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Literacy in the Disciplines
A Teacher's Guide for Grades 5-12

by Thomas DeVere Wolsey
and Diane Lapp
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Contents

What Literacy Looks Like in My Discipline

	A	B	C	D
My discipline or content area:	**My discipline usually:**	**An example literacy task in my content area or discipline**	**Differences between usual and specific task (columns A and B)**	**Contrasting example from another discipline**
Approach to Vocabulary → **Word origins** → **Discipline-specific vocab** → **Academic vocab across disciplines**				
Approach to → **Reading** → **Writing**				

(continued)

FIGURE 1.3. Disciplinary comparison chart.

	A	B	C	D
My discipline or content area:	My discipline usually:	An example literacy task in my content area or discipline	Differences between usual and specific task (columns A and B)	Contrasting example from another discipline
Approach to Visual Information → **Charts** → **Graphs** → **Images**				
Approach to Sources → **Relative importance** → **How attributed** → **Perspective**				

(continued)

FIGURE 1.3. *(continued)*

My discipline or content area:	A My discipline usually:	B An example literacy task in my content area or discipline	C Differences between usual and specific task (columns A and B)	D Contrasting example from another discipline

FIGURE 1.3. *(continued)*

Goal 18 Discussion Evaluation			
The discussion Yes = 3; Almost = 2; No = 1		The group Yes = 3; Almost = 2; No = 1	
• Each person understood the concept.			• Everyone participated.
• We used our time productively.			• We are pleased with the discussion outcome.
• We built on each other's ideas.			• We are ready for the next discussion.
Task total		Group total	
Job + Group =			

FIGURE 4.1. Group evaluation checklist. Adapted from Lapp, Fisher, and Wolsey (2009). Copy-right © 2009 The Guilford Press. Reprinted by permission in *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp (The Guilford Press, 2009). Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Verification	Check accuracy of a response ____
	Produce substantiating evidence in an argument ____
	Other (specify):
Indirect reference	Initiate a mind-set ____
	Trigger an image ____
	Other (specify):
Refocusing	End a straying discussion ____
	Signal a new topic of discussion ____
	Other (specify):
Paraphrasing	Emphasize text as the authority ____
	Synthesize text in one's own words ____
	Other (specify):
Closed book (when a text-book is used as a source)	Review for a test ____
	Use as comprehension check for did/did not read the assignment ____
	Other (specify):
Other	Specify:

FIGURE 4.3. Determining the role of the text in discussion. Based on Alvermann et al. (1985). From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Purpose	Language Frames	Examples

Simultaneity (thing are happening at the same time)	1. While _____ was _____,
	      (person or event) (action, feeling, or event)
	 _____.
	      (something that happened during)
	
	 2. During _____,
	            (event or situation)
	 _____.
	      (an event or situation that was happening at the same time)
		1. While looking at this map, I can see the route of Alexander's conquest.
		
		 2. During the time of Isaac Newton's scientific breakthroughs, new discoveries were made in physics, medicine, and chemistry.

Cause and Effect (something causes something else to happen)	1. Since _____,
	            (person and action/fact/feeling or an event)
	 _____.
	 (what will happen or has happened because of that fact/action/feeling or event)
	
	 2. Because _____,
	            (person and action/fact/feeling or an event)
	 _____.
	            (something has happened/changed)
	
	 3. As a result of _____,
	            (person and action/fact/feeling or an event)
	 _____.
	      (what happened because of that action/feeling or event)
		1. Since a globe is not flat, we should use this instead of a map in order to accurately follow a great circle route.
		
		 2. Because some documents and articles contain a point of view or bias, historians look at not only what is emphasized, but also what is left out.
		
		 3. As a result of the peasants' suffering, they decided to revolt against the nobles.

(continued)

FIGURE 4.5. Language frames that support academic discourse in history/social studies.

Purpose	Language Frames	Examples

Before and After/ Sequence of Events (order in which event occurs)	1. After _____ ,
	     (important event that happened first)
	 _____ .
	     (important event that happened after)
	
	 2. Since _____ ,
	     (important event/idea that happened first)
	 _____ .
	     (important event/idea that happened after)
		1. After Muhammad died in 632 C.E., a new leader was chosen to be caliph, or successor to the messenger of God.
		
		 2. Since the development of the American education system, many changes have taken place.

Contradiction (the opposite or denial of an idea, opinion or statement)	1. Although _____ ,
	     (one important event or idea)
	 _____ .
	     (a different event or idea that contradicts/denies the first)
	
	 2. While some people _____ ,
	     (feel/believe/think/assume/say something)
	 I _____ .
	     (fact that denies the first idea)
		1. Although the Mayan people settled in a flat area called a Petén, *which had sinkholes,* they had a ready water supply from underground rivers.
		
		 Note: Commas hug the extra information.
		
		 2. While some people may have thought that the commanding officers should have been chosen based on family ties, Genghis Khan chose them for their abilities.

You can also try these transitions:

• In fact,	• For instance,	• Despite the fact that	• In other words,	• Therefore,	• Now that
• In addition,	• For example,	• Even though	• Ultimately	• Before	

FIGURE 4.5. (*continued*)

Purpose	Language Frames	Examples
Restating Comment or Summing It Up (using different words to get the same idea across)	1. In short (or summary), _____. (restate your idea or fact using different language)	1. In short, when they are added together, a chemical reaction is created.
		Transition in between statements:
		A chemical change occurs when hydrogen and oxygen are added together. In short, a chemical reaction is occurring.
	2. Previously stated, _____. (restate your idea or fact using different language)	2. Previously stated, people are influenced by the world in many ways.
	3. Thus, _____. (restate your idea or fact using different language)	*Transition in between statements:*
	4. In other words, _____. (restate your idea or fact using different language)	This public service announcement depicts how teens may be influenced by their peers both positively and negatively. Previously stated, people are influenced by the world in many ways.
Findings and Conclusions (the opposite or denial of an idea, opinion, or statement)	1. Therefore, _____. (what you are led to understand or find out)	1. Therefore, if the volume is slightly increased, the temperature is slightly increased as well.
	2. Ultimately, _____. (what you are led to understand or find out)	*Transition in between statements:*
	3. Furthermore, _____. (what you are led to understand or find out)	Charles's law states that the volume is directly proportional to the temperature; therefore, if the volume is slightly increased, the temperature is slightly increased as well.
		The vertex point is ($-4,0$); consequently, the vertex lies on the x axis.

FIGURE 4.6. Language frames that support academic communication in science and health.

Examine the student essay at your table. The essay is missing the coding for the claim, evidence, warrant, and counterclaim. Take a picture or scan of the essay and, using Educreations, record a critique. Use the following sentence starters and chart to plan what you will say and underline in your recording.

	Possible Language Frames	**Which sentence will you underline/highlight?**
Claim (underline)	In this essay the writer is making the claim that _____. I can tell because _____.	
Evidence (circle)	The evidence used to support the claim is _____ _____. The writer uses language like _____ that lets me know it is evidence. Additional evidence is _____ that lets me know that _____.	
Warrant (draw a square)	The warrant for this evidence is _____ _____, and it supports the claim because _____. Another warrant is _____ and supports the claim because _____.	
Counterclaim (use a squiggly underline)	The counterclaim is _____. The writer uses words like _____. Another counterclaim is _____.	
Additional comments you could say	This person forgot to add the _____. One thing that is incomplete is _____. I like how this essay _____. I agree with this person's claim that _____ because _____.	

FIGURE 6.3. Argumentative Critique Planning Guide. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

100 Point Essential Essay #2
Due: Wednesday, Jan. 22 (Jan. 21 for 5 extra points)
Teachers: Amy Miles and Diane Lapp

QUESTION: Do humans tend toward good or toward evil?

ESSAY: 4 paragraphs

KEY COMPONENTS: Identify the main components of argumentative writing in the text using this key.
- Claim (underline the appropriate part of the text)
- Evidence (circle)
- Warrant (square)
- Counterclaim (squiggly line)

STRUCTURE:
Introductory paragraph:
Include a hook

Include a thesis statement (CLAIM) about the nature of humans as good, evil, or something else.

My thesis statement (CLAIM):

Second paragraph:
Restate claim as related to *Stuck in Neutral* by Terry Trueman.

Includes details and support (EVIDENCE) for the thesis statement related to a character from the book.

Character's name: _____

Good, evil, something else?: _____

Why is this person an example of good or evil?

What are the actions of this person that makes him/her good or evil?

Provide examples from the book when your character represented good or evil.

Include a WARRANT to support your evidence and claim.

Include a COUNTERCLAIM that contradicts your evidence.

(continued)

FIGURE 6.6. Writing a response to an essential question. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Third paragraph:

Restate claim in relation to a famous or historical person.

Includes details and support (EVIDENCE) for the thesis statement related to a famous or historical person.

Person's name: _____

Good or evil: _____

Why is this person an example of good or evil?

What are the actions of this person that makes him/her good or evil?

Provide examples from this person's life to support your thesis.

Include a WARRANT to support your evidence and claim.

Include a COUNTERCLAIM that contradicts your evidence.

Conclusion:

Include a brief summary of your essay's main points.

Restate your thesis statement in another way.

Ask a provocative question, use a quotation, end with a warning, describe a vivid image, etc.

REMEMBER: Work and share this essay with your English teacher in Google Docs! Title this, for example: Period 1 Essential Essay #2 First Name Last Name

Times New Roman, size 12	Paragraph #2 describes *Stuck in Neutral* character as good or evil
Double spaced	

Heading single spaced:
    Name
    Date
    Period
	Paragraph #3 describes a *famous or historical person* as good or evil

	Conclusion restates the thesis statement
Clever title	
Indent each paragraph	Check spelling
Hook in the introduction	Check grammar
Thesis statement that can be argued	Share essay with Dr. Johnson and Ms. Tricaso ONLY WHEN FINISHED in Google Docs
Use the key, above: claim, evidence, warrant, and counterclaim	

FIGURE 6.6. *(continued)*

Research Question: _____

From the sources you have reviewed, summarize major arguments that support and major arguments that oppose.

For each of the arguments, cite at least one source that supports this fact or point of view.

Argument/facts in favor of . . .	Source supporting this argument:
1.	
2.	
3.	
Argument/facts in opposition to . . .	Source supporting this argument:
1.	
2.	
3.	

Evaluate the credibility of the arguments and evidence presented by these sources. Which sources are more trustworthy and why? Which sources warrant some skepticism because of bias or insufficient evidence?

FIGURE 6.7. Worksheet for thinking about sources. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

CLAIM	I will argue that _____ _____. This paper will show that _____ _____.
EVIDENCE	One piece of evidence is _____ _____. Another piece of evidence to support my claim is _____ _____. Additional evidence is _____ _____. To support the claim that _____, _____.
WARRANT	As a rule, _____ _____. Generally speaking, _____ _____. Most people would agree that _____ _____. It is the accepted belief that _____ _____. Some may argue that _____ _____. The truth is _____ _____.
COUNTERCLAIM AND COUNTER TO COUNTERCLAIM	There are those who would claim _____ _____, however, _____. Some people think _____ _____. But in reality, _____ _____. It is possible to argue that _____ _____. Upon closer inspection, however, _____ _____.

FIGURE 6.9. Sentence frames to support crafting an argument. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

PLANNING

1. **Look at standards.** Be mindful of the standards you are planning to address.

2. **Purpose.** Decide on a lesson purpose. What do you want your students to pay attention to as you read? What do you want students to learn?

3. **Select a reading** that is appropriate to the content being studied, and students' emotional and social development and interests.

   - Name the selected text

   - How does this selection relate to the topic of study? Think back to your lesson purpose.

4. **Chunk the text.** Decide on stopping points in the text and the questions you will ask. Ask questions that evoke thinking and discussion rather than yes/no responses.

5. **Practice the selection.** Your first time reading the text can't be when you are presenting it to your students. You need to be prepared. Practicing the text helps you to decide when to use voice inflection, reading rate, and tone. With practice you will be better able to emphasize the connections you feel are needed to support students' understanding the topic and motivation to listen to you read. You need to sound like a fluent reader.

6. **Plan student and text interactions.** Decide how students will interact with the text. Will there be partner talk at stopping points during the reading? Will students be taking notes? Will there be a whole-group discussion at the conclusion of the reading? Will there be an extension task that involves related reading or writing?

DURING THE READ-ALOUD

1. **Read it.** This is a chance for your students to hear how a proficient reader sounds when reading complex texts. For students who are not fluent readers and those who are learning English as an additional language, your modeling of proficient oral reading may be what they need to gain confidence as both readers and with the information you are reading.

2. **Engage students and connect them to the text.** Students can be motivated to listen to the read-aloud if it is introduced with intriguing pictures, props, diagrams, charts, illustrations, and manipulations. If the reading is taken from your text, be sure to select some related visuals that you might use to introduce it. Any type of anticipation that can be created hooks the students.

   What supporting materials can you use to support interest in the text you've selected?

3. **Stop periodically to ask questions.** Appropriately spaced interactions with students during the reading breaks up the text and maintains engagement. Asking questions provides the perfect opportunity for students to reflect on what is being read. Be sure to ask questions that cause them to think deeply about the reading. Why do you believe that character [name] is acting this way? Why do you think the author wrote this text? Your questions should not be easy-to-answer, literal questions. They should require the reader to listen. You might even

FIGURE 7.1. Read-Aloud Planning Guide. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

want to pose a question to get the reading started. Something like "As I'm reading, listen to determine what factors really caused the South to enter the Civil War" is one that causes the reader to focus on the entire selection in order to be able to answer. Before beginning, chunk your text into big-idea areas and then ask a question about each chunk, or ask a question that causes students to make connections across chunks.

How will you chunk your text and what questions will you ask?

4. **Engage students in discussion.** The selected read-aloud and questions being discussed should promote additional discussion and connections to other texts. Identify additional texts that can support topical connections to the text you have selected for your read-aloud. This is an opportunity to encourage your struggling readers to connect to texts on the same topic that are not written at such a complex level. Once they begin to develop the language and topical concepts they will be better able to read the more complex passage. Your goal should be to provide the scaffolds needed to ensure that all of your students are able to grow in their abilities to read increasingly complex texts.

What are some less difficult texts on this topic that your students can easily access?

What are additional texts on the same topic that are more challenging than the one you have chosen to read aloud?

5. **Make direct connections to students' independent reading and writing.** At the conclusion of the read-aloud, there should be related activities that the students do to use the information they have just finished listening to and discussing. If the selection was an entire text, students might be asked to write a summary of what has been read and then to pose next questions for investigation. If the selection was a chunk of a longer text that is to be continued, ask students to make predictions about what they believe will happen next. Be sure to ask them to support their thinking with information they have just heard and discussed. What will be the next steps for students at the conclusion of the close reading?

6. **Assess throughout the planning, sharing, and extension activities.** What will you use to determine whether your students accomplished the lesson purpose? Will you collect their response journals, exit slips, etc.?

FIGURE 7.1. *(continued)*

Text Name, Author, Reference: _____

Lesson Purpose: _____

General Understanding Questions

Question	Possible Response	Found in Text Chunk

Key Details

FIGURE 8.8. Questions: What the text says. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Text Name, Author, Reference: _____

Lesson Purpose: _____

Vocabulary

Question	Possible Response	Found in Text Chunk

Structure

Question	Possible Response	Found in Text Chunk

Author's Craft

Question	Possible Response	Found in Text Chunk

FIGURE 8.11. Questions: How the text works. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Topic:

Attributes:

1. 2. 3. 4. 5.

Differences	Similarities	Differences
Label:		Label:

Draw a line or match the numbers from the attribute to the corresponding similarity or difference.

FIGURE 10.2. Basic compare–contrast graphic organizer. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Topic:

Main Points:

1.   2.   3.   4.   5.

Comparisons or similarities	Contrasts	Contrasts
	Primary Secondary Tertiary	Primary Secondary Tertiary
	Document 1	Document 2

Draw a line or match the numbers from the attribute to the corresponding comparison or contrast.

FIGURE 10.3. Compare–contrast graphic organizer for history. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

	What I know about the document before reading	**What I need to learn as I read**	**What I learned about this document and its author**
Document A			
Document B			
Document C			
Synthesis and Conclusions:			

FIGURE 10.6. KWL adapted for analysis of multiple historical accounts. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Text and page or chapter numbers:			
What I know about this topic	**What I need to know about it**	**What I learned from the written text**	**What I learned from the graphics or data**
Categories:		**Synthesis of text and graphics/data:**	

FIGURE 10.7. KWL for science texts with graphics. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www. guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

My hypothesis or research question	What are the data?	Evidence that supports my hypothesis
	Categorize the data	Evidence that does not support my hypothesis

Conclusion:

Limitations:

FIGURE 10.8. Hypothesis and data KWL. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford. com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Topic	Question	Question	Question	Other interesting facts and figures	New questions
What we know					
Sources					
Synthesis:					

FIGURE 10.9. I-chart. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Topic or question	Major subtopics or themes			Summary of each text	Importance or relevance of the information
What we know					
Sources					
Synthesis:					

FIGURE 10.10. I-guide. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

	Key Questions	My Response
I am **conversant** on the topic.	• Am I able to respond to questions and give the presentation without looking at the slides? • Does the presentation fit the demands of the discipline?	
I will **engage** the audience.	• Am I confident enough to respond to questions? • Have I included participation points where I ask the audience questions?	
My slides are **concise** in every way.	• How many slides do I need? • What should be on each slide? • Do I have a balance between words and graphics?	
Every element on my slides is **legible** for the audience.	• Will everyone in the room be able to read my slides (font size and color is appropriate)? • Does every item on the slides (text, animations, visuals) contribute to the presentation? • Am I not overwhelming my audience with too many words? • Are my slides Zen?	

FIGURE 11.3. Presentation planning tool. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition*, by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.

Suggestions and Challenges *What are your next steps?*	Criteria *Standards for this product, task, or performance*	Advanced *What is the evidence that this product, task, or performance has exceeded the standard?*
	Criterion 1 *(Mastery or proficiency description):*	
	Criterion 2 *(Mastery or proficiency description):*	
	Criterion 3 *(Mastery or proficiency description):*	
0 to 20 points	**21 to 22 points**	**23 to 25 points**

Note: The point values on the bottom row are not required, but for some students and teachers in certain circumstances including point values may be helpful.

FIGURE 12.4. Blank template for creating an anti-rubric. From *Literacy in the Disciplines: A Teacher's Guide for Grades 5–12, Second Edition,* by Thomas DeVere Wolsey and Diane Lapp. Copyright © 2024 The Guilford Press. Permission to photocopy this material, or to download and print enlarged versions (*www.guilford.com/wolsey2-forms*), is granted to purchasers of this book for personal use or use with students; see copyright page for details.