

AdLit PD and Consulting: Menu of Summer Institute Options

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Institute Introduction

www.AdLitPD.org



DATES: TBA

TIME: 8:30AM – 3:30pm

LOCATION: TBA

ONLINE SUPPORT: WWW.ADLITPD.ORG

INSTRUCTORS: TBA

CONTACT: jippolito@adlitpd.org and jlawrence@adlitpd.org

Essential Course Questions:

- How can we effectively support adolescents in developing disciplinary reading/writing/thinking skills at the middle and high school levels?

Sub-questions to be addressed throughout our week together:

- What is “disciplinary literacy”?
- How can content-area teachers increase students’ disciplinary reading/writing/thinking skills?
- How can teams of teachers support a wide range of learners (struggling readers, ELLs, LD, etc.)?
- What roles do technology, professional learning communities, and discussion-based protocols play in facilitating disciplinary literacy instruction?

Understanding Goals:

- Understand that there are deep connections between each content area (i.e., discipline) and the ways in which we must encourage students to read, write, and think like historians, mathematicians, scientists, etc.
- Understand the notion that reading/writing strategies must be carefully selected and adapted to match disciplinary purposes and particular students’ needs.
- Understand the different literacy needs of students who struggle with reading, especially second language learners and students with learning differences.
- Understand how technology, professional learning communities, and discussion-based protocols can support disciplinary literacy instruction.

EXPLORATION OF DISCIPLINARY LITERACY

8:00: Coffee / Check Institute Registrations

8:30: Who are we as a group of educators?

- Open circle, introductions
- Introduce teaching context: grade level, content area
- What are our understanding goals?
- Institute design / syllabus / expectations

9:15: Discussion: Group Learning Across the Institute and Beyond

- Open discussion reflecting on previously read text: Messina, L. (2013). Disciplinary literacy in practice: The disciplinary literacy network as a vehicle for strengthening instruction across content areas.

10:15: Read

- Ippolito, J., & Lawrence, J. F. (2013). Bridging content and literacy knowledge and instruction: A framework for supporting secondary teachers and students.

11:00: Text-based Discussion

- Text-based seminar: http://schoolreforminitiative.org/doc/text_based_seminar.pdf
- 3 levels of text: http://schoolreforminitiative.org/doc/3_levels_text.pdf

11:45: Chalk Talk

- Who are the students who struggle in your classes — what are their challenges with language, reading, and content learning?
- Frameworks for understanding reading comprehension; Connecting language, reading, understanding, and disciplinary knowledge

12:30 – 1:30: Lunch break / Check institute and website registration / Read

- Philips Galloway, E., Lawrence, J. F., & Moje, E. B. (2013). Research in disciplinary Literacy: Challenges and instructional opportunities in teaching disciplinary texts.

1:30: Group Discussion and Analysis of Our Own Texts

- What does teaching “discipline-specific” literacy skills mean to each of us?
- What does it look like?
- What aspects of our own texts pose the greatest challenges and require explicit instruction?

2:30: Analyzing “General” Literacy Strategies and Tailoring Them For Discipline-Specific Purposes

- How are language, literacy, and content skills/knowledge considered simultaneously?
- What do we already do? What might we borrow? What might we improve/tweak?

3:15: What are our questions? Reflections? What disciplinary challenges do we anticipate?

- Mapping questions and challenges
- Closing Circle

For Tomorrow Please Read:

- *Varies depending on institute organization*

For Tomorrow Please Post a Brief Response Online:

- How does focusing on disciplinary literacy “habits of mind” and “norms of practice” in your content area refocus your work on marrying content and literacy goals?

CONTENT-SPECIFIC AND GENERAL ACADEMIC VOCABULARY

8:00: Coffee / Checking-in with Teams and Individuals

8:30: What questions and insights did last night's reading(s) produce?

- Open circle, airing questions and learning
- Relating questions to our understanding goals
- Bridging to today's goals

9:15: Close Look at Vocabulary Research: Learning, Maintenance, & Consolidation

- Lawrence, J. F., Maher, B., & Snow, C. E. (2013). Research in vocabulary: Word power for content-area learning.

10:00: Text-based Discussion

- Text-rendering in small groups: http://schoolreforminitiative.org/doc/text_rendering.pdf

10:30: Academic Word List / Word Study Planner with Participants' Texts

- Academic word list, online dictionaries and visual thesauri, etc.
- Sample Word Generation lesson walkthrough (model for academic language instruction)

12:30 – 1:30: Lunch break / Check course and website registration / Read

- Dobbs, C. L. (2013). Vocabulary in practice: Creating word-curious classrooms.

1:30: Vocabulary Stations in Small Groups

- Strategies: What are some effective strategies I can use to teach vocabulary in my classroom without taking up too much time from the rest of the curriculum? How do I adapt these strategies for my content area?
- Frameworks: How do I make decisions about teaching vocabulary? I've got lots of strategies at my fingertips, but could use some structure to help me frame those strategies to guide my decision-making.
- Struggling Readers: How do I better support all students through effective vocabulary instruction? What do struggling readers need?
- Supporting Independence: How can I support my students to be more independent word learners so that the burden isn't always on me to teach all the unknown words?

3:15: What are our questions? Reflections? What vocabulary challenges do we anticipate?

- Mapping questions and challenges
- Closing Circle

For Tomorrow Please Read:

- *Varies depending on institute organization*

For Tomorrow Please Post a Brief Response Online:

- How are you thinking differently about vocabulary work?
- Which vocabulary strategies will you include in your instructional design work / planning for the year?

ENGAGING ACADEMIC DISCUSSION

8:00: Coffee / Checking-in with Teams and Individuals

8:30: What questions and insights did last night's reading(s) produce?

- Open circle, airing questions and learning
- Relating questions to our understanding goals
- Bridging to today's goals

9:15: Close Look at Academic Language and Discussion Research

- Michener, C. J., & Ford-Connors, E. (2013). Research in discussion: Effective support for literacy, content, and academic achievement.

10:00: Text-based Discussion in Small Groups / Synthesis in Large Group

- Four A's Discussion: http://schoolreforminitiative.org/doc/4_a_text.pdf

10:45: Videos of Classroom Discussions (ELA / History / Math)

- Fishbowl model
- Four Corners
- Pairs / Small Groups / Large Group
- What research-based elements of classroom discussions are apparent?

12:00 – 1:00: Lunch break / Check-in with Teams and Individuals / Read

- Erdmann, A., & Metzger, M. (2013). Discussion in practice: Sharing our learning curve.

1:00: Charting Our Own History with Discussions

- Where did we start? Where are we now? What do we want to try next?

2:00: Design Work in Trios

- How might we connect disciplinary literacy goals with discussion questions, prompts, and structures?
- How might our discussions bridge between reading and writing work?
- How might our discussions promote academic language and vocabulary development?

3:15: What are our questions? Reflections? What discussion challenges do we anticipate?

- Mapping questions and challenges
- Closing Circle

For Tomorrow Please Read:

- *Varies depending on institute organization*

For Tomorrow Please Post a Brief Response Online:

- Which discussion structures seem most effective for achievement of your own content-area and disciplinary literacy goals?
- What are you eager to try in your own practice?

DIGITAL LITERACY

8:00: Coffee / Checking-in with Teams and Individuals

8:30: What questions and insights did last night's reading(s) produce?

- Open circle, airing questions and learning
- Relating questions to our understanding goals
- Bridging to today's goals

9:00: Making Sense of Adolescent Motivation / Engagement / Self-efficacy Related to Digital Literacy

- Presentation followed by analysis of case studies of adolescents
- Connecting to our own lives as students / teachers

10:00: Reading Followed by Text-based Discussion in Small Groups / Synthesis in Large Group

- Lawrence, J. F., Warschauer, M., Zheng, B., & Mullins, D. (2013). Research in digital literacy: Tools to support learning across the disciplines.
- Block Party Protocol: http://schoolreforminitiative.org/doc/block_party.pdf

11:30: Modeling of Half Dozen Effective Online Tools for Promoting Literacy and Engagement

12:00 – 1:00: Lunch break / Check-in with Teams and Individuals / Read

- Ziergiebel, A. M. (2013). Practice in digital literacy: Achieving a cosmopolitan orientation.

1:00: Exploring Online Repository of Digital Literacy Resources

- <http://padlet.com/jacyippolito/adlitresources>
- Which resources might be effective across content-area teams? Within disciplinary teams?

2:00: Design Work in Trios

- How might we connect disciplinary literacy goals with digital literacy resources?
- What would it mean for us to redesign some of our less-effective units/projects/assignments to incorporate more digital components?
- How might the recognition of and adoption/adaptation of students' out-of-school digital literacy practices support in-school literacy work?

3:15: What are our questions? Reflections? What digital literacy challenges do we anticipate?

- Mapping questions and challenges
- Closing Circle

For Tomorrow Please Read:

- *Varies depending on institute organization*

For Tomorrow Please Post a Brief Response Online:

- Which digital literacy resources seem most effective for achievement of your own content-area and disciplinary literacy goals?
- What are you eager to try in your own practice?

MULTIPLE TEXTS AND TEXT COMPLEXITY

8:00: Coffee / Checking-in with Teams and Individuals

8:30: What questions and insights did last night's reading(s) produce?

- Open circle, airing questions and learning
- Relating questions to our understanding goals
- Bridging to today's goals

9:00: Close Look at Academic Language (part 2) and Text Structures

- Academic Language Domain Maps
- Mapping AL features in our own content-area texts
- How might we teach these elements explicitly across content areas?

10:00: Text Complexity and Considering Degree of Reading Challenge

- Reviewing classic formulas and frameworks for calculating difficulty
- Quantitative measures / Qualitative measures
- Reviewing common rubrics for literary and non-literary informational texts (CCSS)
- Analyzing our own content-area texts once again

11:00: Workshop Time in Trios to Use Rubrics and Online Calculators with Text

12:00 – 1:00: Lunch break / Check-in with Teams and Individuals / Read

- Shanahan, C. (2013). Research in multiple texts and text support.
- Lieberman, J., & Looney, J. (2013). Multiple texts in Practice: Fostering accessibility, engagement, and comprehension.

1:00: Text-based Discussion

- In what ways are we already incorporating multiple texts into all of our units/lessons?
- What new ideas emerged from the readings?
- Continuum Dialogue: http://schoolreforminitiative.org/doc/continuum_dialogue.pdf
- Final Word Protocol: http://schoolreforminitiative.org/doc/final_word.pdf

2:00: Design Work in Pairs and/or Teams Discussing, Exploring, and Assembling Text Sets

- How can we balance literary and informational texts in each content area?
- What other "texts" might we incorporate, such as video, podcasts, interactive online applets?
- How might our use of multiple texts support our disciplinary literacy goals of helping students think, read, write like historians, scientists, mathematicians, etc.?

3:15: What are our questions? Reflections? What challenges do we anticipate in building text sets?

- Mapping questions and challenges
- Closing Circle

For Tomorrow Please Read:

- *Varies depending on institute organization*

For Tomorrow Please Post a Brief Response Online:

- Which academic language features and text structures will you be identifying and teaching?
- Which units/lessons best lend themselves to the use of text sets? What initial text set ideas emerged?

WRITING TO LEARN

8:00: Coffee / Checking-in with Teams and Individuals

8:30: What questions and insights did last night's reading(s) produce?

- Open circle, airing questions and learning
- Relating questions to our understanding goals
- Bridging to today's goals

9:15: Close Look at Academic Writing in the Disciplines vs. Writing-to-Learn

- Read: Jacobs. (2013). Research in writing: The rightful place of writing-to-learn in content teaching.

10:00: Text-based Using / Modeling a Writing-to-Learn Strategy

- Microlab: <http://schoolreforminitiative.org/doc/microlabs.pdf>
- What does "writing-to-learn" mean in your content area?
- What does the balance currently look like in your classroom between WTL and writing-to-demonstrate-knowledge?
- What would change in your classes if you infused more WTL opportunities?

11:00: Exploring Online Repositories of Writing-to-Learn Strategies

- State of Michigan Writing Across the Curriculum Guides
- Cataloging and sorting strategies by discipline and type of activity

12:00 – 1:00: Lunch break / Check-in with Teams and Individuals / Read

- Olson, C. B., & D'Aoust, C. (2013). Writing in practice: Strategies for use across the disciplines.

1:00: From WTL Strategies to Longer Process-based Writing Assignments

- What does it look like to sequence smaller writing activities (WTL) to build toward longer, academic pieces?
- Models, examples, and routines

2:00: Bridging Reading and Writing with Discussion

- Putting it all together
- How is writing interwoven throughout strong content-area units?
- How is writing both the culmination and demonstration of "comprehension/understanding"?

3:15: What are our questions? Reflections? What discussion challenges do we anticipate?

- Mapping questions and challenges
- Closing Circle

For Tomorrow Please Read:

- *Varies depending on institute organization*

For Tomorrow Please Post a Brief Response Online:

- Which writing strategies and routines do you rely on most?
- Which writing strategies and routines are you eager to adopt and adapt?