Powerful Strategies to Help Struggling Readers Achieve Your Rigorous State Standards in Reading (Grades K-5)

Presented by DR. MARY HOWARD
Author of Good to Great Teaching: Focusing on the Literacy Work that Matters (Heinemann, 2012)

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 to elevate instruction in ways that will support struggling readers in achieving your state standards for reading
- Innovative instructional approaches you can use tomorrow that will accelerate progress for your struggling readers
- Dozens of practical ideas and suggestions to target the specific learning needs of struggling readers using a wide range of flexible instruction support options
- A variety of powerful, open-ended activities and forms you can use with any text, in any setting, across any content area to teach the standards to your struggling readers
- Receive an extensive resource handbook to assist in both planning and implementing your state standards for struggling readers

2015 SCHEDULE

Missouri

Kansas City – January 14 (Independence)
St. Louis – January 12 (Bridgeton)
Springfield – January 13
MO Inservice Credit Available with Prior District Approval
KS Inservice Credit Available with Prior District Approval at Kansas City
IL CPDUs Available with Prior District Approval at St. Louis

Oklahoma

Oklahoma City – February 3
Tulsa – February 5
OK PD Credit Available with District Approval

"I feel that I have more control over how I will implement my state standards. The tools and ideas shared during the seminar are invaluable."

– LAURA CARR, 2ND GRADE TEACHER
Powerful Strategies

As schools across the country work diligently to initiate state standards for English/language arts, teachers recognize the many challenges they face in addressing the unique needs of our struggling readers. One key challenge that has generated much confusion and concern is the role of text complexity and how this central goal impacts 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 effectively select a wide range of texts for below grade-level readers as you pull from a rich instructional toolbox that will support all readers, no matter what they bring to the literacy table. You will learn to cautiously analyze and select texts, and identify powerful instructional goals according to text demands and student needs. Learn how to offer rigorous instruction within varied experiences to achieve the standards’ goals while accommodating the specific needs of struggling readers. Actively engage students in flexible opportunities using the gradual release of responsibility model as you gain new insight for instructional options designed to meet literacy standards with struggling learners in mind.

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 activities 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 that will help your struggling readers achieve greater success with the ELA literacy standards.

2. **Identify the Myths and Misconceptions of Text Complexity and More in Your State Standards**
   Strengthen 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 Specific Learning Needs of Your Struggling Readers**
   Broaden the learning possibilities for your struggling readers by responsively addressing your state standards’ goals through varied instructional settings.

4. **Understand How to Achieve the Required Balance of Fiction and Nonfiction in Your State Standards**
   Gain new insight for identifying how and when to select and use varied text types with powerful activities to elevate the standards’ goals for your struggling learners.

5. **Initiate a Broader Range of Dynamic Instructional Learning Experiences**
   Understand how to expertly blend whole class, small group, peer-supported, and side-by-side experiences to flexibly address your state standards’ goals for your struggling readers.

6. **Elevate the Quality of Student Dialogue to Achieve More Robust Instruction**
   Use peer collaboration to generate more thoughtful comprehension conversations using a variety of texts within open-ended instructional learning experiences.

7. **Build a Solid Foundation with Teacher-Supported Instructional Opportunities**
   Establish daily learning 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 for Maximum Gains**
   Make reading, writing and talking the foundation of learning for struggling readers using a wide range of texts and tasks.

9. **Use “Close Reading” to Accelerate Progress for Struggling Readers in Varied Settings**
   Increase your instructional power for struggling readers by using “close reading” to leave visible tracks on student thinking as you build on and support more challenging texts.

10. **Learn How to Adjust the Learning Environment to Accommodate Struggling Readers**
    Understand how to create a thoughtful classroom environment with varied learning options to ensure robust instruction while addressing the unique needs of struggling readers.
Outstanding Strategies You Can Use Immediately

- Help struggling readers meet your rigorous state reading standards
- Identify the key tenets of text selection by blending best practice and your state standards’ goals
- Use “close reading” as a powerful tool to accelerate progress for struggling readers
- Meet specific learning needs by using a gradual release of responsibility model to achieve your state standards’ goals
- Build strategic knowledge as you promote independent problem solving
- Critically evaluate your instructional practices to elevate instruction
- Use responsive differentiation to achieve the standards for struggling students
- Engage struggling readers in robust instruction using a gradient of text difficulty
- Identify myths and misconceptions of text complexity in your state standards
- Understand how to maximize the interrelationship between RTI and your state standards
- 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 intensify the standards’ instruction for struggling readers
- 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
- Initiate daily quick takes to briefly address the needs of struggling readers
- Use research to guide instructional decision making and text selection
- Initiate targeted reading instruction to address students at their level
- 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 your state standards by working smarter, rather than harder
- Implement on-the-spot instructional activities throughout the learning day
- Alleviate ineffective literacy practices and reaffirm what you are doing right to achieve the standards’ goals and support your struggling readers
- Learn how to make every moment count to empower your instructional choices

“ This seminar reaffirmed what I know as 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
Dear Colleague:

Dedicated educators across the country are rising to the challenge as they incorporate state standards into their instructional programs. As we contemplate how to raise instructional rigor in literacy, a key component of state standards, we must consider what this means for struggling readers. The issue of text complexity, and how to offer the highest quality instructional opportunities using varied text experiences, requires a flexible perspective that takes the unique needs of struggling readers into account. This means we must ground our discussions on the research on best practice in literacy to help struggling readers meet and exceed those standards.

With over forty years of experience working with struggling readers, I recognize the central role teachers play in offering exemplary literacy instruction is crucial for our struggling learners. We must initiate respectful conversations that critically analyze key issues that have been raised in our state standards, such as text selection and instructional decision-making. Is raising instructional rigor an achievable goal? Absolutely! Can we accomplish this while keeping unique learning needs at the forefront of those discussions? Of course! But this means that we must broaden our state standards’ dialogue by exploring how to create more flexible learning experiences that will embrace every student in our care.

In this seminar, I will use specific classroom examples to demonstrate how teachers are achieving an instructional balance to meet their state standards’ goals by increasing instructional rigor without a return to the one-size-fits-all perspective that rarely takes struggling readers into account. I will share dozens of practices to raise instructional rigor and flexibly address increasingly complex texts through responsive differentiation. You will leave this seminar with a rich toolbox of strategies filled to brimming and a clear view of the research that can guide us in achieving the goals of our state standards. You will leave with a broader understanding of your state standards, inspired by a new perspective of your role in meeting the needs of your struggling readers based on the tenets of best practice. We know what we need to do to ensure the success of every child, but YOU are the key ingredient to meet the challenges that have been afforded by your state standards and make this a reality in your classroom. I look forward to opening new doors to the standards for all students, particularly your struggling readers who depend on you!

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.
What Your Colleagues Say About Mary Howard

“This seminar is filled with helpful strategies that I cannot wait to explore and experiment with 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. My school is just approaching our state standards and this seminar makes it less threatening.”
− Rita Grindal, Title I Teacher

Uniquely Qualified Instructor

DR. MARY HOWARD is an outstanding presenter with over 40 years of experience teaching reading and writing, and is known throughout North America as a leading expert 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 Help Struggling Readers Achieve Your Rigorous State Standards in Reading (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

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 help struggling readers meet state standards for reading
- Open-ended activities and forms for any text or task across the curriculum
- Specific, high-impact instructional strategies to provide more intensive learning experiences in order to close the gap for struggling readers in less time
- Tips, tools and ideas to ensure a flexible instructional perspective with a range of opportunities, settings and experiences 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.

Consultation Available
Mary Howard will be available at the seminar for consultation regarding your questions about the unique needs of your own reading program for struggling readers.

Semester Credit Option
One graduate level elective credit is available with an additional fee and completion of a follow-up practicum project. Details for direct enrollment with Brandman University, part of the Chapman University system, will be available at the seminar.

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?
A related BER seminar, RESPONSE TO INTERVENTION: Practical Strategies for Intervening with Students Before They Fall Too Far Behind in Reading (Grades 1-5), also presented by Dr. Mary Howard, is available on CDs with a comprehensive resource handbook at a cost of $99.00 plus $9.00 shipping and handling. To order, call toll-free 1-800-735-3503 (Stock #A-HRX-1925) or use the order form on the back page.

Related On Demand Video-Based Online Learning courses, Early Intervention Strategies for Students Struggling with Reading, for Grades K-2, or Teaching Students to Comprehend More Deeply, for Grades 3-5, are available for immediate purchase. To enroll, visit www.ber.org/onlinelearning.

Mary is wonderful and inspiring. She provides many practical ideas that I can use tomorrow.”

– MARY RICHARDSON, READING SPECIALIST
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.

Who Should Attend

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

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 $239 per person, $219 per person for groups of five 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.

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.

Meeting Sites and Hotel Accommodations

Seminars will be held at the following sites:
- Oklahoma City: Crowne Plaza, (405) 848-4811
- St. Louis: Crowne Plaza – Airport, (314) 291-6700
- Springfield: Holiday Inn Hotel & Suites, (417) 865-8600
- Tulsa: Wyndham, (918) 627-5000

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

Possible Funding Sources

Race to the Top grants; Elementary and Secondary Education Act funds, including Title I School Improvement grants; Title VI; Title VII; Restructuring grants; At-Risk grants, Bilingual/ESL and Migrant Education funds; IDEA; Demonstration School funds; Parent Teacher Organizations; and Inservice Training funds.
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**Registration (HC25W1)**

- 2. Oklahoma City, OK – February 3, 2015
- 5. Tulsa, OK – February 5, 2015

**FOUR EASY WAYS TO REGISTER:**

- PHONE toll-free: 1-800-735-3503 (M-F 6 a.m. - 6 p.m. PST)
- FAX this form to: 1-425-453-1134
- MAIL this form to: Bureau of Education & Research
  915 118th Avenue SE • PO Box 96068
  Bellevue, WA • 98009-9668
- REGISTER ONLINE at: www.ber.org

**IMPORTANT: PRIORITY ID CODE**

- EHC25W1

**METHOD OF PAYMENT**

- The registration fee is $239 per person, for groups of five or more registering at the same time, the fee is $219 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.)
- Charge my: □ MasterCard □ VISA □ Discover

**CAN’T ATTEND?**

- I’d like to order the CD version of the related seminar, **RESPONSE TO INTERVENTION: Practical Strategies for Intervening with Students Before They Fall Too Far Behind in Reading (Grades 1-5)**, by Dr. Mary Howard, $99.00 plus $9.00 shipping (Stock #A-HRX-1925).