Dr. Don Deshler’s transcript on the following question: *What are your specific considerations that teachers must make related to discipline literacy for students with reading difficulties?*

Deshler: Well, in order to be successful in the requirements of what some of the specific disciplines require, science, history, and math. Students have to have in place some foundational strategies that cut across content areas, strategies such as summarizing or questioning or comprehension monitoring or forming visual images and so forth. These are the strategies that can cut across content areas. The challenge that many struggling learners say if they are not acquired those basic foundational strategies, those more generic strategies at a fluent level and so if we move into secondary grades, we think or assume the only thing we’ve got to do is to teach them some discipline specific strategies in each of the disciplines and assume incorrectly that those more broad generic strategies are emplaced. We will really set students for failure. And frankly if we at the end of the day, what we want the students to do is to bridge the content they learn in various disciplines and bridge that content and integrate that content across disciplines. So we move, we teach them unfortunately we ultimately in life expect them to use that information and knowledge in a greater way. When mechanism we maintain through our research that is important is to teach students some of the more generic strategies that I mentioned before to facilitate the blending and integration of content information across the disciplines.