



Anita Archer: Reading/Writing (Common Core State Standards) Trainings

5/9/2017: Successfully Teaching Reading Foundation Skills in the CCSS

Target Audience: K-3 Educators

Description: The ability to accurately read words and to apply decoding strategies to unknown words are necessary, though not sufficient skills, for reading comprehension. Simply stated, there are no comprehension strategies that are powerful enough to compensate for the fact that a student cannot read the words. In this session, Dr. Archer will review the current research on the importance of establishing a strong foundation beginning at the kindergarten level and spanning through third grade. Phonemic awareness, decoding skills, and procedures for increasing students' skill at decoding both short and long words are essential building blocks to becoming a successful reader. However, if decoding is laborious and slow, vital cognitive resources are focused on decoding rather than comprehension. Thus, it is important that students are not only accurate but are also fluent readers. Dr. Archer will review the research on fluency and procedures for increasing fluency including independent reading, effective reading practice in all classes and use of repeated reading procedures.

5/10/2017: Writing Foundations: Preparing Students to be Successful Writers in the CCSS

Target Audience: K-3 Educators

Description: Handwriting (forming letters accurately at a minimum rate), spelling (segmenting and spelling words and sentences) and sentence construction (through sentence frames, expansion and combining exercises) are necessary foundation skills for written composition. However, if students are not fluent in these skills they will expend vital cognitive energy on how to form letters, spell a word and construct a sentence rather than on conveying the thoughts and ideas they wish to communicate in their written expression. Students with these challenges will find the writing process difficult and laborious. In this session, Dr. Archer will review the research on these foundational writing skills and participants will learn critical instructional routines that can be embedded into daily classroom instruction to promote mastery of these skills. Given the emphasis on writing in the Common Core State Standards, it is imperative students are fluent in these foundational writing skills.

5/11/2017: Short Writing Often – Not Just Long Writing Seldom

Target Audience: 4-12 Educators

Description: The state standards suggest students write for short and extended periods of time. Writing short products often is more likely to improve writing skills than writing long products seldom. Writing summaries, comparisons and contrast, answering



comprehension strategies, and answering reflection prompts are also useful for writing practice and to enhance comprehension of text.

This session will provide participants with strategies to ensure all students are engaged in short writing more often during their core subject area classes to strengthen their understanding of their text. In particular, participants will leave with writing strategies, writing frames, and think sheets that require low teacher preparation AND will result high levels of learning.

Training Details

May 9, 2017

Successfully Teaching
Reading Foundations in
the CCSS

May 10, 2017

Writing Foundations:
Preparing to be
Successful Writers in
the CCSS

May 11, 2017

Short Writing Often –
Not Just Long Writing
Seldom

Time: 8:30 a.m. – 3:30 p.m. each day

Location: Crowne Plaza Lansing West

Trainer: Anita Archer, Ph.D.

Registration Details

Cost: \$30.00 per session - Lunch, materials, and SCECHs (if desired) are included in cost of registration.

How: Registration is done through WisdomWhere, MIBLSI's online registration system. If you have never registered for an event through MIBLSI's WisdomWhere site, you will need to [create a user account](#).

Once you have created a user account, or if you already have one, you may register for the [Anita Archer: Reading/Writing Trainings here](#).

Registration Deadline: April 30, 2017 or *upon meeting session capacity*, whichever occurs first.

Late registrations cannot be accepted.

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