This collection of *Journal of Adolescent & Adult Literacy (JAAL)* articles and resources focuses on disciplinary literacy in science education. These studies explore how science teachers can provide equitable access to authentic scientific texts while enhancing students’ understanding of complex scientific concepts through effective disciplinary literacy practices.

**Articles**


Investigate how reading and writing genres are introduced and used in middle-grade science classrooms.


Uncover how high school science teachers curate and teach relevant, multimodal science texts to their students.


Explore how two Youth Participatory Action Research projects use disciplinary practices in science-based classrooms to produce change.


Learn how disciplinary literacy in engineering encourages teachers to draw from students’ home languages and knowledge to promote equity.

**Additional Resource**

[Designing Text Use for Science Teachers with Drs. Cynthia Greenleaf, Kathleen Hinchman, and Willard Brown](JAAL Podcast)

**Discussion Starters**

- What are some examples of disciplinary literacy practices specific to science? How do these practices contribute to students’ understanding of scientific concepts and processes?
- Discuss the role of authentic scientific texts in developing students’ disciplinary literacy. How might teachers guide students in critically analyzing these texts?
- How can teachers support students’ ability to communicate scientific ideas effectively through writing? How might this differ from writing instruction in other subjects?
- Discuss the importance of equity in science education, particularly regarding literacy practices. How might teachers ensure equitable access to quality texts and resources for all students?

Share your thoughts with colleagues around the world by posting them to the [Literacy Teaching and Learning discussion group on LinkedIn](LinkedIn).