A U-TELL Framework for Disciplinary Literacy Instruction Through Collaborative Expertise

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I. Introduction

Supporting adolescents who may have difficulty engaging in literacy practices has been one of the most important agendas in education (Christenbury et al., 2009), prompting a number of federal-level initiatives and policies in the United States, such as the Common Core State Standards. Additionally, students bring different linguistic and cultural backgrounds, including their strengths and needs in terms of interpreting and composing using various source materials, meaning that what each student needs is not the same and is likely a kind of combination of generic and discipline-specific strategies and skills.

In particular, since early controversial research on content area literacy (e.g., O'Brien et al., 1995) was studied, researchers have focused on the role of disciplinary literacy as a crucial skillset for becoming a disciplinary expert (Shanahan & Shanahan, 2012), for providing students with opportunities to engage in disciplinary activities and communities (Draper & Wimmer, 2015; Moje, 2015), and for promoting students' success in college and the workforce with the advent of the Common Core State Standards (Zygouris-Coe, 2012). For the study of disciplinary literacy, many researchers argue for the importance and indispensability of collaboration between literacy researchers/teach-

ers and content area researchers/teachers (Gillis, 2014; O'Brien & Ortmann, 2016) because the change toward disciplinary literacy requires content area teachers to not only thoroughly understand disciplinary content and practices but to also know how to teach literacy skills through professional development.

Many disciplinary literacy studies focused on collaboration among educational stakeholders (Hinton & Suh, 2019), but the focus and approaches for supporting teachers' integration of disciplinary literacy knowledge and practices are restrictive and follow an infusion model. This approach positions university team members as experts rather than collaborators, contributing to its lack of success. As disciplinary literacy educators, our disciplinary understandings of sciences, social sciences, and math have often been generated from academic study and superficial reading rather than the immersive understanding enjoyed by disciplinary scholars and classroom teachers (Hinchman & O'Brien, 2019). The knowledge we acquire seldom allows us to gain "the habits of mind, heart, and hand", essentially the signature pedagogies of each discipline (Calder, 2006; Shulman, 2005).

In this paper, I document how we moved from a literacy framework, albeit partially effective and comprehensive, developed outside of the disciplines, to one that resulted from collaborative expertise and immersive work over a five-year project within International Baccalaureate (IB) history and global politics classes. To do this, I introduce our U-TELL framework that collaboratively evolved through a five-year partnership between practicing teachers and university researchers. I believe that introducing our U-TELL framework can recommend and augment what to discuss in disciplinary literacy projects among participants.

The initial phase of the research project focused on understanding disciplinary literacy from a broader academic literacy perspective (O'Brien & Ortmann, 2016) informed by work from multiple disciplines including writing studies (e.g., De La Paz & Wissinger, 2015; Hyland, 2000), adolescent literacy, content literacy research,

and policy research (e.g., Alvermann & Moore, 1991), and functional language perspectives on academic language (e.g., Fang & Schleppe-grell, 2010). This broad academic literacy framework encompassed the initial framework we started with within a five-year project involv-ing colleagues in social studies but which evolved into a collabora-tive immersion in the disciplines leading to the U-TELL framework described below.

The purpose of this paper is to discuss which aspects educa-tors should consider and how collaborative expertise works for dis-ciplinary literacy instruction, based on the U-TELL framework that was suggested in a disciplinary literacy research project. This U-TELL framework was established through discussions of the literacy project participants and instructional applications. As mentioned, it should be noted that the main purpose of the paper is to discuss core components that educators can consider and apply for their stu-dents and classes rather than showing the processes themselves of how the framework was determined and demonstrating the effective-ness of the framework with empirical evidence. Also, the compo-nents themselves of the U-TELL framework was already presented elsewhere(Lemanski et al., 2019), but the details are introduced and discussed in this paper.

This introduction and discussion on the U-TELL framework will be helpful for educators in designing and preparing for disciplinary literacy instruction. Although the framework was created with an American context, the components of the U-TELL framework can be applied to Korea as well. This paper will augment the existing discus-sions on models for disciplinary literacy instruction (e.g., Jang et al., 2018). In the following sections, I briefly describe disciplinary literacy and university-school partnership, which were the bases in our disci-plinary literacy project. Then, I introduce our U-TELL framework and its practical example and application in class, based on our research data.

II. Disciplinary Literacy and School-University Partnership

1. Disciplinary Literacy

In fact, the definition and characteristics of disciplinary literacy have already been discussed in detail somewhere (e.g., Lee, 2019), so this section reviews some points of disciplinary literacy.

Traditionally, content literacy, defined as "the ability to use reading and writing for the acquisition of new content in a given discipline" (McKenna & Robinson, 1990, p. 184), has played an important role in investigating and teaching multiple reading and writing strategies to maximize students' content learning across a curriculum.

However, some pre- and in-service disciplinary teachers began resisting the perspective of content literacy requiring every teacher to understand how to use literacy (e.g., Alvermann & Moore, 1991; O'Brien et al., 1995). In this context of resistance, some content area literacy educators initiated revisiting the existing generic literacy and its instruction and suggested domain- or discipline-specific literacy, called Disciplinary Literacy (DL) (Moje, 2008; Shanahan & Shanahan, 2008).

Although DL has been defined in somewhat differing ways by its advocates, it can be discussed or explained by diverse academic frameworks (O'Brien & Ortmann, 2016), such as socio-cognitive (e.g., Shanahan & Shanahan, 2008; 2012), social and functional linguistics (e.g., Fang, 2012; Fang & Coatoam, 2013), and socio-cultural perspectives (e.g., Moje, 2008; 2015), broadly speaking, DL refers to the domain-specific literacy ability or practices in each discipline (Draper & Siebert, 2010; Fang, 2012; Moje, 2015). Thus, as content literacy tends to focus on teaching a generalizable set of study skills that can be used across content areas, DL emphasizes the specialized literacy practices that are used by those who create, communicate, and employ knowledge within each of the disciplines. Accordingly, teach-

ers should focus on how to read, write, speak, think, and listen like experts or apprentices in a discipline by considering follows (Fang & Coatoam, 2013).

(a) school subjects are disciplinary discourses recontextualized for educational purposes;

(b) disciplines differ not just in content but also in the ways in which this content is produced, communicated, evaluated, and renovated;

(c) disciplinary practices such as reading and writing are best learned and taught within each discipline; and

(d) being literate in a discipline means understanding both the disciplinary content and disciplinary habits of mind (i.e., ways of reading, writing, viewing, speaking, thinking, reasoning, and critiquing)

Of course, teaching DL does not mean making high school students become experts such as junior scientists, historians, or mathematicians. Rather, it is needed to help students gain access to knowledge in the disciplines and to help them become critical thinkers who are capable of participating in, comprehending, and critiquing the norms and practices that practitioners in the disciplines use (Fang & Coatoam, 2013; Moje, 2008; 2015). Also, although some students may have difficulty learning DL or disciplinary thinking skills, these skills can be mitigated by increased scaffolding such as using graphic organizers or transforming texts.

2. School-university partnership

Hynd-Shanahan (2013) argued that "disciplinary literacy instruction likely won't happen without a true collaboration" (p. 96). Similarly, Zenkov et al. (2016) also noted that literacies "are best developed through partnerships of school and community constituents" (p. 88) by introducing "partnership literacies". This means that fully understanding the literate practices in their discipline and design-

ing discipline-based literacy instruction is possible with significant collaboration with discipline-based mentor teachers or disciplinary experts (Conley, 2012). Specifically, collaboration or partnership is represented as instructional support, professional development, or disciplinary learning (Hinton & Suh, 2019). That is, collaboration helps teachers and university faculty focus on discourse, practice, and domain knowledge for DL instruction. Also, through collaboration as a professional development opportunity, teachers can share, learn, and improve DL practices. Finally, collaboration enables teachers to reframe their instructional practices from those based on generic literacy strategies to a discipline-specific approach.

It should be noted that partnerships between teachers and university faculty can generate tension due to perceived power inequities and conflicting research agendas (Jones et al., 2016; Waitoller & Artiles, 2016). However, successful school-university partnerships can foster equitable collaboration which focuses on the "understanding of one another's role and the nature of learning that can be achieved" (Jones et al., 2016, p. 110). We believe that school-university collaboration or partnerships can be mutually beneficial since collaboration enables them to gain different knowledge, skills, and practices in different communities. Of course, it requires participants to recognize other members as equal collaborators within the "communities of practice" (Lave & Wenger, 1991). In summary, collaborative expertise draws from the synergy of both the epistemologies and historically situated ways of thinking and teaching via an intensive collaborative partnership between teachers in multiple school settings and university professionals.

III. Research Project Overview

Since the U-TELL framework evolved collaboratively over the last three years of the five-year partnership from a disciplinary research
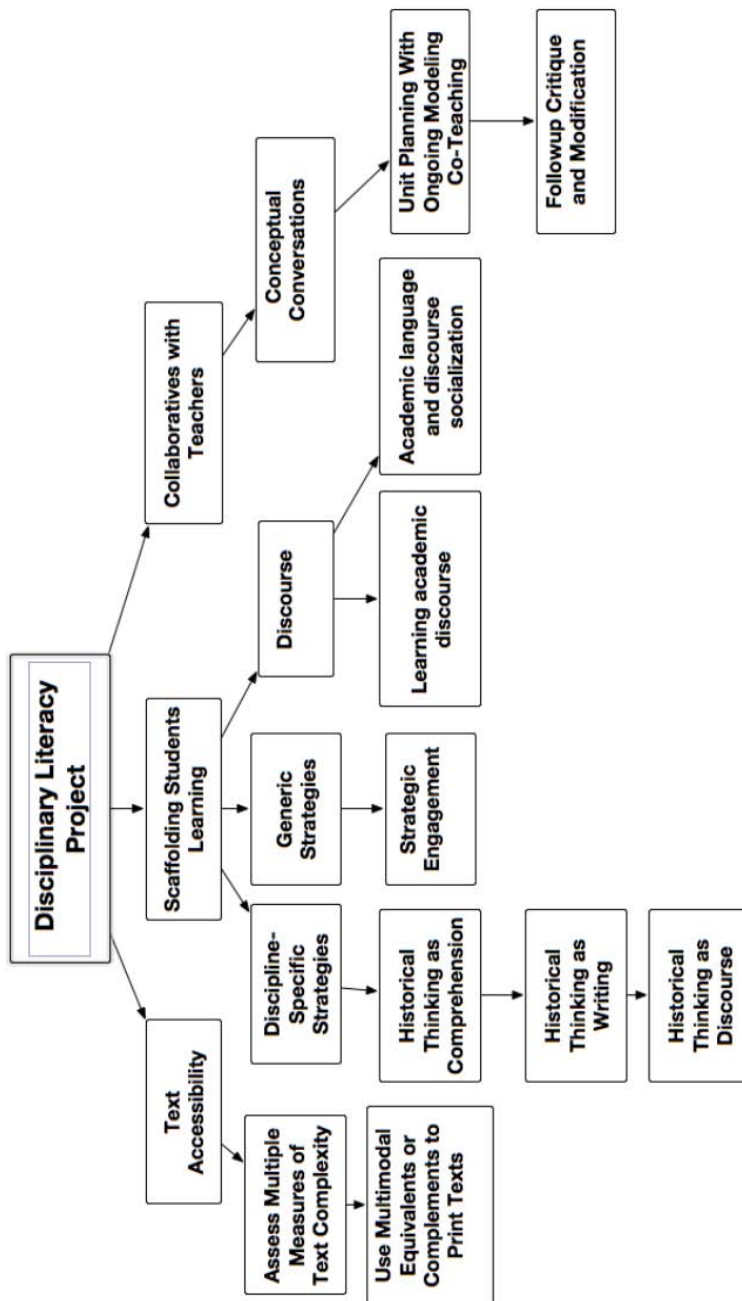
Figure 1. Components of the Disciplinary Literacy Project (O'Brien et al., 2017, p .23)

project, it is necessary to show the project's overview. Here, I give an overview of our research project since the examples to introduce the practical applications of our U-TELL framework are based on the project's data.

The larger project, the Frederick Douglass Project (pseudonym), was designed to validate components of a multidimensional DL framework (see Figure 1) and to support high school students and their teachers in implementing the framework. The project was based on collaboration among social studies teachers, literacy researchers, and social studies education researchers, and was conducted from 2015 to 2019.

1. Setting and participants

There were three settings for this project: the Harrison, Wellington, and Cambridge High Schools (pseudonyms). Harrison and Wellington serve over 1,100 students in a large district in a Midwestern city in the US. 90% and 40% of the student populations at Harrison (93% of students are students of color) and Wellington (51% of students are students of color), respectively, qualify for free or reduced lunches. Cambridge (having mostly white students) serves over 800 students in a mid-sized rural district with 20% of students qualifying for free or reduced lunches. There were five participating social studies teachers who teach IB history, global politics, Economics, or American history. And eight university researchers, including literacy education researchers, social studies education researchers and literacy education doctoral students, participated in the project.

Against the backdrop of the broader project analysis, the research project's members also studied the five teachers as cases via Merriam & Tisdell's (2015) notion of bounded systems. The participating teachers included mid-career and veteran teachers as well as an early career teacher who initially joined the project as a preservice teacher. Included in each system were teachers' classes, the students' perfor-

mances on assessments, students' engagement with units, in addition to each teacher's professional history, enactments of professional knowledge, and beliefs about the role of DL.

2. Collaborative meetings

One of the characteristics of the research was the three kinds of meetings to support teachers' practices and collaboratively discuss practical issues applying to DL. Specifically, there were whole collaborative meetings, uncoverage meetings, and literacy scaffolding meetings.

The whole collaborative meeting was for collaborative conversations with all of the project's participants. In the meetings, teachers shared and discussed their general interests, concerns, and cases with participants, especially with their peers, and raised some questions related to teaching based on the DL approach. Then, researchers, who are experts in the fields of literacy and history education, answered the questions and gave advice and teaching points that the teachers should consider for their classes and the research project.

The uncoverage meetings were based on the concept of uncoverage that was advocated for in the studies of Wiggins and McTighe (e.g., Wiggins & McTighe, 2005), and was discussed and expounded actively in the history education field by Calder (2006). The meetings were based on signature pedagogy, which is discussed below. From the meetings, history teacher educators and history teachers focused on completing the process of creating guiding questions for each unit and eliminating texts that do not help students in answering the questions. They also focused on discussing particular historical thinking skills introduced/repeated based on the questions, texts, and assignments/tasks.

In the literacy scaffolding meetings, literacy researchers worked with the history teachers on ways to conduct scaffold reading, writing, and vocabulary/academic language to meet the goals from the uncoverage meeting.

3. Data for the U-TELL framework

The data collected in the project enabled our research team to better understand the U-TELL framework through collaborative partnerships between schools and universities. In particular, our main objective was to observe and analyze the process by which these collaborations took place and the ways in which they were enacted in classroom settings. The research team included the following qualitative data sources: (a) unit plans co-constructed by the teachers and the researcher participants in "uncoverage" sessions. The plans included multimodal text sets in which inaccessible texts were eliminated or reconstructed in response to "essential' questions that guided inquiry organized around disciplinary thinking skills; (b) audio recordings (selectively transcribed) of the school-university sessions we labeled as "uncoverage" planning sessions in which units were collaboratively constructed; (c) classroom observations that enabled us to understand how the lessons were implemented by the teachers and how they impacted students; (d) teacher conversations and interviews that provided insights into how the teachers took up the unit plans and teacher reflections on how the lessons engaged students and supported student learning; and (e) student work and conversations about the work that allowed us to understand how students engaged with the lessons. In addition, we collected the following quantitative discipline-specific measures:ⓐ reading comprehension, ⓑ vocabulary, and ⓒ writing (a proxy for disciplinary thinking—writing an argument from a scenario prompt with reference to a target text).

IV. The U-TELL Framework

As mentioned, the U-TELL framework (see Figure 2) evolved collaboratively over a five-year partnership between practicing teach-

ers and university researchers. It was informed not by fitting the initially-intended broader academic literacy framework but by co-constructing literacy practices scaffolded to the disciplinary thinking demanded by inquiry processes in response to central disciplinary questions.
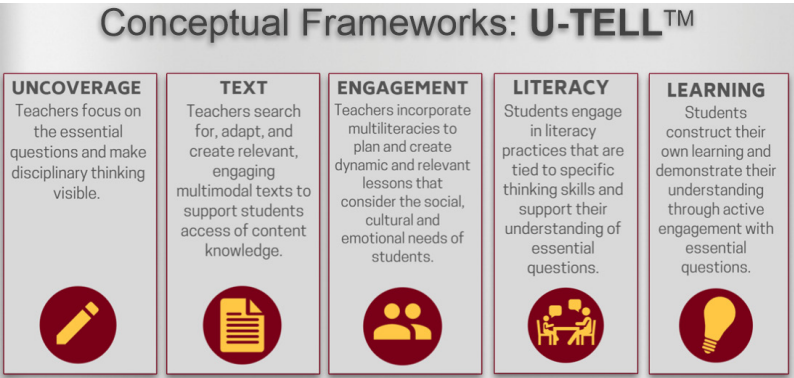

Figure 2. Components of the U-TELL Framework (Lemanski et al., 2019, pp. 2-4)

With the teachers, the research team identified what students really needed to know within a specific disciplinary unit and developed questions that would guide their inquiry. By leveraging the skills and expertise of the partnership, the team then constructed literacy practices to support student learning. For example, as shown in Figure 3, the teacher and research team planned and discussed on Google Docs what learning goals and contents should be dealt with and how literacy should be taught with which materials.

Global Politics Unit: Syria 2010 to Present
11/27/18-1/18/19 (tentative)

Part I: Essential Questions:
1. How does a state establish legitimacy in periods of instability? (Justify)
2. Which actors have power in proxy wars? (Discuss/Distinguish)
3. What are the tensions between maintaining allies and achieving state goals? (Analyze)

Syria Writing Prompts
Whiteboard Planning
Potential Resources
Link to 2017-2018 Syria folder

Command Terms:
Analyze	Evaluate
Compare	Examine
Compare & Contrast	Explain
Contrast	Identify
Define	Justify
Describe	Outline
Discuss	Suggest
Distinguish	To what extent

Historical Thinking Skills: Change and Continuity, Causality, Context, Sourcing, Close Reading

Reading/Text (in order of teaching; date if available)	Command Terms/ Thinking Skill(s)	Question(s)	Literacy Scaffolding--strategies and procedures/actions
Syria's civil war explained from the beginning from Al Jazeera starts with "What caused this uprising?" and traces it through to today and concludes with details on the Refugees (11/27-28) -Lesson takes 2 days	Justify	1. Justify why one individual can lead to an intrastate war. Does it lead to instability	Video: The Boy Who Started a Civil War (45 minutes) with discussion. Al Jazeera starts with "What caused this uprising?" and traces it through to today and concludes with details on the Refugees. Viewing Guide created by Erin and Josh. Used rubric to assess questions and responses.
Reflection			The video is always a great way to get students interested in the event. Students seem to respond well even with the subtitles and remember quite a bit of the information throughout the unit. Questions afterwards were at face value and could be more in depth. There tended to be more obvious questions arising and it is possible that more prompting could be done in regards to the discussion.
Graphic Organizer--Major Actors in Syrian Conflict (12/5-12/) -Lesson takes 3 days	Discuss/ Distinguish	2.	Major Actors graphic organizer can be used to help students organize the major actors in the conflict. Students can include details, who they backed or backed by, who they are fighting. Students can work in groups to complete the organizer. Resources are included at the bottom of the sheet. How to use this resource:

Figure 3. Example of collaborative discussion for a unit plan through Google Doc

We also took into account multiple perspectives on student engagement in specific tasks. In addition, we incorporated uncoverage, a key piece of the framework that complemented the disciplinary literacy scaffolding and engagement. In what follows, the U-TELL framework and its application or example based on our data were introduced.

1. Uncoverage and unit plan

Our first concept, uncoverage, which was introduced in Wiggins and McTighe (2005) and applied in history education by Calder(2006), is based on signature pedagogies. Articulated first by Shulman (2005), the signature pedagogies were defined by the educators' ability to encourage students "to think, to perform and to act with integrity" (p. 52) in the discipline. Calder (2006) echoed this point by arguing that signature pedagogies encourage students "to do, think and value what

practitioners in the field are doing, thinking and valuing" (p. 1361). From this pedagogical perspective, educators focus on teaching what counts as knowledge in a discipline and how this knowledge is constructed, analyzed, criticized, accepted, or discarded. Thus, their role is to help students see how disciplinary practitioners approach tasks and help students build specific skills to do these tasks on their own.

As a typical example of many classrooms, students listen to teachers' lectures, read textbooks, and take tests. These are all related to the term coverage. In educational settings, when we are based on coverage, which means "to conceal", "to cover up", or "to throw a blanket over" something, teachers tend to focus on lectures, stolid textbooks, and decontextualized learning activities or assessment by hiding what it really means to be good at history (Calder, 2006). However, with the uncoverage approach, teachers focus on helping students tease out direct practice or examination in a discipline. Rather than overwhelming students with pages and pages of text, the rigor of uncoverage focuses on critical thinking that involves connecting and extending discipline-specific ideas in a more thoughtful and purposeful way (Wiggins & McTighe, 2005).

In history class for this uncoverage approach, teachers need to have opportunities to understand what the uncoverage approach means, which requires collaboration with literacy and social studies education researchers. From the collaborative understanding, teachers should expose their students to a rich array of sources that are designed to encourage them to think like historians, which is possible when teachers set and define essential questions so that students are encouraged to answer those authentic questions. In this way, it is crucial to formulate unit and lesson plans with essential questions (Wiggins & McTighe, 2005). Through this unit plan, teachers can establish which questions should be set, which sources should be provided, and which assessment tools should be employed for students' historical thinking.

The focus of the uncoverage teacher coaching sessions is to more

closely connect the selected readings, tasks, and discourses around big questions that, when answered, focus on what history is and how history leads to knowledge and understanding that connects the present to the past. These processes of uncoverage and unit planning especially require collaboration among participants, specifically triangular collaboration among literacy and social studies education educators and content area teachers. This is because social content area education researchers provide appropriate disciplinary thinking skills, literacy education researchers suggest appropriate DL skills for the thinking skills, and teachers share their teaching goals and discuss with the researchers how those skills can be applied practically to their class situations.

As shown in Figure 4, the researchers in the project helped the participating teachers set essential questions and specific plans for each unit in the uncoverage meetings. Through the meetings, teachers and researchers chose and decided upon the core learning contents and necessary literacy strategies. For example, in Figure 4, the section of 'EQs' shows what essential learning goals the teachers and researchers set instead of simply dealing with and following all of the textbook contents. The researchers and teachers planned to prepare learning resources and assess their students, following the essential questions. They also discussed what writing tasks students need to perform for learning.
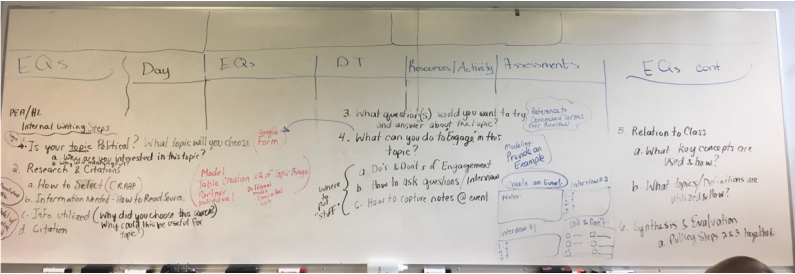

Figure 4. Example of unit planning in the uncoverage meetings

2. Text selection and text accessibility

The type of disciplinary literacy relies on a broad definition of text since practitioners in disciplines read, view, and consider diverse types of resources. Thus, in addition to using textbooks, it is important for teachers to prepare additional proper texts for their classes; however, text selection does not mean simply scanning a document to determine whether it matches the topic of study in that "texts that offer multiple perspectives, offer different formats to study, and ask students to question more traditional textbook information encourage a critical lens for learning and place value on minority or less-focal viewpoints" (Colwell, 2019, p. 632).

To select appropriate texts, teachers need to consider or understand disciplinary experts' text selection, practices, and skills that make sense to incorporate into instruction. In social studies, more specifically history, historians select or use texts based on which particular historical problems or research questions they posit. Thus, these texts serve as resources for an investigation to be corroborated through comparison and contrast with other texts or to be questioned with respect to the author's position and purpose, considering the contexts in which the texts were created (Wineburg, 1991).

However, given that students are generally expected to learn history rather than producing histories using texts like historians, there are a vast array of resources available including electronically reproduced multimodal texts, images, artifacts, and narratives, and teachers need to collaborate with literacy or social studies professionals to assess the quality and authenticity of such resources. This collaboration enables teachers to best utilize these resources when using them with students.

Of course, in addition to using existing raw resources or texts, teachers can or should consider how to make these materials more readable for students. So-called complex texts are often just inconsiderate of their audiences (Armbruster & Anderson, 1985; McCabe et al.,

2006). And students can have difficulty and need support in accessing content when complex texts are inconsiderate, too difficult, or voluminous. Thus, we need to note the concept of accessibility. O'Brien and Dillon (2014) argue:

> Accessibility—the dimension of a text that makes it available to a reader—is not synonymous with matching reading ability to text readability. It is more like leveling, based on a range of factors including text difficulty, but also considering how difficulty can be mediated by interest, stance toward a topic, and determination and perseverance to read something one has decided to read (p. 52).

Based on this text accessibility approach, teachers should strive to reduce the sheer volume of reading by honing in on the richest texts that serve particular purposes, rewrite or shorten inconsiderate texts, or substitute multimodal texts that are more engaging, and they should support teaching of the same concepts in place of inaccessible print texts. For this, first, texts should be scanned by teachers for vocabulary, structure, or format that may hinder students' comprehension. Uncoverage sessions, which were explained above, can also help teachers make texts more accessible and decrease the volume of unguided reading.

Figure 6 shows how one of the teachers in the project revised and transformed an original text (Figure 5) for students' understanding. For example, the teacher included a subtitle ("Introduction"), which didn't originally exist in order to structuralize the text more, and added the information about the author which may help students understand the author's perspective on the article. Also, the teacher placed some question boxes on the text that leads students to read the text carefully and to analyze the text contents closely.

Figure 5. An original article of 'Tangled Web'

Figure 6. Example of making the text accessible

3. Engagement

The emphasis only on the cognitive processes and strategies involved in reading insufficiently accounts for and guarantees reading achievement (Wigfield et al., 2016), and motivation and engagement play a crucial role in literacy development and achievement (Guthrie & Wigfield, 2000; O'Brien et al., 2007). Particularly, it is unreasonable to believe that students will arrive in their classroom with a preexisting motivation to learn a discipline, so teachers should consider how to enhance students' motivation and how to apprentice and guide them into recognizing the value and rationale of disciplinary reading, writing, and speaking (Moje, 2015).

Emphasis on motivation and engagement does not mean that it undermines the importance of cognitive aspects in disciplinary learning. Rather, both cognitive and motivational aspects should be reflected concurrently in disciplinary literacy teaching in class. As O'Brien and Dillon (2014) argued with their term strategic engagement, which focuses systematically on twin cores of strategic reading strategies and reading motivation and engagement, teachers need to focus on the parallel importance of cognitive strategies and motivational regulation during reading. From this notion, teachers are expected to make motivation or engagement more explicit when teaching DL skills or focusing on comprehension in class.

Thus, while teaching or comprehending texts, teachers can and should consider motivational elements that are emphasized the field of achievement motivation (e.g., Wigfield et al., 2015). Specifically, teachers need to focus on setting, supporting, or enhancing students' self-efficacy, literacy goals, autonomy, and value of learning. Of course, teachers also need to recognize that students' motivation can be discipline-specific rather than content-general. The use of multimodal texts also can be considered because they can enhance students' motivation and engagement, and in turn, their learning (O'Brien et al., 2007).

Considering that those learning goals can lead students to motivate and engage students in learning by helping them control their attention and endeavors and regulate their cognitive and motivational strategies (Latham & Locke, 1991; Schunk, 2001; van den Broek et al., 2011), the teachers in the project presented goals in every class (see Figure 7). In particular, the teachers tried to set literacy-related goals rather than generic learning goals.
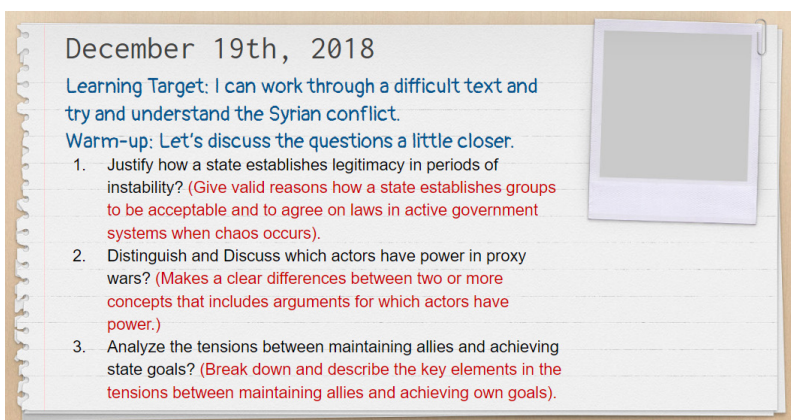

December 19th, 2018

Learning Target: I can work through a difficult text and try and understand the Syrian conflict.

Warm-up: Let's discuss the questions a little closer.

1. Justify how a state establishes legitimacy in periods of instability? (Give valid reasons how a state establishes groups to be acceptable and to agree on laws in active government systems when chaos occurs).
2. Distinguish and Discuss which actors have power in proxy wars? (Makes a clear differences between two or more concepts that includes arguments for which actors have power.)
3. Analyze the tensions between maintaining allies and achieving state goals? (Break down and describe the key elements in the tensions between maintaining allies and achieving own goals).

Figure 7. Example of engaging students with learning goals

4. Literacy

Historically, although the trend is changing, research and teacher education have focused on basic skills or intermediate skills, so content-area teachers are not equipped with the literacy and language knowledge for teaching DL (Fang, 2014). Literacy faculty also do not possess the content knowledge required to maximize the effect of DL teaching (Fang & Coatoam, 2013). Further, it can also be considered that for some learning topics, teachers do not have sufficient disciplinary knowledge.

For these reasons, collaboration among the aforementioned tri-

angular participants is required. Through this collaboration, teachers can understand and apply layering of content-area literacy strategies and DL strategies in response to students' needs (Dobbs et al., 2016). Particularly, this balanced approach including both content area literacy and DL instruction is necessary to help all students succeed as content-area literacy strategies can be seen as "engineering tools, as the powerful work of eliciting and engineering adolescent students' skills for engaging in disciplinary reading and writing practices" (Moje, 2015, p. 267).

Of course, this collaboration will focus more on understanding and discussing which DL strategies there are and how they can be applied to classrooms. For history classes, typically, the idea of reading in history from Wineburg and colleagues (Wineburg, 1991; Wineburg et al., 2013) will be suggested. According to them, DL strategies in history include three parts: (a) sourcing, which examines the authors and their rationale, credential, and interest in writing the text; (b) contextualization, which examines the document in its social, political, and cultural contexts in order to gain greater insight into the historical period; and (c) corroboration, which asks readers to examine various texts to understand how information on a particular topic can be confirming or contradictory. In addition to these strategies, teachers can discuss the effect of close reading and its application in their classroom (Hinchman & Moore, 2013).

As explained above, one of the specific literacy strategies in history is corroboration. To lead students to read diverse texts and review resultant diverse perspectives by comparing them, teachers prepare multiple materials for the same learning topic. For example, to teach the unit on the pipeline, one of the teachers utilized a research article, a current news article, infographics, and images, videos, or podcasts (Figure 8).

Figure 8. Use of multiple materials for an unit

5. Learning

This component can be embodied by the harmony of the four aforementioned components because learning has been characterized within disciplines as not only a product of disciplinary thinking but also as an intersection of this thinking and literacy processes and practices. Thus, based on the discussion through collaboration, teachers should identify which disciplinary thinking skills and learning contents should be prioritized for which essential questions, determine which texts, sources, or activities should be given to students by considering students' motivation and engagement, and explicitly apply and teach DL strategies in a discipline to students.

Simple lecturing content does little to build capacity to read, write, and think historically. As a more practical teaching practice, a cognitive apprenticeship approach can be employed. According to Brown, Collins, & Duguid (1989) and Collins, Brown, & Newman (1989), cognitive apprenticeship means teaching the practices that experts use to handle complex tasks. This cognitive apprenticeship includes the integration of cognitive strategy instruction with experts' practices for helping students develop conceptual and factual knowledge in the contexts of its use. In cognitive apprenticeship, after teachers model expert practice using a series of text structure scaffolds, students can observe, enact, and practice experts' practices with help from or collaboration with their teacher and other students, thus leading to students' independent performance with a shift in responsibility.

For the application of cognitive apprenticeship in history class, for example, teachers can describe foundational concepts about historical reading and model how to read, analyze, or compare the given texts with DL strategies in history by thinking aloud during modeling. Teachers can then give opportunities for students to apply the strategies through collaborative activities in a small group by allowing students to discuss how to source or corroborate the texts. In particular, collaboration is beneficial to both teachers and students in that having students work with their peers helps them approximate the work of disciplinary experts (Hinton & Suh, 2019).

Learning can occur even by writing tasks which are usually used as an assessment tool. By designing a writing assessment that mirrors the practice of investigating the past through source work, students can enhance and consolidate how to read, analyze, and interpret historical texts based on DL and historical thinking skills (De La Paz et al., 2017; Monte-Sano & De La Paz, 2012). In this case, teachers should include core components such as factual and interpretive accuracy, persuasiveness, sourcing, corroboration, and contextualization (Monte-Sano, 2012). Teachers also can help students get a feeling for the people who live at the time in which the task is based on by giving a prompt (e.g., write a letter to a governor as if you are one of the citizens in the era).

Figure 9 below shows how teachers can help students use and learn literacy strategies and thinking skills through writing tasks. This task was assigned to students after the teachers explained and modeled literacy strategies. To perform the task, students were required to read multiple history texts and to place themselves in the era of the sources. Students were expected to compare and analyze the texts by checking and considering source information.

Part III: Writing Prompt

You are given the opportunity to submit a brief newsletter article for *Model UN*, a student organization that is part of the United Nations. Based on information in the passage, write an argument in support of **_one_** of these positions:

1. The **postcolonial position** that defines gender equality based on the cultural context in which the women live.

OR

2. The **Western position** that defines gender equality according to a set of criteria established by western societies.

Discuss your position with reference to cultural norms, religion, and political power.

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_____

_____

Figure 9. Example of a writing task for helping students learn discipline-specific literacy and thinking skills

V. Conclusion

This paper is significant in that the U-TELL framework suggests what aspects educators and researchers can and should consider in teaching disciplinary literacy. However, the paper also has some limitations because it did not show the specific empirical evidences such as collaboration processes due to the main purpose of the paper and paper limitation. Nevertheless, our U-TELL framework emphasizes the potential benefits of collaborative university-school partnerships and shows the effects of focusing on the five components for disciplinary literacy teaching.

During this multi-year project, all of the stakeholders, which included an interdisciplinary team of content area experts, disciplinary literacy researchers, and practicing teachers, supported and learned from one another. This collaboration resulted in the creation of the multidimensional, multidisciplinary U-TELL framework, which was equally informed by the disciplines of history, global politics, literacy studies, and social cognitive theories of competence as well as learning education related to adolescent engagement and learning.

In addition to the creation of the U-TELL framework, these partnerships, which are created and sustained through the knowledge and experience of both university researchers and classroom teachers, have implications across disciplines for teacher preparation and professional development. Teacher educators and classroom teachers have a collaboratively-designed framework to guide both practicing and preservice teachers in supporting students' disciplinary thinking and literacy skills. The partnerships also demonstrate that university-school collaborations can positively inform and support the disciplinary work of practicing teachers beyond preparation and induction.

Finally, it is important to emphasize that teachers in this framework are collaborators, not passive participants. In this way, the

success of the partnership depends on how well the teachers are engaged in the collaboration with agentic subjectivity. In sum, it is believed that our U-TELL framework through our research project demonstrates not only that educational stakeholders should consider the suggested core components but also that they should participate in collaborative works with their agency for better disciplinary literacy teaching and learning.

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ABSTRACT

A U-TELL Framework for Disciplinary Literacy Instruction Through Collaborative Expertise

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The purpose of this paper is to suggest and introduce a framework, U-TELL, for disciplinary literacy instruction or research projects. The U-TELL framework was developed through a five-year disciplinary literacy research project, so disciplinary literacy, school-university partnership, and the overview of the project were discussed and presented. The U-TELL framework which involves five components: Uncoverage, Text, Engagement, Literacy, and Learning, was then introduced and discussed,.

Specifically, first, Uncoverage focuses on essential questions and on making disciplinary thinking visible. Second, Text involves teachers' practices searching for, adapting, and creating relevant texts. Third, Engagement emphasizes incorporating multiliteracies to plan and create dynamic and relevant lessons. Fourth, Literacy includes practices that are tied to specific thinking skills and support students' understanding of essential questions. Finally, Learning is the embodiment of students' meaning-making from texts and understanding through active engagement.

KEYWORDS Disciplinary Literacy, U-TELL Framework, Collaborative Expertise, School-University Partnership, Text Accessibility