Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom (6–12)

MAISA GELN 6–12 Disciplinary Literacy Task Force
https://www.youtube.com/watch?v=qrKElCspXwE

Jenelle Williams: This is Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom, grades 6 to 12. Welcome, we're glad you decided to join us today. Here are the intended outcomes for this webinar. First, provide background and context for the essential practices in disciplinary literacy six to twelve. Second, provide a rationale for working toward disciplinary literacy. Third, highlight helpful approaches and resources. Fourth, consider connections to current work in each discipline. And fifth, explain upcoming statewide supports.

Elizabeth Birr Moje: Hello. Welcome to this overview of the essential practices for disciplinary literacy instruction. I'm Elizabeth Birr Moje and I'm very fortunate to serve as the Dean of the School of Education at the University of Michigan, where we were involved in helping to launch the essential practices in disciplinary literacy instruction. I'm here today to talk with you a bit about the origin of those practices. How did they come to be? What inspired this kind of effort? Well I would say actually what inspires the disciplinary literacy practices is the idea that literacy learning never ends. Sometimes we think that people learn literacy when they're very young and then they're just equipped to go on and read and write and do all the kinds of things they need to do to learn and to do work and to live in the everyday world. But in reality, all literacy learning is domain specific. It's all attached to some particular set of practices, some particular purpose, and it's done for particular audiences. And that's what we mean when we talk about disciplinary literacy. We're talking about the kinds of literacy practices that are situated in and mediated by the disciplines, the disciplines like the natural sciences, or history, or mathematics or literature. All of those different areas of study have particular ways of reading and writing, particular ways of communicating. And that communication practice involves written word literacy and it means that we have to make sure that we're inviting people into those practices, helping them learn them with proficiency, and moving them into higher and higher levels of proficiency in those disciplines.

The disciplinary literacy practices are an important part of all learning. In fact, no one can learn in a discipline or in any domain without language. And so we have to make sure that we're always working with our children and our youth, and adults for that matter, to help them really learn with high levels of skill in different domains, including the disciplines. Now where did the essential practices for disciplinary literacy instruction come from? That's a, a different question. About five, six years ago, one of my colleagues, Nell Duke, worked with the state of Michigan to really think about the essential practices for instruction in the preschool and early grades, preschool through third grade. After a certain point in time we realized, as I just said, literacy learning never ends. We needed essential instructional practices, not only for preschool through grade three, but for all of the other grades.

Another colleague, Annemarie Palincsar, helped to generate the essential practices for literacy instruction in grades four and five. She worked with a number of different colleagues across the state, and graduate students and researchers here at the University of Michigan, to create a draft set of practices that were then vetted by all sorts of other teachers, teacher leaders, instructional coaches, literacy specialists all over the state. That also happened, of course, with the preschool through third grade essential practices. Then we were left thinking, hmm, literacy learning never ends and once again, we had to figure out what we were going to do to form a set of essential practices for grades 6 through 12. The challenge there of course is the disciplines.

So we decided as a collective, again, this is a large group of people working across the entire state of Michigan, we decided that we needed to think about literacy practices in at least four major disciplines. So we worked together colleagues here at the University of Michigan, Dr. Darin Stockdill and Dr. Michelle Kwok joined me in drafting an initial set of essential practices for disciplinary literacy instruction across the four disciplines, the English language arts, mathematics, the sciences, and the social sciences. With those launch practices, those draft practices in mind, we, just like the pre through third grade and the fourth and fifth grade practice groups, we gathered with a collective of people across the state of Michigan and drafted and redrafted and vetted and re-vetted these practices so that we were really thinking about all the different ways that people think about disciplinary literacy across the state. We made sure to include attention to the state standards, to different kinds of benchmarks that people need to work on as teachers and as leaders, and to make sure that these were fully aligned so that we weren't introducing a whole new set of activities, a whole new set of demands on teachers.

These practices are intended to really support teachers as they work through a unit of instruction. Unlike the early grades where we are expecting that these practices will happen every day in every classroom, the disciplinary literacy practices are expected to be used across a unit of instruction because, of course, middle school and high school teachers move through a day with different sets of students. And so we urge teachers to think about how these practices can get integrated over the life cycle of that unit.

The practices are 10 different essential practices with lots and lots of sub practices, lots of information to help teachers think about what they should be doing to really support young people in learning those literacy practices in their different disciplinary domains. We also think these practices help to produce equity and justice in education. Now some people might think that seems strange, you're talking about learning in the disciplines and that seems to be very focused on learning conventions, learning particular ways of doing things that are associated with power and privilege. But in fact, our stance is that learning how to be a participant, to be a member of different disciplines, and learning the language practices is actually critical to equity. I can't engage in a critique of the way things are done if I actually don't know how to do them myself. I can't participate in the community in the discourse community if I can't speak and read and write and listen in ways that are valued by the members of the community. It doesn't mean that we're teaching children to become little historians or little scientists. But in fact, we're

teaching them to have power and agency so that they can fully participate in those disciplines and they can help us see the gaps and the problems in those disciplinary areas. They can ask questions about knowledge, they can wonder about how did this come to be, why do we do things this way? They can only do that if they're really full members of those disciplinary discourse communities

So just what is disciplinary literacy? You know, I like to define disciplinary literacy by saying what it is not. And that should call up for some people watching this the Frayer model where we think about what something is and what it is not as a way of really fully defining it, conceptually defining it. And actually the Frayer model is something we can use in disciplinary literacy instruction. It's a content literacy strategy but it's actually very useful inside disciplinary literacy.

So what is disciplinary literacy and what is it not? Well it's not merely teaching vocabulary. That's such an important point because so many times we think, oh this is about the technical language of the disciplines. It's actually about so much more. It's about ways of knowing, ways of doing things, and at its core, disciplinary literacy is about inquiry. Because what do people do in the disciplines? They ask questions, they pose problems, they think about puzzles in our existence in the world, and they try to address those, they try to solve them. When we engage in disciplinary teaching, that doesn't start with inquiry. We're not actually matching the practices of the discipline. So this is a critical piece of our work in disciplinary literacy. We always start with inquiry, and then we might teach technical vocabulary, we might teach how to write in ways that match the writing of scientists, or how to read like an historian, but we do that inside that inquiry frame so it always starts with inquiry and we must always engage our students in the practices of the discipline if we're going to really be teaching disciplinary literacy.

Once we engage in those practices, then we're teaching them how to read, how to write, how to listen, how to communicate in the ways that match those of the discipline. And we're also asking our students how to think about those ways with words, how to think about the representations and examine them and decide, are they always useful, are they always valuable, or should we find other ways to communicate? That's the part of disciplinary literacy that empowers students.

Sometimes people ask us, how did you land on a set of practices? We had to make some decisions. We were only choosing 10 essential practices. How did we decide? Well some of it is based on what we know needs to be done, what will give us the most leverage for future disciplinary instruction. These are the base practices that we want to see. As I've said before, in units of instruction, we want to see these wrapping through the units. So we've done a lot of work to study disciplinary literacy and to think about the essential practices, and actually proposed a framework or heuristic in some of our earlier work as a research team, to think about engaging young people in the practices of the discipline, then supporting them in engaging in those practices by what we call engineering or scaffolding their, their skill, their knowledge, their ability to engage in these practices. We've also proposed the idea that we

need to engage them in examining the practices and then evaluating. We call these the four Es so we started with that set of practices, that heuristic, and then really tried to think about what does it mean to engage in the practices of the discipline. So we did a lot of research, we asked a lot of members of the disciplines, what do you do on a regular basis in your particular discipline? And then we looked at the places that reading and writing fit into those practices. With that in mind, we were able to think about how would we engineer, what are the essential practices that would engineer the skill and the knowledge that students would need to engage. And then we unpacked the ways that we would have students examining the practices and evaluating the practices. So over time we were able to pull those apart through our research and then, as I've said, we've proposed these to our colleagues across the state. And with disciplinary experts, with teachers in all the different disciplines, we walked through and refined those practices so they matched teacher, expert teachers understandings of the disciplinary practices and were rendered in a language that made sense with our different standards in the state and with the different practices that teachers engage in on a daily basis.

One of the things we want to think about is how these documents as a set should be used across our state. They're not simply a set of rubrics that we hand to teachers and say good luck, have at it, here's what you should do. We actually want to engage in really robust professional learning with teachers, we want to work together to think about how to enact these practices over time, and we want to be able to learn from teachers as they're enacting those practices. So this is a long-term professional learning goal. This is not something that, you know, we can wipe our hands and say we're done we've, we've set out the practices, good luck to you. It's also not a checklist, it's not something that should be used for evaluation. It may guide how leaders think about what they should be seeing in teachers' classrooms, but that guidance should then turn into ways that leaders can support teachers by helping them find the different kinds of professional learning opportunities that will be offered all across the state, or by working with them to think through the practices, by building professional learning communities in their schools to really think through how we engage in these practices in ways that are meaningful, and in ways that are going to help all our students learn.

Darin Stockdill: Hi, I'm Darin Stockdill the design coordinator at CEDER in the School of Education for the University of Michigan. CEDER is the Center for Education Design Evaluation and Research. I'm here to follow up on some of Dr. Moje's comments and thoughts about disciplinary literacy and the essential practices for disciplinary literacy instruction. In particular, I want to help us think about what makes uh, what's the difference between disciplinary literacy instruction and content area reading instruction. So I'm going to spend a little bit of time just delving into that and helping us think through that difference.

Content area reading instruction as conventionally delivered oftentimes focused on strategies. Tt was really about getting kids into text, having them more actively processed while reading, and there was also some writing across the curriculum. Generally again, when professional development was rolled out, these were strategic initiatives as part of school improvement plans and things like that, initiatives to get students thinking as they read and maybe writing in a more content area specific way. But they oftentimes lacked a clear disciplinary purpose and

that's a really key difference between what we consider continuing reading instruction and disciplinary literacy instruction. I can help explain this a little bit better with a specific example, talk to the text, T4.

So T4 is a very common strategy in classrooms all across the state of Michigan, and when teachers use T4, talk to the text, oftentimes it's meant to help the students engage in a metacognitive conversation with text. So as students are reading, they're annotating the text on the side, maybe using sticky notes asking questions, making connections. But typically the way that talk to the text is used is uh, an end in in and of itself. It's sort of, students, tonight your homework is read pages whatever, whatever and talk to the text. Students talk to the text, they take notes, they annotate, it might help their comprehension but it doesn't actually serve a larger content or conceptual learning goal, of again oftentimes the way it's often used. So students get points for doing talking to the text and then they move on and they talk to a new section of text and they're oftentimes not even using those notes, it just becomes another assignment. And so that lack of disciplinary framing and sort of problem orientation makes that less disciplinary. Oftentimes also students aren't actually talking to the text in disciplinary ways. It's very sort of universal or generic, ask a question make a connection, what's the main idea. So what we can do with a great strat, again talking to text is a great strategy, what we can do is wrap it into the fold of disciplinary literacy instruction and put it to work for serving a disciplinary inquiry. So in that case, teachers would work with students to frame out a disciplinary problem, a really deep and interesting question. They would introduce students to texts, build some background knowledge, and then talk about disciplinary ways of thinking.

So for example, if we take the example of ecosystem study in a biology class. They might talk for a little bit about the ways that biologists analyze ecosystems, observe them naturalistically, take notes, read other people's work on ecosystems that they're studying, how they process that information, what questions do they ask, what sort of evidence and claims are they using in developing, and then with that framing, they might identify a set of questions and ways of working with text that are helpful for biologists. Then when they talk to the text, they have a specific problem frame set out, they have a particular question they're pursuing, and they've got some ways of thinking that's going to help them get at that problem. They talk to the text, then they're not done. They might work in a small group now, compare their notes, and then use those notes and synthesize across those notes to help them answer their driving question. And so this great strategy of talking to the text now becomes a deeper, more powerful tool as it makes visible disciplinary ways of thinking. So I hope that's helpful in helping us think again about the difference between continuing reading instruction and disciplinary literacy instruction. All the great content area reading strategies that people are using just get repurposed and delved into on a deeper level with a disciplinary lens.

I'm also going to follow up on another thing that Dr. Moje mentioned in her introduction. Why is inquiry such a foundational piece, and why do we start with this set of ten practices, with number one, inquiry, problem framing, phenomena? Different disciplines use different terms. In science, you might talk about building a unit of instruction around inquiry into a phenomena. In history, it might be an essential question. English might be an essential question. It could be

some sort of a problem statement or a problem context in math. But it all revolves around this idea of, we're pursuing a question or something that we need to know more about, and we're pursuing it with an inquiry lens and building an inquiry cycle. And in the process of engaging in that inquiry cycle, what we're doing is using a set of practices, reading practices, writing practices, even ways of thinking, ways of talking, ways of presenting, ways of listening, what are we listening for, ways of building out and examining vocabulary. So inquiry becomes this foundational point and we need a good problem frame. Problem framing is really important because it also gives us entry into other components or other pedagogical frameworks. Project-based learning, PBL, place-based learning, all of these things begin with an important problem that students are going to inquire into. Culturally responsive instruction, we can venture into that area by framing again problems that connect to students' lives, communities, and experiences.

So this idea of beginning problem framing also being with problem framing also gives us entry into other pedagogical frameworks, so that when we're doing this really deep instruction, we're not trying to hit six different initiatives with six different units, we can do it all with one well-designed, very thoughtful unit in which we frame out a problem, it's authentic. People, what is authentic mean, people outside of the classroom actually care about this problem and are actually working to solve it. It requires the use of a wide range of resources. Students are going to need support learning how to use these resources, different forms of representation, different types of texts, different modes of communication. And so then we need some explicit instructions, so we have a set of essential practices around modeling and supporting students in learning how to use these practices. But again, always in the service of our larger inquiry frame. And students are building knowledge, so this is coming out of constructivist learning theory where we're engaging students, moving away from having them as passive consumers of information, and active builders and developers of knowledge. As Dr. Moje talked about, this is about empowering our students, about building equity in the classroom, and about really preparing them to engage in the 21st century, to be active consumers and producers of information, active citizens and builders of their communities.

Inquiry is also really important because it's just more cognitively demanding when we're engaging students with rich, deep questions. These questions that require enduring understandings and that lasts over time, questions that aren't really going to go away and students are going to return to as they advance in their studies, and perhaps even into their careers. Inquiry also provides fertile ground for collaboration, we know that collaborative learning is a powerful tool for helping all students succeed. We also know that in industry and in university settings now, they're looking for people who can participate in collaborative work. So building the ability to communicate and do some team problem solving becomes really important as well, and that actually gets wrapped into these disciplinary literacy practices as well. As we talk about speaking and listening, collaborating, communicating, having students work in different participation structures, all these things are again made possible through an inquiry lens, where students are sharing their ideas and building their knowledge together to answer their driving question, to really pursue their inquiry angle.

Susan Townsend: I'm Susan Townsend, the Early Literacy Task Force co-chair and the MAISA Literacy Project Director. In November of 2015, the General Ed Leadership Network formed the Early Literacy Task Force to begin working on job descriptions and interview questions for the newly awarded ISD coaches grant from the Michigan Department of Ed. The purpose of this was to help all the intermediate school districts work collectively instead of working independently around this work. GELN also recognized that it would be important for everyone to work together so we could actually show, as a group across the state, that utilizing the coaches together we impact on literacy achievement across Michigan. The Early Literacy Task Force had its first meeting and decided that it was important that we build out some foundational practices to collectively focus on and collaborate with so we could demonstrate literacy achievement utilizing coaching across the state for our students. With the support of researchers across the state, Dr. Nell Duke from the University of Michigan and Dr. Tanya Wright from Michigan State University, worked with the early literacy task force to develop the essential practices in early literacy grades K–3 and the essential practices in early literacy pre-K.

Following the development of those essential practices, we also at the task force continued to create other documents. We created the essential practices in literacy grades four five, we created essential school-wide and center-wide practices in literacy, essential coaching practices in elementary literacy, and most recently, the essential instructional practices for disciplinary literacy grades 6–12. Michigan now has a comprehensive set of essential instructional practices ranging from birth to grade 12. The essential instructional practices are a set of research supported instructional practices that when implemented in the classroom can have a positive impact on student literacy achievement. It is important that teachers utilize these practices in classrooms with every child because we believe it will make a positive difference in the state's literacy achievement.

Systems approaches have been essential in taking up the work of disciplinary literacy across the state of Michigan. This work is complex due to the fact that we're dealing with 6th through 12th grade educators in mathematics, science, social studies, and English language arts. In all of our work with school districts, we've emphasized the importance of beginning by identifying resources and on-ramps to the work, to have them think about curriculum resources, current teacher practices, collaborative inquiry structures, and other items that are already in place in the district. Starting with an asset based approach allows us to identify which on-ramps to the work might be effective starting points, as opposed to treating this work as something to be rolled out and for staff to be trained on. Protocols such as connect, extend, challenge have supported us as we've worked with a wide variety of roles and subject areas across the state. During the pilot year, many consultants have found a variety of professional texts to be useful. Disciplinary Literacy in Action by ReLeah Cossett Lent describes systems approaches schools might engage in, and the appendices at the back provide descriptions of disciplinary literacy practices beyond mathematics, science, social studies, and English language arts. Investigating Disciplinary Literacy by Christina Dobbs et al. provides a useful framework for taking up this work using cycles of collaborative inquiry. These authors also published Disciplinary Literacy Inquiry and Instruction, which is useful in helping teachers consider where to begin with this

work. The disciplinary literacy task force has also collected some useful articles, which can be found by following the URL on the screen.

Kathleen Berry: The disciplinary literacy essentials support and deepen work that's already happening around the state of Michigan for mathematics teaching and learning, and they do this in three important ways. First, the essentials strongly support inquiry-based learning in classroom discourse communities. For mathematics, inquiry-based learning often takes place as cognitively demanding mathematics tasks. Now these tasks can be short tasks, such as routines, often called math talks or number talks. They can also be single lesson tasks and also tests that may take multiple days, or may have very involved scenarios. Statewide, we are focusing on developing and leveraging the engaging learning that happens in classrooms with rich discourse communities. In short, those who are talking are the ones doing the learning. These essentials provide guidance, which supports student questioning, students explaining their thinking, and constructing arguments using multiple representations, and students providing thoughtful, actionable feedback to their peers, to their teachers, and to themselves. These essentials overall support our ongoing work ensuring access to rich, worthwhile mathematics for all students, using practices that promote equity for all learners, and implementing learning tasks and environments which support developing positive mathematical identities for all learners.

Secondly, these essential practices strongly develop and promote disciplinary communication skills. All content is learned and an understanding is expressed through communication genres, strategies, and tools particular to the discipline. In mathematics, these include using multiple representations. So you may hear of physical forms or models, using tables, using verbal forms, using graphs, using all kinds of different representations, using symbols. So we have a wide number of representations and communication needs and modes in mathematics. And on the educators side, these essentials help educators be very clear about their learning expectations, the content itself, how the learners will interact with the mathematical content, and the evidence of learning that our students will produce.

Finally, the disciplinary literacy essentials have been connected to our state standards for mathematical practice. This helps engage learners through these essentials and provides multiple routes that educators can take to make these standards for mathematical practice come to life. The standards for mathematical practice are often seen as, as difficult to implement or as add-ons, but they are the lifeblood really of mathematics at all grade levels, and particularly at the middle and high school levels. They are the lifelong takeaways of mathematics from school math. So in summary, mathematics educators who intentionally and thoughtfully incorporate the mathematics disciplinary literacy essentials are creating truly rich relevant learning experiences for their students, who then own their mathematics learning and can apply it for a lifetime.

Jams Emmerling: Hi, my name is James Emmerling. I'm a science education consultant at Oakland Schools. While I personally believe in the value of the disciplinary literacy essentials, or DLE, as a tool for calling attention to the need for improving student communication for understanding science, I also believe it is very important that they are not seen as something

new or the next thing. Instead they should be used to provide additional validation for the transformational work that has been initiated throughout the state of Michigan. The DLE provide an entryway to further learning for educators around the science and engineering practices and their underlying pedagogies. In particular, the DLE highlights essential practices for mentoring students to effectively communicate in an information rich world through the context of science. Therefore, a focus on science and engineering practices in the context of phenomena rich project-based learning also addresses the DLE essential practices. Highlighted in the title of each of the science and engineering practices is a different form of communication with which students should grow in proficiency to become more scientifically literate. Due to the communal nature of science, underlying them all is the foundation of academically productive talk. Each of these forms of communication can also be found in the DLE, with particular emphasis on practice eight, obtaining, evaluating, and communicating information. As stated in the practice 8 section of a K–12 framework for science education, reading, interpreting, and producing text are fundamental practices of science in particular, and they constitute at least half of an engineer and scientist's total working time. While the importance of this practice should not be understated, it is a misrepresentation to learn science through reading about it. Rather these practices together encourage classrooms to move from learning about to figuring out. As with the DLE, these practices are not sequential and they should not be used without context. In the DLE, that context is provided in the first essential practice problem or project-based learning. This is similar in science, when we use the science and engineering practices to figure out science ideas and cross-cutting concepts. Using these three dimensions together to explain phenomena is the vision of instruction called for in a K–12 framework for science education, which served as the research base for the development of our science standards. To fully grasp the momentous shifts in instruction that is required to achieve this vision, professional learning is necessary and should be viewed as continuous.

Stacie Woodward: Hello, I'm Stacie Woodward, a disciplinary literacy and social studies consultant at Oakland Schools. The question I'm meant to address is in what ways do the disciplinary literacy practices connect to current efforts in social studies education? I promise to answer the question, but first we really need to start with the purpose of social studies education. The bottom line is that social studies education should prepare students not just for college and careers, but for life, particularly civic life. All students deserve to leave high school with the knowledge, skills, and dispositions that enable them to effectively do things, like serve on juries, decipher the platforms of political candidates, spot fake news, and engage in problem solving and informed action to better their own communities. Perhaps now more than ever, the experiences in social studies classrooms need to focus on building the critical thinking, problem solving, and participatory skills vital to engage citizenship. Thankfully, after years of marginalization of the social studies and the narrowing of the curriculum as a response to the demands of high-stakes testing, there is an emerging emphasis on shifting toward this type of powerful social studies education. In 2013, the College Career and Civic Life framework for social studies more commonly known as the C3 framework was published. The C3 framework lays out a powerful vision for social studies education that positions disciplinary literacy front and center. With disciplined inquiry grounded in addressing real world problems at its core, the C3 framework helps many of us reimagine what a modern social studies education might

become, engaging, authentic and even transformative. The C3 framework is helping to move us in social studies away from an emphasis on the coverage of content or standards and generic literacy strategies, and toward really going deep into the content with students, as we apprentice them into the specific ways of thinking, speaking, writing, and knowing of our discipline.

What's important about this shift is that it is these literacies, disciplinary literacies that will prepare students for the demands of engaged, informed, and fulfilled lives in the 21st century. Truly the value of disciplinary literacy in our world today cannot be overstated. You might think about it like this. Basic literacy skills may help a person read and understand a report that, let's say, assures the public that vaping is not harmful to your health. However, it is disciplinary literacy skills the skills that experts in the field use reflexively that will compel a person to ask the right questions, which might reveal that the report was actually, I don't know paid for by the vaping industry. It's those same disciplinary literacy skills that will compel them to seek other credible sources on the topic and not share fake news on social media. I know I don't need to convince you that we should be helping kids hone these skills in our social studies classrooms. In my experience, social studies educators overwhelmingly support C3 and its shift toward an inquiry-based approach that teaches students to leverage the knowledge, reasoning, processes, and dispositions of the disciplines. The question teachers ask isn't should we do this, it's how do we do this? This is where Michigan's essential practices for disciplinary literacy in the secondary classroom can serve as an important tool to guide administrators, teachers, and instructional coaches as they take up the necessary shifts in planning, teaching, and assessing called for by the C3 framework. The essential practices document clarifies the research-based move that teachers should implement as they pursue the vision of social studies teaching and learning laid out in the C3 framework.

To conclude, social studies teachers are best positioned and suited as insiders within their disciplines to apprentice their novice students in developing the critical skills, knowledge, and dispositions of their disciplines. If social studies teachers take up the essential practices for disciplinary literacy, and they receive the support and resources they need to do so, our students will not only grow their content knowledge but will, more importantly, grow their ability to independently create, critique, communicate, and share disciplinary knowledge. These literacies, honed in their social studies classes, will not only prepare them for college or careers, but for engaged and informed civic life.

Michelle Renna: I think one reason that our disciplinary literacy essentials mesh so well with English language arts is that we've, you know, always had this focus on reading, writing, and speaking and listening, but what the essentials really elevate is this whole idea of student choice, while grappling with complex texts, the importance of choice and building our reading and writing identities. You know, our ultimate goal is to create lifelong readers and writers, and one way to do that is by really understanding who you are as a reader and a writer. And that's definitely there within the essentials. There's also this big idea of scaffolding student learning with what they need, with the idea that we're going to remove some of those supports eventually to build independence, which is ultimately our goal. Another feature that really

stands out to me is the importance of talk. Gone are the days of silent classrooms and instead, we really want our students to be critical thinkers and viewers and able to discuss really complex texts in meaningful ways, and we're really seeing that with our essentials. The final thing is that you know we want our students to be career and college ready, but in the ELA classroom, we really value the civic and cultural dimensions of our world as well, and the essentials really elevate those ideas.

Jenelle Williams: The Disciplinary Literacy Task Force has been hard at work starting this fall with thinking about supporting the learning needs for districts that piloted the disciplinary literacy essentials last year, and even for those who are new to the conversation this year. So we have work that's falling into four areas. The first area is a regional one-day workshop that will be open to ISDs, teacher leaders, and other educational leaders. We'll hold one in February and one in March, and we're hoping that that starts the conversation and the learning together. The second piece that we're working on is how to build out some networking opportunities for those ISDs and schools that were part of the pilot next year, reaching out to them, identifying what lessons they've learned through the process, what resources have been helpful for them, and what their continued learning needs might be. And the other thing that we're doing at the same time is reaching out to educational groups. We know that there are partners in this learning and so whether it's presenting at their conferences, attending meetings, or reaching out to them virtually, we want to make sure that we're continuing those connections across English language arts, mathematics, science, and social studies. And then eventually, we're working toward more in-depth workshops that will take place closer to summer, where we can continue the learning for everybody and think about implications for next school year as well. Thank you so much for joining us today. The Disciplinary Literacy Task Force is seeking your input on this webinar. Please follow the URL found on the screen in order to provide us with that feedback.