

Fan the Fire!



Fast-paced Fun with Language!

Jill Eggleton, New Zealand author and educator, will present a two-graduate credit institute focusing on the strands of Written Language (reading and writing), Oral Language (speaking and listening), and Visual Language (viewing and presenting). Teachers will have practical hands-on experience examining and working through strategies that encourage critical thinking, exploring language, and processing information. Many opportunities to practice the literacy strategies will be provided.

*Don't miss this opportunity to
learn from Jill!*

Register Now!

Space is Limited



Fargo Public Schools
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Questions?
Contact Connie Molony
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Fargo Public Schools
Presents

Jill Eggleton's Fan the Fire

A Written, Oral, and
Visual Language Institute



July 23-26, 2007

Doublewood Inn
Woodland South Room
3333 13th Ave. South
Fargo, ND

Featuring Jill Eggleton-children's author, educator, international literacy consultant

Who Should Attend?

This institute is intended for teachers of grades K-5, ELL, Title I, and Special Education. Participants will gain practical, hands-on experience in examining and working through strategies that encourage critical thinking, language exploration, and information processing. The institute will address the following balanced language curriculum:

Written Language (Reading)

How to plan a balanced program in reading by demonstrating practical and manageable ideas that include:

- The implementation of the shared reading component using the resources of Shared Book, News Book, and Poetry with a focus on comprehension and exploring language
- The implementation of guided reading at the varying levels (emergent, early, and fluent) with a focus on comprehension and exploring language
- A guide for establishing an independent reading program at the varying levels (emergent, early, and fluency)
- How to use reading texts to process information
- Choosing suitable material for shared reading, guided reading, independent, and 'reading to' students
- How to establish a reading schedule
- How to monitor and assess reading

Written Language (Writing and Spelling)

How to plan a balanced program in writing by demonstrating practical and manageable ideas that include:

- The importance of a structured plan that shows the developmental stages of writing (emergent, early, and fluency)
- The implementation of this plan in the classroom including:
 - *Writing with* – a suggestion of how and when to use this approach;
 - *Writing for* – examples of demonstrating writing in different text forms at the emergent, early, and fluency levels, with a focus on clear targets for each level
 - *Writing by* – organized independent writing at different stages of development
- How to establish a writing schedule

- A suggested spelling plan and the implementation of a program which demonstrates implicit and explicit spelling and includes the importance of phonic knowledge
- How to monitor and assess writing and spelling.

Oral Language (Speaking and Listening)

- How to plan a balanced program in oral language that includes:
 - Specific targets for the teacher and the student at the emergent, early, and fluent level, with practical models and strategies to apply in the classroom
 - The implementation of an oral plan where the functions of critical thinking, exploring language, and processing information are included
 - How to improve the quality of questioning where students explore the spoken message to gain meaning
 - Demonstration of explicit types of oral language
 - How to establish an oral language schedule

Visual Language (Viewing and Presenting)

- How to plan a balanced program in visual language that includes:
 - The implementation of a plan that includes the use of explicit and contextual visual language
 - Practical ideas to use with creative visual language
 - Suggested planning for functional visual literacy (e.g. diagrams, timelines, tables) at the beginning, developing, and competent levels
 - Achieving functional and creative visual language within a weekly plan
 - Ideas for processing information in a written and visual format

FAN THE FIRE

Where: Doublewood Inn, Fargo

When: July 23-26, 2007

Registration: July 23, 2007 – 7:30-8:30 am and
12:30 – 1:00 pm

Time: 8:30 - 11:45 am and 1:00 – 4:00 pm daily

Cost: \$200 – Registration Fee
\$ 25 – Required text: Linking the Language Strands

Registration and the required text will be provided at no cost for Fargo Public Schools Staff.

Optional NDSU credit registration will occur on July 23 at a cost of \$50.00 per credit.

REGISTRATION FORM July 23-26, 2007

Jill Eggleton's Fan the Literacy Fire Balanced Literacy Institute

Registration deadline – July 6, 2007

Sign up for:

4 day Jill Eggleton Seminar \$200

Required Text:
Linking the Language Strands \$ 25
Total \$ _____

Name _____

Home Phone _____

Email _____

Home Address _____

City _____

State _____ Zip _____

School _____ Grade _____

Method of payment:

Cash Check (Payable to Fargo Public Schools)

Registration and the required text will be provided at no cost for Fargo Public Schools Staff.

Complete and mail this form (and check) to:

Susan St. Aubyn
Curriculum & Professional Development
Fargo Public Schools District Office
415 4th St. N. , Fargo, ND 58102

Questions:

Contact Connie Molony at (701) 446-5474 or
molonyc@fargo.k12.nd.us