

Stephanie M. McConachie | Anthony R. Petrosky EDITORS

FOREWORD BY LAUREN B. RESNICK

Content Matters



A Disciplinary Literacy Approach to Improving Student Learning

Content Matters A Disciplinary Literacy Approach To Improving Student Learning

**Evan Ortlieb, Lynn E. Shanahan, Mary
McVee**



Content Matters A Disciplinary Literacy Approach To Improving Student Learning:

Content Matters Stephanie M. McConachie,Anthony R. Petrosky,2009-10-30 An authoritative guide for improving teaching learning and literacy in content area classrooms This book introduces teachers to the Disciplinary Literacy instructional framework developed by the Institute for Learning University of Pittsburgh Grounded in the Principles of Learning developed by acclaimed educator Lauren Resnick the framework is designed to prepare students grades 6 and up to master the rigorous academic content learning required for college success Unlike generic teaching models the framework is specifically tailored for each of the content disciplines Highly practical the book shows teachers how to integrate literacy development and thinking practices into their routine content instruction with separate chapters devoted to math science history and English language arts The book also shows how school instructional leaders can support teachers in learning and using this instructional approach Offers an innovative approach for improving literacy thinking and content learning in secondary students Includes detailed instructional guidance plus numerous classroom examples of lessons dialogs and teaching routines Features chapters on each of the content areas math science language arts and social sciences Provides leadership guidance in implementing the method Foreword written by internationally acclaimed educator and cognitive scientist Lauren Resnick Content Matters Anthony M. Petrosky,2009 **Content Matters** Stephanie M.

McConachie,Anthony R. Petrosky,2009-12-02 An authoritative guide for improving teaching learning and literacy in content area classrooms This book introduces teachers to the Disciplinary Literacy instructional framework developed by the Institute for Learning University of Pittsburgh Grounded in the Principles of Learning developed by acclaimed educator Lauren Resnick the framework is designed to prepare students grades 6 and up to master the rigorous academic content learning required for college success Unlike generic teaching models the framework is specifically tailored for each of the content disciplines Highly practical the book shows teachers how to integrate literacy development and thinking practices into their routine content instruction with separate chapters devoted to math science history and English language arts The book also shows how school instructional leaders can support teachers in learning and using this instructional approach Offers an innovative approach for improving literacy thinking and content learning in secondary students Includes detailed instructional guidance plus numerous classroom examples of lessons dialogs and teaching routines Features chapters on each of the content areas math science language arts and social sciences Provides leadership guidance in implementing the method Foreword written by internationally acclaimed educator and cognitive scientist Lauren Resnick This Is Disciplinary Literacy ReLeah Cossett Lent,2015-08-27 Think you understand Disciplinary Literacy Think again In this important reference content teachers and other educators explore why students need to understand how historians novelists mathematicians and scientists use literacy in their respective fields ReLeah shows how to teach students to Evaluate and question evidence Science Compare sources and interpret events History Favor accuracy over elaboration Math Attune to

voice and figurative language ELA

Navigating Disciplinary Literacies in English-Medium Higher Education

Davinia Sánchez-García, Ariadna Sánchez-Hernández, Emma Dafouz, 2025-10-30 This collection offers a holistic overview of disciplinary literacies DLs in English medium higher education EME with chapters employing a wide range of methodological approaches and data sources to illustrate the importance of a focus on DLs in facilitating positive outcomes for student learning The volume puts explicit emphasis on DLs within the context of EME here understood as the skills and resources necessary for developing complex disciplinary knowledge particularly in light of increased globalization and the internationalization of high pressure academic and professional environments The book takes a tripartite perspective exploring the perspectives of students lecturers and teacher educational developers This approach allows for a better understanding of both lecturers and students views on DLs the classroom practices employed in the teaching and learning of DLs and ways forward for enhancing teacher professional development programs to raise greater awareness of subject specific needs and in turn the significant role DLs can play in setting up students for success in and beyond the classroom This book will be of interest to students and scholars in applied linguistics TESOL teacher education and language education as well as stakeholders in teacher education development programs Disciplinary Literacy Inquiry & Instruction, Second Edition

Jacy Ippolito, Christina L. Dobbs, Megin Charner-Laird, 2024-05-23 A revised and expanded edition that promotes inquiry and teaching practices to help students gain the discipline specific literacy skills they need to succeed in college the workplace and the society of tomorrow Demystifying Academic Reading Zhihui Fang, 2023-09-29 Foundational and accessible this book equips pre service and practicing teachers with the knowledge understanding tools and resources they need to help students in grades 4 12 develop reading proficiencies in four core academic subjects literature history science and mathematics Applying a disciplinary literacy approach Fang describes the verbal and visual resources expert strategies inquiry skills and habits of mind that students must learn in order to read carefully critically purposefully and with an informed skepticism across genres and content areas He also shows how teachers can promote language learning and reading literacy development at the same time that they engage students in content area learning With informative synthesis and research based recommendations in every chapter this text prepares teachers to help students develop discipline specific as well as discipline relevant discursive insights literacy strategies and ways of thinking reasoning and inquiring that are essential to productive learning across academic subjects It also provides teacher educators with approaches and strategies for helping teacher candidates develop expertise in academic reading instruction In so doing the book demystifies academic reading revealing what it takes for students to read increasingly complex academic texts with confidence and understanding and for teachers to develop expertise that promotes disciplinary literacy This state of the art text is ideal for courses on reading literacy methods and academic literacy and eminently relevant to all educators who want their students to become thoughtful readers and powerful learners *Handbook of College Reading and Study Strategy Research* Rona F.

Flippo, Thomas W. Bean, 2018-06-12 The most comprehensive and up to date source available for college reading and study strategy practitioners and administrators the Third Edition of the Handbook of College Reading and Study Strategy Research reflects and responds to changing demographics as well as politics and policy concerns in the field since the publication of the previous edition In this thorough and systematic examination of theory research and practice the Handbook offers information to help college reading teachers to make better instructional decisions justification for programmatic implementations for administrators and a complete compendium of both theory and practice to better prepare graduate students to understand the parameters and issues of this field The Handbook is an essential resource for professionals researchers and students as they continue to study research learn and share more about college reading and study strategies Addressing current and emerging theories of knowledge subjects and trends impacting the field the Third Edition features new topics such as disciplinary literacy social media and gaming theory [Learning from Urban Immigrant Youth About Academic Literacies](#) Jie Park, 2018-05-15 This book reports on a two year long qualitative literacy case study of the academic literacies of first and second generation immigrant youth in an afterschool tutoring program in South Bronx New York Through transcripts of tutoring sessions interview data and youths written work each chapter highlights how youth interpreted and navigated various school assignments and what resources and perspectives they brought to unpacking the meaning and significance of texts and disciplinary discourses By focusing on the immigrant youth themselves and not on the teaching that happens or does not happen inside classrooms this volume provides a unique and much needed vantage point to understanding the academic literacies and engagement of urban immigrant youth **Video Research in Disciplinary Literacies** Evan Ortlieb, Lynn E. Shanahan, Mary McVee, 2015-09-03 This edited volume provides a collection of research based chapters that reflect the state of the art for video reflection in literacy settings The volume foregrounds explorations of disciplinary literacies and discourses in teacher education and pre K 12 classrooms

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