

## Layers of Reading (Gr 5-9)



PRESENTED BY

**Michelle Bence, PhD & Miriam Ramzy, PhD**



SERIES SESSIONS

Date	Time
January 28, 2025	4:00 PM - 5:00 PM
February 04, 2025	4:00 PM - 5:00 PM
February 12, 2025	4:00 PM - 5:00 PM
February 27, 2025	4:00 PM - 5:00 PM
March 04, 2025	4:00 PM - 5:00 PM



LOCATION

**Online**

**FEE**

**\$75.00**

**QUESTIONS?**

Contact Us:

[calgary@aplc.ca](mailto:calgary@aplc.ca)  
[403-291-0967](tel:403-291-0967)

**REGISTER ONLINE**

Visit our website to register:

[calgary.aplc.ca](https://calgary.aplc.ca)

### Learning Opportunity

Target Audience: Gr 5-9 instructional leaders, pre-service teachers and teachers are encouraged to attend.

Join Michelle and Miriam for a professional learning series digging into the Layers of Reading development for Middle School Students. Together, we will unpack the research around reading instruction in Jr High, and look at the essential role of disciplinary literacy to support the reading journeys of your students. We will share many strategies and tools that you can carry into your classrooms to support the reading development for all of your learners.

**Session 1:** We begin with an overview of the Layers of Reading Development graphic, and the interconnection between the layers, and the Guiding Principles. We then will look at the foundational role of Phonological Awareness, and how to support PA into junior high.

**Session 2:** Together, we will explore the complexities of English, and how, through a pattern-seeking approach, we can support students in working with letter representations for reading and writing success. Additionally, we will introduce the key role of syllabic and morphological analysis in supporting language development.

**Session 3:** In this session, our target will be Tier 2 academic vocabulary words, one of the biggest indicators of success in school from grade 4 through post-secondary education. We will look at why this is an essential element of instruction, including morphology, and what this can look like in middle school, across the disciplines.

**Session 4:** We will look at the essential role of fluency, specifically prosody and phrasing, in developing secondary students' reading abilities. This session will look at how to structure and plan for fluency practice through both ELA texts and within the content areas. We will talk about deep and wide reading, and ways to structure fluency practice through the lens of differentiation and meeting the wide range of needs in your classroom

**Session 5:** In our final session together, we will bring everything together through the concept of Fluent Comprehension, the goal of reading. This learning is driven through how we make sense of text, based on our background knowledge and experiences, leveraging student strengths. We will look to ways in which we can support all students to deeply understand text, including text across the disciplines

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## Presenters

### Michelle Bence, PhD

Michelle Bence is a dedicated educator with over 20 years of experience in K-12 classrooms and literacy education. She has worked extensively with several school boards across Western Canada as a literacy consultant, leading initiatives in literacy development, professional teacher learning, and the system-wide implementation of evidence-based literacy practices. Michelle recently completed her Ph.D. at the University of Calgary. Her research focuses on dialogic pedagogy and its role in fostering students' complex thinking, literacy identities, and language development in relation to literacy acquisition and engagement with texts.

### Miriam Ramzy, PhD

Miriam Ramzy is a teacher and researcher based in Alberta. She has worked as a classroom teacher in both English and French Immersion settings, a literacy coach and facilitator, a school administrator, and Director of Student Learning. Currently, she works with school boards across Western Canada, supporting teachers, leaders, educational assistants, parents, and students from Jr. K - 12. Her work centers on literacy research and practice, with a deep commitment to supporting partners in education to create effective, responsive, and inclusive spaces where all students thrive. Miriam holds a PhD from the University of Calgary. Her research examined writing instruction, with a particular focus on the transcription process. She continues to contribute to professional learning and educational research with a passion for bridging theory and classroom practice.

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## Registration Notes

All session times are mountain time.

Each session will be recorded and available for 30 days.



Supporting every educator  
in every classroom