Training Details:
DATES: Nov. 28-29, 2018
LOCATION: Wabash Valley Education Center, 3061 Benton St., West Lafayette, IN
TIME: 8 a.m.-3 p.m.

Training Overview
In this era of high-stakes testing, it’s never been more important for students to enter into standardized assessments with essential skills and personal confidence. Throughout this two-day workshop, teachers in grades 3-12 will learn explicit literacy strategies students need in order to be successful on state and national assessments. (Specific references will be made to the new SAT, ACT, and AP exams, Indiana assessment, PARCC, & Smarter Balanced assessments.)

DAY 1
PREPARE FOR A VARIETY OF PASSAGES
1 Read multiple texts in one sitting, juggling different author ideas.

ANTICIPATE THE TASKS
2 Expect a variety of text-dependent questions that are presented in multiple formats.
3 Be familiar with academic vocabulary in order to accurately decode questions and prompts.
4 Attack questions with test-taking tips to identify the best answers.

ROOT THINKING IN TEXTUAL EVIDENCE
5 Distinguish between what counts as evidence versus what are just details from the passage.
6 Follow a process for making inferences and answering questions, even when the text is complex.
7 Include explanations that demonstrate how evidence supports an inference.

DAY 2
THINK STRATEGICALLY TO INFER AUTHOR IDEAS
8 Determine the main idea/theme of a passage and support it with textual evidence.
9 Read charts, graphs, and text features to gain information beyond what is stated in the passage.
10 Evaluate how an author feels about a topic by determining his viewpoint.
11 Draw comparisons across literature and informational texts.

SYNTHESIZE IDEAS WITHIN EXTENDED RESPONSES
12 Generate an informative or argumentative response after analyzing the literary qualities of a text.
13 Generate an on-demand research writing based on information gleaned from multiple texts.
14 Generate a narrative response that maintains the plot details from the original passage.
Three reasons to attend

1. **High-stakes testing affects everyone.**
   How students perform on standardized reading and writing tests has far-reaching implications for students, teachers, and schools. Insights into the requirements for test success are needed now more than ever before.

2. **Success on standardized tests is only part of the goal.**
   With mastery of academic standards as the ultimate goal, targeted and intentional preparation for the state assessment helps students improve as readers and writers for the test and beyond.

3. **Success on the test requires explicit instruction.**
   Kristina Smekens will share strategies to embed rigorous reading and writing instruction into your yearlong curriculum so that students are equipped with the most essential literacy skills.

Top questions teachers ask about . . .

**Preparing for standardized assessments**

- What’s different about the testing expectations under the new standards than those assessments administered previously?
- How can I intentionally prepare students for state and national assessments without simply “teaching to the test”?
- How should I prioritize my yearlong planning so that students are adequately prepared for the state and national assessment?
- Beyond the English/language arts curriculum, what can be done in the content areas to cultivate critical reading and writing skills?
- How can I differentiate my instruction to help struggling readers pass the test?
- For my high-ability students, what unique instruction do they need in order to exceed expectations on state assessments?

**Kristina provides the answers to these questions and many more!**

**What teachers say about this workshop**

“I’ll be able to pump up our K-4 curriculum to enhance inferring.” ~ **Kristen Hankins** • instructional coach at Fieeler Elementary School, Merrillville, IN

“I love that these tools don’t just teach to the test—they are just good practice, but they have big payoffs.” ~ **Melissa Warner** • teacher at Center Grove High School, Greenwood, IN

“Fantastic new information, strategies, analogies, and easy-to-remember acronyms! I’m eager to incorporate this into my plans!” ~ **Kaitlin Kenny** • teacher at Saint James School, Arlington Heights, IL

“The workshop was amazing! Kristina provides no-prep activities to take into the classroom and start providing engaging reading/writing instruction immediately.” ~ **Kathy Ernst** • teacher at Peotone Elementary School, Peotone, IL

“The content was incredibly helpful! Many strategies were simple and easy but precise with a clear target in mind. I will be a better educator because of this training!” ~ **Meagan Joyner** • teacher at Henderson County High School, Henderson, KY