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Comprehensive Literacy Training in Reading & Writing

Implementing a Developed and Comprehensive Writing Program

The need for a cohesive and comprehensive writing program that develops the skill of writing from PreK to grade 12 in all content areas is essential for the rigorous expectations of the Common Core State Standards. This course will develop a vision of writing for all teachers in the building as well as provide them with a framework and strategies to teach writing to students using the content of their expertise. Areas that may be focused on during this course include

- Developing all teachers as writers and teachers of writing
- Providing techniques to teachers to model writing for students
- Building motivation for writing in students
- Using immersion and applying anchor texts for models of writing to strengthen the connection between reading and writing
- Implementing effective Writer's Workshops and/or Writing Circles in all grade levels
- Identifying units of study in writing including
 - Argument
 - Informative/Explanatory
 - Narrative
 - Research

- Identifying and using evidence in informational and literary texts to support analysis
- Combining technology and publishing
- Teaching grammar, punctuation, and usage in the process of teaching writing as opposed to teaching skills in isolation
- Developing and implementing mini-lessons for teaching the craft of writing including voice
- Planning and using effective conferences with students
- Planning, creating, and implementing effective writing assessments
- Reviewing authors of writing instruction

Developing CCSS Aligned Research Projects for All Content Areas

Research for evidence and support is a key skill that is addressed in the new Common Core State Standards in grades K-12. In this course, vertical development of this skill will be reviewed and discussed for all teachers, including ELA, science, social studies, art, etc. After identifying the expectations for the identified research standards in reading and writing as well as speaking and listening, grade level projects including creating reports and presentations which are group-based as well as individual-based will be developed. The appropriate grade level processes of research will be incorporated in each project and a variety of opportunities to practice these skills throughout the school year will be mapped in this course.

The Reading-Writing Connection

This hands-on workshop will consist of two parts: how to examine literature effectively and how to write a meaningful essay based on a reading selection. Participants will learn how to generate effective, meaningful conversations with their students about fiction, both short stories and novels as well as poetry. You will learn how literature functions, the elements which make up a selection, and how to train your students to generate ideas to discuss. Topics will include how to analyze the culture and language of a piece, make inferences, trace character development, consider the conflicts and plotline, interpret symbols and themes, to enhance understanding and improve comprehension. Then, you will also learn how your students can write effectively about literature they have discussed in a meaningful expository essay. You will learn how writing functions, how to develop a question, select relevant evidence and interpret its significance. You will have an opportunity to practice the concepts taught so you can immediately apply them to the selections you teach.

Argumentative Composition

This hands-on workshop will focus on the Argumentative Composition, define the Key Elements of Writing and address How Writing Functions. Topics to be covered include modeling an organizational pattern, developing voice and word choice, and checking for fluency and conventions. The workshop will provide hands-on activities using the Argumentative Composition PARCC rubric and provide authentic writing experiences for students. Participants will be able to plan future for argumentative prompts that can be incorporated into their daily instruction.

Narrative Composition

This hands-on workshop will focus on the Narrative Composition, define the Key Elements of Writing and address How Writing Functions. Topics to be covered include modeling an organizational pattern, developing voice and word choice, and checking for fluency and conventions. The workshop will provide hands-on activities using the Narrative Composition PARCC rubric and provide authentic writing experiences for students. Participants will be able to plan future for narrative prompts that can be incorporated into their daily instruction.

BALANCED LITERACY

Balanced Literacy (Grades K-5)

Teachers are given a hands-on opportunity to learn about the components of a balanced literacy program as well as how to effectively implement the components. Participants will be immersed in an authentic balanced literacy setting, giving them access to an abundance of materials and ideas. Learn about: Individual Assessments, Word Study, Read Alouds, Think Alouds, Shared Reading, Independent Reading, And Guided Reading. Witness students modeling the various components, and the transitions from one component to another. Time will be allotted for discussion and sharing of ideas.

Balanced Literacy in the Middle School

It's not enough to know that we are all teachers of reading. We all need to know HOW to be teachers of reading. It is a mighty feat to incorporate balanced literacy into a middle or junior high school. This workshop gives an overview of balanced literacy and how balanced literacy CAN be implemented in middle and junior high language arts and content area classrooms. Teachers will see and have "hands-on" opportunities for: Read Alouds, Shared Reading, Invitational Groups, Conferencing and Independent Reading.

Close Reading in a Balanced Literacy Model

Text complexity, text-dependent questions, and close reading are key components in the instructional shifts demanded by Common Core State Standards. This course will assist teachers and administrators in understanding and developing effective close reads.

This training will include an overview of Close Reading as it relates to the Balanced Literacy Model as well as the Common Core State Standards. In addition, training will include how to

- apply quantitative and qualitative measures to determine the level of complexity of the text
- create and use text-dependent questions to guide students to a deeper understanding of the text
- incorporate effective Close Reading lessons into K-12 units of study

Training will take participants from theory to practice to product. Focus will be on complex text, quantitative and qualitative measures, development of text-dependent questions, and components of a close read. The instructor will model a close read and lead teachers through the creation of informational and literary close reads. Participants will identify appropriate complex text at their grade level and create both an informational and literary close read.

GUIDED READING

Guided Reading: Assessment Tools to Drive Instruction

Teachers need assessment snapshots to inform their planning for small group instruction. This workshop will focus on user-friendly assessments designed to gather information during guided reading to expedite the grouping of students to meet their instructional needs. Examples of assessment tools such as teacher observations, student profiles, students' retellings, goal sheets, and students' self-assessments will also be examined. Participants will leave the session with materials that can be used with their own students.

Guided Reading/Differentiated Instruction in the Middle School

Students in the upper grades are expected to read and understand increasingly more difficult texts. Guided reading comprises the basic elements of introducing texts, silent reading, and constructive discussion to build comprehension and offers particular value for building the confidence and competence of struggling readers. This workshop will examine the benefits of using guided reading in the upper grades and focus on how to structure a guided reading lesson, on assessment-based methods for grouping students, and on meaningful literacy activities for the other students while the teacher is engaged in small group instruction. Participants will leave with materials that can be easily integrated into their existing programs.

Guided Reading: Managing the Other Students

To enable the teacher to focus his/her attention on guided reading groups, the rest of the class must be productively engaged in independent, literacy-building activities. The goal of independent work is not "to keep the students busy." It is to provide students with opportunities to practice their literacy skills and strategies while allowing the teacher time to lead small group instruction. This session will focus on meaningful literacy activities and choices for students and on developing a menu of reading and writing activities, choices, and/or other literacy tasks. Specific examples of such activities as well as setting up the classroom to accommodate this type of instruction will also be included in this session.