

Presented by Doug Buehl

Disciplinary Literacy: Enhancing Instructional Moves for Savvy Teachers

WEDNESDAY, NOVEMBER 2, 2016

\$25.00 per participant

*PLEASE LIMIT DISTRICT TEAMS TO 5-10.

9:00 am—
3:00 pm

*Registration begins at 8:30 am

REGISTER
HERE!

Facilitated by:

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When people think of being literate in a discipline, they tend to focus on knowledge of key information and understandings—facts, concepts, explanations, ideas, processes. Students immersed in disciplinary study are certainly engaged in expanding their *content knowledge, the “what” a literate person knows, in biology, in history, in mathematics, and in other subjects. But disciplinary literacy involves building disciplinary knowledge—how experts within a discipline use language to create, communicate, and share disciplinary knowledge. Learning within a discipline means students need to develop the capacity to read the texts of that discipline.*

In this workshop, presenter Doug Buehl will show middle and high school content area teachers how to bridge content area standards (content knowledge) with Wisconsin’s Standards of Literacy in All Subjects (Disciplinary Literacy). Each academic discipline is configured to examine relevant information through a different intellectual lens. Insiders within a discipline understand the reading, writing, speaking, listening, and thinking practices embedded within that discipline. This workshop will particularly focus on mentoring our students as readers of complex disciplinary texts.

Participants will examine practices that can support all students (in mixed-ability classrooms) as they encounter the diverse texts of different disciplines across the curriculum. Doug Buehl will introduce and model questioning practices for effective reading of disciplinary texts so students can increasingly access disciplinary knowledge as independent learners. In turn, participants will end the day with an opportunity to apply these questioning practices to the texts they use with their students.

1. Understand the demands of comprehending complex texts as learners in different content disciplines.
2. Examine the impact of disciplinary knowledge on the reading of diverse complex texts.
3. Understand the application of the gradual release of responsibility model for instruction that scaffolds the reading of complex disciplinary texts.
4. Examine disciplinary-specific questioning strategies that mentor comprehension of texts in different academic disciplines.
5. Apply disciplinary questioning practices to a text in your discipline.



Calling all Middle and High School Content Teachers!