

Get Your Head Out of the Sand and Your Feet in Clay

Wisconsin State Reading Association Institute

1 Credit through Carthage College – Contact Sharon Tilton at stilton44@yahoo.com

Presented by:



DATE:
April 1, 2017

TIME:
8:00 Check-in
8:30 – 3:30 institute

LOCATION:
Carroll University
Center for Graduate Studies
2140 Davidson Road
Waukesha, WI 53186

INTENDED AUDIENCE:
K-3 teachers, Reading Teachers, Reading Specialists, Special Education Teachers, ELL Educators, Administrators will benefit from this institute.

FOR MORE INFORMATION:
wsra@wsra.org
www.wsra.org
262-514-1450

Focus on what constitutes expertise in teaching children to become literate and features the research and practical application of Dr. Marie Clay's work as well as many literacy researchers including brain research. What makes Clay's theory unique are her observations of children learning to become readers and writers and the teaching decisions teachers made to help children develop a self-improving system. Teachers must understand the complexity of learning and how their teaching decisions can promote or hinder a child's capacity to learn.



Participants will:

- Learn key principles of Marie Clay's research that are broader than Reading Recovery®
- Expand problem solving expertise in the teaching of reading and writing
- Learn how to build children's capacity to develop a self-improving system for literacy growth which increases in power and flexibility
- Develop strategies for accelerating students' literacy learning in a diverse classroom
- Develop a sound theory to guide instructional decisions as well as critical assessment practices that ground these decisions

REGISTRATION INFORMATION

Registration for the institute is online at
<http://www.wsra.org/2017-april-1-institute>

COST: WSRA accepts payment by check, direct deposit ACH, Visa, Mastercard, and Discover.

Full time Undergraduate Students	\$40
WSRA member	\$100
Nonmember.....	\$137

Teacher Standards: T1, T2, T3, T4, T7, T8, and T9
Administrator Standards: A1 and A3

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Nancy Anderson serves as a Professor and Reading Recovery® University Trainer in the Department of Reading at Texas Woman's University. Anderson's work centers on the assumption that children become literate when engaged in relevant literacy experiences with an analytical and reflective teacher.

Keynote Presentation: "All Children are Ready to Become Literate! Strategic Activity and a Complex Theory of Literacy Development in Classrooms" by Nancy Anderson

Dr. Nancy Anderson will cover the basics of Dr. Marie Clay's complex theory and what it looks like in assessment and responsive teaching.



Mary Fritz is a Literacy Consultant who has worked as a Reading Recovery Teacher, Reading Interventionist, Literacy Coach, and Primary Classroom Teacher. Mary's professional energies are closely tied to researching how children acquire and use language as a tool for thought.

Session Presentation: "Keep Them Talking! Developing Students' Oral Language While Shaping Guided Reading and Writing" by Mary Fritz

This session is particularly appropriate for educators with an interest in the crucial role oral language plays in early literacy learning (Pre K – Grade 2.) Highlighted will be students who exhibit delayed language development. In these sessions participants will have an opportunity to:

- Consider the role of conversation in shaping literacy;
- Refer to standards and literacy research of Dr. Marie Clay, Peter Johnston, Dr. Linda Dorn, Carla Soffos, Dr. Claude Goldenberg, and others;
- Reflect on oracy groups as a Response to Intervention in Differentiating Instruction for certain struggling learners;
- Sample Elements of Conversation and Conversation Prompts and their impact on deeper comprehension;
- Learn about administrative tools to assess students' oral language;
- Contemplate the possibilities – shaping our teaching.

Sue Boquist is a Literacy Consultant who has worked as a Reading Recovery® Teacher Leader, Reading CIM Interventionist, and Literacy Coach. Most recently she was on staff as a Reading Recovery Teacher Leader for the Southeastern Wisconsin Reading Recovery Consortium. Sue has been an adjunct professor teaching graduate level classes for various universities and is currently an adjunct for National Louis University. Sue believes teachers make the difference in the literacy lives of students.

Session Presentation: "Shift Happens: Using Running Records to Shift Instructional Decisions" by Sue Boquist

Teachers must look beyond the accuracy and self-correction rate. Participants will explore the reading behaviors recorded on running records (or records of oral reading) and what thinking strategies may be forming in the reader's mind. From these observations, teachers can make instructional decisions to reinforce effective thinking and help the reader make more efficient moves to problem solve difficulty. Explore the research behind running records

- Deepen interpretation of running records as a continuous formative assessment tool
- Deepen understanding of the cognition behind observable reading behaviors
- Develop a way to interpret running records and make instructional decisions that impact student learning

Endnote Presentation: "Learning to Be Surprised: How Being Tentative Helps Teacher's Advocate for All Children" by Nancy Anderson

Unpack why being tentative is such an essential core to Clay's work and how we can learn to be tentative in the midst of curriculum that demands certainty.

