

Brockton High School **Literacy Workshops**

1. ***OPEN RESPONSE*** – Open Response Writing asks students to read a difficult selection and respond to a question using evidence from the reading to support their answer. This workshop outlines a very specific process that students should follow to respond to an open response question. The activities require students to follow specific steps, including actively reading the selection, writing a thesis statement that responds to the question, mapping their response, and then writing their response.
2. ***TOVANI READING*** – Difficult and challenging reading and complex questions are the focus of this overview of how to help students become stronger, more skillful readers. This workshop based on I READ IT BUT I DON'T GET IT and DO I REALLY HAVE TO TEACH READING by Chris Tovani is designed to help teachers understand how students can engage in more meaningful reading and provides an overview of strategies that teachers can employ to help students better comprehend content area reading.
3. ***QUESTION ANALYSIS/ACTIVE READING – SCHOOL-WIDE READING STRATEGIES*** - The strategy outlined in this workshop is designed to help students break down and analyze questions that they find overwhelming and confusing. The strategy is designed to be followed in all disciplines so that students can develop a consistent way to attack long and difficult questions.
4. ***SUMMARIZING – SCHOOL-WIDE READING STRATEGIES*** – This workshop continues to address the area of difficult reading by focusing on summarizing, one strategy that good readers use to comprehend text.
5. ***PREVIEWING A BOOK'S TABLE OF CONTENTS – SCHOOL-WIDE READING STRATEGIES*** – Pre-reading activities are designed to help students better comprehend text by asking students to think about what they will be reading. This pre-reading activity is focused on looking at organization, patterns, and key vocabulary. It asks students what they can learn from previewing and how it can help them become better readers.
6. ***USING VISUALS TO PREVIEW A READING – SCHOOL-WIDE READING STRATEGIES*** – This activity continues to focus on pre-reading to help students better understand a reading that is enhanced with visuals. As students examine the visuals, they are asked key questions that are designed to help them connect the ideas with what they will be reading.
7. ***TEACHING THE TEXT LAST*** – The key element to this workshop is to begin instruction with activities that focus on content concepts relevant to the lesson. This includes accessing prior knowledge, building background, introducing key vocabulary, responding to guiding questions, then reading the text last. This workshop outlines a series of pre-activities that lead students to better comprehension.

8. **VOCABULARY** – Difficult vocabulary has been particularly challenging to our students. Several activities are provided that are designed to help students develop effective strategies for dealing with vocabulary within the context of their reading and increase their comprehension.
9. **GRAPHING** – This workshop demonstrates how graphs can be used across disciplines to demonstrate higher level skills. The workshop provides specific vocabulary and outlines how to incorporate the use of bar, line and circle graphs in lessons so that students can better navigate through this skill.
10. **MULTIPLE CHOICE STRATEGIES** – The strategies outlined in this workshop help students focus on the thinking processes involved in taking a multiple choice test, not simply identifying the right answer.
11. **SPEAKING SKILLS** – The focus of this workshop is on improving students' speaking skills through the use of both oral presentations (including an oral presentation rubric) and paired, small group and whole group discussions.
12. **ASSESSMENT** - The objective of this workshop is to examine the use of various types of formative and summative assessments.
13. **PROBLEM SOLVING** – The four strategies outlined in this workshop (Systematic Lists, Drawing a Diagram, Working Backwards and Eliminate the Possibilities) are designed to help students use higher order reasoning skills to break down and solve complex problems.
14. **THINKING ROUTINES** – The objective of this workshop is to develop a step-by-step process for students to use when they encounter challenging vocabulary, non-fiction reading and difficult multi-step problems.
15. **OPENERS AND CLOSERS** – Strategies outlined in this workshop address the importance of effectively opening a lesson with a relevant activator that connects students to the content and closing a lesson with a rigorous summarizer that promotes retention of the content.
16. **READING VISUALS** – This five step process for reading visuals focuses on developing and using reasoning skills to understand content presented in graphs, charts, tables, diagrams and other types of images.