

**From Vision to Practice Third Annual Academy
Literacy Beyond the Early Years
Schedule at a Glance
July 10-12, 2007
8:30 a.m. – 4:00 p.m.
(Registration 7:30 a.m. - 8:30 a.m.)**

Agenda
July 10, 2007

- 9:00 a.m. - 10:30 a.m. First Plenary Session
Dr. Donna Alvermann
Professor of Language and Literacy Education at the University of Georgia
Keynote: Closing the Adolescent Literacy Achievement Gap: Fact, Fiction, and Future
This presentation will stimulate conversations at the local, state, and national levels that address the need for closing the literacy achievement gap among adolescents. Insights gained from exploring these various conversations within the published research on adolescent literacy will be presented.
- 10:30 a.m. - 10:45 a.m. Break
- 10:45 a.m. - 12:15 p.m. Breakout Sessions

Presenters	Sessions
1. Dr. Sonia Soltero	Vocabulary Building Practices for Second Language Learners This presentation focuses on instructional practices for building vocabulary with second language learners to improve reading comprehension, fluency and writing. Included are demonstrations of strategies and approaches for integrating children's literature, content area learning, and second language acquisition to increase the vocabulary repertoire of second language learners. The best practices presented are also relevant for native English struggling readers and non-standard English speakers. The presentation is geared toward third grade and above educators.
2. Millie Olson	My Students Can't Read: What You Can Do to Help Students Build Comprehension Skills During this session you will learn strategies for comprehension that have a track record for success in any content classroom. These are tools that will allow the weakest readers to experience success and will challenge the best readers to reach for more depth in the material.

Presenters	Sessions
3. Michael McKenna	<p>Coaching in the Middle Grades: Problems and Promise As the coaching movement expands, growing pains are being felt in many contexts, especially the middle school. This session will identify coaching issues unique to the middle grades and offer promising approaches. It will include an overview of the International Reading Association's (IRA) new <i>Standards for Literacy Coaching in the Middle and Secondary Grades</i>. Each attendee will receive a copy of these standards. In addition, attendees will learn about free online coaching resources.</p>
4. Julie Estes	<p>Central Virginia Writing Project Elementary, middle school, and high school teachers who have participated in the Central Virginia Writing Project's summer institutes will demonstrate several powerful instructional strategies that have been proven to motivate student interest in writing and to improve student writing. Particular emphasis will be placed on strategies successful with reluctant writers and those at risk of not passing the Virginia Standards of Learning tests in writing.</p>
5. Kelly Gallagher	<p>Building Adolescent Writers In this session, Kelly Gallagher, author of <u>Reading Reasons</u>, <u>Deeper Reading</u>, and <u>Teaching Adolescent Writers</u> will share effective strategies proven to improve student writing.</p>
6. Quality Quinn	<p>Two Years' Reading Growth for One Year of Instruction: It's Time to Play High-speed Catch-up in Reading Knowing the reading curriculum vertically in kindergarten through eighth grade is a pre-requisite to playing high-speed catch-up with young, struggling readers. This session will demonstrate how education can implement two years' of reading growth for one year of reading instruction.</p>
7. Joan Kindig	<p>Adolescent Reading: Books for the Middle and High School Student from Reluctant to Eager Readers This workshop will focus on the wide range of books for adolescent readers that reflect their developmental level and far-ranging interests. Specific books for reluctant adolescent readers will be presented. Activities will be shared that are designed to deepen understanding of text. A bibliography will be available.</p>

Presenters	Sessions
8. Lori Helman	<p>Word Study with English Learners: Creating Powerful and Meaningful Instruction with "Words Their Way with English Learners"</p> <p>This session gives an overview of how English learners progress through the developmental stages of word knowledge, and describes common confusions students experience. Participants will engage in hands-on activities from the "Words Their Way with English Learners" book relevant to students at the upper elementary and secondary levels who may be at a variety of developmental levels. Assessment of spelling and classroom organizational concerns will also be discussed.</p>
9. Kevin Flannigan	<p>Reading Comprehension Strategies for Struggling Readers Grades 4-12</p> <p>Participants will actively engage in a number of reading comprehension strategies targeted for middle grades or high school students who experience difficulty comprehending text. Using the principles of literacy interventions for older struggling readers as the guide, the session will focus on how to promote students' cognitive engagement with text and how to implement these strategies in the classroom in a workable manner.</p>
10. Stephanie Pettengil	<p>Creating Schoolwide Literacy and Keeping it Strong!</p> <p>Developing and maintaining a schoolwide literacy program at the middle school level takes time, energy, and effective leadership. This session examines the key components of a successful program and the responsibilities of the reading specialist as a literacy leader and coach.</p>
11. Helen Barrier	<p>FRAME-ing Learning for All Students!</p> <p>Looking for a powerful teaching tool to ensure mastery of critical content for ALL students? One that is proven to increase recall of essential main ideas and details and support literacy? Participants will learn about the Framing Routine which consists of a graphic organizer, a set of linking steps and is delivered in a three-step instructional process. This content enhancement routine, developed by the University of Kansas Center for Research on Learning, supports adolescents in reading and writing.</p>
12. Dr. Donna Alvermann	<p>Readin' and Writin' Revisited</p> <p>Multiple modes of representing and making meaning are widespread in today's society. This workshop will involve participants in producing and interpreting multimodal texts that can make content area learning more engaging and relevant for youth growing up in a digitally-mediated world.</p>

12:15 - 1:30 p.m.

Buffet Lunch and Special Presentation:

Deneen Frazier Bowen:

The Natives are Restless

Take a uniquely entertaining and enlightening journey into the minds and hearts of today's digital natives. Using recent research, a riveting cast of characters will reveal the students' struggle to connect what they do in school with what they do in their everyday lives. Discover how to engage and leverage the digital mindset and creative energy of students to support the co-creation of a new future for your school. The presenter is the author of The Internet for Your Kids, and founder and director of ActWith.

1:30 p.m. - 4:00 p.m.

Breakout Sessions Repeated with Additional Sessions:

Presenters	Sessions
1. Dr. Sonia Soltero	Vocabulary Building Practices for Second Language Learners (repeat)
2. Michael McKenna	Coaching in the Middle Grades: Problems and Promise (repeat)
3. Tim Rasinski	From Phonics to Fluency to Proficient Reading Recent research has demonstrated that reading fluency is a critical factor for reading success. Unfortunately, reading fluency is also the reading goal that is often not part of reading curricula or is often misinterpreted. In this entertaining workshop, Dr. Timothy Rasinski will define reading fluency and its various components and share proven and engaging methods for teaching and assessing this elusive goal in reading. He will also provide evidence of the efficacy of reading fluency instruction for elementary and secondary students.
4. Tom Estes and R. David Larrick	Spanish L1s Know More About English Than They Think They Know Presenters of this session are developing an approach to teaching reading to intermediate and higher grade level students whose first language is Spanish. The approach will take advantage of the great similarity between many Spanish and English words, particularly the words used in content area textbooks. This approach is based on the fact that students who speak Spanish as a first language have a foundation on which instruction in English can be built.

Presenters	Sessions
5. Millie Olson	Fluency Isn't Just a Fancy Name for Calling Words.... This session will provide fluency assessment and activities to enable the students to go beyond word calling. It is possible to assess students' fluency quickly and move them toward better comprehension. Learn how Choral reading, Reader's Theater and Read Alouds are all about comprehension.
6. Sigrid Bomba	Self-Monitoring This workshop will demonstrate self-monitoring strategies that can easily be infused into Standards of Learning (SOL) – driven curriculum. Participants will engage in self-monitoring extension activities in the areas of: repairing comprehension; seeking concept and word understanding; approaching difficult text and content; and assessment.
7. Doug Buehl	Integrating Reading Comprehension Strategies into Content Instruction This workshop focuses on seven proficient reader traits based on the research in developing reading comprehension. These seven traits: activating prior knowledge; determining most important ideas; asking questions; creating visual and sensory images; drawing inferences; synthesizing; and using fix-up strategies when meaning breaks down, will be addressed in the session. Instructional strategies that can be applied throughout the curriculum will be modeled with texts representing a variety of content areas.
8. Lori Helman	Word Study with English Learners: Creating Powerful and Meaningful Instruction with "Words Their Way with English Learners" (repeat)
9. Joan Kindig	Adolescent Reading: Books for the Middle and High School Student from Reluctant to Eager Readers (repeat)
10. Helen Barrier	FRAME-ing Learning for All Students! (repeat)
11. Judy Richardson, Valerie Robnolt and Joan Rhodes	Study Skills for the Electronic Age While study skills may not seem to be a “glamorous” topic, they are essential for student academic success. Students need to know how to study, especially in the new medium of electronic text. In this session, the presenters will describe and explain the major study skills and will show how they can be applied in an electronic environment. Participants will generate ideas for application in their own classrooms.

July 11, 2007
Full-Day Session Agenda
(Pre-registration required)

These sessions are all-day sessions and require pre-registration and selection of a session. Go to: <http://www.cpe.vt.edu/reg/vtop> to register and select the session. Participants will be given tickets to the session of his/her choice on a first-come-first-served basis. Due to limited space availability and materials, participants will be expected to attend the seminar assigned for the day.

July 11: All-Day Sessions: Pre-Registration Required
8:30 a.m. - 4:00 p.m.

Presenters	Sessions
1. Jeanne Paratore	Using Evidence to Guide Effective Instruction in Literacy Teachers are expected to be able to justify the instructional practices they use on the basis of sound and rigorous research evidence. Not all educators and policymakers agree on what qualifies as “sound and rigorous” research. Although programmatic materials are important, nothing matters more than a qualified and effective teacher. This presentation will focus on the teaching behaviors and conditions that have been found to relate to high levels of reading achievement. Excerpts from a video library of authentic, unscripted classroom literacy lessons showing teachers and students engaged in research-based reading practices to support the discussion among session participants will be used.
2. Doug Buehl	Integrating Reading Comprehension Strategies into Content Instruction This workshop focuses on seven proficient reader traits based on the research in developing reading comprehension. These seven traits, activating prior knowledge; determining most important ideas; asking questions; creating visual and sensory images; drawing inferences; synthesizing; and using fix-up strategies when meaning breaks down, will be addressed in the session. Instructional strategies that can be applied throughout the curriculum will be modeled with texts representing a variety of content areas. This session will build upon the July 10 session and will present more in-depth activities on comprehension for the teacher.

Presenters	Sessions
3. John Golden	<p>Reading in the Reel World: Using Documentaries in the Classroom</p> <p>In a culture overwhelmed with news, information, and images, students need to be aware of the ways that nonfiction media -- newspapers, documentaries, research studies, opinion pieces -- seek to influence their personal, social, and political decisions. Because students need to be able to read in the classroom and also in the real world, the session will examine how to use documentaries actively in the classroom as a way to teach critical thinking and literacy skills. The goal of this session will be to help teachers become comfortable in using film to practice practical, classroom-ready reading strategies that are essential for teaching nonfiction print texts.</p>
4. Kelly Gallagher	<p>Building Deeper Readers</p> <p>In this session, the speaker will share proven techniques that not only motivate adolescents to read more, but also enable them to move beyond surface-level comprehension and into deeper reading of difficult text.</p>
5. Tim Rasinski	<p>From Phonics to Fluency to Proficient Reading</p> <p>Recent research has demonstrated that reading fluency is a critical factor for reading success. Unfortunately, reading fluency is also the reading goal that is often not part of reading curricula or is often misinterpreted. This session will provide a definition of reading fluency and its various components. Proven and engaging methods for teaching and assessing this elusive goal in reading will also be shared. Finally, evidence of the efficacy of reading fluency instruction for elementary and secondary students will be discussed. This session will expand upon the July 10 session and provide a more comprehensive look at fluency.</p>
6. Kate Kinsella	<p>Narrowing the Academic Language Gap: Active and Accountable Vocabulary Instruction in Linguistically Diverse 4-12 Classrooms</p> <p>To become proficient users of academic language, English language learners and struggling readers need rigorous, explicit vocabulary instruction. They also need structured contexts to apply and respond to lesson content using appropriate terms and syntax. This session will provide research-informed and classroom-tested instructional strategies that promote rigorous academic vocabulary development and lesson comprehension. Participants will leave with reproducible strategy implementation guidelines as well as practical observation tools for assessing effective teacher implementation.</p>

Presenters	Sessions
7. Barbara Ehren	<p>Looking through the Language Lens at Adolescent Literacy Language is a key to understanding adolescent literacy; however as educators of adolescents face the challenge of helping students acquire literacy skills and strategies to support academic success, it is essential for them to recognize and focus on the language underpinnings for students to be literate. This session is designed to help administrators, teachers and speech-language pathologists understand the language-literacy connection as a basis for collaborating in the design and delivery of literacy instruction and intervention to meet the literacy needs of all the students at a school.</p>
8. Brenda McLaughlin	<p>The Role of Summer Programs in Developing Adolescents' Literacy Skills Through this interactive, full-day institute participants will understand the role of high-quality summer programs in developing and accelerating adolescents' literacy skills. Participants will explore the unique opportunities summer offers to develop innovative, high-impact literacy skills among adolescents. The following topics will be addressed: 1) examining the role of summer and after-school programs in motivating adolescents to develop literacy skills; 2) learning how to plan interdisciplinary thematic units that engage young people in meaningful activities that connect literacy and youth development skills to real-world application; 3) generating literacy-building instructional strategies that utilize the unique opportunities available to summer learning programs; and 4) identifying appropriate ways to assess adolescents' literacy growth in the context of a summer learning program.</p>
9. Deborah Short	<p>Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent ELLs In this session, participants will explore recent research on adolescent English language learners (ELLs) and examine the findings and policy recommendations from a new report, <i>Double the Work</i>. The development of academic literacy for second language learners will be discussed. Model programs for these students with current practices will also be compared. Specific instructional strategies that promote academic literacy for language and content classrooms will be demonstrated with hands-on activities and videotapes. Participants will have the opportunity to apply new information about strategies and programs to their school settings in Virginia.</p>

July 12, 2007

8:00 a.m. - 8:45 a.m. Breakfast
9:00 a.m. - 10:30 a.m. Breakout Sessions

Presenters	Sessions
1. Janet Allen	<p>Beating the Odds with Tools for Teaching Content Literacy</p> <p>This interactive workshop highlights instructional common ground for literacy across content areas and grade levels. Using Langer's, <i>Beating the Odds: Teaching Middle and High School Students to Read and Write Well</i> (2000) as the foundation, the presenter will demonstrate the six instructional areas that lead to academic achievement: skills instruction, test preparation, connected learning, strategy instruction, conceptions of learning and classroom organization. Each of the demonstrations will include suggestions for informational, expository and narrative texts that could be used as the basis of instruction in content classrooms.</p>
2. Maria Elena Arguelles	<p>Components of Effective Reading Instruction for Struggling Learners</p> <p>There is a 90 percent chance that a student who has reading problems early on will continue to struggle for the rest of his or her academic career. During this session, research-informed and classroom-tested strategies will be discussed to ensure that struggling readers improve skills in the areas of phonological awareness, phonics, vocabulary, fluency, and comprehension.</p>
3. Tim Shannahan	<p>The Missing Ingredient: Oral Reading Fluency</p> <p>What is oral reading fluency and why does it matter? This presentation will examine the research on teaching oral reading and will consider issues such as instructional methods, materials, and assessment.</p>
4. Marcia Invernizzi	<p>Vocabulary Their Way</p> <p>This session will demonstrate how teachers can present vocabulary instruction in ways that help students become attracted to and excited about words. The session will expand on the following key research-based findings: (1) words and the concepts they represent are interconnected in many different ways; (2) for almost every word learned, there are potentially many more words that could be learned; and (3) the way words are spelled in English makes more sense than most of us think.</p>

Presenters	Sessions
5. Gay Ivey	<p>Making the Most of Literacy Engagement to Promote Content Area Learning</p> <p>Middle and high school teachers often find that it is difficult to motivate students to read in content area classes. This session will focus on how to consider curriculum-based topics through a gradual-release-of-responsibility instructional model that is grounded in the reading of high-interest, readable trade books. There will be a special focus on responding to the range of reading levels among students in secondary classrooms.</p>
6. Leila Christenbury	<p>Writing on Demand: Challenges and Strategies</p> <p>Writing on demand is daunting for everyone, even adept writers, but today it is an essential skill for all students. In this workshop, writing on demand will be explored, as well as two techniques to help students negotiate timed writing tests. The workshop will offer a theoretical base and practical strategies for the classroom teacher.</p>
7. Betty Sturdevent	<p>Working Effectively as a Middle or High School Literacy Coach</p> <p>How can a literacy coach work effectively with students, teachers, administrators, and parents at the middle/high school levels? This interactive session will provide research-based principles for effective literacy programs for adolescents as well as ideas and strategies to help the literacy professional work effectively in secondary schools.</p>
8. William Brozo	<p>Reading is a Guy Thing: Closing the Achievement Gap for Boys</p> <p>More must be done to reach disengaged and striving male readers. The presenter will explore the role of literacy in boys' construction of their masculine identities. Insights gained from researching the kinds of texts adolescent boys will read and why when given the prerogative and support will be shared. Several strategies and successful practices will be demonstrated.</p>
9. Marsha Sprague	<p>Discovering Their Voices: Engaging Adolescent Girls with Young Adult Literature</p> <p>This session will present a framework for identifying appropriate literature for girls. Two different scenarios for integrating the literature into the school day will be presented. Throughout the session, participants will be involved in reading and discussing literature, as well as participating in simulated class discussions and book clubs. Participants will leave with a planned unit around a "girl-friendly" text, as well as a template for the first meeting of a book club.</p>

Presenters	Sessions
10. Kate Kinsella	<p>Narrowing the Academic Language Gap: Active and Accountable Vocabulary Instruction in Linguistically Diverse 4-12 Classrooms</p> <p>To become proficient users of academic language, English language learners and struggling readers need rigorous, explicit vocabulary instruction. They also need structured contexts to apply and respond to lesson content using appropriate terms and syntax. This session will provide research-informed and classroom-tested instructional strategies that promote rigorous academic vocabulary development and lesson comprehension. Participants will leave with reproducible strategy implementation guidelines as well as practical observation tools for assessing effective teacher implementation. This will be a condensed version of the July 11 all-day session.</p>
11. Nancy Guth	<p>Leading a Successful Reading Program: the Role of the Reading Specialist, the Administrator and Professional Learning Communities</p> <p>This workshop is designed to provide administrators, reading specialists, and teachers with a variety of ideas for using the Reading Specialist role as an integral part of a schoolwide literacy team. A school division's literacy supervisor will share positive, proven ideas for developing literacy teaching proficiency, working with the reading specialist and the building administrator, lead teachers and classroom teachers. Establishing and working with Professional Learning Communities will be discussed.</p>
12. Stephanie Pettengil	<p>Creating Schoolwide Literacy and Keeping it Strong!</p> <p>Developing and maintaining a schoolwide literacy program at the middle school level takes time, energy, and effective leadership. This session examines the key components of a successful program and the responsibilities of the reading specialist as a literacy leader and coach. In addition, ideas will be shared for building a new schoolwide literacy program from first-hand experience in the newest of Stafford County's middle schools.</p>
13. Tom Estes and R. David Larrick	<p>Bridging the Gap from Phonics to Comprehension</p> <p>This session will provide a demonstration of a vocabulary instructional approach centered on roots, prefixes, and suffixes. The demonstration will show how students can soon become proficient at the skills of morphological problem solving by grasping the fact that there is a system of meaning underlying English words. The result is that encountering unfamiliar words becomes rare and results in increased comprehension.</p>

Presenters	Sessions
14. Sigrid Bomba	<p>Self-Monitoring This workshop will demonstrate self-monitoring strategies that can easily be infused into Standards of Learning (SOL) – driven curriculum. Participants will engage in self-monitoring extension activities in the areas of: repairing comprehension; seeking concept and word understanding; approaching difficult text and content; and assessment. (repeat)</p>

10:30 a.m. - 10:45 a.m. Break

10:45 a.m. - 12:15 p.m. Breakout Sessions Continued

12:15 p.m. - 1:30 p.m. Buffet Lunch and Closing Keynote Speaker:
 Dr. Tim Shanahan, Professor of Urban Education
 University of Illinois, Chicago
A Good Start Is Not Enough: Improving Literacy in Grades 4-12
 This presentation considers what is needed to successfully address the needs of older readers and to raise their achievement in measurable ways. Based upon review of research and his own experiences being responsible for 90 high schools, Dr. Shanahan will explore the amount of time needed for reading and writing instruction, organizational structure, curriculum, assessment, content area literacy, and the needs of striving readers.