

Virginia's Early Reading Interventions Symposium
Early Intervention Reading Initiative, PALS, Reading First
Doubletree Hotel Charlottesville
April 1 or 2, 2008
Tentative Overview

Session Descriptions

- Session A: Creating a Bookroom Using Student Data** – Learn the steps for creating or updating a school's bookroom using students' reading level data.
- Session B: Creating and Managing K-3 Literacy Work Stations** – Discuss ideas for creating meaningful literacy workstations for students who are not engaged in small group literacy instruction with the teacher.
- Session C: Matching Students to Text: The Role of Instructional and Independent Reading Levels** – Examine ways to choose the appropriate level text for targeted fluency and comprehension instruction.
- Session D: Using Data to Form Groups and Plan Instruction for Reading and Spelling/Phonics** – Learn how to form instructional reading groups and plan differentiated instruction using grouping features and reports from the PALS Web site.
- Session E: Teaching Content with Multiple Levels of Text** – Learn to create units for content area subjects that use multiple levels of instructional text.
- Session F: Professional Development through Learning Communities: Small-Group Reading Instruction** – Discuss ways to use a common text for professional development in your school.
- Session G: Using Data Files to Examine and Track Instructional Reading Levels** – Examine downloadable PALS data to monitor and track student growth in instructional reading levels.
- Session H: The Role of EIRI and PALS in Response to Intervention (RtI)** – Learn how Virginia's Early Intervention Reading Initiative (EIRI) and PALS provide an existing infrastructure for RtI in grades K-3 for reading.
- Session I: Progress Monitoring Using PALS Quick Checks** – Discover new ways of monitoring student progress in between screening windows using PALS Quick Checks, now available on the PALS Web site.
- Session J: Information for New Division Representatives** – Hear an overview of the PALS division representative role, including information on materials, screening windows, score entry, communication with schools, teacher training, intervention, and data.