ⦿ invite instructional leaders to explore and deepen their understanding of disciplinary literacy by reflecting on personal experiences, examining schoolwide beliefs and analyzing authentic disciplinary texts.
- ⦿ through hands-on engagement and collaborative discussion, participants will identify key literacy demands within content areas and develop actionable next steps to support stronger literacy practices across the curriculum.
- ⦿ structured to support reflection and learning across a variety of contexts for leaders, including use for site-based leadership teams, school leaders across one district, school leaders across multiple districts, or within Educational Service Districts (ESDs).
- ⦿ take approximately 60 minutes, with optional extension activities that would lengthen the session to 90 minutes.

Facilitator Preparation

Adaptive Facilitation: Making the CLS Your Own

The agenda in this guide serves as a reference for those who prefer an agenda that is ready to implement. Facilitators can decide to adjust the agenda to better meet the needs of the team. This may include additional reflection time, work time for teachers to engage in activities, review of materials or feedback opportunities.

CLS agendas are written with a range of session timings and audiences in mind. As a facilitator grounded in your own context and community, you may need to adapt portions of the agendas for the

time you have allotted for professional learning, how well you know your audience, the group size and space you are working with and the relevance of session-specific content.

As you prepare to adapt the CLS for your group, consider the following questions:

- ⦿ Who are your participants and what are their learning needs and preferences?
- ⦿ How familiar are your participants with Oregon's Adolescent Literacy Framework?
- ⦿ What instructional or schoolwide literacy goals are you exploring in this session?
- ⦿ What time and space do you have to prepare for facilitation?
- ⦿ How will participants engage? (small-group discussion, role play, individual journaling)
- ⦿ What steps or scaffolds will you use to guide the learning experience?

Review Oregon's Adolescent Literacy Framework Resources

This session references and builds upon pages 14–16 from the [Oregon Adolescent Literacy Framework](#).

Prepare for Facilitation

The agenda offers the group the opportunity to select which content area or discipline to use with the protocol. There are examples provided in this guide. If you would like to use texts from your school site, here are some suggestions for selecting a text:

What is an effective disciplinary text for this activity? A high-quality text

- ⦿ represents authentic disciplinary work or what an expert in the field would actually use,
- ⦿ is discipline-specific, and
- ⦿ offers opportunities to deepen conversations.

Non-examples include the following:

- ⦿ Generic reading passages
- ⦿ Simplified or decontextualized worksheets

- ⦿ Summaries created by the teacher that replace the original text and remove its disciplinary complexity (e.g., simplifying a primary source into a brief paraphrase instead of having students work with the source itself)
- ⦿ Texts that are simplified for students, removing any disciplinary complexity, such as a social studies textbook paragraph that simply "tells" what happened without allowing students to engage with conflicting accounts or primary sources

Note: While these types of text may have a role in your classroom instruction, particularly when drawn from high-quality instructional materials (HQIM), they may not support the rich reflection and discussion that is the goal of this activity.

While you will engage with just one text during this session, the protocol is designed to be flexible and can be repeated with a variety of texts across different subject areas. It can also be adapted for use with teachers at individual school sites to support ongoing exploration of disciplinary literacy.

Suggested Meeting Agenda

Meeting Materials

- ⦿ Oregon's Adolescent Literacy Framework
- ⦿ Disciplinary Belief Cards
- ⦿ Placement Chart
- ⦿ Collaborative Inquiry Protocol for Disciplinary Literacy
- ⦿ Selected Text

Learning Goals

Participants will

- ⦿ reflect on personal and sitewide beliefs about literacy,
- ⦿ examine a shared definition of disciplinary literacy from Oregon's Adolescent Literacy Framework,
- ⦿ engage with an authentic disciplinary text as learners, and
- ⦿ identify key disciplinary literacy skills and implications for instructional practice.

Success Criteria

Participants will

- ⦿ identify patterns in beliefs and mindsets about literacy at their site,
- ⦿ use their own words to describe disciplinary literacy as defined in Oregon's Adolescent Literacy Framework,
- ⦿ describe the literacy demands of an authentic disciplinary text, and
- ⦿ develop a practical next step to build shared responsibility for literacy.

Essential Questions for Learning and Discussion

- ⦿ What ideas and beliefs about literacy are present at our school site?

- ⦿ How can we better support educators in making disciplinary literacy visible to ourselves and our students?

Facilitator Agenda

Time	Learning Progression and Facilitator Guidance	Materials
10 minutes	<p>Opening and Welcome</p> <p>Frame Learning</p> <p>Prompt participants to take 2–3 minutes to journal:</p> <ul style="list-style-type: none"> • What early memories do you have about your own literacy learning? • What made you feel confident? What made you doubt yourself? • How do those experiences shape how you teach or support teachers today? <p>Invite participants to share responses with a partner.</p> <p>Share learning goals and success criteria.</p>	
10 minutes	<p>Exploring Disciplinary Literacy at Our Site</p> <p>Distribute a set of belief cards and a placement chart for organizing statements (materials can be found below), with statements such as</p> <ul style="list-style-type: none"> • “Literacy instruction is primarily the responsibility of language arts teachers.” • “Students regularly have time to read, write and discuss in class.” • “Some students just aren’t ready for complex texts.” • “Students use real texts (journals, primary sources, proofs) to help them think and talk like scientists, historians, artists and other professionals.” • My content area isn’t about reading—it’s about doing.” • “Literacy is foundational to critical thinking and problem-solving across all disciplines.” • “Collaboration among teachers can lead to innovative literacy instruction strategies.” • “Students benefit from explicit instruction in reading and writing strategies.” • “Some students are too far behind to read for learning in my content area.” • “All students, including those with disabilities, can engage with complex texts when provided with the right supports and scaffolds.” • “Integrating students’ home languages and cultural knowledge strengthens their literacy development in all content areas.” • “Writing is a powerful tool for deepening understanding in every discipline, not just language arts.” • “Frequent opportunities for academic discussion help students clarify their thinking, build vocabulary and strengthen literacy skills.” <p>Teams sort the statements by the following categories:</p> <ul style="list-style-type: none"> • Shows up a lot at our site • Sometimes shows up 	<p>Disciplinary Belief Cards</p> <p>Placement Chart</p>



	<ul style="list-style-type: none"> ● Not present yet ● Not sure or need more info <p>Take a minute to review where the statements were placed across the categories. Discuss in small groups. You may have groups use the following discussion prompts:</p> <ul style="list-style-type: none"> ● Which beliefs show up most frequently? ● What do you notice about the beliefs that show up under "shows up a lot at our site"? ● What do you notice about the beliefs that show up under "not yet present"? ● What inferences can we make about our sitewide literacy beliefs based on this activity? 	
5 minutes	<p>Defining Disciplinary Literacy</p> <p>Invite participants to read the Oregon Adolescent Literacy Framework, pages 14–16, under the heading Disciplinary Literacy.</p> <p>As a group, discuss: What is disciplinary literacy?</p> <p>Select a content area or discipline for the inquiry. (Note that this can be repeated with different texts and different content areas.)</p> <p>Capture learner thinking in a collective space that you can reference at a later time. This may include a whiteboard, chart paper or a digital tool.</p>	<p>Oregon Adolescent Literacy Framework, pages 14-16</p>
20 minutes	<p>Collaborative Inquiry Protocol for Disciplinary Literacy</p> <p>Introduce the protocol.</p> <p>Remind participants that this is an opportunity to notice what we do as readers as we make sense of complex text.</p>	<p>Collaborative Inquiry Protocol for Disciplinary Literacy</p> <p>Selected Text (see guidance above on page 2)</p>
10 minutes	<p>Reflecting and Expanding Disciplinary Literacy</p> <p>After completing the protocol and capturing the reading process for the disciplinary text, guide participants to zoom out and consider the bigger picture. Ask them to connect what they observed in the protocol to the broader concepts of disciplinary literacy from Oregon's Adolescent Literacy Framework.</p> <p>In small groups, invite participants to revisit their earlier notes on disciplinary literacy and discuss the following questions:</p> <p>What specific disciplinary literacy skills would you add based on how you and your colleagues made sense of the text?</p> <p>What supports do teachers need to increase opportunities for reading, writing and talking in their disciplines?</p> <p>What supports do students need for reading, writing and talking in their disciplines?</p> <p>What supports do you need to lead teachers in your building in disciplinary literacy work?</p>	

5 minutes	<p>Closing</p> <p>Using pair–share or as a whole group, ask participants to reflect on the following prompts:</p> <ul style="list-style-type: none"> • “After today, I’m ready to…” • “One question I want to ask my team is…” • “One practical next step I can take to build shared responsibility for literacy is…” 	
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Optional Extension Activities

- ⦿ **Expand the conversation beyond the team to uncover teacher beliefs by using the [Teacher Sense of Efficacy in Literacy Instruction Survey](#).** This research-based tool helps surface what teachers believe they can do to support student literacy—a factor often more predictive of classroom behavior than content knowledge alone. By administering the survey, your team can uncover patterns in teacher beliefs that may be shaping instructional practices and student outcomes, identify areas of strength where educators feel confident and could serve as peer mentors, and highlight areas of lower efficacy that can inform targeted professional learning, coaching, or resource supports. Unlike anecdotal input, this approach offers a systematic way to elevate teacher voice in the improvement process.

 - **Tip:** If your team isn’t ready to conduct the full survey, consider adapting a few key items into a reflection or discussion protocol during grade-level or department meetings. This can help spark meaningful dialogue about instructional confidence while surfacing both bright spots and unseen barriers.
- ⦿ **Expand the conversation by engaging teachers in the [Exploring Disciplinary Literacy at Our Site](#) activity** completed during the CLS. After the activity, consider what you noticed about the similarities and differences between the leadership team and teachers’ reflections. This can help spark meaningful dialogue about discipline literacy beliefs between teachers and administrators.

Suggested Participant Agenda

Essential Questions for Learning and Discussion

- ⦿ What ideas and beliefs about literacy are present at our school site?
- ⦿ How can we better support educators in making disciplinary literacy visible to ourselves and our students?

Learning Goals

Participants will

- ⦿ reflect on personal and sitewide beliefs about literacy,
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Success Criteria

Participants will

- ⦿ identify patterns in beliefs and mindsets about literacy at their site,
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- ⦿ describe the literacy demands of an authentic disciplinary text, and
- ⦿ develop a practical next step to build shared responsibility for literacy.



CLS Meeting Agenda

Time	Agenda
10 minutes	Opening and Welcome
10 minutes	Exploring Disciplinary Literacy at Our Site
5 minutes	Defining Disciplinary Literacy
20 minutes	Collaborative Inquiry Protocol for Disciplinary Literacy
10 minutes	Reflecting and Expanding Disciplinary Literacy
5 minutes	Closing

Disciplinary Belief Cards

Literacy instruction is primarily the responsibility of language arts teachers.	Students regularly have time to read, write and discuss in class.	Some students just aren't ready for complex texts.	Students use real texts (journals, primary sources, proofs) to help them think and talk like scientists, historians, artists and other professionals.
My content area isn't about reading—it's about doing.	Literacy is foundational to critical thinking and problem-solving across all disciplines.	Collaboration among teachers can lead to innovative literacy instruction strategies.	Students benefit from explicit instruction in reading and writing strategies.
Some students are too far behind to read for learning in my content area.	All students, including those with disabilities, can engage with complex texts when provided with the right supports and scaffolds.	Integrating students' home languages and cultural knowledge strengthens their literacy development in all content areas.	Writing is a powerful tool for deepening understanding in every discipline, not just language arts.
Frequent opportunities for academic discussion help students clarify their thinking, build vocabulary and strengthen literacy skills.			

Placement Chart

Shows up a lot at our site	Sometimes shows up	Not present yet	Not sure or need more info

Collaborative Inquiry Protocol for Disciplinary Literacy

Purpose: This protocol serves multiple purposes. First, it is designed to slow down the reading process to make visible the various ways we read, interpret, and make sense of the text. Second, it highlights discipline-specific approaches to reading and understanding the content of a text.

School leaders can use this protocol with content-based school teams in inquiry-based activities to explore what literacy looks like within and across content area disciplines (e.g., math, science, social science, health and physical education). The protocol prompts participants to experience disciplinary literacy as learners and helps teams analyze how expert readers approach texts in a given discipline and what supports students may need to do the same.

Step 1: Introduce the text

Introduce the disciplinary text. Share any relevant context, such as where it comes from, how it is typically used in the discipline and why it matters.

Step 2: Individual Reading

Read the text silently, using the strategies you normally rely on when trying to understand something.

Step 3: Individual Reflection (Writing)

Take a few minutes to make some notes about the processes you used to make sense of this text.

For example, even if you weren't explicitly aware of them while you were reading, what strategies or approaches did you use to engage with or make sense of the text? Where was the text unclear? What did you do to make sense of it at that point? What problems remain, if any?

Step 4: Group Share

Share your reading processes with the group. Listen for similarities and differences in how team members approached the text.

Step 5: Analyze the Disciplinary Demands

As a group, discuss the specific literacy skills required to engage with this text in the discipline. Consider

- ⦿ What literacy skills are needed for students to make meaning of this text?



- ⦿ What language skills, background knowledge, and vocabulary will students need to engage with this text effectively?
- ⦿ How do expert practitioners in this discipline think, communicate and engage with similar texts (e.g., what do they sound like, talk like and do)? What makes literacy in this discipline unique?
- ⦿ What cognitive processes or habits of thinking are required to engage with this text?
- ⦿ What would teachers need to do to make these practices visible to students?
- ⦿ If you were observing a classroom, what would you see or hear that would demonstrate these practices are in place?