

Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

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According to the National Council of Teachers of Mathematics, “A strong foundation in mathematics, for each and every student from pre-K–12, is vital to our nation’s economic stability, national security, workforce productivity, and full participation in our democratic society. Mathematical literacy is fundamental for adult numeracy, financial literacy, and everyday life.” Now, more than ever, we need to consider ways to engage students in relevant, rich tasks that leverage student choice and voice and build on their existing competencies. Our students come to us with a multitude of diverse skills and assets. By creating learning communities that allow students to grapple with the complex reality of our world today, we apprentice students into the ways of reading, writing, and thinking across various disciplines (i.e., mathematics, engineering, economics, etc.)--while allowing them to try on various careers. This supports more just, equitable learning opportunities.

The [Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom](#) supports the development of mathematical literacy in our communities. There are ten identified, research-supported, instructional practices based on findings from an extensive review of a wide body of research conducted by researchers at the University of Michigan. Content and learning experts from Michigan’s intermediate school districts (ISDs), state professional educator organizations, university researchers and educators, and the Michigan Department of Education have detailed these practices within each of the four core subject areas, including Mathematics. According to the Purpose Statement, “[w]hen implemented well, these instructional practices will help teachers engage their students with the content and skills outlined by the Michigan academic standards for...Mathematics at the Secondary level.”

The Disciplinary Literacy Task Force invites secondary Mathematics teachers to join educators across Michigan in an exploration of how disciplinary literacy can improve student engagement and academic proficiency. During the Deeper Dive Institute, participants will engage in inquiry cycles to consider framing problems in their discipline, supporting students with gathering knowledge, scaffolding students' meaning-making, creating equitable discussion opportunities, and offering effective feedback to help students reflect and set goals. These educator moves are critical for fostering a more equitable, student-centered learning environment where mathematics discourse and sense-making takes center stage.

As we continue to navigate our current changing environment in education, we are excited to leverage the opportunity to re-envision learning for sixth- through twelfth-grade students. Keep in touch. Where are you in your disciplinary literacy journey? Follow us @GELN612Literacy; join our mailing list by visiting [6-12 Disciplinary Literacy Task Force - General Education Leadership Network \(GELN\) - Organizations](#) and click [here](#) for more information on the Deeper Dive Institute.