



Introduction

Greetings, fellow educators!

I hope this November issue of [At the Forefront of Literacy](#) newsletter finds you well.

In line with the 2022 UCF Literacy Symposium theme, *Reigniting Literacy Collaborations*, this month I chose to focus on the importance of ***reigniting literacy collaborations with content area teachers!***

Collaborations with content area teachers can look different depending on grade level, content area, and school culture and context. Although literacy belongs in every content area, it “does not look, sound, or feel,” the same in each content area. Who can argue about the importance of reading, writing, speaking, listening, and thinking across content areas? No one! Engaging in conversations, addressing tensions, and creating spaces that build literacy and content learning capacity in schools, help *reignite* productive partnerships between literacy and content area teachers. Consider these two questions as you start or strengthen collaborations with content area teachers:

- What do literacy professionals know about disciplinary literacy and pedagogies in the content areas?
- What do content area teachers know about literacy faculty members’ knowledge of literacy, texts, processes, and using literacy as a vehicle for developing content knowledge and student learning?

I hope this newsletter supports your literacy and learning needs. I would love to hear what you think about this content or ideas you have for future topics and resources—feel free to share your feedback here: LitSymposium@ucf.edu.

We hope to see you in our upcoming virtual webinar! For information on our November 10, 2022 virtual webinar, see our flyer on [Collaborations with Content Area Teachers: Lessons Learned about the Role of Literacy in Science Teaching and Learning](#) or visit [Upcoming Events](#) on our homepage.

Until next time, wishing you a healthy and bountiful November!

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Research Bites: A Long Story Short

This question guided my search: *In what ways does research inform us about the importance of collaborations with content area teachers?*

I selected this research-based report titled, [*Collaborating for Success: The Vital Role of Content Teachers in Developing Disciplinary Literacy with Students in Grades 6–12*](#) (International Literacy Association, 2015). This report addresses the synergistic relationship between literacy and content learning, highlights the specialized nature of literacy in the content areas in grades 6–12, and includes suggestions for professional development and teacher preparation.

Here are three research bites from this study:

1. Disciplinary literacy refers to the specialized ways in which students learn to read, write, communicate, and use habits of mind to develop knowledge in the disciplines.
2. The role of content area teachers in developing students' disciplinary literacy skills is imperative for their academic learning and success in grades 6–12 and beyond.
3. Effective collaborations with content area teachers are based on mutual respect for, and development of, all collaborators' knowledge and understandings of disciplinary literacy practices that simultaneously develop students' literacy and content learning in the classroom.

Research to Practice Takeaways

The following five takeaways can support your collaborations with content area teachers.

1. Literacy is not an add-on to content-area teaching and learning. Each content area calls for specialized literacy instruction that prepares students to meet the academic demands of content-area learning.
2. Students need to learn how literacy is used in the different content areas to read, write, communicate, think, present, and evaluate information.
3. All students benefit when literacy teachers and coaches collaborate with other content area teachers (and vice versa).
4. Collaboration can function as a space for learning about core disciplinary and literacy practices, instructional support, and professional development that strengthens students' engagement, knowledge, and learning in the different content areas.
5. To strengthen students' literacy and academic learning, design collaborative, school-based professional learning opportunities that promote long-term relevant partnerships between literacy and content area teachers.

One Question for You

Here's some food for thought...

- What is one small, attainable action you can take to *reignite* your literacy collaborations with content area teachers *inside* and *outside* your content area?

Resources

These resources can inspire and facilitate your collaborative goals.

- [Building Teacher Collaboration School Wide](#)
- [How Can I Get My Students to Learn Science by Productively Talking with Each Other?](#)
- [How to Work Literacy Instruction into All Content Areas](#)
- [Supporting Disciplinary Literacy and Science Learning in Grades 3-5](#)
- [Why Content Knowledge is Crucial to Effective Critical Thinking](#)

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