



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 text 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.

Social Studies

Disciplinary literacy in social studies focuses on the following:

Reading	Writing	Thinking
<ul style="list-style-type: none"> • Interpret primary and secondary sources. • Identify bias, propaganda, and logical fallacies. • Think sequentially. • Compare events, accounts, documents, and visuals. • Use context to determine word meaning. • Consider time period and point(s) of view (from multiple perspectives) 	<ul style="list-style-type: none"> • Create timelines accompanied by narratives. • Synthesize information or evidence from multiple sources. • Organize ideas coherently. • Create argumentative essays. • Weigh multiple ideas and large quantities of information. 	<ul style="list-style-type: none"> • Create narratives. • Use valid primary and secondary sources to guide thoughts. • Compare/contrast causes and effects. • Consider inquiries across long periods. • Recognize bias, propaganda, and logical fallacies.

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

The North Dakota Social Studies Content Standards included the 2017 English Language Arts Standards for disciplinary literacy in the document's appendices. These standards focus on the following:

- Read the text closely and cite textual evidence.
- Summarize key details, central themes, or ideas.
- Analyze interactions of individuals, events, or ideas from the text.
- Interpret vocabulary used in the text.
- Analyze text structure and points of view expressed in text.
- Evaluate and analyze content presented in media, visuals, videos, tables, graphs, charts, maps, or text.
- Analyze and evaluate specific arguments and claims and the validity and sufficiency of reasoning and evidence presented.
- Use valid, sufficient, and relevant evidence to support claims in arguments.
- Organize complex ideas and information reported or presented clearly.
- Gather information, evaluate multiple sources, and cite materials accurately when reporting findings from research.
- Consider the audience, task, and purpose when analyzing primary and secondary sources and presenting findings.



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 Social Studies Standards. (2019, August). Retrieved May 15, 2023, from [North Dakota Social Studies Content Standards](#).