

**Wayland Literacy Institute Workshops**  
**June 28 & 29, 2011**

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### **1. Developing a Vocabulary-Rich Classroom (K-5)**

*Learn how to develop a vocabulary-rich classroom, including strengthening students' oral vocabulary, determining appropriate vocabulary words, and activities to use with word walls and other classroom resources. Use these activities to supplement an already existing vocabulary program in your school or start to develop one of your own.*

*Presenter: Karyn Saxon, K-5 ELA/SS Curriculum Director, Wayland Public Schools*

### **2. No Book Left Behind (K-5)**

*Since the era of NCLB and high-stakes testing, the instructional focus in language arts has been on skills that will help children learn to read and write. But a reader is not someone who can read; a reader is someone who does read. This workshop explores ways that teachers can help children discover the joys of books, while enabling them to become capable, confident readers.*

*Presenter: John F. Savage, Professor Emeritus, Boston College*

### **3. Word Study in the Reading and Writing Workshop (K-5)**

*Word Study is an integral part of a reading and writing workshop. In order to be effective readers, students must be familiar with strategies to decode and understand new words. This presentation will focus on the stages of spelling development, based on the books Word Journeys and Words Their Way. Teachers will get useful ideas on word study teaching strategies and instructional activities. Common word study issues will be discussed, including managing the class during instruction and finding time in the reading and writing workshop model for word study. Teachers will leave with an understanding of word study stages and concrete activities to bring back to their classroom.*

*Presenter: Rebecca Mastoras – Reading Specialist, Grafton Public Schools*

### **4. RTI Tier 2 Evidence-Based Approaches for Readers and Writers Who Struggle (2-6)**

*Learn how our district is implementing RTI Tier 2 literacy interventions. Learn, as a case example, how the evidence-based self-regulated strategy development model strengthens both reading comprehension and writing skills in students who struggle the most (grades 2-5). This approach offers a six step method for teaching specific strategies: interpreting pre-assessments to pinpoint instructional focus, helping students internalize strategy steps, modeling think alouds, methodically building self-directedness, using then fading scaffolds. Unit plans, reproducibles and student work examples will be shared. How the presenters used 'RTI framework' assessments which students and skills to target will also be shared.*

*Presenters: Dr. Leslie Laud, RTI Consultant  
Penny Copplestone, Wellesley Public Schools*

### **5. Word Study Phonics and Spelling Strategies for Students Who Struggle (1-4)**

*Learn strategies for helping students who struggle with spelling and decoding, in small-group pull out or within a balanced literacy framework classroom. Help students apply what they know about spelling in their free writing. Discover ways to strengthen the benefit of word sorts and supplement these when needed. We will share case studies of students who struggled with spelling and/or decoding, and how we addressed their challenges within a three-tier RTI framework. Attendees will be encouraged to participate in the discussion of these issues.*

*Presenters: Dr. Leslie Laud, RTI Consultant, Wellesley Public Schools*

## **6. Comprehension Strategies for Building Prior Knowledge (K-8)**

*This workshop will focus on using 2 comprehension strategies in the classroom to help support students in building background knowledge and activating their own schema. The first strategy, predict-o-gram, is one that can be used with fiction texts. The second strategy, reaction/anticipation guide, can be used with non-fiction texts and is especially helpful for textbook reading. Both strategies help students set a purpose for reading but also support their thinking before, during and after reading. The presenter will model these strategies for classroom use and provide time for discussion. Simple materials needed to use these strategies will be provided.*

*Presenter: Jamee Callahan, K-5 ELA/SS Curriculum Coordinator, Medfield Public Schools*

## **7. Reading and Writing Non-Fiction Text with an Eye on the New Standards (3-5)**

*Participants will learn instructional strategies to develop students' ability to think critically about nonfiction texts. We will look closely at ways to help students interpret, synthesize and compare and contrast text from the content areas. In addition to the focus on nonfiction reading, we will address ways to use writing as a tool for thinking. The entire workshop will be angled to help teachers understand the content literacy skills embedded in the New Common Core Standards.*

*Presenters: Barbara Lindsay, Elementary Literacy Coordinator, Westwood Public Schools  
Candice DeBoer, Literacy Specialist, Norwood Public Schools*

## **8. Moving Toward a Virtual Classroom (K-8)**

*This workshop will show teachers how they can utilize the combination of a classroom social network, website and multimedia composition tools to build classroom community and develop students' foundation of 21<sup>st</sup> century skills; communication, collaboration, critical thinking, and creativity.*

*Presenter: Maureen Devlin, Grade 4 Teacher, Wayland Public Schools*

## **9. Differentiating Reading Response with Young Children (K-2)**

*Have you ever used "Locked Up Books" with your class as a way of responding to non-fiction text? In this workshop, teachers will learn how 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. Reading responses give children an opportunity to practice comprehension strategies and express and expand their ideas about their reading.*

*Presenter: Katy Walther, Grade 1 Teacher, Wayland Public Schools*

## **10. Teaching Poetry Through the Web (3-5)**

*In this workshop, teachers will explore interactive websites that students can utilize in order to enhance their poetry experiences. We will focus on teaching the various elements of analyzing and writing poetry. Teachers will have time to explore websites using an ENO board. Wayland teachers should bring their laptops.*

*Presenter: Darcie Foley, Liz Wales, Grade 4 Teachers, Wayland Public Schools*

## **11. What About Mechanics? Integrating Conventions into the Writer's Workshop (3-6)**

*Do punctuation lessons bore you to tears? Do your students rely on you to edit their writing? Do you avoid instruction in mechanics altogether? That's exactly how we felt, until we heard Dan Feigilson, the author of Practical Punctuation, speak at a conference. Using his work as well as the work*

of *Mechanically Inclined*, we'll show you the dynamic lessons that make kids enjoy experimenting with conventions. You'll walk away with several lessons that you can use in your classroom immediately. Come learn how to teach punctuation as a writer's craft. Plus, we'll give you chocolate!!!

Presenters: Miriam Morrison and May Chan, Grade 4 Teachers, Wayland Public Schools

### **12. Writing with Beginning Writers Across the Curriculum (K-1)**

Have you ever wondered how to begin writer's workshop with young students or how to incorporate writing in math, science, and social studies? Learn strategies to help beginning writers transition from oral storytelling and drawing to written masterpieces in all areas of the curriculum.

Presenter: Rose Marie Furey, Kindergarten Teacher, Wayland Public Schools

### **13. Weaving the Strands: Making Thinking Visible (K-5)**

The idea of metacognition can be elusive to kids of all ages. In this workshop participants will recreate a hands-on lesson as it would occur in an elementary classroom. Participants will learn a concrete and interactive way to help students see what happens inside the brain of a strong reader by building a 3D web. Participants will learn how this tool makes thinking visible and how to weave the various comprehension strands together.

Presenter: Maggie Doben, Grade 2 Teacher/Teacher Leader, Marblehead Public Schools

### **14. Allies and Advocates: Teaching Reading Through a Social Justice Lens (3-6)**

Learning about being an ally or an advocate in different scenarios gives students the opportunity to reflect on their personal responsibility and participation in the world. This workshop will engage its participants in several of Jeff Wilhelm's action strategies to help them frame stories for students through the lens of social justice. Strategies such as "voting with your feet," opinionnaires, and interrupted role play will be shared.

Presenter: Sandra M. Rojas, Grade 6 Teacher, Cambridge Friends School

### **15. Written Response...a Window into Reading Comprehension! (3-5)**

Whether reading a book with a group or on their own, the process of written response provides a window into the student's thinking and creates a forum for increased comprehension. This workshop will provide you with a variety of ways that readers can showcase their thinking through writing. We will share a variety of methods and systems that classroom teachers and specialists use to engage readers in responding to literature.

Presenters: Deb Pellerin, Katy Scarpulla, Keri Schimmenti, Wayland Public Schools

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