

## 2016 MARRE Session Descriptions

**Wednesday, November 9**

**Preconference (2-5 pm)**

***Oral Language Development and Literacy Learning: Supporting Teachers to Scaffold Students.***  
**Adria Klein.**

Vygotsky's concept that language reflects thought leads us to understand the impact of language on literacy development. Clay (1991, 2005) tells us that oral language is the first self-extending system. This session will provide a brief overview of the foundational importance of oral language, identify teaching that fosters oral language and literacy development, and discuss support for teachers in understanding the reciprocity between oral language, and reading and writing.

**Thursday, November 10**

**General Session (8:30 – 10:00)**

***Engaging Readers in Making Meaning.*** **Linda Dorn.** Meaning is a reflection of the inner workings of the mind. The brain's desire to construct meaning drives what we attend to and determines how we use this information to make sense of the world. When children engage in meaning-making experiences, they are building connections between what they know and what they want to know from the text. This session will look at ways children construct meaning as they read and discuss the deeper ideas that are embedded within texts.

**Session 1 (10:30 – 12:00)**

***Oral language, Reading and Writing: Scaffolding Connections for English Language Learners.***  
**Adria Klein.** Oral language, reading and writing are interconnected processes. Clay (1991, 2005) says that oral language is the first self-extending system. In this session we will explore how all Reading Recovery teaching is grounded in this integrated approach and supports accelerated literacy learning.

***Worried About Word Work? Why, When and What?*** **Melinda McDill.** This session will take the worry out of word work by developing our understanding of why we do it, when do we do it and what we do. We will be examining Observation Survey tasks or running records to decide what to teach, and viewing video clips to see what the different procedures look like in lessons.

***Scaffolding Students to Achieve Reading Proficiency.*** **Wendy Satterfield.** The transfer of knowledge across different contexts doesn't always occur with struggling readers. This session will focus on the importance of teachers being able to analyze processing data on the run and provide tailored scaffolding so transfer occurs and comprehension is achieved for both readers and writers. Video observations and analysis will be used as a tool for discussion of theory to practice.

***Connecting Readers' and Writers' Workshop with Technology.* Brooke Gantt.** Getting CONNECTED in your classroom. This session will focus on ways to effectively and efficiently use technology seamlessly throughout Readers' and Writers' Workshop. We will explore tried and true technology tools for both students and teachers. Come get CONNECTED!

***Using Literature to Engage Students and Strengthen Comprehension.* Kayla Lewis.** This session will focus using literature within 3<sup>rd</sup>-5<sup>th</sup> grade classrooms to engage students and strengthen their comprehension. Participants will learn how to use author studies, themed units, and multicultural literature both in whole group instruction and within literature discussion groups in order to deepen students' understanding of texts and provide motivation for reading new texts. From introducing new types of literature to delving deeper into well-known authors and texts, this session is packed full of ideas. Suggestions for specific texts and authors, sample activities, and optional resources will be provided.

## **Session 2 (1:30 – 3:00)**

***Powering up the processing by teaching "how to look at print."* Pamela Grayson.** This session will emphasize the importance orientation, sequence, and visual memory in learning to look at and use print in reading and writing. The presenter will identify opportunities to incorporate the teaching of these concepts throughout the lesson.

***Lifting Attention to Print and Confidence in Roaming and Early Lessons through Writing.* Shelly Shaver.** Participants will consider how RR teachers can lift RR student's attention to print, language, and confidence by increasing opportunities for writing in roaming and early lessons. Videos will be used to study how we can construct writing sessions to be powerful from the start.

***Using Writing as a Reading Intervention.* Linda Dorn.** Writing is a powerful intervention for accelerating reading achievement. This session will provide details for how teachers can implement a writing intervention for increasing the reading gains of struggling learners in grades K-4.

### ***Using RAN Charts in the Elementary Classroom.* Elizabeth Duncan & Meghan Holliday.**

I'm sure you are wondering, "What is a R.A.N. chart?" Come find out how R.A.N. charts (Reading and Analyzing Nonfiction), will help your students organize their thinking and learning while reading multiple nonfiction texts on the same subject! During this session you will learn why K.W.L. charts are out and R.A.N. charts are in! This highly interactive session will walk teachers through the process of using Tony Stead's R.A.N. chart strategy with their whole class OR small group, complete with examples and videos! Teachers will leave ready to implement this nonfiction comprehension strategy as soon as they get back to school!

### ***Integrated Units of Study – Maximizing Your Instruction Time.* Angela Boyer & Ann Poivre.**

Explore integrated units of study and strategies for implementing units. The presenters will share experiences from the writing of both "A Persuasive Focus on Rights and Responsibilities" and

“Language and Lessons in Mythology.” Units of study have offered opportunities for professional development and coaching, so a reflection on the processes will also be shared during the session.

### ***Session 3 (3:30 – 5:00)***

***Book Orientation and Problem Solving in the New Text.*** **Pamela Grayson.** “Teachers provide important support for young readers through a repertoire of interactional behaviors that help to weave meaning around the literacy event.” (Partners in Learning, p. 89) In this session we will discuss teacher support and teaching interactions during the new book orientation and the first reading of the new book that insure meaning is both the “guide and the goal”. Video demonstrations will be included.

***A Chair is a Chair is a Chair but is that a b, d, p or q: Visual Processing at the letter level.***

**Barbara Head & Suzie Thomason.** This session will focus on how to assist students in fast, efficient visual processing at the letter level. The presentation will contain theory, practical applications, and video clips. Participants will analyze running records through the lens of visual perception and use the information to plan the sorting component of the Reading Recovery lesson.

***Providing a Power Start with Interactive Writing.*** **Cindy Owens & Jackie Collins.** Many students enter school with limited exposure to literacy. In Interactive Writing, these students learn early literacy skills necessary for reading and writing. We’ll explore the learning journey through video analysis.

***Getting the Most Out of Mentor Texts: Aligning Literacy Standards to Content Areas.*** **Amy Dunn & Amanda Mast.** Explore powerful mentor text selections and discuss their alignment with content standards. The focus will be on titles that will provide models of quality across content areas and how to support students as they progress across texts and topics.

***Meaningful Connections: Reading & Writing.*** **Janelle Carter.** I will first present the relevance of connecting reading and writing instruction. Why would a teacher need to find value in being intentional? Don’t students naturally connect the two? I teach both things during my literacy block. Isn’t that enough? Students do not naturally connect the two when they are in the stages of early literacy or struggling readers and/or writers. It’s this connection that bridges the gap for students and it can not only boost student achievement and success but also allow the student to grow in confidence. Teachers will learn that building a connection between reading and writing is essential and can be achieved through whole group, small group, and one on one instruction. Using data and research, I will support the theory that a child’s ability to be a strong reader is dependent on their ability to be a strong writer and vice versa. I will then transition into applicable ways that classroom teachers can implement this connection through careful planning of lessons, intentional instructing, and thoughtful scaffolding. I will provide teachers with a handout of the information presented as well as “Take Aways” that can be quick reminders of the information they deem as highly valuable from the presentation.

**Friday, November 11**

**Session 4 (8:30 – 10:00)**

***Teaching Students with Dyslexia.* Linda Dorn, Kent Layton, & Wendy Satterfield.** The goals of this session are to (a) provide a brief overview of dyslexia, (b) describe how Response to Intervention is used as a decision-making process for identifying children with dyslexia, (c) share procedures for implementing a meaning-based dyslexia intervention that includes reading and writing phases, and (d) present case study results on the effects of the intervention on children with severe reading problems.

***Engagement Matters.* Karen Thom.** Join me for a study/brainstorming session on how engagement matters in Reading Recovery. We'll look at Eric Jensen's work with students from poverty and key engagement factors that affect student achievement. In Reading Recovery we must have high quality, engaging learning. What can we do every day for 30 minutes to assure this?

***Collaboration = Achievement.* Kelly Moeller & Maria Reece.** Have you ever wished you were working collaboratively with your literacy interventionist? Well you can! Working collaboratively impacts growth for everyone—the student, classroom teacher, literacy interventionist, and literacy coach. We will show you how to increase your students' volume reading by implementing the two-day Guided Reading Plus plan in one day through Tier 1 support layered with Tier 2 intervention support. Learn how to schedule, teach, collaborate and watch your students' reading levels increase.

***What Makes Them Tick? Motivating the Unmotivated.* Michelle Brown & Carri Rosebrough.** Are you noticing that your students need extra motivation? Appropriate feedback and growth mindset are both critical components in understanding how to motivate students. This session will explore what some research has to say on these topics, as well as look at strategies for motivating students grades K-2. Literacy coaches Carri Rosebrough (K) and Michelle Brown (1-3) will share success stories from their buildings under the heading of motivating the unmotivated.

***Kid-Friendly Feedback: Motivating the Unmotivated.* Betsy McQueen.** Appropriate feedback and growth mindset are both critical components in understanding how to motivate students. This session will explore what research has to say as well as look at strategies for motivating students grades 3-5. Literacy coach Betsy McQueen will share success stories from her building under the heading of motivating the unmotivated.

**Session 5 (10:30 – 12:00)**

***Analyzing Running Records for Strategic Processing.* Jan Henderson.** This session will explore how a deeper analysis of running records can provide the Reading Recovery teacher with information about how a child is developing strategic actions for problem solving. Examples of running records will show change over time in attending to print, strategic actions with effective teaching points, specific prompts, and lesson focus.

***Worried About Word Work? Why, When and What?* Melinda McDill.** This session will take the worry out of word work by developing our understanding of why we do it, when do we do it and

what we do. We will be examining Observation Survey tasks or running records to decide what to teach, and viewing video clips to see what the different procedures look like in lessons.

***Taking the Training Wheels Off: Scaffolding in CFG.*** **Tara Davis & Sarah Walker.** Do you ever have trouble getting students to think for themselves? Do you want your students to be more independent at understanding complex texts? We will share how we use scaffolding to support strategic thinking in the CFG intervention. We will take a closer look at how to scaffold students' learning in order for them to become independent readers. We will begin our session with an overview of a CFG unit that we created. The unit we will use focuses on teaching students to use comprehension strategies to better understand non-fiction texts. We will model for teachers how to scaffold each story in the unit so students will gradually gain independence in their use of the comprehension strategies. We will use video clips, student work and anchor charts to model for teachers how to effectively scaffold by providing the most support to the least support as students become more efficient at their processing.

***Executive Functioning.*** **Janelle Brauchle.** This session will support Reading Intervention Specialists, Classroom Teachers, and other professionals that want to learn about Executive Functioning skills. Participants will learn what Executive Functioning is, how do strengths and weaknesses in Executive Functioning affect students' learning, and what to do to help those students close the learning gap. I created a before-school-class for first graders that focuses on games and activities that foster growth in Executive Functioning skills. This is the first class of its kind in an elementary school in my district. Also, I am doing 10 minute daily lessons on working memory with a whole class of first graders. Both of these pilot programs will be discussed in this session. Participants will leave this session with a better understanding of what Executive Functioning skills are and will have specific activities and lessons that can be immediately used in the classroom.

***Using Mentor Texts to Lift and Strengthen Nonfiction Writing.*** **Angie Wogen & Alyssa Phillips.** Nonfiction writing doesn't have to be dry and boring! Mentor texts can show students how to bring nonfiction writing to life and motivate them to think outside the box. This session will provide lesson ideas, mentor text titles, and professional resources that will help lift and strengthen nonfiction writing.