

Literature Lost in Transition Summit

Getting the Gist:

Examining Close Reading and the Common Core State Standards

Thursday, October 17- Friday, October 18, 2013

Casper, WY

Summit Goals

1. Develop a clear sense of what close reading means for secondary and postsecondary literature classes in light of the Common Core State Standards.
2. Establish shared points of reference for introductory literature classes at the postsecondary level, including AP English classes and dual and concurrent enrollment classes.
3. Foster conversation and collaboration across secondary and postsecondary levels for educators teaching literature and humanities classes.

Agenda

Thursday, October 17

3 Crowns Golf Club, 1601 King Boulevard

- 5:30-6:00 pm Registration and welcomes
- 6:00-8:45 Dinner and panel discussion - Deciphering Close Reading: Closing in on what it means, how to do it, and connections to the Common Core State Standards
Panel: Deidre Meyer (Fremont 6), Hillary Reisig (Fremont 6), Wes Connally (Central Wyoming College), and Peter Parolin (University of Wyoming). Moderated by Beth Wiley.
- 8:45-9:00 pm Meet small groups for Friday morning - Beth Wiley

Friday, October 18

UW Outreach Building, 951 North Poplar Street

- 7:30-7:45 am Light breakfast, registration, meet with small groups from Thursday evening
- 7:45-8:15 Distance MA in English from UW - Peter Parolin
- 8:15-8:30 Large group welcomes and the day's agenda - Beth Wiley
- 8:30-9:30 Small group discussions - Examining student work - Caroline McCracken-Flesher
Each participant should bring 8 copies of at least one of the following: a short student writing sample with names removed, an assignment, a rubric, a text, or something else relating to close reading from your class. We encourage all participants to bring something they feel they do well (an aha), and something they have questions or concerns about (an oh no).
- 9:30-9:45 Stretching and refreshment break
- 9:45-10:00 Large group reporting out: ahas and oh nos! - Caroline McCracken-Flesher
- 10:00-10:45 Table break-outs for specific questions
Best teaching practices for specific close reading techniques: e.g. prosody, diction and register, figures of speech, imagery, other - Caroline McCracken-Flesher, Wes Connally
Helping students provide evidence from a text and direct quotations - Hillary Reisig, Tammy Mielke, Peter Parolin
Teaching research techniques in light of the CCSS (or dealing with students' lack of background knowledge) - Leslie Rush, Paul Bergstraesser
- 10:45-11:00 Large group reporting out for specific questions - Beth Wiley
- 11:00-11:15 Stretching and refreshment break
- 11:15-11:45 Large group discussion - Finding common reference points for literature classes, including AP English, dual and concurrent enrollment classes, Community College 1020, and University of Wyoming 2020 - Wes Connally
- 11:45-12:00 pm Wrap up, evaluation of the day's work, and adjourn

Event Sponsors

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Department of English, University of Wyoming - www.uwyo.edu/english
Undergraduate Programs, College of Education, University of Wyoming - www.uwyo.edu/ted

