

Grades K-6 Classroom Literacy

“ This conference gave me confidence that I am doing many things right, while offering great insight on improvements and new strategies to try in my classroom.

— K-6 Educator, 2019 Conference Attendee

Engage, Empower, Achieve: Supporting Constructive Collaboration with Student Talk

Barbara Andrews, author & literacy consultant, Lewisville, TX

Learn effective ways to encourage collaborative academic conversations to maximize the quality of students' discussions and adapting lessons to meet the needs of diverse students.

Word Walk: Developing Vocabulary Through Rich Discussion and Extension Activities

Katherine Beauchat, associate professor of education, Notre Dame of Maryland University, Baltimore, MD

Katrin Blamey, associate professor of education & early elementary education coordinator, DeSales University, Center Valley, PA

Word Walk describes an instructional procedure for explicit vocabulary instruction in the context of storybook reading. It's designed specifically for children in Grades PK-2.

Create Dynamic Literacy Learning Environments Through Powerful Peer Relationships

Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin-Milwaukee, Waukesha, WI

Merry Komar, 3rd-grade teacher, School District of Waukesha, Waukesha, WI

Learn to encourage peer relationships that build safe environments, positively impact literacy learning, and promote intellectually stimulating classrooms.

A Closer Look: Getting to Know Our Students as Writers

Lynne Dorfman, co-director PA Writing & Literature Project, West Chester University, West Chester, PA

Diane Dougherty, literacy consultant, Downingtown, PA

Writing workshop success depends on knowing students through their writing and conversations. View conferences and practice responding with specific structures. Quick formative assessment tips are shared.

Beyond Digital Worksheets — Integrating Technology in Authentic Ways That Engage ▲

From Forest Hills School District, Cincinnati, OH:

Johnny Downey, media specialist

Angie Garber, learning design specialist

Many digital resources are simply replacing a paper worksheet. Learn how to enhance classroom literacy instruction by implementing the SAMR model to design, develop, and infuse technology into teaching and learning.

Engaging Boy Writers ✪

Ralph Fletcher, author & education consultant, Lee, NH

Evidence shows that boys are struggling in the writing classroom. This problem has intensified with the more restrictive, academic tone so prevalent in school writing. Explore reasons for boys' difficulties in this area and ways we can widen the circle and create boy-friendly writing classrooms. *Sponsored by Scholastic Education*

Helping Students Write Nonformulaic Nonfiction ✪

Ralph Fletcher, author & education consultant, Lee, NH

The Common Core State Standards prompted an intense interest in expository writing. Alas, much of the writing being produced by students follows a rigid formula, with little room for the student's voice. Look at ways how we can help our students write strong, lively nonfiction that reflects the best nonfiction we see and enjoy in the world around us. *Sponsored by Scholastic Education*

The Right Tools: Choosing the Best for Your Students

Towanda Harris, author & education consultant, Union City, GA

Learn how to make informed choices about resources and practices, based on the unique needs and strengths of each student. Determine how/if a resource is working by using checkpoints as guides. Discover how to leverage the educators in your building to ensure that additional strategies are provided to support the learner on their literacy journey.

From Striving to Thriving Writers: Strategies to Jump Start Writing ✪

From Mentor, OH:

Sara Holbrook, author & educator

Michael Salinger, author & educator

Help all learners find success in writing. Learn pre-write strategies, model teacher moves that lead to well written texts, and complement any existing writing program or work as standalone lessons. By teaching essential writing elements using simple frameworks that level up to the sophistication of the student, students create short texts that are also useful as formative assessments. Explore three classroom-tested strategies and the overarching process used to implement them.

Sponsored by Scholastic Education

From Striving to Thriving: How to Grow Confident, Capable Readers ✪

Stephanie Harvey, author, educator, & president, Stephanie Harvey Consulting, Denver, CO

Whenever a child reads even slightly below benchmark, we call for an intervention. The best intervention is often a good book a child can and wants to read. How about a new approach—volume-based intervention. Access plus time plus choice equals volume. We need to bookmatch relentlessly, provide expert research-based literacy instruction, build classroom libraries containing compelling texts, and allow plenty of time for kids to just plain read.

Sponsored by Scholastic Education

Ways to Increase Student Empowerment and Engagement with Reading Workshop

Emily Hermann, assistant director, K-2 Program Development, Lakota Local Schools, Liberty Township, OH

Come explore ways to increase student empowerment and engagement within a reading workshop framework. Topics include, learning progressions, student goal setting, leading choice seminars, and offering student-led seminars.

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Use Your Voice: Talking Our Way Into More Peaceful Learning Communities

From *Mentor, OH*:

Sara Holbrook, author & educator

Michael Salinger, author & educator

Learn the benefits of and strategies for building communication skills among students in the classroom as it helps increase literacy fluency, decreases bullying, and builds confidence as students become comfortable speaking up for themselves. Talking and listening doesn't come naturally to all students, particularly in this age of technology. *Sponsored by Scholastic Education*

Re-informing Perceptions of Dyslexia: The Necessity of Inclusive Policy Implementation

George Hruby, executive director, Collaborative Center for Literacy Development and associate research professor, University of Kentucky, Lexington, KY

Rachael Gabriel, associate professor of literacy education, University of Connecticut, Storrs, CT

Connie Briggs, Reading Recovery trainer, Texas Woman's University, Denton, TX

Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin-Milwaukee, Waukesha, WI

K. Journey Swafford, Reading Recovery trainer, Georgia State University, Atlanta, GA

Jo Worthy, professor of curriculum & instruction, The University of Texas at Austin, Austin, TX

The literate well-being of students, their families, and our communities is our common goal. Public debates about literacy education are about more than dyslexia, decoding skills, or even reading instruction in schools. Explore a comprehensive view of reading development and instruction based on full engagement with available research on reading development, instruction, and intervention.

For Want of Utterance: Teaching Literacy for Liberation

Aeriale Johnson, 2nd-grade teacher & literacy specialist, San Jose, CA

How do we teach children English language arts in ways that center their unique ways of being in the world? How do we create literacy classrooms that reflect the democratic ideals espoused in our nation's founding documents? How do we foster the intellectual growth of all students so that they can tap into the power that being literate has to set them free? Investigate these questions, deepen your understanding of the pillars of freedom, and delve into instructional strategies that support the growth of passionate intellectuals who change the world.

Using Running Record Analysis to Inform Early Literacy Instruction for English Learners

Stephanie Ledger, ESL/ELD early literacy resource teacher, Waterloo Region District School Board, Kitchener, Ontario, Canada

Through running record analysis, explore the unique early literacy needs of English learners and the impact of primary language transference, oral language, and literacy gaps.

Read-Aloud Power: Using Picture Books to Layer Literacy and Life Lessons

JoEllen McCarthy, book ambassador, Queens, NY

Using a framework for reading-writing connections, explore titles and tips to adopt or adapt that can strengthen and support more caring and responsive classroom communities of readers, writers, and thinkers.

When Independent Writing Isn't Independent: Writing Collaboratively with Students

Leah Mermelstein, author & consultant, Hoboken, NJ

Collaborative writing is a missing link to creating independent writers. Learn how to utilize three distinct types of collaborative writing to support all students towards independence.

Collaborative Writing that Transforms English Learners' Self-Perceptions and Empowers Their Voices

Lesley Morgan, Title III EL specialist, Bridgeport, WV

Identify collaborative writing activities that provide opportunities for English learners to find their voice in the classroom while increasing literacy and English language development.

Reading and Writing that Float on a Sea of Talk

Maria Nichols, author & consultant, Ramona, CA

Purposeful talk helps children build bigger ideas as readers, and craft thoughtful texts as writers. Explore strategies for launching and facilitating talk, deepening comprehension, and propelling readers into writing workshop.

Let Me Take A Selfie! Understanding My Role in Equity Literacy

Katrice Quitter, education consultant, Hamilton County ESC, Cincinnati, OH

Educators play an integral role in creating and maintaining equitable and inclusive learning spaces. Reflect about who you are, your perspectives, and how to be a catalyst for change.

Time, Time, Time — The #1 Challenge for Teachers and Administrators

Douglas Reeves, founder, Creative Leadership Solutions, Boston, MA

Dr. Reeves challenges the notion that "We don't have the time!" In fact, he responds, we all have the same amount of time — the question is how we use it. Learn practical time-saving strategies for busy teachers and leaders.

Next Step Forward in Guided Word Study and Phonics

Jan Richardson, author & literacy consultant, Richland Center, WI
Michelle Dufresne, author & literacy consultant, St. Augustine, FL

Increase the power of your guided reading lessons by including short, developmentally appropriate word study activities that are based on student assessments and linked to the guided reading text. *Sponsored by Pioneer Valley Books*

 **Featured Session**
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 **Study Session**

 **Ticketed Session**
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 **Technology Session**

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The Social Media Connection: Collaboration to Support Teaching and Learning ▲

Braedan Schantz, faculty associate, Wright State University, Dayton, Ohio
Susan Vincent, assistant lecturer, Miami University Regionals, Hamilton, OH
Jamie Lipp, instructional specialist, The Ohio State University, Columbus, OH

Energize and elevate your teaching practice by connecting with educators, stakeholders, and literacy experts around the world through social media outlets. Explore digital professional development and professional learning networks.

Examining the Myths that Underlie the Struggle of Learning to Read

Barbara Schubert, literacy coach trainer, San Jose, CA
Joyce Gordon, educational consultant, Long Beach, CA

Gain a deeper understanding of why some children struggle with reading and writing and what can be done to lessen the struggle.

What Should I Teach Them Next?

Michal Taylor, literacy consultant, South Lyon, MI
Michele Dufresne, author & literacy consultant, St. Augustine, FL

Explore using running records to plan and guide your instruction during guided reading lessons to foster flexible problem solvers. Video examples of running records and guided reading lessons are used.

Dyslexia: Critical Perspectives, Policy, Advocacy, Research, and Instruction

Debra Zarling, PK-5 literacy coordinator/Reading Recovery site coordinator, Valley Area Reading Recovery Consortium, Oshkosh Area School District, Oshkosh, WI
Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin-Milwaukee, Waukesha, WI

Explore how to change the narrative by examining what educators need to know and do: critically analyze dyslexia research, identify misleading information, explore reasons children struggle to read, and examine how expert, responsive instruction helps children overcome obstacles. Implications and action steps are offered.

Grades 3-6 Classroom Literacy



I always learn so much, meet so many awesome educators and get the chance to meet many of the literacy leaders that have shaped my understanding of how children learn to read and write. I highly recommend this conference to teachers of any level of experience!

— 3-6 Educator, 2019 Conference Attendee

Teaching Test-Taking as a Genre

Lori Black, 4th-8th literacy coach, Graham Local Schools, Saint Paris, OH

To help students develop test-taking skills, we need to look at testing as a genre—a particular kind of reading and writing. Learn the theories and practical tips to incorporate!

5 Ways to Transform and Strengthen Student-Led Book Club Discussions

Sonja Cherry-Paul, educator & author, Yonkers, NY
Dana Johansen, educator & author, Norwalk, CT

Inquiry-based strategies support blended-learning book clubs where students read about, examine, investigate, and discuss the issues that matter most to them.

The Power of Genre: Connecting Reading and Writing with Balanced Literacy

From Graham Local Schools, Saint Paris, OH
Jennifer Donnersbach, 3rd-grade teacher
Kristin Breslin, 3rd-grade teacher
Sara Wagner, literacy coach

Experience a curriculum that uses genre study and inquiry to show students the fluid connection between what they read and how they write.

Using Mentor Texts to Scaffold Writers

Clare Landrigan, author & educator, Waban, MA

The right book at the right time can make all of the difference in our writing instruction. Learn how mentor texts serve as an additional teacher in the classroom.

Empowering Intermediate Readers Through Shared Reading

From Broward County Public Schools, Ft. Lauderdale, FL
Laura McCarthy, staff developer
Lisa Krucker, staff developer

Discover empowerment of shared reading. Learn routines that create safe spaces for learners to read increasingly challenging text with appropriate support while developing both literacy and social-emotional skills.

Supporting Students When Reading Informational Text

Jolene Reed, assistant professor, Sam Houston State University, Huntsville, TX

Promote ways of helping children bridge reading skills as they focus on the structure and content of nonfiction text.

Talking Essay: Social Arguments to Make a Difference in the World

From South-Western City Schools, Grove City, OH
Andrea Woerlein, literacy coach
Lisa Watson, teacher

Share the implementation process and classroom examples of how to engage students in talking essays and scaffold them to lift their level of thinking.