

Grades K–2 Classroom Literacy

STRAND SESSIONS

Enhancing Writing Through Oral Storytelling

Rosemary Baker, primary literacy coordinator, Penncrest Schools, Saegertown, PA

Oral storytelling can be an effective tool for teaching writing in primary classrooms. Video examples include strategies for teaching oral storytelling as well as conferring with individual learners.

Shared Reading and Informational Text in K–2

Mary Borba, associate professor, California State University, Stanislaus, Turlock, CA

Focus on the importance of integrating literacy and informational text in K–2 using shared reading strategies. Teacher-made charts are featured to model the process.

Thinking Aloud: It's Worth Talking About

Sharon Callen, literacy consultant, Adelaide, Australia

Denise Ryan, education consultant, Melbourne, Australia

Draw on brain-based research, the research of Marie Clay, and the elements of apprenticeship learning to explore the role of talk in helping readers, writers, and thinkers build a successful network of literacy strategies.

Pre-K Bilingual Writers: How Does It Happen?

From Spring Branch ISD, Houston, TX:

*Dorlian Donalson, bilingual pre-kindergarten teacher
Sara Hannes, pre-kindergarten director*

Learn to value the process of bilingual students learning to read, write, and illustrate their own books. Videoclips, work samples, and center activities are shared.

Differentiated Literacy Centers Made Easy!

Denise Estelle, classroom teacher, Western Wayne School Corporation, Cambridge City, IN

Do you struggle to provide differentiation? Learn to develop and manage meaningful, differentiated centers to allow your students to work on appropriate concepts. Examples of activities and management tools are shared.

Telling the Story with Your Voice

Laura Harrington, literacy specialist, Council Rock Schools, Newtown, PA

Fluency is essential to understanding of text. Explore the 'prosodic features of language' and learn how to teach and prompt for phrasing in fast and fluent reading. Theory, video demonstration, and strategy instruction are shared.

Write From Day 1: Initiating Writing Workshop

From Williamsport Area Schools, Williamsport, PA:

*Wendy Kelsey, primary literacy coordinator/
kindergarten teacher
Michelle Bennett, kindergarten teacher*

Learn the tools, procedures, and minilessons necessary as kindergarten teachers successfully launch writing workshop at the beginning of the year.

Using the Reading Process to Inform Instruction

Karolyn King, Title I coordinator/reading supervisor, South-Western City Schools, Grove City, OH

What do your students need next? Learn how to combine understanding of the reading process with analysis of running records to make instructional decisions, and prioritize instruction and word work to create a 'meaning maker.'

Nonfiction Text, It's Not Just for Science

*From Oak Lawn-Hometown D123 Schools, Oak Lawn, IL:
Gerry Krull, literacy facilitator
Peg Wiora, literacy specialist*

Explore the characteristics of nonfiction texts in shared and guided reading, share methods for deeper understanding, and consider ways to use entry points and visual literacy to make this genre accessible. View lesson examples.

Linking Word Study to Reading and Writing

*From Goshen Community Schools, Goshen, IN:
Lori Line, primary literacy coach/interventionist
Ruth Metcalfe, district literacy coordinator*

Teachers can ensure students apply letter/sound/word knowledge when reading and writing. Explore methods for targeted word study and teaching for strategic application. View student samples and videoclips.

The 'Write' Time for Writing Conversation

*From Kokomo Center School Corporation, Kokomo, IN:
Carol Lutz, literacy coach
Kathi Hoover, literacy coach/1st-grade teacher*

Conferencing and sharing are hidden treasures of writing workshop. *Writing talk* is key to unlocking the 'treasure chest' that honors writers, teaches new understandings, differentiates, and gathers data to guide instructional decisions.

Author Study in a Primary Classroom

Kristi McCullough, literacy coordinator, Western Wayne Schools, Cambridge City, IN

Prepare to interest your students in reading and writing with an author study. Children become an apprentice to a famous author looking closely at how decisions are made in the writing process.

Reading Recovery and First Grade — A Joint Effort

*From Albany City Schools, Albany, NY:
Barbara McKenna, literacy specialist
Rachel Christiansen, 1st-grade teacher*

When Reading Recovery and classroom teachers work together, student progress is efficient and accelerated. Videos of teacher conferences and discussions are included.

What Do You Do When They Can't Read, "No. No. No."

Florence Miyamoto, intervention specialist, Spring Branch ISD, Houston, TX

Learn how to write simple books that meet individual needs and support the early behaviors of reading, strategic reading behavior, and concepts about print. Examples of easy to make books are shared.

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STRAND SESSIONS CONTINUED

Writing Poetry with Kindergartners

Denise Morgan, professor, Kent State University, Kent, OH

From Solon City Schools, Solon, OH:

Jessica Kobe, teacher

Katie Plesec, literacy teacher leader

Jeffery Williams, district literacy leader

Explore a 2-week poetry study with kindergarten students. An overview of the unit, videoclips of minilessons and conferences, and students' samples are shared.

Reading and Math — A Perfect Marriage!

From MSD Decatur Township, Indianapolis, IN:

Becky O'Connor, literacy coordinator

Ashley Dyck, kindergarten teacher

Are you using best practices in teaching reading and writing? Learn to integrate effective literacy practices in the K-1 math block with read-alouds and a variety of reading and writing activities.

Small-Group Instruction for RTI

Karen Odegard, literacy consultant, Woodbury, MN

Adria Klein, literacy specialist, Saint Mary's College, Moraga, CA

Struggling students need a specifically tailored approach to support oral language development, syntax, vocabulary development, and text comprehension. A design with a focus on building independence in reading and writing is presented.

Early Literacy and the Autism Spectrum Learner

Heather Ostrowski, Title I reading teacher, West Noble School Corporation, Ligonier, IN

Learn practical strategies to promote literacy and language processing in children with autism spectrum disorders. Teaching considerations include sensory issues, fine motor skills, visual learning, concise directions, and understanding of temporal concepts.

Making the Literature/Math Connection

Beth Pohlman, 2nd-grade teacher, Madeira City Schools, Cincinnati, OH

Teachers learn ways to choose and incorporate quality literature into the instruction of math concepts. A list of book titles, ideas for using each book, and samples of student work are presented.

Guided Writing: Teaching with Power and Purpose (K-3)

Jan Richardson, educational consultant, Arlington, VA

Guided writing is a small-group approach to writing instruction that targets a specific skill or strategy students need to learn. Topics include analyzing writing samples to identify a focus strategy, creating powerful minilessons, and providing appropriate scaffolds and prompts that help accelerate students.

The Effect of Reading Recovery and Coaching on K-2 Teachers and Students

From The Ohio State University, Columbus, OH:

Patricia Scharer, professor

Andrea McCarrier, Literacy Collaborative trainer

Gay Su Pinnell, professor emerita

Examine the findings of a 4-year, federally funded study in 18 Literacy Collaborative schools. Learn how data analysis connected coaching with teacher change and student achievement.

Learning Decision Making in Community Writing

Jen Schrecengost, reading specialist/coach, North Hills Schools, Pittsburgh, PA

Andrea McCarrier, Literacy Collaborative trainer, The Ohio State University, Columbus, OH

Video excerpts show first graders engaged in a writing process to create an information book about mealworms. Teacher decision making during the 3-week project supported their learning as they wrote their books.

Effective Classroom Collaboration (K-3)

From Shelby County Public Schools, Shelbyville, KY:

Melissa Sims, teacher

Yvonne Fox, RTA intervention teacher

Wendy Hendon, teacher

Toni Moore, Title I teacher

Collaboration often presents many obstacles. Learn strategies to make collaboration more effective with the entire literacy team. Resources include sample schedules, lesson plan models, and videoclips.

Writing Workshop in Kindergarten

From Hilliard City Schools, Hilliard, OH:

Andrea Waselko, literacy coordinator

Debra Lairson, literacy coordinator

Jacki Prati, kindergarten teacher/literacy coordinator

Learn to analyze student writing in order to plan instruction that shifts students in the writing workshop. Videos show a teacher analyzing student writing to plan a writing minilesson, and implementing the lesson.

An Interactive Approach to Linking Language and Literacy for English Language Learners

Anne Weisenberg, assistant professor, California State University, Stanislaus, Turlock, CA

Learn how to link oral language with literacy. Help English learners build bridges between speaking, reading, and writing with an interactive, language experience approach. Includes audience participation.

Online Only Registration!
Please be sure to read all
the important information on
pages 22 and 23.