

Grades K-2 Classroom Literacy

Teaching Writers Using Mentor Text

Vicky Anderson, primary literacy coordinator/1st-grade, Moorhead Public Schools, Moorhead, MN

Observe primary students using mentor authors to understand their own writing using specific writer's craft. Share video clips, community writing examples, and independent writing samples.

Pre, During, and After (PDA) Strategies for Content Literacy (K-6)

Pamela Bell, assistant professor of teacher education, Gordon College, Barnesville, GA

Focus on PDA strategies used for comprehension across the curriculum. Examine PDA techniques proven to make a difference in content literacy, and take home a PDA booklet.

I Am Responsible for My Learning: Teaching for Independence

From Buckeye Valley Local Schools, Delaware, OH:

Connie Brown, literacy coach

Laura Bain, teacher

Amanda Bindel, teacher

Sarah Ramge, teacher

Explore student self-management related to learning throughout the day. View videos and examine children working independently at literacy workstations. Investigate how this learning transfers to large- and small-group instruction.

Building Skills for Early Literacy Pre-K – K

From Centerville City Schools, Centerville, OH:

Wendy Burkhardt, pre-K special education teacher

Carrie Gould, pre-K special education teacher

Lori Reazin, pre-K special education teacher

Ideas are provided to support literacy skills in pre-K/K students who exhibit weaknesses in letter recognition, letter-sound relationships, letter formation/writing, rhyming, and alliteration.

Higher-Level Comprehension, Writing About Reading, and the Common Core Standards (K-6)

Lucy Calkins, professor and founding director, Teachers College Reading and Writing Project, Columbia University, New York, NY

Lucy will unpack the curricular implications of the Common Core Standards. She will especially address ways to support students in writing about reading and in higher-level comprehension.

Teaching Before Prompting in Guided Reading

Cheryl Carter, literacy coordinator, Xenia Community Schools, Xenia, OH

Learn to use focused, small group shared reading lessons to sustain self-extending learners during guided reading. View data and video clips that support student change over time.

Family Book Club

From Orange City Schools, Pepper Pike, OH:

Anne Ferlito, kindergarten teacher

Mary Endsley, 1st-grade teacher

Involve families in their students' literacy development. Learn about a family book club with ideas and suggestions for both parents and educators. The design and implementation of this authentic activity are illustrated.

Engaging Parents with Literacy Nights (K-6)

Angela Foster, literacy specialist, Anderson County Board of Education, Lawrenceburg, KY

Learn how to bring parents into your school for reading events and engage them with literacy strategies. View family night themes, receive planning materials, and ask questions about getting started.

Investigating Nonfiction

From Kokomo Center School Corporation, Kokomo, IN:

LaShanna Fuller, 1st-grade language arts teacher

Lyndsi Smith, literacy coach

Nonfiction texts make up most of our reading lives. It is critical to teach students at an early age how to read nonfiction. Follow our journey in creating nonfiction detectives.

Nurturing Young Writers

Matt Glover, educational consultant and author, Cincinnati, OH

Young children are capable of incredible thinking, which can be seen in their writing, when they see themselves as writers and when adults honor children's approximations of writing. Using video and writing samples, learn how these beliefs translate into instructional practices in early childhood classrooms. Practical and developmentally appropriate strategies are provided.

Sparking Writers: Invitations and Entry Points for Young Writers

Matt Glover, educational consultant and author, Cincinnati, OH

How do teachers invite young children to write? Examine five possible entry points that, when matched with individual children, tap into their motivation to write. Numerous authentic writing samples demonstrate invitations and strategies that nurture children's disposition towards writing.

Crafting Early Writers

From Boise State University, Boise, ID:

Anne Gregory, professor of literacy

Mary Ann Cahill, assistant professor of literacy

Interactive writing supports students' growth across several literacy areas. Explore ways to develop children's understanding of the craft of writing through interactive writing.

Reading and Writing as Tools for Inquiry

Kelly Hoenie, Literacy Collaborative coordinator, Hilliard City Schools, Hilliard, OH

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

Teach kindergarten students to use reading to gather information and writing to record their learning as they investigate backyard habitats. Videoclips of lessons and student work are shared.

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Linking Language, Literacy, and Behaviors – Pre-K – 6

From Alpine Schools, American Fork, UT:

RDeen Huerta, English language development specialist
Jamie Wheat, 2nd-grade teacher

Explore methods that include oral language interaction, reading and writing exercises, and coping mechanisms for language impoverished students and English language learners in Grades pre-K – 6.

Inferring: The Heartbeat of Comprehension (K-6)

From Fairfax County Public Schools, Falls Church, VA:

Pat Johnson, literacy consultant
Katie Keier, literacy specialist

Comprehending beyond the literal level of texts is important. How do we teach students about inferring? Learn to teach students to dig deeper into the articles, stories, and books they read.

Harnessing the Power of Shared Demonstrations (K-6)

From Fairfax County Public Schools, Falls Church, VA:

Katie Keier, literacy specialist
Pat Johnson, literacy consultant

Are we jumping too fast from modeling to independent practice? Interactive teaching allows students to take on increased responsibility for thinking and comprehending as the teacher guides them through shared demonstrations.

Oral Language Development: Theory to Practice for Pre-K – 2

Adria Klein, professor, Saint Mary's College, Moraga, CA

Allison Briceno, literacy specialist, Ravenswood City Schools, East Palo Alto, CA

From New Teacher Center, Santa Cruz, CA:

Kitty Dixon, director, school/district support and innovation
Bee Meeders, literacy specialist and mentor
Deb Nemecek, literacy specialist and mentor
April Stout, literacy specialist and mentor
Susan Wray, literacy specialist and mentor

Supporting teachers' understanding of oral language development promotes equity and access to instruction for all students including English language learners. Classroom-based examples and research from the New Teacher Center are shared.

Writing About Reading: A 2nd-Grade Transition

From Richmond Community Schools, Richmond, IN:

Jane Lamb, district literacy coordinator
Eva Wolfe, primary literacy coordinator

Scaffold students to think deeper as they write about their reading. Teacher thinking and student work will show the step-by-step process of supporting students to independence.

Growing Great Writers

From Kokomo Center Consolidated School Corporation, Kokomo, IN:

Carol Lutz, district K-5 literacy coach
Lyndsi Smith, district K-5 literacy coach

Growing writers takes time and planning. Grounding your writing work in a consistent framework makes writing time together more productive and enjoyable! Learn to establish writing workshop in your classroom to grow young writers.

Matching Word Work with Text Level

Lea McGee, professor, The Ohio State University, Columbus, OH

Learn how to match word work to text level reading during small group differentiated reading lessons. Theories of decoding and invented spelling are used to determine word work targets for text levels 1-16 (A-J).

Scaffolding Learning About Text Structures

From Fairfax County Public Schools, Falls Church, VA:

Alexandra McKenrick, reading resource teacher
Megan Kratz, 1st-grade teacher

Prepare students to encounter texts with increasingly challenging structures. Use a mix of read-aloud, shared reading, and guided reading to scaffold new text challenges. Lesson videos show teaching text structures.

Engaged Interactive Read-Aloud (K-6)

Cathy Miller, consultant, Huntsville, AL

Turn a most neglected classroom tool into a powerhouse solution for every child. Learn the when, where, and why of this new technique and its impact on motivation and skills.

Having At It: Creating Cultures of Thinking, Understanding, and Independence (K-6)

Debbie Miller, educational consultant and author, Littleton, CO

Debbie addresses comprehension strategy instruction, with emphasis on modeling and thinking aloud, placing children in authentic learning situations to practice what we are working to teach them, and the fine art of conferring.

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Book Selection: Showing Children How To Make Wise Choices

Debbie Miller, educational consultant and author, Littleton, CO

Do your children have opportunities to choose at least some of the books they read during independent reading time? Do they make wise choices? Debbie shares some current work around book selection, particularly for children in the primary grades.

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Power of Language and Book Talks with Kindergartners

Christy Moore, literacy coach, Blackford County Schools, Hartford City, IN

Stephanie Copes, literacy specialist, University of Arkansas at Little Rock, Little Rock, AR

Explore findings from a study on how an emergent language/literacy classroom intervention assisted six struggling kindergartners in accelerating their learning (letter identification, text reading levels) and their participation in rich literature discussions.

Developing Oral Language: A Response to Intervention Model

From Tyler ISD, Tyler, TX:

Niki Munn, trainer of primary intervention specialists
Jan Bogard, ELA facilitator and literacy coach trainer
Joanna Neel, literacy coach

The implementation of a response to intervention (RTI) model for developing oral language is discussed. Videos of teaching and intervention results are shared.

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Guided Reading for Kindergarten ELL Students

From Fairfax County Public Schools, Falls Church, VA:

*Lauren Nye, kindergarten teacher
Erin Carney, kindergarten teacher
Kathleen Fay, primary Literacy Collaborative coordinator
Michelle Gale, kindergarten teacher*

Learn how to adapt the guided reading format to ensure that English language learners leave kindergarten as readers. Hear about our entire language arts block and our research results.

Keys to Effective Classroom Intervention: Teaching Readers Who Struggle

Lisa Puckett, literacy coach, Goshen Community Schools, Goshen, IN

Teaching struggling readers is a challenge for literacy educators. Teaching must be based on careful analysis of literacy behaviors and an understanding of how to enable children to develop processing systems in reading and writing.

Using Running Records to Guide Teaching

Shelly Schaub, Literacy Collaborative trainer, The Ohio State University, Columbus, OH

Videos and student examples are provided to help you learn to select texts based on characteristics of learners and design book introductions to engage students thinking within, beyond, and about texts in guided reading.

Talking with Children or Talking at Children?

*James Schnug, associate professor, Ashland University, Ashland, OH
Audrey Sikula, consultant, Ashland, OH*

Explore the supportive and negative ways our teaching conversations impact children's control of the reading process. This interactive session demonstrates ways to increase the effectiveness of our conversations during guided reading.

"Pop the Top" — Presenting Comprehension Strategies to Primary Learners

From Niagara Wheatfield Central Schools, Niagara Falls, NY:

*Tina Seager, 1st-grade teacher
Angela Rookey, 1st-grade teacher*

Develop comprehension strategies with primary learners by defining their metacognitive processes using literature. Discover ways to identify, define, and utilize these strategies that make readers effective.

Effective Classroom Collaboration

From Shelby County Public Schools, Shelbyville, KY:

*Melissa Sims, 1st-grade teacher
Molly Allen, special education teacher
Yvonne Fox, literacy specialist
Toni Moore, student support specialist
Donna Stottman, student achievement consultant*

Collaboration often presents many obstacles. Learn strategies to make collaboration more effective with the entire literacy team and promote deeper understanding of the child. Resources include sample schedules, lesson plan models, and videos.

Meet the Needs of Your Diverse Students

From Shelby County Public Schools, Shelbyville, KY:

*Kim Smith, 1st-grade teacher
Kim Crick, literacy specialist
Rebecca Holtzworth, ESL consulting teacher
Michelle Shipley, principal
Donna Waits, literacy specialist*

Examine examples of effective reading strategies and ways of implementing best practices. Ideas about our collaboration process with ESL and Reading Recovery are shared. Learn information about effective parent communication.

Bringing Nonfiction Writing to Life in Your Classroom — Success Stories from the Classroom (K-6)

Tony Stead, educational consultant and author, Australia

Discover proven instructional strategies for teaching students to become effective writers of nonfiction. Learn how to teach your students to be 'real writers' for 'real purposes.' Includes planning and managing your writing program, linking with content studies, and giving children a writing structure.

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Are They Really Reading? Supporting Independent Reading in the K-6 Classroom

Tony Stead, educational consultant and author, Australia

Examine ways to assist students with selecting materials for independent reading and research. Includes organizing classroom libraries, establishing borrowing routines, helping children select appropriate materials, providing whole class and individual support, the importance of nonfiction, monitoring student's selections, and responding to literature and management strategies.

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Using Formative Data to Teach for an Integrated Processing System

Beth Swenson, Literacy Collaborative trainer, Brainerd ISD #181, Brainerd, MN

Strategically look at Observation Survey and text leveling data to identify strengths and needs of learners. Use your analyses to determine the EXACT place to teach for a shift towards developing an integrated processing system.

Fluency: It's About Meaning, Not Speed

Beth Swenson, Literacy Collaborative trainer, Brainerd ISD #181, Brainerd, MN

Learn about the six facets of fluency and how each impacts comprehending. View classroom video that shows teaching for meaning making by integrating all aspects of fluency.

Thinking Beyond the Text: Deeper Comprehension in 2nd Grade

Amy Trowbridge, literacy coach, North-Rose Wolcott Central Schools, Wolcott, NY

Look into a 2nd-grade classroom where story structure and interactive read-aloud helped students delve deeper into their thinking about reading. Video excerpts of the lessons are incorporated.