

Linda Holliman, Bookworks Consulting, Inc.
“Literacy Centers: Accountability”

Mt. Bachelor Room

Primary, Elementary

Linda Holliman, author of the *Complete Guide to Classroom Centers*, will show you how to create accountability that is easy for the classroom teacher and fun for children. You and your students will have choices in how children Record and Respond at centers. We will also look at the first place you need to start shopping for center materials...you may be very surprised.

E. Catherine Kim, Pacific University of Oregon **Three Sisters Room**
“Textual Enhancement in Reading Instruction: A Way to Accommodate English Language Learners’ Language Needs in Reading Comprehension”

Elementary, Middle School, Secondary

This presentation aims to show how a grammatical element can be visually enhanced to attract English-language learners’ attention to form with minimal interruption to meaning comprehension while engaged in reading. Research results on the effects of textual enhancement will be reviewed, followed by the demonstration of how this method can be incorporated in actual reading instruction for English-language learners.

Stephen B. Kucer, Washington State University-Vancouver

Jefferson Room

“Do Reading Speed and Accuracy Really Lead to Better Comprehension? Another Look at Miscues and DIBELS”

Elementary

Currently, reading speed and accuracy are thought to be a prerequisite to comprehension. The use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as an assessment has become common practice in many schools throughout the country. However, little research actually exists that has examined the relationship among speed, accuracy, and what is actually comprehended. This presentation examines the reading behaviors—speed, accuracy, and nature of miscues—of 36 fourth grade proficient readers and how these behaviors impact comprehension.

Cornelia Paraskevas, Western Oregon University
“Teaching Grammar through Reading: Close Study of Mentor Texts”

Hawthorne Room

Elementary, Middle School, Secondary, Title 1

The objective of the presentation will be to give participants an overview of the ways to look at grammar instruction as a resource using authentic texts as examples. Then participants will be given sample texts for ‘close study’ of features, thus connecting grammar to the construction of texts. Furthermore, participants will have the opportunity to determine the main features that characterize each genre based on the sample texts presented.

**Laura Robb, Author, Literacy Coach, and Teacher
Trainer**

Idaho Room

“Your Independent Reading Program: The Key to Developing Skilled Readers”

In this session, Laura will review the compelling research that supports independent practice reading in and outside of school. Using student work and self-evaluations of independent reading, participants will see how discussing book logs, presenting book talks, and book contracts can motivate students to develop, enjoy, and share their personal reading lives with classmates.

**Susan Ruckdeschel, University of Phoenix
“Peer Coaching for Student Writers”**

Mt. Hood Room

Elementary, Middle School, Secondary, Title 1

Participants will learn about the peer coaching process for student writers, its underlying research (why/how it works) and the roles students take on in implementation. Participants will understand and reflect upon the various methods for implementation as they work within their classroom setting: whole class, groups or buddy peer coaching. Through modeling and practice, participants will understand how to execute peer coaching successfully in their classrooms.

Karren Timmermans, Pacific University of Oregon

Washington Room

“Writers’ Café Using Children’s Literature to Develop Children’s Writing”

Primary, Elementary

The participants will participate in a Writers’ Café, a setting in which writers share ideas and stories to develop their own writing skills. As part of the Writers’ Café session, participants will connect children’s literature to the Oregon Department of Education’s Official Scoring Guide for Writing and share ideas on how to emphasize each trait through a single children’s book.

Deborah White, Dallas School District

Oregon Room

“Now What? Using Assessment to Plan Instruction”

Primary, Elementary, Title 1

Those running records and informal reading inventories are a treasure trove to help you plan your instruction. You just need to know how to read the clues. Come see how you can use the information to improve the reading achievement of your students and track interventions for RTI.

Susan Zimmerman, Internationally-known Speaker and Co-author of *7 Keys to Comprehension: How to Help Your Kids Read It and Get It* and *Mosaic of Thought*.

St. Helens Room

“Mosaic of Thought: What is Essential in Teaching Comprehension”

All Levels

How do you create a climate of inquiry in your classroom? How do you push your students’ thinking deeper? How can you strengthen the reading/writing connection in your classroom? This interactive session begins with a look at the critical elements of a reader’s workshop. Participants will actively explore the comprehension strategies, thing-alouds, quick writes, double entry journals and coding texts. Participants will leave with practical ideas to take back to the classroom, and a deeper appreciation of the need to create a climate of inquiry in the classroom.

Small Group Presentations Saturday, February 7th 11:30-12:30

Aly Becker-Nowicki, AutoSkill
“RTI: Straight Answers”

Mt. Hood Room

All levels

Dr. John McCook is a national authority and leader in RTI, Resonse to Intervention. Having authored several books and videos helping schools understand and embrace this process. You will hear straight answers McCook gives to the vital questions asked RTI. If your school is somewhere in the RTI Process, and it likely is, this presentation is a MUST.

Brad Buhrow, , Featured Speaker and Co-author of *Ladybugs, Tornadoes and Swirling Galaxies: English Language Learners Discover Their World Through Inquiry*

Idaho Room

“Inclination Matters”

All levels

Kids are naturally curious and in school we want our students to know that their thinking and learning matter. We encourage students to explore topics that interest them and bring their world into the classroom. We want them to wonder and be excited to learn! This presentation will illustrate how through reading their world students fill the room with talk, then write their words and read their words. From personal experiences and content study children launch into inquiries of their choosing. These experiences support students' development of dispositions for readers and writers and artists.

Susan M. Ebbers, UC Berkeley Graduate Student
“The Word-Savvy Student (Grade 4-12)”

Oregon Room

Upper Elementary, Middle School, Secondary

Word-savvy students are word curious, word conscious, and aware of word relationships, including relationships across roots and affixes (morphemes). Participants will practice strategies for inferring meaning via morphemes and context clues. This engaging session is filled with word play and etymological explorations, and includes resources from children’s literature.

Nellie Edge, Nellie Edge Seminars and Resources, Inc. Alaska Room
“Discover the Magic Of Signing Songs: Enhance All Children’s Language, Literacy, Confidence, and Joy!”

Early Childhood, Primary

Signing songs helps build an active, joyful community of learners. It keeps students engaged and focused while building enthusiasm and motivation for learning. Add American Sign Language (ASL) to your ABC/Phonics and spelling program. Use ASL for class management. Learn to sign *The Pledge of Allegiance*, *You Are My Sunshine*, *What a Wonderful World*, and others! Connect oral language to print. Plan now for memorable parent performances and year-end celebrations of language. Comprehensive handout and free Internet resources will support your continued learning.

Michael Hoeye, Author of the Award-winning Hermux Tantamoq Mysteries
Oregon Room
“Creativity Q&A”

Michael Hoeye will draw on 40+ years work in the borderlands of art and commerce to answer your questions about creative process; the business and careers of creativity; fostering creativity in yourself and the kids you work with; writing, books, and publishing; and new possibilities for creative work in the twenty-first century.

Linda Holliman, Bookworks Consulting, Inc. Mt. Bachelor Room
“Literacy Centers: Management and Organization”

Primary, Elementary

Linda Holliman, author of *The Complete Guide to Classroom Centers*, will show you how to manage and organize your centers, children, stuff and space so that centers will be successful for you and your children. It takes a lot of thought and planning to ensure centers are purposeful, meaningful and fun for the entire year. Quick tips for long-term results will be shared.

Chryse Hutchins, Featured Speaker and Co-author of *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!*

St. Helens Room

“Connecting Reading and Writing Under the Umbrella of Comprehension Instruction”

All Levels

If a reader is to successfully spot an inference, learning how to write in a way to make the reader think is paramount. When exploring how to tackle expository text, writing to inform others reinforces the reader’s ability to identify what’s important to remember. Chryse will share ways to enhance your students’ success in drawing inferences and determining importance by examining the writing side of these two cognitive strategies.

Mindy Legard Larson, (Linfield College), Donna Kalmbach Phillips (Pacific University of Oregon), Robert Nava (George Fox University), Tracy Smiles (Western Oregon University), and Amy Lutz (George Fox University) (note to Dick: I removed the parentheses and just used bold and regular text)

“Literacy Teacher Education at a Crossroad: Promoting Critical Thinking and Authentic Instruction in an NCLB environment.”

Three Sisters Room

Teacher Educators and All Levels of Teachers

Classrooms today are impacted by NCLB’s environment of scripted curriculums and high-stakes testing. This panel presentation will offer time for literacy teacher educators to share ways in which they are promoting critical thinking and authentic instruction in their courses. Join us to dialogue and network for change.

Lea Mathieu, Ione School District #2
“Teaching the Bible as Literature”

Sellwood Room

Secondary

The Bible is a rich source for much of Western literature, art and political thought, yet it is rarely taught in public schools. This session introduces the many genres in the Bible such as myth, commandment, poetry, proverb, history, prophecy, parable and exposition all of which are open to discussion and examples.

Donna Shrier, Portland State University
“Walk-in Wednesday, Summer Library”

Hawthorne Room

Early Childhood, Primary, Elementary, Middle School, Title 1

Are you wondering how to encourage summer reading? Would you like to provide your students access to books in the summer when school is not in session? In this session, you will learn about how you can open up your school library a few hours a week and encourage summer reading through book check out, book clubs and activities. In addition, we will explore some take home reading opportunities to encourage summer reading.

