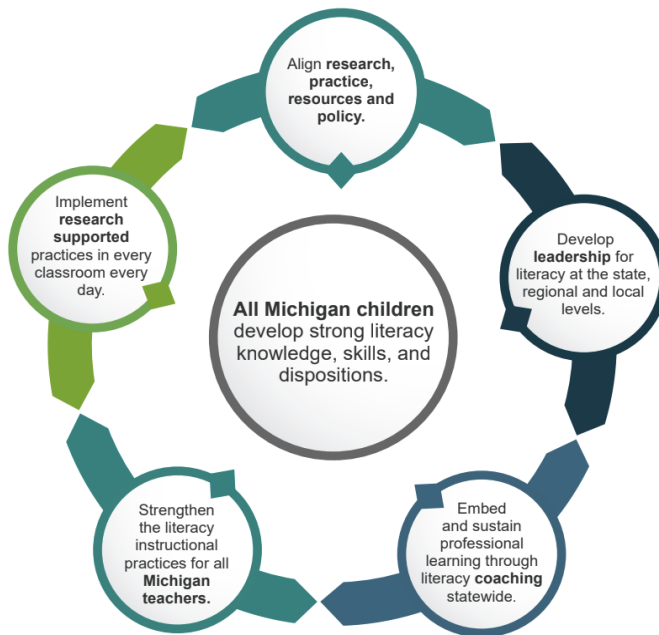


ALL Students Can Succeed

Literacy Theory of Action



To Register Online: events.misd.net

REGISTRATION IS A COMMITMENT OF PAYMENT and ATTENDANCE

All cancellations must be received in writing at least seven days prior to the beginning of the workshop to cbirchall@misd.net

For questions about network, please contact Liz Lietz at elietz@misd.net.

For questions about registration, please contact Crystal Birchall at cbirchall@misd.net

MISD 6-12

Disciplinary Literacy Network



"Disciplinary literacy is the **intentional apprenticeship** of students into the **specialized ways of reading, writing, thinking, and communicating** associated with both **academic disciplines & their related professions.**"

-Ippolito, Dobbs, Laird

Network Goals

- ◇ Learn how Disciplinary Literacy provides a frame for high-quality literacy instruction
- ◇ Create a plan for implementing literacy in EVERY course students take
- ◇ Build understanding of Disciplinary Literacy using an inquiry frame
- ◇ Reflect on the strengths of current literacy practices, and areas for growth
- ◇ Use protocols to develop a plan for improving student literacy in grades 6-12
- ◇ Consider resources, professional learning, and how to measure the impact of these changes

Educators are encouraged to attend in school or district teams, including content area teacher leaders, instructional coaches, and building administrators.

Cost: \$225 per person, includes lunch, materials and books
Location: MISD ESC 44001 Garfield Rd., Clinton Twp. MI 48038
Time: 11AM-2PM

Dates:

Thursday 9/25/25
Thursday 10/30/25
Thursday 12/11/25
Thursday 3/5/26
Thursday 4/30/26

SCECHs Pending

Why Disciplinary Literacy?

“Our students learn the foundations of literacy throughout their elementary school years. As students continue to develop their skills through middle school and high school, literacy instruction must also help them meet increasingly complex subject area demands. These demands include developing the critical thinking, problem-solving, and communication skills specific to each discipline.

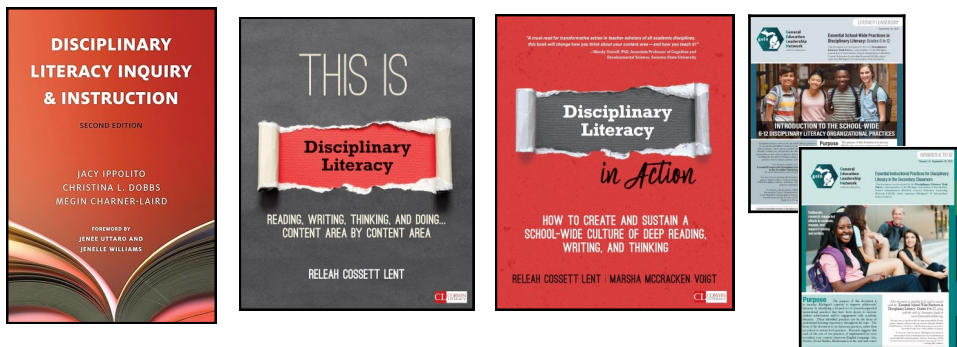
In the secondary grades, content-expert educators enable students to develop the skills of disciplinary literacy, including the specialized vocabulary, communication practices, and tools for each discipline. Students learn to navigate reading, writing, speaking, and listening demands. These demands shift depending on the contexts, purposes, and audiences specific to a discipline. Educators provide instruction intentionally designed to support students as they are apprenticed into ways of thinking and communicating that are valued in subjects like mathematics, science, social studies, the English language arts, and all other secondary school content areas.”

-Introduction Tool to the "Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom"

Continuous Improvement

The “Old Model” of Literacy Improvement	Disciplinary Literacy - A New Model
<ul style="list-style-type: none"> • Messaging: “Every teacher is a teacher of reading” • Implementation of mandatory ‘whole school’ strategies (Cornell notes, T-4) • Literacy is viewed as an event (all students respond in writing to identical prompt) • English teachers are charged with helping other teachers improve literacy practices • Success is expected to be measured by standardized test scores, but never seems to be achieved 	<ul style="list-style-type: none"> • Literacy is viewed as something that can be taught and as a tool for supporting equity and access • All teachers apprentice students in the literacy skills used in their discipline - core classes as well as “beyond the core” • Literacy skills are used in service of content learning - not “one more thing” • Staff and students reflect on literacy practices in the building and community • Success is measured in multiple ways, through formative and summative assessment practices
Focus: completing implementation tasks, not measuring student learning	Focus: collecting evidence of student learning

Resources



Agenda

11:00-11:30	Learning lunch: self-directed learning and networking time over lunch
11:30-12:30	New learning: explore Disciplinary Literacy research and resources together
12:30-1:30	Guided teamwork time: design a plan for your building’s learning and implementation
1:30-2:00	Team share out: share ideas, brainstorm solutions to challenges