

# Adolescent Literacy in the Content Areas

## Summer Institute Series - 2016

### Newburyport, MA



**DATES:** 6/27 - 7/1

**TIME:** 8:30AM – 3:30pm

**LOCATION:** Newburyport, MA

**ONLINE SUPPORT:** [WWW.ADLITPD.ORG](http://WWW.ADLITPD.ORG)

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#### **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

Monday June 27th, 2016

**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](http://schoolreforminitiative.org/doc/text_based_seminar.pdf)
- 3 levels of text: [http://schoolreforminitiative.org/doc/3\\_levels\\_text.pdf](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:**

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

**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

Tuesday, June 28th, 2016

**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: Vocabulary Research: Learning, Maintenance, & Consolidation**

- Revisit and discuss Lawrence et al. (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](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:**

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

**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

Wednesday, June 29th, 2016

**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**

- Revisit and discussion Michener & Ford-Connors. (2013). Research in discussion

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

- Four A's Discussion: [http://schoolreforminitiative.org/doc/4\\_a\\_text.pdf](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:**

- Shanahan, C. (2013). Research in multiple texts and text support.

**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?

# MULTIPLE TEXTS AND TEXT COMPLEXITY

Thursday, June 30th, 2016

**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**

- 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](http://schoolreforminitiative.org/doc/continuum_dialogue.pdf)
- Final Word Protocol: [http://schoolreforminitiative.org/doc/final\\_word.pdf](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 Post a Brief Response Online:**

- Prepare mini-lesson on disciplinary literacy in your content areas.

# SHARING AND EXTENDING OUR LEARNING

Friday, July 1, 2016

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

**8:30: “Tuning” our final project**

- **Tuning protocol** - When you tune adult work you have 2 basic components: a set of goals or purposes and a design or document (i.e., lesson plan, rubric, newsletter, etc.). The general objective is to get feedback from your colleagues about the degree to which the design or document you’ve offered seems likely to allow the presenter to achieve her/his goals. The work is “in tune” when the goals and design are most in alignment. [http://schoolreforminitiative.org/doc/tuning\\_adult\\_work.pdf](http://schoolreforminitiative.org/doc/tuning_adult_work.pdf)

**12:00 Extending this work back in schools**

- **Read:** Ippolito, J., Chamer-Laird, M., & Dobbs, C. (2014). Bridge builders: Teacher leaders forge connections and bring coherence to literacy initiative. *Journal of Staff Development*.
- Develop short and long term plan for supporting this work across our classes

**1:30 Examining resources and planning for our school**

- Review on line resources from Adlit PD
- Review book discussion resources
- Create a calendar for
  - Team inquiry cycle
  - Extending this work

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

- Mapping questions and challenges
- Closing Circle