

# 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



Viewing writing as a discipline can help explain this disconnect

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

3 female students of colour

Worked on



Individual poems



Collaborative poems

### Data collection and analysis



Narrative field notes



Student writings and process drawings



Interview transcripts

### Authentic writing in a community of practice



Upheld ownership of their writing

Behizadeh's (2019) conception of authenticity

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