



95 Percent Group's Fall Institute on

Common Core State Standards (CCSS) and  
Implementing Response to Intervention (RTI)

*Featuring  
Dr. Louisa C. Moats  
as  
Keynote Speaker*

***November 6-7, 2012***

**Harper College  
Wojcik Conference Center  
1200 West Algonquin Road  
Palatine, IL 60067**

**95%**  
GROUP INC.  
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**Education Consulting and  
Professional Development**

*95 percent of students reading at  
grade level... an achievable goal*

# 95 PERCENT GROUP FALL INSTITUTE Common Core State Standards and Implementing Response To Intervention

## Dr. Louisa C. Moats as Keynote Speaker

Louisa C. Moats, EdD will be the keynote speaker on November 6th. Dr. Moats is the creator of LETRS (Language Essentials for Teachers of Reading and Spelling), which is a professional development series that provides foundational knowledge about reading development and research-based instructional practices. She was director of the NICHD Early Reading Interventions Project in Washington, D.C. and worked in the mid-90s on the California Reading Initiative as a Distinguished Visiting Scholar at the Sacramento County Office of Education. She is author of many books and journal articles on reading and spelling including 3 books co-authored with Dr. Susan Hall, *Straight Talk About Reading*, *Parenting a Struggling Reader*, and the 2nd edition of *LETRS module 7* on Phonics and Word Study.



## Opening Session: *CCSS and RTI: Conflicted or Complementary Initiatives?*

In her opening session, Dr. Moats will discuss the differences between CCSS and RTI. Response to Intervention is a process for identifying students at risk, pinpointing their instructional needs, and providing focused interventions that will prevent and ameliorate academic learning difficulties. Common Core State Standards, in contrast, focus on raising academic performance in all students and preparing them for college and career after high school. The keynote addresses how these two apparently contradictory frameworks can coexist and complement one another in our schools and classrooms.

## Schedule

### TUESDAY, NOVEMBER 6TH

8:30-8:45	8:45-10:15	10:30-11:45	11:45-12:45	12:45-2:00	2:15-3:30
	<b>CCSS/RTI SESSION:</b>	<b>CCSS/RTI SESSION:</b>		<b>CCSS SESSION:</b>	<b>CCSS SESSION:</b>
		<b>The Integration of CCSS with RTI: Informal Discussion</b> All Grades <i>Louisa Moats and Susan Hall</i>		<b>Teaching Students to Compare Multiple Sources</b> CCSS Standards 7 & 9 Grades 3-8 <i>Sandy Davis</i>	<b>Standards 101</b> CCSS Standards 1-10 All Grades <i>Susan Hall &amp; Judie Caroleo</i>
		<b>Effective Phonics Using Phonics Chip Kit: Basic</b> Grades 1-6 <i>Julie Daniel</i>		<b>DEPTH OF INSTRUCTION SESSION:</b>	
				<b>Teaching Older Struggling Readers to Read Multisyllabic Words Using Routines</b> Middle School <i>Julie Daniel</i>	
	<b>Keynote</b> <i>Louisa Moats</i> <b>CCSS and RTI: Conflicted or Complementary Initiatives?</b> <i>Auditorium</i>	<b>The Building Blocks of Fluency</b> Grades 1-6 <i>Debbie Frey</i>	<b>LUNCH</b>	<b>New Session!</b> <b>Creating a Culture of High Expectations</b> All Grades <i>Joyce Flowers</i>	<b>Morphology</b> CCSS Standard 3 Grades 4-6 <i>Debbie Frey</i>
<b>Welcome and Kickoff Session</b> <i>Susan Hall</i> <i>Auditorium</i>		<b>NWF: Pinpointing Skill Deficits and Providing Interventions</b> Grades K-2 <i>Gaye Heath</i>		<b>CCSS SESSION:</b>	<b>CCSS SESSION:</b>
				<b>Learning to Use Text Features</b> CCSS Standard 5 Grades 1-6 <i>Gaye Heath</i>	<b>Author's Point of View: Does the Evidence Support the Claims?</b> CCSS Standard 8 Grades 2-12 <i>Diane Merkel</i>
				<b>CCSS SESSION:</b>	<b>CCSS SESSION:</b>
				<b>CCSS Readiness Skills</b> Grades PreK-1 <i>Debbie Frey</i>	<b>Maximizing Core (Tier 1) Instruction</b> Grades K-6 <i>Sandy Davis</i>

# 95 PERCENT GROUP FALL INSTITUTE Common Core State Standards and Implementing Response To Intervention

## WEDNESDAY, NOVEMBER 7TH

8:30-10:00	10:15-11:30	11:30-12:30	12:30-1:45	2:00-3:00
CCSS SESSION:				
Depth of Instruction Session: Demystifying the Common Core State Standards CCSS Standards 1-10 All Grades Susan Hall			What's New? <i>Phonics Lesson Library (PLL)</i> Updates Grades 1-6 Julie Daniel	Tips for Effective Grade Level Team Meetings Grades 1-6 Sandy Davis
Tier 3: What Now? Roundtable Discussion All Grades Gaye Heath	Middle School Comprehension Grades 6-8 Diane Merkel		DEPTH OF INSTRUCTION SESSION:	CCSS SESSION:
			Effective Comprehension Instruction Using Manipulatives: Comprehension Blueprint Grades 3-6 Diane Merkel	Supporting Inferences with Textual Evidence CCSS Standard 1 Grades 1-8 Julie Daniel
95% Kids: Enrichment for Above Benchmark Readers Grades 1-6 Julie Daniel	There's an App for That! Student Engagement Using iPad Apps All Grades Debbie Frey/JoAnne Quinn	LUNCH	CCSS SESSION:	
			Structural Elements of Poetry: CCSS Standard 5 Grades 3-8 Gaye Heath	Using the Phonological Awareness Blueprint Grades PreK-1 Debbie Frey
Fun with Decoding: Making Sense of Phonics Patterns Grades 1-6 Diane Merkel	CCSS SESSION:			
	Analyzing the Author's Word Choice CCSS Standard 4 Grades 1-8 Sandy Davis		Using an Interactive Whiteboard to Enhance Instruction All Grades Debbie Frey	Meeting the Needs of English Language Learners Grades PreK-6 Gaye Heath
Teaching Blending to Non-Blenders Grades PreK-2 Sandy Davis	Decoding Two Syllable Words in the Early Primary Grades Grades 1-2 Julie Daniel		Comparison of Small Group Instruction During Tier 1 and Tier 2 PreK-6 Sandy Davis	

## Session Descriptions

### Recommended Sessions by Position—Key to Color Coding & Abbreviations:

**Administrators** = Ad  
 **Reading Coaches** = RC  
**Teachers, Grades PreK-1** = TPreK-1  
**Teachers, Grades 1-2** = T1-2  
**Teachers, Grades 3-6** = T3-6  
**Teachers, Middle School** = TMS  
**Teachers, Special Education** = SpEd

### Session Types:

**Breakout Session:** Regular conference sessions on various subjects.

**Round Table Discussion:** Discussion on topic with 95 Percent Group moderator.

**Depth of Instruction Session:** Dig deeper into teaching techniques using 95 Percent Group products. Modeling of instruction and practical uses will be shown.

### Tuesday: 8:45 – 10:15

#### OPENING SESSION: CCSS and RTI: Conflicted or Complementary Initiatives? (all participants) - *Louisa Moats*

This opening session is for all attendees. Response to Intervention is a process to identify struggling readers and provide interventions on specific skill deficits. Common Core State Standards are based on the expectation that the purpose of education is to prepare students for college and careers. The keynote addresses how these two important frameworks are able not only to exist, but thrive in our schools and classrooms working together to better meet the needs of our students.

### Tuesday: 10:30 – 11:45

#### Informal Discussion on the Integration of CCSS with RTI

Ad TPreK-1 T1-2 T3-6 TMS RC SpEd

Join an informal discussion of how the emphasis of the higher level comprehension skills of the CCSS can thrive alongside the framework of your RTI structure. Topics will include; how do we find the time to do it all? What would the structure look like? How do we enable all students to be exposed to the text complexity necessary to master the standards even if they are unable to read at grade level?

# 95 PERCENT GROUP FALL INSTITUTE

## Common Core State Standards and Implementing Response To Intervention

### Tuesday: 10:30 – 11:45 (continued)

#### Effective Phonics Using Phonics Chip Kit: Basic

**T1-2 T3-6 TMS RC SpEd**

The benefit of using manipulatives has long been documented, especially in teaching students who struggle. Learn how to use chips to direct students' attention to identifying individual phonemes in words and analyzing sound-spelling patterns.

#### The Building Blocks of Fluency

**T1-2 T3-6 TMS RC SpEd**

Some students who have mastered the decoding of words still are not fluent readers. Participants will explore how to build fluency at each step of the reading process.

#### NWF: Pinpointing Skill Deficits and Providing Interventions

**TK-2 RC SpEd**

Students can struggle with the word reading measure of Nonsense Word Fluency (NWF) due to many reasons. Learn how to pinpoint each student's specific skill deficits and provide applicable interventions.

### Tuesday: 12:45 – 2:00

#### Teaching Students to Compare Multiple Sources – CCSS Standards 7 & 9

**T3-6 TMS RC SpEd**

Two of the standards require students to compare multiple sources on a topic. In standard 7 students compare the experience of reading the text with a multimedia version such as video, audio, or live performance. Standard 9 describes the skill of being able to compare and contrast two texts that address a similar theme or topic. See examples of instruction that prepares students to compare multiple sources on a topic.

#### New Session! Creating a Culture of High Expectations

**Ad TPreK-1 T1-2 T3-6 TMS RC SpEd**

Joyce Flowers is the principal of the highest achieving public elementary school in Arizona based on the state's AIMS assessment both in achievement and student growth. Join her for an informal session as she shares insights into how she and the educators at her school created a learning environment that fosters both high student achievement and high expectations.

#### Learning to Use Text Features – CCSS Standard 5

**T1-2 T3-6 RC SpEd**

Text features enable readers to absorb information more quickly and hone in on what is most important. In this session, ideas for how to teach students to know and use text features will be shared. This session is aligned with CCSS Reading Informational Standard 5.

#### CCSS Readiness Skills

**TPreK-1 RC SpEd**

Students in prekindergarten and kindergarten will benefit from exposure to the early levels of literature and informational comprehension. This session will give ideas of how to engage students in asking questions and retelling stories.

### Tuesday: 12:45 – 3:30

#### DEPTH OF INSTRUCTION SESSION: Teaching Older Struggling Readers to Read Multisyllabic Words Using Routines

**T3-6 TMS RC SpEd**

The task of decoding or pronouncing longer words is often a challenge for many students in grades 3 and above. Participants will learn and actively work with a routine designed to help students read multisyllabic words by

recognizing patterns, identifying correct vowel sounds, and applying syllable division rules. The routines, which are part of the *Blueprint for Intervention: Multisyllable Routine Cards*, are ideal as a supplement to whole class instruction, or to use as part of a small group intervention lesson.

### Tuesday: 2:15 – 3:30

#### Standards 101 – CCSS Standards 1-10

**Ad TPreK-1 T1-2 T3-6 TMS RC SpEd**

Have you heard the term “unpacking the standards”? Join this session for an overview of the 10 standards for reading. Presenter will lead participants through several activities to understand what the 10 standards cover, and how they build in complexity across the grade levels.

#### Morphology – CCSS Standard 3

**T4-6 RC SpEd**

Discover an engaging way to have students increase their comprehension and vocabulary skills by learning morphemes. Students who know that *fract* means “to break” now are able to unlock the meaning of the words *fractional* and *fracture*. This session is aligned with CCSS Reading Foundational Standard 3a.

#### Author's Point of View: Does the Evidence Support the Claims? – CCSS Standard 8

**T3-6 TMS RC SpEd**

Students who are college and career ready must engage in reading that enables them to think critically about what they have read including identifying the author's purpose and point of view. Younger students must learn to identify the reasons an author provides to support a viewpoint, and older students must evaluate if the evidence presented sufficiently supports the claims made. Learn how to teach this skill.

#### Maximizing Core (Tier 1) Instruction

**TK-1 T1-2 T3-6 TMS RC SpEd**

Effective Tier 1 instruction is a foundation for an effective RTI framework in a school. Tier 1 instruction must be effective so that fewer students require Tier 2 or Tier 3 intervention. To improve their school's Tier 1 instruction, participants will learn how to align basic reading processes with state standards, curriculum, quality instruction, and use of materials.

### Wednesday: 8:30 – 11:30

#### DEPTH OF INSTRUCTION SESSION: Demystifying the Common Core State Standards – CCSS Standards 1-10

**Ad T1-2 T3-6 TMS RC SpEd**

Delve deeper into the CCSS and how they will impact the way we currently teach. During this session participants will study each standard in depth. Common Core State Standards expect students to compare and contrast, analyze, evaluate and reason. This session will discuss ideas for how we can ensure educators recognize and embrace the challenge.

### Wednesday: 8:30 – 10:00

#### Tier 3: What Now? Roundtable Discussion

**Ad T1-2 T3-6 TMS RC SpEd**

Participants will discuss how they are currently meeting the needs of the students who are not making progress in Tier 2.

#### 95% Kids: Enrichment for Above Benchmark Readers

**T1-2 T3-6 TMS RC SpEd**

*Help! What do I do with the rest of them?* Students who have reached

benchmark and do not require intervention must still be actively engaged. Learn strategies, such as higher-level brain boosters, to keep students actively learning during intervention time.

## Fun with Decoding: Making Sense of Phonics Patterns

**T1-2 T3-6 TMS RC SpEd**

It's easy to believe that there is minimal rationale for how phonics patterns in words are spelled in English. Learn how to make sense of many of our English phonics patterns in a fun and engaging way.

## Teaching Blending to Non-Blenders

**T PreK-1 T1-2 RC SpEd**

Do you have students who are having difficulty blending? Or students who can't get past sounding out every letter of a word? Learn strategies to move students to whole-word reading and to help them increase accuracy and fluency.

## Wednesday: 10:15 – 11:30

### Middle School Comprehension

**TMS RC SpEd**

With the widespread adoption of the Common Core State Standards, teachers are finding that students need explicit instruction on how to comprehend fictional and informational text. These sets of lessons will model for students how good readers think about and interact with text to increase their comprehension. The lessons begin by having the students use text features and story elements to identify textual evidence that is then used for inferring, analyzing, and synthesizing text.

### There's an App for That! Student Engagement Using iPad Apps

**Ad T1-2 T3-6 TMS RC SpEd**

iPad Apps are an ideal tool for active student engagement. Learn how to maximize the use of iPad Apps to increase student learning.

### Analyzing the Author's Word Choice – CCSS Standard 4

**T1-3 T3-6 TMS RC SpEd**

Standard 4 describes the ability to not only understand the words but also analyze WHY the author chose those words. This standard reaches well beyond identifying figurative and connotative expressions. Learn how to teach your students analytical techniques so they will comment on how the author's choice of words impacts the tone and conveys meaning.

### Decoding Two Syllable Words in the Early Primary Grades

**T1-2 RC SpEd**

CCSS lay the framework for students in the early primary grades to read two syllable words which follow basic patterns. Learn strategies to teach first and second graders to decode a two syllable word. This session is aligned with CCSS Reading Foundational Skills Standard 3e.

## Wednesday: 12:30 – 1:45

### What's New? *Phonics Lesson Library* Updates

**T1-2 T3-6 TMS RC SpEd**

The presenter will review and demonstrate the new features of the 2012–13 *Phonics Lesson Library*. Come and hear about the exciting new daily lesson plan format this year.

### DEPTH OF INSTRUCTION SESSION: Effective Comprehension Instruction

#### Using Manipulatives: Comprehension Blueprint

**T3-6 TMS RC SpEd**

This in-depth session on the *Comprehension Blueprint, Elementary*

*Version* program provides lessons to instruct students in comprehension strategies in grades three through six. This multisensory blueprint combines gestures and graphic organizers with explicit instruction to maximize student understanding of the processes that good readers use to comprehend text. The students use chips to focus their attention on specific details and elements of the story to teach them that comprehending what they read is an interactive process, not just something done at the end of the text.

### Structural Elements of Poetry – CCSS Standard 5

**T3-6 TMS RC**

Students need to know the structural elements of a poem and what makes it different than drama and prose. Learn how to engage students in discussing poetry and how the stanzas fit together to provide the overall structure of the poem. This session aligns with CCSS Reading Literature-Standard 5.

### Using an Interactive Whiteboard to Enhance Instruction

**Ad T1-2 T3-6 TMS RC SpEd**

Observe a demonstration of an interactive whiteboard in teaching 95 Percent Group's lessons, including lessons from the several products. Using an interactive whiteboard while teaching whole-group lessons not only allows all students to see, but also allows them to sort words and pictures increasing interaction.

### Comparison of Small Group Instruction During Tier 1 and Tier 2

**TPreK-1 T1-2 T3-6 TMS RC SpEd**

Small group instruction is an essential component of both Tier 1 and Tier 2. Learn the important differences between the purpose of the small group, the content covered within the group, and the members of the group.

## Wednesday: 2:00 – 3:00

### Tips for Effective Grade Level Team Meetings

**T1-2 T3-6 TMS RC SpEd**

Hear practical ideas for how to help grade level teams get organized about discussing RTI data in grade-level team meetings. We will share sample agendas, forms for keeping track of the grade level's data, and a template for meeting notes to follow the meeting.

### Supporting Inferences with Textual Evidence – CCSS Standard 1

**T1-2 T4-6 TMS RC SpEd**

Standard 1 focuses on reading the text closely to determine what it says explicitly as well as what is inferred. Students at the early elementary grade levels need to be able to ask and answer questions about the text. Starting at 4th grade, students need to make inferences, which must be supported through articulating the background knowledge and textual evidence that led to the inference. The presenter will model instruction to develop this skill.

### Using the Phonological Awareness Blueprint

**TPreK-1 RC SpEd**

The *Phonological Awareness Blueprint* is a guide that provides teachers with instructional procedures to explicitly teach phonological awareness skills to students. Learn how it will benefit your students.

### Meeting the Needs of English Language Learners

**TPreK-1 T1-2 T3-6 TMS RC SpEd**

It's important for educators to use the research on effective instruction for English language learners. Awareness of letter-sound correspondences and phonics patterns unique to English provides valuable insights.

# 95 PERCENT GROUP FALL INSTITUTE

## Common Core State Standards and Implementing Response To Intervention

### Presenter Biographies

**Susan Hall, EdD**, specializes in teacher training and early reading. She is Founder and President 95 Percent Group Inc. The company provides consulting and teacher training to districts and schools for Response to Intervention in reading. Susan is a nationally certified trainer of DIBELS® and LETRS®. She is author of *Implementing Response to Intervention: A Principal's Guide, I've DIBEL'd, Now What?*, and *Jumpstart RTI: Using RTI in Your Elementary School Right Now*. She is coauthor with Louisa Moats of two books, *Straight Talk About Reading* and *Parenting a Struggling Reader*, as well as *LETRS Module 7: Teaching Phonics, Word Study, and the Alphabetic Principle, Second Edition*.

**Diane Merkel** is the Vice President of Consulting Services for 95 Percent Group. Before joining the company, Diane was the K–6 Reading Content Specialist for five years for a large district in Arizona, and before that, she was a classroom teacher for more than twenty years. She has served as adjunct faculty at Mesa Community College and Arizona State University. Diane holds a Master's Degree in Elementary Education from Northern Arizona University.

**Gaye Heath** is a 95 Percent Group Client Manager. Before joining 95 Percent Group, Gaye was a district professional development instructional specialist. Gaye has more than 20 year of classroom experience in middle schools. She was a basic skills resource specialist and an adjunct professor at Maricopa Community College. Gaye holds a Master of Arts in Educational Leadership with endorsements as a Reading Specialist and English as a Second Language.

**Julie Daniel** is currently a Senior Consultant for 95 Percent Group. She was a classroom teacher, a Title I reading teacher and district-wide reading liaison, and co-coordinator of her district's Reading First grant. Julie holds a Master of Science degree from Texas A & M University.

**Sandra Davis** is a Consultant for 95 Percent Group. Before joining the company, Sandy taught primary grades in public schools for more than

twenty years. She is a former reading coach and Reading First technical assistant. She has a Master of Education and Reading Specialist Certification from Shippensburg University in Pennsylvania.

**Deborah Frey** is a 95 Percent Group Consultant. She has been the program coordinator for a Beginning Teacher Mentoring program, a new teacher recruiter, a Reading First literacy leader, a summer reading academy director, a classroom teacher, an online reading course facilitator, a preschool director, and an adjunct college professor. Debbie has a Doctorate of Education in Educational Leadership, a Master of Arts in Education (Curriculum), and a Reading Specialist Certification (K–12) from Union University in Tennessee. Her Bachelor's Degree in Early Childhood Education is from the University of Maryland.

**Judie Caroleo**, Reading ASSIST® Institute's Director of Instruction, has more than 20 years experience in classroom instruction, program development, implementation, assessment, and professional development. Judie is a certified trainer for Language Essentials for Teachers of Reading and Spelling (LETRS®), 95 Percent Group's *Blueprint for Intervention: Phonological Awareness*, and Next STEPS in Literacy Instruction. Prior to her current position, she played a key role in implementing research-based instruction in elementary classrooms in New Jersey, where she served as a Classroom Interventionist from 1992 to 2003. Judie is currently supporting the implementation of multiple RTI initiatives in Delaware, New Jersey, Maryland, and Pennsylvania. She is the engineer of RAI's current Professional Development curriculum and its principal implementer.

**Joyce Flowers, EdD**, is a career educator, earning a Bachelor of Science degree from Rockhurst University, and a Masters and Doctorate from the University of Kansas. She has researched the components associated with school effectiveness and organizational change. She has been principal of Madison Simis for 8 years.

### Registration

**Institute pricing: \$225** (fee includes materials and continental breakfast and lunch for both days).

**Early Bird Special:** Register by **October 15th** to receive a discounted price of **\$199**.

**Group Pricing:** 95 Percent Group is pleased to offer 1 free registration with every 3 paid registrations.

**To register**, complete the attached registration form and fax to: **847-793-0033**; or register online at [www.95percentgroup.com](http://www.95percentgroup.com). **Hurry! Registration deadline is November 1st.**

**Cancellation/Refund Policy:** *Registrations/cancellations/substitutions will be accepted, with full refund, until September 24th. Organizer reserves the right to cancel. In such case, full refunds will be made.*

Conveniently located on Harper College's Palatine campus, and easily accessible from major roadways and O'Hare Airport, the Wojcik Conference Center offers free adjacent parking. A wide variety of hotel accommodations, dining and entertainment opportunities are nearby. Please visit [www.harpercollege.edu/wcc](http://www.harpercollege.edu/wcc) for directions to the Wojcik Conference Center.

**(Please note:** recording or videotaping sessions is prohibited.)

# *Common Core State Standards & Implementing Response to Intervention*

A Fall Institute  
Wojcik Conference Center, Harper College, 1200 West Algonquin Road,  
Palatine, IL 60067  
November 6 & 7, 2012

*Presented by 95 Percent Group Inc.*

**REGISTRATION:** Please fill out a separate registration and breakout session form for each participant.

## **CONTACT INFORMATION:**

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_  
School: \_\_\_\_\_ District Name and #: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Work E-mail Address: \_\_\_\_\_ Home E-mail Address: \_\_\_\_\_  
Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
Fax: \_\_\_\_\_ School Tax Exempt #: \_\_\_\_\_

**REGISTRATION & FEES: \$225 (Call for discount on groups of 3 or more). Early Bird Special: Register by October 15th to receive a discounted price of \$199.** *(Fee includes materials, continental breakfast, and lunch both days)*

## **PAYMENT INFORMATION:**

Enclosed is check # \_\_\_\_\_ or Purchase Order # \_\_\_\_\_ or  
Credit Card # \_\_\_\_\_ Billing Zip Code: \_\_\_\_\_ Expiration Date: \_\_\_\_\_ Security Code: \_\_\_\_\_

*(Please make checks and purchase orders payable to **95 Percent Group Inc.**)*

**Total Enclosed \$** \_\_\_\_\_

- Registration forms cannot be processed without full payment or a purchase order accompanying this form.  
(If the institute is full, your registration and check will be returned via USPS.)
- Registrations/cancellations/substitutions will be accepted, with full refund, until **September 24, 2012**.

## **REGISTRATION CONFIRMATION:**

Registration Confirmation will be e-mailed to your home or work e-mail on **October 29, 2012**. Please bring a copy of the Registration Confirmation to the Institute. **If you do not receive an e-mail confirmation, you are not registered, please contact us at 847-499-8217.**

*(Please note: recording or videotaping sessions is prohibited.)*

## **MAIL OR FAX BOTH PAGES OF REGISTRATION FORM WITH PAYMENT TO:**

**Fall Institute Registrations**  
95 Percent Group Inc.  
475 Half Day Road, Suite 350, Lincolnshire, Illinois 60069  
Fax 847-793-0033

# Breakout Session Registration

(Please note: recording or videotaping sessions is prohibited.)

Name: \_\_\_\_\_

Please register for the following breakout sessions (Check one session per time slot):  
For complete topic descriptions and presenter biographies visit [www.95percentgroup.com/content/workshops](http://www.95percentgroup.com/content/workshops).

## **Tuesday, November 6, 2012**

### **10:30-11:45 a.m.**

- The Integration of CCSS with RTI: Informal Discussion
- Effective Phonics Using Phonics Chip Kit: Basic
- The Building Blocks of Fluency
- NWF: Pinpointing Skill Deficits and Providing Interventions

### **12:45-2:00 p.m.**

- Teaching Students to Compare Multiple Sources CCSS Standards 7 & 9
- Creating a Culture of High Expectations
- Learning to Use Text Features CCSS Standard 5
- CCSS Readiness Skills

### **12:45-3:30 p.m.**

- Depth of Instruction Session: Teaching Older Struggling Readers to Read Multisyllabic Words Using Routines

### **2:15-3:30 p.m.**

- Standards 101 – CCSS Standards 1-10
- Morphology – CCSS Standard 3
- Author's Point of View: Does the Evidence Support the Claims? CCSS Standard 8
- Maximizing Core (Tier 1) Instruction

## **Wednesday, November 7, 2012**

### **8:30-10:00 a.m.**

- Tier 3: What Now? Roundtable Discussion
- 95% Kids: Enrichment for Above-Benchmark Readers
- Fun with Decoding: Making Sense of Phonics Patterns
- Teaching Blending to Non-Blenders

### **8:30-11:30 a.m.**

- Depth of Instruction Session: Demystifying the Common Core State Standards - CCSS Standards 1-10

### **10:15-11:30 a.m.**

- Middle School Comprehension
- There's an App for That! Student Engagement Using iPad Apps
- Analyzing the Author's Word Choice - CCSS Standard 4
- Decoding Two Syllable Words in the Early Primary Grades

### **12:30-1:45 p.m.**

- What's New? *Phonics Lesson Library (PLL)* Updates
- Depth of Instruction Session: Effective Comprehension Instruction Using Manipulatives: Comprehension Blueprint
- Structural Elements of Poetry - CCSS Standard 5
- Using an Interactive Whiteboard to Enhance Instruction
- Comparison of Small Group Instruction During Tier 1 and Tier 2

### **2:00-3:00 p.m.**

- Tips for Effective Grade Level Team Meetings
- Supporting Inferences with Textual Evidence - CCSS Standard 1
- Using the Phonological Awareness Blueprint
- Meeting the Needs of English-Language Learners

#### **QUESTIONS:**

Call: 1-847-499-8206

E-mail: [workshops@95percentgroup.com](mailto:workshops@95percentgroup.com)

Visit our website: [www.95percentgroup.com](http://www.95percentgroup.com)

*This event may be cancelled by the organizer. In such case, full refunds will be made.*