

## Reaching the First Reading Benchmark: Effective Classroom Strategies and Materials to Use with Primary Students



**Debbie Divers Gray**

October 8

Friday, 8:30 a.m. – 4:00 p.m.\*

UO Baker Downtown Center, Eugene

*Grades K-4*

Are you wondering how you can find the time to refine and better align your instruction to the state standards? Oregon Department of Education Benchmark I Reading trainer and an experienced classroom teacher of grades K-4, Debbie Gray specializes in providing practical, easy-to-implement, and efficient resources to teachers who want to better meet the needs of their students.

In this presentation, Debbie will share materials she uses in her own classroom and demonstrate specific strategies for helping students meet and exceed the state standards for accuracy, fluency, and comprehension. The materials and strategies presented are appropriate for classroom teachers, specialists, and educational assistants and can be used during both whole-group and small group instruction.

## Teaching Writing from the Inside Out



**Vicki Hannah Lein**

October 21

Thursday, 8:30 a.m. – 4:00 p.m.\*

UO Baker Downtown Center, Eugene

*Grades 5-9*

This workshop will share strategies to develop involved and confident writers. When teachers teach writing “from the inside out” they can help students enjoy the act of writing, making all the painstaking work of editing and getting conventions correct make sense.

### Participants will learn how to:

- help students transform standard writing prompts into missions they will take on with enthusiasm
- teach narrative, informative, and persuasive writing
- use current brain research and the multiple intelligences to motivate even their most reluctant writers
- trust their own ability as a writer

\*An extended session for credit participants follows the workshop.

**Visit us online at: [center.uoregon.edu/edu](http://center.uoregon.edu/edu)**

## Event Overview

### Fall Term

#### Reaching the First Reading Benchmark

Debbi Divers Gray

October 8

#### Teaching Writing from the Inside Out

Vicki Hannah Lein

October 21

#### Becoming Literate — One Step at a Time: Focus on Writing For Young Children

Darla Wood Walters

November 19

### Winter Term

#### Differentiating Instruction without Guilt

Larry Lewin

February 2

#### Scientific Inquiry for Secondary Teachers

Judy Francis

February 11

All workshops held at the UO Baker Downtown Center, located at 975 High Street, Eugene, Oregon.

[center.uoregon.edu/edu](http://center.uoregon.edu/edu)  
**(541) 346-4231**  
[ed2000@continue.uoregon.edu](mailto:ed2000@continue.uoregon.edu)



UNIVERSITY  
OF OREGON

## Academic Credit

One unit of academic credit is available (Pass/No Pass grade option only) for most Education 2000+ workshops; both graduate and undergraduate credit options are offered. There is an additional \$62 fee for credit registration. Registration and payment for credit will take place at the workshop site. Credit requirements will be available on-site, or can be requested a week ahead by calling Ruth Heller at (541) 346-4231.

To meet the University requirements for hours of in-class or contact time, some extended sessions and distance learning components will be required for the day-long workshops. These may include lunch assignments, post-workshop sessions, and activities such as follow-up discussions with the presenter and/or an on-line assignment.

Participants will also be required to complete an out-of-class assignment. These assignments generally include some required reading and a reaction paper or project that allows participants to apply what has been learned at the workshop; the assignment is flexible so that it will be applicable and relevant to the participant's situation. The due date for the paper/project is usually four to six weeks after the workshop. There may be additional cost for the required reading materials; if a book is required, we try to have copies available for sale at the workshop and on reserve at the University library.

**One quarter hour of academic credit is equivalent to 20 PDUs.**

## PDUs

All participants will receive a certificate of participation that verifies the number of hours of instruction associated with the workshop and the equivalent number of PDUs.

## Becoming Literate – One Step at a Time: Focus on Writing For Young Children

**Darla Wood-Walters**

November 19

Friday, 8:30 a.m. – 4:00 p.m.\*

UO Baker Downtown Center, Eugene

Grades K-2

Interweave Reading AND Writing into a dynamic literacy program that progresses from day to day with purpose and direction.

- Discover and develop the powerful tool of Teacher Model Writing
- Organize and implement a balanced writing program that utilizes:
  - Daily Writing
  - Conferencing
  - Publishing
  - Guided Writing
- Engage in appropriate, meaningful assessment that guides your teaching and helps students and parents clearly understand growth and progress.
- Empower children with confidence and encouraging risk-taking, sparking the belief within the child: I AM A WRITER!

## Differentiating Instruction without Guilt: Practical ways to address student differences



**Larry Lewin**

February 2

Wednesday, 8:30 a.m. – 4:00 p.m.\*

UO Baker Downtown Center, Eugene

Grades 6-12

In this workshop you'll explore ways of modifying instruction through a variety of differentiation strategies. Learn how to offer tiered assignments to meet different ability levels rather than creating individualized learning for all your students. Also learn how to use flexible grouping, not permanently tracked ability groups, to match assignments with your students' levels and interests.

The instructor will share proven examples from middle and high school teachers who have fine-tuned their teaching to address different learners' needs. You will be given time to analyze and critique these examples in a process of modifying your own teaching.

### Sample topics addressed:

- how to take a solid baseline assignment and add tiered levels for diverse abilities
- how to create temporary, flexible groups
- how to use mini-assessment tasks to quickly assess your students
- how to add more student choice to your curriculum without causing yourself nightmares
- how to incorporate a variety of learning modes to address differing student needs

## Scientific Inquiry for Secondary Teachers

**Judy Francis**

February 11

Friday, 8:30 a.m. – 4:00 p.m.\*

UO Baker Downtown Center, Eugene

Grades 8-10

The state standards place an emphasis on performance and understanding of scientific inquiry, yet science textbooks often resemble cookbooks that provide recipes for experiments. Participants will learn how to transform standard lab activities into explorations of the scientific inquiry process. Judy will use a variety of hands-on activities to demonstrate strategies for setting up problems that help students develop a functional understanding of scientific inquiry and the nature of science.

*A complete description of this workshop will be available after January 1. Please check our website for updates.*

\*An extended session for credit participants follows the workshops.

**Visit us online at:**  
**[center.uoregon.edu/edu](http://center.uoregon.edu/edu)**

## Want to Take a UO Class this Fall at Home or Anywhere?

### Sign up Today!

UO Distance Education offers a variety of undergraduate classes available through online delivery. Courses follow the regular term schedule, and provide the same UO credit as courses taken on-campus. Examples of classes being offered in fall term include:

- AAD 250 – Art and Human Values
- GEOL 306 – Volcanoes and Earthquakes
- GEOL 310 – Earth Resources and the Environment
- PHYS 162 – Solar and Renewable Energy

For a complete listing of available courses visit us online at:  
**[de.uoregon.edu](http://de.uoregon.edu)**



UNIVERSITY OF OREGON

## Presenters

**Debbie Divers Gray** is an Oregon Department of Education trainer for the third grade reading benchmark. She currently teaches at Elizabeth Page Elementary in Springfield and has been a classroom teacher for over twenty years. Debbie has taught kindergarten through fourth grade and has given workshops around the state on multi-age classrooms, integrated language arts, and writer's workshops. An enthusiastic presenter, Debbie provides practical ideas for implementing theory into practice.

**Vicki Hannah Lein**, B.A. English and M.S. Counseling, is a published author who has worked with all age levels and abilities. She is an international speaker, poet, singer/songwriter, playwright, and comedienne. Her presentations are lively, practical, and even transformational.

**Darla Wood-Walters** has over twenty-six years of teaching experience, working as a K-3 classroom teacher, teacher of the handicapped, and as a reading clinician. Her experiences have honed her knowledge of what will and will not work with students at the emergent, developing and early fluency levels of literacy. Darla is well known as an international presenter and as the author of a video series on writing with young children.

**Larry Lewin**, a classroom teacher for 24 years at the elementary, middle, and high school levels in Oregon, now consults nationally on educational topics.

He is the co-author of *Great Performances: Creating Classroom-based Assessment Tasks*, (ASCD, 1998), *Using the Internet to*

*Strengthen Curriculum* (ASCD, May, 2001), and *Paving the Way: Removing Obstacles for Reading and Writing in Grades 6-12* (Jossey-Bass), 2003.

**Judy Francis**, M.S. Biology, is currently an adjunct instructor in Teacher Education at the University of Oregon College of Education. Prior to her work at the university she taught at the high school level for five years and was a science middle school science teacher for 32 years. Judy has also participated in intensive trainings with agencies such as the National Science Resource Center and Classrooms for the Future.

