

Wayland Literacy Institute, 2013 Workshop Choices

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RTI: A look at current programs, practices, and models

Sarah Sontag, Reading Specialist, Wayland Public Schools

This workshop will look at current reading intervention programs in an attempt to compile best practices. We will make materials for RTI in Kindergarten and First grade classrooms based on best practices.

Grades (K-2)

Differentiating Reading Response with Young Children

Katy Walther, First Grade Teacher, Wayland Public Schools

Have you ever used "Locked Up Books" with your class as a way of responding to non-fiction text or used Kidspiration for students to respond to text? In this workshop, teachers will discuss a variety of ways to differentiate instruction to enable all readers to respond to literature. There will be discussion and examples of responses to non-fiction, fiction, read-alouds, and collaborative work. This workshop will include variations of traditional practices such as response journals and KWL charts as well a technology integration component. Reading responses give children an opportunity to practice comprehension strategies and express and expand their ideas about their reading.

Grades (K-2)

A Systematic Approach to Reading and Response to Intervention

Cristina Roof, Vicky O'Regan, Special Education, Reading Teacher, Belmont Public Schools

A successful RTI program consists of key characteristics that include tiered instruction, universal and diagnostic screening, researched based instruction, curriculum based measures and progress monitoring. Implementing RTI can help differentiate between students who have learning disabilities and those who are struggling in a particular area but can be brought up to level with some intervention. Learn how one school has implemented a three tiered RTI Model that includes the key characteristics and has data to show that tiered instruction does work. Case studies will be explored to show how this model has helped to better guide instruction for students who need intervention.

Grade Levels (K-2)

Illustration Study in Writing Workshop

Beth Altchek, Grades 1-2 multi-age teacher, Natick Public Schools

If you teach writing to young children and you are tired of looking at illustrations of stick people, this is the presentation for you! We will look at mentor texts for inspiring ways that illustrators make stories come alive. Some techniques we will discuss are: double page spreads, bird's eye views, zooming in and out, showing passages of time, the importance of color, and cut-aways. In the style of Katie Wood Ray and Matt Glover, you will leave with the knowledge to create your own "stack" of books to use with your class and a hunger to teach this unit of study.

Grade Levels (K-2)

Punctuation Study in Writing Workshop

Kristen McEnaney, Grades 1-2 multi-age teacher, Natick Public Schools

If punctuation has become a mundane and lackluster aspect of your writing instruction, this session will help you find new energy for the power of punctuation! We will look at mentor texts for thoughtful ways that writers use punctuation to add voice and energy to their writing. This study invites even our youngest writers to move beyond periods and explore how question marks, exclamation points, ellipses, parentheses, commas, combinations of punctuation, quotation marks and even colons influence the way their stories will be read. In the style of Katie

Wood Ray and Matt Glover, you will leave with the knowledge to create your own “stack” of mentor texts to use with your class and an exciting way to teach essential punctuation skills to the students in your class.

Grade Levels (K-2)

Core Literacy Programs: The Good, The Bad, and The Ugly

Leslie Laud, HILL for Literacy Facilitator

Is your school using a core literacy program, but you'd like to weave in more Guided Reading Practices? Is your school thinking of adopting a Core Literacy Program and you'd like to know more about the most advances in Core Literacy Program Approaches? Hear an overview of Core Literacy Programs such as *Journeys*, authored by Irene Fountas and Gay Su Pinnell or Pearson's *Reading Street*. Hear tales of how local districts have adopted them, the travails of doing so, the gains in student achievement and how teachers maintain many Guided Reading practices while using them.

Grade Level (K-5)

Culturally Responsive Literacy Instruction: Empowering All Readers and Writers

Dr. Jennifer Manak, Assistant Professor, Bridgewater State University

This presentation will discuss the implementation of culturally responsive literacy instruction. Specific strategies will be shared to help teachers support culturally and linguistically diverse students and develop learning environments that embrace diversity.

Grades (K-5)

Reading Like a Writer: Using Mentor Texts in the Writer's Workshop

Heather Fisher/Kathleen Provost, Hudson Public Schools

Have you ever wondered “how did he or she do that?” Throughout the presentation, we will study how authors craft their writing. We will read and dissect several great pieces of children’s literature and examine the techniques that these writer’s use to pull the reader into that genre. This presentation focuses on using mentor texts as “co-teachers” in the classroom to meet the requirements associated with the Common Core State Standards. Reading like a writer inspires both teachers and students to learn and try new crafting techniques to lift the quality of their writing.

Grade Levels (K-8)

Informacy - Being Literate in the Information Age

Bethann Monahan, Technology Specialist, Wayland Middle School

The Information Age requires all citizens, young and old, to be literate in dealing with the vast amount of information at our fingertips 24/7. Learn strategies and tools for finding, evaluating and organizing information for your professional life.

Grade Levels (K-8)

Blogging for Beginners: A Workshop for Elementary Teachers

Miriam Morrison, May Chan, Elementary Teachers, Wayland Public Schools

Does your district have a goal for you to have an online presence? Have you wanted to set up a class blog but haven't had the time? Would like to begin flipping your classroom? This course provides an introduction to both blogging and screen casting. Much of the time will be set aside for you to work on creating or updating your own blog. Attendees will have access to computers. However, it is highly recommended that you bring your own laptop.

Grades (2-8)

Coaching Writers: Building Strength, Stamina, and Speed

Kaplana Guttman, Literacy Specialist, Trevor Globe, 4th grade teacher, Newton Public Schools

How can we coach students in Grades 3-5 so they build strength, stamina and speed? From our work with fourth grade writers, we will share techniques for helping students write often, write longer and write stronger. Our work spanned writing in all three genres: narrative, opinion and expository. Blogging as well other forms of online communication provided an additional incentive for writing for a real audience. We will share samples of student work, highlighting techniques we used with students to grow and improve writing.

Grade Levels (3-5)

21st Century Writing: Digital Stories

Maureen Devlin, Grade 4 Teacher, Wayland Public Schools,

Engage students in the writing process by creating 21st century multimedia compositions: digital stories. Digital stories synthesize music, text and image to convey a message. Personal narratives, persuasive essays, poetry and informational text become an easy-to-share venue when composed via video, podcast or presentation. Students also develop reading/writing fluency and comprehension as they create and then share their writing with classmates, friends and family near and far.

Grade Level (3-5)

Research Skills and Informational Writing in grades 3-5

Barbara Lindsay, Elementary Literacy Coach, Westwood; and Candace DeBoer, Literacy Coach, Norwood

PARCC, the consortium creating the new assessment to replace the MCAS, has asserted that a major component in the creation of the ELA Summative assessments will be the student's ability to build and present knowledge through research and the integration, comparison, and synthesis of ideas. This workshop will focus on effective strategies you can teach your students to meet these ambitious standards. Based on the work of Christopher Lehman, we will show you how you can help your students evaluate sources, narrow down topics, take notes with purpose, organize ideas and then write an informational piece which teaches others. Leave with teaching points for lessons to help students to become independent researchers and writers. We will also be sharing "text sets" that include video and internet sources, as well as books on popular topics kids love.

Grade Level (3-5)

Guided Reading: Strategies and FAQs

Cliff Gallant, Nik von Huene, Fourth Grade Teachers, Belmont Public Schools

Why is guided reading useful? How can it be effectively implemented? Whether you are new to guided reading or have been teaching it for years, join us in this workshop where we introduce a variety of topics connected to this reading process through a series of Frequently Asked Questions. Specific strategies, reading materials, and relevant handouts will be provided. Opportunities for discussion will be encouraged.

Grade Levels (3-5)

Collection & Reflection- ePortfolios

Jaclyn Mattson, Alyssa Candini, Fifth Grade Teachers, Wayland Public Schools

Eportfolios are digital collections of student work, artifacts, and multimedia projects. They serve as a means to organize, manage, and share work. Eportfolios are created, personalized, and maintained by students and are an easy and accessible source of evidence for teachers and parents. During this session, google sites will be used to help you create your own Eportfolio

and resources will be provided to help you support students in creating their very own digital collection of work!

Grade Levels (3-8)

Digital Assessment from Blogs to Track Changes and Google Docs to ItsLearning

Ed DeHoratius, Classic & English Teacher, Wayland High School

Going paperless is easier than you think! This presentation will focus on assessing in a paperless environment, outlining the basics of using blogs to assess writing, how ItsLearning can be used (for the Middle School only, I believe) and how Word's Track Changes and GoogleDocs can facilitate this as well

Grades (3-8)

Working Together: Lesson Study in Social Studies

Katie Bercury, Project Director

Making Freedom, a local Teaching American History Project, has adapted the Japanese “Lesson Study” for collaborative lesson development. In a Japanese Lesson Study, a small group of teachers identify a need that their students share, then develop a lesson (or lesson sequence) to try to address the need. One teacher pilots the lesson and the others observe students during the lesson, the group debriefs and revises the lesson before a second round practice. Come see the results and learn about the process, challenges, and unexpected benefits. We'll be discussing Social Studies, with examples from grades 3-12, but the process is applicable across subject areas.

Grades 3-8

Scaffolding Critical Reading with Google.forms - Formative Assessment Tools

Todd Saxon, Teacher, Burlington Public Schools

Model YOUR reading comprehension skills through scaffolding. Pinpoint the areas of text giving your readers trouble. Empower your students to become active readers and cultivators of new vocabulary. Create class-wide critical reading and thinking analysis through sharing. Highlight exemplars and frequent missteps. Come learn how to easily accomplish the above and more through utilizing a combination of Google. (forms, spreadsheets, and projection software)

Grade Levels (5-8)

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