

# READING WRITING IN THE DISCIPLINES

## Overview Video Transcript

### **Meena Balgopal:**

Many people hear the word literacy and they think reading and writing. They don't recognize that it's taken on a different meaning that's even broader than that.

### **Dale Allender:**

So what is discipline-based literacy? There are reading, and writing, and thinking, speaking practices that run through all content areas, and then there are some that are nuanced to particular content areas.

### **Diane Lapp:**

Annenberg's "Reading and Writing in the Disciplines" project that we are all involved in is significant because we are looking at the literacy processes across the disciplines. And so we are really going into the classrooms of disciplinary specialists and seeing the type of instruction that they share with their students that help their students to be better communicators in that discipline.

### **Student:**

And number seven you said that it was difficult to clarify the rocks. Like, what do you mean by clarify?

### **P. David Pearson:**

The research says if kids don't learn the specific ways in which reading, and writing, and language work in a particular discipline, they're not likely to engage in the critical reasoning processes that you have to in order to really get deep into each of those disciplines.

### **Student:**

Do you see how strong the biofilms would be at those particular points in comparison?

### **Chauncey Monte-Sano**

It's easy for us to talk about it and to read about it, but without seeing it, I think it's difficult to understand what this means.

**Traci Bethea:**

In the field of epidemiology you need a multi-disciplinary toolbox. It's very important to use literacy skills, reading, writing, speaking, and listening, to explain patterns in data.

**Allender:**

When I think about what we're doing with this series, that's the hook for me.

**Aaron Oppenheimer:**

There's actually literacy embedded in everything that we do.

**Allender:**

We're talking about literacy in the content areas, or disciplinary literacy, or both first.

**Ben Berman:**

There's so much of teaching literacy, much like teaching writing, is teaching that process. Right, so in reading a lot of the times we speak about literacy as making the invisible visible, right? When you think aloud, you show them what you're thinking about as you're making meaning and teaching writing is the same way.

**Stephanie Brown:**

You get great results when you have kids sitting together, thinking things through together, asking each other questions, clarifying things for each other, and that's where you see the real learning take place.

**Student:**

On the river it's like transcendentalism, but if you look at the shore it's kind of like realism, yeah.

**Student:**

Though there was that one instance...

**Jacy Ippolito:**

You might actually be looking at the exact same text, the same experiment, the same experience, and given disciplinary differences, ask different questions.

**Darby Masland:**

Over the course of the next two days we're going to continue working on this.

**Christina Dobbs:**

It has to do with teaching students to be critical and flexible about when to use particular strategies, and language, and ways of communicating.

**Jenee Ramos:**

What's great is that it's not a prescription for what teachers should do. There's so much choice, and personal style, and variety that you can bring to some of these great recommendations.

**Mary Murphy:**

Are you up to the challenge?

**Students:**

Yeah!

**Ramos:**

Because I also think that we've been doing them all along anyways.

**Brown:**

And it was such a huge a-ha moment for me in my own approach to education and it changed everything.

**Jacob Foster:**

In a sense, it's meant to start breaking down some of the silos of ELA, math, history, science teachers so that they promote cross collaboration because at the end of the day it's only one student going through all of those different classrooms.

**Balgopal:**

I think that as we move forward in the 21st century it's really about finding these inter-disciplinary connections with literacy strategies. The more that we're willing to see and cross boundaries we're helping prepare our students for the world.

**Ramos:**

The most powerful thing for us has been that the students are getting it. Like we're feeling like we're more powerful as teachers, and then we get to go back to the classroom and try out some things that maybe we wouldn't have tried before.

**Andrew Spinali:**

I think I can get some finger snaps for that. I feel like I'm at a poetry reading right now.

**Ramos:**

That's what's been incredibly powerful for us.