

Table 1.2 Comparing Content-Area Literacy with Disciplinary Literacy

Content-Area Literacy Instruction . . .	Disciplinary Literacy Instruction . . .
Highlights and privileges foundational underlying cognitive processes (e.g., making connections, inferencing, summarizing, visualizing, and so on) that may be similar across disciplines	Highlights the specialized ways of reading, writing, and communicating unique to each discipline
Introduces general comprehension strategies that can be applied across content-area and disciplinary boundaries	Utilizes interactive approaches to reading and writing to help support students in adopting the habits of mind and ways of working associated with each disciplinary subfield
Supports the effective reading of textbooks and pedagogical materials primarily used in schools	Supports the effective reading of primary sources and age-appropriate authentic texts valued by each disciplinary community
Values text primarily as a source of information to be learned	Values text primarily as a model for how experts create, share, and use knowledge in the discipline
Focuses on the instruction of general academic language for wide reading success	Focuses both on general academic language and the more specialized vocabulary and grammatical features associated with each discipline
Focuses on the acquisition of content-area knowledge	Focuses on authentic inquiry and the creation and use of knowledge in discipline-specific ways