

Powerful Strategies to Boost The Success of Your **STRUGGLING READERS** (Grades K-5)



Presented by **DR. MARY HOWARD**
*Author of Good to Great Teaching: Focusing on the
Literacy Work that Matters*

**Specifically Designed for Grades K-5 Classroom Teachers,
Reading Specialists, Literacy Coaches, Special Education Staff,
Instructional Assistants, Interventionists, and Administrators**

- **Proven instructional and intervention strategies** that will elevate rigor while supporting struggling readers in achieving greater success
- **Dozens of practical ideas and suggestions** to target the unique learning needs of struggling readers using a wide range of flexible practices
- **A variety of powerful, open-ended comprehension practices** you can use with any text, in any setting, across any content area to teach your state standards to your struggling readers
- **Receive an extensive resource handbook** to help your struggling readers not just achieve your standards, but exceed them

2019 SCHEDULE

Illinois

Champaign – December 3
Chicago (Lisle) – December 5
Moline – December 4

5 IL PD Clock Hours Available

Indiana

Indianapolis – December 2

IN Verification of Attendance Available

Wisconsin

Milwaukee – December 6
(Brown Deer)

WI Verification of Attendance Available

Powerful Strategies

Helping struggling readers not just achieve, but exceed more rigorous literacy standards is among the most significant challenges facing educators in schools today. One key challenge that has generated much confusion and concern is how the recommended increase in text complexity will impact text selection and instructional decision-making for struggling learners. This outstanding seminar tackles this challenge, and more, to address the needs of struggling readers based on the current research on best practice. You will learn dozens of highly practical practices to raise instructional rigor without ignoring the unique needs of struggling readers.

Mary Howard will share guidelines to more effectively and flexibly select a wide range of texts for below grade-level readers as you pull from a rich instructional toolbox designed to support all readers, no matter what they bring to the literacy table.

You will leave this seminar with a renewed sense of purpose and an enriched understanding of how to select the most effective texts, tasks and instructional experiences to address varying learning needs of your struggling readers within and beyond your state standards.



Ten Key Benefits of Attending

- 1. Optimize Literacy Instruction for Your Struggling Readers**
Learn dozens of engaging strategies that dramatically increase the quality of instruction to help your struggling readers achieve greater success
- 2. Identify Common Myths and Misconceptions of Text Complexity and More in Your State Standards**
Strengthen your literacy design by identifying what your state standards *do* and *do not* say and how this impacts instructional decision-making for struggling readers
- 3. Effectively Differentiate for the Specific Learning Needs of Your Struggling Readers**
Broaden the learning possibilities for your struggling readers by responsively addressing your state standards' goals using varied texts and instructional experiences, texts and resources
- 4. Understand How to Achieve a Rich Balance of Texts and Resources of Fiction and Nonfiction**
Gain new insight for identifying how and when to select and use varied text types with powerful activities to elevate rigorous standards for your struggling learners
- 5. Initiate a Wide range of Dynamic Instructional Learning Experiences**
Understand how to expertly blend whole class, small group, peer-supported, and side-by-side experiences to enrich meaning-making for your struggling readers
- 6. Elevate the Quality of Student Dialogue to Achieve More Robust Instruction**
Use peer collaboration to generate thoughtful comprehension conversations using a variety of texts within open-ended instructional learning experiences
- 7. Build a Solid Foundation for Literacy Learning with Teacher-Supported Instructional Opportunities**
Establish daily routines that will gradually relinquish responsibility to your struggling readers through a cautious blend of modeling, support and independent application
- 8. Increase the Volume of Meaningful Reading for Your Struggling Readers to Achieve Maximum Gains**
Make reading, writing and talking the foundation of learning for struggling readers using a wide range of texts and tasks within meaningful experiences
- 9. Use "Close Reading" to Accelerate Progress for Struggling Readers Using Varied Approaches**
Increase your instructional power for struggling readers by using "close reading" that emotionally and academically hooks readers, leaving visible tracks on student thinking as a scaffold for more challenging texts
- 10. Create a Literacy Environment Designed to Accommodate the Specific Learning Needs of Struggling Readers**
Understand how to create a thoughtful classroom environment with varied learning options to accommodate the unique learning needs of struggling readers

Outstanding Strategies You Can Use Immediately

- **Help struggling readers** better meet your rigorous ELA standards
- **Understand how to select instructional texts** that will easily allow you to blend best practices with your state standards' goals
- **Use “close reading” as a purposeful tool** to accelerate progress for struggling readers by maximizing meaning-making and word knowledge
- **Meet specific learning needs** using a gradual release of responsibility model that's designed to create a seamless system of flexible support options
- **Build strategic knowledge** as you promote independent problem solving
- **Critically evaluate your instructional practices** to identify more thoughtfully rigorous instruction
- **Use responsive differentiation** to meet the needs of struggling readers while addressing your robust state standards
- **Engage struggling readers** in more rigorous text experiences using a gradient of text difficulty to highlight the role of comprehension
- **Identify myths and misconceptions** of text complexity in your state standards to merge your efforts to increasing rigor and accelerate progress
- **Understand how to maximize the interrelationship** between interventions and your state standards to merge your efforts to increase rigor and accelerate progress
- **Generate more interactive anchor charts** to leave tracks on student thinking
- **Identify what robust instruction** looks like, feels like and sounds like
- **Use flexible grouping** to meet the specific needs of struggling readers without ignoring your state standards *and* address your state standards' instruction
- **Identify practical ways** to increase the effectiveness of informational texts
- **Use formative assessment** within meaningful contexts to enhance learning
- **Maximize meaning-making** with easy-to-implement instructional rituals
- **Fine-tune your literacy program** so it functions at a maximum level all day
- **Learn how to target specific learning needs** of struggling readers in minutes through daily “quick take” experiences
- **Use research to guide instructional decision making** and text selection
- **Learn how to view an instructional strategy** from multiple perspectives to accommodate varied grade levels and curriculum areas
- **Learn how to more effectively and flexibly match** readers and texts
- **Increase meaningful literacy engagement** for every learning experience
- **Raise your instructional intensity** using a wide variety of support options
- **Ensure the success of every student** by using a more flexible instructional lens
- **Design intensive interventions to accelerate progress** for struggling learners
- **Accelerate learning gains to achieve higher standards** by working smarter, rather than harder
- **Implement on-the-spot instructional activities** throughout the learning day
- **Alleviate ineffective literacy practices** and reaffirm or adjust what you are doing right to achieve the standards' goals and support your struggling readers
- **Learn how to make every moment count** through responsible decision making as you address the unique needs of your struggling learners

“ This seminar reaffirmed what I know about good teaching and re-energized me to go back to school tomorrow with a fresh perspective on my state standards. I am excited to try these new strategies to help my students.”

– SARAH MUNCEY, 5TH GRADE TEACHER



To Register,
Call Toll-Free

1-800-735-3503

A Message From Seminar Leader, Mary Howard



Bureau of Education & Research

915 118th Avenue SE • PO Box 96068 • Bellevue, WA 98009-9668
Phone (800) 735-3503 • Fax (425) 453-1134 • www.ber.org

Dear Colleague:

Is achieving literacy standards that are more rigorous with the dramatic shift to comprehension an achievable goal for struggling readers? In my many years of experience working with struggling readers, I can confidently respond with an emphatic YES! But to accomplish this lofty goal we must identify high-quality, engaging instructional approaches and implement them in ways that are specifically designed to meet the unique learning needs of our struggling readers.

In this idea-packed seminar, I will use powerful classroom examples to demonstrate how teachers are successfully achieving the crucial balance of meeting their state reading standards while addressing the learning needs of struggling readers in a wide range of texts and settings. I will share dozens of powerful literacy practices that are designed to raise instructional rigor through responsive differentiation designed to elevate meaning. You will leave this seminar with an enriched toolbox of strategies and a clearer understanding of approaches that will help you achieve the goals of more rigorous literacy instruction while accommodating the unique learning needs of your struggling readers. You will walk away with a renewed spirit of professional commitment and the knowledge that will allow you to enhance the way that you support your struggling learners by maintaining your sights on meaningful reading. YOU are the key ingredient to meet these challenges and make the success of your struggling readers a reality in your classroom. I look forward to opening new doors that will help you better meet the needs of your struggling readers the very next morning.

Sincerely,

Mary Howard

P.S. You will receive **an extensive reading instruction resource handbook** filled with numerous ideas and valuable, practical strategies all aligned with your state standards that you can use immediately to assist you in increasing the reading achievement of your struggling readers.

“In this idea-packed seminar, I will use highly effective classroom examples to demonstrate how teachers are successfully achieving the crucial balance of meeting their state reading standards while addressing the learning needs of struggling readers in a wide range of texts and settings.”

What Your Colleagues Say About Mary Howard

"This seminar is filled with helpful strategies that I cannot wait to explore and experiment with in my class!"
– Alyssa Brady, 3rd Grade Teacher

"Mary gave me ideas and the inspiration I need to make tomorrow a better learning day for each of my students. I now have great tools to put to use right away."
– Kathy Gillis-Soltan, Title I Teacher

"Dr. Howard is knowledgeable and makes information so accessible and engaging for learning and teaching."
– V. Canner, Reading Specialist/Title I Coordinator

"Dr. Howard's enthusiasm and love for students is quite clear. Her 40 plus years of experience makes her knowledgeable and a wonderful resource."
– Britt Canner, 3rd Grade Teacher

"Great! Great! Great! I have a lot of strategies to use tomorrow that I am excited about."
– Tevedous Hurd, Teacher

"This is the best seminar I've attended in a long time. Mary is a wonderful presenter and it is easy to see that she has been in the trenches."
– Cathy Colvin, Title I Reading Specialist

"I came away with lots of ideas and great strategies that I will use right away!"
– Brandy Glover, Title I Teacher

"This is one of the best seminars I've ever attended! Mary gives great ideas, great strategies to use and is a wonderful presenter!"
– Sherry Gewin, Special Education Teacher

"Mary is brilliant, full of passion and inspired us to push ourselves to be better teachers. This seminar is perfect! I now have a plan to make my classroom a better place."
– Lesley Scheele, 5th Grade Teacher

"Mary gave me strategies that I can and will use with my students tomorrow! This seminar is fast-paced and strategy-packed, but the use of visuals, music, color, and photos keeps each strategy fresh and vibrant. The handbook is a treasure-trove of tools!"
– Nola Joyce, Special Education Reading Specialist

"I enjoyed Dr. Howard's enthusiasm, passion and her ability to cover many topics in an interesting way."
– Rita Grindal, Title I Teacher

Uniquely Qualified Instructor

DR. MARY HOWARD is an outstanding presenter with more than four decades of experience teaching reading and writing, and is respected throughout North America as a leading voice in literacy instruction. With experience as an elementary teacher, reading specialist, reading consultant, and Reading Recovery teacher, Mary understands the realities of helping children learn to read and write. Mary is the author of *Powerful Strategies to Boost the Success of Your STRUGGLING READERS (Grades K-5)*, the extensive resource handbook each participant will receive at the seminar. Mary is also the author of *Good to Great Teaching: Focusing on the Literacy Work that Matters* (Heinemann, 2012); *Moving Forward with RTI: Reading and Writing Activities for Every Instructional Setting and Tier* (August 2010, Heinemann) and the best-selling, *RTI from All Sides: What Every Teacher Needs to Know* (2009, Heinemann). Her seminars are practical, fast-paced, inspiring, and filled with up-to-date strategies and techniques you can use immediately to help maximize the instructional possibilities for your struggling readers.



Special Benefits of Attending



Who Should Attend

Grades K-5 Classroom Teachers, Reading Specialists, Literacy Coaches, Special Education Staff, Instructional Assistants, Interventionists, and Administrators.

Online Learning

BER offers educators a wide range of online courses that are affordable, fun, fast, and convenient. BER is now offering On Demand Video-Based courses. You may earn optional graduate-level credits for most courses. See the catalog of available courses at www.ber.org/online

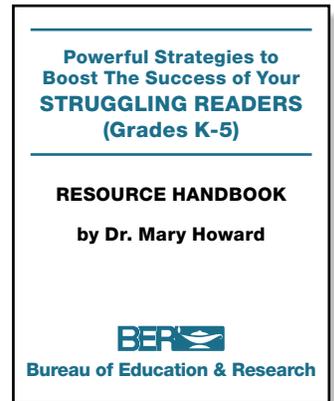
On-Site Training

Most BER seminars can be brought to your school or district. See the options at www.ber.org/onsite or call 877-857-8964 to speak to one of our On-Site Training Consultants.

Extensive Resource Handbook

Each participant will receive an instructional resource handbook to help you immediately implement the strategies you learn from the seminar into your literacy program. The handbook includes:

- Specific tips, tools and procedures to close the instructional gap while meeting your ELA state standards
- Flexible, open-ended practices and forms for any text or task across the curriculum
- Specific, high-impact instructional strategies to provide more intensive learning experiences in order to accelerate progress for struggling readers
- Tips, tools and ideas to ensure a flexible instructional perspective with a range of opportunities, settings and experiences that are more inclusive of your struggling learners



Meet and Share

This seminar provides a great opportunity for participants to meet and share ideas with other educators who are also interested in practical ways to improve reading achievement of struggling readers in grades K-5.

Earn One to Four Graduate Semester Credits



Up to four graduate level professional development credits are available with an additional fee and completion of follow-up practicum activities. Details for direct enrollment with Brandman University, part of the Chapman University system, will be available at this program.

Meet Inservice Requirements

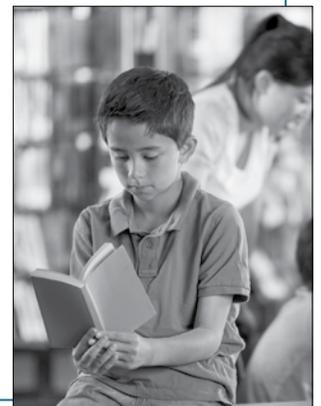
At the end of the program, each attendee will receive a certificate of participation that may be used to verify hours of participation in meeting continuing education requirements.

Can't Attend?

Other Professional Development Options:

Related Online Courses

A related On Demand Video-Based Online Learning course, *Helping Your Struggling Readers Become More Successful Readers: Targeted Interventions that Work!* for Grades K-5 and other intervention-related courses are available for immediate registration. To enroll, visit www.ber.org/online



Powerful Strategies to Boost the Success of Your STRUGGLING READERS (Grades K-5)

Registration (HC20F1)

- 1. **Champaign, IL** – December 3, 2019
- 2. **Chicago (Lisle), IL** – December 5, 2019
- 3. **Indianapolis, IN** – December 2, 2019
- 4. **Milwaukee (Brown Deer), WI** – December 6, 2019
- 5. **Moline, IL** – December 4, 2019

FIRST NAME	M.I.	LAST NAME

POSITION, SUBJECT TAUGHT	GRADE LEVEL	

SEMINAR LOCATION NUMBER: _____ (Please see list above)		

List additional registrants on a copy of this form

SCHOOL NAME	

SCHOOL MAILING ADDRESS	

CITY & STATE	ZIP CODE
_____	_____
SCHOOL PHONE NUMBER	HOME PHONE NUMBER
()	()

Registration confirmations are sent via e-mail.
If you would like a confirmation, please provide your e-mail address.

E-MAIL ADDRESS	

HOME MAILING ADDRESS	

CITY & STATE	ZIP CODE
_____	_____

IMPORTANT: PRIORITY ID CODE EHC20F1

METHOD OF PAYMENT

The registration fee is \$279 per person, for groups of three or more registering at the same time, the fee is \$259 per person. **Payment is due prior to the program.** No cash please.

- A check (payable to **Bureau of Education & Research**) is attached
 - A purchase order is attached, P.O. # _____ (Be sure to include priority ID code on the P.O.)
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- Billing Zip Code: _____ 3 Digit CVV Code: _____ (Found on back of card)
- _____/_____/_____
Please print name as it appears on card Signature (required for credit card purchases)

FOUR EASY WAYS TO REGISTER:

 REGISTER ONLINE at: www.ber.org

 FAX this form to: 1-425-453-1134

 PHONE toll-free: 1-800-735-3503 (Weekdays 6 am - 5 pm Pacific Time)

 MAIL this form to: **Bureau of Education & Research**
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PRE-REGISTRATION REQUIRED DUE TO LIMITED ENROLLMENT

Program Hours

All seminars are scheduled 8:30 a.m. - 3:15 p.m.
Check-in 8:00 a.m. - 8:30 a.m.

Fee

The registration fee is \$279 per person, \$259 per person for groups of three or more registering at the same time. Call us at 1-800-735-3503 for groups of ten or more. **Payment is due prior to the program.** No cash please. Fee includes seminar registration, morning coffee and tea, a personalized certificate of participation, and an extensive resource handbook.

Meeting Sites and Hotel Accommodations

Seminars will be held at the following sites:

- Champaign: Hilton Garden Inn, (217) 352-9970
- Chicago: Sheraton – Lisle, (630) 505-1000
- Indianapolis: Drury Plaza Carmel, (317) 587-2701
- Milwaukee: Four Points by Sheraton – Brown Deer, (414) 355-8585
- Moline: Stoney Creek Hotel & Conference Center, (309) 743-0101

If needed, please make your own hotel reservations by calling the appropriate hotel listed above.

Cancellations/Substitutions

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the seminar. Late cancellations can exchange for a certificate to attend another seminar or will be refunded less a \$15 service fee. Substitutions may be made anytime without charge.

Further Questions

Call the Bureau of Education & Research (800) 735-3503 or visit us online at www.ber.org. The Bureau is North America's leading presenter of seminar training for professional educators. Programs are based on sound research, are highly practical in content and consistently receive excellent evaluations.

Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.



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Accelerate the Success of Your Struggling Readers (Grades K-5)

- **Best Practices to Accelerate Your Struggling Readers' Success**
- **A Unique One-Day Seminar**
- **Coming to a Location Near You**

HC20F1

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A Unique One-Day Seminar Coming to a Location Near You

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