

# Disciplinary Literacy Series for Middle School Teams

Increase student engagement, empower students to adopt the language of each discipline, and give students the tools to take on professional identities – all while improving reading comprehension and moving the needle on student achievement.

## Sound too good to be true?

Join authors and adolescent literacy experts Jacy Ippolito, Christina Dobbs, and Megin Charner-Laird as they guide teacher teams through collaborative inquiry into literacy domains critical to middle school reading/writing/communication success such as vocabulary, academic language, and writing.

This project, designed to support middle school science and social studies teachers and teacher teams in addressing the literacy needs of middle school students, will focus on adolescent and disciplinary literacy teaching and learning through the lens of teacher collaborative inquiry.

Project participants will meet monthly (virtually) with recognized experts in the field, Jacy Ippolito, Christina Dobbs, and Megin Charner-Laird, alternately focusing on the texts, tasks, students, and cultures that factor into middle school disciplinary literacy work.

Between monthly virtual workshops, teams will pilot new disciplinary literacy practices in their classrooms and reflect on ways in which we can collaboratively bolster students' content literacy skills.

The book, *Disciplinary Literacy Inquiry and Instruction* will serve as the anchor for these sessions and this work.

## Logistics:

Eight interactive live virtual sessions provided monthly from 8-11 AM on the dates listed below

### 2021

- Sept. 23
- Oct. 21
- Nov. 18
- Dec. 16

### 2022

- Jan. 13
- Feb. 10
- March 10
- April 7

Limited to 10 schools with 4-5 participants per school for a maximum group size of ~50 participants

## Want to know more?

Check out this article by Jacy Ippolito et. al. describing a similar project within one school district (written by the same trio that wrote *Disciplinary Literacy Inquiry and Instruction: Bridge Builders: Teacher Leaders Forge Connections and Bring Coherence to Literacy Initiative*)

Registration: PDMS#29969

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