

CERTIFICATE:
**Excellence in
Literacy
Instruction**
Raising Student
Gains through
SRBI*
Practices

NEW opportunities
to grow roots—
knowledge
and spread your
wings to fly—
practice!



**Pick from
21 courses**
Resolve to invest in
literacy knowledge
and practice.
Build a foundation.
Complete a Certificate.
Fill a need.
Plant a seed.
Bring your team.

CERTIFICATE:
SRBI* Success
Cultivating
a Strong
Literacy Team

CERTIFICATE:
Foundations for Excellence in Literacy Instruction
Nurturing Literacy Development—What Every Educator Must Know

*Scientific Research-Based Interventions

Thursday, January 13

Training Student Intervention Teams for Successful School-based SRBI \$165

Suggested audience: Teachers and administrators who serve on Student Intervention Teams

As a SIT member you need to know what SRBI is and what it should look like. Come with your team and learn how to use the collaborative problem-solving process to ensure that each student's needs are met.

Monday, January 31

Using Assessments to Inform Instruction: Progress Monitoring That Works \$165

Suggested audience: Open to all

Find out how to use existing progress monitoring assessments to inform instruction—particularly for Tier 2 and Tier 3 interventions. Learn how to create criterion-referenced assessments for units of study.

Friday, February 4

Phonemic Awareness: What It Is and How to Teach It \$165

Suggested audience: Pre-K–2nd grade teachers, special education teachers, and reading specialists in all grades

Why is phonemic awareness a necessary but insufficient prerequisite for learning to read? Learn ways to engage children in activities that teach this critical skill to mastery. Participants will walk away with the tools and understanding to ensure students' success.

Tuesday, February 8

All from One Book: Create a Week's Worth of Literacy Lessons \$185

Suggested audience: K teachers and up, special education teachers, and reading specialists

Find out how to use code-patterned texts for *all* areas of comprehensive literacy instruction—including comprehension and vocabulary. Learn how to promote inferencing, visualizing, and predicting; how to select juicy vocabulary words from controlled texts; and how to develop students' oral and written narrative language skills by teaching text and sentence structures. Leave with lesson plans for texts with varying readability levels.

Friday, February 11

Know the Code: Explicit, Systematic, Differentiated Phonics Instruction \$165

Suggested audience: K–3rd grade teachers, special education teachers, and reading specialists in all grades

Help your students unlock the English language by teaching the six syllable types. Participants will learn songs, games, and activities to engage students in word study for differentiated small group instruction.

Tuesday, February 22 and Wednesday, February 23 **Tier 2 Interventions** \$350 for two-day course

Teaching Students with Reading Disabilities: Multi-sensory Structured Language Instruction (MSL)

Suggested audience: K teachers and up, special education teachers, and reading specialists in all grades

Students with identified reading disabilities (RD) and or at risk for RD need the most explicit, systematic, and intense instruction. Their teachers must know the structure of English and how to teach it. This course will teach the principles and content areas associated with MSL and provide tools, techniques, and resources to get started.

Friday, March 4

When Tier 1 Isn't Enough: Evidence-Based Tier 2 and Tier 3 Interventions \$165

Suggested audience: 1st grade teachers and up, special education teachers, and reading specialists on all grades

When it's time to try something else, what do you do? Participants will learn how to match interventions to their students' needs. A variety of assessments will be discussed and resource materials shared for each of the five areas of comprehensive literacy.

Thursday, March 24

Making Centers Work: Differentiated Guided Practice in Your Classroom \$165

Suggested audience: K teachers and up, special education teachers, and reading specialists

Learn how to get started using the gradual release of responsibility model, appropriate instructional goals and objectives, optional grouping solutions, and ideas for differentiation. Participants will develop comprehensive plans for literacy workstations based on the unique characteristics of their school and students.

Friday, March 25

Data Driven Decision Making: What Does it Mean and How Do I Do It? \$165

Suggested audience: Open to all

Everyone talks about it, districts mandate it, but how do you make it work in your school and/or classroom? Participants will learn how to create spreadsheets, graphs, and charts to fit their needs (students AND administrators) so they can keep students on a trajectory of success.

Friday, April 1

Juicy Vocabulary. Making Words Stick \$165

Suggested audience: Pre-K teachers and up, special education teachers, and reading specialists in all grades

Learn about the essential components of robust vocabulary instruction and its relationship to overall reading comprehension. Find out how to select, extend and maintain words in order to tackle the '30 million word gap'.

Friday, April 8

Advanced Word Study for Older Struggling Readers \$165

Suggested audience: Grade 3 teachers and up, special education teachers, and reading specialists in all grades

Adolescents who struggle in school benefit from targeted, meaningful, and engaging instruction in decoding and encoding (spelling). Teachers can 'hook' students by pointing out the link between how words are spelled and what they mean. Rationale, resources, and references will be shared.

Friday, April 29

Harness Spelling's Super Powers! The Real Magic of Spelling \$165

Suggested audience: Grade 1-4 teachers, special education teachers, and reading specialists in all grades

Learn about the stages of spelling development and the skill sequence taught in each stage. Understand what spelling errors mean and learn how to empower students with the knowledge of how our language works. Powerful techniques, tools, and tips will be shared.

Thursday, May 5

Making the Most of Storybook Reading: To Students, with Students, and by Students \$165

Suggested audience: K teachers and up, special education teachers, and reading specialists in all grades

Students' reading and writing success depends on their ability to understand story grammar and the language used to tell stories. Participants will learn how to teach the elements of narrative text in order to improve students' spoken and written language skills.

Friday, May 6

Marvelous Morphology: Advanced Vocabulary Instruction \$165

Suggested audience: Grade 3 teachers and up, special education teachers, and reading specialists in all grades

Come learn the rationale behind instruction in the study of Latin roots and Greek combining forms to build students' vocabulary **and** improve their spelling. Basic knowledge, principles and components of effective morphology instruction will be taught and demonstrations of classroom lessons and activities will be viewed.

Friday, May 13

Writing is Not a Separate Subject. Write through the Year \$165

Suggested audience: Grade 1 teachers and up, special education teachers, and reading specialists in all grades

Learn how to integrate systematic and explicit writing instruction into your curriculum using your existing writing program. Find out how to recognize students' developmental stages of writing and the strategies and interventions that support writing—at the sentence and discourse levels. Writing assessment will be discussed.

Friday, May 20

Comprehension Begins with the Sentence: Why and How to Teach Grammar \$165

Suggested audience: 1st grade teachers and up; special education teachers, and reading specialists in all grades

Many children with comprehension problems don't understand language at the sentence level. Learn how to improve students' reading comprehension as well as their speaking and writing skills.

Thursday, May 26

Making Sense of Expository Text \$165

Suggested audience: K teachers and up, special education teachers, and reading specialists in all grades

Comprehending decontextualized expository text often presents a challenge for struggling readers. This session will include current research about where the difficulties lie, as well as strategies and activities to help students.

Three Ways to Grow! Literacy How-endorsed Certificates

These newly designed courses of study recognize and document your professional growth at Literacy How. You may take courses in any order. See registration form for required and elective courses for Certificates. *CEUs*.



CERTIFICATE: Foundations for Excellence in Literacy Instruction

Nurturing Literacy Development—What Every Educator Must Know

In order to promote, assess, and improve literacy acquisition through instructional excellence, team members and teachers need to understand why, when, and how literacy “typically” develops, and what to do if it doesn’t. Connecticut’s SRBI* framework requires strong Tier 1 instruction for all students. Educators are wise to invest time and money at this level; effective Tier 2 and 3 interventions are rooted in this knowledge.

This Certificate is recommended for every educator: Classroom teachers, pre-K and up; specialists (ELL, SLP, reading); tutors, paraprofessionals, volunteers; instructional leaders—principals, superintendents.

This course is also designed to prepare teaching candidates for the required Connecticut Foundations of Reading Test. It (or its equivalent) is a requirement for the certificates: SRBI* Success or Excellence in Literacy instruction (*Scientific Research-based Instruction).

Value \$165/day (\$150/day for students) *or* \$600 for 4-day Certificate (\$500 for students) if Certificate completed in academic year 2010-11. *10% discount for district or school literacy teams of three or more.*

Learn the stages of literacy acquisition, the core components of literacy instruction—*phonemic awareness, phonics, fluency, vocabulary, text comprehension, writing and oral language*; how data-driven SRBI-Tier I instruction is the foundation for literacy success; how to select resources and materials for their SRBI value, not for their claims.

Saturday, January 22

Foundations 1: Phonological/Phonemic Awareness and Print Concepts

Learn how young children build awareness of the phonological structure of words and why these skills are necessary but insufficient prerequisites for learning to read. The session will also include a discussion of the alphabetic principle and concepts of print.

Saturday, January 29

Foundations 2: Phonics, Word Analysis, and Vocabulary Development

Students who master phonemic awareness are ready for explicit and systematic phonics instruction. This instruction should include word study and analysis of word parts (i.e., morphemes) while building essential vocabulary knowledge and understanding.

Saturday, February 5

Foundations 3: Reading Comprehension Skills and Strategies

This session will focus on the how-tos and whys of reading comprehension instruction and will cover both narrative and expository texts. Participants will also learn about the research on oral language as the foundation of reading comprehension.

Saturday, February 12

Foundations 4: Reading Assessment and Instruction

This session will discuss the various types of assessment used to screen, diagnose, and progress monitor the core components of comprehensive literacy including phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

CERTIFICATE: SRBI* Success (*Scientific Research Based Intervention)

Cultivating a Strong Literacy Team

You may complete the courses for Foundations for the Excellence in Literacy Instruction Certificate and the four required courses for SRBI Success in any order.

Who should attend: Instructional leaders—principals, superintendents, assistant superintendents—SRBI* and Student Intervention Teams, and specialists

Value \$165/day or \$600 for 4-day Certificate if completed in academic year 2010-11. *10% discount for district or school literacy teams of three or more.*

Learn how to create, lead, participate in, and sustain high-performing literacy teams and to manage the SRBI model for the greatest student gains.

4 required courses: Training Student Intervention Teams for Successful School-based SRBI*; Data Driven Decision Making: What Does It Mean and How Do I Do It?; Using Assessments to Inform Instruction: Progress Monitoring That Works; When Tier 1 Isn't Enough: Evidence-based Tier 2 and Tier 3 Interventions

CERTIFICATE: Excellence in Literacy instruction

Raising Student Gains through SRBI Practices*

You may complete the courses for the Foundations for the Excellence in Literacy Instruction Certificate and the nine required and two elective courses for Excellence in Literacy Instruction in any order.

Who should attend: Classroom teachers (all grades), special education teachers, and reading specialists

Value \$165/day *10% discount for district or school literacy teams of three or more.*

Learn engaging ways to deliver SRBI-Tier I literacy instruction to students. Take away effective lessons plans, materials and activities for teaching each component of comprehensive literacy. Deepen your understanding of data use, simplify its collection and analysis, and gain advanced word study knowledge.

9 required courses: Phonemic Awareness: What It Is and How to Teach It; Know the Code: Explicit, Systematic, Differentiated Phonics Instruction; Data Driven Decision Making: What Does It Mean and How Do I Do It?; Harness Spelling's Super Powers! The Real Magic of Spelling; Writing is Not a Separate Subject: Write Through the Year; Making the Most of Storybook Reading: To Students, with Students, and by Students; Juicy Vocabulary. Making Words Stick; Making Sense of Expository Text; Comprehension Begins with a Sentence: Why and How to Teach Grammar.

2 elective courses: (A) Making Centers Work: Differentiated Guided Practice in Your Classroom *or* All From One Book: Create a Week's Worth of Literacy Lessons *and* (B) Advanced Word Study for struggling Older Readers *or* Marvelous Morphology: Advanced Word Study.

NOTES FOR PARTICIPANTS:

All courses run from 9 a.m.-3 p.m. at Literacy How, Inc., 100 Broadway, 2nd floor, North Haven, CT.

- Coffee, morning refreshments and materials are provided.
- We now have a water cooler! Consider bringing your water bottle to help minimize recyclables.
- Bring your lunch or dine in one of many nearby restaurants.
- Parking is available in our lot. We encourage carpooling, however, to give patients priority access to the medical offices in the building.
- Driving directions will be sent with confirmation of paid registrations. Or see www.literacyhow.com.

QUESTIONS?

- Contact Kim Herard at 203-239-7323 or kimherard@literacyhow.com

*Scientific Research-based Interventions.

Literacy How, Inc., a for-profit company established in 2009, builds on ten years of experience. We continue the work of Early Reading Success, Mastering Reading Instruction, and Haskins Literacy Initiative begun at Haskins Laboratories in 2000.

We are a group of passionate advocates dedicated to empowering clients with the knowledge and the ability to teach using the most effective and engaging classroom practices. Our approach is inclusive and applies to every student and skill level.

Who We Are

Our mentors are experienced and committed change agents. All hold one or more advanced degrees in education, special education, speech and language, and reading. Collectively we have over two centuries of teaching experience, and decades of paid and volunteer work beyond school walls.

What We Provide

Literacy How specializes in applying reading research to successful classroom practice. We provide educators and administrators from pre-service to higher education, with comprehensive, research-based professional development in literacy. We are one of the few groups that has long-term experience in this rare capability nationwide. In addition, Literacy How is the only group of its kind in Connecticut.

In addition, we pursue promising new avenues to improve reading achievement through teaching excellence by

- offering Literacy Forums where constituents can engage in the dialogue about literacy issues
- conducting school-based research
- informing public policy regarding evidence-based teaching preparation and practice, educational standards and accountability measures
- preparing pre-service teachers with evidence-based literacy knowledge and practice—for the CT Foundations of Reading test *and* to be ready for the classroom.

Getting Results

Every teacher who learns to use research-based best practices and each student who reads, writes and spells better as a result has a story. Sustained improvement requires practice, perseverance and patience; literacy achievement has no quick fixes. So, we are very proud of the schools, teachers, and students with whom our mentors have worked.

Join our Growing Collegial Community

On the web at www.literacyhow.com or visit us on Facebook.

Call us at 203-239-7323.

Or make an appointment to stop by our office.