

2017 MARRE Session Descriptions

Wednesday, December 6

Preconference 1 for Reading Recovery & Classroom Teachers (1:00 - 4:30 pm)

Text Level Progress is NOT the Only Way to Measure Reading Progress.

Janet Bufalino, Ph.D. Leveled books are a tool for teachers to support students as they strive to develop a literacy processing system. This session will spotlight behaviors and strategic action that indicate a developing processing system in reading.

Preconference 2 for Coaches & Administrators (1:00 - 4:30 pm)

Strategic Interventions for Struggling Readers: Issues, Practicalities, and Promises.

Linda Dorn, Ph.D. & Carla Soffos. This session will describe evidence-based practices for teaching children with severe reading problems, including dyslexia. Videos and teaching examples will be used to illustrate lesson components.

Thursday, December 7

General Session (8:30 – 10:00)

***Critical Aspects of Early Learning in Reading.* Sue Duncan, Ph.D.** Important understandings and knowledge in early learning are the building blocks of later efficient processing in reading. Much of this early learning involves learning to use the visual information in print alongside language sources of information such as meaning and structure. Clay suggests that children need to adjust “the visual working system” as they become readers and writers. In this presentation, we will explore some of these important aspects that children need to get underway to become good readers.

Session 1 (10:30 – 12:00)

***Ways of Solving Words in Writing.* Janet Bufalino, Ph.D.** In the 2nd edition of *Literacy Lessons Designed for Individuals*, there is a shift to using different ways to solve words in writing. Effective ways (not just sound boxes) will be discussed to enable learners to use various ways of getting to words.

***Reading Recovery: The Art of Changing the Brain.* Janet Behrend, Ed.D.** Learning to read changes the brain in profound ways. We will examine how Reading Recovery teachers set up the conditions for changes in the brain to happen.

***CIM Session: Better Serving Struggling Readers: An In-Depth Look at IES Recommendations for Reading Interventions.* Carla Soffos.** Participants will take a closer look at the recommendations from the Institute for Educational Sciences (IES) and how to provide more effective interventions for struggling readers.

***Struggling Readers: Making Connections and Accelerating Progress.* Kayla Lewis, Ph.D.**

Every classroom has struggling readers and writers. Many of these students are pulled out of the classroom for additional support with interventionists who are highly trained to meet the needs of these diverse learners. However, pull-out instruction alone will not help students who struggle make accelerated progress. The classroom teacher and the interventionist must work closely together to help these students reach grade-level proficiencies. So, how can classroom teachers effectively work with students who are not yet on grade level? In this session, participants will learn theory and basic principles, as well as specific strategies, for working with students who struggle in reading and writing.

***The Language Workshop: Much More Than Just a Read Aloud.* Julie Schaefer, Ph.D & Stacey Gregory.** This session will focus on the intentional planning of the Interactive Read Aloud with follow up lessons that build vocabulary and close reading strategies in the classroom or intervention setting. Participants will experience an interactive read aloud with related vocabulary activities and close reading strategies. We will share how to access UALR vocabulary lesson resources and provide time to plan your own. We will also share ideas for setting up additional vocabulary support for your students using a training module for volunteers or aides.

Session 2 (1:30 – 3:00)

***Effective Processing from Beginning to End.* Sue Duncan, Ph.D.** What does an effective processing system look like early and how does it change before a child's series of lessons is discontinued? We will identify together what an effective early, middle and late processing system would look like and think about the teaching that would go alongside these changes. Video clips will be used to examine processing.

***Take a Good Look! Learning to Look at Print.* Melinda McDill.** Reading begins with "looking". How can we help the child learn how to look at print? This learning must be perfected within the first few weeks of lessons! We will answer the questions, "how does perceptual learning occur?"

***Title Reading & Technology Integration.* Kristen Green & Doug Greek.** While technology should not be the star of the Title classroom, integrating technology with literacy can improve instruction and learning. John Hattie argued technology alone will not yield the results you desire unless you change the way you deliver the content. Student learning needs can be met if teachers are willing to apply innovative pedagogical practices. You will leave this session armed with ideas and resources for technology integration. This session will be presented from the perspective of a Title teacher new to and excited about technology integration and a district technology specialist. Come join us as we explore technology resources that integrate technology with Title I literacy instruction!

***The Impact of Strategic Teacher Language on High-Road Transfer: Exploring Our Interactions with Struggling Readers.* Jennifer Richardson.** In this session we will examine how to become more strategic with our language during purposeful literacy events across the day (shared reading, interactive writing, one-to-one conferences). Learn ways to help students make connections and discover relationships. This supports high-road transfer – the ability to transfer

learning and thinking in an abstract way across different contexts. You'll see examples of strategic teacher language that promotes high-road transfer and get ideas for monitoring your own strategic language and student self-regulation. If you're thinking about your own instructional language, wondering whether your students really transfer their learning, or just want ideas for building the capacity of your most struggling learners, this session is for you! Note: This session is designed for both classroom and CIM teachers.

Realistic Revision 3rd-5th Grade. Betsy McQueen. Revision is not rocket science. Yet our students often struggle to revise, and we, teachers, often struggle to teach them practical, realistic revision strategies. In this session you will write a short narrative and revise it, using a tried and true sequence of lessons inspired by author Kate Messner. You'll learn how your elementary mentor texts can support you in this important work. And, you'll have fun while doing it! Come ready to write! Realistic Revision is geared toward grades 3-5.

Session 3 (3:30 – 5:00)

Writing in the RR Lesson: Composing a Story. Pamela Grayson. The process of composing a story in the RR lesson is a powerful tool for literacy acquisition that should be purposefully guided and carefully observed for change over time. The ability to compose in flexible ways provides many opportunities for reciprocal gains between the writing and reading processes.

Building Language Skills Through Literacy. Karen Sander. ELL students come to us with unique linguistic needs that need to be supported in conjunction with their literacy development. This session will review research on second language acquisition, examine Clay and other literacy experts' views on language, and provide practical, tangible suggestions for supporting language development during a Reading Recovery lesson. While the focus of this session is on ELL students, many of these ideas may also be appropriate for English-only students from low-language backgrounds.

What Happens in Reading Recovery Stays (Doesn't Stay) in Reading Recovery! Establishing Effective Collaborative Relationships Between the Regular Classroom and the Reading Classroom. Gayla Holbrook, Jackie Collins, Karen Kelly, Shannon Winkler, Pam Clark. When each day requires teachers to hit the ground running, reading teachers and classroom teachers often struggle to find the time they need to collaborate with one another. In this session participants will explore ways to establish positive relationships with one another and find small, yet effective ways to collaborate in "real time." In order to promote student achievement and transfer of skills from one setting to another, teacher collaboration must be efficient to meet the needs of the whole child.

Blurring the Lines Between Reading, Writing, and Content. Janelle Carter. Time is limited in today's classrooms and teachers grow frustrated with having to cut back on the seemingly less important subject areas of science and social studies. These are sometimes the quickest subject areas to be pushed out of the schedule. However, research shows that these areas are crucial to students' development of background knowledge and their understanding of the world they live in. The good news is that it doesn't have to be this way! Struggling students must see how things fit together and are purposeful. What better way to show these struggling students the

purposes behind reading and writing than to show them how they fit with science and social studies? This workshop will provide practical tools to take back to the classroom. It will incorporate collaboration, think time, mentor text, technology tools, and strategies for meeting your struggling readers where they are and moving them to where they need to be.

Empowering Students Through Independent Reading. Jessica Smith. This session is designed to create and cultivate independent readers in your classroom. We will focus on classroom organization, daily routines, and essential components needed to promote successful independent readers at every grade level. The power of intrinsic motivation during independent reading is an essential component in literacy that directly impacts the reading progress of our students. You will leave the session with a clear understanding on how you can empower the struggling readers in your classroom through independent reading.

Friday, December 8

Session 4 (8:30 – 10:00)

Writing in the RR Lesson: Constructing. Pamela Grayson. Message construction requires the writer to move from the level of sentence to the level of word and back to sentence again. Solving words provides opportunities for extending the known and using the known flexibly to construct new words. Intentional and explicit teaching can produce powerful results in both writing and reading.

Teaching Kids to Read - It's Not Like Brain Surgery...OR Is It? Carla Evans, Rena Comer, Stephanie Maddox. "All children are ready to learn more than they already know; it is the teachers who need to know how to create appropriate instruction for each child, whatever his or her starting point." - Clay, *An Observation Survey of Early Literacy Achievement*
Have you ever been frustrated with your inability to untangle the knots in a child's processing behaviors? Join us as we explore how sensitive observation, prompting, scaffolding and careful analysis enable us to provide the learning experiences for our most struggling readers. We have the power to actually change their brains!

Developing Independent Writers Through High-Impact Mini-Lessons. Linda Dorn, Ph.D. High-impact mini-lessons are designed to activate students' attention, engage their minds in constructive activity, provide guided practice for performing the task, and build the foundation for transferring the new learning to independent writing. High-impact mini-lessons, are brief, memorable, meaningful, and strategy-based. This session will focus on designing mini-lessons around ten strategic writing behaviors that nurture the writer's independence. The session is appropriate for classroom and CIM teachers.

Maximizing Student Progress Through Collaboration. Brooke Gantt. How do we bridge the achievement gap for our reading students from the reading classroom to the regular education classroom? This session will focus on various ways classroom teachers and reading specialists

can effectively collaborate and set goals to maximize student progress. This session is for both classroom teachers and reading specialists.

***The Power of Interactive Writing.* Kara Kelley.** Are you ready to see your littles become readers and writers right before your eyes? Are you ready to instill in them a love of reading and writing through the power of writing? If so, join me as we explore Interactive Writing. We will dive into the process and implementation as well as how to differentiate your instruction to meet the needs of all your students, whether they are in whole group, small group or one on one!

Session 5 (10:30 – 12:00)

***Snap, Crackle, Pop: Change Over Time with POPS.* Shelly Shaver & Barbara Head.** In this presentation, participants will explore how predictions of progress change over time to meet the needs of individual students. Videos will be provided to study processing, discuss changes, and plan predictions of progress.

***Dyslexia Session: Finding Common Ground for Teaching Children Who Find Learning to Read Difficult.* Kent Layton, Ph.D. & Susan Perry, Ed.D.** The ideological divide between ILA and IDA regarding dyslexia has extended itself deep into our state legislatures and state departments of education across the nation. This session explores ways we can establish instructional common ground for the sake of students.

***The Role of Goal-Setting in Intervention Groups.* Nicole Hylton.** Do you have students who demonstrate the ability to use problem-solving strategies and monitor their own reading and writing, but do not demonstrate this ability with consistent independence? Consider, then, the role that setting goals may play in their ability to increase their independence and increase their motivation to progress as a reader and writer. We will discuss research regarding this topic, walk through goal-setting instruction, and look at student work as well as some intervention group data focused on goal setting. This session is for classroom and CIM teachers.

***Strategic Targeted Reading Instruction: Responding to What Students are Telling Us.* Keisha Wurgler & Amy Dunn.** Do you struggle with meeting your students at their point of need? How to fit it all in and push students to reach their full potential? In this workshop we will show you how to organize, observe, and plan for success! Responding intentionally holds the key to why many students are not progressing in guided reading - we just need to hear what they're telling us!

***Making History with Your Struggling Readers.* Angela Boyer & Ann Poivre.** Come explore a collection of picture books focused on women who impacted history! Discover how multiple titles around a common theme can provide opportunities for strengthening background knowledge and connections across texts. This presentation will also focus on using the texts to

blur the lines between reading and writing, language, and content lessons in the classroom. Each of the books in the session will highlight a struggle each woman in history has endured and grown from. The overall theme of the books and messages from the authors will leave you inspired to use the books to generate powerful conversations with students!