Academic Literacy Summit

2014

Keys to Unlock the Common Core:
Academic Literacy for All

UC Davis
School of Education
CRESS Center
8:00 a.m.  Registration & Networking*
8:30 a.m.  Kick off to the Summit
9:00 a.m.  Morning Keynote: Brooke Nicolls
9:45 a.m.  Q&A with Brooke Nicolls
10:15 a.m. Break*
10:30 a.m. Morning Working Breakout Session
12:00 p.m. Lunch*
12:50 p.m. Afternoon Keynote: Robert Pritchard
1:35 p.m.  Q&A with Robert Pritchard
1:50 p.m.  Break*
2:00 p.m.  Afternoon Working Breakout Session
3:40 p.m.  Wrap Up, Evaluation and Raffle
4:00 p.m.  Adjourn

* Please use the registration check-in time, breaks and lunch to visit our vendors.
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<td>Robert Pritchard, Professor of Education, California State University, Sacramento</td>
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<td>Carlston Family Foundation 2009 Outstanding Teachers of America Award Winner</td>
<td>Co-Director of the Academic Language Development Network</td>
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Critical Thinking in the Common Core

For the past decade education has been driven by an ever-increasing emphasis on high-stakes testing and punitive accountability, but times are changing, and we are on the cusp of a major shift in education. With the adoption of the Common Core Standards, we have the opportunity to establish a more equitable, collaborative and thematic approach to teaching and learning. One that encourages rigor and relevance. Yet, not everyone is ready to embrace change, and not everyone has the same level of experience and expertise. One way we can bring together the many voices and establish a collaborative approach to implementing the Common Core Standards is by examining the higher-order thinking skills that students will need to demonstrate across subject areas and from one grade to the next. When we recognize and embrace a shared responsibility to develop literacy and critical thinking in all of our students in every subject area, then the necessary shifts in teaching and assessments won’t be so daunting.

More about Brooke Nicolls...

Brooke Nicolls earned her BA in English and a minor in Business from California State University, Sacramento. She earned her MA in International and Multicultural Education from the University of San Francisco. Brooke has been involved in the Area 3 Writing Project at UC Davis for 25 years: the past 14 years as a teacher consultant and the past 5 years as co-director. She credits her involvement in the Writing Project for providing her with opportunities to collaborate and develop her content knowledge and teaching practices.

In 2003, Brooke earned National Board Certification. Brooke has been teaching for 26 years: the first 3 years at Rio Linda High School and the past 23 years at Grant High School. She was a Carlston Family Foundation Honoree in 2009.
Afternoon Keynote

Fortifying Academic Literacy with Constructive Conversations

New standards (Common Core, ELD, Next Generation Science) place extra challenging language and literacy demands on diverse students. In order to effectively meet these demands, we must implement high leverage instructional practices focused on the needs of academic English learners (AELs). The presentation introduces three research-based, high leverage instructional practices and zooms in on the practice of fortifying academic interactions. Participants will engage with specific classroom examples and activities.

More about Robert Pritchard...

Dr. Robert Pritchard is Professor of Education at Sacramento State University and Co-Director of the Academic Language Development Network (ALDNetwork.org). He earned a Ph.D. in Reading Education and Second Language Learning from Indiana University in 1987. A classroom teacher and reading specialist for thirteen years, Dr. Pritchard is a language and literacy specialist who has worked extensively with school districts and county offices of education on a variety of professional development projects. Dr. Pritchard also worked internationally for nine years as an ESL teacher and teacher trainer. He has authored and edited numerous publications related to English learners, innovative uses of technology, and professional development for teachers, including Kids Come in All Languages: Reading Instruction for ESL Students, and Common Core Standards in diverse classrooms: Essential practices for developing academic language and disciplinary literacy.
**Teaching Strategies that Promote Academic Conversations & Content Learning Across the Curriculum**

**Ann Veu Nakagawa,** ELA Teacher/GATE Coordinator, Twin Rivers Unified School District

Teachers will explore a variety of teaching strategies that promote academic language in the classroom. Activities include sentence starters, use of placemats for rich dialogue, interview grids and a gallery walk. These activities will engage students in academic conversations while addressing Common Core State Standards.

**Audience:** 6-8 Educator, Math, Science, Social Sciences/History, Language Arts, Curriculum Coordinator, Content Area Coach, English Language Learner Support, Special Education Support, Administrator

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**What is the Role of the Writer? How Do Students Become Academically Literate and College and Career Ready?**

**William J. Macauley, Jr.,** Associate Professor & Director of the University; Writing Center, University of Nevada, Reno

This session will look at the expectations of student writers implied and stated outright in CCSS and college-level writing. The session will discuss the abilities necessary to meet those expectations and what it means for educators and instruction.

**Audience:** 6-12 Educator, College/University/Teacher Education, Language Arts, Administrator

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**Close Reading & the Common Core: What Does It Look Like for Primary Students?**

**Julie Webb,** Reading Specialist, Davis Joint Unified School District; Teacher Consultant, Area 3 Writing Project

Close Reading, a literacy strategy that strengthens and deepens comprehension, has garnered much attention with the release of the Common Core State Standards. This session will explain the nuts and bolts of Close Reading and explore how we can lay the groundwork in K-2 classrooms for success in later grades.

**Audience:** K-2 Educator, Language Arts, Curriculum Coordinator, Content Area Coach, Administrator

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**Five Fundamental Principles for Guiding the Development of Disciplinary Literacy**

**Rebecca Abbott, Alison Billman & Lisette Lopez**

Literacy Specialists at the Learning Design Group, The Lawrence Hall of Science, UC Berkeley

This workshop presents five fundamental principles and research-based strategies for supporting disciplinary literacy. Participants will consider challenges of implementing the CCSS in science classrooms, and will engage in learning multimodal instructional strategies around reading, writing, talking and thinking to develop academic literacy and disciplinary knowledge.

**Audience:** 3-8 Educator, Science, Curriculum Coordinator, Content Area Coach

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**Building Argument Literacy through History**

**Letty Kraus & Jessica Williams**

The History Project at UC Davis

Argument has a “special place” in the Common Core State Standards. Join us to gain a deeper understanding of what this looks like in a history/social studies classroom and the planning implications related to the selection of texts, designing of tasks, and providing opportunities for talk.

**Audience:** 6-12 Educator, Social Sciences/History, Curriculum Coordinator, Content Area Coach

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**Implementing Common Core through Structured Academic Discussions: Using Student-Centered Discussions to Weigh Arguments & Develop Writing Claims in a 12th Grade American Government Class**

**Michele Fichera,** Social Science Teacher

**Andrea Gonzales-Alfers,** San Mateo Union High School District

**Phyllis Goldsmith,** UC Berkeley

**History-Social Science Project**

Participants will explore how to develop rigorous
and relevant arguments in a 12th grade American Government course using procedures and literacy frames to scaffold students’ research about their rights. Participants will simulate an activity that supports all students in developing arguments by using language frames for structured discussions.

**Audience:** 9-12 Educator, Social Sciences/History, Curriculum Coordinator, Content Area Coach, Administrator

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**Understanding, Assessing & Teaching Phonological Awareness Skills Specified by the Common Core State Standards**

**Gail Bruce,** California State University, Sacramento  
**John Shefelbine,** California Reading & Literature Project

Phonological skills are a critical component of learning to decode and spell words. This session is organized around two critical dimensions of phonological awareness: speech unit size and task (or skill). We will explore how the two components interact and how they might be sequenced when assessing students and planning instruction.

**Audience:** Pre-K-2 Educator, Curriculum Coordinator, Special Education Support, Administrator

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**Engaging Students in Close Reading of Informational Texts (...Without Draining Enthusiasm Out of Them!)**

**Ginna Guiang-Myers,** Director of Professional Development

Close reading involves constructing meaning about the world through reading. It also involves asking and answering text-dependent questions. This exercise might make reading dry and less-enjoyable for students, especially when informational texts are involved. If you are concerned about avoiding killing all enthusiasm for reading among your students, this workshop is for you!

**Audience:** 6-12 Educator, Math, Science, Social Sciences/History, Curriculum Coordinator, Content Area Coach, English Language Learner Support

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**Developing High-Quality Literacy Tasks for College & Career Readiness**

**Kelsey Krausen, Alix Horton & Sherrie Reed**  
New Tech Network, UC Davis

In this hands-on session, participants will review the components of high quality literacy tasks across content areas and their value for college and career readiness. Participants will also have time to develop their own literacy tasks based on the literacy task template developed by the Literacy Design Collaborative and piloted by schools in the New Tech Network.

**Audience:** 3-8 Educator, Content Area Coach, Applicable to all teachers

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**Clarity of Thought: Contemplating History through Critical Reading & Writing**

**Kelly Hillesland,** Teacher, Folsom Cordova Unified School District; Teacher Consultant, Area 3 Writing Project  
**Nicole Kukral,** Teacher on Special Assignment, San Juan Unified School District; Teacher Consultant, Area 3 Writing Project

Secondary teachers are always looking for ways to amp up student analytical reading and foster writing across the curriculum. As Area 3 Writing Project Consultants, we studied at a week-long institute at the Library of Congress in Washington, D.C. this past summer and learned strategies for both. This session provides an interdisciplinary study of the links between reading, critical thinking, historical investigation, discussion, and writing. We will also share the many resources available from the Library of Congress as online source material for teachers of all subject areas.

**Audience:** 6-12 Educator, Social Sciences/History, Language Arts, Librarian/Instructional Media
Thank You

We would like to thank our committee members and sponsors for supporting the Academic Literacy Summit

**Committee Members**

Ronda Adams
Edgar Lampkin
Tim Allen
Susan O’Hara
Chris Thaiss
Michele Fortes
Shannon Cannon
Emily Solari
Laura Myers

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