***Some General Resources***:

* [Disciplinary Literacy: The Basics](http://shanahanonliteracy.com/blog/disciplinary-literacy-the-basics#sthash.irsOTSP3.dpbs). *Shanahan on Literacy.*
* “[What is Disciplinary Literacy](https://youtu.be/fNSzK31V5lg)?” *Video from NC State featuring Tim Shanahan.*
* [What is Disciplinary Literacy](https://keystoliteracy.com/blog/disciplinary-literacy/)? *Keys to Literacy.*
* “[The Importance of Disciplinary Literacy](https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1254&context=colleagues)”. *From Grand Valley State University*.
* “[Disciplinary Literacy: A Shift That Makes Sense](http://www.ascd.org/ascd-express/vol12/1212-lent.aspx).” *ASCD Express*.
* “[Task, Text, and Talk: Literacy for All Subjects](http://www.ascd.org/publications/educational-leadership/oct06/vol64/num02/Task%2C-Text%2C-and-Talk%40-Literacy-for-All-Subjects.aspx).” *Educational Leadership*.
* [16 Resources on Disciplinary Literacy Strategies](http://inservice.ascd.org/16-resources-on-disciplinary-literacy-strategies/). *ASCD*.
* [Three Directions for Disciplinary Literacy](http://www.ascd.org/publications/educational-leadership/feb17/vol74/num05/Three-Directions-for-Disciplinary-Literacy.aspx). *Educational Leadership*.
* [Disciplinary Literacy](https://www.learner.org/courses/readwrite/disciplinary-literacy/what-is-disciplinary-literacy/1.html). *Resources from Annenberg Learner*.
* [Disciplinary Literacy](http://ceedar.education.ufl.edu/cems/disciplinary-literacy/). *Resources from the CEEDAR Center*.
* [Disciplinary Literacy Strategies in Content Area Classes](https://education.ucf.edu/mirc/docs/Disciplinary-literacy-strategies-in-content-area-classes2015.pdf). *Cynthia Shanahan. International Literacy Association*.
* “[The Case for Multiple Texts](http://www.ascd.org/publications/educational-leadership/feb17/vol74/num05/The-Case-for-Multiple-Texts.aspx).” *Educational Leadership*.
* “[Strategies for Teaching Complex Texts](http://www.ascd.org/ascd-express/vol12/1212-simmons.aspx).” *ASCD Express*.
* “[Teaching Science Literacy](http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Teaching-Science-Literacy.aspx).” *Educational Leadership*.
* “[How to Integrate Disciplinary Literacy into the Science Curriculum](https://www.activelylearn.com/post/disciplinary-literacy-science-curriculum).”
* “[The Reading and Writing of Arithmetic](http://www.ascd.org/ascd-express/vol12/1212-richard.aspx).” *ASCD Express*.
* “[Field Notes: Building Disciplinary Literacy with Digital Literacy](http://www.ascd.org/ascd-express/vol12/1212-hackney.aspx).” *ASCD Express*.
* “[ELLs, Visual Arts, and the High-Stakes Writing Monster](http://www.ascd.org/ascd-express/vol12/1212-wills.aspx).” *ASCD Express*.

***Resources Specific to Dance and Drama***:

* “[What are Disciplinary Literacies in Dance and Drama in the Elementary Grades](http://jolle.coe.uga.edu/wp-content/uploads/2015/04/Frambaugh-Kritzer-et-al2._Final.pdf)”?

***Resources Specific to Visual Arts***:

* Buelow, S., Frambaugh-Kritzer, C., & Au, C. (2018). [Communicating like an artist: Disciplinary literacy instruction in elementary visual arts](https://www.tandfonline.com/doi/abs/10.1080/19388071.2018.1453896). *Literacy Research and Instruction, 57*(3), 232.
* Draper, R. J., & Broomhead, G. P. (2010). [*(Re)imagining content-area literacy instruction*.](https://www.tcpress.com/re-imagining-content-area-literacy-instruction-9780807751268) New York: Teachers College Press.
* Jensen, A. P., & Draper, R. J. (2015). [*Arts education and literacies*](https://www.taylorfrancis.com/books/e/9781317614845). London: Routledge.
* Marshall, J., & D'Adamo, K. (2011). [Art practice as research in the classroom: A new paradigm in art education](https://salemstate.instructure.com/courses/810003/files/24626454/download). *Art Education, 64*(5), 12-18.
* McNiff, S. (2014). [Art speaking for itself: Evidence that inspires and convinces](https://www.ingentaconnect.com/content/intellect/jaah/2014/00000005/00000002/art00011?crawler=true). *Journal of Applied Arts & Health 5*(2), pp. 255-262.