

Workshop and Registration Information

September 25, 2013 - Glacier Canyon, Wisconsin Dells

November 26, 2013 - Hotel Mead, Wisconsin Rapids

February 25, 2014 - Glacier Canyon, Wisconsin Dells

Time: 8:30-3:30

Cost: \$175 CESA 5 Title III Consortium & Student Achievement Consortium
\$250 CESA 5 Center Members
\$400 All others

Register at
www.myquickreg.com

Questions contact Doug Shanks at shanksd@cesa5.org

3 graduate credit option: Two graduate credits are available (pending approval) for an additional cost of \$300. Contact dredskej@cesa5.org for course application and requirements at the time of registration.

Participants will receive the book *Classroom Strategies for Interactive Learning* (4th edition) by Doug Buehl. Please note: The book may not be available from the publisher until the November session.

Doug Buehl Presents:

Disciplinary Literacy: *Meeting the Challenge of the Common Core in the Content Areas*

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**CESA 5-
CENTER FOR SCHOOL IMPROVEMENT**



Day 1 - What's so complex about text complexity?

We know the rigor of the CCSS has demanded greater text complexity in what we ask our students to be reading and writing. The CCSS, emphasize literacy practices that build student capacity to independently and proficiently comprehend complex texts that are typical of college and careers. This session will examine Disciplinary Literacy practices that boost comprehension as well as mentor students as readers of complex texts as they strive to meet the literacy challenges within the different academic disciplines they study. This first session will focus on modeling of literacy practices that prepare students for engaging with complex texts. Particular emphasis will be frontloading strategies that address knowledge demands of complex texts.

Participants will:

1. Understand the demands of comprehending complex texts as learners in different academic disciplines.
2. Examine the impact of disciplinary knowledge on the reading of diverse complex texts.
Use frontloading literacy strategies to scaffold effective reading of disciplinary texts.

Day 2: Strategies for Working with Complex Texts

"I've read it, but I don't understand it." How can we help students learn strategies that will help them comprehend complex texts. What is close reading and how do I help my students learn how to "close" read? We will discuss questioning strategies that both students and teachers must utilize to understand complex texts. These interactive strategies will embed the speaking/listening standards required by the common core. We will examine literacy practices that can scaffold comprehension and guide the reading of disciplinary texts. Ways to customize general literacy practices to match the demands of different disciplines through questioning strategies will be modeled. Specifically, the study guide will be re-conceptualized as a vehicle for sparking and supporting comprehension processes such as determining importance. Carefully constructed study guides, such as the Interactive Reading Guide, are powerful vehicles for incorporating comprehension strategies into the instruction of course content.

Participants will:

1. Understand the application of the gradual release of responsibility model for instruction that scaffolds the reading of complex disciplinary texts.
2. Examine disciplinary-specific questioning strategies that mentor comprehension of texts in different academic disciplines.
Investigate literacy strategies such as interactive reading guides that help students to develop the capacity to inform themselves

Day 3: Developing Academic Vocabulary for Comprehension of Complex Disciplinary Texts

Academic vocabulary is closely correlated with the ability to comprehend the complex texts necessary for learning in the different disciplinary subjects students study as they move from the intermediate grades into middle and high school classrooms. Vocabulary researchers argue that vocabulary practices that are frequent, rich, and extended are necessary if students are to assume true ownership of new words. This workshop will introduce and model strategies for developing both general academic vocabulary as well as the conceptual vocabulary of specific disciplines, such as the discourse language of science, mathematics, the social sciences, literature, art, music, and technical subjects.

Participants will :

1. Recognize effective vocabulary development practices that contrast with traditional vocabulary activities.
2. Understand the importance for developing tier 2 and tier 3 words for comprehension of complex texts.
3. Apply vocabulary explanations as a central vocabulary approach