

Grades K-2 Classroom Literacy



As a kindergarten teacher, the conference provided me with valuable information that I can implement in my classroom to help raise the rigor of my instruction. This information and strategies will be an essential part of closing gaps in my classroom.

— Classroom Teacher, 2019 Conference Attendee

Revisiting and Reviving Interactive Writing

C.C. Bates, associate professor, Clemson University, Clemson, SC

Are you looking for one activity that supports reading and writing? Interactive writing does it all and more! This session covers the how, when, and why questions related to interactive writing.

Using Writing Pre-Assessments to Fine Tune Teaching and Differentiate Instruction

From Charlotte Country Day School, Charlotte, NC:

Tara Bosley, reading specialist and literacy coach

Mollie Gaffney Smith, literacy consultant

Learn how to use data gleaned from writing pre-assessments ('on demands') to plan minilessons, determine strategy groups, and set goals for students within a writing workshop unit.

In the Beginning, There was Literacy

Teresa Carter, associate professor, Erskine College, Due West, SC

Revisit our literacy beginnings with songs, print, shared reading, read-alouds, and writing encouraging teachers to take back their literate classrooms.

Integrating Early Literacy Skills Across the Day Through Shared Experiences

Kelsey Corter, kindergarten teacher, PS59 Beekman Hill

International School, New York, NY

Rather than isolated components, phonological awareness and other early literacy skills interact as children learn, talk, and play. We'll re-imagine a school day, filled with powerful shared opportunities for integrating these skills.

Nurturing Identity, Empathy, and Social Advocacy Through Literacy

Kelsey Corter, kindergarten teacher, PS59 Beekman Hill

International School, New York, NY

Children develop a sense of self, others, and the world through literacy—making the foundational years critical. Leave with a toolkit of ideas to implement immediately across the day.

Supporting Language Development Through Shared Reading

Debra Crouch, literacy consultant, Temecula, CA

How do students develop language through shared reading? Consider how repeated readings, strong discussion, and independent revisits to a known text support language learners in K-2 classrooms.

Teaching with Engagement, Energy, and Inspiration

Connie Dierking, instructional staff developer, Pinellas County Schools, Largo, FL

A research-based, child-centered classroom doesn't just happen by accident. Discover a process for using literacy to build a classroom base that promotes joy, diversity, and energy.

Guiding Guided Reading: Teacher as Decision Maker

Robin Griffith, associate professor, Texas Christian University, Fort Worth, TX

Moving beyond 'doing' guided reading to 'guiding' guided reading requires informed teaching decisions. Explore a framework that guides teaching decisions related to text selection, introductions, and prompting for agentive reading.

Guided Writing in Kindergarten

Carolyn Helmers, kindergarten teacher, Forest Hills School District, Cincinnati, OH

Daily guided writing in kindergarten provides opportunities for students to develop oral language, phonological awareness, phonics skills, word learning, and writing mechanics in a supportive environment that leads to independence.

Writing in the Guided Reading Lesson: Optional or Optimal?

Jamie Lipp, instructional specialist, The Ohio State University, Columbus, OH

Writing instruction strongly supports reading instruction, but is often taught as a separate entity. Explore how writing can be a manageable, powerful addition to your guided reading lessons.

Intervention: Considering the Human Spirit

Jenny McFerlin, Literacy Collaborative university trainer, The Ohio State University, Columbus, OH

When the emotional well-being of students is considered alongside the goal of accelerated learning, growth occurs in young readers.

Your Building or District Administrator Could Receive a FREE REGISTRATION

The free administrator offer is valid for a Full Conference (Sunday-Tuesday) registration. To qualify, you need 5 or more Full Conference paid registrations from the same district by Dec. 15, 2019. The offer is available only for building and district administrators, and only one free Full Conference registration per district is allowed. [SEE FULL DETAILS ON THE WEBSITE.](#)



Offer ends Dec. 15, 2019. Visit the Conference website for full details on eligibility, how to register, and policies.

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Shared Reading and Interactive Writing: The Stepping Stones Toward Independence

From *Beavercreek City Schools, Beavercreek, OH*:
Amber Salyers, Title I teacher
Jen Barrett, kindergarten teacher

Shared reading and interactive writing are vital pieces of the balanced literacy framework. Learn the value of gradually releasing your students from a highly supportive environment toward independence.

Embedding Comprehension Strategies Across The Curriculum

From *Orange City Schools, Pepper Pike, OH*:
Amy Shiever, literacy coach
Megan Roberto, second grade inclusion teacher

Embedding comprehension strategies across the curriculum makes learning meaningful, engaging, and accessible. When teachers create opportunities for students to see that learning is connected rather than isolated, it boosts learning.

You Have to Know Them to Grow Them: Responsive Teaching in Small-Group Instruction

Karen Wilhelm, Title I reading interventionist, *Washington Local Schools, Toledo, OH*
Carla Castator, supervisor of literacy programs, *Hamilton City Schools, Hamilton, OH*

Explore ways to be responsive to your students needs during small-group literacy intervention using Marie Clay's literacy processing theory and Reading Recovery practices to accelerate growth.

Concise, Engaging, and Powerful Reading Minilessons in the K-2 Classroom

Nicole Woodruff, Literacy Collaborative university trainer, *The Ohio State University, Columbus, OH*

Explore planning and implementing concise, yet powerful, reading minilessons including management, literary analysis, skills and strategies, and writing about reading. Photos and classroom videos shared.

✦ **Featured Session**
see page 6

◆ **Study Session**

▮ **Ticketed Session**
see page 6

▲ **Technology Session**

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