

Disciplinary Literacy in North Dakota Content Standards

Literacy and text are specialized across the disciplines. Each discipline has a unique way of using text to create, disseminate, and evaluate knowledge. Strategies employed by learners as they encounter disciplinary text come from the demands of the text and the purpose of the specific discipline.

The information below identifies some of the strategies for disciplinary literacy in various disciplines and aspects of the specific content standards within that discipline that refer to those strategies.

Physical Education

Disciplinary Literacy in Physical Education focuses on the following:

Reading	Writing	Thinking
<ul style="list-style-type: none"> • “Read” video clips, paying attention to details (e.g., body position, team formation, individual errors, pivotal moments). • Interpret specialized vocabulary and phrases. • “Read” a sports performance and evaluate the strengths and weaknesses of individuals and teams. • Identify perspectives provided in blogs, articles, or when listening to the commentary. • Translate symbols, diagrams, illustrations, and charts to concepts. • Interpret and analyze numerical data. • “Read” meaning of body positions and gestures. • Interpret fitness findings gathered from technology. • Identify themes of perseverance, overcoming obstacles, and learning from mistakes in novels, sportscasts, articles, and movies. • Analyze details related to game rules and regulations. 	<ul style="list-style-type: none"> • Use short, succinct sentences or phrases to describe details. • Compose and defend arguments based on evidence and expert sources. • Communicate with charts, diagrams, sketches, and symbols. • Use precise vocabulary and technical language when describing movement. • Express analysis of athletic competitions. • Provide constructive feedback. • Note similarities and differences between sports. • 	<ul style="list-style-type: none"> • Visualize movements from verbal or written descriptions. • Analyze problems and propose solutions related to physical fitness, team performance, or pace of progress. • Identify and articulate personal fitness goals. • Make connections between specific conditioning practices to strength and agility. • Communicate priorities of cooperation and selflessness in team sports. • Identify and articulate the cause/effect relationship between physical activity and health, mood, self-discipline, and social interaction. • Evaluate written and oral feedback.

The North Dakota Physical Education Content Standards provide opportunities to address disciplinary literacy within the following standards:

- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing physical activity and fitness level.
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

References:

Lent, Releah. (2017, February) *Disciplinary Literacy: A Shift that Makes Sense*. ASCD Express. ASCD.

Lent, Releah. (2019) *Disciplinary Literacy in Action*: Corwin.

North Dakota Physical Education Content Standards (2015, July). Retrieved May 15, 2023, from [ND PE Standards 2015](#).