

## Sample Scenarios To Prompt Discussion And Role-Playing For Coaches Of Disciplinary Literacy

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1. You are working with a math teacher who says she has no time for literacy in her curriculum.
2. You are working with a teacher who believes that she is embracing the principles of disciplinary literacy, but when you enter her room you see traditional instruction, including a lot of lecture.
3. You are working with an ELA teacher who insists that she must teach the classics and cannot use varied texts.
4. You are in the class of an elementary social studies teachers who insists on using only reading strategies in all disciplines.
5. You have been working closely with a science teacher on having students participate more in science rather than simply reading about it. You feel you are making progress but suddenly he says he feels this “approach” is taking too much time and he needs to revert to a more traditional approach.
6. You are working with a teacher on small group learning with students. When you visit his class, you see students in groups, but they are essentially filling in worksheets together.
7. You have been working with a social studies teacher on deep learning—reading like a historian, using multiple sources, etc. When you visit her classroom, you find students copying notes from a Powerpoint.
8. The P.E. teacher wants to incorporate disciplinary literacy but has no idea how to begin.
9. You offer to come into teachers classes to demonstrate a lesson incorporating disciplinary literacy but several teachers ask you to write lesson plans for them.
10. The social studies and ELA teachers want to engage their students in an interdisciplinary project, but when they discuss it with you, you discover that they have left out literacy. The kids will have fun, but what will they learn?
11. The music teachers want to include various types of musical texts in their curriculum, but they need help coming up with anything other than biographies about musicians.
12. You are coaching a science teacher on how to help her students write to learn rather than writing essays about science.
13. A high school science teacher asks you how you would teach a challenging chemistry lesson.
14. The art teacher wants her students to develop visual literacy and wants other teachers on the faculty to support her endeavors. She is wondering how she can get her colleagues to understand visual literacy and provide support in their content areas.
15. An overwhelmed first year social studies teacher wants to know how she can do more than cover the table of contents in the textbook.