

## Exploring Disciplinary Literacy - “Thinking/Acting/Talking/Writing Like \_\_\_ (Science, History, Math, Literature)”

Brock et. al. (2014) reminds us that there is a distinct difference between *content area literacy* and *disciplinary literacy*. Content area literacy often refers to a generic set of literacy practices that can be embodied to their “respective disciplines.” **However, DISCIPLINARY LITERACY refers to how experts in these fields act, talk, think, and write within their field of study.**

### Disciplinary Focus:

Disciplinary Literacy Practices	Expert Practices	Classroom Implications
<p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>• How might this expert go about asking questions?</li> <li>• What would these questions look/sound like?</li> <li>• How might this expert think about a topic?</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions is vital in her job- she needs to ask detailed and specific questions to prove her point</li> <li>• Determines what questions to ask based on clients mental state</li> <li>• Needs to make sure client is fit- if they’re not they need to go to a state hospital</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions is also vital in the classroom. Students need to learn how to ask questions and find answers to their questions.</li> <li>• Students need to learn how to ask relevant questions that will aid them in their learning/ when they are doing research</li> </ul>
<p><b>ACTING</b></p> <ul style="list-style-type: none"> <li>• What does this expert do typically?</li> <li>• What skills does this expert need in order to be considered an expert?</li> <li>• What practices do they participate in frequently?</li> </ul>	<ul style="list-style-type: none"> <li>• The business expert acts as a leader and mentor. He supports other employees and they also have a direct leader that is more responsible</li> <li>• There should be regular meetings to check progress towards goals</li> <li>• Development action plan – held accountable by leaders</li> <li>• “You own your development”</li> <li>• The video games expert requires 10-12 hours a week of “practice.” During practice they focus less on</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings and progress checks should also be used in the classroom - they are vital in tracking student progress and recognizing students strengths and weaknesses.</li> <li>• Development action plan seems somewhat similar to learning plans made in classrooms. These can be especially important for ESL students and students in special education, as their</li> </ul>

	<p>the actual playing, and more on the skills needed to play well.</p> <ul style="list-style-type: none"> <li>• The e- sport expert talked a lot about how e-sports require a lot of mental energy and focus</li> </ul>	<p>learning plans may be different from most students.</p> <ul style="list-style-type: none"> <li>• The quote “you own your own development” is as true for education as it is business. No matter how hard you try, you can’t teach a student that doesn’t want/refuses to learn. Ultimately, it comes down to students to take accountability for their education. It is our jobs to encourage them to do so and stress the importance of school.</li> <li>• Students need to practice the skills needed to produce good assignments. These include critical thinking, finding evidence, application, analysis, etc.</li> <li>• School also requires a lot of mental energy and effort.</li> <li>•</li> </ul>
Disciplinary Literacy Practices	Expert Practices	Classroom Implications
<p><b>TALKING</b></p> <ul style="list-style-type: none"> <li>• What does the expert talk about/argue about?</li> <li>• How might that sound?</li> <li>• What words are used?</li> <li>• What verbs are used?</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions is vital in her job- she needs to ask detailed and specific questions to prove her point</li> <li>• Determines what questions to ask based on clients mental state</li> <li>• Needs to make sure client is fit- if they’re not they need to go to a state hospital</li> <li>• The lawyer needs to make sure she</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions is also vital in the classroom. Students need to learn how to ask questions and find answers to their questions.</li> <li>• Students need to make sure when they’re making arguments that they are using facts and valid evidence.</li> <li>• Students use a variety of</li> </ul>

	<p>is speaking and making arguments based off the facts that are present</p> <ul style="list-style-type: none"> <li>● The esports guy uses discord, alongside talking face to face.</li> </ul>	<p>communication apps, such as google classroom and slack.</p>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● How might the discipline expert use/form language?</li> <li>● What vocabulary is specific to the expert?</li> <li>● How might the expert use words in written communication?</li> <li>● What might the expert write about?</li> <li>● What might the expert argue about in writing?</li> <li>● How might the expert choose to write the argument?</li> <li>● What other ways does the expert present information?</li> </ul>	<ul style="list-style-type: none"> <li>● For the lawyer, written police reports can act as vital evidence in her cases</li> </ul>	<ul style="list-style-type: none"> <li>● It is extremely important to be able to analyze written sources in both LA and social studies. Students need to learn how to effectively pick out information that will aid them in whatever they're doing</li> </ul>

## Critical Thinking

- \* Collaboration
- \* Importance of practicing fundamental skills
- \* Interdisciplinary connections
- \* Creativity
- \* Synthesizing
- \* Reflection
- \* Conceptualizing

## Inquiry

- \* Finding the difference between fact + opinion
  - ↳ Fake News
- \* Research
- \* Finding relevant info
- \* Knowing your audience
- \* Prior Knowledge

- \* Analyzing
- \* ~~Developing~~ Deliberate
- \* Thinking outside the box (Columbus day example)
- \* Asking relevant questions
- \* Collaboration
- \* Context
- \* Sources