

This program contains a listing of all peer-reviewed submissions that were accepted for the ILA 2020 Conference in Columbus, OH, which was canceled due to COVID-19. Thank you to all the presenters who were accepted. We hope you will resubmit your proposals for consideration for ILA 2021.

INSTITUTE 01: ILA Research Institute 2020: Research Into Practice

Research both informs practice and is informed by practice. At the ILA 2020 Research Institute, world-renowned scholars such as P. David Pearson, Glenn DeVoogd, Jennifer Turner, and others will focus on what the current research tells us about high-quality instruction, what that looks like in the classroom, and how you can implement strategies supported by evidence. Designed to support classroom teachers, reading specialists, literacy coaches, teacher educators, and preservice teachers, this institute features an all-keynote format that provides participants with maximum opportunities to learn

Presenter(s)

McLaughlin, Maureen M, East Stroudsburg University of PA, East Stroudsburg, PA
Barone, Diane, University of Nevada Reno, Reno, NV
Barone, Rebecca, Clark County School District, Las Vegas, NV
DeVoogd, Glenn, California State University Dominguez Hills, Dominguez Hills, CA
Duke, Nell, University of Michigan, Ann Arbor, MI
Fisher, Doug, San Diego State University, San Diego, CA
Malloy, Jacquelynn, Clemson University, Clemson, SC
Marinak, Barbara, Mount Saint Mary's University, Emmitsburg, MD
Pearson, David, University of California Berkeley, Berkeley, CA
Turner, Jennifer, University of Maryland, College Park, MD

INSTITUTE 02: Engaging With Diverse Texts in Middle and High School Classrooms: Critical Strategies

Wide reading and robust discussion are powerful strategies we can use with adolescents to help them envision possibility, promote perspective-taking, and develop empathy in an increasingly polarized world. In this institute, participants will learn strategies for promoting close and critical reading and discussion of diverse books, including high-quality, high-interest children's literature, and learn about specific inclusive, representative titles teachers can (and should) use in the classroom regardless of the composition of the student body. Presenters will also offer examples of what this work can look like in middle and high school ELA classrooms—and how implementing these intentional strategies and text selections can transform practice.

Presenter(s)

Scullen, Julianne, Anoka-Hennepin ISD 11, Anoka, MN
Jago, Carol, UCLA, Oak Park, IL
Kittle, Penny, Plymouth State University, Plymouth, NH
McHugh, Terry, Waukegan School District, Waukegan, IL
Meltzer, Julie, MDI Regional School System, Mt. Desert, ME
Morrell, Ernest, University of Notre Dame, Notre Dame, IN
Torres, Julia, Denver Public Schools, Denver, CO

INSTITUTE 03: Striving Readers: Voluminous Reading Interventions

The research on striving readers demonstrates that interventions consisting of skill-and-drill worksheets and practicing skills in isolation are largely ineffective. In this institute, a diverse group of presenters, including Mary Howard, Fran G. McVeigh, Towanda Harris, Lester Laminack, and more, will focus on how conferring, daily in-school independent reading of self-selected texts, and increased access to books improves outcomes for striving readers.

Presenter(s)

Robb, Laura, Johnson Williams Middle School, Berryville, VA
Akhavan, Nancy, Fresno State University, Fresno, CA
Brar, Tina K, Selma Unified School District, Selma, CA
Cisneros, Andriana, Forkner Elementary School, Fresno, CA
Crowder, Travis, East Alexander Middle School, Hiddenite, NC
Galvan, Jessica, Selma Unified School District, Selma, CA
Harris, Towanda, Heinemann, Portsmouth, NH
Howard, Mary, Self-Employed Consultant, Broken Arrow, OK
Klein, Adria, St. Mary's College of California, Moraga, CA
Laminack, Lester, Western Carolina University, Dillsboro, NC
McVeigh, Fran G, Morningside College, Sioux City, IA
Robb, Evan, Johnson Williams Middle School, Berryville, VA

INSTITUTE 04: Responsive Teaching: Creating Conditions to Optimize Literacy Learning

Learners enter classrooms with unique experiences, identities, and passions. Helping them develop language and literacy in meaningful, pleasurable ways requires teaching that is responsive to each student's strengths. This institute will focus on Cambourne's Conditions of Learning, exploring the intersection of immersion, demonstration, engagement, expectation, responsibility, approximation, use, and response with dialogic, constructive literacy practices. Breakout sessions will spotlight teacher decision making that supports an environment optimal for the acquisition of oral and written language skills, as well as instructional design that opens space for all voices in the constructive process.

Presenter(s)

Nichols, Maria, San Diego Unified School District, Ramona, CA
Crouch, Debra, Author, consultant, San Diego, CA
Garcia, Adelfio, Chicago Public Schools, Barrington, IL
Kreider-Beck, Cherissa, San Diego County Office of Education, San Diego, CA
Taylor, Nilaja, Consultant, Washington D.C.

INSTITUTE 05: Preparing Highly Effective Reading Teachers: The Powerful Impact of University- and School-Based Teacher Educator Partnerships

Within the reading block of teacher education programs, the alignment of standards, classroom instruction, and clinical practices is critical for candidate success. Evidence-based preparatory programs grounded in equity can be stronger and more effective by facilitating collaboration between university faculty and school-based teacher educators. In this institute, participants will learn how a team of university- and school-based teacher educators in Ohio redesigned their curriculum to support teacher candidates, as well as how these productive partnerships positively impact student reading achievement.

Presenter(s)

Helfrich, Sara R, Ohio University, Athens, OH
Francis, Julie, Ohio University, Athens, OH
Gibbs Grey, Theda, Ohio University, Athens, OH

Hartman, Sara, Ohio University, Athens, OH
Jones, Leslie, Athens City School District, Athens, OH
Ottley, Jennifer, Ohio University, Athens, OH
Skon, Jane, Ohio University, Athens, OH
Terry, Rachel, Alexander Local Schools, Albany, OH
West, Lindsey, Athens City School District, Athens, OH

INSTITUTE 06: Reading Difficulties and Differences: How Research Can (and Should) Inform Practice

The literacy education world has been deluged by conflicting and often unsupported claims about reading difficulties and developmental differences. In this institute, attendees will hear from leading researchers about what the evidence on reading instruction and learning differences tells us. Through extended discussion with presenters, attendees will have ample opportunity to drill down on what makes for effective classroom and differentiated instruction—as well as how teacher knowledge could play a crucial role in literacy research and policy.

Presenter(s)

Hruby, George G., University of Kentucky, Lexington, KY
Champeau, Kathy, Retired, Milwaukee, WI
Gabriel, Rachael, University of Connecticut, Storrs, CT
Gehsmann, Kristin M., Eastern Carolina University, Greenville, NC
Hinton, Marisa, Ball State University, Muncie, IN
Johnston, Peter, SUNY Albany, Albany, NY
Meyer, Carla, Duquesne University, Pittsburgh, PA
Scanlon, Donna, SUNY Albany, Albany, NY
Stefanski, Angela, Ball State University, Muncie, IN
Vines, Nora, University of Tennessee, Knoxville, Knoxville, TN

INSTITUTE 07: Next-Level Comprehension: A Three-Pronged Approach

Instead of keeping up with our evolving understanding about what constitutes comprehension, current models for instruction often reduce the act to a set of skills. But skills alone are not enough; motivation and engagement are also necessary to ensure student success. In this institute, we'll look at a structured approach to comprehension instruction that promotes all three: the skill, will, and thrill of reading. Presenters will focus on proven strategies to turn students from passive consumers of text to producers inspired by what they read.

Presenter(s)

Fisher, Doug, San Diego State University, San Diego, CA
Frey, Nancy, SDSU, San Diego, CA
Law, Nicole, Corwin, Thousand Oaks, CA

INSTITUTE 08: Essential Instructional Approaches in Reading, Writing, Word Study, and Assessment

Explore effective instructional strategies with leading experts in the field, including Timothy Rasinski, Lester Laminack, Gay Su Pinnell, Lori Oczkus, Ruth Culham, and more. Speakers will employ a variety of learning formats, including small-group discussion, modeling, and hands-on experiences, to look at essential approaches to everything from fluency and read-alouds to mentor texts and vocabulary. Think passionate, personalized PD designed to support you in meeting the literacy needs of your students.

Presenter(s)

Fresch, Mary Jo, The Ohio State University, Dublin, OH

Culham, Ruth, The Culham Writing Company, Beaverton, OR
Ford, Michael, University of Wisconsin, Oshkosh, WI
Harrison, David L., Drury University, Springfield, MO
Laminack, Lester, Western Carolina University, Dillsboro, NC
Oczkus, Lori, Independent Literacy Consultant and Coach, Reno, NV
Pinnell, Gay Su, The Ohio State University, Columbus, OH
Rasinski, Timothy, Kent State University, Kent, OH
Robb, Laura, Johnson Williams Middle School, Berryville, VA
Zutell, Jerry, The Ohio State University, Grove City, OH

INSTITUTE 09: Shaping the Future of Word Study Instruction: Moving Theory and Research Into Practice

Learn to implement word study in your teaching, coaching, or administrative assignment. Presenters and group leaders will meet with participants to plan word study in strands based on experience and interest. Breakout sessions will be designed for teachers new to the word study approach and those who have more experience, allowing for differentiated content. Materials will be shared electronically and will include optional pre- and post-institute learning activities.

Presenter(s)

Hayes, Latisha, University of Virginia, Charlottesville, VA
Bear, Donald, Iowa State University, Ames, IA
Carpenter, Karen, Coker College, Hartsville, SC
Flanigan, Kevin, West Chester University, West Chester, PA
Gehsmann, Kristin M., Eastern Carolina University, Greenville, NC
Helman, Lori, University of Minnesota, Minneapolis, MN
Invernizzi, Marcia, University of Virginia, Charlottesville, VA
Ittner, Anne, Western Oregon University, Monmouth, OR
Johnston, Francine, University of North Carolina Greensboro, Greensboro, NC
Kiernan, Darl, Nevada Department of Education, Las Vegas, NV
Meadows, Alison, Alexandria Public Schools, Alexandria, VA
Negrete, Sarah, Elko County School District, Elko, NV
Picard, Michelle, Loudon County Public Schools, Loudon, VA
Smith, Regina, Sam Houston State University, Huntsville, TX
Smith, David, Arkansas Tech University, Russellville, AR

INSTITUTE 10: What's Hot in Early Literacy Learning: Comprehensive Instructional Approaches for Equitable Classrooms

Building early literacy skills and increasing equity and opportunity for all learners were ranked two of the most critical topics by educators who responded to ILA's 2020 What's Hot in Literacy Survey. In this institute, keynote addresses will focus on best practices for early literacy instruction and how to meet the diverse needs of learners, while breakout sessions and roundtables will dig deeper into some of the hottest topics in the field. Participants will learn how the latest research informs practice and explore classroom ideas that can be implemented immediately. Opportunities for networking will also be provided.

Presenter(s)

Kunz, Kenneth, Monmouth University, West Long Branch, NJ
Archibald, Shalonda, Plainfield Public Schools, Plainfield, NJ
Blevins, Wiley, Reycraft Books/Benchmark/Sadlier, New York, NY
Brown Hoffman, Emily, Ball State University, Muncie, IN
Brown-Dudley, Kia, The Education Partners, New York, NY
Cabell, Sonia Q, Florida State University, Tallahassee, FL
Casey Spengler, Katherine, Education Consultant, San Diego, CA

Cassano, Christina Marie, Salem State University, Salem, MA
Cooley, Gena, Hillside Public Schools, Hillside, NJ
Dougherty, Susan, Rider University, Lawrenceville, NJ
Fisher, Doug, San Diego State University, San Diego, CA
Forehand, Lisa, Harborside Elementary, Chula Vista, CA
Hall, Maureen, Rutgers Center for Literacy Development, Wayne, NJ
Johnson, Kelly, San Diego State University, San Diego, CA
Lapp, Diane, San Diego State University, San Diego, CA
McGee, Patty McGee, Author Educator, Harrington Park, NJ
Morrow, Lesley Mandel, Rutgers, the State University of New Jersey, New Brunswick, NJ
Ness, Molly, Fordham University, New York, NY
Neuman, Susan, New York University, New York, NY
O'Brien, Lisa, Merrimack College, North Andover, MA
Padesky, Lauren Breckenridge, University of Wyoming, Laramie, WY
Rasinski, Timothy, Kent State University, Kent, OH
Robertson, Dana, University of Wyoming, Cheyenne, WY
Rohde, Leigh, Salem State University, Salem, MA
Shanahan, Timothy, University of Illinois at Chicago, Chicago, IL
Thompson McMillon, Gwendolyn, Oakland University, Saginaw, MI
Whittingham, Colleen, University of North Carolina at Charlotte, Charlotte, NC

Using Curriculum-Based Measures and Assessment to Understand Reading Comprehension

Panel

Most approaches to assessing reading comprehension provide teachers with very little actionable information. This panel will present participants with three informative approaches to reading comprehension assessment: the Sentence Verification Technique, maze passages, and modified maze passages. The panelists will share how the assessments work, the research behind them, and resources for implementing these practices in classrooms using extant measures and accessing resources that allow teachers to create measures using their own texts. An interactive discussion will follow the presentation.

Presenter(s)

Biancarosa, Gina, University of Oregon, Eugene, OR
Marcotte, Amanda, University of Massachusetts-Amherst, Amherst, MA
Seipel, Ben, California State University, Chico, CA

Poster Session #1 Assessment, Digital Literacy & Technology, Foundational Skills, & Differentiated Instruction

Research Poster Presentation

Child Adaptive Search Tool (CAST): Supporting Children's Information Seeking Needs

Presenter(s)

Wright, Katherine Landau, Boise State University, Boise, ID

Anuyah, Oghenemaro Wright, Boise State University, Boise, ID
Downs, Brody Wright, Boise State University, Boise, ID
Pera, Maria Soledad, Boise State University, Boise, ID
Shukla, Aprajita, Boise State University, Boise, ID

Child Friendly Spellchecking: Helping Elementary Children Correct and Improve their Spelling

Presenter(s)

Wright, Katherine Landau, Boise State University, Boise, ID
Anuyah, Oghenemaro Wright, Boise State University, Boise, ID
Downs, Brody Wright, Boise State University, Boise, ID
Kennington, Casey, Boise State University, Boise, ID
Shukla, Aprajita, Boise State University, Boise, ID

Development of Kindergarten Writing as a Predictor of End of the Year Reading Scores

Presenter(s)

Bodrova, Elena, Tools of the Mind, Lakewood, CO
Leong, Deborah J., Tools of the Mind, Golden, CO

Early Writing Contributes to Kindergarten and First Grade Phonics and Phonology: An Experimental Study of Prekindergarten's Growth in Writing

Presenter(s)

Cunningham, Anne, University of California, Berkeley, Berkeley, CA

Effective Improvement of Learners' Literacy at Primary Level

Presenter(s)

Mwambo, Priscillar, Staff, Livingstone, Zambia, Zambia
Sijabala, Polymath, Staff, Livingstone, Zambia, Zambia

Empowering Students Through the Use of Metacognition and Instruction Addressing Culture and Identity

Presenter(s)

McNeel, Michele, Plano ISD, Plano, TX

Hack Literacy with Read&Write

Presenter(s)

Klodor, Molly, Streetsboro High School, Streetsboro, OH
Stitzel, Dan, Streetsboro High School, Streetsboro, OH

High-quality Digital Books: Considering Interactive Features to Support Meaning-making for children

Presenter(s)

Ly, Chu N., Boston University, Boston, MA

How Student-Created Book Trailers Impact Reading Comprehension

Presenter(s)

Crossley, Jared, The Ohio State University, Columbus, OH

Leading Preservice Teacher Candidates in the Design and Implementation of Application-Based Literacy and Behavioral Interventions

Presenter(s)

Kelly, Courtney, University of Lynchburg, Lynchburg, VA
Miller, Sara, Longwood University, Farmville, VA

Morpheme Mastery: Morphemic Teaching and Why it Matters Across Curriculum and for Students with Dyslexia

Presenter(s)

Turney, Rachel, William Woods University, Fulton, MO
Morphological Analysis Strategy Instruction for Deaf English Language Learners
Presenter(s)
Jozwik, Sara L., University of Wisconsin-Milwaukee, Milwaukee, WI
Gardiner-Walsh, Stephanie, Illinois State University, Normal, IL

Powerful Language, AKA Cool Words

Presenter(s)

Sandmann, Alexa L., Kent State University, Kent, OH

Reading Illustrated Narratives When Adolescents Learn English as a Foreign Language: Evidence from Eye Saccades

Presenter(s)

Hsieh, Ming-Yi, National Chiao Tung University, Hsinchu, Other, Taiwan
Lin, Sunny S. J., Institute of Education, National Chiao Tung University, Hsinchu, Taiwan, Taiwan

Technology to Teach Reading to Students with Autism Spectrum Disorder (ASD)

Presenter(s)

Cooper, Annette D., Doctoral Graduate Assistant, Las Vegas, NV

The Five Footholds When It Comes to Grades

Presenter(s)

Jacknewitz, Jennifer, Belleville School District 118, Belleville, IL

The Impact of Virtual Reality on the Writing of Primary Grade Students

Presenter(s)

Webber, Kristin, Edinboro University, Edinboro, PA
Kimmy, Michelle, Edinboro University, Edinboro, PA

Using Technology to Motivate: A Review of Research on "Struggling" Adolescent Readers

Presenter(s)

Bippert, Kelli, Texas A&M University- Corpus Christi, Corpus Christi, TX

Using Transmediation to Expand Preservice Teachers' Understandings of Literacy

Presenter(s)

Boche, Benjamin A, Valparaiso University, Valparaiso, IN

Youtube, Toys and Comic Characters Children's Cultural Backpack in the meeting with
Preschool Education

Presenter(s)

Forsling, Karin Elisabeth, Karlstad University, Segmon, Värmland, Sweden

LITERACY RESEARCH

A Quick Guide to the Impact of Screen Time on Early Learning: The Good, the Bad and the Ugly of Digital Devices in the Classroom

Session

There are so many questions being posed about current research regarding the use of digital devices and the impact on children's physical development, oral language, and behaviour. Throughout this session, we will debunk myths by exploring the research, along with opportunities for conversation and questions related to the challenges we are confronted with on a daily basis. Teachers will understand how technology interacts with student learning, what features make digital programs a success, and leave with practical recommendations around the use of digital devices with children at school.

Presenter(s)

Bence, Michelle Laura, University of Calgary, Calgary, Alberta, Canada
Ramzy, Miriam, University of Calgary, Calgary, Alberta, Canada

DIFFERENTIATED INSTRUCTION

Amplify, Not Simplify: Accelerating Access to Complex Texts

Session

In this interactive session, participants will have an opportunity to discover engaging activities that support all students through amplification of complex reading selections, close reading, critical thinking, collaborative conversations, and vocabulary-building. Participants will explore practices that address closer examination of texts through collaboration with the purpose of uncovering deeper meaning.

Presenter(s)

Andrews, Barbara R, Benchmark Education Company, New Rochelle, NY

ASSESSMENT & EVALUATION

Analyzing Writing in a Professional Learning Community

Session

In this session, participants will explore a process to enhance professional learning communities by engaging in systematic inquiry around student writing and opportunities to reflect in and on practice. This session will reveal findings from a recent collective case study that explored teacher professional learning around writing instruction, theorizing how job-embedded professional learning experiences create classrooms where writing instruction is both responsive and differentiated.

Presenter(s)

Kerbs, Macie, Sam Houston State University, Houston, TX
Victory, Darren, Eagle Mountain Saginaw ISD, Saginaw, TX

CURRICULUM & INSTRUCTION

Creating A Space For Writing Interventions

Session

Do you have writers in your classroom who need interventions focused on writing? Do you have students who are strong readers but need additional support in order to be successful writers? Do you struggle with including writing as a part of intervention plans and finding time to write? This session will explore how to provide interventions focused on writing for students and how to link reading and writing interventions to maximize learning opportunities for any student. Explore a variety of classroom artifacts and discover how to create a space for writing interventions in your classroom.

Presenter(s)

Floyd, Jennifer, Rockbridge County Public Schools, Lexington, VA

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Culture Matters: Using Literature to Explore and Celebrate Diversity

Session

My presentation will consist of a high quality tool to deliver the content, with embedded features such as video clips and self-assessment tools. I will also engage the participants in an open discussion to connect previous professional experiences to the content. I will also share excerpts from real children's books and address their teaching potential while sharing various activities that will engage students in learning while exposing them to critical literacy concepts, specifically appreciation of the culture of others. I will complete the presentation by sharing an extensive bibliography.

Presenter(s)

Basch, Katy, Kennesaw State University, Kennesaw, GA

DIGITAL LITERACY & TECHNOLOGY

Escape the Rut: Using Free Digital Escape Rooms with Google Sites and DeckToys to Increase Engagement and Support Literacy Standards

Session

Are you tired of using the same strategies and techniques over and over again? Are your students tired of them? Do you want to learn how to make a digital escape room that can be done with minimal set up and expense? Learn two free online tools to create digital escape rooms to support any standards. These activities can be used to introduce modules, review units, or in daily instruction. Real world examples and practice will be included!

Presenter(s)

Salazar, Christina, Texas Woman's University, Denton, TX

FOUNDATIONAL SKILLS

EveryDay Literacy: Resources You Can Use from South Carolina's Literacy Toolbox

Session

The SC State Library's goal is to improve literacy throughout the state and provide a model for others. To build capacity for intergenerational literacy programs, we developed the South Carolina Day by Day Family Literacy Activity Calendar as a comprehensive resource to support the EveryDay Literacy initiative (<http://tinyurl.com/ybht689v>). Items in the EveryDay Literacy toolbox are created or supported by the State Library to provide different activities and training opportunities to build literacy skills in a diverse, fun, and interactive way that we want to share with YOU!

Presenter(s)

Lyons, Denise, South Carolina State Library, Columbia, SC
Antill, Rebecca, South Carolina State Library, Columbia, SC
Smith, Caroline, South Carolina State Library, Columbia, SC

FOUNDATIONAL SKILLS

Fluency: The Importance of and Strategies to Address Needs for K-5 Learners

Session

This interactive session offers research-based approaches to build fluency with K-5 students. Effective instruction in foundational reading including word reading and fluency supports literacy development in elementary grades. This session will examine the underlying research that supports fluency instruction as well as classroom strategies teachers can use to address specific fluency needs including accuracy, rate, and prosody to build comprehension.

Presenter(s)

Walski, Melanie, Northern Illinois University, DeKalb, IL
Smith, Peet, Northern Illinois University, DeKalb, IL

CURRICULUM & INSTRUCTION

Integrating Reading, Writing and Grammar: Shaping and Sharpening Students' Literacy

Session

Learn how sentence combining can improve students' reading comprehension of complex texts and improve students' written sentence fluency and grammar. Through this interactive session, the presenter will model how you can use sentence combining to help students "read like a writer" and "write like a reader." Attendees will discover how sentence combining can be applied across grade levels, content areas, and literary genres (fiction and nonfiction). By using scaffolded instruction, teachers can guide students as they learn grammar and craft sentences for different writing purposes.

Presenter(s)

Chin, Beverly, University of Montana, Missoula, MT

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Leveraging the Power of Video: Deepening our Capacities for Reflection

Session

In this session we'll look at the benefits and burdens of using video as a tool for reflection and analysis of literacy teaching and learning in K-12 classrooms.

This session will examine lessons learned, structures and protocols that can support the process, and teachers' insights on using video as an ongoing tool for independent and collaborative analysis. We will have a chance to look at classroom examples and examine teacher reflections on their own thinking and growth as they participate in ongoing video analysis in their graduate studies and professional learning.

Presenter(s)

Richardson, Lisa K, University of Alaska Southeast, Juneau, AK

CONTENT AREA & DISCIPLINARY LITERACY

Making Calculus Accessible with Disciplinary Literacy Practices

Session

What if you could make calculus more accessible to all students by developing disciplinary literacies in mathematics? The purpose of this presentation is to demonstrate key features of disciplinary literacy instruction that increase access to challenging mathematics content. We begin with an introduction to research on the nature of disciplinary literacies for mathematics, and then present findings from our study on the features of instruction that support students' access to and development of the content and literacies of calculus.

Presenter(s)

Robinson, Richard, The Citadel, Charleston, SC
Dostal, Hannah, University of Connecticut, Storrs, CT
Gabriel, Rachael, University of Connecticut, Storrs, CT
Swart, Breeanne, The Citadel, Charleston, SC

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Making Online Learning Work: Best Practices & Learning Menus in the Context of Literacy Education

Session

The goal of this session is to work together to understand how we can transform our curriculums and pedagogical practices to embrace online education in the field of literacy education. We will discuss best practices and consider how learning menus can be used to enhance learning, increase engagement, and build community in the online classroom. The panel will conclude with time for attendees to reflect on and share their ideas about distance education.

Presenter(s)

Stowe, Jen, Canisius College, Buffalo, NY

CURRICULUM & INSTRUCTION

Nonfiction Now! Innovative, Intriguing, and Inclusive

Session

In round-table discussions, five award-winning nonfiction authors share strategies for helping students brainstorm topics, conduct innovative modes of research, and connect to relevant and topical themes. They'll facilitate title talk discussions suggesting potential mentor texts to use in the classroom and library. They will integrate ways to help students create innovative approaches to history, encourage citizen scientists, expand students' windows, mirrors and sliding glass doors to the world and use inquiry to expand and explore ground-breaking technology and engineering.

Presenter(s)

Richards, Susannah, Eastern Connecticut State University, Willimantic, CT
Albee, Sarah, Author, Watertown, CT
Bolden, Tonya, Author, New York, NY
Castaldo, Nancy, Author, Author, NY
Cline-Ransome, Lesa, Author, Rhinebeck, NY
Swanson, Jennifer, Peachtree Publishing, Jacksonville, FL

CURRICULUM & INSTRUCTION

Partner Reading Should be Fruitful, not Frustrating: Structuring Instruction to Support Productive Partner Reading

Session

Partner reading should be fruitful, not frustrating! In this session, participants will learn practical ways to support students' comprehension of text during partner reading. The presenters will share models for structuring partner reading in ways that allow students to productively read with each other, freeing the teacher to circulate and coach; models for strategy instruction that students can apply to their partner reading sessions; and practical ways in which teachers can support, scaffold, and coach students during partner reading.

Presenter(s)

Arya, Poonam, Wayne State University, Detroit, MI
Roberts, Kathryn L, Wayne State University, Detroit, MI

LITERACY POLICY & ADVOCACY

Preparing Specialized Literacy Professionals as Advocates for Effective Literacy Practices

Session

There is a need to unpack advocacy at the graduate level and how we support our future literacy leaders to stay active locally and nationally within and outside their communities of practice. This session examines the term advocacy related to assessment and evaluation within ILA Standards to support the preparation of Specialized Literacy Professionals in graduate programs. Participants will reflect on the design of assignments and identify strategies to foster advocacy and encourage the sustainability of professional learning and leadership.

Presenter(s)

Yurkewecz, Thea, State University of New York at Geneseo, Geneseo, NY

CURRICULUM & INSTRUCTION

Rethinking the Teaching of Reading Comprehension: The Challenge of Challenging Text

Session

This presentation will explore the research on teaching students to read with complex text versus teaching students at their supposed instructional reading level and will provide specific instructional recommendations for how students can be taught to read successfully using grade level texts. This presentation will encourage participants to rethink how they conceptualize reading comprehension, comprehension instruction, text selection and assignment, intervention support, and other key issues in reading instruction.

Presenter(s)

Shanahan, Timothy, University of Illinois at Chicago, Chicago, IL

CURRICULUM & INSTRUCTION

Shaking Up Shared Reading: Texts, Tips, and Teaching Strategies

Session

Looking for some fresh ideas to shape your shared reading experiences? Discover sensible strategies and teaching techniques for implementing shared reading. Learn how to select and use engaging picture books, poems, and songs to strengthen readers' phonemic awareness, phonics, fluency, vocabulary, and comprehension. Leave with a clear vision for the future of shared reading in your classroom.

Presenter(s)

Walther, Maria, Indian Prairie School District #204, Aurora, IL

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Talking About Books: Using Student Voice to Inform Effective Literacy Pedagogy

Session

Dear Oliver,
Thank you for the letter you wrote to me earlier in the year,

This is the start of a letter written by a university student to a primary school child. The letter was the culmination of a project in an initial teacher education course that partnered with local schools to create authentic learning opportunities for students to talk about their reading interests. The presentation outlines the research informing this work. Come and hear how the enactment of literacy pedagogy centered on children's literature leads to increased engagement with reading and writing for all students.

Presenter(s)

Simpson, Alyson, University of Sydney, Sydney, NSW, Australia

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Teacher as Reader: Enhancing Reading Comprehension of Teacher Candidates

Session

This presentation describes two teacher educators' efforts to revise their literacy methods courses in order to better meet the needs of their teacher candidates (TCs). Specifically, it details how they have provided structured and ongoing modeling and practice opportunities to support TCs' understanding of comprehension strategies and their self-efficacy in using and teaching those strategies. Participants will be involved in demonstrations and practice opportunities during the session.

Presenter(s)

Degener, Sophie C, National Louis University, Chicago, IL
Gardiner, Wendy, Pacific Lutheran University, Tacoma, WA

CURRICULUM & INSTRUCTION

Teacher Credibility Leads to Better Learning

Session

Are you credible in the eye of your students? If so, they'll learn a lot more from you. Do you want to know for sure? In this session, we explore the idea of teacher credibility, which has a profound and significant impact on students' learning. Come talk with us about the four aspects of teacher credibility: trust, competence, passion (or dynamism), and closeness (or immediacy). We'll provide you with tools to know for sure if you are credible in the eyes of your students and help you identify ways to expand your credibility.

Presenter(s)

Fisher, Doug, San Diego State University, San Diego, CA
Frey, Nancy, SDSU, San Diego, CA

FOUNDATIONAL SKILLS

Theories and Research on Word Learning and What It Means For Your Instruction

Session

This session explores current research and theory about how children learn to decode and recognize words. Learn more about how word recognition skills develop by examining videos and student work samples and come away with some concrete ideas about how this research and theory can be applied to your reading instruction.

Presenter(s)

Pearson, Emma Peworchik, University of Virginia, Charlottesville, VA
Hayes, Latisha, University of Virginia, Charlottesville, VA

FOUNDATIONAL SKILLS

Understanding Foundational Skills Within TextReaderContext Interactions: The Riding Reader Model

Session

Attendees will be introduced to the Riding Reader Model, a theoretically grounded visual analogy used to explain the elements of the reading process as it takes place in an assessment or instructional reading context. Presenters will use this model to enhance attendees' abilities to analyze and interpret readers' assessment results and improve the effectiveness of their instruction through a deeper understanding of reader-text-context interactions.

Presenter(s)

Duerr, Jennifer, State University of NY at New Paltz, New Paltz, NY
Punkosdy, Carissa, State University of New York at New Paltz, New Paltz, NY

DIVERSITY & EQUITY

Using Culturally Sustaining Literature to Abolish Implicit Invisibility and the Resulting “Isms”

Session

How can we halt civil issues like implicit invisibility that impede students? How can we bridge historical omissions? Demonstrated is multiple uses of culturally sustaining literature as curricula (K - 6); support for positive self-affirmations and collaborative learning; and, fuel for balanced historical perspectives among students. Also, disseminated is a lexicon (e.g., implicit invisibility and equity traps) and clearinghouse of professional resources/bibliography to build/maintain libraries for practitioners to abolish implicit invisibility and resulting "isms" like classism and racism.

Presenter(s)

Brinson, Sabrina A, Missouri State University, Springfield, MO

DIFFERENTIATED INSTRUCTION

Using Explicit Instruction to Help Struggling Readers

Session

Have you ever started reading a novel but tossed it aside because the plot was confusing? Or tried reading a dense nonfiction book before realizing you didn't have enough background knowledge on the topic? The same thing can happen for students in the classroom. Some students can make inferences to work through ambiguity. But for students who learn and think differently, one unclear direction or too many things to remember can cause them to get confused and completely shut down. Join us to learn how explicit instruction can be a game-changer and how you can use it in your classroom.

Presenter(s)

Kaufman, Trynia, Understood, New York, NY

CONTENT AREA & DISCIPLINARY LITERACY

With Eyes, Minds, and Hearts Wide Open: An Interdisciplinary and Inclusive Makeover of Classroom Libraries

Session

Join three dynamic presenters as they take an interdisciplinary and inclusive look at what's needed in elementary classroom libraries. Prepare to find solutions for giving your classroom library the slightly-adjusted, or even extreme kind of "makeover" for meeting the needs of today's 21st century readers. Step into learning environments that are lifted from drab to fab with titles selected based on trends in students' interests, levels, diversity, languages, cultures, themes, series, genres, and more! Come with a passion, and leave with a plan for transforming your own classroom library.

Presenter(s)

Kunz, Kenneth, Monmouth University, West Long Branch, NJ
Fitzgerald, Jason, Monmouth University, West Long Branch, NJ
Schpakow, Michelle, Monmouth University, West Long Branch, NJ

COACHING & LITERACY LEADERSHIP

Fast-Tracking Phonics Skills Through the Brain's Backdoor: How to Access Social-Emotional "Superhighways" for Accelerated Learning

Hands-On Workshop

Did you know that the brain has a backdoor for accelerated learning that's easily hacked into? Using brain science as a road map, discover how to target daily reading instruction to "backdoor" social and emotional learning systems that transform hard phonics skills into child's play! Take advantage of learning loopholes rooted in brain plasticity to accelerate both reading AND writing, and take away brain-changing knowledge and powerful "backdoor" teaching tools that will leave you armed and ready for Monday morning!

Presenter(s)

Garner, Katie, Learning & the Brain Research Consortium; The Juilliard School Literacy CLIMB; Marenem, Inc., Asheville, NC

FOUNDATIONAL SKILLS

Making Thoughtful Use of Decodable Texts in the Balanced Literacy Classroom

Hands-On Workshop

It's no surprise that decodable texts get a bad rap with educators who are committed to prioritizing meaning-making. But is there a place for thoughtful use of decodable texts in the primary grades? How can these texts serve as powerful counterpoints to patterned texts and help develop strong readers? How much decodable text is enough without becoming too much? In this session, we'll explore the role of decodable texts for beginning readers. We'll present practical strategies to strengthen selection and use of decodable text in K-2 classrooms. We'll even play with writing some of our own!

Presenter(s)

Burkins, Jan B., Jan Miller Burkins Consulting, Athens, GA
Yates, Kari, Moorhead Public Schools, Moorhead, MN

COACHING & LITERACY LEADERSHIP

Multiple Roles of Specialized Literacy Professionals: Voices From the Field

Hands-On Workshop

In this workshop, participants will use a framework to describe their roles, their successes, and their challenges. Then presenters, who are literacy specialists working in different locales and at different levels, will make brief presentations describing what they do (how they spend their days), a success that they have experienced, and a challenge that they face. Between each presentation, participants will be involved in small group interactive activities addressing specific challenges faced by literacy professionals. We will conclude with an opportunity for Q & A.

Presenter(s)

Bean, Rita, University of Pittsburgh, Pittsburgh, PA

Banks, Celia, Elgin Schools, Elgin, IL
Beck, Mark, Manchester Academic Charter School, Pittsburgh, PA
Henry, Mike, Reavis High School, Burbank, IL
Regner, Katie, Allegheny Valley School District, Cheswick, PA

CURRICULUM & INSTRUCTION

Tackling What's Holding us Back From Teaching with Graphic Novels

Hands-On Workshop

This workshop addresses challenges teachers have expressed to us when integrating graphic novels into their curricula such as: finding appropriate (complex) texts; how to teach them and the visual and verbal literacies required for deep comprehension; and how to address naysayer's concerns. In this workshop we provide resources for finding appropriate texts along with our favorites across themes and genres. In hands-on activities we relay how to teach these complex texts, we explore ways to effectively integrate these texts into reading and writing curricula, and how to respond to naysayers.

Presenter(s)

Jaffe, Meryl, Johns Hopkins University Center for Talented Youth, Baltimore, MD
Hurwich, Talia, NYU, New York City, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Teacher Educator Pedagogy Presented in 3 Acts: A Behind-the-Scenes Look at Preparing Novice Teachers for Effective Early Literacy Instruction

Hands-On Workshop

Go behind the scenes and find out what it takes to prepare novice educators to provide effective and engaging literacy instruction for all students. Act 1: Design a Model. Act 2: Evaluate and Decompose Instructional Moves. Act 3: Conduct Rehearsal of Instructional Practices. Attendees will leave the workshop with a fully planned model lesson, a written decomposition of their chosen instructional approach, and specific, targeted feedback that will make a novice teacher's first-time lesson more than just a dress-rehearsal.

Presenter(s)

Albro, Jennifer, Johns Hopkins University, Baltimore, MD

Kennedy, Kathleen, Johns Hopkins University, Baltimore, MD
McConnell, Donna, George Washington University, Washington, DC

DIVERSITY & EQUITY

Using Identities as a Cornerstone of Early Learning: Exploring Equity and Inclusive Learning Opportunities Through Culturally Relevant Texts and Play

Hands-On Workshop

This session will explore the growing diversity in today's ever changing classrooms. We will unpack research on Culturally Relevant and Responsive teaching as it relates to early years literacy planning and programming. Through hands-on participation, attendees will engage and critically analyze various learning opportunities that highlight equity and inclusion. It will also highlight the importance of using play as a vehicle to early literacy. The session will seek to enhance understanding around the importance of bringing students' identities to life in all areas of literacy development.

Presenter(s)

Chisholm, Janice, Toronto District School Board, Toronto, Ontario, Canada
Campbell, Paula, Toronto District School Board, Toronto, Ontario, Canada

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Using Read Alouds for Explicit Vocabulary Instruction

Hands-On Workshop

This session focuses on how to purposefully plan read-alouds to support the vocabulary development of ELLs. The objective of this session is to support educators in becoming more mindful of the importance of making classroom instruction comprehensible for ALL learners. This workshop will cover topics including tiered vocabulary, word introductions, word interactions, and read-alouds. Participants will leave with resources to help them purposefully plan read-alouds to support the vocabulary development of ELLs.

Presenter(s)

Lakata, Lucia, Red Bank Public Schools, Red Bank, NJ
May, Alyssa, Monmouth University, West Long Branch, NJ

CURRICULUM & INSTRUCTION

With Liberty and Justice for All: Using Dramatic Inquiry to Create Inclusive, Humanizing, and Equitable Literacy Practices

Hands-On Workshop

How do you engage all students in humanizing dialogue supporting close yet critical reading and writing? How might you extend comprehension and critical inquiry of content areas? How could you celebrate diversity and promote equality within and beyond the classroom? In this interactive on-your-feet workshop you will work with four teachers who through their teaching, presentations, and publications, have collectively spent their professional lives exploring these questions with students of all ages. You'll leave with strategies to apply "with liberty and justice for all."

Presenter(s)

Edmiston, Brian, The Ohio State University, Columbus, OH
Gaughenbaugh, Lorraine, The Ohio State University, Reynoldsburg, OH
Sharp, Jessica, Buckeye Valley Local Schools, Delaware, OH
Volz, Allison, Columbus City Schools, Columbus, OH

CURRICULUM & INSTRUCTION

Application Not Isolation: Using Authentic Text to Make Phonics Meaningful

Special Interest Group (SIG)

Phonics is the key for all students to access complex text. This lofty goal is achieved when students apply their learning early and often to connected text. This session helps teachers plan authentic phonics lessons characterized by direct instruction with clear learning targets and direct connections to reading and writing. Teachers will learn diverse strategies for teaching fluency and comprehension and understand how to structure classroom time and space to implement effective phonics instruction.

Presenter(s)

Akhavan, Nancy, Fresno State, Fresno, CA

James, Danielle, Catawaba Press, Huntersville, NC
Lund, Elise, Catawba Press, Charlotte, NC

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Professors of Literacy and Teacher Education SIG: Using New Lenses to Shape Teacher Education and Envision Future Literacy Practices and Partnerships

Special Interest Group (SIG)

Participants will choose from a variety of roundtable discussions which address the latest approaches for creating a culture of literacy in any classroom setting. Each speaker will present and then lead topic-related discussions during a roundtable session. Attendees will be able to update their own practices and approaches to respond to the cultural needs in our ever-changing world. Visit www.prtedig.com for a complete description and list of presenters.

Presenter(s)

Reed, Melissa, Emporia State University, Emporia, KS
Barrera, Estanislado S., Louisiana State University - School of Education, Baton Rouge, LA
Bucher, Danielle, Louisiana State University, Baton Rouge, LA
Howrey, Shannon, Kennesaw State University, Kennesaw, GA
Johnson, Bonnie, St. John's University, New York City, NY
Milby, Tammy, University of Richmond, Richmond, VA

COACHING & LITERACY LEADERSHIP

We're All in this Together: A Collaborative Response to Meeting the Needs of Literacy Learners

Special Interest Group (SIG)

Our session will offer a glimpse into how schools provide a Collaborative Response to ensure the literacy needs of students are met. Through clearly articulated collaborative processes and structures, schools can ensure growth for both instructional practice and supports for students. A Collaborative Response framework includes a focus on collaborative team meetings, data-informed use of assessments and the development of a literacy continuum of supports. Come learn how leadership teams establish school-wide structures to ensure comprehensive literacy supports for every student in your school!

Presenter(s)

Giroux, Lorraine, DSBN, St. Catharines, Ontario, Canada

Gascoyne, Cheryl, Rotary Club of Red Deer Sunrise, Lacombe, Alberta, Canada

Hewson, Lorna, Jigsaw Learning, Lacombe, Alberta, Canada

DIFFERENTIATED INSTRUCTION

Capitalizing on Curiosity: Leveraging Inquiry to Meet the Academic Needs of Introverts, Extroverts, and Ambiverts

Panel

In this interactive session, participants will investigate best practice teaching that creates inclusive, supportive classrooms for introverts, extroverts, and ambiverts. First, attendees will participate in strategies that offer all students skills to improve their adaptability and finesse when interacting academically with one another. Next, we will discuss the traits that define behavioral dispositions and their influence on learning. Finally, participants will experience ways to help students share their curiosity, using their own questions to propel inferential thinking and learning.

Presenter(s)

Steineke, Nancy, Illinois Writing Project, Chicago, IL

Downey, Johnny, Forest Hills Schools, Cincinnati, OH

Tovani, Cris, Stenhouse Publishing, Portsmouth, NH

Vincent, Susan, Miami University Regionals, Hamilton, OH

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Preparing Students for the Future: Presenting Esteemed Nonfiction Authors Whose Books Engage and Inform, Igniting Learning and Deepening Understanding

Panel

Award-winning authors will discuss their research, writing techniques, use of visuals, and ways they inform and engage readers, as they share compelling stories about the ways scientists study diverse topics, major events and scientific phenomena and accomplishments. Speakers will offer rich tools and new insights into how to engage readers, develop knowledge, and fulfill state mandates and the CCSS's, to develop proficient, lifelong readers and learners. Strategies and ideas will be shared for developing critical reading and higher level thinking skills and promoting reading engagement.

Presenter(s)

Knoell, Donna L, Educational Consultant, Prairie Village, KS
Freeman, Martha, author, New York, NY
Montgomery, Heather, Author, New York, NY
Slade, Suzanne, Author, Atlanta, GA
Wallace, Sandra Neill, Author, New York, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

A Professional Development Model on Genre-Based Instruction: Application Across the Year and Implications for Research and Practice

Session

Teachers often share that they have not received professional development (PD) on writing instruction and on ways to address writing across the curriculum. The session shared information on a PD model on writing on instruction that addresses cognitive and metacognitive strategies and was applied as TIER I for one year while teachers differentiated in small groups, and taught students the genres of story, opinion, and compare-contrast writing. Implications for practice are shared as well as teachers' and administrators' comments about challenges, learning points, and feasibility of PD.

Presenter(s)

Traga Philippakos, Zoi, University of Tennessee, Knoxville, TN

FOUNDATIONAL SKILLS

Brain Processing and Reading Skills: Linking Research to the Classroom

Session

For many education professionals, the process by which the brain learns to decode words remains mysterious. With the advent of brain imaging technology and decades of research on reading, we know that both phonological processing and orthographic processing are essential for successful decoding. This session will review the research on the influences on word level decoding skills. Implications for how young children learn to read will be discussed.

Presenter(s)

Flowers, Anise, Pearson Clinical Assessment, San Antonio, TX

DIVERSITY & EQUITY

Critical Literacy in K-2: Moving Beyond Books

Session

Conversations about critical literacy often leave out our youngest students. When these conversations do occur, they often center around using books about social issues. This session offers the opportunity to move beyond books to critically explore a broader range of texts with your students. Discover ways to engage K-2 students in critically examining the world around them. Explore strategies that provide opportunities for students to use their developing literacy skills to work for change in the classroom, school, and beyond.

Presenter(s)

Aiken, Heather, UNC-Chapel Hill, Chapel Hill, NC

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Digital Literacy and English Language Learners: Motivating ELLs to Write with the Integration of Technology

Session

The following questions will be addressed during the session: What are the challenges ELLs face while writing? How can teachers encourage ELLs to write? How can teachers integrate technology to support and motivate ELLs to participate in writing tasks? The session will introduce several educational technology applications, lesson ideas, and scaffolds to support teachers as they plan writing instruction for diverse learners.

Presenter(s)

Hecker, Austen, University of Virginia, Charlottesville, VA
Hayes, Latisha, University of Virginia, Charlottesville, VA

CURRICULUM & INSTRUCTION

Engaging Hearts and Minds Through Purposeful Talk

Session

What's the relationship between compelling ideas, community, agency and purposeful talk? While literacy engagement is typically viewed as independent, deep involvement with a text, engaging children with ideas and with each other through purposeful talk actually strengthens their understanding of themselves, others, and their world. Explore processes for developing talk that engages children with ideas and with each other, the role of compelling texts, and supports for facilitating this dynamic learning. Experience what becomes possible, and revel in learning that floats on a sea of talk.

Presenter(s)

Nichols, Maria, San Diego Unified School District, Ramona, CA

CONTENT AREA & DISCIPLINARY LITERACY

Greeking it up with Root Word Study Activities

Session

60-65% of content area academic vocabulary words consists of Greek & Latin roots! Be intentional by Greeking it up! Support the learning of root words with engaging strategies & activities that can enable students to work creatively with Greek & Latin roots. This session offers concrete strategies, games, and ideas that will reinvigorate, support students' vocabulary learning, and deepen comprehension. Hands-on visual aids & graphic organizers, enriching activities, and motivating word study activities for any content area classroom across multiple grade levels will be shared in this session.

Presenter(s)

Chai, Hannah, Wright State University, Dayton, OH

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Guiding Parents Through the Early Years of Preparing Children for Literacy

Session

This presentation demonstrates how to partner with parents, even parents whose language skills are not considered "standard," for children's language and literacy development. By providing easy-to-understand sources of information for parents, demonstrating positive parent-child interactions, and supporting parents' individual schedules and needs, we can help parents become the best teachers of language and literacy. Handouts will include an extensive categorized list of hundreds of daily activities to be incorporated into parent education and professional training.

Presenter(s)

Tuck, Tara, Lesley University, Cambridge, MA

FOUNDATIONAL SKILLS

Handwriting and Spelling: Do We Need to Teach the Foundations of Writing in Education?

Session

Global trends in education indicate that the percentage of children entering kindergarten ready for school has decreased, and by mid-elementary, these achievement gaps are not closing, especially with writing outcomes. This is of concern, as writing by hand continues to be the most common method students use to communicate their knowledge in school. This session will describe what happened to grade 1 children's writing when provided with explicit instruction in handwriting and spelling. Participants will leave with a deep understanding of the 'why' and 'how' of the foundations of writing.

Presenter(s)

Ramzy, Miriam, University of Calgary, Calgary, Alberta, Canada

CONTENT AREA & DISCIPLINARY LITERACY

Integrating Literacy and Engineering: Planting the Seeds of Disciplinary Literacy Among K-2 Students

Session

Be dazzled by K-2 learners as they demonstrate disciplinary literacy skills through an integrated literacy-engineering unit during a 2-week summer camp. The integrated instructional approach is known to promote students' engineering design skills and text comprehension, foster academic conversations, and increase engagement, within regular K-2 classrooms. This presentation will showcase classroom videos, discussions, and a 'gallery walk' of actual trade books, lesson plans, and materials to immerse attendees into the classroom experience following this instructional approach.

Presenter(s)

Isidro, Elizabeth, Western Michigan University, Kalamazoo, MI

FOUNDATIONAL SKILLS

Is Phonological Awareness Related to Pitch, Rhythm- and Speech-in-Noise Discrimination in Young Children?

Session

The development and implementation of interventions to promote the cognitive stimulation of young children in low to middle income countries has been labelled as urgent (Vally et al., 2015). Less linguistically loaded measures of pitch, rhythm and SiN discrimination could potentially contribute to phonological awareness assessments. This presentation will provide an overview of existing literature and discuss the outcomes of a cross-sectional, comparative study of the associations between phonological awareness and pitch, rhythm and speech-in-noise discrimination in young children.

Presenter(s)

Eccles, Renata, University of Pretoria, Pretoria, Gauteng, South Africa

van der Linde, Jeannie, University of Pretoria, Pretoria, Gauteng, South Africa

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Lesson Study and Cycles of Professional Development

Session

Are you a literacy leader or higher-educator seeking new professional learning opportunities for your school or program? This session will discuss research on high-quality professional development sessions designed around cycles of planning, teaching, debriefing, and reflecting on instruction. In this session, we will explore how to develop Lesson Study cycles that are research-based, collaborative, and impact students' learning. Literacy leaders will leave the session with recommendations on how to implement professional learning cycles with preservice and inservice teachers.

Presenter(s)

Aker, Lisa D, Clemson University, Clemson, SC

COACHING & LITERACY LEADERSHIP

Literacy Coaching: It's More than Context, Efficacy Matters too!

Session

This interactive session will engage participants in the use of the Elementary Literacy Coach Self-Efficacy Survey via an online platform. Audience members will explore and discuss the needs of literacy coaches and how the survey can be utilized in their own settings to differentiate literacy coach professional development.

Presenter(s)

Brieske-Ulenski, Adam, Bridgewater State University, Bridgewater, MA
Kelley, Michelle, University of Central Florida, Orlando, FL

CONTENT AREA & DISCIPLINARY LITERACY

Literacy in the World of Arts Education: How Fine Arts Teachers Are Making Their Mark

Session

Education in the arts is essential to students' learning about the world around them. This session emphasizes the important role that Fine Arts Staff play in bringing literacy alive in their classrooms. Come learn how Fine Arts Teachers are making their mark on student achievement and how you can support literacy in the arts!

Presenter(s)

Rivard, Lisa R, Macomb Intermediate School District, Clinton Township, MI

DIGITAL LITERACY & TECHNOLOGY

New Tools and New Spaces: DIY Media of Youth and How Meaning is Embedded via Coding

Session

Interest in computer coding has exploded across the globe. Argued to be the new literacy of the twenty-first century, coding represents the use of a new tool to create digital media. The 'do-it yourself' (DIY) culture embodied in Scratch, an online programming community, is reflective of a trend in the literacy practices of youth shifting toward DIY media. In this presentation, we will explore how early adolescents embed meaning within digital media created via coding and discuss implications for literacy instructional practice.

Presenter(s)

Hagge, Julia, Ohio State University, Columbus, OH

DIGITAL LITERACY & TECHNOLOGY

Rev Time: Using Collections of Selfies to Teach Revision

Session

Asking students to revise their first drafts of writing often yields groans and complaints. Yet, in other spheres of their lives such as social media platforms, middle and high school students are conscientious revisers. In particular, youth are often skilled at representing themselves in multiple positive ways through curating collections of selfies that document their lives. This session examines the challenges of teaching revising strategies to middle and high school students and proposes a connection to revision that many students do well, particularly the editing and revising of selfies

Presenter(s)

Testa, Lisa, Kent State University, Kent, OH
Pytash, Kristine, Kent State University, Kent, OH

LITERACY RESEARCH

Stop Struggling with Struggling Readers: Welcome to the Science of Reading

Session

How are you supporting struggling readers? What if you could impact student reading using a Simple View of Reading? This session focuses on the Science of Reading and how to using the Simple View of Reading to change the way you teach reading in your classroom.

Presenter(s)

Kubasak, Janet, State Support Team Region 2 & Westshore Chapter of OLA, Elyria, OH
Kennedy, Pamela, Ohio State Support Team 4, Concord Township, OH

FOUNDATIONAL SKILLS

Struggling Readers....or Middle School Leaders? Fostering Fluency and Confidence Through an Engaging and Authentic Intervention

Session

Looking for an effective reading fluency intervention that is low in cost, easy to implement, and fun for both students and teacher? Come learn about the Secondary Fluency Routine (SFR), an intervention designed for struggling middle school readers. You will hear about a study in which the SFR was used in a middle school reading intervention setting, you will learn all about how to implement the SFR and you will get hands-on experience as we practice the routine together! You will leave this session with a new tool to implement on Monday!

Presenter(s)

Landreth, Shelly, The University of Texas Permian Basin, Odessa, TX
Maynard, Chanelle, Sam Houston State University, Huntsville, TX

COACHING & LITERACY LEADERSHIP

Teaching Vocabulary From Word Roots: Powerful Instruction for Increasing Word Knowledge and Comprehension

Session

Success in reading is highly dependent on readers' knowledge of word meanings (vocabulary). It is difficult to understand texts that contain words that a reader does not know. One of the most promising ways to improve general and academic vocabulary is through instruction in word roots and affixes derived from Latin and Greek. In this session, participants will be presented with evidence of the value of instruction in Latin and Greek roots and instructional methods for bringing Latin and Greek root instruction into reading or content area classrooms. Veni, Vidi, Vici Vocabulary!

Presenter(s)

Rasinski, Timothy, Kent State University, Kent, OH

Newton, Joanna, Graham Road Elementary School, Falls Church, VA

DIFFERENTIATED INSTRUCTION

The ABCs of Dyslexia

Session

Many students with who struggle with reading and writing in school have a learning disability. The most common learning disability is dyslexia, affecting up to 20% of students. Yet, most teacher training programs do not provide training in dyslexia. This presentation will provide the much needed information about what dyslexia is and is not, how it is identified, common co-morbid conditions, appropriate accommodations to access and produce grade level content, and what an instructional approach should include for students with dyslexia to be successful with learning to read and write.

Presenter(s)

Sandman-Hurley, Kelli, Dyslexia Training Institute, San Diego, CA
Block-Zaretsky, Tracy, Dyslexia Training Institute, San Diego, CA

COACHING & LITERACY LEADERSHIP

The Innovative Literacy Lab: A Fishbowl for Professionals & Support to Emergent Readers in Cross Disciplinary Reading/Writing

Session

This session will be a tour of a Literacy Lab. The Literacy Lab is an intervention for students who need both small-group and individual instruction and assessment. The Lab will showcase how to engage middle schoolers in digital and print literacies. It will showcase universal design elements for students who require universal access, such as Snap and Read and audio supported texts. The lab also functions as a professional learning platform for districts to use to develop teacher's knowledge of reading research practices. This session will allow for lecture, hands-on experience, and Q & A.

Presenter(s)

Sesky, Jeanne M., Anaheim Union High School District, Anaheim, CA

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Too Many Books, Too Little Time: Examining Frameworks for Text Selection and Instructional Design From Multiple Perspectives

Session

How do you select the texts and curriculum, materials for your students? What are the factors that you take into account when designing literature-based instruction? Do you want to maximize the learning of all of your students? Three literacy experts will share their seemingly opposing views on the approaches to text selection. Presenters will share three different frameworks in which to view texts: the science of reading; adolescent literacy; and emergent bilinguals. They will also share ways to create units to meet the instructional goals for a diverse set of learners.

Presenter(s)

Buckley-Marudas, Molly, Cleveland State University, Cleveland, OH
Andrei, Elena, Cleveland State University, Cleveland, OH
Northrop, Laura, Cleveland State University, Cleveland, OH

Poster Session #2 Teacher Preparation and Professional Development, Coaching & Literacy Leadership, & Curriculum & Instruction

Research Poster Presentation

A Collaborative and Supplemental Model to Enhance Early Language and Reading Skills

Presenter(s)

Nguyen, Neal V, Florida Atlantic University, Davie, FL

Are early grade teachers prepared to teach with complex text?

Presenter(s)

Smith, Delphia, Claflin University, Orangeburg, SC

Building Systematic Discussion Skills in Middle Grades

Presenter(s)

Cook, Brian J, Worcester County Public Schools, Newark, MD

Early Childhood Service Learning Projects: Effective Practices for Remapping the Cradle to Prison Pipeline

Presenter(s)

Brunson, Michelle Fazio, NORTHWESTERN STATE UNIVERSITY of Louisiana, Natchitoches, LA

Hailey, Debra Jo, Southeastern Louisiana University, Hammond, LA

Weems, Amy, University of Louisiana Monroe, Monroe, LA

Early Elementary Staircase Writing Curriculum Design and Implementation for low-SES Culturally and Linguistically Diverse Language Learners

Presenter(s)

Corrigan, Mary, Concordia University/And Literacy For All, Fort Myers, FL

Exploring the Academic Experience: A Case Study of African American Males in Differently Tracked English Courses

Presenter(s)

Williams, Brian Keith, North Carolina A&T State University, Greensboro, NC

Smith, Nichole L, North Carolina A&T State University, Asheboro, NC

Watkins, Kellee, North Carolina A&T State University, Greensboro, NC

Williams, Nakeshia, North Carolina A&T State University, Greensboro, NC

From the Walls of the University to the Walls of the Classroom: Early Reading Field Experiences for Teacher Candidates

Presenter(s)

Pletcher, Bethanie, Texas A&M University - Corpus Christi, Corpus Christi, TX

Cortino, Rochelle, Texas A&M University - Corpus Christi, Corpus Christi, TX

Staples, Michelle, Texas A&M University - Corpus Christi, Corpus Christi, TX

Teh, Kaela, Texas A&M University - Corpus Christi, Corpus Christi, TX

Full S.T.E.A.M Ahead! Empowering Literacy Candidates with the Tools for Exemplary Literacy Instruction within an Interdisciplinary Clinical Practicum

Presenter(s)

Collucci, Melissa Aquinas, St. Thomas Aquinas College, Sparkill, NY

Heterogeneous Guided Reading Groups: An Approach to More Equitable Instruction

Presenter(s)

Young, Tiffany T., Doane University, Crete, NE

How a proficient teacher in England applies creative activities to Literacy lessons

Presenter(s)

Tansey, Yuichi, Shujitsu University, Okayama, Okayama, Japan

Literacy Teacher Educator Perceptions: Promoting Preservice Teachers Understandings with Curriculum and Instructional Approaches

Presenter(s)

Raymond, Roberta D, University of Houston-Clear Lake, Houston, TX

Piper, Rebekah E, Texas A&M-San Antonio, San Antonio, TX
Sharp, Laurie A., Tarleton State University, Stephenville, TX

Making It Explicit: Using Simulations to Shape Preservice Secondary History Teachers' Beliefs and Practices in Disciplinary Literacy

Presenter(s)

Waychunas, William, University of Michigan - Ann Arbor, Ann Arbor, MI

Middle Grades Content Literacy: A Close Look at One Professional Development Opportunity

Presenter(s)

Smith, Nichole L, North Carolina A&T State University, Asheboro, NC
Williams, Brian Keith, North Carolina A&T State University, Greensboro, NC

Please Let Me Help You: Using the Language Arts to Support Students Dealing with Anxiety, Fears, and Trauma

Presenter(s)

Ridout, Susan Ramp, Indiana University Southeast, New Albany, IN
Pinkston, Gary, Indiana University Southeast, New Albany, IN
Sullivan-Losey, David, Indiana University Southeast, Sellersburg, IN

Say It Loud! Giving voice to our students, learning what they find important. Social Poem writing to foster literacy, civic engagement, and community.

Presenter(s)

Ciatto, Nina, Brooklyn, NY

Self-Editing Strategies for Middle School Students

Presenter(s)

Queathem, Elizabeth, Meekins Middle School, Stuttgart, AR
Wilson, Kristin, Meekins Middle School, Stuttgart, AR

Shaping the Future of Fluency Instruction: A Systematic Review of Fluency Interventions for Elementary Students with Reading Difficulties

Presenter(s)

Hudson, Alida K, Texas A&M University, College Station, TX
Cantrell, Emily Hudson, Texas A&M University-College Station, College Station, TX
Koh, Poh Wee, Texas A&M University-College Station, College Station, TX
Moore, Karol Hudson, Texas A&M University-College Station, College Station, TX

Student Driven Reading Growth: How Student Ownership and Perseverance Impact A Successful Reading Instruction Design

Presenter(s)

Brar, Tina K, Selma Unified School District, Selma, CA

Taking Literacy Outside: Outcomes from a yearlong observational study

Presenter(s)

Spears, Amber M, Tennessee Tech University, Cookeville, TN
Braisted, Lindsey, Tennessee Technological University, Cookeville, TN
Schmitt-Matzen, Cassie, Tennessee Technological University, Cookeville, TN

Teacher Candidates : Reading Methods and Applied Learning Model Case Study

Presenter(s)

Botello, Jennifer Ann, Missouri Western State University, St. Joseph, MO
Gregory, Beth Anne Lilly, Missouri Western State University, St. Joseph, MO

The Impact of Teacher Coaching in the Professional Learning Communities in Nigeria:
Coaches' and Teachers' Experiences

Presenter(s)

Musa, Alawiyyatu Aliyu, Abubakar Tatari Ali Polytechnic, Bauchi, Nigeria., Bauchi State,
Nigeria., Bauchi State, Nigeria
Ibrahim, Amina Abubakar, Abubakar Tatari Ali Polytechnic, Bauchi, Nigeria., Bauchi State,
Nigeria., Bauchi State, Nigeria
Musa, Alawiyyatu Aliyu, Abubakar Tatari Ali Polytechnic, Bauchi, Nigeria., Bauchi State,
Nigeria., Bauchi State, Nigeria

The Self-Reflective Literacy Educator: A Critical Evaluation of Online Instructional Quality

Presenter(s)

Walker, Sharryn, Central Washington University, Ellensburg, WA
Katz, Anne, Georgia Southern University, Savannah, GA

What Structured Literacy Is and What it Is Not: Dispelling the Notion that Dyslexia Programs are
Scientific Reading Instruction

Presenter(s)

Woods, LaToshia, Arkansas State University, Jonesboro, AR
Graham, Karen K., Arkansas State University, Jonesboro, AR

"We Need to Get Used to Working Together": Interdisciplinary Collaboration to Provide Reading
Intervention in a University-Based Literacy Clinic

Presenter(s)

Pletcher, Bethanie, Texas A&M University - Corpus Christi, Corpus Christi, TX
Robertson, Phyllis, Texas A&M University - Corpus Christi, Corpus Christi, TX
Talley, Joseph, Texas A&M University - Corpus Christi, Corpus Christi, TX
Watson, Krystal, Texas A&M University - Corpus Christi, Corpus Christi, TX

CURRICULUM & INSTRUCTION

Book Clubs, Book Talks, and Read Alouds: Shared Experiences to Inspire and Build Community

Panel

How can you help your students become the driving force of literary response and book choice in your ELA classroom? This workshop will explore engaging strategies to create joyfully engaged readers. You'll learn how to build a student's reading identity while engaging all

students in practices that will build confident, successful readers. Discover new ways to promote active listening and audience participation. See student-led book clubs, watch readers book talk books to their peers, and consider ways to move your read aloud to social action through shared reading and writing experiences.

Presenter(s)

Dorfman, Lynne R, Arcadia University, Glenside, PA
Gehman, Catherine, Boyertown Area School District, Gilbertsville, PA
Krupp, Brenda, PA Writing & Literature Project, West Chester, PA
Ryan, Gail, literacy consultant, Souderton, PA

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

For What It's Worth: The Power of Picture Books in Social-Emotional Learning

Panel

Books are ways of planting seeds of love, kindness, and empathy into our students, so that they can grow, thrive, and excel in their futures. This panel is composed of authors and illustrators who have seamlessly weaved themes of empathy into their works for children. Panelists will speak on the importance of including these themes in their works, and how participants can use these and other books with students to encourage not only a love of reading, but also an urgency for love, kindness, and empathy. This interactive panel will include question and answers from the panelists.

Presenter(s)

Teut, Dylan, Concordia University Nebraska, Seward, NE
Ludwig, Trudy, Random House Children's Books, New York, NY
Paul, Miranda, HMH Books, New York, NY
Springstubb, Tricia, Candlewick Press, Dover, MA
Tharp, Jason, Macmillan Children's Publishing, New York, NY

CURRICULUM & INSTRUCTION

Reader's and Writer's Notebook: Future-Oriented Reflection

Panel

Ready for a session that brings the Reader-Writer Notebook into the Now and Next? Come learn how to take students from mere responses to reflections on their reading and writing selves that they will touch back on in their future. Learn why reflection is the stickiest glue for the brain, and be inspired by our favorite student reflections and our most powerful reflection strategies for the notebook. Spoiler alert: the notebook begins as a tool that holds thinking and evolves into a place to transform learners' abilities to commune with their intellectual, creative, and social selves.

Presenter(s)

Crowder, Travis, East Alexander Middle School, Hiddenite, NC
McGee, Patty McGee, Author Educator, Harrington Park, NJ

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

The Effect of a Clinical Experience on the Self-Efficacy of Reading Specialist Candidates

Panel

How does a teacher's self-efficacy effect their literacy instruction? In this session, a panel of literacy professors will present the results of a research study measuring the self-efficacy of students in a graduate reading specialist program during their clinical experience. The panel will provide descriptions and anecdotes from their clinical experience and share instructional strategies that were particularly impactful with their students, A resource handout will be provided.

Presenter(s)

Webber, Kristin, Edinboro University, Edinboro, PA
Cousins, Jenny Webber, Edinboro University, Edinboro, PA
Dailey, Kathleen, Edinboro University of PA, Edinboro, PA
Fuda Daddio, Jessica, Edinboro University, Edinboro, PA
Tyler, Karen Kay, Edinboro University, Edinboro, PA

GLOBAL INSTRUCTION

'Teaching Literacy has Been a Roller Coaster Ride': Becoming a 'Real' Teacher.

Session

Developing professional identity as a teacher of literacy involves continual reflection and interactions with significant others within the school community. The intricacies of these

interactions, the opportunities presented, and school requirements offer varying levels of support as beginning teachers strive to become confident and empowered in their teaching. This presentation discusses key findings from research following beginning teachers of literacy through their initial year of teaching in New Zealand classrooms and challenges participants to reflect on their own mentoring practices.

Presenter(s)

Carss, Wendy Diane, University of Waikato, Hamilton, Other (outside of U.S.), New Zealand

LITERACY POLICY & ADVOCACY

2020 Vision: Connecting Home and School Literacy Practices to Boost Bilingual Children's Success

Session

There is a common notion that bilingual parents do not want to be involved in their children's education. I present findings from a preliminary study that shows bilingual parents are interested, and are involved in their children's early literacy development.

At this session, teachers will learn and share suggestions on ways to find out and leverage on what bilingual parents are doing in their home with the aim of giving every child equal opportunity to succeed.

Presenter(s)

Aina, Oluwaseun Ayobami, Clemson University, Clemson, SC

ASSESSMENT & EVALUATION

A Little SOAP Goes a Long Way: Promoting Reflection on Instructional Practice

Session

A little SOAP goes a long way. After examining the different components of SOAP (Subjective, Observing, Assessing, and Planning) notes, attendees will engage in SOAP note reflection and discuss their outcomes in small groups. During the group, Participants will: develop examples, engage in taking SOAP notes, examine the impact SOAP notes can have on instructional practice. Participants will use multimedia approaches to share their reflections.

Presenter(s)

Weaver, Joanna C, Bowling Green State University, Bowling Green, OH
Bertelsen, Cynthia, Bowling Green State University, Bowling Green, OH
Murnen, Tim, Bowling Green State University, Bowling Green, OH

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT**Active Questioning for a Critical Analysis of Content Area Texts****Session**

In this session, the use of a critical literacy graphic organizer based on the media literacy framework of Five Key Questions (Thoman & Jolls, 2005), will be introduced and practiced by participants to develop knowledge and proficiency in the integration of this evidence-based strategy in classrooms. The presenters' work with preservice teachers using this adapted graphic organizer informs the challenges and importance of using this critical lens for print and non-print text in our present-day school classrooms characterized by students characterized by cultural/linguistic differences.

Presenter(s)

Linder, Roberta, retired, Delaware, OH
Falk-Ross, Fran, Pace University, Pleasantville, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT**Collaborating Across Educator Preparation Programs to Shape the Future of Literacy****Session**

This session highlights key ways that Reading Specialist and Special Education graduate program faculty collaborate across programs to support in-service and preservice teacher candidates. Participants will observe specific examples of how instructional technology can be used to support teacher candidates' implementation of research-based strategies to enhance

the literacy skills of struggling readers and students with disabilities and how feedback from faculty using appropriate technology can enhance data-driven instruction.

Presenter(s)

Pittman, Pam, Fairmont State University, Fairmont, WV
Reneau, Julie, Fairmont State University, Fairmont, WV

DIFFERENTIATED INSTRUCTION

Conquering Dyslexia: Early Detection and Successful Intervention

Session

Our understanding of dyslexia has greatly expanded over the past decade, due in part to the newest technologies being used by researchers to study brain functions involved in reading and writing. This session provides an overview of the newest research on dyslexia and addresses the many myths that persist in our understanding of this neurological disorder. Specific strategies to help us successfully address the reading, writing, and spelling challenges that our students with dyslexia face will be shared, along with useful resources to support teachers and parents of students with dyslexia.

Presenter(s)

Hasbrouck, Jan, JH Educational Services, Seattle, WA

CURRICULUM & INSTRUCTION

Delivering on the Promise of Literacy for All: Yes, We Can!

Session

During the early years of school, there is no job more important than the development of a strong foundation of language and literacy skills, as we set the stage for children's future academic learning, as well as their ability to think critically, creatively and productively as literate citizens of the 21st century. Though the tools they use may be different, teachers are the chief architects for their instructional programs, and the elements in those programs need to be

based on the evidence. This is an exciting time in education, as we allow evidence to shape the future of our practice.

Presenter(s)

Stewart, Laura, The Reading League, Geneva, IL

CONTENT AREA & DISCIPLINARY LITERACY

Disciplinary Literacy: The More Ways That You Read, Write, and Know in the Disciplines, the More Things You'll Learn, and the More Places You'll Go!

Session

This session highlights how secondary teachers help students to read, write, speak, and think in the academic disciplines of English language arts, mathematics, science, and social studies. It will enable secondary teachers to employ disciplinary-specific literacy strategies to improve their students' reading, writing, speaking, and thinking like professional insiders do in the academic disciplines and support their students in apprenticeship experiences in their content area classrooms to become rhetoricians, literary critics, mathematicians, scientists, and historians.

Presenter(s)

Lenarz, Michelle Lee, Walsh University, North Canton, OH
Rudd, Lynn L., Walsh University, North Canton, OH

GLOBAL INSTRUCTION

English Language Arts Strategies That Cross Borders: Teaching and Learning in the Czech Republic

Session

When we think of effective instructional strategies, how often do we consider strategies that may cross borders? In this session, two Fulbright Scholars (who are both former English teachers) will share effective strategies they used in the Czech Republic that moved their Czech students from passive to active learners. Presenters will consider how American methods in a Czech classroom affected their students' understanding of teaching and their vision of themselves as future teachers. Participants will leave with instructional ideas they can immediately implement in their own classrooms.

Presenter(s)

Thomas, Angela Falter, Bowling Green State University, Bowling Green, OH
Devereaux, Michelle D, Kennesaw State University, Kennesaw, GA

COACHING & LITERACY LEADERSHIP

Explore the Four Roles of a Coaching Genius: Not Just to Instruct, but to Encourage, Empower and To Inspire

Session

Discover and reflect on the 4 roles of the instructional coach and through this reflection uncover multiple ways to move your coaching relationships to the next level. A common phrase in education is, "Instructional coaching is all about relationships" but lasting productive relationships evolve over time. Coaches will learn how to keep the relationship growing stronger by examining how at different times coaches Instruct, Encourage, Empower and ultimately, Inspire the classroom teacher. These are the "Genius Coaches" who work to enhance teaching knowledge and knowhow for our Prek-12 students.

Presenter(s)

Pete, Brian, RFAteachPD, Venice, FL

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

How to Engage English Learners in Grade Level Texts Across Content Areas

Session

All students deserve a high-quality education. Teachers want to provide what is best for students. Figuring out the best way to support all students in a classroom can be overwhelming and often feel impossible. Linguistically diverse students can be left out of meaningful instruction because of time restraints and language barriers. In this session, we will take a deep dive into the linguistic complexities of grade-level texts. Participants will walk away from this session with strategies that can be implemented in the classroom immediately to ensure every student is supported and prepared.

Presenter(s)

Nelms, Amanda, Belmont University, Nashville, TN

FOUNDATIONAL SKILLS

Impactful Phonics: Scaffolded and Tiered-Instruction to Meet All Students' Needs

Session

How do you meet the needs of all your students with respect to phonics when they are at multiple places along a phonics continuum? Through detailed discussion of two-tiered instruction (whole group and small group), exploration of differentiated whole group instruction (including why it's important for ALL students), and impactful small group work for students below, on, and above level, participants will leave with a phonics action plan. Teaching phonics systematically with a prescribed scope and sequence does NOT mean that all students are on the same page at the same time.

Presenter(s)

Blevins, Wiley, Reycraft Books/Benchmark/Sadlier, New York, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Motivating the Unmotivated: Advice From a Former Fake Reader

Session

Motivating students to read is one of the toughest jobs with which teachers are tasked. It is also one of the most important. Using researched-based and teacher-developed methods, participants will leave this session with ready-to-use strategies that increase students' motivation to read and help students develop as readers.

Presenter(s)

Zulauf, Ben, Bensenville School District 2, Bensenville, IL

CURRICULUM & INSTRUCTION

Motivation in the Middle Grades: Creating a Student-Centered Summer Literacy Program with an Emphasis on Positive Reading Experiences

Session

The summer Literacy Academy was created to motivate summer reading for middle school students. The core components included: independent reading with conferencing, teacher read-aloud with writing, small-group shared reading, and Readers' Theater. Student engagement (reading, writing, speaking, listening) was emphasized while skill-and-drill work or worksheets were omitted. Other motivating factors, like time spent socializing with friends and a hot chocolate station, provide insight into a summer program designed to motivate readers of all abilities with positive literacy experiences.

Presenter(s)

O'Connell, Kathrina Marie, Minnesota State University Moorhead, Moorhead, MN

CONTENT AREA & DISCIPLINARY LITERACY

Put Kid Lit In Your Science Kit

Session

Stock your science instruction kit with children's literature and reading and writing strategies. This session's activities strengthen science instruction by building background, topical, and vocabulary knowledge. Update your KWL to See-Think-Wonder. Discover what "grit" is and find out what children's books have it. Then, learn how to combine carefully chosen books with the RACE writing strategy to engage kids in persuasive writing. Finally, discuss how science-based biographies can lead to movement- and drama-based activities that connect science instruction and children's literature.

Presenter(s)

Weakland, Mark, Mark Weakland Literacy, Hollsopple, PA

DIVERSITY & EQUITY

Race, Class, and Gender Identity: Children Explore Social Movements for Freedom

Session

Given the current emphasis on literacy as a measure of school achievement, and the importance of literacy beyond the tested curriculum, the potential for project-based learning as a source of an empowering literacy is highly promising. This presentation features PK – 5 students' projects on race, class and gender identity in social movements for freedom in the US and around the world, to recognize the role of critical literacy and multimodality in creating an affirming and culturally sustaining classroom environment.

Presenter(s)

Offord, Nadine Bryce, Hunter College, CUNY, Brooklyn, NY
Lorenzo, Ashley, Purvis J. Behan Elementary School, Brooklyn, NY

CURRICULUM & INSTRUCTION

The Boys Are Back and They're Looking for Drama

Session

In our recent research, we found that using active and social literacy activities in the classroom engages elementary boys in reading. In this session we celebrate this finding by demonstrating how you can engage your boys more in literacy, and we collectively practice active approaches

to reading instruction with boy friendly texts. Join us for some readers theater performances, singing, poetry recitations, speeches, and more.

Presenter(s)

Young, Chase, Sam Houston State University, Huntsville, TX
Polk, Lisa, Sam Houston State University, Huntsville, TX
Rasinski, Timothy, Kent State University, Kent, OH

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

The Power of Primary Sources to Spark Questions and Ignite Writing

Session

What does a tattered memoir, a dead honeybee, and a handwritten party invitation have in common? They are all primary sources that generated sincere questions, ignited a passion for research, and prompted the writing of nonfiction books. This session features an award-winning nonfiction author and an inquisitive teacher educator who will share strategies for using primary sources in elementary and middle school classrooms that prompt questions and inspire writing informational text. In addition, a variety of nonfiction books will be shared along with options for accessing primary sources.

Presenter(s)

Giorgis, Cyndi, Arizona State University, Tempe, AZ
Fleming, Candace, Holiday House Publishing, New York City, NY

CURRICULUM & INSTRUCTION

The Ultimate Quest: Using Game Quests to Prompt Content-Area Exploration and Practice

Session

Just as gamers click and tap to level up in their favorite video games, students can be prompted to level up their engagement in the classroom. Educators can use the gaming structures familiar to kids as vehicles for learning. Quests are one such feature. They prompt players to explore game worlds and practice game mechanics. In the literacy classroom, they can prompt students to explore academic worlds, experiment with strategies, and practice key skills. Learn how the presenters used a quest structure to teach grammar, and explore ideas for implementing "quests" in your classroom.

Presenter(s)

Betts, Anastasia, Age of Learning, Inc, Glendale, CA
Fabienke, Nika, Age of Learning, Inc, Glendale, CA

ASSESSMENT & EVALUATION

Using DIBELS 8 to Drive Phonics Instruction

Session

Effective and efficient phonics instruction is critical; teachers need tools to target the right skills for each student and accelerate growth for all. Presenters will share DIBELS 8th Edition with a focus on measures of decoding. Attendees will use the mCLASS system, a digital platform for efficiently conducting DIBELS assessments that provides automatic reporting, data analysis and instructional activities. Attendees will use actual data to learn how the system groups students, recommends teacher-led instructional activities, and places students in an engaging game-based reading program.

Presenter(s)

Cantuaria, Julia, Amplify, Brooklyn, NY
Biancarosa, Gina, University of Oregon, Eugene, OR
Damico, Danielle, Amplify, Brooklyn, NY

CONTENT AREA & DISCIPLINARY LITERACY

#WriteNow: Getting Real with Literacy in the Classroom

Hands-On Workshop

Is writing something you love to teach or dread? Love it or hate it, writing is a necessity in education, regardless of the subject area. Yet many teachers are unsure of how to teach writing or how to incorporate effective writing engagements in their instructional practice. This session will explore how writing can be taught effectively through a number of modern venues including rap music, post it notes, commercials, peacock feathers, props, sports programming and social media. Learn how to craft arguments with ESPN, teach inferences with Instagram, mood with greeting cards, and more!

Presenter(s)

Harper, Rebecca G., Augusta University, Augusta, GA

CURRICULUM & INSTRUCTION

Discovering the Possibilities for Young Writers: A Deep Dive into Outstanding Fourth-Grade Fiction to Invigorate Your Writing Instruction

Hands-On Workshop

With standards to meet and tests to prepare for, finding time for students to get creative is challenging, but when given the opportunity, children can write cohesive, coherent fiction that displays remarkable tenderness, imagination, and complex thinking. In this workshop, participants will examine highlights from the "best" stories written by 237 fourth-graders taught using a semester-length place-based fiction unit. Practical strategies to help students achieve the level of sophistication of these talented authors will be shared and practiced. Please join us to discover the possibilities!

Presenter(s)

Kuehl, Rachelle, Virginia Tech, Blacksburg, VA
Azano, Amy Price, Virginia Tech, Blacksburg, VA
Callahan, Carolyn M., University of Virginia, Charlottesville, VA

CONTENT AREA & DISCIPLINARY LITERACY

Harnessing the Power of Enriched Literacy: A Literacy Makerspace Experience

Hands-On Workshop

How can we harness the power of connection to generate change? Explore an Enriched Literacy approach to learning that develops foundational literacy skills through supporting students' social emotional needs and providing authentic opportunities for applied learning. This workshop will explore connections between literacy, science, the arts, and the humanities through tinkering, experimenting and creating. Participants will use design thinking to build kinetic sculptures and brainstorm solutions to real world problems, inspired by the text *The Boy Who Harnessed the Wind*.

Presenter(s)

Arseneaux, Debbi, The Learning Alliance, Vero Beach, FL

CURRICULUM & INSTRUCTION

Making English That: How Secondary English Classrooms Can Thrive in Project-Based Cultures

Hands-On Workshop

Widespread movements to "redesign" high schools have prompted educators to conceptualize new ways to connect students to their communities, interests, and postsecondary goals. For many schools engaged in the redesign process, project-based learning has become a central strategy in their efforts. Participants in this session will explore key components of both secondary English instruction and project-based learning. They will then collaborate with fellow participants to learn about, develop, and share project-based strategies, approaches, and assignments for teaching secondary English.

Presenter(s)

Myers, Suzanne E, University of Kansas, Lawrence, KS

ASSESSMENT & EVALUATION

Maximizing the Impact of Running Records: Using Your Analysis to Inform Your Instruction

Hands-On Workshop

Are you getting the most out of your running records? Running records are widely used in school for leveling students and monitoring student progress. This hands-on workshop shows

how to use these informative assessments to differentiate instruction and meet individual student's needs. Fine tune your running record analysis skills, learn how to identify precise strengths and needs for every student and leverage this information to guide many types of instructional decisions. This session will include examples across grades K-3.

Presenter(s)

Mikita, Clara, The Ohio State University, Columbus, OH
D'Agostino, Jerome, The Ohio State University, Columbus, OH
Johnson, Tracy, The Ohio State University, Columbus, OH
Rodgers, Emily, The Ohio State University, Columbus, OH

COACHING & LITERACY LEADERSHIP

New Approaches for Experienced Literacy Coaches

Hands-On Workshop

Are you an experienced literacy coach who wants to advance your practice? This session will give you techniques to be a true partner and to truly make a difference for teachers. You will learn how to enact an effective cycle of coaching, including advanced techniques for seeing patterns, asking deep questions, helping teachers to take adaptive action, and gauging success. This interactive session will include opportunities to practice these techniques and get feedback. This session contains new material and new research not yet published by the presenter -- be the first to learn it!

Presenter(s)

Toll, Cathy, University of Wisconsin Oshkosh and Partnering to Learn, Oshkosh, WI

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

ReVisioning Coaching Through Collaborative Lesson Study

Hands-On Workshop

Professional development should be done by teachers, not done to them. Real change comes through professional development focused at the classroom level. This is why professional

learning communities (PLCs) matter. When PLCs are truly learning communities that regard teachers as professionals, professional development happens. In this session, learn how coaches support the 6-stage Lesson Study process that builds authentic professional learning communities; increases teacher motivation, efficacy, and knowledge; makes PLCs more productive; and creates improvement adapted to local contexts.

Presenter(s)

Collet, Vicki Stewart, University of Arkansas, Fayetteville, AR

FOUNDATIONAL SKILLS

Revisiting Interactive Writing: Using Student Created Texts to Teach Reading

Hands-On Workshop

Are you looking for meaningful and authentic texts for reading instruction? Why not create them with your students during Interactive Writing! Interactive Writing develops phonological awareness, demonstrates concepts about print, incorporates phonics and high frequency word instruction, builds fluency, and supports a variety of strategic actions. This hands-on workshop will cover the negotiation and creation of text with students and how to leverage these texts in the service of teaching reading.

Presenter(s)

Bates, Celeste C., Clemson University, Clemson, SC

GLOBAL INSTRUCTION

ILARI SIG Session: Literacy Councils and Rotary Clubs Working Together to Create Sustainable Projects That will Shape the Future of Literacy.

Special Interest Group (SIG)

This interactive session will offer opportunities from the panel of international experts and those in attendance to share amazing literacy projects. Criteria for ILARI SIG's Nea Stewart-Dore International Literacy Day Award will be shared. Using the 5 Ps of Marketing Template (product, price, place, promotion and people) attendees will work in pairs to create an International Literacy Day project. Come share your literacy project and leave with a cornucopia of great ideas to implement back home. A question & answer session will follow. The session will conclude with a short business meeting.

Presenter(s)

Brooks, Garth, BCLCILA, Vancouver, British Columbia, Canada
Basa, Maria Majan Esteban, Philippine Normal University, Manila, Philippines
Bell, Heather, To come, to come, New Zealand
Bowden, Mike, School District No. 73, Kamloops, British Columbia, Canada
Gascoyne, Cheryl, Rotary Club of Red Deer Sunrise, Lacombe, Alberta, Canada
Ludy, Lynda, Detroit County Day School (retired), Lathrup Village, MI
Vos, Gay S., Boynton Beach/Lantana Rotary Club, Boca Raton, FL

COACHING & LITERACY LEADERSHIP**An Educative Curriculum's Role in Transforming Literacy Instruction for ALL Learners; Equity, Access, and Learning Using a High-Quality Curriculum****Panel**

Continuous improvement is at the heart of every district and school mission. The need to improve brings a sense of urgency and the tendency to fall into a cycle of solution it is with little improvement. Consistent and sustained change requires a commitment to a user-centered approach and the use of an improvement process. Learn how one district is transforming literacy by embracing improvement science and partnering with their curriculum as a catalyst for teacher learning. Ultimately, increasing equity, accessibility, and achievement for all students. You'll hear from the team changing HCS.

Presenter(s)

Kaylor, Janet F., Huntsville City Schools, Huntsville, AL
Danielle Neupert, Jennifer Wright, Gina Dyer,, Huntsville City Schools, Huntsville, AL
Pippen, Paula M., Huntsville City Schools, Huntsville, AL
Step, Jacquelyn Barreiro, Huntsville City Schools, Huntsville, AL
Stukey, Marisa Ramirez, Center for the Collaborative Classroom, Gainesville, FL

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE**Elementary Students' Interpretations of Postcolonial Literature for Social Justice****Panel**

The focus of this presentation is 1) to explore elementary students' responses to postcolonial children's literature texts selected to develop an awareness of oppression and 2) to investigate

the tensions that emerged in relation to participants' explicit ideological discourses. Can social justice approaches to teaching literature assure the achievement of a transformative discourse in classrooms? What kinds of relationships of solidarity are needed to produce sustainable transformation?

Presenter(s)

Vergara, Magdalena, UBC, Vancouver, British Columbia, Canada
Dobson, Teresa M., UBC, Vancouver, BC, Canada

CURRICULUM & INSTRUCTION

Poetry: A Surefire Way to Build a Love of Language and Improve Reading Comprehension Among Striving Readers

Panel

Explore the why behind and some how-to's for using poetry to improve the reading skill of striving readers. In addition, understand how integrating poetry into ELA and content classes all year enhances learning, improves visualization, and tunes learners' imaginations to imagery and figurative language. See how the principal can collaborate to provide more reading time for striving readers and fund poetry collections and free verse novels. Enjoy an award winning poet's perspective and experience practice and performance of poetry as a path to fluency and improved comprehension.

Presenter(s)

Robb, Laura, Johnson Williams Middle School, Berryville, VA
Harrison, David, Corwin Press, Thousand Oaks, CA
Robb, Evan, Johnson Williams Middle School, Berryville, VA

CONTENT AREA & DISCIPLINARY LITERACY

Adolescent Literacy: Boots on the Ground...ELA Instruction in Every Middle-School Classroom

Session

Among the most relevant topics in education today are adolescent literacy and the urgent need to increase the achievement levels of all students across the language and literacy continuum. With one in four adolescents not reading well enough to identify the main idea in a passage or to understand informational text, (Kamil, 2003) all teachers must intentionally work to support

literacy in their classrooms.

Grounded in the latest research, the proposed presentation will highlight the important work of literacy gurus such as Doug Fisher, Nancy Frey, and William Van Cleave.

Presenter(s)

Kennedy, Pamela, Ohio State Support Team 4, Concord Township, OH
Cardinal, Melissa, Cardinal School District, Middlefield, OH

DIVERSITY & EQUITY

Digging Unmotivated Students Out of the Literacy Slump Through Cultural Responsiveness

Session

This session will define key culturally responsive best practices to incorporate in the classroom . We will explore culturally relevant books, methodologies, and other structures that will help children access and benefit from the school curriculum. All practitioners will benefit from this session and take away several plans, activities , and book lists that will inspire hope and positivity and the belief that, Yes, they can.

Presenter(s)

Alvarez, Janice Slawek, PS 5 DR MICHAEL CONTI SCHOOL, JERSEY CITY, NJ

FOUNDATIONAL SKILLS

Dyslexia: What Is It, Why Are We Hearing So Much About It, and How Can I Help My Students Who Have It?

Session

Unless you've been hiding under a rock, you probably have heard the word dyslexia a lot in recent years. You may be wondering what all the fuss is about. Why is there so much interest in this issue, and what might it mean for you as a teacher? In this session, we will dig into those questions a bit, and we'll find out what dyslexia is and what it is NOT. We will clear up some

misconceptions, and we'll demonstrate some effective methods. You'll leave the session with a host of resources to help you keep learning.

Presenter(s)

Lane, Holly, University of Florida Literacy Institute, Gainesville, FL

Gonsalves, Vivian, University of Florida, Gainesville, FL

Moss, Sunshine, University of Florida, Gainesville, FL

DIVERSITY & EQUITY

Exploring a Global Issue Through Literature and Critical Inquiry

Session

Teachers nowadays are facing new challenges in making sense of global crises that affect a large number of children around the world. This session will describe the experience of integrating global literature in the classroom to help students critically understand and inquire about the global refugee crisis. The presenter will share engaging and meaningful strategies to help students understand the difficult social, political, and environmental conditions facing a lot of children around the world and also encourage them to take actions to make the world a more justice and better place.

Presenter(s)

Al Jabr, Moneerah, Southern Illinois University, Carbondale, IL

CURRICULUM & INSTRUCTION

FlipGrid for Struggling Readers

Session

Are you looking for an innovative way to reach your struggling readers? Let FlipGrid help! FlipGrid is a FREE video platform available on all devices. Through demonstration and video, you will learn the basics of how this platform works. We will learn how FlipGrid can be utilized in your classroom to support fluency goals, increase engagement, provide immediate feedback, and more!

Presenter(s)

Brown, Amelia Beth, Northern Kentucky Cooperative for Educational Services, Cold Spring, KY

COACHING & LITERACY LEADERSHIP

From Surviving to Thriving: How to Build a Healthy Culture that Allows All to Take on Change and Become Resilient Educators

Session

Schools are stressful places. Whether you work in a well-resourced, private school or an underfunded school in an underserved area, teaching and supporting those who teach is emotional work. Approximately half a million US teachers leave the profession each year. It's time to invest in the emotional literacy of educators and cultivate resilience. Resilient educators create and maintain a healthy school culture and are able to embrace change. This session will explore activities you can do with educators that build habits leading to emotional literacy. Let's go from surviving to thriving!

Presenter(s)

Kinzel, Sherry, The Ohio State University, Columbus, OH

CURRICULUM & INSTRUCTION

Getting to the H'Art of It: Using Arts-Based, Multimodal Activities to Engage Students with Writing

Session

This session will provide educators of all levels with an understanding of the problem of actualizing process writing in schools and demonstrate how arts-based, multimodal activities can engage and motivate students. Learn how arts-based, multimodal pre-writing activities level the playing field and engage diverse learners with the composition of thoughtful, and informed

narrative, informational, and opinion/argument texts. Participants will leave with tools to develop arts-based, multimodal pre-writing activities that scaffold robust writing across the curriculum.

Presenter(s)

O'Byrne, Barbara, Marshall University, South Charleston, WV

DIVERSITY & EQUITY

Healing Hand: Writing Our Way Through Trauma to Empower Students to Share Their Stories!

Session

Empower your students to share their stories! In this interactive session, learn about a series of writing lessons crafted to help students examine their identity and work through trauma. Coupled with diverse mentor texts, selected as models of author's craft, these lessons empower students to share their stories. Attendees will leave with a bibliography of mentor texts and model lessons that can be used in the classroom the next day.

Presenter(s)

Little, Dawn, Links to Literacy, Monrovia, MD

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Helping Newcomer ELLs Actively Participate in the Classroom: Encouraging Discussion, Writing, & Reading

Session

This session focuses on school-level and classroom-level techniques and strategies for supporting Newcomer ELLs' integration into mainstream classrooms, along with strategies for helping them to attain reading, writing and oral language production skills in English. Participants will walk away with ideas and strategies to help Newcomer students access academic content and also social emotional learning in their classrooms.

Presenter(s)

Auslander, Lisa, Bridges to Academic Success, CUNY Graduate Center, New York, NY

Beiting-Parrish, Magdalen Ann, Bridges to Academic Success, New York, NY

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

I Am Not a Number: Exploring Characters That Ignite Responses in Children's Literature

Session

Diverse children's literature captures our hearts and calls us to action. It can be the most powerful catalyst for reader empowerment in our classrooms, not only challenging students to grow as readers but to effect positive change, as well. Join us as we examine current literature through the dual lens of diversity/inclusion and reader empowerment, explore characters that ignite powerful responses, and share innovative strategies for transforming your classroom culture with stories that change lives - those of your students, and maybe even your own.

Presenter(s)

Johnson, Lorie M, University of North Alabama, Florence, AL
Armstrong, Linda, University of North Alabama, Florence, AL
Clayton, Lisa, University of North Alabama, Florence, AL

LITERACY POLICY & ADVOCACY

Tapping Teen Power: Shaping Adolescents' Critical Literacy Through Youth Participatory Action Research

Session

Adolescents face a barrage of reading tasks that requires critical literacy, and yet, they are often characterized as disengaged. Maybe it's not them. Maybe it's time for us to reshape our literacy practices with mentorship in Youth Participatory Action Research. Rooted in social change, it centers adolescent voices & honors adolescents as authentic researchers. By tapping into

teens' participatory culture, adolescents engage critical literacy to navigate multiple contexts, discourse, and texts for deeper understanding of their own social agency and civic empathy.

Presenter(s)

Koudelka, Cindi M, Fieldcrest CUSD, Wenona, IL

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Teaching SEL Skills Through Read Alouds

Session

Social Emotional Learning has become a critical part of education. Educators are spending more and more time teaching these skills or reacting to those who lack these skills. Just like routines, the more time you spend up front teaching these skills, the more learning time you will gain in the long run.

These skills can be incorporated into the Read Alouds that you are already doing in your classroom. Participants will learn to use books to identify emotions, gain accurate self-perception, recognize strengths, gain self-confidence and learn self-efficacy.

Presenter(s)

Paasch, Susan, ISD 47, Sauk Rapids, MN

Warner, Jenna, St. Michael-Albertville School District, Albertville, MN

CURRICULUM & INSTRUCTION

The Best of Both Worlds: Using Picture Books Across All Grade Levels to Spark Reading and Writing Reciprocity

Session

Are you aware of the reciprocity between reading and writing but have always wondered how to make this explicit for yourself and your students? In this engaging session, learn ways to take advantage of these important connections as we explore how engaging mentor texts, shared in the workshop structure you're already familiar with, can help your readers and writers see themselves as literacy learners. You'll leave with a collection of mentor texts and lessons to help

create the connections between reading and writing for your learners when you walk back into your classroom on Monday morning!

Presenter(s)

Biggs-Tucker, Karen K., Wild Rose Elementary, St. Charles, IL

CONTENT AREA & DISCIPLINARY LITERACY

Think Global, Act Local: The Literacies Involved When Students Take Action!

Session

The Institute of Humane Education has developed a 14 step process that middle and high school teachers can use to support students to become solutionaries. Solutionaries identify unsustainable, inhumane, and unjust systems; use critical, systems, strategic, and creative thinking; and develop systems-based solutions that do the most good and least harm to people, animals, and the environment. In this session, I will introduce the Solutionary Process, literacies inherent in the process, and strategies teachers can use to help students develop these. Examples, links and resources will be shared.

Presenter(s)

Meltzer, Julie, MDI Regional School System, Mt. Desert, ME

CURRICULUM & INSTRUCTION

Workshop's Power Lies in Its Simplicity: Revisioning Workshop for 2020 and Beyond

Session

In this dynamic session, explore how to use small group instruction and conferences to meet unit goals and individual needs. Research shows that when we use a gradual release of responsibility model, with an emphasis on small group work and conferring, we have a greater chance of meeting our goals. Participants will discover all the "extras" that can be discarded in order to simplify Workshop and amplify the instructional power of the interactions with young

writers. Leave with lots of strategies for making the most of small groups and conferences during Workshop.

Presenter(s)

McGee, Patty McGee, Author Educator, Harrington Park, NJ
Wright, Julie, Author/Educational Consultant, Irvington, NY

Poster Session #4 Literacy Policy & Advocacy, Literacy Research, & Global Instruction

Research Poster Presentation

A Clear Vision of Spelling Development: Examining First Graders' Spelling Across the School Year

Presenter(s)

Hudson, Alida K, Texas A&M University, College Station, TX
Erbeli, Florina, Texas A&M University, College Station, TX
Han, Bing, Texas A&M University-College Station, College Station, TX
Koh, Poh Wee, Texas A&M University-College Station, College Station, TX
Newell, Kirsten Hudson, Texas A&M University, College Station, TX

A Study of Literacy Teacher Expertise and Adaptability

Presenter(s)

Ankrum, Julie W, Indiana University of Pennsylvania, Indiana, PA
Morewood, Aimee, West Virginia University, Morgantown, WV
Parsons, Seth, George Mason University, Fairfax, VA
Parsons, Allison Ward, George Mason University, Fairfax, VA
Vaughn, Margaret, University of Idaho, Moscow, ID

Building Teacher Efficacy in Teaching Writing

Presenter(s)

VanSlander, Jennifer, Auburn University, Auburn, AL

Creating an Equal Playing Field for Students from Low Income Families through the Review of Summer Vacation Impacts.

Presenter(s)

Rick, Trevor, Otterbein University, Westerville, OH

Critical Pedagogy in the Age of Common Core: Literacy Educators who are Challenging the Norms

Presenter(s)

Marquez, Elena Marie, Chapman University, Orange, CA

Curating Close Reading Strategies: A Multi-Year NIH Grant Workshop for Undergraduate Students in Science Disciplines

Presenter(s)

Katz, Anne, Georgia Southern University, Savannah, GA

Easy as TEAC? Using Strategy Instruction for Planning and Drafting and the Impact on 8th Grade Students' Essay Writing

Presenter(s)

Miller, Katie, Florida Atlantic University, Boca Raton, FL

Anderson, Stephanie, Florida Atlantic University, AD Henderson School, Boca Raton, FL

Finnegan, Lisa Miller, Florida Atlantic University, Boca Raton, FL

Lauder, Susanna Miller, Florida Atlantic University, Boca Raton, FL

In-service teachers personal literacy practices in a foreign language: How do they get to the classroom?

Presenter(s)

Jerez, Sonia Maria, Universidad de Cordoba, Colombia, Monteria, Cordoba, Colombia

Contreras, Yudis Judith, Universidad de Cartagena, Cartagena, Bolivar, Colombia

Life Skills Literacy: Incorporating Literacy Within Transition Practices for Diverse Learners with Disabilities

Presenter(s)

MacKenzie, Amy, Suffern Central School District, Suffern, NY

New Simple Fun Phonics Program...Exciting Results

Presenter(s)

Latty, Jayne, First Words Fast, Dallas, TX

Murray, Shauner, Ministry of Education, Montego Bay, St. James, Jamaica

Playful Early Vocabulary Learning: A Potential for Trajectory Change

Presenter(s)

LaGamba, Elizabeth, Slippery Rock University of Pennsylvania, Slippery Rock, PA

Testing the Core Knowledge Language Arts: Knowledge Strand in Kindergarten Classrooms

Presenter(s)

Cabell, Sonia Q, Florida State University, Tallahassee, FL

Gale, Charles, Harvard University, Cambridge, MA

Hwang, HyeJin, Florida State University, Tallahassee, FL

Kim, James, Harvard University, Cambridge, MA

White, Thomas, University of Virginia, Charlottesville, VA

The relationship between Professional Learning Communities and reading achievement of students in the intermediate phase at a South African Prim. Sch.

Presenter(s)

Mensah, Frank Joseph, Jurie Steyn Christian Academy, Jozini, KwaZulu Natal, South Africa

The Use of Read Aloud to Support Reading Development: A Review of Literature

Presenter(s)

Gaines, Lashenna, Northeastern University, Charlotte, NC

Using Authentic Digital Literacy Activities to Foster Young Children's Intercultural Understanding

Presenter(s)

Bashang, Mahsa, Southern Illinois University, Carbondale, IL
Al Jabr, Moneerah, Southern Illinois University, Carbondale, IL

Writing Shame: A Phenomenological Study

Presenter(s)

Fisher, Emily A, University of Nebraska - Lincoln, Lincoln, NE

"Not Just For Us Nerds": What Elementary Educators Think About Contemporary Children's Nonfiction

Presenter(s)

Hartsfield, Danielle, University of North Georgia, Dahlonega, GA

CONTENT AREA & DISCIPLINARY LITERACY

2020 Vision: Focusing on Language and Science Literacy Where Comics Engage, Text and Technology Inform, and Interactives Reinforce

Panel

We explore using comics and interactive media and games to help engage and teach our students. We focus on how using comics and interactives, including those created by NYSCI (New York Hall of Science) teach about our world and the interdependency of our ecosystems. We introduce classroom resources and work by NYSCI and demonstrate to use them in classrooms. We discuss how graphic novels' succinct text and inviting images engage students in complex content and explore how to pair these texts with authentic texts and interactive games to educate and inspire.

Presenter(s)

Jaffe, Meryl, Johns Hopkins University Center for Talented Youth, Baltimore, MD
Abinader, GERALYN, New York Hall of Science, Queens, NY
Hurwich, Talia, NYU, New York City, NY
Weiss, Martin, New York Hall of Science, Queens, NY

DIFFERENTIATED INSTRUCTION

Meeting People Where They Are: When? Where? Why? How?

Panel

"Meeting people where they are" is trending. We increasingly hear this phrase at education conferences, but what does it actually mean? Why is it important? In our experiences interweaving literacy work into people's daily lives, we have seen the power of this concept first-hand. We believe that it is a critical aspect of literacy education, not only as a technical "best-practice," but more importantly, as a way to fundamentally re-frame how we approach literacy education. This panel will explore when, where, why, and how to meet families where they are.

Presenter(s)

Chang, Allister, Global Public Policy Institute, Berlin, Berlin, Germany
Marshall, Karlos, The Conscious Connect, Springfield, OH

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Teaching Emergent Bilinguals? It May be Time to Turn Around your Literacy Practices

Panel

Are you meeting the needs of all of your emergent bilingual (EB) students? How can you shift the focus of curriculum onto the students to turn around instruction and create more powerful learning experiences and support their identities as readers? This panel is for practitioners who would like to dig deeper into ways to meet the needs of all students especially those who are

learning English. By focusing on "turn-around pedagogies", the panelists will share classroom vignettes, classroom practices, and instructional resources to support literacy practices of emergent bilingual students.

Presenter(s)

Clarke, Lane Whitney, University of New England, Biddeford, ME

Enriquez, Grace, Lesley University, Newton, MA

Lara, Gliberto, The University of Texas at San Antonio, San Antonio, TX

Reynolds, Rebecca, Biddeford School District, Saco, ME

Wager, Amanda Claudia, Vancouver Island University, Nanaimo, British Columbia, Nanaimo, British Columbia, Canada

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Whose Story Are They Telling: Picture Books on Immigration, Emigration, Migration in the Classroom

Panel

Topics such as immigration, migration, and emigration should be part of American classrooms. How can teachers decide what resources they should share with their students? Whose story do these stories tell? This panel presentation will share descriptive findings from a content analysis, a researcher-constructed rubric, a demonstration of an analysis using a newly published book, as well as vignettes and artifacts created by elementary students who interacted with these books.

Presenter(s)

Ciecierski, Lisa, Penn State Erie, the Behrend College, Erie, PA

Bintz, William P, Kent State University, Kent, OH

Spear-Hoffman, Erin, Kent State University, Kent, OH

Tschantz, Barbara, Kent State University, Kent, OH

Valerio, Megan, Kent State University, Kent, OH

FOUNDATIONAL SKILLS

Abracadabra! Making Tricky Irregular High-Frequency Words Sticky with Heart Word Magic

Session

What does it take for a word to get anchored in our sight word memory? Why is it difficult for some students to recognize words instantly? Are there instructional methods that can have a greater impact than others? How many sight words should we teach? This session will answer these questions and more as participants learn the missing piece that can make tricky irregular high-frequency words "sticky." Participants will leave the session armed with a brand new, FREE teaching tool that will help make the tricky parts of high-frequency words "sticky" for students of all ages!

Presenter(s)

Goodman, Nick, Really Great Reading, Cabin John, MD

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

An Inquiry-Based Approach to Critical Literacy: Lessons From Early Elementary Educators

Session

Teaching critical literacy through an inquiry-based framework provides opportunities for students to ask questions, deconstruct stereotypes, co-construct knowledge, and examine multiple perspectives. This session will showcase stories from six early elementary educators who teach critical literacy within an inquiry-based setting. Seven pedagogical themes for teaching critical literacy through an inquiry-based frame will be shared. Attendees will have the opportunity to sample critical literacy pedagogy and useful resources. There will be time for discussion and collaboration.

Presenter(s)

Cleovoulou, Yiola, University of Toronto, Toronto, Ontario, Canada
Beach, Pamela, Queen's University, Kingston, Ontario, Canada

LITERACY POLICY & ADVOCACY

Becoming Advocates Through Online Literacy: Social Media, Blogs, and PLNs

Session

This presentation focuses on how to use online literacies to advocate for equitable literacy experiences. Participants will examine multiple modes of online advocacy including blogs, social media use, and the role professionals learning networks. Participants will consider how these modes can be used in secondary classroom spaces and teacher education courses to prepare future teachers for being advocates for equitable literacy experiences. Specifically, participants will consider how they can leverage their own teacher knowledge into publishable blogs for dissemination to other teachers.

Presenter(s)

Miller, Henry Cody, The College at Brockport, State University of New York, Brockport, NY
Pizzo, Janeen, The College at Brockport, State University of New York, Brockport, NY

FOUNDATIONAL SKILLS

Beyond Topsoil Teaching: Tending to the Roots of Children's Early Reading Development

Session

This session's title makes reference to needing to go beyond "topsoil teaching" in order to call attention to the value of having a deep understanding of the foundations of early reading development, based on what neuroscience tells us about the developing brain. ILA's recent 'what's hot' survey pointed to early literacy as a topic worthy of more attention; this session answers this call. By using animation, video vignettes, poetry, interactive exercises, and relatable metaphors, the practical application of neuroscience to early literacy practices becomes clear and memorable for participants.

Presenter(s)

Strom, Carolyn, NYU, New York City, NY

DIGITAL LITERACY & TECHNOLOGY

Creative Vocabulary Instruction Through Digital Storytelling

Session

This session will illustrate how to utilize digital platforms, such as movie-making and digital storytelling to build vocabulary learning. This method will offer students the opportunity to drive their own learning, access and connect prior knowledge to new knowledge and build context that makes sense for them. During this presentation, teachers will gain a clear understanding of how digital media can support personalized learning in vocabulary as well as taking research-based effective instruction to a new, more interactive and enjoyable level.

Presenter(s)

Fishman, Debra, City School District of New Rochelle, New Rochelle, NY

COACHING & LITERACY LEADERSHIP

Diverse Voices for Just Right Materials: Innovative Strategies for an Effective ELA Adoption Process

Session

The process of adopting ELA curriculum can be both emotional and political. Learn how one large urban school district implemented innovative, research-based practices that empowered diverse stakeholders to have shared voices in selecting the most appropriate high quality ELA materials to support the district's vision. Participants will reflect on opportunities to maximize timelines, diversify data collection tools, and target the professional learning of adoption committee members and community members.

Presenter(s)

Nelson, Hajar, Shelby County Schools, Memphis, TN
Cotton, Norie, Shelby County Schools, Memphis, TN
Darling-Greer, Raquel, Shelby County Schools, Memphis, TN
Harrison, Joyce, Shelby County Schools, Memphis, TN

CURRICULUM & INSTRUCTION

From Blank Page to Eloquence: Improving Writing Through Multisensory Strategies

Session

Even while tucked snugly in the womb, scientists tell us, our senses begin providing information to the brain that will eventually allow us to make 'sense' of the world. Sensory perception is an integral part of everyday life, providing the scaffolding on which memories, experiences, and knowledge are built. The session distills relevant sensory research from psychology, education, and the sciences to offer insights into enhancing the quality of student writing and thinking. Participants will take home specific, practical multisensory strategies.

Presenter(s)

Baines, Lawrence, University of Oklahoma, Norman, OK

GLOBAL INSTRUCTION

Going Global: Creating Literacy Projects That Connect the World

Session

Begin your global network and see firsthand how easy it is to open up your classroom to the world. Get insight into one Fulbrighter's classroom as well as the strategies and technology tools put in place to create or become active in global projects tailored to literacy. Walk away prepared and confident.

Presenter(s)

Cook, Brian J, Worcester County Public Schools, Newark, MD

FOUNDATIONAL SKILLS

Growing Language and Literacy Skills Through the Science of Reading

Session

There is ongoing discussion surrounding the science of reading and what reading instruction should look like in our schools. But what is the science of reading? In this session participants will engage in practical application of the theoretical models, develop roots in the science of reading, dispel myths surrounding the science of reading, and engage in hands on activities related to teaching language and literacy according to science.

Presenter(s)

Turner, Carolyn, Ohio Department of Education, Columbus, OH
Elia, Michelle, Ohio Department of Education, Columbus, OH

DIFFERENTIATED INSTRUCTION

Literacy Block: How to Use Reading Recovery Strategies During TIER II RTI to Get ALL Students on Level in Reading

Session

Has your school struggled to implement a successful TIER II RTI program? We all know that Reading Recovery works. What if you could incorporate Reading Recovery strategies into your TIER II RTI block to get all students on level in the area of reading? We did just that at our school. We went from 67% below level in reading to 11% below level in just a year. We have scored well above the national norm on the Measures of Academic Progress (MAP) and Fountas and Pinnell assessments since incorporating this TIER II literacy block, and you can too.

Presenter(s)

Barrier, Bobbie, Bell Elementary School, Monticello, KY
Ballinger, Angela, Wayne County Schools, Monticello, KY

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Literary Characters Who Inspire Youth Activists to Shape the Future

Session

To join the fight against racial injustice, educators need transformative pedagogical tools with which to support today's youth activists. Presenters will share their analysis of young adult novels written in response to #BlackLives Matter and explore how the literary activists within these texts might serve as peer mentors for today's students. We will consider how to engage youth in critical readings, encourage and equip them to act against social and racial injustices, and promote healing by rewriting damaging narratives in ways that restore racial pride, self-esteem and self-preservation.

Presenter(s)

Logan, Cheryl Lynne, The Ohio State University, Columbus, OH
Parsons, Linda T, The Ohio State University, Columbus, OH
Patrick, Lisa Pinkerton, The Ohio State University, Columbus, OH

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Partnering With First Book to Offer More Great Books That Spark Innovation and Educational Equity

Session

Come join us in learning how First Book can help educators provide access to high-quality, culturally relevant texts for students! In this session we will explore children's books and learn about the unique impact access to culturally relevant, high quality education resources can make on educational equity. Participants will walk away with effective practices for curating community partnerships, hosting family literacy events, and engaging students in deep, meaningful comprehension strategies with relevant texts.

Presenter(s)

Schrodt, Katie, Middle Tennessee State University, Murfreesboro, TN
Barksdale, Bonnie, Middle Tennessee State University, Murfreesboro, TN
Beste, Bonnie J, First Book, Washington, DC
Gilbert, Suze, Lipscomb University, Nashville, TN

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Redesigning the Future of Teacher Prep: How One Institution Approached Emerging Needs in Both Elementary Special and General Education

Session

In a 2019 brief, the ILA recognized the power of phonics instruction for students' reading & writing development & acknowledged common causes of phonics instructional failure including limited teacher knowledge of research-based phonics routines & linguistics. Professors from one northeastern IHE will share their experiences redesigning the literacy scope & sequence across Elementary and Special Education courses to address this issue, MTSS & Structured vs. Balanced Literacy to better meet the needs of all students including those with language-based learning differences such as dyslexia.

Presenter(s)

Feinberg, Natasha, Rhode Island College, Providence, RI
McDermott-Fasy, Cara, Rhode Island College, Providence, RI
Obel-Omia, Carolyn, Rhode Island College, Providence, RI

DIFFERENTIATED INSTRUCTION

Simply Stations: Effectively Engaging the Rest of the Class During Small Group Time

Session

Literacy stations are partner practice that's done independent of the teacher. This work should be connected to informed, intentional instruction - using what you already have in your classroom. In this interactive presentation, you'll learn how to

- * plan whole-group instruction based on student data and state standards, then transfer that work across small-group and stations;
- * use simple materials to create literacy stations that will engage all students - and grow across a school year; and
- * establish routines that allow students to work with accountability in simple, realistic ways

Presenter(s)

Diller, Debbie, Debbie Diller & Associates, Inc., Houston, TX

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Story Matters: Centering Global Children's and Young Adult Literature

Session

In this research-based workshop, the presenters will conduct whole group "book tastings" for participants to sample a range of global children's and young adult literature. The "book tastings" will be paired with artifacts collected from research with elementary and adolescent Literacy teacher candidates to enable participants to discuss why story matters and to explore meaningful ways to utilize global children's literature with P-12 students to promote diverse perspectives, development of cultural competence and equity in literacy education.

Presenter(s)

Olmstead, Kathleen M, College at Brockport, SUNY, Brockport, NY
Colantonio Yurko, Kathleen, College at Brockport, SUNY, Brockport, NY

DIGITAL LITERACY & TECHNOLOGY

The Writing Process With Technology: Tips, Tricks, and tools to Make Writing More Engaging

Session

This session will highlight an abundance of practical resources that bring writing and technology together in a seamless manner and gets students excited about writing. Attendees will learn where to get resources, experiment with how to use them, and see how students engage more in writing because of them. Teachers will walk away from the session with tools and ideas that can be immediately implemented in their classrooms, including an online writing program that gives feedback and scores on student writing within seconds of submission.

Presenter(s)

Hrubik, Jessica L, Champion Middle School, Warren, OH

LITERACY RESEARCH

What Approaches Support K-12 Students' Academic Writing Development?

Session

This session describes research on approaches used to support academic writing development of K-12 students. Presenters will share examples of writing expectations, student outcomes, and students' perceptions of their in-school writing. The presentation highlights ways teachers can support students' writing at different levels of their academic development.

Presenter(s)

Lawrence, Salika A, The College of New Jersey, Ewing, NJ
Rabinowitz, Rosanne, Tenafly Public Schools, Tenafly, NJ

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DIFFERENTIATED INSTRUCTION

What to Do--and What Not to Do--When Personalizing Learning in Literacy

Session

Personalized learning has gone terribly wrong, and far too many teachers are employing harmful practices. In our session, we will unpack five myths of personalization and help you forge a path to sustainable personalized learning that preserves equity and humanity in your classroom, all without relying on expensive, cumbersome, and dehumanizing digital tools that are tempting us to replace human-centered teaching in our classrooms. We'll discuss complex instruction, the workshop model, and student choice as a few alternatives to digitally-driven individualization in literacy.

Presenter(s)

France, Paul, Corwin Press, Thousand Oaks, CA

FOUNDATIONAL SKILLS

You Don't Have to Choose! Ensuring Strong Foundational Skill Instruction Builds Deep Readers and Thinkers

Session

Strong foundational skills instruction is essential for our youngest readers to become confident and capable readers. Comprehension strategy instruction that builds a body of knowledge and critically discussing rich literature are equally important. This session will delve into the research about both and explore pedagogical implications for teaching our youngest readers. Participants will engage in professional reading, collegial conversations, video analysis and leave with tools to support shifting instruction to actualize the research.

Presenter(s)

Stukey, Marisa Ramirez, Center for the Collaborative Classroom, Gainesville, FL
Forsythe, Lenora, Center for the Collaborative Classroom, Deland, FL

CURRICULUM & INSTRUCTION

Story Thinking, Planning and Teaching—"Using A Narrative Mindset" by National Story Consultant Dr. Kevin D. Cordi—A Storytelling SIG Session

Special Interest Group (SIG)

Learn about the Storytelling SIG and how National Story/Storytelling Consultant Dr. Kevin Cordi does more than demonstrate on how to tell stories, instead he explains and models how we can change the way we view school, literacy, and learning by employing a narrative mindset. He will demonstrate this process and attendees will be actively engaged in the 'story thinking' involved in learning. Walk away with not only a new way to view your own literacy and school practices, but strategies to employ that will positively affect your teaching direction.

Presenter(s)

Cordi, Kevin D., Ohio University Lancaster, Lancaster, OH

CURRICULUM & INSTRUCTION

Concept-Based Literacy: Creating Multiple Pathways to Ignite Understanding and Transfer

Hands-On Workshop

How can concepts be leveraged to promote access, student choice, personal relevance and transfer in a literacy classroom? Let's expand the core curriculum to foster emotional, social, and cognitive engagement. In this hands-on inquiry based workshop, participants will think critically, creatively, conceptually, and reflectively as we uncover important transferable understandings. See why Concept-Based Literacy is one of the keys to designing rich, culturally sustaining learning experiences in which authentic contexts and thinking become the catalyst to mastering literacy skills.

Presenter(s)

Brown, Tiffanee, Burlington-Edison School District, Burlington, WA
Caramella, Amy, Burlington-Edison School District, Burlington, WA

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Considering the Perspectives of Others: Employing a Book Protocol to Support Teachers' Text Selection

Hands-On Workshop

Do you feel you spend too much instructional time helping students resolve conflict or that your efforts to build classroom community fade due to ongoing issues? Students may struggle with being empathetic classmates who recognize others can and should hold different perspectives. Too often, children feel they must "win" rather than appreciating the richness each person brings to the group. We propose a useful book protocol tool to guide selection of children's literature texts that address the complex dynamic of perspective-taking and empathy-building.

Presenter(s)

Matthews, Sharon Diane, Texas A&M University, College Station, TX
Hodges, Tracey S, University of Alabama, Tuscaloosa, AL
Wright, Katherine Landau, Boise State University, Boise, ID
Zimmer, Wendi, Texas A&M University, College Station, TX

DIGITAL LITERACY & TECHNOLOGY

Digital Diligence: Building Mindful Practices Into a Crowded Curriculum

Hands-On Workshop

Current debates about "technology addiction" place educators in a bind. On the one hand, educational expectations demand that we teach with technology; on the other, we know we must attend to our students' emotional and intellectual development. With interactive lessons, we will explore empathetic, intentional approaches that help students understand the ways knowledge is created and circulated in a digital world via Wikipedia and social media. With practical teaching tips and suggested text sets to spur dialogue, we will develop our own practices of digital diligence.

Presenter(s)

Hicks, Troy, Central Michigan University, Mt. Pleasant, MI

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Dyslexia....uh? Understanding the Most Common Learning Disability

Hands-On Workshop

What is all of the hype around Dyslexia?? If you'd like to learn more about the most common learning disability, this session is the perfect place! We will explore the characteristics of dyslexia, participate in a simulation of dyslexia, identify why some students struggle to learn to read, learn to target specific areas of instruction, and try out research-based methods for teaching all students beginning reading skills. This will be a highly interactive session, so come ready to participate and learn!

Presenter(s)

Peltier, Tiffany K, University of Oklahoma, Norman, OK

CONTENT AREA & DISCIPLINARY LITERACY

Getting It All In: Cultivating Reading, Writing, Vocabulary and Writing Skills Through Literacy & Learning Centers

Hands-On Workshop

When student learning involves critical thinking and problem solving, students can transfer their skills and knowledge to new situations. In order to cultivate these skills, students need multiple opportunities to practice with different options to develop academic skills. To these ends, we embrace the Literacy and Learning Center Model, which provides ways for students to take charge of their education through making choices about their reading and writing, developing their own questions and responses, and practicing their skills in a variety of ways.

Presenter(s)

McKnight, Katherine Siewert, Engaging Learners, Antioch, IL

Chin, Beverly, University of Montana, Missoula, MT
Ressler Wright, Sarah, RB Hayes High School, Lewis Center, OH

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Shaping Future Change in Literacy: Mentoring, Coaching, and Consultation to Increase Teacher Knowledge and Improve Classroom Practices

Hands-On Workshop

Teachable moments for teachers! Teacher Lesson Study (TSG), an engaging form of professional development has been shown to significantly improve teaching techniques and classroom management. Through video footage, discussion, and demonstration, the presenter will map out the key ingredients of the TSG model for emergent literacy and provide concrete strategies to implement. Handouts and structured lessons will also be provided. In addition, the presenter will describe a three-year study of prekindergarten and kindergarten teachers who participated in our TSG project.

Presenter(s)

Cunningham, Anne, University of California, Berkeley, Berkeley, CA

CONTENT AREA & DISCIPLINARY LITERACY

Spanning the Gamut: Effective Strategies for Increasing Adolescent Disciplinary Literacy

Hands-On Workshop

After providing a brief overview of the varied reasons adolescents struggle with disciplinary literacy, the first presenter will focus on appropriate strategies, text, and scaffolded questioning to support increased content literacy proficiency for adolescents who have little decoding skill above a second grade level. The second presenter will focus on the use of interactive notebooks in the classroom setting as participants explore both the similarities and unique aspects of the skills students employ in learning to read like scientists, historians, mathematicians, and literary experts.

Presenter(s)

Russell, Sharon L., Ashland University, Ashland, OH
Miller, Judy S., Ashland University, Columbus Center, Columbus, OH

CURRICULUM & INSTRUCTION

Valuing Visual Variety: An Exploration of Visual Texts To Support Meaningful Reading and Writing

Hands-On Workshop

Do we value a variety of visual texts in our classrooms? The content of this hands-on workshop grew from the presenters' own inquiry. Authors Tanny McGregor, Ralph Fletcher, Louise Borden, and Trevor Bryan embrace visual texts in their daily work as an integral part of meaningful reading and writing. This two-hour experience is chock-full of exciting ways to use sketchnotes, photographs, and illustrations to build participants' instructional repertoires. Let's value visual texts right now, and also as part of our collective vision for the future of meaningful teaching and learning.

Presenter(s)

McGregor, Tanny, Author/Consultant, Cincinnati, OH
Borden, Louise, Author/Houghton Mifflin Harcourt, Cincinnati, OH
Bryan, Trevor, Author/Consultant, Wall, NJ
Fletcher, Ralph, Author/Consultant, Lee, NH

DIVERSITY & EQUITY

Windows and Mirrors: Building Deep Comprehension and Vocabulary Knowledge for All Children (preK-2)

Hands-On Workshop

Learn five steps to select and integrate window and mirror texts to promote deep comprehension and vocabulary for all children across grades preK-2. Specific examples of discussion moves and graphic organizers that support vocabulary learning, making connections, inference, and critical thinking while using window or mirror texts will be presented. Participants will practice applying the steps and get feedback and support.

Presenter(s)

Christ, Tanya, Oakland University, Rochester, MI
Sharma, Sue, Madonna University, Livonia, MI

LITERACY RESEARCH

Enacting Beautiful Books in Writing Communities: Variations on Language Experience Approach

Special Interest Group (SIG)

The Language Experience Approach continues to be one of the most personalized and meaningful approaches to access literacy. Jim Hoffman and Misty Sailors will share a program of research that explores kindergarten children engaged with preservice teachers creating and enacting beautiful books using art, drama, and language. They will focus primarily on the effects of art and drama as imaginative spaces for extending children's understanding and control of language process in writing communities. After the keynote, LESIG members will share LEA applications during round table discussions.

Presenter(s)

Garcia, Stacy K, Southeastern Louisiana University, Hammond, LA
Brunson, Michelle Fazio, Natchitoches, LA
Fields, Lindsey K, University of North Texas, Denton, TX
Haas, Leslie, Buena Vista University, Storm Lake, IA
Hailey, Debra Jo, Southeastern Louisiana University, Hammond, LA
Idris, Dorothy H, Independent Education and ELL Consultant, Philadelphia, PA
Moore, Jane, University of North Texas, Denton, TX
Strong, Mary W, Widener University, Greenwood, IN
Tussey, Jill T., Buena Vista University, Storm Lake, IA
Vasinda, Sheri, Oklahoma State University, Stillwater, OK
Williams, Deborah J., Stephen F. Austin SU, Nacogdoches, TX

CURRICULUM & INSTRUCTION

LEADER Special Interest Group Presents: Shaping the Future of Literacy—We're All in This Together!

Special Interest Group (SIG)

This is an interactive session which will offer opportunities to explore many of the most significant pedagogical practices that will help teachers and students shape the future of literacy.

These will include

- strategies that promote talking to learn and practise collaborate reasoning
- supporting students to successfully recognize and apply specific literacy practices across disciplines
- integrating literacy and technology to enhance and apply problem solving and critical thinking

Our experts will provide sound research and practical ideas to support effective learning.

Presenter(s)

Bell, Heather, New Zealand
Dwyer, Bernadette, DCU St Patrick's Campus, Dublin, Ireland, Ireland
Shanahan, Timothy, University of Illinois at Chicago, Chicago, IL
Wilkinson, Ian, University of Auckland, New Zealand, to come, New Zealand, New Zealand

DIFFERENTIATED INSTRUCTION

Bolstering K-12 Reading and Writing Intervention Through the Use of Culturally Sustaining Literature

Panel

Nothing works like success. Students who read or write below grade level need support that looks beyond skills to the ways in which learning changes the experiences they have in and out of school. Intervention must be differentiated to support core skills in ways that reflect a student's own goals and interests. By differentiating intervention (often undifferentiated due to "fidelity of implementation") through the use of diverse children's and young adult literature, students show both the tenacity and patience necessary for personal gains in literacy achievement and self-efficacy.

Presenter(s)

Randall, Regine E, Southern Connecticut State University, New Haven, CT
Raynolds, Laura B, Southern Connecticut State University, New Haven, CT
Shaw, Louise J, Southern Connecticut State University, New Haven, CT

COACHING & LITERACY LEADERSHIP

Coaches Need Coaching, Too: A Fresh Look At Professional Learning for Literacy Leaders

Panel

Literacy coaches work hand-in-hand with teachers and support their growth as literacy educators...but who is responsible for coaching the coach? In this panel, two literacy coaches, a district literacy coordinator, and a literacy consultant will profile their experiences in districts that have cultivated vibrant professional learning communities for coaches. You will leave this panel equipped with strategies for tackling common professional learning challenges as well as fresh ideas for creating innovative professional learning experiences for literacy leaders.

Presenter(s)

Goggans, Melinda, Bibb County School District, Macon, GA
Fuller, Myrja, Bibb County School District, Macon, GA
Harris, Lonessa, Bibb County School District, Macon, GA
Webb, Sandra M, ERG, Winston Salem, NC

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Windows for Teachers, Mirrors for Students: Disrupting White Supremacy in Children's Literature Within the Elementary Classroom

Panel

The panel session will be divided into two distinct sections. A brief lecture will outline ways in which children's literature and engagement with children's literature perpetuates view of white supremacy. Next, participants will engage in carousel book talks and text exploration with preservice teachers who are students of the presenters. High quality texts which support understanding of value for diverse perspectives and experiences. Participants will reflect on the lecture and book sharing as they consider implications for their own teaching practice.

Presenter(s)

Wheeler, Winn Crenshaw, Bellarmine University, Louisville, KY
Cahill, Mary Ann, Bellarmine University, Louisville, KY
Murphy, Caitlin E, Bellarmine University, Louisville, KY

DIGITAL LITERACY & TECHNOLOGY

Bridging the Gap: Embracing Digital Literacy Practices Among Immigrant and Refugee Youth Students Through Digital Storytelling

Session

The presenters describe their work with two digital storytelling (DST) projects involving immigrant students in an elementary classroom and refugee youth in an after-school program. The benefits and challenges educators face when implementing DST with English language learners inside and outside of the classroom will be discussed. Participants will leave with strategies, resources, and inspiration to use DST as a way to empower immigrant and refugee students and improve their critical thinking and digital literacy skills.

Presenter(s)

Buck, Christopher, University of Massachusetts, Amherst, MA
Jenkins-Sullivan, Emma, University of Massachusetts Amherst, Amherst, MA
Le, Nhu, University of South Florida, Tampa Bay, FL

CONTENT AREA & DISCIPLINARY LITERACY

Building Visions of Discipline Literacy Instruction in the Primary Grades with Lesson Study

Session

This interactive session is designed to enable participants to consider and develop plans for disciplinary literacy instruction and school-university partnerships. Presenters will share their experiences, learning, and questions during a recent two-year professional development project. Teachers, instructional coaches, administrators, teacher educators, and professional developers will leave with new information and ideas to support disciplinary literacy teaching and learning in the primary grades.

Presenter(s)

Martin, Nicole M, Ball State University, Muncie, IN
Bottomley, Diane, Ball State University, Muncie, IN
Poplewell, Scott, Ball State University, Muncie, IN

CONTENT AREA & DISCIPLINARY LITERACY

Disciplinary Literacy in the Elementary Science Classroom

Session

How can we teach science in elementary grades without sacrificing content or literacy learning? In this session, we will present an approach to elementary school science teaching and learning by integrating science-specific literacy instruction, experiences, and resources over the period of a semester. Join us to discuss possibilities and challenges related to science and literacy teaching and learning in elementary grades. You will gain knowledge about how to marry science and literacy and you will leave with tools and resources you can use in your science instruction.

Presenter(s)

Zygouris-Coe, Vicky, University of Central Florida, Orlando, FL
Gao, Su, University of Central Florida, Orlando, FL
Grysko, Rebeca, University of Central Florida, Orlando, FL
McCurdy, Regina, University of Central Florida, Orlando, FL

LITERACY RESEARCH

Fathers' Perspectives of Reading to Children at School: Literacy Learning in a Low-Income Area

Session

This research examined fathers' and teachers' perspectives of fathers reading in primary-level classrooms. Given that father-child engagement in literacy has increased (Cabrera & Tamis-LeMonda, 2013), and that fathers participate in cognitively stimulating interactions with school-age children (Kim & Hill, 2015), it is critical to examine successful literacy programs that have engaged fathers with schools. This research will identify reasons that fathers from low-income backgrounds participated in reading to children at school and ways that educators/administrators can organize a similar father literacy program.

Presenter(s)

Lynch, Jacqueline, Florida International University, Miami, FL
Zwerling, Holly, Fatherhood Task Force of South Florida, Miami, FL

CURRICULUM & INSTRUCTION

Fostering Teacher Engagement In An Age of Mandated Literacy Programs: A District's Journey to Building Autonomy, Belonging, and Competence in Teachers

Session

As districts race to adopt "standards aligned" literacy curriculum, it is essential that teachers not lose their voice, their sense of autonomy, and their professionalism in the process. In this interactive session we will explore how the Burnsville-Egan-Savage (MN) school district is maximizing its resources to empower teachers as they partner with an educative curriculum that fosters teacher engagement while supporting deep student learning.

Presenter(s)

Brunn, Peter, Center for the Collaborative Classroom, Alameda, CA
Van Osdel, Bethany, Burnsville-Eagan-Savage ISD 191, Burnsville, MN

CURRICULUM & INSTRUCTION

Intentional Teaching at the Small Group Table With Our Earliest Readers: What's Appropriate, Effective, and Joyful?

Session

Small group teaching time can be differentiated and powerful, but some common instructional practices have met criticism lately. Should we teach with leveled text or should young children read only decodable books? Is systematic phonics key? Is guided reading critical? What about joy? Join us to explore a balanced look at these questions when teaching young children in small groups. We'll think together about book selection, lesson design, appropriate and effective phonics instruction, learning through writing, and bringing joy to the small group table.

Presenter(s)

Vincent, Susan, Miami University Regionals, Hamilton, OH
Helmets, Carolyn, Forest Hills School District, CINCINNATI, OH

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Neurologically Integrated Pictograph Mnemonics Facilitates Beginning Literacy

Session

All successful readers regardless of socio-economic background or home linguistic system must learn non-meaningful, abstract alphabetic symbols, to which names, sounds, and motor movements have been arbitrarily assigned. Neurologically integrated pictograph mnemonics instruction enables all young students to quickly master all 26 short vowel and consonant letter sound symbol correspondences to automaticity without sacrificing time for other essential elements of the curriculum, being overly "academic", and regardless of school readiness level.

Presenter(s)

Meyer, Robert, Ventris Learning, Madison, WI

CURRICULUM & INSTRUCTION

Picture the Word by Picturing the World: The Image of a Classroom Where All Are Empowered Writers

Session

Come challenge your approach to writing in the ELA classroom as well as across all content-areas by empowering 4–8th grade student writers. Join the conversation to consider an engaging approach to bring visual learners to the text-centric world of school writing. Through the rich imagery found in comics and graphic novels, reluctant and disengaged writers are given the opportunity to draft stories visually to motivate and engage them in the writing process. Students from the College of Education at Central State University will participate in the discussion and presentation of this session.

Presenter(s)

Sumerfield, Sandi, Central State University, Wilberforce, OH
Boles, Nathan, Central State University, Wilberforce, OH

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Reading the "Write" Way: Exploring the Reading-Writing Relationship With Graduate Students

Session

For all of the time teacher educators spend selecting the perfect texts for our classes, it can be disheartening when students arrive to class seeming not to have understood--maybe not even having completed--the assigned readings. Beyond our own frustrations, candidates experience difficulties with writing that stem from this comprehension gap. This session will explore the connections between effective reading and effective writing in the graduate literacy education classroom, and will provide both research-based strategies and helpful tips for supporting reading in higher education.

Presenter(s)

Hopkins, Maria, Nazareth College of Rochester, Caledonia, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Reframing Small Group Instruction: Preparing Teacher Candidates to Strengthen the Connection Between Explicit Instruction and Reading Continuous Text

Session

K-3 literacy instruction is highly structured, with specific time allocated to phonemic awareness, phonics, word recognition, and fluency. Teachers who spend hours working on isolated skills often do not find time to consolidate learning and may not have the underlying framework to make those connections for students. I argue that if teachers do not connect isolated skills to real reading, it is unlikely that students will make those connections. This presentation provides key examples of how to plan and implement small group literacy lessons that connect isolated skills to real reading.

Presenter(s)

Castle, Ann, Michigan State University, East Lansing, MI

DIVERSITY & EQUITY

Seeing a Reader in the Mirror: Building on Students' Identities to Create Community

Session

How are communities of readers cultivated? How can we enhance students' views of themselves as readers? This session will share the research basis and practical applications from diverse middle and high school classroom contexts to illustrate practices designed to expand the community of readers in your classroom. Using ILA's (2018) essential components for independent reading as a starting point, this session will explore how focusing on student identity can foster and enrich classroom community.

Presenter(s)

Brodeur, Kate, Bowling Green State University, Bowling Green, OH
Easterling, Jasmin, Brittany Woods Middle School, University City, MO
Loar, Megan E., Bowling Green State University, Bowling Green, OH
Mills, Angela, Central Catholic High School, Toledo, OH

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Seeing Ourselves, Seeing Others: Evaluating our Classroom Libraries with a Critical Lens

Session

Can all of our students see themselves in the literature? Can they see other ways of being to expand their understanding and perspectives? Are the depictions included in the books accurate or do they convey stereotyping? In this session, we will explore how to critically evaluate children's literature and facilitate rich conversations to challenge norms, confront bias, and foster equity. Join us for a discussion around creating inclusive classroom libraries while fostering social-justice oriented learning through read alouds, critical conversations, and student-centered action.

Presenter(s)

Kelly, Katie, Furman University, Greenville, SC
Laminack, Lester, Western Carolina University, Dillsboro, NC

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Shifting the Model of Differentiated Small-Group Reading Instruction Through Professional Learning

Session

When many students are not achieving grade level reading proficiency and many teachers lack the knowledge base in teaching foundational reading skills, change is imperative. It's also difficult, particularly when the instructional model that has been used for decades is contributing to these problems. How do you change course following decades of professional learning and practice of a flawed instructional model? What professional learning needs to be in place to support such a shift? We'll explore these questions as essential considerations for moving forward.

Presenter(s)

Gilbert, Kim, Center for the Collaborative Classroom, Alameda, CA

CURRICULUM & INSTRUCTION

Sparking Young Writers: The Power of Talk, Texts, Tenderness and Time

Session

Is there truly a way to transform education? Researchers and practitioners say YES! We invite you to join us for an important focus on the power of writing as a tool for transformation. During this session, participants will be inspired and gain both practical and proven strategies for nurturing young writers. We will focus on 4 Ts - the power of talk, texts, tenderness and time - all essential for growing young writers.

Presenter(s)

Bourque, Paula I, Augusta Schools/Stenhouse Publishers, Augusta, ME
Cortelyou, Katy, The Center for the Collaborative Classroom, Alameda, CA

FOUNDATIONAL SKILLS

Stop Overthinking It! Improve Student Writing Fluency by Measuring Writing Bursts

Session

The purpose of this session is to show teachers how burst length as a measurement of writing fluency is an important addition to their writing instruction toolbox and how technology makes it possible. Attendees will participate in writing exercises in the session, as well as create and modify their own lessons for use in the classroom. Structured writing prompts designed for increasingly longer bursts will demonstrate how quickly these exercises can have an impact on student learning and writing fluency and how easily the technology can be incorporated into new and existing lesson plans.

Presenter(s)

Schwartz, Mark, Texthelp, Woburn, MA

DIVERSITY & EQUITY

The Work Before the Work: Uncovering and Addressing Bias Before Engaging With Diverse and Inclusive Text

Session

This session will encourage participants to examine their cultural framework and how this framework impacts how they engage with culturally diverse text. Attendees will preview and deconstruct major themes within culturally diverse text and how uncovered biases can affect their text delivery, interaction, and crucial conversations with students. Presenters will share a model for addressing uncovered biases, an ongoing self-study and reflection resource, and key strategies to use when approaching culturally diverse text.

Presenter(s)

Slaughter, Tamera, Center for the Collaborative Classroom, Desoto, TX
Hogg, Sandra, Desoto ISD, Desoto, TX

FOUNDATIONAL SKILLS

Theory Matters in Kids' Learning to Spell and Read Words

Session

How do our students learn to spell and read words? The answers to this question help resolve the infamous "reading wars" that are again challenging educators at all levels. From the perspectives of two theories of learning to spell and read - stage and repertoire or alternative theories - answers reveal when and how much to emphasize the three layers of information in the way words are written in English: phonological (sound); pattern (groups of letters that work together to represent sound); and morphological (the morphemes, or meaning elements, from which words are constructed).

Presenter(s)

Templeton, Shane, University of Nevada, Reno, NV

DIGITAL LITERACY & TECHNOLOGY

Thinking Like A Fact Checker through Lateral Reading

Session

An MIT study found that fake information is 70 percent more likely to be retweeted than facts, so how can we prepare our students to evaluate the online information that permeates their world? In this session, two researchers share their partnership with local middle and high school teachers to embed lateral reading instruction into their classrooms. Lateral reading is a way to teach the strategic thinking deployed by news organization fact checkers who jump off a web resource in order to find out more about it. Presenters will share resources and student work examples.

Presenter(s)

Walsh-Moorman, Beth Ann, Lake Erie College, Painesville, OH
Pytash, Kristine, Kent State University, Kent, OH

CURRICULUM & INSTRUCTION

Vocabulary Practices to Support Transference to Student Speaking and Writing

Session

In this presentation, the focus will be on practical instructional practices of vocabulary acquisition. Words are currency that lead to access to different social groups and layers of the economy. Embedded within the framework of a literacy workshop model, and a foundation of balanced literacy practices, the teachers of Lindop School streamlined vocabulary instruction, organized it into strategic layers, and documented and mapped vocabulary instruction and transference to student independent demonstration of learning.

Presenter(s)

Erickson-Betz, Emily, Edmund F. Lindop SD 92, Broadview, IL
Evans, Gladys, Edmund F. Lindop SD 92, Broadview, IL
Spaulding, Sonya, Lindop SD 92, Broadview, IL

CURRICULUM & INSTRUCTION

You Are Not Inferior: Liberatory Literacy Practices for Black Lives

Session

This session presents findings from a content analysis study of historical texts that chronicle the liberatory literacy practices that originated out of Black sacred spaces during segregation. Liberatory literacy practices that boldly resisted any inferiority narrative that was imposed on Black bodies. Our hope is that as we learn about the literacy practices set forth within these Black segregated spaces we can use those practices to affirm or revise our own literacy practices that will show each child, specifically our Black children, that we see them and they are not inferior.

Presenter(s)

Howell, Kisha, Teachers College, New York, NY

Piper, Rebekah, Texas A&M University San Antonio, San Antonio, TX

Poster Session #6 Children's, Middle Grade & Young Adult Literature, Literacy Instruction in the Multilingual Classroom, Diversity & Equity, & Content Area & Disciplinary Literacy

Research Poster Presentation

A Powerful Pair in Early Childhood: Literacy and Mathematics

Presenter(s)

Gregory, Beth Anne Lilly, Missouri Western State University, St. Joseph, MO

Botello, Jennifer Ann, Missouri Western State University, St. Joseph, MO

Building Equity in the Classroom using Children's Literature to Foster Diversity Discussions

Presenter(s)

Cortino, Rochelle, Texas A&M University - Corpus Christi, Corpus Christi, TX

Staples, Michele R., TAMU-CC, Corpus Christi, TX

Diversifying children literature to support deaf children's literacy skills.

Presenter(s)

Musyoka, Millicent Malinda, Lamar University, Beaumont, TX

Efficacy of Balanced Literacy Instruction on Elementary Students' Reading Performances: An Analysis of PIRLS Data

Presenter(s)

Guo, Lu, Texas Tech University, Lubbock, TX

wang, jian, Texas tech university, Lubbock, TX

Farewell to the "Summer Slide": The Nuts and Bolts of Creating a Dynamic Summer Program

Presenter(s)

Ridout, Susan Ramp, Indiana University Southeast, New Albany, IN
Davis, Michelle, Norton Elementary School, JCPs, Louisville, KY
Howard, Cris, Parkwood Elementary School, Jeffersonville, IN
Mink, Debi, INDIANA UNIVERSITY SE, NEW ALBANY, IN
Shoffner, Katie, St. Mary of the Knobs Catholic School, Floyds Knobs, IN

I am NOT an English Teacher! Using Disciplinary Literacy to Cultivate 21st Century Adolescent Literacy

Presenter(s)

Cameron, Tiffany P., Texas A&M Commerce, Commerce, TX

Idioms: Reading Between the Lines, Seeing Eye to Eye, and Being All Ears!

Presenter(s)

Idris, Dorothy H, Independent Education and ELL Consultant, Philadelphia, PA
Strong, Mary W, Widener University, Greenwood, IN

Implementing Reading Strategies with ELL Elementary Students

Presenter(s)

Khamisani, Nelofar, Kansas State University, Manhattan, KS
Literature Circles Facilitate EFL Adolescents' Reading Engagement and Social Understanding

Presenter(s)

Hsieh, Ming-Yi, National Chiao Tung University, Hsinchu, Other, Taiwan

My Library Looks Like Me: Critical Library Analysis for Elementary Students

Presenter(s)

Madsen, Amanda, Frost Lake Elementary, Saint Paul, MN

PALS- Public Art, Literacy, and Service: How a University Brought Little Free Libraries to Its Community

Presenter(s)

Dailey, Kathleen, Edinboro University of PA, Edinboro, PA
Gearhart, Lindsey, Edinboro University of PA, Edinboro, PA
Jones, Raven, Edinboro University of PA, ERIE, PA

Students' Engagement in Interactive Read Alouds of Informational Texts across Math and Language Art

Presenter(s)

Alawami, Galelah of, University of Toledo, Toledo, OH

The Brownies' Book to Cocoa Kids Collection Books: History's Call to Action, Today.

Presenter(s)

Williams-Sanchez, Valerie L, St. John's University, New York (Queens), NY

The Impact of Culturally Relevant, Diverse Literature in Today's Classrooms

Presenter(s)

Durbin, Alyssa, Bellarmine University, Louisville, KY

The Integration of Literacy Practices in Science: An Intervention for Elementary English Language Learners

Presenter(s)

Davis, Amy Darlene, Eastern Illinois University, Charleston, IL

The Social Construction of Disability in Children's Books. An Analysis of Autism Spectrum Disorders.

Presenter(s)

Causarano, Antonio, Illinois State University, Normal, IL

Translanguaging and the writing of ASL/English bilingual students

Presenter(s)

Musyoka, Millicent Malinda, Lamar University, Beaumont, TX
Smith, Zanthia Y, Lamar University, Beaumont, TX

What did the parents do? The roles of parents in Korean-English bilingual family literacy events.

Presenter(s)

Wee, Jongsun, Winona State University, Winon, MN

Whose story is it? Contrasting Race and Representation in Marvel's Ironheart

Presenter(s)

Hines, Christian, The Ohio State University, Columbus, OH

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Cross District Communities of Practice to Support Literacy Professional Development

Panel

The panel discusses how to create and support cross-district, team-based literacy professional development in which teachers participate in research teams to identify effective practices and share their learning with colleagues in a district-wide literacy conference. Groups of six teachers and district curriculum directors from seven districts met over the course of a school year to identify a small number of the highest leverage intervention strategies that could have the greatest impact in district literacy practices. The emphasis on teacher-led professional development was key to success.

Presenter(s)

Evans, Michele, Wadsworth City Schools, Wadsworth, OH
Jarosewich, Tania, Censeo Group, Hinckley, OH
Lehnhart, Lisa, The University of Akron, Akron, OH
Yonker, Jacinda, Medina County Educational Service Center, Medina, OH

CURRICULUM & INSTRUCTION

Deeper Dive into Gradual Release of Responsibility

Panel

Where is student-centered learning in your gradual release of responsibility (GRR)? This session takes a deep dive into evidence-based practices that allow literacy educators to observe student thinking, facilitate interactions, and promote extended learning within GRR. We will explore strategies for responding to learning needs, collaboration, formative assessment, and targeted feedback across k-12 classrooms. In this interactive session, you will have opportunities to share your insights and ideas with other educators for implementing visible learning and high leverage practices in GRR.

Presenter(s)

Webb, Sandra M, ERG, Winston Salem, NC
Erikson, Irene, The Potomac School, McClean, VA
Goggans, Melinda, Bibb County School District, Macon, GA
Massey, Dixie, University of Washington, Seattle, WA
Metzger, Salem R., UNC Greensboro, Greensboro, NC

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Looking Beyond the Darkness: Using YA Literature as a Vehicle for Hope

Panel

Young Adults' Choices, A Project of the International Literacy Association, presents an outstanding panel of YA authors who will discuss the aspect of hope in the young adult novel. Our students live in stressful, difficult times as they are confronted with social justice issues in their personal and societal worlds. Each author will share their perspective on how teachers and librarians can use literature to make a positive difference in students' lives.

Presenter(s)

Morris-Wilkey, Lisa, Casa Grande Elementary School District, Casa Grande, AZ
Burdic, Stephanie, Millard North High School, Omaha, NE

COACHING & LITERACY LEADERSHIP

What Do We Know About Literacy Coaching? Applying Research to Practice

Panel

What do we know about literacy coaching that can be useful to those involved in developing, implementing, or evaluating coaching initiatives? Each presenter, who has been involved in coaching research, will address one specific focus area: What are the necessary conditions for a successful coaching program? What preparation and ongoing learning experiences are essential for effective coaching? What is essential for effective coach-teacher dialogue? After presenting a brief summary of the research, presenters will discuss implications for practice.

Presenter(s)

Bean, Rita, University of Pittsburgh, Pittsburgh, PA
Ippolito, Jacy, Salem State University, Salem, MA
Robertson, Dana, University of Wyoming, Cheyenne, WY

GLOBAL INSTRUCTION

Activate Your Inner Explorer.....Become a National Geographic Certified Educator

Session

National Geographic Educator Certification is a free professional development program that recognizes Pre-K through 12 formal and informal educators committed to inspiring the next generation of explorers, conservationists, and change makers. The Certification workshop is an introduction to National Geographic's educational mission and the National Geographic Learning Framework. Become part of a powerful movement to make the world a better place by empowering students to be informed decision-makers and storytellers. Don't just teach students about the world-teach them how to change it.

Presenter(s)

McMillan, Alvera H, West Feliciana Middle School, St. Francisville, LA

DIFFERENTIATED INSTRUCTION

Building Independence: Instruction to Support Older Readers Becoming Independent Readers and Writers.

Session

The right to read and access to become independent learners are issues of equity. How do we meet older readers of ALL levels where they are to build the habits of mind to deepen complex thinking and independent learning? This session explores how lesson structures, as well as the ways in which we engage and facilitate student thinking and conversation, help students become independent readers and writers.

Presenter(s)

Bennett, Tricia, Center for the Collaborative Classroom, Alameda, CA
Williams, Tamara, Seminole County Public Schools, Lake Mary, FL

CURRICULUM & INSTRUCTION

Building Readers and Leaders in a Public Library Work-Based Learning Program

Session

The Literacy Leaders program at the New York Public Library utilizes a work-based learning model to train and then employ high-school students as high-quality reading tutors to 1st and 2nd grade students at neighborhood library branches. This presentation will outline the components of the Literacy Leaders model including: 1) partnership with local high schools, 2) a tutoring curriculum designed around best practice reading instruction, and 3) incorporation of library collections. Join this workshop to learn about an innovative approach to both elementary literacy and adolescent learning!

Presenter(s)

Roseberry, Rachel, New York Public Library, New York, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Classroom Learning Labs: Job-Embedded Professional Learning Builds Self-Efficacy in Implementation of Reading Workshop

Session

Attendees will learn about Classroom Learning Labs and how they differ from other forms of job-embedded professional learning, such as learning walks, demonstration classrooms, or Instructional Rounds. In addition to an overview of the research on which Classroom Learning Labs are based, attendees will learn the results of a phenomenological study wherein teacher participants developed self-efficacy as they focused on the implementation of reading workshop.

Presenter(s)

Willett, Lori J., Rockford Public Schools, Rockford, MI
Deschaine, Mark Edward, The University of Mississippi, University, MS

DIVERSITY & EQUITY

Creating the Conditions for a Culturally Responsive Classroom: Build Your Collection of Cognitive Routines to Increase Intellectual Brainpower!

Session

How often do your students depend on you to do their thinking? Learn how to create conditions in the classroom that will turn your dependent learners into independent learners. In this fast paced session, we will explore a variety of cognitive routines that, when paired with expository texts, will build the intellectual capacity of your learners, in turn, creating the conditions for a culturally responsive classroom. Participants will leave with a bibliography of expository texts and a collection of cognitive routines that can be used immediately.

Presenter(s)

Little, Dawn, Links to Literacy, Monrovia, MD

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Creating the Conditions for Literacy Rich Schools

Session

Attendees will examine the conditions and components of a literacy rich school environment. This interactive session will include techniques and materials that will increase literacy opportunities, engage diverse learners, and examine classroom and school design. Teachers, school, and district leaders will have the opportunity to learn about walk thru tools and strategies to increase literacy outcomes for all students.

Presenter(s)

Valerio, Michelle, Baltimore County Public Schools, Baltimore, MD
Norton, Lisa, Baltimore County Public Schools, Baltimore, MD

CONTENT AREA & DISCIPLINARY LITERACY

Developing Critical Literacy in Disciplinary Learning

Session

This presentation describes how a linguistically informed pedagogical heuristic called 5Es was used to promote text exploration that developed students' critical language awareness, advanced literacy, and disciplinary literacy at the same time they engage in disciplinary inquiries.

Presenter(s)

Fang, Zhihui, University of Florida, Gainesville, FL

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Embedded Literacy Practicum: Layering Learning at the Higher Education Level

Session

When teacher education courses move from the college campus to the public school, the setting, itself, presents new possibilities for learning-for children, teachers, teacher candidates and college professors. In this session, presenters will share how they help teacher candidates see the progression of literacy skills and how they build on each other throughout their coursework that takes place where the learning actually happens: in schools.

Presenter(s)

Feinberg, Natasha, Rhode Island College, Providence, RI

LITERACY RESEARCH

Fostering Cultural Diversity Through Incorporating Multicultural Literature in the Secondary ELA Curriculum

Session

With the increase of students from diverse cultural backgrounds (NCES, 2019), it is imperative to include culturally diverse literature within secondary English Language Arts curriculum as the literature can reflect students' cultural experiences and broaden and challenge their perspectives (Kim, 2014; Miller, Wilson-Segura, & Lorenzo, 2008; Okoye-Johnson, 2011). This presentation will discuss the research supporting inclusion of culturally diverse texts and present a rubric based on well-articulated evaluative criteria for use by school districts and teachers.

Presenter(s)

Abarquez-New, Jessica, Middle Tennessee State University, Murfreesboro, TN
Albakry, Mohammed, Middle Tennessee State University, Murfreesboro, TN

CONTENT AREA & DISCIPLINARY LITERACY

Mathical Books: Making Connections Between Literacy and Problem Solving

Session

Mathical books have the power to open children's understanding of the magic of both reading and mathematics. What are these mathical books and where can we find them? And how do they provide a context for problem-solving for literacy and mathematics? These trade books can expand students' thinking and cause them to reflect on consequences. This wealth of quality literature is available for classroom instruction and can be chosen by students for recreational reading. Participants will leave the session with a handout containing planning information for mathical events in their classrooms.

Presenter(s)

Boulware, Beverly Joan, Middle Tennessee State University, Murfreesboro, TN
Monroe, Eula, Brigham Young University, Provo, UT

DIVERSITY & EQUITY

Passport Through Privilege: Stamping Your Way to Diversity and Inclusion With YA Literature

Session

Pardon your privilege! What would the world look like if society's system truly promoted equality? Students enter today's classroom with varying experiences, expectations and biases. As educators, we encounter these on a daily basis. Young adult literature offers a platform for students to explore and analyze the concept of privilege, via sociocultural learning they learn to navigate the structures of the society in which they exist. In this session, attendees will learn how to cultivate classroom discussions centered around YAL that examine privileges, identify and socioeconomic inequities.

Presenter(s)

Cornelissen, Ariel, The Ohio State University, Columbus, OH
Hines, Christian, The Ohio State University, Columbus, OH

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Running Record Reliability and Accuracy with Preservice Teachers

Session

Running records are used to make a wide range of educational decisions about young readers, but are these tools really reliable enough to base such decisions on them? In this presentation we will examine the accuracy and reliability of both the quantifying and analyses of running records by preservice teachers. Join us to see in using findings from recent research to plan effective running record in-service sessions for new teachers.

Presenter(s)

Rodgers, Emily, The Ohio State University, Columbus, OH
D'Agostino, Jerome, The Ohio State University, Columbus, OH
Johnson, Tracy, The Ohio State University, Columbus, OH
Mikita, Clara, The Ohio State University, Columbus, OH

CURRICULUM & INSTRUCTION

The Presence of Literature to Promote Inquiry and Inspire Design Thinking

Session

Books for children and adolescents spark wonderings that generate inquiry, promote design thinking, and facilitate problem-based learning so that students can be problem-posers and not just problem solvers. Discover how to recognize literature that is ripe with wonder and prompts questions and curiosity that propel exploration, allows space for serendipity and surprise, fuels inspiration and imagination, and motivates us all as learners. Attendees will engage in strategies for partnering with literature to implement curriculum that inspires critical thinking in students.

Presenter(s)

Giorgis, Cyndi, Arizona State University, Tempe, AZ
Antinoff, Melissa, Lumberton Public School District, Mt. Laurel, NJ

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Uncovering the Myths—Why I’m Not a Reader: Preservice Teachers’ Attitudes and Abilities With Non-Fiction Literacy Instruction

Session

Because we were concerned about the difficulty of helping preservice teachers change their attitudes, we took it upon ourselves to alter our classroom instruction based upon the responses of our students to particular classroom and field work assignments. We will begin our presentation by describing how we uncovered the myths our preservice students hold and share some of those narratives. The bulk of our session will be dedicated to sharing classroom instructional practices that we hope have helped our students to gain a new appreciation for and more efficacy with non-fiction text.

Presenter(s)

Russell, Sharon L., Ashland University, Ashland, OH

Miller, Judy S, Ashland University, Columbus Center, Columbus, OH

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

University- and School-Based Educators Partnering to Reimagine Reading Coursework for Teacher Candidate and K-12 Student Success

Session

The alignment of standards, classroom instruction, and clinical practices within the reading block of teacher education programs is critical for candidate success. Programs must also be grounded in the science of reading, focus on equity, diversity, and culture, incorporate inclusive practices, and facilitate collaboration between university faculty and classroom (mentor) teachers. Together, these can lead to teacher candidates positively impacting K-12 student reading achievement. Learn how one team of university- and school-based teacher educators redesigned their curriculum to do all this.

Presenter(s)

Helfrich, Sara R, Ohio University, Athens, OH

FOUNDATIONAL SKILLS

Why Care About Foundational Reading Skills? How to Identify Specific Needs and Accelerate Growth in Struggling Readers

Session

Join us to learn about the 6 foundational reading that are critical for reading development. You will get a brief introduction to ReadReady (RISE) assessment developed as part of the IES Reading for Understanding initiative. ReadReady is used in grades 3-12 to assess the foundational skills and identify the specific barriers to reading in students who are falling behind grade level expectations. You will learn how to understand students' reading profiles and learn which learning tools will empower your students to learn content and, at the same time, support the growth of reading skills.

Presenter(s)

Sabatini, John, University of Memphis, Memphis, TN
Borodin, Yevgen, Capti, Buffalo, NY

CURRICULUM & INSTRUCTION

Wild About Research: Inquiry Drives Literacy

Session

Don't do BORING! Nonfiction author Heather L. Montgomery shares strategies that will have your students begging to research. Using science-based hooks like cell-exploding venom, snake dissections and leeches up the nose, this session will provide techniques that work across the curriculum. Learn to use genuine questions, visual prompts and nature artifacts to turn on curiosity, expand inquiry, and set students on their own journey in the land of literacy!

Presenter(s)

Montgomery, Heather L., NF Books for Kids, Ardmore, TN

DIVERSITY & EQUITY

“Growing Up Brave on the Margins”: Middle School Students Explore Equity and Identity with a Reading Professor, University Librarian, and Storyteller

Session

A collaboration between a reading professor and university librarian inspired an innovative reading program with a middle school literacy group. Participants explored questions of race, history, and social justice, with books selected to inspire young people to consider big questions about the world around them and their place in it. Reflective journals, an audit trail to document learning, collage displays, and storytelling sessions with a local community leader focusing on issues surrounding identity-as well as action steps to impact positive change in the community-will be highlighted.

Presenter(s)

Katz, Anne, Georgia Southern University, Savannah, GA

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Indigenous SIG–Indigenous Language and Teachings, and Young Children’s Cultural and Literacy Learning in a Northern Ontario First Nation Community

Special Interest Group (SIG)

Two Indigenous kindergarten teachers from a northern Ontario First Nations community and a non-Indigenous university researcher present what we have learned about bringing Indigenous language and cultural teachings into play-based classroom activities, and how to use this context to support children's literacy. We introduce our Niichii Project, where a puppet named Niichii (Friend) come from a southern city to the community to learn about who they are. Teachers, their students and community Elders and Indigenous Culture teachers bring Niichii along on cultural activities outside and inside the

Presenter(s)

Bowden, Mike, School District No. 73, Kamloops, British Columbia, Canada
Manitowabi, Yvette, Wasse-Abin Junior School, Wikwemikong, Ontario, Canada
Manitowabi, Jacinta, Wasse-Abin Junior School, Wikwemikong, Ontario, Canada
Stagg Peterson, Shelley, OISE/University of Toronto, Toronto, Ontario, Canada

CURRICULUM & INSTRUCTION

Beyond “One Size Fits All”: Ensuring Vocabulary Instruction is Grounded in the Rich and Wonderful World of Words

Hands-On Workshop

Three big questions on teachers' minds are: Which words do I teach? How do I find the time to explicitly address content-specific "domain" words? Which practices are proven to get learners to transfer word learning to their reading, writing, and speaking? Many educators know the importance of vocabulary, but struggle to make the time or step away from the "one-size-fits-all approach" to vocabulary instruction. Come discover answers, in a session designed to shift perspectives and crystalize how vocabulary instruction and learning could look in classrooms today.

Presenter(s)

Akhavan, Nancy, Fresno State, Fresno, CA

Koutrakos, Pamela, Gravity Goldberg LLC & Corwin Literacy, Wyckoff, NJ

CURRICULUM & INSTRUCTION

Build Vocabulary, Foster Discussion, & Scaffold Writing: Essential Strategies for Supporting Students' Academic Literacy Development in K-8 Classrooms

Hands-On Workshop

Vocabulary, reading and writing are intricately linked. Identify more ways to seamlessly connect these practices so they are more meaningful for students. Learn how to use authentic literature to build vocabulary, foster critical reading, and scaffold writing. The presenters will share examples of activities, digital, and offline resources, and strategies for lesson planning.

Presenter(s)

Lawrence, Salika A, The College of New Jersey, Ewing, NJ

Johnson, Tabora, Medgar Evers College, City University of New York, Brooklyn, NY

Mitchell, Rachael, Medgar Evers College, City University of New York, Brooklyn, NY

COACHING & LITERACY LEADERSHIP

Coaches Facilitating Collaborative Reflection on Students' Learning and Teachers' Instruction: How to Prepare to Assure a Productive Conversation

Hands-On Workshop

This presentation engages participants in a process by which literacy coaches prepare to lead teachers in reflection on student learning. This process includes organizing, analyzing, visually representing, and situating in context, information from artifacts of learning and teaching. This process has proven to help teachers develop insight into factors that interact to affect student learning. Focusing on factors within their control puts teachers in the powerful position of making decisions that can improve their students' learning and, thus, their own effectiveness.

Presenter(s)

DeFrance, Nancy, Grand Valley State University, Grand Rapids, MI

FOUNDATIONAL SKILLS

Developing Alphabet Knowledge, Self-Regulation, and Growth Mindset Through Play, Games, and Other Fun Activities

Hands-On Workshop

Alphabet learning: Start with a stock of alphabet activities, games and books. Add a big dollop of play. Mix in a cup of executive functioning and self-regulation activities, add tablespoon of growth mindset, a dash of socio-emotional understanding and a pinch of environmental print. Stir.

Participants will learn how they can help children develop alphabet knowledge, self-regulation, executive functioning, growth mindset, and socio-emotional understanding through play. This includes how to infuse different types of play into alphabet activities and the alphabet into play.

Presenter(s)

Horner, Sherri L., Bowling Green State University, Bowling Green, OH

DIFFERENTIATED INSTRUCTION

Enacting an MTSS Framework in Reading to Support Middle School Readers and Their Teachers

Hands-On Workshop

Join us for a hands-on exploration of an innovative framework designed to support middle school readers and their teachers. Presenters will share materials developed during a district-university research collaboration. We will lead you through a simulated middle school data meeting where you analyze a sample student reading data set, use a decision-making protocol, and see if there is a need for a classwide reading intervention. Next, we will identify a research-based intervention from a collection of comprehension and fluency options. You will leave with resources for your school setting.

Presenter(s)

Helman, Lori, University of Minnesota, Minneapolis, MN
Burger, Kristin E, University of Minnesota, Minneapolis, MN

DIGITAL LITERACY & TECHNOLOGY

Helping Children Find What They Seek: Develop Your Students' Search Literacy

Hands-On Workshop

The internet has the potential of providing a plethora of resources to your students, if only they could find the right page. Students need explicit support in developing search literacy to be better able to locate high-quality resources that satisfy their information needs. If you are tired of watching your students struggle to use search engines effectively, this workshop is for you! You will learn best practices for developing your students' search literacy, and be provided with practical tools and strategies for integrating search literacy instruction into your existing curriculum.

Presenter(s)

Wright, Katherine Landau, Boise State University, Boise, ID
Anuyah, Oghenemaro Wright, Boise State University, Boise, ID
Downs, Brody Wright, Boise State University, Boise, ID
Fails, Jerry, Boise State University, Boise, ID
Shukla, Aprajita, Boise State University, Boise, ID

FOUNDATIONAL SKILLS

Making Fluency Instruction Real: Engaging and Effective Approaches to Teaching This Critical, but Often Misunderstood Reading Goal

Hands-On Workshop

Reading fluency has been identified as an essential component of proficient and successful reading. However, a large number of students who struggle in reading exhibit difficulty in achieving proficient and fluent reading. This session will present several research-based, effective, authentic, and engaging approaches for teaching fluency at all grade levels. Audience members will leave with a variety of easy to implement approaches to fluency that are certain to enliven reading in their classrooms and lead to better reading outcomes for students.

Presenter(s)

Young, Chase, Sam Houston State University, Huntsville, TX
Cheesman Smith, Melissa, Las Sendas Elementary School, Mesa, AZ
Rasinski, Timothy, Kent State University, Kent, OH

COACHING & LITERACY LEADERSHIP

Overcoming Challenges in Coaching

Hands-On Workshop

In this workshop, practicing literacy coaches will get the opportunity to strengthen their practice by reviewing and rehearsing some of the more powerful, yet challenging aspects of coaching: taking a collaborative stance, being responsive to teachers, and providing constructive feedback. Administrators and teacher educators tasked with developing coaches will come away with ideas for professional learning experiences that will support coaches' development of challenging coaching skills.

Presenter(s)

Brodeur, Kate, Bowling Green State University, Bowling Green, OH
Masse, Susan, University of Upper Iowa, Fayette, IA
Ortmann, Lisa, University of North Dakota, Grand Forks, ND

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

The Ripple Effect: Promoting Engagement and Creativity in the Multilingual Classroom

Hands-On Workshop

This workshop addresses the needs of culturally and linguistically diverse students who are struggling readers. By identifying their strengths and building a differentiated curriculum there will be a ripple effect of engagement and creativity. DISCOVER a performance assessment based on Gardner's Multiple Intelligences will be introduced as a way to identify strengths. This workshop will focus on differentiation based on student strengths, digital literacy, deep thinking and hands-on strategies. You will leave with enthusiasm and lessons/activities to use in your own multilingual class.

Presenter(s)

Sisk, Dorothy Ann, Lamar University, Beaumont, TX
Anderson, Elsa, Texas Wesleyan University, Fort Worth, TX
Kaplan, Sandra, University of Southern California, San Diego, CA
Knoell, Donna L, Educational Consultant, Prairie Village, KS
Maker, June, University of Arizona, Tucson, AZ
Zygouris-Coe, Vicky, University of Central Florida, Orlando, FL

CURRICULUM & INSTRUCTION

Trusting Readers and Teachers: Boosting Independent Reading Engagement Through Whole Class Inquiries and Conferring

Hands-On Workshop

The research on Independent Reading is clear: the more students read, the better they become. Maximizing the engagement and joy of students during Independent Reading is a goal for all teachers. When teachers are trusted as decision makers, they have the agency to cultivate joyful Independent Reading that centers on the students in front of them. We invite teachers to explore the power of inquiries into topics such as reading identity, receiving feedback and book choice. These inquiries, combined with intentional conferring, lead to higher levels of engagement and increased student growth.

Presenter(s)

Schneewind, Hannah, Hannah Schneewind LLC, Westport, CT
Scoggin, Jennifer, Jennifer Scoggin LLC, Guilford, CT

LITERACY RESEARCH

College Literacy and Learning

Special Interest Group (SIG)

The College Literacy & Learning Special Interest Group provides a forum for the exchange of information regarding research, theory, and practice in connection to all areas of postsecondary literacy. This association also publishes a peer reviewed journal, the Journal of College Literacy and Learning, related to the teaching of literacy at the college and postsecondary levels. This session will provide an exchange of ideas and techniques with regard to teaching methods and students' literacy and learning in two and four-year colleges and universities.

Presenter(s)

Bauer, Laurie, University of Cincinnati, Cincinnati, OH
Conley, Kristin, Ferris State University, Big Rapids, MI
Kellner, Deborah, University of Cincinnati, Cincinnati, OH

COACHING & LITERACY LEADERSHIP

Looking Forward: Determining Best Practices for Clinical Experiences of Literacy Professionals Based on the Actions of ILA Distinguished Programs

Special Interest Group (SIG)

The Specialized Literacy Professionals SIG session addresses Standard 7 of the Standards for the Preparation of Literacy Professionals that requires educators seeking additional certification to demonstrate excellence in practicum/clinical experiences, putting into practice what they are learning in relation to the first six standards. A literacy faculty member will discuss how her program was successful in receiving recognition as an ILA distinguished graduate reading specialist/literacy specialist program. Also, a program evaluator will explicate best practices found across programs.

Presenter(s)

Pletcher, Bethanie, Texas A&M University - Corpus Christi, Corpus Christi, TX
Durham, Patricia, Sam Houston State University, Huntsville, TX
Grote-Garcia, Stephanie, University of the Incarnate Word, San Antonio, TX
Hill, John, Texas A&M University - Corpus Christi, Corpus Christi, TX
Kern, Diane, University of Rhode Island, Kingston, RI
Morewood, Aimee, West Virginia University, Morgantown, WV
Ortlieb, Evan, St. John's University, Queens, NY
Pittman, Ramona, Texas A&M University - San Antonio, San Antonio, TX

Swan Dagen, Allison, West Virginia University, Morgantown, WV
Toll, Cathy, University of Wisconsin Oshkosh and Partnering to Learn, Oshkosh, WI
Verlaan, Wolfram, University of Alabama - Huntsville, Huntsville, AL

CURRICULUM & INSTRUCTION

Artful Literacy: Synergizing the Arts and Literacy Instruction to Enhance Student Learning

Panel

Research shows integrating the arts in literacy instruction can help learners achieve better academic results. Drawing from decades of collaboration in museum-based and performing arts education programs, this panel of teachers and teacher educators showcases meaningful engagement with works of art as an integral part of literacy instruction in urban classrooms as well as teacher education courses. Through simulated activities, children's work samples, teacher reflections, and art-based strategies, participants will take away ideas and tools to enhance and enliven their literacy instruction.

Presenter(s)

Hu, Yang, Hunter College, CUNY, New York, NY
Offord, Nadine Bryce, Hunter College, CUNY, Brooklyn, NY
Pinello, Rose, PS 38, NYC Department of Education, New York, NY

CURRICULUM & INSTRUCTION

Dreaming Big: Pairing Heroes Texts With Project-Based Learning to Foster Social and Emotional Learning, Promote Literacy, and Inspire Young Heroes

Panel

Author T. A. Barron will introduce this session about using heroes texts with a project-based approach to teach literacy skills and support students' social and emotional development. We will demonstrate how this style of learning about heroes motivates students, provides them with purpose, and fosters social and emotional behaviors including empathy, kindness, and gratitude. Participants will gain knowledge of diverse fiction and nonfiction heroes titles along with strategies for using them to support student learning. Attendees will be given a set of classroom-tested materials about heroes.

Presenter(s)

Barron, T. A., Author, Boulder, CO
Richman, Barbara A., Gloria Barron Prize for Young Heroes, Boulder, CO
Wilson, Fran, Madeira City Schools, Maderia, OH

ASSESSMENT & EVALUATION

Leveraging New Lexile Listening Measures to Build Student Literacy Skills

Panel

Listening is more than just hearing. A good listener actually engages with and comprehends what they are hearing. Yet, while it is commonly accepted that we should teach reading and writing at every grade level, teaching listening is largely ignored. In today's digital world, where kids spend hours glued to their devices and isolated, it is more critical than ever that we ensure that they learn how to be good listeners. This panel will explore the ways that the new Lexile listening measure can help build student listening skills and explore the implications that it has for improving literacy.

Presenter(s)

Shanahan, Timothy, University of Illinois at Chicago, Chicago, IL
Brady-Myerov, Monica, Listenwise, Boston, MA
Koons, Heather, Metametrics, Durham, NC

CURRICULUM & INSTRUCTION

"Guiding" Guided Reading: Supporting Strategic, Agentive Reading in Small Group Instruction

Session

Teacher decision making is the hallmark of responsive teaching and there is no better venue for responsive teaching than guided reading. This session will focus on the process for making effective planning decisions in guided reading as well as the in-the-moment decisions that happen during guided reading. Utilizing videos and classroom artifacts, participants will unpack the process of teacher decision making in guided reading.

Presenter(s)

Griffith, Robin R, Texas Christian University, Arlington, TX

CURRICULUM & INSTRUCTION

2020 Vision for Reading/Writing Connections Using Mentor Texts That Make an Impact (K-12): Focus on Real Writing for Real Purposes for Real Audiences

Session

The heart and soul of this session focuses on implementing a research-based authentic, integrated, enrichment approach to "reach-and-teach" all students, including struggling learners (K-12) by using mentor texts to generate real writing for real audiences for real purposes that embrace qualities of writing. We will also focus on the importance of the structure of writing, using "WOW" words to enrich writing, emphasize the importance of publishing, and scaffolding to support the highest level of learning. I will share student artifacts and engage attendees in interactive learning. .

Presenter(s)

Shaw, Michael, St. Thomas Aquinas College, Sparkill, NY

CURRICULUM & INSTRUCTION

A New Vision of Workshop: Shaping Integrated Reading and Writing Experiences

Session

Do you run out of time during reading and writing workshop? Join us and discover how to integrate reading and writing activities into a streamlined literacy workshop. Learn how to help your students apply their reading and writing knowledge with authentic literacy activities. Leave with a collection mentor texts and literacy workshop demonstration lessons to use in your classroom next year!

Presenter(s)

Biggs-Tucker, Karen K., Wild Rose Elementary, St. Charles, IL
Walther, Maria, IPSD 204, Aurora, IL

DIGITAL LITERACY & TECHNOLOGY

Argument in the Real World: Inviting Students into Academic Argument With Digital Literacies and Lateral Reading Strategies

Session

Every day, our students are inundated by information--as well as opinions and misinformation--on their devices. These digital texts influence what they buy, who they vote for, and what they believe about themselves and their world. Crafting and analyzing arguments in a digital world could be our greatest possibility to improve dialogue across cultures and continents, or it could contribute to bitter divides. In this session, we will draw from real world texts to visualize arguments in new ways, using AllSides and Voyant Tools in our efforts to engage students in lateral reading practices.

Presenter(s)

Hicks, Troy, Central Michigan University, Mt. Pleasant, MI

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Bridging Contemporary Topics, Young Adult Literature, and Critical Literacy

Session

One way to encourage students to be critical consumers of texts is through the use of young adult literature about contemporary topics. This session will introduce a framework and a set of practical teaching units around three specific YA fiction texts--Refugee, The Hate U Give, and Challenger Deep -- that engage middle and high school students in important contemporary conversations, as depicted through online news reports.

Presenter(s)

Macaluso, Michael, University of Notre Dame, Notre Dame, IN

LITERACY RESEARCH

Cultivating a University-School Literacy Research Partnership: Examining Practitioner Inquiry and Students' Literacy Experiences

Session

This presentation discusses the cultivation of a university-school research partnership focused on improving literacy pedagogy in sustainable and equitable ways. Attendees will learn about the participatory action research model used to build collective buy-in and participation from teachers, administrators, and university researchers. Presenters will share initial findings from the study, detailing two teacher researchers' inquiry process as well as students' literacy experiences as a result of the partnership.

Presenter(s)

Johnston, Kelly C, Baylor University, Waco, TX
Harper, Tracy, Baylor University, Waco, TX

CONTENT AREA & DISCIPLINARY LITERACY

Don't Just Memorize. Achieve Mastery! High-Yield Instruction for Tier 2-3 Vocabulary

Session

Ms. Carolyn Streets, an award winning teacher, will demonstrate what she has found successful to help her students master tier 2-3 vocabulary. You will learn strategies to strengthen vocabulary instruction and see powerful results in reading comprehension! This presentation will help you increase students' vocabulary using creative, fun ways to systematically teach words by exposing readers to a plethora of questions and activities designed to help readers understand words in their definitions, contexts, and nuances.

Presenter(s)

Streets, Carolyn, Engineering Science Math University Magnet, New Haven, CT

CURRICULUM & INSTRUCTION

Early Childhood Partnerships Shape Rural Children's Literacy Development

Session

Shaping the future of students' literacies begins in early childhood and involves more than just a child's home and school connection, but also his/her literacy-related experiences in the community. How this "shapes up" in rural communities is especially important as young children living in rural areas are less likely to succeed academically than children living in other areas. This presentation shares how one rural school district considered its home-school-community systems, and then drew upon aspects among them to implement a plan aimed at fostering children's oral language.

Presenter(s)

Lohfink, Gayla, Southwest Plains Regional Service Center, Sublette, KS
Trigg, Jamie, Sublette Elementary School, Sublette, KS

LITERACY RESEARCH

Empowering Readers as Placemakers: How Reading Contributes to our Sense of Place and Belonging

Session

Can reading change the world? Certainly, reading can change the way readers experience the places they dwell; a stick becomes a wand, a closet becomes a boxcar, an enemy becomes a friend, and a reader becomes a placemaker. Through a multimedia presentation, simulation activities, and discussion, participants in this session will learn about the ways children engage in placemaking- the shaping and reshaping of places- as a mode of reader response, how these behaviors promote a sense of place and belonging, and implications for our work. Come as a reader and leave as a reader-placemaker!

Presenter(s)

Fischer, Sarah, Messiah College, Mechanicsburg, PA

CURRICULUM & INSTRUCTION

Fabulous Feedback for all: Powerful Strategies for Moving Students and Parents Forward Across the Balanced Literacy Curriculum

Session

Program Description

Do you want to learn the best-ever powerful strategies for providing timely feedback to your students (and parents) during the balanced literacy curriculum block? If so, join us in this dynamic session where you will receive an extensive feedback tool-kit of powerful balanced literacy feedback strategies. Strategies include how to provide real-time feedback to students during the interactive read aloud, centers, guided reading & independent reading and writing. Additionally, strategies will include feedback to parents, peer to peer and creating a culture of feedback.

Presenter(s)

Policastro, Margaret Mary, Roosevelt University, Chicago, IL
Wood, David, Our Lady of the Wayside School, Arlington Heights, IL

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Let's Work Together!: Collaborating With ELL Families

Session

It's obvious that school and home collaboration is important for ELLs, but there seems to be so many barriers for this collaboration to happen. What small steps can you or your school make in order to create an encouraging environment for your ELLs? Through this presentation, you will receive some ideas of how to collaborate with the parents in order to provide the best for your students. Ideas and implementation tips for events like read-aloud club, book club, and even an overseas program will be shared. Let's make a step into bridging the gap between home and school!

Presenter(s)

Sawa, Mari, Earth8ight School, Okayama City, Okayama, Japan

CURRICULUM & INSTRUCTION

Literacy As Property: Dismantling Reading Gentrification in Public Schools

Session

In this session, we will establish that literacy is a civil right. The 14th amendment says that no citizen shall be deprived of "life, liberty, or property." Thus, we will examine the implications for making the claim that literacy is a property right to support our claim of literacy as civil right. We will also participate in inquiry about the sociopolitical nature of literacy and challenge the dominant cultural construct that seeks to gentrify literacy in public schools. Finally, we will explore solutions for improving literacy instruction and how we might de-gentrify literacy for students.

Presenter(s)

Johnson, Aaron, Wayne State University, Detroit, MI

DIVERSITY & EQUITY

Path to Inclusion, Equity, and Literacy, (Project "We Teach/They Learn": Results and Perspectives)

Session

Inheriting the best traditions of hospital education, offering new ideology the innovative regional platform "Creation and implementation of educational environment for schoolchildren on long-term treatment in hospitals" launched in Russia in 2014. The platform set the task to create a completely new type of a full-fledged school as an innovative model in its structure, organization, administration and methodology. Educational environment takes into consideration a growing survival rate of children with oncology diseases and lays special stress on their social and academic development.

Presenter(s)

Kurikalova, Nataliya, Reading Association of Russia, Moscow, Russian Federation

Shibelev, Mikhail, Reading Association of Russia; Project "We Teach/They Learn", Moscow, Russian Federation, Russian Federation

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Professors, Classroom Teachers & Preservice Teachers: Supporting Diverse Learners in K-3 Classroom Settings

Session

Model classroom teachers seek to support students with developing literacy skills, bridging the gap between literacy, language, and deficits in literacy achievement. In support this goal, university professors partnered with early childhood classroom teachers using enhanced research-based pedagogy, through professional development, and a coteaching model. Preservice teachers observed and learned from professors and classroom teachers as they replicated the practices aimed at supporting K-3 students' literacy development.

Presenter(s)

Cydis, Susan, Stockton University, Pomona, NJ
Haria, Priti, Stockton University, Pomona, NJ

LITERACY RESEARCH

Read Up! The New Era Of Reading Achievement In Deaf Children Learning Listening And Spoken Language

Session

This study examined the reading achievement of diverse pre-kindergarten and elementary children who are deaf and hard of hearing at a large listening and spoken program in the southwest United States. While children who are deaf have historically struggled with reading, most participants in this study achieved grade-level comprehension and reading vocabulary. Areas of challenge, including fluency, were also identified. Educational implications for the classroom and future research directions will be shared.

Presenter(s)

Smolen, Elaine, Teachers College, Columbia University, New York, NY

Dorman, Monica, Sunshine Cottage School for Deaf Children, San Antonio, TX
Hartman, Maria, Teachers College, Columbia University, NYC, NY
Zapata, Brenda, Sunshine Cottage School for Deaf Children, San Antonio, TX

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Reading Aloud in the Middle Grades to Cultivate Compassion and Foster Literacy

Session

Reading aloud to middle school students helps to foster literacy skills and cultivate compassion. This session will empower participants with the knowledge and resources necessary to immediately and effectively implement reading aloud in their classroom.

Presenter(s)

Short, Kasey, Charlotte Country Day School, Charlotte, NC

DIVERSITY & EQUITY

Shaping the Future of Literacy Through Culturally Relevant and Culturally Responsive Interactive Read Alouds

Session

Are your Interactive Read Aloud effective? Are your students engaged in your text during ELA instruction? What do you really know about planning an Interactive Read Aloud that touches your students and helps them relate to their world? Being culturally responsive educator entails maintaining a sense of awareness and reflection. In that manner of reflection, we as educators have to ensure our practices and delivery methods are effective, reflective, and responsive. Learn and grow in the ability to plan a culturally responsive, reflective read alouds with comfort, confidence and efficacy.

Presenter(s)

Hofler-Bynum, Tomica S, SC Department of Education, Columbia, SC

CONTENT AREA & DISCIPLINARY LITERACY

Teaching Reading in the Content Areas: It's Not Just for Literacy Instructors Anymore!

Session

This presentation will validate the importance of why reading instruction should be a responsibility shared by all teachers, regardless of content area or grade level. The presenter will share examples of reading in the content area activities that have been successfully implemented in a variety of classrooms as well as engaging participants in hands-on activities that will help increase reading comprehension.

Presenter(s)

Chambers, Jennifer, University of the Cumberlands, Williamsburg, KY

CURRICULUM & INSTRUCTION

The Democracy of Action: Using Argument for Social Justice in the Classroom

Session

The craft of argument is a skill that all students need in today's society. Being able to articulate an effective argument can be transformative in nature and lies at the very heart of a healthy democracy. Learn how a cadre of teachers from the Augusta University Writing Project used the National Writing Project's C3WP Professional Development program to implement and execute robust units of argument for social justice matters.

Presenter(s)

Harper, Rebecca G., Augusta University, Augusta, GA
Atwood, Marlynda, Richmond Academy, Augusta, GA

DIFFERENTIATED INSTRUCTION

Differentiating Beginning Reading Instruction and Assessment With Students Reading, Speaking, Listening, and Writing

Special Interest Group (SIG)

Come to a discussion, examine and demonstrate, how teachers and school administrators can differentiate beginning reading instruction and assessment with students reading, speaking, listening and writing, using aligned instruction. The instruction includes formative and summative assessment using available classroom reading materials. Examine and discuss how teachers can provide student opportunities for metacognition as they learn, and become responsible for their learning.

Presenter(s)

Hobe, John J., Georgia Southern University, Savannah, GA
Tateoka, Shauna, Reid School, Salk Lake City, UT

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Do Books Make Better Friends? Using Literature to Foster and Deepen Classroom Friendships

Panel

To children, books often feel like cherished friends--but can they also help our students make and keep friends? This panel of four writers, authors of picture books, chapter books and middle grade novels about the many diverse forms friendship can take, will explore the power of literature to help children navigate forming and sustaining true friendships. They'll present ways friendship stories can help create a more supportive, inclusive and productive classroom community. This interactive panel includes Q&A and a fun, hands-on activity for the classroom. Take home handouts provided.

Presenter(s)

Springstubb, Tricia, Candlewick Press, Cleveland Heights, OH
Muaddi Darraj, Susan, Capstone Press, Baltimore, MD
Pearsall, Shelley, Knopf Books for Young Readers, Akron, OH
Shovan, Laura, Clarion Books, Baltimore, MD

CURRICULUM & INSTRUCTION

Sifting Fact From Fiction: Teaching with Nonfiction Graphic Novels and Multimedia in an Era of “Fake News”

Panel

Research shows that most students mislabel posts/ads found on the internet as 'truth' belying our need to teach them how to evaluate fact from fabricated. This panel presents research, resources and tools to teach students to critically read and identify facts versus fictions found in visual and verbal content. We present quality nonfiction and historical fiction graphic novels and related teaching resources and how to effectively use them to teach students how to discern fact from emotion and fiction - as they integrate information presented and not presented in image, text, and design.

Presenter(s)

Jaffe, Meryl, Johns Hopkins University Center for Talented Youth, Baltimore, MD
Hurwich, Talia, NYU, New York City, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

"But What If They Ask...?": Building Capacity for Teaching with LGBTQ-Inclusive Books in K-5 Classrooms

Session

Teachers want to create classrooms that reflect and include all their students. But when it comes to including LGBTQ people and families, teachers, especially in elementary schools, might not know how such teaching could actually look in their classroom. This session, led by a classroom teacher and two teacher educators, will share a rationale, books, and real-life examples of LGBTQ-inclusive instruction across grades and a range of contexts. Presenters will also share actual student questions from lessons so attendees can rehearse potential answers, building their abilities and confidence.

Presenter(s)

Ryan, Caitlin L., University of North Carolina Wilmington, Wilmington, NC
Bednar, Maree, Columbus City Schools, Columbus, OH
Hermann-Wilmarth, Jill M., Western Michigan University, KALAMAZOO, MI

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

2020 Vision: Engaging Students With Rich Texts and Multiple Perspectives

Session

This session will demonstrate how cross-text connections invite inquiry and literacy engagement. Texts from multiple perspectives and on issues reflective of students' lives and the world today will be presented as invitations for student inquiry. Books from multiple genre will be suggested as classroom read alouds, book clubs and literary content connections. Participants will leave the session with resources and processes designed to empower students and teachers.

Presenter(s)

Storey, Elizabeth, Grand Valley State University, Grand Rapids, MI

FOUNDATIONAL SKILLS

Achieving High Levels of Literacy Among Young Readers: One District's Journey

Session

What is the settled science of early reading? What are its instructional implications? How will these shape the future of literacy instruction that assures all students become independent, competent, and confident readers able to handle the increasingly complex demands of learning and global citizenry? Let's come together to explore, to analyze, and to learn from one district that has transformed its literacy instructional framework to increase the reading achievement of its students and the professional learning of its educators.

Presenter(s)

English, Elizabeth W., CCC, RESTON, VA

Milligan, Stephanie, Howard County Public Schools, Ellicott City, MD

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Are Early Grade Teachers Prepared to Teach With Complex Text?

Session

This presentation will provide evidence from a study that garnered responses from a selected group of early grade teachers. This study is vital to the teaching and learning process in that it highlights how teachers' beliefs and understandings can influence how and what they teach, as well as what students' learn. Based on the findings, it speaks to the need for future research in several areas related to the Common Core State Standards, text complexity and complex texts.

Presenter(s)

Smith, Delphia, Claflin University, Orangeburg, SC

COACHING & LITERACY LEADERSHIP

Cultivating Educator Effectiveness and Creativity in a Script-Driven District/School/Classroom

Session

This session is designed to stimulate the value of educator effectiveness among administrators, instructional leaders, classroom teachers, university faculty and future educators. Expertise in teaching ELA has been compromised by scripted programs, curriculum and lessons. Participants in this session will engage in effective strategies that can coincide with mandates. Moreover, they will examine the historical context of script-driven instruction and receive a present-day call to act creatively on behalf of student achievement and in response to the increasing need for future educators.

Presenter(s)

Tyler, Karen Kay, Edinboro University, Edinboro, PA

DIGITAL LITERACY & TECHNOLOGY

DigiLit: Integrating Digital Texts and Tools in Literacy Instruction to Promote Children's Comprehension and Vocabulary Learning (PreK-2)

Session

Learn to use the DigiLit Framework to guide your selection and integration of digital texts and tools in literacy instruction. Specifically, we will focus on learning to use these digital texts and tools to support preK-2nd grade students' comprehension and vocabulary learning. Video models, participant practice, and discussion with feedback will be used to promote your learning during this workshop.

Presenter(s)

Christ, Tanya, Oakland University, Rochester, MI
Baxa, Julie, Oakland University, Rochester, MI

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Enacting Innovative Video-Mediated Reflection in a Reading Clinic: Sharing Outcomes and Inviting Input

Session

Are you looking for innovative ways to enact Standard 7 in your program's clinical practicum? In this session, we share our experience over three years as we have piloted an innovative, structured, video-mediated reflection protocol into our reading clinic. We share the progression of our implementation, our specific protocol for reflection, and the outcomes and analysis of our candidates' experiences. We provide opportunities for attendees to discuss our protocol and video technology used. Attendees will leave with concrete ideas for implementing video reflection in their own reading clinic.

Presenter(s)

Copp, Stefanie B, University of Lynchburg, Lynchburg, VA
Dodge, Autumn Macie, University of Lynchburg, Lynchburg, VA

CURRICULUM & INSTRUCTION

Examining the Social Constructs of Students Through Visuals in English Language Arts

Session

An understanding of the social constructs of teachers and students is essential in creating a reciprocal relationship among all parties. Visuals have the potential to invigorate and bring alive literature and other print resources. Through an examination of literature, visualization can provide insight into the social constructs of students and literacy educators. Participants will take away an alternative method to engage in breaking down the barriers to social emotional learning and an intersection of culturally relevant pedagogy through visuals in English Language Arts.

Presenter(s)

Pringle, Eugene, Bethune-Cookman University, Daytona Beach, FL

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Getting Reading Instruction Right: A Comprehensive Literacy Initiative and Related Student Outcomes

Session

Teachers need deep knowledge of reading instruction and strong self-efficacy to "Get Reading Instruction Right". Join us to learn about a dynamic professional development program that is helping teachers improve the quality of their practice by combining literacy coaching and practicum experiences with technology-based learning tools. To help bring the program to life, we will share video examples, teacher vignettes, and student successes. Participants will then have the opportunity to engage in conversation about critical issues related to literacy instruction and coaching.

Presenter(s)

Pullen, Paige C, Lastinger Center, University of Florida, Gainesville, FL
Hammerschmidt-Snidarich, Stephanie M, University of Minnesota, Minneapolis, MN

DIVERSITY & EQUITY

Grammar Without Walls: Student-Centered and Culturally Relevant Grammar Instruction for the Present and Future of Literacy

Session

Culturally relevant teaching has the potential to reshape our classrooms. This session will give you the knowledge and skills you need to teach grammar in culturally relevant and student-centered ways. We'll discuss key ideas that are central to culturally relevant teaching, connect them to the best practices of teaching grammar, and look at an instructional process that centers students by applying the principles of culturally relevant teaching to grammar instruction. You'll leave with classroom-ready suggestions and ideas that you can use to teach grammar in culturally relevant ways.

Presenter(s)

Ruday, Sean, Longwood University, Farmville, VA

ASSESSMENT & EVALUATION

Identifying the "Next Thing" to Learn: Comprehensive Literacy Evaluation to Guide Instruction

Session

The question of how best to assist a reader experiencing difficulty, so critical to educators and families alike, can only be answered in the context of that reader's literacy profile. What are specific strengths and areas for growth? What is this reader ready to learn next? A comprehensive assessment can address these questions. This presentation covers components of a literacy evaluation and how they contribute to a student's literacy profile. Participants will apply their learning to case studies of students who underwent educational evaluation and discuss implications for instruction.

Presenter(s)

Hauser, Lauren, University of Virginia, Charlottesville, VA
Hayes, Latisha, University of Virginia, Charlottesville, VA

CURRICULUM & INSTRUCTION

Kindergarteners as Self-Directed Writers: Voice, Choice, and Brave Writing

Session

Experience kindergarten writers through their voice: come and join us in exploring the world of kindergarten writing with videos from students talking about their own writing, setting goals, giving compliments and being reflective. Come learn about the current early writing research, and leave with several research-based strategies you can use tomorrow to help your students become self-directed writers.

Presenter(s)

Schrodt, Katie, Middle Tennessee State University, Murfreesboro, TN
Barksdale, Bonnie, Middle Tennessee State University, Murfreesboro, TN

FOUNDATIONAL SKILLS

Pathways to Comprehension: Incorporating Vocabulary- and Comprehension-Building into Evidence-Based Reading Instruction

Session

Many evidence-based intervention programs focus on decoding & fluency yet fail to build vocabulary and comprehension skills. In this session, presenters will share a protocol that was designed as an instructional companion to a reading intervention program. Through participation in the protocol, students create pathways to comprehension by increasing their word awareness and curiosity about word meanings; independently activating critical cognitive processes during reading experiences; improving their reading self-efficacy; and becoming motivated to pursue out-of-class reading experiences.

Presenter(s)

Kenny, Heather A., Edinboro University of PA, Edinboro, PA
Taylor, Carolyn M., Carolyn Taylor Dyslexia Services and Consulting, Erie, PA

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Practice as Preparation: Using High-Leverage Practices and Practice-Based Pedagogies to Support Preservice Literacy Teacher Skill Development

Session

Literacy faculty from four institutions share insights from emerging research and course revisions addressing high-leverage practices (HLPs) and practice-based teacher education (PBTE) pedagogies. Presenters will lead participants in a discussion of research, lead a demonstration lesson, and engage participants in small group discussions of and evaluation of materials and resources. This session offers an opportunity for teacher educators and literacy leaders to sharpen pedagogical skills specific to the work of preparing and supporting teachers in developing critical teaching practices.

Presenter(s)

Kelly, Kate, St. Catherine University, St. Paul, MN
Bergeson, Kristi, St. Cloud State University, St. Cloud, MN
Fogarty, Elizabeth, University of Minnesota - Twin Cities, Minneapolis, MN
Kaback, Suzanne, St. Catherine University, St. Paul, MN
Smith, Amy, University of St. Thomas, St. Paul, MN

LITERACY RESEARCH

Promoting Literacy Skills With Diverse Populations: Partnerships, Collaboration, and Reflection

Session

This session focuses on the MILE reading mentoring program designed for a local Juvenile Residential Center (JRC) through a collaborative effort with university faculty, JRC/JDC administrators, and undergraduate education majors serving as mentors to youth who are incarcerated. Participants will work in small groups, discussing and exploring the reading component of their own preservice teacher education programs, while reflecting on the research from our project. Participants will examine reading partnerships, collaboration, and reflection on teacher education.

Presenter(s)

Weaver, Joanna C, Bowling Green State University, Bowling Green, OH
Bertelsen, Cynthia, Bowling Green State University, Bowling Green, OH
Hartzog, Meggan, Bowling Green State University, Bowling Green, OH
Murnen, Tim, Bowling Green State University, Bowling Green, OH

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Read-Aloud Magic: Envisioning a Shift From Teacher-Centered to Student-Centered Instruction

Session

Are you looking for some new and innovative ways to add "magic" to your read-alouds? Join us for a session that will help you begin to shift from teacher-centered to student-centered instruction as you share books aloud with your students. Highlighted in this session are six indirect teaching strategies that can easily be implemented in the elementary classroom during read-aloud events to increase student engagement with the text and their peers. Are you ready to let your students take the lead? Give these strategies a try and watch the magic happen!

Presenter(s)

Ross, Rachael L, University of Memphis, Memphis, TN
Jones, Angela J, University of Memphis, Memphis, TN

DIFFERENTIATED INSTRUCTION

Reading Efficiency: The Gateway to Reading Motivation and Sustained Reading Success

Session

What is reading efficiency? Why is it such a critical contributor to reading success? What are quick and easy ways to evaluate reading efficiency? How can I develop my students' reading efficiency? This session will answer these questions. The concept of reading efficiency along with quick and easy ways to measure students' reading efficiency in the classroom will be introduced. Key differences between reading habits of inefficient versus efficient readers will be reviewed and discussed. The session will conclude with a discussion of ways to increase reading efficiency.

Presenter(s)

Spichtig, Alexandra N., Reading Plus, Winooski, VT
Gehsmann, Kristin M., Eastern Carolina University, Greenville, NC

DIVERSITY & EQUITY

Shaping the Future of Literacy: Strengthening Family/School Partnerships

Session

Learn interactive strategies that investigate how to increase family partnerships, engagement, and empowerment at your school. Return to school ready to engage all families in supporting their children's literacy.

Presenter(s)

Rogers-Zegarra, Nancy, Saint Mary's College, Moraga, CA

CURRICULUM & INSTRUCTION

So Many Acronyms, So Little Writing: How to Develop Better Student Writing for Grades 3-12 With Specific Writing Strategies

Session

There are many writing strategies, but which ones work? How do we get our students in grades 3-12 to perform to the best of their abilities, and demonstrate their understanding through written responses? Does having a district-wide writing strategy create enough cohesiveness to "move the needle" on student achievement? We will explore all of these questions in this session. One specific writing strategy will be highlighted, as well as tools you can take back and use in your classroom the next day!

Presenter(s)

Smith, Kirsten Burke, New York State Reading Association, Lockport, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Supporting Diverse K-3 Learners Through Classroom and University Partnerships

Session

Model classroom teachers seek to support students with developing literacy skills, bridging the gap between literacy, language, and deficits in literacy achievement. In support this goal, university professors partnered with early childhood classroom teachers using enhanced research-based pedagogy, through professional development, and a co-teaching model. Preservice teachers observed and learned from professors and classroom teachers as they replicated the practices aimed at supporting K-3 students' literacy development.

Presenter(s)

Cydis, Susan, Stockton University, Pomona, NJ

Haria, Priti, Stockton University, Pomona, NJ

Meyers, Shelly, Stockton University, Pomona, NJ

DIFFERENTIATED INSTRUCTION

Tableau as a Composition Tool

Session

This session will give participants the opportunity to experience tableau and then debrief about how it may work in their classroom with students from a variety of ages, ability levels, and languages. We will use tableau as a way of expressing emotions, careers, and finally work on sequencing and analyzing text. Following a demonstration and participation, participants will reflect on the use of tableau as a way of exploring text thematically, analyzing text, and composing text within their classrooms.

Presenter(s)

Hancock, Kerry A, College of Education, University of Kentucky, Lexington, KY

CURRICULUM & INSTRUCTION

The "Fab Four": Dramatically Boost Achievement, Equity, and the Wonder of Reading with Reciprocal Teaching

Session

Teach with a sense of purpose and urgency with the powerful "Fab Four" or reciprocal teaching strategies; predict, question, clarify, summarize and watch students k-8 make comprehension gains in just a few months! (Hattie,2008) Learn ten motivating classroom tested high yield/ low prep lessons that actively engage students in rigorous texts. Walk away with powerful ideas that increase comprehension with any text in any setting from whole class, guided reading, book clubs, to interventions. Popular with students and teachers alike these engaging Fab Four Lessons deliver joy and results!

Presenter(s)

Oczkus, Lori, Independent Literacy Consultant and Coach, Reno, NV

FOUNDATIONAL SKILLS

What Balanced Literacy Teachers Need to Know About Teaching Beginning Readers the Alphabetic Code: Making Sense of Science

Session

Current discussions in the field may challenge past literacy practices, but they also offer important opportunities to make early phonics instruction more balanced and robust. In this session, we will present four key ideas for thoughtful early print instruction that are anchored in science but hold onto joyful learning and meaning making. We'll offer a practical tool to help teachers and school leaders reflect on phonics practices and identify sensible next steps that strengthen beginning reading instruction without over correcting at the expense of meaningful interactions with text.

Presenter(s)

Yates, Kari, Moorhead Public Schools, Moorhead, MN

Burkins, Jan B., Jan Miller Burkins Consulting, Athens, GA

CURRICULUM & INSTRUCTION

Awakening Our Dormant Writers: Key Strategies for Helping Kids Find Topics

Hands-On Workshop

How can you help students find engaging topics to write about when they are stuck? This workshop will explore creative idea-generating strategies. You'll explore ways to discover who your writers are early in the year, while learning how to cultivate a student's writing identity during independent writing time. The presenters will share teacher models, student samples, and ready-to-launch practices that can help all students become successful and confident writers. Leave with tips and step-by-step procedures for introducing new strategies into your classroom.

Presenter(s)

Shubitz, Stacey, independent literacy consultant, Lititz, PA
Dorfman, Lynne R, Arcadia University, Glenside, PA

DIVERSITY & EQUITY

Breaking Down Barriers and Bias Through Book Choice

Hands-On Workshop

Using diverse children's literature in the elementary classroom is a great way to invite critical conversations and help combat the implicit biases that begin in students, even at a very young age. During this interactive session, educators will carefully analyze their own biases and explore how text selection can foster critical literacy and break down barriers in the elementary classroom in order to develop a true community of learners and citizens.

Presenter(s)

Livingston, Kristina, University of Mississippi/Mississippi Department of Education, University, MS
Bell, Jasmine, University of Mississippi/Mississippi Department of Education, University, MS

CONTENT AREA & DISCIPLINARY LITERACY

Building the Reading Brain Through Powerful Vocabulary Instruction

Hands-On Workshop

In order to make reading tasks easier, it is essential that students are familiar with the vocabulary they will encounter. Providing explicit instruction across all content areas will ensure students begin to acquire a range of productive meanings for the words they are learning and the correct way to use those words, in addition to simply being able to recognize them in print. This session will focus on routines that can be used in all areas to explicitly teach vocabulary that is critical to content as well as words that span across multiple subject areas.

Presenter(s)

Turner, Carolyn, Ohio Department of Education, Columbus, OH
Elia, Michelle, Ohio Department of Education, Columbus, OH

COACHING & LITERACY LEADERSHIP

Coaches Learning From and With Each Other: Using a Problem-Solving Protocol

Hands-On Workshop

After participating in an icebreaker in which participants identify their beliefs about effective coaching and coaches, they will be introduced to a problem-solving protocol used with school-based coaches. Presenters will discuss the protocol and its success in helping coaches become co-learners with their peer coaches and in generating potential solutions to challenges. Participants, in small groups, will then be given a "model" challenge, use the protocol to discuss solutions, and share with entire group. They will then choose one of their own challenges, and go through the process again.

Presenter(s)

Bean, Rita, University of Pittsburgh, Pittsburgh, PA
Houser, Shelley, University of Akron, Akron, OH
Sacha, Kristi, Akron Public Schools, Akron, OH
Trammell, Mija, University of Akron, Akron, OH

DIFFERENTIATED INSTRUCTION

Dyslexia for a Day: A Simulation of Dyslexia

Hands-On Workshop

The workshop will include with five simulations from the Dyslexia for a Day simulation in which the participants will have the opportunity to experience dyslexia and dysgraphia. Each simulation (three writing and two reading) will help participants understand the social and emotional effects of dyslexia as well as also discover which accommodations will help the students achieve to their in their intellectual capacity. Participants will leave with practical information that can use immediately in their classrooms.

Presenter(s)

Sandman-Hurley, Kelli, Dyslexia Training Institute, San Diego, CA
Block-Zaretsky, Tracy, Dyslexia Training Institute, San Diego, CA

COACHING & LITERACY LEADERSHIP

Instructional Coaching Rounds; Small Group Coaching to Support Responsive Teaching

Hands-On Workshop

How can Literacy/Instructional coaches increase literacy capacity within their buildings and districts? Instructional coaching rounds provide a framework to support widespread impact within small group coaching experiences. This session explores how classroom teachers, reading specialists, and instructional coaches can work together in a variety of coaching experiences to build responsive teaching within the literacy block. Join us to learn about how instructional coaching rounds can transform your work with teachers to grow their literacy expertise in support of student learning.

Presenter(s)

Lipp, Jamie, The Ohio State University, Columbus, OH
McFerin, Jenny, The Ohio State University, Columbus, OH

COACHING & LITERACY LEADERSHIP

Leading for Literacy Learning: Improvement Science in Action

Hands-On Workshop

Educators need powerful, efficient tools to learn from their own systems and practices to improve opportunities for professional learning and student learning. In this session we present an interactive panel discussion to demonstrate and discuss a set of tools from Improvement Science designed to identify key areas for inquiry and engage in meaningful investigations that lead to measurable changes over time. We use specific examples from our own work across the U.S. and Canada to illustrate the power and potential of these tools that dramatically improve teaching and learning.

Presenter(s)

Gabriel, Rachael, University of Connecticut, Storrs, CT
Flight, Jennifer, River East Transcona School Division, Winnipeg, Manitoba, Canada
Smith, Amy B, Madison County Schools, Lexington, KY

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Promoting Intercultural Appreciation Through Literature: The 2020 Notable Books for a Global Society

Special Interest Group (SIG)

Sharing diverse books with students is more important than ever. This session supports educators seeking to incorporate excellent diverse literature in their classrooms. The Children's Literature and Reading Special Interest Group will present the 25 books in the 2020 Notable Books for a Global Society collection; these books are outstanding for their potential to promote intercultural understanding, empathy, and appreciation. Following an address from keynote speaker Traci Sorell, participants will hear book talks, learn strategies for using the books, and have a chance to win books.

Presenter(s)

Hartsfield, Danielle, University of North Georgia, Dahlonega, GA
DiGiacomo, Anne, Cedar Rapids Community School District, Cedar Rapids, IA
Herbeck, Joyce, Montana State University, Bozeman, MT
Katz, Anne, Georgia Southern University, Savannah, GA
Oslick, Mary Ellen, Stetson University, Deland, FL
Sakoi, Junko, Tucson Unified School District, Tucson, AZ
Siu-Runyan, Yvonne, The University of Northern Colorado, Boulder, CO
Smith, Osha, Central Dauphin School District, Harrisburg, PA
Sorell, Traci, Charlesbridge Publishing, Watertown, MA
Wilson, Fran, Madeira City Schools, Maderia, OH
Wilson, Sandip, Husson University, Bangor, ME
Zepf, Meredith, Metro Nashville Public School District, Nashville, TN

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Unraveling the Puzzle of Underachievement by Unlocking Motivation in Diverse Students.

Special Interest Group (SIG)

Unraveling the Puzzle by Unlocking Motivation in Diverse Students. This session addresses the need to motivate culturally and linguistically diverse (CLD) students who are struggling readers by identifying their strengths and building a differentiated curriculum. The use of DISCOVER, a performance assessment based on Howard Gardner's Multiple Intelligence model will be demonstrated. Breakout sessions will focus on differentiation built on strengths, digital literacy, deep thinking and hands-on strategies.

Presenter(s)

Sisk, Dorothy Ann, Lamar University, Beaumont, TX
Anderson, Elsa, Texas Wesleyan University, Fort Worth, TX
Kaplan, Sandra, University of Southern California, San Diego, CA
Knoell, Donna L, Educational Consultant, Prairie Village, KS
Maker, June, University of Arizona, Tucson, AZ
Zygouris-Coe, Vicki, University of Central Florida, Orlando, FL

COACHING & LITERACY LEADERSHIP

Learning Alongside Curriculum: A Discussion With District Leaders

Panel

Learn from a national panel of district leaders who are working to transform literacy instruction by positioning educative curriculum at the heart of professional learning. This facilitated discussion will allow participants to consider new ways to use existing professional learning structures, explore ways to increase access and equity through the use of instructional materials and to consider how small, medium and large districts across the US are working to transform teacher practice and impact student literacy achievement.

Presenter(s)

Stukey, Marisa Ramirez, Center for the Collaborative Classroom, Gainesville, FL
Aaron, Montize, Pattonville School District, St. Ann, MO
Kaylor, Janet F., Huntsville City Schools, Huntsville, AL
Van Osdel, Bethany, Burnsville-Eagan-Savage ISD 191, Burnsville, MN
Vasquez, Kathleen, Seattle Public Schools, Seattle, WA

DIFFERENTIATED INSTRUCTION

A Brighter Future for Advanced Readers

Session

Are you struggling to meet the needs of advanced readers? Would you like to understand these readers and provide challenging activities to build their literacy skills? This workshop will provide the keys to unlocking a bright future for these special readers. Participants can expect to learn how to recognize key indicators of advanced reading skills, how to create challenging literacy activities, and tips for selecting developmentally appropriate reading materials. Your participation, questions and discussions will enhance this session.

Presenter(s)

Megay-Nespoli, Karen Patricia, St. Joseph's College, Patchogue, NY

CURRICULUM & INSTRUCTION

Art as Argument

Session

In this session, we will explore how serving as teaching fellows at the Cleveland Museum of Art has inspired us to bring Visual Thinking Strategies (VTS) into our classrooms. Presenters will explain VTS and share how we use those elements to sharpen and shape students' critical thinking and argumentative skills. Participants will be able to respond to art as learners as we model museum gallery questioning techniques and share our instructional materials with you so that you can use VTS to engage your students, as well as scaffolds that might make this strategy accessible.

Presenter(s)

Walsh-Moorman, Beth Ann, Lake Erie College, Painesville, OH
Frabotta, Victoria, Notre Dame Cathedral Latin School, Chardon, OH
Ours, Katie, Notre Dame Cathedral Latin School, Chardon, OH
Tschantz, Barbara, Kent State University, Kent, OH

LITERACY RESEARCH

Cognitive Neuroscience and Early Markers of Dyslexia: Insights, Implications, and Recommendations for PK–2 Literacy Practices

Session

Reading serves as a conduit for all learning; however, research has estimated that 5 to 17 % of U.S. children have dyslexia, negatively impacting reading development & often leading to lifelong literacy & self-perception issues. This presentation focuses on cognitive neuroscience advancements related to early markers of dyslexia that have direct implications for PK–2 literacy practices. This presentation will delve into early screening & reading interventions that have the potential to change the actual structure & function of the brain. Extensive evidence-based resources will be shared.

Presenter(s)

Ryan, Sharon, Judson University, Elgin, IL

DIFFERENTIATED INSTRUCTION

Confident Conferencing: Overcoming Fear, Building Capacity, & Growing Writers

Session

In this session, participants will hear from a teacher and researcher about how they both have streamlined the research phase of a writing conference to be more responsive and strategic in their writing instruction.

Presenter(s)

Kerbs, Macie, Sam Houston State University, Houston, TX
Victory, Darren, Eagle Mountain Saginaw ISD, Saginaw, TX

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Creating Connected Tissue: Bridges and Pathways in Reading and Writing Instruction

Session

Do you wish you had more time to get to know students in ways that go beyond numerical data to guide your planning? In this workshop, we will share strategies, resources, and evidence-based practices that will help you collect data that will help you become more responsive in your practices during reading and writing instruction. Join us to co-create a menu of opportunities to use during reading and writing workshop to bolster student independence.

Presenter(s)

Wright, Julie, Author/Educational Consultant, Irvington, NY
Meehan, Melanie, Simsbury Public Schools, Simsbury, CT

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Designing at Scale: A State-Wide Capacity Building Effort to Bridge the Research to Practice Gap to Impact Student Reading Outcomes

Session

A capacity building model for early language and literacy leadership development implemented in collaboration with suburban and rural school districts will be shared. The presentation will describe the delivery model utilized for bridging the research to practice gap. Capacity building in content knowledge and instructional skill with professional mentorship to transform instructional literacy leadership and impact student achievement will be incorporated. Data will be included to discuss the impact on student reading outcome measures.

Presenter(s)

Magpuri-Lavell, Theresa, Sandra Dunagan Deal Center for Early Language and Literacy at Georgia College, Milledgeville, GA
Cooper-Smith, Cheryl, Deal Center for Early Language and Literacy, Milledgeville, GA
Hicks, Haly, Sandra Dunagan Deal Center for Early Language and Literacy at Georgia College, Milledgeville, GA
Lumley, Wendy, Sandra Dunagan Deal Center for Early Language and Literacy at Georgia College, Milledgeville, GA

DIVERSITY & EQUITY

Developmental Bibliotherapy: An Innovative Application to Create an Inclusive and Affirming Classroom

Session

An opportunity to model critical thinking skills, examine culture and beliefs, the purposeful employment of children's literature offers a powerful resource to acknowledge, and value diversity. Children's literature has the potential to create inclusive and affirming classroom communities. "We're All Wonders" (Palacio, 2017), "Hey, Little Ant" (Hoose & Hoose, 1998), "Stand Tall, Molly Lou Melon" (Lovell, 2002), and "The Recess Queen" (O'Neill, 2002), are just a few examples that will be discussed in this interactive session on the employment of developmental bibliotherapy in the classroom.

Presenter(s)

Curfman, Angela, West Liberty University, West Liberty, WV
Morewood, Aimee, West Virginia University, Morgantown, WV

DIGITAL LITERACY & TECHNOLOGY

Differentiation in the Literacy classroom—Digital Tools That Make a Big Impact

Session

The nuances of digital text pose hefty challenges for our students. Too high reading levels, difficult vocabulary, and the ever-present temptation for digital distraction impact student success when reading online. What if we could empower students to employ digital tools to personalize and support their reading experience? Let's look at free browser extensions, instructional platforms, and digital text collections to differentiate instruction and increase student independence. Participants will leave with immediate, takeaway ideas to make a "big impact" on student success.

Presenter(s)

Kingsley, Tara Lynn, IU Kokomo, Noblesville, IN
Patrick, Kristin Marley, Noblesville Schools, Noblesville, IN

DIGITAL LITERACY & TECHNOLOGY

Engaging Reluctant Readers: Using Inclusive, High Interest Novels and Tech Tools!

Session

Would you like to get your students reading? Wondering how to include a wide range of texts that promote diversity and inclusion? Join in discussing literature that increases student engagement of reluctant readers through high interest and diverse books. Learn to encourage classroom discussions using tech tools including Google Classroom, FlipDeck, PearDeck, and Padlet. Bring your own device to learn how to utilize these tools from the student perspective and play with technology as we communicate with one another.

Presenter(s)

Russell, Katie, Murphysboro Middle School, Murphysboro, IL

CONTENT AREA & DISCIPLINARY LITERACY

How the Pros Do It: Expert-Novice Research and the Teaching of Literature

Session

As reading instruction has shifted from the general literacy of the past century to the Common Core's disciplinary model of reading, research has questioned how prepared teachers are to design instruction that scaffolds students toward discipline-specific methods of reading. This workshop will explore research that evaluated secondary English teachers in an expert-novice study to determine how proficient teachers are at reading literature. Participants will learn what strategies are common among expert and novice readers and how to teach students to use these discipline-specific methods.

Presenter(s)

Cantrell, William Matthew, Johnson Central High School, Paintsville, KY

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Making Text-to-Others Connections: Fostering an Empathetic Stance

Session

Giving students the opportunity to consider their reactions to the texts as a part of their understanding of their own stories allows students to take empathetic stances even if they do not fully connect to the character's experiences. This is critically important as students must examine how they are represented or not represented in a piece of literature, how others are represented or not represented, and how they can transact with the literature. This positions reading as an act of identity construction, one that can foster an empathetic response.

Presenter(s)

Pytash, Kristine, Kent State University, Kent, OH
Testa, Lisa, Kent State University, Kent, OH

DIVERSITY & EQUITY

Milestones: Celebrating a Culture of Connections (or How One Book & 1200 Student Authors Created an Expansive, Equitable, Creative Writing Project)

Session

The Milestone Project is about experiences all children share: losing a first tooth, making a friend, doing chores, going to school. The joy and pride children take in these events are identical, regardless of nationality, ethnicity or religion. From this inspiration, every K-3 student, across Lawrence Township Public Schools, wrote & created a hand-crafted book. Students compared, contrasted their books and experiences with peers, senior citizens, family members and community guests. A Milestone gallery was set up at the end of the project to celebrate our uniqueness as well as our sameness.

Presenter(s)

Muzi, Jeanne, Lawrence Township Public Schools, Lawrenceville, NJ

CURRICULUM & INSTRUCTION

No More Memorization: An Exciting Breakthrough in Word Recognition!

Session

Get ready for a completely new approach to phonics instruction with fast results! Your students will experience immediate success and soaring confidence when they are immersed in short, engaging onset/rime lessons that provide access to the patterns and structure of words. You will have the tools to prevent word recognition issues so that students enter fourth grade with strong word recognition--- and the very few who need more time have a fast way to catch up. Eyes light up and you will hear comments like "Oh, now I get it!" Kids no longer have to memorize a published sequence of skills!

Presenter(s)

Zinke, Sharon, West Contra Costa Unified School District, Richmond, CA

COACHING & LITERACY LEADERSHIP

Overcoming Obstacles to Implementation: Moving Literacy Research to Practice Through Virtual Instructional Coaching

Session

Support for moving literacy research to practice should not be a luxury reserved for only a handful of teachers and students. Participants in this session will learn about a coaching model developed as part of a statewide literacy initiative to support PreK-12 teachers and instructional coaches in literacy instructional practices using technology tools and a series of protocols and practices. Participants will see footage of teachers in action and will benefit from practices developed by teachers in the coaching program for use in advancing their students' literacy skills and achievement.

Presenter(s)

Myers, Suzanne E, University of Kansas, Lawrence, KS
Rowland, Amber, University of Kansas, Lawrence, KS

CURRICULUM & INSTRUCTION

Pushing the Boundaries: The Power of Experimentation in Nonfiction

Session

What descriptors do we use for books that blur the lines between fact and imagination? Irreverence and respect? Information and creativity? Narrative and expository? Attendees are encouraged to challenge the traditional lines through inquiry guided by insight from award-winning authors who explain how experimentation has led them to innovation in children's nonfiction literature.

Presenter(s)

Costner, Suzanne Renee, Fairview Elementary School, Maryville, TN
Clark, Shanetia, Salisbury University, Salisbury, MD
Fleming, Candace, no institution, Oak Park, IL
Montgomery, Heather L., NF Books for Kids, Ardmore, TN
Swanson, Jennifer, Peachtree Publishing, Jacksonville, FL

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Read Alouds as Prime Time Support for Comprehension Building

Session

Operating on the premise that read alouds are a non-negotiable cornerstone of effective literacy instruction, we focus on the read alouds as a prime time to support students' in comprehension building. In addition to sharing research around the prevalence and power of read alouds, we share out read aloud instructional approaches that are most promising for students. Join us as highlight the read aloud as the opportune time to build students' vocabularies and comprehension.

Presenter(s)

Akhavan, Nancy, Fresno State, Fresno, CA
Ness, Molly, Fordham University, New York, NY
Walsh, Nichole, Fresno State, Fresno, CA

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Shaping the Future of Literacy Using High Quality Literature and Discussion: “Let’s Give Them Something to Talk About” Across Instructional Contexts

Session

High quality, complex texts and discussion are critical partners that promote comprehending within whole group, small group, and individual instructional contexts across days and weeks. We will explore what is meant by high quality, complex texts and how to select them to meet the needs of learners. Audience members will increase understandings of text connections and analysis, exploring teacher interactions and questions that promote in-depth analysis and discussion. Examples of texts and discussion transcripts will be examined. Tools for reflecting on selection and discussion will be shared.

Presenter(s)

Fullerton, Susan King, Clemson University, Clemson, SC
Hubbard, Koti Lee, Winthrop University, Winthrop, SC

GLOBAL INSTRUCTION

Toward More Critical and Ethics-Driven International Service-Learning: Developing Short-Term Teaching Abroad Programs for Preservice Teachers

Session

In this interactive session, participants will learn about an international service-learning program that partners University preservice teachers in the U.S. with elementary schools in South Africa, Peru, and Tanzania. We will share insights from students reflections of on their power and privilege throughout the anti-colonial framework, and invite critical and constructive feedback on the design of our program. Participants are welcome to engage in a workshop example as well as obtain access to curriculum and instructional resources and connect you with our online international community.

Presenter(s)

Tivaringe, Kirsten Musetti, UNIVERSITY OF COLORADO-BOULDER, BOULDER, CO
Kulick, Kachine, University of Colorado, Boulder, CO

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

When the Future is Now: The Power of Read Aloud to Develop Learners' Compassion, Curiosity, and Comprehension

Session

We believe you can transform your classroom world one book at a time. That's the premise of this swiftly paced session on interactive read aloud experiences that promote social and emotional wisdom in lasting ways. A veteran first-grade teacher will partner with an early childhood educator and picture book author to share what to say as you turn the page so that perspectives widen, hearts warm, and minds open. Leave the session with a new comfort level about how to engage your students in read aloud conversations and a long list of recently published picture books.

Presenter(s)

Walther, Maria, Indian Prairie School District #204, Aurora, IL
Blevins, Wiley, Reycraft Books/Benchmark/Sadlier, New York, NY

DIVERSITY & EQUITY

Why Don't the Characters in the Text Look Like Me: A Focus on Culturally Diverse Learning

Session

Research supports that school climate and school culture directly impact student achievement. Participants will learn how to incorporate cultural diversity into planning through text selection and engage with current research to promote a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. Additionally, this session will explore how text selection is used to enhance student engagement and motivation in order to meet academic standards as well as teacher evaluation standards.

Presenter(s)

Fecher, Patricia, Methodist University, Fayetteville, NC
Holder, Ashley Johnson, Fayetteville State University, Fayetteville, NC

FOUNDATIONAL SKILLS

Why We Can't Wait: Systematic Steps to Counter the Effects of Instructional Barriers in Phonics Instruction

Session

This session will provide participants with effective foundation instruction strategies that support tier one instruction. Participants will understand the importance of intentional planning to ensure all student's foundational needs are met. The presenters will share key components and decision making strategies that decrease the predictability of students being placed into intervention groups.

Presenter(s)

Slaughter, Tamera, Center for the Collaborative Classroom, Desoto, TX
Hogg, Sandra, Desoto ISD, Desoto, TX

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Headline-Grabbing Issues That Engage Readers and Impact the Future: Presenting Acclaimed Authors Whose Nonfiction Books Engage and Inspire Readers

Panel

Acclaimed authors will share the techniques they use to engage and inform pre-adolescent and adolescent readers about challenging or emotionally-charged issues and events. Speakers will share their research and writing techniques, and how they use photographs to enhance their messages. They will discuss the ways they present powerful, complex issues, and how they guard against bias or unequal treatment of topics. Speakers will share insights into how to use real-life issues in an objective way, and how to use these powerful stories to advance literacy achievement, learning and engagement.

Presenter(s)

Knoell, Donna L, Educational Consultant, Prairie Village, KS
Blumenthal, Karen, Author, Dalla, TX
Cooper, Candy, Bloomsbury, New York, NY
Soontornvat, Christina, Author, New York, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Reclaiming our Vision: Practitioners Shape the Future of Literacy Instruction Through Inquiry

Panel

What if we create opportunities for teachers to discern how to best meet the needs of the literacy learners in their classrooms? What opportunities for collegial conversation, inquiry and collaborative problem solving might support teachers in doing just that? Four literacy educators from across the state of Alaska, working with students in urban and rural contexts, indigenous and multilingual schooling settings, examine how their inquiries into classroom practice have supported their deepening understanding of literacy learners, their own practice, and application of theory to practice.

Presenter(s)

Richardson, Lisa K, University of Alaska Southeast, Juneau, AK
Anteau, Allison, Anchorage School District, Anchorage, AK
Doyle, Becca, Ketchikan School District, Ketchikan, AK
Powers, Sarah, Kodiak School District, Kodiak, AK

DIVERSITY & EQUITY

The Power of Stories to Build Our Literacy Future!

Panel

How do we raise our collective social awareness in classrooms by creating opportunities to access quality literature and have conversations about cultural issues? How can we help ourselves and our students understand our identities, and how each unique identity contributes to family and community cultures? Join this panel of diverse educators (administrator, reading specialist, classroom teacher) as they share stories of their own personal journeys and how they facilitate students to read, write, and discuss lessons learned from literature in exploring personal identity and social issues.

Presenter(s)

Hower, Aileen P., Millersville University, Millersville, PA
Dawan, Mwenyewe, Phoenixville Area School District, Phoenixville, PA
Dorfman, Lynne R, Arcadia University, Glenside, PA
Greene, Jen, West Chester Area School District, West Chester, PA
Jacobs, Renee Jacobs, Tredyffrin/Easttown School District, Wayne, PA

DIVERSITY & EQUITY

Building Secondary Classrooms on the Foundation of Diverse Texts

Session

The texts that students encounter are more than just stories; they are opportunities for students to see others' experiences, find reflections of themselves, and negotiate new understandings of both. How do we as educators intentionally diversify our text lists to be more representative of the world? Grounded in findings from a study, this interactive session includes rationale for diversifying taught texts, specifically including books by authors of color and female authors; resources for finding appropriate books; and reflections on navigating contextual challenges.

Presenter(s)

Lillo, Sarah, Southeast Missouri State University, Cape Girardeau, Missouri
Day, Mackenzie, Southeast Missouri State University, Cape Girardeau, MO
Hotop, Brittany, Southeast Missouri State University, Cape Girardeau, MO
Mayberry, Tara, Southeast Missouri State University, Cape Girardeau, MO
Richards, Kaitlyn, Southeast Missouri State University, Cape Girardeau, MO

DIGITAL LITERACY & TECHNOLOGY

Coding Stories to Make a Difference

Session

Learn how coding can provide students with a platform to share their voice. During this presentation, you will learn ways to engage your students in projects with a purpose, where students can share their learning with the world through the digital coding platform, Scratch. You will learn how to use Scratch to engage your learners in digital writing and storytelling that allows them to share their knowledge on topics and issues of importance. You will leave understanding how to use Scratch to create interactive digital stories and support diverse learners.

Presenter(s)

Dodson, Debbie, Greater Summit County Early Learning Center, Akron, OH
Wise, Samantha, Greater Summit County Early Learning Center, Akron, OH

CONTENT AREA & DISCIPLINARY LITERACY

Collaborative Content Area Communities: Strategies and Structures to Support Diversified Disciplinary Literacy for Today's Learners

Session

The future is bright for students in content area classrooms that provide diversified methods and community collaboration to prepare them for disciplinary literacy learning. This presentation includes research-based practices to demonstrate how to build a differentiated program of support for all students so that they can thrive with texts and tools to obtain content area text comprehension. Topics include assessment, community features, content, curriculum, discussion tools, grouping, technology, and cross-content literacy practices. An online discussion will provide implementation support.

Presenter(s)

Pope, Cynthia, Stockton University, Galloway, NJ

COACHING & LITERACY LEADERSHIP

Delivering on the Promise of Literacy for ALL Through Teacher Knowledge, Data and Leadership: One School's Journey

Session

In rural Missouri, the expectations weren't high for the children of this community, and in 2014, only 13% of Matthew's Elementary third-grade students were reading at proficient or advanced levels. Today, that number is 95%. This session will highlight the efforts the school took to completely turn their data around and establish a learning-centered culture where ALL students learned to read. It will stress the importance of a principal being an instructional leader, the power of evidence-based instructional practices, and how to use data to establish a system of data-based decision making.

Presenter(s)

Hanlin, Angie, New Madrid County R-1 Matthews Elementary, Matthews, MO
Stewart, Laura, The Reading League, Geneva, IL

FOUNDATIONAL SKILLS

Dyslexia in the Schools—What You Really Need to Know

Session

Dyslexia is one of the most common learning disabilities, affecting as many as one in five students. Many educators feel that their teacher preparation programs did not prepare them to remediate one of the most common reading difficulties, and research is showing they may be right! This session will focus on current trends in legislation, as well as, the best research-based practices for struggling readers, including dyslexia.

Presenter(s)

Hodgkins, Katie, Orton-Gillingham Brainspring Educator Academy, Troy, MI

CURRICULUM & INSTRUCTION

Effectively Using Gradual Release of Responsibility to Teach Struggling Comprehenders

Session

Attendees will be guided to understand why many educators experience challenges in using GRR to teach struggling readers how to use comprehension strategies. The presenters will uncover the many facets of teacher knowledge necessary to implement GRR effectively and support attendees to gain the knowledge needed. Attendees will then be assisted to develop effective demonstrations of comprehension strategies and plan the subsequent stages of an interactive read aloud lesson using GRR.

Presenter(s)

Duerr, Jennifer, State University of NY at New Paltz, New Paltz, NY
Punkosdy, Carissa, State University of New York at New Paltz, New Paltz, NY

ASSESSMENT & EVALUATION

Flash Feedback: Moving Beyond Just Margin Notes to Give More, Better, and Faster Feedback to Students

Session

Students learn best when they get regular, timely feedback. But how is a teacher supposed to do that when he/she/they has 140, 150, 160, or more students? This session, led by two practicing teachers, goes beyond just giving margin comments and looks at the wide range of techniques and structures available for giving meaningful, regular feedback to students without increasing the stacks of papers the teacher brings home.

Presenter(s)

Johnson, Matthew Michael, Ann Arbor Public Schools, Ann Arbor, MI
Stuart, Dave, Cedar Springs High School, Cedar Springs, MI

CURRICULUM & INSTRUCTION

In Search of Focused Writing

Session

How many times have you reviewed a piece written by a student and thought, "I have no idea what this is even about? Award-winning author and educator Steven Layne has "been there, done that" and would like to share his specific lesson sequence for grades 3-12 in teaching the skill of writing "focus" to students.

Presenter(s)

Layne, Steven, Wheaton College, Wheaton, IL

CURRICULUM & INSTRUCTION

Literacy and Inquiry Science: Using Informational Texts to Support Young Science Learners as They Question, Hypothesize, and Investigate

Session

In this session, participants will be introduced to many beautiful, interesting, and age-appropriate informational texts. The presenters will share ways that these texts can be used to build the background knowledge of children in grades K-3 in order to support engagement in inquiry based science learning. Participants will leave the session with a list of over 50 books and 12 inquiry-based lesson ideas that will support learning of the Next Generation Science Standards.

Presenter(s)

Dougherty, Susan, Rider University, Lawrenceville, NJ
Anderson, Sarah, Metuchen School District, Metuchen, NJ

CURRICULUM & INSTRUCTION

Little Children and Big Words: How To Build Preschoolers' Vocabulary Knowledge With Books, Talk, and Play

Session

Do you understand the importance of learning through play in your preK or K classroom? Do you want to support literacy growth in developmentally appropriate and exciting ways? In this session, you'll learn about the link between vocabulary knowledge and future literacy success. You'll learn about a research-based strategy for building young children's vocabulary knowledge through read-alouds of quality picture books, talking together about words, and teacher/student sociodramatic play. You will leave with your own talk/play instructional plan based on a piece of children's literature.

Presenter(s)

LaGamba, Elizabeth, Slippery Rock University of Pennsylvania, Slippery Rock, PA
Kelley, Laura, Slippery Rock University, Slippery Rock, PA

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Love and Learning for the Littles: Early Language and Literacy Project

Session

The Collaborative Center for Literacy Development (CCLD) has been providing high-quality professional development and research for Kentucky Educators from early childhood through adulthood ("twinkle to wrinkle") since 1998. Kentucky has moved from a bottom-performing state to a higher-performing state. The Early Language and Literacy Project was designed to provide sustainable, intensive PD for early childhood educators. The session will provide participants quality PD learning through highly-engaged activities and interactive discussions. Participants will leave with a bevy of resources.

Presenter(s)

Lyons, Keith, Collaborative Center for Literacy Development, Lexington, KY
Shaw King, Lisa, Literacy Consultant, Lexington, KY

CURRICULUM & INSTRUCTION

Real-Life Literacy Learning: Student Authored Books, Author Visits, and Writer's Conferences

Session

You want your students to be life-long passionate readers and writers, right? Then help them engage in authentic literacy experiences! Your students can see themselves as real-life readers and authors. In this session you will encounter hands-on, hearts-on, minds-on literacy activities that you can easily and inexpensively replicate. You will learn how to host frequent virtual and on-site author visits, run a free bookstore, help students write and publish their own books for library checkout, and implement a formal writers convention (sort of a mini ILA Conference) for your learners.

Presenter(s)

Platt, Rita, St. Croix Falls SD, SAINT CROIX FALLS, WI

LITERACY RESEARCH

Shaping a Vision for the Future of Incarcerated Youths: A Writers in Residence Program

Session

Incarcerated youths are an overlooked population of struggling readers and writers who desperately need the skills and knowledge of literacy professionals in order to build on the literacy abilities that they already possess. This presentation will provide a review of a research study conducted in a juvenile correctional facility in Ohio in which college students worked with incarcerated youths to develop their literacy skills. The results were not limited to increased reading and writing abilities, but included deep relationships and confidence-building for the youths involved.

Presenter(s)

Corbin, Sue Ellen, Notre Dame College, South Euclid, OH

LITERACY INSTRUCTION IN THE MULTILINGUAL CLASSROOM

Supporting Student Success: Understanding the Unique Literacy Needs of English Learners

Session

In this interactive and highly engaging session, participants will learn over a dozen practical strategies to help their English learners succeed in literacy! How do we help students engage with the rich language used in their classroom and develop the foundation and building blocks critical for academic success by strengthening and integrating their oral and written language skills? Dr. Perez will share classroom-tested and research-based tools and both the instructional design and content design teachers should utilize to support the development of literacy skills in English Learners.

Presenter(s)

Perez, Katherine Diana, Saint Mary's College of California, Alameda, CA

LITERACY RESEARCH

Supporting Summer Literacy: Turning on the Faucet of Resources for Rural Students

Session

When schools close for the summer, many students are left without the resources upon which they relied during the school year. In particular, many geographically isolated and economically disadvantaged students struggle to access educational activities, books, and proper nutrition needed for learning. This doctoral research study provided bussing, books, meals, and a literacy-rich summer literacy program for 97 middle-school students in a small, rural, Title 1 school. Results from the study provide insight into future programming that can support students' literacy growth all year long.

Presenter(s)

O'Connell, Kathrina Marie, Minnesota State University Moorhead, Moorhead, MN

DIGITAL LITERACY & TECHNOLOGY

Tech Tools to Promote Spirited Inquiry in Literacy Instruction

Session

Teachers can harness the read aloud to spark students' thinking around a shared topic and incorporate technology to support the learning process. This session will explore the power of reading aloud to promote spirited inquiry and will explore multimodal text sets and technology tools for the elementary classroom.

Presenter(s)

Affinito, Stephanie, University at Albany, Albany, NY
McGee, Kris, Frostburg State University, Hagerstown, MD

DIGITAL LITERACY & TECHNOLOGY

The Future of Literacy is Digital: Student Filmmaking as Emancipatory Pedagogy

Session

There is a saying that whomever holds the mic holds the power. In this presentation, participants will view several short films created by middle school students on topics such as immigration, anxiety, and same-sex marriage. These films were created as part of a larger unit on assumptions, and ultimately resulted in a community-wide screening at a local movie theater. In addition to viewing and discussing these short films, participants will walk away with a sample curriculum for visual storytelling, and ideas on how to replicate this project, regardless of content area.

Presenter(s)

McClanahan, Lauren G., Western Washington University, Bellingham, WA

DIVERSITY & EQUITY

The Home Language and Literacy Practices of Children with Autism

Session

This presentation focuses on studies of two families (immigrants from Peru and Pakistan), with children with ASD. Participants will be engaged with various photographs and video segments, and consider how the families use natural opportunities for language and literacy development, illustrating that the rich interactions between the child and their families are situated in meaningful social and cultural contexts and patterns. This discussion intends to expand and highlight the development of partnerships between home and school settings or between families and the school environment.

Presenter(s)

Fahnrich, Tiah, Hofstra University, Hempstead, NY

FOUNDATIONAL SKILLS

The Protégé Effect: Empowering Beginning Readers to Learn by Teaching

Session

It's one thing to read a book, but consider how much more deeply do you study a book that you intend to teach. Teaching, or preparing to teach, leads to metacognition, focus, and long-term learning. The learn-by-teaching approach puts students in the role of teacher with an assigned protégé or teachable agent. But, for teachers of beginning readers, it may be difficult or impractical to find a more inexperienced reader to pair with every student. In this session, participants will learn to use a simulated teachable agent to provide a perfect protégé for their beginning readers to teach.

Presenter(s)

Fabienke, Nika, Age of Learning, Inc, Glendale, CA
Buchan, Sarah, Age of Learning, Inc, Glendale, CA

FOUNDATIONAL SKILLS

The Reading Brain, Dyslexia, and K-3 Classroom Practices That Prevent Reading Difficulties

Session

Discover and discuss classroom practices that prevent reading difficulties from developing. First, learn how reading arises in the brain and why reading difficulties develop. Special attention will be given to differences in processing (phonologic and orthographic) of students who have or may have dyslexia. The bulk of the session is devoted to effective, practical, often-multisensory, and always non-programmatic activities that teach phonology to an advanced level and help kids master spelling-phonics patterns.

Presenter(s)

Weakland, Mark, Mark Weakland Literacy, Hollsopple, PA

DIVERSITY & EQUITY

Young International Buddhists Re-Imagined: Religious Literacy Through YA Fantasy & Oral Storytelling

Session

The religious identities of global youth are often ignored in schools, yet it is a crucial part of many people's identities. This session you will learn about the experience of a group of young global Buddhists who used their religious literacy to understand the genre of fantasy through oral storytelling and YA literature. Come to talk about, think about, and sit with religion as an unexplored part of your students' identities in your classroom. Let's learn about how we can invite our students whole identities into their literacy lives without prostetizing or promoting religion.

Presenter(s)

DeWalt, Lo, University of Texas at Austin, Austin, TX

CONTENT AREA & DISCIPLINARY LITERACY

Shaping the Future of Literacy Through Innovative Writing: Windows on the World of a Poet

Special Interest Group (SIG)

Our panel of innovative educators will share the ways literature circles, interactive writing, digital stories, and the power of poetry can shape the future of literacy. Throughout this process, Brod Bagert will give us a window on his experiences by sharing his most loved poetry and the ways he teaches students to create poetry. Educators will explore multi-media ideas for innovative writing and digital stories, highlighted by insights for giving students opportunities to experience the power of poetry. Roundtable discussions will provide opportunities to apply these insights.

Presenter(s)

Coffey, Debra J., Kennesaw State University, Kennesaw, GA
Bagert, Brod, Brod Bagert Poetry Foundation, New Orleans, LA
Hamsher, Sarah, Indiana Wesleyan University, Orrville, OH

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

10 Best Drama Strategies to Use Next Week with Middle Grade Novels

Hands-On Workshop

Wondering how to engage your students differently with your middle grade novels? Asking yourself what you will do to boost their comprehension next week that you haven't already tried? Join us for a hands-on workshop presenting 10 drama-based pedagogical strategies that can be used with any middle grade novel. Using the 2019 Newbery winning novel, *Merci Suarez Changes Gears*, you will learn about and practice using strategies that can be cheaply and easily implemented. Additionally, you will leave the workshop with additional digital resources to take back to use in your own classroom.

Presenter(s)

Brown, Megan R, Cedarville University, Cedarville, OH
Sylvester, Ruth, Cedarville University, Cedarville, OH

COACHING & LITERACY LEADERSHIP

Coaching + Collaboration + Collective Problem-Solving = The Triumvirate for Student Success

Hands-On Workshop

This session focuses on high-leverage instructional practices supporting college and career readiness and explores the core elements of collaborative practices and successful literacy coaching. Participants will translate theory into practice, refine skill sets, strengthen teacher agency, and build teacher capacity. While teachers are practitioners who practice in isolation, coaching fosters a collegial environment that influences student outcomes. Come join us and experience collaboration at its best!

Presenter(s)

Eisenberg, Ellen, TPIIC, Merion, PA
Eisenberg, Bruce Eisenberg, TPIIC, Merion, PA

DIVERSITY & EQUITY

Is JEDI a Mind Trick? Understanding & Acting on the Critical Role of Justice, Equity, Diversity, & Inclusion in Education

Hands-On Workshop

Justice, Equity, Diversity, and Inclusion are the latest buzzwords in education, but do we really understand these terms and their effect on the classroom?

This session clarifies these ideals and empowers teachers to do this work. Through storytelling, literacy stations, role-playing, and more, participants will work to comprehend JEDI's impact on education and take action by using this knowledge to evaluate their own teaching practices. Finally, participants will immerse themselves in evidence-based literacy activities that promote a JEDI Mindset and classroom experience.

Presenter(s)

Thomas, Mo, Urban Teachers, Washington, D.C., DC
Kelley, Shannon Leigh, University of Connecticut, Storrs, CT

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Observing From a Distance: Insights for Conducting Effective Field-Based Observations in Online Courses

Hands-On Workshop

Many teachers cannot access face-to-face graduate programs, and thus departments across the country are moving towards online platforms. However, online classes seem to be at odds with the 2017 ILA standards' call for ongoing, supervised fieldwork in graduate literacy programs. In this workshop, we identify challenges and present multiple solutions to conducting "distance observations", or supervising fieldwork in an online class. Participants will learn strategies for leveraging technology and providing feedback that helps graduate students to grow as literacy professionals.

Presenter(s)

Wright, Katherine Landau, Boise State University, Boise, ID
Carter, Hannah Wright, Boise State University, Boise, ID
Son, Eun Hye, Boise State University, Boise, ID

ASSESSMENT & EVALUATION

Observing Young writers: Moving From What to How to Power up Formative Assessment

Hands-On Workshop

Learn strategies and evidence-based practices that will support formative assessment of early writing and help plan instruction. In this interactive session, the presenters will use videos, writing samples, and transcripts to present a formative assessment plan for young writers. There will be a focus on using a rubric to observe how and what children write and make decisions about what they need to learn next. This session will provide opportunities to practice, engage in discussion, and to develop and deepen practical strategies that power up formative assessment of classroom writing.

Presenter(s)

Harmey, Sinead, UCL Institute of Education, London, United Kingdom
Rodgers, Emily, The Ohio State University, Columbus, OH

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Research in the Hands of Practitioners: Strategies for Studying Your Classroom, School, or District

Hands-On Workshop

This workshop is designed for any PK-12 literacy practitioner who seeks voice and agency in his/her practice. In our current context, lawmakers and policymakers make significant decisions about what happens in the classroom while educators are left out of the conversation. In this workshop, PK-12 educators will learn the basics of literacy research including how to collect data in multiple modes and how to interpret their findings. Developing research skills and conducting PK-12 research allows educators to generate and communicate new knowledge about their practice, students, and schools.

Presenter(s)

Capello, Sarah, Judson University, Elgin, IL

LITERACY RESEARCH

Taking the Guesswork Out of Literacy Instruction

Hands-On Workshop

Teachers today deserve to know what actually works best to promote learning for students. Unfortunately, today's educational climate provides almost everything but clarity. In this hands-on presentation, participants will turn to the largest meta-analysis of instructional practices in education to determine what actually works in regards to literacy instruction. John Hattie's Visible Learning for Literacy is the cornerstone text that we unpack to finally answer the question, "What do I do for my students who are struggling with the text?"

Presenter(s)

Rosebrock, Carrie, Central Indiana Educational Services Center, Indianapolis, IN

FOUNDATIONAL SKILLS

When Older Students Struggle to Read: Keys to Respectful, Effective, and Accelerative Foundational Skills Instruction

Hands-On Workshop

Foundational reading skills are traditionally taught in early grades. Many students acquire the skills to read texts accurately, automatically and fluently. Many but not ALL students. When students progress through school and reading remains a struggle, the academic, social and emotional implications are pervasive and devastating. This session addresses the persistent challenges for older students who struggle to read. We will explore key research and experience effective and accelerative instructional approaches that respect the unique academic and emotional needs of older readers.

Presenter(s)

McMahon, Jennifer, Livonia Central School District, Livonia, NY
Cortelyou, Katy, The Center for the Collaborative Classroom, Alameda, CA

DIVERSITY & EQUITY

WordLESS Play: Growing Family Literacy with Wordless Picture Books

Hands-On Workshop

While much research has attempted to lessen the gap between school literacy practices and those of bilingual families, few have investigated the potential of wordless picture books. In this workshop, participants will discover how wordless picture books can be used by both educators and families in shared readings for early literacy development, identify effective family literacy practices used by bilingual families, and use this knowledge base to create a family-school literacy workshop that is responsive to the needs of their local school context.

Presenter(s)

Moody, Stephanie M, Texas A&M University, College Station, TX

Fields, Susan, Texas A&M University, College Station, TX

Matthews, Sharon Diane, Texas A&M University, College Station, TX

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Equity and Excellence in Literacy Education

Special Interest Group (SIG)

In this session we will offer a forum in which teachers of literacy and literacy researchers will collaborate, share ideas, and construct knowledge about literacy instruction. Keynote speaker Dr. Stacy Delacruz, associate professor of literacy from Kennesaw State University will discuss research in the trends of literacy education during the past decade and explore how we can move K-12 students to be future ready in this next decade. The keynote is followed by five roundtable strands which address high-leverage practices in literacy teaching.

Presenter(s)

Beck, Pamela, University of North Dakota, Grand Forks, ND

LITERACY POLICY & ADVOCACY

Literacy and Social Responsibility SIG Presents: Cultivating the Voices of Tomorrow Through Advocacy, Literacy, and Social Justice

Special Interest Group (SIG)

Literacy promotes empathy and social justice, enables diverse learners to think critically about both local and global issues, and prepares students to become dynamic citizens who actively engage in the democratic process. Featured Speaker(s) will talk about how educators are literacy experts, advocates of our most marginalized subgroups, and the cultivators of our future leaders. Roundtable Leaders will continue the discussion in small groups to share how culturally sustaining pedagogy can be used to develop students' identities and promote critical thinking skills to engage in a global society.

Presenter(s)

Smith, Autumn, Howard County Public School System, Savage, MD
Adams, Angela, Silsbee ISD, Silsbee, TX
Butler, Melinda, University of Southern Maine, Gorham, ME
Karlin, Andrea, Lamar, Beaumont, TX
Meltzer, Julie, MDI Regional School System, Mt. Desert, ME
Moffitt, Char, California State University, Chico, Chico, CA
Smith, Zanthia Y, Lamar University, Beaumont, TX

DIGITAL LITERACY & TECHNOLOGY

The Technology in Literacy Special Interest Group

Special Interest Group (SIG)

Presentation of the 2020 Computers in Reading Research Award Winner
Keynote presentation by the 2019 Computers in Reading Research Award Winner: Dr. Beth Dobler, Emporia State University
The keynote will be followed by 10 Roundtable Discussions (in two rotations of 6 tables) that will provide opportunities for attendees to interact with presenters (researchers/educators) in small groups while learning about research findings and practical classroom ideas that link to their classroom learning contexts. Presenters will provide attendees with hands-on opportunities to interact with digital too

Presenter(s)

Johnson, Denise, William & Mary, Williamsburg, VA
Adams, Brittany, CUNY Courtland, New York, NY
Beam, Sandra, Cincinnati Christian University, Cincinnati, OH
Bledsoe, Christie, University of Mary Hardin-Baylor, Belton, TX
Cardullo, Vicky, Auburn University, Auburn, AL

Cummins, Carrice, Louisiana Tech University, Ruston, LA
Damico, James, Indiana University, Bloomington, IN
Dobler, Beth, Emporia State University, Emporia, KS
Kelly, Katie, Furman University, Greenville, SC
Kessel, Erin, Pitt County Schools, Greenville, NC
Kimbell Lopez, Kimberly, Louisiana Tech University, Ruston, LA
Manning, Libby, Louisiana Tech University, Ruston, LA
Martinez, Elda, Univ. of the Incarnate Word, San Antonio, TX
Pilgrim, Jodi, University of Mary Hardin-Baylor, Belton, TX
Saine, Paula, Miami University, Oxford, OH
Stahl, Joseph, West Clermont Local Schools, Cincinnati, OH
Vanallen, Jennifer, Lehman University, New York, NY
Vasinda, Sheri, Oklahoma State University, Stillwater, OK
Wilson, Nance, SUNY Cortland, New York, NY
Yearta, Lindsey, Winthrop University, Rock Hill, SC
Zygouris-Coe, Vicky, University of Central Florida, Orlando, FL

DIFFERENTIATED INSTRUCTION

Efficacy, Voice, and Community: Repositioning At-Risk Adolescents in Relationship to Content Area Text

Panel

The first panelist will briefly outline ACRI's history and research base. The second panelist will describe one county's multi-year efforts to institute ACRI, build leadership and internal sustainability, and share the resulting data. The final panelists, a self-contained special education ACRI teacher and a general education/ELA third and sixth grade ACRI teacher, will share their stories and experiences. Presentations will highlight how they built community and implemented ACRI as well as the academic and motivational benefits to students, and changes in their own professional practice.

Presenter(s)

Russell, Sharon L., Ashland University, Ashland, OH
Josvai, Constance L., Bethel Elementary, Bethel, NC
Opsommer, Holly M, Muskegon ISD (ACRI), Norton Shores, MI
Renna, Michelle, Muskegon Area Intermediate School District, Muskeon, MI

LITERACY RESEARCH

The Research-Practice Conversation: Understanding and Bridging the Divide

Panel

There is constant pressure to use research- and evidence-based practices when teaching reading and writing, but the findings of published research may not always provide obvious or straightforward answers to some of the most pressing questions about practice. Join us for a conversation between a teacher of literacy, and a literacy researcher as they explore and critical questions about the persistent divide between research and practice, the role of evidence in everyday instruction, and what research can and cannot tell us about effective practice.

Presenter(s)

Gabriel, Rachael, University of Connecticut, Storrs, CT
Roberts, Kate, Kate & Maggie, Literacy Consultants, Hartford, CT

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Whatever It Takes: Unconventional Formats of Books to Ignite and Excite Readers

Panel

Book creators will discuss why they chose to tell a story in a particular format over another, and how it may help entice readers into that particular genre or story who may not have chosen it otherwise. Panelists will advocate for the importance of all formats of books in literacy classrooms, so that participants understand the format of books is not what matters; rather, the story and the reader and the powerful bond between the two.

Presenter(s)

Teut, Dylan, Concordia University Nebraska, Seward, NE
Brantley-Newton, Vanessa, Random House Children's Books, New York, NY
Chenoweth, Emily, Penguin Publishing Group, New York, NY
Curato, Mike, Macmillan Children's Publishing, New York, NY
Sell, Chad, Random House Children's Books, New York, NY

FOUNDATIONAL SKILLS

A /C//a//I//I/ for High-Quality Foundational Skills Programs: Reviewing Programs for Researched-Based Practices and Alignment

Session

This session will provide information about EdReports' mission, theory of action, impact, and EdReports' new Foundational Skills tool. Participants will learn about the process behind the creation of the new Foundational Skills tool, the importance of high-quality foundational skills program aligned to standards, and the review process. Through an exploration of published reports, participants will have opportunities to review the components of the Foundational Skills tool, understand how the tool helps identify excellence within programs.

Presenter(s)

Stephens, Stephanie M, EdReports, Ponte Vedra Beach, FL
Overhauser-Smith, Katharine Durham, EdReports, Ponte Vedra Beach, FL

DIVERSITY & EQUITY

A Decade of Dyslexia in Children's Literature

Session

Which children's books accurately, authentically, and sensitively portray students with dyslexia? In this session, participants will have the opportunity to spend hands-on time with copies of children's literature related to dyslexia. Come learn about the findings from a critical review of the past decade of children's literature, analyzing and summarizing key themes. Session attendees will also have access to a teacher's guide to choosing inclusive dyslexia literature, which will also include a book list of current children's literature.

Presenter(s)

Green, Elizabeth A, Montana State University, Bozeman, MT

DIVERSITY & EQUITY

A Road Less Traveled: Exploring Multiple Territories of Research Writing

Session

When research writing avoids addressing specific audiences and purposes, students and teachers struggle. Authentic and approachable writing territories allow for critical research skills to be explored in ways that drive engagement in real-world writing tasks. Research suggests that choices in mode and method lead to student engagement and growth in writers towards being contributors to their democracy.

Presenter(s)

Moore, Charles Thomas, Clear Creek ISD, League City, TX
Becker, Helen, Clear Creek ISD, League City, TX
Darrow, Austin, Clear Creek ISD, League City, TX
Thompson, Megan, Clear Creek ISD, League City, TX

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Children's Books as Mentor Texts: Discovering What's New in the World of Literature

Session

Are you looking for some newly published children's literature to use with your students? Do you want to use new kid's books as mentor texts to support your students as writers? We'll explore using "must read" new children's books as mentor texts. We'll catch up on recently published children's books (even literature published in the last few months!) and consider how some of these books might be integrated into a writing program. You'll leave with a list of newly published children's literature and ideas for using these books as mentor texts in your elementary school classroom.

Presenter(s)

Earp, Lisa, Roanoke College, Salem, VA
Murrill, Leslie, Roanoke College, Salem, VA

DIFFERENTIATED INSTRUCTION

Create Personalized Student Literacy Playlists Using Data to Guide You!

Session

Playlist-based instruction is one way to personalize learning for students. Playlists allow you to better meet students specific academic needs, their interests, and their broader aspirations. In this context, a playlist is a series of custom activities for students to complete. When implemented correctly, playlists can also save teachers time and make personalized learning a more automated process in the classroom.

We will highlight successful teacher implementations of playlist-based literacy instruction, then you'll have some time to experience playlist-based instruction as a learner!

Presenter(s)

Mishleau, Blair, Western School of Science and Technology, Phoenix, AZ

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Do You Want To Be My Book Buddy? Preservice Teachers and Striving Readers Team Up To Shape Each Other's Literacy Futures!

Session

This interactive session will engage participants in discussing and reflecting on one university's literacy field-based experience called the Book Buddy Project, that brings teacher candidates and elementary readers from two urban schools together in an ideally synergistic relationship that advances literacy proficiency, prepares effective teachers, and rekindles a motivation to read.

Presenter(s)

Correia, Marlene, Bridgewater State University, Bridgewater, MA
Brieske-Ulenski, Adam, Bridgewater State University, Bridgewater, MA

CURRICULUM & INSTRUCTION

Embracing a Complex View of Reading and Reading Instruction

Session

In this session, presenters will explore multiple views of reading from simple to more complex in response to the politics surrounding reading and reading instruction in the US. Through a theory to practice lens, presenters will explore content, methods, and classroom structures that embrace reading as a complex process and children as active agents in learning to read the word and the world.

Presenter(s)

MacPhee, Deborah, Illinois State University, Normal, IL
Sanden, Sherry MacPhee, Illinois State University, Normal, IL

FOUNDATIONAL SKILLS

For the Love of Reading: Critical Foundational Instruction in the Early Grades

Session

Children who do not learn to read by the end of 3rd grade are likely to remain poor readers, experiencing opportunity gaps throughout life. Foundational skills instruction is essential if all students are to read proficiently and joyfully. Current research supports that most young students become better readers through differentiated phonics instruction organized around concepts about how speech is represented by print. This collaborative session will allow participants to analyze research, explore a differentiated instructional approach to phonics, and consider their own classroom context.

Presenter(s)

Veatch, Sheila Roberts, Center for the Collaborative Classroom, Alameda, CA
Hall, Savannah, Lacochee Elementary School, Dade City, FL

CURRICULUM & INSTRUCTION

From Reluctant and Resistant Readers to Empowered Lifelong Readers with a Vision to Change the World

Session

What do you do when your students claim to hate reading? Through immersive, hands-on experiences that provide students with voice and choice and embedded social-emotional learning, resistant readers gain firsthand experience in the integral role that reading plays in the present and shaping the future. Learn classroom strategies, grade-level practices, school-wide programs, cross-curricular collaboration and community events that not only provide students with the opportunity to take ownership of their own reading practices but also equip them to envision and change the world around them.

Presenter(s)

Ramsay, Julie D, Northridge Middle School, Tuscaloosa, AL

CURRICULUM & INSTRUCTION

Get Real: Using Authenticity and Choice to Raise Rigor and Student Engagement in the Elementary Classroom

Session

Where does authentic audience and purpose fit into my curriculum? How can I infuse choice and still meet the rigorous standards? This session will provide participants with research-based recommendations to create collaborative, purposeful learning environments in which early elementary students become active learners that apply what they learn in authentic, relevant ways connected to their interests and experiences while meeting state standards. Participants will leave the session equipped with specific guidance to infuse research-supported practices that can transform their literacy instruction.

Presenter(s)

Spear, Annie Petrozzelli, C.O.O.R. Intermediate School District, Roscommon, MI
Block, Meghan K, Central Michigan University, Mount Pleasant, MI

DIVERSITY & EQUITY

Integrating Diverse Book Into Your Instruction

Session

Are you wondering how to incorporate diverse books into your classroom instruction and go beyond just updating your bookshelves? In the era of the We Need Diverse Books movement, there has been a spike in the availability of quality literature featuring diverse characters and settings. We are in a renaissance of children's literature – so come join us as we discuss how to bring these books in our classroom. We will share text sets comprised of diverse books and strategies gain from our experience with engaging students deep discussions about these books.

Presenter(s)

Mikita, Clara, The Ohio State University, Columbus, OH
Oberlin, Sarah, Wickliffe Elementary, Upper Arlington Schools, Columbus, OH

DIGITAL LITERACY & TECHNOLOGY

More than a Single Story: Mixing Narrative(s) Through the Oral Tradition and Digital Technology

Session

During this interactive session, we will explore numerous ways of developing a narrative, both through oral storytelling as well as with contemporary technology. Facilitated by a professional storyteller and an expert in digital literacies, participants will move back and forth between storytelling exercises and digital storytelling techniques. Through words, images, and our own voices, participants will generate their own "story mix" during the session, suitable for sharing with students as both a performance and as a way to glean meaning from one's own language arts curriculum.

Presenter(s)

Cordi, Kevin D., Ohio University Lancaster, Lancaster, OH
Hicks, Troy, Central Michigan University, Mt. Pleasant, MI

FOUNDATIONAL SKILLS

Re-Balance Literacy: Empower Early Childhood Learners with Social Emotional Learning and Literacy Skills

Session

Do you feel that the focus on Early Childhood classrooms may be too academic? If so, come join us! During this interactive session, we will explore the role of social emotional learning (SEL) in EC classrooms. We will determine how to marry SEL with those academic skills necessary to empower our earliest readers, writers, speakers and listeners. Discover how to empower every student to become "balanced" Super Readers and Writers! Walk away with practical ideas to incorporate immediately into your classrooms. Get ready to bring back the "humanness" into our teaching and learning!

Presenter(s)

Ventura, Vincent Rommel, LitLife International, Monterrey, Nuevo Leon, Mexico
Kovacs, Talia, LitLife, Inc., Brooklyn, NY

DIGITAL LITERACY & TECHNOLOGY

Student Privacy in Reading Workshop

Session

Innovating with technology can keep our reading workshops fun, fresh, and collaborative. When we download a new digital tool or app, are we pausing to consider how that company might collect or store student data? The answer is likely no. Edtech companies rely on a variety of business models to entice teachers with what they label as free access, but what are the hidden costs? This session will propose clear action steps for teachers and administrators to safeguard student data in the literacy classroom.

Presenter(s)

Patrick, Kristin Marley, Noblesville Schools, Noblesville, IN
Kingsley, Tara Lynn, Indiana University Kokomo, Kokomo, IN

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Supporting and Engaging Diverse Learners in STEM Literacy-learning

Session

Practitioners will be introduced to the model lesson plan template and lesson plans used during the Summer Institute to train teacher-participants. These lessons will be used to engage practitioners in understanding how to develop their own lessons. These lessons include those used during training to ensure teacher-teams fully understood how to develop, implement and use the TALENT model to support diverse learners. Lessons included will be diverse and ensure audience participants are aware of how to support 5th - 9th grade students' awareness of agricultural opportunities.

Presenter(s)

Casey, J. Elizabeth, Texas A&M University Central Texas, Killeen, TX
Harris, Shelley, Texas A&M University Central Texas, Killeen, TX

COACHING & LITERACY LEADERSHIP

Supporting Literacy Teacher Professional Learning

Session

Many school leaders actively support the implementation of teacher teams, coaching, and other forms of professional development, and then feel disappointed when these initiatives do not have the desired effect. Successful implementation of these systems is complex, with many possible stumbling blocks. One reason why some PD initiatives are unsuccessful is that they are created without consideration of HOW teachers learn and WHY teachers learn. This session will provide a model of teacher professional learning and the implications for action by school leaders. Let's make your efforts pay off!

Presenter(s)

Toll, Cathy, University of Wisconsin Oshkosh and Partnering to Learn, Oshkosh, WI

DIVERSITY & EQUITY

That's Me! Seeing Myself in Literature. The Results of a Culturally Relevant Text Project

Session

The classroom library should be reflective of the learning community, so students are able to see themselves in literature. This culturally identity helps build intrinsic motivation to read. In this session the presenter will share a culturally relevant text project in which graduate students analyzed a teacher's classroom library and created culturally relevant book lists to share with the teacher. The presenter will share the project guidelines, book lists, and reflections from the graduate students. Implications for classroom practice will be discussed.

Presenter(s)

Raymond, Roberta D, University of Houston-Clear Lake, Houston, TX

CURRICULUM & INSTRUCTION

Imagining the Future of Adolescent Literacy: Adolescent Literacy Thought Leaders Shape a Vision for 2020 and Beyond

Special Interest Group (SIG)

The annual meeting of ILA's Adolescent Literacy Special Interest Group.

The 2020 Adolescent Literacy Thought Leader Award recipients, one researcher and one practitioner, will share their practical and timely insights on what we know and what we still need to learn about adolescent learners in order to effectively support their literacy development. Join us as we reflect on the current state of adolescent literacy and peer over the horizon, contemplating the future of adolescent literacy.

Presenter(s)

McHugh, Terry, Waukegan School District, Waukegan, IL

Jago, Carol, UCLA, Oak Park, IL

Kittle, Penny, Plymouth State University, Plymouth, NH

Morrell, Ernest, University of Notre Dame, Notre Dame, IN

DIVERSITY & EQUITY

Mirrors and Windows: Curating an Inclusive Bookshelf Project with Preservice Teachers

Panel

In this presentation, I will share the results of a pilot study completed with preservice teachers that was designed to illustrate the importance of curating inclusive classroom libraries for elementary students. As part of this assignment, preservice teachers surveyed available evaluative tools (such as checklists and criteria for book awards), utilized digital tools to find books, visited libraries, and ultimately curated a list of books that represented mirrors and windows approach to children's literature.

Presenter(s)

Vaughan, Kelly P., Purdue University Northwest, Hammond, IN

LITERACY RESEARCH

Writing to Learn From a Place of Relevance: Getting to the Heart of What Students Know and are Able to do

Panel

This presentation will engage educators, researchers and administrators who are interested in the teaching and learning of writing. Who are interesting in exploring instructional practices-routines, strategies and curricular invitations that will motivate student writers, respect and value their cultural identities and engage them as critical consumers of their own writing and thinking. Participants will be jarred and stirred into thinking about how we value, evaluate and provide feedback to our students writers and how we value them as knowers.

Presenter(s)

Spence-Davis, Tashema, Hofstra University, Hempstead, NY

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

#Empowertheteacher: Selecting and Using Diverse Children's Literature for Classroom Instruction

Session

Incorporating high quality, diverse children's literature in classroom libraries is something teachers value. We aim to provide our students with "windows, mirrors, and sliding glass doors", as Bishop (1990) calls for, through the literature we place in our classrooms. The next step is incorporating this literature meaningfully into classroom instruction. In this session, the presenters will describe a rubric that can aid in the selection and use of diverse literature. Participants will have an opportunity to use the rubric, then share ways to use diverse literature in their instruction.

Presenter(s)

Sableski, Mary-Kate, University of Dayton, Dayton, OH
Arnold, Jackie Marshall, University of Dayton, Dayton, OH

DIFFERENTIATED INSTRUCTION

A Penny for Your Thoughts: Using Think-Alouds to Promote Comprehension Growth and Independence for ALL Readers

Session

Teachers spend countless hours guiding students to effectively use reading comprehension strategies, but what happens when they need to select strategies independently? This interactive session will help you develop ALL of your students, including those who are advanced, struggling, or ELLs, into independent readers who can take control of their own comprehension by learning to think about their thinking! Attendees will learn how to empower readers of all levels through think-alouds, and resources will be provided to give students the tools they need to self-select strategies while reading.

Presenter(s)

Donnelly Lella, Rachel C, Wall Township Public Schools, Sea Girt, NJ

CURRICULUM & INSTRUCTION

A Tough Egg to Crack: Using Chicks to Improve Student Engagement in the Literacy Classroom

Session

What came first? The chicken or the egg? Motivating students to write is often difficult for many teachers, but what if teachers and students knew that real life chicks could be used to develop meaningful literacy experiences and to teach various literacy tasks? By using chicks to teach literacy tasks, teachers can foster a love of learning, while emphasizing the skills needed for STEM education and problem-based learning. In this session, teachers will explore a cross-curricular unit that addresses both literacy and science using real world applications and engagements.

Presenter(s)

Finley, Darby, Columbia County Board of Education, Evans, GA
Harper, Rebecca G., Augusta University, Augusta, GA
Pitock, Kirsten, Columbia County Board of Education, Evans, GA

FOUNDATIONAL SKILLS

Analyzing Elementary ACCESS Scores to Investigate Connections Between Receptive and Productive Literacy Skills

Session

How can teachers embed the literacy skills to create a culturally and linguistically balanced literacy curriculum? This session will present quantitative data analysis of ACCESS scores to identify correlations and trends among the four core literacy domains. Understanding connections between the four core literacy components and their parallel processes can increase participants' ability to make informed culturally responsive instructional decisions to interweave teaching receptive skills of listening and speaking with productive skills of writing and speaking to benefit all learners.

Presenter(s)

Sigmon, Miranda L., Winthrop University, Rock Hill, SC
Fogelsong, Donna (Donna, Virginia Tech, Blacksburg, VA

CURRICULUM & INSTRUCTION

Book Blogging Buddies: Increasing Student Engagement in the Personalized Classroom Through Partnerships with Preservice Teachers

Session

Increase student engagement with reading through Blogging Book Buddies! In this session, we share our experience connecting student readers with preservice teachers through blogging and books in the personalized classroom. Partners read the same self-selected book and communicated through blog posts and comments. Discover the power of blogging by making connections beyond the classroom walls through literature.

Presenter(s)

Overbeek, Susie, Forest Hills Local Schools, Cincinnati, OH
Vincent, Susan, Miami University Regionals, Hamilton, OH

DIFFERENTIATED INSTRUCTION

Embracing Differentiation: Truly Meeting the Needs of All Learners

Session

Too often differentiation is seen as a process for adapting curriculum to meet the needs of struggling learners but when we truly differentiate, we meet the needs of all learners. Differentiation encompasses much more than just academic skills and should go deeper to meeting the needs of all learners. This session will engage participants in a "how-to" approach differentiating literacy practices including utilization of digital literacy tools, instructional strategies, and grading practices to help educators lead and manage a differentiated literacy classroom.

Presenter(s)

Bradley, Nancy, Virginia Tech, Blacksburg, VA

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Graphic Novels: The Need for Slow Looking

Session

Learning about and understanding the value of viewing and thinking about images more deeply to create and critically consider meaning is fundamental in today's world. During this presentation, participants will have opportunities to develop their understanding of how engagement in slow looking can enrich students' reading and viewing experiences of graphic novels, to enhance their appreciation of the complex nature of graphic novels, and to consider some pedagogical practices that can enrich students' understanding of these sophisticated multimodal texts.

Presenter(s)

Pantaleo, Sylvia, University of Victoria, Victoria, British Columbia, Canada

DIGITAL LITERACY & TECHNOLOGY

How to Implement Basic Coding Literacy into the Elementary Classroom Through the Hour of Code

Session

Coding and coding literacy have been argued to be one of the most important skills for children to learn. Coding can sound intimidating to the general education teacher who already is juggling many responsibilities in the classroom. During this session, attendees will be introduced to the basics of coding and its relationship to literacy. The Hour of Code resources and lessons will be shared with practical ways to incorporate it into the classroom.

Presenter(s)

Frazier, Denise, Indiana University East, Richmond, IN
Renfro, James Thomas, Indiana University East, Richmond, IN

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

K-12 Literacy Instruction in the #MeToo Era

Session

This presentation offers curricular and pedagogical suggestions for addressing the socio-cultural movement known as #MeToo using children's and young adult literature. We illustrate how philosopher Kate Manne's concepts of "himpathy" and "herasure" operate in the young adult novels that fall under the category of what Amber Moore calls the "sub-genre of sexual assault narratives." We read Louise O'Neill's *Asking For It*, Patty Blount's *Some Boys*, and Amber Smith's *The Way I Used to Be* to illuminate how misogyny reinforces gender hierarchy within the texts. in literacy classrooms.

Presenter(s)

Colantonio Yurko, Kathleen, College at Brockport, SUNY, Brockport, NY
Boehm, Shelby Boehm, University of Florida, Gainesville, FL
Miller, Henry Miller, SUNY Brockport, Brockport, NY

COACHING & LITERACY LEADERSHIP

Lessons Learned: Bringing Coaching to Scale in a Large Urban District

Session

Instructional Coaching has been found to improve instructional practice and student outcomes, however, developing a large coaching model in a district can be challenging. Learn from a large, urban district's experience of implementing coaching about what works, adaptations they have made and how lessons learned have helped them take coaching to scale. Participants, after listening to lessons learned, will be given an opportunity to reflect on next steps in developing or strengthening coaching programs in their districts.

Presenter(s)

Sacha, Kristi, Akron Public Schools, Akron, OH
Swails, Levonia, Akron Public Schools, Akron, OH

CONTENT AREA & DISCIPLINARY LITERACY

Leveraging Literacy Skills in Content Area Learning: Using Active Strategies to Help Students Read and Write Across the Curriculum

Session

Teach students how to take command of their literacy skills during content learning. How can they tap prior knowledge? What word knowledge skills are needed to read, learn, and remember new content and academic vocabulary? What alternative texts can teachers use to draw in even the most reluctant learner and how do we assist the struggling reader? How can students use sketching to prepare to write in the content areas? Get hands-on experiences that provide real answers in this session!

Presenter(s)

Fresch, Mary Jo, The Ohio State University, Dublin, OH

CURRICULUM & INSTRUCTION

No More Boring Papers! Using Narrative Structure to Improve Academic Writing

Session

Have you ever struggled to motivate students to write expository essays? Has the work your students produced been competent, yet uninteresting? Me too, but this session is all about how to motivate your students to produce higher quality, more interesting, academic writing, and increase their buy-in through storytelling and narrative structure. We'll look at the sometimes arbitrary distinctions between academic writing and storytelling and discuss how to combine the two approaches to better motivate students and allow for a more inclusive classroom. Includes tools you can steal and use!

Presenter(s)

Cromwell, Ben, Marietta College, Marietta, OH

CONTENT AREA & DISCIPLINARY LITERACY

Now I Don't Have Time for Science! How to Transform Your Informational Text Instruction and Carve out Space for Content Learning

Session

Are you feeling blasé about how informational texts are taught during literacy workshop? Do you wish you had time for social studies and science but can't fit them into your schedule? Have you heard administrators pay lip service to integration without offering clear advice as to what that might entail? If so, join us as we share how we have helped primary-grade teachers purposefully integrate informational text instruction within social studies and science inquiry aligned to state and national standards. You don't need a fancy curriculum, just advice as to how to begin!

Presenter(s)

Strachan, Stephanie L, Western Washington university, Bellingham, WA
Block, Meghan K, Central MI University, Mt Pleasant, MI

CHILDREN'S, MIDDLE GRADE & YOUNG ADULT LITERATURE

Outstanding Science Trade Books as Tools to Deepen Science Content Knowledge and Advance Classroom Discourse

Session

Elementary teachers- let's read some awesome books, have great conversations about those books, and practice some science and literacy skills. Using the National Science Teaching Association's Outstanding Trade Books, this session offers strategies for extracting science content from trade books and creating meaningful learning experiences that integrate literacy and science process skills. Session take-aways include an annotated list of trade books and sample classroom activities.

Presenter(s)

Parks, Melissa, Stetson University, DeLand, FL

CURRICULUM & INSTRUCTION

Reading and Writing Fluency Idol: Celebrating Super Star Readers and Writers

Session

Fostering a life-long love of reading and writing remains the most important value that teachers share with their students. Celebrating the joy of literacy can happen while simultaneously improving essential reading and writing skills. Learn about Reading and Writing Fluency Idol, an engaging classroom practice to improve students' reading and writing fluency. Reading and Writing Fluency Idol combines the power of poetry and the lure of pop culture. Explore the project through videos, student work, and ideas to use in your own classroom.

Presenter(s)

Calo, Kristine M., Hood College, Frederick, MD
Koitz, Ellen, Hood College, Rockville, MD

CURRICULUM & INSTRUCTION

Selecting Texts for Knowledge Building Using the Quad Text Set Framework

Session

In this interactive workshop, participants will learn how to create quad text sets that support both building conceptual knowledge in science and social studies as well as literacy development. The presenters will share research about text complexity and knowledge building that ground the quad text set framework. Ample examples of quad text sets will also be shared and participants will develop quad text sets during this dynamic workshop. Participants will learn how to select literacy standards that support content learning and order texts to maximize concept development.

Presenter(s)

Lupo, Sarah, James Madison university, Harrisonburg, VA
Hardigree, Christine, Iona College, Tuckahoe, NY

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Serving the Community While Growing As Educators: Embedding Service-Learning in Our "Assessment for Differentiation of Literacy Instruction" Course

Session

Witness how service-learning is a rich context in a course, Assessment for the Differentiation of Literacy Instruction. In our school-university partnerships, three models-Adopt-a-Classroom, Kids on the Move, and after school programming-provide preservice teachers with authentic teaching experiences. They administer literacy assessments, plan and implement customized literacy instruction, and provide materials and resources for families in the community. Course activities and assignments, including a community scan, a framework for collaborative conversations, and reflections, will be shared.

Presenter(s)

Walsh, Christine, Slippery Rock University, Slippery Rock, PA
LaGamba, Elizabeth, Slippery Rock University of Pennsylvania, Slippery Rock, PA

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Teacher Preparation for an Ever-Changing World

Session

This presentation addresses steps that were taken to improve Webster University's MA in Reading to better meet ever-changing needs for teacher preparation programs, an issue that is impacting numerous higher education institutions.. The presenters begin by sharing data that prompted this process: analysis of assessment data, feedback from students, mandated state laws, and district needs. The redesign process is examined, restructuring of courses is explained, a long-range vision is shared, and attendees are engaged in a discussion of issues related to similar teacher preparation programs.

Presenter(s)

Witkowski-Dieckmann, Paula, Webster University, Kirkwood, MO
Rhombert, Tamara Jo, Webster University, Fenton, MO

LITERACY RESEARCH

Teaching as a Researching Profession

Special Interest Group (SIG)

This program will include one feature speaker and ten round table presentations about the ways in which teaching is a researching profession. Participants will leave having heard a range of research projects that will enhance their knowledge of evidence based practices and research methodologies utilized by practicing teachers, teacher educators, and teacher researchers.

Presenter(s)

Peterson-Hernandez, Katie, Texas State University, San Marcos, TX