### FIGURE 1. Practices for Disciplinary Literacy Instruction

<table>
<thead>
<tr>
<th>Approach</th>
<th>Practice</th>
<th>What?</th>
<th>Why?</th>
<th>Guiding Questions for Teachers</th>
</tr>
</thead>
</table>
| Discipline-specific strategy instruction to support disciplinary literacy | Choose Disciplinary Texts | Texts that contain the features of disciplinary discourse:  
- Unique text structures  
- Specialized vocabulary  
- Visual representations  
- Use of evidence to support claims | • To practice the discipline-specific skills needed to learn from complex disciplinary texts  
• To provide insight into disciplinary formats and conventions | When selecting a text:  
- Who is the intended audience?  
- How would students use it?  
- Does the text reveal something about how the discipline works? |
| | Model Expert Practices | Sharing your expert practices with students through a “think aloud”:  
- Name the practice  
- Show how you use it  
- Provide a discipline-specific reason for using it | Content-area teachers are experts in reading disciplinary texts  
“Think-alouds” provide a model for how to engage with text | When choosing a skill to demonstrate:  
- Is this a practice I actually use?  
- What does it help me do?  
- How does it connect to what disciplinary insiders do or how they think? |
| General strategy instruction to support literacy and content | Use Multimodal Text Sets | Collection of texts:  
- On a single topic, concept, or theme  
- In various modes (print, video, visual representations, interactive models, etc.) | To provide multiple points of access to complex disciplinary ideas | When building a text set:  
- Is there at least one “text” that is accessible for every student?  
- Do all of the texts contribute to a deep understanding of an important disciplinary topic or idea? |
| Disciplinary literacy as a result of engagement in the discipline | Engineer Teachable Moments |  
- Select texts and tasks that require learning new and important literacy skills  
- Prepare mini-lessons on the most useful strategies and tools to capitalize on “teachable moments” that arise | Students will inevitably need support along the way as they “do” the discipline  
The literacy instruction can be engaging and relevant when it is provided in the context of “doing” the discipline | When entering a new disciplinary learning experience:  
- What skills or strategies would I use during this experience?  
- Which of these skills do my students already possess?  
- Which will I need to teach them? |