

# Pre-Conference Literacy Institutes

## 2018 VSRA Conference

**\$40 Each**

### Early Morning Literacy Institutes

8:00 AM – 9:30 AM

- 1) Gail Boushey and Allison Behne of the The 2 Sisters Co.: *Make a Positive Difference with Barometer Behaviors During Daily 5*  
Barometer behaviors dictate the weather of the classroom. When exhibited, these behaviors decrease stamina, disrupt independence, and make learning difficult. Discover how to establish and maintain a learning environment that promotes independence and stamina for all children. Learn how to identify barometer behaviors, set goals, and provide just-in-time support. This session will include a variety of easy to implement tips and strategies for teachers to decrease barometer behavior and increase student success.
- 2) Pam Allyn: *Every Child a Super Reader*  
Pam Allyn maintains that when we build on children's key strengths and immerse them in an intellectually invigorating, emotionally nurturing, literature-rich community, we grow "super readers"—avid readers who consume texts with passion, understanding, and a critical eye. In this session, Pam will share best practices and inspirations for a profound and innovative way to ensure that every child reads passionately, powerfully and proficiently for the new era of literacy.
- 3) Cathy Collier: *Writing in the Emergent Classroom*  
With the rigor of Virginia SOLs, we can't neglect our earliest learners. Join me for a look at some writing practices specifically designed for emergent learners.
- 4) Beth Estill: *Teaching Content through Literacy*  
In this session participants will be provided with a variety of before, during, and after reading strategies that will enhance content instruction through the use of a piece of literature. Additionally, a bibliography of content-related picture books to link to the standards of science and social studies will be shared.
- 5) Marcia Invernizzi and Amanda Rawlins: *What the Research Says About Teaching Struggling Readers, Including Children with Dyslexia, To Read*  
The central question facing the field today is whether or not there are particular forms or approaches to literacy instruction that are unique to teaching dyslexic students, or whether such forms of instruction would benefit all struggling readers regardless of the cause. This session will present what the research says about effective practices for teaching dyslexic students and other struggling readers.
- 6) Elizabeth English, Haley Witt and Mary Amico: *Read by Grade Three: A National Imperative*  
Classroom instruction has an enormous impact on the development of foundational literacy skills and knowledge, and literacy knowledge and skills developed in kindergarten through third grade predict later

literacy achievement. We will explore ten instructional practices that have been proven to have an impact on early literacy.

- 7) Karen Huff, Heather Campbell and Angela Dominguez: *One Author, One School: Reaching Readers Big & Small*

Meet Pura Belpre Honor winner author/illustrator Angela Dominguez and learn how her books spread a love of reading, strengthened vocabulary across two languages, inspired student-written bilingual books and increased community and family involvement at Garland Quarles Elementary School, a Title I school located in Winchester. Faculty members will share specific activities used with Dominguez's books. Participants will preview bilingual books and discuss ways to use them in the classroom.

### **Mid-Morning Literacy Institutes**

**9:50 AM – 11:20 AM**

- 1) Gail Boushey and Allison Behne of the The 2 Sisters Co.: *Developing a CAFE Lesson*  
Not all lessons are created equal. Learn strategies to create effective lessons students remember. From preparing a gathering area, to determining what to teach, to keeping instruction brief, the CAFE system will change the way you teach. This session will highlight a four step process to planning small group, whole group, and one on one instruction.
- 2) Laura Robb: *Building Vocabulary to Improve Reading, Writing, & Thinking*  
In this institute, teachers will participate in hands-on learning that enlarges students' vocabulary. Robb will model how enlarging vocabulary that relates to the concepts and/or theme of a guided reading text or unit before reading can increase students' speaking, thinking, and writing vocabulary as well as why teaching words in sets supports vocabulary building. Participants will also work on these vocabulary strategies, always in the context of students' reading and learning: synonyms, antonyms, situations; roots, prefixes, suffixes for primary and intermediate grades; context clues, designing learning centers that support vocabulary building; concept mapping; and creating a list of adjectives that support students describing characters' personality traits. The more words students have, the better they comprehend!
- 3) Kelly B. Cartwright: *Good Readers are Good Thinkers! Teaching Executive Skills to Support Successful Reading Comprehension*  
Executive skills are essential thinking skills that support reading comprehension, but they are often invisible to teachers and students. However, when students have weak executive skills, the results are often painfully obvious in the classroom. In fact, students who struggle with reading comprehension, despite appropriate word reading skills, show deficits in executive skills that can persist into adulthood! The good news for classroom teachers is that executive skills can be taught, resulting in improvements in these and in reading comprehension. In this session, participants will learn more about executive skills, specific ways these skills support reading comprehension, and research-tested strategies for assessing and strengthening students' executive skills, yielding insights and take-home strategies for helping students achieve a more meaning-focused approach to print.

- 4) Eric Litwin: *Sing, Dance and Groove with Mr. Eric*  
Get ready to sing, dance, laugh and fall in love with early literacy. Eric's dynamic performances are fully interactive. He sings, plays the guitar and brings books to life. Mr. Eric will share his New York Times best-selling Pete the Cat books as well as The Nuts and Groovy Joe. It is big, musical, literary FUN! Eric shows how simple techniques such as music, movement, call and response, and repetition help children learn to read. With his guitar and dynamic singing voice, Eric will have everyone singing, dancing and grooving.
- 5) Marcia Invernizzi and Amanda Rawlins: *What the Research Says About Teaching Struggling Readers, Including Children with Dyslexia, To Read*  
The central question facing the field today is whether or not there are particular forms or approaches to literacy instruction that are unique to teaching dyslexic students, or whether such forms of instruction would benefit all struggling readers regardless of the cause. This session will present what the research says about effective practices for teaching dyslexic students and other struggling readers.
- 6) Jacqueline Stallworth: *Using Culturally Responsive Teaching and Diverse Text to Cultivate a Love for Reading*  
Our classrooms should reflect the world in which we live, and we know that every student has a unique story. In this session, I will show participants how to use culturally responsive teaching and careful selection of text in order for our classroom to reflect the world in which we live, make all students feel comfortable and part of the learning community, and to build empathy for different cultures and people. Each participant will leave with text selection ideas for whole-class instructions, choice reading, and passages that can be used immediately. Participants will get the chance to let their voices be heard, and we will use a call and response approach to make sure that all participants' unique experiences are heard and addressed during this session. The goal is for participants to critically reflect on what they currently are doing in their classrooms and be inspired to go back and make some immediate adjustment in order to meet the needs of every student.
- 7) Stephanie Blackburn and Mary Beth Lenertz: *Interactive Writing to Independent Reading: Building Self-Efficacy in Our Youngest Literacy Learners*  
Interactive writing is a powerful instructional strategy that supports emergent readers and writers. Learn how the co-construction of meaningful texts across the curriculum can engage and empower your learners.
- 8) Joan Kindig: *Best Bets for the Classroom 2018*  
This annual offering is an extended overview of the best children's books published for K-8 in 2017. An in-depth look at the books will be offered, and handouts will be provided.