Academic Literacy Summit 2013
Breakout Session Abstracts

**Morning**

**Pearl Chaozon-Bauer**  
PhD Candidate & Instructor, U.C. Davis & Co-leader, Area 3: Inquiry Group

**Bridging Writing Assignments from Secondary to University Composition Courses: An Inquiry Group Discussion Panel**  
One secondary teacher, one university composition teacher, and one co-leader of the group will share how the inquiry group addressed their classroom practices, their new insights from their collaboration, and the process of developing a similar group into a new setting.

Audience: 9-12 Educators, Language Arts, Administrators, Curriculum Coordinators, College/University/Teacher Education

**Lauren Weaver**  
TAH Grant Coordinator, Mt. Diablo Unified/ UC Berkeley History-Social Science Project

**Using the Common Core to Bring ELA Academic Literacy Skills into History Classroom Lessons**  
In this session, participants will interact with 5th grade history lessons embedded with reading and writing strategies grounded in the ELA Common Core. Teachers will actively engage with a Colonial Government and an American Revolution lesson. Complete lesson materials, student samples, and access to other online lessons will be provided from this Teaching American History Grant lesson.

Audience: 3-12 Educators, Social Studies/History, Curriculum Coordinators

**Amye Billings Scott**  
EL Specialist/Instructional Coach, Napa Valley USD

**Next Generation English Language Development Standards: Scaffolding and Differentiating Content Instruction in the CCCS**  
In this session teachers will explore CA’s Next Generation English Language Development Standards and how they can be used as a guide to differentiation, scaffolding and support for English Learners across content areas.

Audience: K-12 Educators, English Language Learner Support

**Phyllis Goldsmith**  
Co-director UC Berkeley History-Social Science Project

**Implementing the Common Core State Standards: Academic Literacy into Middle School History and Science Instruction**  
This partnership between the UC Berkeley History-Social Science Project and Ranchos Medanos Junior High School in Pittsburg utilizes collaborative lesson planning and peer observation protocols to implement the Common Core State Standards for Reading and Writing in history and science disciplines.

Audience: 6-8 Educators, Science, Social Studies/History, Administrators, Curriculum Coordinators, Content Area Coaches, English Language Learner Support, Special Education Support

**Mong Thi T. Nguyen**  
PhD Student, UC Davis

**Engaging Students in Language and Literacy Practice Across the Content Areas through Digital Storytelling**  
Digital storytelling in its simplest form involves the telling and sharing of short multimedia stories. In this workshop I present empirical based research on the language and literacy opportunities available through digital storytelling, and guide participants through the creation of a collaborative digital storytelling project

Audience: Language Arts, Social Studies/History, Instructional Media/Library, English Language Learner Support.
Visual Literacy: Engaging Students to Reading and Writing through Pictures, Charts and Diagrams

Visual literacy skills encompass those abilities that allow a student to extract meaning from pictures, charts and diagrams. A CCSS-literate student must be able to comprehend both text and visual information. This workshop explores strategies that will enable teachers to address these skills along with reading and writing.

Audience: 6-12 Educators, Math, Science, Curriculum Coordinators

Historical Investigation and the Common Core: Students as Historians to Build Academic Literacy

This session emphasizes the Common Core reading standards for literacy in history/social studies. Our team will demonstrate how to plan through a framework of historical investigation with specific examples of reading strategies for informational text and primary sources and ways to have students collaborate to co-construct knowledge.

Audience: 6-12 Educators, Social Studies/History, Curriculum Coordinators, Content Area Coaches

Exploratory Multimedia Driven Lesson Design Using Focus Questions, Hooks, and Investigations

The use of hooks and investigations in the classroom tremendously increases the academic literacy of students. Through this session participants will learn how to develop a multimedia hook and investigation that accesses students prior knowledge, are connected to rigorous learning targets, and combine Common Core Math and Science Practices.

Audience: 3-12 Educators Math, Science

Informational Text in the Primary Grades: Meeting the Goals of the Common Core State Standards

The CCSS call for increased attention to informational text in K-2 classrooms. In this session participants will engage in activities that examine strategies for increasing the use of informational texts, developing children’s disciplinary literacy in science, and meeting the goals of the Common Core Standards for Reading Informational Texts.

Audience: Pre-K-2 Educators, Language Arts, Science, Content Area Coaches

Breaking Down the Walls: Engaging All Students in Argument Writing

How do we teach students to write thoughtful, convincing arguments while encouraging them to see themselves as writers? In this interactive session, participants will learn practical strategies to engage students in argument writing across the content areas. These strategies will emphasize student voice and choice to motivate emerging writers.

Audience: 9-12 Educators, Language Arts