

**Small Group Presentations Friday February 6<sup>th</sup> 10:15-11:15 a.m.**

**Amy Benjamin, National consultant and author Three Sisters Room**  
**“But I’m Not a Reading Teacher”**

As students move up the grade levels, we expect them to read more and more informational text. However, many teachers find that students lack the skills to read informational text with full comprehension. Amy will explain why some students have difficulty transitioning from narrative to informational text. Teachers will learn about strategies that will help students make sense out of textbooks, historical documents, reference tables, word problems, and other academic genres.

**Ray Brown, Eastern Oregon University Sellwood Room**  
**“Through the Eyes of a Child”**

\*Upper Elementary, Middle School, Secondary

Since most students are introduced to the Holocaust through the work *Anne Frank: The Diary of a Young Girl*, this presentation will focus on using other types of literature, including diaries and picture books, to teach about the sensitive subject of the Holocaust.

**Paula Filler, Full Bloom Strategic Learning Weidler Room**  
**“Extreme Survival for Adolescent Readers: Nonfiction Comprehension Strategies”**

Elementary, Middle School, Secondary, Title 1

Research-based strategic instruction promotes meaningful, engaging connections. This lively, inner-conversation helps students make sense of what they read. Participants will actively apply newly learned techniques to diverse nonfiction.

**Dr. Linda Gambrell, Professor of Education at Clemson University and past president of IRA St. Helens Room**

“Teaching Retelling”

What can we do to help our students become better at retelling? This session will focus on how to engage students in activities that help them build memory for text and improve their ability to retell both narrative and informational text.

**Teresa Goetter, Salem-Keizer School District Broadway Room**  
**“Reader’s Workshop in a K-2 Bilingual and/or ESOL Classroom”**

Primary, Title 1

We will explore how Readers’ Workshop can be implemented in a K-2 Bilingual, dual language or ESOL classroom. We will discuss Read Aloud with Accountable Talk, Pair Share, Interactive Writing, structuring independent reading time, Word Work connected to literacy, and the importance of using authentic texts that are culturally relevant. The presentation will be in English and Spanish

**Linda Greenstein, Bethel School District**  
**“Books A Plenty, Books Galore”**

**Ross Island Room**

Elementary, Middle School

In this hands on session, come prepared to learn new approaches in language arts and get great ideas for book making with your students. Lots of writing activities and student made books that support a wide range of curriculum objectives will be shared. Participants will make a variety of books, ready to be used in your classroom the next day.

**Michelle Harris and Lea Molczan, Beaverton Schools Morrison Room**  
**“Using Picture Books to Teach Content at Middle Schools”**

Middle School

Use the beautiful language and illustrations of picture books to help integrate all forms of literacy into your 6-8 content area classroom! Make reading aloud a learning opportunity. Experience lessons and discover books to help teach your content in fun, integrative ways. Take strategies back to start using immediately!

**Diantha Mollahan, Greater Albany Public Schools Alaska Room**  
**“Songbooks: Fluency Through Rhyme, Repetition and Rhythm”**

Early Childhood, Primary, Elementary

Help your readers gain fluency skills with lyrical pages and beautiful illustrations in songbooks. Students hear phrasing and patterns of speech during Read Aloud. They practice familiar lines as they sing and read during independent practice. You'll rediscover songs and poems you learned as a child, and your most reluctant students will thank you!

**Katie Wood Ray, National Consultant and author Idaho Room**  
**“On The Importance of Making Books in Primary Writing Workshops”**

Primary

Using many examples of very young children's writing, Katie will demonstrate how children's book making helps them understand the all important connection between reading and writing.

**Julie Rossi, Rea Snyder, Southern Oregon Education Service District Oregon Room**  
**“Moving English Language Learners Up the Literacy Ladder”**

All Levels

Moving English Language Learners up the Literacy Ladder: Simple research-based strategies to help your ELL across all steps of the language acquisition process. This workshop will look at the stages of language acquisition, and provide specific strategies for setting objectives, providing feedback and developing vocabulary for students who need to learn the content of a subject as well as the language of the subject

**Christopher Scadden, Cwerks Interactive Theatre**  
**“Putting on a Classroom Production”**

**Mt. Bachelor Room**

Elementary

Studies say: theatre helps students improve in many subject areas! There are numerous types of productions that can be simple, fun and do-able for teachers and students. We'll answer the question of “why” and then explore production possibilities with curriculum tie-ins. Come prepared to be active.

**Jill Schwimmer, Northwest Christian College**  
**“An Intervention to Create Wonderful Readers-3<sup>rd</sup> Grade and Beyond”**

**Hawthorne Room**

Elementary, Middle School, Secondary, Title 1

This presentation speaks to the notion of actually **eliminating** a reading problem. It will focus on why (theory), what (methodology), and how (practical application) to intervene and turn children into “wonderful readers” through a constructivist approach. It might even be fun!

**Jim Worthington, Kelly Paris, Doreen Blackburn, Beth LaForce, George Fox University**  
**“Richard Allington: Methodological Agnostic and Champion of Investing in Good Teaching”**

**Halsey Room**

Elementary, Title 1

Richard Allington has described himself as a “Methodological Agnostic.” He believes that “investing in good teaching—whether through making sound hiring decisions or planning effective professional development—is the most “research-based” strategy available. This presentation describes a faculty development project in a small Oregon school district using Allington’s six common features of effective teaching.

**Robert Young, Author**  
**“Writing for Real”**

**Mt. Hood Room**

Elementary, Middle School

Nonfiction writing is the real thing! It is essential to the success of students on state assessments and, more importantly, in life. This hands-on session will focus on the wonderful world of nonfiction and will include strategies and easy-to-use activities that motivate students of all abilities and help connect them to the real world.

**Small Group Presentations Friday, February 6<sup>th</sup>, 11:30 a.m. -12:30 p.m.**

**Shauna Altman, Pendleton School District**  
**“How to Use Power-point to Teach Tough Reading Skills”**

**Halsey Room**

Primary, Elementary, Middle School

Learn how to provide engaging, full color presentations for your reading class. Download free educational slideshows. Reading skills covered include: Onomatopoeia, homophones and homographs, drawing conclusions, and author’s purpose. Don’t worry if you are computer “illiterate.” There will also be time allowed for exciting power-point ideas and for questions and answers.

**Susan Fletcher, author of *The Dragon Chronicles* series, *Alphabet of Dreams*,  
*Shadow Spinner* and many more**  
**Three Sisters Room**  
**“What Happens Next”**

Middle School, Secondary

In this session teachers learn the method that Susan uses to figure out what happens next when writing a story: how to develop the story’s plot.

**Debra A. Franciosi, Project CRISS**  
**“It’s Not Just Strategies: Creating Self-directed Learners”**

**Ross Island Room**

Upper Elementary, Middle School, Secondary

In this interactive session, discover how research-based strategy and metacognitive instruction and planning can help students become actively engaged, self-directed learners. Originally designed for high school classrooms, this model applies to middle school and upper elementary students as well.

**Corlee Frederick and Mary Graff, Rainer School District**  
**“If You Give a Student a Love of Books”**

**Mt. Hood Room**

Primary, Elementary, Secondary

Inspired by the release of *If You Give a Cat a Cupcake* we ignited an enthusiasm for learning and writing circle stories. Come join us and learn about the process we went through to involve our elementary school students, staff and high school Writing 121 students in a rewarding literacy event.

**Ginny Hicks, Medford School District**  
**“Mountain Star and Room to Read”**

**Broadway Room**

Primary, Elementary

In this session you will learn about Room to Read and its many wonderful programs to enhance literacy in some of the poorest nations and you will enjoy a story about two special people who visited children in these schools

**Carol Lauritzen, Eastern Oregon University**  
**“Word Sorting: Why and How”**

**Mt. Bachelor Room**

Primary, Elementary, Middle School, Title 1

Students love it and its good for them! Learn the rationale and research that support word sorts. Leave with an abundance of resources and techniques for doing word sorts with your students.

**Marie LeJeune, Tracy Smiles, Western Oregon University**      **Weidler Room**  
**“Multi-genre Writing Invitations for Today’s Classroom”**

Elementary, Middle School, Secondary

This presentation features authentic, purposeful strategies for engaging elementary, middle school and high school students in multi-genre writing experiences. Session includes ideas for using literature and everyday texts as inspiration for student writing. Response strategies will be modeled and student examples shared.

**Lauren Lunsford, Belmont University**      **Morrison Room**  
**“Increasing Motivation to Read and Engagement for all Readers”**

Primary, Elementary, Middle School, Secondary

The purpose of this presentation is to provide an overview of research-based strategies to increase student motivation and engagement. This presentation will consist of the direct presentation of materials, hands on time with materials, group discussion and collaboration, and a question and answer session.

**Dr. Maryann Manning, Professor at the University of Alabama at Birmingham and adjunct professor at Chugoku College in Okayama, Japan, and a member of the IRA Board of Directors.**      **Idaho Room**  
**“Reflecting on Your Reading Block”**

All Levels

Think about the balance of the three I’s (Intentional Instruction, Interaction and Independence) in your reading block. A plan will be presented that helps you organize your precious time.

**Ann Matschiner, Pacific University of Oregon**      **Hawthorne Room**  
**“Vision and Reading: What Teachers Need to Know”**

All levels

This presentation will include data collected from a questionnaire regarding what teachers know and need to know about vision and reading. The questionnaire will be discussed with regards to the correct answers and how this information affects teaching reading, working with parents, and eye-care specialists.

**Jill Schwimmer, Northwest Christian College**  
**“Reading Assessment: An Integrative Approach”**

**Sellwood Room**

Elementary, Middle School, Secondary, Title 1

We will focus on how to assess reading using an integrative approach. This is a fresh and productive look at a particular style of “running record” that includes accuracy, fluency, and comprehension while encouraging reading at a natural pace. You’ll even have a chance to practice.

**Kelly Stuart, Developmental Studies Center**  
**“Who’s Doing the Thinking and Talking In Your Classroom?”**

**Oregon Room**

Primary, Elementary

This session addresses the challenges of teaching reading comprehension and building a caring community. The presenter will discuss lessons that incorporate fiction and expository texts to promote students’ ability to comprehend text while exposing them to the joys of reading. Through video, teacher anecdotes and other examples of students’ thinking in the classroom, participants will explore the importance of talk, responsibility, and the value of cooperative structures. The presenter will discuss a scope and sequence for comprehension strategies instruction and a framework for creating a community in the classroom.

**Dr. Shane Templeton, Foundation Professor of Literacy Studies at University of Nevada, Reno.**

**St. Helens Room**

**“Generative Vocabulary Instruction, Grades 3-12: Morphology,  
Cognates, and Classical Roots”**

*Generative* vocabulary instruction teaches students about 1) the structure of words and how word parts combine—prefixes, suffixes, Greek/Latin roots, and the cognates that English shares with many other languages; and 2) how this knowledge can support students’ learning of both core academic vocabulary and specialized content-area academic vocabulary.

**Allison Williams, Zaner-Bloser Educational Publishers** **Alaska Room**  
**“The ABCDs of Literacy: Achievement is Built Through Character Development”**

Elementary

Research shows that eighth grade achievement is better determined by third grade students’ social emotional development, rather than their achievement. Learn how to create successful readers and make your classroom a productive, respectful, learning environment by combining literacy instruction that is centered on multicultural literature with character development.