

Please join us at the School City of Hammond Summer Institute

Date: Monday, June 15, 2015

Time: 8:00 - 3:30 p.m.

Location: Morton High School
6915 Grand Avenue
Hammond, IN 46323

Lunch will be provided!

Day at a Glance:

8:00 – 8:30 a.m.	Registration & Breakfast
8:30 – 9:00 a.m.	Welcome - Staci Bennett
9:00 – 10:00 a.m.	Julie Washington - Opening Keynote
10:00 – 10:15 a.m.	Break
10:15 – 12:15 p.m.	Workshop (choose from sessions A-F)
12:15 – 1:00 p.m.	Lunch
1:00 – 3:00 p.m.	Workshop (choose from sessions A-G)
3:00 – 3:10 p.m.	Break
3:10 – 3:30 p.m.	Wrap up - Staci Bennett

See workshop descriptions on the following pages

Coming Soon!

You will receive a survey from the School City of Hammond to select the workshops you would like to attend. Each workshop has a limited number of attendees so please be sure to complete the survey at your earliest convenience!

Featured Speakers

Julie A. Washington,

Ph.D. is a Professor in the Department of Educational Psychology and Special Education at Georgia State University, Program in Communication Disorders.

In addition, Dr. Washington is an affiliate faculty of Georgia State University's Language and Literacy Initiative, a unique research initiative focused on the Challenges of Acquiring Language and Literacy. Dr. Washington's work focuses on understanding cultural dialect use in young African American children with a specific emphasis on language assessment, literacy attainment, and academic performance.



Maria Walther,

who has a doctorate in elementary education from Northern Illinois University, has taught first grade since 1986. She currently teaches at Gwendolyn Brooks Elementary in Aurora, IL.

She shares her ideas with teachers around the country at seminars through Staff Development Resources and as an independent consultant.



Dr. Maria Walther was awarded the 2008 ICARE for Reading Award by the Illinois Council for Affective Reading Education. She received the award in recognition of outstanding contributions to fostering the love of reading in children!



For more information, please contact
Becky Hammar at BCHammar@Hammond.k12.in.us

Session Options

(A) Assess, Decide, and Guide: The Keys to Helping All Readers Meet Higher Standards

Presented by: Maria Walther, Ph.D.

Target Audience: Teachers K-5 and Literacy Coaches

To help students become thoughtful, independent readers, it's essential to know students' specific learning needs and surround them with targeted reading support. Join Maria as she shares a powerful instructional framework and practical tips for using data to make informed decisions and guide readers.

(B) Guided Reading for Elementary

Presented by: Scholastic Literacy Consultant

Target Audience: Teachers K-5

Guided reading is designed as a strategic instructional tool for small-group instruction to help readers process increasingly challenging texts independently and on grade level. It allows the teacher to reach the needs of ALL students. This course focuses on the research of Gay Su Pinnell and Irene C. Fountas. Participants will walk away understanding on how guided reading is defined and implemented.

The workshop is about 75%+ active participation through discussion and hands-on activities, with an expectation that all participants will take part in the group activities and whole group sharing and discussion. The facilitator will share a guided reading sample schedule and then participants will work to create their own schedules. The facilitator will also show a Guided Reading in Action video. The handout will contain examples and guides for the strategies being used during the session.

Participants will:

- Define guided reading
 - Explain the purpose of guided reading and why it should be used
 - Identify where guided reading fits into balanced literacy
 - Understand leveled and appropriate text
 - Explain the before-, during-, and after- sections of a guided reading lesson
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(C) Differentiation or Guided Reading for Middle School

Presented by: Scholastic Literacy Consultant

Target Audience: Teachers 6-8

Guided reading is a naturally differentiating reading strategy that creates strategic readers in middle school classrooms. Through guided reading, middle school students learn reading and comprehension strategies to apply to all reading situations. Guided reading expands students' reading power by giving them the tools to process new texts successfully and become engaged independent readers. Participants will review the research behind guided reading and the strategies that play an integral part of the program.

The workshop is about 70%+ active participation through discussion and hands-on activities, with an expectation that all participants will take part in the group activities and whole group sharing and discussion. The facilitator will model a middle school guided reading lesson and then participants will work with texts in small groups to plan their own lessons. The handout will contain examples and guides for the strategies being used during the session.

Participants will:

- Review the research for guided reading and program authors Fountas and Pinnell
- Participate in a model guided reading lesson
- Discuss resources for guided reading
- Explore the use of leveled text for guided reading

Session Options (continued)

(D) Independent Reading

Presented by: Scholastic Literacy Consultant

Target Audience: Teachers K-8

Independent reading is one of the cornerstones of a comprehensive literacy approach. For it to be successful and productive, teachers need a full component of strategies. They need to help students acquire the habits of reading a variety of literacy and informational texts independently and closely. Participants will explore structures to scaffold independent readers, including read aloud and book clubs, as well as discover questioning techniques and tools to monitor student comprehension, while increasing sustained comprehension of sustained comprehension of connected, complex text.

The workshop is about 70%+ active participation through discussion and hands-on activities, with an expectation that all participants will take part in the group activities and whole group sharing and discussion. The facilitator will share data and research on independent reading and discuss how we can support each and every student into becoming effective independent readers. The handout will contain examples and guides for the strategies being used during the session.

Participants will:

- Share data and research on the importance of independent reading
 - Explore how to create an environment that utilizes classroom libraries, writing, and conferencing to encourage independent reading
 - Build a repertoire of strategies to effectively implement effective independent reading
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(E) Text Complexity

Presented by: Scholastic Literacy Consultant

Target Audience: Teachers K-8

To prepare students for the complexity of college-and-career ready texts, an emphasis has been placed on key concepts including text complexity. This research-based course builds a solid foundation for teachers and provides practical strategies for immediate application in the classroom.

The workshop is about 65%+ active participation through discussion and hands-on activities, with an expectation that all participants will take part in the group activities and whole group sharing and discussion. The facilitator will share various levels of texts and the participants will have the opportunity to closely examine each text. The handout will contain examples and guides for the strategies being used during the session.

Participants will:

- Define the three dimensions of text complexity: qualitative, quantitative, and reader and task
- Determine how to level texts along the text complexity gradient
- Explore how they can provide students with more rigor using a range of high-quality, increasingly demanding text
- Learn best practices to cultivate students' ability to read complex texts independently

Session Options (continued)

(F) Guided Reading Digging Deeper

Presented by: Scholastic Literacy Consultant

Target Audience: Teachers K-5

Guided reading is designed as a strategic instructional tool for small-group instruction to help readers process increasingly challenging texts independently and on grade level. It allows the teacher to reach the needs of ALL students. This course focuses on the reading stages of development and lesson planning. In this course, teachers will explore how to put the principles of guided reading into effective practice using classroom data.

The workshop is about 75%+ active participation through discussion and hands-on activities, with an expectation that all participants will take part in the group activities and whole group sharing and discussion. The facilitator will share a guided reading sample lesson and then participants will work to create their own plans. The handout will contain examples and guides for the strategies being used during the session.

Participants will:

- Identify developmentally appropriate components of a guided reading lesson
- Choose appropriate texts for a guided reading group
- Plan a guided reading lesson that prepares students to read through front loading, activating prior knowledge, and setting a purpose
- Engage students while reading with active reading strategies
- Facilitate after-reading discussions
- Address apparent needs with a “teaching point” lesson

(G) We Keep Our Promises: Effective Reading Instruction with High Risk Students

Presented by: Julie A. Washington, Ph.D.

Target Audience: Teachers K-5

Many children will struggle with developing proficient reading skills. The children who are at greatest risk for struggling, and failure, are children from low income and minority communities. This presentation will focus on the unique trajectory and needs of these high risk groups, including specific skill areas and strategies that are critical for developing successful, lifelong readers.