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.