

**Kentucky’s Interdisciplinary Literacy Practices in Action *Participant Guide***

You may wish to print this document to capture your ideas and thinking throughout the module. **Note that white boxes indicate spaces to take notes or capture thinking.**

**PART 1: What are the Interdisciplinary Literacy Practices?**

**A. What is literacy?**

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| Read the excerpt below from the *Kentucky Academic Standards (KAS) for Reading and Writing.*  **Mark phrases that more broadly define literacy beyond “reading and writing.”** |
| “The Interdisciplinary Literacy Practices are built upon a foundation of common understandings — or practices — which provide the overarching goals for literacy instruction for each student across the state. These ten foundational practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen” (p. 10). |

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| **Think-Pair-Share:** What from your current instruction and/or local curriculum empowers students to be independent, lifelong learners? | **Think-Pair-Share:** What are the essential skills that a student might practice in your class to become a literate citizen? |
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**B. Take notes on each term as described in the module.**

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| **Inter-** | **-disciplinary** | **Literacy** | **Practices** |
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**C. Experience the Interdisciplinary Literacy Practices as a student might using a sample lesson from *Amplify ELA* Grade 6.**

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| **IMAGE INVESTIGATION: Select one of the images on the screen.** |
| What do you observe happening in the image?  Which two details in the image stand out to you the most?  What impression do these images collectively give you of yellow fever? |

**D. PARTNER READING**

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| *Say Something:* Determine who is Partner A and who is Partner B. Follow along as your partner reads. Once they have finished their portion, your job is to *say something* in reaction to what you’re reading. This can be something interesting that you learned, a personal reaction or belief about what is said, a question/wondering or something you want to learn more about. Then continue reading and saying something until you are finished with the passage. |

**“Summer 1899” by Suzanne Jurmain**

**From *The Secret of Yellow Fever***

***(Partner A)*** The young man didn’t feel well. First, there was the chill: an icy, bone-freezing chill in the middle of a warm summer evening. Then there was the terrible crushing headache. His back hurt. His stomach twisted with pain. And then he was hot, boiling hot, with a fever that hovered around 104 degrees. His skin turned yellow. The whites of his eyes looked like lemons. Nauseated, he gagged and threw up again and again, spewing streams of vomit black with digested clots of blood across the pillow. Sometimes he cried out or babbled in delirium. Violent spasms jolted his body. It took two grown men to hold him in his bed as a nurse wiped away the drops of blood that trickled from his nose and mouth. Nights and mornings passed. Then, five days after that first freezing chill, the young man died: another victim of a terrible disease called yellow fever.

***(Partner B)*** Doctors didn’t know what caused it. They couldn’t cure it. But they knew that yellow fever was a killer. For centuries the disease had swept through parts of the Americas and Africa, leaving behind a trail of loss and misery. It turned cities into ghost towns and left the local graveyards filled with corpses. In New Orleans, Dr. Kennedy took sick and collapsed while he was tending patients. In Philadelphia, Dr. Hodge’s little girl caught the fever, turned yellow, and died in two short days. And when the sickness killed the Memphis snack shop woman Kate Bionda, she left behind her husband and two small children. The fever struck the rich. It struck the poor. It killed the humble, and it humbled the important. Jefferson Davis, president of the Confederate States of America during the U.S. Civil War, lost his son to yellow fever. ***(Partner A)*** George Clymer, who’d signed the Declaration of Independence, watched helplessly as the sickness struck his wife and family. And every single year the illness took its toll. In 1793, 4,044 people in Philadelphia died during a plague of yellow fever. New Orleans counted 8,101 yellow fever deaths in 1853. And when the disease hit Memphis, Tennessee, in 1878, 17,000 citizens sickened in a single month. Stores closed. Work stopped. Thousands fled, and those who remained wandered through a nightmare city—where sick children huddled next to dying parents and hungry dogs roamed the silent streets searching for their lost dead masters.

***(Partner B)*** “Yellow fever [is] . . . an enemy which imperils life and cripples commerce and industry,” Surgeon General John Woodworth told the U.S. Congress in 1879. And he was right. In one single century—between 1800 and 1900—the disease sickened approximately 500,000 U.S. citizens and killed about 100,000.

**Second Read:**

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| After you’ve finished reading, re-read the passage silently and **highlight two details in the text that stood out to you and helped create a vivid picture of yellow fever.** (RI.6.3) |

**E. WRITING PROMPT**

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| Would you volunteer to travel to a place with yellow fever to investigate the cause of the disease? Describe **two details from the text** that impact your decision to go or not go. (RI.6.3 & C.6.1) |
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**F. REFLECTION: Which Interdisciplinary Literacy Practices (ILPs) did we engage in?**

Your facilitator may assign 1-2 ILPs for you to reflect on during this portion. You may wish to refer to slides 32-41 to support your thinking.

**Circle the 1-2 ILPs you are reflecting on:**

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| **1** | Recognize that text is anything that communicates a message. |
| **2** | Employ, develop and refine schema to understand and create text. |
| **3** | View literacy experiences as transactional, interdisciplinary and transformational. |
| **4** | Utilize receptive and expressive language arts to better understand self, others and the world. |
| **5** | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
| **6** | Collaborate with others to create new meaning. |
| **7** | Utilize digital resources to learn and share with others. |
| **8** | Engage in specialized, discipline-specific literacy practices. |
| **9** | Apply high level cognitive processes to think deeply and critically about text. |
| **10** | Develop a literacy identity that promotes lifelong learning. |

**How did you as a learner engage in 1-2 ILPs during this sample lesson?**

**How did the facilitator plan for you to engage in the ILPs during this sample lesson?**

**G. What is disciplinary literacy?**

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| Note the definition of disciplinary literacy: |

**H. What features are specific to this science text that students might need support with?**

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**I. How is disciplinary literacy represented in the *KAS*?**

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| **Content Area Selected:** |
| **Where do you see literacy skills embedded within these content area standards?** |
| **What are the connections you see between these standards and potential engagement with the ILPs?** |

**J. PAUSE:**

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| If you sent a text to a colleague right now explaining your major takeaway about the Interdisciplinary Literacy Practices, what would you say? |
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**PART 2: How are Kentucky teachers engaging students in the ILPs?**

**K. Video 1 Reflections Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| How did you see the teacher engaging students in the ILPs? | What from this video either confirms or challenges your instructional practices? |
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| How do you see the educator leveraging an HQIR in instruction? | How might these videos support your leadership/coaching? |
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**L. Video 2 Reflections: Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| How did you see the teacher engaging students in the ILPs? | What from this video either confirms or challenges your instructional practices? |
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| How do you see the educator leveraging an HQIR in instruction? | How might these videos support your leadership/coaching? |
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**M. Video 3 Reflections:**  **Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Content: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| How did you see the teacher engaging students in the ILPs? | What from this video either confirms or challenges your instructional practices? |
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| How do you see the educator leveraging an HQIR in instruction? | How might these videos support your leadership/coaching? |
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**PART 3: How might we engage students in the ILPs in our instruction?**

*For this portion, you will need access to your district-adopted high-quality instructional resource (HQIR).*

**N. REFLECT:**

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| When and where might you already be engaging students in one or more of the ILPs? | When and where might you have missed an opportunity to engage students in one or more of the ILPs? |
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**O. PLAN:**

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| Work with your grade-level or content team to make considerations for the following questions: |
| * What reading or writing from the upcoming lessons or unit already engages students in the ILPs? * How might we intentionally plan to deepen student engagement with complex texts using the ILPs? * Identify at least one ILP embedded within an upcoming lesson. Explain how the ILP supports student reading, writing or thinking. |

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| My Next Steps: |
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**P. SURVEY:** Access the survey link below to complete a short feedback form and documentation of your learning. Upon completion of the survey, you will receive access to PD and EILA certificates:

**https://forms.gle/EZSTeQajuAAQ2FKq5**