Transforming Lives Through Literacy



International Literacy Association 2015 Conference & Exhibits

St. Louis, MO | July 18–20, 2015



Mc Graw Hill Education

Empowering Educators with Literacy Solutions for All Learners.

Our differentiated programs for all learning profiles empower and enable you to precisely tailor instruction, to meet diverse literacy needs. Come see how at booth 1012.

Student from Hubbard Mastery School, Columbus, OH

Connect, Collect & Win!

Stop by the McGraw-Hill Education booth to experience our interactive kiosk and explore literacy solutions for your learners. Register for a chance to win Bluetooth® speakers.

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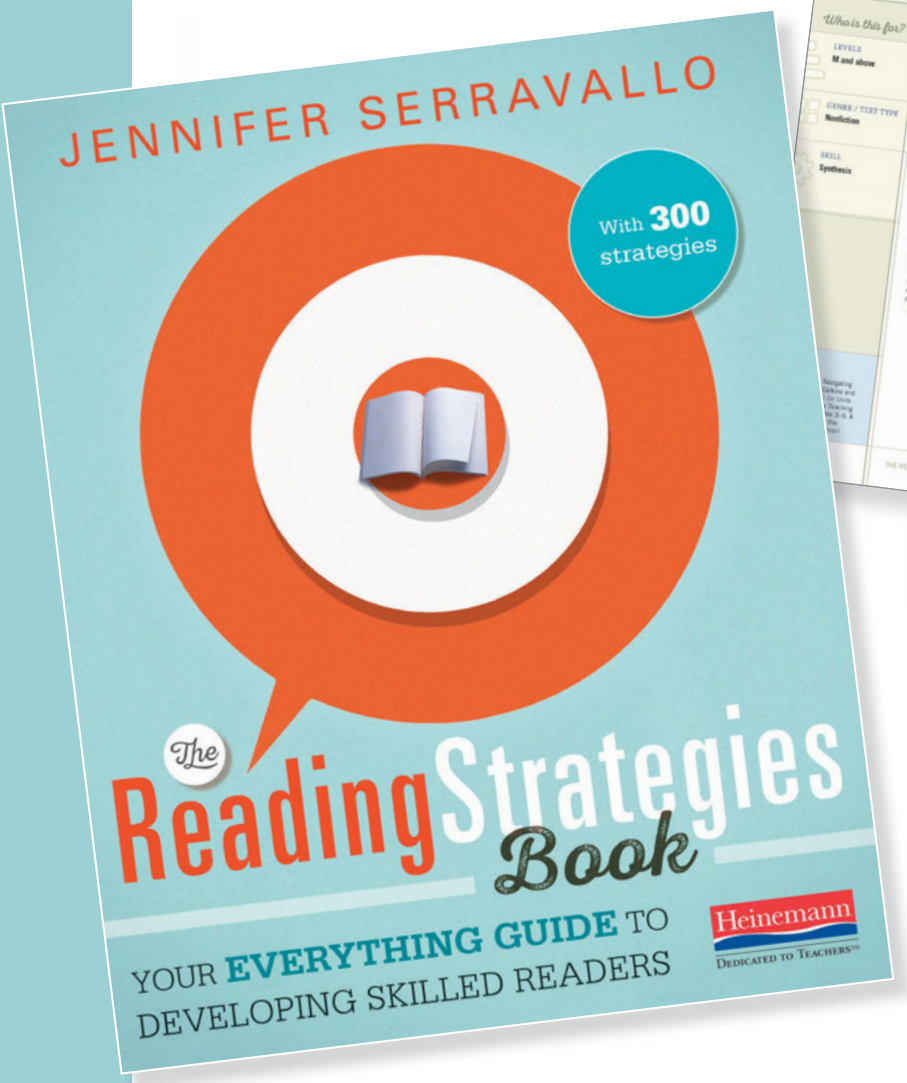
SRA Open Court Reading

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RD15M04379

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TO MEET ANY READER'S NEEDS





"Strategies make the often invisible work of reading actionable and visible."
—Jennifer Serravallo



See it at booth 1633!

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- GUIDED READING
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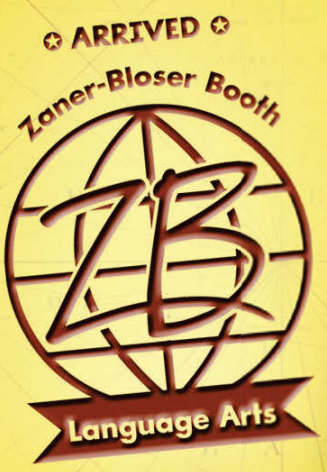
Houghton Mifflin Harcourt

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Dedicated to Teachers

Literacy instruction is a/an journey.

NOUN







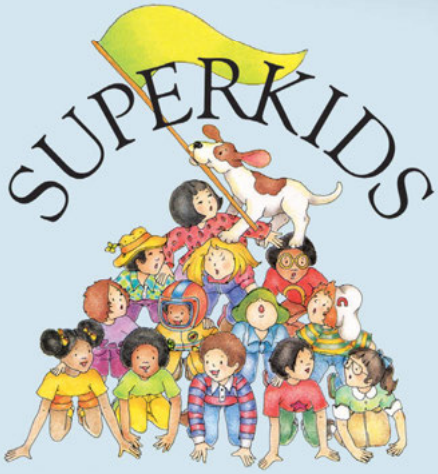
We have your passport.

Get free coffee—on us!

Superkids Reading Program recently joined Zaner-Bloser's exciting portfolio of language arts programs. Pick up your passport in either of our booths and find out how to get your language arts and reading stamps to earn a free coffee gift card.

Quantities are limited. Offer is available Saturday and Sunday only.

Zaner-Bloser booth #1323 • Superkids booth #235



ZB Zaner-Bloser

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INTERNATIONAL LITERACY ASSOCIATION

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For additional information about ILA's Annual Conference, please visit ilaconference.org.

International Literacy Association
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Don't miss our Exhibitor Sessions

Meeting the New Writing Standards:

Preparing Teachers and Students for Success

Dr. Jim Cunningham & Adam Berkin

Date: July 19, 2015
Time: 1:30pm–2:30pm
Location: America's Center St. Louis, Presentation Pavilion #2

The Habits of Close Reading:

Renewing Our Focus on the Essential Skills for Comprehension

Dr. D. Ray Reutzel & Doug Smith

Date: July 20, 2015
Time: 12:00pm–1:00pm
Location: America's Center St. Louis, Presentation Pavilion #2

Precision ZPD:

A Blended Approach to Accelerate Standards Acquisition Using the i-Ready® and Ready® Diagnostic and Instructional Tools

Kim Hill

Date: July 20, 2015
Time: 12:00pm–1:00pm
Location: America's Center St. Louis, Presentation Pavilion #3

Visit us at Booth 708 to enter for a chance to win a Chromebook®



Curriculum Associates

WELCOME FROM THE ILA PRESIDENT

ILA BOARD OF DIRECTORS



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DEAR FRIENDS AND COLLEAGUES,

On behalf of the entire Board of Directors, welcome to St. Louis and to the International Literacy Association 2015 Conference! We're thrilled that you've chosen to attend this extraordinary professional event where (along with more than 6,000 conferees) you'll discover how classroom teachers, researchers, school administrators, authors, and leaders are **Transforming Lives Through Literacy**.

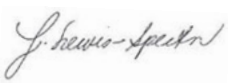
There's a lot to look forward to at ILA 2015!

- There are nearly **500 sessions** from which to choose—including keynotes, featured speakers and authors, preconference institutes, workshops, poster sessions, research presentations, and panels—with a wide range of topics to address each member's diverse interests and desire to learn evidence-based best practices.
- **ILA's international commitment** is more evident than ever, with members from more than 20 countries presenting on global literacy issues and programs.
- Don't miss ILA's **General Sessions** on Saturday and Monday, featuring a light show, DJ, and special entertainment before hearing from basketball legend and author **Shaquille O'Neal** and social activist **Shiza Shahid** (cofounder of the Malala Fund) on Saturday morning, as well as Academy Award-winning actress and author **Octavia Spencer** and school turnaround advocate **Stephen Peters** on Monday morning.

We also have some extraordinary new ILA events this year.

- If you're a first-time attendee, be sure to attend our **First Timer's Gathering** on Saturday morning before the General Session, where you will be able to meet new colleagues, gain insider conference tips, learn about social media at ILA, and meet ILA Leadership, Ambassadors, staff, and more.
- Hear from author/educator panels at **Putting Books to Work**, as they explore how each author's book can be utilized in the classroom.
- **Author Meetup** ticket holders will get to spend a little up close and personal time with authors at roundtables.
- Be sure to visit the **ILA Literacy Exhibit** in the Exhibit Hall to hear about important issues in literacy and how to get involved.
- **Exhibit Hall—Only hours** have been set aside so you won't have to choose between attending sessions and learning about exciting new instructional materials.
- Join us on Saturday night for **ILA's Literacy Night at the Ballpark at Busch Stadium!** ILA, MRA, IRARI, and LEADER have partnered with the St. Louis Cardinals for a special night of baseball to benefit literacy. And don't forget to take advantage of some of the city's other attractions, like the St. Louis Zoo, Six Flags St. Louis, St. Louis Art Museum, and visiting the Budweiser Clydesdales at the Anheuser-Busch Brewery.

Wishing you a personally and professionally rewarding experience,



Jill Lewis-Spector, President
International Literacy Association

WELCOME FROM LOCAL ARRANGEMENTS COMMITTEE

WELCOME FROM LOCAL ARRANGEMENTS COMMITTEE



Betty Porter Wells, Glenda Nugent, and Jody Rozbicki

Dear Conferees,

It is our pleasure to welcome you to the International Literacy Association (ILA) 2015 Conference. We're celebrating the "Transforming Lives through Literacy" theme at the conference with literacy educators from around the world who have come together to explore ideas, best practices, and resources for literacy education and advocacy, and to learn from each other.

ILA 2015 has been carefully planned to bring together an outstanding group of literacy leaders and educators to share a comprehensive program that will truly help you to enhance your teaching practice and literacy knowledge. Get inspired to transform your life and your students' lives as Shiza Shahid, Shaquille O'Neal, Octavia Spencer, and Stephen Peters illuminate their efforts to empower students through literacy. Take advantage of sessions in which leading educators look at the latest literacy topics, join your favorite children's authors as they share their love of books and writing, and become amazed and motivated by the latest instructional materials in the Exhibit Hall.

Take advantage of the many offered sessions and opportunities and you will surely leave St. Louis eager to attend the ILA 2016 Conference in Boston.

After the sessions and time in the Exhibit Hall, please take advantage of some special St. Louis opportunities. Join the Cardinals and the Mets for Literacy Night at the Ballpark at Busch Stadium, visit the Art Museum or Zoo on the site of the 1904 World's Fair, or view it all from the top of the Gateway Arch.

We offer our most sincere appreciation to the members of the Missouri State Council (MSC-IRA) and the St. Louis Suburban Council for their support and to our volunteers who have worked to welcome you to St. Louis and help to make this conference a success. Enjoy the conference and we are so glad that you decided to "Meet Us in St. Louis."

With warmest regards and a hearty welcome,

ILA Conference Local Arrangements Committee
Betty Porter Walls, Glenda Nugent, and Jody Rozbicki

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Mayra Daniel
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Donna Rhinesmith
Deborah Rickards
Jennifer Shettel
Terrell Young



INTERNATIONAL LITERACY ASSOCIATION



USE YOUR VOICE. BE HEARD. #ILA15

Get social with ILA

Social Media Cheat Sheet for #ILA15

Connect with presenters, authors, and attendees using the ILA 2015 social media cheat sheet. Follow your favorites and keep this in your pocket for later!

Pam Allyn	@pamallyn	@pamallyn
Lynn Bigelman	@lbigelman	
Nick Bruel	@nickbruel	
Meg Cabot	@megcabot	@officialmegcabot
Ruth Culham	@WritingThief	
Valerie Ellery	@valerieellery	@valerieellery
Stephanie Harvey	@Stephharvey49	
William Joyce	@moonbotstudios	@moonbotstudios
Penny Kittle	@pennykittle	
Lester Laminack	@lester_laminack	
Steven Layne	@StevenLayne	
Chris Lehman	@iChrisLehman	
Kate Messner	@KateMessner	@KateMessner
Donalyn Miller	@donalynbooks	@donalynm
Lori Oczkus	@LoriOczkus	
Shaquille O'Neal	@SHAQ	@shaq
Stephen G. Peters	@stephengpeters	
Timothy Rasinski	@timrasinski	
Meenoo Rami	@MeenooRami	@MeenooRami
Julie Ramsay	@JulieDRamsay	@juliedramsay
Jennifer Serravallo	@JSerravallo	
Shiza Shahid	@Shiza	@shiza89
Octavia Spencer	@octaviaspencer	@therealoctaviaspencer

@ILAToday /InternationalLiteracyAssociation /ILAToday literacyworldwide.org

ILA 2015 ON THE GO

Maximize your conference experience by using the ILA 2015 App.

- Up-to-the-minute conference updates
- Create and manage your schedule
- Rate sessions onsite
- View the Exhibit Hall floor plan
- Turn-by-turn directions to exhibitor booths
- Socialize on Twitter and Instagram



Download free from App Store, Google Play, or scan this QR code

WHAT YOU NEED TO KNOW



ADMISSION STATEMENT
Admittance to all institutes, sessions, workshops, symposia, committee meetings, and the Exhibit Hall is limited to registered attendees with convention badges. Security staff will look for each attendee's official ILA 2015 Conference registration badge throughout the week.

ASK ME GUIDES
"Ask Me" Guides outfitted in bright yellow shirts/caps are positioned throughout and can help you navigate the convention center to locate a meeting room or whether you are trying to find the nearest restroom.

AUTOGRAPHING SESSIONS
Get autographs from your favorite authors and illustrators. Autographing sessions are held in exhibitor booths and at Anderson's Bookshop (where featured titles are available for purchase). Check for individual listings and detailed information in ILA's *Events, Signings & Savings*.

BAG CHECK
For your safety, wheeled carts, luggage, and baby strollers are not permitted in the Exhibit Hall or in the General Sessions. Check your bags in the Bag Check Area located in Hall 2, South Entrance near UPS and First Aid.

BUSINESS CENTER
Located outside of Registration, Hall 2, the UPS Store is our full-service business center and is equipped to handle all of your copying, faxing, printing, binding, packaging, and shipping needs.

HOURS OF OPERATION

Wednesday July 15	12:00 PM–5:00 PM
Thursday, July 16	12:00 PM–6:00 PM
Friday-Monday, July 17-20	8:00 AM–6:00 PM

CHARGING STATIONS
If your devices are running low on juice, power them up at charging stations in several locations in the Exhibit Hall. And while you're walking the exhibit floor and meeting with our exclusive exhibitors, don't forget to tweet #ILA15!

CLOCK HOURS
If you participate in any ILA-sponsored professional development activity, such as institutes or the Annual Conference, ILA will award you a transcript of completion that includes clock hours. This transcript may be used as part of a professional development sequence approved by local school districts. Your district can provide information about the specific clock-hour requirements in your state.

Please use the form provided in this book on page 15 to record the sessions you attend. There will be a clock hour station set up in the Registration Area, America's Center Convention Complex, Hall 2, starting on Saturday at 12:00 PM for those who would like to record



their sessions before leaving the conference. If you don't have the time on-site, then please go to iraconference.org/clockhours.

EVALUATION FORM—WE WANT TO HEAR FROM YOU!!
At the end of conference, an online survey will be sent to all attendees who provided an e-mail address. **Please provide feedback and make your voice heard!** Your input will help with the planning of future conferences.

EXHIBITS
Many ILA 2015 exhibitors offer professional teaching tools and resources, and you can meet with them without missing a session! Visit during our daily Exhibit Hall Only hours from 10:00 AM–11:00 AM and 2:00 PM–3:00 PM on Saturday and Sunday. And remember to bring ILA's *Events, Signings & Savings* for additional savings and chances for giveaways.

EXHIBIT HALL HOURS

Saturday, July 18	10:00 AM–5:00 PM
Sunday, July 19	10:00 AM–5:00 PM
Monday, July 20	10:00 AM–1:00 PM

PRESENTATION PAVILIONS IN THE EXHIBIT HALL
Learn about products and services offered by our exclusive exhibitors and how they can help you during these one-hour sessions. Check ILA's *Events, Signings & Savings* for specific times and locations. *Note, some exhibitor sessions are scheduled outside of the Exhibit Hall. Check the conference program or app for specific listings.*

FIRST AID AREA
Located in Plaza Lobby between Rooms 113 & 115.

HOURS:

Friday, July 17	7:30 AM–5:15 PM
Saturday, July 18	7:00 AM–6:15 PM
Sunday, July 19	7:30 AM–6:15 PM
Monday, July 20	7:30 AM–2:30 PM

INFORMATION BOOTH
For conference information, go to the ILA Information Booth (located between Hall 2 and Hall 3 near Plaza Lobby).

ILA CENTRAL
Here you'll find the best of ILA merchandise—including books, and membership—all in one stop in the Plaza Lobby. This is the place to use your Bookstore Bucks on ILA's official conference merchandise and new and best-selling titles. Shop the Friday sale and come back often for special promotions. Have membership questions? Here you can join, renew, and gain access to special discount membership offers. ILA Central is in Plaza Lobby.

WHAT YOU NEED TO KNOW

ILA'S POLICIES

Clearing Meeting Rooms

It is ILA policy for security staff to clear every meeting room of all attendees at the end of each session. This is to ensure that every attendee has the opportunity to enter the meeting rooms and take part in the high-quality professional development for which ILA is renowned.

"Saving Seats" in Meeting Rooms

It is ILA's policy to disallow the practice of "saving seats" in meeting rooms for conferees not yet in attendance. This is to ensure that every attendee has the opportunity to take part in ILA's professional development.

ILA SPEAKER READY ROOM

ILA is pleased to provide a Speaker Ready Room in which program presenters can discuss presentation details with copresenters, review presentation materials—including those to be presented in an electronic format—or just take a few minutes to relax before presenting. The Speaker Ready Room is located in Room 280.

ILA SPEAKER READY ROOM HOURS

Thursday, July 16	2:00 PM–6:00 PM
Friday, July 17	7:30 AM–5:00 PM
Saturday, July 18	7:30 AM–5:00 PM
Sunday, July 19	8:00 AM–5:00 PM
Monday, July 20	8:00 AM–1:00 PM

LOST AND FOUND

Lost and Found is located at the ILA Information Booth located in the Plaza Lobby Area.

CONFERENCE APP

Download the free 2015 ILA 2015 app at ilaconference.org/app.

OFFICIAL ILA HOTELS

All hotels in ILA's housing block have been personally inspected and approved by ILA staff and meet ILA's quality, cleanliness, and safety standards. ILA cannot offer such assurances to its members and Conference attendees relative to hotels that are not part of the official block, and no ILA Conference bus shuttle service can be provided to these hotel properties.

If you have questions or need information about your hotel guestroom during your stay in St. Louis, please visit the ILA Housing booth located in the Registration Area, America's Center Convention Complex, Hall 2.

PAID TICKETED SESSIONS

Paid Preconference institutes (on Friday, July 17) and Author Luncheons (on July 18-20) are the only ticketed sessions (as well as the Author Meetup which is SOLD OUT) at ILA 2015. All other sessions are offered at a first-come, first-served basis..

PRESS PASSES

Press passes can be acquired in the ILA Registration area located in Hall 2.

REGISTRATION HOURS (ATTENDEE)

Thursday, July 16	2:00 PM–6:00 PM
Friday, July 17	7:30 AM–6:00 PM
Saturday, July 18	7:00 AM–5:00 PM
Sunday, July 19	7:30 AM–5:00 PM
Monday, July 20	8:00 AM–1:00 PM

REGISTRATION HOURS (EXHIBITOR)

Thursday, July 16	12:00 PM–6:00 PM
Friday, July 17	7:30 AM–6:00 PM
Saturday, July 18	7:00 AM–5:00 PM
Sunday, July 19	7:30 AM–5:00 PM
Monday, July 20	8:00 AM–1:00 PM

On-site registration takes place in the Hall 2 of the convention center.

ROOM CHANGES

For the most up-to-date information about room changes, availability, and cancellations, check out information on the ILA 2015 App (ilaconference.org/app) and @ILAToday on Twitter.

SOCIAL MEDIA

Follow @ILAToday on Twitter and add to the conversation using our official hashtag, #ILA15. Remember to hashtag your conference photos and share them on Instagram!

WI-FI

Free Wi-Fi will be available in meeting rooms, common areas, and Exhibit Hall lounges. Presenters who are planning to stream video or require internet connection for presentations, please touch base about this with the staff in the Speaker Ready Room, located in Room 280.

For additional information about ILA's Annual Conference, please visit ilaconference.org.

CLOCK HOUR TRACKING FORM

If you participate in any ILA-sponsored professional development activity during the conference, ILA will award you a transcript of completion that includes clock hours. The form below is provided for you to track sessions attended. Look for the clock-hour icon marked throughout the program to help guide you. Simply go to iraconference.org/clockhours to record and print your transcript.

COURSE ID #	COURSE TITLE	START TIME	END TIME	NOTES

Name: Email: @

Address:

FEATURED SPEAKERS

GENERAL SESSION SPEAKERS


Shiza Shahid


Shaquille O'Neal


Stephen Peters


Octavia Spencer

Saturday, July 18, 8:30 AM

Shiza Shahid

Shaquille O'Neal
(Bloomsbury Children's Books)

Monday, July 20, 8:30 AM

Stephen Peters

Octavia Spencer
(Simon & Schuster)

TEACHING EDGE SPEAKERS


Nell Duke


Lynn Bigelman


Ruth Culham


Lester Laminack


Kate Messner


Lori Oczkus


Timothy Rasinski


Donalyn Miller


Penny Kittle

Nell Duke & Lynn Bigelman
Saturday, July 18, 11:00 AM–12:00 PM

Ruth Culham, Lester Laminack & Kate Messner
Saturday, July 18, 1:00 PM–2:00 PM

Lori Oczkus & Timothy Rasinski
Sunday, July 19, 9:00 AM–10:00 AM

Donalyn Miller & Penny Kittle
Sunday, July 19, 11:00 AM–12:00 PM

LUNCHEON SPEAKERS


William Joyce


Meg Cabot


Nick Bruel

William Joyce (Simon & Schuster) – Primary
Saturday, July 18, 12:00 PM–1:30 PM

Meg Cabot (Macmillan) – Young Adult
Sunday, July 19, 12:00 PM–1:30 PM

Nick Bruel (Macmillan) – Book and Author
Monday, July 20, 12:00 PM–1:30 PM

FEATURED SPEAKERS


Meenoo Rami


Stephanie Harvey


Steven Layne


Pam Allyn


Julie Ramsay


Christopher Lehman


Jennifer Serravallo

Meenoo Rami
Saturday, July 18, 11:00 AM–12:00 PM

Stephanie Harvey
Saturday, July 18, 3:00 PM–4:00 PM

Steven Layne
Saturday, July 18, 3:00 PM–4:00 PM

Pam Allyn
Sunday, July 19, 9:00 AM–10:00 AM

Julie Ramsay
Sunday, July 19, 9:00 AM–10:00 AM

Christopher Lehman
Sunday, July 19, 1:00 PM–2:00 PM

Jennifer Serravallo
Sunday, July 19, 4:45 PM–5:45 PM

ILA FEATURED AUTHORS


Maureen McLaughlin


Timothy Rasinski


Lori Oczkus


Valerie Ellery

Maureen McLaughlin & Timothy Rasinski
Saturday, July 18, 1:00 PM–2:00 PM

Timothy Rasinski, Lori Oczkus, & Valerie Ellery
Sunday, July 19, 1:00 PM–2:00 PM

NEW PUTTING BOOKS TO WORK AUTHOR PANELS

EARLY CHILDHOOD/PRIMARY
Saturday, July 18, 1:00 PM

Deborah Wooten – moderator

Laurence Pringle (Boyds Mills Press)

Salina Yoon (Bloomsbury Children's Books)

MIDDLE GRADES
Sunday, July 19, 9:00 AM

Sandra Athans – moderator

Megan Frazer Blakemore (Bloomsbury Children's Books)

Sharon Draper (Simon & Schuster)

YOUNG ADULT
Monday, July 20, 11:00 AM

Mary Cotillo & Erin O'Leary – moderators

Ellen Hopkins (Simon & Schuster)

Una LaMarche (Penguin Young Readers)

NEW AUTHOR MEET UP Saturday, July 18, 3:00 PM *SOLD OUT*

K-6

T. A. Barron (Penguin Young Readers)

Kathleen Krull (Bloomsbury Children's Books)

Alex London (Penguin Young Readers)

Jewell Parker Rhodes (Little Brown Books for Young Readers)

Christian Robinson (Chronicle Books)

Mark Teague (Scholastic)

Sheila Turnage (Penguin Young Readers)

YA

Candace Fleming (Random House)

Jenny Han (Simon & Schuster)

Una LaMarche (Penguin Young Readers)

Jason Reynolds (Simon & Schuster)

Andrew Smith (Penguin Young Readers)

Ruta Sepetys (Penguin Young Readers)

Cindy L. Rodriguez (Bloomsbury Children's Books)



BECOME AN ILA MEMBER.

Literacy is essential.

It creates more dynamic societies, prosperous economies, and meaningful lives.

In short, literacy gives the whole world the best chance for a successful future.

ILA is dedicated to ending illiteracy for the nearly 800 million people in the world who can't read or write and is committed to providing educators like you with the best resources and support you need for students' success.

Our resources are designed to give you practical ideas (rooted in research) that are easy to implement in your classroom, from evidence-based teaching tips by top experts to ready-to-go, standards-based units.

When you join ILA as a Member, the benefits are twofold: We'll help you become a more impactful educator and make a difference in the lives of others, and you'll help us end illiteracy.

And for just a few cents per day, we think that's a pretty good deal.

More Ways to Join Our Mission

There are a lot of great ways to enhance your Membership and get involved with ILA's mission of literacy for everyone, everywhere!

Here's how:

- Chime in to the literacy conversation on ILA's social media channels
- Keep up with the latest literacy news on ILA's blog, *Literacy Daily*
- Join one of ILA's councils, affiliates, or Special Interest Groups
- Donate to our cause and become part of our movement

Visit us at ILA Central in Plaza Lobby to join or renew your Membership.

literacyworldwide.org/membership

MEETING FORMATS

Cosponsored meeting: Usually, a one-hour session organized by another professional association.

Council Events: Events coordinated for council leaders and members, with the opportunity to learn, connect, and share information on important organizational topics. Certain council events are eligible for ILA Clock Hours

Exhibitor Sessions: Commercial in nature, these sessions are presented by companies exhibiting at the conference. Exhibitor sessions showcase and demonstrate many products and services offered by exhibiting companies.

Preconference Institutes: All-day meetings that allows a group of presenters to teach a common theme or issue in-depth. Preconference institutes are eligible for ILA Clock Hours.

Author Meet Up: The Author Meetup is a brand new, interactive program at ILA 2015. During this fast-paced, high-energy session, you'll spend 10 minutes with each author.

Panel: One-hour session at which several speakers deliver short addresses on a common topic and then interact with each other and the audience. Panels are eligible for ILA Clock Hours.

Putting Books to Work Author Panels: Two authors are paired with one or two educators to explore the authors' books in a small discussion format. Collective discussion between presenters and participants is highly encouraged.

Poster Session: One-hour forum. These type of sessions are a great opportunity to talk one-on-one with presenters. Each session includes up to 14 poster presentations grouped by similar categories. Attendees will move between posters and talk with presenters about their work. Poster sessions are eligible for ILA Clock Hours.

Research Session: One-hour or two-hour sessions designed to inform attendees about current research related to topics and policy. Research sessions are eligible for ILA Clock Hours.

Research Into Practice Session: One- or two-hour sessions on literacy instruction research. These sessions are intended to show how to implement research into everyday practice to make a difference in literacy instruction. Research Into Practice sessions are eligible for ILA Clock Hours.

Research Poster Session: One-hour forum for the presentation of research. These sessions are a great opportunity to talk one-on-one with researchers conducting literacy research studies. Attendees will move between and among posters and talk with presenters about their work. Research poster sessions are eligible for ILA Clock Hours.

Session: One-hour session designed to enable attendees to hear one or two short presentations on a common topic. Reviewed sessions are eligible for ILA Clock Hours.

Special Interest Group Session: This is a group presentation (one- or two-hour time period) organized by each of ILA's SIGS that provides a forum for sharing information about specific areas of interest among professionals.

Workshop: This is a two-hour interactive presentation designed to give attendees the opportunity to actively participate in a learning experience on a common topic. For workshops, seating is limited to 75 people. Workshops are eligible for ILA Clock Hours.





ILA SPECIAL INTEREST GROUPS

Balanced Reading Instruction
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Bibliotherapy and Reading
See page 85

Canadian Group on Literacy
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Children's Literature and Reading
See page 164

College Literacy and Learning
See page 114

Concern for Affect in Reading Education (CARE)
See page 175

Deaf and Hard of Hearing Readers
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Disabled Reader
See page 86

District Literacy Leadership (DILL)
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History of Reading
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Indigenous Peoples
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IRA/Rotary International Partnerships
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Language Experience: Literacy Across the Disciplines
See page 86

Leadership Educ. & Dev. For Educators in Reading (LEADER)
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Literacy and Social Responsibility
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Literacy Development in Young Children
See page 197

Mastery Learning
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Middle School Reading
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Network of Adolescent Literature (SIGNAL)
See page 197

Organization of Teacher Educators in Reading
See page 165

Phonics and Phonics Support
See page 196

Professors of Reading Teaching Educators
See page 138

Readability
See page 136

Reading Excellence Through the Arts
See page 125

Reading for Gifted and Creative Students
See page 137

Secondary Reading
See page 86

Specialized Literacy Professionals
See page 138

Storytellers
See page 126

Teaching as a Researching Profession
See page 153

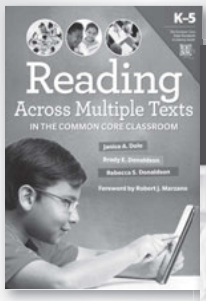
Technology in Literacy Education
See page 87

GREAT NEW BOOKS FROM

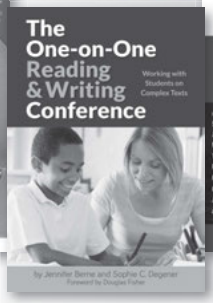
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—BOOKS BY ILA 2015 PRESENTERS—

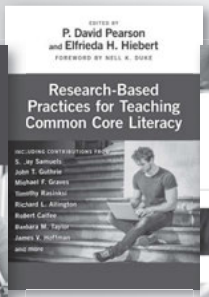
Janice A. Dole



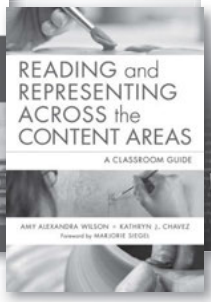
Jennifer Berne
Sophie C. Degener



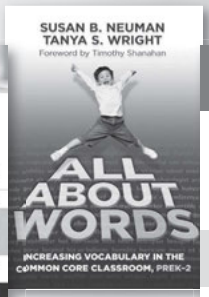
P. David Pearson



Amy Alexandra Wilson
Kathryn J. Chavez



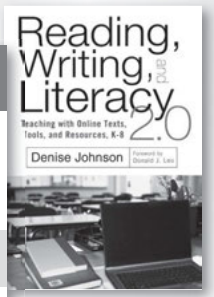
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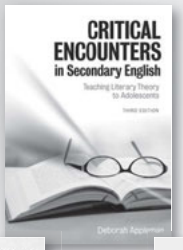


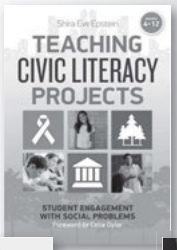
Denise Johnson

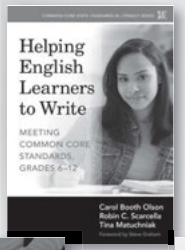


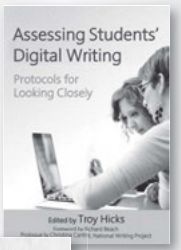
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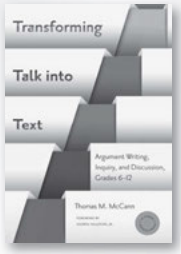
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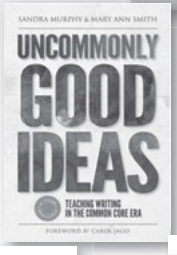


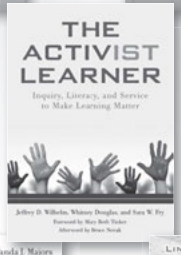


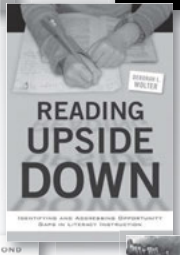


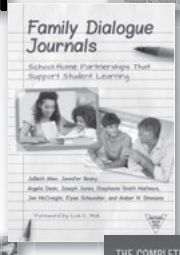


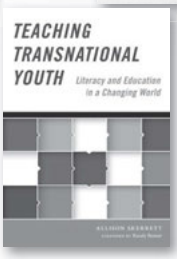


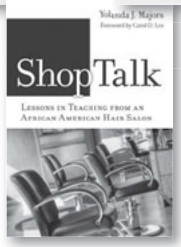


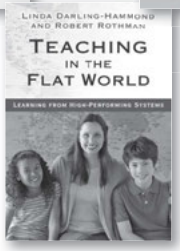


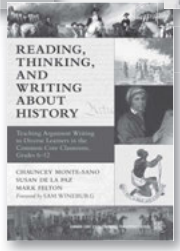


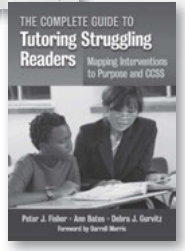












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ILA AWARDS CEREMONY & RECEPTION HOSTED BY STEVEN L. LAYNE SUNDAY, JULY 19TH, 3PM-5PM, ROOM 276

ILA Advocacy Awards

Live Presentation at Ceremony

ILA Albert J. Harris Research Award

Jennifer K. Gilbert, Donald L. Compton, Douglas Fuchs, Lynn S. Fuchs, Bobette Bouton, Laura A. Barquero, and Eunsoo Cho Efficacy of a First-Grade Responsiveness-to-Intervention Prevention Model for Struggling Readers published in *Reading Research Quarterly*, April/May/June 2013

ILA Arbuthnot Award

Live Presentation at Ceremony

ILA Award for Technology and Reading

Live Presentation at Ceremony

ILA Children's and Young Adults' Book Award Committee

1. **PRIMARY FICTION:** ***Maddi's Fridge*** by Lois Brandt, illustrated by Vin Vogel (Flashlight Press, 2014)
2. **PRIMARY NONFICTION:** ***Polar Bears and Penguins: A Compare and Contrast Book*** by Katherine Hall, (Abordale Publishing, 2014)
3. **INTERMEDIATE FICTION:** ***The Night Gardener*** by Jonathan Auxier (Amulet Books, 2014)
4. **INTERMEDIATE NONFICTION:** ***The Industrial Revolution for Kids: The People and Technology That Changed the World*** by Cheryl Mullenbach, (Chicago Review Press, Inc., 2014)
5. **YOUNG ADULT FICTION:** ***Beauty of the Broken*** by Tawni Waters (Simon Pulse, 2014)
6. **YOUNG ADULT NONFICTION:** No award is recommended in this category this year.

ILA Dina Feitelson Award

Lori E. Skibbe, Samantha W. Bindman, Annemarie H. Hindman, Dorit Aram, and Frederick J. Morrison Longitudinal Relations Between Parental Writing Support and Preschoolers' Language and Literacy Skills published in *Reading Research Quarterly*, October/November/December 2013

ILA Elva Knight Research Grant

1. **Pradyumn Srivastava**, University of Arkansas, *Hypertext Reading Comprehension in Adolescents With and Without Language Learning Disability*
2. **Lynn Shanahan**, Buffalo, SUNY and **Mary McVee**, University at Buffalo, SUNY, *Disciplinary Literacies: Ways of Talking, Reading, Writing, Thinking and Acting like an Engineer*

ILA Exemplary Reading Program Awards

Live Presentation at Ceremony



ILA Helen M. Robinson Research Grant

Lina Trigos-Carrillo, University of Missouri-Columbia. *Academic Literacies of LA College Students*.

ILA Jeanne S. Chall Research Fellowship

Jolie Heath, Graduate Center, CUNY. *Teaching Third Graders to Read Multi-Syllable Words: Effects of Practice*.

ILA Jerry Johns Outstanding Teacher Educator in Reading

Live Presentation at Ceremony

ILA Legends in Literacy Awards, Sponsored by myON

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ILA Maryann Manning Outstanding Volunteer Service Award

Betty H. Yarborough, VA (Posthumously)
Betty Dean Newman, Athens, AL
Carol S. Owles, Carlock, IL

ILA Nila Banton Smith

Deborah Neal Holliman, USAF, Colorado
Angela Madsen, Omaha, NE

ILA Outstanding Dissertation Award

Live Presentation at Ceremony

ILA Regie Routman Teacher Recognition Grant

Tammeka Foreman, Irving, TX

ILA Short Story Award

Stephanie A. Logue, *Sergeant Reckless of the Recoilless Rifles* published in *Cricket* magazine, July/August 2014.

ILA Special Service Award

Live Presentation at Ceremony

ILA Steven A. Stahl Research Grant

Katherine Wright, Texas A&M University. *Writing to Learn in Science Class*

ILA Teacher as Researcher Grant

Deborah Rude, Bethany Silva, and Linda Iannetta, Bernard F. Norton Elementary School, Cumberland, Rhode Island for *Research to Practice: Implementing Evidence-Based Close Reading and Writing Strategies*.

ILA William S. Gray Citation of Merit

Live Presentation at Ceremony

RESEARCH SESSIONS

FRIDAY, JULY 17

PRECONFERENCE INSTITUTE

Institute 02: Newest Research on Classroom Literacy Practices

Main Presenter
Susan Neuman

PRECONFERENCE INSTITUTE

Institute 14: ILA 2015 Research Institute

Main Presenters
Maureen McLaughlin & Kathy Headley

SATURDAY, JULY 18

FEATURED RESEARCH SESSION

Meet the Bloggers: A Conversation with Contributors to the ILA Literacy Research Panel Blog

The Literacy Research Panel edits a section of ILA's blog, *Literacy Daily*. Three contributors with widely read posts in 2014 will present and elaborate on key ideas in their posts and then take questions and comments from the audience. First, Marcia Invernizzi will discuss "Should We Be Teaching 100 Sight Words to Kindergartners?" Next, Timothy Shanahan will discuss "Research-Based Resources on Teaching Writing." Finally, Ana M. Taboada Barber will discuss "Enhancing Vocabulary and Comprehension for English Language Learners." The session will conclude with an opportunity for audience members to suggest topics and pose questions for future blog posts.

RESEARCH INTO PRACTICE

University-School Partnerships in Writing: The Louisiana State University Writing Project at Work

The Louisiana State University's Writing Project initiated, fostered, and cultivated an intensive writing professional development with a local urban elementary faculty. Data revealed teachers lacked the knowledge and skill to teach writing effectively, and many teachers did not teach writing beyond the narrow focus of test prompts. Using a modified questionnaire as a starting point to plan and deliver targeted writing PD, results indicate an increase in student writing through developing teacher capacity for writing instruction within a diverse and shifting student and community population. Results, a theory of action and planning, a timeline, and resources will be shared.

Presenter
Margaret-Mary Sulentic Dowell, Louisiana State University

RESEARCH SESSION

Becoming a Teacher Researcher: Exploring ILA's Teacher as Researcher Grant

Attendees will receive helpful information on ILA's Teacher as Researcher grant, including what it means to be a teacher researcher and how to conduct action research.

Chair:
Laura Pardo, Hope College

Presenter(s)
Elizabeth Edmondson, Gilmour Academy and Kent State University
Jodene Morrell, Teachers College, Columbia University
Sandra K. Athans, LeMoyne College & Chittenango Central School District
Dani Kachorsky, Arizona State University
Denise Ashe Devine, Chittenango Central School District

RESEARCH SESSION

Our Research, Our Words: When K–8 Literacy Teacher Researchers Move From Audience to Presenters

This session details research from a project that supports 14 teachers (from two states and three New York City boroughs) in collaborative action research. The discussion will include a deeper dive into their findings and the ways in which audience members can bring action research to their classrooms and schools.

Presenters
Jodene Morrell, Teachers College, Columbia University
Danielle Messerschmitt, New York City Department of Education

SUNDAY, JULY 19

RESEARCH ADDRESS



Peter Freebody

Join us for the annual Research Address with **Peter Freebody**, honorary professor, University of Wollongong, Australia. Freebody will deliver his address, **Researching, Teaching, and Literacy: Three Upshots of the Current Moment**.

Presenter
Peter Freebody, Honorary Professorial Fellow, University of Wollongong

FEATURED RESEARCH SESSION

The ILA Literacy Research Panel Presents: Guiding Technology Integration Policy: How Do We Do That and Why Does It Matter for Schools and Communities?

Technology tools and media can extend learning in powerful ways if they are effectively integrated into the curriculum. This panel explores how policy at the national, state, and local levels can advance technology integration.

FEATURED RESEARCH SESSION

The ILA Literacy Research Panel Presents: Priorities for Literacy Policy and Practice

Members of the Literacy Research Panel will address national and international priorities for literacy policy and practice.

RESEARCH POSTER SESSIONS

Come to the Research Poster sessions (located in the Second Floor Atrium) to see the details of research projects and meet the researchers in person. For more information about speakers, times, and days, visit ilaconference.org/iplanner.

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Thinking Differently About Differences in Learning

Literacy Research Panel: New Bridges Units and Policy Research

ILA Outstanding Dissertations Poster Session



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Mary Lou Benesch
Michelle Cardaronella
Thomas Leis
Maura Rose McMahon
Suzanne M. Nakashirma
Margaret Wanjiku Muthiga
Karyn Gloden
Ailish Johnson
Justin Stygles
Kenneth Kunz

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The International Literacy Association wishes to thank and acknowledge the following individuals who served as reviewers for this ILA 2015 Program. It is due to their expertise, dedication and hard work that ILA is able to continually provide attendees with the highest-quality professional development available to literacy educators.

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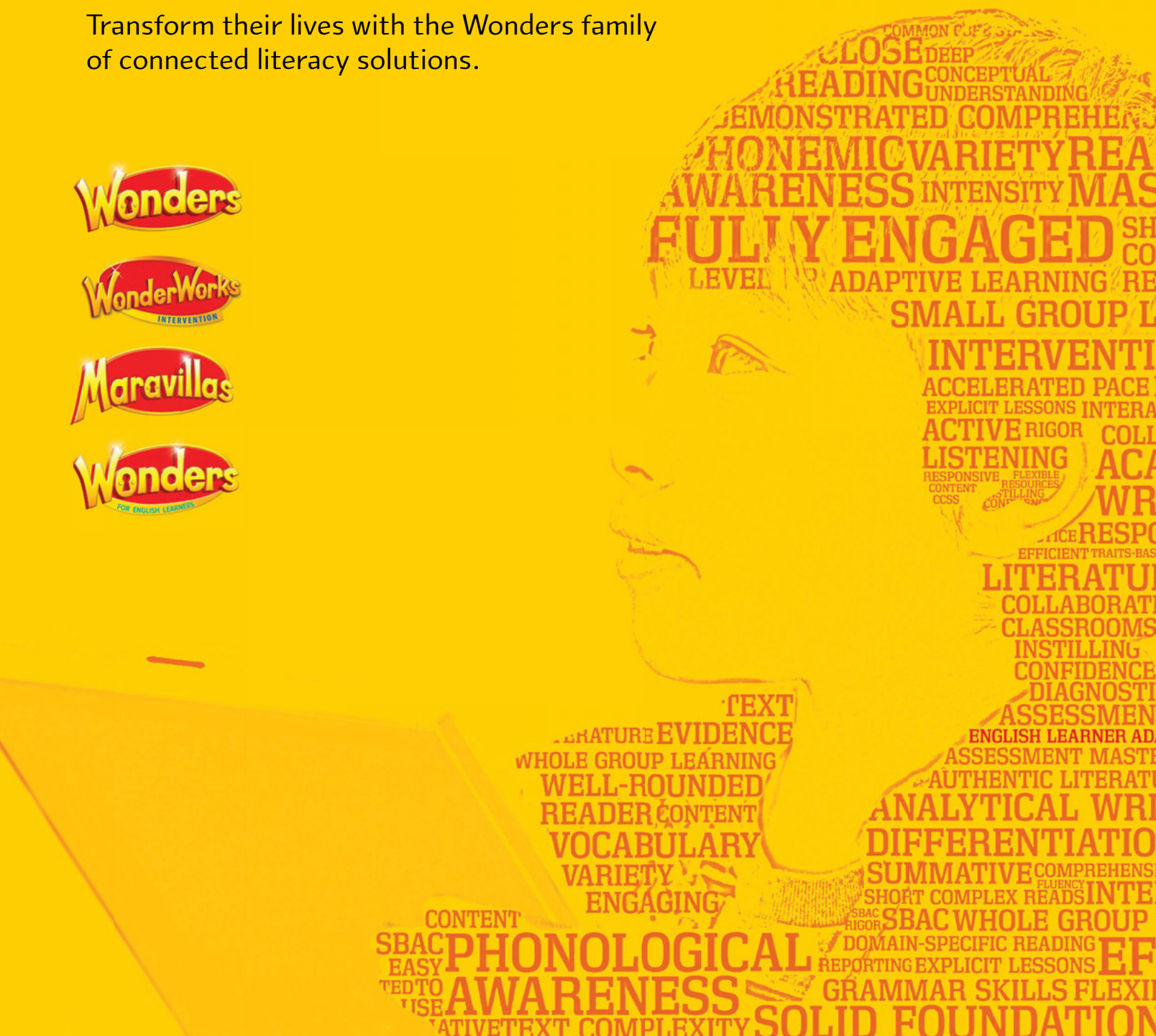
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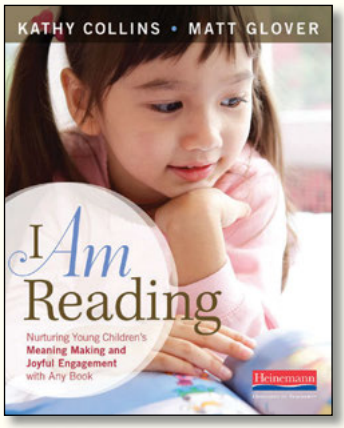
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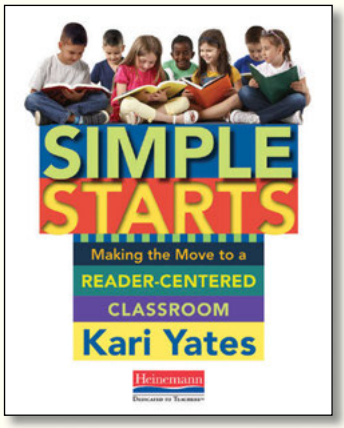
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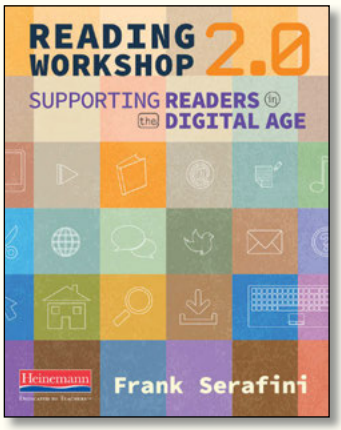
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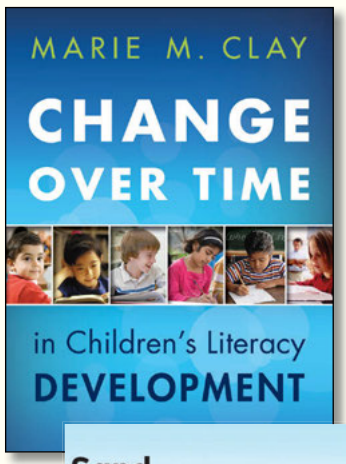
Frank Serafini

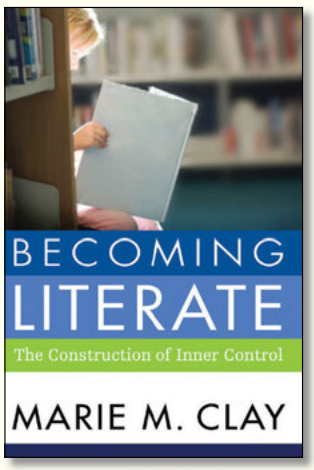
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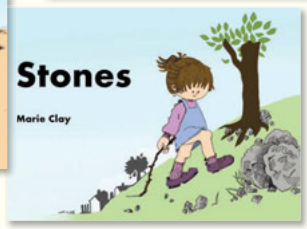
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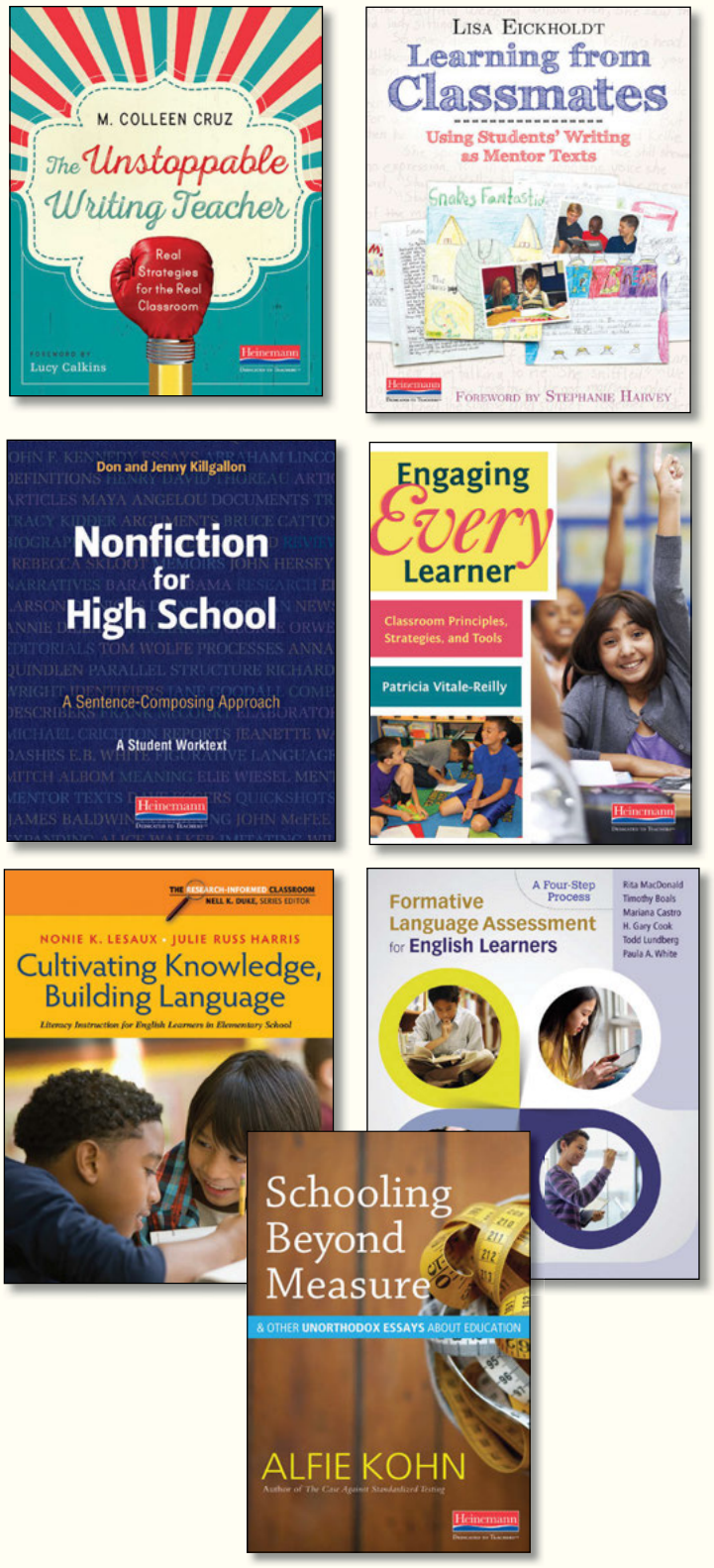
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Nonie Lesaux and **Julie Russ Harris**
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INSTITUTE 01 — Session # 0997
Transforming Literacy Instruction Through Online Inquiry

9:00 AM–5:00 PM
America's Center St. Louis-263-264

Category: Innovating With Technology
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 8

This institute demonstrates research-based techniques and strategies for integrating literacy and technology in K–12, while showcasing instructional practices and Web 2.0 technologies that promote inquiry-based reading and writing, analytical thinking, personal reflection, collaboration, and creative response. Each session is designed to provide theoretical foundations, demonstrations of strategies, opportunities for hands-on practice, connections to authentic learning activities, Internet resources and tools, and tips for successful lessons. Each session presenter is an active teacher and/or researcher invited to participate based upon his or her expertise with new technologies.

Presenter(s)
Johnson, Denise, College of William & Mary, Williamsburg, VA
Beltchenko, Laura, National Louis University, Chicago, IL
Boucher, Alyssa, CAST, Inc., Wakefield, MA
Boyle, Jennifer, Benchmark Education Company, Pelham, NY
Coiro, Julie, University of Rhode Island, Kingston, RI
Coyne, Peggy, CAST, Inc., Wakefield, MA
Dalton, Bridget, University of Colorado, Boulder, Boulder, CO
Davis, Mark, University of Rhode Island, Kingston, RI
Dobler, Elizabeth, Emporia State University, Topeka, KS
Harrison, Colin, University of Nottingham, Nottingham, United Kingdom
Morton, Michelle, Red Clay School District, Wilmington, DE
Stubbs, Ruth, The Kinkaid School, Houston, TX
Wise, Julie B., University of Delaware, Newark, DE
Womack, Lisa, Bay District Schools, Panama City, FL

INSTITUTE 02 — Session # 0165
Newest Research on Classroom Literacy Practices

9:00 AM–5:00 PM
America's Center St. Louis-120-121 & 126-127

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 8

This institute will focus on instruction in reading and writing that engages students in rigorous and authentic literacy learning. Sessions will highlight research-based practices that support and nurture literacy development. Each of the presenters will emphasize critical strategies to improve students' motivation to learn and reading and writing proficiency for students 4–18 (grades K–12). General Sessions include: Maureen McLaughlin, Doug Fisher, Tim Rasinski. Three breakout sessions: 1) Lea McGee & Jan Dole; 2) Pat Edwards, Janet Almasi, & Ray Reutzel; 3) Kay Stahl, Misty Sailors, & Mariam Dreher. Panel Discussion: Susan Neuman, Sarah Beck, & Ross Collin.

Presenter(s)
Neuman, Susan B., New York University, New York, NY
Almasi, Janice F., University of Kentucky, Lexington, KY
Beck, Sarah, New York University, New York, NY
Collin, Ross, Virginia Commonwealth University, Richmond, VA
Dole, Janice, University of Utah, Salt Lake City, UT
Dreher, Mariam Jean, University of Maryland, College Park, College Park, MD
Edwards, Patricia, Michigan State University, East Lansing, MI
Fisher, Douglas, San Diego State University, San Diego, CA
McGee, Lea, Ohio State University, Columbus, OH
McLaughlin, Maureen, East Stroudsburg University of PA, East Stroudsburg, PA
Rasinski, Timothy, Kent State University, Kent, OH
Reutzel, D. Ray, Utah State University, Logan, UT
Sailors, Misty, The University of Texas at San Antonio, San Antonio, TX
Stahl, Katherine, New York University, New York, NY

INSTITUTE 03 *Session # 0661*

Transforming Access to Literacy: Empowering English Learners in K-12 Classrooms

9:00 AM–5:00 PM
America's Center St. Louis-228-229

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 8

This institute addresses quality literacy development for EL. Today, every teacher, regardless of whether or not s/he teaches mathematics, science, web design, or physical education, is a language teacher and literacy professional. Plenary sessions by Yetta Goodman, Shihui Fang, David Schwarzer, and Mayra Daniel will situate participants in the real world of life as an EL. Topics addressed by plenary speakers will continue and be expanded in breakout sessions and conversations throughout the day.

Presenter(s)
Daniel, Mayra, Northern Illinois University, De Kalb, IL
Boyd-Batstone, Paul, California State University at Long Beach, Long Beach, CA
Carger, Chris Liska, Northern Illinois University, DeKalb, IL
Cate, Janice, Canton MS School District, Canton, MS
Crane, Kathrine, Salem Public Schools, Salem, MA
Ehlers Zavala, Fabiola, Colorado State University, Fort Collins, CO
Fang, Zhihui, University of Florida, Gainesville, FL
Flippo, Rona F., University of Massachusetts Boston, Boston, MA
Goodman, Yetta, University of Arizona, Tucson, AZ
Gupta, Abha, Old Dominion University, Norfolk, VA
Lee, Guang-Lea, Old Dominion University, Norfolk, VA
Mokhtari, Kouider, University of Texas at Tyler, Tyler, TX
Owles, Carol, Illinois State University, Normal, IL
Price, Debbie, Chesapeake Public Schools, Chesapeake, VA
Sargent, Stephan, Northeastern State University, Broken Arrow, OK
Schwarzer, David, Montclair State University, Montclair, NJ

INSTITUTE 04 *Session # 0986*

Vocabulary Collaborations: Pathways to Vocabulary Learning for All Students, Grades 2-12

9:00 AM–5:00 PM
America's Center St. Louis-100-102

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 8

This institute, focused on students 7–18 (grades 2–12), is comprised of five keynotes (some collaborative) and two breakout series. Topics address vocabulary and disciplinary literacy, academic vocabulary, word solving, meeting the needs of urban children and EL, digital possibilities, collaboration, writing connections, and more, including making word learning fun and engaging. Join us: We aim to inform and engage.

Presenter(s)
Ganske, Kathy, Vanderbilt University, Nashville, TN
August, Diane, American Institutes for Research, Washington, DC
Fisher, Douglas, San Diego State University, San Diego, CA
Frey, Nancy, San Diego State University, San Diego, CA
Graves, Michael, University of Minnesota, Emeritus, Minneapolis, MN
Grisham, Dana L., National University, San Diego, CA
Hernandez, Anita C., New Mexico State University, Las Cruces, NM
Holbrook, Sara, Mentor, OH
Lang, Laura, University of Wisconsin-Madison, Madison, WI
Montelongo, Jose, New Mexico State University, Las Cruces, NM
Ogle, Donna, National-Louis University, Chicago, IL
Salinger, Michael, Heinemann / Boyds Mills / Corwin, Mentor, OH
Shanahan, Timothy, University of Illinois, Chicago, IL
Shanahan, Cynthia, University of Illinois, Chicago, IL
Terban, Marvin, Columbia Preparatory School, New York, NY
Wolsey, DeVere, Walden University, Minneapolis, MN

INSTITUTE 05

Session # 0355

Best Practices for Children in All Areas of Early Literacy Instruction

9:00 AM–5:00 PM

America's Center St. Louis-220-222

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 8

This institute features research-based strategies grounded in the Common Core State Standards that support appropriate early literacy development. Sessions discuss foundational skills, oral language development, comprehension, fluency, writing, and the role of family in early literacy. Strategies include project-based instruction, new literacies, and supporting English learners. Presenters address academic, social, emotional, and physical needs of young children. Using new literacies as instructional tools will be blended into sessions. All presentations will recognize diversity, strategies for differentiating instruction, and offer ways to make reading, writing, and language joyful.

Presenter(s)

Morrow, Lesley, Rutgers, The State University of New Jersey, Scotch Plains, NJ
Barone, Diane, University of Nevada, Reno, Reno, NV
Cassano, Christina, Salem State University, Salem, MA
Clark, Sarah, Utah State University, Logan, UT
Collins, Molly, Vanderbilt University, Nashville, TN
Dougherty, Susan, Rutgers University, New Brunswick, NJ
Duke, Nell K., University of Michigan, Ann Arbor, MI
Enz, Billie, Arizona State University, Tempe, AZ
Grant, Maria, California State University, Fullerton, Fullerton, CA
Greeter, Erin, The University of Texas, Austin, TX
Hoffman, Jessica, Miami University of Ohio, Oxford, OH
Kuhn, Melanie, Purdue University, West Lafayette, IN
Lapp, Diane, San Diego State University, San Diego, CA
Ly, Chu, Boston University, Boston, MA
Mosley Westzel, Melissa, The University of Texas, Austin, TX
Moss, Barbara, San Diego State University, San Diego, CA
O'Brien, Lisa, Boston University, Boston, MA
Pollard-Durodola, Sharolyn, Morgridge College of Education, Denver, CO
Price-Dennis, Detra, Teachers College, Columbia University, New York, NY
Rasinski, Timothy, Kent State University, Kent, OH
Reutzel, D. Ray, Utah State University, Logan, UT
Roser, Nancy, The University of Texas at Austin, Austin, TX
Schickedanz, Judith, Boston University, Boston, MA
Teale, William, University of Illinois at Chicago, Chicago, IL

INSTITUTE 06

Session # 0691

Reading Simplified: Up Close & Personal Engagement With Efficient Strategies for Beginning Readers

9:00 AM–5:00 PM

America's Center St. Louis-132

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 8

Do you have students learning to read? Do you work with teachers who feel overwhelmed teaching CCSS foundational skills in the most efficient way? This is an institute for you! Several videos, hands-on demonstrations, and practice with specific feedback are used to teach all how to integrate the alphabetic principle, phonics knowledge, and key phonemic awareness skills using a streamlined, multisensory approach. A few activities are used to teach the application of word reading skills in the context of real words with vocabulary support. If you need to learn how to maximize your time teaching reading, join us! You will know how to implement strategies during your next teaching opportunity.

Presenter(s)

Cavanaugh, Christie L., Independent Consultant, Durham, NC
Ginsberg, Marnie, Reading Simplified, Verona, WI
Mancus, Dianne, Kearney Public Schools, Kearney, NE
Renner, Carol, Kearney Public Schools, Kearney, NE

INSTITUTE 07

Session # 0509

Accelerating and Extending Literacy for Diverse Learners: Using Culturally Responsive Teaching

9:00 AM–5:00 PM
America's Center St. Louis-226

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 8

This institute will address the issue of culturally and linguistically diverse students who are struggling readers, seldom identified for gifted programs. DISCOVER, a performance assessment based on Howard Gardner's Multiple Intelligences, will be introduced as a way to identify the strengths of CLD students, followed by discussion on how to create a culturally responsive learning environment. We'll demonstrate how to use technology to engage CLD students in connecting the challenges they face in their lives outside school with their language and literacy instruction, and share a tool kit for parents to become partners in developing the potential of their children.

Presenter(s)
Sisk, Dorothy Ann, Lamar University, Beaumont, TX
Anderson, Elsa, Texas Wesleyan University, Fort Worth, TX
Beltchenko, Laura, National Louis University, Chicago, IL
Flores, Eugenia Mora, University of Southern California, Los Angeles, CA
Hasselbring, Ted, Peabody College, Vanderbilt University, Nashville, TN
Kane, Michele, Northeastern University, Chicago, IL
Kaplan, Sandra, University of Southern California, Los Angeles, CA
Knoell, Donna L., Educational Consultant, Shawnee Mission, KS
Maker, June, University of Arizona, Tucson, AZ

INSTITUTE 08

Session # 0614

Novel Engineering: An Integrated Approach to Teaching Literacy and Engineering

9:00 AM–5:00 PM
America's Center St. Louis-232

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators
Age Range: Ages 9-11
Clock Hours: 8

Novel Engineering (NE), a National Science Foundation-funded project at the Tufts Center for Engineering Education and Outreach, engages students ages 6–14 (grades 1–8) and educators in engineering, using books as a context for client-centered, open-ended design challenges. In this hands-on interactive institute, you will work in groups and use NE to learn to integrate engineering and literacy, recognize texts as rich ground for engineering design, identify character-clients and problems, scope constraints surrounding the problem, and design and build solutions using age/grade-level texts. You'll analyze video of NE students focusing on their thinking and ideas, and plan NE units for your classroom.

Presenter(s)
Yang, Lija, Tufts University CEEO, Medford, MA
McCormick, Mary, Tufts University CEEO, Medford, MA
Milto, Elissa, Tufts University CEEO, Medford, MA
Portsmore, Merredith, Tufts University CEEO, Medford, MA

INSTITUTE 09 *Session # 0887*

Reading With Rigor: Interpreting Complex Texts Using Annotation and Close Reading Strategies

9:00 AM–5:00 PM
America's Center St. Louis-274

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 8

The kind of lifelong readers we imagine our students becoming are the type of readers who do not simply let a text wash over them. We see reading as an active process in which readers question, challenge, and talk back to the text, all components of interpretation. Raising the quality and rigor of reading instruction in our classrooms, while making it fun and accessible to all students, is made possible through close reading and annotation strategies with print and digital texts. You'll leave this institute with a collection of graphic organizers and strategies, as well as tried and true methods that can help your students construct and deepen their reading of complex texts.

Presenter(s)
Johansen, Dana, Teachers College, New York, NY
Cherry-Paul, Sonja, Teachers College, Columbia University, New York, NY

INSTITUTE 10 *Session # 0865*

Transforming Adolescents' Lives Through Literacy

9:00 AM–5:00 PM
America's Center St. Louis-230

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 8

This institute offers practical strategies and targeted research on adolescent literacy, especially as it relates to reading complex texts and incorporating technology in literacy. Through a series of keynote addresses, interactive breakout sessions, and a panel discussion, participants will have the opportunity to explore topics of particular interest to their work and learn more about what ILA leaders and members are doing to strengthen adolescent literacy as we strive to transform adolescents' lives through literacy.

Presenter(s)
Lenski, Susan, Portland State University, Vancouver, WA
Bean, Thomas W., University of Nevada, Las Vegas, Las Vegas, NV
Birdyshaw, Deanna, University of Michigan, Ann Arbor, MI
Casey, Heather, Rider University, Lawrenceville, NJ
Castek, Jill, Portland State University, Portland, OR
DiGisi, Lori, Framingham Public Schools, Framingham, MA
Dunkerly-Bean, Judith, Old Dominion University, Old Dominion, VA
Dwyer, Bernadette, St. Patrick's College, Dublin City University, Dublin, Ireland
Elish-Piper, Laurie, Northern Illinois University, DeKalb, IL
Flippo, Rona F., University of Massachusetts Boston, Boston, MA
Gallagher, Kelly, Harlem Village Academies, New York, NY
Greenleaf, Cynthia, Strategic Literacy Initiative/West Ed, Albany, CA
Grisham, Dana L., National University, San Diego, CA
Harrison, Colin, University of Nottingham, Nottingham, United Kingdom
Hinchman, Kathleen, Syracuse University, Syracuse, NY
Hryniuk-Adamov, Carol, Clinical Support Services-South Dst., Winnipeg School Division, Winnipeg, Manitoba, Canada
Ivey, Gay, University of Wisconsin-Madison, Madison, WI
Schnellert, Leyton, University of British Columbia—Okanagan, Kelowna, British Columbia, Canada
Schoenbach, Ruth, WestEd, San Francisco, CA
Shields, Tobin, Portland State University, Portland, OR
Smetana, Linda, California State University, Eastbay, Hayward, CA
Wolsey, DeVere, Walden University, Minneapolis, MN

INSTITUTE 11 *Session # 1039*

Transforming Teachers' and Students' Lives Through a Schoolwide Approach to Literacy Learning

9:00 AM–5:00 PM
America's Center St. Louis-103

Category: Research
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 8

Attending this institute you will learn how successful schools build teacher and student capacity through schoolwide pedagogical approaches to improve and sustain student literacy learning outcomes and leave with takeaway strategies to work with in your context. You will use three-dimensional pedagogy as a lens to examine literacy practices and beliefs and also improve your expertise in analyzing classroom dialogue to gain insight into literacy practices. You will understand the concept of mutuality as teachers and students engage in a common language for learning and how this underpins the building of students' capacity to learn.

Presenter(s)
O'Neill, Shirley, University of Southern Queensland, Toowoomba, Queensland, Australia
Geoghegan, Deborah Anne, University of Southern Queensland, Toowoomba, Queensland, Australia
Petersen, Shauna, University of Southern Queensland, Toowoomba, Queensland, Australia

INSTITUTE 12 *Session # 0676*
Building Literacy Through Rigorous, Relevant, and Engaging Project Based Learning

9:00 AM–5:00 PM
America's Center St. Louis-241

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 8

Project-based learning is a popular teaching strategy for increasing students engagement, making learning relevant, and enhancing the development of 21st century skills. But is it anchored in standards? Can it improve student achievement? Will it increase literacy? Short answer—yes. In this institute, you will construct an understanding of the key elements of Gold Standard PBL and learn to create rigorous, relevant, and engaging projects. As part of the process you will participate in a design workshop in which you'll develop the skills and knowledge to integrate research-based literacy strategies into your projects so that all students achieve.

Presenter(s)
Ross, David Christopher, Buck Institute for Education, Novato, CA
Boonchouy, Rody, Buck Institute for Education, Novato, CA
Miller, Andrew Kenneth, ASCD, Alexandria, VA
Valencia, Sheila, University of Washington, Seattle, WA
Warner, Nathan, Lucas Education Research, San Rafael, CA

INSTITUTE 13 *Session # 01053*
Transforming Instruction for Culturally, Linguistically, and Socially Diverse Learners

9:00 AM–5:00 PM
America's Center St. Louis-267

Category: International Literacy Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 8

Access for all students! No one left behind! Successfully teaching the diversity of students in our classes is often a challenge. Too often those at the bottom of the class, despite hard work by teachers and slow incremental progress, remain below age expected standards. Too often these are the same groups of culturally, socially and linguistically diverse students. This institute will introduce you to the principles of the Accelerated Literacy approach as well as equip classroom teachers with new ideas to gain a deeper understanding of the literacy needs of these students. You will participate in practical examples of these highly engaging, motivating and inclusive teaching strategies.

Presenter(s)
Welsford, Cathryn Mary, Effective Teaching, Armidale, NSW, Australia
Thorne, Bernadette Mary, Effective Teaching, Tuncurry, NSW, Australia
Wills, Jennifer Ann, Townsville Diocese of Catholic Education, Queensland, Australia

INSTITUTE 14 *Session # 1242*
ILA 2015 Research Institute

9:00 AM–5:00 PM
America's Center St. Louis-130-131

Category: Research
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 8

The ILA 2015 Research Institute integrates the cutting-edge thinking of literacy's leading researchers in successive one-hour keynote presentations covering beginning reading; teaching young learners to read and write informational text; the latest thinking on reading

comprehension; the most innovative information about close reading; English learners and struggling readers; and motivating and engaging all learners. Join us for a research-into-practice interactive experience like no other.

Presenter(s)
McLaughlin, Maureen, East Stroudsburg University of PA, East Stroudsburg, PA
Cervetti, Gina, University of Michigan, Ann Arbor, MI
Cunningham, Patricia, Wake Forest University, Winston-Salem, NC
Duke, Nell K., University of Michigan, Ann Arbor, MI
Fisher, Douglas, San Diego State University, San Diego, CA
Goldenberg, Claude, Stanford University, Stanford, CA
Guthrie, John, University of Maryland, College Park, MD
Headley, Kathy, Clemson University, Clemson, SC
Pearson, P. David, University of California, Berkeley, Berkeley, CA
Rasinski, Timothy, Kent State University, Kent, OH
Teale, William, University of Illinois at Chicago, Chicago, IL

10:00 AM–12:00 PM ***Session # 01245***
America's Center St. Louis-260

Keys to Preparing ILA/CAEP Reports for Program Writers

Category: Teacher Preparation and Professional Development
Audience: Teacher Educators
Age Range: Age 19+
Clock Hours: 1

Are you the faculty member who is charged with writing an accreditation report for ILA/CAEP program approval? Lucky you—really! We have the most informative and productive session for you here at ILA. Experienced program writers and reviewers as well as a representative from CAEP will share up-to-date guidelines, answer frequently asked questions, give your small group and individual time to interact, ask questions and to learn the keys to writing a successful program report. An invaluable booklet filled with resources will be provided to all attendees.

Presenter(s)
DeVries, Beverly, Southern Nazarene University, Bethany, OK
Miller, Debra, McDaniel College, Westminster, MD
Sanders, Kathleen, Fort Hays State University, Hays, KS
Shaw, Michael, St. Thomas Aquinas College, Sparkill, NY

1:00 PM–3:00 PM ***Session # 01229***
America's Center St. Louis-265

Reviewing Reading Specialist/Literacy Coach Program Reports for ILA/CAEP

Category: Teacher Preparation and Professional Development
Audience: Teacher Educators
Age Range: Age 19+
Clock Hours: 1

ILA/CAEP reviewers helped to shape the future of reading specialist/literacy coach education in the United States. Participants interested in becoming a reviewer or those who are already providing this invaluable service to our profession will actively learn methods and guidelines for fair and equitable review of program reports. After learning about the most updated information from ILA and CAEP, attendees will actively engage in a practice review with new and experienced reviewers. A resource guidebook will be provided to those who attend.

Presenter(s)
Kern, Diane, University of Rhode Island and ILA SPA Coordinator, Kingston, RI
Abadiano, Helen, Central Connecticut State University, New Britain, CT
Raines Rutherford, Angela, University of Mississippi, University, MS
Swan Dagen, Allison, West Virginia University, Morgantown, WV
Witherell, Nancy L., Bridgewater State University, Bridgewater, MA

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Check out these key sessions featuring popular authors and experts at ILA's 2015 National Conference!

From Phonics to Fluency: Effective Instruction for Building the Foundation of Reading
Speaker: Timothy Rasinski
Date: 7/18/2015
Time: 11:00-12:00
Location: America's Center St. Louis, Room 132

Examine, Engage, and Energize your Close Reading Instruction Using Informational Text
Speaker: Lori Oczkus
Date: 7/18/2015
Time: 1:00-2:00
Location: America's Center St. Louis, Room 132

Teaching Edge–Powerful Partners for Empowering Readers: Close Reading Workouts with Comprehension, Fluency, and Paired Texts
Speakers: Lori Oczkus, Timothy Rasinski
ILA Featured Session
Date: 7/19/2015
Time: 9:00-10:00
Location: America's Center St. Louis, Ferrara Theatre

Guiding Technology Integration Policy: How Do We Do That and Why Does It Matter for Schools and Communities?
Co-Presenter: Dr. Colin Harrison
Date: 7/19/2015
Time: 9:00-10:00
Location: America's Center St. Louis, Room 123

Using Balanced Literacy to Create Strategic Readers and Classrooms
Speaker: Valerie Ellery
Date: 7/19/2015
Time: 10:30-11:30
Location: America's Center St. Louis, Presentation Pavilion #2

Teaching Vocabulary from Word Roots: Powerful Instruction for Increasing Word Knowledge
Speaker: Timothy Rasinski (Co-Presenters: Evangeline Newton, Joanna Newton, Nancy Padak, Rick Newton)
Date: 7/19/2015
Time: 11:00-12:00
Location: America's Center St. Louis, Room 132

Joyful Evidence-Based Strategies for PreK–Grade 2 Literacy Success
Speaker: Mary Jo Fresch (Co-Presenters: Richard Gentry, David Harrison, Lindsey Moses)
Date: 7/19/2015
Time: 11:00–1:00
Location: America's Center St. Louis, Room 228

Culturally Responsive Strategies in Today's Literacy Classroom
Speaker: Sharroky Hollie
Date: 7/19/2015
Time: 12:00-1:00
Location: America's Center St. Louis, Presentation Pavilion #3

Literacy Strong All Year Long Empowering Strategies for Young Learners
Speakers: Timothy Rasinski, Lori Oczkus, Valerie Ellery
Date: 7/19/2015
Time: 1:00-2:00
Location: America's Center St. Louis, Room 275

Engaging in Literacy Using Brain-Powered Strategies
Speaker: LaVonna Roth
Date: 7/20/2015
Time: 1:00-2:00
Location: America's Center St. Louis, Room 226

PRESENTERS


Valerie Ellery


Mary Jo Fresch


Richard Gentry


Colin Harrison


David L. Harrison


Sharroky Hollie


Lori Oczkus


Timothy Rasinski


LaVonna Roth

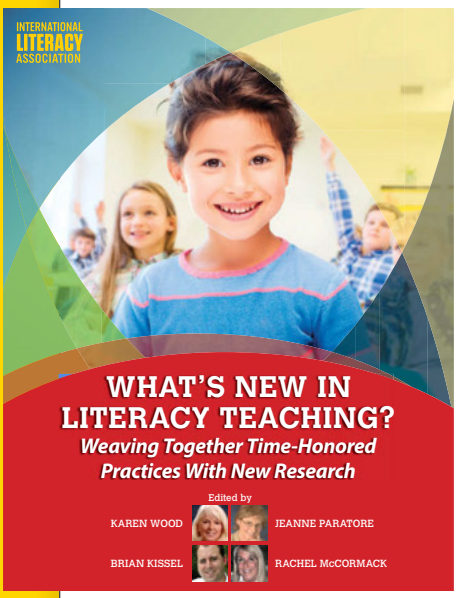


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What's New in Literacy Teaching? Weaving Together Time-Honored Practices With New Research

KAREN WOOD, JEANNE PARATORE, BRIAN KISSEL, & RACHEL McCORMACK
Editors

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Saturday, July 18, 7:30–9:30PM

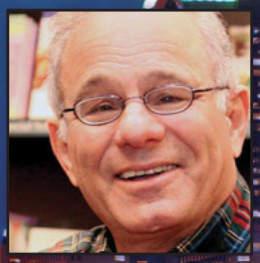
At the Renaissance St. Louis Grand Hotel in Majestic Ballroom E

Hosted by **Nile Stanley and Bruce Lansky**

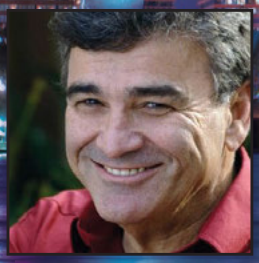
Featured Poets & Presenters:



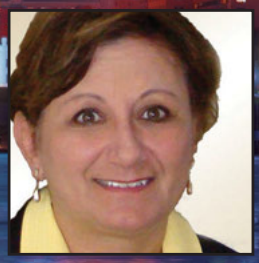
Nile Stanley



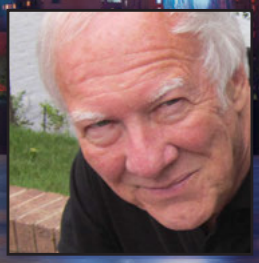
Bruce Lansky



Brod Bagert



Kalli Dakos



David Harrison



Karen Alexander



Phil Theibert

Plus
Georgia Heard
&
Dr. K. Daphne Whitington

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Irene Fountas and Gay Su Pinnell present

Decades of Guided Reading: The Romance and the Reality K–6

SATURDAY, JULY 18 • 11:00 AM – 12:00 PM
AMERICA'S CENTER, ROOM 130

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ILA • SUNDAY, JULY 19, 2015

Irene Fountas and Gay Su Pinnell present

From Urgency to Agency:

Empower Struggling Readers by Implementing a High-Impact Leveled Literacy Intervention in Middle/High School

SUNDAY, JULY 19 • 3:00 – 4:00 PM
AMERICA'S CENTER, ROOM[redacted]

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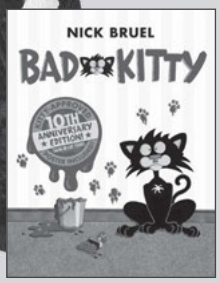


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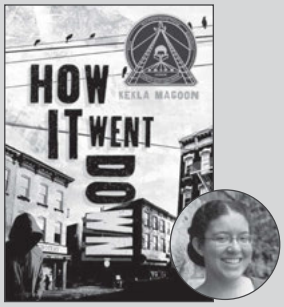
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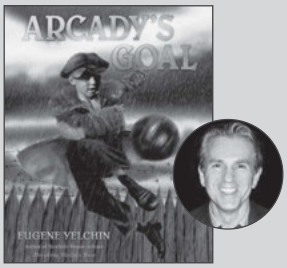
Meet Your Favorite Authors and Characters from Macmillan Children's Publishing Group



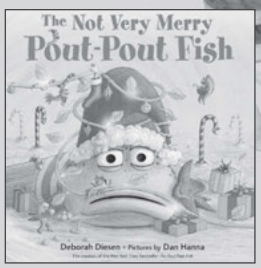
Meet Bad Kitty and Celebrate the 10th Anniversary!
10:30–11:30 a.m.



KEKLA MAGOON
Signing Noon–1:00 p.m.



EUGENE YELCHIN
Signing Noon–1:00 p.m.
Program: *A Collaboration of Authors and Teachers: Diverse Perspectives Through Literature*
Saturday, 11:00 a.m.–Noon

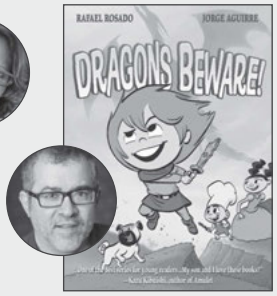


Meet Pout-Pout Fish!
2:00–3:00 p.m.

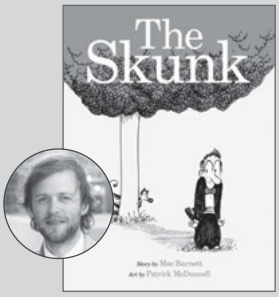
SATURDAY, JULY 18TH



MEG CABOT
Signing 10:00–11:00 a.m.
Young Adult Literature Luncheon Speaker
Sunday, Noon–1:30 p.m.



JORGE AGUIRRE
Signing Noon–1:00 p.m.
Program: *Transforming Readers by Connecting Them with Modern Fantasy and the Teachers' Choices Project*
Sunday, 11:00 a.m.–Noon



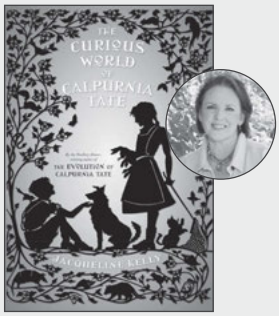
MAC BARNETT
Signing 4:00–5:00 p.m.

Signing will take place in Anderson's Bookshop #1938

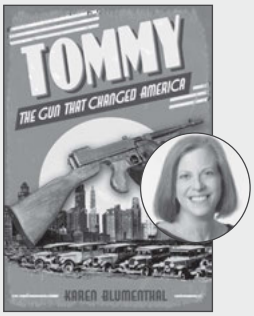
SUNDAY, JULY 19TH



TOMMY GREENWALD
Signing 2:00–3:00 p.m.
Program: *Authors Whose Books Transform and Engage Readers: Connecting Readers with Characters and Book Series*
Sunday, 1:00–2:00 p.m.

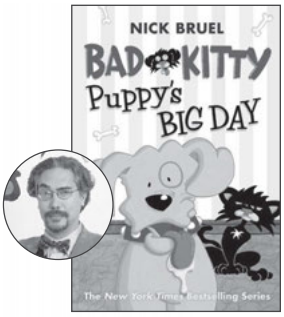


JACQUELINE KELLY
Signing 3:00–4:00 p.m.
Program: *Igniting and Cultivating Readers and Writers with Readers and Writers*
Sunday, 4:45–5:45 p.m.



KAREN BLUMENTHAL
Signing 4:00–5:00 p.m.
Program: *Authors Whose Nonfiction Books and Biographies Transform Readers: Informing, Engaging, and Inspiring*
Monday, 11:00 a.m.–Noon

MONDAY, JULY 20TH



NICK BRUEL
Signing 10:00–11:00 a.m.
Book & Author Luncheon Speaker
Monday, Noon–1:30 p.m.

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SATURDAY

OPENING GENERAL SESSION

8:30 AM–10:00 AM

America's Center St. Louis-Hall 5



Shiza Shahid

Social activist **Shiza Shahid** cofounded the Malala Fund, where the global ambassador leads the organization in its work to empower girls through education. This inspirational champion works tirelessly to support the Fund's goal of creating a world in which every girl reaches her true potential. Her story is one you won't want to miss!

SHIZA SHAHID

Find the perfect books for your classroom and meet our fabulous authors at the

CANDLEWICK PRESS BOOTH, #1820

KEKLA MAGOON



Saturday, July 18
11:00 a.m–12:00 noon

Hear Kekla Magoon speak at the program "A Collaboration of Authors and Teachers: Diverse Perspectives Through Literature" in the Convention Center, Room 152

Saturday, July 18
1:00–2:00 p.m.

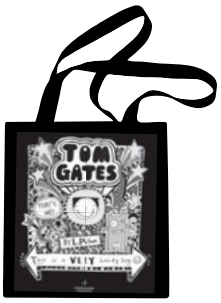
Kekla Magoon will be signing *X: A Novel* in the Candlewick booth



TOM GATES BOOK BAG GIVEAWAY

Sunday, July 19
10:00 a.m.

Come get a Tom Gates book bag (while supplies last) in the Candlewick booth.



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Enter to win a Mercy 10th Anniversary Prize Basket!
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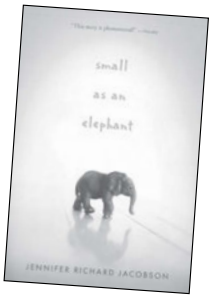
E-mail _____

JENNIFER RICHARD JACOBSON



Saturday, July 18
1:00–2:00 p.m.

Hear Jennifer Richard Jacobson speak with teacher Jen Allen on "Creating Unity: How the One Book One School Experience Helps All Readers Feel Like Insiders" in the Convention Center, Room 230



Saturday, July 18
2:00–3:00 p.m.

Jennifer Richard Jacobson will be signing *Paper Things* and other titles in the Candlewick booth



JENNIFER RICHARD JACOBSON AND MAC BARNETT



Photo by Sonya Sones



Sunday, July 19
9:00–10:00 a.m.

Hear Mac Barnett and Jennifer Richard Jacobson speak on the "Pitch Perfect Chapter Book Series for Kids" panel in the Convention Center, Room 265

Learn more about Candlewick's books at www.candlewick.com

Mercy Watson illustration © 2015 by Chris Van Dusen

SATURDAY

OPENING GENERAL SESSION

8:30 AM–10:00 AM

America's Center St. Louis-Hall 5



Shaquille O'Neal

Although he is the author of Little Shaq, a new series of books for early readers, there's nothing small about basketball legend **Shaquille O'Neal's** commitment to literacy. His passion for learning led him to earn a doctoral degree in education, and he knows the power that literacy has to transform lives, firsthand, through his work with the Boys and Girls Clubs of America. He describes his series and work to reach young readers as "a slam dunk for literacy!"

SHAQUILLE O'NEAL

SATURDAY, JULY 18, 2015

8:30 AM–10:00 AM ***Session # GS01***
GENERAL SESSION
America's Center St. Louis-Hall 5

The Power of a Movement


Shiza Shahid

Social activist Shiza Shahid cofounded the Malala Fund, where the global ambassador leads the organization in its work to empower girls through education. This inspirational champion works tirelessly to support the Fund's goal of creating a world in which every girl reaches her true potential. Her story is one you won't want to miss!

Coaching Tomorrow's Superstars: Empowering Students to Succeed


Shaquille O'Neal

Shaquille O'Neal is the creator of Little Shaq, a new series of early chapter books published by Bloomsbury Children's Books coming in Fall 2015. Illustrated by Theodore Taylor III, the recipient of ALA's John Steptoe 2014 New Talent award, Little Shaq is based on Shaquille O'Neal's own family and life long before the NBA: his everyday experiences, challenges, and triumphs of growing up. Shaq will discuss the series, which has a strong focus on family, friendship, and community and feature the adventures of a seven-year old version of Shaq and his cousin Barry, who both love basketball.

10:30 AM–11:30 AM ***Session # 1320***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

Implement the Learning Cycle: Assessment—Instruction—Practice—With Resources from Learning A-Z

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Use print, projectable and e-book resources to complete the learning cycle. Explore the Learning A-Z website offerings:

- Reading A-Z
- Raz Kids
- Foundational Skills
- Text-Dependent Questions
- Informational Text

Attendees will leave with books and lesson plans to complete a paired book lesson using resources from the website.

Presenter(s)
Smith, Lori, Learning A-Z, Tucson, AZ

10:30 AM–11:30 AM ***Session # 0827***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

Professional Juggling Act: Social Studies Content in the Literacy Block

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Use Studies Weekly's social studies content (informational text) during your Literacy Block with easy, engaging Common Core lessons, 3-D graphic organizers and the latest 2.0 technology for student publishing. Researched-based strategies including the Reciprocal Teaching Method, domain-specific vocabulary instruction and primary source analysis tools with be covered. This session is for all educators and administrators that want to reach every student (ESE, ELL, 504 Plan, Title I, low- and high-socio-economic status schools, etc.) using proven differentiated instruction and rigorous 21st Century techniques that is 100% inclusive.

Presenter(s)
Mogilevsky, Kim, Studies Weekly, Lindon, UT
Hoover, Kathy, Studies Weekly, Edwardsville, IL

10:30 AM–11:30 AM ***Session # EX22***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #3

Ready to Transform Literacy at Your School? myON Can Help!

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Learn how myON is helping educators transform learning for millions of students by incorporating a state-of-the-art literacy platform, enhanced digital content, Lexile® Framework for Reading,

cutting-edge tools, and embedded metrics to monitor reading activity and growth.

We will demonstrate how the five pillars of myON's innovative ecosystem support student growth.

- Learning Personalized: just-right books, optional scaffolds, reader choice
- Unparalleled Content: ever-growing digital library, 8,000+ authentic, standards-aligned books, 70% non-fiction/30% fiction
- Unlimited Access: 24/7, year-round, concurrent, multi-user licenses
- Supports Collaboration: among educators, between home and school, with community partners
- Fosters Success: learners take ownership, real-time actionable data for educators and administrators

Presenter(s)
August, Elyse, myON, Edina, MN
Lewis, Gail, myON, Edina, MN

11:00 AM–12:00 PM ***Session # 01401***
CO-SPONSORED SESSION
America's Center St. Louis-144

The Common Core, English Learners, and the Changing Role of the ESL Educator

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators
Clock Hours: 0

The development of the Common Core State Standards (CCSS) presents a new educational paradigm in United States education policy. Although there has been significant attention on many aspects of the CCSS, many questions remain about the impact upon the country's fastest growing population of students: English learners. Moreover, ESL educators—who play a vital role in the academic success of English learners—have too often not been at the table in regards to CCSS implementation. This presentation will examine the changing role of ESL educators in this new era, and discuss how the CCSS presents opportunities for ESL-trained specialists.

Presenter(s)
Segota, John, TESOL International Association, Alexandria, VA

11:00 AM–12:00 PM ***Session # 0398***
EXHIBITOR SESSION
America's Center St. Louis-132

From Phonics to Fluency: Effective Instruction for Building the Foundation of Reading

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Phonics (word decoding) and reading fluency have been identified as essential components of successful reading curriculum (National Reading Panel) and the Common Core State Standards. Yet, recent expert surveys have identified both areas as "not hot." One reason for this denigration of phonics and fluency is the way that it is addressed in many reading programs. Phonics is more than rote memorization of words; fluency is more than having students read fast. This session will present authentic and engaging methods for teaching both areas that have been validated by scientific inquiry and actual classroom practice.

Presenter(s)
Rasinski, Timothy, Kent State University, Kent, OH

11:00 AM–12:00 PM ***Session # FS03***
FEATURED SPEAKER
America's Center St. Louis-100

Teacher Practice in a Connected World

Clock Hours: 1


Meenoo Rami

Come discover the ways teachers are using the power of networks to reimagine their practice, connect their students to mentors, and find a relevant, authentic audience for student work. How would your practice change if you shared your work with the teacher across the hall or across the country? Explore the ways your students can become active members of a global society and economy.

Presenter(s)
Rami, Meenoo, Science Leadership Academy, Philadelphia, PA

11:00 AM–12:00 PM ***Session # 1366***
RESEARCH INTO PRACTICE
America's Center St. Louis-151

University-School Partnerships in Writing: The Louisiana State University Writing Project at Work

Category: Research
Audience: Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Clock Hours: 1

The Louisiana State University's Writing Project initiated, fostered, and cultivated an intensive writing professional development with a local urban elementary faculty. Data revealed teachers lacked the knowledge and skill to teach writing effectively, and many teachers did not teach writing beyond the narrow focus of test prompts. Using a modified questionnaire as a starting point to plan and deliver targeted writing PD, results indicate an increase in student writing through developing teacher capacity for writing instruction within a diverse and shifting student and community population. Results, a theory of action and planning, a timeline, and resources will be shared.

Presenter(s)
Dowell, Margaret-Mary Sulentic, Louisiana State University, Baton Rouge, LA

11:00 AM–12:00 PM ***Session # 01348***
ILA BOARD SESSION
America's Center St. Louis-140

Read Any Good Stuff Lately? Building a Culture of Literacy in Secondary Classrooms

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 1

Middle and high school students (laughingly referred to by the presenter as "hormones with feet") face a barrage of possible demands on their time each day. How can we make meaningful reading and literacy activities palatable—something students WANT to do? With humor and practical ideas, this presenter will make certain participants leave with new ideas, strategies and book titles that just might transform classrooms and schools into places where literacy conversations and activities become the norm.

Presenter(s)
Scullen, Julianne, International Literacy Association, Andover, MN

11:00 AM–12:00 PM ***Session # 01300***
ILA PAST PRESIDENT
America's Center St. Louis-265

Constructing an Assessment System in a Rural District

Category: Assessment
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

How does a rural district successfully construct its own formative assessment system—one that meets the unique needs of its students and teachers? Follow the journey of a small, rural district in Michigan. Discover the important lessons learned about how to meet the needs of students while building teachers' ownership over formative assessments.

Presenter(s)
Au, Kathryn, SchoolRise, LLC, Honolulu, HI
Piazza, Susan V., Western Michigan University, Kalamazoo, MI

11:00 AM–12:00 PM ***Session # 01325***
ILA PAST PRESIDENT
America's Center St. Louis-124

English Learners' Language and Literacy Development: What's New?

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

In this session, we will identify and discuss current issues related to the education of English learners. These students are front and center in discussions around academic achievement, especially in this era of Common Core and rigorous state standards. Issues of language proficiency, literacy, academic language development, effective instruction, and other pertinent topics will be presented, with suggested solutions offered.

Presenter(s)
Vogt, MaryEllen, California State University, Long Beach, CA

11:00 AM–12:00 PM ***Session # 00347***
ILA PAST PRESIDENT
America's Center St. Louis-276

Fluency and the Common Core: Strategies that Count

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Fluency is a component of the Common Core Reading Foundational Skills for the elementary grades. This presentation will first consider fluency in a general sense and then focus specifically on how it relates to the Common Core. Several engaging classroom strategies will be shared that will help students strengthen the various components of fluency. A resource packet will be provided.

Presenter(s)
Johns, Jerry L., Northern Illinois University, DeKalb, IL
Berglund, Roberta L., Consultant and Writer, Erie, CO

11:00 AM–12:00 PM ***Session # 01353***
ILA PAST PRESIDENT
America's Center St. Louis-145

What's Hot for 2015: Some Practical Uses for Teachers, Administrators, and Professors

Category: Literacy Policy and Advocacy
Audience: Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

This session will present the "hot" and "not so hot" issues in literacy for 2015 and will be based on the annual survey which has been conducted for the last 19 years. Details of how the survey is constructed and implemented will be shared. Participants will receive practical ways to use the annual survey in their classrooms, schools and universities. Focus will be placed on some of the hottest issues for 2015 although mention will be made of those deserving more attention. Hard copy handouts will be provided.

Presenter(s)
Cassidy, Jack, Texas A&M University, Professor Emeritus, Corpus Christi, TX
Grote-Garcia, Stephanie, University of the Incarnate Word, San Antonio, TX

11:00 AM–12:00 PM ***Session # 00653***
PANEL
America's Center St. Louis-152

A Collaboration of Authors and Teachers: Diverse Perspectives Through Literature

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, School or District Administrators, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

This panel addresses the resounding need for culturally inclusive literature from two angles—writing and publishing diverse books and helping young readers access and engage with those books. Children's book authors who write from and for diverse perspectives join with a reading/literacy educator to discuss the challenges and joys of writing and teaching for diversity. Panel content includes authors' books and writing processes, the ongoing challenges of providing young readers with books from multiple cultural perspectives, and suggestions for selecting and teaching literature with diverse voices. Materials will be provided to jump-start the sharing of diverse literature for all ages.

Presenter(s)
Parsons, Sue Christian, Oklahoma State University, Stillwater, OK
Magoon, Kekla, Bloomsbury Children's Books, New York, NY
Wong, Janet, PoetryTagTime, Princeton, NJ
Yelchin, Eugene, Macmillan Children's Publishing Group, New York, NY

11:00 AM–12:00 PM ***Session # 00629***
PANEL
America's Center St. Louis-143

Intriguing Non-Fiction: Higher Order Thinking and the Art of Inquiry

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

IRA, NCTE, and YALSA award-winner Cynthia Levinson writes about children who transform themselves and the world in *We've Got A Job: The 1963 Birmingham Children's March* and *Watch Out For Flying Kids*. AAAS, NCTE and NSTA award-winning poet Leslie Bulion transforms science into literacy in *Hey There, Stink Bug!*, *At The Sea Floor Café: Odd Ocean Critter Poems*, and *Random Body Parts: Gross Anatomy Riddles In Verse*. These authors cover such wide-ranging topics as Shakespeare, the Middle East, entomology, civil rights and high-flying trapeze, and discuss how inquiry shapes

research and structure and transforms learners' reading and writing experiences with content-rich, engaging non-fiction.

Presenter(s)
Levinson, Cynthia, Peachtree Publishers, Austin, TX
Bulion, Leslie, Peachtree Publishers Author, Atlanta, GA

11:00 AM–12:00 PM ***Session # 00305***
PANEL
America's Center St. Louis-123

Transforming Lives Through the Power of Story: Helping Students Build a Textual Lineage

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Learn about how the power of story and the development of textual lineages can transform the lives of your students! The session will feature Oklahoma children's author Anna Myers, author of 19 historical and contemporary children's novels as well as a new picture book, *Tumbleweed Baby*. She will share the power of story from the multiple perspectives of reader, teacher, and author. Teacher educators will provide information about research and best practices for engaging students in and out of the classroom, and will share student examples of textual lineages. Attendees will leave with ideas for engaging students, a personal textual lineage, and inspiration from hearing Anna Myers!

Presenter(s)
Hurst, Sylvia Kay, University of Central Oklahoma, Edmond, OK
Collins, Julie, University of Central Oklahoma, Edmond, OK
Myers, Anna, Oklahoma Author, Chandler, OK

11:00 AM–12:00 PM ***Session # Poster Session # 1***
RESEARCH POSTER SESSION
America's Center St. Louis-Second Floor Atrium

Helping Students—and Fellow Educators—Realize Their Full Potential

Clock Hours: 1

"Wow! All of My Students Do Love to Write!": Writing for External Audiences in the Primary Classroom

Presenter(s)
Block, Meghan K., Central Michigan University, Grand Ledge, MI
Flory, Michelle, Utah State University, Logan, UT
Knight, Jennifer, Utah State University, Tooele, UT

A Kaleidoscopic Look at Critical Literacy Scholarship, 1990-2012

Presenter(s)
O'Daniels, Katherine, University of Missouri, St. Louis, MO
Rogers, Rebecca, University of Missouri, St. Louis, MO

A Longitudinal Examination of the Relations Between Oral Language, Literacy, and Executive Functions in Dual Language Learners

Presenter(s)
Kalia, Vrinda, Miami University, Oxford, OH

Addressing the "Assistance Dilemma" in Vocabulary Acquisition: An Adaptive Tutoring Approach

Presenter(s)
Hodges, Leslie, Georgia State University (GSU), Atlanta, GA
Collins-Thompson, Kevyn, University of Michigan, Ann Arbor, MI
Crossley, Scott A., Georgia State University (GSU), Atlanta, GA
Frishkoff, Gwen Alexandra, Georgia State University (GSU), Atlanta, GA

An Exploration of Close Reading and Tier 3 Intervention

Presenter(s)
Williams, Deborah Johnson, Stephen F. Austin State University, Nacogdoches, TX

Constructing Gender in Award-Winning Children's Literature: A Critical Content Analysis of Caldecott (1938-2014) and Orbis Pictus (1990-2014) Medal and Honor Recipients

Presenter(s)
Crisp, Thomas, Georgia State University, Atlanta, GA

Evaluating a Literacy Enrichment Program in Texas: Elementary Reading Habits, Attitudes, & Achievement

Presenter(s)
Williams, Cynthia, Texas Christian University, Fort Worth, TX
Friedman, Amy, Book Trust, Denver, CO

Make it HOTS! Using Technology to Support Higher Level Thinking Skills in Language Arts Classrooms

Presenter(s)
Kingsley, Tara L., Indiana University Kokomo, Kokomo, IN
Grabner-Hagen, Melissa M., Indiana University Kokomo, Kokomo, IN

Model Mentors: How Cooperating Teachers Co-Construct Literacy Knowledge With Their Student Teachers

Presenter(s)
Genest, Maria T., University of Pittsburgh, Pittsburgh, PA
Crawford, Patricia A., University of Pittsburgh, Pittsburgh, PA

One-on-One Tutoring for Struggling Readers in an After School Program

Presenter(s)
Morrow, Lesley, Rutgers, The State University of New Jersey, Scotch Plains, NJ
Dougherty, Susan, Rutgers University, New Brunswick, NJ

Teacher Decision-Making and High-Stakes Testing: Negotiation of Influences

Presenter(s)
Robertson, Marla, Texas Woman's University, Denton, TX

11:00 AM–12:00 PM ***Session # 00359***
SESSION
America's Center St. Louis-241

What About the Huffington Post?: Exploring Social Issues With Digital Tools.

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators
Age Range: Ages 12-14
Clock Hours: 1

This session explores classroom practices that draw upon students' digital epistemologies (Vasudevan & Dejaynes, 2013) as they work to become producers of digital content using apps and web 2.0 platforms. The presenters examine multimodal projects and content-based inquiries, to better understand what new skills and strategies that emerged as students explored informational texts about social issues in an inclusive learning environment. The presenters plan to facilitate conversations where audience members can think about how to make a shift in their pedagogy that positions them and their students as creators and disseminators of information intended for global and mobile audience.

Presenter(s)
Price-Dennis, Detra, Teachers College, Columbia University, New York, NY
Holmes, Kathlene, University of Texas at Austin, Austin, TX
Smith, Emily, Cunningham Elementary School, Austin, TX

11:00 AM–12:00 PM ***Session # 00871***
SESSION
America's Center St. Louis-242

Accelerated Literacy - Transforming Young Australian Lives

Category: International Literacy Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Access for all students! No one left behind!

Accelerated Literacy is an evidence-based Australian literacy pedagogy based on the premise that many students from culturally, socially, and linguistically diverse backgrounds typically come to school with little understanding of the literate discourse crucial for academic success. This exciting and innovative pedagogy works directly at giving those students access to literate discourse through intense engagement with age appropriate, literate texts.

Attendees will be introduced to the principles of the approach and participate in practical examples of these highly engaging, motivating and inclusive teaching strategies.

Presenter(s)
Thorne, Bernadette Mary, Effective Teaching, Tuncurry, NSW, Australia
Wills, Jennifer Ann, Townsville Diocese of Catholic Education, Queensland, Australia

11:00 AM–12:00 PM ***Session # 00358***
SESSION
America's Center St. Louis-220

Close Reading: Next Steps for Students Who Don't Initially Comprehend the Complex Text

Category: Common Core State Standards
Audience: Classroom Teachers
Age Range: Ages 9-11
Clock Hours: 1

Are you wondering how to meet the needs of struggling readers and English learners during your close reading lessons? The purpose of this session is to provide teachers in grades 3-12 with classroom-tested strategies for teaching close reading of complex texts that will specifically address the needs of students who don't fully comprehend the text after whole class close reading experiences. The presenters will provide teachers with a variety of strategies designed to help all learners successfully read the complex texts required by the Common Core State Standards.

Presenter(s)
Moss, Barbara, San Diego State University, San Diego, CA
Grant, Maria, California State University, Fullerton, Fullerton, CA
Johnson, Kelly, San Diego State University, San Diego, CA
Lapp, Diane, San Diego State University, San Diego, CA

11:00 AM–12:00 PM ***Session # 00251***
SESSION
America's Center St. Louis-130

Decades of Guided Reading: The Romance and The Reality K-6

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

The presenters will discuss the "romance" in guided reading or the many important shifts in small group instruction in the past two decades around the world including the use of books to match readers, the development of school bookrooms and the focus on small group instruction. As they address the "reality" they will argue for continued refinement of teacher understandings to include going beyond the superficial parts of the lesson to the expert decision-making needed within the lesson to make guided reading powerful for diverse learners. Included will be a focus on the role of assessment and the role of facilitative talk that supports the reader's development of strategic actions.

Presenter(s)
Fountas, Irene C., Lesley University, Cambridge, MA
Pinnell, Gay Su, The Ohio State University, Dublin, OH

11:00 AM–12:00 PM ***Session # 00783***
SESSION
America's Center St. Louis-101

Fun-Galore With the Common Core: High-Impact Activities Students Want to Explore!

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Explore a novel new way to help students build college and career readiness skills using engaging literacy activities that align with the National Standards. Building student success with (1) analyzing key ideas and details; (2) interpreting critical features of text craft and structure; (3) determining ways to integrate new knowledge and ideas; and (4) strengthening foundational reading skills through creative and "playful-yet-purposeful" literacy activities is an exciting way to complement whole-class, close reading instruction! Come join the Fun... the Fun-Galore with the Common Core!

Presenter(s)
Ashe Devine, Denise, Chittenango Central Schools, Chittenango, NY

11:00 AM–12:00 PM ***Session # 00348***
SESSION
America's Center St. Louis-222

Getting Off on the WRITE Foot: Teaching Writing to Emergent Students

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

The days of kindergarten being defined as sand tables and nap time is in the past. Today's kindergarten classrooms are exciting and dynamic learning environments. Instruction is carefully planned and executed for student success. Writing is one way to start a student off on the "write" foot in their educational journey. Providing students with instruction, modeling, and plenty of opportunities for practice can create life-long writers.

Presenter(s)
Collier, Catherine Elizabeth, Virginia State Reading Association, Chesapeake, VA

11:00 AM–12:00 PM ***Session # 00870***
SESSION
America's Center St. Louis-240

How Writing Can Lead School Reform for the 21st Century

Category: Literacy Policy and Advocacy
Audience: Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Writing is an essential tool for both school and the workplace, yet K-12 writing skills have been left behind. Writing can: (1) improve reading skills; (2) help students understand, process and think critically; (3) build empathy; (4) empower students to become active citizens; and (5) be used to solve problems, to express inner feelings and make students' voices public. Writing reform is inexpensive. Learn implementation strategies for creating an exciting writing reform movement with authentic formative assessment, solid vertical articulation of skills, sufficient time for writing and learning to write, integration of technology, and quality professional development.

Presenter(s)
Powell, Debbie, University of North Carolina Wilmington, Wilmington, NC
Robinson, Tryphina, Cumberland County Schools, Fayetteville, NC

11:00 AM–12:00 PM ***Session # 0867***
SESSION
America's Center St. Louis-266

Learning Together: Professional Development in Emergent Literacy Through Engaging Conversations

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Teachable Moments For Teachers! Teacher Lesson Study, an engaging form of professional development has been shown to significantly improve teaching techniques and classroom management in the classroom. Through video footage, discussion, and demonstration, this session will map out the mechanics of the Teacher Lesson Study model for emergent literacy and provide concrete strategies to implement them in your school. Handouts and structured lessons will also be provided. As part of our session, we will describe a three-year study of prekindergarten and kindergarten teachers who participated in our Teacher Lesson Study project.

Presenter(s)
Cunningham, Anne, University of California, Berkeley, Berkeley, CA

11:00 AM–12:00 PM ***Session # 01103***
SESSION
America's Center St. Louis-221

Listen While You Read: Advancing the Digital Reading Experience by Combining E-Books and Audiobooks

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Technology Coordinators/Trainers
Age Range: General (age 4-18)
Clock Hours: 1

Recent advancements in e-book technologies provide new and exciting options for integrating digital reading across the curriculum. This session explores how a combined reading/listening experience using synchronized e-book texts and professionally narrated audiobooks, can support students' motivation, engagement, and reading comprehension while meeting ELA Common Core State Standards. Current research, classroom examples, and resources will be shared.

Presenter(s)
Larson, Lotta, Kansas State University, Manhattan, KS

11:00 AM–12:00 PM ***Session # 00307***
SESSION
America's Center St. Louis-231

Navigating the Technology Waters: Diving Deep Into the Ocean of Tools to Propel Student Learning

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

A wide variety of technological tools and applications will be explored to help illustrate how literacy instruction can be enhanced with the integration of a few simple applications. Attendees should come prepared with their own wireless devices because this session involves active participation.

Attendees will have an opportunity to explore some of the applications to evaluate a few of the technological tools and decide how they might help shape their own personal classrooms, motivate students and enhance learning. Attendees will leave with an arsenal of tools that they can take back to their classrooms and schools and use immediately.

Presenter(s)
Mitchell, Chrystine, Penn State Berks, Shillington, PA

11:00 AM–12:00 PM ***Session # 00594***
SESSION
America's Center St. Louis-150

Power Up the Connection: Multimedia Resources to Engage All Readers

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Attendees will learn free, specific multimedia resources to entice children to read as well as to improve fluency in vocabulary and comprehension. The majority of young readers are captivated by mobile devices and the Internet. Why not use this to our advantage in reading instruction? Join us to discover games, websites, and apps that engage children and improve phonemic awareness, spelling, vocabulary development, and comprehension.

Presenter(s)
Parrott, Deborah Johns, East Tennessee State University, Gray, TN
Anderson, Joanna, East Tennessee State University, Johnson City, TN
Lyons, Renee, East Tennessee State University, Johnson City, TN

11:00 AM–12:00 PM ***Session # 00435***
SESSION
America's Center St. Louis-223

Promoting Oral Language Development in the Preschool Classroom

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: Ages 4-8
Clock Hours: 1

Teachers play an important role in promoting oral language development in the preschool classroom. Oral language skills are an important predictor of later language and literacy development (NELP, 2010). Real life examples will be shown illustrating how preschool teachers utilize engaging classroom instruction to promote children's oral language development. The presenter will share photos and video clips from preschool classrooms involved in a literacy coaching project. Participants will engage in activities focused on oral language development including: *The Mystery Bag*, *Conversation Station*, *Story Retell*, and the *Stormy Night with Frogs*.

Presenter(s)
Byington, Teresa, University of Nevada Cooperative Extension, Las Vegas, NV

11:00 AM–12:00 PM ***Session # 00596***
SESSION
America's Center St. Louis-230

Reenergizing Poetry With "AAA" (Activities, Apps and Academics) to Keep it Going, Going, and Going!

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: Ages 4-8
Clock Hours: 1

Explore ways to reenergize poetry in your literacy curriculum and bring poetry to life for kiddos today! This interactive session is designed for K-5 teachers of reading who will be encouraged to use hands-on activities, as well as technology and Apps that support poetry and are appropriately aligned to ELA standards. Effective and engaging strategies, helpful resources and ready-to-go activities will be provided to help craft and strengthen literacy development using poetry. Attendees are encouraged to bring their own devices for a fun filled, energizing session that will keep them going, going, and going!

Presenter(s)
Gonzalez-Garcia, Frances L., Northside ISD, San Antonio, TX
Larson, Jamie, Northside ISD, San Antonio, TX

11:00 AM–12:00 PM ***Session # 00734***
SESSION
America's Center St. Louis-275

Reading Is a Civil Right: Making Sure Our Students of Color Have Access to Books All Year Round

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

This session centers on helping our students of color, who typically are without year round access to books, build culturally responsive Home Libraries and participate in Summer Reading Programs. Easy access to books in the home means that students

will read the books, share them with siblings and other family members and friends, talk about the books, and begin to view themselves as confident, successful readers, writers, and learners. Access to books stops the summer reading slide and closes the rich/poor achievement gap.

Presenter(s)
Hunter, Phyllis, Educational Consultant, Sugar Land, TX

11:00 AM–12:00 PM ***Session # 00574***
SESSION
America's Center St. Louis-225

Response to Intervention in Prekindergarten

Category: Assessment
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches
Age Range: Ages 4-8
Clock Hours: 1

Response to Intervention (RTI) is a collaborative initiative focused on meeting the needs of ALL children. RTI relies on procedures that identify problems early, when they can be addressed with minimal disruption to the student and the classroom. RTI in Prekindergarten provides comprehensive supports and services for young children with a systemic approach that includes appropriate early learning opportunities, child development, and high-quality environments. RTI in Prekindergarten is an emerging practice with a promise of leading to greater levels of effectiveness (Greenwood, et.al., 2011).

Presenter(s)
Brown, Carmen Sherry, Hunter College–CUNY, New York, NY

11:00 AM–12:00 PM ***Session # 01193***
SESSION
America's Center St. Louis-141

Rethinking Adolescent Literacy Instruction: Using Graphic Novels to Foster Disciplinary Literacy

Category: Content Literacy
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: Ages 15-18
Clock Hours: 1

Given the push for literacy in all content areas, students must possess the skills to create and share knowledge in each discipline. Disciplinary literacy, now, is of the utmost importance, as our ultimate goal is to produce fully literate students. This session offers content teachers information on and the opportunity to discuss implications of disciplinary literacy instruction, and one promising approach-graphic novels. Practical instructional suggestions and resources will be shared through multiple classroom (and disciplinary) examples. Regardless of your content, you will leave with a wealth of information on using graphic novels to promote disciplinary literacy!

Presenter(s)
Cook, Michael, Millikin University, Decatur, IL
McElroy, John, Clemson University, Clemson, SC

11:00 AM–12:00 PM ***Session # 00619***
SESSION
America's Center St. Louis-142

The Transformative Power of Digital Photography as Part of Assessing the Writing Process

Category: Assessment
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

CANCELLED

Are your students reluctant to write? What happens when you administer your district's writing assessments? How do you make writing purposeful and developmentally appropriate, yet still meet the standards and assessments mandated by your district? How can connecting home and school via digital photography give children more confidence as writers? This session will provide the research support and practical knowledge for using digital photography to engage young children in the writing process. You will learn the benefits of including families and allowing choice as children's complete district writing assessments with purposeful and multimodal connections through digital photography.

Presenter(s)
Whitmore, Kathryn F., University of Louisville, Louisville, KY
Wilson, Carla Y., University of Louisville, Louisville, KY

11:00 AM–12:00 PM ***Session # 00411***
SESSION
America's Center St. Louis-224

Transforming Literacy Education in Sierra Leone—ILA's Diagnostic Teaching Project

Category: International Literacy Instruction
Audience: Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

This multimedia session highlights some of the challenges and opportunities at implementing a literacy education project in a developing country. The session shares lessons learned from implementing ILA's Diagnostic Teaching Model in the Kabala region of Sierra Leone, which is rebuilding its education system after a

devastating ten-year war. We relate our experiences in providing African school leaders with professional development in literacy education and the "cascade" model of dissemination. This data-rich narrative will seek to clarify issues related to teachers' professional development in international literacy education. Attendees will be encouraged to activity respond.

Presenter(s)
McDermott, Peter, Pace University, New York, NY
Allen, Nancy Jane, University of Qatar, Doha, TX, Qatar
Heifetz, Julie, International Literacy Association, Washington, DC

11:00 AM–12:00 PM ***Session # 01269***
SESSION
America's Center St. Louis-226

Universal Design for Learning, Comprehension and Online Dialogues: Engaging Struggling Middle School Students

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 1

A brief overview of Universal Design for Learning will provide attendees with a framework effective use of comprehension strategies and online dialogue to support comprehension of struggling middle school students. Results of a current study as well as a review of the research on engagement, comprehension strategies, and online discussions in middle schools will be presented. A demonstration of an environment that promotes comprehension through online dialogue will provide specific examples of the techniques.

In addition, attendees will receive free resources that support online discussions for the purpose of improving comprehension.

Presenter(s)
Coyne, Peggy, CAST, Wakefield, MA
Boucher, Alyssa, CAST, Inc., Wakefield, MA

11:00 AM–12:00 PM ***Session # 00838***
SESSION
America's Center St. Louis-105

Using Wordless Books to Teach English Language Learners Close Reading

Category: English Language Learners
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches
Age Range: Ages 4-8
Clock Hours: 1

This session will show teachers how to engage K-5 English language learners in close reading using wordless books. Wordless books will be provided to guide participants to explore the complexity of this literary genre. We will also provide instructional steps to enhance ELLs' oral language and academic language development using wordless books. Attendees will work in small groups to experience the instructional procedures. They will also receive an instructional guide and a book list.

Presenter(s)
Louie, Belinda, University of Washington Tacoma, Tacoma, WA
Sierschynski, Jarek, University of Washington Tacoma, Tacoma, WA

11:00 AM–12:00 PM ***Session # TE01***
TEACHING EDGE
America's Center St. Louis-Ferrara Theatre

A Project-Based Place: Supporting Project-Based Instruction at the School Level

Clock Hours: 1


Nell Duke


Lynn Bigelman

Project-based instruction has great potential to improve reading and writing, but can also pose great challenges for teachers and students. In this presentation, the principal of a school that implements project-based instruction and a professor who does research and professional development on project-based instruction share strategies for supporting project-based instructional work at the school level. Principals, coaches, reading specialists, and classroom teachers will all leave with ideas about how to make project-based instruction more practical and powerful.

Presenter(s)
Duke, Nell K., University of Michigan, Ann Arbor, MI
Bigelman, Lynn, Waterford School District, Waterford, MI

11:00 AM–1:00 PM ***Session # 1280***
ILA STAFF SESSION
America's Center St. Louis-162

ILA's Global Literacy Projects

Category: International Literacy Instruction
Audience: Council leaders, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

ILA's Global Operations Unit, the International Development Coordinating Committee and International guest speakers will be presenting on various global literacy projects and contributions that address aspects of reading and literacy as they relate to international learning and education goals. Focus countries will be Sierra Leone, Sri Lanka, Indonesia, and Tanzania.

Presenter(s)
Allen, Nancy Jane, University of Qatar, Doha, Qatar
Contreras, Yesly, International Literacy Association, Washington, DC
Hoesein, Etty Marjati, Pattimura Univeristy and Indonesia Reading & Writing Association, Ambon, Maluku
McDermott, Peter, Pace University, New York, NY
Schulte, Amy, International Literacy Association, Washington, DC

11:00 AM–1:00 PM ***Session # 01400***
RESEARCH SESSION
America's Center St. Louis-120

Becoming a Teacher Researcher: Exploring ILA's Teacher as Researcher Grant

Category: Children's Literature, Common Core State Standards, Content Literacy, Engaging Classroom Instruction, Innovating With Technology, Research
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

Chair(s): Pardo, Laura

This research session will provide attendees with information on ILA's Teacher as Researcher grant, including how to navigate the ILA's TAR website and the application process. Attendees will learn what it means to be a teacher researcher and how to conduct action research. Award winners from previous years will present the findings of their projects. Committee members will be available to answer questions about the research process and the grant application.

Presenter(s)
Athans, Sandra K., LeMoyne College & Chittenango Central School District, Syracuse, NY
Cooper, Rachael, Teachers College, Columbia University, New York, NY
Devine, Denise Ashe, Chittenango Central School District, Chittenango, NY
Edmondson, Elizabeth, Gilmour Academy and Kent State University, OH
Kachorsky, Dani, Arizona State University, Tempe, AZ
Morrell, Jodene, Teachers College, Columbia University, New York, NY

11:00 AM–1:00 PM ***Session # 00780***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-161

Teaching the Critical Vocabulary of the Common Core

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 0

Word deficits can result in academic failure due to low reading comprehension, low understanding, and poor listening and speaking skills. Researchers estimate 85% of achievement tests are based on the vocabulary of the standards. Learn the critical words your students must master to handle the higher level thinking expected by the new assessments. This presentation is valuable for all teachers and vital to those who teach students from poverty, ELL students, and at-risk students. Research now reports that short vocabulary lessons are valuable for long-term retention of words. Learn to teach critical, academic vocabulary through many differentiated, brain-compatible strategies.

Presenter(s)
Fusco, Esther, Hofstra University, Hempstead, NY
Barrera, Estanislado S., Louisiana State University - School of Education, Baton Rouge, LA
Galarza, Elizabeth, Bay Shore Schools, East Meadow, NY
Saal, Leah, Loyola University of Maryland , Baltimore, MD

11:00 AM–1:00 PM ***Session # 00711***
WORKSHOP
America's Center St. Louis-229

Administrative Answers: Supervising and Supporting Effective Literacy Programs for English Learners

Category: English Language Learners
Audience: School or District Administrators, Teacher Educators
Age Range: Ages 4-8
Clock Hours: 2

Successful early literacy programs for dual/English language learners absolutely depend on knowledgeable, well-prepared administrators to supervise and support best practices. This intensive, interactive workshop gets right to the core information administrators need to plan, equip, and implement a high quality early literacy program for children who come from different home languages. It also provides them with strategies for supervising linguistically diverse staff. Administrators, mentors, coaches, and instructors will be engaged in discussion and sharing or concerns and solutions, and they will leave with solid plans and a comprehensive list of resources.

Presenter(s)
Nemeth, Karen, Language Castle LLC, Newtown, PA
Hayes, Kathleen, Highlights for Children, Honesdale, PA

11:00 AM–1:00 PM ***Session # 00563***
WORKSHOP
America's Center St. Louis-104

Dyslexia for a Day: A Simulation of Dyslexia

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

Attendees in this workshop will have the rare opportunity to experience what having dyslexia in the classroom might feel like. Attendees will be guided through five dyslexia simulations which will include reading comprehension, fluency, writing, spelling, and processing speed. Upon completion of the simulation attendees will be able to share their experience and how it will affect their teaching practice. This workshop will also include an overview of dyslexia as well as practical tips and accommodations that can be implemented in any classroom to aid those students who are struggling with dyslexia.

Presenter(s)
Sandman-Hurley, Kelli, Dyslexia Training Institute, San Diego, CA
Block-Zaretsky, Tracy, Dyslexia Training Institute, San Diego, CA

11:00 AM–1:00 PM ***Session # 00510***
WORKSHOP
America's Center St. Louis-263

Engaging Strategies and Assessments for Teaching Complex Text Across Content Areas

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

How can educators design differentiated learning experiences to engage students in complex text? The presenter will share a variety of hands-on, meaningful teaching methods, instructional strategies, and assessments to guide students toward deeper meaning as they grapple with rigorous text. Each featured method, task, or assessment can be adapted or implemented immediately. The presenter will also feature a lesson plan outline with key components to show the sequence of a lesson that educators can craft to orchestrate meaningful curriculum and instruction around comprehending complex text.

Presenter(s)
Glass, Kathy, Woodside, CA

11:00 AM–1:00 PM ***Session # 00250***
WORKSHOP
America's Center St. Louis-260

Expanding Understanding: Engaging Dialogically With Multiple Perspectives to Transform Lives

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 2

Our interconnected world requires the active participation of powerfully literate citizens who are able to think and talk through complex issues from a range of perspectives. This workshop will be dialogic in nature, actively involving attendees in the exploration of instructional methodologies that engage learners dialogically with ideas represented through multiple perspectives that expand comprehension, and prepare students to be literate and engaged citizens. Emphasis will be on developing rich text sets with varied perspectives and strategies to initiate and extend the exploratory talk that drives the thinking foundational to the process of comprehending complex ideas.

Presenter(s)
Nichols, Maria, San Diego Unified School District, San Diego, CA
Crouch, Debra, Independent Consultant, San Diego, CA

11:00 AM–1:00 PM ***Session # 00490***
WORKSHOP
America's Center St. Louis-267

Primary Sources, Critical Thinking, and the Young Learner

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 2

Educators today are being challenged as never before to invite reality into the classroom. We are being asked to expose students to the very documents that history is made of, the images that science is based on, the raw material of our accumulated knowledge: primary sources. But can you really ask a young learner to analyze and interpret primary sources? This workshop will show you that you can, and create engaging lessons in the process that develop critical thinking and close reading skills. You'll be exposed to primary sources chosen specifically for their appeal to and accessibility for young learners. You'll also get hands-on experience in designing primary source teaching materials.

Presenter(s)
Thompson, Kathleen, OneHistory.org, Chicago, IL
Austin, Hilary Mac, OneHistory.org, Chicago, IL

11:00 AM–1:00 PM ***Session # 00823***
WORKSHOP
America's Center St. Louis-264

Reinventing the Living Museum: Transforming Literacy Learning Through Authentic Reading and Writing

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 2

How can teachers provide their students with engaging, rich learning experiences while still meeting the rigorous demands of literacy and content area standards? In this workshop, attendees will learn how to intertwine new Common Core State Standards with the project-based learning experience of a Living Museum. Workshop leaders will share their experiences using Living Museums in their own classrooms and lead attendees in an interactive workshop to create their own. Attendees will also learn how to enhance the final product with the application tool Aurasma©. The presenters will share flexible possibilities and resources for a range of grade levels and abilities.

Presenter(s)
Goggans, Melinda, Bibb County Public Schools, Macon, GA
Ray, Bethany N., Heritage Elementary School, Macon, GA
Webb, Sandra M., Georgia College & State University, Milledgeville, GA

11:00 AM–1:00 PM ***Session # 00895***
WORKSHOP
America's Center St. Louis-227

The Art of the RR: How to Get Adolescents to Write Clear, Meaningful, Cited Reading Responses

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 2

How can you get your students to read more deeply and respond to their reading more meaningfully? In this workshop, we will practice the art of the "RR"—a Reading Response technique that requires students to formulate an original thought, explain the thought in at least four sentences, and tie the thought to the text with a specific citation. Students must also categorize their response with one of fifteen labels, which will each be fully described in the session. Attendees will learn first how to write RRs and then what to do with them, from small group discussion to RR analysis papers. Multiple handouts provided.

Presenter(s)
Pryle, Marilyn, Abington Heights High School, Clarks Summit, PA

11:00 AM–1:00 PM ***Session # 01106***
WORKSHOP
America's Center St. Louis-261-262

The Benefits of Literature Circles for English Language Learners in Close Reading of Literary Text

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 2

This workshop will present literature circles as an effective instructional tool for engaging ELLs in analyzing literary texts consistent with the close reading expectations of the Common

Core State Standards. Attendees will engage in a literature circle with a selected chapter from a high-level fifth-grade text.

Literature circles are recommended by educators and researchers alike to promote student choice, independence, and motivation in reading. They are small groups of students purposefully selected by the teacher to engage in student-centered conversations of the same text, with the aim of critically reading, deconstructing, and analyzing it together.

Presenter(s)
Vega Ferrer, Aramina, Mercy College, Dobbs Ferry, NY

11:00 AM–1:00 PM ***Session # 00754***
WORKSHOP
America's Center St. Louis-102

The Critical Role of Informational Text in the Primary Grades: Reading to Learn

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 2

The Common Core State Standards (CCSS) call for increased attention to developing students' abilities to navigate and comprehend complex informational text. This is particularly challenging in primary-grade classrooms with novice readers and where texts are primarily narrative. Attendees will have opportunities to engage in activities to analyze the challenges of informational texts for young readers, and experience strategic instruction in reading for information, developing vocabulary, discussing complex ideas, and writing about content. Come away with ways to develop disciplinary literacy in science (reading, writing, and talking about science), and meet the goals of the CCSS.

Presenter(s)
Billman, Alison, The Lawrence Hall of Science, Berkeley, CA

11:00 AM–1:00 PM ***Session # 00246***
WORKSHOP
America's Center St. Louis-121-122

Using Assessment to Understand, Instruct, and Engage Our Readers

Category: Assessment
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 2

Assessment is and needs to be much more than a number. In order to truly understand our readers we need to hear their thinking process. Current research emphasizes the importance of engaging students in learning, but how do we engage students in the assessment process in a developmentally appropriate manner that allows them to truly own their learning? Learn strategies to help students understand why we are giving an assessment, how we are collecting the information and what we will do with the data.

Discuss ways to teach students to analyze data, set their own goals and reflect on their progress. Join us for an interactive workshop about engaging readers in the assessment process.

Presenter(s)
Mulligan, Tammy, Teachers for Teachers, Lexington, MA
Landrigan, Clare, Teachers for Teachers, Lexington, MA

11:00 AM–1:00 PM ***Session # 01190***
WORKSHOP
America's Center St. Louis-127

Using Reading, Writing and Talk to Support Reasoning: Dynamic Ways to Meet the Common Core

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 12-14
Clock Hours: 2

The Common Core State Standards calls for the inclusion of essential practices of literacy found in argumentation, such the analysis of data in text and participation in discipline-specific and evidence-based discussions and writing. However, students need a great deal of support in learning how to participate in these reasoning practices, and teachers need support in knowing how to implement them. In this workshop, attendees will be provided with an instructional sequence for creating a culture of argumentation

in their classrooms through reading, hands-on, discussion, and writing activities.

Presenter(s)
Goss, Megan, University of California, Berkeley, Santa Rosa, CA
Abbott, Rebecca, University of California, Berkeley, Berkeley, CA

11:00 AM–1:00 PM ***Session # 00659***
WORKSHOP
America's Center St. Louis-103

Using Writing to Learn in Secondary Disciplinary Classrooms

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Teacher Educators
Age Range: Ages 12-14
Clock Hours: 2

There can be little learning without language. Yet, it can be difficult to find authentic ways to support literacy development in secondary content area classrooms without models of what content area literacy REALLY looks like. In this presentation, participants will engage in six writing-to-learn activities in PE, Science, Math, English, History, and Art. Take a trip back to middle school and have fun learning with authentic strategies that support content understanding, disciplinary thinking and literacy development. Attendees will take away ideas for supporting literacy integration across the content areas and new perspectives on the importance of writing in every discipline.

Presenter(s)
Hsieh, Betina, California State University Long Beach, Long Beach, CA

11:00 AM–1:00 PM ***Session # 01135***
WORKSHOP
America's Center St. Louis-228

What's So Critical About Common Core? Exploring Close Reading and Technical Writing in Science

Category: Content Literacy
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 2

How many times have you heard "But I don't teach English; I teach Science?" Come explore, experiment, and analyze your way through the key literacy demands of Common Core State Standards and the content demands of Next Generation Science Standards with research-based pedagogically sound strategies for teaching close reading and technical writing! Learn how to become an agent of change by creating an effective professional learning community both in your school and online with other educators around the country!

Presenter(s)
Pennycuff Trent, Kristen, Tennessee Technological University, Knoxville, TN
Suters, Leslie, Tennessee Technological University, Cookeville, TN

12:00 PM–1:00 PM ***Session # 1275***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

Booksource Makes It Easy

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Booksource makes it easy to build, grow, organize, and use your classroom library! From Common Core State Standards to custom collections of authentic, leveled literature, we offer more than 30,000 titles, including eBooks, to make it easy to match trade books to your curriculum. In this session, we will share with you our free services and products that help save you time. We'll introduce you to our free Classroom Organizer website, a sophisticated library check-out system; our new Teacher Resources, created by teachers for teachers; and our free custom book lists, allowing us to build what you need—no list is too large or too small!

Presenter(s)
Westmoreland, Kelli M., Booksource, St. Louis, MO
Darrough, Erika, Booksource, Saint Louis, MO
Voss, Emily, Booksource, St. Louis, MO

12:00 PM–1:00 PM ***Session # 1600***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #3

Engaging Learners With Content in Thoughtful Ways: Common Core & Project CRISS

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

Increasing intellectual rigor in classroom instruction demands we apply what we know about how people learn. In this session, see how to pull together the keys to effective content-area lessons and high-impact strategies to empower students using well-established frameworks for teaching and learning. Leave with

a handful of practical instructional strategies you can implement immediately.

Presenter(s)
Franciosi, Debra, Project CRISS, Kalispell, MT

12:00 PM–1:00 PM ***Session # 0848***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

Reading for Meaning—Fluently

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

Learn how to develop fluency, support vocabulary, and promote comprehension by combining the powerful, research-based strategies of teacher modeling, repeated reading, and progress monitoring. Support the Common Core State Standards Foundational Skills and accelerate the reading achievement of Title I, special education, ELL, and mainstream students using these research-proven strategies. This session describes the strategies by displaying Read Naturally materials, but the strategies can be used with any classroom reading materials.

Presenter(s)
Kane, Carol Ann, Read Naturally, Inc., St. Paul, MN

12:00 PM–1:30 PM ***Session # L01***
AUTHOR LUNCHEON
Renaissance St. Louis Grand Hotel-Landmark Ballroom

Primary Literature Luncheon—It All Starts With Books, Darn It

Chair(s): Flippo, Rona F.


William Joyce

As an award-winning author/illustrator, filmmaker, and story pioneer William Joyce has put books at the center of his career, writing/illustrating nearly 50 books. Despite working in animated films, interactive apps and games, at the end of the day, Joyce is adamant that books are a quintessential part of great storytelling. He'll share some of the key moments and lessons from his journey into the future of storytelling with his team at Moonbot Studios, the minds behind multi-platform stories such as *The Fantastic Flying Books of Mr. Morris Lessmore* and *The Numberlys*.

Presenter(s)
Joyce, William, Simon & Schuster, New York, NY

1:00 PM–2:00 PM ***Session # AP01***
AUTHOR PANEL
America's Center St. Louis-123

Putting Books to Work Early Childhood/Primary

Clock Hours: 1

Chair(s): Wooten, Deborah A.

This panel pairs two authors and one educator in a small discussion format to explore the authors' books, and highlight effective, engaging, and interactive teaching strategies to integrate the authors' books into classroom lesson plans. Interactive peer discussion between the presenters and the attendees is highly encouraged.

Presenter(s)
Pringle, Laurence, Boyds Mills Press, Honesdale, PA
Yoon, Salina, Bloomsbury Children's Books, New York, NY

1:00 PM–2:00 PM ***Session # 01359***
CO-SPONSORED SESSION
America's Center St. Louis-150

Children's Choice: Inspire Readers to Dream, Believe, and Achieve With Game-Changing Titles

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Clock Hours: 0

This session celebrates a valuable annotated reading list of books that have been selected by children themselves! Sports columnist, commentator, and author, John Feinstein, will speak to "kick off" the program and provide insights on his most recent publication: *The Walk On*. This title was selected for the Children's Choice 2015 Reading list. Offering final "points" to culminate Feinstein's "winning" presentation, team leaders will share the top five 2015 Children's Choice selections from each of the three categories: K-2, 3-4, and 5-6, accompanied by suggestions for motivational usage.

Presenter(s)
Hernandez, Anita C., New Mexico State University, Laas Cruces, NM
Porter, Diana, Eastern Kentucky University, Richmond, KY
Owen, Michele, Hill Farm Elementary, Bryant, AR
Tucker, Sheri, University of Arkansas-Little Rock, Little Rock, AR
Tucker, Philip, Bloomsburg University, Bloomsburg, PA

1:00 PM–2:00 PM ***Session # 01343***
CO-SPONSORED SESSION
America's Center St. Louis-144

Keeping our (Hi)stories Alive: Providing Perspective on Current Practice and Policy

Category: Research
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Clock Hours: 0

The American Reading Forum is a nonprofit, professional organization composed of individuals who share an interest in the improvement of reading. While the American Reading Forum is an organization that facilitates the dissemination of ideas and research, it places highest priority on providing its members opportunities for critical discussion of ideas, issues, research and emerging research interests and paradigms. In the first segment of this session, attendees will learn more about the American Reading Forum. During the second half of the session, attendees will have the opportunity explore and discuss highlights from the 35th American Reading Forum conference.

Presenter(s)
Meyer, Carla K., Duquesne University, Pittsburgh, PA
Wilson, Nance S., State University of New York at Cortland, Cortland, NY

1:00 PM–2:00 PM ***Session # 01367***
CO-SPONSORED SESSION
America's Center St. Louis-265

New Directions in Miscue Analysis Research and Practice: Implications for Teaching and Teacher Education

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Clock Hours: 0

Collaborative Retrospective Miscue Analysis (CRMA) and Eye-Movement Miscue Analysis (EMMA) are two recent applications of miscue analysis. This session provides an overview of collaborative classroom applications of Retrospective Miscue Analysis and explains why this instructional tool is so important for teachers to know about. This session also explains what Eye-Movement Miscue Analysis is, and how the insights it yields about a transactional view of reading can help teachers build a theoretical understanding of the reading process and how to support its development. Included in the session is an explanation of how eye movement cameras record data.

Presenter(s)
Flurkey, Alan, Hofstra University, Hempstead, NY

1:00 PM–2:00 PM ***Session # 1299***
EXHIBITOR SESSION
America's Center St. Louis-132

Examine, Engage, and Energize Your Close Reading Instruction Using Informational Text

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Boost the content-area reading of all of your students while meeting the challenges of today's rigorous standards. Come experience 25 proven ideas for essential topics in content-area literacy, including comprehension strategies for close reading, interactive ways to teach text structures and features, practical ideas for English language learners and struggling students, lessons for synthesizing across texts! Whether you are a veteran or a new teacher, you will leave with loads of new hands-on informational text lessons to support close reading and use immediately.

Presenter(s)
Oczkus, Lori D., Author, Orinda, CA

1:00 PM–2:00 PM ***Session # 01202***
EXHIBITOR SESSION
America's Center St. Louis-276

The Next Step in Guided Reading Assessment

Category: Assessment
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

To help students become thoughtful, independent readers who achieve Common Core Standards, it's essential to know students' instructional needs and surround them with guided reading support. Join Jan Richardson and Maria Walther as they share their powerful assessment system and practical tips for using data to make instructional decisions that guide readers and make the most of every teachable moment.

Presenter(s)
Richardson, Jan, Scholastic, Richland Center, WI
Walther, Maria, Indian Prairie District #204, Aurora, IL

1:00 PM–2:00 PM ***Session # 01404***
EXHIBITOR SESSION
America's Center St. Louis-140

Using Complex Text to Build Vocabulary and Language Skills for All K-5 Students

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 0

Learn how teachers around the country are implementing the Common Core State Standards' call to build all students'—including ELLs and those with language deficits—vocabulary, speaking and listening skills. This practical session will highlight how to meet the CCSS-ELA using the Core Knowledge Language Arts (CKLA) program. Learn the techniques embedded in CKLA, including how to select and teach academic vocabulary using free, online profiling software, as well as how to develop effective instruction for teaching multiple meaning words and syntactic awareness. Attendees will receive sample lessons and texts to try out in their classrooms.

Presenter(s)
Bevilacqua, Linda, Core Knowledge Foundation, Charlottesville, VA

1:00 PM–2:00 PM ***Session # FS09***
ILA FEATURED AUTHOR
America's Center St. Louis-226

Engaging and Teaching Struggling Readers in Grades 3-8


Maureen McLaughlin


Timothy Rasinski

Teaching struggling readers to become active, engaged, and successful is the focus of this session. Join us as we explore the multifaceted nature of struggling readers, practical approaches to teaching, and the intricate roles motivation and engagement play in the process. A strong research base, sound theoretical framework, and numerous practical ideas for teaching struggling readers are embedded in this session.

Presenter(s)
McLaughlin, Maureen, East Stroudsburg University of PA, East Stroudsburg, PA
Rasinski, Timothy, Kent State University, Kent, OH

1:00 PM–2:00 PM ***Session # FR03***
FEATURED RESEARCH SESSION
America's Center St. Louis-221

Meet the Bloggers: A Conversation With Contributors to the ILA Literacy Research Panel Blog

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Chair(s): Duke, Nell K.

The ILA Literacy Research Panel edits a section of ILA's blog, *Literacy Daily*. Three contributors with widely read posts in 2014 will present and elaborate on key ideas in their posts and then take questions and comments from the audience. First, Marcia Invernizzi will discuss "Should We Be Teaching 100 Sight Words to Kindergartners?" Next, Timothy Shanahan will discuss "Research-Based Resources on Teaching Writing." Finally, Ana M. Taboada Barber will discuss "Enhancing Vocabulary and Comprehension for English Language Learners." The session will conclude with an opportunity for audience members to suggest topics and pose questions for future blog posts.

Presenter(s)
Barber, Ana Taboada, University of Maryland, College Park, College Park, MD
Invernizzi, Marcia, University of Virginia, Charlottesville, VA
Shanahan, Timothy, University of Illinois, Chicago, IL

1:00 PM–2:00 PM ***Session # 01403***
ILA PAST PRESIDENT
America's Center St. Louis-145

Interactive Read-Alouds, Close Reading, Artichokes—Is There a Connection?

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Authors layer clues in their writing that must be peeled back by the reader in order to truly capture the full meaning of the text. Presenters will share how interactive read-alouds and close readings help readers peel back the layers of text in order to uncover the richer, meatier meaning that resides below the surface.

Presenter(s)
Cummins, Carrice, Louisiana Tech University, Ruston, LA
Manning, Libby, Louisiana Tech University, Ruston, LA

1:00 PM–2:00 PM ***Session # PS02***
RESEARCH POSTER SESSION
America's Center St. Louis-Second Floor Atrium

Thinking Differently About Differences in Learning

Clock Hours: 1

Authentic Materials to facilitate Speech and Writing in Standard Jamaican English in ESL Learners

Presenter(s)
Daugherty, Marique Jenene, University of West Indies, Kingston, Jamaica
Harris, Beverley, Jamaica Reading Association, Kingston, Jamaica
Reid, Shana-Gae, Jamaica Reading Association, Kingston, Jamaica

Empowering English Language Learners with the Workshop Approach

Presenter(s)
Lo, Mei-lan, National Taiwan Normal University, Taipei, Taiwan, Republic of China

Graphic Reading: Using Images in Graphic Novels to Bolster Comprehension

Presenter(s)
Cook, Michael, Millikin University, Decatur, IL
Pritchard, Ruie, North Carolina State University, Raleigh, NC

How Do Teachers Scaffold Reader Responses?: A Comparative Analysis of Middle Schools in Japan

Presenter(s)
Katsuta, Hikaru, University of Tsukuba, Tsukuba, Ibaragi, Japan

Implementation of Response to Intervention for English Language Learners Struggling with Reading

Presenter(s)
Choi, Eunjeong, University of Illinois at Urbana-Champaign, Champaign, IL

It Matters: The Impact of Gender, Ethnicity, and Socioeconomic Status on Reading Motivation

Presenter(s)
DiBella, Karen S., University of Tennessee, Martin, TN

Literacy as a Social Practice: Empowering Teachers and Learners of Diversity

Presenter(s)
Kuo, Hsiao-Chin, Indiana University, Bloomington, IN

Literate Gaming: Adolescents' Videogame Play and Reading Responses

Presenter(s)
Stufft, Carolyn, Stephen F. Austin State University, Nacogdoches, TX

Out of School Time Use Portfolios and Taiwanese Fifth Graders' Reading Achievement

Presenter(s)
Chen, Su-Yen, National Tsing Hua University in Taiwan, Hsin-Chu, Taiwan, Republic of China
Chang, Hsing-yu, National Tsing Hua University in Taiwan, Hsinchu, Taiwan, Republic of China

Patterns and Outcomes in Emergent Readers' Engagement with iPad App Books

Presenter(s)
Christ, Tanya, Oakland University, Rochester, MI
Wang, X. Christine, University at Buffalo, Buffalo, NY

Reading Comprehension Strategies: The Neglected Tools

Presenter(s)
Miglino, Viviana Noemi, I.S.P Joaquín V.González/ Universidad Tecnológica Nacional, B.A., Argentina

Youth Composing Across Spaces with Mobile Phones

Presenter(s)
Warner, Julie, Teachers College, Columbia University, New York City, NY

1:00 PM–2:00 PM ***Session # 01031***
PANEL
America's Center St. Louis-100

Diversity in YA Literature: Where Have We Been, Where Are We Now, and Where Do We Go From Here?

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

Young Adults' Choices, a Project of the International Reading Association, presents an outstanding panel of authors who will

discuss diversity in the young adult novel. Recent media attention has brought this issue into the spotlight with conversations about the idea that books featuring diverse characters are for everyone—not just people who relate directly to the characters. Each author on the panel will share their particular perspective with a culminating discussion of what publishers, authors, and teachers can do to increase the number of books with diverse characters that make it into the hands of children, as well as why this is important.

Presenter(s)
Morris-Wilkey, Lisa, Casa Grande Union High School, Casa Grande, AZ
Burdic, Stephanie, Secondary School, Omaha, NE
de la Peña, Matt, Random House, New York, NY
Manzano, Sonia, Scholastic, Inc., New York, NY
Smith, Andrew, Penguin Random House Publishing, New York, NY

1:00 PM–2:00 PM ***Session # 00395***
PANEL
America's Center St. Louis-152

Heroes Texts: Transforming Lives and Addressing Standards

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

T.A. Barron will introduce this session about the transformative power of heroes texts. Attendees will gain classroom-tested strategies for addressing the ELA Common Core State Standards using fictional and informational texts about heroes. They will learn ways to use the wealth of heroic stories found in literature, history, and real life to help students read fluently, write coherently, and think critically. Presenters will demonstrate how a study of heroes transforms lives, cultivating in students and teachers the courage, compassion, and determination needed to lead a heroic life. Attendees will receive a set of Young Heroes curriculum materials that align with Common Core State Standards.

Presenter(s)
Wilson, Fran, Madeira City Schools, Maderia, OH
Barron, T.A., Penguin Young Readers Group, New York, NY
Richman, Barbara, Gloria Barron Prize for Young Heroes, Boulder, CO

1:00 PM–2:00 PM ***Session # 00492***
PANEL
America's Center St. Louis-106

Teacher Evaluation and Literacy Leaders: Issues, Challenges, and Opportunities

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Age 19+
Clock Hours: 1

In this panel, presenters will focus on specific issues related to teacher performance evaluation. These issues include: What models and measures seem most reliable and valid? Who should lead the evaluation effort and what preparation is critical? How can teacher evaluation be used to promote teacher learning and how can specialized literacy professionals be involved? What models are most appropriate for evaluating the work of specialized literacy professionals? The panel presentations will be followed by opportunity for attendee/presenter interaction and discussion.

Presenter(s)
Bean, Rita, University of Pittsburgh, Pittsburgh, PA
Headley, Kathy, Clemson University, Clemson, SC
Jay, Annemarie, Widener University, Chester, PA
Sulentic Dowell, Margaret-Mary, Louisiana State University, Baton Rouge, LA

1:00 PM–2:00 PM ***Session # 00235***
SESSION
America's Center St. Louis-225

A National Portrait of Pre-K Literacy Standards and Kindergarten Readiness: A Comprehensive Study

Category: Research
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

This session will illuminate the national picture on Preschool Literacy Standards and their link to the English Language Arts Kindergarten Common Core State Standards and Kindergarten Readiness. Discrepancies among states in regard to their expectations for exiting preschoolers will be presented as will alignment with kindergarten standards. Differing views of kindergarten readiness will be explored with the audience. Audience members will also participate in relevant activities and collaborative discussion.

Presenter(s)
DeBruin-Parecki, Andrea, Educational Testing Service, Princeton, NJ
Slutzky, Carly, Educational Testing Service, Princeton, NJ

1:00 PM–2:00 PM ***Session # 01241***
SESSION
America's Center St. Louis-241

Building Literacy Communities: From Face to Facebook

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Learn about building a community of readers by creating a culture of care, collaboration, and curating in your classroom. Reading communities start face to face and knee to knee then grow as we implement digital tools to expand student experiences and add layers to our instruction. Experience what these reading communities look like through student work and video of students at work. Join us for a uplifting session where we step into rich reading communities that start with one classroom and extend to the world.

Presenter(s)
Muhtaris, Katie, Burley Elementary, Chicago Public Schools, Chicago, IL
Ziemke, Kristin, Chicago Public Schools, Chicago, IL

1:00 PM–2:00 PM ***Session # 00879***
SESSION
America's Center St. Louis-124

Creating the New Balanced Literacy School: Implementing Common Core

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

The purpose of this session is to highlight the results of a 5-year grant project in both urban and suburban schools where a model to create best practice balanced literacy schools was developed. With the CCSS, a reconceptualized model was developed to include the instructional shifts for CCSS. Therefore, this session will cover the following:

1. How to create access to books through multiple in-school libraries;
2. How to implement the new balanced literacy with instructional shifts in read-alouds, guided reading, word walls to language walls, centers and independent reading and writing; and
3. How to develop capacity building school-wide through literacy and grade level teams.

Presenter(s)
Policastro, Margaret, Roosevelt University, Chicago, IL

1:00 PM–2:00 PM ***Session # 00728***
SESSION
America's Center St. Louis-230

Creating Unity: How the One Book One School Experience Helps All Readers Feel Like Insiders

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 1

One School One Book programs benefit all school/community members, but particularly those students who are experiencing instability, who are learning English, or who are not commonly exposed to family reading experiences. Jennifer Allen (literacy coach) and Jennifer Jacobson (author of the middle grade novel *Small as an Elephant*) will present tried and true tips for engaging all constituents, choosing a book that invites both connection and lively discussion, and for building momentum from the introduction of the book to the final celebration with the author.

Presenter(s)
Allen, Jennifer, Albert Hall School, Waterville, ME
Jacobson, Jennifer Richard, Candlewick Press, Somerville, MA

1:00 PM–2:00 PM ***Session # 00914***
SESSION
America's Center St. Louis-242

Customized Reading Instruction: Making Sure All Readers Receive Exactly What They Need!

Category: Assessment
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Imagine every student in the room receiving reading instruction that engages them, excites them, and accelerates their proficiency! Today's literacy landscape has changed. Gone are the days of one size fits all reading curriculums. This session provides the tools and techniques to revolutionize reading in every classroom by using formative assessment data of all types to target precise instruction for all. Participants will enjoy the state of the art multimedia presentation and interaction in this session as well as the prerecorded screencasts, prepared presentations, and electronic tools they can use back at the district to share this groundbreaking information with others.

Presenter(s)
Courtney, Gretchen, Gretchen Courtney and Associates, LTD, St. Charles, IL

1:00 PM–2:00 PM ***Session # 01172***
SESSION
America's Center St. Louis-231

Designing Literacy-Based Lessons With Motivation and Student Engagement in Mind

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators
Age Range: Ages 15-18
Clock Hours: 1

To transform lives through literacy, a teacher must ensure that students are engaged in the learning process. Current research in motivation, engagement and cognitive psychology provides a useful framework for understanding both student learning and engagement in literacy-based instruction. This session will explore the role of self-efficacy, identity, and incremental ability beliefs as factors that influence student engagement and motivation. Primary focus will be placed on application of these factors to reading and literacy activities. Teachers can design instruction to foster both motivation and student engagement.

Presenter(s)
McHugh, Terry, Waukegan Public Schools, Waukegan, IL

1:00 PM–2:00 PM ***Session # 00765***
SESSION
America's Center St. Louis-142

Engaging Families as Partners: Using Print/Digital Resources to Build First and Second Language Literacy

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Engaging families to actively support early literacy is one of the most important strategies early childhood educators can use. When the students don't speak the same language as the teacher, families become essential partners to accomplish home language literacy goals that have been shown to be critical to English literacy success. This interactive session presents a variety of print and digital resources in multiple languages to bridge the home-school connection with evidence-based strategies that yield results in first and second languages.

Presenter(s)
Hayes, Kathleen, Highlights for Children, Honesdale, PA
Nemeth, Karen, Language Castle LLC, Newtown, PA

1:00 PM–2:00 PM ***Session # 00813***
SESSION
America's Center St. Louis-224

In the Market for Literacy: First Book and Books to Kids at the Base of the Economic Pyramid

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

First Book, an international nonprofit social enterprise, will explain the market forces at work behind the literacy crisis affecting students worldwide and the various instruments used in driving social change for those at the base of the economic pyramid, including strong partnerships with organizations like the International Literacy Association (ILA). Attendees will learn how they can take an active role in positive market disruption and become change agents in

First Book's mission of providing high-quality books and educational resources to children in need, thus, improving equitable access and educational quality for all.

Presenter(s)
Gatalica, Kayla, First Book, Washington, DC

1:00 PM–2:00 PM ***Session # 00852***
SESSION
America's Center St. Louis-232

Intervention, Audiobooks and a Champion–The Perfect Fit!

Category: Struggling and Gifted Students
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

With a reading disability, the main barrier for a student is being able to translate text into meaningful content—but the path towards overcoming this barrier is not singular. There are multiple elements, each with unique characteristics, that when put together can set a child on the path towards achievement and success. This presentation will address three key elements of a comprehensive program—evidence-based reading intervention, assistive technology, and the knowledge that the student has a supportive champion in his or her corner encouraging them to self-advocate.

Presenter(s)
Lynam, Deborah, Learning Ally, Princeton, NJ

1:00 PM–2:00 PM ***Session # 00883***
SESSION
America's Center St. Louis-101

Level up! Gamify Your Classroom to Support 21st Century Literacy Skills

Category: Innovating With Technology
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Technology Coordinators/Trainers
Age Range: Ages 9-11
Clock Hours: 1

Utilize 1:1 technologies to turn existing curriculum into a game-based learning (GBL) experience for students. In GBL, students can earn experience points (XP), badges, and awards to "level-up" through the curriculum by completing quests. Gamification, coupled with effective pedagogy, offers the unique opportunity to combine learning and innovation skills of creativity, critical thinking, communication, and collaboration in a highly engaging environment. Learn how to gamify curriculum to support new literacies and higher order thinking skills and bridge the types of activities students favor at home (gaming) with standards-based curriculum that is required to be taught in school.

Presenter(s)
Kingsley, Tara L., Indiana University Kokomo, Kokomo, IN
Grabner-Hagen, Melissa M., Indiana University Kokomo, Kokomo, IN

1:00 PM–2:00 PM ***Session # 00522***
SESSION
America's Center St. Louis-223

Modeling From the Masters: Three Ways to Use Mentor Texts to Engage Students in Reading and Writing

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 1

During this one-hour session, attendees will actively participate in three hands-on activities that use literature to model and teach writing skills as well as to engage and instruct developing readers. Mentor texts and activities will be targeted at three different levels of readers/writers:

- Emergent: Construct a personalized innovation of engagingrepetitive text to build phonemic awareness and word recognition.
- Early Fluent: Develop a deep understanding of point of view, plot, and characterization by creating a literary retelling from an unconventional perspective.
- Fluent: Construct a conceptual framework for figurative language through parallel journaling literature response.

Presenter(s)
Koehler, Susan, Holy Comforter Episcopal School, Tallahassee, FL

1:00 PM–2:00 PM ***Session # 00640***
SESSION
America's Center St. Louis-240

Peer Coaching Models That Work to Improve Writing Instruction

Category: Teacher Preparation and Professional Development
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

This session will present three models of peer coaching that were really effective in our district to sustain momentum, improve writing instruction and support professional conversation and development. We implemented 1) onsite 1-1 coaching; 2) writing workshops by members of the Writing Team; and 3) labsite sessions with debriefing

time. The presentation will include video clips and provide descriptions of each model with tips on how to successfully schedule and support the work. Participating teachers were enthusiastic about each of the models and noted widespread changes in instruction and improvement in student writing.

Presenter(s)
Meltzer, Julie, MDIRSS, Mt. Desert, ME
DaGraca, Crystal, Tremont School, Tremont, ME
Smith, Kellie, Logos Literacy, Portland, ME
Young, MaryAnne, Conners-Emerson School, Bar Harbor, ME

1:00 PM–2:00 PM ***Session # 00162***
SESSION
America's Center St. Louis-105

Promoting Multilingual Multimodal Literacy Through Facebook

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Technology Coordinators/Trainers, Undergraduate or graduate students
Age Range: Age 19+
Clock Hours: 1

This session reports results from an experiment investigating how posting on the social media site, Facebook, affected the second language reading comprehension of students enrolled in two advanced content-based Intensive English courses on global citizenship. Students, who posted on Facebook, scored significantly better on the post-test than students who only read the course material. As reading comprehension is essential not only for understanding input but also for producing output, designing tasks, using to media that is both familiar and popular with students, allows instructors to direct student attention and promote language and literacy acquisition in novel, but effective, ways.

Presenter(s)
Warhol, Tamara, University of Mississippi, University, MS

1:00 PM–2:00 PM ***Session # 00768***
SESSION
America's Center St. Louis-220

Quad Text Sets: A New Approach to Scaffolding Adolescents in Reading Challenging Texts

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

This session will share how to implement the Quad Text Set, an instructional strategy that supports students in their reading of rigorous content area texts. The Quad Text Set is designed to build background knowledge and thematic connections to prepare students to read a challenging, target text in the content area classroom. It comprises visual, background information, and young adult sources selected to facilitate comprehension of a target text (e.g., a textbook chapter, primary source document, or literary work). Through the use of a Quad Text Set, students are able to make text-to-text connections and engage in higher analytical thought during classroom discussions.

Presenter(s)
Lupo, Sarah, University of Virginia, Charlottesville, VA
McKenna, Michael, University of Virginia, Charlottesville, VA
Walpole, Sharon, University of Delaware, Newark, DE
Williams, Amanda, Charlottesville City Schools, Charlottesville, VA

1:00 PM–2:00 PM ***Session # 01035***
SESSION
America's Center St. Louis-266

Spelling in the 2015 Classroom: What's Hot and What's Not

Category: Teacher Preparation and Professional Development
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 1

What do most teachers do about spelling in the classroom? It is an important question because spelling is so important for writing and for getting a job. Just one spelling mistake can ruin your chances of getting a job or starting a career. Research on spelling shows that teachers do a variety of things but often this comes down to a spelling test every Friday. Is this enough? In one primary school, lead teachers surveyed the staff about how they taught spelling. Teachers mentioned 29 different approaches. This session will cover a variety of tips for teaching spelling based on survey results where we asked teachers what was hot and what was not in the teaching of spelling.

Presenter(s)
Nicholson, Tom, Massey University, Auckland, New Zealand
Dymock, Susan, University of Waikato, Hamilton, New Zealand

1:00 PM–2:00 PM ***Session # 00976***
SESSION
America's Center St. Louis-130

Twenty-Five Top Tips, Tricks, Tools, and Techniques to Deliver Masterful Close-Reading Instruction

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

This bursting-at-the-seams session presents twenty-five top tips, tricks, tools, and techniques to deliver effective, standards-aligned close-reading instruction. From lesson design and delivery to nifty new tools to help students engage with the text, these classroom savvy and researched based "essentials" represent new classroom "must-haves" that can enable teachers to strengthen and target their close-reading instruction so all students can achieve greater academic success and better meet the high expectations of the National Standards. How to avoid common pitfalls and methods to support the struggling learner are topics that are also featured.

Presenter(s)
Athans, Sandra K., LeMoyne College & Chittenango Central School District, Syracuse, NY

1:00 PM–2:00 PM ***Session # 01088***
SESSION
America's Center St. Louis-143

Using Benchmark Tests Effectively to Improve Classroom Assessment in the Common Core Era

Category: Assessment
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 1

This session will critically examine benchmark tests and other interim assessments used to measure students' progress on the CCSS. Most districts rely on commercial assessment systems to determine if students are making progress on the CCSS. All assessment systems have pitfalls leading teachers to ignore vital facets of reading including fluency, vocabulary, prior knowledge, and motivation. Attendees will learn how to integrate benchmark data with other classroom assessments to construct profiles of struggling and successful readers. When teachers consider students' knowledge, strategies, metacognition, and motivation, they make better instructional decisions.

Presenter(s)
Dewitz, Peter, Mary Baldwin College, Charlottesville, VA

1:00 PM–2:00 PM ***Session # 00344***
SESSION
America's Center St. Louis-222

Using Children's Literature to Help Traumatized Children Heal

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Children's literature is an important and effective path to helping traumatized children heal. Using the newly developed Children as Witness Curriculum: Domestic Violence Education for Educators, attendees will be provided with information which demonstrates how students are impacted by witnessing domestic violence including signs and symptoms teachers may observe in the classroom. The curriculum explores ways in which children's literature can be used to foster learning for children who have been traumatized and are struggling to learn. A discussion will lead attendees to develop a plan on how to use the curriculum in their own settings.

Presenter(s)
Lelli, Colleen M., Cabrini College, Radnor, PA

1:00 PM–2:00 PM ***Session # 00242***
SESSION
America's Center St. Louis-141

Vocabulary IS the Key to Comprehending Complex Texts: Teaching Consistent Daily Word Lessons

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 1

This session will show the relationship between students' vocabulary and their ability to comprehend grade-level, complex texts. When students enter kindergarten a large vocabulary gap exists between children living in poverty and children living with middle class and professional parents. In this session, teachers learn how to close this gap by understanding the relationship between vocabulary and reading comprehension, by using a framework and complex text to plan a lesson and see that daily vocabulary instruction is doable. The big payback is that daily lessons can improve students' vocabulary and move them closer to comprehending grade-level, complex texts.

Presenter(s)
Robb, Laura, Consultant/Language Arts Teacher/Scholastic & Heinemann Author, Winchester, VA

1:00 PM–2:00 PM ***Session # TE02***
TEACHING EDGE
America's Center St. Louis-Ferrara Theatre

The Writing Thief: Using Mentor Texts to Teach the Craft of Writing

Category: Engaging Classroom Instruction
Audience: All audiences
Age Range: Ages 5-11
Clock Hours: 1


Ruth Culham


Lester Laminack

It's been said that mediocre writers borrow, but great writers steal. Writing thieves read widely, dive deeply into texts, and steal bits and pieces from great texts as models for their own writing. Join Ruth Culham and award-winning children's book authors Kate Messner, and Lester Laminack to discover how using fiction and nonfiction picture books is a rewarding and powerful teaching strategy to help students of all ages learn to write. As models for good writing, students use picture books, chapter books, and everyday texts to learn specific craft techniques to create strong writing using the writing process. Attendees will sample books that align with each of the writing traits, make writing connections to each of the modes/purposes (narrative, informational, argumentative (opinion), and learn how to motivate student writers by using this powerful teaching strategy.


Kate Messner

Presenter(s)
Culham, Ruth, The Culham Writing Company, Portland, OR
Laminack, Lester, Author/Consultant, Asheville, NC
Messner, Kate, Scholastic, Plattsburg, NY

1:30 PM–2:30 PM ***Session # 0982***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

Assessing and Teaching Whole Book Comprehension: Fiction & Nonfiction

Category: Assessment
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 0

No matter what your approach to reading instruction is, knowing how to help your readers understand more from their texts matters. In this session, you'll learn about the two-time award winning *Independent Reading Assessment* for fiction and nonfiction. It works like this: students read entire novels or informational texts independently, respond in writing to prompts that are pre-planted on sticky notes in the books. Teachers then evaluate responses against rubrics, learn about text complexity while doing so, and then teach toward the determined goals using the hundreds of lessons.

Presenter(s)
Serravallo, Jennifer, Author and Consultant, South Orange, NJ
Golub, Barbara, Taipei American School, Taipei, Taiwan, Republic of China

1:30 PM–2:30 PM ***Session # 1339***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #3

Close Reading of Trade Books

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 0

In this Professional Development session, HMH® children's author Linda Urban will partner with HMH K–12 author Carol Jago to present strategies for close reading of trade books.

Presenter(s)
Jago, Carol, Houghton Mifflin Harcourt, Austin, TX
Urban, Linda, Houghton Mifflin Harcourt, Austin, TX

1:30 PM–2:30 PM ***Session # 1271***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

Differentiated Literacy Centers That Make ELA Standards Accessible to Every Student

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 0

Differentiate your literacy centers to support student success with the ELA Common Core State Standards. Streamline implementation of centers where independent practice is aligned with students' current literacy goals. Incorporate brain-friendly, multilevel tasks designed with supportive features. Examine picture-cued task cards, word and picture cards, and engaging student response formats. Put it all together with a year of ready-to-go differentiated literacy centers! Handouts provided.

Presenter(s)
Southall, Margo, Scholastic, New York, NY

3:00 PM–4:00 PM ***Session # 01363***
CO-SPONSORED SESSION
America's Center St. Louis-265

How Reading Recovery Supports a Comprehensive Literacy System

Category: Struggling and Gifted Students
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Undergraduate or graduate students
Clock Hours: 0

Reading Recovery, in its 30th year in North America, is a successful intervention for first graders struggling to learn to read and write. The trained Reading Recovery teacher, however, reaches well beyond individual students. We will focus on how Reading Recovery professionals support literacy instruction at the school and district levels. Promising Literacy for Every Child: Reading Recovery® and a Comprehensive Literacy System, will be featured, detailing how Reading Recovery teachers and school teams can design interventions for K-2 students and implement comprehensive literacy instruction in the primary grades. Six toolkits for collaborative professional development will be shared.

Presenter(s)
Behrend, Janet, University of Arkansas at Little Rock, Little Rock, AR
Johnson, Jady, Reading Recovery Council of North America, Worthington, OH

3:00 PM–4:00 PM ***Session # 01620***
EXHIBITOR SESSION
America's Center St. Louis-Room: 123

Analyzing Craft and Structure in Nonfiction Texts

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 0

What does it mean to read like a writer? Our session on analyzing craft and structure will focus on this question. We will share Common-Core aligned activities and resources that support students as they learn to consider why authors make the choices they do and to think critically about those choices. Attendees will come away with tools they can use immediately to teach students how to interpret vocabulary in context and analyze word choice; how to identify the structure of a text; and how to infer an author's point of view. We will also provide examples of different types of nonfiction text, including expository and persuasive articles as well as firsthand and secondhand accounts.

Presenter(s)
Joyce, Jaime, TIME For Kids, New York, NY
Blackburn, Laura, TIME for Kids, New York, NY

3:00 PM–4:00 PM ***Session # 1086***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

Foundational Skills: Standards Tell Us What—Research Tells Us How

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

All students must develop the foundational skills necessary to become proficient readers. The Common Core State Standards

define what foundational skills students should be able to do by the end of each grade (K-5), but they don't tell teachers how to teach them. Teachers are thus free to provide whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the standards. You can meet the goals by emphasizing skills that impact reading development and predict reading success. Learn how to implement highly effective, research-based strategies to accelerate the progress of your students—using Read Naturally curriculum.

Presenter(s)
Kane, Carol Ann, Read Naturally, Inc., St. Paul, MN

3:00 PM–4:00 PM ***Session # 01324***
EXHIBITOR SESSION
America's Center St. Louis-276

Information in Action: Project-Based Instruction That Works! (K-5)

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

Discover how project-based instruction helps students build essential skills in reading and writing key informational text types: informative/explanatory, persuasive, procedural, nonfiction narrative, and biography. Now you can drive student achievement by planning high-interest projects that get them reading and writing for real purposes and audiences. Drawing on latest research, Duke explains how to design and carry out instruction, providing a blueprint for developing project-based units through a progression of phases that integrate reading, writing, and researching. Come to this session and take away clear, precise connections to higher standards and classroom-tested teaching ideas!

Presenter(s)
Duke, Nell K., University of Michigan, Ann Arbor, MI

3:00 PM–4:00 PM ***Session # 1287***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

Navigating Informational Text

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 0

With the increased emphasis on informational text in the Common Core State Standards, this session examines how nonfiction authors help readers organize their thinking when reading, understand new vocabulary, and increase their overall comprehension. It also examines how these techniques can be used by students to improve their writing about a nonfiction topic. Participants will explore the major text structures (along with the associated signal words and graphic organizers) and text features (including when to read them in a longer text and how to use them in writing), as well as general tips for navigating this type of text-using both print and technology.

Presenter(s)
Blevins, Wiley, Literacy Consultant & Scholastic Author, New York, NY

3:00 PM–4:00 PM ***Session # 1306***
EXHIBITOR SESSION
America's Center St. Louis-145

Reading Informational Texts for Pleasure and Information

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Many students, particularly boys, prefer to read informational books. In this session, strategies and techniques for promoting pleasure reading of informational texts will be explored. Strategies for deepening the comprehension of informational texts will also be shared. This session is based on the literacy motivation research conducted by B. Marinak, J. Malloy, and L. Gambrell.

Presenter(s)
Marinak, Barbara A., Mount St. Mary's University, Emmittsburg, MD

3:00 PM–4:00 PM ***Session # 1111***
EXHIBITOR SESSION
America's Center St. Louis-101

They Can't Fix What They Don't Understand! Target Writing Feedback for Maximum Growth

Category: Assessment
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Sharing specific student feedback based on a common language and understanding of the qualities of good writing is critical for improving student writing skills and supporting them in setting their own writing goals. Often, the obstacle is finding the right words to target the right focus, impacting not only changes for that piece of writing, but student learning. Ruth Culham will share student writing, help participants assess it using the traits of writing model, and show how to provide concise, focused, specific feedback that leads to targeted revision and editing.

Presenter(s)
Culham, Ruth, The Culham Writing Company, Portland, OR

3:00 PM–4:00 PM ***Session # 1310***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #3

Using Text Sets in Grades 6 Through 12

Category: Children's Literature
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches
Age Range: Ages 15-18
Clock Hours: 0

During this session, attendees will explore the idea of using Text Sets to meet college and career standards. Attendees will be able to identify qualities of a strong text set, learn ways to strategically pair texts together and plan for instruction with multiple texts, and support students' abilities to independently comprehend and analyze multiple texts.

Presenter(s)
Walker, Heather, Pearson, Glenview, IL

3:00 PM–4:00 PM ***Session # FS01***
FEATURED SPEAKER
America's Center St. Louis-Ferrara Theatre

In Defense of Read-Aloud

Clock Hours: 1


Steven Layne

Bestselling author Steven Layne's newest book, *In Defense of Read-Aloud*, provides the foundation and the fuel for sustaining and elevating one of the most successful instructional practices available to us as educators. In this fast-paced session, he will introduce some of the instructional highlights from his book.

Presenter(s)
Layne, Steven L., Judson University, St. Charles, IL

3:00 PM–4:00 PM ***Session # FS02***
FEATURED SPEAKER
America's Center St. Louis-132

Thinking Intensive Learning: Close Reading is Strategic Reading

Clock Hours: 1


Stephanie Harvey

The term "complex text" is ubiquitous these days. But what makes a text complex and how do we help readers recognize and understand complexity? Complex text is not simply about Lexile level. Complex text is not comprised merely of dense text with technical vocabulary. Complexity resides in complicated issues and ideas that are fused with multiple perspectives. The more complex the text, the more strategic the reader must be. To comprehend complex text, readers need to slow down their rate, think about the words, consider what they already know to make sense of new information, ask questions, annotate their new learning as well as confusions, and think inferentially to decipher and analyze unfamiliar content, in other words the very stuff of strategic reading. Simply put, close reading is strategic reading.

Presenter(s)
Harvey, Stephanie, Stephanie Harvey Consulting, Denver, CO

3:00 PM–4:00 PM ***Session # 01291***
ILA BOARD SESSION
America's Center St. Louis-124

Literacy for Engaged Citizenship: Preparing Students for the Public Space

Category: Literacy Policy and Advocacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

More than ever, educators must consider the kinds of literacies our students need so they are life-ready in the broadest sense—able to participate fully as engaged citizens, confident that they have the requisites and potential to improve their communities, protect human rights, and sustain democratic principles. During this audience-interactive dialogue, presenters discuss how our literacy instruction can both mirror and contribute to these important aims, including the kinds of knowledge and skills new citizens need that will provide capacities and dispositions directed at the production of 'a public' that can act in what it views as its short- and long-term interests.

Presenter(s)
Lewis-Spector, Jill, New Jersey City University, Highland Park, NJ
Freebody, Peter, Honorary Professorial Fellow, University of Wollongong, Australia

3:00 PM–4:00 PM ***Session # 01289***
ILA BOARD SESSION
America's Center St. Louis-266

STEM and Literacy: Preparing Students Today With the Skills They Will Need for Tomorrow

Category: Common Core State Standards
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers
Age Range: Ages 12-14
Clock Hours: 1

This session will highlight the intersection between the CCSS and the Next Generation Science Standards. As students progress through school, not only will they need strong literacy skills, but they will need to engage in the standards of mathematical practice and the science and engineering practices. These practices engage students in the work of mathematicians and scientists. Attendees in this session will experience ways that students can engage in the science and engineering practices in the literacy classroom. Attendees will engage in interactive activities where they ask questions, speak, listen, read and write, connecting these activities to 21st century skills.

Presenter(s)
DiGisi, Lori, Framingham Public Schools, Framingham, MA

3:00 PM–4:00 PM ***Session # 01141***
ILA BOARD SESSION
America's Center St. Louis-144

Studying and Learning in a High Stakes World: Making Tests Work for Teachers

Category: Content Literacy
Audience: Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

For a long while we have all seen that assessments are driving the curriculum and instruction in our classrooms. Many teachers at all grade levels as well as in college programs have lamented this situation and the resulting problems. We recognize that teachers need professional support to handle what promises to be a continuing and long-term issue. This session is designed to help teachers "use the tests" as instructional tools in their classroom curricula without asking them to "teach to the test." Instead we hope to enable teachers to focus on their course content while simultaneously providing high quality, scaffolded study skills and strategies instruction to their students.

Presenter(s)
Flippo, Rona F., University of Massachusetts Boston, Boston, MA
Cook, Kelly, Groton-Dunstable Regional High School, Groton, MA

3:00 PM–4:00 PM ***Session # 00434***
ILA BOARD SESSION
America's Center St. Louis-130

Text-dependent Questions: Pathway to Close and Critical Reading

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

Text-dependent questions drive the close reading process as students are supported in moving deeper into the text. This session focuses on the types of questions teachers can ask to ensure students develop the habits necessary to read complex texts.

Presenter(s)
Fisher, Douglas, San Diego State University, San Diego, CA
Frey, Nancy, San Diego State University, San Diego, CA

3:00 PM–4:00 PM ***Session # 00475***
ILA PAST PRESIDENT
America's Center St. Louis-275

How to Improve Test Performance in the Age of Common Core

Category: Assessment
Audience: Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 1

This session will describe how to improve student reading performance on the PARCC, Smarter Balanced, and other accountability tests used to evaluate student performance against the Common Core State Standards. The session will stress providing lots of reading instruction, building reading stamina, having students writing about texts, avoiding emphasis of test question types, and other approaches that will allow teachers to more successfully raise test performance on these new complex assessments.

Presenter(s)
Shanahan, Timothy, University of Illinois, Chicago, IL

3:00 PM–4:00 PM ***Session # LRP RP 01***
RESEARCH POSTER SESSION
America's Center St. Louis-Second Floor Atrium

Literacy Research Panel: New Bridges Units and Policy Research

Clock Hours: 1

Chair(s): John T. Guthrie

This session features Instructional units designed by teachers and researchers. Units are aligned with Common Core State Standards and bring heightened engagement to classrooms at all levels. Peer reviewers have approved the units for publication in the ILA Bridges series which is growing in popularity with teachers. A second portion of the session is policy research presented by new members of the ILA Literacy Research Panel. These scholars share their policy-relevant research on literacy from national and international perspectives.

Biography Through Shared Research: An Interdisciplinary Unit for K-2

Presenter(s)
Garvert, Keith, Cherry Creek School District, Centennial, CO

Confronting a Dilemma: What Happens When the Complex Text Is an Appropriate Stretch for Some and Too Difficult for Others?

Presenter(s)
Lapp, Diane, San Diego State University, San Diego, CA

Courage: Facing Adversity—An Interdisciplinary Unit for Grades 6-8

Presenter(s)
Walker, Sharryn, Central Washington University, Ellensburg, WA
Goble, Lacey, Central Washington University, Ellensburgh, WA
Hutchinson, Kyle, Central Washington University, Ellensburg, WA
Wilson, Katie, Central Washington University, Ellensburg, WA
Zornes, Naomi, Central Washington University, Ellensburgh, WA

Creating Multigenre Projects to Celebrate Cultural Diversity

Presenter(s)
Linville, Debbie, High Point University, High Point, NC
Fragakis, Leni, Arts Based School, Winston-Salem, NC

Early Literacy Research and National Policies in New Zealand

Presenter(s)
McNaughton, Stuart, University of Auckland, Auckland, New Zealand

Pilgrims and Wampanoag of the 1620's—A Unit to Encourage Perspective

Presenter(s)
Higgins, Laurie, Stoughton Public Schools, Stoughton, MA
Galligan, Mark, Stoughton Public Schools, Stoughton, MA
Monahan, Kathleen, Stoughton Public Schools, Stoughton, MA

Recommended Policy Actions From Current Early Literacy Research

Presenter(s)
Teale, William, University of Illinois at Chicago, Chicago, IL

Research and Persuade—What Animal Should be New at the Zoo?

Presenter(s)
Albee, Julie Jackson, Hannibal-LaGrange University, Hannibal, MO
Dennis, Larinee, Hannibal-LaGrange University, Hannibal, MO
Mundle, J'Lynne, Stowell Elementary School, Hannibal, MO
Smith, Melanie, Hannibal-LaGrange University, Hannibal, MO

The Message: Using Hip Hop Pedagogy as a Literacy Building Tool

Presenter(s)
Thomas, Courtne, East Orange School District, East Orange, NJ
Tonuzi, Mirvetk, East Orange School District, East Orange, NJ

The Steps to Race in America: Understanding the Development of the Construct of Race

Presenter(s)
Dean, Tami, University High School, Normal, IL
Proctor, Maggy, University High School, Normal, IL
Schertz-Hany, Kirsten, University High School, Normal, IL

What's Social About Engaged Reading of Narrative Text

Presenter(s)
Ivey, Gay, University of Wisconsin-Madison, Madison, WI
Johnston, Peter, The University at Albany, Albany, NY

3:00 PM–4:00 PM ***Session # 01246***
PANEL
America's Center St. Louis-140

(Re)Defining Access: Biography-Driven Literacy Strategies for Global Classrooms

Category: English Language Learners
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators
Age Range: Ages 9-11
Clock Hours: 1

This panel will provide attendees the unique experience of learning how to maximize upon the current educational environment that is their own reality. Their experiences will be enhanced through the use of multiple video clips, classroom examples, and testimonials from real teachers in real classrooms that invited us to share in their successes with Biography-Driven Instructional strategies. Attendees will be encouraged throughout the panel to critically reflect upon their own work and how a strategy-driven approach might be helpful in schools to navigate the demands and complexities of tailor made curriculum, new standards, and above all the growing needs of our student population.

Presenter(s)
Herrera, Socorro, Kansas State University, Manhattan, KS
Fanning, Cristina, Kansas State University, Manhattan, KS
Holmes, Melissa, Kansas State University, Manhattan, KS
Kavimandan, Shabina, Kansas State University, Manhattan, KS
Prescott, Melissa, Kansas State University, Manhattan, KS

3:00 PM–4:00 PM ***Session # 00975***
PANEL
America's Center St. Louis-152

Nonfiction: The 37 flavors of Reading

Category: Children's Literature
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches
Age Range: General (age 4-18)
Clock Hours: 1

A diverse and lively panel of four authors demonstrates how nonfiction can be used to tap into students' natural curiosity by spotlighting the unusual, the unjust, the adventurous, and the creepy-in short, the topics that pique kids' ongoing sense of discovery. The drive to foster independent reading correlates with higher success rates in high school, college, and job readiness where performance is based on a student's ability to access texts beyond what is assigned. This panel will include handouts for classroom and student-led activities, discussions of best practices, and how to create the best of both worlds by pairing fiction and nonfiction texts. Audience participation is encouraged.

Presenter(s)
Newman, Patricia, Author, Sacramento, CA
Brimner, Larry Dane, Brimner, Tucson, AZ
Halls, Kelly Milner, WA
Taylor-Butler, Christine, Author, Kansas City, MO

3:00 PM–4:00 PM ***Session # 00930***
PANEL
America's Center St. Louis-106

Transforming the Classroom: Back to School With Books, Apps, and Multiple Formats

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators, Technology Coordinators/Trainers
Age Range: General (age 4-18)
Clock Hours: 1

As we prepare for the new school year, this panel features literature in various formats for building literacy with a focus on book-based digital media. Attendees will see demonstrations of various digital tools, access these tools on their own digital devices on site, and learn how to select and evaluate media for literacy learning across the grades. Essential 21st-century digital tools and formats can maintain motivation as students develop literacy skills. Even the new Common Core State Standards require that we take into account multiple formats by guiding students in using information gained from illustrations and words in a print or digital text to demonstrate understanding.

Presenter(s)
Vardell, Sylvia, Texas Woman's University, Denton, TX
Alaniz, Cynthia, Cottonwood Creek Elementary School, Coppell, TX
Hahn, Mary Lee, Dublin City Schools, Dublin, OH
Wong, Janet, PoetryTagTime, Princeton, NJ

3:00 PM–4:00 PM ***Session # 00221***
SESSION
America's Center St. Louis-242

A Multi-Sensory, Song-Based Introduction to Sight Words That Eases Children Into Reading and Writing

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

Make a joyous difference in early literacy learning with songs. You will review the theory and research, sing and dance literacy songs that teach beginning sight words in a multisensory way, and be inspired to integrate this natural, engaging way of introducing your children to early literacy skills that give them an I CAN READ! attitude. You will receive a copy of the songs that teach 13 words and access to a website with free downloads of Read-Along Charts and Little Books. You will learn how to involve parents in literacy activities at home using these joyous resources. If you teach ELL or at-risk children these song-based strategies will help boost your children in literacy skills .

Presenter(s)
Wicklund, LaDonna, I Can Read, Inc Non-Profit, Coralville, IA

3:00 PM–4:00 PM ***Session # 01227***
SESSION
America's Center St. Louis-161

Beyond the App: App Smashing Your Way to the Perfect Product

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators, Technology Coordinators/Trainers, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Searching for that one perfect app to use in your classroom? Unfortunately, even with over 500,000 apps to choose from, it doesn't exist. App smashing allows you to combine the best features of your favorite apps with a little creativity and emerge victorious with a perfect product. Build your tool-belt of smashable apps and learn how to create an app smash "recipe" that allows your students to uniquely and creatively demonstrate their learning.

Presenter(s)
Rogers, Jessica, Literary Fusions, China Spring, TX
McElhannon, Sherry, Literary Fusions, China Spring, TX

3:00 PM–4:00 PM ***Session # 00927***
SESSION
America's Center St. Louis-231

Conferring With an Avatar: Student Conferences With Text-to-Speech Software

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

So many students and so little time to confer with them to revise their writing. I wish there was a virtual me! In this session, attendees learn how students can use text-to-speech software in writers' workshop to construct stories and empower writers. The presenters share how students evaluate and revise their own writing as an avatar reads it aloud. The self-evaluative approach creates a safe place for students to develop, edit, and revise their writing.

Presenter(s)
Pletcher-Leerkamp, Bethanie, Texas A&M University, Corpus Christi, Corpus Christi, TX
Young, Chase, Texas A&M University, Corpus Christi, Corpus Christi, TX

3:00 PM–4:00 PM ***Session # 00966***
SESSION
America's Center St. Louis-240

Creating a Culture of Kindness Through Read-Aloud and Guided Conversations With Picture Books

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Bullying is in the news daily. Children who live in fear cannot concentrate on academic achievement. Come explore one option for building a culture of kindness while building essential literacy skills and strategies that can make school a place that is both physically and emotionally safe place. An extensive list of suggested read-aloud texts will be provided.

Presenter(s)
Laminack, Lester, Author/Consultant, Asheville, NC
Wadsworth, Reba M., Consultant, Decatur, AL

3:00 PM–4:00 PM ***Session # 00397***
SESSION
America's Center St. Louis-143

Creating a Reading Program for Diverse Learners

Category: International Literacy Instruction
Audience: Classroom Teachers
Age Range: Ages 9-11
Clock Hours: 1

We adapted the Peer-Assisted Learning Strategies (PALS) for fifth-grade English Learners in mainstream classrooms. Based on the partner reading activity in PALS, pupils took turns to read chunks of the passage which had been meaningfully segmented and answered questions based on what they had read. To address the diverse reading abilities in the classroom, two sets of comprehension questions were developed. We also provided pupils who required additional literacy support in a systematic manner using a problem solving approach. We will share the feedback obtained from teachers and students about the program.

Presenter(s)
Tan, Chee Soon, National Institute of Education, Singapore
Ming, Wong Hwei, National Institute of Education, Singapore
O'Brien, Beth, National Institute of Education, Singapore

3:00 PM–4:00 PM ***Session # 00476***
SESSION
America's Center St. Louis-230

Empowering Students With Learning Disabilities: Exploring Identity and Self-Advocacy

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/ Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Exploring the ideas of literacy identity and self-advocacy with students who have learning disabilities in the elementary school can lead to greater independence and school success. In this session, we will explore the use of teacher-student collaboration and dialogue to develop learner literacy identity and self-advocacy using reading and writing lessons. Attendees will reflect on their current level of knowledge and development of student literacy identity and self-advocacy. Attendees will learn activities and lessons that can be used to develop these ideas with their own students.

Presenter(s)
Hill, Pamela S., Grande Reserve Elementary School, Yorkville, IL

3:00 PM–4:00 PM ***Session # 00211***
SESSION
America's Center St. Louis-141

Engaging the Internet: Tools to Support Literacy Instruction and Parent Involvement

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

Unleash the power of the Internet to support your daily literacy instruction and to promote parent involvement and communication. This session will introduce a variety of web-based tools and provide suggestions for classroom applications with demonstrations illustrating how technology can be an essential component of daily literacy instruction. Suggestions for integrating technology into literacy instruction will be provided for attendees. BYOD and explore what the Internet has to offer!

Presenter(s)
Floyd, Jennifer Ann, Rockbridge County Schools/University of Virginia, Buena Vista/Charlottesville, VA

3:00 PM–4:00 PM ***Session # 00225***
SESSION
America's Center St. Louis-100

Enhancing Student Engagement With Poetry Mentor Texts

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

This session celebrates teachers as readers and writers as they explore how poetry can spark ideas for reading and writing response, enhance student engagement in the classroom, and serve as mentor texts. Through the use of poetry, teachers will learn how to help students develop increased competence, make choices, and enjoy a safe, secure writing environment. Teachers will make a difference in their students' reading and writing lives by offering them productive academic challenges through the selection of a variety of poetry forms.

Presenter(s)
Cappelli, Rose, PA Writing and Literature Project, West Chester, PA
Dorfman, Lynne R., PA Writing and Literature Project, West Chester, PA

3:00 PM–4:00 PM ***Session # 00459***
SESSION
America's Center St. Louis-224

Expanding the Conversation Through Online Book Clubs

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Teacher Educators
Age Range: Age 19+
Clock Hours: 1

Two educators share their experiences "expanding the conversation" by implementing online book clubs into their classroom practices. This session will use interactive techniques to share experiences gained from using online book clubs in their own classrooms as a way to engage students in conversations about books.

Presenter(s)
Smith, Jennifer, Texas Woman's University, Denton, TX
Robertson, Marla, Texas Woman's University, Denton, TX

3:00 PM–4:00 PM ***Session # 00461***
SESSION
America's Center St. Louis-222

IF CROW: Helping Children Make Informed Reading Selections

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

This session highlights how IF CROW provides ways to think about and teach text selection. It was designed to help teachers move from over-use of leveled books. Matching children to reading materials is often based exclusively on levels of readers and books. Unfortunately, many children resist reading because of this. Yet if teachers are to reduce the role of leveled books, it is important that children know how to make informed choices. The IF CROW text selection technique was developed by the presenter and has been successfully implemented in elementary and middle school classrooms. Attendees will learn how to teach children to select appropriate reading materials through IF CROW.

Presenter(s)
Bryan, Gregory, University of Manitoba, Winnipeg, Manitoba, Canada

3:00 PM–4:00 PM ***Session # 01215***
SESSION
America's Center St. Louis-223

Interactive Graphic Organizers Support Understanding of Complex Texts

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Teachers make a difference when they provide learning experiences that enable students to understand and respond to increasingly complex texts. Teachers can develop interactive graphic organizers, unique to a specific text, to involve students in hands-on activities modeling text structures, sequencing, character descriptions, vocabulary, etc. Ideas to modify for varied learners will be shared. Session attendees will analyze and discuss the examples, then will be given texts for which they can design interactive graphic organizers.

Presenter(s)
McElroy, Linda, University of Science and Arts of Oklahoma, Chickasha, OK

3:00 PM–4:00 PM ***Session # 00488***
SESSION
America's Center St. Louis-232

Shaping Reading Identity Through Community, Story, Engagement, and Choice

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

In order to develop into lifetime learners, students must also become lifelong readers. To sustain lifelong reading habits, students must develop positive reading identities. Join us and learn how to foster students' reading identities in this fast-paced, interactive session. Attendees will reflect on practices, explore instructional moves, and build communities that help students write (or revise) their reading stories.

Presenter(s)
Lesesne, Teri S., Sam Houston State University, Huntsville, TX
Miller, Donalyn, Northwest ISD, Fort Worth, TX

3:00 PM–4:00 PM ***Session # 00738***
SESSION
America's Center St. Louis-120

Simple Actions, Big Results—Committing to What Matters Most in the K-5 Reading Classroom

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

The stakes are high. The research is clear. The time is now. Getting all students reading at high levels, with independence and joy is within our reach. We can help every child develop a lifelong love of reading and meet the demands of the common core state standards along the way. This session will balance urgency about what our kids desperately need, optimism about the impact of a few simple commitments, and practicality about steps we can take starting today. If you want to focus on powerful instructional strategies to get started, stay focused, and go the distance in transforming lives through literacy, this session is for you.

Presenter(s)
Yates, Kari, Moorhead Area Public Schools, Moorhead, MN

3:00 PM–4:00 PM ***Session # 00526***
SESSION
America's Center St. Louis-221

Super Spellers: Strategies for Teaching Struggling Learners How to Spell, Not What to Spell

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Interactive spelling songs, hands on materials, and engaging strategies that help struggling learners to spell, read, and write are reasons to attend this session. The pitfalls of traditional spelling programs are discussed, and a more effective program based on an organized system of six syllable types is introduced. Classroom spelling, writing, and reading activities that support an effective spelling system are demonstrated and practiced, and include magnetic journals, segment to spell boxes, Look-Touch-Say and card sorts with spelling and vocabulary cards, and CWKW or Circle the Word and Keep Writing! Sir Read A Lot, a knight who aids spellers in distress, also makes an appearance.

Presenter(s)
Weakland, Mark, Mark Weakland Literacy, Hollsopple, PA

3:00 PM–4:00 PM ***Session # 01169***
SESSION
America's Center St. Louis-241

Transforming Lives Through Diverse Literature, K-5

Category: Children's Literature
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 1

This interactive book talk will present a substantial list of children's books for grades K-5 that address various aspects of cultural and social diversity—books that reflect the experience of diverse readers, books that help educate readers about experiences of other social and cultural groups, books that promote acceptance of diversity in an abstract way, and traditional literature from various cultures. Attendees will have the opportunity to evaluate and discuss books being presented, as well as discuss the criteria that may be used for evaluating a book's treatment of diversity.

Presenter(s)
Dickemper, Cheryl, Booksource, St. Louis, MO

3:00 PM–4:00 PM ***Session # 00968***
SESSION
America's Center St. Louis-142

Using Site-Based Professional Development to Create a Writing and Literacy Curriculum

Category: Teacher Preparation and Professional Development
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators
Age Range: Ages 15-18
Clock Hours: 1

This session presents a collaborative model for literacy transformation applicable to middle and high schools. Using artifacts and data from three high and middle school sites, this session will present a model of site-based and embedded professional development and demonstrate its positive impact of teaching and learning of writing and literacy. Examine how formative writing assessment tools and data can empower teachers and students to achieve rigorous writing and content literacy standards and how teachers can use principles of backward design to collaborate on performance targets that share the responsibility for writing across the content areas.

Presenter(s)
O'Byrne, Barbara, Marshall University, South Charleston, WV

3:00 PM–4:00 PM ***Session # 00869***
SESSION
America's Center St. Louis-162

WILD About Incorporating Writing and Reading With Science!

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers
Age Range: Ages 4-8
Clock Hours: 1

Join us for a WILD ride through the worlds of science, writing, and reading! We'll journey through topics like writing research reports, using informational text, examining science learning activities, and participating in an experiment. Come explore new lessons and ways to implement informational text and writing into your science curriculum. Swing into projects that involve our young learners in district Science Fairs and showcase the exciting science activities that you do in your room. Go bananas as you delve into the deep jungles of interactive journals and informational picture books. Explore how to integrate Common Core and Next Generation Science Standards in your content area topics.

Presenter(s)
Smith, Nancy L., Olathe Public Schools, Olathe, KS

3:00 PM–5:00 PM ***Session # AM01***
AUTHOR PANEL
Renaissance St. Louis Grand Hotel-Landmark Ballroom

Author Meetup

Author Meetup is a brand-new, interactive program at ILA 2015. During this fast-paced, high-energy session, you'll spend 10 minutes with each author. You'll also receive an autographed copy of one book from each! Authors will be divided into two categories, based on the appropriate age group for their work (Ages 4–10 and Ages 11 and older). You'll meet, greet, watch a short presentation, and ask questions. You'll also take away a copy of the author's book after each 10-minute session. Ages 4-10—Sheila Turnage, Christian Robinson, Kathleen Krull, Alex London, T.A. Barron, Jewel Parker Rhodes, Mark Teague. Ages 11+—Candace Fleming, Andrew Smith, Jenny Han, Jason Reynolds, Una LaMarche, Ruta Sepetys, Cindy L. Rodriguez.

THIS PANEL IS SOLD OUT!

Presenter(s)
Barron, T.A., Penguin Young Readers Group, New York, NY
Fleming, Candace, Random House, Chicago, IL
Han, Jenny, Simon & Schuster, New York, NY
Krull, Kathleen, Bloomsbury Children's Books, San Diego, CA
LaMarche, Una, Penguin Young Readers, New York, NY
London, Alex, Penguin Young Readers, New York, NY
Reynolds, Jason, Simon & Schuster, New York, NY
Rhodes, Jewell Parker, Little Brown Books for Young Readers, New York, NY
Robinson, Christian, Chronicle Books, New York, NY
Rodriguez, Cindy L., Bloomsbury Children's Books, New York, NY
Teague, Mark, Scholastic, Inc., New York, NY
Turnage, Sheila, Penguin Young Readers, New York, NY
Sepetys, Ruta, Penguin Young Readers, New York, NY
Smith, Andrew, Penguin Young Readers, New York, NY

3:00 PM–5:00 PM ***Session # ILA01***
ILA SESSION
America's Center St. Louis-220

Cultivating Literacy Achievement Through Quality Teacher Preparation

Teacher Preparation: Effective Practices and Changing Narratives
Category: Teacher Preparation
Audience: Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators
Clock Hours: 0

Teacher preparation has been a hot topic for years in the education community. However, its importance has reached new heights as literacy takes on an increasingly critical role in our changing society. For this reason, ILA is convening an open dialogue among key voices involved in teacher preparation to stimulate an objective way forward on what is required to strengthen literacy instruction in the United States. This discussion will look at the state of teacher preparation in the country and will bring together key organizations involved in the issue to discuss fundamental questions around standards, curriculum content, certification, and assessment.

Presenter(s)
Bean, Rita, University of Pittsburgh, Pittsburgh, PA
Birdyshaw, Deanna, University of Michigan, Ann Arbor, MI
Teale, William, University of Illinois at Chicago

3:00 PM–5:00 PM ***Session # 01356***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-225

Blurred Lines-Identities, Literacy, and Bibliotheraphy

Category: English Language Learners
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers
Age Range: General (age 4-18)
Clock Hours: 0

This session will focus on literacy as a tool for supporting students who as a result of multiple and evolving identities encounter challenges in the classroom and in life. In today's classrooms, teachers work with students who struggle as a result of raced, classed, linguistic,

gendered, or "othered" identities. Our session will focus on literature to help children and youth develop critical perspectives across a range of topics related to identity and literacy.

Presenter(s)
Grant, Rachel, College of Staten Island-CUNY, Staten Island, NY
Comas, Jacqueline, George Washington University, Washington, DC
Edwards, Stephanie, George Washington University, Washington, DC
Harder, Heather, Concordia University, Chicago, IL
Juma, Hanna, Loudon County Public Schools, Loudon, VA
Morawski, Cynthia, University of Ottawa, Ottawa, Ontario, Canada
Morris, Ian, Chicago Public Schools, Chicago, IL
Tinker Sachs, Gertrude, Georgia State University, Atlanta, GA
Vanderbilt, Cynthia, George Washington University, Washington, DC

3:00 PM–5:00 PM ***Session # 01318***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-150

Improving the Quality of Instruction for Divergent Readers: Presentations by the Disabled Reader SIG

Category: Struggling and Gifted Students
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

Two presentations are offered during this session.

"The Subjectivizing and Problematizing of Instructional Strategies: Improving the Reading Comprehension of Disabled Readers at the Elementary and Secondary Levels" explores a model informing efforts to develop reading comprehension strategies for disabled readers. The use of visualization and student-generated questions will be shared.

"Are Packaged Programs the Answer When Addressing Reading Difficulties for Children with Disabilities?" explores the feasibility and effectiveness of a variety of packaged reading programs for meeting the needs of disabled readers, helping attendees make informed decisions for student achievement.

Presenter(s)
Hathaway, Jennifer I., University of North Carolina at Charlotte, Charlotte, NC
Cheek, Earl, Louisiana State University, Baton Rouge, LA
Gauthier, Lane Roy, University of Mississippi, University, MS
Grant, Marquis, Winston Salem Forsyth County Schools, Winston Salem, NC

3:00 PM–5:00 PM ***Session # 01354***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-151

Language Experience as a Way to Help Students Achieve Greater Literacy

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Dr. Tim Rasinski will lead this program demonstrating and sharing how the Language Experience Approach "primes the pump" to motivate children to read and write so they will engage themselves in the task and bootstrap their way to full literacy. The second half of the program will consist of several roundtables in which new research on and approaches to the Language Experience Approach will be shared as it relates to supporting English Language Learners, leveraging technology opportunities, supporting grammar instruction, and incorporating real world connections.

Presenter(s)
Haas, Leslie, Dallas Independent School District, Dallas, TX
Adamson, Stephen, Dallas Independent School District, Dallas, TX
Fazio-Brunson, Michelle, Northwestern State University, Natchitoches, LA
Idris, Dorothy, School District of Philadelphia, Philadelphia, PA
Lado, Ana, Marymount University, Arlington, VA
Moore, Jane, University of Texas at Arlington, Arlington, TX
Ramirez, Monica, Dallas ISD, Dallas, TX
Rasinski, Timothy, Kent State University, Kent, OH
Salyer, David, Loras College, Dubquue, IA
Strong, Mary, Widener University, Chester, PA
Vasinda, Sheri, Oklahoma State University, Stillwater, OK

3:00 PM–5:00 PM ***Session # 00837***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-105

Secondary Reading SIG: What Are You Thinking About These Days?: Insights From Thought Leaders in the Field of Adolescent Literacy

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 0

This two hour session, sponsored by the Secondary Reading Interest Group, features this year's inaugural recipients of the new Thought

Leader in Adolescent Literacy Award: Doug Buehl, Carol Jago, and Jeffrey Wilhelm. Each will present briefly on his/her current work, current thinking and beliefs about what is important for us all to be thinking about in the field. Following the three 25-minute presentations, there would be a 30-minute panel discussion to provide attendees opportunity to further interact with panelists.

Presenter(s)
Meltzer, Julie, MDIRSS, Mt. Desert, ME
Buehl, Doug, Edgewood College, Madison, WI
Jago, Carol, California Reading and Literature Project, UCLA, Los Angeles, CA
Wilhelm, Jeffrey, Boise State University, Boise, ID

3:00 PM–5:00 PM ***Session # 01274***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-226

Step by Step, Day by Day: Transforming Lives Through Social Responsibility and Literacy

Category: Literacy Policy and Advocacy
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 0

Transforming the literate lives for individuals, groups, schools, and communities is a step-by-step and day-by-day process. Committed to promoting and advancing social responsibility with literacy, the sessions at this SIG meeting highlight the commitments educators are making toward promoting equity for all. This SIG event will feature roundtable presentations from scholars and practitioners engaged in social responsibility and literacy as well as two keynote talks, as well as the presentation of SIG awards. Business meeting will follow the session.

Presenter(s)
Fasching-Varner, Kenneth J., Louisiana State University, Baton Rouge, LA
Bloem, Patricia, Grand Valley State University, Allendale, MI
Broadway, Francis, University of Akron, Akron, OH
Conkle, Douglass M., Youngstown City Schools, Youngstown, OH
Cook, Carolyn L., Mt. St Mary's University, Emmitsburg, MD
Danielson, Kathy, University of Nebraska at Omaha, Omaha, NE
Dean, Patricia, Salisbury University, Salisbury, MD
Eisworth, Hillary, Louisiana State University, Baton Rouge, LA
Erklenz-Watts, Michelle, St. John Fisher College, Rochester, NY
Fontaine, Kathleen, Bay District Schools, Panama City, FL
Frazier, Marcie, Children's Charter, Baton Rouge, LA
Hartlep, Nicholas, Illinois State University, Bloomington Normal, IL
Hayes, Cleveland, University of LaVerne, Laverne, CA
Karlin, Andrea, Lamar University, Beaumont, TX
Katz, Anne, Armstrong State University, Savannah, GA
LaBonty, Jan, University of Montana, Missoula, MT
McCown, Travis, University of Akron, Akron, OH
Nelson, Cheryl, Lamar University, Beaumont, TX
Nixson, Sarah, Missouri State University, Missouri, MO
Ollmann, Cheryl Yvonne, Children's Charter School, Baton Rouge, LA
Palmer, Jenne, Bay District Schools, Panama City, FL
Stuart, Denise, The University of Akron, Akron, OH
Watkins, Naomi, University of La Verne, La Verne, CA

3:00 PM–5:00 PM ***Session # 01307***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-260

Technology in Literacy Education Special Interest Group Program

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Welcome and Presentation of 2014 Technology in Reading Research Award
Keynote Address: "Technology Isn't Going Away and It Has Changed the Face of Literacy Forever": Meaningful Digital Literacy Practices in the Classroom
Denise Johnson, The College of William & Mary
(TILE-SIG 2014 Reading Research Award Winner)

19 Roundtable Discussions (in three rotations of six tables) 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 own classroom learning contexts.

Presenter(s)
Johnson, Denise, College of William & Mary, Williamsburg, VA
Beam, Sandra Lee, Cincinnati Christian University, Cincinnati, OH
Cardullo, Victoria, Auburn University, Auburn, AL
Ferguson, Lisa, Martin Luther King, Jr. Elementary School, Urbana, IL
Griffith, Robin, Texas Christian University, Fort Worth, TX
Hower, Aileen P., South Western School District, Hanover, PA
Johnson, Angie, Michigan State University, East Lansing, MI
Johnson, Robin D., Stephen F. Austin State University, Nacogdoches, TX
Kingsley, Tara L., Indiana University Kokomo, Kokomo, IN
Moller, Karla, University of Illinois at Urbana Champaign, Champaign, IL
Oslick, Mary Ellen, Stetson University, Deland, FL

Quinn, Ryan, Emory Markle Intermediate School, Hanover, PA
Rich, Jenny, Rider University, Lawrence Township, NJ
Saine, Paula, Miami University, Oxford, OH
Seeger, Victoria, Northwest Missouri State, Maryville, MO
Smith, Lauren, Bartle Elementary School, Highland Park, NJ
Smith, Carol A., West Chester University of Pennsylvania, Deptford, NJ
Stufft, Carolyn, Stephen F. Austin State University, Nacogdoches, TX
Tancock, Susan, Ball State University, Muncie, IN
Webber, Kristin K., Edinboro University, Edinboro, PA
Webster, Paula, Crossroads Academy, Belle Glade, FL
West, Jessica, University of Cincinnati, Cincinnati, OH
Williams, Cheri, University of Cincinnati, Cincinnati, OH
Wilson, Nance S., State University of New York at Cortland, Cortland, NY
Zygouris-Coe, Vicky I., University of Central Florida, Orlando, FL

3:00 PM–5:00 PM ***Session # 00704***
WORKSHOP
America's Center St. Louis-121-122

Comprehension Strategies That Stick: A Hands-on Workshop of Activities that Engage Young Readers

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 2

Successful readers are thinkers who are engaged in the reading process and motivated to read. In this workshop, teachers will experience hands-on activities that can be used with all students to actively focus attention on comprehension strategies-making connections, asking questions, visualizing, inference, determining importance, and synthesis. We will read, write, listen, and speak using a variety of genre taught in grades K-6. Handouts will include a list of even more books and activities that could be used to teach each strategy. Come ready to participate in fun reading experiences that will take your students into deeper comprehension of text!

Presenter(s)
Kutsch, Diane M., USD 259, Wichita Public Schools, Wichita, KS
Renner, Alison, USD 259, Wichita Public Schools, Wichita, KS

3:00 PM–5:00 PM ***Session # 00910***
WORKSHOP
America's Center St. Louis-267

Core Instructional Routines: Highly Engaging Structures for K-5 Literacy

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

Contrary to the belief that routines will lead to dull, repetitive, unimaginative, scripted ways of teaching, in this workshop we will share literacy routines that lay the framework for predictable structures, instructional consistency, and skill-building while honoring teacher autonomy, creative expression, and the nurturing of joyful learning in each student.

Come learn how routines are really the foundational architecture for creativity in the classroom, giving birth to deeper reading, rich writing, and meaningful conversation. Leave empowered to create student results that are anything but routine.

Presenter(s)
Dodge, Judith, Independent Consultant, Merrick, NY
Honigsfeld, Andrea, Molloy College, Rockville Centre, NC

3:00 PM–5:00 PM ***Session # 00296***
WORKSHOP
America's Center St. Louis-261-262

Critical Thinking on Steroids—Using Primary Sources in Disciplinary Literacy

Category: Content Literacy
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches
Age Range: Ages 12-14
Clock Hours: 2

Are your students engaged with your textbook? Are they synthesizing information from multiple sources? Are they making judgments and creating arguments to support their claims? A letter from a World War 1 soldier, a cake recipe handed down through the generations, a bill of sale for a Model T Ford—these primary sources, and others like them, can give your students vivid glimpses of the past and engross them in real applications of their content. Come learn how to pump-up your students' mental muscle with primary sources!

Presenter(s)
Zehavi, Eve, University of Houston, Houston, TX

3:00 PM–5:00 PM ***Session # 00833***
WORKSHOP
America's Center St. Louis-102

Engaging Elementary Students With Closer Reading: Designing Lessons With Rigor and Relevance

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 2

What goes into a close reading lesson to make it rigorous, relevant, and involving so students use their comprehension to become more responsible, compassionate citizens of the twenty-first century? In this workshop, learn how to engage elementary students before, during, and after close reading through great literature and text dependent questions. Watch and reflect on video clips of close reading in action. Interact with peers as you analyze a close reading lesson, and plan follow-up lessons to reread and dig deeper. Take home a handout that includes a close reading planning template, sample lesson plan, connections to novels and longer nonfiction, bibliography, and more.

Presenter(s)
Boyles, Nancy, Southern Connecticut State University, Branford, CT

3:00 PM–5:00 PM ***Session # 01087***
WORKSHOP
America's Center St. Louis-228

Integrating Across the ELA Common Core—Creating Meaningful and Powerful Lessons for Students

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators
Age Range: Ages 9-11
Clock Hours: 2

How do you design and deliver lessons that efficiently hit on several ELA standards? What do these lessons look and sound like day to day? In this workshop, learn how to integrate reading, writing, speaking and listening, and language—without going off the rails. The secret is getting the hang of mixing and matching standards well, and using high quality models, from picture books to novels to student writing and examples to make it all relevant to elementary grade students. Handouts include model lessons, mentor texts, and student samples to use with your students.

Presenter(s)
Blauman, Leslie A., Cherry Creek School District, Denver, CO

3:00 PM–5:00 PM ***Session # 00669***
WORKSHOP
America's Center St. Louis-263

Interacting With Informational Text for Close Reading Using an Engaging, Comprehensive Framework

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers
Age Range: Ages 4-8
Clock Hours: 2

The Guided Highlighted reading strategy is a comprehensive framework that encompasses close and critical reading. The framework incorporates multiple layers of student support to meet the expectations of the ELA CCSS. Close and Critical Reading (CCR) is a process that requires students to analyze, synthesize and respond to increasingly complex text. Embedded within the framework are classroom tested and research-based strategies including vocabulary development, analyzing text structures, close reading and oral language. Attendees will learn how to implement this framework in the classroom to engage students in the process of interacting with increasingly complex informational text.

Presenter(s)
Erfourth, Jill, Utica Community Schools, Shelby Twp., MI
Hasenauer, Theresa, Utica Community Schools, Utica, MI
Labadie, Melissa, Utica Community Schools, Sterling Heights, MI
Zieleniewski, Lorri, Utica Community Schools, Sterling Heights, MI

3:00 PM–5:00 PM ***Session # 00280***
WORKSHOP
America's Center St. Louis-229

Picture-Perfect Science: Using Children's Literature to Guide Inquiry

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 2

Join NSTA Press authors, Emily Morgan and Karen Ansberry, to learn how to use science-related picture books to integrate elementary science and the Common Core State Standards for English Language Arts.

In this interactive workshop, K-5 teachers will:
1. Learn how to use scientific inquiry, the 5Es instructional model, and reading comprehension strategies to teach science and Common Core ELA standards

2. Participate in model science lessons that blend science and reading in a meaningful way
3. Be introduced to high quality science-related picture books that make science and reading come alive for students!

Presenter(s)
Ansberry, Karen, Picture-Perfect Science from NSTA Press, West Chester, OH
Morgan, Emily, NSTA Press, Arlington, VA

3:00 PM–5:00 PM ***Session # 00219***
WORKSHOP
America's Center St. Louis-104

Reading Literature: Making Inferences and Establishing Point of View in Written and Visual Texts

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: Ages 9-11
Clock Hours: 2

Teaching students to make inferences and identify point of view in written and visual texts is a complex undertaking for teachers. Teachers need a deep knowledge base about how written and visual language makes meaning at the level of inferences and point of view as well as how to provide engaging and well scaffolded activities for students in Grades 3, 4 and 5. This workshop demonstrates three such activities and allows the attendees to try out the activities and discuss the outcomes in small group situations. Attendees will acquire knowledge and strategies that can be applied to literature studies in their classrooms using the texts that are already a part of their program.

Presenter(s)
Exley, Beryl, Queensland University of Technology, Brisbane, Queensland, Australia

3:00 PM–05:00 PM ***Session # 00686***
WORKSHOP
America's Center St. Louis-227

Show-Me Literacy: Transforming Lives Through Visual Texts

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

Words are great: they can colorfully shape the mood of a text, be structured in sophisticated ways to enhance meaning, and inspire symbolic associations within readers. But these same literacy principles are at work in images, too, yet our students rarely transfer their reading skills to the visual media with which they are bombarded daily.

In the spirit of Missouri (the Show-Me state), this workshop will lead participants in active, Common Core-inspired critical analysis of a variety of visual texts (including art, comics, advertisements, and film) and provide a "gateway" for transforming students' visual literacy skills in one's own classroom. Come "see" for yourself!

Presenter(s)
Kremer, Nick, Columbia Public Schools, Columbia, MO

3:00 PM–5:00 PM ***Session # 00855***
WORKSHOP
America's Center St. Louis-103

Transforming Lives: How to Develop and Support a Successful, Motivated Young Reader

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 2

Reading aloud to and with young children is an experience that serves a variety of purposes. In this workshop, two highly acclaimed researchers explain how the reading experience is a vehicle for discussing the varied yet interconnected skills and opportunities that jumpstart the career of a successful reader. Parents and teachers will be provided with the most powerful, engaging, and proven strategies for helping children develop emergent literacy skills through reading together. This hands-on workshop will allow many opportunities to ask questions, reflect on current shared reading practices, receive tips/pamphlets on shared reading and role-play suggested evidence-based activities.

Presenter(s)
Cunningham, Anne, University of California, Berkeley, Berkeley, CA
Zibulsky, Jamie, Fairleigh Dickinson University, Teaneck, NJ

3:00 PM–5:00 PM ***Session # 01015***
WORKSHOP
America's Center St. Louis-264

Unpacking the Complexity of Informational Texts

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

In order to analyze the structure of an informational text or to compare how two authors address a theme or topic, students must have an understanding of multiple dimensions of a text like the author's purpose, a text's structure, and the types of details used. Readers must also comprehend the interrelatedness of these dimensions. In other words, students must understand how a text works. In this workshop, informational text complexity will be explained and attendees will have multiple opportunities to engage in analyzing and discussing excerpts of text. Methods for teaching and assessing will be described and student artifacts will be presented for analysis and further discussion.

Presenter(s)
Cummins, Sunday, Literacy Consultant & Author, Chico, CA

3:00 PM–5:00 PM ***Session # 00635***
WORKSHOP
America's Center St. Louis-127

Using Frameworks to Engage Students in Close Reading and Discussions Around Challenging Texts

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 2

This workshop is for educators who want to develop and support independent, self-motivated, self-directed learners who can read, analyze, and discuss challenging texts in all content areas. Attendees will practice using a variety of frameworks and instruments that will maximize comprehension of challenging texts through close reading of texts segments along with intentional, student-led discussions to analyze the concepts and ideas shared in those texts. Discussions will expand understanding of this collaborative method of integrating the CCSS into content area classroom instruction.

Presenter(s)
Houck, Bonnie D., Houck Educational Services and University of Minnesota, Victoria, MN
Latterell, Karen, Stillwater Area Schools & University of St. Thomas, Stillwater, MN
Means, Jessica L., Palatine High School District 211, Palatine, IL

4:45 PM–5:45 PM ***Session # 01368***
CO-SPONSORED SESSION
America's Center St. Louis-221

Young Adults' Choices: A Project of the International Literacy Association

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Clock Hours: 0

An informational session for anyone interested in learning about the Young Adults' Choices Project. Co-chairs Stephanie Burdic and Lisa Morris-Wilkey, and other team leaders, will discuss their involvement in the project and its impact on students, teachers, schools, and communities. The titles of the 2015 Young Adults' Choices List will also be presented. Bibliographies and annotations will be available.

Presenter(s)
Morris-Wilkey, Lisa, Casa Grande Union High School, Casa Grande, AZ
Burdic, Stephanie, Omaha, NE

4:45 PM–5:45 PM ***Session # FS06***
FEATURED SPEAKER
America's Center St. Louis-130

Accountability, Agency, and Increased Achievement in Independent Reading

Clock Hours: 1


Jennifer Serravallo

Decades of research have convinced us—Independent Reading is an essential part of any effective reading program. But what if Independent Reading could be even more of a game-changer? In this session, you'll learn how to focus your conferring and small group instruction on students' self-chosen goals, helping to increase student motivation to read and propel reading growth.

Presenter(s)
Serravallo, Jennifer, Author and Consultant, South Orange, NJ

4:45 PM–5:45 PM ***Session # 01357***
ILA BOARD SESSION
America's Center St. Louis-265

Routines and Activities for Developmental Phonics, Vocabulary, and Spelling Instruction

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Explore schedules and routines to implement developmental word study in the classroom and in interventions. Routines for teacher-guided, and independent learning are introduced. Examine sorts and activities at each developmental stage. Concept sorts and other practices to teach vocabulary for deep learning are introduced. Ways to teach domain-specific and academic vocabulary are presented. Instructional practices with English learners are integrated throughout.

Presenter(s)
Bear, Donald, Iowa State University, Ames, IA

4:45 PM–5:45 PM ***Session # 01109***
PANEL
America's Center St. Louis-152

Attitude Adjustment: Using YAL to Encourage Social Justice

Category: Assessment
Audience: Beginning Teachers, Classroom Teachers, Researchers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

The presenters suggest a series of texts that have the potential to spark discussion in areas of social equity, along with an action research methodology for analyzing the interplay between readers and text. Data will be presented that offers the power of these texts to change student perceptions about social justice issues. Attendees will be encouraged to contribute their own options and experiences with including social justice and YAL with teen readers. A bibliography will be provided.

Presenter(s)
Hayn, Judith, University of Arkansas at Little Rock, Little Rock, AR
Clemmons, Karina R., University of Arkansas at Little Rock, Little Rock, AR
Olvey, Heather, University of Arkansas at Little Rock, Little Rock, AR

4:45 PM–5:45 PM ***Session # 01162***
PANEL
America's Center St. Louis-241

Author Panel: Laurence Pringle

Category: Children's Literature
Audience: Classroom Teachers
Age Range: Ages 4-8
Clock Hours: 1

How can you make science education interesting to your students? What are some ways you can make learning about science fun? Veteran author Laurence Pringle, the author of more than 100 books for children, including the popular Strange and Wonderful series, will share his thoughts on making the sciences accessible and fun for your students.

Presenter(s)
Pringle, Laurence, Boyds Mills Press, Honesdale, PA

4:45 PM–5:45 PM ***Session # 01065***
PANEL
America's Center St. Louis-123

Big Lessons in Small Texts: The Craft We Teach in the Poems We Love

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

The core of our panel is language: paying close attention to it, seeking to describe our perceptions with it, remaining open to the surprises we encounter and the language we use to communicate them. Language is what we are about as literacy educators. Our panel will give participants specific strategies for writing to try with students. The poetry we share will turn you on to poets you may not know who can be of great use to you in the classroom. Also, the poems we share will be—in the words of Mary Oliver—not words, after all, but fires for the cold, ropes let down to the lost, something as necessary as bread in the pockets of the hungry.

Presenter(s)
Kittle, Penny, Kennett High School, North Conway, NH
Heard, Georgia, Author and Independent Consultant, Scholastic, New York, NY
Rief, Linda, Oyster River Middle School, Durham, NH

4:45 PM–5:45 PM ***Session # 00190***
PANEL
America's Center St. Louis-124

Collaboratories: STEM Teacher and Librarian Collaborations With 21st Century Skills

Category: Content Literacy
Audience: Classroom Teachers, Librarians/Media Specialists
Age Range: Ages 15-18
Clock Hours: 1

How can teachers and librarians best collaborate to teach 21st century skills? How do you negotiate this relationship within your schools? Our panel focuses on how high school STEM teachers and both school and public librarians can collaborate most effectively to help students develop 21st century skills in order to prepare them to be "full participants" in their communities and our society, and to be significant contributors to the workforce, particularly in the area of STEM-related occupations.

Presenter(s)
Witte, Shelbie, Florida State University, Tallahassee, FL
Gross, Melissa, Florida State University, Tallahassee, FL
Julian, Heidi, University at Buffalo, Buffalo, NY
Latham, Don, Florida State University, Tallahassee, FL

4:45 PM–5:45 PM ***Session # 00511***
PANEL
America's Center St. Louis-106

The E-Book Hook: Using E-Book to Transform Learning

Category: Innovating With Technology
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 1

This panel explores the use of e-books as part of the curriculum in a 4th grade Language Arts and Science classroom from the perspective of the teacher, researcher, and students. Mrs. Notwell will discuss her excitement and reservations about bringing digital media into the classroom, describing her transformation over the year. Audio and video of students will provide their perspectives of using e-books and how they believed e-books transformed their learning. Dr. Barger will lead a discussion of the findings from the study. Dr. Neely will provide relevant research around e-books use in the classroom and respond to the presentation and facilitate questions throughout the panel.

Presenter(s)
Barger, Bettie Parsons, Ohio State University, Columbus, OH
Neely, Ann, Vanderbilt University, Nashville, TN
Notwell, Mary, Riverside Elementary, Dublin, OH

4:45 PM–5:45 PM ***Session # 00814***
SESSION
America's Center St. Louis-230

Comics in the Classroom: Bridging the Gap Between Traditional Text and 21st Century Literacy

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: Ages 12-14
Clock Hours: 1

From the top of the St. Louis Arch, see where Lee Falk created the world's first comic-strip super hero, where Pulitzer got his start in journalism, and where his St. Louis competitors founded a company that became the world's largest producer of comic books. In 1942, with monthly production of 25 million copies and each copy read by an estimated 10 children, comics represent history's biggest reading fad. Marginalized in the 1950's, virtually banned from classrooms, comics are making a comeback. Review 21st century research documenting how the medium can motivate readers, develop visual literacy, foster critical thinking, and engage students in the creation of complex, multimodal texts.

Presenter(s)
Phoenix, Charles Michael, University of Missouri at St. Louis, St. Louis, MO

4:45 PM–5:45 PM ***Session # 00748***
SESSION
America's Center St. Louis-161

Empowering Teachers as Teachers of Writing: Embedding Professional Learning Within the School Day

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

Are you looking for new ways to invigorate your professional learning and elevate your teaching of writing? Begin with a transformation of your professional development. Explore a cycle for professional development in writing that is embedded within the school day. Create organic PLCs in your own building that affords the opportunity for collegiality and collaboration and that leaves all members of your team empowered!

Presenter(s)
Little, Dawn, Links to Literacy, Gaithersburg, MD

4:45 PM–5:45 PM ***Session # 00143***
SESSION
America's Center St. Louis-100

English Language Learners and Foundational Literacy Skills: Adapting CCSS to Language Levels

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: Ages 4-8
Clock Hours: 1

There is a difference in developing Common Core Foundational Skills for English language learners. This session will address the function of language level as a key factor in foundational skills development and provide participants with an easy-to-use formative assessment tool, the Classroom Assessment of Language Levels (Boyd-Batstone, 2013). Attendees will learn to apply differentiated strategies matched to language levels to each domain of the CCSS Foundational Skills.

Presenter(s)
Boyd-Batstone, Paul, California State University at Long Beach, Long Beach, CA

4:45 PM–5:45 PM ***Session # 01097***
SESSION
America's Center St. Louis-224

Exploring the Discursive Process of Blogging: Adolescent Positioning in Online Interaction

Category: Innovating With Technology
Audience: Classroom Teachers
Age Range: Ages 12-14
Clock Hours: 1

The inherent portrayal of identity for adolescent bloggers is of great interest because writing conveys not only narrative or informational content, but also the representation of self (Ivanič, 1998). With myriad opportunities for exploration and collaboration represented by blog writing, how identity is—or is not—revealed in these spaces is of particular appeal to teachers as they interpret their students as writers and young adults. Writing is mediated in the course of online interaction (Alvermann, 2012). For adolescents, meaning making online parallels the sense making that they do in their everyday lives, negotiating meaning through print, auditory, and visual media.

Presenter(s)
Pigozzi, Grace, University of Illinois at Chicago, Chicago, IL

4:45 PM–5:45 PM ***Session # 00453***
SESSION
America's Center St. Louis-242

Exploring the Potential of Moving Image Narratives in Reading Comprehension Instruction.

Category: Innovating With Technology
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

We've all met children who struggle to comprehend text beyond the literal. It seems that for some early fluent readers, so much effort is required for them to decode words that they have little cognitive processing space left for comprehension.

This is a highly interactive and engaging session where participants will explore the potential of using moving image narratives in the form of short animation films within elementary classrooms to teach transactional strategies for reading. The approach is research-based and demonstrates how important and motivating non-written narratives can be for a 21st century reading curriculum.

Presenter(s)
Maine, Fiona, University of Cambridge, Cambridge, United Kingdom

4:45 PM–5:45 PM ***Session # 00719***
SESSION
America's Center St. Louis-231

In It for the Long Haul: Rethinking Teacher-Led Discussion for Reading Comprehension

Category: Teacher Preparation and Professional Development
Audience: Classroom Teachers, Researchers, Teacher Educators
Age Range: Ages 9-11
Clock Hours: 1

This session explores how a group of teachers, working collaboratively in their own school and with a university-based researcher, learned new strategies for leading reading comprehension discussions—discussions intended to foster reading comprehension skill development over 'checks' of student comprehension. Over a three-year period, the teachers adopted and adapted strategies introduced to them for use in their own classrooms. The session discusses some of the challenges the teachers faced and suggests features of the professional development which led to success in changing the way discussions were led.

Presenter(s)
Silver, Rita Elaine, National Institute of Education, Singapore
Png, Jessie, National Institute of Education, Singapore

4:45 PM–5:45 PM ***Session # 00414***
SESSION
America's Center St. Louis-240

Interactive Guided Reading: Making the Most of Small Group Instruction in K-4 Classrooms

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

In this engaging session, K-4 teachers will explore ways to make guided reading more hands-on and interactive for early readers. Attendees will be introduced to a variety of techniques and strategies for adding excitement to lessons that go far beyond the everyday book walk. Teachers will leave with a plethora of materials and ideas aligned with the Common Core that can immediately be included in daily guided reading lessons.

Presenter(s)
Kunz, Kenneth, Rutgers University and Bloomfield College, New Brunswick, NJ
Hall, Maureen, Rutgers University, New Brunswick, NJ
O'Reilly, Margaret, Bloomfield College, Bloomfield, NJ

4:45 PM–5:45 PM ***Session # 00333***
SESSION
America's Center St. Louis-162

Meeting Next Generation Science Standards Through Literacy Instruction on Visual Texts

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 1

The presenters will demonstrate how to provide literacy instruction on visuals in ways that meet both the Next Generation Science Standards and the Common Core State Standards. Attendees will engage in literacy-based activities that they can implement with their middle school students, such as applying comprehension strategies while interpreting a variety of visuals; corroborating evidence across multiple visual sources; and producing valid multi-representational arguments. The presenters will provide suggestions on how this type of multi-representational literacy instruction can be applied to different branches of science.

Presenter(s)
Wilson, Amy Alexandra, Utah State University, Logan, UT
Chavez, Kathryn J., Tucson Unified School District, Tucson, AZ

4:45 PM–5:45 PM ***Session # 00810***
RESEARCH SESSION
America's Center St. Louis-141

Our Research, Our Words: When K-8 Literacy Teacher-Researchers Move From Audience to Presenters

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

Teachers are best positioned to identify the most pressing issues in literacy teaching and learning, to research their practice, and share their findings. Our project supports fourteen teachers in two states and three New York City boroughs to engage in collaborative action research and share their findings through publications and presentations. In our session, we will discuss our Fellows' research, one Fellow will discuss her research on using literature focused on social-emotional literature to improve her students' writing, discussing, and sense of empowerment, and provide time to discuss ways in which audience members can bring action research to their classrooms and schools.

Presenter(s)
Morrell, Jodene, Teachers College, Columbia University, New York, NY
Messerschmitt, Danielle, New York City Department of Education, New York, NY

4:45 PM–5:45 PM ***Session # 00885***
SESSION
America's Center St. Louis-142

Promoting Social Justice and Reading Skills With Multicultural Informational Picture Books

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Teachers in today's classrooms are focused on preparing their students to be College and Career Ready through the use of the CCSS-ELA. With multicultural informational picture books, it is possible and important to infuse topics related to social justice within reading instruction. This session will describe ways to teach to CCSS-ELA for reading informational text K-5, standards eight and nine through multicultural informational picture books. Advice for selection of such literature, troubleshooting with multicultural literature, useful texts and resources, and specific strategies for teaching will be shared.

Presenter(s)
Hulan, Nancy, Western Kentucky University, Bowling Green, KY
Suzuki, Tadayuki, SUNY Cortland, Cortland, NY

4:45 PM–5:45 PM ***Session # 00917***
SESSION
America's Center St. Louis-101

Strategies to Connect Nonfiction/Informational Reading With Writing for Grades 3-5

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

This session will demonstrate the connection between student nonfiction reading and writing. Using science-based text written by Seymour Simon, participants will review the reading strategy "determining importance," explore three simple methods for organizing information, and investigate elements of writing personal responses to nonfiction texts. All of the nonfiction literacy activities discussed in this session support the acquisition of important reading comprehension and writing skills. Student work samples, audio segments from a student-created podcast, and evidence-based teaching practices will be emphasized in this session.

Presenter(s)
Cremer, Ellen Daniels, St. Patrick's Episcopal Day School, Washington, DC
Chu, Davina, St. Patrick's Episcopal Day School, Washington, DC

4:45 PM–5:45 PM ***Session # 00836***
SESSION
America's Center St. Louis-232

Tailoring Teaching Strategies for Unique Needs of Children With Dyslexia

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Without teacher support, dyslexic children risk reaching their potential; worse, they may drop out of school with life-long consequences. Dyslexia is unrelated to intelligence but interferes with the ability to learn unless addressed. Teachers who tailor classroom techniques and include accommodations and assistive technology can help level the playing field for these students so they can achieve classroom success. This session will provide a glimpse of what it is like to have dyslexia through a simulation exercise, and provide tips on tailoring instruction for these students. Such teaching strategies can transform the classroom so that even struggling readers learn and thrive.

Presenter(s)
Noland, Terrie, Learning Ally, Princeton, NJ

4:45 PM–5:45 PM ***Session # 00234***
SESSION
America's Center St. Louis-140

Teachers as Instructional Leaders: Taking the Common Core Into Your Own Hands

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only)
Age Range: Age 19+
Clock Hours: 1

Teachers attending this session will learn how, in their roles as instructional leaders, they can "take the Common Core Into Their Own Hands," using the LDC online environment to create and share exemplary literacy-based modules that enhance instruction and improve practice, promote engagement, and lead to significant improvement in student outcomes.

LDC tools embed CC literacy standards into content-area lessons to enable students to meet and exceed standards, while also meeting content demands. Through interactive activities and hands-on exploration, participants will learn about the LDC Framework, and will be able to access and immediately use LDC online technology tools.

Presenter(s)
Simons, Suzanne D., Literacy Design Collaborative, New York, NY

4:45 PM–5:45 PM ***Session # 00313***
SESSION
America's Center St. Louis-223

The Global Read Aloud—How A Read Aloud Connected 200,000 Students

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Imagine a book read aloud, your class immersed in discussion, students excitedly urging you to read "Just one more page." Now imagine this same scene playing out across the world, 200,000 students worldwide listening to the same book, all deep in discussion but instead of just discussing it within the class, turning to other students across the globe, reaching out via technology, sparking a global conversation, a global connection; all through a shared read aloud. Come hear the story of The Global Read Aloud, a literacy initiative that since 2010 have connected more than 200,000 students. Be inspired to connect, be inspired to read aloud, be inspired to create your own global project!

Presenter(s)
Ripp, Pernille, Oregon Middle School, Oregon, WI

4:45 PM–5:45 PM ***Session # 01021***
SESSION
America's Center St. Louis-266

Transform Students' Lives: Engage Students With Digital Literacies to Improve Critical Literacy

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Transform your students' learning by incorporating digital literacies in the classroom. How is new technology being used in the classroom to engage students and improve critical literacy skills? This session will present case studies and teaching strategies using Web 2.0 tools that work with students, whether the whole class or only the teacher has the technology. This session will provide resources for all levels and all ages of students. Attendees will leave with resources to pursue independently and also the opportunity to collaborate professionally with others on-line after the conference. Group discussion will follow, so bring your ideas to the session!

Presenter(s)
Modesitt, Melinda G., Gateway Technical College, Kenosha, IN

4:45 PM–5:45 PM ***Session # 00277***
SESSION
America's Center St. Louis-222

Transforming Literacy Lives of Struggling Readers: Teaching CCSS Success in a Summer Enrichment Camp

Category: Common Core State Standards
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

The heart and soul of this session is identifying methods to implement a research-based authentic, integrated, enrichment approach to "reach and teach" close reading to struggling readers to achieve CCSS success. Focus is on motivation and engagement; building the essential knowledge base needed for comprehension; key strategies; development of academic vocabulary; using ongoing authentic assessment to provide supportive feedback and guide instruction; scaffolding; and using technology to support learning. Emphasis is on steps to adapt instruction to achieve the same goals we have for all readers. I will share many student artifacts. Strong implications for classroom instruction.

Presenter(s)
Shaw, Michael, St. Thomas Aquinas College, Sparkill, NY

4:45 PM–5:45 PM ***Session # 00197***
SESSION
America's Center St. Louis-120

Using a Generative Vocabulary Matrix in the Learning Workshop

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Wondering how to find more time in the day for engaging students in content area learning? How can teachers meet standards, complete curriculum requirements, and provide vocabulary instruction without sacrificing students' natural curiosity, wonder, and enjoyment of informational texts? This session, based on a recently published article in *The Reading Teacher*, will engage participants in learning a) how to take a disciplinary literacy approach and blend the best of reading and writing workshops into one unified Learning Workshop sequence, and b) how the Generative Vocabulary Matrix is used in each step of the Learning Workshop to support meaning-making discourse, writing, and reading.

Presenter(s)
Larson, Sue, Judson University, Elgin, IL

4:45 PM–5:45 PM ***Session # 01062***
SESSION
America's Center St. Louis-143

Using the Affordances of the Digital Literacies to Transform Student Writing

Category: Innovating With Technology
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: Ages 15-18
Clock Hours: 1

Composing with the digital literacies offers advantages not found with conventional writing. These advantages, often referred to as "affordances," are accessed with new multimodal and participatory web tools as well as with complex and interesting hyperlinked connections between texts and ideas within texts. In this session, we examine how the positive affordances of the digital literacies can engage students in learning while improving their ability at

composing arguments, informative texts, narratives and poetry. Ideas for integrating conventional writing with digital composing are emphasized.

Presenter(s)
McDermott, Peter, Pace University, New York, NY
Gormley, Kathleen A., The Sage Colleges, Troy, NY

7:30 PM–9:30 PM ***Session # 1397***
SESSION
Renaissance St. Louis Grand Hotel Majestic Ballroom E

Poetry Olio

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only)

Age Range: General (age 4-18)
Clock Hours: 0

The 18th Annual ILA Poetry Olio is the one ILA party you won't want to miss. Join us for an entertaining evening of verse and song presented by featured poets, songwriters, and musicians interspersed with open mic readings, surprise guests, audience participation numbers, and valuable prizes.

Presenter(s)
Dakos, Kalli, Author
Heard, Georgia, Author & Consultant, Scholastic, New York, NY
Lansky, Bruce, Meadowbrook Press, Minnetonka, MN
Stanley, Nile V., University of North Florida, Jacksonville, FL
Theibert, Philip, Apollo University
Whitington, Katherine Daphne, Chicago Public Schools, Chicago, IL





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- ***Journal of Adolescent & Adult Literacy***: Articles about topics such as digital and content literacies, mediating complex texts, writing, assessment, and struggling adolescent readers, plus simple steps to put ideas into practice in Take Action and More to Explore lists of additional resources
- ***Reading Research Quarterly***: Research studies like "The New Literacies of Online Research and Comprehension: Rethinking the Reading Achievement Gap" and "Effect of a Performing Arts Program on the Oral Language Skills of Young English Learners," including methods, results, effects, findings, and implications

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Meet Our AUTHORS

SATURDAY, July 18th

11:00 AM – 11:30 AM



Marvin Terban

Marvin Terban's Parts of Speech: Grammar

Scholastic Dictionary of Idioms

1:00 PM – 2:00 PM



Mark Teague

How Do Dinosaurs Stay Safe?

1:30 PM – 2:00 PM



Marilyn Pryle

50 Common Reading Response Activities

Writing Workshop in Middle School

2:30 PM – 3:30 PM



Kate Messner

Ranger in Time #2: Danger in Ancient Rome

2:30 PM – 3:30 PM



Eugene Yelchin

Elephant in the Dark

2:30 PM – 3:00 PM





Sandra K. Athans & Denise Ashe Devine

Close Reading for the Whole Class

3:00 PM – 4:00 PM



Gordon Korman

The Dragonfly Effect (The Hypnotists #3)

4:15 PM – 4:45 PM



Nell K. Duke

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Beyond Bedtime Stories, 2nd Edition

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SUNDAY, July 19th

10:00 AM – 11:00 AM




Pam Muñoz Ryan & Brian Selznick

Echo

The Marvels

10:30 AM – 11:00 AM



Georgia Heard

Poetry Lessons to Meet the Common Core State Standards

11:00 AM – 11:30 AM




Diana Sisson & Betsy Sisson

Targeted Reading Interventions for the Common Core: K–3

Targeted Reading Interventions for the Common Core: 4–8

11:30 AM – 12:30 PM



Dan Santat

Ricky Ricotta's Mighty Robot (Book 1)

11:30 AM – 12:00 PM




Lauren Francese & Rebecca Marsick

Stretching Beyond the Textbook: Grades 6 & Up

12:30 PM – 1:00 PM



Phyllis Hunter

It's Not Complicated: What I Know for Sure About Helping Our Students of Color Become Successful Readers

1:30 PM – 2:00 PM



Laura Robb

Unlocking Complex Texts: Grades 5 & Up

1:30 PM – 2:30 PM



Sonia Manzano

Becoming Maria: Love and Chaos in the South Bronx

2:00 PM – 2:30 PM




Jamie Diamond & Meg Knapik

Literacy Lessons for a Digital World: Grades 5 & Up

2:30 PM – 3:00 PM



Maria Walther

Transforming Literacy Teaching in the Era of Higher Standards: K–2

Month-by-Month Reading Instruction for the Differentiated Classroom

3:30 PM – 4:30 PM



Tommy Greenwald

My Dog Is Better Than Your Dog (Crimebiters! #1)

4:15 PM – 5:00 PM



Jan Richardson

The Next Step in Guided Reading: K–8

Once I began to **read**, I began to **EXIST.**
– Walter Dean Myers

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Learn From Our EXPERTS

SATURDAY, July 18th



Nell K. Duke

11:00 AM – 12:00 PM

TEACHING EDGE

A Project-Based Place: Supporting Project-Based Instruction at the School Level

Room: Ferrara Theatre

3:00 PM – 4:00 PM

Information in Action: Project-Based Instruction That Works! (K–5)

Room: 276



Jennifer Serravallo

1:30 PM – 2:30PM

Assessing and Teaching Whole-Book Comprehension: Fiction & Nonfiction

Room: Presentation Pavilion #1

4:45 PM – 5:45 PM

FEATURED SESSION

Accountability, Agency, and Increased Achievement in Independent Reading

Room: 130





Jan Richardson & Maria Walther

1:00 PM – 2:00 PM

The Next Step in Guided Reading Assessment

Room: 276



Phyllis Hunter

11:00 AM – 12:00 PM

Reading Is a Civil Right: Making Sure Our Students of Color Have Access to Books All Year Round

Room: 275



Ruth Culham

3:00 PM – 4:00 PM

They Can't Fix What They Don't Understand! Target Writing Feedback for Maximum Growth

Room: 101

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SUNDAY, July 19th



Pam Allyn

9:00 AM – 10:00 AM

FEATURED SESSION

Be Core Ready: 10 Ways to Transform Teaching and Learning for the New Era So We Can Meet the Needs of All Students

Room: 132

1:00 PM – 2:00 PM

Taming the Wild Text: Cultivating Fearless Readers & Writers

Room: 100



Phyllis Hunter

11:00 AM – 12:00 PM

Engaged Families & Connected Communities: The Best Way to Support Student Achievement

Room: 130



Laura Robb

12:00 PM – 1:00 PM

Close Read Complex Texts to Develop a Claim and Argument

Room: Presentation Pavilion #2



Maria Walther

1:00 PM – 2:00 PM

Books, Books, and More Books! Mentor Text Experiences That Transform Young Readers and Writers

Room: 231



Jan Richardson

3:00 PM – 4:00 PM

The Next Step in Guided Writing: Connecting Reading and Writing to Accelerate Struggling Readers and Writers

Room: 130



Jacquelyn A. Malloy

3:00 PM – 4:00 PM

Using Children's Literature to Foster Literacy Development

Room: 120

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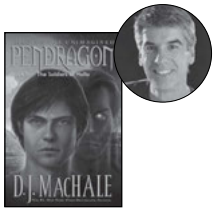
Meet Your Favorite Simon & Schuster Authors & Illustrators!

Booth #1417

SATURDAY, JULY 18



10:00 – 11:00 a.m.
Sonia Manzano
Miracle on 133rd Street



11:00 – 11:30 a.m.
D.J. MacHale
Pendragon: The Soldiers of Halla



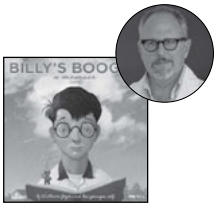
11:30 a.m. – 12:00 p.m.
Laurie Ann Thompson,
Be a Changemaker



12:00 – 1:00 p.m.
Jenny Han
P.S. I Still Love You



1:00 – 2:00 p.m.
Candace Fleming
Bulldozer's Big Day



2:30 – 3:30 p.m.
William Joyce
Billy's Booger



3:30 – 4:00 p.m.
Kekla Magoon
Fire in the Streets

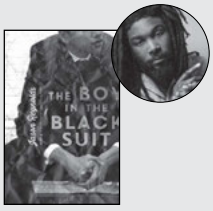


4:00 – 4:30 p.m.
Tawni Waters
Beauty of the Broken



Stop by our booth for cookies on Saturday to celebrate our new series *The Secret Cookie Club*!

SUNDAY, JULY 19



10:00 – 11:00 a.m.
Jason Reynolds
The Boy in the Black Suit



11:00 a.m. – 12:00 p.m.
Andrew Smith
Stand-Off



1:00 – 1:30 p.m.
Jen Brooks
In a World Just Right



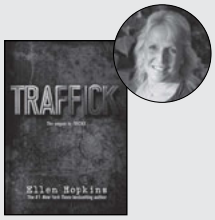
1:30 – 2:00 p.m.
Jennifer Ward
Mama Built a Little Nest



2:00 – 3:00 p.m.
Sharon M. Draper
Stella by Starlight



3:00 – 4:00 p.m.
Meghan McCarthy
Earmuffs for Everyone!



4:00 – 5:00 p.m.
Ellen Hopkins
Traffick

MONDAY, JULY 20

SIGNING AFTER CLOSING GENERAL SESSION IN HALL 5



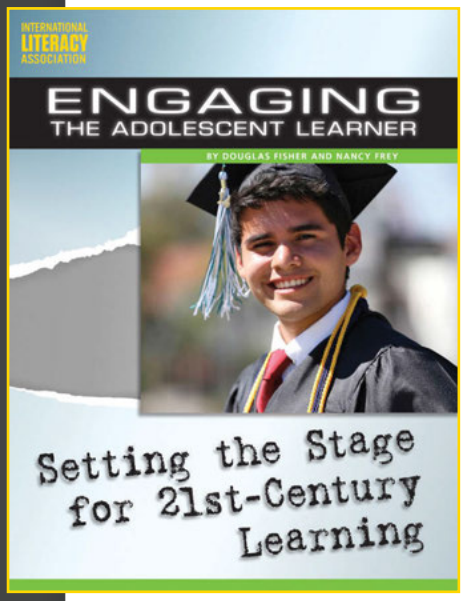
8:30 – 10:00 a.m.
Octavia Spencer
Randi Rhodes,
Ninja Detective: *The Sweetest Heist in History*



10:00 – 10:30 a.m.
Kathleen Krull
Hillary Rodham Clinton

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DOUGLAS FISHER & NANCY FREY

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> *" This series builds on decades of teaching and research--in literally tens of thousands of schools. In states across the country, this curriculum has already given young people extraordinary power, not only as readers, but also as thinkers. When young people are explicitly taught the skills and strategies of proficient reading and are invited to live as richly literate people do, carrying books everywhere, bringing reading into every nook and corner of their lives, the results are dramatic."*
>
> —Lucy Calkins

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- include resources to help teachers build and evolve anchor charts across each unit
- help teachers use learning progressions to assess students' reading work, develop their use of self-monitoring strategies, and set students on trajectories of growth
- give teachers opportunities to teach and to learn teaching while receiving strong scaffolding and on-the-job guidance.

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NEW *from*
LUCY CALKINS

Pilot Teachers Report Dramatic Results:

"The units provide **clear and concise goals and teaching points**, as well as an **amazing selection of easily accessible resources** to use within the units, such as anchor charts, mentor texts, and student exemplars. Each lesson is developed with **multiple opportunities to differentiate and customize** throughout the 60-minute workshop framework. The high literacy expectations in the new units offer teachers a solid path aligned to ELA Standards, but also the opportunity to embrace their expertise with **pacing and responsive teaching for the growth of all students**." **—Rachon Miller**, K–5 Literacy Specialist

"**I whole-heartedly believe that the units are THE best method for fostering a love of reading—and teaching reading—out there**. Unlike our current reading curriculum, which seems to be disjointed in the way lessons are taught, the lessons in the units build off each other. **Not only did my students grow as readers, I also grew as a teacher of reading because the professional development is embedded**. When using the other reading curriculum, I often heard a sigh of relief when class was over. In contrast, when using the units, I often heard, 'Awww, can't we keep going? I have so much more to say!'" **—Kay Reppen**, Grade 5 Teacher

"**The children loved the Avid Readers unit!** They especially enjoyed playing the 'games' with reading partners. In fact, they continued to play the games and sing the songs long after we completed the pilot. I have observed an **increase in the application of certain skills**. For example, one of the lessons teaches 'sight words in disguise.' The children still use this term when decoding new words while reading. I also noticed the **reading partnerships are stronger** and they really use partners as someone to go to for help. I noticed **skills learned in reading workshop carried over to writing workshop**. It was amazing." **—Allison Hepfer,** Kindergarten Teacher





Grade 2 shown

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—LUCY CALKINS

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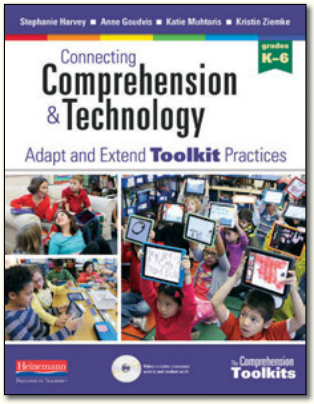
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Stephanie Harvey & Anne Goudvis

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—Stephanie Harvey & Anne Goudvis

Available in K–2 and 3–6 sets, the Comprehension Toolkit series contains all the **curricular resources** needed to implement the classroom-tested, ready-to-go lessons and increase student success in applying key comprehension strategies when reading nonfiction texts.

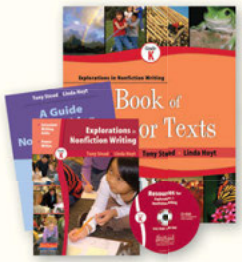


Visit us at booth 1633!

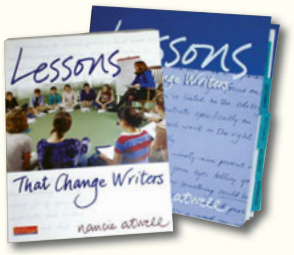
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Literate Days
Gretchen Owocki
Grades PreK–2



Explorations in Nonfiction Writing
Linda Hoyt and Anthony Stead
Grades K–5



Lessons that Change Writers
Nancie Atwell
Grades 5–9



Climb Inside a Poem
Georgia Heard and **Lester Laminack**
Grades K–2



Interactive Read–Alouds
Linda Hoyt
Grades K–7



Naming the World
Nancie Atwell
Grades 6–8



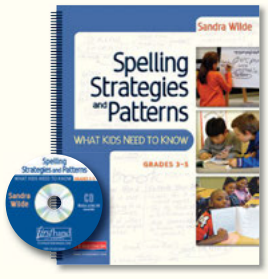
Teaching the Qualities of Writing
JoAnn Portalupi and **Ralph Fletcher**
Grades 3–6



Strategic Writing Conferences
Carl Anderson
Grades 3–6



Come to Class
Carol Jago
Grades 9–10



Spelling Strategies and Patterns
Sandra Wilde
Grades 3–5



Smart Writing
Laura Robb
Grades 6–8



50 Essential Lessons
Jim Burke
Grades 9–12

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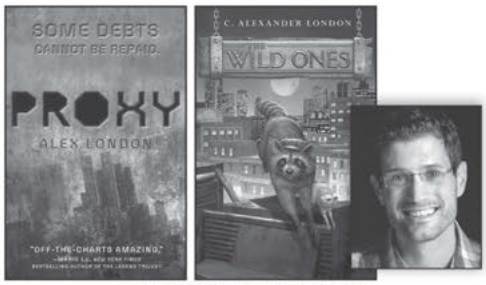
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SATURDAY, JULY 18

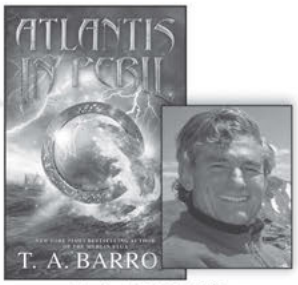


ALEXANDER LONDON
11:00 A.M.–12:00 P.M.

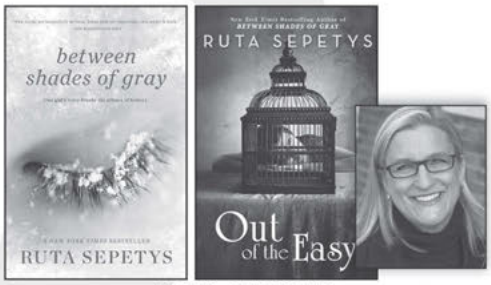


SHEILA TURNAGE
1:00 P.M.–2:00 P.M.

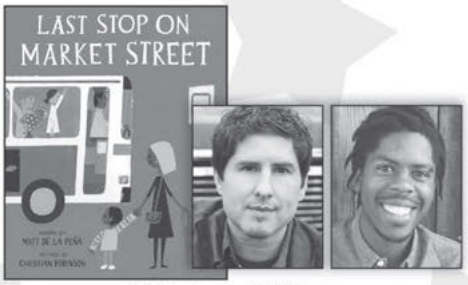
SUNDAY, JULY 19



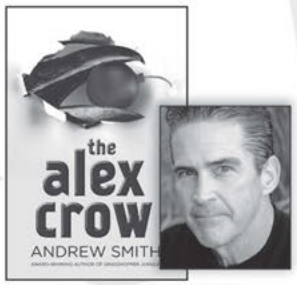
T. A. BARRON
10:00 A.M.–11:00 A.M.



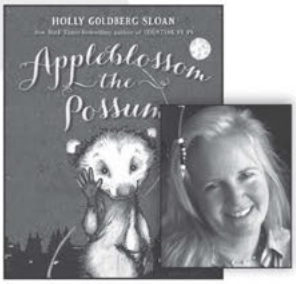
RUTA SEPETYS
11:00 A.M.–12:00 P.M.
Ruta will also be signing advanced copies of her newest title, ***SALT TO THE SEA***!



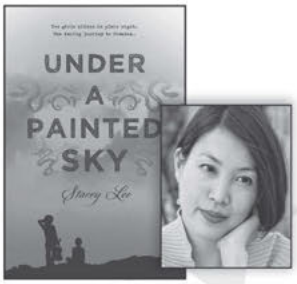
MATT DE LA PENA & CHRISTIAN ROBINSON
12:00 P.M.–12:45 P.M.



ANDREW SMITH
1:00 P.M.–2:00 P.M.



HOLLY GOLDBERG SLOAN
2:00 P.M.–3:00 P.M.



STACEY LEE
3:00 P.M.–4:00 P.M.



UNA LAMARCHE
4:00 P.M.–5:00 P.M.

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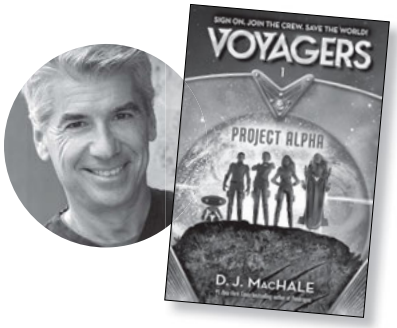
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RANDOM HOUSE
CHILDREN'S BOOKS
Booth #1918

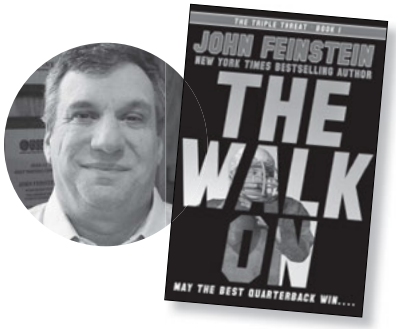
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AND PICK UP FREE CLASSROOM RESOURCES

SATURDAY, JULY 18

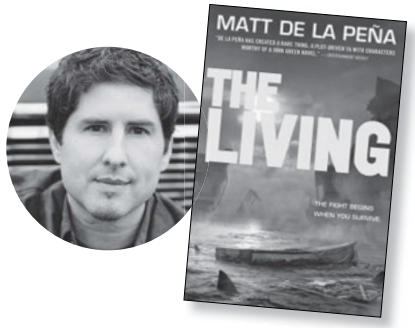


D. J. MacHALE
10:00–11:00 A.M.

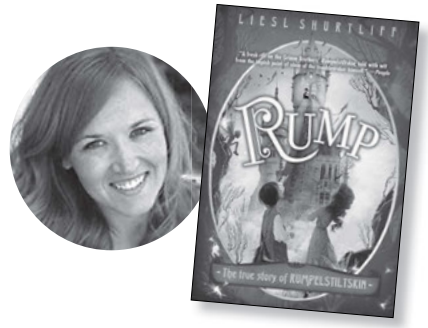


JOHN FEINSTEIN
2:30–3:30 P.M.

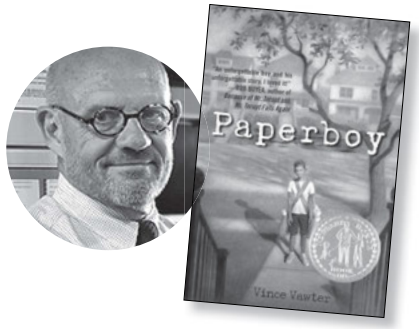
SUNDAY, JULY 19



MATT DE LA PEÑA
10:00–11:00 A.M.



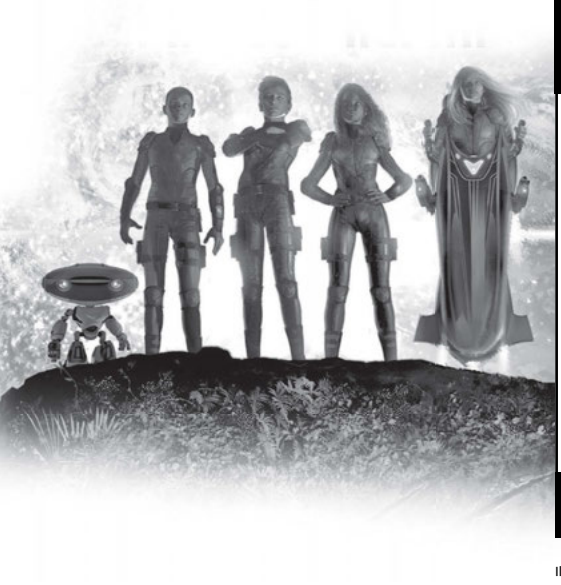
LIESL SHURTLIFF
11:30 A.M.–12:30 P.M.



VINCE VAWTER
1:00–2:00 P.M.



CANDACE FLEMING
2:30–3:30 P.M.



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8:00 AM–10:00 AM ***Session # 01402***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-227

College Literacy and Learning Special Interest Group

Category: Content Literacy
Audience: Classroom Teachers
Age Range: Age 19+
Clock Hours: 0

Chair(s): Appatova, Victoria

The session will include research reports, demonstrations of innovative teaching and learning strategies, and professional issues related to college educators. Concurrent round table sessions/ workshops/symposia will focus on Research, Pedagogy, and Program Issues in College Literacy.

Presenter(s)
Bauer, Laurie, Hanover College, Cincinnati, OH
Dowdy, Joanne Kilgour, Kent State University, Kent, OH
Gamble Booker, Clarissa, Prairie View A&M University, Prairie View, TX
Islam, Chhanda, Murray State University, Murray, KY
Neal, Heather, Sinclair Community College, Cincinnati, OH
Ross, Georganne, Middle Tennessee State University, Murfreesboro, TN
Sedar, Dillon, Kent State University, Kent, OH
Tharp, Terri, Middle Tennessee State University, Murfreesboro, TN
VanderLind, Ren, Texas State University, San Marcos, TX

8:00 AM–10:00 AM ***Session # 01203***
WORKSHOP
America's Center St. Louis-104

33 Strategies for Integrating Science and Literacy

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 2

Discover how to increase reading comprehension, disciplinary literacy skills, and science knowledge simultaneously for your students. Developed by literacy experts at the Lawrence Hall of Science at the University of California-Berkeley, these 33 strategies incorporate explicit literacy instruction in reading, writing, listening, speaking, and vocabulary development that connects to the interrelated strands of the Common Core. Experience an integrated approach that uses complex informational science text with research-based strategies to provide a better way to teach both science and literacy.

Presenter(s)
Goss, Megan, University of California, Berkeley, Berkeley, CA
Abbott, Rebecca, University of California Berkeley, Berkeley, CA

8:00 AM–10:00 AM ***Session # 00446***
WORKSHOP
America's Center St. Louis-127

Strategies for Maximizing Academic Vocabulary Acquisition for Secondary NES ELLS

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches
Age Range: Ages 15-18
Clock Hours: 2

Think of our workshop as a fun, practical way of enhancing your current knowledge about ELLs and how they learn best.

Your preparation and instructional time is limited. You need to know how to engage even the NES ELLs in obtaining crucial content knowledge using simple, but efficient strategies that break the communication barrier.

Enjoy hands-on activities, small group and whole-group discussions focusing on how to help your NESs acquire the academic language they need to be successful in your class.

Come away with sensible ideas to meet your needs and those of this growing population in your classroom.

Presenter(s)
Miron, Alina, East Baton Rouge Parish School System, Baton Rouge, LA
Hayden, Mona, East Baton Rouge Parish School System, Baton Rouge, LA

8:00 AM–10:00 AM ***Session # 01174***
WORKSHOP
America's Center St. Louis-121-122

Targeted Interventions for Common Core: Helping Struggling Students Meet the Rigors of the Standards

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

Two of the most significant events in the field of education are coalescing in classrooms around the country: Common Core State Standards and Response to Intervention. What do we do with students who cannot master the standards? This workshop centers on ten instructional levers and research-based activities that scaffold student learning within each of the Common Core Standards. These levers have the power to affect student learning, and more

significantly, to ultimately influence performance outcomes. If we look at these levers, or drivers for change, as a sequence of instructional planning, they provide a blueprint for effective interventions.

Presenter(s)
Sisson, Diana, Central Connecticut State University, New Britain, CT
Sisson, Betsy, Central Connecticut State University, New Britain, CT

8:00 AM–10:00 AM ***Session # 00756***
WORKSHOP
America's Center St. Louis-103

Using Books to Support And Motivate Children During Challenging Times

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 2

Many students come to school carrying adult-sized burdens—they may have family challenges or face serious illness, or they may be coping with the death of a loved one. Often, these burdens affect students' ability to learn. One great way to provide comfort and help students cope is to introduce them to children's or young adult books spotlighting similar situations. By reading about characters facing—and overcoming—similar obstacles, students will gain insights that will help them cope with their own situations. This workshop will feature a wide variety of titles teachers can use with students of various ages and will provide practical ideas for using these books in the classroom.

Presenter(s)
Givens, Diane, Parents as Teachers National Center, St. Louis, MO
Micklos, John J., Self-employed Author, Newark, DE

9:00 AM–10:00 AM ***Session # AP02***
AUTHOR PANEL
America's Center St. Louis-145

Putting Books to Work—Middle Grades

Clock Hours: 1

Moderator(s): Athans, Sandra K.

This panel pairs two authors and one educator in a small discussion format to explore the authors' books, and highlight effective, engaging, and interactive teaching strategies to integrate the authors' books into classroom lesson plans. Interactive peer discussion between the presenters and the attendees is highly encouraged.

Presenter(s)
Blakemore, Megan Frazer, Bloomsbury Children's Books, New York, NY
Draper, Sharon, Simon & Schuster, Inc., New York, NY

9:00 AM–10:00 AM ***Session # 01283***
CO-SPONSORED SESSION
America's Center St. Louis-162

Teachers' Choices: Transforming Readers by Identifying Best Trade Books for K-8 Classrooms

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Clock Hours: 0

The Teachers' Choices project, sponsored by ILA, is charged with identifying high quality children's literature that can enrich the curriculum and motivate students to read for inquiry and pleasure. Book talks featuring the 2015 Teachers' Choices winners will be presented along with information about how teachers and media specialists can get involved in this exciting project.

Presenter(s)
Gulley, Joyce A., University of Southern Indiana, Evansville, IN
Wulber, April, Darke County ESC, Greenville, OH

9:00 AM–10:00 AM ***Session # COS01***
COUNCIL ACTIVITIES
America's Center St. Louis-267

How Does Alpha Upsilon Alpha Transform Doctoral Students' Academic Literacy Practices Through Leadership in Professional Development and Have an Impact on Community by Fostering Activist Literacy Pedagogies?

Category: Content Literacy
Intended Audience: Teacher Educators, Undergraduate or graduate students

We will discuss how Alpha Upsilon Alpha, which is chartered under the International Literacy Association, provides transformative opportunities in professional development for doctoral students, many of whom are also novice and experienced teachers, and leads them to serve and take action in three areas: research, scholarship, and service.

Presenter(s)
Angay-Crowder, Tuba, Georgia State University, Atlanta, GA
Brown, David, Georgia State University, Atlanta, GA
Pace, Christi, Georgia State University, Atlanta, GA

9:00 AM–10:00 AM ***Session # FR02***
FEATURED RESEARCH SESSION
America's Center St. Louis-123

Guiding Technology Integration Policy: How Do We Do That and Why Does It Matter for Schools and Communities?

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18), Ages 4-8, Ages 9-11, Ages 12-14, Ages 15-18, Age 19+
Clock Hours: 1

Chair(s): Sullivan Palincsar, Annemarie

This session is organized by members of the ILA Literacy Research Panel. Technology tools and media can extend learning in powerful ways if they are effectively integrated into the curriculum. For example, they can provide teachers and students access to current and primary source material; they can support students to collect and analyze information; they can advance opportunities for collaboration within classrooms and across the world; they can enable students to pursue projects that are deeply meaningful to them, and they can provide access to learning opportunities in a manner that is unprecedented. In this session, we explore these claims and we consider the role that policy at the national, state, and local level can play in advancing technology integration

Presenter(s)
Dalton, Bridget, University of Colorado, Boulder, Boulder, CO
Gallagher, Tiffany, Brock University, St. Catharines, Ontario, Canada
Gutiérrez, Kris, University of California, Berkeley, Berkeley, CA
Harrison, Colin, University of Nottingham, Nottingham, United Kingdom
Steinkuehler, Constance, University of Wisconsin, Madison, WI

9:00 AM–10:00 AM ***Session # FS07***
FEATURED SPEAKER
America's Center St. Louis-132

Be Core Ready: 10 Ways to Transform Teaching and Learning for the New Era So We Can Meet the Needs of All Students

Category: English Language Learners
Clock Hours: 1


Pam Allyn

The new era of literacy has dawned. We are reading, writing, speaking, and listening in ways we never could have imagined even five years ago. For this reason, our teaching and learning are undergoing a dynamic shift. In this session, Pam Allyn will share ten best practices that will meet the needs of all students, including our English Language Learners and a wide variety of students with different entry points to the reading and writing experience. Our diverse learners are assets to our schools and classrooms. Now is the time for us to make sure our curriculum, our literacy resources, and our literacy instruction match and meet their needs too, so they can achieve their greatest hopes and dreams as students in our classrooms, front and center in our literacy instruction.

Presenter(s)
Allyn, Pam, LitLife, New York, NY

9:00 AM–10:00 AM ***Session # FS04***
FEATURED SPEAKER
America's Center St. Louis-100

License to Learn: Putting Students in the Driver's Seat of Their Own Learning Journey

Category: Innovating With Technology
Clock Hours: 1


Julie Ramsay

What do today's digital age students want from their learning experiences? By guiding our students into finding a relevant reason to read and write as well as providing them with an authentic audience, they become highly engaged in creating and communicating through their writing, across content areas. With a collaborative environment supported with digital tools, learners address their individual needs, pursue their interests, foster curiosity, and step from the role of learner to leader by becoming experts. Engaged in meaningful, critical-thinking writing projects, students not only embrace the opportunity to create and collaborate through their writing, but also actively seek more time to continue writing inside and outside of the classroom.

Presenter(s)
Ramsay, Julie D., Rock Quarry Middle School, Tuscaloosa, AL

9:00 AM–10:00 AM ***Session # 01286***
ILA BOARD SESSION
America's Center St. Louis-101

Collaborative Coaching for Disciplinary Literacy: Helping Teachers Address Learning Standards

Category: Teacher Preparation and Professional Development
Audience: Reading Teachers/Specialists/Coaches
Age Range: Ages 15-18
Clock Hours: 1

Today's middle and high school teachers are faced with the challenge of enacting disciplinary literacy instruction to address rigorous new learning standards. Literacy coaching can provide the job-embedded professional development that English, Science, and Social Studies teachers need to meet this challenge. The presenters will share effective coaching strategies for supporting large groups, small groups, and individual teachers. They will offer guiding principles for effective collaboration with middle and high school teachers. Case examples of literacy coaches enacting sample strategies and principles with teachers in English, Science, and Social Studies will be shared.

Presenter(s)
Elish-Piper, Laurie, Northern Illinois University, DeKalb, IL
Di Domenico, Paula, Northern Illinois University, DeKalb, IL

9:00 AM–10:00 AM ***Session # 00849***
PANEL
America's Center St. Louis-241

Graphics Novels How-To: Teaching and Using Graphic Novels in the Classroom

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches
Age Range: Ages 9-11
Clock Hours: 1

In this panel, the presenters will help define the term "graphic novels," explain the role of graphic novels across the curriculum, help to identify common literary themes throughout the genre, and provide examples of activities and discussion questions specific to their titles. Attendees will receive a list of suggested titles and a comprehensive guide to teaching graphic novels.

Presenter(s)
Hale, Nathan Hale, Abrams Books, New York, NY
Cammuso, Frank, Abrams Books, New York, NY
Colossal, Eric, Abrams Books, New York, NY
Chris Schweizer, Abrams Books, New York, NY

9:00 AM–10:00 AM ***Session # 00271***
PANEL
America's Center St. Louis-144

Literacy Leadership in Today's Schools

Category: Teacher Preparation and Professional Development
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

The panel will help literacy leaders delve into critical components of a school-based or district literacy program. Topics will include the impact of federal and state mandates on curriculum, instruction, and assessment, teacher evaluation, roles and responsibilities of literacy leaderships, ways to address the needs of culturally and linguistically diverse students, and ways to reach out to parents and the community. The panel will examine ways to bring together all elements of a literacy program and determine directions for the future of literacy leaders.

Presenter(s)
Wepner, Shelley, Manhattanville College, Purchase, NY
Bean, Rita, University of Pittsburgh, Pittsburgh, PA
Edwards, Patricia, Michigan State University, East Lansing, MI
Fisher, Douglas, San Diego State University, San Diego, CA
Quatroche, Diana, Indiana State University, Terre Haute, IN
Reutzel, D. Ray, Utah State University, Logan, UT
Vogt, MaryEllen, California State University, Long Beach, CA

9:00 AM–10:00 AM ***Session # 00438***
PANEL
America's Center St. Louis-161

New Voices in Children's Literature: Using 2015 Releases in the Classroom

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 15-18
Clock Hours: 1

Five 2015 debut authors introduce their novels and provide specific teaching ideas that meet current academic standards and encourage students to explore culturally relevant topics, engage with a variety of genres and text structures, and develop lifelong independent reading habits. Topics and themes include courage, adventure, ethics, self-identity, discrimination, mental health, and specific historical time periods. Come meet our protagonists—a Chinese-American, an escaped slave, a witch hunter during the Inquisition, a world builder, an intersex coed, an angry Goth girl, and a depressed Latina—and learn how to include them in your lesson plans!

Presenter(s)
Rodriguez, Cindy L., West Hartford Public Schools, West Hartford, CT
Boecker, Virginia, Little, Brown Books for Young Readers, New York, NY
Brooks, Jen, Simon & Schuster, Inc., New York, NY
Lee, Stacey, G.P. Putnam's Sons, New York, NY

9:00 AM–10:00 AM ***Session # 01022***
PANEL
America's Center St. Louis-266

Nonfiction Texts and Questioning in the Era of Common Core State Standards

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

The Common Core State Standards (CCSS) places an emphasis on reading and writing non-fiction texts across the grades, but many teachers wonder how to integrate these texts into their own classrooms in a way that is meaningful to their students. Our answer starts with quality questioning techniques. The presenters will share video examples of effective teachers employing quality questioning techniques and discuss the fundamental components of implementing quality questioning in the classroom!

Presenter(s)
Jordan, Jennifer, University of Tennessee, Knoxville, TN
Broemmel, Amy, University of Tennessee, Knoxville, TN
Dugger, Janelle, University of Tennessee, Knoxville, TN
Whitsett, Beau M., University of Tennessee, Knoxville, TN

9:00 AM–10:00 AM ***Session # 01216***
PANEL
America's Center St. Louis-265

Pitch Perfect Chapter Book Series for Kids: Authors Christine Pakala, Sara Pennypacker, Mac Barnett, Jennifer Richard Jacobson

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Undergraduate or graduate students
Age Range: Ages 4-8, Ages 9-11
Clock Hours: 1

What's new in chapter book series for kids? What new titles can you introduce to your students to get them excited about reading? Authors Christine Pakkala, Sara Pennypacker, Mac Barnett and Jennifer Richard Jacobson will talk about how they write realistic stories that deal with issues all kids face: troubles with friends and at school, family issues, bullying, misbehaving, etc. Kids, teachers and parents are responding—and enjoying this approach. Christine is the author of the Last-But-Not-Least Lola series from Boyds Mills Press; Sara is the author of the popular Clementine series from Disney/Hyperion; Mac is the author of the new series The Terrible Two from Abrams BFYR and Jennifer is the author of the Andy Shane series from Candlewick Press.

Presenter(s)
Pakkala, Christine, Boyds Mills Press, Honesdale, PA
Pennypacker, Hyperion/Disney, New York, NY
Barnett, Mac, Abrams Books, New York, NY
Jacobson, Jennifer Richard, Candlewick Press, Somerville, MA

9:00 AM–10:00 AM ***Session # 00920***
PANEL
America's Center St. Louis-222

Teens for Literacy: A Model for University and Inner-City School District Collaboration

Category: Literacy Policy and Advocacy
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 1

The "Teens for Literacy" program provides a forum for students to empower their peers and their community regarding the importance and value of literacy. The initiative also encourages students to consider postsecondary education and their future careers through a university "Shadowing Day." Participants have successfully created and implemented a range of literacy activities, including play vignettes spotlighting the importance of reading and writing, school book blogs to encourage peer reading, school-wide newspapers with self-generated topics, pen-pal and peer tutoring projects, and poetry initiatives during our ongoing study in inner-city schools throughout Ohio and Georgia.

Presenter(s)
Katz, Anne, Armstrong State University, Savannah, GA
Berger, Allen, Armstrong Atlantic State University, Savannah, GA
Diamond, Eileen, Miami University, Oxford, OH
Hobe, John, Armstrong State University, Savannah, GA

9:00 AM–10:00 AM ***Session # 00830***
PANEL
America's Center St. Louis-231

Transforming K-3 Teacher Reading Knowledge: Finding From Two Years of Professional Development

Category: Teacher Preparation and Professional Development
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators
Age Range: Ages 4-8
Clock Hours: 1

Having every student become a proficient reader means having expert reading teachers in every classroom. A rural school district put this into action by transforming K-3 literacy practices through a collaborative partnership with Bellarmine University. Literacy educators created the Reading Academy and worked with district leaders to develop effective teachers of reading with in-depth content knowledge for teaching reading. This panel will share our three-component framework for creating sustained professional development to increase teacher knowledge of reading process and pedagogy and key quantitative and qualitative findings about the impact on teacher knowledge and perceptions.

Presenter(s)
Magpuri-Lavell, Theresa, Bellarmine University, Louisville, KY
Dinkins, Elizabeth, Bellarmine University, Louisville, KY
Paige, David, Bellarmine, Louisville, KY

9:00 AM–10:00 AM ***Session # Poster Session # 3***
POSTER SESSION
America's Center St. Louis-Second Floor Atrium

Children's Literature, Content Literacy, and Engaging Classroom Instruction Poster Session

Clock Hours: 1

Designing, Creating, and Implementing Classroom Activities to Promote Oral Language Development

Presenter(s)
Johnson, Robin D., Stephen F. Austin State University, Nacogdoches, TX
Culmo, Jill, Mesquite ISD, Mesquite, TX
Kessner, Micheal J., Mesquite ISD, Mesquite, TX

Exploring Cross Cultural Friendship in Young Adolescent Literature

Presenter(s)
Lacina, Jan, Texas Christian University, Fort Worth, TX

Exploring Literacy in Collaborative Spaces Through Knowledge Building and Academic Argument

Presenter(s)
Malavasic, Jolene, University at Albany, Albany, NY

Helping Children Judge Picture Books: Making the Most of a Mock Caldecott Discussion

Presenter(s)
Neely, Ann, Vanderbilt University, Nashville, TN
McKinney, Grace R., Vanderbilt University, Nashville, TN

Increasing Literacy Through Foldables and Interactive Notebooks

Presenter(s)
Newton, Stephanie, SIUE East St Louis Charter High School, East St. Louis, IL
Kribs, Carolyn, SIUE East St Louis Charter High School, East St. Louis, IL

Just The Facts: A Collaborative Literacy/Science Project With Third-Graders and College Students

Presenter(s)
Keenan, Donna Metz, University of North Florida, Jacksonville, FL

O'Farrell, Cathy, University of North Florida, Jacksonville, FL
Scott, Kelly, University of North Florida, Jacksonville, FL
Witsell, Kathleen, Duval County Schools, Jacksonville, FL

Pairing Fiction and CCSS Non-Fiction Exemplar Texts to Teach Content and Strengthen Literacy Skills

Presenter(s)
Carlson, Carolyn L., Washburn University, Topeka, KS

Preservice Arts Teachers Emerging Perceptions of Disciplinary Literacy

Presenter(s)
Hotz, Anne, Oakland University, Rochester, MI

Promoting Reading Fluency through Performance

Presenter(s)
Young, Chase, Texas A&M University, Corpus Christi, Corpus Christi, TX
Valadez, Corinne, Texas A&M University, Corpus Christi, Corpus Christi, TX

Representation of Race and Gender in First Grade Reading Series

Presenter(s)
Buescher, Eileen, The Ohio State University, Columbus, OH
Kelly, Robert H., The Ohio State University, Columbus, OH
Lightner, Sarah Campbell, The Ohio State University, Columbus, OH
Strang, Tara, The Ohio State University, Columbus, OH

Strategies in Action: Engaging Instructional Practices to Expand Students' Vocabularies

Presenter(s)
Polito, Blythe, Rochester Public Schools, Rochester, MN
Gallagher, Melissa, George Mason University, Fairfax, VA

The Reading-Related Components That Make Their Way Into Writing When Students Write About a Text

Presenter(s)
Yoo, Monica S., University of Colorado, Colorado Springs, CO

Using a Learning Wall to Foster Critical Literacy Development

Presenter(s)
Pole, Kathryn, University of Texas at Arlington, Arlington, TX
Labadie, Meredith, University of Missouri-St. Louis, St. Louis, MO

Using Recommended Literature to Meet the Common Core: Examining the IRA's Choice Books

Presenter(s)
Carlson, Carolyn L., Washburn University, Topeka, KS

9:00 AM–10:00 AM ***Session # 00697***
SESSION
America's Center St. Louis-106

"I Hate Reading:" Strategies Transforming Negative Self-Perceptions Into Confidence

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Transforming lives goes beyond evidence-based practice and motivating activities. At the core of humanity is emotion. Emotion is the most essential element that must be honored in children's lives. Reading cannot be imposed upon a child, nor should a student's reading life be quantified in a way that defines score-based readers from lifelong readers. Shame results from practices that discourage readers from accepting reading and transaction as part of their identity. Readers need to accept themselves, to genuinely become their own, lifelong readers. Attendees will learn how shame lives in the classroom and practical methods that prevent readers' shame and transform reading lives.

Presenter(s)
Stygles, Justin, MSAD #17, Author, Norway, ME

9:00 AM–10:00 AM ***Session # 01041***
SESSION
America's Center St. Louis-141

Beyond Close Reading: Fostering Engagement and Independence When Reading Informational Text

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Working with Common Core Anchor Standards, the presenter will model strategies and activities that allow teachers to help students engage in the text, comprehend more fully, and retain information—independently of the teacher. Lessons using notable and current nonfiction works will contain various navigational techniques for reading the text. Lessons include instructional activities that aid students in their retention of learned information. The use of text features, print features, and text structure to aid students in understanding will be included. Student work samples will be included. Attendees will receive our PPT slides and a list of resources.

Presenter(s)
Witherell, Nancy L., Bridgewater State University, Bridgewater, MA

9:00 AM–10:00 AM ***Session # 00993***
SESSION
America's Center St. Louis-140

Building Teacher and Students' Literacy Capacity: Being Literate in the Language of Learning!

Category: Research
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

This session will focus on building teacher capacity through the analysis of classroom dialogue to improve the expertise of the literacy teachers. Attendees will examine videos and transcripts of literacy teaching episodes selected from our research with three Australian primary schools who improved students' literacy outcomes in reading, over a three-year period (2008-2010) as shown by national testing results. It will reveal how these schools achieved consistency in their pedagogical approach across the school, from which was derived a common language for learning. The personalized and engaging approach to literacy learning successfully improved student literacy learning outcomes.

Presenter(s)
O'Neill, Shirley, University of Southern Queensland, Toowoomba, Queensland, Australia
Geoghegan, Deborah Anne, University of Southern Queensland, Toowoomba, Queensland, Australia

9:00 AM–10:00 AM ***Session # 00216***
SESSION
America's Center St. Louis-224

Classwide Interventions: How Ten Days Can Significantly Reduce the Number of Students in Tier 2

Category: Struggling and Gifted Students
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

Have you ever had a class where it seemed as though there wasn't enough time or resources to intervene with each of the students needing additional support? This is the perfect setting for implementing a classwide intervention. This process helps strengthen core instruction and within a time frame of ten to twelve days, the number of students needing an intervention can be significantly reduced. Join us as we explore the impact and process of implementing classwide interventions. The knowledge you acquire in this session will be easily transferrable to your own practices using resources from within your school

Presenter(s)
Patton, Katherine, University of Minnesota, Minneapolis, MN
Ittner, Annie C., Minnesota Center for Reading Research, Minneapolis, MN

9:00 AM–10:00 AM ***Session # 01262***
SESSION
America's Center St. Louis-230

Creating Challenge for Talented Readers and Writers

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: Ages 9-11
Clock Hours: 1

While some highly able students have demonstrated that they met or exceeded the CCSS ELA Standards, these students often complete the same lessons and assignments as their peers. The objective for this session is to explore strategies and curriculum models to create opportunities for highly able readers and writers to escalate their abilities. Sample learning experiences, suggested literature, and teaching suggestions that capitalize on the capacities of Web 2.0 will be highlighted to model high-level differentiated curriculum for these verbally talented students. The goal of this session is to create an environment that cultivates lifetime readers and writers.

Presenter(s)
Richards, Susannah, Eastern Connecticut State University, Willimantic, CT

9:00 AM–10:00 AM ***Session # 00946***
SESSION
America's Center St. Louis-242

Creating Classroom Charts That Teach: Make Your Teaching STICK With Powerful Interactive Charts!

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches
Age Range: Ages 4-8
Clock Hours: 1

Discover the secret strategies to creating your very own classroom charts that will help your teaching stick! Don't waste another dollar on store-bought charts that gather dust in your classroom—you will

learn how to create charts that will encourage your students to be independent learners, help deepen their thinking, and strengthen their retention by creating charts together WITH YOUR children! This session is Hands-on.—YOU will be encouraged to experiment with markers, chart paper AND some of the strategies introduced to design a sample chart . You need not be a budding Monet or Renoir —this workshop is for teachers with NO artistic talent...all you need is an open mind and heart!

Presenter(s)
Gersten, Seema, Emek Hebrew Academy, Sherman Oaks, CA

9:00 AM–10:00 AM ***Session # 01051***
SESSION
America's Center St. Louis-143

Demystifying the Mystery That Surrounds the Comprehension of Poetry via Song Therapy: Our Experience

Category: Engaging Classroom Instruction
Audience: Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: Ages 12-14
Clock Hours: 1

When students sing a song of their delight the lyrics remains in their memory forever and easier retrieval of information with respect to such poems is expressly done. The conventional method of teaching poetry in secondary schools in Nigeria makes poetry to appear more as a boring and unconnected subject of study. The use of song therapy is to create a very friendly and entertaining learning environment that will accommodate the high, medium, and low achievers. Songs are naturally soothing to the souls of both male and female and the use in a poetry class will surely demystify the mystery that surrounds the comprehension of poetry.

Presenter(s)
Maduabuchi, Chinyere Henrietta, Ebonyi State University, Abakaliki, Nigeria
Ezenandu, Patricia Eziamaka, Federal College of Education, Osele, Ogun State, Nigeria

9:00 AM–10:00 AM ***Session # 00770***
SESSION
America's Center St. Louis-120

Digital Storytelling: Boost Students' Literacy Skills, Collaboration, and Technology Skills

Category: Innovating With Technology
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 1

A brief description of digital storytelling and examples of student projects will be provided. The main principles of Universal Design for Learning: representation, expression, and engagement correlate with the digital storytelling process will be highlighted and explained.

Attendees will be guided through the digital storytelling process. A design framework will be included in the handout. Guides that proved to be helpful regarding interviews and research will be shared. Participants will learn how to publish students' work using several platforms including Kidblog, Aurasma (augmented reality), and YouTube. Handouts instructing how to effectively provide feedback will be shared.

Presenter(s)
Baird, Maria, Loyola Blakefield, Towson, MD

9:00 AM–10:00 AM ***Session # 00730***
SESSION
America's Center St. Louis-105

Embracing International Literature in Reading Instruction to Transform Lives

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Join this session to learn about readily-available international literature for children and young people—that is, books published in countries other than the U.S. prior to U.S. publication, some of which you may already have in your classroom. You will be introduced to selected award-winning international titles with universal themes such as friendship, loss, and generosity, and will learn how to combine them with effective and creative reading strategies to meet Common Core standards. You will have the opportunity to examine books and develop student learning objectives to build a strong foundation for literacy instruction in early and middle childhood classrooms.

Presenter(s)
Kleiman, Irene Lang, Miami University, Oxford, OH
Dales, Brenda, Miami University, Oxford, OH

9:00 AM–10:00 AM ***Session # 00812***
SESSION
America's Center St. Louis-142

Empowering Teachers: Creating Information Texts in Vernacular and English for Pasifika Students.

Category: International Literacy Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

With the support of ILA, the International Development in Oceania Committee (IDOC) has facilitated teacher workshops in a number of Pasifika Nations since 2000. These workshops, which have evolved in both content and structure over the years, are now known as the Information Text Awareness Project (ITAP) and involve Pasifika teachers in the design and creation of locally relevant information texts in both the vernacular and English. Research into the benefits of using these texts in Fijian classrooms was recently carried out with the assistance of an ILA Grant for Literacy Projects in Countries with Developing Economies. Project findings will be presented in this session.

Presenter(s)
Carss, Wendy Diane, NZLA, IDOC, Te Awamutu, Waikato, New Zealand
Exley, Beryl, ALEA, IDOC, Brisbane, Australia

9:00 AM–10:00 AM ***Session # 00144***
SESSION
America's Center St. Louis-151

Engaging K-3 Students With Vocabulary: Best Practices to Motivate Everyone

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

Learn a model of instruction that you can use immediately to add excitement to your vocabulary lessons. We'll use appealing informational texts to demonstrate best practices with lots of student work, classroom examples, and specific instructional techniques. See how to provide systematic instruction to meet the vocabulary development needs of all your students and to motivate them to continue learning. Whether you are working to meet Common Core standards or not, join us for ideas that will work for you!

Presenter(s)
Dreher, Mariam Jean, University of Maryland, College Park, College Park, MD
Kletzien, Sharon B., West Chester University of Pennsylvania, West Chester, PA

9:00 AM–10:00 AM ***Session # 01195***
SESSION
America's Center St. Louis-274

Fingerhold Foldables Develop Linguistically Diverse Writers via Interactive Student Notebooking

Category: English Language Learners
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

Your fingers and mind will be busy in this fast-paced, evidence-based session. Gain first-hand experience with fresh, writing-focused interactive graphic organizers within individual student notebook frameworks and leave with your own mini-notebook of engaging examples that you construct onsite. These are connected with standards and are ones that have been classroom tested, so that you can use them with linguistically diverse students immediately and intentionally. Don't miss out on focused, purposeful, explicit, and contextually-based writing tools and techniques that can be used with all developing writers. See how high tech and low tech can meet and mesh.

Presenter(s)
Youngers, Judith S., Dinah Might Academy, Comfort, TX

9:00 AM–10:00 AM ***Session # 01133***
SESSION
America's Center St. Louis-226

Multiple Perspective Text Sets: Discovering Unheard Voices of WWII

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches
Age Range: Ages 15-18
Clock Hours: 1

Journey through significant but rarely taught aspects of WWII by investigating multimedia text sets which could be used as cross-discipline projects. Topics include Stalin deportations to Siberia, building the atomic bomb, African Americans, and Japanese internment, among others. Discover how to create and implement text sets with a variety of fiction and nonfiction resources organized around multiple perspectives and connected to CCSS for ELA/SS. This hands-on session includes an examination of the following award-winning anchor texts: *Between Shades of Gray* by Ruta Sepetys, *Bomb* by Steve Sheinkin, and *Courage Has No Color: The True Story of the Triple Nickels* by Tanya Lee Stone, plus more.

Presenter(s)
Roderique, Emily, LaVergne High School, LaVergne, TN
Swafford, Jeanne, University of North Carolina, Wilmington, Wilmington, NC
Wall, Linda, University of North Carolina, Wilmington, Wilmington, NC

9:00 AM–10:00 AM ***Session # 00904***
SESSION
America's Center St. Louis-232

Stretching Student Reading Beyond High-Stakes Assessment: Revisioning Text and Task Complexity

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 1

New reading standards emphasize, among other things, close readings of complex texts. This session will help teachers understand how they can support students' ability to read closely in more complex texts through their work in guided reading. Far from being a reason to abandon small group, differentiated instruction, the new standards provide an opportunity to reconsider the work we do during guided reading, and push us to increase the task demands we make of our students during that time. We will ask teachers to consider the distinction between task complexity and text complexity as it plays out during guided reading.

Presenter(s)
Degener, Sophie C., National Louis University, Skokie, IL
Berne, Jennifer, Northern Illinois University, Buffalo Grove, IL

9:00 AM–10:00 AM ***Session # 00440***
SESSION
America's Center St. Louis-124

Supporting Struggling Readers Using Grade Level Texts and Close Reading

Category: Struggling and Gifted Students
Audience: Classroom Teachers
Age Range: Ages 4-8
Clock Hours: 1

The presentation will share a program designed to help 142 struggling readers in Grade 3. Almost half of them failed in their schools' English Language examinations at the end of Grade 2. They were profiled using the Simple View of Reading. Majority were found to have word-level difficulties. Remediation was designed to systematically address their decoding difficulties followed by building of oral reading fluency using grade level texts and reading comprehension using close reading. The remediation from word to text level uses the Gradual Release of Responsibility model. Findings of the program will also be shared.

Presenter(s)
Thoo, Mei Lan, Ministry of Education, Singapore

9:00 AM–10:00 AM ***Session # 01500***
SESSION
America's Center St. Louis-130

SWAP THE TALK: Building Great Thinkers, Not Just Good Readers

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Every classroom has good readers: students who read with accuracy and basic comprehension. While we want to light up the minds of our students, all too often, our efforts focus on their eyes and overlook the critical role of their voice. Beyond good readers, we need great thinkers. When you swap the talk, students become empowered to have rich conversations that drive active learning. But getting students talking isn't always easy. Growing great thinkers hinges upon a teacher's ability to effectively swap the talk.

Presenter(s)
Eggleton, Jill, Author and International Educational Consultant, Auckland, New Zealand

9:00 AM–10:00 AM ***Session # 00625***
SESSION
America's Center St. Louis-225

Technology-Based Reading Interventions in the Middle School: How Do They Measure Up?

Category: Struggling and Gifted Students
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers
Age Range: Ages 4-8
Clock Hours: 1

This session is based on a content analysis of four technology-based reading intervention programs in use for middle school students. The content analysis addresses the following questions: What are the pros and cons of the commonly used technology-based reading intervention programs for struggling readers in grades six through eight? How do RTI recommendations for reading intervention programs compare with recommendations in current academic literature? What are the implications for instruction for teachers, reading specialists, and curriculum directors?

Presenter(s)
Bippert, Kelli M., The University of Texas at San Antonio, San Antonio, TX

9:00 AM–10:00 AM ***Session # 00733***
SESSION
America's Center St. Louis-223

The Shared Reading and Children's Home Library Project

Category: Children's Literature
Audience: Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

The Shared Reading and Home Library Project was an innovative program that sought to increase children's access to literacy in their home while encouraging parents to read daily to their child. This grant funded project provided emergent literacy education with demonstrations to parents in concert with book distribution. The session will address results of the project and demonstrate how to duplicate the program in your own community.

Presenter(s)
Bomhold, Catharine, University of Southern Mississippi, Hattiesburg, MS
Westbrook, Alicia, University of Southern Mississippi, Hattiesburg, MS

9:00 AM–10:00 AM ***Session # 00465***
SESSION
America's Center St. Louis-240

Using Text Sets to Incorporate Social Justice and Globalization in the Literacy Classroom

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

With Common Core State Curriculum, surface level comprehension of a text will no longer suffice. Attendees of this session will acquire information about how to use text sets and children's literature to expose students to social justice and globalization and encourage critical thinking about the issues in a text. Several practical strategies will be provided which support social justice education as well as digging deeply into a text and citing evidence. These strategies include: implementing a book pass for multiple exposure to text, taking on multiple perspectives when reading a text, book clubs focused on critical thinking, and moving from a localized to a global perspective.

Presenter(s)
Moran, Renee, East Tennessee State University, Johnson City, TN
Billen, Monica, University of Tennessee, Knoxville, TN
Keith, Karin, East Tennessee State University, Johnson City, TN

9:00 AM–10:00 AM ***Session # 01396***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-150

Lights, Camera, Action: Transforming Literacy Lives of Diverse Students Through the Arts and CCS

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

The connection between literacy and the arts will be made clear through the expertise of various artists including authors, illustrators, songwriters, photographers, playwrights, artists, and educators. These artists will demonstrate numerous strategies that connect literacy with the Core Content Standards and one or more of the arts: dance, music, movement, drama, painting, writing, photography. This will be done in formal presentations, as well as, by informal interactive small groups. There will be a special emphasis on how to utilize the arts to transform the literacy lives of diverse students in the everyday classroom.

Presenter(s)
Betts, Janice Lake, Artscape, Woodbine, NJ
Arochas, Jane, Vineland Public Schools, Vineland, NJ
Arochas, Liat, www.liatsmusic.com, Denver, CO
Chiola, Thomas, Trenton, NJ
Donnellan, Lorena S., University of Texas at San Antonio, COEHD, National Center for Accelerated Schools, San Antonio, TX
Madden, Marjorie, Rowan University, Glassboro, NJ
Nelson-Schmidt, Michelle, Usborne Books & Moore, Kane Miller Publications, San Diego, CA

9:00 AM–10:00 AM ***Session # 01328***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-221

Storytelling SIG presents: Playing With Stories: Spoken Story Crafting to Promote Story Development

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

The Storytelling SIG presents an active session with Kevin Cordi. He will share his new work demonstrating and modeling how play share a critical role in creating stories. His work *Playing with Stories* (2014) serves as a springboard for story ideas.

Have you or your students ever felt that you can't go on with your story idea? In this session we learn how to word dance from a nationally known teller/teacher by doing orally proven standard-based story crafting exercises. Talk it out before writing it out. Be ready to play and together we will discover new ways to build story in your classroom or library. We will also learn more about the SIG. Guest storytellers may drop in.

Presenter(s)
Cordi, Kevin, Ohio Dominican University, Columbus, OH

9:00 AM–10:00 AM ***Session # 01389***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-152

Transforming Lives Through Literacy: One Book at a Time

Category: International Literacy Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

This session examines how a donated book program and related literacy opportunities can make a difference in the lives of students in the developing world. Since 1987, the International Book Bank has shipped, with the support of various sponsors, more than 25 million new books and other learning materials to the developing world. This session explores how IBB's work of building a text-rich environment contributes to a literate citizenry. Learn about the impact books have on students in recipient countries. Join in the discussion how ILA councils and Rotary clubs can assist in providing access to literacy materials and quality teaching around the world. A short business meeting follows.

Presenter(s)
Brooks, C. Garth, Membership/Secretary, Vancouver, British Columbia, Canada
Baker-Rall, Betsy, International Literacy Association (former Board Member), Columbia, MO
Mangan, Dan, International Literacy Association, Newark, DE
McDonnell, Brigid, International Book Bank, Baltimore, MD
Risko, Victoria J., Vanderbilt University, Nashville, TN
Saul, E. Wendy, University of Missouri–St. Louis, St. Louis, MO
Temple, Charles, Hobart & William Smith College, Geneva, NY
Voss, Gay S., Boynton Beach/Lantana Rotary Club, Boca Raton, FL

9:00 AM–10:00 AM ***Session # TE04***
TEACHING EDGE
America's Center St. Louis-Ferrara Theatre

Powerful Partners for Empowering Readers: Close Reading Workouts With Comprehension, Fluency, and Paired Texts

Clock Hours: 1


Lori Oczkus


Timothy Rasinski

What do you get when you incorporate the very best in proven comprehension and fluency instruction into your close reading instructional routine? Students' reading improves as they actively read and reread fiction (including poetry) and informational texts for meaningful purposes. Come learn dozens of surefire practical strategies for close reading that include: specific ideas for targeting informational text features and structures, creative ways to closely read nonfiction, fiction, and poetry texts, methods for comparing and contrasting texts, and proven ways to incorporate authentic fluency practice, and performance. Don't miss this opportunity to learn about this engaging close reading model that you and your students can use all year long!

Presenter(s)
Oczkus, Lori D., Author, Orinda, CA
Rasinski, Timothy, Kent State University, Kent, OH

10:30 AM–11:30 AM ***Session # 1096***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

Read Naturally's GATE- Foundational Skills for Beginning Readers

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

Students need foundational skills to become proficient readers—a working knowledge of the concepts of print, the alphabetic principle, and other basic conventions of the English writing system. This session introduces educators to Read Naturally GATE, an effective program designed to systematically teach the foundational skills to beginning and developing readers using non-fiction stories. Attendees will walk through the program steps from both the teacher and student perspectives to understand how this direct instruction model leads to mastery of the foundational skills: phonemic awareness, phonics, high-frequency words, spelling, fluency, and comprehension.

Presenter(s)
Kane, Carol Ann, Read Naturally, Inc., St. Paul, MN

10:30 AM–11:30 AM ***Session # 1352***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

Using Balanced Literacy to Create Strategic Readers and Classrooms

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Come learn how to create a comprehensive balanced literacy framework designed to incorporate the elements of rigorous, literacy instruction. Motivating literacy strategies and techniques will be modeled. Participants will practice the art of scaffolding to increase student engagement by teaching and reaching the whole child. Educators will leave with answers to relevant questions: Why am I teaching this way? Am I lifting the level of thinking through accountable talk, which increases critical thinking in my classroom? How can I purposely pair informational and literary text in an interdisciplinary, inquiry-based design? How will the techniques support evidence-based rigorous instruction?

Presenter(s)
Ellery, Valerie, Author, Bradenton, FL

10:30 AM–11:30 AM ***Session # 1311***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #3

Using Data as a Powerful Tool for Instruction

Category: Assessment
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators
Age Range: General (age 4-18)
Clock Hours: 0

Renaissance Learning knows data. With nearly 60 million STAR assessments administered, 430 million Accelerated Reader quizzes, and 115 million AR BookFinder searches in the 2013-2014 school year, we have a massive database from which to research and learn. Yet data means nothing without insight. Renaissance makes data actionable and help teachers answer the question, "What should I do next to drive student reading growth and success?" Join us as we explore the Renaissance resources available to educators.

Presenter(s)
Esser, Lynn, Renaissance Learning, Madison, WI

11:00 AM–12:00 PM ***Session # DP01***
DISSERTATION RESEARCH POSTER SESSION
America's Center St. Louis-Second Floor Atrium

ILA Outstanding Dissertations

Clock Hours: 1

Celebrate our newest researchers, learn more about their dissertation research and think about how our research base is changing and growing.

An Examination of Growth in Vocabulary and Phonological Awareness in Early Childhood: An Individual Growth Model

Presenter(s)
Cassano, Christina, Salem State University, Salem, MA

The Poor Kid Finds the Pirate Treasure: Depictions of Social Class in Newbery Medal and Honor Books, 2004-2013

Presenter(s)
Forest, Danielle, University of Southern Mississippi, Hattiesburg, MS

Exploring RTI Reading Intervention for Hispanic English Learning Kindergarten Students in Central Alabama: A Mixed Methods Study

Presenter(s)
Hill, Kelly Leah, Auburn University, Auburn, AL

Biological Processing Rhythms in Beginning Readers: A Spectrographic Examination of Oral Reading Behavior on Texts of Increasing Difficulty

Presenter(s)
Juhl, Laura L., Harlem District #122, Machesney Park, Machesney Park, IL

Success With Informational Text Comprehension: An Examination of Underlying Factors

Presenter(s)
Liebfreund, Meghan, Towson University, Towson, MD

Cross Contextual Meaning Making: A Study of Children's Talk Within and Across Literacy Contexts in One Multiage Classroom

Presenter(s)
Peterson, Katie, St. Edward's University, Austin, TX

First Grade Students' Awareness of Final Consonant Clusters in Monomorphemic Words: Does Dialect Matter?

Presenter(s)
Shollenbarger, Amy, Arkansas State University, Jonesboro, AR

Composing Across Modes: Urban Adolescents' Processes Responding to and Analyzing Literature

Presenter(s)
Smith, Blaine E., University of Miami, Miami, FL

Examining the Multimodal and Multilingual Resources of Young Latino Picturebook Makers

Presenter(s)
Zapata, Angie, University of Missouri-Columbia, Columbia, MO

11:00 AM–12:00 PM ***Session # 1288***
EXHIBITOR SESSION
America's Center St. Louis-130

Engaged Families & Connected Communities—The Best Way to Support Student Achievement

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

Research shows that family engagement is a leading indicator of student success in school. By promoting a literacy-rich school environment and a culture of reading in homes and communities, we can support student achievement in the classroom and beyond. The route to success is clear: families must be engaged and motivated to participate, and communities must have local ownership and a direct connection to schools and other education systems. Participants in this session will learn the strategies that effectively engage families and communities as well as uncover the challenges to meaningful engagement. Come to this session to learn about engaged families and connected communities.

Presenter(s)
Hunter, Phyllis, Educational Consultant, Sugar Land, TX

11:00 AM–12:00 PM ***Session # 0402***
EXHIBITOR SESSION
America's Center St. Louis-132

Teaching Vocabulary From Word Roots: Powerful Instruction for Increasing Word Knowledge for Reading

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Vocabulary knowledge is critical to students' success in learning. The Common Core State Standards have specifically identified word derivations or roots as a viable and productive strategy for vocabulary instruction. This session provides an overview of relevant vocabulary research with an emphasis on using Latin and Greek roots as the basis of vocabulary study. A five-day instructional routine will be explained, and several samples using common roots will be shared. Particularly innovative and engaging strategies will be described in the context of a school-wide vocabulary curriculum in a large and culturally diverse school district. Attendees will receive an extensive handout.

Presenter(s)
Rasinski, Timothy, Kent State University, Kent, OH
Newton, Evangeline, The University of Akron, Kent, OH
Newton, Joanna, Graham Road Elementary School, Fairfax County, Falls Church, VA
Newton, Rick, Kent State University, Kent, OH
Padak, Nancy, Kent State University, Kent, OH

11:00 AM–12:00 PM ***Session # 00404***
ILA PAST PRESIDENT
America's Center St. Louis-221

Literacy Instruction All Day Long With the Common Core Standards (CCS)

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

In this Past President's session, Dr. Lesley M. Morrow will describe the Common Core (CCS) and the importance of using them in literacy development. This is accomplished by teaching reading all day. Research shows that exemplary teaching and additional time will enhance reading achievement. Reading and writing are taught explicitly using small group differentiated instruction. There will be an emphasis on how to embed and integrate the CCS into content area teaching such as science, social studies, music and art. Children will be provided with choices of activities, some challenges, social collaboration and success experiences. There will also be instruction based on children's interests.

Presenter(s)
Morrow, Lesley, Rutgers, The State University of New Jersey, Scotch Plains, NJ

11:00 AM–12:00 PM ***Session # 01355***
ILA PAST PRESIDENT
America's Center St. Louis-226

The Common Core: Meeting the ELA Standards in Middle School and High School

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 1

A strong research base, a sound theoretical framework, and numerous practical ideas ready for classroom implementation are embedded in this presentation, which is designed for the active participation of audience members. In this session, middle school and high school teachers, reading specialists, literacy coaches, researchers, administrators, and teacher educators will learn how to teach students to construct meaning when reading informational text. The teaching and learning experiences will be practical, classroom-ready, and situated within the Common Core State Standards.

Presenter(s)
McLaughlin, Maureen, East Stroudsburg University of PA, East Stroudsburg, PA

11:00 AM–12:00 PM ***Session # 00537***
PANEL
America's Center St. Louis-105

Celebrating Books and Readers: The 2014 Notable Children's Books in the Language Arts

Category: Children's Literature
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches
Age Range: General (age 4-18)
Clock Hours: 1

Be a part of the excitement as members of the 2014 Notable Children's Books in the Language Arts selection committee share the winning books. A description of each book as well as ideas for classroom use will be shared.

Presenter(s)
Bandre, Patricia, USD 305, Salina, KS
Clark, Shanetia, Salisbury University, Salisbury, MD
Draper, Christine A., Georgia Southern University, Statesboro, GA
Koblitz, Dick, University of Missouri, Columbia, MO
Ward, Barbara, Washington State University, Pullman, WA

11:00 AM–12:00 PM ***Session # 00356***
PANEL
America's Center St. Louis-101

Integrating Science Readings into Secondary English and Literature Curriculum

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

Methods and strategies of incorporating science literature into English and/or Literature curriculums will be presented. Several scientific texts and supplemental readings will be introduced to show how these readings can fulfill the requirements of the various English and Literature standards. ELA educators will be encouraged to integrate science related texts into their reading curriculum standards in order to foster a stronger connection between the two disciplines. Texts and reading strategies will be demonstrated to assist educators with this with collaboration.

Presenter(s)
Wren, Alexis, Georgia Regents University, Augusta, GA
Aldridge, Adam, Georgia Regents University, Augusta, GA

Harper, Rebecca G., Georgia Regents University, Augusta, GA
Hearn, Eriq Duane, Georgia Regents University, Augusta, GA

11:00 AM–12:00 PM ***Session # 00433***
PANEL
America's Center St. Louis-275

Not This But That 2015: Replacing Less Effective Practices With More Effective Alternatives

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

Learn about classroom practices supported by research and professional wisdom through these three presentations:

Dump "Look up the List" for "4-STAR" Vocabulary Instruction: We share effective practices that have been "teacher faves" in staff development work.

Take on Time Wasters: Teachers may need more time than ever to meet students' needs. We identify three areas in which teachers can recover wasted time and use it more productively.

Add Punch to Phonics and Spelling Instruction: Many teachers complain that students fail to transfer their phonics and spelling knowledge to real reading and writing situations. We describe practices that will lead to better results with students.

Presenter(s)
Duke, Nell K., University of Michigan, Ann Arbor, MI
Blachowicz, Camille, National Louis University, Chicago, IL
Brinkerhoff, Elizabeth, Florida State University, Tallahassee, FL
Cobb, Charlene, East Maine School District 63, Des Plaines, IL
Keene, Ellin, Author and Consultant, Denver, CO
Palmer, Jennifer, Harford County Public Schools, Bel Air, MD
Roehrig, Alysia, Florida State University, Tallahassee, FL

11:00 AM–12:00 PM ***Session # 00718***
PANEL
America's Center St. Louis-123

Read-Aloud Discussions: Which Instructional Practices Maximize Kindergarten Vocabulary Development?

Category: Research
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

A wealth of research has provided evidence of a pervasive vocabulary gap that begins in early childhood and expands over time. Despite a concerted effort on the part of educators and researchers, the instructional practices necessary to mitigate this gap remain elusive. The current experimental study involved a series of small group discussions with kindergarten students around narrative and informational texts read aloud. Findings of the study yielded a collection of promising instructional practices that may improve vocabulary development in early childhood. This panel will highlight the theoretical and empirical background, methodology, instructional examples, and central findings.

Presenter(s)
Moran, Meredith Whitney, Stanford University, Stanford, CA

11:00 AM–12:00 PM ***Session # 00971***
PANEL
America's Center St. Louis-144

Transforming Readers by Connecting Them With Modern Fantasy and the Teachers' Choices Project

Category: Children's Literature
Audience: Classroom Teachers, Librarians/Media Specialists, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Three children's authors will share their creative processes and explain how a book goes from its germinal idea to the finished product. Attendees will be inspired to use the authors' insights to motivate readers and writers. Audience members will have an opportunity to interact with the authors and learn how to connect with them using online communication tools.

Audience members will also learn about the Teachers' Choices Project, an IRA committee, which is charged with creating an annual list of high quality books that are sure to enrich the curriculum and engage readers in grades K-8. Hear about the project, discover the 2015 winners, and see how you can get involved.

Presenter(s)
Gulley, Joyce A., University of Southern Indiana, Evansville, IN
Aguiree, Jorge, Macmillan Children's Publishing Group, New York, NY
Barnhill, Kelly, Algonguin Books for Young Readers, Chapel Hill, NC
George, Jessica Day, Bloomsbury Children's Books
Wulber, April, Darke County ESC, Greenville, OH

11:00 AM–12:00 PM ***Session # RA01***
RESEARCH ADDRESS
America's Center St. Louis-276

William S. Gray on Researching, Teaching, and Literacy: Three Upshots of the Current Moment

Category: Research
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Chair(s): Anderson, Richard (Dick) C.
Lewis-Spector, Jill


Peter Freebody

Introduction for Dick Anderson will be given by Jill Lewis-Spector, ILA President. This address, given in recognition of W.S. Gray, the first president of the Association, is also given at the moment the Association changes the key term in its name from 'reading' to 'literacy'. This coincidence leads us to reconsider three ideas about the teaching and learning of literacy in and for contemporary times:

1) the significance of evidence in educational practice, long advocated by Gray, and the current tensions around what counts as actionable evidence in literacy education its sources, nature, uses, beneficiaries, and the often un-kept promises about the benefits of literacy that have accompanied its use and dissemination;
2) the connections among reading, writing, talking, listening, viewing, and designing that confront learners everyday but that are often neglected by researchers; and 3) the key role of literacy in building usable discipline-specific knowledge, and the importance of this for participation in modern civil, democratic societies.

In discussing these three reemerging ideas, Peter Freebody will draw on research, some of it his own, and along the way point to the importance of building and sustaining teacher-community-researcher partnerships to enrich not only the conduct and efficacy of research, but also professional and community life more broadly.

Presenter(s)
Freebody, Peter, Honorary Professorial Fellow, University of Wollongong, Australia

11:00 AM–12:00 PM ***Session # 01129***
SESSION
America's Center St. Louis-143

Bridging Literacy Gaps Between Urban and Rural Youths in Enugu State, Nigeria

Category: Research
Audience: Classroom Teachers, Librarians/Media Specialists
Age Range: Ages 12-14
Clock Hours: 1

The session will feature interviews with people who have been organizing literacy programmes for urban and rural youths at the children's Center Library, University of Nigeria, Nsukka. Attendees at the 2014 long vacation programme will also be observed. It is expected that the results of the study will be helpful to librarians working in Community and Public Libraries in planning activities for youths. It will also help to strengthen the effort of the Children's Center Committee by highlighting the strength and weakness of the programme. It will also be beneficial to all teachers in planning literacy activities for youth.

Presenter(s)
Osadebe, Eunice Ngozi, University of Nigeria, Nsukka, Nigeria

11:00 AM–12:00 PM ***Session # 00706***
SESSION
America's Center St. Louis-225

Bringing Reflection to the Forefront: Transforming Educators and Students' Lives Through Literacy

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

This session centers on the importance of reflective practices in literacy instruction to enhance the literacy lives of all students. Inherent in the act of effective teaching is the ability to critically reflect for, in, and on instruction, ultimately providing opportunities to transform students' lives through literacy. This session will address the importance of critical reflection as it pertains to student success in literacy. Common Core State Standards combined with reflection will also be addressed. Attendees will have opportunities to discuss, reflect, and formulate goals for professional and educational growth as educators of reading.

Presenter(s)
Fuda Daddio, Jessica, Keiser University, Fort Lauderdale, FL
Dailey, Kathleen, Edinboro University of PA, Edinboro, PA

11:00 AM–12:00 PM ***Session # 00191***
SESSION
America's Center St. Louis-241

Changing the Landscape for Reading Professionals Through Online Learning

Category: Teacher Preparation and Professional Development
Audience: Reading Teachers/Specialists/Coaches, Teacher Educators, Technology Coordinators/Trainers
Age Range: General (age 4-18)
Clock Hours: 1

In this interactive session, participants will learn how to use online environments to support literacy teacher education both in university and professional development settings. The session will focus on building and sustaining effective communities of practice to support the acquisition of knowledge, competencies, and dispositions associated with effective literacy leaders, and aligned with the ILA Standards for Reading Professionals. Presenters will discuss the impact of online environments on the roles of the teacher and the learner and will share tools, techniques, and decision-making models to guide effective practice.

Presenter(s)
Clarke, Lane Whitney, University of New England, Biddelford, ME
Watts-Taffe, Susan, University of Cincinnati, Cincinnati, OH

11:00 AM–12:00 PM ***Session # 01114***
SESSION
America's Center St. Louis-161

Children's Literacy Expectations of School Management in Transition from Preschool to School

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators
Age Range: Ages 4-8
Clock Hours: 1

Children actively form expectations concerning their school transition. Children's expectations about new exciting literacy challenges in school may reflect a positive appraisal of oneself as a learner and willingness to try one's skills at a more advanced level, but it may also reflect that the preschool environment is not stimulating enough for some children. This poses a challenge for the preschool literacy programs to better adapt to each child's proximal zone of development in individualizing activities. In future literacy teaching children's own opinions should be sufficiently taken into account to motivate and prepare them to the 21st century skills and literacy.

Presenter(s)
Eskelä-Haapanen, Sirpa Eliisa, University of Tampere, Tampere, Finland

11:00 AM–12:00 PM ***Session # 01052***
SESSION
America's Center St. Louis-232

Empowering Low-Progress Readers to Learn to Read by Reading

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Why does it seem that some students learn to read by reading while others don't progress at all? This session will focus on classroom strategies that can help all students develop a greater awareness of how texts work and how thinking works in order to increase agency and ability.

Presenter(s)
Barnhouse, Dorothy, Literacy Consultant/Author, New York, NY

11:00 AM–12:00 PM ***Session # 00884***
SESSION
America's Center St. Louis-265

Going Further With Close Reading

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Catch the close reading buzz! Learn how to design your own engaging close reading activity using informational texts. Be sure to attend this hands-on session to obtain an arsenal of comprehension ideas for even your most reluctant readers.

Presenter(s)
Eutsler, Lauren, University of Florida, Gainesville, FL

11:00 AM–12:00 PM ***Session # 00351***
SESSION
America's Center St. Louis-141

Higher Versus Lower Level Questioning of Complex Text: A False Dichotomy

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators
Age Range: Ages 12-14
Clock Hours: 1

Deciding what questions to ask students during discussions of texts has always been challenging. With the implementation of the Common Core, unsubstantiated directives and misinformation have resulted in even more confusion. Teachers may feel obligated to use only higher order questions even when students lack requisite background and skill. This session focuses on a more nuanced approach to questioning, grounded in research, and based on practical pedagogical decisions. Through presentation, video, and interactive discussions, attendees will gain an understanding of a process to determine appropriate question levels and types.

Presenter(s)
Diamond, Linda Joyce, Consortium on Reaching Excellence in Education, Oakland, CA
Greenberg, Lauren, CORE, Berkeley, CA

11:00 AM–12:00 PM ***Session # 00740***
SESSION
America's Center St. Louis-231

Ka-Pow! Using Graphic Novels in the Content Classroom

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 1

This session offers teachers practical advice for enhancing their ability to use graphic novels as instructional tools in the content area classroom. First, we discuss how to read graphic novels and the essential vocabulary associated with the format. Next we explore instructional strategies that help foster students' ability to read and comprehend graphic novels. In addition we provide tips for identifying potential graphic novels for instructional use as well as a checklist for selecting high-quality graphic novels. Finally, we end the session with a compilation of professional resources that will help teachers continue their journey into the world of graphic novels.

Presenter(s)
Meyer, Carla K., Duquesne University, Pittsburgh, PA
Kozerski, Keri, Florida Public Schools, Riverview, FL
Moorman, Gary, Appalachian State University, Boone, NC

11:00 AM–12:00 PM ***Session # 00542***
SESSION
America's Center St. Louis-222

Kindergarten and the Common Core: It's as Easy as ABC!

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Early childhood educators everywhere are stressed about the common core. How can we teach with such high expectations and maintain developmentally appropriate environments? Don't let these demands defeat you. Join us as we unfold how to create a magical common core aligned learning community. The classroom is your stage to set. Learn how to use simple routines to immerse your students in the standards. This session will leave you feeling comfortable reading the code of the common core and using the standards to plan for instruction and assessment. We will even use song to showcase several of our favorite lessons. Our enthusiasm will inspire you to embrace the standards. It's as easy as ABC!

Presenter(s)
Brown, Kathy, Can You Read It Yes We Can, Elgin, IL
Martino, Sarah, Can You Read It Yes We Can, Elgin, IL

11:00 AM–12:00 PM ***Session # 01080***
SESSION
America's Center St. Louis-220

Meeting the Needs of All Learners: Exploring the Use of iPads During Literacy Instruction

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

Are you prepared to meet the literacy needs of 21st century learners? Technology is changing the educational landscape of literacy teaching and learning. Today's learners now require both digital literacy and emergent literacy skills. The purpose of this session is to share successes from a professional learning model that increases teachers' and students' digital and emergent literacy. Come explore iPads and literacy applications while also learning strategies to

enhance your literacy instruction. This interactive session includes hands-on exploration of instructional apps and resources to promote engaged, meaningful learning for all!

Presenter(s)
Ohlson, Tiffany, Florida Institute of Education at the University of North Florida, Jacksonville, FL
Maki, Kelly, Florida Institute of Education at the University of North Florida, Jacksonville, FL
McLemore, Bronwyn, Florida Institute of Education at the University of North Florida, Jacksonville, FL
Monroe-Ossi, Heather, Florida Institute of Education at the University of North Florida, Jacksonville, FL

11:00 AM–12:00 PM ***Session # 00773***
SESSION
America's Center St. Louis-150

Mining Author's Craft Using Mentor Texts

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Discover the hidden gem in each reader and writer by asking students to 'read like writers'. Participants will be guided through the "craft and structure"of CCSS as we notice what authors do, why they choose their crafts, and how it affects the reader. This session will show you how mentor texts can be an additional instructor in your classroom. As Shel Silverstein would say, "Come in. come in...for we have many flax-golden tales to spin. Come in!"

Presenter(s)
Shoniker, Rebecca, Read and Write With Rebecca, Charlotte, NC

11:00 AM–12:00 PM ***Session # 00948***
SESSION
America's Center St. Louis-223

Reading and Coding: How Learning to Read and Learning to Code Go Hand in Hand

Category: Innovating With Technology
Audience: Classroom Teachers, Teacher Educators, Technology Coordinators/Trainers
Age Range: Ages 4-8
Clock Hours: 1

Reading and coding go together like peanut butter and jelly. In our pilot of The Hour of Code campaign this past fall, both teachers and students noticed how coding computers and robots correlated to reading. Teachers first made this discovery when planning by design. The teachers wondered if the students would make the same connection and how it would transfer to reading. During the campaign reading motivation and accuracy increased not only through teacher observation but also through the Developmental Reading Assessments. When teachers saw this gain they couldn't help but link reading workshop and coding. Stop teaching reading independently and add a real authentic experience.

Presenter(s)
Hogan, Allison, Episcopal School of Dallas, Dallas, TX
Bowden, Martha, Episcopal School of Dallas, Dallas, TX

11:00 AM–12:00 PM ***Session # 00847***
SESSION
America's Center St. Louis-224

Talking About Books: Improving Comprehension and Student Engagement With Book Clubs

Category: Children's Literature
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

In this session, attendees will learn the guiding principles and essential components of a Literature-Based Book Club aligned with the Common Core State Standards. Presenters will share their recent research experiences, developing Book Clubs with middle grade educators, to meet the instructional needs of diverse learners. Through videos, we will demonstrate the potential of student-led discussions to engage students, build comprehension, in addition to offering differentiated literacy instruction. Finally, we will discuss ways that digital resources can be incorporated into Book Clubs to expand talk about text through connected learning opportunities.

Presenter(s)
Randel, Maryl A., Michigan State University, East Lansing, MI
Knight, Jennifer, Utah State University, Tooele, UT

11:00 AM–12:00 PM ***Session # 00535***
SESSION
America's Center St. Louis-230

Teaching Students Reading Comprehension Strategies Through Visualization Using Media Resources

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

This session will give teachers reading comprehension teaching strategies to improve students' visualization skills. Teachers must update their skills and strategies as standards and standardized testing expectations increase. Deep understanding, a major learning objective for reading teachers, often revolves around expecting students to visualize text. Inappropriate visualization may hinder learning and without the luxury of time, teachers must develop lessons that produce results. This session will introduce teachers to lesson concepts with different media resources that will positively produce consistent visualization of text and effectively generate student comprehension strategies.

Presenter(s)
Drost, Sandra, West Navarre Intermediate, Navarre, FL
Drost, Daniel, University of West Florida, Pensacola, FL
Howard, Tina, West Navarre Intermediate, Navarre, FL

11:00 AM–12:00 PM ***Session # 00326***
SESSION
America's Center St. Louis-242

The Next Step in Differentiated Literacy Centers: Designed for the Common Core

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

Gain a set of differentiated independent practice tasks for comprehension, fluency, word study, and writing that are designed to make Common Core State Standards accessible to every student. Make differentiation doable and sustainable with engaging, multilevel practice tasks that meet the data-based literacy goals and learning preferences of your students. Handouts will be provided.

Presenter(s)
Southall, Margo, Scholastic, New York, NY

11:00 AM–12:00 PM ***Session # 00707***
SESSION
America's Center St. Louis-142

Word Nerds: Teaching K-5 Students to Learn and Love Vocabulary

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Vocabulary knowledge is a key to reading comprehension and academic achievement. Most K-5 students, especially culturally and linguistically diverse students and those living in poverty, need strategic, intentional vocabulary instruction to build background and to understand concepts. In this session, presenters show how vocabulary development is relevant and engaging when it includes art, music, movement, drama, writing, games and technology. Demonstration lessons and peer sharing round out this hands-on session. See how your students can become Word Nerds, too!

Presenter(s)
Overturf, Brenda J., Literacy Perspectives, Louisville, KY
Holmes Smith, Margot, J. B. Atkinson Academy for Excellence in Teaching and Learning, Louisville, KY
Montgomery, Leslie, J. B. Atkinson Academy for Excellence in Teaching and Learning, Louisville, KY

11:00 AM–12:00 PM ***Session # 00375***
SESSION
America's Center St. Louis-240

Words for Schools: The Place of Word Lists in Selecting Vocabulary To Teach

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

In order to become accomplished readers and learn from the material they read, students need to learn to read tens of thousands of words. How can teachers select the relatively small number of words they will teach from the tens of thousands they might teach? A number of approaches have merit. The issue dealt with here is how word lists can be helpful in conjunction with other approaches. Among the sorts of lists discussed will be those of frequent words (e.g., turn, magic, mission), lists of general academic vocabulary, (e.g., analyze, exceed, significant), and lists

of content-specific academic vocabulary (e.g., Dust Bowl, evaporation, rectangle).

Presenter(s)
Graves, Michael, University of Minnesota, Emeritus, Minneapolis, MN

11:00 AM–12:00 PM ***Session # 01365***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-266

District Literacy Leadership Praxis: Transforming Practice Through Leadership

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 0

Intersecting literacy and educational leadership, DiLL SIG members investigate what happens in schools when quality teachers, engaged students, families, communities, and principals with literacy expertise unify. Understanding the complexity of literacy processes and mindful of the wealth instructional strategies used by great coaches and educators, district literacy leaders are skilled in how to supervise and evaluate literacy educators. This session begins with an overview by an assistant superintendents from St. Louis Public Schools following by six district literacy leaders from across the U.S. and Canada who will share the practices they engage in, fostering high-quality literacy instruction.

Presenter(s)
Sulentic Dowell, Margaret-Mary, Louisiana State University, Baton Rouge, LA
Barrera, Estanislado S., Louisiana State University–School of Education, Baton Rouge, LA
Bowden, Michael, School District No. 73 Kamloops Thompson, Kamloops, British Columbia, Canada
Brashears, Kathy, Lenoir City, TN
Hoewing, Bonnie L., Maricopa College District, Phoenix, AZ
Knight, Paula, St. Louis Public Schools, St. Louis, MO
Mason, Pamela, Harvard University, Cambridge, MA
Meidl, Tynisha, St. Norbert College, De Pere, WI
Miller, Tawana D., Fulton County Public Schools, Hapeville, GA
Shivers, Lucas, U.S.D 383, Manhattan, KS
Skinner, Kim, Gregory-Portland ISD, Portland, TX
Williams-Machen, Rochelle, Houghton Mifflin Harcourt, New Roads, LA

11:00 AM–12:00 PM ***Session # 01350***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-124

Using Electronic Text Features to Foster Accessibility and Ability to Comprehend Informational Text

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 0

Key e-text capabilities designed to increase text accessibility and build basic and higher-level comprehension will be explained along with principles of effective practice. Four electronic literacy programs that use these capabilities will be demonstrated. The programs vary in their purpose and the texts they use, but all are designed to provide high-quality independent practice. A panel discussion and question-and-answer session will emphasize the advantages and disadvantages of e-texts and ways in which they can be most effectively used in the classroom. An annotated bibliography of exceptional digital resources will be distributed.

Presenter(s)
Gunning, Thomas, Professor Emeritus, Southern Connecticut State University, Avon, CT
Boucher, Alyssa, CAST, Inc., Wakefield, MA
Coyne, Peggy, CAST, Wakefield, MA
Hanlon, Sean, University of North Carolina at Chapel Hill and MetaMetrics, Inc., Durham, NC
Hunt, Teresita "Teri," Cane Ridge High School, Metropolitan Nashville Public Schools, Nashville, TN
Milone, Michael, American Research and Development Group, Placitas, NM
Smith, Doug, Curriculum Associates LLC, North Billerica, MA
Swartz, Carl W., Executive Director, Learning Science and Technology MetaMetrics, Chapel Hill, NC

11:00 AM–12:00 PM ***Session # TE03***
TEACHING EDGE
America's Center St. Louis-Ferrara Theatre

Complex, Rigorous, and Social: Fostering Readerly Lives

Clock Hours: 1


Penny Kittle


Donalyn Miller

Reading habits do not emerge by accident, but through careful and purposeful modeling and instruction. We must meet children's social and learning needs as we support their lives as readers. These needs are intertwined and interdependent and have more to do with reading success than school-centered standards do. We will demonstrate classroom conditions grounded in the key principles for motivation: relevance, engagement, and success. We will show how to help young readers construct identities of power and opportunity, to challenge themselves as readers, and to act with agency in our classrooms.

Presenter(s)
Kittle, Penny, Kennett High School, North Conway, NH
Miller, Donalyn, Northwest ISD, Fort Worth, TX

11:00 AM–12:30 PM ***Session # 01322***
CO-SPONSORED SESSION
America's Center St. Louis-145

Reading Hall of Fame Presentations: Literacy Leaders Who Are Making a Difference Around the World

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Clock Hours: 0

Chair(s): Hansen, Jane
Risko, Victoria, J.

Presentations will be shared from literacy leaders who are influencing literacy learning and instruction worldwide. In this age of multiple reforms, that are often contradictory, these Reading Hall of Fame literacy experts will discuss what makes sense for promoting and accelerating students' engagement and literacy learning. In particular, they address classroom and comprehension literacy instruction and instruction for culturally diverse students and language learners.

Presenter(s)
Green, Judith, University of California, Santa Barbara, Santa Barbara, CA
Janks, Hilary, University of the Witwatersrand, Johannesburg, South Africa
McNaughton, Stuart, University of Auckland, Auckland, New Zealand
Moll, Luis, University of Arizona, Tucson, AZ
Tafa, Eufimia, University of Crete, Greece

11:00 AM–1:00 PM ***Session # 01293***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-152

Meeting the Challenge of Identifying Gifts and Talents in Diverse Students

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Gifts and talents can be found in culturally and linguistically diverse students by using performance assessment tests such as DISCOVER, which is based on Howard Gardner's Multiple Intelligences model. Using the strengths of the students as identified by DISCOVER, teachers can enable students to demonstrate their gifts and talents. The use of technology and engaging "hands-on" activities in a culturally responsive environment will be highlighted in this session. A parent "tool kit" will be made available to the attendees.

Presenter(s)
Sisk, Dorothy Ann, Lamar University, Beaumont, TX
Anderson, Elsa, Dallas/Fort Worth ISD, Fort Worth, TX
Beltchenko, Laura, National Louis University, Chicago, IL
Harder, Heather A., Concordia University, Chicago, IL
Hasselbring, Ted, Peabody College, Vanderbilt University, Nashville, TN
Kaplan, Sandra, University of Southern California, Los Angeles, CA
Knoell, Donna L., Educational Consultant, Shawnee Mission, KS
Maker, June, University of Arizona, Tucson, AZ
Mora-Flores, Eugenia, University of Southern California, Los Angeles, CA

11:00 AM–1:00 PM ***Session # 01309***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-274

Professors of Reading Teacher Educators SIG Session: Transforming Approaches to Literacy Instruction

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Undergraduate or graduate students
Age Range: Age 19+
Clock Hours: 0

The definition of literacy is in a constant stage of change and as advocates of this stance, we must promote understanding and guide this transformation (Eryaman, 2007; Soloway, 1993; Spender, 1995). One way to do this is through conducting research focused on new literacy instructional approaches being implemented in teacher education programs. This annual session of PRTE seeks to provide opportunities to learn of new approaches to literacy instruction through roundtable sessions addressing the development of pre-service teachers, improving teacher education programs, and current trends and issues in the field of literacy.

Presenter(s)
Barrera, Estanislado S., Louisiana State University-School of Education, Baton Rouge, LA
Milby, Tammy M., University of Richmond, Richmond, VA
Paxton, Mary L., Shippensburg University, Shippensburg, PA
Pearce, Tiana McCoy, Texas A&M University-Corpus Christi, Corpus Christi, TX
Simnacher Pate, Roberta, Tarleton State University, Stephenville, TX
Thompson, Wally, New Mexico Highlands University, Rio Rancho, NM

11:00 AM–1:00 PM ***Session # 01304***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-106

What's Hot (and Not) in Literacy: Controversies and Challenges

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Each year 25 literacy leaders are surveyed to determine "What's Hot" in the field. The purpose of the survey is to acquaint leaders and readers with the issues that are currently receiving a great deal of attention. For example, the Common Core State Standards and close reading are "very hot." There are also issues that "should be hot," but are not. This includes writing and motivation/engagement. Join the Specialized Literacy Professionals SIG to explore the issues of 2015.

Presenter(s)
Risko, Victoria J., Vanderbilt University, Nashville, TN
Cassidy, Jack, Texas A&M University, Professor Emeritus, Corpus Christi, TX
Cheek, Earl, Louisiana State University, Baton Rouge, LA
Gambrell, Linda, Clemson University, Belton, SC
Marinak, Barbara A., Mount St. Mary's University, Emmittsburg, MD
Walker-Dalhouse, Doris, Marquette University, Milwaukee, WI

11:00 AM–1:00 PM ***Session # 00583***
WORKSHOP
America's Center St. Louis-121-122

Creating Interactive Ebooks on iPad to Support Transliteracy Skills

Category: Innovating With Technology
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers
Age Range: Ages 4-8
Clock Hours: 2

Writing books with or for young children supports literacy skills and creative thinking. Come to this workshop ready to learn new ways of making books and experience software programs and apps that educators, parents and children can use to produce interactive ebooks for reading, sharing and publishing electronically. Attendees will learn about several iPad apps that can be used to create custom ebooks that support and enhance the reading and writing process and content area knowledge. Bring your own iPad and be ready to create, design, and publish your own ebook and share it with others!

Presenter(s)
Brueck, Jeremy S., The University of Akron, Akron, OH
Lenhart, Lisa, University of Akron, Akron, OH

11:00 AM–1:00 PM ***Session # 00391***
WORKSHOP
America's Center St. Louis-263

Decodable Text, Complex Text, Informational Text—Oh My! Text Selection & Use in the Primary Grades.

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 2

Is "just right" text getting all of your K-2 students to grade level and beyond? Learn why research supports multiple text experiences for primary students, each with a different purpose: (1) decodable text experiences; (2) grade level informational text experiences; (3) above grade level read-aloud text experiences. Gain strategies for using multiple text experiences during the "learning to read" years to boost reading trajectories, and ensure all students can read grade level text accurately, fluently, and with understanding.

Presenter(s)
Stewart, Laura, Rowland Reading Foundation, Geneva, IL
Barclay, Kathy H., Rowland Reading Foundation, Macomb, IL

11:00 AM–1:00 PM ***Session # 00907***
WORKSHOP
America's Center St. Louis-264

Hands-on Activities for Engaging With Informational Texts for Grades 3-5

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 2

Teaching with information texts can be a challenge! How do you entice students to engage in learning about the unfamiliar text features and text structures that abound in informational text, without the students becoming bored and tuning out? How can you assess understanding of text structure, author's purpose, importance of text features, and much more without using a quiz or test format? Is it possible to teach important Tier Two vocabulary without using the dreaded workbook, or write the definition activities? Come to this hands-on workshop to make interactive manipulatives and engage in easy strategies that will help you engage your students with the complexities of informational text

Presenter(s)
Morse, Mary-Jo, SUNY Cortland, Cortland, NY

11:00 AM–1:00 PM ***Session # 00240***
WORKSHOP
America's Center St. Louis-228

Joyful Evidence-Based Strategies for PreK–Grade 2 Literacy Success

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 2

Early childhood literacy skills are crucial for subsequent life-long reading and writing success. Educators in preschool through grade 2 can support literacy development by engaging learners in a variety of evidence-based, age-appropriate classroom activities. This workshop addresses three important aspects for supporting literacy development in the early childhood context: (a) becoming skillful in formative assessment to help with decision-making, (b), planning joyful and meaningful age-appropriate instruction for the development of early literacy skills, and (c) choosing quality resources to engage and teach a wide range of learners including at-risk and ELLs.

Presenter(s)
Fresch, Mary Jo, Ohio State University, Marion, OH
Gentry, Richard, Fort Lauderdale, FL
Harrison, David, Drury University, Springfield, MO
Moses, Lindsey, Arizona State University, Tempe, AZ

11:00 AM–1:00 PM ***Session # 01154***
WORKSHOP
America's Center St. Louis-103

Literacy Changed Their Lives: Teaching Reading & Writing With Picture Book Biographies

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 2

This workshop will present passion, interest, engagement, and authenticity as important factors that contribute to the development of independent and proficient readers. We will demonstrate these ideas through a lesson titled HEART, HEAD, HANDS, & FEET, which provides a graphic organizer for closely reading stories about children who passionately pursued their interests—through reading and writing—into their adulthood. Intended for elementary educators, this workshop will show participants how reading picture book biographies can help learners discover authentic reasons for reading and writing informational texts.

Presenter(s)
Burkins, Jan Miller, Burkins & Yaris, Jan Miller Burkins Consulting, Athens, GA
Yaris, Kim, Burkins & Yaris, Literacy Builders, Plainview, NY

11:00 AM–1:00 PM ***Session # 00898***
WORKSHOP
America's Center St. Louis-227

Quick Bursts of Writing Across the Curriculum: Powerfully Heighten Learning, Engagement, & Meet CCSS

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

Come experience firsthand the significant learning and engagement gains students can achieve through high-impact, low-prep informal writing strategies: Quick Bursts of Writing. Quick Bursts are designed to increase student involvement with text, media, or experience. Relevant across age levels and content areas, they get students of all abilities actively processing, writing, and talking to help them build knowledge and their writing repertoires. As students are motivated to write volumes and share in different subjects and forms, their writing skills and stamina soar! Additionally, these strategies increase comfort levels with on-demand writing and help us meet the CCSS in literacy.

Presenter(s)
Wagstaff, Janiel, National Literacy Consultant, ELA Coordinator Davis School District, Farmington, UT

11:00 AM–1:00 PM ***Session # 00665***
WORKSHOP
America's Center St. Louis-261-262

Reigniting the Magic of Comprehension Through Read-Alouds, Discussion, and Multiple Text Genres

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 2

Reignite the magic of comprehension instruction in your school and classroom! During this hands-on, interactive workshop, you will improve both the science and art of your teaching by developing a thorough understanding of a three-pronged approach to comprehension instruction. Grounded in research, this approach combines read alouds, discussion, and multiple genres of text to bridge reading instruction with other content areas. This engaging workshop is reserved for literacy professionals who seek to develop and use sound pedagogical techniques to enhance literacy instruction and foster a love for reading and learning in their students.

Presenter(s)
Sharp, Laurie, Tarleton State University, Stephenville, TX
Pouttu, Toni, Mansfield Independent School District, Mansfield, TX
Sorem, Connie, Mansfield Independent School District, Arlington, TX

11:00 AM–1:00 PM ***Session # 00739***
WORKSHOP
America's Center St. Louis-229

Tap Into Literacy: Blogging to Meet the CCSS

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

In this workshop, teachers of grades three and up will learn how to integrate blogging into their classroom activities to infuse literacy into all content areas. Come see how to engage students in authentic reading and writing activities while harnessing the multimedia capabilities of a blog. Learning activities will be

connected to the Common Core State Standards. Multiple blogging platforms will be explored, and we will explain the merits of each. Teachers will have the opportunity to set up their own class blogs and prepare them for immediate student use. Student work samples and resources will be shared.

Presenter(s)
Knapik, Meg, Barrington CUSD 220, Barrington, IL
Diamond, Jamie, Barrington CUSD 220, Barrington, IL

11:00 AM–1:00 PM ***Session # 00611***
WORKSHOP
America's Center St. Louis-102

The Power of Nonfiction Texts: Transforming Lives Through the Not So Common Core

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 2

In this workshop, teachers/presenters will discuss lessons that asked students to investigate the history of social justice efforts in their own communities and how that investigation affected interest in reading, writing, and research as well as their understanding of others. Interviews, film, and social media will be examined as tools for investigating and examining history. The focus throughout this discussion will be on authentic responses to and reflections on all media including high quality literature. This workshop will include presentations, conversations, book talks, annotated bibliographies and lesson demonstrations that have proven successful with middle and upper grade students.

Presenter(s)
O'Neal, Sharon, Texas State University, Round Rock, TX
Conkling, Winifred, Author, Vienna, VA
Martinez, Miriam, University of Texas at San Antonio, San Antonio, TX
Roser, Nancy, The University of Texas at Austin, Austin, TX
Stroud, Laura Lee, Hopewell Middle School Round Rock Independent School District, Round Rock, TX

11:00 AM–1:00 PM ***Session # 01110***
WORKSHOP
America's Center St. Louis-104

Transformative Literacy Leadership: 10 Strategies for Building Thoughtful Literacy Practices in Changing Schools

Category: Teacher Preparation and Professional Development
Audience: Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 2

Literacy leaders, are you bogged down by an endless to do list? Feeling like you are paralyzed by the pressures of changing standards, increasingly diverse classrooms, and high stakes evaluations? In this workshop, learn about 10 specific strategies to help you to become a more effective literacy leader in your school or district.

Presenter(s)
Rainville, Kristin N., Manhattanville College, Purchase, NY
Cunningham, Katie E., Manhattanville College, Purchase, NY
Kelly, Courtney R., Manhattanville College, Purchase, NY

11:00 AM–1:00 PM ***Session # 01018***
WORKSHOP
America's Center St. Louis-127

Using Close Reading Within Any Reading Program to Engage Students

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

The common core state standards encourage teachers to utilize complex text and engage students in close reading, but teachers are not always familiar with how to do this. Existing reading programs may or may not provide support for close reading. This workshop will help teachers see the application of close reading into an existing reading program, whether a basal reading program or a balanced literacy program with small group guided reading. Attendees will leave with actual strategies and structures for close reading that can be easily integrated into an existing reading program during large group and small group instruction, while engaging students and developing critical readers and writers.

Presenter(s)
Kozisek, Julie A., Doane College, Crete, NE
Rezek, Michelle, School District 145 Waverly, Papillion, NE

11:00 AM–1:00 PM ***Session # 00357***
WORKSHOP
America's Center St. Louis-267

Vocabulary Growth Using Nonfiction Literature and Dialogic Discussions

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 2

I will begin by giving the research base for using nonfiction literature and dialogic discussions in early childhood classrooms. Next I will model identifying key vocab, followed by attendees choosing nonfiction literature (which will be provided) and identifying target vocab. Then we will view a brief video about dialogic discussions and discuss how to implement them. Then, using the nonfiction literature, attendees will plan a dialogic discussion and share with a small group of peers. We will wrap up with a question/answer session.

Presenter(s)
Marra, Gwen R., Dordt College, Sioux Center, IA

11:00 AM–2:00 PM ***Session # 01281***
ILA STAFF SESSION
America's Center St. Louis-120

ILA Global Literacy Symposium and Reception

Category: International Literacy Instruction
Audience: Council leaders, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

The Global Literacy Symposium is ILA's premiere international session, focusing on the theme of "Building Sustainable Literacy Initiatives: Capacity-Building at the Local Level." It is a three-hour event devoted to scholarly and practical exchange that also gives an opportunity for networking amongst ILA members and invited international guests and speakers. Speakers will present various topics related to Global Literacy and challenge the audience on ways they can contribute towards improving the state of literacy around the world.

Presenter(s)
Schulte, Amy Loretta-Kushner, International Literacy Association, Washington, DC
Vilsack, Christie, USAID, Washington, DC
Davidson, Marcia Davidson, Cambridge Education, Washington, DC
Walter, Scott, CODE, Ottawa, ON, Canada
Medorni, Chin Idirisu, Cameroon Education Foundation, Kumbo, Cameroon

12:00 PM–1:00 PM ***Session # 1178***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

Close Read Complex Texts to Develop a Claim and Arguments

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 0

Through active learning attendees will apply the Common Core State Standards for deep reading and argument writing by reading a poem, a letter, and an excerpt from the Declaration of Independence. After applying strategies that help close reading to explore themes, inferences, and multiple layers of meaning, participants use the Yes/No strategy to develop claims. Robb will model introductions and endings for argument writing and ask participants to plan their essay using text evidence from all selections.

Presenter(s)
Robb, Laura, Consultant/Language Arts Teacher/Scholastic & Heinemann Author, Winchester, VA

12:00 PM–1:00 PM ***Session # 1360***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #3

Culturally Responsive Strategies for Today's Literacy Classroom

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Do you need strategies to support culturally responsive instruction in the classroom? This session provides concrete techniques to develop cultural responsiveness in literacy instruction, the presenter, a leading expert in the field, will help participants build their knowledge about culturally responsive texts and understand why the use of effective literacy strategies made culturally responsive can benefit students more so than the traditional use of strategies. Participants will experience a culturally and linguistically responsive lesson, learn the difference between a culturally responsive text and other texts, and analyze the differences between a CR lesson and a traditional lesson.

Presenter(s)
Hollie, Sharroky, Teacher Created Materials, Huntington Beach, CA

12:00 PM–1:00 PM ***Session # 1292***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

How Pearson ReadyGEN Makes the Transition to the Common Core Instructional Shifts Easy

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

ReadyGEN is a K-5, comprehensive English language arts curriculum designed by a team of nationally renowned experts to help teachers and students meet the expectations set by the Common Core Standards. ReadyGEN's topically organized text sets and highly engaging routines make the transition to the Common Core instructional shifts easy and explicit by building content knowledge and promoting sustained critical thinking. Formative and summative assessments for monitoring progress are also part of the equation, which ultimately leads to student understanding and increased responsibility. In addition, ReadyGEN provides flexibility in tailoring lessons for various classroom environments.

Presenter(s)
Walker, Heather, Pearson, Kansas City, MO

1:00 PM–2:00 PM ***Session # FS05***
FEATURED SPEAKER
America's Center St. Louis-130

Writing From Sources is More Than "...the Text Says": Support Thoughtful, Engaging Writing About Texts

Category: Common Core State Standards
Clock Hours: 1


Christopher Lehman

Well before the CCSS ever suggested "cite specific textual evidence when writing or speaking," we already were asking our students to say, "because the text says..."or to add direct quotations into their writing. The challenge is that this can often become voiceless and even thought-less literacy work. In this session, Christopher Lehman will challenge your current practice in writing about text. He will share innovative work and practical strategies, gathered from years of study with teachers and students across grade levels, that can help your students develop more rigorous thinking and more authentic, voice-filled writing.

Presenter(s)
Lehman, Christopher, Christopher Lehman Consulting, New York, NY

1:00 PM–02:00 PM ***Session # FS08***
ILA FEATURED AUTHOR
America's Center St. Louis-275

Literacy Strong All Year Long — Empowering Strategies for Young Learners

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 0


Valerie Ellery


Lori Oczkus


Timothy Rasinski

Motivate and engage primary students with empowering lessons that spiral across the entire year as students accumulate literacy achievement. This powerhouse presenter team joins forces to share their very best research-based classroom ideas that yield results. Come learn; practical techniques for starting the year off strong, creative ways to fend off the mid-year blahs, empowering ideas for ending the school year on a high note, and proven strategies for engaging students in literacy all summer long! These interactive lessons actively engage students as they jump, move, write, talk, and sing with this unique gradual release model that really works!

Presenter(s)
Ellery, Valerie, Author, Bradenton, FL
Oczkus, Lori D., Author, Orinda, CA
Rasinski, Timothy, Kent State University, Kent, OH

12:00 PM–1:30 PM ***Session # L02***
LUNCHEON
Renaissance St. Louis Grand Hotel-Landmark Ballroom

Young Adult Literature Luncheon—Find Your Inner Princess

Chair(s): Fisher, Douglas


Meg Cabot

Not all of us are the long-lost heirs to a throne, but we all have hidden strengths and talents, some of which we've yet to discover (or rediscover). Find out how Meg Cabot used hers to come up with the #1 *New York Times* bestselling YA series The Princess Diaries, as well as its newest companion, *From the Notebooks of a Middle School Princess* (which she's also illustrated), and how you can summon your inner princess power, too!

Presenter(s)
Cabot, Meg, Macmillan, New York, NY

1:00 PM–2:00 PM ***Session # 00654***
ILA PAST PRESIDENT
America's Center St. Louis-123

Dear Mr. Huey: Here's What We've Learned in the Last Century About Literacy

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Goodman will recognize the groundbreaking early 1900s work of educational psychologist Edmund Burke Huey, who was among the first to draw a connection between science and reading. The impact of his early research will be felt in Goodman's presentation as he examines how our understanding of the reading process has changed in the last 100 years, the role of psychology and human variation in learning, and how teaching can support this learning.

Presenter(s)
Goodman, Kenneth S., University of Arizona, Tucson, AZ

1:00 PM–2:00 PM ***Session # 01297***
ILA PAST PRESIDENT
America's Center St. Louis-276

What is Reading Comprehension: Fifty Years (and more) Thinking About Thinking

Category: Content Literacy
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

Comprehension is not a sub-skill of reading. It is reading. There are no separate sub-skills of reading comprehension. If we accept the foundational concept that reading is thought guided by printed symbols we will have a solid base to develop reading/thinking at the highest levels.

Is reading comprehension as it should be defined and taught embodied in the Common Core State Standards? It is not, and we have to get this straightened out before we have another era of word recognition skills to correct the problems created by the CCSS.

Presenter(s)
Farr, Roger, Indiana University, Naples, FL

1:00 AM–2:00 PM ***Session # 00715***
ILA PAST PRESIDENT
America's Center St. Louis-101

A Comprehension Model That Works for Even Stragglers: The Glazer Reader Response Model (GRRM)

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

An explanation of the Glazer Reader Response model and how it works will precede a display of children's samples, grades K-9 of responses to literature demonstrating a level of comprehension seldom exhibited by children of any age. Samples of children's work and explanations of how to get the children to where we want them to grow, will be shared. Children's work will be display on a power point presentation. Record keeping procedures for recording and charting children's growth using the GRRM will be demonstrated. How to guide the children to respond using the GRRM will be shared.

Presenter(s)
Glazer, Susan M., Rider University, Lawrenceville, NJ

1:00 PM–2:00 PM ***Session # SS01***
ILA STAFF SESSION
America's Center St. Louis-150

ILA Annual Business Meeting

Clock Hours: 0

ILA leadership will provide attendees with an overview of the organization's overall financial status, operational pulse and strategic endeavors. Now with the official announcement of its name change well underway, come learn about how ILA will revamp the network and expanding its role as a world thought leader on literacy, there is much to hear about the activities that have already taken place and what's coming down the pike for the organization. These are exciting times at IRA!

All ILA Members in good standing are invited to attend. The Annual Meeting will include discussions with members of the ILA Board of Directors and staff, and will be chaired by ILA President, Jill Lewis-Spector.

Presenter(s)
Lewis-Spector, Jill, New Jersey City University, Highland Park, NJ

1:00 PM–2:00 PM ***Session # 00428***
ILA STAFF SESSION
America's Center St. Louis-260

Publishing With ILA: Meet the Editors & Learn How to Contribute

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18), Age 19+
Clock Hours: 0

ILA champions the work of educators at all levels. Find out how to join the literacy conversation and make your voice heard—straight from the source—at this roundtable session with the editors of ILA's peer-reviewed books and journals (*Reading Research Quarterly*, *The Reading Teacher*, and *Journal of Adolescent & Adult Literacy*), *Reading Today* magazine, and *Literacy Daily* blog. Explore our publishing outlets and submission processes in preparation to share your best practices, cutting-edge research, ideas, and inspiration with ILA's expansive global network.

- Shannon Fortner, ILA Director of Educational Resources
- Becky Fetterolf, ILA Acquisitions Editor
- April Hall, *Literacy Daily* Editor
- Colleen Clark, *Literacy Today* Managing Editor
- Susan Neuman, Coeditor, *Reading Research Quarterly*
- Jan Lacina, Incoming Coeditor, *The Reading Teacher*
- Robin Griffith, Incoming Coeditor, *The Reading Teacher*
- Kelly Chandler-Olcott, Incoming Coeditor, *Journal of Adolescent & Adult Literacy*
- Kathleen Hinchman, Incoming Coeditor, *Journal of Adolescent & Adult Literacy*

Presenter(s)
Fortner, Shannon, International Literacy Association, Newark, DE
Chandler-Olcott, Kelly, Syracuse University, Syracuse, NY
Clark, Colleen, International Literacy Association, Newark, DE
Fetterolf, Becky, International Literacy Association, Newark, DE
Griffith, Robin, Texas Christian University, Fort Worth, TX
Hall, April, International Literacy Association, Newark, DE
Hinchman, Kathleen, Syracuse University, Syracuse, NY
Lacina, Jan, Texas Christian University, Fort Worth, TX
Neuman, Susan B., New York University, New York City, NY

1:00 PM–2:00 PM ***Session # 01058***
PANEL
America's Center St. Louis-144

Authors Whose Books Transform and Engage Readers: Connecting Readers With Characters and Book Series

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Award-winning authors and illustrators will discuss the ways they use language and visuals to inform, inspire, and engage readers. They will share their methods of research, idea formation, and development, and the perspectives and techniques they employ. Speakers will share rich tools and new insights into how to use books instructionally, to meet the needs of diverse learners, and to fulfill mandates of the Common Core State Standards. Speakers will inspire attendees to use quality trade books to improve reading achievement, increase reading engagement, connect readers with characters and book series, and transform students into passionate, lifelong readers and learners.

Presenter(s)
Knoell, Donna L., Educational Consultant, Shawnee Mission, KS
Greenwald, Tommy, Author, New York, NY
McCarthy, Meghan, Author and Illustrator, Brooklyn, NY
Teague, Mark, Scholastic, Inc., New York, NY
Yoon, Salina, Bloomsbury Children's Books, San Diego, CA

1:00 PM–2:00 PM ***Session # 01230***
PANEL
America's Center St. Louis-266

Middle-Grade Madness: Why Hijinks and Humor Can Help Turn a Kid Into a Lifelong Reader

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches
Age Range: Ages 9-11
Clock Hours: 1

In this panel, authors Jon Scieszka, Andrea Beaty, and Mac Barnett will discuss what they have discovered about reluctant readers during their visits to schools across the country. Kids like humor; they like jokes and pranks. This is a common thread and one that helps to turn reluctant into reader. The presenters will talk about their own experiences and how they translated these interactions into the inspirations behind their novels. They will provide discussion questions specific to their titles, and will provide examples and other titles that they think befit a reluctant reader list.

Presenter(s)
Barnett, Mac, Abrams Books, New York, NY
Beaty, Andrea, Abrams Books, New York, NY
Scieszka, Jon, Abrams Books, New York, NY

1:00 PM–2:00 PM ***Session # 00763***
PANEL
America's Center St. Louis-124

No Time For Science: Science, Reading and Language Arts Joined at the HIIP

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Elementary teachers find little time to address hands-on, integrated, inquiry, problem-based (HIIP) learning during science; choosing instead to read non-fiction texts. HIIP learning, along with non-fiction texts, helps students construct understandings about an increasingly global and technological world. Presenters in this panel will share interactive ways to address HIIP learning with eading/language arts through the use of testable questions, text-sets, mentor texts, and dialogic meetings that effectively engage all participants in dynamic, democratic, and reflective conversations about their learning processes, experiences, and outcomes.

Presenter(s)
Keith, Karen, East Tennessee State University, Johnson City, TN
Hong, Huili, East Tennessee State University, Johnson City, TN
Jennings, LaShay, East Tennessee State University, Johnson City, TN
Moran, Renee, East Tennessee State University, Johnson City, TN

1:00 PM–2:00 PM ***Session # Poster Session 4***
POSTER SESSION
America's Center St. Louis-Second Floor Atrium

Teacher Preparation, Technology, and Struggling/Gifted Students Poster Session

Clock Hours: 1

"The GREEN ROOM"—Content Area Instruction for Gifted Students

Presenter(s)
Weber, Heidi, Loveland City School District, Loveland, OH

A Tale of Two Interventions: Increasing the Oral Language Skills of Low-SES Kindergarten Students

Presenter(s)
Butler, Amanda, Bartow County School District, Cartersville, GA
Tobin, Maryann Tatum, Nova Southeastern University, Ft. Lauderdale, FL

Becoming Critically Literate: Enacting a Critical Stance While Teaching for Literacy Acceleration

Presenter(s)
O'Daniels, Katherine, University of Missouri, St. Louis, MO
Rogers, Rebecca, University of Missouri, St. Louis, MO

Beginning Teacher Candidates' Understandings of Disciplinary Literacy Over Time

Presenter(s)
Carlson, James R., University of Wisconsin - La Crosse, La Crosse, WI

Digital Book Chats, Engaging PreService Educators in the 21st Century Literacy Classroom

Presenter(s)
Meyer, Erin Marie, Kansas State University, Manhattan, KS

Early Childhood Educators' Knowledge and Understanding of Phonemic Awareness

Presenter(s)
Forgie, Julia, Ryerson University, Toronto, Ontario, Canada

Get Techie With It: Technology Oriented Assignments That Foster The Love of Reading

Presenter(s)
Haiken, Michele, Rye Middle School & Manhattanville College, Rye, NY

GLEEK Out to History

Presenter(s)
Miller, Heather, LePage-Miller, New York, NY

Preservice Teachers Learn About Cultural Relevance Through a Community-Based Literature Event

Presenter(s)
Tancock, Susan, Ball State University, Muncie, IN
Clark, Patricia, Ball State University, Muncie, IN
Clausen, Jon, Ball State University, Muncie, IN
Mucherah, Winnie, Ball State University, Muncie, IN
Zygmunt, Eva, Ball State University, Muncie, IN

ReadWriteThink.org—Tips and Tricks

Presenter(s)
Fink, Lisa Storm, ReadWriteThink.org at NCTE, Urbana, IL

The Illumination of Racial Understandings of Teacher Education Students

Presenter(s)
Fuller, Carolyn, University of Missouri-St. Louis, St. Louis, MO

Understanding Professional Learning in Action

Presenter(s)
Stukey, Marisa Ramirez, University of Florida, Gainesville, FL

Using Literature to Connect to Community: Service-Learning's Role in Developing Reflective Teachers

Presenter(s)
Cuff, Shannon, Park University, Parkville, MO

1:00 PM–2:00 PM ***Session # 00575***
SESSION
America's Center St. Louis-231

Books, Books, and More Books! Mentor Text Experiences That Transform Young Readers and Writers

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

How can I find the best books to cultivate readers' comprehension of complex texts and inspire young writers at the same time? In this idea-packed session, a first-grade teacher will answer that question by showing you how to use carefully selected children's literature to spark comprehension conversations and motivate writers. Letting the Common Core State Standards guide her way, she'll share classroom-tested experiences where students learn how readers and writers think, make decisions, and communicate their ideas. Leave with a bibliography of recently published picture books along with ready-to-teach mini-lessons to implement in your literacy workshops tomorrow!

Presenter(s)
Walther, Maria, Indian Prairie District #204, Aurora, IL

1:00 PM–2:00 PM ***Session # 00562***
SESSION
America's Center St. Louis-232

Building Intrinsic Motivation in Middle Level Readers: Tips to Get 'Em Hooked and Keep 'Em Reading

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers
Age Range: Ages 12-14
Clock Hours: 1

There is no creature quite like the reluctant middle school reader. These cherubs must be handled carefully; their boundaries must be respected yet pushed, their abilities acknowledged yet challenged. So how does one lure these valuable creatures away from the seductive world of online gaming and social media? How does one tame the wildest of the middle school menagerie? Join the Crazy Reading Ladies on Safari as they share their collective 20+ years of experience getting middle school students to love reading. Learn how to harness the power of choice, positive peer pressure, and high expectations to build intrinsic motivation and turn your untamed beasts into kings of reading.

Presenter(s)
Cotillo, Mary Varney, Horace Mann Middle School, Franklin, MA
O'Leary, Erin, Horace Mann Middle School, Franklin, MA

1:00 PM–2:00 PM ***Session # 01501***
SESSION
America's Center St. Louis-132

CATCH AT-RISK KINDERGARTENERS Before They Fall Behind...in 20 Minutes a Day

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Let's face it, the rigor, assessments, and expectations for Kindergarten are more demanding than ever before. Given the differences in readiness, some children simply need more time and support before they can unlock the magic of reading. Join Alison to

learn quick, yet effective, ways to intervene and provide additional support for struggling kindergarteners during the regular school day, using 10-minute mini-lessons focused on language, reading, and word work, and tied directly to the foundational skills of the Common Core State Standards.

Presenter(s)
Schmerler, Alison, Abrams Learning Trends, Austin, TX

1:00 PM–2:00 PM ***Session # 00832***
SESSION
America's Center St. Louis-221

Dynamic Results and Readers: The Transformation Story of Culbert's Kindergarten Literacy Instruction

Category: Assessment
Audience: Classroom Teachers
Age Range: Ages 4-8
Clock Hours: 1

This session will share the outstanding results of our Kindergarten Literacy Pilot. 60% of our 1/2 day Kindergarten students scored 98% or higher on our Spring Phonological Awareness Literacy Screening and 88% of our students were able to read words in isolation using a Concept of Word assessment format. The continuous data collection, collaboration, and daily guided reading instruction for EVERY student EVERYDAY ensured our students had a successful first grade year. Before leaving kindergarten, they knew their letters and sounds and were able to read and to write an identified set of 24 high frequency words in isolation, as well as, write them correctly in their journal writing.

Presenter(s)
Brocious, Tiffany Lynne, Shenanodah University, Winchester, VA
Beasley, Gail, Loudoun County Public Schools, Ashburn, VA
Keane, Wendy, Loudoun County Public Schools, Ashburn, VA

1:00 PM–2:00 PM ***Session # 00548***
SESSION
America's Center St. Louis-143

Enablers and Inhibitors in Implementing a Critical Literacy Instruction in the Philippine Context

Category: International Literacy Instruction
Audience: Classroom Teachers, Researchers, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

This session will explore the various educational, cultural and political forces that influence the beliefs and practices of three Filipino English teachers as they attempted to implement critical literacy lessons for their adolescent English language learners. Through brief discussions of selected texts, the audience is invited to experience and reflect on how everyday texts can be used to develop one's critical literacy. Hilary Janks's (2010) interdependent model for critical literacy education will be used to consider the wider implications for curricular reforms and policies in literacy education in the Philippine context.

Presenter(s)
Fajardo, Margarita Felipe, Ateneo de Naga University, Naga City, Camarines Sur, Philippines

1:00 PM–2:00 PM ***Session # 01054***
SESSION
America's Center St. Louis-141

English as a Foreign Language Literacy Skills of Young Learners at the End of Elementary Education

Category: Research
Audience: Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Do elementary pupils achieve better receptive literacy skills when they start learning English as a Foreign Language (EFL) in year 1 instead of year 3? This research talk will present the design and results of an empirical study relating to the EFL literacy achievements of more than 6,500 elementary pupils in Germany to find an answer to this research question. Data was collected in 2010 and 2012 as part of the interdisciplinary longitudinal research study Ganz In allowing for the comparison of two cohorts who differ in the length and quantity of early EFL instruction due to curricular changes. A particular focus will be on the EFL literacy achievements of mono- and multilingual learners.

Presenter(s)
Wilden, Eva, University of Vechta, Vechta, Germany
Porsch, Raphaela, University of Münster, Institute of Educational Sciences, Münster, Germany

1:00 PM–2:00 PM ***Session # 00540***
SESSION
America's Center St. Louis-222

Exceptional Informational Books, Web Sites, and Databases for Building Knowledge and Literacy

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Chosen from thousands of children's books, hundreds of Web sites, and dozens of databases, exceptionally excellent examples of print and digital informational text along with helpful sources for obtaining similar materials will be highlighted in this session. The session will also present research-based techniques for using high-quality informational text to build students background knowledge and basic and higher-level literacy. An extensive bibliography will be distributed along with a checklist for assessing informational text.

Presenter(s)
Gunning, Thomas, Professor Emeritus, Southern Connecticut State University, Avon, CT

1:00 PM–2:00 PM ***Session # 01064***
SESSION
America's Center St. Louis-142

Helping Turkish Children Develop Early Literacy Skills With Shared Reading

Category: International Literacy Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Shared reading experience is clever because all students in the class or group can participate and yet learn more about reading on their own level, whether they are quite a new reader or a more developed one. Our session will explore the role of shared reading experience in development of early literacy skills with students in Turkey. The presenters will summarize the impact of shared reading activities on reading success, but will also report on more recent research on its importance in development of early literacy skills.

Presenter(s)
Tarim, Seyda Deniz, Mugla Sitki Kocman University, Mugla, Turkey
Yildirim, Kasim, Mugla Sitki Kocman Universitesi, Mugla, Turkey

1:00 PM–2:00 PM ***Session # 01214***
SESSION
America's Center St. Louis-230

Mic Check: Hip Hop and Spoken Word in the Construction of Literacy Practices and Literate Identities

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

I have spent the past twelve years using hip hop and spoken word to develop literate practice and foster literate identities amongst urban youth. This session focuses on three years (2011-2014) and 200 students (100% African American and 95% low income) in both in-school and after-school settings in which students developed figurative understanding through the interpretation of hip-hop and spoken-word texts and produced their own pieces, including the composition, recording and production of original hip-hop tracks, as well as participation in Louder than a Bomb, the largest youth poetry competition in the world. The session will include performances by students.

Presenter(s)
Whitington, Katherine Daphne, Chicago Public Schools, Chicago, IL

1:00 PM–2:00 PM ***Session # 00408***
SESSION
America's Center St. Louis-105

Powerful, Successful, Early Literacy Intervention

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

This session will explicitly share how to provide a powerful, successful early literacy intervention for struggling learners. You will learn step by step how to provide this same intervention for your own students which will consider the most current research on motivation, engagement, feedback and progress monitoring using meaningful data. Find your inspiration, become informed, and empower yourself to make a positive difference for your students.

Presenter(s)
Duncan, JoAnne, Mount Stuart, Ellensburg, WA

1:00 PM–2:00 PM ***Session # 00352***
SESSION
America's Center St. Louis-223

Problem Solved! Using Literacy Strategies to Teach Mathematics

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators
Age Range: Ages 9-11
Clock Hours: 1

Students need special skills to read and understand mathematics textbooks, and this can create difficulty and stress. Operations can be written in various ways to get the same answer. There are fewer words on math text pages than in other texts, but there are more concepts in mathematics than in any other content area. In addition, ordinarily when students read in English, words flow left to right. In mathematical operations, directionality, for example, can be left to right, right to left, top to bottom, bottom to top, and diagonal. Some literacy strategies lend themselves to enabling students to better understand math principles. Six strategies will be demonstrated in this session.

Presenter(s)
Stino, Zandra, Nova Southeastern University, Tampa, FL

1:00 PM–2:00 PM ***Session # 00615***
SESSION
America's Center St. Louis-226

Risk-Taking, Reading, and the Reluctant Learner

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

In order to be successful in school and in life, students need to be willing to take social and academic risks. However, some students, particularly those who struggle in school, are reluctant or unwilling to try new things. Nowhere is the importance of risk-taking more evident than in learning to read. This practical and strategy-based session will provide participants with research-proven tools, techniques, and interventions that will help to engage and build reading skills of reluctant students.

Presenter(s)
Harris, Bryan, Casa Grande Elementary School District, Casa Grande, AZ

1:00 PM–2:00 PM ***Session # 00426***
SESSION
America's Center St. Louis-140

Simple Concrete Strategies for Teaching Long Vowels to Beginning and Struggling Readers

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Teaching beginning readers long and silent vowels are the most difficult concepts to teach. During this session, you will learn several reading strategies that will help you to teach beginning readers which sounds each vowel makes in a word. These strategies apply to words that are consonant vowel vowel consonant (cvvc), consonant vowel consonant vowel (cvcv), and consonant vowel consonant consonant vowel consonant (cvccvc) words. The beginning reader will be able to look at a word and instantly know which vowel sound each vowel makes within the word. The beginning readers will also be able to act out the strategies, as well as, draw visual cues to help them sound out the known word.

Presenter(s)
McMaster, Jodi Lyn, Saline Area Schools, Saline, MI

1:00 PM–2:00 PM ***Session # 00249***
SESSION
America's Center St. Louis-145

Social Justice in the Middle School English Language Arts Curriculum

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators
Age Range: Ages 12-14
Clock Hours: 1

Creating an ELA curriculum that aligns Common Core State Standards with social justice themes and Culturally Responsive Pedagogy will promote the academic, social, and moral development of all students. This session will fill some gaps in current education research and will provide strategies to enhance your current practices. Come and learn how to align your standards-based curriculum with engaging social justice themes and Culturally Responsive Pedagogy. Presenters will share examples of how this has been done in their diverse, suburban middle school. Attendees will walk away with ready to use strategies and tools to bring back to their schools.

Presenter(s)
Luckett, Shenita, Parkway School District, Chesterfield, MO
Goldfeder, Nikki, Parkway Northeast Middle School, St. Louis, MO

1:00 PM–2:00 PM ***Session # 00735***
SESSION
America's Center St. Louis-242

Stronger Together—Promoting SEL Through Reading

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Middle school readers select the winner of the Rebecca Caudill award every year. It is always important to consider what the students desire to read, which is why we critically reviewed these award winning novels to discover if there was some common element within the texts. A clear theme emerged that supports the Social Emotional Learning standards that are vital to the well-being of the middle school student. The goal of this session is to share with teachers the results of our research and provide strategies and ideas for incorporating SEL into the reading classroom. The strategies and activities are appropriate for grades 3-8.

Presenter(s)
Okrasinski, Jeanne, Eastern Illinois University, Charleston, IL
Norton, Danica, Arcola Junior High School, Arcola, IL

1:00 PM–2:00 PM ***Session # 01207***
SESSION
America's Center St. Louis-225

Supporting Disciplinary Literacy: Exemplary Science Picture Books Worth Celebrating

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Informational texts that are appropriate from both literacy and science content perspectives are hard to find! We (a science and a literacy educator) started our own search for high quality science picture books, and this session is designed to share what we have learned from our endeavors. We share books that can help teachers introduce elementary students to science concepts, share the stories of real scientists and the work they do, and provide students with opportunities to practice reading all sorts of science-related informational text. We also offer guidelines teachers can use in their ongoing search for science trade books worth celebrating!

Presenter(s)
Broemmel, Amy, University of Tennessee, Knoxville, TN
Rearden, Kristin T., University of Tennessee, Knoxville, TN

1:00 PM–2:00 PM ***Session # 01128***
SESSION
America's Center St. Louis-100

Taming the Wild Text: Cultivating Fearless Readers & Writers

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Learn innovative ways to cultivate a lifelong love of reading and writing in all children, especially those who see themselves as outside the "literacy club". This session will focus on engaging deeply with the students who worry you the most, those who are afraid to "tame the wild text" and who fear the challenge of difficult reading and getting ideas on a blank page or screen. Explore successful, student-centered approaches, and walk away with inspiration to work closely with these readers/writers and experience transcendent success with them.

Presenter(s)
Allyn, Pam, LitLife, New York, NY

1:00 PM–2:00 PM ***Session # 01056***
SESSION
America's Center St. Louis-161

The Reading Response Task: Investigating and Teaching the Cultural Dimension in Foreign Language Reading

Category: English Language Learners
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

NOTE: The presenter of this session is unable to attend ILA 2015 due to travel issues. However her power point handouts will be available online for download. For more information on how to download handouts, e-mail conferenceproposals@reading.org.

In this session, the reading response task is discussed as a form of textual intervention that is suitable for the investigation of, and

instruction on, the cultural dimension of foreign language reading. The handouts will have two sections. In the first one, research-oriented, I will describe the investigation in which I have used the reading response task to research cultural understanding in an English as a Foreign Language (EFL) college setting in Argentina. The aim is to describe the advantages of the task as a research instrument. In the second section, practice-oriented, I will exemplify the task with student samples to focus on its pedagogic advantages.

Presenter(s)
Porto, Melina, National University of La Plata and Conicet, La Plata, Argentina

1:00 PM–2:00 PM ***Session # 00489***
SESSION
America's Center St. Louis-240

Using Community-Specific Texts to Stimulate Literacy Instruction for English Language Learners

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 1

The session engages participants in the use of linguistic landscape for literacy development. Attendees analyze, identify, and suggest ways to use the landscape of learners' communities to engage them in authentic and meaningful literacy activities through critical language awareness. Attendees will critically read samples of linguistic landscape, discuss the lexical, semantic and grammatical structure of the texts, identify the practices involved in circulating the texts in the community, and hypothesize on the possible conditions that make the texts lived experiences of community members. These activities will be connected to the acts of literacy outside and inside school.

Presenter(s)
Hewitt-Bradshaw, Iris Pamela, University of Trinidad and Tobago, San Fernando, Trinidad and Tobago

1:00 PM–2:00 PM ***Session # 00988***
SESSION
America's Center St. Louis-241

Vocabulary Strategies for Guiding Early Readers Through Informational Texts

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators
Age Range: Ages 4-8
Clock Hours: 1

Successful reading of informational texts is important for college and career readiness; however, these texts pose challenges for early readers, especially readers who are also English language learners, foundational, struggling or even, non-readers. Much of what makes informational texts complex is the vocabulary. Our session aims to help teachers address vocabulary effectively in order to assist students (regardless of their reading proficiencies) comprehend informational texts. We address problems of practice faced by today's teachers who are grappling with meeting the cognitive demands required by the CCSS's emphasis on informational texts.

Presenter(s)
Loh-Hagan, Virginia, San Diego State University, San Diego, CA
Moss, Barbara, San Diego State University, San Diego, CA

1:00 PM–2:00 PM ***Session # 01238***
SESSION
America's Center St. Louis-162

What Teachers Should Know About the Language and Visuals of Science Genres in Informational Text

Category: Content Literacy
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches
Age Range: General (age 4-18)
Clock Hours: 1

The language of science with its emphasis on causes and conditions of scientific phenomenon and use of visuals to convey information can be especially difficult for readers to navigate successfully. Thus, it is imperative that teachers understand these linguistic and visual requirements if they are to best support students' reading of complex informational text. In this session, we will examine informational science trade books through a lens that examines the way words and visuals are used so that you can do more to support your readers.

Presenter(s)
Donovan, Carol A., University of Alabama, Tuscaloosa, AL
Coleman, Julianne, University of Alabama, Tuscaloosa, AL
Smolkin, Laura, University of Virginia, Charlottesville, VA

1:00 PM–2:00 PM ***Session # 00624***
SESSION
America's Center St. Louis-224

"I Hope This Has Helped You Know More About Dogs" Research-Based Tips on Writing Great Summaries

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches
Age Range: Ages 9-11
Clock Hours: 1

This session will focus on one key strategy for comprehension and composition: summarizing. Students often struggle to summarize

text and write good summaries. In this session, we will demonstrate text structure strategies to show how to teach students to summarize orally, and in writing, descriptive non-fiction text so they can meet the requirements of the Common Core State Standards. The session will be interactive. In addition to showing how to teach summarizing, we will give the audience examples of children's writing that vary in quality and help them to score the samples in a way that gives positive feedback to students.

Presenter(s)
Dymock, Susan, University of Waikato, Hamilton, New Zealand
Nicholson, Tom, Massey University, Auckland, New Zealand

1:00 PM–2:00 PM ***Session # 01308***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-151

Teaching as a Researching Profession SIG: Transforming the Teaching of Literacy Through Inquiry

Category: Research
Audience: Classroom Teachers, Researchers, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 0

Interested in classroom research but a little unsure of the process? Teacher researchers from all grades will a) share results of inquiry projects related to literacy instruction, b) present various methods for conducting classroom research c) discuss about how inquiry can transform and develop teaching and the teacher and d) network with other teacher researchers. This informal and friendly format will allow you ample opportunity to ask questions and gather ideas for your own teacher research.

Presenter(s)
Higdon, Kim, Saint Leo University, Saint Leo, FL
Atkins, Holly, Saint Leo University, Saint Leo, FL
Key, Terri, Texas State University, San Marcos, TX
O'Neal, Sharon, Texas State University, Round Rock, TX
Peterson, Katie, St. Edward's University, Austin, TX

1:30 PM–2:30 PM ***Session # 1303***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

AR 360: A 360-Degree Look at independent and Instructional Reading Practice

Category: Common Core State Standards
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators
Age Range: General (age 4-18)
Clock Hours: 0

AR 360 brings together the personalized, goal-focused reading practice from AR and layers in instructional skills practice. Built for the Common Core, a new leveled nonfiction article collection provides the informational text necessary to equip students for reading in college and career. Each article comes with an AR quiz as well as built-in skills practice activities to help your students read, cite, write, and quiz. Independent and instructional reading data is rolled into a new Reading Dashboard to help you see at-a-glance how your students are performing as well as actionable insight to help you drive student growth.

Presenter(s)
Esser, Lynn, Renaissance Learning, Madison, WI

1:30 PM–2:30 PM ***Session # 1362***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #3

Big Day for PreK: Proven-Effective PreKindergarten Instruction

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, School or District Administrators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 0

Scholastic *Big Day for PreK* is a proven-effective comprehensive early-learning program that embraces children's natural curiosity and encourages them to explore and connect to the world around them. With eight engaging themes, *Big Day for PreK* incorporates and encourages the Five BIG elements of success:

1. BIG EXPERIENCES– engages children and integrates all learning domains
2. MEANINGFUL CONVERSATIONS– builds oral language and vocabulary
3. BEST CHILDREN'S LITERATURE AND NONFICTION– gives children access to books at school and at home
4. INNOVATIVE TECHNOLOGY– engages children, teachers, and families
5. COMPREHENSIVE CURRICULUM– offers total equity in English and Spanish

Presenter(s)
Rodriguez, Ernesto, Scholastic, New York, NY

1:30 PM–2:30 PM ***Session # 1383***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

Meeting the New Writing Standards: Preparing Teachers and Students for Success

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers
Age Range: General (age 4-18)
Clock Hours: 0

This session will explore shifts in writing instruction demanded by new writing standards and will address how to effectively implement writing instruction within the context of existing reading programs. Attendees will leave the session with a sample lesson from a new cutting-edge writing program, *Ready Writing*. Built on a gradual-release instructional model, our research-based lessons include explicit, systematic instruction in informative/exploratory, opinion, and narrative writing to help student build a strong arsenal of strategies for planning, drafting, revising, and editing text in addition to writing assignments that teach students to analyze and write about complex informational and literary texts.

Presenter(s)
Berkin, Adam, Curriculum Associates, North Billerica, MA
Cunningham, Jim, University of North Carolina at Chapel Hill, Gibsonville, NC

3:00 PM–4:00 PM ***Session # CA03***
COUNCIL ACTIVITIES
America's Center St. Louis-Second Floor Atrium

ILA Council Poster Session

Do you want to know more about ILA's State and Provincial Councils? Representatives from our State/Provincial Councils will be on hand to share the wonderful work they are doing within their communities. This poster session will display components of current Council programs and initiatives. Come network and learn about how ILA Councils are impacting literacy in their communities.

Presenter(s)
Rivell, Angela, International Literacy Association, Newark, DE
Sears, Tiffany, International Literacy Association, Newark, DE

3:00 PM–4:00 PM ***Session # 01610***
EXHIBITOR SESSION
America's Center St. Louis-145

From Urgency to Agency: Empower Struggling Readers by Implementing a High Impact Leveled Literacy Intervention in the Middle/High School

Category: Struggling and Gifted Students
Audience: Reading Teachers/Specialists/Coaches, School or District Administrators, Title I Teachers (U.S. Only)
Age Range: Ages 12-14, Ages 15-18
Clock Hours: 0

After years of failure, the roadblocks of those at risk in grades 5–12 are undeniable, and the challenges facing teachers are very real. Attendees will learn how to effectively and efficiently engage struggling adolescent readers with relevant, robust nonfiction/fiction texts and a high impact instructional framework for small group intervention in the middle/high school. Prevent the grave consequences of failure with the bold teaching moves needed to promote deep thinking, efficient word analysis and fluent reading that will extend students reading power in all disciplines. View videos of the essential elements of instruction and management needed to propel them to a literate life.

Presenter(s)
Fountas, Irene C., Lesley University, Cambridge, MA
Pinnell, Gay Su, The Ohio State University, Dublin, OH

3:00 PM–4:00 PM ***Session # 1340***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

Guided Reading Nonfiction Short Reads for Long-Term Impact

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

Are you looking for proven ways to give K-6 students the skills and strategies they need to read and understand a world full of nonfiction while you prepare them for next-generation assessments, college, and careers? Look no further! Now the all-new *Guided Reading Nonfiction Short Reads* gives students a different way to master complex, informational texts. Through short, information-packed nonfiction, students can expand their vocabulary and engage with thematically linked passages across all text types to uncover meaning. This engaging material may be short, but the long-term impact is great—helping students build a foundation for success in school and in life.

Presenter(s)
Bone, Becky, Scholastic, New York, NY

3:00 PM–4:00 PM ***Session # 1099***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

Read Naturally's One Minute Reader Reading App for the Apple iPad or Books/CDs

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

The award-winning *One Minute Reader*® home reading program is now available as an app for the Apple iPad! *One Minute Reader* uses the same research-based strategies as Read Naturally's classroom programs. Use *One Minute Reader* to extend learning with parent involvement at home or to turbo charge independent, differentiated reading time in the classroom. View short videos to see the details of each version: the iPad app or the books/CDs. The session is ideal for educators looking to increase the school/family connection through a school-to-home checkout program or to implement independent, differentiated reading time in the classroom.

Presenter(s)
Kane, Carol Ann, Read Naturally, Inc., St. Paul, MN

3:00 PM–4:00 PM ***Session # 1327***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #3

Teaching to 1:1

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 0

Teaching in a digital classroom is more than having a PDF version of a printed book. In this session, participants will gain an understanding of the shift this conversion requires in instructional design and classroom organization. We will also determine the changes needed to support a rigorous 21st century classroom that aligns instructional practice with student achievement success. Attendees will be able to identify resources and develop skills needed to move an individual classroom environment to support a peer engagement and coaching model. Finally, attendees will have a chance to build a plan for implementing needed changes.

Presenter(s)
Walker, Heather, Pearson, Kansas City, MO
Odom, Jamil, Pearson, Glenview, IL

3:00 PM–4:00 PM ***Session # 1305***
EXHIBITOR SESSION
America's Center St. Louis-120

Using Children's Literature to Foster Literacy Development

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Children's literature can serve as a high motivating springboard for literacy learning. In this session, the Spell-Write-Read strategy, using high interest fiction and non-fiction books, will be used to engage students in reading and writing that is project-based. This session is based on the literacy motivation research conducted by Malloy, Marinak, and Gambrell.

Presenter(s)
Malloy, Jacquelynn A., Clemson University, Clemson, SC

3:00 PM–4:00 PM ***Session # 1296***
ILA PAST PRESIDENT
America's Center St. Louis-265

Enhancing Graduate Reading Clinics With Family Literacy Principles and Common Core State Standards

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Using experiential learning techniques, attendees will discuss the role of family literacy within contemporary reading clinics. Within the sixty-minute time frame, attendees will spend the first ten minutes learning about the relationship between the Common Core State Standards and the principles of Family Literacy. The next fifty minutes will be spent engaging in an examination of contemporary reading clinics and generating lists of approaches to making them more robust in order to meet the Common Core State Standards.

Presenter(s)
Edwards, Patricia, Michigan State University, East Lansing, MI
Butler, Anitra, Prince George's Community College, Largo, MD

3:00 PM–4:00 PM ***Session # 00316***
PANEL
America's Center St. Louis-266

By Teachers, for Teachers: Proven Strategies for the Classroom ILA ACT Shares Their Expertise

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

This practical panel demonstrates teaching strategies to use with your own students in the classroom. Led by practicing ILA-ACT classroom teachers who are also literacy specialists, this presentation will demonstrate how to achieve comprehension levels in the primary classroom, use story sacks to enhance family literacy and the importance of guided reading. You will walk away with proven classroom strategies to ensure success in your own classroom.

Presenter(s)
Benesch, Mary Lou, Howells-Dodge Consolidated, Dodge, NE
Johnson, Ailish, Boulder Valley Council, Lafayette, CO
Kunz, Kenneth, Rutgers University and Bloomfield College, New Brunswick, NJ
McMahon, Maura, Reading Association of Ireland, Dublin, Ireland, Ireland

3:00 PM–4:00 PM ***Session # 01122***
PANEL
America's Center St. Louis-144

High Quality Literacy Instruction: The Role of the Principal

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

Success with CCSS, RTI, new assessments, and technologies are dependent on high-quality, comprehensive literacy instruction. The principal is critical in guaranteeing this happens. How does a principal learn about best practices and ensure that they are implemented in classrooms? Where should a principal go for information on setting realistic, data-driven goals for the school? How do you sort through all the information out there to make appropriate choices? Join us to explore answers about today's expectations for literacy instruction.

Presenter(s)
Zarling, Deb, Oshkosh Area School District, Oshkosh, WI
Brown, Kim, Oshkosh Area School District, Oshkosh, WI
Martin, Susan, Oshkosh Area School District, Oshkosh, WI

3:00 PM–4:00 PM ***Session # 00888***
PANEL
America's Center St. Louis-142

How to Design a Flipped Lesson: A Diagram for Success in Reading and English Language Arts

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

This panel will share the building blocks for creating a successful flipped lesson tailored for Reading, English, and Language Arts classrooms. We will highlight best practices to integrate flipped lessons into your curriculum utilizing ideas and media you already have in your lesson plan toolbox. We will also examine the newest web 2.0 tools and ideas, paying particular attention to interactive reading programs, to help you include this innovative teaching tool into your curriculum as painlessly as possible. The flipped lesson opens a new world of possibilities for you and your students, while integrating digital literacies and providing differentiated learning and instruction.

Presenter(s)
Kent, Susan, Florida State University, Tallahassee, FL
Piotrowski, Amy, Florida State University, Tallahassee, FL
Witte, Shelbie, Florida State University, Tallahassee, FL

3:00 PM–4:00 PM ***Session # 00534***
PANEL
America's Center St. Louis-220

Life Readiness: Engaging Students in Reading, Writing, Thinking, Inquiring, and Collaborating (K-12)

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Though state standards may vary, there remains an emphasis on the close reading of nonfiction at all grade levels. In addition, new evaluation models demand that teachers offer students highly interactive, engaging classroom environments. In this fast-paced interactive panel, presenters will model strategies for teaching social-academic skills, digging deeper into a text discussion, and enticing students to read more nonfiction and other less traveled genres. In addition, we will be discussing how technology can best foster engagement and interaction. Finally, presenters and attendees will address how these strategies can be adapted for primary grades through high school.

Presenter(s)
Steineke, Nancy, Illinois Writing Project, Brookfield, IL
Ahmed, Sara, Bishop's School, La Jolla, CA, CA
Daniels, Harvey "Smokey," Author/Consultant, Lamy, NM
Miller, Donalyn, Northwest ISD, Fort Worth, TX
Ziemke, Kristin, Chicago Public Schools, Chicago, IL

3:00 PM–4:00 PM ***Session # 00974***
SESSION
America's Center St. Louis-106

A School-Wide Plan for Success: Combining Literacy Development With Self-Regulation

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, School or District Administrators, Title I Teachers (U.S. Only)
Age Range: Ages 15-18
Clock Hours: 1

The ability to read, write, and speak with proficiency is essential for all students. Students who struggle in school may not possess accurate literacy tools or self-regulation strategies for college and career readiness. This session will share a school-wide literacy and self-regulation plan that has been implemented in diverse high poverty districts with promising results. Research suggests that academic improvement can occur when a self-regulatory model is paired with strategic reading instruction that fosters self-efficacy and independence (Beers, 2003). The presenters, including the plan developers and a participating district, will demonstrate and provide examples of how achievement can increase when a self-regulatory model is paired with strategic reading instruction. Specific case studies from high poverty contexts that include rural and urban school settings will be featured in this presentation.

Presenter(s)
McKnight, Katherine, National Louis University, Chicago, IL
Cash, Richard, Innovation Secialist, Bloomington, MN

3:00 PM–4:00 PM ***Session # 01152***
SESSION
America's Center St. Louis-222

Addressing the Common Core: Using Word Structure, Origin, and History to Increase Vocabulary

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

The why, what, when, where, and how of studying word structure, origin, and history will be discussed. Information will be shared about the sources of English words: building words from Latin and Greek roots, adoptions, and adaptations of words from other languages, and techniques of word formation (e.g., from names and places, portmanteau words). Internet sources for word study will be shared. Specific instructional techniques will be discussed and illustrated, including word building/webbing, word mapping, and content word hunts. Special attention will be given to English-Spanish connections and how that information can be used effectively to increase ELL students' English vocabulary.

Presenter(s)
Zutell, Jerry, Ohio State University, Columbus, OH

3:00 PM–4:00 PM ***Session # 00890***
SESSION
America's Center St. Louis-230

Becoming Text Evidence Detectives: Using Digital Texts to Teach Strategies to Analyze Texts

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers
Age Range: Ages 9-11
Clock Hours: 1

Teach students to be "text-evidence detectives!" This session provides concrete strategies that help students both identify and analyze text evidence. As teachers, we understand the challenges of helping students locate evidence that supports their ideas. Learn tips for helping students sift and weigh evidence in order to strengthen their claims about texts. Using digital texts, students will enjoy hunting for clues that spotlight key text evidence and lifts the quality of their reading responses. Students are motivated to conduct close readings that lead to deepened interpretations of digital texts. These strategies can be applied to novels, picture books, and other traditional texts.

Presenter(s)
Cherry-Paul, Sonja, Teachers College, Columbia University, New York, NY
Johansen, Dana, Teachers College, New York, NY

3:00 PM–4:00 PM ***Session # 00980***
SESSION
America's Center St. Louis-143

Challenges of Teaching Content Literacy: The Nigerian Example

Category: Content Literacy
Audience: Classroom Teachers
Age Range: Ages 15-18
Clock Hours: 1

African students, and indeed Nigerian students in particular, still have not been able to imbibe a practical reading culture. This has been a cause of great concern to those who plan and implement the reading curriculum. This session shows that through the use of content literacy, Nigerian students and their teachers can be better empowered to read and write. Techniques and methods approaches that will enhance performance will be shared.

It is an opportunity for African and Nigerian curriculum developers to include and learn current trends, with the use of content literacy at the proper developmental stage of students and improve on their method of assessment for a better output.

Presenter(s)
Inyang, Sylvia Mfon, Reading Association of Nigeria, Abuja, Nigeria

3:00 PM–4:00 PM ***Session # 00285***
SESSION
America's Center St. Louis-232

Collaborating to Use Informational Text Across the Disciplines

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers
Age Range: Ages 15-18
Clock Hours: 1

How can we get our science teachers and language arts teachers to work together on literacy in a way that feels meaningful and productive to both groups? This session will show you! Using hands-on activities and models, we demonstrate how to build respect and understanding across the disciplines, stressing the literacy needs in each content area. We then demonstrate how to find and use informational texts that work across the disciplines to enhance content area knowledge and literacy and build student motivation. We need to collaborate; let us show you some ways to do it!

Presenter(s)
Fisch, Audrey A., New Jersey City University, Jersey City, NJ
Chenelle, Susan, University Academy Charter High School, Jersey City, NJ

3:00 PM–4:00 PM ***Session # 00417***
SESSION
America's Center St. Louis-141

Collaboration, Collegiality, and Collective Reflection: Literacy Professional Development

Category: Teacher Preparation and Professional Development
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

The primary objective of the session is to prepare teachers to design and implement professional development opportunities that involve collaborative inquiry among classroom teachers and specialists designed to teach children having difficulty with early reading. Topics will include how to plan and implement a professional learning community in a school or district that is sustainable and motivating for educators to share knowledge and support one another. An emphasis on current research in the area of collaborative professional development and how it relates to current teaching practice will be the foundation for the presentation.

Presenter(s)
Kelly, Jennifer, North Okanagan Shuswap School District, Salmon Arm, British Columbia, Canada

3:00 PM–4:00 PM ***Session # 00727***
SESSION
America's Center St. Louis-105

Fluency Skills and Its Relations With Reading Comprehension: Evidence From Turkish Language Context

Category: International Literacy Instruction
Audience: Beginning Teachers, Classroom Teachers, Researchers, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Although reading fluency had been identified as essential for reading success in English, less is known about reading fluency and its relations with the other reading skills and reading success in different language contexts. This session will provide new insights into the relations among oral reading fluency, silent reading fluency, and reading comprehension from Turkish language context. The presenters will summarize the impact of fluency on reading success, but will also report on more recent research on its importance in Turkish language context.

Presenter(s)
Yildirim, Kasim, Mugla Sitki Kocman University, Mugla, Turkey
Sahin, Yusuf, Mugla Sitki Kocman Universitesi, Mugla, Turkey
Sidekli, Sabri, Mugla Sitki Kocman Universitesi, Mugla, Turkey

3:00 PM–4:00 PM ***Session # 00876***
SESSION
America's Center St. Louis-151

Forgotten But Not Gone: Integrating African American Literature Into Curricula

Category: Children's Literature
Audience: Classroom Teachers
Age Range: Ages 4-8
Clock Hours: 1

This interactive session demonstrates the power of African American literature as curricula (K-5). Showcased African American books heighten awareness about "more than a handful" of notable and little-known individuals who used ingenuity to overcome adversity, achieve milestones, and thrive through different avenues. Strategies will be demonstrated to foster ingenuity (e.g., cleverness and creativity) among students including effective problem-solving and multiple intelligences (e.g., visual-spatial and musical) to tap into their talents and interests; and, a comprehensive bibliography of African American literature with assorted themes to spark students' ingenuity will be provided.

Presenter(s)
Brinson, Sabrina A., Missouri State University, Springfield, MO

3:00 PM–4:00 PM ***Session # 00862***
SESSION
America's Center St. Louis-221

Learning to Read When It's Magic—Sometimes It's a Program!

Category: Innovating With Technology
Audience: Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

Learn about the Napa Valley Unified School District's highly structured and layered implementation of the kindergarten through second grade Scholastic iRead Program, and how it is already showing preliminary results district-wide. Learn valuable insights into Napa's success in reaching students with the "All Means All" system-wide approach by implementing this program which allows us to differentiate, remediate, and accelerate foundational literacy with our youngest students. District leaders cite three components for success: optimum time on the software; program imbedded differentiated instruction, and most importantly, JOY!

Presenter(s)
Ryan, Laura Ann, Napa Valley Unified School District, Napa, CA
McCormick, Carol, Napa Valley Unified School District, Napa, CA

3:00 PM–4:00 PM ***Session # 00840***
SESSION
America's Center St. Louis-240

Metacognition: The Transformative Power of Reflective Thinking

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Do you want to foster reflection and metacognition in your classroom? Do you need ideas to help students make these abstract concepts visible and concrete? Let's spend an hour together, exploring a multitude of ways to merge research and practice in engaging ways students will love. We'll use realia, images, video, sketching, and complex text to help students understand what metacognition is and what it can do for readers and thinkers. Your students have brilliant thinking. Let's help them reflect upon it and enable them to share it with the world!

Presenter(s)
McGregor, Tanny, Author/Consultant/West Clermont Schools, Cincinnati, OH

3:00 PM–4:00 PM ***Session # 01043***
SESSION
America's Center St. Louis-223

New Authors Transforming Lives With Amazing Books: The 2015 ILA Children's and YA Book Awards

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Each year the ILA Children's and YA Book Awards celebrates newly published authors whose early works demonstrate unusual potential. This session celebrates the 2015 winners and spotlights two 2014 winners, Vince Vawter (*Paperboy*) and Liesl Shurtliff (*Rump*). The session will briefly introduce the awards, including its purpose, history, and selection process. Then Vawter and Shurtliff will discuss elements of their craft and specifics about their careers. Finally, committee members will present the 2015 winning books through break-out sessions that offer ways these winning texts might be used in classrooms to motivate, engage, and inspire young readers, enrich content, and address standards

Presenter(s)
Liang, Lauren, University of Utah, Salt Lake City, UT
Committee ILA Children's and YA Book Awards, 2014-15, International Literacy Association, Newark, DE
Shurtliff, Liesl, Random House, New York City, NY
Vawter, Vince, Random House Children's Books, New York, NY

3:00 PM–4:00 PM ***Session # 00528***
SESSION
America's Center St. Louis-225

Not a Minute to Spare: Practical Tools for an Organized Classroom That Increases Student Engagement

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

We can make the most of every instructional minute when careful attention is given to developing an efficient classroom management system. In this interactive session, the presenter will: (1) Discuss ways to organize teacher and student spaces to create an organized, focused learning environment (2) Share examples of daily routines that provide increased instructional time; (3) Offer tools, including modeling and differentiation, to keep all students actively engaged in learning. The presenter will share a photo and video tour of classrooms that have been creatively organized so that every minute is devoted to instruction.

Presenter(s)
Bergman, Kelly, Educational Consultant, Littleton, CO

3:00 PM–4:00 PM ***Session # 00224***
SESSION
America's Center St. Louis-100

Poetry is Legit for Teaching Content Lit

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Teachers, are you in a rut? Have standards got you down? Has the search for content literature begun to make you frown? Well, we have got an answer, a simple little key that starts with getting zany with performance poetry.

Our session is tied to standards, but it's motivating, too, and Brod has got some strategies just tailor-made for you! Strong poetry with content will excite you even more, so teaching content literacy will never be a bore. You'll laugh and learn like crazy, how quickly time will pass, and you'll walk away with half-a-ton of goodies for your class!

So step into our session 'cause poetry's legit—your "go-to magic-carpet-ride" for teaching content lit!

Presenter(s)
Bagert, Brod, Brod Bagert Poetry, New Orleans, LA
Bryant, Julie, Southwest Baptist University, Bolivar, MO
Fox, Jennifer, Southwest Baptist University, Bolivar, MO

3:00 PM–4:00 PM ***Session # 00254***
SESSION
America's Center St. Louis-130

The Next Step in Guided Writing: Connecting Reading and Writing to Accelerate Struggling Readers and Writers

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Guided writing is a small group instructional format that can scaffold struggling writers. Through guided writing, students extend their understanding of the text and work towards improving their writing skills. After students read an instructional-level text during guided reading, teachers can support, prompt, and demonstrate needed writing skills as students write a response to what they read. Learn how to deliver targeted, small-group writing lessons that scaffold fragile intermediate writers. Videos of guided writing lessons included!

Presenter(s)
Richardson, Jan, Scholastic, Richland Center, WI

3:00 PM–4:00 PM ***Session # 01137***
SESSION
America's Center St. Louis-231

Transformative Multimodal Composition: Integrating the Multimedia Memoir in Writing Instruction

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Researchers, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

Despite claims made by teachers about the importance of the affordances of digital writing, few identify it to be essential for students to work with audio, video, or graphic content. Given the recent national spotlight on writing, and because participating in multimodal practices permeates young peoples' lives, there is a growing need for cultivating effective writing teachers for 21st-century learners. Attendees will view video vignettes from empirical research on multimedia memoir compositions. This session

will specifically examine the effects of integrating both the writing process and digital tools to construct a multimodal composition.

Presenter(s)
Werderich, Donna, Northern Illinois University, DeKalb, IL
Manderino, Michael, Northern Illinois University, DeKalb, IL

3:00 PM–4:00 PM ***Session # 00990***
SESSION
America's Center St. Louis-241

Transforming Literacy Learning: Technology Experiences in an Online Graduate Literacy Program

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Age 19+
Clock Hours: 1

Research has shown that technology integration in literacy teacher preparation courses and in K-12 classrooms continue to lag behind the rapid changes in technology that is occurring outside of the classroom. This session will demonstrate how literacy courses in an online graduate reading program integrate technology that can implemented in K-12 classrooms to promote meaningful and relevant learning experiences for all students. The presenters will share actual examples of student work as well as research data collected from these learning experiences. Ready-to-implement resources will be provided to all participants.

Presenter(s)
Webber, Kristin K., Edinboro University, Edinboro, PA
Kimmy, Michelle, Edinboro University, Edinboro, PA

3:00 PM–4:00 PM ***Session # 01136***
SESSION
America's Center St. Louis-242

Transforming Tomorrow's Classrooms: Creating Interactive Learning Ecosystems for Literacy

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Imagine creating a classroom that is interactive and where teachers and students leave energized. It's so much bigger than cool tech tools and an app showcase! This session will drill down to larger considerations that impact teaching literacy skills and incorporating technology. Join the presenters in an interactive learning ecosystem as they share their journey changing literacy instruction in their classrooms and others!

Presenter(s)
Mulholland, Colleen, University of Indianapolis, Indianapolis, IN
Turner, Elizabeth, University of Indianapolis, Indianapolis, IN

3:00 PM–4:00 PM ***Session # 01249***
SESSION
America's Center St. Louis-226

What Underachieving and Struggling Readers Want Teachers to Know and Do

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

Discover how to bring energy, passion, and positive attitude back to underachievers and struggling readers. Become more aware of the research-supported practices that will ignite improved student achievement and bring struggling readers the joy of success in school. Learn how to unleash the power of struggling, defiant, and disinterested readers and see how to motivate students to become engaged, empowered, and ready to achieve high literacy standards. Leave this session with a pyramid of literacy interventions along with increased hope and optimism.

Presenter(s)
Darnell, Bobb, Achievement Strategies, Lake Zurich, IL

3:00 PM–5:00 PM ***Session # AW01***
ILA EVENT
America's Center St. Louis-276

The 2015 ILA Awards Reception and Ceremony


Steven Layne

ILA's mission is to empower educators, inspire students, and encourage teachers with the resources they need to make literacy accessible for everyone, everywhere. Come to the 2015 ILA Awards Ceremony and Reception to see our mission in action, show your commitment to our cause, and celebrate educators' professional excellence in reading and writing. Don't miss this engaging and illustrious event, where Master of Ceremonies (and former ILA Board Member) Steven L. Layne and an all-star cast of presenters will hand out the Advocacy Awards, Arbuthnot Award, Award for Technology and Reading, Exemplary Reading Program Awards, Jerry Johns Outstanding Teacher Educator in Reading Award, Legends in Literacy Awards, Outstanding Dissertation of the Year Award, the Special Service Award, and William S. Gray Citation of Merit Award.

3:00 PM–5:00 PM ***Session # FR01***
FEATURED RESEARCH SESSION
America's Center St. Louis-275

The ILA Literacy Research Panel: Priorities for Literacy Policy and Practice

Category: Literacy Policy and Advocacy
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18), Ages 4-8, Ages 9-11, Ages 12-14, Ages 15-18, Age 19+
Clock Hours: 2

Chair(s): Freebody, Peter

In this panel, members of the Literacy Research Panel (LRP) will address national and international priorities for literacy policy and practice.

Presenter(s)
Afflerbach, Peter, University of Maryland, Silver Spring, MD
Duke, Nell K., University of Michigan, Ann Arbor, MI
Guthrie, John, University of Maryland, College Park, MD
Gutiérrez, Kris, University of California, Berkeley, Berkeley, CA
Ivey, Gay, University of Wisconsin-Madison, Madison, WI
Johnston, Peter, The University at Albany, Albany, NY
McNaughton, Stuart, University of Auckland, Auckland, New Zealand
Pearson, P. David, University of California, Berkeley, Berkeley, CA
Sullivan Palincsar, Annemarie, University of Michigan, Ann Arbor, MI
Teale, William, University of Illinois at Chicago, Chicago, IL
Valencia, Sheila, University of Washington, Seattle, WA

3:00 PM–5:00 PM ***Session # 01398***
PANEL
America's Center St. Louis-101

Report of the Task Force on Teacher Preparation in Literacy

Category: Teacher Preparation and Professional Development
Audience: Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 2

The quality of teaching in PK-12 classrooms is a prominent issue and recently teacher preparation programs have come under scrutiny, being perceived as outdated and inadequate. The ILA Task Force on Teacher Preparation for Literacy surveyed and interviewed state departments of education and teacher education programs in the United States about requirements in the teaching of literacy for candidates seeking certification in early childhood, elementary education, middle grades education, special education, and secondary education. The task force members will share results, implications, and examples of promising programs.

Presenter(s)
Birdyshaw, Deanna, University of Michigan, Ann Arbor, MI
Fine, Joyce C., Florida International University, Miami, FL
McGriff, Mary, New Jersey City University, Jersey City, NJ
Rutherford, Angela, University of Mississippi, Oxford, MS
Swaggerty, Elizabeth, East Carolina University, Greenville, NC
Tancock, Susan, Ball State University, Muncie, IN
Tano, Colleen, Brigham Young University-Hawaii, Laie, HI

3:00 PM–5:00 PM ***Session # 00687***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-140

Integrating Common Core Literature and Writing Standards Using Differentiated Instruction

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Attendees will observe and discuss research explaining integrated teaching behaviors that support Common Core Literacy Standards including literature and writing, using differentiated instruction, with present classroom materials.

The Common Core standards emphasize literature and writing from increasingly difficult sources. Participants will receive and then discuss ideas for creating teachable moments through integrating literature and writing using differentiated instruction.

Attendees will receive references for lessons integrating literature and writing that utilize the Common Core standards and result in student teachable moments.

Presenter(s)
Hobe, John, Armstrong State University, Savannah, GA
Reid, Ethna, Reid Foundation, Salt Lake City, UT
Tateoka, Shauna, Exemplary Center for Reading Instruction, Salt Lake City, UT

3:00 PM–5:00 PM ***Session # 01270***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-150

Language, Comprehension, and Closing the Gap

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

A look at the achievement gap for vulnerable, minority and indigenous students and how language and culture play a role. An overview of targeted interventions that close the gap and address comprehension and academic language issues.

Presenter(s)
Bowden, Michael, School District No. 73 Kamloops Thompson, Kamloops, British Columbia, Canada

3:00 PM–5:00 PM ***Session # 1346***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-161

Literacy Leadership All Stars: Past ILA Presidents Celebrate Their Turn at Bat

Category: Literacy Policy and Advocacy
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Lead your team to WIN with this Leadership Education and Development for Educators in Reading (LEADER) Special Interest Group symposium featuring ILA All-Stars—Presidents from the 60-year history of ILA. They will reflect on leadership and personal growth during their tenure as President, sharing successful strategies for reaching important literacy goals. Attendees will learn how leadership traits each Past President brought to the ILA during their term can be applied to leadership in their schools and classrooms.

A moderated discussion will allow members of the audience an opportunity to pose questions to each Past President.

A short business meeting concludes the symposium.

Presenter(s)
Nugent, Glenda, Missouri State Council - ILA, St. Peters, MO
Cassidy, Jack, Texas A&M University, Professor Emeritus, Corpus Christi, TX
Johns, Jerry, Northern Illinois University, DeKalb, IL
Malcolm, Dolores B., St. Louis Public Schools (retired), St. Louis, MO
Monti, David, Central Connecticut State University, New Britain, CT
Reeves, Stacy, University of Southern Mississippi, Hattiesburg, MS
Risko, Victoria J., Vanderbilt University, Nashville, TN
Shanahan, Timothy, University of Illinois, Chicago, IL
Vogt, MaryEllen, California State University at Long Beach, Long Beach, CA

3:00 PM–5:00 PM ***Session # 01361***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-152

Notable Books for a Global Society: Life-Changing Literature

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

This session honors high-quality fiction, nonfiction, and poetry titles that promote understanding of and appreciation for all races, cultures, religions, and sexual orientations, along with the authors/illustrators who create these outstanding books. The featured speaker is talented actress/writer Sonia Manzano, who many will recognize as not only as Sesame Street's beloved "Maria," but also the author of the award-winning title, *The Revolution of Evelyn Serrano*. This debut novel earned a place on the 2013 Notable Books for a Global Society (NBGS) list. Following Manzano's presentation, members of the NBGS selection committee will share the books chosen for the 2015 list.

Presenter(s)
Aziz, Seemi, University of Arizona, Tucson, AZ
Evans, Allen D., Eastern Oregon University, La Grande, OR
Hock, Beverly V., University of San Francisco, San Francisco, CA
Martens, Prisca, Towson University, Towson, MD
Parsons, Sue Christian, Oklahoma State University, Stillwater, OK
Schmidt, Renita, The University of Iowa, Iowa City, IA
Sekeres, Diane Carver, University of Alabama, Tuscaloosa, AL

Sung, Yoo Kyung, University of New Mexico, Albuquerque, NM
Wong, Janet, PoetryTagTime, Princeton, NJ

3:00 PM - 5:00 PM ***Session # 01338***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-124

Organization of Teacher Educators of Literacy (OTEL)

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Organization of Teacher Educators of Literacy (OTEL) is a Special Interest Group (SIG) of the International Literacy Association. This is a roundtable session where OTEL members share their current research in small groups during this two hour meeting time. Topics include: struggling readers, digital literacy research, and research regarding MAT student's impact on student learning. Please join us for an informative and lively session to hear about our members' research as well as find out more about our Special Interest Group.

Presenter(s)
Keneman, Ayn F., National-Louis University, Skokie, IL
Bates, Karen, Emporia State University, Emporia, KS
Boulware, Beverly, Middle Tennessee State University, Murfreesboro, TN
Casey, Heather, Rider University, Lawrenceville, NJ
Coffman, Gerry, Emporia State University, Emporia, KS
Dobler, Elizabeth, Emporia State University, Topeka, KS
Edge, Christi, Northern Michigan University, Marquette, MI
Fine, Joyce C., Florida International University, Parkland, FL
Giles, Rebecca, University of South Alabama, Mobile, AL
Islam, Chhanda, Murray State University, Murray, KY
Key, Terri, Texas State University, San Marcos, TX
McKool, Sharon, Rider University, Lawrenceville, NJ
Miller, Lynne, Florida International University, Miami, FL
Monroe, Eula Ewing, Brigham Young University, Provo, UT
Moskal, Mary Kay, Saint Mary's College of California, Moraga, CA
Nielsen, Diane, University of Kansas, Lawrence, KS
Peterson, Katie, St. Edward's University, Austin, TX
Rich, Jenny, Rider University, Lawrence Township, NJ
Richards, Janet, University of South Florida, Tampa, FL
Sanders, Kathleen, Fort Hays State University, Hays, KS
Senokossoff, Gwyn W., Florida International University, Miami, FL
Tano, Colleen, Brigham Young University-Hawaii, Laie, HI
Thomson, Margaret Shepard, Baylor University, Waco, TX
Tsalikis, Maria, Florida State University, FL
Tunks, Karyn W., University of South Alabama, Mobile, AL

3:00 PM–5:00 PM ***Session # 00507***
WORKSHOP
America's Center St. Louis-102

Beyond Words: Integrating Multimedia Literacy into 21st Century Classrooms Through Critical Thinking

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 2

Moving from text to screen to sound byte, image, and/or comic text balloon, teachers in a multimedia-rich learning environment can incorporate diverse resources to help students grasp and apply core language arts skills across the curriculum. This workshop will focus on integrating 21st century technology and resources while addressing essential language arts and critical thinking skills as to address diverse student learning needs and interests. Attendees will discover how to springboard from traditional informational texts to multimedia texts and resources as they provide a scaffold for students to better comprehend and integrate key concepts within a critical thinking framework.

Presenter(s)
Hagler, Kaye, Capstone Press, Panama City, FL
Jaffe, Meryl, Johns Hopkins University Center for Talented Youth, Baltimore, MD

3:00 PM–5:00 PM ***Session # 00243***
WORKSHOP
America's Center St. Louis-264

Designing Instruction to Develop and Support Students in Content Literacy

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

What makes text complexity so complex? In this workshop, attendees will investigate strategies and tools for building background knowledge and preparing students to navigate complex texts. Exemplar content units that have been strategically designed to integrate reading, writing, technology, and assessment can be viewed and explored. These units span a variety of grade levels and offer attendees the chance to view implementation in action. Attendees will walk away with innovative ideas that can easily be adapted to meet the needs of their own students.

Presenter(s)
Tyler, Megan, Greenville College, Greenville, IL
Johnson, Karlene, Greenville College, Greenville, IL
Schannot, Sarah, Carrollton High School, Carrollton, IL
Underwood, Vanda, Greenville College, Bethalto, IL

3:00 PM–5:00 PM ***Session # 00656***
WORKSHOP
America's Center St. Louis-263

Diving Into the Daily Writing Workshop: Teachers as Writers, Models, and Creative Facilitators

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

The presenter will briefly review best practices in the teaching of writing, the stages of writing development, and genres required by Common Core State Standards and popular assessments. After this introduction, attendees will complete four hands-on writing activities:

1) A free-verse descriptive piece based on a picture prompt.
2) A personal narrative plan, using peer conferencing to verbally rehearse and a storyboard template to move from speech to documentation.
3) A collaborative plan for an informational expository piece, constructed through a physical sorting activity.
4) A brief fictional narrative originating from an artifact-based quick write.

Presenter(s)
Koehler, Susan, Holy Comforter Episcopal School, Tallahassee, FL

3:00 PM–5:00 PM ***Session # 00419***
WORKSHOP
America's Center St. Louis-260

FOCUS on 5: A Menu-Minded Framework for Writing Assessment and Instruction

Category: Assessment
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 2

CANCELLED

Have you been looking for a more meaningful way to assess and instruct writing in your elementary classroom? Would you like to begin the school year with more purposeful lessons and activities to keep your students engaged and motivated? Do you use The Sisters' CAFE system for reading assessment and instruction? If you've answered "yes" to any of these questions, you're ready for FOCUS on 5 Writing. Join us for an overview of how to enhance your current writing instruction with the implementation of this simple, but powerful system. All of the resources that you need to get started will be provided during our hands-on workshop!

Presenter(s)
Wise, Kelli, Red Lion Area School District, Red Lion, PA
Carrigan, Heather, Red Lion Area School District, Red Lion, PA

3:00 PM–5:00 PM ***Session # 01239***
WORKSHOP
America's Center St. Louis-227

From Connectivity Flows Possibilities Transforming Next Generation Literacy Teaching and Learning

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Age 19+
Clock Hours: 2

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." Join this workshop to examine the elements of collaborative conversations, the rich world of professional online chats, and the seamless blending of technology into literacy learning that will move educators from rhetoric to reality, from shifts to practice, and on to actionable steps that will impact teaching and learning. Through a series of structured interactive conversations, engage in face-to-face and digital social interactions that will connect educators as a collective body of practitioners committed to transforming next generation literacies and energizing learning lives.

Presenter(s)
Varsalona, Carol, Western Suffolk BOCES, Wheatley Heights, NY
Day, Victoria L., East Side Elementary School, Gouverneur, NY
Duarte, Blanca, LogicWing Inc, Greenlawn, NY

3:00 PM–5:00 PM ***Session # 00941***
WORKSHOP
America's Center St. Louis-103

Integrating E-Readers Into the Secondary Classroom

Category: Innovating With Technology
Audience: Researchers, Teacher Educators, Technology Coordinators/Trainers
Age Range: General (age 4-18)
Clock Hours: 2

In this hands-on, interactive workshop, the presenters will (a) explain how to support teachers integrating e-readers in the secondary classroom using authentic exemplars through the M-TPACK (Wilson, Zygouris-Coe, Cardullo, & Fong, 2013) framework; (b) demonstrate how professional development for integrating e-readers can facilitate disciplinary thinking and reasoning; and (c) engage participants in e-reader activities. Presenters will also involve the audience in demonstrations of effective teacher support of e-readers. Ideas about how to support teachers to develop the disposition to be metacognitive with be shared.

Presenter(s)
Wilson, Nance S., SUNY Cortland, Cortland, NY
Cardullo, Victoria, Auburn University, Auburn, AL
Zygouris-Coe, Vicky I., University of Central Florida, Orlando, FL

3:00 PM–5:00 PM ***Session # 00400***
WORKSHOP
America's Center St. Louis-267

Libros Ilustrados—Teaching Strategies With Picture Books for Spanish and Bilingual Beginners

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

Come and experience the right picture book for beginner English Language Learners (ELs) or beginning Spanish learners? Enjoy books that match the needs of these beginner language learners who require attention to their oral as well as written skills. The books are selected using tellability rather than just readability. The sample books match different teaching strategies. For example, books with projects for the strategy Language Experience Approach (LEA), books with rich dialogue for the strategy Reader's Theater (RT), bilingual books for comparing languages, and others with active verbs for Total Physical Response (TPR).

Presenter(s)
Lado, Ana, Marymount University, Arlington, VA

3:00 PM–5:00 PM ***Session # 00634***
WORKSHOP
America's Center St. Louis-127

Putting the C in CRL: Experience the Outright Craziness the Ladies Bring to Literacy Adventures

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers
Age Range: Ages 12-14
Clock Hours: 2

If the non-fiction requirements of the CCSS are hogtying your creativity and sucking the joy out of your life, then you cannot afford to miss this workshop.

Spend a few hours with The Crazy Reading Ladies and learn how to take even the driest reading material and make it fun Fun FUN!

Join us while we plunder Smaug's lair, endure Dauntless initiation, haggle with the pearl buyers in La Paz, and put Mr. Rochester on trial for bigamy. We'll show you the steps, it's up to you to add the flair.

Come to this interactive workshop dressed to play: literary-inspired costumes are highly encouraged!

Presenter(s)
Cotillo, Mary Varney, Horace Mann Middle School, Franklin, MA
O'Leary, Erin, Horace Mann Middle School, Franklin, MA

3:00 PM–5:00 PM ***Session # 01116***
WORKSHOP
America's Center St. Louis-121-122

Scaffolding Academic Language to Support Argument Writing for Middle Level Students

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 2

A major challenge for teachers of middle grade students is teaching students to use academic language, particularly in their argumentative writing. This interactive workshop will demonstrate how to adapt the framework and templates found in the popular college composition text *They Say I Say: The Moves that Support Academic Writing* (Graff and Birkenstein, 2014) in order to demystify academic language for students at the middle grade level. Participants will receive practical, research-based materials to use in classroom settings and will participate in creating an exemplary argumentative writing lesson using the adapted framework.

Presenter(s)
Rodgers, Kenna Leigh, University of Utah, Salt Lake City, UT
Dole, Janice, University of Utah, Salt Lake City, UT
Springer, Sheree, University of Utah, Salt Lake City, UT

3:00 PM–5:00 PM ***Session # 01020***
WORKSHOP
America's Center St. Louis-229

The Stories They Tell: An Analysis of Gender Representation in Caldecott—Awarded Books

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Age 19+
Clock Hours: 2

Picture books play an important role in shaping children's understanding of gender roles and transmitting gender role stereotypes. Past research studies on Caldecott Award winning books given prior to 1995 have found a prevalence of a gender bias disfavoring female characters. The purpose of this hands-on workshop is to have the participants examine gender representation and determine whether this gender bias still exists in the Caldecott—awarded picture books from 1986 to 2014.

Presenter(s)
Willson, Angeli, St. Mary's University, San Antonio, TX
Falcon, Lori, University of Incarnate Word, San Antonio, TX

3:00 PM–5:00 PM ***Session # 00541***
WORKSHOP
America's Center St. Louis-261-262

Transforming Literacy Instruction for Classroom and Career Readiness

Category: Common Core State Standards
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators
Age Range: Ages 12-14
Clock Hours: 2

This engaging workshop, led by the authors of *Unlocking Close Reading*, provides an opportunity for educators to experience the power of close reading. Attendees will participate in a collaborative analysis of a complex informational text that will lead to the uncovering of an implicit, substantive central idea, and more than a few "aha's." Attendees will discover the power they have to transform their literacy practices by implementing the close reading process in their classrooms. Most importantly, attendees will be provided with a professional development model they can share with their colleagues in order to create a collaborative cohort of their own. Join us for the transformation.

Presenter(s)
Feaman, Linda Dawn, Keys to the Core, Chicago, IL
Geldermann, Nancy, Keys to the Core, Chicago IL, IL

3:00 PM–5:00 PM ***Session # 00532***
WORKSHOP
America's Center St. Louis-228

Transforming Lives: Teaching ALL Children With Best Practices, CCSS, and a Core Reading Program

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 2

Research demonstrates the importance of differentiated instruction in reading. Some materials in Core Reading Programs (CRPs) may not be developmentally appropriate or relevant to some students. Based on assessments, teachers can make adaptations and select supplemental materials to meet individual needs. A university professor and two primary grades teachers will describe methods for adapting CRPs and for meeting CCSS through research-based instruction, while using a CRP with supplemental texts. We will demonstrate how we use assessment data, along with CCSS, to select and adapt content from CRPs. We will share specific lessons and invite participation to create new lessons.

Presenter(s)
Ankrum, Julie W., University of Pittsburgh at Johnstown, Johnstown, PA
Jones, Wendy, Greater Latrobe School District, Latrobe, PA
Weber, Erin, Kiski Area School District, Vandergrift, PA

3:00 PM–5:00 PM ***Session # 01166***
WORKSHOP
America's Center St. Louis-104

What Words Should I Target? Using Technology to Identify Frequent Academic Words in Any Written Text

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 2

This workshop provides an overview of the different kinds of vocabulary that exist in academic texts used in today's classrooms with a focus on academic vocabulary. Additionally, attendees will learn to use online resources and readily-available computer software to identify the academic vocabulary contained in any given text. Finally, attendees will learn how to incorporate word-learning activities into their content-area classrooms within the dimensions and challenges of reading to learn in general education, special education, and ESL classrooms.

Presenter(s)
Greene, Jennifer Wells, Georgia Gwinnett College, Lawrenceville, GA
Coxhead, Averil, Victoria University, Wellington, New Zealand

4:45 PM–5:45 PM ***Session # CS01***
CO-SPONSORED SESSION
America's Center St. Louis-266

Taking an Asset-Based Approach to Strengthen the Impact of Professional Collaboration

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only)
Clock Hours: 0

Chair(s): Dunsmore, KaiLonnie

PLC, Data team, CoP, interdisciplinary or grade level team, department, curriculum committee, or leadership team—collaboration comes in many shapes and sizes, and we find some to be more beneficial than others. Attendees in this session will explore tools from the National Center for Literacy Education for identifying the strengths and weaknesses of your own group's collaborative practices. Through interactions with the tools, with one another, and with the presenters from Center for Literacy Education collaborative teams, develop strategies specific to your own collaborative groups to strengthen the impact you have on teaching practice and student learning.

Presenter(s)
Roth, Sharon, National Council of Teachers of English, Urbana, IL

4:45 PM–5:45 PM ***Session # 01187***
PANEL
America's Center St. Louis-221

Creating Compelling and Fascinating Nonfiction for Kids: Author Gail Jarrow

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 1

Looking to engage your middle grade/YA students with nonfiction they'll really want to read? Author Gail Jarrow's books about fascinating medical mysteries and horrifying diseases are nonfiction books that read like fiction—kids and adults can't put them down. Jarrow is an award-winning science and history writer who deftly writes about fascinating and sometimes startling medical and scientific issues. Her titles *Red Madness* (starred reviews in Kirkus and SLJ) and the upcoming *Fatal Fever* (Spring 2015) tell the true story of epidemics from America's past.

Presenter(s)
Jarrow, Gail, Boyds Mills Press, Honesdale, PA

4:45 PM–5:45 PM ***Session # 01254***
PANEL
America's Center St. Louis-144

Igniting and Cultivating Readers and Writers With Readers and Writers

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Why do authors write? How does audience influence their stories? What is the role of collaboration in the writing process? How do you generate a story that may have more to tell? What is the role of reading and writing in writing for young people? In this panel, *New York Times* bestselling middle grade author Gordon Korman and *Newbery Honor* winning Jacqueline Kelly will illuminate the audience with their process for creating strong characters who readers want to follow through adventure and mystery in contemporary or historical fiction. Each of the authors will share the development and process for creating their latest books with suggestions by the moderator on the implications for teaching.

Presenter(s)
Richards, Susannah, Eastern Connecticut State University, Willimantic, CT
Kelly, Jacqueline, Macmillan Children's Books, New York, NY
Korman, Gordon, HarperCollins, New York, NY

4:45 PM–5:45 PM ***Session # 00755***
PANEL
America's Center St. Louis-265

Revision Revealed: Transforming Student Writers Through Author Partnerships

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators
Age Range: General (age 4-18)
Clock Hours: 1

Motivating writers to transform their work through revision can be a challenge; students often are overwhelmed by what and how to revise. Engagement increases and writing becomes more accessible through connections with authors as "revealed," transparent writers. Two teacher-author teams will share experiences from their partnerships in a rural elementary setting and an urban middle school setting. Evidence and examples will showcase the engagement and empowerment of writers through mentorships with authors that extend beyond the use of mentor texts. The panel will include ideas and resources for adapting their model for your own classroom and opportunities for questions and discussion.

Presenter(s)
Guerrette, Melissa, Oxford Elementary School, MSAD #17, Oxford, ME
Albrecht, Maria, The Clinton School for Writers & Artists, New York, NY
Blakemore, Megan Frazer, Bloomsbury Children's Books, New York, NY
Urban, Linda, Houghton Mifflin Harcourt, Austin, TX

4:45 PM–5:45 PM ***Session # 00934***
SESSION
America's Center St. Louis-223

A Non-Freaked Out Approach to Literacy Instruction Across the Content Areas

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

All students deserve a coherent literacy experience throughout the school day that gives them plenty of opportunities to read, write, speak, and think at levels appropriate to their age. In this session, the presenter will share a simple, high-bang-for-your-buck framework for organizing an approach to literacy skill development in secondary classrooms across the content areas. The framework, which includes the noncognitive skills highlighted in Paul Tough's *How Children Succeed*, will be offered as an example of how powerful, simple approaches to literacy are our best bet for increasing the quality of literacy instruction in every teacher's classroom, regardless of content area.

Presenter(s)
Stuart, Dave, Cedar Springs High School, Cedar Springs, MI

4:45 PM–5:45 PM ***Session # 00485***
SESSION
America's Center St. Louis-222

Academic Literacy: A Study of L2 Academic Reading Literacy Among a Group of EFL/ESL Postgraduates

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Technology Coordinators/Trainers, Undergraduate or graduate students
Age Range: Age 19+
Clock Hours: 1

The current study contributes to research on L2 academic reading by presenting a significant case study, which seeks to investigate specific groups of international postgraduate students' L2 academic reading practices in the UK educational context. In particular, the study scrutinizes postgraduate students' L2 paper-based and digital-based academic reading strategies, and their use of digital aids while engaged in L2 academic reading. It also investigates the academic reading challenges that they have experienced in the UK educational context throughout their postgraduate programmes, and how they overcome such challenges.

Presenter(s)
Khadawardi, Hanadi, University of Southampton, Southampton, United Kingdom

4:45 PM–5:45 PM ***Session # 1084***
SESSION
America's Center St. Louis-141

Accurate Intervention Practices for Efficient Improvement of Reading Skills in Africa

Category: International Literacy Instruction
Audience: Reading Teachers/Specialists/Coaches
Age Range: General (age 4-18)
Clock Hours: 1

As soon as the phase of "Learn-to-read" has been achieved, the continuous period of "Read-to-learn" starts and this is an important time for developing accurate and efficient reading skills. Every person can and should develop and improve his/her reading ability and skills in every phase of life. Developmental reading is, therefore, a lifelong purposeful mind-set to improve your reading skills, so that you can be the best reader in every phase of life.

We will look at different opportunities to develop this important skill, as well as data of success stories in order to inspire educators and open their minds to possibility thinking.

Presenter(s)
Marshall, Minda, LectorSA, Mokopane, Limpopo, South Africa

4:45 PM–5:45 PM ***Session # 01121***
SESSION
America's Center St. Louis-230

Advancing the Reading Achievement of Struggling High School Students

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

Learn how teachers across disciplines employed research based strategies in a support class that transformed the reading achievement of nearly 200 struggling students. Attendees will learn how to use multiple reading and word study strategies to promote engagement and comprehension. Ways to foster independent reading for lifelong learning will also be described. Online resources, pictures of instruction, and student artifacts will be shared. Attendees are encouraged to ask questions and will leave feeling empowered to incorporate these easy and effective strategies into their own instruction.

Presenter(s)
Kiernan, Darl, Washoe County School District, Reno, NV
Torvinen, Lauren, Washoe County School District, Reno, NV

4:45 PM–5:45 PM ***Session # 00924***
SESSION
America's Center St. Louis-220

Coaching for Teacher Effectiveness Using the Gradual Increase of Responsibility Model

Category: Teacher Preparation and Professional Development
Audience: Reading Teachers/Specialists/Coaches
Age Range: General (age 4-18)
Clock Hours: 1

Attendees will learn how to use the Gradual Increase of Responsibility Coaching Model to focus teachers' attention on strategies that increase teacher effectiveness and student learning. Videos, paired practice, and problem-solving protocols will be included in this interactive session so that attendees are ready to put the concepts to work!

Presenter(s)
Collet, Vicki, University of Arkansas, Fayetteville, AR

4:45 PM–5:45 PM ***Session # 01200***
SESSION
America's Center St. Louis-242

Communicating With Children About Violence: How Quality Literature Helps Promote Resiliency

Category: Children's Literature
Audience: Classroom Teachers, Librarians/Media Specialists, School or District Administrators, Special Education Teachers, Teacher Educators
Age Range: Ages 9-11
Clock Hours: 1

Violence has a lifetime impact on youth. Constant media coverage on the immediate aftermath of violence further amplifies the issue. Children's literature helps build students' resilience to these traumas. This session will address how high quality literature helps promote resiliency in children dealing with violence, and how teachers can incorporate literature in their classrooms to help children persevere though the difficult situation.

Presenter(s)
Gregory, Beth Anne, Graceland University, Independence, MO

4:45 PM–5:45 PM ***Session # 00981***
SESSION
America's Center St. Louis-106

Connect Your Classroom

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 1

Are you looking for ways to connect your classroom with experts, guest speakers, and other classes around the country or world? This session will share how you can expand your students' reach and learning through Google Hangouts and Google+. During the session, attendees will explore Google Communities designed to establish connections with guest speakers and peer classrooms, learn how Google Hangouts can be used in various content areas, and how Google+ can expand their own PLN.

Presenter(s)
Laird, Stephanie, Mitchellville Elementary, Mitchellville, IA

4:45 PM–5:45 PM ***Session # 01105***
SESSION
America's Center St. Louis-232

Critical Literacy in a Kindergarten Classroom: What We Learned in Our Year-Long Study

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

In this session, we share the results of our year-long action research study on how read-alouds of children's literature can support young children in becoming critically literate. We will give an overview of how critical literacy practices were incorporated into read-alouds throughout the school year. Then we will look more closely at what a specific critical literacy read-aloud looked like, strategies the teacher used, and how diverse students engaged with critical literacy in different ways. Time will also be set aside for attendees to consider the implications for their own practice, and how critical literacy and action research might be utilized as techniques in their own classrooms.

Presenter(s)
Pole, Kathryn, University of Texas at Arlington, Arlington, TX
Labadie, Meredith, University of Missouri-St. Louis, St. Louis, MO

4:45 PM–5:45 PM ***Session # 00923***
SESSION
America's Center St. Louis-142

Digital English Language Literacies Enhances the Attitudes of Learning English as a Foreign Language

Category: International Literacy Instruction
Audience: Technology Coordinators/Trainers
Age Range: Ages 12-14
Clock Hours: 1

Presenters will define new literacies and explore their place in school curricula, will explain the differences effect of the electronic use and visual communication among students and teacher's perception; such as, program, context, organization, technology production in the classrooms, and audience responses. They also will explain what is the difference between information literacy, visual literacy and media literacy, and their work in a teaching-learning classroom setting.

Finally, they will share some strategies on how to identify, analyze, articulate, and appreciate the use and expansion of digital literacies across curricula.

Presenter(s)
Martinez-Alaniz, Oscar J., CELE Universidad del Valle de Atemajac & International Development Committee in Latin America, Guadalajara, Jalisco, Mexico
Melendrez Lomeli, Emilia Michelle, Colegio Cervantes A.C., Guadalajara, AK, Mexico

4:45 PM–5:45 PM ***Session # 00478***
SESSION
America's Center St. Louis-241

Disciplinary Literacy = Students Walking the Walk AND Talking the Talk!

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

Beginning with a smart phone "Go Find" activity, followed by analysis of video clips accessed through QR codes, teachers of adolescents will be actively engaged in discovering the differences between "content-area reading" and true "disciplinary literacy." Just as effective teachers must put the responsibility and work of learning back on the students, the attendees will be the ones reading, writing, responding, and retelling. The principal will then share the process he followed for implementation of school-wide disciplinary literacy, the significant rise in test scores, and the positive effect on school climate that resulted from this paradigm shift. Informative and invigorating!

Presenter(s)
Porter, Diana, Eastern Kentucky University, Richmond, KY
Prater, Paul, Bath County High School, Owingsville, KY

4:45 PM–5:45 PM ***Session # 01081***
SESSION
America's Center St. Louis-120

Does Lesson Plan Development Improve Instruction in Machakos and Bungoma Counties in Kenya?

Category: International Literacy Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

PRIMR lesson plans take into consideration the need for including all five components of reading in one lesson. All these have to be covered within the stipulated time of 30 minutes according to the Kenya Ministry of Education guidelines. The way the teacher handles this from phonemic awareness, Alphabetic principle, vocabulary to comprehension including fluency in all the activities determines improved instruction.

Presenter(s)
Mwongera, Timothy Kinoti, RTI International, Nairobi, Kenya
Kilonzo, Tabitha, RTI International, Nairobi, Kenya

4:45 PM–5:45 PM ***Session # 01002***
SESSION
America's Center St. Louis-105

Engaging Writers Using Toys as Mental Models: A Ruby Payne Approach to Teaching Writing

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Imagine Ruby Payne's "mental models" coming to life through toys! Use common toys to enhance student engagement and to energize your writer's workshop. Toys can make writing fun and meaningful while meeting core curriculum objectives. Watch a ball, slinky, silly putty, and more become analogies for complete sentences, run-on sentences, and the parts of an effective paper! The lessons presented will be connected to current research, such as: brain-based learning, 6-Traits, at-risk learning, and differentiated instruction. Lessons will be modeled and attendees will have research-based, innovative, and engaging lessons to use with students immediately. Lots of fun! Toy/Lesson Giveaways.

Presenter(s)
Herta, Nancy, Michigan Reading Association, Grand Rapids, MI

4:45 PM–5:45 PM ***Session # 01045***
SESSION
America's Center St. Louis-143

Expository Text Structure Instruction: A Key Factor to Facilitate Reading Comprehension

Category: International Literacy Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators
Age Range: Age 19+
Clock Hours: 1

Since the publication of the recommended methodology—how to teach expository text structure to facilitate reading comprehension": *The Reading Teacher* (2011, 64, 5, pp. 368–372)—teachers' feedback revealed how timely the issue was. The session reflects the results of five years of teaching practices fully supported by the available research literature. Findings of years of teaching to both young and tertiary EFL learners are passionately stored, reviewed, and revised to provide further teaching advices to English teachers across nations. The presenters would like to share their experiences of teaching effective reading comprehension.

Presenter(s)
Akhondi, Masoumeh, Azad University, Malayer Branch, Malayer, Hamedan, Islamic Republic of Iran
Aziz Malayeri, Faramarz, Azad University, Malayer, Hamedan, Islamic Republic of Iran

4:45 PM–5:45 PM ***Session # 01240***
SESSION
America's Center St. Louis-225

Literacy Development for Early English Language Learners

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Attendees will explore recent research on supporting the language development of Early English Language Learners (Pre K-3). Various instructional literacy techniques will be presented which both facilitate language acquisition and develop contextual and background knowledge.

Presenter(s)
Cahill, Mary Ann, Boise State University, Boise, ID
Gregory, Anne E., Western Illinois University, Macomb, IL

4:45 PM–5:45 PM ***Session # 01024***
SESSION
America's Center St. Louis-231

Reading Superstars: Creating Classroom Music Videos by Integrating Literacy, Movement, and Technology

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

In this interactive and technology-integrated session, you will explore the latest research on using music in the classroom, learn how to access and create songs that help boost students' memory, and easy ways to create classroom music videos that fully support the Common Core. You don't need to be a techie guru to help your students create a music video masterpiece! Whether you're a music superstar or can't carry a tune in a bucket, you will leave this session with an array of resources and ready to unleash your students' creativity with hands-on, minds-on and easy-peasy student-created music videos!

Presenter(s)
Rossmiller, Elizabeth, Gladstone School District, Gladstone, OR

4:45 PM–5:45 PM ***Session # 01150***
SESSION
America's Center St. Louis-224

Teach a Child to Read and Strengthen a Community

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

Teach a Child to Read and Strengthen a Community addresses the goal of Read to Succeed. Read to Succeed is a tutoring service which partners with local schools. The focus is reading and reading success. This one-to-one volunteer tutoring program is supported through the United Way of Southeast Missouri and United Way of Southeast Missouri GRACES Women's Council. Volunteers from the community give as little as 30 minutes per week in order to make a difference between a student passing and failing. Attendees at this session will be provided background information, current research on its effectiveness, and ideas on ways to begin a Read to Succeed Tutoring Program in their own community.

Presenter(s)
Porter, Debi G., Southeast Missouri State University, Cape Girardeau, MO
Bohannon, Larry, Southeast Missouri State University, Cape Girardeau, MO

4:45 PM–5:45 PM ***Session # 00546***
SESSION
America's Center St. Louis-226

Text Complexity: Challenges and Choices That Meet Students' and Teachers' Needs

Category: Innovating With Technology
Audience: Classroom Teachers, Researchers, School or District Administrators, Special Education Teachers
Age Range: General (age 4-18)
Clock Hours: 1

This session provides attendees with both modeled examples and practice opportunities for scaffolding student learning around Reading Anchor Standards 1, 4 and 10. Using technology as a tool, action research and classroom practices are outlined that empower teachers and students in close reading tasks that facilitate comprehension of complex texts. Deliberate, independent practice, at an individual student level is supplemented with scaffolding by classroom teachers that enabled students to demonstrate their understandings of increasingly complex texts, over a period of time. This unique combination of explicit modelling and technology promotes effective teaching and learning.

Presenter(s)
Brown, Gail S., Designed Learning, Budgewoi, New South Wales, Australia
Murray, Shazmey, St. Therese's Catholic Primary School, New South Wales, Australia
Swartz, Carl W., Executive Director, Learning Science and Technology MetaMetrics, Chapel Hill, NC

4:45 PM–5:45 PM ***Session # 00646***
SESSION
America's Center St. Louis-100

Using Hand Signals to Motivate Your Students to Become Word Inquirers

Category: International Literacy Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches
Age Range: Ages 4-8
Clock Hours: 1

This informative session outlines a recent study conducted in a Tasmanian early childhood classroom. The study used an innovative system of visual hand signals to enhance interactive read-alouds. The results were a demonstrated increase in vocabulary and word acquisition skills which the young students were able to transfer to other situations, demonstrating metacognitive awareness. In short, the young students became word inquirers and this may be considered a life skill.

'The more that you read, the more things you will know. The more that you learn, the more places you'll go' —Dr Seuss.

Presenter(s)
Venter, Alison, Lilydale District School, Launceston, Tasmania, Australia

4:45 PM–5:45 PM ***Session # 01347***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-151

Transforming Literacy Instruction: Utilizing Affect to Engage Readers, Writers, and Thinkers

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Teachers of all grade levels wish to foster a love of reading within their students. In order to engage readers in critical thinking, motivate readers to increase reading volume, and promote rich conversation in classrooms, teachers must utilize a variety of strategies and instructional practices to promote affect. Our keynote speaker, Sarah Levine, and roundtable presenters will provide evidence and strategies to support the use of affect in literacy instruction across the grade levels.

Presenter(s)
Parker Sheils, Ashley, Southern Methodist University, Irving, TX
Boyce, Janet, University of Southern Mississippi, Hattiesburg, MS
Coffey, Debra, Kennesaw State University, Kennesaw, GA
Kastner, Joan, Kean University, Union, NJ
Levine, Sarah, Northwestern University, Evanston, IL
Maynard, Katrina, Longwood University, Farmville, VA
Miller, Sara, Longwood University, Midlothian, VA
Moreland, Meagan, Northeastern State University, Broken Arrow, OK
Perrachione, Bev, Truman State University, Kirksville, MO
Reigner, Ronald, University of West Georgia, Carrollton, GA
Rey, Victoria, Kean University, Union, NJ
Rhinesmith, Donna, Truman State University, Kirksville, MO
Sargent, Stephan, Northeastern State University, Broken Arrow, OK
Sharp, Laurie, Tarleton State University, Stephenville, TX
Smith, Melinda, Northeastern State University, Broken Arrow, OK
Young, Ethel, Kean University, Union, NJ

7:30 PM–9:30 PM ***Session # 1364***
SESSION
Renaissance St. Louis Grand Hotel-Majestic E

Informal Storytelling Gathering

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

Part 1 of the session will be presentations by the featured storytellers. Any attendee wishing to share a story may sign up to do so before Part 2 begins. Names will be listed in the order of signup and tellers will be called upon in order as long as there is time in the session for an additional story. Tellers should limit their mode of presentation to telling stories only, with the strict time limit of eight minutes each.

Presenter(s)
Anderson, Mike, The Dulcimer Guy, Jacksonville, IL
Roe, Betty, Tennessee Technological University, Emerita, Cookeville, TN
Roe, Michael, Edu-Tellers, Crossville, TN



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ILA Brand Ambassadors

contributed their valuable ideas, input, and time to help us transform from the International Reading Association to the International Literacy Association.

Your feedback and participation was very important to us, and so are you! We truly appreciate your help, and we couldn't have made this metamorphosis without you.

THANK YOU!

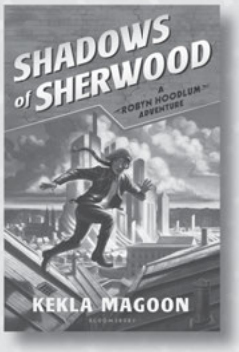
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Tiffany Sears
Stephen Sye
MaryEllen Vogt
Nicola Wedderburn

MEET THE AUTHORS!

VISIT US IN BOOTH 1425

SATURDAY, JULY 18



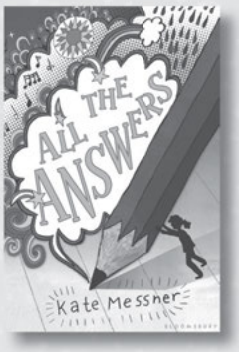
KEKLA MAGOON
signing
12:00-1:00pm

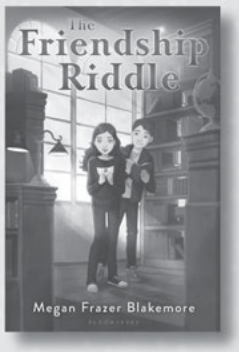




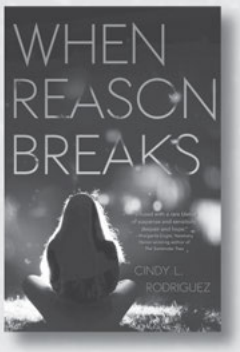
KATHLEEN KRULL
signing
1:30-2:30pm

SUNDAY, JULY 19





KATE MESSNER & MEGAN FRAZER BLAKEMORE
signing
10:00-11:00am



CINDY L. RODRIGUEZ
signing
11:30-12:00pm



JESSICA DAY GEORGE
signing
12:00-1:00pm

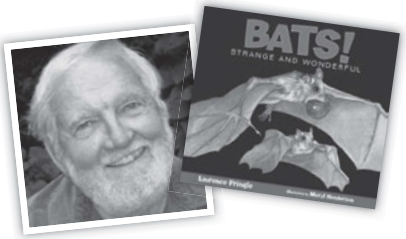


SALINA YOON
signing
2:00-3:00pm

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Laurence Pringle
Saturday, July 18
2:30–3:30 p.m.



Gail Jarrow
Sunday, July 19
2:00–3:00 p.m.

Meet Our Stars!



Christine Pakkala
Sunday, July 19
10:30–11:30 a.m.

Visit booth #1319 for FREE advance reading copies, bookmarks, posters, and more!

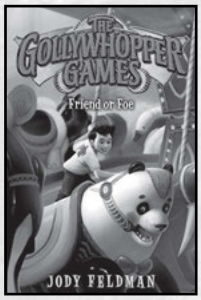


Larry Dane Brimner
Sunday, July 19
3:00–4:00 p.m.

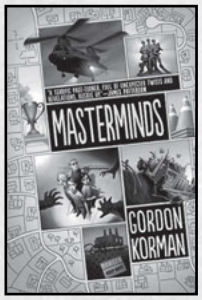
CALKINS CREEK | Highlights | WORDSONG

Here's What's Happening at HarperCollins Children's Books, Booth #1825

Saturday, July 18th

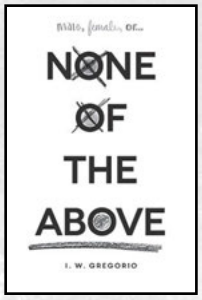


Jody Feldman
The Gollywhopper Games: Friend or Foe
10:00 AM – 11:00 AM

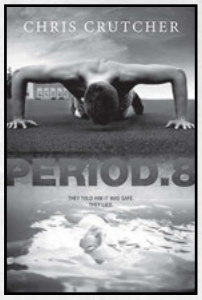


Gordon Korman
Masterminds
2:00 PM – 3:00 PM

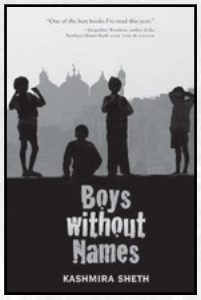
Sunday, July 19th



I. W. Gregorio
None of the Above
10:30 AM – 11:30 AM



Chris Crutcher
Period 8
2:00 PM – 3:00 PM



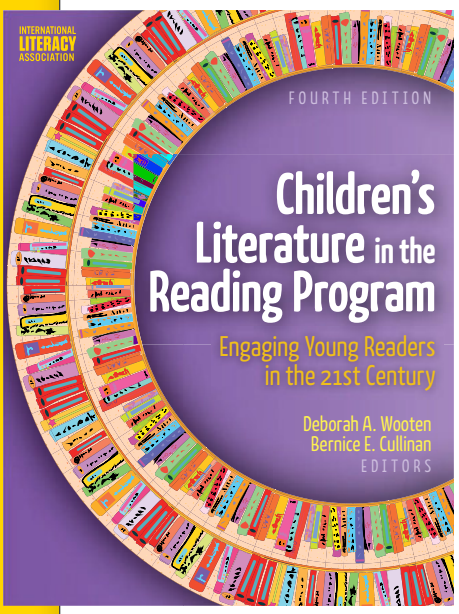
Kashmira Sheth
Boys without Names
3:00 PM – 3:30 PM

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> *"It's a wonderful resource for teachers. These units are based on current literacy research and standards, and they can enhance content learning with meaningful literacy experiences. The user-friendly design allows teachers to clearly see the literacy standards and how they relate to content."*

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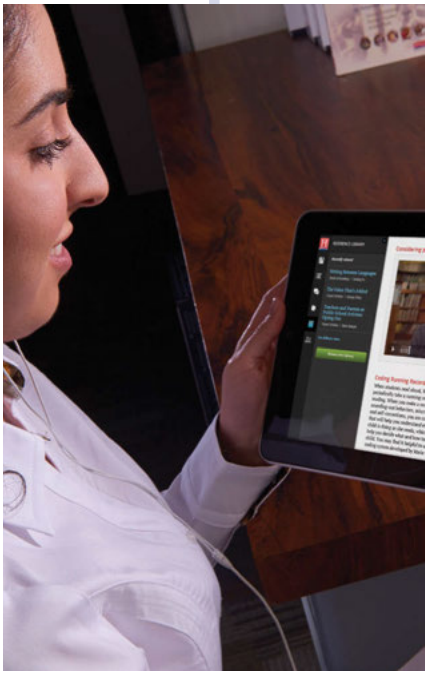
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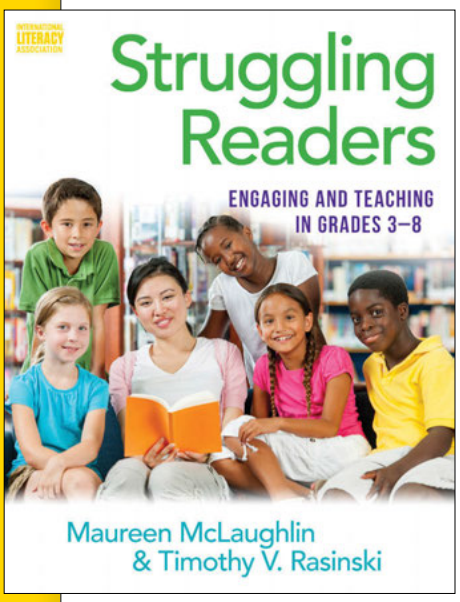
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2:00-3:00
Ruta Sepetys



Photo Credit: Magda Starowieyska

Sunday, July 19th
11:00-12:00
Matt de la Peña



Photo Credit: Caroline Sun

Sunday, July 19th
2:00-3:00
Alex London

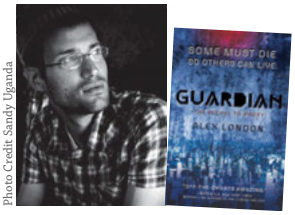


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INTERNATIONAL LITERACY ASSOCIATION

Happy 50th Anniversary, *RRQ*!



MONDAY

CLOSING GENERAL SESSION

8:30 AM–10:00 AM

America's Center St. Louis-Hall 5



Stephen Peters

A former classroom teacher and school administrator, **Stephen Peters** understands how motivation can affect great change. As the CEO and president of The Peters Group, he founded nationally recognized Gentlemen's & Ladies Club programs, which provide opportunity for thousands of at-risk and honor students throughout the United States. Learn how this dynamic and inspirational author/educator strives tirelessly to make this the Age of Literacy.

STEPHEN PETERS



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How do ILA Members feel about ILA E-ssentials? Find out from Jacqueline Wynkoop, 6th–12th Grade Literacy Coach at Bellefonte Area School District in Bellefonte, PA, who has incorporated ILA E-ssentials into her teaching practice:

> *"I really like that the articles are focused on a particular topic and aren't too 'researchy.' They provide tips and suggestions teachers can immediately implement into their classroom."*

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literacyworldwide.org/ilae-ssentials

MONDAY

CLOSING GENERAL SESSION

8:30 AM–10:00 AM

America's Center St. Louis-Hall 5



Octavia Spencer

Academy Award-winning actress **Octavia Spencer** is no stranger to storytelling—whether she's becoming a character in a story (like her critically-acclaimed performance as Minny in the film *The Help*) or creating a story of her own as the author of the Randi Rhodes, Ninja Detective series. At ILA 2015, Octavia will share the story of her journey to acting and the ways in which she uses storytelling to transform lives and champion diversity.

OCTAVIA SPENCER

MONDAY, JULY 20, 2015

8:30 AM–10:00 AM ***Session # GS02***
GENERAL SESSION
America's Center St. Louis-Hall 5

Creating a Culture of Literacy


Stephen Peters

A former classroom teacher and school administrator, Stephen Peters understands how motivation can affect great change. As the CEO and president of The Peters Group, he founded nationally recognized Gentlemen's & Ladies Club programs, which provide opportunity for thousands of at-risk and honor students throughout the United States. Learn how this dynamic and inspirational author/educator strives tirelessly to make this the Age of Literacy

Championing Diversity & Defying the Odds in Storytelling


Octavia Spencer

Academy Award-winning actress and one of Hollywood's most sought-after talents, Octavia Spencer, shares her journey to acting and ultimately what inspired her to create her middle-grade series Randi Rhodes, Ninja Detective.

10:30 AM–11:30 AM ***Session # 1315***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

Achieving Deep Comprehension Through the Interactive Read Aloud and Student Book Clubs

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 0

The Standards call for high level comprehension of literary and informational texts, and the integration of reading, writing, talking, and thinking skills. Both goals are easily accomplished through Comp Club's interactive read aloud and book clubs, which provide a framework for invigorating academic conversation. Both "talk structures" promote a literate classroom community that fosters rich conversation about books, supports high academic achievement, and fully engages all students!

Presenter(s)
Bone, Becky, Scholastic, New York, NY

10:30 AM–11:30 AM ***Session # 1101***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

Word Warm-ups: Quick Exercises for Word Mastery

Category: Engaging Classroom Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 0

In the high stakes educational world, educators need research-based reading curricula that provide additional practice for developing readers served in Tier 1 and additional support for at-risk readers served in Tiers 2 or 3 of an RTI model. At this session, educators will be informed about Read Naturally's Word Warm-ups, an independent, supplemental, research-based curriculum for students that supports the development of phonemic awareness, phonics, and automaticity in applying decoding skills—which impact fluency, comprehension, and overall reading achievement.

Presenter(s)
Kane, Carol Ann, Read Naturally, Inc., St. Paul, MN

11:00 AM–12:00 PM ***Session # AP03***
AUTHOR PANEL
America's Center St. Louis-124

Putting Books to Work—Young Adult

Clock Hours: 1

Moderator(s)
Mary Cotillo and Erin O'Leary

This program pairs two authors and two educators in a small discussion format to explore the authors' books, and highlight effective, engaging, and interactive teaching strategies to integrate the authors' books into classroom lesson plans. Interactive peer discussion between the presenters and the attendees is highly encouraged.

Presenter(s)
Hopkins, Ellen, Simon & Schuster, Inc, New York, NY
LaMarche, Una, Penguin Young Readers, New York, NY

11:00 AM–12:00 PM ***Session # 01387***
CO-SPONSORED SESSION
America's Center St. Louis-140

Learning About Lives Transformed: Promoting International Understanding Through Historical Fiction

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Clock Hours: 0

Award-winning author Ruta Sepetys has captivated readers around the world with her engaging stories of young adults' lives transformed by historical events. Readers' world knowledge and intercultural understanding can itself be transformed through reading her books. Sepetys will discuss elements of craft involved in her creation of high-quality domestic and international historical fiction. She will focus on three areas: the extensive research behind her works, issues of accuracy and authenticity in writing historical fiction for young adults, and the reception and interpretations of her work in countries other than the United States.

Presenter(s)
Liang, Lauren, University of Utah, Salt Lake City, UT
Sepetys, Ruta, Penguin, New York, NY

11:00 AM–12:00 PM ***Session # CS02***
CO-SPONSORED SESSION
America's Center St. Louis-144

School Partnerships: Building the Conditions to Support Literacy Learning by Engaging the Assets in Your Community

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only)
Clock Hours: 0

Chair(s): Dunsmore, KaiLonnie

What happens when schools and organizations that traditionally work in isolation decide to take a collective approach to student learning? We invite you into a conversation with educators and community leaders who have broadened their approach to learning beyond the traditional classroom walls. Each of the presenting teams represents partnerships between schools, universities, and other community assets who are sharing responsibility for strengthened literacy teaching and learning. What are the characteristics of these partnerships that ensure true collaboration that pushes beyond polite cooperation? What partnerships would be useful in your own context? Leave with a plan of action for developing your own alliances for shared responsibility of student learning.

Presenter(s)
Roth, Sharon, National Council of Teachers of English, Urbana, IL

11:00 AM–12:00 PM ***Session # CA04***
COUNCIL ACTIVITIES
America's Center St. Louis-Second Floor Atrium

Exemplary Reading Award Poster Session

Do you want to learn more about schools that have an exemplary reading program? Representatives from schools that received this year's Exemplary Reading Program Award will display components of their reading program and share information about its most innovative and successful components. Come and network with colleagues who have innovations and best practices to share. Schools awarded for the 2014-2015 school year: E. R. Dickson Elementary School (AL), Granville Elementary School (AZ), Greenbrier Westside Elementary School (AR), Ross School (CA), Dillon Valley Elementary School (CO), Prairie Heights Elementary School (IN), Hahnville High School (LA), Fricano Primary School (NY), Four Rivers Community School (OR), Springfield Literacy Center (PA), New Prospect Elementary School (SC), and Howard Elementary School (WI).

Presenter(s)
Rivell, Angela, International Literacy Association, Newark, DE
Sears, Tiffany, International Literacy Association, Newark, DE

11:00 AM–12:00 PM ***Session # 01342***
ILA BOARD SESSION
America's Center St. Louis-265

Supporting Literacy and Learning With the Internet: Nurturing Collaborative Classroom Communities

Category: Innovating With Technology
Audience: Classroom Teachers, Technology Coordinators/Trainers, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Digital reading and writing environments are redefining the relationship between reader, composer, text, activity, and sociocultural context. The presenter will share insights from research conducted in a number of local and global classroom contexts to explore ways to use technology effectively to enhance language and literacy development; to deepen learning opportunities in an online environment; and to nurture collaborative communities of readers and writers in the classroom.

Presenter(s)
Dwyer, Bernadette, St. Patrick's College, Dublin City University, Dublin, Ireland

11:00 AM–12:00 PM ***Session # 01070***
PANEL
America's Center St. Louis-106

Adding Audience: Readers' Theater, Skype Buddy Readers, and Student-Made Audiotapes

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Welcome to Readers' Theater in the 21st Century! We will share results of a year-long collaboration between two very different classrooms. The teachers added three new levels of authentic audiences to their fluency instruction. The children presented readers' theater events to their crosstown partners via Skype. They also used Skype to promote reading buddies between the first and second graders. Lastly, the children created audio reading of favorite picture books to be shared by their crosstown friends. Results of the study will be shared. Strategies for using Skype and audio podcasts to expend the audiences for children's oral reading will also be discussed.

Presenter(s)
Fadool, Margo, Rollins College, Orlando, FL
Caswell, Paul D., Orange County Public Schools, Orlando, FL
Farmer, Rebecca, Orange County Public Schools, Orlando, FL

11:00 AM–12:00 PM ***Session # 00293***
PANEL
America's Center St. Louis-123

Analyzing Core Reading Curriculum Through a Multicultural Lens: Considerations for Text Selection

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

With the advent of the CCSS, teachers are now, more than ever, encouraged to expose children to a range of texts. Many classrooms, however, are filled with books that seem to be culturally inclusive but fail to represent diverse communities, or represent them artificially. This panel will examine texts commonly used in reading curricula for limitations such as gender bias and 'forced inclusion.' We will discuss features of texts, both written and pictorial, that contribute to the overall cultural authenticity and representativeness of the text. We will also explore how these features may help teachers select culturally responsive texts to complement current reading curricula.

Presenter(s)
Kelly, Robert H., The Ohio State University, Columbus, OH
Buescher, Eileen, The Ohio State University, Columbus, OH
Lightner, Sarah Campbell, The Ohio State University, Columbus, OH
Strang, Tara, The Ohio State University, Columbus, OH

11:00 AM–12:00 PM ***Session # 00720***
PANEL
America's Center St. Louis-220

Authors Whose Nonfiction Books and Biographies Transform Readers: Informing, Engaging, and Inspiring

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Award-winning authors will discuss their research, writing techniques, styles, use of visuals, and the ways they have chosen to inform, inspire, and engage readers, as they share compelling stories of people, events, and circumstances in history that have formed our shared, cultural heritage. Speakers will share rich tools and new insights into how to engage readers, develop background knowledge, fulfill mandates of the Common Core State Standards, meet the needs of diverse learners, and develop proficient, lifelong readers and learners. Strategies and ideas will be presented for developing critical reading skills and higher level thinking skills. Handouts will be provided.

Presenter(s)
Knoell, Donna L., Educational Consultant, Shawnee Mission, KS
Blumenthal, Karen, Author, Dallas, TX
Fleming, Candace, Random House, Chicago, IL
Krull, Kathleen, Bloomsbury Books, San Diego, CA

11:00 AM–12:00 PM ***Session # 00647***
SESSION
America's Center St. Louis-143

"An Activity in My Mind": Storytelling, Mental Simulation, and Flow in Reading Development

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

While the intent by educators telling stories is to develop literacy and love of literature, we argue that storytelling does something more. Looking at storytelling practices implemented in a university elementary school since 1896 to today we deal with historical perspectives of the use of and reasons for linking orality and literacy. We explore the perceived impact of longitudinal exposure to storytelling on early childhood and later life experiences, primarily drawing upon interviews with participants in the program. Our findings indicate storytelling had a significant impact on listeners' metacognition, empathy, concentration, and critical literacy, justifying further research.

Presenter(s)
Ryan, Patrick F., George Ewart Evans Centre for Storytelling, University of South Wales, Wales, United Kingdom
Schatt, Donna, University of Chicago, Chicago, IL

11:00 AM–12:00 PM ***Session # 01095***
SESSION
America's Center St. Louis-105

20 Fun Reading Response Activities for Fiction and Nonfiction, Aligned With the Common Core

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 1

Once students have read a text, how do we get them to meaningfully understand and apply it beyond basic comprehension questions? How do we help them recognize the author's nuances and craftsmanship? How do we make it not boring?? And, how do we do all this while keeping an eye to the Common Core? In this session, we will discuss (and even try out) several fun activities that help students understand, apply and evaluate text, practicing the skills listed on the ELA Common Core Anchor Standards for Reading and Language Arts. Your students will enjoy learning while completing a variety of meaningful activities that can be used with any text. Multiple handouts provided.

Presenter(s)
Pryle, Marilyn, Abington Heights High School, Clarks Summit, PA

11:00 AM–12:00 PM ***Session # 00630***
SESSION
America's Center St. Louis-241

Culture as a Backdrop: Subtly Weaving Cultural Details Into Everyday Experiences

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches
Age Range: Ages 4-8
Clock Hours: 1

Multicultural books offer a unique glimpse into another culture that may be familiar to some and unfamiliar to others. This program focuses on the books that invite the readers to share in everyday experiences while introducing them to different cultural, ethnic, and racial backgrounds. When these stories are accompanied by activities that engage children, they respond with enthusiasm and interest. The most important feature of this session will be to engage the attendees' imagination to stretch and connect with the multicultural books that reflect a particular ethnicity or background but are part of universal childhood experiences.

Presenter(s)
Sheth, Kashmira Trivedi, Peachtree Publishers, Atlanta, GA

11:00 AM–12:00 PM ***Session # 00824***
SESSION
America's Center St. Louis-230

Developing an Academic Mindset for Literacy

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 12-14
Clock Hours: 1

Achieving rigorous standards requires rigorous effort. Students persevere when they care and believe their next effort has a chance of success. Sadly, many students neither care nor believe in their abilities. Getting them just to try harder is insufficient. Students must try smarter! This session will describe how to establish the beliefs of an academic mindset: reading and writing has value for me, I can do it, I can get better with effort, I belong to a community that cares about this. These beliefs fuel grit and resilience. Attendees will see and reflect on research based examples of embedding mindset strategies directly into literacy instruction.

Presenter(s)
Dockterman, David, Harvard Graduate School of Education, Cambridge, MA

11:00 AM–12:00 PM ***Session # 01244***
SESSION
America's Center St. Louis-226

Diverse Formats Promote Content-Area Literacy

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches
Age Range: Ages 9-11
Clock Hours: 1

Introduce complex informational text by pairing traditional prose pieces with visually appealing graphic mediums. Find out how to integrate popular formats such as comics and graphic texts into reading instruction across all content areas. Use graphic novels alongside informational texts to reveal new understandings and themes for elementary-aged students. Especially for language learners and struggling readers, graphic texts level the playing field by making challenging content accessible to all. In this session, practice a close-reading strategy that can be used with both graphic and traditional reading materials. See how to apply this technique across content-area and literary texts.

Presenter(s)
Wolfe, Hillary D., Capstone Publishing, Mancato, MN
Jaffe, Meryl, Capstone Publishing, Chicago, IL

11:00 AM–12:00 PM ***Session # 01000***
SESSION
America's Center St. Louis-224

English Language Learners' Literacy Development and Performance From a Dual Coding Perspective

Category: English Language Learners
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

By examining the value of Paivio and Desrochers' (1981) dual coding theory (DCT) for the bilingual mind, the presenter argues that this model is better equipped to understand the literacy development and performance of English language learners. The bilingual model of DCT offers a way to account for the developmental nature of ELL's literacy, addressing not only the linguistic processing of information, but also the nonlinguistic mental processes that these learners have shown to experience in textual comprehension and production (i.e., mental imagery, affect).

Presenter(s)
Ehlers Zavala, Fabiola, Colorado State University, Fort Collins, CO

11:00 AM–12:00 PM ***Session # 01029***
SESSION
America's Center St. Louis-120

Finding Fun in the Facts: Motivating Students to Read Nonfiction

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

To motivate students to read nonfiction, we have to teach our students to find the fun in the facts. This action-packed session will introduce you to practical instructional strategies and ideas to help even your most struggling readers become nonfiction lovers! As a session attendee you can expect to learn about the research supporting the importance of teaching nonfiction from an early age, but be ready for a session packed with surprises including a special introduction to the Nonfiction Text Feature Creatures. Make sure to come prepared because you will be leaving with your hands overflowing with resources and action plans to make nonfiction come alive in your own classroom!

Presenter(s)
Scott, Kelly, University of North Florida, Jacksonville, FL

11:00 AM–12:00 PM ***Session # 01221***
SESSION
America's Center St. Louis-222

I Don't Like Being Good! Using a Self-Monitoring App to Change Behavior in a Reading Classroom

Category: Struggling and Gifted Students
Audience: Classroom Teachers
Age Range: Ages 9-11
Clock Hours: 1

Students who struggle with reading and behavior often need more than just a reading intervention. They also need behavioral support to help them access instruction. In this session, we (a) examine how reading and behavior are related, (b) discuss the importance of self-management skills for students, and (c) demonstrate how a self-monitoring app can be used to improve student performance, including engagement in reading.

Presenter(s)
Bruhn, Allison, University of Iowa, Iowa City, IA
Hasselbring, Ted, Peabody College, Vanderbilt University, Nashville, TN

11:00 AM–12:00 PM ***Session # 00891***
SESSION
America's Center St. Louis-141

Inspiring and Engaging Struggling Adolescent Readers Through Music and Authentic Literacy

Category: International Literacy Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches
Age Range: Ages 15-18
Clock Hours: 1

The struggles that adolescent readers face should not be ignored. As older struggling readers sometimes face frustration, embarrassment and diminished interest in reading, educators must continue to take up the mantle and rekindle motivation and engagement in these students. Attendees will learn how incorporating music as well as authentic reading experiences can bolster their students' engagement in reading and enhance specific aspects of their reading skills.

Presenter(s)
Tynes, Audra N., R.M.Bailey Senior High School, Nassau, Bahamas
Woodside, Glenndena, R.M. Bailey Senior High School, Nassau, Bahamas

11:00 AM–12:00 PM ***Session # 00826***
SESSION
America's Center St. Louis-101

Journey Books: A Reflections Interactive Notebook for 21st Century Classrooms

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Educators will have hands-on experience utilizing the notebook and will be shown how to implement this in conjunction with Common Core State Standards. Critical reflection strategies will be developed and refined throughout this interactive professional development session, and educators will leave with a tangible digital product for their use.

Presenter(s)
Densmore-James, Susan, University of West Florida, Pensacola, FL
Jansky, Timothy, Escambia High School, Pensacola, FL

11:00 AM–12:00 PM ***Session # 00156***
SESSION
America's Center St. Louis-221

Life, Literacy, and the Pursuit of Content: Autism Spectrum Disorders Today

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

We hold this truth to be self-evident: Students on the autism spectrum need help developing life literacy before they can reach for content literacy. This dynamic session follows the premise that curricular learning can be achieved for students on the spectrum but only after their many functional challenges have been identified and addressed. Through an engaging PowerPoint presentation and lively professional and personal anecdotes, participants will collect critical strategies for decoding behavior, soothing senses, easing anxiety, enhancing engagement, supporting socialization, and, yes, coaxing content. Ultimately we will work together in pursuit of literacy and independence for all.

Presenter(s)
Boroson, Barbara, Scholastic Author/Consultant, Pelham, NY

11:00 AM–12:00 PM ***Session # 00817***
SESSION
America's Center St. Louis-231

Multimodal Texts: Gateways to Critical Literacy Within the Content Areas

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 1

This session will show teachers how to incorporate critical literacy in the classroom connected to CCSS. Participants will see examples of how they can use multimodal texts that can be paired with existing classroom materials, integrating literacy and the content areas. Participants will have the opportunity to engage in critical literacy exercises that can be adapted for different age groups. Presenters will include examples for elementary, middle, and high school students. Discussion will include an overview of Universal Design for Learning, how teachers can use web tools to present information in a variety of ways in order to meet the diverse learning needs of their students.

Presenter(s)
Karraker, Dana, Illinois State University, Normal, IL
Dean, Tami, University High School, Normal, IL

11:00 AM–12:00 PM ***Session # 00396***
SESSION
America's Center St. Louis-142

Reading Expository Texts at School—How Text Cohesion Can Support Students Reading Comprehension

Category: International Literacy Instruction
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

What makes school texts comprehensible? This session explores if expository text comprehension can be promoted by an increased level of global text cohesion (e.g. paragraphs, clear references). This question is put into context due to students' cognitive and motivational abilities (reading skill, prior knowledge and topic interest). In other words: Which students profit from global cohesion? The study was organized experimentally with 740 students (9th grade) who had to read one of two texts differing in their degree of global cohesion. The findings are discussed in terms of current text cohesion research and educational implications such as the composition of comprehensible school texts.

Presenter(s)
Schmitz, Anke, University of Wuppertal, Wuppertal, Germany
Gräsel, Cornelia, University of Wuppertal, Wuppertal, Germany

11:00 AM–12:00 PM ***Session # 00463***
SESSION
America's Center St. Louis-232

Scaffolding Primary Students' Comprehension With the Complex Text Analysis (CTA) Approach

Category: Common Core State Standards
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 1

All students are capable of comprehending complex text. The presenters will discuss an instructional approach that has been shown to be effective for primary students of all reading levels as well as for English learners. The Complex Text Analysis (CTA) approach consists of a set of lessons where increasingly complex texts are read aloud to students and a chart is used to provide a structured approach for analyzing the text in order to help students understand critical elements of comprehension. Explicit instruction is followed by a gradual release of responsibility to the students. Recommendations will be given for how teachers can adapt the approach to use in their own classrooms.

Presenter(s)
Witte, Priscilla G., Northern Illinois University, DeKalb, IL
Sokolinski, Susan A., Northern Illinois University, DeKalb, IL

11:00 AM–12:00 PM ***Session # 00281***
SESSION
America's Center St. Louis-225

Science as a Vehicle for Improving Literacy Skills

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: Ages 12-14
Clock Hours: 1

Science provides an authentic and engaging context for reading, writing, and structured conversation. Integration of literacy and science also provides an opportunity for the development of critical skills such as reading and writing nonfiction text, representing information visually, and analyzing visual information. Come explore how well-timed mini-lessons and explicit strategy instruction fit within the context of inquiry-based science instruction. This session is aimed at educators of grades 3-8 students, but coaches, curriculum specialists, and others will benefit as well.

Presenter(s)
Fries-Gaither, Jessica, Columbus School for Girls, Columbus, OH

11:00 PM–12:00 PM ***Session # 00256***
SESSION
America's Center St. Louis-240

Secondary Literacy Coaching: Supporting Classroom Teachers Across Disciplines

Category: Content Literacy
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators
Age Range: Ages 15-18
Clock Hours: 1

Adolescence is the pivotal time when students make the transition from learning to read to "reading to learn." This important shift requires support, encouragement, and an integrated approach in our schools. This session will focus on strategies for not only engaging students, but engaging secondary teachers across disciplines in the literacy conversation. Join the presenters as they share the journey through the first year implementation of secondary literacy coaching and learn about how to infuse literacy throughout a school, break down barriers between classes, and get students deeply engaged with nonfiction texts.

Presenter(s)
Francese, Lauren K., Westport Public Schools, Westport, CT
Marsick, Rebecca, Staples High School, Westport, CT

11:00 AM–12:00 PM ***Session # 00875***
SESSION
America's Center St. Louis-100

Using "Linked Text Sets" Examples to Integrate LGBTQ Perspectives in Inclusive Literacy Classrooms

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

Do some students feel left out of the secondary reading lists and libraries? How do we find literature and create curricula representing all students?

We might want to keep Romeo and Juliet rather than a contemporary, scandalous love affair between two high school girls in Iran. We might substitute *The Book Thief* for Anne Frank, but would we also use texts about Nazi violence against LBGTQ persons?

Our session will provide concrete examples of linked text sets that meet CCSS goals, promote equity and diversity, support LBGTQ identities, and integrate LBGTQ experiences. Attendees can expect rich discussion, to learn about good, interesting books, and to find tangible takeaways.

Presenter(s)
Dodge, Autumn M., St. Bonaventure University, St. Bonaventure, NY
Crutcher, Paul A., University of Arkansas at Little Rock, Little Rock, AR

11:00 AM–12:00 PM ***Session # 01393***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-266

Phonics Fun for Success at Foundational Literacy Skills

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 0

This annual SIG session will include the following agenda: 1) Two 30 minute presentations given by experts, for a total of 60 minutes. 2) After the Phonics SIG speaker session, a planning meeting and open discussion will be held to discuss the following topics: a) membership, b) the WeLovePhonics@YahooGroups.com email group, and c) the annual newsletter.

Presenter(s)
Wagstaff, Janiel, Author, National Literacy Consultant, ELA Coordinator Davis School District, Farmington, UT
Middendorf, Cindy, Tioga Central Schools, Nichols, NY

11:00 AM–1:00 PM ***Session # 01272***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-150

Adolescent Literacy in Action: The Province of Ontario's Approach

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators
Age Range: Ages 15-18
Clock Hours: 0

Presenters share experiences working toward the Ministry of Education's goal to improve the learning and teaching of adolescent literacy in order to achieve high levels of academic performance, ensure all students reach their academic potential and well-being, and ensure confidence in public education.

In this interactive session, participants will be introduced to the *Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7-12 (2012)*, along with other professional learning resources that have been developed to support effective classroom practices and leadership in adolescent literacy. Presenters will also discuss the projects that have been designed to expand the knowledge of effective practices for adolescent literacy with a focus on facilitation of professional learning for school and system leaders, and for professional learning facilitators.

Presenter(s)
Moss, Aideen, Huron-Perth Catholic District School Board, Toronto, Canada
Denneny, Kelly, Durham District School Board, Port Perry, Ontario, Canada
Folville, JoAnne, Ontario Ministry of Education, Toronto, Ontario, Canada
Fraser, Colette, Sudbury Catholic District School Board, Sudbury, Ontario, Canada
Santucci, Babe, Halton Catholic District, Stoney Creek, Ontario, Canada

11:00 AM–1:00 PM ***Session # 01273***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-162

American Sign Language, Academic Language, and Comprehension: Beyond the Fourth Grade Reading Level

Category: Research
Audience: Classroom Teachers, Researchers, Special Education Teachers, Teacher Educators
Age Range: Ages 9-11
Clock Hours: 0

In this SIG session, we will explore the reading comprehension of deaf and hard of hearing (DHH) students. In particular, a study on the relationship between academic English proficiency, American Sign Language proficiency, and reading comprehension ability will be presented. Research has long indicated that DHH students struggle to acquire grade-appropriate reading comprehension abilities. We will discuss the potential impact of the underdevelopment of academic English skills as a potential explanation for the frequently cited statistic that the average DHH student graduates from high school reading at the fourth-grade level.

Presenter(s)
Pajka, Sharon, Gallaudet University, Washington, DC
Scott, Jessica, University of Tulsa, Tulsa, OK

11:00 AM–1:00 PM ***Session # 1358***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-125

Game Changers: Using Sports and the Power of Adolescent Literature to Transform the World

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 0

Adolescence is a complex time in a young person's life. To gain insight into how young people attempt to make sense of their world, one may turn to young adult literature. This session will focus on perspectives in sports within adolescent contemporary realistic fiction and creative nonfiction literature. This interactive panel session will include acclaimed writers who share their backgrounds, experiences, and inspirations in sports and how these inform their fiction and nonfiction and the roles athletics play in their lives. The audience will also receive resources about the panelists and sports themed literature.

Presenter(s)
Clark, Shanetia, Salisbury University, Salisbury, MD
Crutcher, Chris, HarperCollins Children's Books, New York, NY
Draper, Sharon, Simon and Schuster, New York, NY
Skillen, Matthew G., Elizabethtown College, Elizabethtown, PA
Wallace, Rich, Boyds Mills Press and Highlights for Children, Honesdale, PA
Wallace, Sandra Neil, Boyds Mills Press and Highlights for Children, Honesdale, PA

11:00 AM–1:00 PM ***Session # 01290***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-152

Ignite Love and Motivation for Early Literacy Learning and Teaching

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: Ages 4-8
Clock Hours: 0

Two keynote speeches on encouraging motivation of children will be delivered. First keynote will be by Dr. Jeanne Paratore on "Motivation, Engagement, and Joyful Teaching: Products Of Texts Worthy Of Being Read And Tasks Worth Of Being Done." Second keynote will be by Dr. Lesley Morrow on "Motivating Vulnerable Children to Enjoy Reading Books, Telling Stories, and Demonstrating Comprehension". In addition, 10 poster presentations with various practical strategies to motivate joyful learning and teaching will be followed (e.g. ways to motivate early writers and struggling writers, use of e-books and ipad, playing with vocabulary, etc). A must attend session for all early literacy educators!

Presenter(s)
Han, Myae, University of Delaware, Newark, DE
Morrow, Lesley, Rutgers, The State University of New Jersey, Scotch Plains, NJ
Paratore, Jeanne, Boston University, Boston, MA
Haydey, Donna Copsey, University of Winnipeg, Winnipeg, Manitoba, Canada
Jordan, Jennifer, University of Tennessee, Knoxville, TN
Lee, Lea, Old Dominion University, Norfolk, VA
Leighton, Christine, Emmanuel College, Boston, MA
Blouse, Eileen, University of Delaware, Newark, DE
Cassano, Christina, Salem State University, Salem, MA
Coppol, Cathy, University of Delaware, Newark, DE
Fetzer, Deborah M., University of Delaware, Newark, DE
Giles, Rebecca, University of South Alabama, Mobile, AL
Hall, Anna, Clemson University, Clemson, SC
O'Brien, Lisa, Boston University, Boston, MA

11:00 AM–1:00 PM ***Session # 01314***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-161

Meeting Middle Schoolers Needs Using the Diverse Literacies of the 21st Century

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 12-14
Clock Hours: 0

Attendees will explore various methods through which teachers can meet the needs of middle schoolers using the diverse literacies of the 21st century. The first segment of the session will be the keynote address: Authors and Educators Connect, presented by Holly Goldberg Sloan. The second segment will include seven round table discussions which will provide attendees the opportunity to learn about research-based instructional strategies appropriate for middle school students.

Presenter(s)
Meyer, Carla K., Duquesne University, Pittsburgh, PA
Bruce, Lisa, Lipscomb Academy, Nashville, TN
Burriss, Lucinda, Lipscomb University, Nashville, TN
Coote-Thompson, Claudette, Teachers College, Columbia University, New York, NY
Duggan, Brittany, Georgia College, Sandersville, GA
Gilliam Fain, Jeanne, Lipscomb University, Nashville, TN
Ivey, Gay, University of Wisconsin-Madison, Madison, WI
Holladay, Katie, Lipscomb University, Nashville, TN

Macris, Anastasia, PS 59 Beekman Hill International School, New York, NY
Reed, Emily, Lipscomb Academy, Nashville, TN
Schindler, Emily, University of Wisconsin-Madison, Madison, WI
Scott, Lauren, Teachers College Columbia University, New York, NY
Stufft, Carolyn, Stephen F. Austin State University, Nacogdoches, TX
Stygles, Justin, MSAD #17, Author, Norway, ME
Wilson, Nance S., State University of New York at Cortland, Cortland, NY

11:00 AM–1:00 PM ***Session # 01384***
SPECIAL INTEREST GROUP (SIG)
America's Center St. Louis-151

Where Are We? Where Are We Going? The Role of the History of Reading in an Age of Accountability

Category: Literacy Policy and Advocacy
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 0

We live in interesting times. Literacy education has not been this political since *Why Johnny Can't Read* came out in 1955, and it appears to be getting more political each year. Joe Zimmer, president of the History of Reading SIG of the International Literacy Association, will take attendees on a journey through literacy accountability past, present, and perhaps future in this presentation.

Presenter(s)
Zimmer, Joseph E., St. Bonaventure University, St. Bonaventure, NY

11:00 AM–1:00 PM ***Session # 00964***
WORKSHOP
America's Center St. Louis-263

Comprehending Informational Text Through Quick Writes

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 2

Presenters will lead attendees through at least six practical and engaging classroom-tested writing clinics designed to instruct strategies for identifying sequence, setting, character, and determining of importance. Narrative structure, character development, figurative language, and evidence based writing are used across the curriculum in order to encourage students to become precise and concise communicators with conviction and authentic voices. Attendees will be able to use poetry and short narrative as an artifact of content area learning and an assessment tool as well as an art product.

Presenter(s)
Salinger, Michael, Heinemann/Boyds Mills /Corwin, Mentor, OH
Holbrook, Sara, Mentor, OH

11:00 AM–1:00 PM ***Session # 00652***
WORKSHOP
America's Center St. Louis-227

Critical Thinkers: The Heart of the Process Versus the Glory of the Content

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 2

Struggling readers often have difficulty making inferences and understanding text organization. The Adolescent Accelerated Reading Initiative is a framework that opens the door for students to think deeply about text through questioning with scaffolds, questioning the author and organizing text by creating/negotiating text map. Effective Learning Communities lead students to transform themselves into independent, confident learners who demonstrate their ideas and understanding across content areas. Once students unlock the power of questioning and internalize strategies to make their thinking visible, they are committed to the process of thinking as understanding instead as a way of life.

Presenter(s)
Beegle, Dalyce, Oakland Schools, Waterford, MI
Jessen, Jill, Oakland Schools, Waterford, MI

11:00 AM–1:00 PM ***Session # 01171***
WORKSHOP
America's Center St. Louis-260

Differentiation Across the 90-Minute Literacy Block

Category: Struggling and Gifted Students
Audience: Beginning Teachers, Classroom Teachers, School or District Administrators
Age Range: General (age 4-18)
Clock Hours: 2

Do you have a 90-Minute Literacy Block? Do you need some ideas on how to differentiate for the varied needs, interests, and learning styles of your students? In this workshop, we will cover the basics of the 90-Minute Literacy Block and then break into groups to discuss research-based methods for differentiation across the block. We will run one group on using assessment to guide instruction, another

group on differentiating in work stations, and another group on differentiating the core or whole-group lesson. Come away with new ideas for your classroom in addition to handouts so you can hit the ground running in the new school year.

Presenter(s)
Weiss, Julie, Lebanon Community School Corporation, Lebanon, IN
Belcher, P. Denise, Lebanon Community School Corporation, Lebanon, IN
Sollman, Kelly, Lebanon Community School Corporation, Lebanon, IN
Yonts, Janet, Lebanon Community School Corporation, Lebanon, IN

11:00 AM–1:00 PM ***Session # 01158***
WORKSHOP
America's Center St. Louis-102

FAQs about TDQ's (Frequently Asked Questions About Text Dependent Questions)

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 2

In this hands-on workshop attendees will learn techniques of using Text Dependent Questioning as a tool to increase rigor and deepen student's understanding of a text. Attendees will learn how to craft, adjust, and use high quality questioning to analyze, synthesize, and evaluate parts of different types of writing (poetry, narrative, informational, etc.). Close Reading routines and high quality TDQ's will be investigated as strategies to engage students in the CCSS. Video clips will be shown to illustrate techniques. Teachers will explore how rigorous text dependent questions can extend students' thinking and make students stronger and more capable throughout their academic career.

Presenter(s)
Thomas, Sharonda, Chicago Public Schools, Chicago, IL
Banks, Tiffany Nicole, Chicago Public Schools, Chicago, IL
Miller-Davis, Taniko S., Chicago Public Schools at Parker Community Academy, Chicago, IL

11:00 AM–1:00 PM ***Session # 00320***
WORKSHOP
America's Center St. Louis-264

From Classrooms to Makerspaces

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Special Education Teachers, Title I Teachers (U.S. Only)
Age Range: Ages 9-11
Clock Hours: 2

The emphasis on 21st century skills present a new challenge for teachers and students with a shift back to learning by doing. This resurgence in experiential learning has become known as the "maker movement," and research over the past five years presents a strong case for learning by making, tinkering, engineering, and experimenting. A growing number of educators are embracing an instructional approach that integrates hands-on experiences with content-area literacy and skills to develop deeper, more connected understanding and real-world problem solving. Today's makerspaces enable students to take ownership of their learning and construct meaning out of making.

Presenter(s)
Hughes, Melissa, Elmer's Teachers Club, Concord, NC

11:00 AM–1:00 PM ***Session # 00940***
WORKSHOP
America's Center St. Louis-267

Improving Literacy Through Schoolwide Pedagogy

Category: Research
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 2

This workshop examines three schools, facing very challenging circumstances, that engaged in a school improvement process. We highlight how staff reinvigorated their approach to literacy learning and how they dramatically improved student literacy outcomes through a collaborative schoolwide approach. You will engage in a small group mind-mapping exercise to develop shared understandings about how they built teacher and student capacity through a schoolwide pedagogical approach to improve and sustain student literacy learning outcomes, You will identify the key ingredients of their success, and you will be engaged in thinking about the implications of a schoolwide approach for your context.

Presenter(s)
Petersen, Shauna, University of Southern Queensland, Toowoomba, Queensland, Australia
Geoghegan, Deborah Anne, University of Southern Queensland, Toowoomba, Queensland, Australia
O'Neill, Shirley, University of Southern Queensland, Toowoomba, Queensland, Australia

11:00 AM–1:00 PM ***Session # 01250***
WORKSHOP
America's Center St. Louis-228

Intentional Material Selection in the Early Childhood Classroom

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 2

Materials matter. They matter because they support instruction. While we know a knowledgeable teacher makes a difference and no program is going to teach our students, good materials do affect our teaching. In an era when strong Tier 1 instruction is a must, the quality of materials takes on a new level of importance. And with the increasing emphasis on good preK and K reading instruction, early childhood teachers need to make the best choices about which materials to use and when. In this workshop we will overview an eight step process for intentional material selection. Attendees will use the process to practice the technique.

Presenter(s)
Lenhart, Lisa, University of Akron, Akron, OH
Noll, Brandi, University of Akron, Waynesburg, OH

11:00 AM–1:00 PM ***Session # 00388***
WORKSHOP
America's Center St. Louis-104

Knowledge Teachers Need to Provide High Quality Feedback for Children's Story Misunderstandings

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 2

To foster inferential thinking, teachers need to be skilled diagnosticians in understanding the child's perspective, sources of errors in thinking, and information needed for disentangling misunderstandings. Key features and benefits of this workshop include:

- The study and discussion of data-based examples of teacher-child interactions that involve children's misunderstandings
- Guided explanation of worked examples that reveal sources of children's misunderstandings, features of low and high quality responses, and suggestions for support
- Opportunities for hands-on analysis of more examples that include story illustrations, transcripts of teacher-child talk, and presenter feedback.

Presenter(s)
Collins, Molly, Vanderbilt University, Nashville, TN
Schickedanz, Judith, Boston University, Boston, MA

11:00 AM–1:00 PM ***Session # 00585***
WORKSHOP
America's Center St. Louis-261-262

Multicultural Literature for Today's Diverse Classroom

Category: Children's Literature
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 2

Attendees will use multicultural books to evaluate their authenticity; use Socratic questioning, inquiry-based discourse; experience instructional conversation—students talk and learn from each other, teacher facilitates asking good questions; explore choral response—teacher asks a question and on cue everyone responds; do a think-pair-share-write—teacher asks a high level question, individuals think, talk to a partner, share, and write a response; create a Semantic Map—word meaning/dialect differences; practice four corners, an issue is posed and each corner of the room is assigned a stance on that issue, students move to their belief and discuss the issue.

Presenter(s)
Bradley, Karen Sue, Texas A&M University-Kingsville, Kingsville, TX
Bradley, Jack Alden, Texas A&M University-Kingsville, Kingsville, TX

11:00 AM–1:00 PM ***Session # 00420***
WORKSHOP
America's Center St. Louis-103

New Standards, Timeless Goals: How Informational Texts Can Help Make Every Child a Reader

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 2

During the pre-K-2 years, good nonfiction text helps us model for students how to navigate, read, and learn from texts in this often neglected genre. There's a lot of nonfiction text on the market, but not all nonfiction is created equal. In this hands-on workshop, we'll show you specifically what to look for to evaluate the appeal, format, and accuracy of nonfiction texts, and strategies for using these to

help your students meet the Common Core State Standards for Informational Text.

Presenter(s)
Barclay, Kathy H., Rowland Reading Foundation, Macomb, IL
Stewart, Laura, Rowland Reading Foundation, Geneva, IL

11:00 AM–1:00 PM ***Session # 01326***
WORKSHOP
America's Center St. Louis-229

Reasons for Reading (and Responding!) in the K-12 Classroom

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: General (age 4-18)
Clock Hours: 2

This workshop focuses on the motivational aspects of providing personal or relevant reasons for reading and authentic, agentive reasons for responding. Following an initial overview of the literature on authentic, place-based, project-based, and service learning contexts for literacy learning, grade-level options for using reading and responses to text as a means of accessing content to find solutions or address issues will be discussed. Through this, attendees will be engaged in thinking through the motivating and empowering aspects of creating real reasons for reading and responding in the K-12 classroom.

Presenter(s)
Malloy, Jacquelynn A., Clemson University, Clemson, SC
Marinak, Barbara A., Mount St. Mary's University, Emmittsburg, MD

11:00 AM–1:00 PM ***Session # 00639***
WORKSHOP
America's Center St. Louis-127

Rethinking Small Group Instruction in Literacy: One Size Does NOT Fit All!

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 2

There is no denying that within our classrooms, there are varying needs and wants. How do we best support ALL of literacy learners? In this interactive workshop, the presenter will share the purpose of small group instruction in literacy. We will explore and practice differentiated small group reading practices that help target the skills of decoding, fluency, and comprehension. We will continue to look at strategies on how to develop listening and speaking skills. Finally, we will dive into strategies for all of our blossoming writers! This workshop will be active, engaging, and allow all participants to immediately put into practice what they have learned.

Presenter(s)
Ventura, Vincent, LitLife Latin America, Monterrey, Nuevo Leon, Mexico

11:00 AM–1:00 PM ***Session # 00182***
WORKSHOP
America's Center St. Louis-121-122

STORY PLAY: Building Language and Literacy One Story at a Time

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only)
Age Range: Ages 4-8
Clock Hours: 2

Light a fire in a child's imagination. When a story comes to "The End" it does not have to be the end of the story. Instead continue the learning with activities and experiences that promote conversation and inquiry. Using puppets, props, and playful tales becomes a connection with children and how they remember the story's beginning, middle and end

Learn how to encourage children to tell and retell stories as a bridge to literacy. Language is relevant to the lives of all children and should be an integral part of every classroom curriculum. Storytelling is a bridge that connects language and literacy.

Presenter(s)
Huff, Mary Jo, Storytellin' Time, Newburgh, IN

12:00 PM–1:00 PM ***Session # 1386***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #3

Precision ZPD: A Blended Approach to Accelerate Standards Acquisition Using the i-Ready and Ready Diagnostic and Instructional Tools

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers
Age Range: General (age 4-18)
Clock Hours: 0

Participants will explore a cutting edge online, adaptive assessment: the i-Ready Diagnostic. This K-12 tool is built on the foundation of the Common Core State Standards and assesses students to sub-skill levels in math and reading. Learn how it can help you effectively and efficiently pinpoint a student's level and needs so you can

provide the necessary remediation. Online lessons employ the best in instructional design practice to meet students at their skill levels and enable them to make progress in an engaging, online experience. Next the print-based instructional resources and tools in Ready and i-Ready further build support student's Common Core needs.

Presenter(s)
Hill, Kim, Curriculum Associates, North Billerica, MA

12:00 PM–1:00 PM ***Session # 1378***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #2

The Habits of Close Reading: Renewing Our Focus on the Essential Skills for Comprehension

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers
Age Range: General (age 4-18)
Clock Hours: 0

This session will discuss the challenges teachers have with close reading from modeling how to do a close reading, to finding texts worth reading, to scaffolding effectively in complex texts to engaging students in reading a text multiple times. Attendees will explore an exciting approach to Close Reading instruction and practice, a new addition to the robust i-Ready Instruction adaptive learning program.

Presenter(s)
Smith, Doug, Curriculum Associates, North Billerica, MA
Reutzel, D. Ray, Utah State University, Logan, UT

12:00 PM–1:00 PM ***Session # 1312***
EXHIBITOR SESSION
America's Center St. Louis-Presentation Pavilion #1

"I Can't Find a Book to Read." Learn How to Guide Students to Books of Interest

Category: Children's Literature
Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators
Age Range: General (age 4-18)
Clock Hours: 0

With nearly 430 million AR quizzes taken and 115 million AR BookFinder searches conducted in the 2013-2014 school year, Renaissance Learning knows what kids are reading. We'll walk you through some of the behind the scenes algorithms built into Renaissance Learning tools. You'll leave with an understanding of how a student's reading level, reading history, and the insights gained from our massive database are utilized to guide students to books of interest so your students will never say, "I can't find a book to read."

Presenter(s)
Esser, Lynn, Renaissance Learning, Madison, WI

12:00 PM–1:30 PM ***Session # L03***
LUNCHEON
Renaissance St. Louis Grand Hotel-Landmark Ballroom

Book and Author Luncheon

Chair(s): Stagg Peterson, Shelley


Nick Bruel

Nick Bruel, as the uncontested global authority on the subject of Nick Bruel, has been studying Nick Bruel for over 49 years. Nick Bruel's research of Nick Bruel has uncovered many fascinating and disturbing aspects of his subject. For instance, Nick Bruel recently discovered that Nick Bruel wrote a little known work of fiction called *Bad Kitty* 10 years ago that has gone on to foster a small empire of *Bad Kitty* sequels. Join Nick Bruel as he peels away the many layers of this complex artichoke named Nick Bruel to separate the facts from the mythology from those pointy bits that you can't eat.

Presenter(s)
Bruel, Nick, MacMillan Children's Publishing Group, New York, NY

1:00 PM–2:00 PM ***Session # 00515***
PANEL
America's Center St. Louis-221

Evidenced Based Best Practices in Literacy Instruction

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

In this panel, panelists will skillfully blend classroom-based research, innovation, and instruction to the Common Core State Standards (CCSS). Each presenter will include concrete examples, engagement activities and resources for further learning. The topics to be addressed are: Current Issues and Best Practices, Best Practices in Motivation, Early Literacy, Adolescent Literacy, Assessment, Differentiated Instruction, and Use of Narrative and Informational Comprehension.

Presenter(s)
Morrow, Lesley, Rutgers, The State University of New Jersey, Scotch Plains, NJ
Duke, Nell K., University of Michigan, Ann Arbor, MI
Fisher, Douglas, San Diego State University, San Diego, CA
Gambrell, Linda, Clemson University, Belton, SC
Pearson, P. David, University of California, Berkeley, Berkeley, CA

1:00 PM–2:00 PM ***Session # 01075***
PANEL
America's Center St. Louis-266

Receptive Code: Switching and Text-Comprehension With Trilingual Virtual Storybooks

Category: English Language Learners
Audience: Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators
Age Range: Ages 9-11
Clock Hours: 1

The study presented in this panel researches on the relationship between salience of use of multilingual resources, code-choice/code alternation, negotiation of meaning and form, and the development of communicative competence, including literacy development. In this panel we focus on the following questions: How do different settings regarding multilingual/monolingual materials and different dyad compositions (mono- and multilingual pairs) impact on text comprehension in a foreign language (English)?

Presenter(s)
Elsner, Daniela, Goeth University Frankfurt Main, Frankfurt, Hesse, Germany
Buendgens-Kosten, Judith, Johann Wolfgang Goethe University, Frankfurt Main, Hesse, Germany
Hardy, Ilonca, Goehte University Frankfurt Main, Frankfurt, Hesse, Germany

1:00 PM–2:00 PM ***Session # 00744***
SESSION
America's Center St. Louis-220

A Breakthrough Comprehension Strategy #CommonCore #GRRM

Category: Common Core State Standards
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 9-11
Clock Hours: 1

Finally, a breakthrough Common Core aligned comprehension strategy for all learners! This session will focus on the Glazer Reader Response Model (GRRM) and how it can be effectively used in the middle school classroom. Topics of discussion will include structure, management, implicit and explicit instruction, as well as viewing samples of transactions between teachers and students. Attendees will learn how to assess and analyze student growth based on data collection geared towards the 21st century classroom. They will show you a classroom-proven method that creates an unforgettable reading experience. Twitter and Instagram will be used for further #edchat discussions.

Presenter(s)
Madden Osgoodby, Stephanie, Marlboro Middle School, Marlboro, NJ
Olster, Elyse, Riverfront School, Florence Township, NJ

1:00 PM–2:00 PM ***Session # 01003***
SESSION
America's Center St. Louis-143

Alternative Pathways to Community Library and Literacy Outreach in a Rural Nigerian Town

Category: International Literacy Instruction
Audience: Council leaders, Librarians/Media Specialists, Researchers, Teacher Educators, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

This session focuses on a six-man team made up of third year university students of librarianship who were sent into a rural area in Anambra State of Nigeria to activate the community library there, while at the same time using an improvised mobile library provided by the Grassroot Literacy Project (GLP) for literacy outreach within the community. The strategies used by the team and other items worthy of note are outlined here as a Participatory Rural Approach (PRA) model to be adopted and improved upon in the pursuit of rural literacy in rural and resource starved communities. For these students, it was a wonderful learning experience that still enabled them to fulfill key course requirements.

Presenter(s)
Emejulu, Obiajulu, Federal University of Technology, Owerri, IMO, Nigeria

1:00 PM–2:00 PM ***Session # 00793***
SESSION
America's Center St. Louis-242

Choosing and Using Great Science Trade Books

Category: Children's Literature
Audience: Classroom Teachers, Librarians/Media Specialists, School or District Administrators
Age Range: General (age 4-18)
Clock Hours: 1

Teachers use science trade books extensively for motivation, practice, and content knowledge. But the criteria for selecting such books are seldom evident. In the media, books are often recommended by "crowd sourcing." The books that sell the best are recommended as the best.

Both teachers and media specialists need skills and information to select good science trade books. This is an extremely practical session that has already been shared with thousands of elementary teachers through the National Science Teachers Association.

Presenter(s)
Texley, Juliana, National Science Teachers Association, Arlington, VA
Flynn, Suzanne, National Science Teachers Association, Arlington, VA

1:00 PM–2:00 PM ***Session # 00932***
SESSION
America's Center St. Louis-120

Culturally Responsive Vocabulary Building and the Brain: Promoting Authentic Engagement and Rigor

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Teacher Educators
Age Range: Ages 4-8
Clock Hours: 1

Word poverty will negatively impact culturally and linguistically diverse students' ability to successfully meet the Common Core State Standards as they will be asked to read more complex texts and an increased volume of nonfiction books in the early grades.

Traditional approaches to vocabulary instruction are not having the desired effect because they don't promote authentic engagement and natural word learning strategies similar to those used at home based on their oral traditions.

Learn how to build word wealth using culturally responsive strategies and neuroscience to understand the ways to build students' vocabulary schema and connect new content with their existing neural pathways.

Presenter(s)
Hammond, Zaretta, Transformative Learning Solutions, Berkeley, CA

1:00 PM–2:00 PM ***Session # 01038***
SESSION
America's Center St. Louis-105

ELLs: Evidence-Based Tips & Technology Tools for Engaging & Building Literacy Skills

Category: English Language Learners
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

English language learners often struggle in several academic areas when compared to their English speaking peers, with literacy being among the greatest challenge. The purpose of this session is to provide evidence-based strategies and technology tools that can assist English language learners in building their literacy skills, specifically in the areas of reading, writing, speaking, and listening. Presenters will demonstrate how to engage students and leverage the technology that is already readily available in schools to enhance the literacy skills of ELLs.

Presenter(s)
Budhai, Stephanie, Neumann University, Aston, PA
Scanton, Megan J., Neumann University, Aston, PA

1:00 PM–2:00 PM ***Session # 01217***
SESSION
America's Center St. Louis-226

Engaging in Literacy Using Brain-Powered Strategies

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

If you want your students excited to come to your class, then this is the session for you! Get ready—LaVonna will engage you in your own professional learning through strategies that you can take back and implement immediately into your literacy lessons. No matter the grade level, this session will capture your (and your students) attention and get you pumped as you take them to the next level. Let's leave your students exhausted from doing the thinking, while you skip out of school with energy knowing that you had them thinking at high levels and used these specific strategies to drive your next step in instruction. Bring yourself and a friend...I hope you're ready for an engaging time!

Presenter(s)
Roth, LaVonna, Minds That Matter, Inc., Tampa, FL

1:00 PM–2:00 PM ***Session # 00961***
SESSION
America's Center St. Louis-231

Engaging Young Students in Critical Literacy: Rereading, Rewriting, and Reimagining Texts

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

In this session, attendees will learn how read-alouds can be used to facilitate critical literacy. In particular, the session will focus on

how rereading and revisiting texts multiple times offers students entry points into questioning and challenging texts, disrupting texts, and considering multiple perspectives. Different techniques for engaging students in critical literacy through discussion, writing, drawing, and drama will be discussed. Data from a year-long study of critical literacy in an elementary classroom will be shared, including student work samples, themed children's literature text sets, and multimodal strategies for deepening students' comprehension and understanding.

Presenter(s)
Labadie, Meredith, University of Missouri-St. Louis, St. Louis, MO

1:00 PM–2:00 PM ***Session # 01066***
SESSION
America's Center St. Louis-100

For the Love of Literacy: Engaging Parents as Partners in Literacy Development

Category: International Literacy Instruction
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, School or District Administrators, Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

Are you looking for practical ideas on how to engage and empower parents as partners in the literacy development of your students? Parent involvement is a foundation for student success and improves attainment. In this session, attendees will acquire a framework for facilitating effective, informative, and dynamic parent workshops that actively engage parents and their children as learners through an embedded gradual release of responsibility model. Throughout this lively presentation, attendees will be inspired to transform lives through the implementation of a similar program in their schools after hearing the success of these workshops in the primary schools of the Cayman Islands.

Presenter(s)
Jackson, Jessica, Cayman Islands Department of Education, George Town, Cayman Islands
Douglas, Sarah, Department of Education Services, Grand Cayman, Cayman Islands

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1:00 PM–2:00 PM ***Session # 00785***
SESSION
America's Center St. Louis-123

Handwriting in Early Childhood Education: What Do We Know and Where Do We Go from Here?

Category: Research
Audience: Beginning Teachers, Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 4-8
Clock Hours: 1

The importance of handwriting has diminished significantly over the years and the ever-growing use of technology makes handwriting seem outdated. Yet, research has long suggested that handwriting is associated with composition skills and overall academic achievement. The content of this session will suggest there are benefits to teaching young children skills related to handwriting readiness. Despite common misconceptions about teaching handwriting in the early childhood classroom, evidence suggests that fine motor writing skills in early childhood is associated with later achievement and teaching handwriting can be developmentally appropriate.

Presenter(s)
Dinehart, Laura H., Florida International University, Miami, FL

1:00 PM–2:00 PM ***Session # 00900***
SESSION
America's Center St. Louis-124

Imitate and Innovate Anchor Charts

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Anchor charts are invaluable to teaching visibly and explicitly for all students learning academic discourse even in the digital age. The co-creation makes content engaging, and ensures that all students think about and grapple with challenging content. Charting promotes critical thinking by asking students to make connections, perceive patterns and relationships, understand diverse perspectives, critique the reasoning of others, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied. The purpose of this session is to guide teachers to become wise consumers and discern the rigor and relevance. One chart does not fit all.

Presenter(s)
Moses, Ekuwah, Clark County School District, Las Vegas, NV
Lee, Holly A., Clark County School District, Las Vegas, NV

1:00 PM–2:00 PM ***Session # 00791***
SESSION
America's Center St. Louis-106

Improving Achievement Outcomes of Struggling Readers by Explicit Instruction of Informational Text

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: General (age 4 18)
Clock Hours: 1

Increasingly, we know it is what teachers do minute-by-minute, day by day that makes the most significant difference to both raising and accelerating the achievement of their students. For learners struggling with comprehension, this means making a substantial achievement shift at a rate far higher than their peers in order to attain comparable results in reading.

The ways in which teachers analyze and use formative assessment data to plan and monitor explicit differentiated instruction is the focus of this session, which will intentionally address teacher and teaching behaviours specific to improving comprehension results for struggling readers.

Presenter(s)
Davis, Alison, Vision Education, Auckland, New Zealand

1:00 PM–2:00 PM ***Session # 00821***
SESSION
America's Center St. Louis-222

Integrating Diverse Media Into the 21st Century Classroom

Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches
Age Range: General (age 4-18)
Clock Hours: 1

Attendees will leave this session with practical, creative and collaborative ideas for seamlessly choosing appropriate books and integrating video, audio and digital texts while teaching skills aligned to the Common Core State Standards. This session is perfect for those using the reading and writing workshop format.

Presenter(s)
Westmoreland, Kelli M., Booksource, St. Louis, MO

1:00 PM–2:00 PM ***Session # 01125***
SESSION
America's Center St. Louis-225

It's a HOAX! Social Networking Savvy for You and Your Students

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Remember that poor little girl that was kicked out of the restaurant? Until it turned out she wasn't? Or that horrible rude woman on the plane at Thanksgiving who never existed? Misinformation is rampant on the Internet. College-educated adults often have difficulty discerning which sites and social media posts share reliable information. Children and adolescents are challenged even further. In this session, you will learn to identify features that warn which sites and posts might be unreliable, the types of misinformation that is most often shared, and how you and your students can critique and confront misinformation when it appears on your homepages or in your Internet searches.

Presenter(s)
Ash, Gwynne, Texas State University, San Marcos, TX
Saunders, Jane, Texas State University, San Marcos, TX

1:00 PM–2:00 PM ***Session # 01180***
SESSION
America's Center St. Louis-230

Jim Crow to Barack Obama: Framing American History Through Narratives in Video-History Projects

Category: Innovating With Technology
Audience: Beginning Teachers, Classroom Teachers, Council leaders, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, Researchers, Teacher Educators, Technology Coordinators/Trainers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: Ages 15-18
Clock Hours: 1

It's an amazing time to be alive! The advances in accessibility to technology for students in classrooms makes learning, acquiring information, and skill-building full of adventure, discovery and creativity. There are tangible ways for students to gain ownership of history through the activity of making video-history documentary projects. Specific to this session, being instrumental in the inclusion of African American history into the full context of American history makes for an empowering experience for any student. Being empowered not only makes for a great student, but creates a dynamic and self-actualized citizen.

Presenter(s)
Ward-Brown, Denise, Washington University in St. Louis, St. Louis, MO

1:00 PM–2:00 PM ***Session # 00938***
SESSION
America's Center St. Louis-142

Literacy is Life Choices: Teaching the Language of School to Diverse Learners

Category: Engaging Classroom Instruction
Audience: Classroom Teachers
Age Range: General (age 4-18)
Clock Hours: 1

How can we teach all there is to teach in literacy to a whole class of diverse students? How do I extend higher performers, support those in the middle, and catch those up who are performing poorly?

Successfully teaching the diversity of students in our classes is often a challenge. Too often those at the bottom, despite hard work and incremental progress, remain below age expected standards. Too often these are the same groups of culturally and linguistically diverse students.

This session will equip classroom teachers with new ideas to gain a deeper understanding of the literacy needs of these students as well as present innovative, practical and effective teaching strategies.

Presenter(s)
Wills, Jennifer Ann, Townsville Diocese of Catholic Education, Queensland, Australia

1:00 PM–2:00 PM ***Session # 00573***
SESSION
America's Center St. Louis-241

Nonfiction Writing & Research: Is It the Whole Truth and Nothing But the Truth?

Category: Children's Literature
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Special Education Teachers, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

Writing nonfiction means doing research. Research is exciting if you can follow your passion. This session will help you to build on students' interests and get them excited about writing nonfiction stories, articles, even poems—by making research fun, finding your own nonfiction voice and sharing writing in print format or online. We will look at new global books and a biography to use in the classroom.

Presenter(s)
Ruurs, Margriet, Kids Can Press/Pajama Press, Toronto, Ontario, Canada

1:00 PM–2:00 PM ***Session # 01057***
SESSION
America's Center St. Louis-232

Put It On a Screen...and Readers Are Hooked!

Category: Innovating With Technology
Audience: Classroom Teachers, Librarians/Media Specialists, Technology Coordinators/Trainers
Age Range: Ages 9-11
Clock Hours: 1

Put it on a screen... and readers are hooked! Anything becomes more interesting when you find a way to make it digitally enhanced. There are many simple ways educators can recapture student interest and introduce digital literacy with technology integration. Technology will never replace teachers, but it can make us more effective and efficient! Discover how to use technology to breathe new life into your classroom, clone yourself to maximize time with students, create a virtual newsstand for informational text, and engage students with digital collaboration and conversation.

Presenter(s)
Weber, Heidi, Loveland City School District, Loveland, OH

1:00 PM–2:00 PM ***Session # 00267***
SESSION
America's Center St. Louis-240

Reaching Out to Families: A Book Club Building Successful Partnerships, Readers and Thinkers!

Category: Teacher Preparation and Professional Development
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

We know that parents/caregivers are the most influential people in the education of their children. Literacy begins at home! Learn how we capitalized on that concept through our parent book club which focused on building relationships with diverse families to foster their children's literacy development. We will demonstrate how our book club successfully created a shared dialogue based on the book *Dear Parents: From Your Child's Loving Teacher* by Dana Arias. We'll share how the book club experience empowered culturally diverse parents in becoming active participants in their child's literacy progress and went beyond the question, How can I help my child with reading at home?

Presenter(s)
Biancalana, Natalie, Franklin Park District 84, Franklin Park, IL
Arias, Dana, New Field Public School, Chicago, IL
Drasutis, Eizabeth, Passow Elementary School, Franklin Park, IL
Nault, Nancy, Franklin Park District 84, Franklin Park, IL

1:00 PM–2:00 PM ***Session # 00965***
SESSION
America's Center St. Louis-141

Supporting Literacy in Irish Among Second Language Learners: Beware of Elephants in the Classroom!

Category: International Literacy Instruction
Audience: Classroom Teachers, Researchers, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

We show the principles of how Irish spelling works to offer insights into its consistency that needs a large set of complex rules. We examine the problems identified by Irish teachers in teaching Irish orthography, e.g. their doubts regarding syllables, spelling pronunciation, standard language versus dialect. We use a cross-dialect analysis of a corpus of children's literature to show that there is little overlap in the values of the graphemes used in Irish and English. We consider the benefits of offering early decoding instruction without sacrificing reading for meaning, and consider how more solid foundations in Irish decoding could contribute to learners' overall L2 development.

Presenter(s)
Hickey, Tina M., University College Dublin, Dublin, Ireland
Stenson, Nancy, University College Dublin and University of Minnesota, Dublin, Ireland

1:00 PM–2:00 PM ***Session # 01261***
SESSION
America's Center St. Louis-144

The Impact of Professional Development on Teachers' Enactment of New Literacy Practices

Category: Innovating With Technology
Audience: Classroom Teachers, Reading Teachers/Specialists/Coaches, Researchers, School or District Administrators, Teacher Educators
Age Range: Age 19+
Clock Hours: 1

Integrating literacy practices in content instruction has always been a challenge for teachers. With advancing technology, literacy evolves to include new forms of literacy made possible by digital technologies. New literacy refers to using technology to research, locate, evaluate, synthesize, and communicate information. The purpose of the session is to introduce a framework to guide content teachers' new literacy practices. We will share effective literacy strategies and technology that can facilitate the practice of new literacy with the audience, and discuss how this framework addresses Common Core Standards in content areas.

Presenter(s)
Hsu, Hui-Yin, New York Institute of Technology, Locust Valley, NY
Wang, Shiang-Kwei, New York Institute of Technology, Old Westbury, NY

1:00 PM–2:00 PM ***Session # 00623***
SESSION
America's Center St. Louis-145

Transforming Understanding Through Informational Read Alouds

Category: Content Literacy
Audience: Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists/Coaches, School or District Administrators, Special Education Teachers, Title I Teachers (U.S. Only), Undergraduate or graduate students
Age Range: General (age 4-18)
Clock Hours: 1

Well-chosen informational read alouds, interwoven with teacher demonstrations of thoughtful, reflective thinking aren't boring! They can be enticing and stimulating vehicles for expanding world knowledge—building strong foundations for learning in science and social studies.

When learners are immersed in read alouds that make information come alive, students become familiar with domain-specific vocabulary, launch genuine inquiry—and begin a journey that will offer a lifetime of confidence with nonfiction.

Presenter(s)
Hoyt, Linda, Author/Consultant, Powell Butte, OR
Simon, Seymour, Author/Seymour Science, New York, NY

1:00 PM–2:00 PM ***Session # 01251***
SESSION
America's Center St. Louis-140

Writing Rocks—Engaging Strategies for All

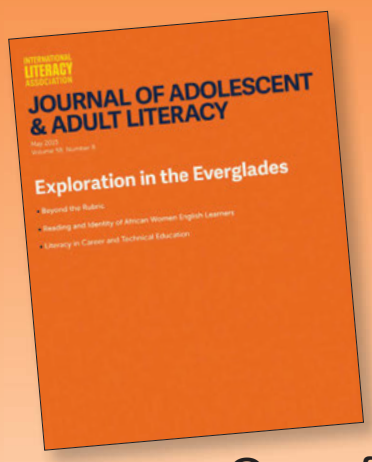
Category: Engaging Classroom Instruction
Audience: Beginning Teachers, Classroom Teachers, Teacher Educators
Age Range: General (age 4-18)
Clock Hours: 1

Writing is a necessity in education, but many teachers are unsure of how to incorporate writing engagements that aid students in learning content and allow them to hone their writing skills. This session will explain and demonstrate how writing can be used in a variety of venues to enhance learning. From ESPN to rap music, participants will learn how to incorporate writing in a unique and novel way while using it as a vehicle to enhance learning. Attendees will leave with classroom strategies and unique opportunities that motivate and engage students with writing.

Presenter(s)
Harper, Rebecca G., Georgia Regents University, Augusta, GA



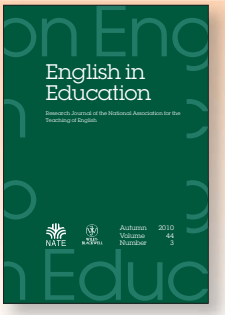
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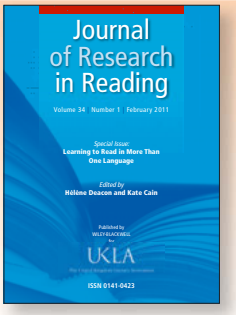




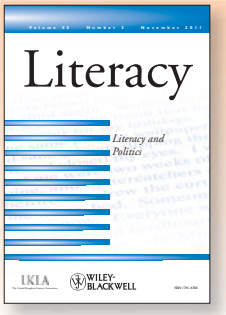
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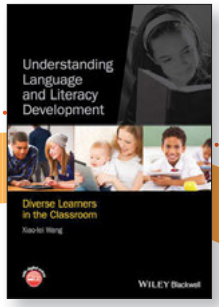


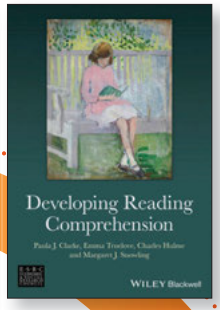
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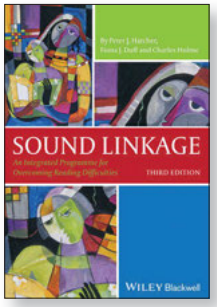


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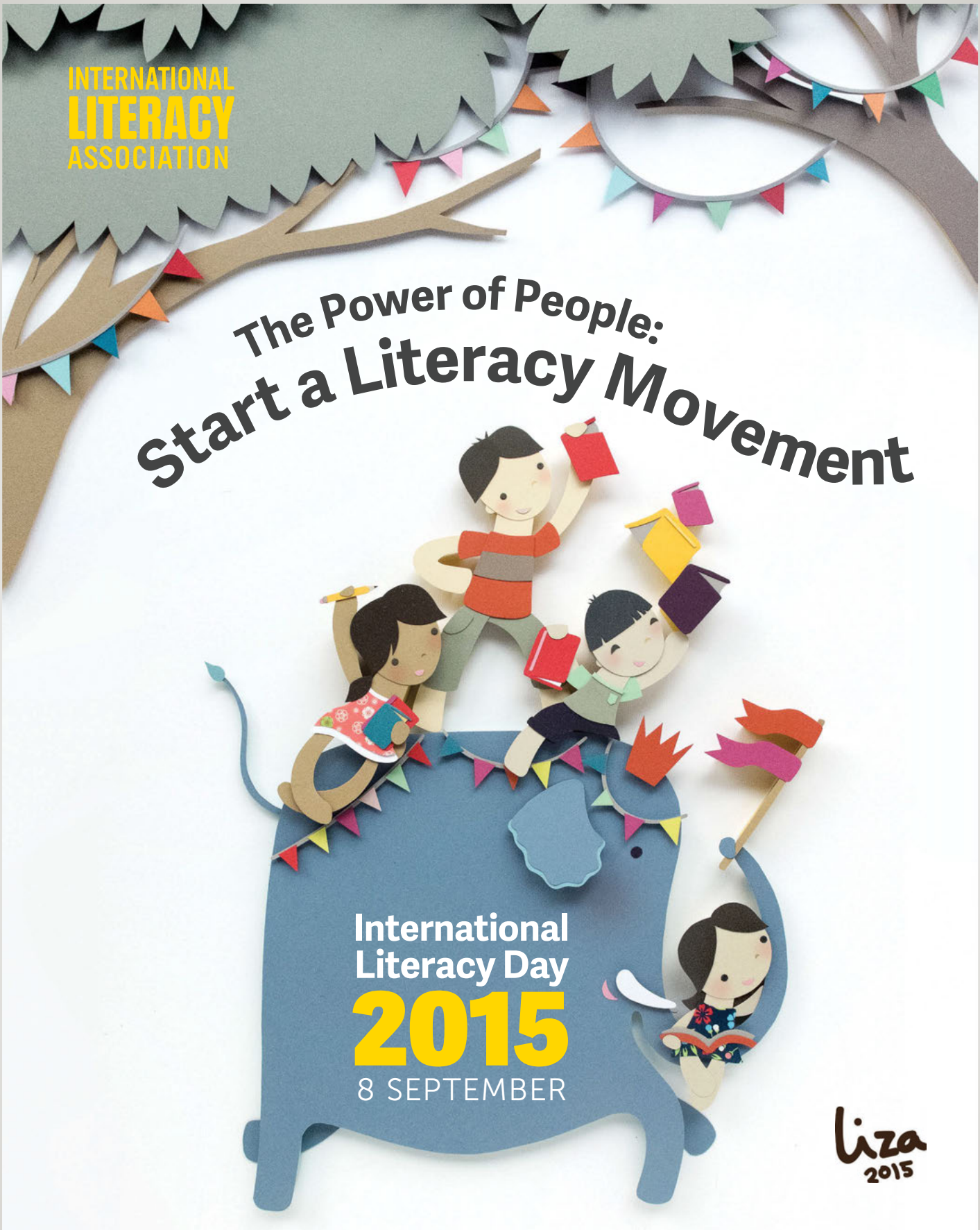
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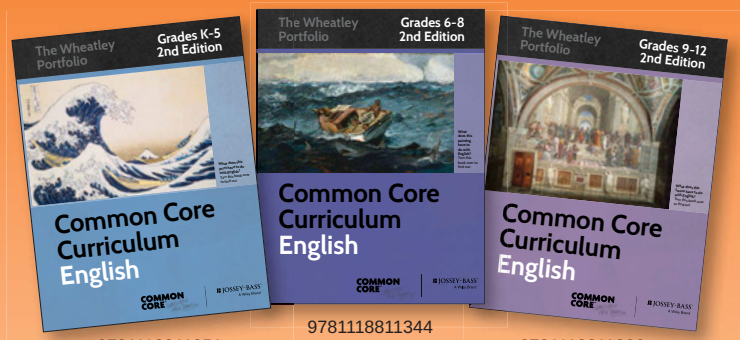
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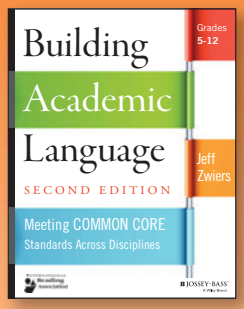


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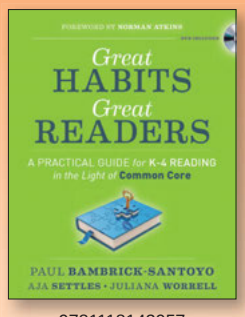
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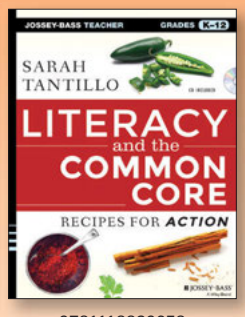
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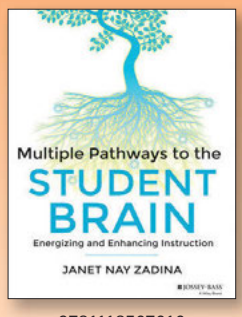
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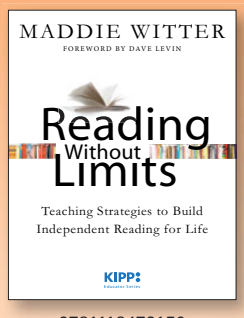
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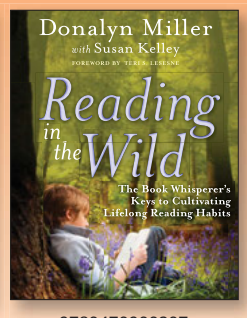
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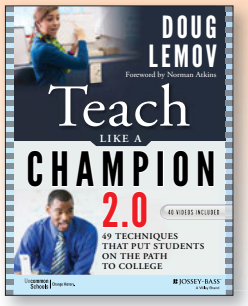
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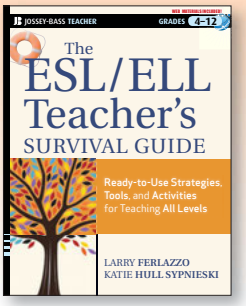
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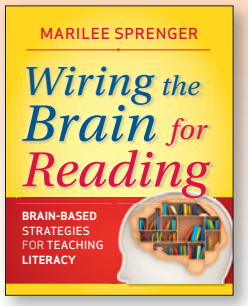
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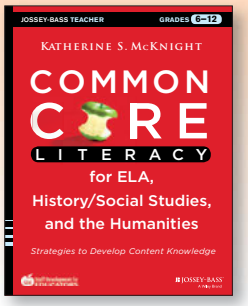
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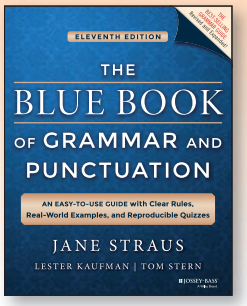
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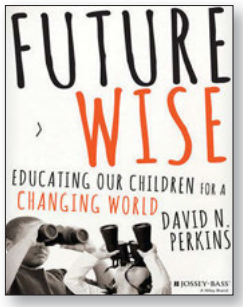
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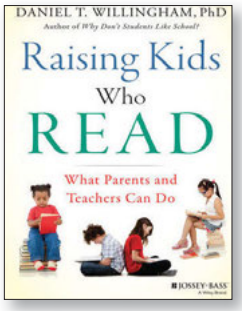
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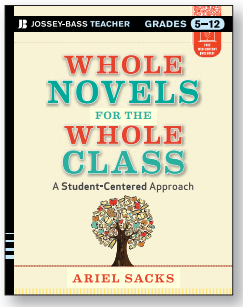
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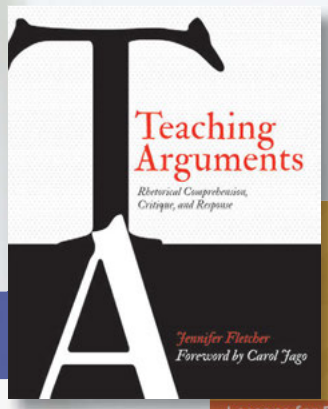
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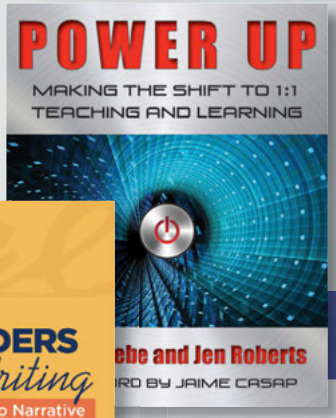
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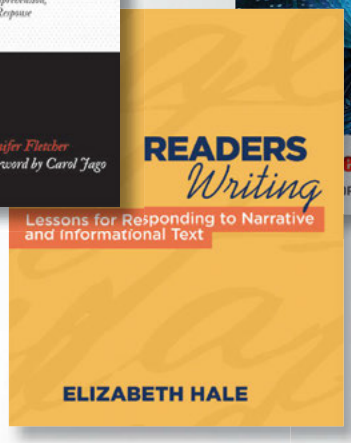
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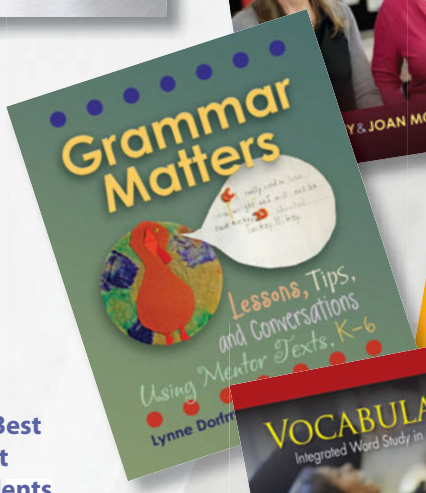




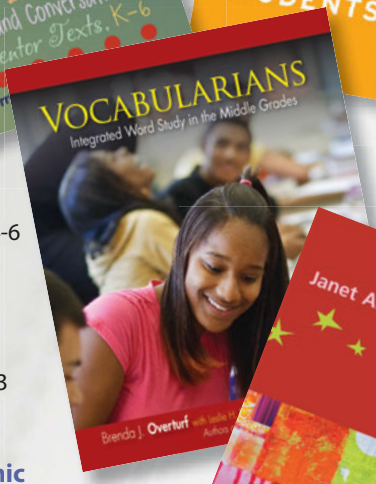














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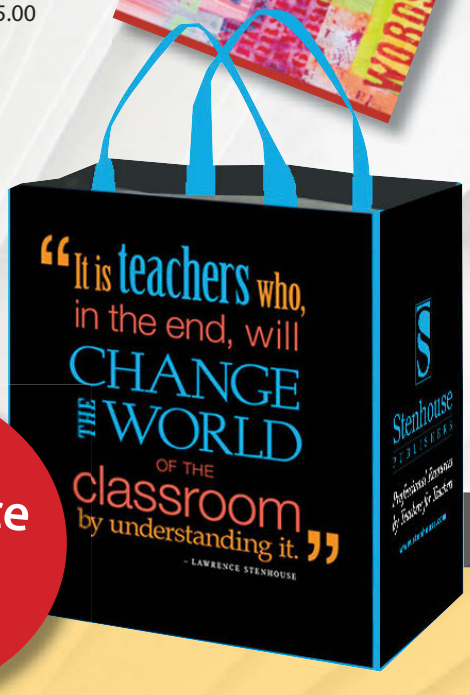
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EXHIBITOR HALL FLOOR PLAN

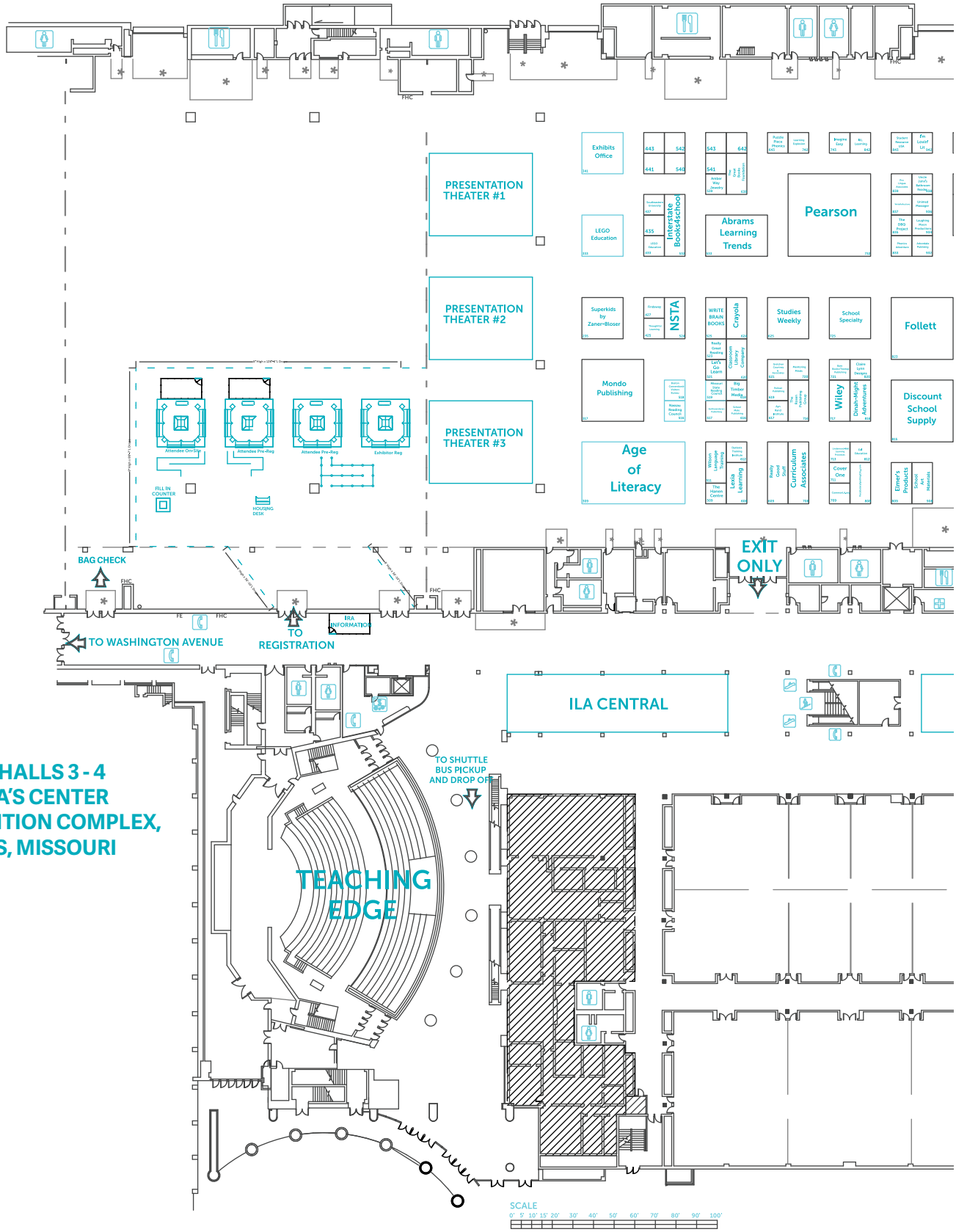
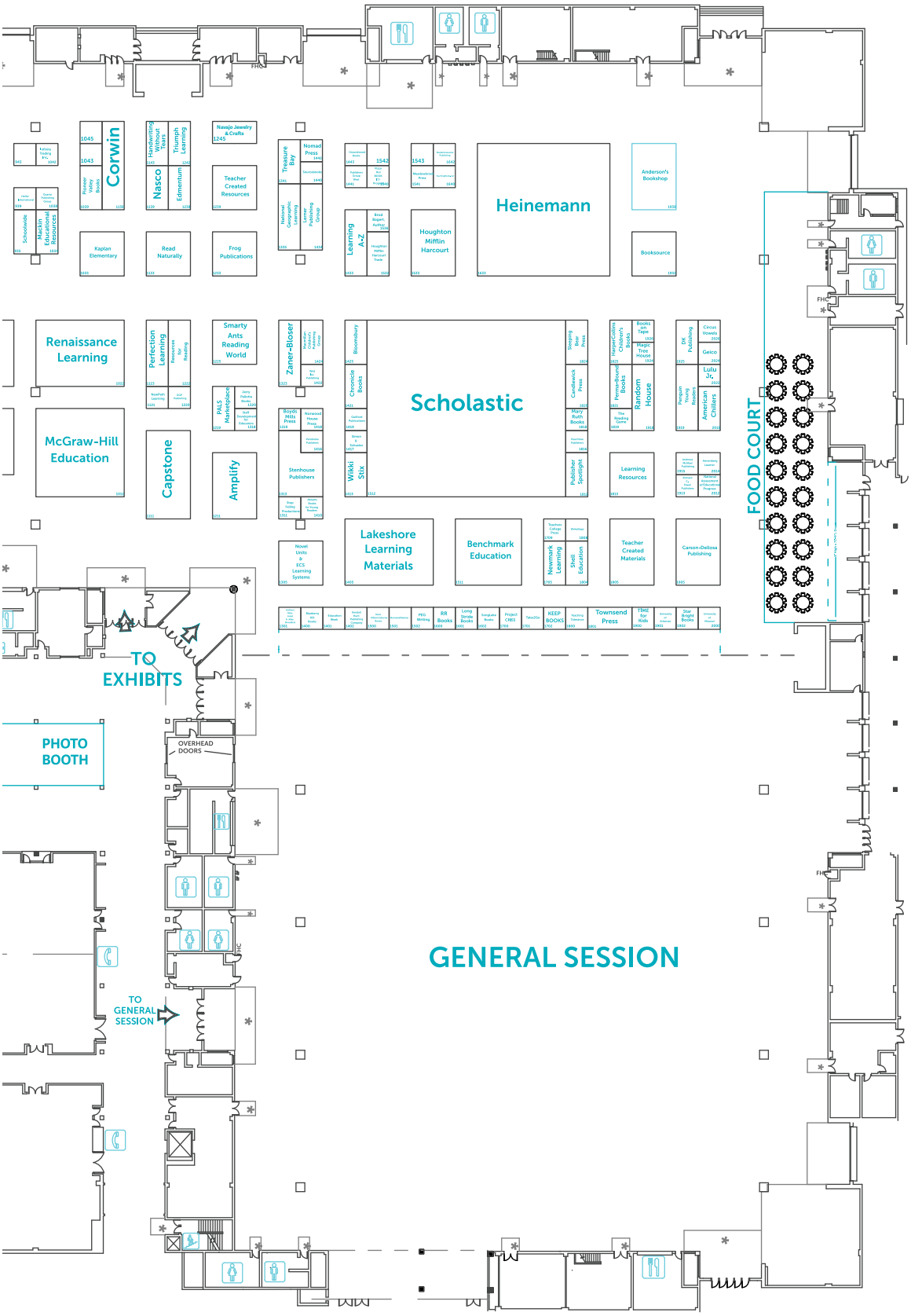


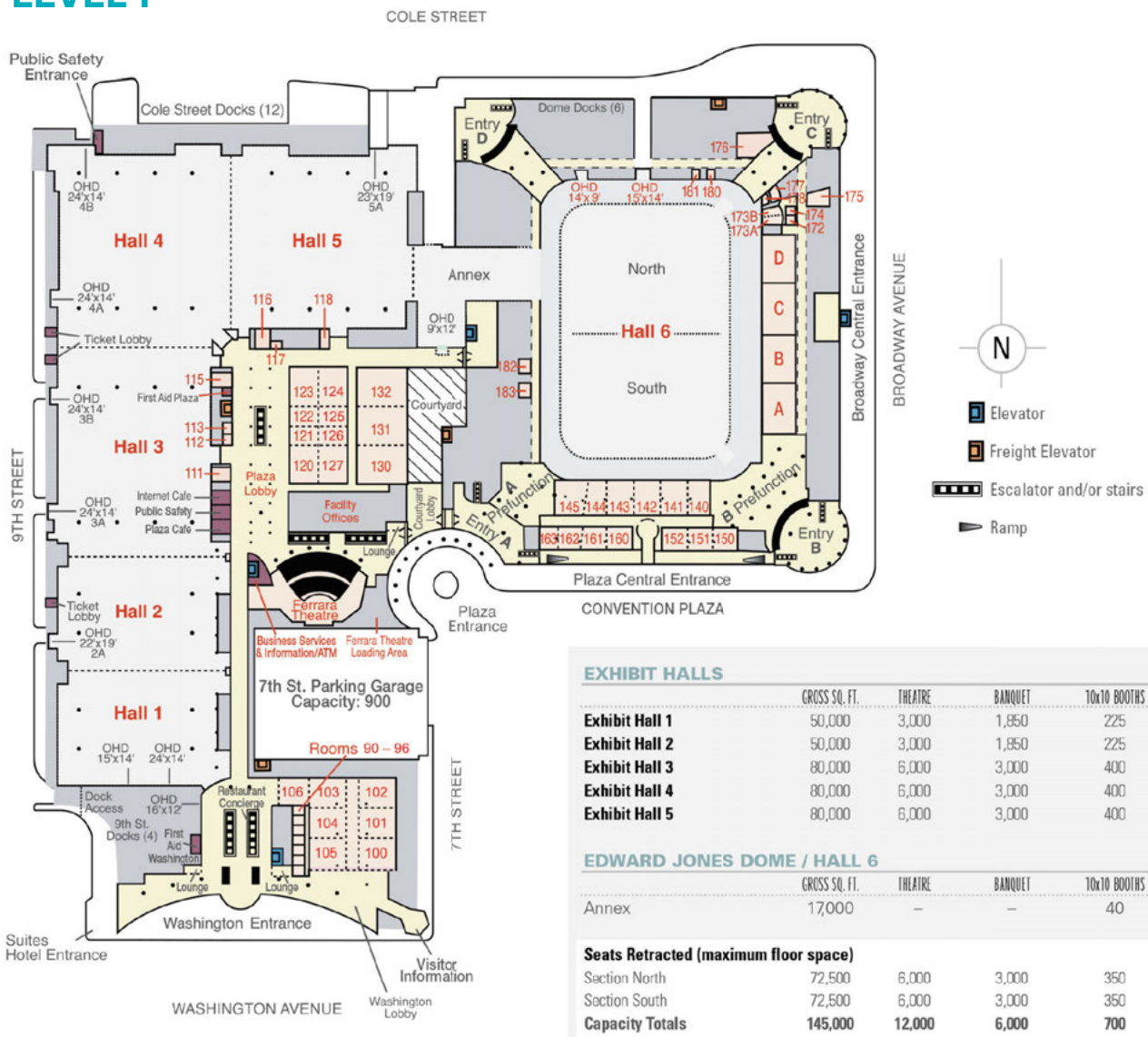
EXHIBIT HALLS 3 - 4
AMERICA'S CENTER CONVENTION COMPLEX, ST. LOUIS, MISSOURI

FLOOR PLAN


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CONVENTION CENTER FLOOR PLAN

LEVEL 1



Meeting room capacities are based on:

Chairs – 22" wide x 22" deep stacking chairs that hook together except in 220 Complex where ballroom chairs 19" wide x 19" deep are used.

Theatre Set – 8' deep x 12' wide stage with first row of seating 6' from the front of the stage. 3'2" row width. Rooms at least 30' wide: 4' center aisle; Rooms less than 30' wide: No center aisle. 3' perimeter aisles, minimum.

Classroom Set – 8'x18" tables in most rooms, some sets will use 6'x18" tables. 4 chairs per 8'x18" table, 3 chairs per 6'x18" table. 8' deep x 12' wide stage with first row of tables 6' from the front of the stage. 4'6" row width. Rooms 2,000 square feet or greater: 4' center aisle; Rooms less than 2,000 square feet: No center aisle. 3' perimeter aisles, minimum.

Banquet Set – 72" round tables; 12' from center to center of adjacent table. 10 chairs per table.

EXHIBIT HALLS

	GROSS SQ. FT.	THEATRE	BANQUET	10x10 BOOTHS
Exhibit Hall 1	50,000	3,000	1,850	225
Exhibit Hall 2	50,000	3,000	1,850	225
Exhibit Hall 3	80,000	6,000	3,000	400
Exhibit Hall 4	80,000	6,000	3,000	400
Exhibit Hall 5	80,000	6,000	3,000	400

EDWARD JONES DOME / HALL 6

	GROSS SQ. FT.	THEATRE	BANQUET	10x10 BOOTHS
Annex	17,000	–	–	40
Seats Retracted (maximum floor space)				
Section North	72,500	6,000	3,000	350
Section South	72,500	6,000	3,000	350
Capacity Totals	**145,000**	**12,000**	**6,000**	**700**
Seats Extended (maximum elevated seating)				
Section North	52,500	4,000	2,250	250
Section South	52,500	4,000	2,250	250
Capacity Totals	**104,000**	**8,000**	**4,500**	**500**

Hall 6 features "column free" space and is divisible to create unobstructed exhibit space as well as small and large general sessions and banquets.

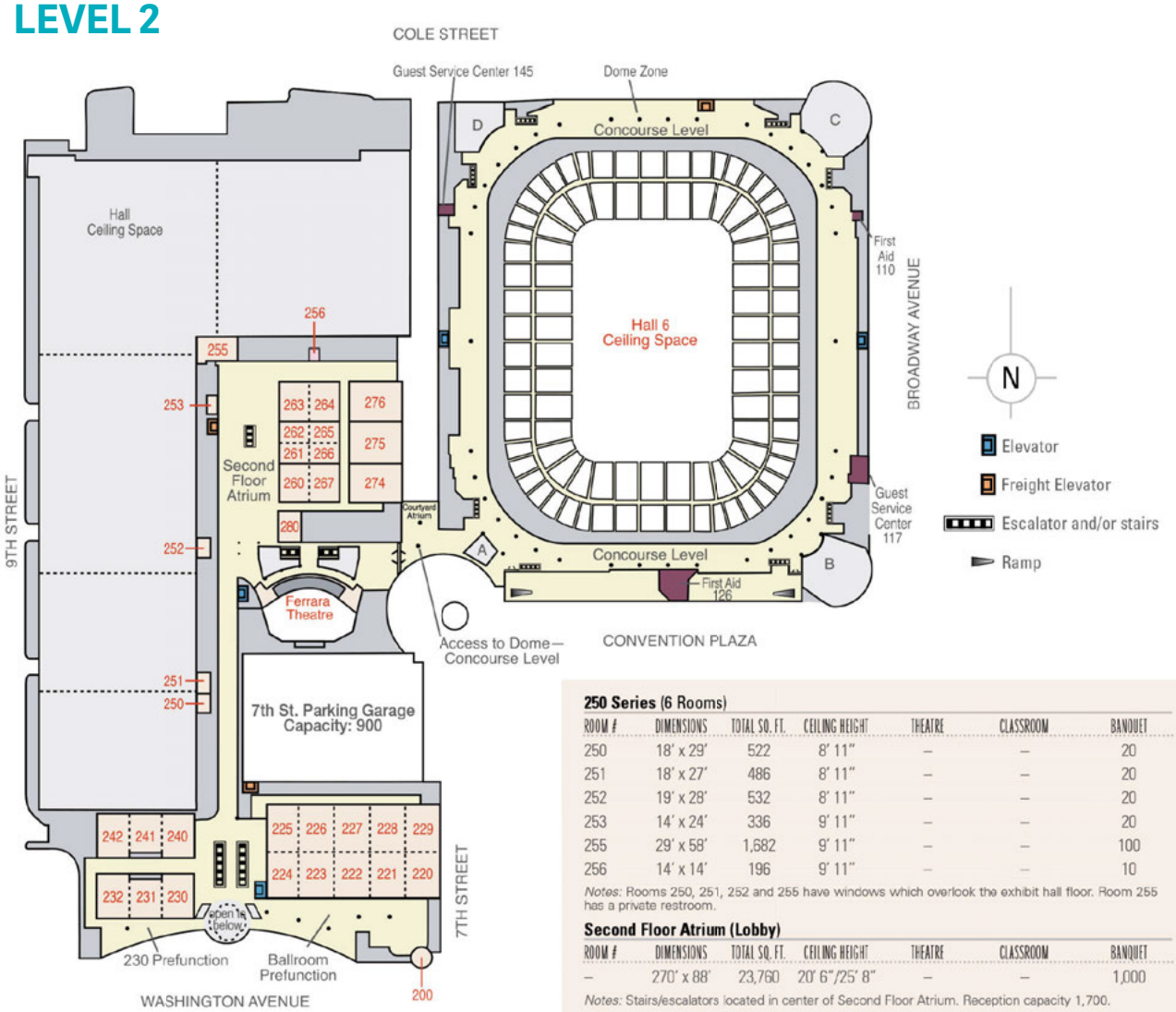
Concourse Seating Capacity: 28,352 | Terrace Seating Capacity: 29,400

FERRARA THEATRE

ROOM #	DIMENSIONS	TOTAL SQ. FT.	CEILING HEIGHT	THEATRE
Theatre	–	–	–	1,411
Dressing Room 1	9' x 12' (actual)	108	9'	–
	7' x 10' (usable)	70	9'	–
Dressing Room 2	12' x 10' (actual)	120	9'	–
	8' x 10' (usable)	80	9'	–

Notes: Dressing rooms have private restrooms and showers. Dressing rooms are for Ferrara Theatre use only. Permanent seating on three levels. Permanent stage and AV equipment.

LEVEL 2



230 Complex (3 Rooms)

ROOM #	DIMENSIONS	TOTAL SQ. FT.	CEILING HEIGHT	THEATRE	CLASSROOM	BANQUET
230	59' x 43'	2,537	12' 11"	216	128	120
231	51' x 44'	2,244	12' 11"	198	112	120
232	57' x 44'	2,508	12' 11"	216	128	120
Complex Total		**7,289**				

Note: Movement of portable walls provides a combination of rooms in the 230 complex.

240 Complex (3 Rooms)

ROOM #	DIMENSIONS	TOTAL SQ. FT.	CEILING HEIGHT	THEATRE	CLASSROOM	BANQUET
240	60' x 43'	2,580	13'	216	136	140
241	53' x 44'	2,332	13'	198	128	120
242	59' x 45'	2,655	13'	216	136	120
Complex Total		**7,567**				

Note: Movement of portable walls provides a combination of rooms in the 240 Complex.

250 Series (6 Rooms)

ROOM #	DIMENSIONS	TOTAL SQ. FT.	CEILING HEIGHT	THEATRE	CLASSROOM	BANQUET
250	18' x 29'	522	8' 11"	–	–	20
251	18' x 27'	486	8' 11"	–	–	20
252	19' x 28'	532	8' 11"	–	–	20
253	14' x 24'	336	9' 11"	–	–	20
255	29' x 58'	1,682	9' 11"	–	–	100
256	14' x 14'	196	9' 11"	–	–	10

Notes: Rooms 250, 251, 252 and 255 have windows which overlook the exhibit hall floor. Room 255 has a private restroom.

Second Floor Atrium (Lobby)

ROOM #	DIMENSIONS	TOTAL SQ. FT.	CEILING HEIGHT	THEATRE	CLASSROOM	BANQUET
–	270' x 88'	23,760	20' 6"/25' 8"	–	–	1,000

Notes: Stairs/escalators located in center of Second Floor Atrium. Reception capacity 1,700.

260 Series (8 Rooms)

ROOM #	DIMENSIONS	TOTAL SQ. FT.	CEILING HEIGHT	THEATRE	CLASSROOM	BANQUET
260	45' x 55'	2,475	14'	192	118	120
261	45' x 28'	1,260	14'	96	59	60
262	45' x 28'	1,260	14'	96	58	60
263	45' x 55'	2,475	14'	192	118	120
264	45' x 55'	2,475	14'	192	118	120
265	45' x 28'	1,260	14'	96	59	60
266	45' x 28'	1,260	14'	96	59	60
267	45' x 55'	2,475	14'	192	118	120

Note: Movement of portable walls provides a combination of some rooms in the 260 Series.

270 Series (3 Rooms)

ROOM #	DIMENSIONS	TOTAL SQ. FT.	CEILING HEIGHT	THEATRE	CLASSROOM	BANQUET
274	75' x 54'	4,050	14'	408	256	220
275	75' x 57'	4,275	14'	416	261	220
276	75' x 53'	3,975	14'	391	232	220

280 (1 Room)

ROOM #	DIMENSIONS	TOTAL SQ. FT.	CEILING HEIGHT	THEATRE	CLASSROOM	BANQUET
280	40' x 29'	1,160	13' 11"	84	55	60

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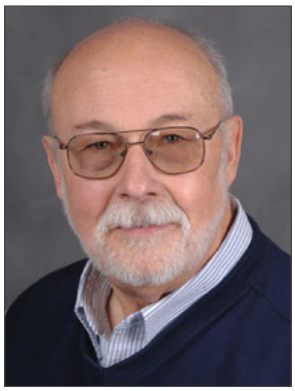
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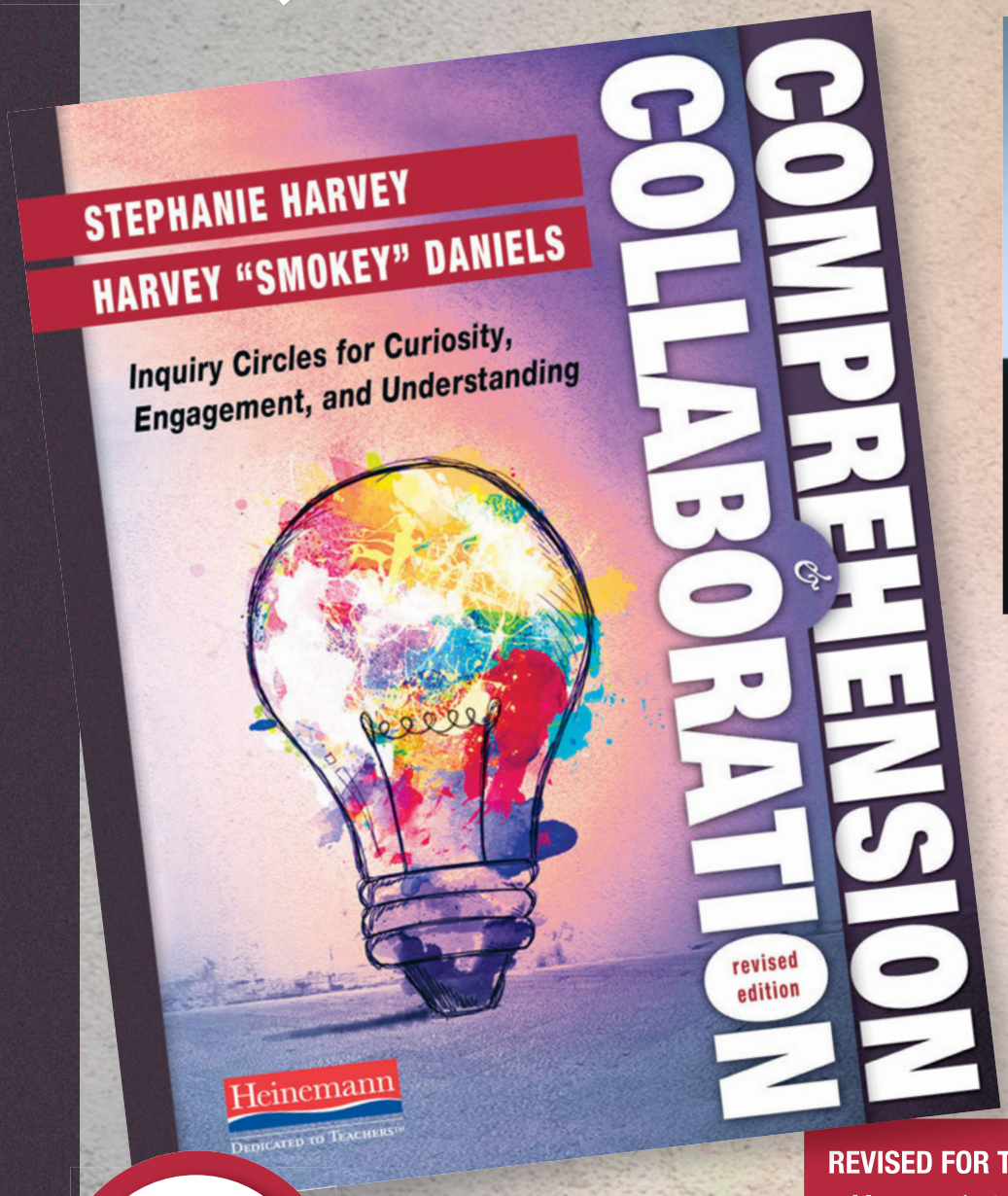
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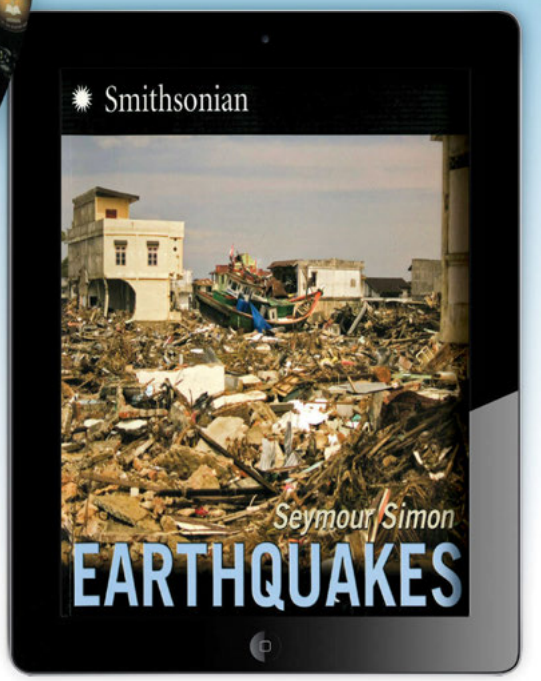
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