Beyond classroom borders: rethinking disciplinary literacy in an out-of-school writing context

Out-of-school writing environments can be supportive for students who struggle with writing in an English Language Arts (ELA) classroom.

How were the youth in an after-school poetry team engaged in authentic writing as members of a community of practice?

A qualitative case study of an after-school spoken-word poetry team

Data collection and analysis
- Narrative field notes
- Student writings and process drawings
- Interview transcripts

3 female students of colour
- Worked on individual poems
- Worked on collaborative poems

Authentic writing in a community of practice

Behizadeh’s (2019) conception of authenticity
- Upheld ownership of their writing
- Writing echoes...
- Student experiences
- Purpose and intended audiences

Practical implications for ELA teachers

- Extend the concept of writing practices beyond formal settings
- Help foster collaborative efforts
- Increase student choice in writing practices

ELA teachers can harness such out-of-school settings to create more authentic writing opportunities that promote disciplinary learning.

“Just Want to Word it Better”: Developing Disciplinary Literacies in an After-school Spoken Word Poetry Team

Viewing writing as a discipline can help explain this disconnect