



Reading 101

Reading Essentials for Support Teachers –

K -12 Teachers, Title I Teachers, ELL Teachers, Special Education Teachers, Interventionists

“Too often, supplementary teachers have the job of dragging children through the assigned classroom materials rather than providing the appropriate reading materials and skilled teaching that will help them make progress.” When Readers Struggle, Fountas and Pinnell

Reading 101 emphasizes the skilled teaching necessary to support students in reading. This course is designed for staff who want to understand core comprehension and fluency strategies. Staff who would benefit most are support teachers who may not have had recent reading instruction. Using Fountas and Pinnell’s book, *Teaching for Comprehending and Fluency-Thinking, Talking and Writing About Reading* (included as part of your registration materials) as our foundational text, participants will be actively involved in each session exploring the dynamics of the reading process and the systems of strategic actions that readers develop over time.

Presenters:

Sid Larson, reading specialist, educational consultant
Nancy Booth, literacy coach, Title I Network consultant
Tracy Elger, special education director

Cost \$180 per person Includes:

- ◇ Three sessions and handouts
- ◇ *Teaching for Comprehending and Fluency* by Fountas and Pinnell,
- ◇ Lunches and snacks

School districts are encouraged to send support intervention teams. (ELL, Title I, Special Education. Interventionists)

Register now at www.myquickreg.com

Sponsored by CESA #2 Special Education, Statewide Title I Network and CESA#2 Title III Consortium.

Members of CESA#2’s Title III Consortium may send one team member free.

CESA#2 Title III Consortium Districts include Albany, Belleville, Beloit Turner, Bristol, Brodhead, Cambridge, Clinton, Deerfield, Linn Jt. 4, Monticello, Mount Horeb, Paris, Trevor Wilmot, Twin Lakes, Union Grove Elementary, Waterford UHS.

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February 15- Session one – **Readers** and developing systems of strategic actions

March 20- Session two – **Texts** and matching texts to students, fiction, non-fiction, poetry

April 24-Session three – **Teaching**-interactive read-aloud, shared reading, comprehension, writing, vocabulary, fluency

Sessions run 8:30 am to 3:00 pm each day.

Content questions, contact Sid Larson at sid.larson@cesa2.org

Registration questions, contact Peggy at peggy.strong@cesa2.org