

Big Ideas of Reading

October 19, 2018

November 1, 2018

December 14, 2018

February 1, 2019

March 15, 2019

Make-up date if needed:

April 5, 2019

Workshop: 8:30am – 11:30am

Location

Auburn Tech Center
8221 Auburn Road
Concord Twp., Ohio 44077
Room 116

Presenters

Pamela Kennedy, Literacy
Specialist, SST4 Consultant

Register

STARS

<https://safe.ode.state.oh.us/portals/>

Questions about workshop?

Contact: Pamela Kennedy

pkennedy@SST4.org

[216-347-2087](tel:216-347-2087)

5-Part Series

10/19/18 Big Idea of Reading Series 1/5: Phonological Awareness

A critical building block of all reading instruction is Phonological Awareness. This session will define phonological awareness, phoneme awareness and phonics instruction while explaining the importance of sequencing the progression of instruction for our most inexperienced readers. Participants will explore assessment tools to determine learning goals, review the latest research, and participate in demonstrations of evidence-based practices to be used in lessons designed to meet the differentiated needs of ALL students. Learning how to support all teachers, attendees will have hands-on practice with materials, help identify where PA fits into a literacy lesson and leave with identified items to look for during observations and classroom walkthroughs.

11/1/18 Big Idea of Reading Series 2/5: Phonics Instruction

Part 2 of this 5 part series continues with yet another big idea of reading: Phonics. Once phonological awareness has been mastered, readers are ready to begin correlating sounds with letters or groups of letters in our alphabetic writing system. Participants will discover the importance of phonics instruction and the use of decodables in early literacy lessons. Methods for using evidence-based practices to develop the concept of print will be explored along with time provided for hands-on practice with tools and strategies for differentiating instruction to build all students' knowledge of print.

12/14/18 Big Idea of Reading Series 3/5: Increasing Fluency

Part 3 of this 5 part series continues with yet another big idea of reading: Fluency. Once readers have mastered the alphabetic principle, it is imperative that they begin to read with fluency. Put away the stopwatch, fluency is more than just words per minute. Participants will learn how efficient, effective word recognition skills permit readers to construct meaning, whether reading aloud or silently. Using reading models such as the Four-Part Processing Model for Word Recognition and Ehri's Phases of Word-Reading Development, participants will learn how to guide teachers in building fluency for all students. Discussions will include topics such as transferring individual decoding skills to reading text fluently. Time will be provided for practice with tools and strategies designed to differentiate instruction to meet the differentiated needs of ALL students.

2/1/19 Big Idea of Reading Series 4/5: Vocabulary

Part 4 of this 5 part series continues with the big idea of reading: Vocabulary. This session will provide instruction for all teachers on how to build vocabulary in all content areas throughout the day. Using Scarborough's Rope Model of Reading Development and the Four-Part Processing Model for Word Recognition participants will learn how vocabulary and comprehension can be tied together for increasing the reading achievement of even the most challenged students. The evidence-based practices and strategies shared will allow you to guide teachers in providing instruction with the Universal Design for Learning in mind. Time will be provided for practice with tools and strategies designed to differentiate instruction to meet the differentiated needs of ALL students.

3/15/19 Big Idea of Reading Series 5/5: Comprehension

Part 5 of this 5 part series concludes with the fifth big idea of reading: Comprehension. Without comprehension is it really reading? Defining reading comprehension while contrasting comprehension *processes* with comprehension *products*, participants will review the latest research on interpreting academic language in texts and explore evidence-based practices for teaching text structures. For coaching teachers, participants will be guided through activities which, using Universal Design templates, can be differentiated to promote comprehension for ALL readers.

4/5/19 – Make-up date if needed