This conference exceeded my expectations. The speakers were dynamic and full of best practices that I can’t wait to implement in my classroom. I learned so much and was motivated by story after story of how strong instruction can change the lives of our students. This is an amazing conference!

-K-6 Educator, 2018 Conference Attendee

Using Technology to Increase Communication and Improve Student Outcomes ▲
From Southern Boone School District, Ashland, MO:
Jessica Bach, Reading Recovery teacher
Carolyn Pridemore, Reading Recovery teacher
Liz Austin, Title I reading intervention and literacy coach
Various digital tools are shared that will increase communication between home, classroom, intervention teachers, and students in order to improve student outcomes.

Reimagining Phonics Instruction
Lucy Calkins, author, professor and founding director, Teachers College Reading and Writing Project, Columbia University’s Teachers College, New York, NY
Lucy will help you imagine a phonics curriculum that is characterized by joy and energy. Learn about ways to support the alignment of reading, writing, and phonics instruction. Expect this workshop to be a game changer!

Changing Learning Trajectories: Accelerating Literacy Learning and Social and Emotional Growth
Kathryn Champeau, adjunct professor & reading specialist, University of Wisconsin-Milwaukee, Milwaukee, WI
Merry Komar, 2nd/3rd-grade classroom teacher, School District of Waukesha, Waukesha, WI
Laurie McCarthy, 1st/2nd-grade multiage classroom teacher, Muskego-Norway School District, Muskego, WI
Learn the theories, research, and effective practical classroom strategies necessary to create the conditions for accelerated literacy learning and overall well-being of struggling learners. Engage in a mindset shift.

Develop Readers Through Engagement, Encouragement, and Explicit Teaching
From Ohio Writing Project, Miami University, Oxford, OH:
Kari Crouch, literacy lab instructor
Kristin Lazuta, reading and language arts teacher
Reflect on your current practices and plan for future teaching following a model of engagement, encouragement, and explicit teaching.

Everyone is a Teacher: The Power of Writing Conferences
Lynne Dorfman, codirector, PA Writing & Literature Project, West Chester University, West Chester, PA
Diane Dougherty, literacy consultant, Downingtown, PA
Conferring is the heart of any writing workshop. Video clips of conferences in action, recordkeeping and management techniques, and a bibliography of professional resources are provided.

Another Seven Studies with Important Implications for Classroom Practice
Nell Duke, professor of literacy, language, and culture, University of Michigan, Ann Arbor, MI
Seven studies returns! Duke will again select seven recent research studies in literacy that are worthy of our attention, explaining each study and its implications for classroom practice. Come get some help staying abreast of the latest literacy research.

Project-Based Instruction for Literacy and Social Studies ▲
Nell Duke, professor of literacy, language, and culture, University of Michigan, Ann Arbor, MI
Social studies is terribly neglected in U.S. elementary education — but it doesn’t have to be. Duke demonstrates how units can simultaneously address standards in literacy and social studies and be highly engaging for students. Sample units as well as a detailed framework for unit design are provided.

Digitizing the Literacy Block ▲
From Anderson Community Schools, Anderson, IN:
Ryan Glaze, assistant superintendent of secondary instruction
Christy Moore, district elementary literacy coach
How do we incorporate one-to-one devices into the workshop model while maintaining authentic literacy practices? Leave the session with a format for blended learning implementation, including resources.

Using Running Records to Inform Early Literacy Instruction for English Learners
Stephanie Ledger, ESL/ELD early literacy resource teacher, Waterloo Region District School Board, Waterloo, Ontario, Canada
Through running record analysis, explore the unique early literacy needs of English learners and the impact of first language transference, oral language, and literacy gaps.

Deconstructing the Data: What Your Readers Need Now
From Northern Elementary School, Richmond, KY:
LeeAnn Lewellen, school-based instructional specialist
Shawna Wilkins, classroom teacher
Kelsey Wharton, classroom teacher
In order to support struggling readers in the classroom, teachers must first know what the reader needs and what choices to make to best support the reader.

Crack the Code on Academic Vocabulary
Kristi McCullough, literacy consultant, Warren, IN
Research shows that a student’s vocabulary is among the greatest predictors of reading comprehension. Recognize and select general-academic words, shift teacher talk, and provide direct instruction with hands-on strategies.
Intentional Teacher Moves in Response to English Learner Needs
From New Haven Unified School District, Union City, CA:
   Bee Medders, classroom teacher
   Wendy Rodrigues, classroom and Reading Recovery teacher
Case studies show how to be intentional and systematic. Address specific EL needs using formative assessment tools and teacher moves to develop oral language and transference to reading and writing.

Conversations That Inspire and Instruct Student Writers
Leah Mermelstein, CEO and president, Read-Write-Connect, INC, Hoboken, NJ
Use conversations to inspire and instruct student writers. Leave with many ways to interject conversation into writing workshops.

Responsive Teaching: Strong Running Record Analysis
From Worthington City Schools, Worthington, OH:
   Abby Miller, student achievement coach
   Trish Laughman, student achievement coach
Analyzing running records during guided reading helps you assess students and what they need next. Explore how to use running records to determine what your student needs next.

Talk Matters! Supporting English Learners in the Dialogic Classroom
Maria Nichols, author and director of school innovation, San Diego Unified School District, San Diego, CA
Explore strategies for developing supportive communities that encourage collaboration and offer emotional “safe ground” for language risk-taking. Learn how to immerse EL children in making meaning through oral language, design instruction making thoughtful text choices, and engage in teacher facilitation moves that support EL students.

Who Owns the Learning? Engaging Hearts and Minds Through Purposeful Talk
Maria Nichols, author and director of school innovation, San Diego Unified School District, San Diego, CA
What is the relationship between compelling texts, purposeful talk, and student agency? Explore student centered teaching and learning that engages children’s hearts and minds as it builds strong literate abilities.

Compelling Close Reads: Multidimensional Learning to Meet ALL Students’ Needs
From Worthington City Schools, Worthington, OH:
   Julie Payne, instructional coach
   Lindsey Danhoff, 1st-grade classroom teacher
Examine how one rich text can offer endless possibilities to engage students in meaningful conversation, practice soft skills, and deeply address academic standards in literacy, science, and social studies.

A Multicultural Literacy Education for All
Carlotta Penn, postdoctoral researcher, The Ohio State University, Columbus, OH
Literacy instruction should engage all learners and equip students to thrive in a diverse society. An overview of multicultural education and recommendations on teaching from multicultural texts are examined.

Making Decisions in a Guided Reading Lesson
Jan Richardson, author and literacy consultant, Richland Center, WI
During a guided reading lesson, teachers set individual goals and make on-the-spot decisions that impact student progress. Learn how analyzing student behaviors and prompting for strategic actions are the keys for making sound instructional decisions. Take the next step in improving your small-group reading instruction.

What to Do When Kids Just Don’t Get It: Prompting for Deeper Understanding During Guided Reading
Jan Richardson, author and literacy consultant, Richland Center, WI
Michele Dufresne, author and literacy consultant
Proficient readers must comprehend complex texts, yet many students struggle to make inferences and answer questions about deeper meaning. Focus on how to use small-group instruction to strengthen young readers’ understanding of fiction and informational text.

Literate Identities: The Power of Classroom Interactions
Wendy Sheets, Literacy Collaborative trainer, The Ohio State University, Columbus, OH
Explore the importance of classroom interactions as learners construct identities as readers and writers. Let’s consider the role of talk, literacy practices, and positioning.

Harmonizing Technology and Literacy
Sara Wagner, intermediate literacy coach, Graham Local Schools, Saint Paris, OH
Wondering how to balance technology with literacy? Authenticity is key. Participants will use the SAMR Framework (developed by Dr. Puente dura) to reflect on their classroom technology use regarding literacy.

Taking Action to Ensure Readers Thrive All Year Long — Even in Summer!
Kari Yates, author, consultant and program manager, Moorhead Area Public Schools, Moorhead, MN
Preventing summer reading loss starts today. Explore teacher actions starting immediately to ensure all readers stay engaged and thrive all through the calendar year.
Focus on Grades 3-6

Reaching Struggling Readers Using Interactive Read-Alouds and Shared Reading
Lori Black, intermediate & middle school literacy coach, Graham Local Schools, Saint Paris, OH
Interactive read-alouds and shared reading passages are ideal techniques for teachers of all contents, not just ELA classes. Take home ideas to incorporate right away.

Clever Writers Become Critical Readers: Teaching Writing Skills First Transforms Reading Comprehension
Colleen Cruz, director of innovation, Teachers College Reading and Writing Project, Columbia University, New York, NY
Explore specific reading skills and learn instructional strategies on how to teach students first through their writing counterpart.

Help Intermediate Readers Find Independence and Joy in Reading
Sherry Kinzel, Literacy Collaborative trainer, The Ohio State University, Columbus, OH
Independence and joy of reading are attainable for all readers in your class! You’ll learn why independence is essential and how it can be achieved...with joy.

Your Administrator Could Receive a FREE REGISTRATION

The free administrator offer is valid for a Full Conference (Sunday-Tuesday) registration and is available for one administrator per district. To qualify, all you need is 5 or more Full Conference (Sunday-Tuesday) paid registrations from the same district. One free registration per district.

How to claim your FREE registration:
• Verify the confirmation numbers of the 5 paid Full Conference (Sunday-Tuesday) registrants.
• Payment of the first 5 individuals’ Conference fees must be received prior to issuing the complimentary registration.
• Complete the Administrator Registration Form located on our website at www.rrcna.org/conferences
• Once this form is processed, you will be emailed instructions detailing how to register.

Building and district administrators qualify. One free Full Conference (Sunday-Tuesday) registration per district. Offer ends Dec. 15, 2018. View the website for full details on how to register and view the cancellation policy.