

# Building Communities That Support Children's Reading

## Professional Development Menu

### Reading Sets - Thinking Outside the Box

What is the purpose of using Reading Sets? How do you create a literacy circle? How do you effectively differentiate Reading Sets for your student groups? What is the goal and outcome of using Literature and Informational Text Reading Sets in your reading circles?

### DIBELS Training - Fluency Priorities and Student Focused Coaching

What are the learning progressions for reading? How can we model attentive listening? Does re-tell indicate comprehension? How do we disaggregate benchmark scores to create differentiated instruction groups?

### DIBELS Training - Data Folders

How do we use the DIBELS information in data folders to determine specific areas of need for each student and what are the specific strategies and methods to address these needs?

### Close Reading for Grades K-3 / 4-6 / 7-12

How do we use close reading and guided reading in the classroom/ tutoring session? How are these strategies used as a means of teaching complex text? How do we examine characteristics of text-dependent questions?

### Writing Strategies - The PARCC Connection

Why is it important to implement best practices for cross-curricular writing instruction? How do we grow writers? How can we differentiate writing instruction according to individual student needs? How can we support digital writing in the classroom/tutoring session?

### Integrating Writing into Reading Instruction

What are the most effective strategies for teaching students to write in connection to reading both fiction and informational text? How might writing enhance comprehension and increase vocabulary skills.

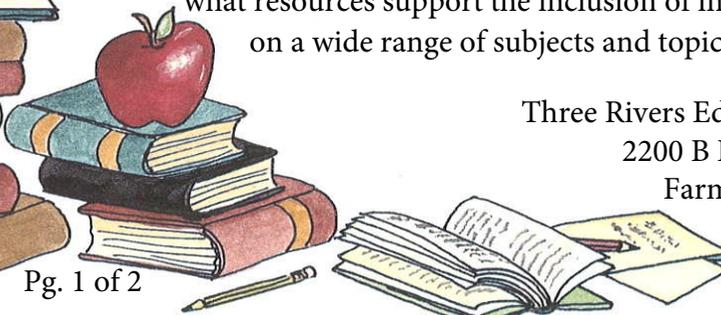
### 6 Major Skill Sets in Reading

Why is it critical to address the six major skill sets in reading instruction? What does the research indicate about the role each skill set plays in learning to read well? What strategies have proven to be most effective in each area?

### Reading Instruction Across the Content Areas

Given the importance of both fiction and informational text, what strategies support reading instruction across the content areas and what resources support the inclusion of informational text on a wide range of subjects and topics?

Three Rivers Education Foundation  
2200 B Bloomfield Highway  
Farmington, NM 87401  
(505) 436-2548



Cognitive Coaching

Cognitive Coaching can help teachers expand their repertoire of teaching styles by supporting individuals and organizations in becoming self-directed, and in turn, become self-managing, self-monitoring, and self-modifying. Participants learn a variety of skills and three conversation structures (planning, reflecting, and problem resolving) to support effective teaching.

Mentor Training

Support newer (or struggling) teachers through effective mentoring relationships. What are the most effective mentoring practices and strategies? How might the mentor support the implementation of today's rigorous literacy standards?

True Colors

True Colors helps everyone involved in the education process -teachers, administrators, counselors, students and support staff. Better communication and collaboration lead to higher levels of student self-esteem, academic achievement, and improved relationships in schools and families.

Classroom Book Sets with Standards Based Unit Plans and Activities

Classroom Book Sets with Unit Plans to Address Rigorous Content Standards: There are a variety of classroom sets at each grade level available for checkout to teachers. These sets come complete with a unit plan and activities that address today's expectations in regard to text complexity in both fiction and informational text. Contact your BCSCR Regional Coordinator for more information or go to [bcscr.3riversed.org](http://bcscr.3riversed.org) in the 'Schools' tab and the 'Unit Plan' link to view/print the materials.

Professional Development Funds Available to Your District

As a participating district with the BCSCR Literacy Grant, there is funding for professional development available to support training in the area of literacy. Contact your BCSCR Regional Coordinator for more information.

What other opportunities are available? BCSCR is flexible in our approach to professional development support. District and school administrators determine critical areas for enhancing reading instruction and the professionals who would most benefit from additional professional development. The number of hours for professional development 'allocated' to each district reflects the district size, i.e., districts with more students have more hours to use on critical professional development topics so that teachers from multiple school sites may participate.

Contact your BCSCR Regional Coordinator - Go to [bcscr.3riversed.org](http://bcscr.3riversed.org) for a list of coordinators and contact information.

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