

## Pre-Conference Early Morning Literacy Institutes 8-9:50

### **1. Ensuring Content Literacy for All in an Effective RTI Program**

Dr. William Brozo, George Mason University

Response to Intervention (RTI) has become a potent influence on the design and delivery of literacy programs in schools throughout the United States. Within RTI, the frontline of prevention is Tier 1, or the general education classroom. In this session, Dr. Bill Brozo lays out how teachers and teacher leaders can bring about important structural and curricular reforms necessary to ensure responsive content literacy instruction occurs for all students within an RTI program.

Audience: MS, HS CT, RS

### **2. Revolutionizing Vocabulary Instruction, Grades 4-12**

Dr. Shane Templeton, University of Nevada, Reno

We will explore the promise and potency of *generative* vocabulary instruction that underlies students' reading and writing across all subject matter domains. Specifically, we will address research-based strategies for 1) growing vocabulary knowledge; 2) selecting and teaching individual words and concepts for deep understanding; and 3) teaching the process of how Greek and Latin word parts combine so that students generalize this understanding to the analysis and acquisition of new vocabulary in their reading and learning in all content areas.

Audience: UE, MS, HS, A, CT, CE, T1, RS, ELL

### **3. Best Bets for the Classroom**

Joan Kindig, James Madison University

This annual presentation looks at the books that have been published in the previous year that will be good fits for elementary and middle school students. These are books that may not necessarily win awards but they are books that children will love. Handout provided.

Audience: P, UE, MS, CT, RS, IT

### **4. Oral Communication and Collaborative Skills in K-12 Classrooms**

Ron Nash, Educational Consultant

Grab a pen and some comfortable shoes, and join Ron Nash as he models powerful communication skills for teachers. Ron does not believe in "sit and git" teaching, so get ready to stand, pair, share, laugh, and learn in this two-hour preconference. He'll model strategies like standing pair shares, paired verbal fluency, inside-outside circles, involve don't tell, and academic conversations. This two hours will fly by, and you'll leave with tons of engagement strategies teachers can use in classrooms.

Audience: P, UE, MS, HS, CT, RS

## **5. Transforming the Reluctant Reader**

Jacqueline McTaggart, Author and Educational Consultant

Jacque McTaggart shares cutting-edge strategies and kid-appealing books that turn "I hate to read" kids into "Reading rocks" students. Examine and listen to excerpts from books that are hooking male readers, and books specifically formatted for two, three and four readers. Learn how to make chair bags and Weekly Reading Logs, how to display books for maximum readership, and how to incorporate the experts' top ten recommendations for making better readers. If you like to laugh as you learn, this workshop is for you.

Audience: PK, P, CT, PS, RS, IT

## **6. Twenty Terrific Technology Tips to Increase Parental Involvement**

Katherine Anderson, Brain DelCorso, Cara Olexy, and Lisa Ware, Henrico County

There is more to technology than email. This session is designed to provide classroom teachers with technology ideas and resources that can be used to increase parent involvement and engagement in order to increase performance. Teachers will come out of the session with fresh ideas, lesson samples, and resources (hardcopy and/or electronic) to increase communications and parent involvement as it relates to literacy instruction.

Audience: P, UE, A, CT

## **7. Bringing Digital Texts into the Elementary Classroom: Incorporating New Technologies into Daily Language Arts Instruction**

Donna Savage, Old Dominion University

Dr. Sheila Martin-Sargent, Bluefield State College

Participants will learn how to integrate digital media text into a variety of language arts classroom structures such as reading workshop, literature circles, and reciprocal teaching. An emphasis will be placed on teaching students how to navigate through three-dimensional digital reading environments and those comprehension strategies that students will need to understand and analyze information obtained from a variety of digital texts. The session will also focus on producing and sharing media literacy as reader response options. Participants will explore a more comprehensive understanding of the various types of media available today in all of its 21st century forms, including podcasting, digital storytelling, blogs and the like.

Audience: UE, A, CT, RS

## **8. Why Don't They Comprehend & How Can We Help Them?**

Susan Hock, Jessica Kidd, Galax City Public Schools

Participants will learn the importance of teaching fluency, visualization, summarization and inferencing to enhance comprehension. They will also be introduced to strategies for teaching each component, as well as be provided all necessary hand-outs in order to be able to implement each strategy in their classroom. Come & enjoy how to make reading comprehension fun!

Participants will be introduced to visualization & summarization strategies such as Doodle-A-Summary, taught to infer with pizzazz, and develop a toolkit of fix-up strategies to take home for immediate use. Lots of hands-on strategies and materials will be provided!

Audience: P, UE, CT, T1, RS

## **9. Adolescent Accelerated Reading Initiative (AARI): County-wide implementation of a research-based model designed to accelerate academic literacy performance.**

Dr. Sharon L. Russell, University of Michigan

Dr. Laura Schiller, Oakland Schools

This workshop session describes how one county implemented the Adolescent Accelerated Reading Initiative (AARI) that allows adolescents who are performing well below grade level to accelerate their expository reading proficiency quickly. Although appropriate secondary intervention is mandated in the new K-12 College and Career and Readiness Standards, there are few frameworks for intervention at the middle school secondary levels. Using research-based practices, the AARI framework provides appropriate intervention for adolescents while still meeting the Common Core Standards. Teachers and administrators will learn how one successful adolescent intervention uses many research-based best practices to provide struggling adolescent readers with avenues for accessing text that allow them to formulate a complete internalized framework of expository-text negotiation strategies.

Audience: MS, HS, A, CT, ELL

## **Pre-Conference Late Morning Literacy Institutes 10-11:50**

### **1. Learning is NOT a Spectator Sport: Engage Students**

Jane Feber

Engage and excite all learners with differentiated lessons! This unique workshop will provide before, during, and after reading strategies where students work at the application level. Activities presented allow students to analyze, create, debate, and present. Strategies presented will allow students to creatively respond to both fiction and nonfiction and learn vocabulary so that it sticks. You will learn techniques to get students to produce quality responses to literature. All activities presented can be used as alternative assessments that allow students to demonstrate their comprehension and show what they know. This session is not for spectators. All strategies support RTI Tier II instruction. Come and get involved. Make it, take it, and be ready to implement it.

Audience: UE, MS, HS, CT, ELL, T1, RS

### **2. Why Read? Why Write?**

Kathryn Erskine, Author

The author of *Mockingbird*, *The Absolute Value of Mike*, and *Quaking* explores the connection of what books students are reading and what works students are writing. What our students can learn from books and their own writing - and how to enthuse them to do both.

Audience: UE, MS, CT, RS

### **3. Choosing to Read: Connecting Middle Schoolers to Books**

Joan Kindig, James Madison University

Based on the book *Choosing to Read: Connecting Middle Schoolers to Books*, this presentation will cover why kids aren't reading and how we can reverse that trend. Practical ideas that make us reexamine how we look at reading will be offered.

Audience: UE, MS, CT, RS, IT

### **4. Helping Word Callers Achieve Better Comprehension: Promoting the Shift to More Active, Flexible Thinking About Print**

Dr. Kelly Cartwright, Christopher Newport University

Word callers decode fluently but demonstrate comparably poor comprehension. This session will provide an overview of these readers' specific difficulties and present research-tested strategies for helping these inflexible readers make the shift from decoding-focused to meaning-focused reading.

### **5. Hooking Male Readers - One Book at a Time**

Jacqueline McTaggart, Author and Consultant

Getting boys to read is tough and getting them to ENJOY reading is even tougher. It can be done, however, if we introduce them to authors who speak their language, books that tweak their interest, and guy-appealing websites that require reading and demand critical thinking. This workshop, led by veteran Iowa teacher Jacquie McTaggart (also known as the Queen of Fun), offers two hours of "wow" information and is a boatload of fun.

### **6. Using Word Study to Facilitate Comprehension, Deepen Knowledge, and Increase Vocabulary**

Dr. Marcia Invernizzi, University of Virginia

We do not learn words one at a time, like adding beads on a string. Words and the concepts they represent are interconnected in many different ways. For almost every word we learn, there are potentially many, many more words we could learn at the same time. The way words are spelled in English makes more sense than most of us think—and this knowledge can be a powerful tool for helping us learn the meanings of thousands of words. In this Preconference Institute, Marcia Invernizzi, co-author of *Words Their Way* and *Vocabulary Their Way*, will discuss three broad aspects of vocabulary learning and instruction: (1) immersion in rich oral language and wide reading; (2) word or lexical-specific vocabulary; and (3) generative vocabulary instruction.

Audience: UE, MS, CT, ELL, T1, RS

## **7. Getting Meaning Panel by Panel: How Graphic Non-Fiction Can Teach Literacy AND Content to Reluctant Readers**

Bentley Boyd, Author

In this day of endless electronic stimulation, comic books can pull students back to the printed word. This interactive program to help teachers translate traditional history material for students by using the engaging "graphic novel" format. Boyd will use his own 31 titles based on the SOLs and the illustrative work of other published comix to show how to actively engage all students – especially reluctant readers and ESL.

## **8. When Giants Unite: The 4Ws of Writing Meet State Standards**

Ruth Culham, Author, sponsored by Scholastic

Imagine if there was a simple, logical, and practical way to organize your writing instruction to include everything important about the 4 Ws (writing process, writing traits, writing modes, and writing workshop) while also meeting State Standards. Sound impossible? It's not! Come to this session and find out how you can launch your own personal writing instruction revolution.

## **9. Providing Opportunities for Active and Engaging Professional Development**

Stephanie Blackburn, Virginia Commonwealth University

Participants will learn interactive strategies that can help start meaningful conversations about instructional practices, or be incorporated immediately into their existing professional development models. The content of this session will include, but not be limited to: Clip Chats, Conversation Carousels, Change Charts, Dialogue Dice, Chapter Chase, and Lecture Lobs. These are all highly engaging and meaningful strategies I use as both a professional developer and a teacher. The participants will have step-by-step directions for each activity as well as sample vignettes and recommendations for how to get started in their buildings.

Audience: A, RS, LC

## **10. Emerging Expertise: Developing a Classroom Community of Writers**

Sally E. Chadbourn, Sally S. Chadbourn, Fairfax County Public Schools

Cultivate a community of enthusiastic writers who strive to learn crafts and conventions to connect with their readers through learning from literature, setting high expectations, and exploring new techniques.

Participants will learn about informative methods of assessing, techniques for creating a classroom community where students see themselves as writers, effective instructional strategies and activities for developing student writing and reading skills as well as embedding math and content areas in writing workshop, and explore the use of mentor texts to deepen students understanding of how authors, illustrators, and publishers apply crafts and conventions to connect with readers.

Audience: P, UE, CT, ELL, LC

### **11. Beyond the Story: Strategies for Content Area Reading**

Margie Vaughn, Shawn Vollrath, Chesapeake Public Schools

A variety of comprehension strategies will be presented. This interactive session will allow teachers creative ways to enhance student reading comprehension. Participants will leave with a packet of versatile strategies to implement immediately. Participants will learn to infuse reading strategies into any and all content and elective classes.

Audience: UE, MS, HS, CT, PS, RS

### **12. The SECRETS to Cracking the Reading & Writing Code with the Brain-In-Mind: Using Einstein's Logic to "Change the Facts & Cheat the Brain" for Easy-Access to the Hardest Reading & Writing Skills**

Katie Garner, Author and Consultant

Explore the most current brain research as it extends *beyond* the three modalities of learning to ensure you AND your students the most *brain-BANG for the instructional buck!* Discover game-changing strategies that provide learners with NON-conscious routes for acquiring critical reading and writing skills- taking them *twice as far in just half the time!* This brain-based BAG-OF-TRICKS for easy and accelerated literacy-skill mastery is guaranteed to become one of the most relied-upon staples of *any* K-5 teaching-repertoire!

Audience: P, UE, CT, T1, RS