

READING WRITING IN THE DISCIPLINES

Annotating Across Disciplines Video Transcript

Catherine Rohrbaugh:

What we're going to actually do today is, we're going to create a wet mount slide and then you and the person sitting beside you are actually going to conduct your lab.

In science, people think you have to be this genius to understand it. And it's like, "No, you just have to be able to decode and break it down."

Just open up to this first part. You are going to answer these two questions. "I wonder what," and "I wonder why." So you have two minutes to independently read.

Every time we start a unit, we start with a reading.

You can use your markers as well as your red pens to annotate. Mark anything you need to.

Beyond what I'm teaching in science content, I'm teaching the basics. How do you take notes in class? How do you get those notes into a paper? And that's what I want them to leave seventh grade with. And then I'll add in the content on top of that.

I like your questions. They're very good.

That's the whole part about being independent learners. When a student goes home, they're like, "How do I know where to start?" So when we take notes, we color code them. Every time that we read something new, we underline a new vocab word in red. If it is a definition, we then underline it in blue, and if it's a detail or supporting fact, we do it in green. On their piece of paper, I made the margins really big so it encourages them to write out their answers, to draw those lines, to make all their annotations that I've asked them to make. And we try and keep that consistent within our teaching team. We do a lot of interdisciplinary work. For example, in Mr. Gore's social studies class, they're doing the writing component for our research.

Jesse Gore:

You either have a blue marker or a red marker. I would like you to annotate your poster.

For collaboration, it's essential that I meet with my professional learning team every week.

Rohrbaugh:

We'll come together and be like, "Okay, so I'm doing that, you're doing that." Our topic areas don't necessarily align at the same time of year, so we make as many connections as we can no matter what time of year they are.

Gore:

All the disciplines focus on literacy.

That's a good detail you picked out.

Rohrbaugh:

Me and the math teacher are sharing everything. You know, how to get these kids to understand this, how to read a graph, how to understand a graph, create a graph. And that goes with population densities in social studies and looking at different countries and areas. So we try as much as we can.

Gore:

By paralleling my class discussion with what's going on next door...

Student:

Anton van Leeuwenhoek...

Gore:

...the students are really able to not only learn the content, but learn those important literacy skills. You'll see kids pull out a red marker in another subject area. And it's like, "Ah, they found a definition."

Gore:

It's important that we're all on the same page, that we all understand that those high expectations for students need to be shown every day in class.

What about this picture right here? Why is it circled in red?

Rohrbaugh:

I love the rigor. Students need to be held at a higher standard, they need to be pushed harder, they need to be more independent learners, and that's a very difficult switch.

So, good job, you already figured it out.