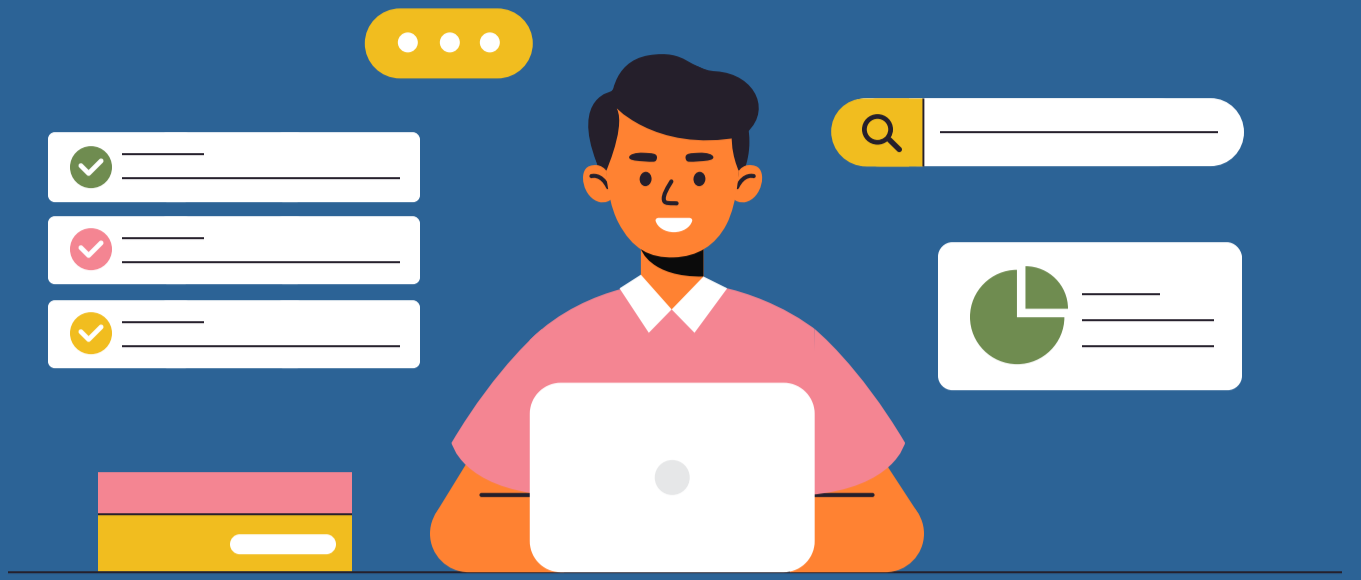


Disciplinary Literacy Instruction



The opportunity for disciplinary literacy instruction

- **Teacher credential candidates (TCCs)** are required to take at least one content area literacy course.
- **TCCs are cohorted by content areas** so that unique literacy demands and perspectives can be addressed.
- **Collaboration** between literacy teacher educators (LTEs) and content area teacher educators (CTEs) **can be facilitated**.



Broaden conceptions of text and literacy

*LTEs **need to respect** how text and literacy are defined in each discipline. They need to cater to the **different cultures, goals, and ethos of each discipline**



Expand literacy pedagogical content knowledge

- LTEs need **strong pedagogical content knowledge**. (Shulman, 1986)
- LTEs need knowledge about teaching practices that can effectively **make disciplinary texts accessible for students**. Thus, LTEs should understand the **role of language and literacy in the content area learning**, which consists of **3 components**: (Love, 2009)
 - How language can be **best structured for learning**
 - Recognition that **disciplines have unique language forms** and distinct literacy practices
 - Capacity to **design learning and teaching strategies** that account for **discipline-specific literacy and language practices**

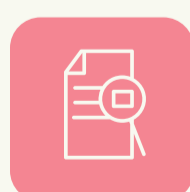


Support content area teacher educators

- LTEs can help increase CTEs' **awareness of the essential role of literacy**.
 - How to **adequately prepare prospective teachers** to support **literacy development** of students?
 - What does **literacy instruction** look like in **content area classrooms**?
 - How can literacy instruction **align with unique features of the discipline**?
 - How can **CTEs and LTEs collaborate**?

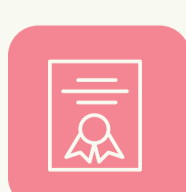
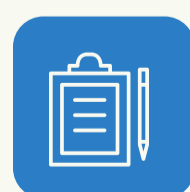


How to build connections



LTEs and CTEs can **identify disciplinary knowledge, skills, habits of mind, and pedagogical practices** together.

LTEs and CTEs can also work to **make sure these standards and features are reinforced across courses** in the program.



LTEs and CTEs can create **common assignments/experiments** to **improve TCCs' understanding of core concepts and practices** in the discipline.