

Disciplinary Literacy in North Dakota Content Standards

Literacy and text are specialized across the disciplines. Each discipline has a unique way of using text to create, disseminate, and evaluate knowledge. Strategies employed by learners as they encounter disciplinary texts come from the demands of the text and the purpose of the specific discipline.

The information below identifies some of the strategies for disciplinary literacy in various disciplines and aspects of the specific content standards within that discipline that refer to those strategies.

Indigenous and World Languages

Disciplinary Literacy in the Indigenous and World Languages focuses on the following:

Reading	Writing	Thinking
<ul style="list-style-type: none"> • Use of cognates to determine meaning. • Infer vocabulary meaning from context. • Apply and transfer reading, decoding, and comprehension skills to works in the target language. • Reading works orally to “hear” the language. • Make predictions to increase understanding. • Read to consider cultural practices and perspectives. • Analyze cultural practices, traditions, and perspectives within a societal, cultural, or historical context. 	<ul style="list-style-type: none"> • Apply the rules of the target language regarding syntax and orthography when writing. • Analyze and imitate patterns, structures, and organizations of mentor texts. • Prioritize ideas over correctness in syntax and spelling. • Create presentations of information in the target language. • Analyze the contributions of the culture studied. • Reflect on experiences engaging with target language communities and experiences interacting with those communities. 	<ul style="list-style-type: none"> • Tell stories orally to “hear” the language. • Transfer skills from the native language to the target language. • Use the three modes of communication (interpersonal, interpretive, and presentational) • Objectively consider different points of view • Identify similarities and differences in cultures. • Focus on approximations and practice using the target language

“Disciplinary Literacy: A shift that Makes Sense” Releah Lent (2017)

The North Dakota Indigenous and World Language Content Standards address disciplinary literacy within the strands of the standards.

- **Communication** – This strand embeds disciplinary literacy through the interpersonal, interpretive, and presentational communication skills essential to studying languages.
- **Cultures** – This strand embeds disciplinary literacy skills as cultural practices, perspectives, and products are analyzed to increase the interaction and understanding of the culture studied.

- **Connections** – This strand provides the opportunity to embed disciplinary literacy skills as connections are made with the target language and native language. Another opportunity exists as learners acquire information and diverse perspectives from information acquired regarding the target language and compare it to the native language.
- **Comparisons** – This strand provides opportunities to embed disciplinary literacy skills as learners compare the language and culture studied with their own.
- **Communities** – This strand provides opportunities to embed disciplinary literacy skills as students interact with communities where the target language is spoken.

References:

Lent, Releah. (2017, February) *Disciplinary Literacy: A Shift that Makes Sense*. ASCD Express. ASCD.

Lent, Releah. (2019) *Disciplinary Literacy in Action*: Corwin.

North Dakota Indigenous and World Language Content Standards (2021, December). Retrieved May 15, 2023, from [2021IN~1.PDF \(nd.gov\)](#).