



Florida Reading Association
54th Annual Fall Conference
Florida Hotel and Conference Center Orlando, Florida

PRECONFERENCE INSTITUTES

October 20, 2016
\$30.00 per institute



PLEASE NOTE: These institutes take place on THURSDAY, OCTOBER 20!!
Registration opens this Friday, April 15th.

INSTITUTE 1

**Inquiry-based learning and the Makerspace of the Mind:
Effective Strategies for Creating New Knowledge while Engaging Students**
Kevin Baird and Page Dettman **Middle and High School**

In this research-driven, highly interactive institute, Kevin Baird (Chairman at the non-profit Center for College & Career Readiness) and Page Dettman (former Executive Director of Middle School, now Vice President at Contrax) coach participants in leading their schools towards authentic inquiry-based learning. Participants engage in gap analysis, and then plan together best practices to incorporate literacy interventions, addressing environmental and psycho-social needs of students, and including collaborative exploration of concepts. The result is a “Makerspace of the Mind” – schools where students are producing their own authentic works while accelerating literacy skills. Participants walk away with a set of resources, template and tools for immediate use in their schools. Leaders leave better able to answer the questions: What do classrooms look like and sound like when students are learning using the very best practices and resources for College & Career Readiness? What are the critical gaps to look for and the critical coaching strategies and alignment to use with teachers?

INSTITUTE 2

**Harnessing the Power of Writing Instruction to Accelerate Reading:
Filling 2 Needs with 1 Deed**
Jim Cunningham **Middle and High School**

New Writing standards designed to ensure students are college and career ready have brought new urgency and excitement to writing instruction. For the time this century, many schools need and want to increase the time and effort they devote to teaching writing. In this Jim Cunningham (Professor Emeritus, University of North Carolina at Chapel Hill) will present practical strategies that exploit a little-known finding of the research on writing: teaching writing can also be a good way to teach several aspects of reading. Participants will gain insight into how good writing instruction teaches both writing *and* reading; learn how writing can help teach phonics, sight words, and fluency; use practical lesson frameworks designed to help students overcome a lack of prior knowledge that hinders both writing and reading comprehension; and learn how writing can increase students’ meaning vocabularies for reading as well as writing.



INSTITUTE 3

Grammar Matters:

Growing a Love of Language & Embedding Instruction into Daily Practice

Lynne R. Dorfman and Diane Dougherty

Elementary School

Do you struggle to provide appropriate grammar instruction to your students with the context of writing workshop? In this institute participants will learn from Lynn Dorfman (Co-Director of Pennsylvania Writing & Literature Project) and Diane Dougherty (literacy consultant) will demonstrate strategies for teaching grammatical concepts in writing classrooms K-5 that champion correctness. A clear rationale for embedding grammar within units of student and connections to the common core will be presented throughout the institute. Participants will discover ways to introduce, practice, and reinforce the teaching of conventions. The presenters will include practical lessons for immediate classroom application. In addition, they will share multiple mentor text samples useful for teaching parts of speech and will highlight a few lessons using those texts.

INSTITUTE 4

An Rx for Writing Success

Jane Ferber

Elementary School

Writing is like baking a cake; before you begin, you need all of the ingredients that go into the finished piece. This workshop led by Jane Ferber (reading teacher and educator consultant) will provide participants with a variety of hands-on lessons and activities for each of the 6 traits of writing: conventions, ideas, word choice, sentence fluency, organization, and voice. Come get some strategies to implement that will assist you in recognizing the common characteristics of good writing and improve student writing by helping students understand the qualities of good writing.

INSTITUTE 5

Text-Based Writing Make-N-Take:

Evidence-based Practices, Routines and Strategies Aligned to the K-5 Classroom

Melinda Lavallo and Rebecca Jones Mendes

Elementary School

The four recommendations published in “Teaching Elementary School Students to Be Effective Writers” by The Institute of Education Sciences (IES) will materialize into this Make-N-Take. These practical resources are aligned to ELA standards which call for students to write from sources. Your students will be able to gather relevant information and refer to their sources smoothly. They’ll be able to use transitional strategies, elaboration techniques, tools for revising and editing, precise language and academic vocabulary. They will know various essay structures and understand the difference between quoting and paraphrasing. Lastly, your students will learn data tracking resources so they can monitor and take ownership of their own learning. These best practices, strategies, and routines, can be implemented in the classroom tomorrow!



INSTITUTE 6

Just Read, Florida! Educator Workshop
Laurie Lee, April Johnson and Fanita McNeal

All Levels

Just Read, Florida! Staff will lead this institute for district staff, school administrators, reading coaches and teachers to provide support for implementing the ELA Standards utilizing the most current information available.

INSTITUTE 7

Literacy Coaching to Improve Instruction Across K-12 Multiple Tiers of Intervention
Enrique A. Puig

All Levels

Research shows that “teachers” make the biggest difference in students’ education. Consequently, supporting teacher-colleagues to improve instruction will have a positive impact on student learning. This highly interactive literacy coaching institute led by Enrique Puig (Director of Morgridge International Reading Center at UCF) is designed to promote professional conversations, refine our understanding of literacy learning as a process, hone our observation skills, and analyze data to improve literacy acquisition and instruction across multiple tiers of intervention. Grounded in data analysis, video recorded lessons will be used to prompt effective and efficient coaching conversations in addition to professional reading. Throughout the 4-hour institute, professional learning opportunities for reading, writing, and thinking will be promoted. Taking Vygotskian perspective that language is a tool for thinking, this institute aims to update our professional learning vocabulary to upgrade our thinking about instruction, reading, texts, and literacy coaching. By the end of the institute, attendees will develop a common language, refine their understanding of literacy learning as a process, revisit literacy coaching on a continuum of professional learning, and employ a variety of coaching conversations for multiple levels of instruction.