

# 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**

FEATURED

### 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**

FEATURED

### 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**

FEATURED

### 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**

FEATURED

### 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**

FEATURED

### 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

FEATURED

### 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**

FEATURED

### 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**

## 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**

## 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

**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**

### **FEATURED 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**

### **FEATURED 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**

### **FEATURED 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**

# SESSION TIMES AND DESCRIPTIONS

## FRIDAY, NOVEMBER 4, 2011

### Breakout D

#### 8:30-9:45am

#### 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**

FEATURED

#### 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

FEATURED

#### 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 presenters 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**

## FEATURED 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**

## FEATURED 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 Teacher 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 Facilitator, 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**