

Day One

Keynote • 8:30 – 9:05 am

“Seeing Our Readers Through New Eyes” – Dr. Mary Howard

How we view our students can have a tremendous impact on our students as readers. Our perceptions have the potential to transform our practices and our students’ lives in both positive and negative ways. Join Mary for an enlightening session as we re-envision our responsibility to our students and position ourselves to best help them realize their assets, gifts and potential as readers.

MORNING SESSIONS • 9:15 – 11:50 am

Choose **ONE** Full Morning Session OR **TWO** 70-Minute Sessions
One mid-morning break

Full Morning Session • 9:15 – 11:50 am

A-1: Maximize Guided Reading to Accelerate Progress for Struggling Readers

– Dr. Mary Howard

Small group Guided Reading instruction is particularly important for meeting the varied reading needs of our struggling readers. Identify the key factors that have the power to elevate small group experiences and ensure maximum student gain. Learn proven ways to dramatically enhance your efforts and accelerate your students’ progress.

70-Minute Sessions • 9:15 – 10:25 am

CHOOSE ONE: A-2 or A-3

A-2: Practical Writing and Grammar Strategies to Strengthen Your Guided Reading – Diane Murphy

Discover numerous writing and grammar strategies and lessons to integrate into your Guided Reading groups. Learn strategies that are best-practices to help your students’ reading and writing skills increase dramatically!

A-3: Guided Reading for Emergent and Developing Readers, K-3 – Judy Lynch

Let’s get organized to choose books and plan lessons with pacing. Lesson components including book introductions, scaffolding, and returning to the text and written responses, change as we move students through reading levels. Learn how a special focus can be added to the basic lesson for differentiation in each Guided Reading group.

70-Minute Sessions • 10:40 – 11:50 am

CHOOSE ONE: A-4 or A-5

A-4: Organizing For Guided Reading: Materials and Management – Judy Lynch

Let’s get practical as we lay the groundwork for lessons. Effectively using the materials we have, getting free materials, and training students on the “Fab Five” for independent work will free you to teach. #Sanity101

A-5: Creating Word Wizards – Vivacious Vocabulary Strategies to Use in Your Guided Reading Lessons

– Diane Murphy

Research has shown that students with large vocabularies have greater success in reading and writing. Discover numerous practical ideas to enhance not only your Guided Reading groups, but your entire vocabulary program.



“I now have a ‘toolbox’ of ideas to use immediately in my classroom.”

– Julie Clark, Teacher

Who Should Attend

Grades K-5 Classroom Teachers, Reading Specialists, Literacy Coaches, Special Education Staff, Title I Staff, and Administrators who use Guided Reading in their classrooms



“Such great insight into new activities, books and strategies to use in my classroom now and next year as I grow as a teacher!”

– Corrie Rude, Teacher

Team Discount

ONE DAY

One Person: \$289

BOTH DAYS

One person: \$479

Team of 3+: \$459 per person when enrolled at the same time

Lunch break on your own • 11:50 am – 1:05 pm (A great time to network with colleagues!)

... “Applicable” “Current” “Hands-on” “Interactive” ...



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



Who is BER?

The Bureau of Education & Research is North America's leading presenter of training for professional educators. Our goal is to provide high-quality PD programs, based on sound research, with an emphasis on practical strategies and techniques that can be immediately implemented.

Day One

AFTERNOON SESSIONS • 1:05 – 3:35 pm

Choose **ONE** Full Afternoon Session OR **TWO** 70-Minute Sessions
One mid-afternoon break

Full Afternoon Session • 1:05 – 3:35 pm

B-1: Differentiating Phonics and Word Work in Grades K-5 Guided Reading Lessons – *Judy Lynch*

Ready to weave phonics and word work into Guided Reading? Yes! For students who need intervention, we have choices for assessment, developmental phonics, high-frequency words, and word patterns. You will build a research-based word solver's toolkit that works with all your Guided Reading books.

First 70-Minute Afternoon Sessions 1:05 – 2:15 pm

CHOOSE ONE: B-2 or B-3

B-2: Visible Assessment Tools to Support Instructional Acceleration for All Readers – *Dr. Mary Howard*

Guided Reading offers an instructional practice that is inseparably intertwined with assessment. This session will focus on several easy-to-implement, concrete assessment references. Learn how to gather in-the-moment assessments, use visual tools to inform and guide next step efforts. Specifically you will learn how to use an assessment wall with step-by-step guidelines, ideas and cautions that will maximize your instructional impact.

B-3: Simple, Yet Highly Effective Strategies to Increase Reading Fluency – *Diane Murphy*

Discover practical and easy ways to engage students in fluency-building activities that will increase their reading and comprehension skills. Ideas you can use immediately in your own Guided Reading program with little to no planning!

Second 70-Minute Afternoon Sessions 2:25 – 3:35 pm

CHOOSE ONE: B-4 or B-5

B-4: Promote Student Talk Within and Beyond Guided Reading through Intentional Teaching – *Dr. Mary Howard*

Student talk is glue that holds thinking together as it allows children to rehearse and strengthen their thinking in the company of others. Discover how to promote engaged talk within the Guided Reading process and then transfer this learning as a collaborative tool outside of Guided Reading. The goal of this session is to illuminate explicit instruction children need for using talk effectively as a learning tool.

B-5: Balancing Reading Instruction – What Else is Vital to Highly Effective Reading Instruction? – *Diane Murphy*

Guided Reading is one part of a comprehensive balanced reading program and it is important that all parts work together. This session will focus on teacher read aloud, shared reading and independent reading, along with effective strategies to strengthen your entire literacy block.

Can't Attend? Online Professional Development Option:

Related Online Courses

Related On Demand Video-Based Online Learning courses, *Using Guided Reading to Strengthen Students' Reading Skills*, for Grades K-3 and Grades 3-6 and other literacy-related courses, are available for immediate registration. To enroll, visit www.ber.org/online

Day Two

MORNING SESSIONS • 8:30 – 11:15 am

Choose **ONE** Full Morning Session OR **TWO** 75-Minute Sessions
One mid-morning break

Full Morning Session • 8:30 – 11:15 am

C-1: A Practical Framework for Leading a Guided Reading Lesson – *Diane Murphy*

This session will focus on an easy and highly effective framework for conducting your Guided Reading lessons – step-by-step. Explore a structure that is tight enough to provide an easy daily routine, but loose enough to adapt for the needs of your students.

First 75–Minute Morning Sessions 8:30 – 9:45 am

CHOOSE ONE: C-2 or C-3

C-2: Using Visual References to Reinforce, Enrich and Extend Teaching – *Dr. Mary Howard*

There is dramatic research support for using visuals to leave an instructional stepping stone to revisit learning and thinking. Varied and carefully designed visual references offer a concrete tool that can strengthen and deepen learning over time. Explore a wide range of visual design features and learn how to use these rich tools in ways that dramatically enhance their impact.

C-3: Weaving Vocabulary and Fluency Strategies into Guided Reading Groups (Grades 2-5) – *Judy Lynch*

Comprehension is directly affected when students have low vocabulary and lack fluency. Ready-to-use tomorrow, proven strategies will supplement your lessons and improve understanding.

Second 75–Minute Morning Sessions 10:00 – 11:15 am

CHOOSE ONE: C-4 or C-5

C-4: Celebrate the Reciprocal Nature of Reading and Writing to Enrich Guided Reading – *Dr. Mary Howard*

Research has long supported the reciprocal nature of reading and writing, recognizing that reading enhances writing while writing enhances reading. In this session, you will learn how to celebrate this reciprocal role of reading and writing using structures such as Interactive Writing Journal, a two-day Guided Reading model that incorporates writing, and varied tools that connect reading and writing.

C-5: Be a Reading Coach: Scaffolding Readers 1:1 in Your Guided Reading Group (K-2) – *Judy Lynch*

Day in and day out, we listen to students read. When they make an error, we put on our coaching hat. Let's analyze and practice responses that meet each student's needs one on one. We'll link running records/assessments to tomorrow's lesson. #Differentiation101

11:15 am – 12:30 pm • Lunch Break (on your own)

On-Site Training

Conferences like this one along with many other topics can be brought to your school or district. Please view all of our On-Site PD options at www.ber.org/onsite or call (877) 857-8964 to speak with an On-Site PD Consultant.

Comprehensive Resource Handbook

You will receive an extensive resource handbook, specifically designed for this conference. Included in the handbook are resource materials for ALL conference sessions, even those you don't attend. These materials include:

- Numerous Guided Reading strategies you can use right away to better support the needs of your K-5 readers
- Skill-focused lesson ideas to enhance your Guided Reading instruction
- Comprehension, phonics and fluency-building lessons you can immediately use in your own Guided Reading groups
- Vocabulary and word work strategies and activities perfect for grades K-5
- Resources, ideas and activities to help you strengthen your Guided Reading program to increase reading growth



“Wonderful, informative and relevant conference!”

– Rachael Martin,
Elementary Teacher



Conference Locations & Hotel Accommodations



The greater **CHICAGO** area offers a diverse array of dining, shopping and sightseeing opportunities at the famed Magnificent Mile, Water Tower Place, and scenic Navy Pier.

Conference Location and Overnight Accommodations:

DoubleTree – Alsip • (708) 371-7300

Mention you are attending this BER conference prior to November 10, 2019 to receive the special rate of \$129 (Standard room), rates subject to availability. Book online at www.chicagoalsip.doubletree.com

Group Code: B05



While in **ST. LOUIS** you can enjoy the St. Louis Art Museum or visit the famous Gateway Arch. Explore Union Station and stroll through the specialty stores and markets, or have some fun at Six Flags theme park.

Conference Location and Overnight Accommodations:

Clayton Plaza Hotel – Clayton
(314) 726-5400

Mention you are attending this BER conference prior to November 10, 2019 to receive the special rate of \$119 (Single/Double), rates subject to availability.

Book online at www.cpclayton.com and enter Group Attendee Code: RGZ

Day Two

AFTERNOON SESSIONS • 12:30 – 3:10 pm

Choose **TWO** 75-Minute Afternoon Sessions • *One mid-afternoon break*

First 75-Minute Afternoon Sessions 12:30 – 1:45 pm

CHOOSE ONE: D-1, D-2 or D-3

D-1: Practical and Vital Strategies to Teach the Building Blocks of Reading Words – *Diane Murphy*

Syllabication is the foundation students need to pronounce new or multisyllabic words, spell words correctly, and increase decoding skills. Join Diane to learn six key rules and strategies you can teach your students through Guided Reading to see immediate results in their ability to decode, spell, analyze words, and read more fluently.

D-2: Elevate the Role of Guided Reading by Exploring Varied Instructional Design Options – *Dr. Mary Howard*

Guided Reading is a three-part instructional process where we offer support before, during and after reading. With so many instructional needs within every classroom, we can maximize this process by considering a flexible design where children may or may not need as much guided support in one or more of these three stages. Learn how to match the needs of the learners by modifying teacher support within each of these stages in flexible and purposeful ways.

D-3: Nonfiction: Practical, Hands-On Guided Reading Lessons (K-2) – *Judy Lynch*

Students love books about the real world ... but comprehending and meeting standards with informational text takes strategies unique to this genre. Our session will be hands-on with books using reciprocal teaching ... the highest researched comprehension strategies for the last 30 years.

Second 75-Minute Afternoon Sessions 1:55 – 3:10 pm

CHOOSE ONE: D-4, D-5 or D-6

D-4: Targeting Your Neediest Students' Needs Using Guided Reading – *Diane Murphy*

How does Guided Reading look different when used as an intervention rather than part of a comprehensive classroom reading program? Learn how you can use Guided Reading as an intense, small group strategy as part of your intervention program.

D-5: Creating a Supportive Instructional Bridge Between Shared Reading and Guided Reading – *Dr. Mary Howard*

Guided Reading is an instructional experience where faded support can promote independent problem solving while shared reading increases the level of teacher support as needed. Learn how to merge shared and Guided Reading to provide a support continuum where you can flexibly move between greater support (shared) and less support (guided) according to the demands of the learning experience.

D-6: Nonfiction: Practical, Hands-On Guided Reading Lessons (Grades 3-5) – *Judy Lynch*

Students love books about the real world ... but comprehending and meeting standards with informational text takes strategies unique to this genre. Our session will be hands-on with books using the research-based practice of reciprocal teaching.

