



TEXAS WOMAN'S UNIVERSITY
 2011 Billie J. Askew
**Reading Recovery &
 Literacy Institute K-6**
 November 3-4, 2011
 Dallas, Texas

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First Class Conferences
 P.O. Box 1367
 Mt. Pleasant, SC 29465

TEXAS WOMAN'S UNIVERSITY
 2011 Billie J. Askew
**Reading Recovery &
 Literacy Institute K-6**

November 3-4, 2011
 Dallas, Texas

WHO SHOULD ATTEND

- K - 3 Classroom teachers
- Reading specialists
- Literacy coaches
- Curriculum specialists
- Reading Recovery /
 Descubriendo la Lectura
 professionals
- Parents
- Title I teachers & coordinators
- Principal
- District administrators
- School librarians
- Literacy advocates

NEW & EXPANDED!
**Dual Language, Digital Literacy,
 Middle Grades!**



LUCY CALKINS
 Teachers College, Curriculum and
 Teaching, Columbia University



PAM ALLYN
 Executive Director, LitLife, Inc.

KEYNOTE SPEAKERS...



PAM ALLYN

Executive Director, LitLife, Inc.

Pam Allyn, M.Ed., is the executive director and founder of LitWorld, a global organization advocating for children's rights as readers, writers, and learners, and of LitLife, a national organization dedicated to school improvement. She is the author of the acclaimed and award-winning *What To Read When: The Books and Stories To Read With Your Child and All The Best Times To Read Them*. Her newest book is *Your Child's Writing Life*. Pam is widely known as a motivational speaker advocating for reading and writing as human rights that belong to all people.

SESSION TITLE:

**The Child's Writing Life:
Breaking Through to Story Power**

Thursday, November 3, 8:30 - 10:00 am



LUCY CALKINS

Teachers College, Curriculum and Teaching, Columbia University

Lucy Calkins, The Richard Robinson Professor of Children's Literature at Columbia University, is the founder and director of The Teachers College Reading and Writing Project. The Project is both a think-tank, developing state-of-the-art methods, as well as a provider of professional development for hundreds of schools. As a leader of this world-renowned organization, Dr. Calkins works closely with superintendents, district leaders, and school principals to re-imagine what is possible when school leadership is closely aligned with professional development. She is the author of ten books, including *The Art of Teaching Reading*, *The Art of Teaching Writing*, and *Raising Lifelong Learners: A Parent's Guide*.

SESSION TITLE:

Reclaiming the Teaching of Reading and Reading Skills, Especially, As Our Own

Friday, November 4, 10:15 - 11:45 am

STRAND INFORMATION...

Classroom Strand (CR)

Sessions in this strand are designed for classroom teachers and literacy leaders working with students in classrooms. The purpose of these sessions is to address effective literacy instruction around a wide variety of topics.

Middle Grades Strand (MD)

Sessions in this strand are designed for middle grades teachers and leaders. The purpose of these sessions is to address effective instruction. There is a highlighted session on Friday morning with Carl Anderson, a national writing expert. All middle grades teachers are encouraged to sign up for this highlighted session.

English Language Learners Strand (ELL)

Sessions in this strand are designed for classroom teachers working with students in English Language Learner (ELL) classroom settings. The purpose of these sessions is to address specific instructional practices that support language learning.

Bilingual/Dual Language Strand (BIL)

Sessions in this strand are designed for teachers who are providing literacy instruction in Spanish. The purpose of these sessions is to address effective literacy instruction in Spanish.

Literacy Leadership Strand (LRD)

Sessions in this strand are designed for teachers, teacher leaders, literacy coaches, and school leaders. The purpose of these sessions is to address collaborative processes that support the implementation of comprehensive school-wide literacy plans. There is a highlighted session on Friday morning with Dr. Kathy Escamilla, a national expert in working with diverse children in bilingual settings. All literacy leaders and administrators are encouraged to sign up for this highlighted session.

Reading Recovery/Descubriendo la Lectura Strand (RR or DLL)

Sessions on this strand are designed for training and in-training Reading Recovery and Descubriendo la Lectura teachers, teacher leaders, and trainers.



CONFERENCE SCHEDULE

Thursday November 3

- 8:30 – 10:00 Keynote: Pam Allyn
The Child's Writing Life:
Breaking Through to Story Power
- 10:00 – 10:30 Break
- 10:30 – 11:45 Breakout A
- 11:45 – 1:00 Lunch
- 1:00 – 2:15 Breakout B
- 2:15 – 2:45 Break
- 2:45 – 4:00 Breakout C

Friday November 4

- 8:30 – 9:45 Breakout D & Highlighted Leadership
and Middle Grades Sessions
- 9:45 – 10:15 Break
- 10:15 – 11:45 Keynote: Lucy Calkins
Reclaiming the Teaching of Reading and
Reading Skills, Especially, As Our Own
- 1:00 – 2:15 Breakout E
- 2:15 – 2:45 Break
- 2:45 – 4:00 Breakout F

READING RECOVERY & LITERACY INSTITUTE K-6

SESSION TIMES AND DESCRIPTIONS

THURSDAY, NOVEMBER 3, 2011

8:30-10:00am

KEYNOTE: Pam Allyn

The Child's Writing Life: Breaking Through to Story Power

Breakout A

10:30-11:45am

Matching Word Work and Strategic Reading Process to Text Level

Lea McGee, Professor & Marie Clay Chair, The Ohio State University

The presenter will describe a research-based continuum of decoding and spelling development, which suggests a first grade progression of word work. She will explain how to coordinate word work with teaching strategic reading processes at levels A, D, F, H, and J.

A1 CR

A New Look at Readers' Workshop: It's for Everyone!

Debbie Miller

This session will focus on organizing and maintaining a Readers' Workshop, and the many possibilities for in-depth teaching and learning, flexibility, and differentiation.

A2 CR

Reading Recovery New Book: Not a Test

Maryann McBride, Teacher Leader, Clemson University

This session will explore how to support readers during the first reading of the New Book so that it is successful. Videotapes and lesson records will be used.

A3 RR/CR

Writing in Reading Recovery and Writing Standards and Practices in the First Grade Classroom (repeated)

Adrian Klein, Professor, St. Mary's College, School of Education

In Reading Recovery, teachers understand the purpose of helping our students develop a self-extending system for literacy learning. In first grade classrooms, there is often a greater focus on reading skills and strategies, while writing is less well developed. Looking at the standards and expectations for first grade writing will help both Reading Recovery teachers and first grade colleagues share understandings about expectations in writing.

A4 RR/CR

Theory to Practice: Reciprocal Benefits of Phrased and Fluent Reading

Connie Briggs, Professor and Trainer of Teacher Leaders, Texas Woman's University

This session will explore how fluency is both a resource and benefit to emergent literacy learning. Theory will be connected to practice through clear examples supporting young readers.

A5 RR

Creating Text Sets for Meaningful Learning

Pat Watson, Associate Professor, Texas Woman's University

Learn to create text sets using different genres, media, and levels of reading difficulty to support the learning of readers with a range of experiences and interests.

A6 MD

Hey! I Can Write Like Mo Willems

Katrena Leininger, Reading Interventionist/ Literacy Coach, Denton ISD

This session for K-6 teachers will explore how teachers can use mentor texts from their students' favorite authors in mini-lessons to teach writer's craft, such as strong leads and writing with voice, as well as the use of written conventions, such as dialogue and punctuation.

A7 CR

The Benefits of Descubriendo La Lectura in a Paired Literacy Program

Kathy Escamilla, Professor of Education, University of Colorado at Boulder

This presentation will have two components. The first will be to present an overview of a Paired Literacy Instructional Model titled Literacy Squared. The benefits of paired literacy instruction (in Spanish and English) will be demonstrated and will be applied to simultaneous bilingual learners who are the majority Spanish/English population in U.S. schools. The second component will then describe the results of a research project, which examines the benefits of Descubriendo la Lectura for children in two Literacy Squared schools in Denver, Colorado.

A8 BIL

Caterpillars to Butterflies-Teaching for Integration and Transformation

Martha Rojas, DLL/ESL Teacher, Denver Public Schools

Co-Presenter: Karin Cecere, RR/DLL Teacher Leader, Denver Public Schools

"The goal of teaching is to assist the child to construct effective networks in his brain," Mary Clay. This session will provide participants with a better understanding of how to support students as they extend learning.

A9 DLL

Leveraging Technology to Enhance Classroom Learning

Dawn Peterson, Doctoral Student, Texas Woman's University
Co-Presenters: Maria Cahill, Assistant Professor, Texas Woman's University; Marla Robertson, Doctoral Student, Texas Woman's University

Technology tools integrated into primary classrooms can maximize learning. Discover how students might benefit from technology and what we learned during our research involving young children's use of animated storybooks.

A10 DIG LIT

Reading Recovery and Descubriendo La Lectura: Overview of Funding Opportunities

Anne Simpson, Professor, Texas Woman's University

This session will provide an overview of Reading Recovery and Descubriendo la Lectura. Current funding opportunities and program outcomes will also be shared so schools may strengthen or plan new implementations.

A11 LDR/RR/DLL

Learning to Read vs Reading to Learn: How Oral Language and High Interest Text Can Promote Bi-literacy

Holly Hansen-Thomas, Asst. Professor, Texas Woman's University

This session will focus on how oral language and high interest text can promote bi-literacy for children in classrooms.

A12 ELL/BIL

Breakout B

1:00-2:15pm

Teaching for Reciprocity

Maryann McBride, Teacher Leader, Clemson University

Both reading and writing can contribute to learning about print in the early acquisition stage. How can we as teachers make better use of these two pools of knowledge so that children will accelerate faster? This session will explore the concept of reciprocity and its role in teaching of RR students.

B1 RR

More Than Levels: Teaching our Youngest Readers to Choose Books Wisely

Debbie Miller

This session will focus on actions and practices that teach children to know books, know themselves as readers, and choose with purpose and intention.

B2 CR

INTENDED AUDIENCE/CONTENT KEY

CR – Classroom Emphasis Early Grades

MD – Middle Grades, ELL English Language Learners

BIL – Bilingual

LDR – Literacy Leaders & Administrators

DIG LIT – Digital Literacy

RR – Reading Recovery Teachers

DLL – Descubriendo La Lectura Teachers

Participants are encouraged to explore new topics and grade levels

Making Inferences During a Think-Aloud

Rosa Brooks, Instructional Reading Coach, Dallas ISD
Co-Presenter: Patricia Garcia-Smith, Instructional Reading Coach, Dallas ISD

This session will give participants an anchor lesson that will enable them to teach one of the most difficult cognitive strategies for the students to understand, 'Making Inferences.' In addition, they will be able to plan and practice think-alouds.

B3 BIL

In-depth Interactive Writing Lessons

Connie Sisneros, Bilingual/ESL Director, Temple ISD

Make your interactive writing more powerful by scaffolding learning, modeling productive linking, using analogies, and promoting varied literacy structures and text organization. This session will also focus on the teacher and what he or she can do to maximize the lesson. Content material will include English and Spanish class samples.

B4 ELL

Best New Books for Young Children: Librarian's Choices 2010

Sylvia Vardell, Professor, Texas Woman's University

Co-Presenters: Janet Hilbun, Assistant Professor, University of North Texas; Kim Kinnard, Doctoral Student, Texas Woman's University; Marianne Foliis, Doctoral Student, Texas Woman's University and Public Librarian, Irving Public Library; Maria Cahill, Assistant Professor, Texas Woman's University; Rebecca McKee, Doctoral Student, Texas Woman's University and School Librarian, Dallas ISD

A panel of librarians will present the TWU Librarian's Choices annual list of best books for children ages two through second grade along with related activities for children and families.

B5 CR

Working with Struggling Readers in Grades 3-5

Karen Gonzales, Director of ELA and Social Studies, Temple ISD

What do I do when my students are reading below or far below grade level? How do I help them when they are struggling to comprehend what they read? This session is designed for 3rd-5th grade teachers who are experiencing difficulty in understanding and accelerating their struggling intermediate readers. Come and learn systematic ways to observe literacy processing behaviors to help diagnose and target instruction for less proficient readers.

B6 MD

THURSDAY, NOVEMBER 3, 2011

Breakout B

1:00-2:15pm (continued)

The Art of Interactive Read-Aloud in the Classroom *Sandee Townley, Literacy Teacher and Coach, Lewisville ISD (retired)*

Great News! You can become an expert at Interactive Read-Aloud with your favorite book choices and some new ideas for new titles. Learn how to quickly plan a read-aloud that will engage students in listening, thinking, and improve students' comprehension. Read-alouds ARE in the new Common Core Standards.

B7 CR

Modifying Literacy Activities for Students in Special Education

Candice McFall, Reading Recovery/Special Education Teacher, Irving ISD

Co-Presenter: Holli Miknavich, Middle School Math, Irving ISD
This session will focus on modifying literacy instruction, activities, and assessment for students in special education. The audience will go away with tools and materials to use immediately in the classroom.

B8 CR

From Composing to Coding

Yvonne Rodriguez, Reading Recovery/ Descubriendo La Lectura Trainer, Texas Woman's University

The purpose of this session is to examine how students progress from a limited knowledge of written language to the more advanced alphabetic leveling. The session will focus on the theoretical and procedural understandings teachers must have to make the most powerful decisions. Excerpts from teacher/child interactions will be used to illustrate how teachers' understandings support and facilitate these shifts of knowledge for a student.

B9 DLL

In the Beginning...

Cynthia Bogle, Reading Recovery Teacher Leader, Fort Bend ISD

Through the earliest specific behaviors, children learn to direct their eyes to attend to print. This session will focus on how to explicitly and directly teach for these behaviors early.

B10 RR

Using Technology with Children to Promote Digital Literacy

Felicity Grandjean, Doctoral Student, Education Consultant, Texas Woman's University

This session will explain ways to incorporate technology within the classroom. Teachers will learn how to bridge the digital gap and promote multiple literacy development of both children and adults.

B11 DIG LIT

Analyzing Running Records

Carol Southerland, Adjunct Professor, Texas Woman's University

This session will provide practice in analyzing running records of children's oral reading. Analysis of how children search, monitor and self-correct with and for meaning, structure, and visual information will be demonstrated and practiced.

B12 RR/CR

Breakout C

2:45-4:00pm

Understanding Writing Development in Emerging Bilinguals

Kathy Escamilla, Professor, University of Colorado at Boulder

This presentation will have two parts. The first will demonstrate how to utilize the writing samples of Spanish/English emerging bilinguals to better understand writing behaviors and skills of children learning to read and write two languages. Second, the writing samples will be examined for teaching implications related to writing between and across languages.

C1 BIL

Hey Soul Teacher: Innovations for the New Era in Education

Pam Allyn, Executive Director, LitLife, Inc.

The new ingredients for empowering the role of teachers nationwide as leaders.

C2 MD/CR

Powerful Teaching of Writing in Reading Recovery: Avoiding the Pitfalls (repeated)

Lea McGee, Professor & Marie Clay Chair,

The Ohio State University

This presentation will prepare Reading Recovery teachers to plan more effectively for writing. The presenter will describe how to teach children to move up the gradient of text complexity in writing by avoiding common teaching "pitfalls."

C3 RR

Yes, We Teach Phonics in Reading Recovery (repeated)

Connie Briggs, Professor and Trainer of Teacher Leaders,

Texas Woman's University

This session will look at phonemic awareness and phonics instruction within the framework of research and effective practices, as well as a theory of literacy processing within continuous text.

C4 RR

Oral Language Development Theory to Practice

Adrian Klein, Professor, St. Mary's College, School of Education

Supporting teachers' understanding of oral language development promotes equity and access to instruction for all students including English Learners. In this session, classroom-based examples and research from an oral language development grant at the national New Teacher Center will be shared.

C5 CR/RR

The Intentional and Beneficial Uses of Digital Devices

Sharla Snider, Professor, Texas Woman's University

Digital devices increasingly provide alternative ways for children to tell stories, create art, and construct realities. This presentation will explore the concepts of the development of a sense of self and literacy development in a digital age. Through a conversation around these concepts, the audience will begin constructing a plan for using and recommending technology that promotes positive literacy development and social well being for children and families.

C6 DIG LIT

Conferring with Readers: A Practical Approach

Cindy Boney, Instructional Coach, Temple ISD

Are students really reading - really? Teachers will learn how to confer with readers, define what is real reading, diagnose and address student needs, match books to readers, reinforce strengths, and implement classroom management techniques. Real classroom examples will illustrate these teaching strategies.

C7 CR

Bundles of Writing-A Year-Long Writing Journey

Janice Perrin, Director of Instruction, Deer Park ISD

Learn how to incorporate a year-long writing curriculum into curriculum bundles thoughtfully spaced throughout the year. Learn to analyze student writing and spelling development.

C8 CR

Strengthening Visual Processing with DLL Students

Yvonne Rodriguez, Reading Recovery/ Descubriendo La Lectura Trainer, Texas Woman's University

How do we know we're establishing an effective and efficient visual processing system for DLL students? In this session we will explore the factors that facilitate DLL students in developing flexibility and fluency with visual information. We will examine records to gain better understandings of what can be done over time to facilitate independence and a self-extending system for a given child.

C9 DLL

Collaborative Conversations about Literacy: "Say What?"

Jamie MacDougall, Assistant Principal, Irving ISD

Turn teacher-directed conversations into an exciting student-led exchange of ideas. This session will contain practical strategies on building the structure for meaningful student inquiry by using read-alouds and students' independent reading to jump start higher level thinking and purposeful conversations.

C10 CR

Learning to Write the REAL: Crafting Expository Papers

Marie Reed, Campus Reading Specialist, Richardson ISD

Co-Presenter: Dot Pitts, Reading-Language Arts Consultant

21st Century literacy requires writing in many contexts. This session addresses the structure and craft of expository essays in grades 3-6. Presenters showcase student writings that are engaging and creative, but meet rigorous STAAR standards.

C11 MD

Principals' Top Ten List for a Successful RR/DLL Implementation

Cynthia Bogle, Reading Recovery Teacher Leader, Fort Bend ISD

Co-Presenters: Ginger Carrabine, Principal, Fort Bend ISD; Irma Cobos, Principal, Fort Bend ISD

One large suburban district will share their Top 10 List that has enabled them to grow their RR/DLL program and continue to thrive over the past seventeen years.

C12 LDR/RR/DLL

SESSION TIMES AND DESCRIPTIONS

FRIDAY, NOVEMBER 4, 2011

Breakout D

8:30-9:45am

A Spiral Curriculum for the Reading Workshop: Charting a K-8 Common Core Aligned Curriculum for Teaching Reading

Lucy Calkins, Professor and Director of Reading & Writing Project, Teachers College, Curriculum and Teaching, Columbia University

In order to teach the higher level skills that are required today, schools need to design curriculum in which young people are explicitly taught the skills of synthesis, critical reading, interpretation and writing about reading. The instruction that young people are given one day, one month, one year, and the next needs to build on what has preceded it, and teachers need a clear sense of the trajectories along which skills develop.

D1 CR

HIGHLIGHTED

Leading Schools Towards Bilingual Success

Kathy Escamilla, Professor of Education, University of Colorado at Boulder

This presentation will have five components that are needed for schools to be able to implement successful programs for Emerging Bilingual Students. These components include:

- 1) Understanding simultaneous bilingualism (the new normal);
- 2) Moving beyond the 'good teaching is good teaching' platitudes;
- 3) Developing a full repertoire of biliteracy/bilingualism;
- 4) Changing current paradigms of literacy instruction; and
- 5) Embracing culture. The research base and practical implications for each of these will be discussed.

D2 LDR/ELL

Reader's Notebooks: Pedagogical Strategies toward Active Response Notebooks

Lauren Lewis, Instructional Coach, Belton ISD

Readers actively respond while reading by making unique connections to themselves, their world, and other pieces of literature. This session will focus on incorporating students' readers' notebooks into reading workshop, and how teachers can help our young readers deepen responses to literature, and find reading identities.

D3 CR

Writing in Reading Recovery and Writing Standards and Practices in the First Grade Classroom

Adrian Klein, Professor, St. Mary's College, School of Education

In Reading Recovery, teachers understand the purpose of helping our students develop a self-extending system for literacy learning. In first grade classrooms, there is often a greater focus on reading skills and strategies, while writing is less well developed. Looking at the standards and expectations for first grade writing will help both Reading Recovery teachers and first grade colleagues share understandings about expectations in writing.

D4 RR/CR

Breakout D (cont.)

8:30-9:45am

Assessing Writers

Carl Anderson

In this session, participants will learn about smart, ready-to-use ideas and strategies for assessing the writers in their classrooms, and how to use the results of their assessments to decide what to teach students next in mini-lessons and one-on-one writing conferences.

D5 MD

HIGHLIGHTED

STAAR and Oral Language: What's the Connection

Viki Munn, RR Teacher Leader

Co-Presenter: Jan Bogard

This session will address strategies that kindergarten and first grade classroom teachers can use to support students who are at risk of becoming struggling readers. Video clips will be shared.

D6 CR

Listo! Sharp and Ready: Preparing Teachers for Linguistically Diverse Populations

Martha Foote, Professor and Head, Department of Curriculum and Instruction, Texas A&M University-Commerce

Dr. Chris Green, Associate Professor, Texas A&M University-Commerce; Dr. Carole Walker, Professor, Texas A&M University-Commerce

Results from the OELA-funded initiative to better prepare teachers to teach linguistically diverse students will be shared. Reflective narratives from faculty working within five course re-design teams will be included.

D7 ELL

Turning the Light on to Deeper Comprehension for K-2 Readers

Nicki Booker, Reading Specialist (K-6), Pearland ISD

Co-Presenter: Noel Gray, Director of Curriculum, Pearland ISD

Explore ways to add depth and rigor to your classroom instruction in comprehension skills and strategies along the gradual release model continuum.

D8 CR

Books and Drawings: How Student Artists Respond to Children's Literature

Saba Vlach, 2nd Grade Teacher, Arlington ISD

Co-Presenters: Maegan Holycross, Reading Specialist, Birdville ISD; and Dr. Claudia Haag, Assistant Professor, Texas Woman's University

Based on the work of Dr. Kathy Short, the presentors will demonstrate artistic responses to children's literature - graffiti boards, sketches-to-stretch, heart maps, and other artworks. Please come ready to participate!

D9 CR

Using Authors as Mentors

Lezlie Langford, First-Grade Teacher, Arlington ISD

The session will focus on how to use the writing crafts and structures of your favorite authors to create amazing writers in your classroom.

D10 CR

Analyzing Running Records

Carol Southerland, Adjunct Professor, Texas Woman's University

This session will provide practice in analyzing running records of children's oral reading. Analysis of how children search, monitor and self-correct with and for meaning, structure, and visual information will be demonstrated and practiced.

D11 RR/CR

10:15-11:45am

KEYNOTE: Lucy Calkins

Reclaiming the Teaching of Reading and Reading Skills, Especially, As Our Own

Breakout E

1:00-2:15pm

It's More than the Picture: How to Help Children Construct Literacy Processing Systems

Nancy Anderson, Professor, Texas Woman's University

Early learning is much more than copying routine behaviors like "sounding out" or "looking at the picture." Rather, successful children engage their senses and use movement and language to weave together a decision-making system related to reading and writing. Learn how to think about, observe and respond to children's early learning through analysis of video, testing data, and role playing teaching moves.

E1 RR/CR

The Power of Talk in Deepening Comprehension

Terri Beeler, Literacy Consultant/Founder, Connect and Reflect LLC

During this session participants will examine the importance of oral language to reading and writing success. Teachers will explore how to have more conversations that flow, and raise students' language and literacy development.

E2 CR

Yes, We Teach Phonics in Reading Recovery

Connie Briggs, Professor and Trainer of Teacher Leaders, Texas Woman's University

This session will look at phonemic awareness and phonics instruction within the framework of research and effective practices as well as a theory of literacy processing within continuous text.

E3 RR

Powerful Teaching of Writing in Reading Recovery: Avoiding the Pitfalls

Lea McGee, Professor & Marie Clay Chair, The Ohio State University

This presentation will prepare Reading Recovery teachers to plan more effectively for writing. The presenter will describe how to teach children to move up the gradient of text complexity in writing by avoiding common teaching "pitfalls."

E4 RR

Conferring with Student Writers (repeated)

Carl Anderson

In this session, participants will learn the how-to's of having effective writing conferences with students. Carl will discuss essential conferring concepts, and explain the teacher's role in a writing conference.

E5 MD

Bring Back Show and Tell

Janice Perrin, Director of Instruction, Deer Park ISD

Learn how to include Show & Tell into your balanced literacy program. A 21st Century update to a classic children's experience.

E6 CR

Five Years of Climbing toward Exemplary

Sam Kelley, Principal, Denton ISD

Co-Presenters: Marcia Kellum, RR Teacher Leader, Denton ISD; Sandy Brown, Coordinator, Language Arts, Dyslexia 305; Judy Gasser, Visiting Associate Professor, Texas Woman's University

Preparing all students to be literate citizens of the world is both a daunting and exhilarating task in schools of poverty. This session tells the resounding story of a successful whole school effort to scaffold literacy learners who choose to read and write effectively throughout the grades. The mountain was climbed and the exemplary peak conquered.

E7 LDR

Focus, Rigor, and Learning Globish in a Digital World

Rita Deyoe-Chiullan, Adjunct Professor, Texas Woman's University

Increased focus and rigor are demanded. This session will explain how ELLs learn "standard English" as "globish" in an internet-mediated social-linguistic environment where immediacy and simplicity trump precision and accuracy. This session will help participants understand how to teach while considering these complex linguistic concepts.

E8 ELL/DIG LIT

Thinking About Word Work: More Than Sorts and Flash Cards

Nikki Thompson, Literacy Coach, RR Teacher, Arlington ISD

We spend a lot of time talking to our kids about strategies for reading. We need to also have strategies for spelling. This session will focus on how word work is a way to teach strategies for spelling and reading words.

E9 CR

Fostering a Love for Reading Through Social Collaboration

Kimberly Lee, First Year Teacher Coach, Lewisville ISD

This is an interactive session that unveils the relationship between social collaboration and its effects on elementary students' intrinsic motivation to read. Literacy centers for application in the elementary classroom will be the focus.

E10 CR

Making it easy to learn: Early literacy and ELLs

Cynthia Rodriguez-Eagle, Assoc. Professor, University of North Texas-Dallas

English language learners face a dual challenge as they acquire literacy: learning to read and write while learning a new language. As teachers, we are challenged with supporting ELLs in the new language and helping them to flourish as readers and writers. This session will address key principles that teachers should know to help facilitate and support language and literacy development.

E11 ELL

Breakout F

2:45-4:00pm

Talking Reading and Writing

Maryann McBride, Teacher Leader, Clemson University

Having a short but meaningful conversation can be challenging for some teachers and some children. This session will use video clips to explore the power of these conversations.

F1 RR

Language Development and Reading and Writing Success

Cathy Duvall, Reading Recovery Teachr Leader, Fort Bend ISD

During this session participants will examine the importance of oral language to reading and writing success. Teachers will explore how to have more conversations that flow, and raise students' language and literacy development.

F2 CR

Turning the Light On to Deeper Comprehension for 3-6 Readers

Stacie VanLoenen, Reading Specialist (K-6) Pearland ISD

Co-Presenter: Dawn Lyssy, Reading Specialist (K-6), Pearland ISD

This session will explore ways to add depth and rigor classroom instruction in comprehension skills and strategies all along the continuum of the gradual release model so teachers may prepare for STAAR.

F3 MD

Serving the Culturally Diverse Gifted Student: Activities to Increase Language Literacy

Bonnie Casmer, Advanced Academics Faciliator, Temple ISD

Inquiry circles, poetry, and drama promote higher level thinking while increasing language. The session will explain verbal discussions in the classroom and how to scaffold language learning to increase vocabulary. This differentiated instruction works for all students.

F4 ELL

Conferring with Student Writers

Carl Anderson

In this session, participants will learn the how-to's of having effective writing conferences with students. Carl will discuss essential conferring concepts, and explain the teacher's role in a writing conference.

F5 MD

Efficient Processing: What and How to Teach

Erin Burke, Reading Recovery Teacher Leader/K-2 Instructional Specialist, Deer Park ISD

Children's processing changes over time. Our goal is to help children develop efficient processing. How does efficient processing look at different points in time in a child's program? Examples and video clips will be shared.

F6 RR

What Neuroscience is Teaching about Learning and Change

Kathryn Kee, Professional Certified Coach, Coaching for Results, Inc.

How do educators implement research findings from neuroscience to impact change? Participants will examine three research sources and apply to personal practice and results.

F7 LDR

FEATURED

Breakout F (cont.)

2:45-4:00pm

Rhythm, Rhyme, Repetition: Playing with Words in the Classroom

Melissa Caraway, Assistant Professor, University of Dallas

Participants will explore rhythm and rhyme activities designed to develop phonemic and phonological awareness, concepts about print, and word recognition. Have fun, and leave with new tools for young readers!

F8 CR

Classroom Libraries: Motivating Children to Read through Access and Choice

Mary Virginia Meeks, School Librarian, Dallas ISD

Co-Presenter: Maria Cahill, Assistant Professor, Texas Woman's University

Motivate students to read with varied and quality choices in your classroom library. Learn how to evaluate, select, organize, and manage appropriate children's literature for students' independent reading.

F9 CR

Change Over Time for Composing a Story

Sandee Townley, RR Teacher Leader, Lewisville ISD (retired)

Interactions during a "genuine conversation" can lead to writing success or contribute to a child's confusions. See examples of The Good, The Bad, and The Ugly conversations for composing a story during Literacy Lessons. Discuss how the conversations between teacher and child support the language development of all students, especially ELL learners.

F10 RR

Process to Product: Supporting Bilingual Students in Writing

Cynthia Rodriguez-Eagle, Assoc. Professor, University of North Texas-Dallas

This interactive session will share how the writing process can be used as a valuable tool for assessing and planning writing lessons for students receiving literacy instruction in Spanish. Participants will explore writing samples to discuss how to identify the strengths and needs of young, developing writers.

F11 ELL

Register online at <http://www.firstclassconferences.com>

REGISTRATION FORM

If you register online do not send a registration form by mail. Mailed registrations must be received by October 20, 2011. Online registration is available until October 20, 2011. Confirmation letters will not be sent by mail; however, participants will receive an electronic confirmation and will need to pick up a name tag at the on-site registration desk. Full time students registering for Early Literacy Institute must register by mail. **Have questions? Please contact (843) 471-2357.**

One registration per form. / Type or print clearly. / Make a copy of the registration form for your records.

Name _____ School _____
 School Address _____ City _____ State _____ Zip _____
 Cell Phone (____) _____ - _____ Work Phone (____) _____ - _____ Fax (____) _____ - _____
 Email (required) _____ ADA accommodations requested.
 Primary Professional Role: Administrator Coach Classroom Teacher Reading Recovery/DLL Other _____

Fees (Please mark all that apply to you).

Full Conference \$198
 Full Conference + Leadership Strand (includes luncheon) \$240
 Full Time Student for Early Literacy Institute \$75
 Add Late Fee (after Oct. 2, 2010) \$25
 RRCNA New Membership/Renewal \$60
 RRCNA In-training/Retired Membership \$40
TOTAL FEE ENCLOSED \$ _____

Payment Information

- Make checks payable to First Class Conferences.
- Fax registrations are not accepted.
- All purchase orders must include a complete billing address in order to process registrations.

Method of Payment: Credit Card Check # Approved
 PO# _____
 Please provide the following information to pay with credit card: MC Visa Disc
 Card # _____ / _____ / _____ / _____ Exp. Date _____
 Signature _____
 Purchase Order # _____
 Email Treasurer: _____
 Organization: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ FAX: _____

Return completed form and fee to:
 First Class Conferences
 P.O. Box 1367
 Mount Pleasant, SC
 29465

If you are filling this form out for someone else...please add your name, email and phone number

NOTE: All purchase orders must be paid within 30 days after the conference or a late fee of \$50 will be assessed.

GENERAL INFORMATION

HOTEL RATES

Hyatt Regency at Reunion Hotel, 300 Reunion Blvd., Dallas, TX 75207, 214-651-1234
 Single/Double/Triple/Quadruple – \$139 (Rates do not include applicable taxes.) (Room block is open until October 2, 2010)

Method of Reservations: Personal checks, money orders, or valid American Express, Diners Club, Discover Card, Visa or MasterCard number and expiration date will be required to hold a guest room for late arrival.

All reservations must be made individually through the Hotel's Reservation Department by calling 214-651-1234, 800-421-1442 or on the Hyatt website: https://resweb.passkey.com/Resweb.do?mode=welcom_e_gi_new&groupID=3417771

REGISTRATION INFORMATION

- Keep a copy of your registration form for your records.
- Make checks payable to First Class Conferences.
- Mailed registrations must be received by October 20. Online registration is available until October 20. Registrations may be accepted on-site on a space available basis only.
- Please fill out the registration form on page 10 and mark the Institute(s) you will be attending. Each Institute requires individual registration fees. Return the completed registration form along with your check, credit card number, or purchase order. If registering with a purchase order, you will need to provide an accounts payable address and a contact name on the P.O.
- Confirmation letters will not be sent by mail; however, participants will receive an electronic confirmation and will pick up a name tag at the on-site registration desk. If you have not received an electronic confirmation by October 22, please contact by email bartholomew.six@gmail.com
- Contact Us: First Class Conferences (843) 471-2357 or email: Holly Bartholomew at bartholomew.six@gmail.com

REFUND/CANCELLATION POLICY

All cancellations must be in writing and faxed to 843-471-2369 by October 15, 2011 or emailed to Bartholomew.six@gmail.com.

There is a \$50.00 processing fee on each registration. No refunds will be given after the Institute begins. We honor substitutions in writing at any time.

READING RECOVERY INSTITUTE

Please indicate your preference by putting 1 or 2 or 3 next to your selections in each timeframe. Sessions will be ticketed this year and there will be a ticket exchange at the Institute if you do not get your top preferences.

Check here if you do not wish to receive information about Reading Recovery Council of North America.

THURSDAY, NOVEMBER 3, 2011

Breakout A • 10:30 - 11:45am ___ A1 CR ___ A2 CR ___ A3 RR/CR ___ A4 RR/CR ___ A5 RR ___ A6 MD
 ___ A7 CR ___ A8 BIL ___ A9 DLL ___ A10 DIG LIT ___ A11 LDR/RR/DLL ___ A12 ELL/BIL

Breakout B • 1:00 - 2:15pm ___ B1 RR ___ B2 CR ___ B3 BIL ___ B4 ELL ___ B5 CR ___ B6 MD
 ___ B7 CR ___ B8 CR ___ B9 DLL ___ B10 RR ___ B11 DIG LIT ___ B12 RR/CR

Breakout C • 2:45 - 4:00pm ___ C1 BIL ___ C2 MD/CR ___ C3 RR ___ C4 RR ___ C5 CR/RR ___ C6 DIG LIT
 ___ C7 CR ___ C8 CR ___ C9 DLL ___ C10 CR ___ C11 MD ___ C12 LDR/RR/DLL

FRIDAY, NOVEMBER 4, 2011

Breakout D • 8:30 - 9:45am ___ D1 RR/MD ___ D2 LDR/ELL ___ D3 CR ___ D4 RR/CR ___ D5 MD ___ D6 CR
 ___ D7 ELL ___ D8 CR ___ D9 CR ___ D10 CR ___ D11 RR/CR

Breakout E • 1:00 - 2:15pm ___ E1 CR/RR ___ E2 CR ___ E3 RR ___ E4 RR ___ E5 MD ___ E6 CR
 ___ E7 LDR ___ E8 ELL/DIG LIT ___ E9 CR ___ E10 CR ___ E11 ELL

Breakout F • 2:45 - 4:00pm ___ F1 RR ___ F2 CR ___ F3 MD ___ F4 ELL ___ F5 MD ___ F6 RR
 ___ F7 LDR ___ F8 CR ___ F9 CR ___ F10 RR ___ F11 ELL

Full Time Student Information: The Institute will be offered to full time students for a reduced fee of \$75 if appropriate documentation is attached. To receive the reduced fee, the registrant must submit the following signed statement on university letterhead along with the registration form and payment.

- I (name of professor) certify that (name of registrant) is a full time student at (name of university).
- Signature of Professor (The statement must be signed by the registrant's professor or chair).