

Adolescent Literacy Network

October 3, 2011 at CESA 5, Portage

Issues in Writing

Guiding Questions:

- What do the (writing) Common Core State Standards look like and how will they impact my teaching?
- What is “college and career ready” writing?
- How do I teach argumentative writing?
- What is the value of formal grammar instruction?
- What are the issues surrounding offering college credit for high school writing?

Resources to be examined:

ELA Common Core State Standards

Framework for Success in Postsecondary Writing

Hansen, Kristine & Farris, Christine(eds) *College Credit for Writing in High School: The “Taking Care of” Business*. NCTE: 2011.

Jennings-Dixon, Chris (ed) *Lesson Plans for Teaching Writing*. NCTE: 2007.

Thompson, Thomas C. (ed) *Teaching Writing in High School and College: Conversations and Collaborations*. NCTE, 2002.

Villanueva, Victor & Arola, Kristin) *Cross-Talk in Comp Theory: A Reader*. NCTE: 2011.

Weston, Anthony. *A Rulebook for Arguments* (4th ed) p. 59-65

* Also--Relevant NCTE & WSRA journal articles

Adolescent Literacy Network

December 5, 2011 at CESA 5, Portage

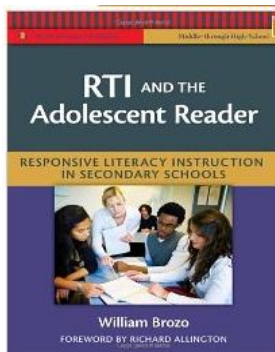
Response to Intervention (RtI) in Grades 6-12

What support systems are in place in your school to support ALL learners?

What are the components of a comprehensive and responsive literacy program at the secondary level?

How well does your instruction fit into Wisconsin's RtI Framework?

- *Approximately two-thirds of 8th- and 12th- grade students read at less than the "proficient" level on the National Assessment of Educational Progress (Rampey, Dion, & Donahue, 2009)*
- *15-year-olds rank slightly below average in reading literacy on PISA (Program for International Student Assessment) as compared with 65 other nations, marking no improvement in a decade relative to our global peers.*
- *Nearly 32% of high school graduates are not adequately prepared for college-level English composition courses (ACT, 2005)*
- *Approximately 40% of high school graduates lack the literacy skills employers seek (National Education Summit on High Schools, 2005)*
- *About 1.2 million students drop out annually, and their literacy skills are lower than most industrialized nations (Laird, DeBell, Kienzl, & Chanman 2007 OFCD)*



Participants will explore these questions and more as we examine RtI under the lens of middle and high school instruction. Central to these discussions is William Brozo's book, *RTI and the Adolescent Reader: Responsive Literacy Instruction in Secondary Schools*, which all participants will receive with registration. Be prepared to share practices.

Adolescent Literacy Network

*February 6, 2012 at the Cooperative Children's Book Center (CCBC)
(4th Floor, Helen C. White Library, UW Madison Campus)*

Text Types and Resources



Merri Lindgren, from the Cooperative Children's Book Center, will present the latest and greatest children and young adult books of 2012. This presentation always receives rave reviews, and this year, you are encouraged to submit topics for which you need text materials, and the CCBC staff will pull books for you to examine. These resources will be organized and waiting for you, and examination time is built into the day. Build a text set, and if everyone shares, you will leave with ideas for many new text resources for your classroom. **Please email your topics to Lisa Arneson by January 23, 2012*



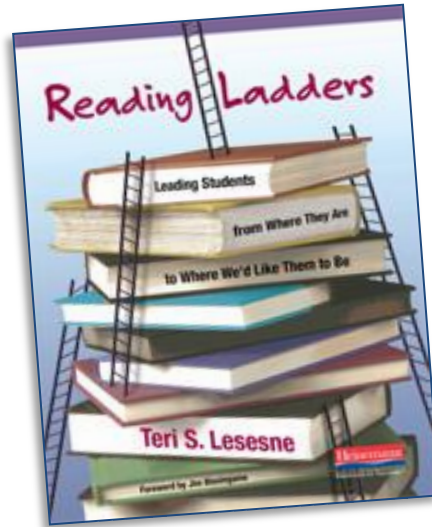
How well do you know BadgerLink? You can access this **FREE** resource from home or school, and it offers hundreds of thousands of texts for use in your classroom, many of them labeled with a Lexile level. Lisa Weichert, from the DPI's Division for Libraries, Technology, and Community Learning, will be giving a presentation on the features of Badgerlink, as well as techniques to make your searches easier.

Bring your laptops!

Adolescent Literacy Network

April 2, 2012 at the Reedsburg Public Library (370 Vine St.)

Exploring Text Complexity



This meeting will be part book study, part library fun! Teri Lesesne's *Reading Ladders* helps us examine the texts we use through a different lens; we are asked to look at text features (qualitative) rather than reading level (quantitative) to determine a text's complexity. Reedsburg Library's Children and Teen Librarian Kris Houtler will be a co-facilitator, and she will showcase books that might be used to challenge your students gradually. Participants will build several Reading Ladders during the day. A laptop would be helpful.

Participants receive the book with registration.

Please register early!