

Balanced Literacy in the intermediate grades

About the Presenter:

MARY LOU HARRIS-MANSKE is an educator with nearly 40 years experience. She is retired as District Reading Coordinator for the Stevens Point, Wisconsin Area School District. Mary Lou is currently an independent literacy consultant working with many school districts across the state, as well as one in Texas. She is also teaches a summer course for Cardinal Stritch Tools for Learning.

Mary Lou and her husband, Ken, own the Book Look, a children's bookstore, that has been written up in IRA's *Reading Today*. She is also often referred to as the "Book Lady". For over 20 years Mary Lou has given countless "book talks" across the state, as well as working with individuals and districts in selecting great reads across the curriculum

Course Description:

This workshop series offers an in-depth investigation of the critical components of Reading Workshop for Grades 3 - 6.

Day One

- How does the Optimal Learning Model connect the workshop components together and offer teachers a framework for engaging in responsive teaching?

- How do Intelligence Theories offer a menu of suggestions for providing meaningful and engaged learning experiences?

- How do Allington's 6 T's of Time, Text, Talk, Teach, Tasks, Test offer a simple way to ensure strong rigor and balance?

Day Two

- What is the intent of the workshop model?

- How do I make effective use of Interactive Read Alouds?

- How do Shared Readings offer the necessary support in developing independence?

- How can I ensure active, meaningful engagement during Independent Reading?

- Why is Independent Reading more important than Guided Reading at the upper levels?

- What does a conferring session look like? What structure supports the greatest gains in reading achievement?

- How can I make use of active literacy strategies to differentiate instruction?

Workshop Outcomes—Students will:

- understand the Optimal Learning Model and be able to use the framework to plan instruction and assess student learning.
- understand how interactive read-alouds, shared reading, guided reading and independent reading fit into the Optimal Learning Model framework.
- demonstrate an understanding of the Allington's 6 -T's
- develop knowledge of intelligence theories and use that knowledge to develop strategies to implement purposeful talk in the classroom.
- employ active literacy strategies that differentiate instruction and engage learners.
- participate in whole group, small group and partner discussions, demonstrations, simulations, journal reflections, written conversations and carousel brainstorming.

References

Allington, Richard. (2009). *What Really Matters in Response To Intervention*. Boston, MA: Pearson

Hammond, Dorsey W. and Nessel, Denise D. (2011). *The Comprehension Experience*. Portsmouth, NH: Heinemann

Harvey, Stephanie and Goudvis, Anne. (2006). *Strategies That Work*. Portland, ME: Stenhouse

Johnston, Peter. (2012). *Opening Minds*. Portland, ME: Stenhouse

Routman, Regie. (2003). *Reading Essentials*. Portsmouth, NH: Heinemann

Audience: Grades 3-6 Teachers

Cost: \$200 per person

**Participants need to bring:
notebooks and writing utensils.**

**One Graduate Credit will be available through
UW Oshkosh for an additional fee of \$200.**

Balanced Literacy in the Intermediate Grades August 1-2, 2012;

Participant Name(s)

Position(s)

District

Phone (Work)

Phone (Home)

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Cancellation Policy: Any workshop registration cancellations must be received 48 hours before the workshop scheduled date, for a refund to be issued. Because attendance at most workshops has to be limited, persons registering for a workshop and not in attendance on the day of the workshop will be charged the full registration fee.

**CESA 6 Literacy Center
Presents:**

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**Presenter:
Mary Lou Harris-Manske**

When teachers have a set of beliefs that guide our work we know where we are going.

- Debbie Miller, Teaching With Intention

**August 1-2, 2012
8:30 AM—3:30 PM
Location: CESA 6
Oshkosh, WI**

