

**Learning About the Impact of Language on Early Literacy Acquisition**  
**Can oral language groups be an intervention?**

**Presenter: Mary Fritz**

<p align="center"><b>Conversations with Early Learners</b>  <b>Developing Oral Language</b>                  Ways to Activate Thinking                  and Enhance Literacy Learning</p> <p><b>Session Goals:</b></p> <ul style="list-style-type: none"> <li>• Consider opportunities for shaping conversations</li> <li>• Observe the co-construction of making meaning with oral language groups captured on video</li> <li>• Examine the impact of inquiry, paraphrasing and negotiating conversations on thinking and learning</li> <li>• Reflect on books as ideal vehicles for conversations</li> </ul> <p><b>What research tells us:</b></p> <p>Vygotsky (1978) emphasized conversations, which he referred to as social speech, learned in social interactions, as the most powerful tool for thinking and communicating ideas.</p> <p align="right">Carol Lyons p. 51</p>	<p align="center"><b>Literacy for Young Learners</b>                  Shaping Guided Reading Lessons                  to Lift Students' Learning</p> <p><b>Session goals:</b></p> <ul style="list-style-type: none"> <li>• Consider the role of conversation in shaping literacy learning in guided reading groups</li> <li>• Explore various elements of the reading process and their implications for our teaching opportunities</li> <li>• Observe students engaged in literacy events during guiding reading captured as captured on video</li> <li>• Reflect on the possibilities – how to shape our own teaching</li> </ul> <p><b>What research tells us:</b></p> <p>The single most important factor contributing to young children's success or failure in learning to read and write is the teacher and the opportunities he/she provides for children to negotiate meaning through conversation.</p> <p align="right">(Wells 1986 with 15 years of longitudinal research)                  Carol Lyons, p. 163</p>
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Mary Fritz has worked as an educator as a primary classroom teacher, Title I Reading Specialist, Reading Recovery Teacher, Literacy Coach and Consultant. Presently, she teaches Reading Recovery at Indian Prairie Elementary School in Crystal Lake, IL. Mary's teaching has been captured on video and high-lighted at numerous Illinois and National Reading Recovery Conferences. Mary's professional energies are closely tied to researching *how children acquire and use language as a tool for thought*.

**Audience: 5K – 2<sup>nd</sup> Grade, Reading, Special Education, and ELL teachers**

**October 9, 2008: 9:00 to 3:00 (registration 8:30-9:00), lunch included**

**Place: The Quilted Bear, Germantown, WI**

**Cost: \$125 for non-Southeastern Wisconsin Reading Recovery Consortium members;**

**\$80 for Southeastern Wisconsin Reading Recovery Consortium members**

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Registration for Mary Fritz workshop, October 9, 2008

District \_\_\_\_\_ Phone \_\_\_\_\_

SWRRC member: circle one    YES    NO

Check for \_\_\_\_\_ teachers (include amount): \$ \_\_\_\_\_

Name (s): \_\_\_\_\_

If more than one teacher from your district is attending, please include ALL teachers in the check. List all attendees on a separate paper and include with the check. **No POs please.** Mail registration and checks to: School District of Menomonee Falls, Attention: Michelle, N84 W16579 Menomonee Ave, Menomonee Falls, WI 53051