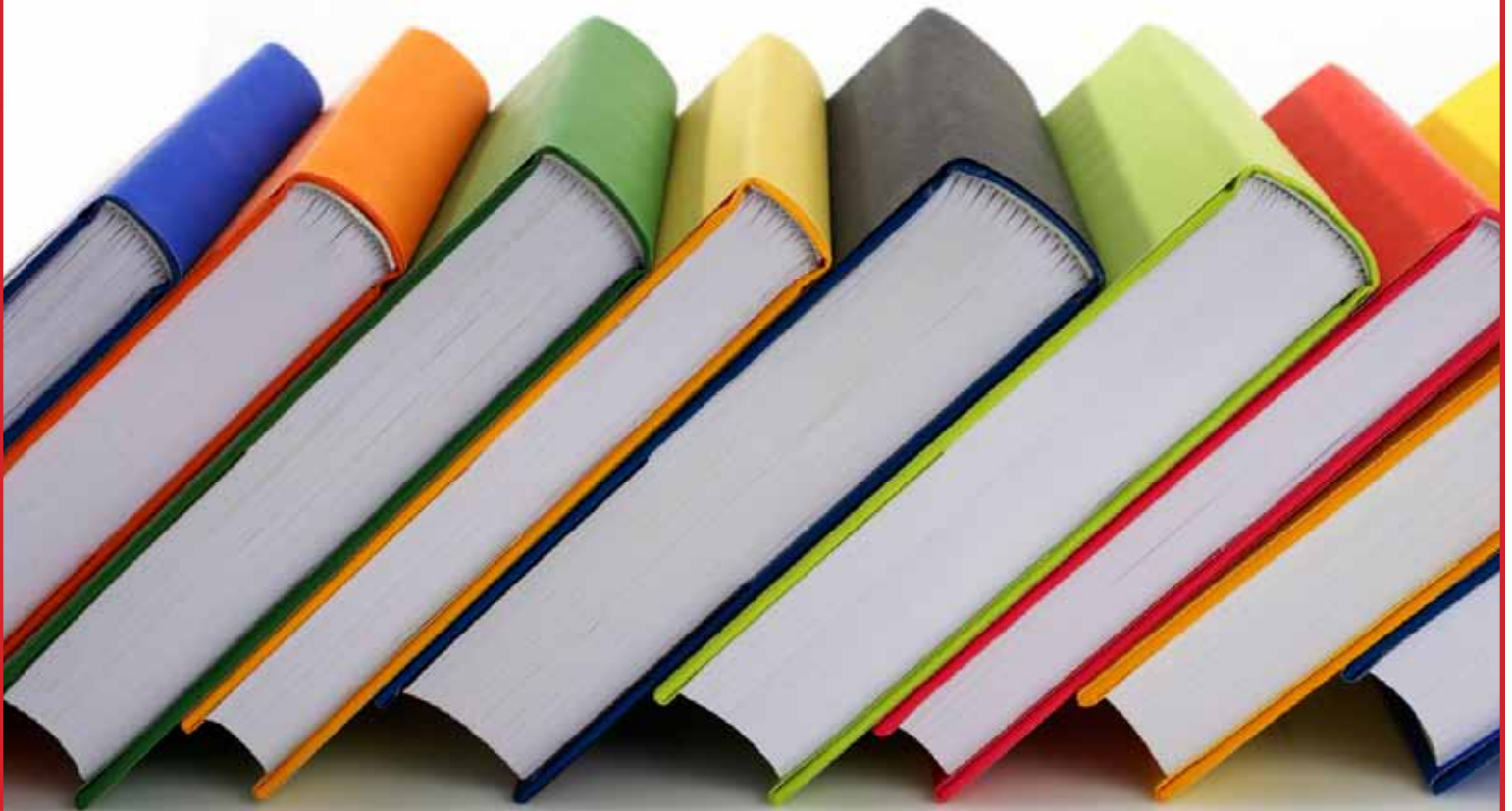




**MINI-CONFERENCE**  
May 6-7, 2010 | Cambridge, MA

# Not Your Average Reading Conference!

Promising Practices in Effective Reading  
Interventions, Grades K-8



Hosted by Cambridge Public Schools and the Public Schools of Brookline

## DAY 1: THURSDAY, MAY 6

- Noon-1:00pm**    **Arrival, Registration Check-In**    **GUTMAN 1**  
Harvard Graduate School of Education, Gutman Library—Harvard University
- 1:00-2:00pm**    **Welcome/Overview**    **GUTMAN 1**  
Participants will have an opportunity to address the focus of the conference using the *Microlab*\* protocol, a structured process for responding to a series of questions in a small group format.
- 2:00-3:30pm**    **Keynote Speaker: Irene C. Fountas**    **GUTMAN 1**  
*When Teachers Struggle: Expertise That Matters*  
Irene Fountas is a prolific author in the field of literacy education as well as Professor and Director of the Literacy Collaborative in the School of Education—Lesley University, Cambridge, MA.
- 3:30-3:45pm**    **Break**
- 3:45-5:00pm**    **District Break-Out Sessions**  
Selected MSAN districts will provide information on current literacy initiatives that have shown promise, with time for Q&A.
- 6:15-8:00pm**    **Dinner & Guest Speaker: Ron Walker**    **GUTMAN 3**  
Ron Walker is the Executive Director of the Coalition of Schools Educating Boys of Color (COSEBOC). COSEBOC is re-imagining and transforming the schooling experience for boys of color.
- Homework**    Reading in preparation for the Friday workshops.  
Workshop leaders have provided one short reading related to their session topic. All readings are available in your conference packet.

## DAY 2: FRIDAY, MAY 7

- 8:00-8:30am**    **Welcome**    **GUTMAN 3**
- 8:30-9:15am**    **Preparing for the Day's Work**    **GUTMAN 3**  
Discussion of workshop readings in small groups using the *Final Word*\* text protocol. The purpose of this protocol is to give group members an opportunity to have their ideas, understandings, and perspectives enhanced by hearing from others.
- 9:15-11:15am**    **Workshops**  
Researchers and practitioners share their expertise on current literacy strategies and structures.
- 11:15am-Noon**    **World Café**    **GUTMAN 3**  
Share and synthesize learning from the morning workshops using the *World Café*\*. A Café Conversation is a method for creating a collaborative dialogue around questions that matter in the service of real work.
- Noon-1:00pm**    **Lunch & Conversation**    **GUTMAN 3**  
**In Our Experience: Brookline students discuss connecting to school & literacy**  
Ramon De Jesus, Steps to Success (STS) High School Advisor, and several students participating in the STS program discuss how they make reading and writing personally meaningful, accessible, and a passion. They will talk about the barriers they have encountered in school, how they've overcome them, and who has been helpful along the way. Students will also perform a short spoken word poem.

## THURSDAY, MAY 6: District Break-Out Sessions

### Breakout A

#### **Guided Reading, Grades 3-5—Brookline Public Schools**

A guided reading model for grades three to six, with an emphasis on strategy instruction, will be presented. Participants will learn how to determine which strategies to teach for a given book, a method for explicit instruction, and how to spiral instruction so strategy use becomes more automatic for students. In addition, the model incorporates student-led discussion, so participants will learn how to “let go” and allow students to demonstrate their knowledge of a text.

*Presenter: Beth Williams, Literacy Specialist*

### Breakout B

#### **Reading Apprenticeship Across the Middle School Curriculum—Farmington Public Schools**

This presentation will document one middle school teacher’s experience with supporting her student’s learning through the implementation of Reader’s Apprenticeship. Michele Laramie began the year by incorporating routines that focused her students on finding relevance for the Algebraic concepts they were studying and by teaching them tools that supported their accessing the text. The presentation will include an overview of Reader’s Apprenticeship and a video of a lesson. Michele and the building instructional coach Mary George will share insight into the effectiveness of this program in content area of reading.

*Presenters: Michele Laramie, Classroom Teacher—Power Middle School, and Mary George, Instructional Coach—Power Middle School*

### Breakout C

#### **Leveled Literacy Intervention—Cambridge Public Schools**

Developed by Gay Su Pinnell and Irene Fountas, Leveled Literacy Intervention (LLI) is a Tier II intervention system designed to serve the lowest achieving students in grades K-3 and beyond when appropriate. This session will describe the features of the system, the format of the lessons, and how LLI is implemented in the Cambridge Public Schools. We will also look at an example of student progress over time.

*Presenters: Janice Tingle, Curriculum Coordinator of ELA, K-12, Michael Buonaiuto, Reading Recovery Teacher Leader, and Florinda Freda, Early Literacy Interventionist at the Graham & Parks School*

### Breakout D

#### **Tiered Literacy Intervention and System 44—Ann Arbor Public Schools**

Ann Arbor Public Schools have begun an implementation of System 44 as part of their tiered literacy intervention system. We will explain the program, examine the data, and consider issues of voice in curriculum programming decisions. We will also look at initial data findings and discuss their possible implications.

*Presenter: Chuck Hatt, Coordinator for Literacy & Social Studies Instruction—Ann Arbor Public Schools*

## FRIDAY, MAY 7: Workshops

### Workshop A

#### **Grouping for Literacy Learning: Lessons Learned About What Works and What Does Not**

Recent years have seen dramatic shifts in teachers’ uses of various grouping practices—from rigid ability grouping, to whole-class instruction, and now, in many classrooms, back again to forms of ability grouping, this time under the label of “guided reading.” This presentation will examine evidence related to the outcomes of different grouping practices: Which instructional settings seem to promote greater learning opportunities? What factors seem to influence children’s access to learning? Most importantly, what does the evidence mean for daily routines in elementary classrooms? What forms of grouping optimize children’s opportunities to learn? I will use excerpts from a video library of authentic, unscripted classroom literacy lessons showing teachers and students engaged in research-based reading practices to support the discussion among session participants.

*Presenter: Jean Paratore—Boston University*

### Workshop B

#### **Reading Strategies Across the Content Areas**

In this session, participants will consider the challenges of teaching students to comprehend increasingly difficult texts in the content areas. Specifically, we will explore the theoretical basis for QAR (Question-Answer Relationships) and Robust Vocabulary—two secondary reading strategies that can be used across the disciplines—and will then practice using these strategies to comprehend texts commonly used in middle and high school.

*Presenters: Ellen Lewis, English Teacher—Brookline High School, and Kate Boynton, Social Studies Teacher—Brookline High School, Brookline Public Schools*

## Workshop C

### **Building Vocabulary and Academic Language: Word Generation and ELL Supports**

The focus of this workshop is on supporting struggling readers and L2 learners, including the challenges of reading comprehension in content areas and the exploration of the crucial role of talk in classrooms serving struggling readers and ELLs. One approach to building vocabulary and academic language through discussion is Word Generation. The Word Generation program targets word gain and writing outcomes for middle schools students. In addition to learning about the collaborative research partnership behind program development and evaluation, participants will walk through Accountable Talk Moves—one of Word Generation's discussion-based activities.

*Presenter: Claire White, Harvard Graduate School of Education; Word Generation Program Director, Strategic Education Research Partnership (SERP)*

## Workshop D

### **Highly Effective Adolescent Reading Interventions: Motivation & Engagement**

Drawing on relevant literature and rigorous research used to describe key characteristics found to be effective in designing adolescent literacy programs with a focus on improving reading abilities for struggling readers, this workshop aims to assist educators in framing a mindset they can use when designing, selecting and implementing adolescent literacy programs. Particular focus will be on embedding the social and cultural nature of both adolescents and literacy to create well-coordinated, balanced programs that are inspirational and effective. The purpose is not to evaluate or recommend specific programs, but rather to set forth criteria from which district leaders can make decisions about how to judge, select, and reflect upon programs for their schools and districts.

*Presenter: Rachel Lander, Wisconsin Center for Education Research*

# THANK YOU

Much thanks to everyone who helped make this Mini-Conference possible!

### **Cambridge Public Schools**

Maryann MacDonald—Executive Director of Student Achievement and Accountability  
Barbara Van Sickle—Director of Student Achievement and Curriculum  
Carolyn Turk—Deputy Superintendent  
Aida Ramos—Executive Director of Special Education  
Marie Bernard—Office of Student Achievement and Accountability

### **Brookline Public Schools**

Amy Martin—Director of Program Review & Grants  
Gene Thompson-Grove—Director of Professional Development  
Terry Jewell—K-8 English Language Arts Coordinator  
Janet Selcer—Steps to Success Director

### **Wisconsin Center for Education Research**

Janet Trembley—Graphic Design  
Sue LaLuzerne & Bonnie Sullivan—Copy Shop

### **MSAN**

Since its inception in 1999 MSAN has worked fervently to discover and propose strategies to change school practices and structures that keep racial achievement gaps in place. To this end, districts work collaboratively to conduct and publish research, analyze policies, and examine practices that affect the academic performance of students of color, specifically African American and Latino/a students.

MSAN has worked to build a community of learners who engage in common practices across school districts. These include:

- engaging in collaborative research in which practitioners and researchers are equal partners in designing, conducting, and publishing research;
- sharing procedures for gathering and reporting disaggregated data;
- conducting evaluations of programs intended to raise the academic achievement of minority students;
- conducting training and professional development activities for district teachers and administrators intended to improve academic achievement of minority students;
- participating in teacher and student meetings and conferences; and
- disseminating results of Network activities among MSAN districts and the larger educational community.

For more information about MSAN please visit our website [www.msan.wceruw.org](http://www.msan.wceruw.org) or contact the Executive Director, Dr. Madeline Hafner at the Wisconsin Center for Education Research, University of Wisconsin-Madison at 608/262-1665 or at [mhafner@wisc.edu](mailto:mhafner@wisc.edu).



MINORITY STUDENT ACHIEVEMENT NETWORK