



A Comprehensive Approach to Disciplinary Literacy in Middle and High Schools



Reading Apprenticeship® is a research-based framework designed for middle and high school educators. It equips teachers to make discipline-specific ways of reading, thinking, and reasoning visible—so students can engage deeply with complex texts across content areas.

The series includes five all-day (6-hour) institute sessions delivered over two visits and features collaborative learning experiences with structured routines.

Reading Apprenticeship® participants:

- Model discipline-specific reading and thinking
- Embed cognitive strategies into instruction
- Plan for strategic reading of complex texts
- Build student disciplinary literacy



Writing Apprenticeship® is a research-based framework that helps middle and high school teachers make writing visible, purposeful, and discipline-specific and improve learning outcomes.

Built on the success of Reading Apprenticeship®, this 3-day, in-person institute equips educators to model expert writing processes, strengthen instructional routines, and guide students to write for authentic purposes and audiences—using their existing curriculum.

Writing Apprenticeship® participants:

- Explore a research-based framework for writing
- Experience classroom routines and strategies
- Align writing instruction with school-wide goals
- Strengthen practices to improve learning



This interactive 2-day institute brings together literacy leaders to collaboratively examine high-impact literacy practices and develop clear plans for long-term support and sustainability in their local contexts.

Through structured routines, professional reading, inquiry, and collaborative planning, participants engage with practical tools and evidence-based strategies that foster a student-centered culture of literacy and strengthen cross-disciplinary coherence.

Leading for Literacy participants:

- Create communities of practice
- Lead for capacity building and improvement
- Provide cross-disciplinary instructional support
- Plan for local, sustained implementation

“Having teachers and administrators involved throughout was key. They all appreciated being involved in designing learning opportunities in ways they hadn’t before.”

—Assistant Superintendent Dr. Gallick



Stephanie Patterson
Partnership Development Director



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Our team partners with state, district and school leaders to

- Assess district, teacher, and student needs; establish goals, benchmarks, and timelines
- Carry out iterative cycles of planning and implementation; assess and revise workplans
- Problem solve, assess progress, and celebrate successes

In-Person and Online Professional Learning

Build cross-disciplinary or subject specific professional learning for teachers

- Cohort 1 – early implementers across disciplines
- Cohort 2 – expand to different grades, different content areas, new hires
- Cohort 3 – continue expansion

Sustained, Ongoing Implementation Support

Identify and support teacher leaders and instructional support staff

- Regular teacher-leader meetings
- Facilitated online or on-site PLCs
- Small group coaching
- Continuing networks



Administrator Support

Involve administrators in professional learning for teachers

- Engage in teacher-leader meetings
- Online administrator course
- Site-based consultation
- Administrator meetings

Capacity Building

Involve leaders early in teachers' professional learning experiences

- Teachers gradually take on roles in the professional learning of others
- Develop leadership to guide implementation and support PLCs

<https://disciplinaryliteracy.wested.org>

Contact us for more information or to schedule
a presentation for your school or district



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