

2015 MARRE Session Descriptions

Sunday, December 6

Preconference (1-5 pm)

***Scaffolding Language Development Across Classroom and Intervention Settings.* Linda Dorn & Carla Soffos.**

How can teachers design literacy settings that nurture children's language development? This session will examine how content knowledge and academic vocabulary are developed within three language-based settings: language workshop, literature discussion group, and the language phase of small group interventions. The presenters will share frameworks with specific procedures for scaffolding children's language development across varied contexts.

Monday, December 7

General Session (8:30 – 10:00)

***Collaborative Conversations: Partnering in Reflective Practice.* C.C. Bates.**

Session 1 (10:30 – 12:00)

***High Frequency Words in Higher Level Texts.* C.C. Bates.** Known words allow children to make generative connections that encourage flexibility and provide support in higher-level texts. This session explores the expansion of children's high frequency word knowledge beyond early level texts and how word automaticity supports literacy development. Ideas for integrating technology including apps will be shared.

***Academic Perspectives on Dyslexia: Then, Now, & Tomorrow.* Kent Layton & Linda Dorn.** This session will provide an academic overview of the history of dyslexia, a comparative review of the dyslexia legislation passed in 22 states, a brief review of the evidence-based and research-based interventions most regularly recommended by literacy professionals, and a closer look at Response to Intervention as a diagnostic process for identifying students with dyslexia and selecting the best intervention to meet their unique needs. Implications for Reading Recovery and meaning-based interventions will be discussed.

***Preparing for the Phases: It's Worth the Trip!* Susan Brewer & Rachel Flatness.** Do you want to see your students excited about challenging texts? Do you, as the teacher, want to create lessons that are just as engaging for you as they are for your students? Do you lack a roadmap beyond a text level? In our journey we will share how Preparing for the Phases drives our lessons in Guided Reading Plus and Comprehension Focus Groups. We will unpack how mentor texts help students to strategically examine and analyze challenging texts. We will focus on navigating texts by driving on the highways of vocabulary and author's craft, paying attention the road signs of anchor charts, response logs, and lesson plans. We will use the study of

genres, characters, authors, and informational texts as our travel guides. Come join us as we share how Preparing for the Phases led us on a new path for teaching reading.

Collaboration for Student Success: Setting Goals and Common Language. Allison Jackson.

This session will provide reasons for developing strong collaboration between the Reading Interventionist and classroom teacher. It will focus on aligning interventions across classroom and supplemental settings and promotes use of the collaborative goal sheet as found in Interventions that Work by Linda Dorn and Carla Soffos. Attendees will see examples and videos of teachers engaged in collaborative meetings as well as videos of teachers working with students to carry out common language and goal alignment. This presentation will also include data showing results of the close collaboration and how it was beneficial for student progress. Attendees will become familiar with the collaborative goals sheet and feel comfortable using it once they return to their home school.

Fostering Effective & Engaging Literature Discussions. Kayla Lewis. This session will focus on literature discussions within 3rd-5th grade classrooms. In order for students to develop efficient processing systems during literature discussions, teachers must be skilled at providing a “just-right” amount of support. In addition, teachers must understand how to assist students in becoming independent problem-solvers who can help aid their peers. Participants in this session will learn ways teachers can scaffold student learning during literature discussions, as well as how to promote an environment in which students scaffold each other. Participants will also learn essential keys to maintaining effective dialogue and meaningful conversations within literature discussions. Student examples and suggested book titles for literature discussions will be provided.

Session 2 (1:30 – 3:00)

Casting a Wider Net: Improving Instruction & Services for English Language Learners. Susan Blackburn & Karen Sander. This session will explore teaching practices designed to improve the instruction of English Language Learners. Topics will include text selection, text introductions, language considerations, ideas for technology use, taking the learner’s perspective, writing ideas, and classroom ideas. Participants will have the opportunity to view and discuss video clips of students engaging in instructional opportunities. An emphasis will also be placed on the role of teacher decision-making within the instructional process framework. In addition, Literacy Lessons, an intervention for specialized populations, including English Language Learners, will be presented and discussed.

Mirror Image. Cindy Gordinier. Participants will actively engage in the presentation through self-reflection, small group interaction and the analyzing of teaching videos. Participants will explore prompts which allow for gradual release of responsibility by the teacher, moving toward independence of the child during reading. Participants will reflect and identify prompts used in their teaching of Reading, linking their prompts to the “scale of help” in order to determine the level of prompts currently used. Further analysis of prompts observed in the teaching videos will allow participants to determine which prompts “direct” (passive readers) and which prompts “foster strategic processing” (active readers). Participants will consider

prompts that will aid in their designing a sequence of lessons that support the child moving to become self-regulated, problem solving and discovering new things for themselves, in other words, an independent reader.

Teaching for Transfer Across Interventions. Carla Soffos. Teachers must teach for transfer if we expect our struggling students to become self-regulated readers and writers. In this session, the presenter will discuss the theories of transfer and scaffolding during Guided Reading Plus and Assisted Writing interventions. Videos will be used for analysis.

Reading More Than Just Listening – Interactive, Reacting, Responding! Beth Wagner. This session will revolve around taking a read aloud/shared book to the next level. Not only do kids need to enjoy listening to a good book but they need to get involved with the book. We will enjoy some read aloud books by interacting with them, reacting to them and responding to them. We will also discuss the importance of tying in writing to a book and how it will benefit your students.

Making Collaboration Strong. Sonia Beth. Both classroom teachers and interventionists work hard to help students make accelerated progress. Strong communication between classroom teachers and interventionist is key to student success, yet it can be hard to achieve. In this presentation, we will explore ideas on helping interventionists and classroom teachers come together to better serve their students, establish common language and instructional and work together in a truly layered approach.

Session 3 (3:30 – 5:00)

Roaming: Developing Strategic Activity from the Start. Shelly Shaver & Beth Bax. Often times we feel eager to get into lessons and out of Roaming due to the lack of structure and uncertainty. Clay says it is our role to change passive readers into readers that are active and engaged in the reading process. Join us to examine ways we can begin the transformation process in Roaming. Video clips will be used to deepen our understanding of developing strategic activity from the start.

Reaching the Finish Line: Discontinuing Students Before the 20th Week. Julie Schaefer. Marie Clay designed Reading Recovery to be a 12-20 week intervention. Let's strive for twelve weeks rather than twenty! This session focuses on how to begin observing, analyzing, and changing instruction in order to strive to discontinue students closer to twelve weeks. We will dig deep into Literacy Lessons: Designed for Individuals, Part One in order to study change over time in the Reading Recovery lesson series and look at expectations set forth for discontinuing students.

Video and lesson record analysis of Reading Recovery students will be used to actively engage participants in the process of observing, analyzing, and changing instruction in order to meet the needs of students in a more efficient manner. There will also be time for reflecting on your own work with current students in order to better prepare yourself for wrapping up your students' series of lessons as quickly as possible. The earlier you discontinue students, the

earlier you can begin working with new students who need all the time they can get before the end of the school year. You can do this...let's reach the finish line together!

***Changing Children's Lives through Interactive Writing Intervention.* Cindy Owens & Rena Comer.** With over half of kindergarten students already at-risk for literacy failure upon entry into school, teachers must be prepared to assist them with the acquisition of literacy skills. Effective teachers can use the Interactive Writing Intervention to transform struggling students into proficient readers and writers in a short period of time. In this session, we will analyze videotapes of two highly effective interventionists for change over time in instruction.

***The Art of Intentional Teaching.* Linda Dorn.** What is intentional teaching? What would it look like in practice? The session will describe the 'what', 'why', 'where', and 'how' elements of intentional teaching, and provide clear examples of how it looks in instructional settings.

***Developing Student Generated Prompts.* Betsy McQueen & Michelle Brown.** "I don't know what to write about," is a tired phrase all teachers have heard at one point or another. This session will offer several writing prompts that help students generate their own ideas for writing. You will have the chance to practice some of the prompts yourself so bring a notebook. Additionally, you will be provided with examples of actual student writing spanning the grades K-6 so you see how these work in the "real" world.

Tuesday, December 8

Session 4 (8:30 – 10:00)

***Choosing the Right Book to Promote Strategic Activity.* Linda Fugate.** Clay tells us "The texts which a teacher chooses for a child can facilitate or constrain the opportunities that a child gets to process text information..." We will take a closer look at book selection and discuss the things that make these "easy" texts difficult for young children. Participants will have an opportunity to see video examples, as well as, hands-on practice "debugging" books.

***Light Up the Brain with Fluent Reading.* Karen Thom.** What role does fluency play in developing efficient processing systems? In this study session we will explore the dimensions of fluency and the "when and how-to" of teaching for fluent reading - reading that "lights up the brain"! Please bring *Literacy Lessons* and a 30 second video (phone or iPad) of your most fluent and least fluent readers.

***FAQs for the CFGs: Tips and Tools for Planning a Comprehension Focus Group Unit.* Jennifer Richardson.** Have you ever wondered, "What goes where?" when you look at a CFG planner? Do you want to know how to plan so your intervention groups are aligned to classroom instruction in language, reading, and writing workshops? If, so this is the session for you! In this session, we will explore commonly asked questions and go step-by-step through planning for the phases, including: Preparing for the Reading Phase(interactive and close reading), Phase

1(reading), Phase 2(discussion and responding), Preparing for the Writing Phase, and Phase 3 (writing). This session includes handouts and access to documents on Google Drive.

***Teaching 21st Century Readers and Writers: Effective Ways to Utilize Technology into the Literacy Classroom.* Brooke Gantt.** Devices, devices, devices... everywhere you look children are using technology in today's world. Come see how a primary classroom teacher effectively utilized technology into her Literacy Instruction. The focus of technology integration will be in the areas of Guided Reading, Reader's Workshop, and Writer's Workshop. You will leave this session with ideas on how to better engage your students as well as ways to organize your own literacy data electronically. You are strongly encouraged to bring your own device to this session. You will be exploring apps and websites while creating online record keeping tools. Learning is changing drastically, are you adjusting your teaching to compliment this change?

***Growing Readers in Your Reading Workshop.* Stacey Gregory.** Put your reader's workshop to work and grow readers! In this session, you will hear from a teacher who has come full circle from a fourth and fifth grade classroom teacher to seven years of teaching Reading Recovery and literacy coaching back to the classroom, currently teaching third grade. Get ideas for getting the most out of your reader's workshop from setting up your classroom library to planning for guided reading, you will get strategies to keep your readers thriving and blossoming.

Session 5 (10:30 – 12:00)

***Taking Words Apart While Reading.* Jan Henderson.** Proficient readers use a variety of efficient, effective strategies in flexible ways to problem solve while reading continuous text. Beginning readers need to develop more effective strategies over time as text level difficulty increases. This session will explore ways RR teachers can support the development of more sophisticated strategic processing systems in emergent readers using modeling, word work and prompting during RR lessons.

***Error? Miscues? OR Point of Opportunity? Analyzing Running Records for Powerful Teaching and Learning.* Melinda McDill.** Session focus is analyzing running records to look for powerful points of teaching opportunities to accelerate learning. Look at miscues not as errors, but as opportunities! Video clips will be included plus time to apply the learning from the session to actual running records

***Putting the Pieces Together. Mixing and Matching Interventions with GR+.* Barbara Head.** This session will present information about how to mix and match a variety of interventions with guided reading plus in order to meet the needs of students. Video clips will be used to show theory to practice. The goal of this presentation is to enable teachers to match the intervention to the students.

***Superheroes Teach Super Processing.* Jessie Grant.** Up, up, and away! Reading teachers save the day! Unmask your student's super reading strengths during guided reading. Discover how

to utilize running records to drive instruction, how to plan powerful word work, and deliver new book introductions that will set your students up for success.

Language Workshop: The link between classroom and intervention: Making the Curriculum Work! **Kristie Bennett.** In this session you will learn how Language Workshop and Preparing for the Phases align together to bring a layered and systematic approach to instruction within the classroom setting. Learn how to create units of study, find mentor text and embed digital literacy throughout each unit.