

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

1. Working toward Civility, Kindness and Human Compassion

Lester Laminack, Author

Lester will model the use of literature to create more peaceful classroom communities. Working through five layers of books in thoughtful read aloud experiences followed by conscious conversations and opportunities for writing we can build a culture of kindness and compassion. Join Lester in an exploration of the five layers and selected books for each.

Audience: P, UE, RS, CT, TI, PS, RR

2. On Speed

Marcia Invernizzi and Laura Tortorelli, University of Virginia

This institute takes a closer look at various norms for reading rates and raises questions about the validity of applying these norms across different genres of text (narrative versus expository), text complexity, and reading levels to identify students at risk. Reading rates derived from the oral reading of PALS passages by students across the Commonwealth of Virginia will be contrasted with reading rates published by other assessments such as DIBELS, Read Naturally, Aimsweb, and others.

Audience: P, CT, RS

3. Instructional Design Matters!

Ruth McLachlan, VDOE, Training and Technical Assistance Center at Radford University

Struggling readers can access grade level curriculum if we make sound decisions when planning instruction. Meet each student's needs by utilizing a research-based model for framing instructional design decisions.

Audience: All

4. Taking a Close Look at Close Reading and Text Dependent Questions

Beth Estill, Virginia Beach City Public Schools

With the increased rigor of the new state standards of learning in reading instruction, understanding the elements of close reading is now more critical than ever. How do we assist our students in reading text that requires more than one reading? In addition to close reading, this session will clarify and model creating text dependent questions for use in whole group as well as small group instruction.

Audience: P, UE, CT, TI, RS, A, PS

5. Comprehension: Why Aren't They Getting It & How Do We Fix It?

Susan L. Hoch & Jessica S. Kidd, Galax Public Schools

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, PS, RS, T1

6. Emerging Expertise: Developing a Classroom Community of Writers

Sally E. Chadbourn and 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 by learning from literature, setting high expectations, and exploring new techniques.

Audience: P, UE, CT, ESL, RS

7. Climbing to New Heights in Literacy

Marcy N. Roan, Guilford County Schools, NC

Come learn to support new heights in literacy that incorporate deep analysis and careful close reading. Attendees will be provided with skills and strategies to support and evaluate crucial literacy skills. Participants will leave with tools they can use in the classroom tomorrow!

Audience: UE, MS, A, CT, RS

8. Let's Talk About It: How to Conduct Productive, Purposeful Conversations in Spelling

Michelle Picard and Alison Meadows, Arlington Public Schools

This session will bolster the confidence of teachers, parents, and students. We will describe how to talk about sound, pattern, and meaning in words, provide key questions to guide purposeful conversations and share sort support - what each of us needs to know about specific spelling features and the principles that guide spelling.

Audience: P, UE, MS, A, ESL, CT, P, PS, RS, T1

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

9. Making Abstract Reading Strategies Concrete

Tanny McGregor, Author and Educational Consultant

Comprehension strategies can seem so abstract to our students. How can we make these strategies concrete and make the process of comprehending accessible? In this session, you'll learn about a launching sequence that bridges the concrete and the abstract, incorporating art, music, conversation and text.

Audience: P, UE, MS, RS, CT, ELL, TI

10. Accelerate Reading Achievement

Laura Robb, Author and Educational Consultant

In this Institute Robb will discuss three key elements of a middle grade, middle school reading curriculum: instructional reading, independent reading, and the role of oral reading. Participants will experience the value of using an anchor text to teach high level reading strategies such as making inferences, identifying themes and central ideas, thinking across texts, and modeling journaling techniques. Participants will see how bringing rigor to independent reading while maintaining student choice, assessing reading progress through short, strategy-focused reading conferences, and writing about reading enable teachers to determine students' strengths and needs and plan interventions.

Robb will discuss the role of students' oral reading in four authentic learning experiences: reciting poetry, readers theater and plays, fluency practice, and when the teacher completes and error analysis.

Audience: UE, MS, CT, CE, RS

11. 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

12. Effective Instruction for the Emergent Reader

Ellen Shrum, PALS Office, University of Virginia

This institute takes a close look at the three stages of Concept of Word development and how the PALS Electronic Lesson Plan can be used to help students make the transition from emergent to beginning reader.

Audience: EC, P, RS T1, CT

13. The SECRETS to Cracking the Reading & Writing Code with the Brain-In-Mind: *Using Einstein's Logic to "Cheat the Brain & Change the Game" in Primary (and remedial) Reading and Writing Skill-Instruction!*

Katie Garner, Learning and Brain Research Consortium: The Juilliard School-CLIMB

Ensure ALL learners the most "brain-BANG for the instructional buck" and accelerate momentum of critical reading and writing-skill acquisition across the grade level-lines! Empower early and struggling learners to move twice as far in *half* the time by sneaking through the brain's *backdoor* with these brain-based teaching tools (and tricks!) for accelerated phonemic-skill mastery! These game-changing strategies are guaranteed to become the most relied-upon piece of your teaching-repertoire and will forever change the way you teach!

Audience: EC, P, CT, ESL, RS, T1

14. Mentor Me: Using Children's Literature as Mentor Texts to Teach Writing

Marcie Atkins, Salem City Schools

Participants will learn HOW to teach writing using children's literature and WHERE to find mentor texts. Participants will receive lesson plans and tips on using mentor texts through make-and-take stations.

Audience: P, UE, CT PS

15. Supporting Young Writers in the K-6 Classroom

Holly Robbins, Associate Professor, Elementary Education, Radford University

Do you read your elementary students' writing and feel overwhelmed by all they do not know? Looking at student writing, we will identify what your writers are ready to learn while exploring mentor texts and multimodal strategies you can use next week.

Audience: P, UE, A, CT, PS

16. Puzzling and Problem-Solving: Talking, Writing, and Reading to Learn Math

Sally E. Chadbourn, Fairfax County Public Schools

Deepen students' understanding of concepts and skills by integrating discussion, writing, reading, and word study in the mathematics classroom.

Audience: P, UE, CT, RS