

**FIGURE 1. Practices for Disciplinary Literacy Instruction**

Approach	Practice	What?	Why?	Guiding Questions for Teachers
<b>Discipline-specific strategy instruction to support disciplinary literacy</b>	Choose Disciplinary Texts	<p>Texts that contain the features of disciplinary discourse:</p> <ul style="list-style-type: none"> <li>• Unique text structures</li> <li>• Specialized vocabulary</li> <li>• Visual representations</li> <li>• Use of evidence to support claims</li> </ul>	<ul style="list-style-type: none"> <li>• To practice the discipline-specific skills needed to learn from complex disciplinary texts</li> <li>• To provide insight into disciplinary formats and conventions</li> </ul>	<p>When selecting a text:</p> <ul style="list-style-type: none"> <li>• Who is the intended audience?</li> <li>• How would students use it?</li> <li>• Does the text reveal something about how the discipline works?</li> </ul>
	Model Expert Practices	<p>Sharing your expert practices with students through a “think aloud”:</p> <ul style="list-style-type: none"> <li>• Name the practice</li> <li>• Show how you use it</li> <li>• Provide a discipline-specific reason for using it</li> </ul>	<ul style="list-style-type: none"> <li>• Content-area teachers are experts in reading disciplinary texts</li> <li>• “Think-alouds” provide a model for how to engage with text</li> </ul>	<p>When choosing a skill to demonstrate:</p> <ul style="list-style-type: none"> <li>• Is this a practice I actually use?</li> <li>• What does it help me do?</li> <li>• How does it connect to what disciplinary insiders do or how they think?</li> </ul>
<b>General strategy instruction to support literacy and content</b>	Use Multimodal Text Sets	<p>Collection of texts:</p> <ul style="list-style-type: none"> <li>• On a single topic, concept, or theme</li> <li>• In various modes (print, video, visual representations, interactive models, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• To provide multiple points of access to complex disciplinary ideas</li> </ul>	<p>When building a text set:</p> <ul style="list-style-type: none"> <li>• Is there at least one “text” that is accessible for every student?</li> <li>• Do all of the texts contribute to a deep understanding of an important disciplinary topic or idea?</li> </ul>
<b>Disciplinary literacy as a result of engagement in the discipline</b>	Engineer Teachable Moments	<ul style="list-style-type: none"> <li>• Select texts and tasks that require learning new and important literacy skills</li> <li>• Prepare mini-lessons on the most useful strategies and tools to capitalize on “teachable moments” that arise</li> </ul>	<ul style="list-style-type: none"> <li>• Students will inevitably need support along the way as they “do” the discipline</li> <li>• The literacy instruction can be engaging and relevant when it is provided in the context of “doing” the discipline</li> </ul>	<p>When entering a new disciplinary learning experience:</p> <ul style="list-style-type: none"> <li>• What skills or strategies would I use during this experience?</li> <li>• Which of these skills do my students already possess?</li> <li>• Which will I need to teach them?</li> </ul>

This document is an accompaniment to Gabriel, R., & Wenz, C. (2017). Three directions for disciplinary literacy. *Educational Leadership*, 74(5), online.