

# 2022 Conference

## The Art of Literacy:

Weaving Tapestries of Heart,  
Body, and Soul



**Wisconsin State Reading Association**

*WSRA...providing leadership, advocacy, and expertise*

**February 3-5, 2022**

**Wisconsin Center  
Milwaukee, Wisconsin**

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Dear Colleagues and Friends,

**Welcome** to the 2022 WSRA Conference, *The Art of Literacy: Weaving Tapestries of Heart, Body, and Soul!*

After more than a year of virtual learning for most of our professional development, WSRA is excited to bring back our annual conference as an in-person opportunity for professional learning and growth. Gayle's theme for the conference, *The Art of Literacy: Weaving Tapestries of Heart, Body, and Soul*, is so appropriate for the current state of education. It is critical that we, as educators, understand the full meaning of the art of literacy. We need to teach to the academic needs of our students, but we also must attend to the heart, body, and soul of literacy and of our individual learners. Gayle and her team have organized an outstanding slate of presenters to help us achieve these goals and continue WSRA's long standing tradition of a world-class conference. Please join us in Milwaukee as we welcome nationally and internationally renowned experts as well as local experts who will provide sessions to meet a variety of professional needs. Topics include racial and cultural literacy, responsive teaching, personal and professional growth, disciplinary literacy, multilingual learners, intervention, foundational skills, and writing development, just to name a few. Please join us. You will not be disappointed.

Respectfully, Deb Zarling, 2021-2022 WSRA President



**Welcome** to the 2022 WSRA Conference, *The Art of Literacy: Weaving Tapestries of Heart, Body, and Soul*

In our current reality, teachers, interventionists, coaches, and administrators are looking for balance in delivering well-founded, research-based, effective instructional practices in both face-to-face and virtual formats. This year's conference speaks to the heart, body, and soul of literacy.

- The Heart of Literacy, or our love of literacy, is what drives us as educators to share our passion with our students and motivate them to become lifelong readers and writers.

- The Body of Literacy determines our paths to high quality, research-based practices which guide instruction toward student success.

- The Soul of Literacy ensures that all students are represented and heard throughout our instruction. It means that every child sees themselves in the rich texts that we teach and each child has the opportunity to have their voices heard and acknowledged.

This is the Art of Literacy, bringing together our hearts, bodies, and souls to teach all students in the manner in which they need to be successful, literate adults. Take this time to listen to our speakers as they share their passions, strategies, and research with you and return to your districts reinvigorated and motivated to bring the heart, body, and soul into your classrooms, schools, or districts.

I would like to share my heartfelt thanks to the men and women who worked so hard to make this conference possible through planning, speaking, organizing and volunteering. Special appreciation goes to our Conference Planning Committee, WSRA Administrative Assistant, and our WSRA Special Events Coordinator. Thank you all so much for attending and for all that you do to enhance literacy education for our students.

Affectionately, Dr. Gayle Luebke, WSRA Vice President and Conference Planning Chair



## Wisconsin State Reading Association Membership

**WSRA's Mission:** *WSRA provides leadership, advocacy, and professional learning for the implementation of effective literacy practices, recognizing the complex nature of literacy and engaging learners to apply their literacies in meaningful ways in a changing world.*

**WSRA's Beliefs:** *Expertise Matters! Research Grounds Us! Literacy is a complex process requiring a comprehensive approach and a mindset shift.*

### WSRA's Goals:

**Advocacy:** Develop tools, strategies, and interest to motivate WSRA members to engage in advocacy efforts to improve research, policy and practices for literacy programs that best serve students, families, and educators.

**Communication:** Provide leadership in addressing issues and trends in reading and communication arts to inform educators, administrators, families, and community members.

**Membership:** Develop and strengthen an active and diverse membership. Join: [www.wsra.org/membership](http://www.wsra.org/membership) WSRA members receive the WSRA *Journal*, WSRA *Update*, archived webinars, and reduced registration fees for institutes and conferences. Membership is \$39 per year.

**Partnership:** Create partnerships that foster literacy in the home, school, community, and workplace.

**Professional Development:** Encourage professional growth opportunities for families, educators, administrators and community members.

**Research:** Promote and disseminate research findings that will strengthen and support the best practices for instruction in the communication arts. Check out [www.wsra.org/prof-learning](http://www.wsra.org/prof-learning) and the Research Scholarship Award and apply for the **Pat Bricker Memorial Research Scholarship**.

Thank  
you!

The Wisconsin State Reading Association extends its appreciation to all who contributed to the success of this annual conference. Contact WSRA via email at [wsra@wsra.org](mailto:wsra@wsra.org) or 262-514-1450.



**Register at <https://wsra.memberclicks.net/wsra-2022>**

## CONFERENCE SCHEDULE

**Check-In at the Conference - Wisconsin Center - 400 W. Wisconsin Avenue, Milwaukee**

**Wednesday, February 2, 2022** 6:00 PM - 8:00 PM

**Thursday, February 3, 2022** 6:45 AM - 4:30 PM

**Friday, February 4, 2022** 6:45 AM - 3:00 PM

**Saturday, February 5, 2022** 7:00 AM - 9:00 AM

Complimentary coffee and tea served near Ballroom CD on Thursday and Friday 6:30 AM - 8:30 AM

### Schedule for Thursday, February 3 at WSRA 2022

<u>Start time</u>	<u>End time</u>	<u>What's Happening?</u>	<u>Location</u>
8:00 AM	8:15 AM	Welcome	Ballroom CD
8:15 AM	9:15 AM	Keynote Address	Ballroom CD
9:20 AM	9:40 AM	Literacy Threads	Exhibit Hall (Ballroom AB)
9:45 AM	11:00 AM	<b>A</b> Breakout Sessions	See At-A-Glance
11:15 AM	12:30 PM	<b>B</b> Breakout Sessions	See At-A-Glance
12:30 PM	2:00 PM	Lunch/Literacy Threads	Ballroom CD/Exhibit Hall AB
2:00 PM	3:15 PM	<b>C</b> Breakout Sessions	See At-A-Glance
3:20 PM	3:40 PM	Literacy Threads	Exhibit Hall (Ballroom AB)
3:45 PM	4:15 PM	Book Signing	Exhibit Hall (Authors on Pg 79)

### Schedule for Friday, February 4 at WSRA 2022

<u>Start time</u>	<u>End time</u>	<u>What's Happening?</u>	<u>Location</u>
8:00 AM	8:15 AM	Welcome	Ballroom CD
8:15 AM	9:15 AM	Keynote Address	Ballroom CD
9:20 AM	9:40 AM	Literacy Threads	Exhibit Hall (Ballroom AB)
9:45 AM	11:00 AM	<b>A</b> Breakout Sessions	See At-A-Glance
11:15 AM	12:30 PM	<b>B</b> Breakout Sessions	See At-A-Glance
12:30 PM	2:00 PM	Lunch/Literacy Threads	Ballroom CD/Exhibit Hall AB
2:00 PM	3:15 PM	<b>C</b> Breakout Sessions	See At-A-Glance
3:20 PM	3:40 PM	Literacy Threads	Exhibit Hall (Ballroom AB)
3:45 PM	4:15 PM	Book Signing	Exhibit Hall (Authors on Pg 79)

### Schedule for Saturday, February 5 at WSRA 2022

<u>Start time</u>	<u>End time</u>	<u>What's Happening?</u>	<u>Location</u>
7:30 AM	8:15 AM	Breakfast	Ballroom CD
8:15 AM	9:15 AM	Keynote Address	Ballroom CD
9:30 AM	10:30 AM	<b>Sat-A</b> Breakout Sessions	See At-A-Glance
10:45 AM	11:45 PM	<b>Sat-B</b> Breakout Sessions	See At-A-Glance
11:55AM	12:25 PM	Book Signing	Palm Garden

**Thursday Lunch**  
**Located in Ballroom CD**  
**12:30-2:00**

### **Thursday Lunch Menu**

#### **3rd Ward Italian Table Buffet**



Saffron Orzo Pasta Salad  
Baby Kale Caesar  
Antipasti Assorti  
Chianti Braised Beef Tips  
Pan-seared Tuscan Chicken  
Vesuvio Potato Wedges  
Cannolis and Eclairs for dessert

**Friday Lunch**  
**Located in Ballroom CD**  
**12:30-2:00**

### **Friday Lunch Menu**

#### **6th Street Smokehouse Table**




Backyard Garden Salad  
Mostly Corn Pudding  
Blistered Green Beans  
Smoked Cheddar Macaroni  
Shaved BBQ Beef Brisket  
Pulled Pork  
Cracklin Citrus Cream Puffs for dessert

**Saturday Breakfast**  
**Located in Ballroom CD**  
**7:30-8:15**

### **Saturday Breakfast Menu**

#### **WI CENTER BREAKFAST EXPERIENCE**




An assortment of Racine Kringle  
(a Wisconsin pastry original)  
Seasonal Sliced Fruits  
All Natural Orange and Local Bog Cranberry Juice  
Signature Reserve Coffee and Tea Selection

### **First Come, First Seated**

For WSRA 2022, entry into the breakout sessions is offered on a first come, first seated basis. We recommend that you arrive early but plan alternative selections in the event that the room capacity has been met by the time you arrive. Fire code does not permit standing in the back of the room or sitting on the floor. Please do not leave personal items unattended or reserve seats for yourself or others.

### **Facilities and American Disabilities Act Notification**

 The WSRA conference will be held at the Wisconsin Center at 400 W. Wisconsin Avenue, Milwaukee, WI 53203. Please notify WSRA of ADA or other special requests via the online registration form <https://wsra.memberclicks.net/wsra-2022> . Questions? Please call Maria at 262-514-1450 or email at [wsra@wsra.org](mailto:wsra@wsra.org).

## Hotel Room Block and Information About Milwaukee



WSRA has hotel room blocks with conference rates at:

The Hilton Milwaukee City Center (509 W. Wisconsin Ave.) Call 414-271-7250  
<https://www.hilton.com/en/hotels/mkemhhf-hilton-milwaukee-city-center/> .

The DoubleTree (611 West Wisconsin Avenue) Call 414-273-2950  
<https://www.hilton.com/en/hotels/mkeccdt-doubletree-milwaukee-downtown/>

For information about entertainment in Milwaukee, go to [www.visitmilwaukee.org](http://www.visitmilwaukee.org).

## Frequently Asked Questions



For FAQ's visit <https://wsra.memberclicks.net/conference-faq>.

**Exhibits** <https://wsra.memberclicks.net/exhibitors>

### NEW LOCATION

#### Exhibit Hall Ballroom A/B Hours

Wednesday	6:00 PM - 8:00 PM
Thursday	7:15 AM - 5:00 PM
Friday	7:15 AM - 3:30 PM

## Presenters' Biographical Information

Visit this page to view the full biographical information of the presenters:

<https://wsra.memberclicks.net/conferences>

## WSRA Awards and Honors

### Nominations for WSRA's Awards and Honors are due November 1.

Leadership Group Members go to <https://wsra.memberclicks.net/awards-and-honors-2021> to submit a nomination for 2021 or <https://wsra.memberclicks.net/awards-and-honors-2022> to submit a nomination for 2022.

Celebrate Literacy - Individual Award  
Celebrate Literacy - Organization Award  
Council Recognition  
Exemplary Reading Award  
Friends of Literacy Honor Roll  
Digital Literacies Award of Distinction Award  
Outstanding Administrator Award  
Outstanding Service to WSRA Award  
Pat Bricker Memorial Research Scholarship  
WSRA President's Award  
Student Scholarship Awards

## WSRA's Online Literacy Learning



WSRA's Online Literacy Learning promotes flexible, self-directed, professional learning opportunities to develop expertise for wise decision-making.

Possible Choices for You and Your Team

- Webinars
- Videos
- Ongoing learning after WSRA conference sessions

Members please find recordings from past speakers in our resources tab on the WSRA website.

**Thursday, February 3, 2022**

**Keynote by Dr. Yolanda Sealy Ruiz ~ Racial Literacy & The Archaeology of Self: Reading the Heart, Mind & Soul to Make Change in Education ~**



**Dr. Yolanda Sealy Ruiz:** Dr. Yolanda Sealey-Ruiz is an award-winning Associate Professor at Teachers College, Columbia University. Her research focuses on racial literacy in teacher education, Black girl literacies, and Black and Latinx male high school students. A sought-after speaker on issues of race, culturally responsive pedagogy, and diversity, Sealey-Ruiz works with K-12 and higher education school communities to increase their racial literacy knowledge and move toward more equitable school experiences for their Black and Latinx students. Sealey-Ruiz appeared in Spike Lee's "2 Fists Up: We Gon' Be Alright", a documentary about the Black Lives Matter movement and the campus protests at Mizzou. Her co-authored book [with Dr. Detra Price-Dennis] *Advancing Racial Literacies in Teacher Education: Toward Activism for Equity in Digital Spaces* will be published in April 2021. Her first full-length collection of poetry *Love from the Vortex & Other Poems* (Kaleidoscope Vibrations

LLC) was published in March, 2020, and her sophomore book of poetry, *The Peace Chronicles* was released in July, 2021.

**Keynote Description:** Sustaining racial literacy across the life span is possible by engaging in an "Archaeology of Self" - an action-oriented process requiring love, humility, reflection, an understanding of history, and a commitment to working against racial injustice. This approach to social justice requires a reading of the mind, body and soul. In this interactive Keynote presentation, participants will be presented with ways to deeply reflect on their identity, positionality, and how this impacts their role as an educator. Topics to be discussed include the six components and three tenets of racial literacy development and its application to education. Additionally, Dr. Sealey-Ruiz will share the three tenets of racial literacy and their connection to classrooms and the everyday lives of educators. Individuals who develop racial literacy are able to engage in the necessary personal reflection about their racial beliefs and practices and teach their students to do the same.



*Thursday - Literacy Threads*

**In the Back of the Exhibit Hall**

**a 15 minute snippet of information...no needle  
required 9:20 – 9:40**

**At-A-Glance 9:45 – 11:00 Th-A Sessions**

9:45 - 11:00	Presenters	Presenters
Th-A01	Abrams	Having Hard Conversations (This session will be continued at 11:15)
Th-A02	Becker	Creating Synergy in the ELA Classroom: Integrating Literacy and the Visual Arts
Th-A03	Biggs-Tucker	Reading from and to the Heart: Using Picture Books Across All Grade Levels to Spark Reading and Writing Reciprocity
Th-A04	Brozo	Identifying the Disciplinary Practices that Motivate Literacy and Learning in the Content Classroom
Th-A05	Champeau, Deschane, Luedeke	Responsive Teaching: Pushing Back Against One-Size Fits All Curriculum Mandates and Why it Matters
Th-A06	Clark, Fiedeldey, Frank, Scott	Three Lenses to Deepen Students' Understanding of Texts and People-identity, harm & healing, and heartwork
Th-A07	Goldberg	Weaving Through Disciplines: Holocaust Education for English and Social Studies
Th-A08	Howard	Lessons Learned from a Pandemic
Th-A09	Jorgensen	Korean Poetry Competition Provides Opportunity for American Students
Th-A10	Mee	Connecting with Kids
Th-A11	Moses	Flexible Structures to Support Meaningful Language and Literacy Learning with Multilingual Learners
Th-A12	Novak	Honoring Identity Through Literacy: Teaching for Social Justice
Th-A13	Pallin, Kern	Build Memories and Connect Hearts through Poetry Shows in the Pre-K - 3rd Grade Classrooms! Engage Learners and Their Families!
Th-A14	Peterson	Love and Logic 101: Taking the Stress out of Teaching
Th-A15	Sealey-Ruiz	Critical Love in Education
Th-A16	Stockman	Creating Inclusive Writing Environments in the K-12 Classroom
Th-A17	Stone	TBA
Th-A18	Thom, Boo, Zignego	Weaving the New 2020 ELA Standards Artistically into your Literacy Quilt

Th-A19	Thompson, Wedekind	Hands Down Speak Out: Facilitating Student-Led Conversations
Th-A20	Wilhorn	Help Readers Love Reading
Th-A21	Landrigan	What's the Difference Between Going Public and Publishing?

## 9:45 – 11:00 Th-A Session Descriptions

*The Wisconsin State Reading Association presents*

### Th-A01



#### Jennifer Abrams

**Title:** Having Hard Conversations (This session will be continued at 11:15)

**Audience:** All

**Presentation:** At this moment in time when things are ever shifting, it is critically important that we strive to develop ourselves, not just as educators, but as human beings. What can we do to be bigger and better versions of ourselves as collaborative team members and as leaders? This workshop, based on Jennifer's new book, *Stretching Your Learning Edges: Growing (Up) at Work*, will introduce us to adult developmental theory and to five focused ways we can develop ourselves at work. We will build our skills to: know ourselves and our identities better, suspend our certainty and think with greater complexity and openness, take increased responsibility for our language and communications, engage with reciprocity and live 'out loud' our belief of mutual respect for all, build our resiliency, and work on our emotional health. Consider what it means, in practice, to grow (up) – to develop our skills, and capacities as lead learners in our schools.

*The Wisconsin State Reading Association presents*

### Th-A02



#### Patricia Becker

**Title:** Creating Synergy in the ELA Classroom: Integrating Literacy and the Visual Arts

**Audience:** PK-2, English Language, Special Education, Reading Teacher/Reading Specialist, Interventionist, Teacher Educator

**Presentation:** Synergy is defined as "the interaction of elements that when combined produce a total effect that is greater than the sum of the individual elements." This session will highlight the synergistic relationship between literacy and the visual arts based on theory, research, and practice. Participants will explore art-themed picture books and arts-integrated activities that support hands-on, multi-sensory learning in listening, speaking, reading, and writing.

*The Wisconsin State Reading Association presents*

### **Th-A03**



#### **Karen Biggs-Tucker**

**Title:** Reading from and to the Heart: Using Picture Books Across All Grade Levels to Spark Reading and Writing Reciprocity

**Audience:** PK-2, 3-5, 6-8, Preservice

**Presentation:** Are you aware of the reciprocity between reading and writing but have always wondered how to make this explicit for yourself and your students while reading books that create lasting connections to their hearts? In this engaging session, learn ways to take advantage of these important connections as we explore how engaging mentor texts, shared in the workshop structure you're already familiar with, can help your young readers and writers see themselves as literacy learners. You'll leave with a collection of mentor texts and lessons to help create the connections between reading and writing for your learners when you walk back into your classroom on Monday morning!

*The Wisconsin State Reading Association presents*

### **Th-A04**



#### **William Brozo**

**Title:** Identifying the Disciplinary Practices that Motivate Literacy and Learning in the Content Classroom

**Audience:** Author, PK-12, Literacy Coach, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Reading Recovery, Consultant, Content Area

**Presentation:** Recent developments in literacy theory and research have brought about a new and more nuanced understanding of what it means to possess sophisticated literacies for disciplinary texts and for participating in discourse communities in science, history, literature, and math. As calls for better preparing youth for the demands of learning in the 21st century increase, it is essential that we consider how this approach to teaching and learning impacts students' literacy practices and engagement. This presentation explores the current research base for and curricular applications of disciplinary literacy and highlights its possibilities and challenges.



*WSRA Celebrating 65 Years of  
providing leadership, advocacy,  
and expertise.*

*The Wisconsin State Reading Association presents*

## **Th-A05**



**Kathy Champeau**

**Ryanne Deschane**

**Kelly Luedeke**

**Title:** Responsive Teaching: Pushing Back Against One-Size Fits All Curriculum Mandates and Why it Matters

**Audience:** PK-5, Literacy Coach, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Reading Recovery, Consultant

**Presentation:** Fueled by student test scores on local, state, and national large-scale assessments, as well as the much publicized opportunity gap, schools have often responded by mandating one-size fits all curriculum, programs, and lessons. In contrast, responsive teaching best meets the needs of our diverse students. How do teachers meet the ethical challenges of working in a dichotomous system? Join us as we explore what it takes to remove the barriers to responsive teaching practices.

*The Wisconsin State Reading Association presents*

## **Th-A06**



**Dana Clark**

**Sarah Fiedeldey**

**Heather Frank**

**Lily Howard Scott**

**Title:** Three Lenses to Deepen Students' Understanding of Texts and People- identity, harm & healing, and heartwork

**Audience:** PK-8, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Consultant

**Presentation:** Decades ago, in her powerful essay “Mirrors, Windows, And Sliding Glass Doors,” Rudine Sims Bishop shared the importance of curating libraries which allow every child to see themselves in the pages of books. Yet over thirty years later, we recognize that our collections still lack representation and that simply placing diverse books on our shelves isn’t enough. In this session, participants explore how to use beautiful, diverse texts as a vehicle to bring reading comprehension, SEL, and social justice together. Join us in studying how to coach readers and invite conversation through the lenses of identity, harm & healing, and heartwork.

*Nathan and Esther Pelz Holocaust Education Resource Center (HERC) presents*

## Th-A07



### Sam Goldberg

**Title:** Weaving Through Disciplines: Holocaust Education for English and Social Studies

**Audience:** 6-8, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Consultant

**Presentation:** In April 2021, Act 30 was signed into law, requiring that the Holocaust and other genocides be taught in grades 5-12. While the law only effects social studies curriculum, we at the Nathan and Esther Pelz Holocaust Education Resource Center (HERC) believe that the subject is best addressed across multiple disciplines. Anyone who has heard a survivor speak knows that this subject is not merely a lesson in history, it has a voice. By integrating literary works on the Holocaust, you will be setting the groundwork for meaningful conversations on humanity, resilience, and standing up for what is right.

*The Wisconsin State Reading Association presents*

## Th-A08



### Dr. Mary Howard

**Title:** Lessons Learned from a Pandemic

**Audience:** All

**Presentation:** In March 2020, we experienced a new landscape in our educational history. When COVID 19 left schools scrambling to address pandemic-fueled challenges, we could not have possibly appreciated professional learning opportunities afforded us by this experience. In this session, Mary Howard will address those lessons with suggestions on how we could take advantage of important change opportunities as we move forward.



*Heart of Literacy*

*The Wisconsin State Reading Association presents*

## **Th-A09**



### **Elizabeth Jorgensen**

**Title:** Korean Poetry Competition Provides Opportunity for American Students

**Audience:** 6-12, Literacy Coach, English Language, Curriculum Director

**Presentation:** Teachers will be introduced to a Korean poetic form, known as sijo. Throughout this interactive presentation, instructors will learn how to teach sijo to students and about the benefits and logistics of entering students into the national sijo-writing competition sponsored by The Sejong Cultural Society in collaboration with Harvard University.

*The Wisconsin State Reading Association presents*

## **Th-A10**



### **Marlon Mee**

**Title:** Connecting with Kids

**Audience:** K-12, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist

**Presentation:** This session focuses on the importance of connecting with kids. Having a solid connection with students can increase academic effort, reduce classroom management issues and reduce stress for teachers and students. Marlon uses his sense of humor to share his stories of making positive connections with students from 4K through high school.

*The Wisconsin State Reading Association presents*

## **Th-A11**



### **Lindsey Moses**

**Title:** Flexible Structures to Support Meaningful Language and Literacy Learning with Multilingual Learners

**Audience:** K-8, Literacy Coach, English Language, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Teacher Educator, Preservice, Consultant

**Presentation:** This interactive session builds on the foundations of supporting multilingual learners to explore structures and strategies for deepening language and literacy learning through meaningful, culturally relevant, and developmentally appropriate instruction. This session focuses on making literacy instruction comprehensible with the use of scaffolds for connecting reading, writing, speaking, and listening with content relevant to students from a range of ages and language proficiency stages. Practical strategies and examples of supporting oral language development connected to all language domains will be presented with take-aways that can be implemented

immediately. Interactive application of concepts and discussion will take place throughout the presentation.

*The Wisconsin State Reading Association presents*

## **Th-A12**



**Laura Adams**

**Barb Novak**

**Title:** Honoring Identity Through Literacy: Teaching for Social Justice

**Audience:** PK-12, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Curriculum Director, Teacher Educator, Preservice

**Presentation:** Identity plays a critical role in literacy instruction. Educators need to understand their own identities and the identities of students. Further, reading, writing, speaking, listening, and language can be tools for learning and communicating about identities. Understanding and addressing identity is one way to advance educational equity. Using resources from Wisconsin's Department of Public Instruction (such as Wisconsin's Standards for English Language Arts, 2020 and DPI's Instructional Practice Guides for Equitable Teaching and Learning in English Language Arts), DPI literacy consultants will engage participants in several standards-based instructional strategies for honoring identity with literacy instruction.

*The Wisconsin State Reading Association presents*

## **Th-A13**



**Melissa Pallin**

**Daiana Kern**

**Title:** Build Memories and Connect Hearts through Poetry Shows in the Pre-K - 3rd Grade Classrooms! Engage Learners and Their Families!

**Audience:** PK-5, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Content Area

**Presentation:** Want to enliven your classroom and guide students to read and write from their hearts? We'll show you how. Join Melissa Pallin, M.Ed., NBCT from the Racine Unified School District and Global Montessori Educators Institute and Daiana Kern, M.A. to learn how. Not only this, you will be helping your children to become masters of key phonological and phonemic awareness, phonics, and fluency skills. Edgar Allen Poe wrote, "Poetry is the rhythmical creation of beauty in words." Help your students learn to perform poems of their choosing (poems from a variety of authors, including themselves!) for an audience of family, friends, and the wider school community. Learn tips to get started with creating a Poetry Show at your school. Don't miss this opportunity to build skills and memories. It's time for our schools to create literacy events that help students and families connect with each other and the community through beautiful, heartfelt, expressive language while celebrating their growth during this school year.

*The Wisconsin State Reading Association presents*

## **Th-A14**



### **Chris Peterson**

**Title:** Love and Logic 101: Taking the Stress out of Teaching

**Audience:** All

**Presentation:** Who should be tired at the end of the day? The kids!-Love allows children to grow through their mistakes.-Logic allows children to live with the consequences of their choices.-Love and Logic is a way of working with children that puts teachers back in control, teaches children to be responsible, and prepares young people to live in the real world, with its many choices and consequences. We will take teachers through an interactive high energy thrill ride teaching about the techniques and importance of being an empathetic and effective teacher.

*The Wisconsin State Reading Association presents*

## **Th-A15**



### **Dr. Yolanda Sealy-Ruiz**

**Title:** Critical Love in Education

**Audience:** All

**Presentation:** Through the lens of critical love—a grounded approach to public activism, teaching and community engagement, participants will examine the power and potential of critical love (love for liberation) in education.

*The Wisconsin State Reading Association presents*

## **Th-A16**



### **Angela Stockman**

**Title:** Creating Inclusive Writing Environments in the K-12 Classroom

**Audience:** All

**Presentation:** What role does culture and context play inside of the writing environments we create for young writers? How might deepening our awareness of both enable us to create far more inclusive experiences for those we serve? Join us for a brief exploration of our nation's cultural history and its influence on writing instruction and leave with new thoughts and practices that engage and sustain the writers in your room.

*The Wisconsin State Reading Association presents*

## **Th-A17**



### **Nic Stone**

**Title:** TBA

**Audience:**

**Presentation:**

*The Wisconsin State Reading Association presents*

## **Th-A18**



### **Lisa Thom**



### **Natalie Boo**



### **Mona Zignego**

**Title:** Weaving the New 2020 ELA Standards Artistically into your Literacy Quilt

**Audience:** K-12, Literacy Coach, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist

**Presentation:** Each tool in your teaching toolbox represents a colorful strand of your knowledge and professional experience. Join us as we help you weave these strands together with the new 2020 ELA standards to explore how depth of knowledge and Bloom's Taxonomy can improve literacy in your classroom. Participants will leave with a clearer understanding of the standard revisions from 2010, student-friendly learning outcomes, and success criteria.

*The Wisconsin State Reading Association presents*

## **Th-A19**



### **Christy Thompson**

**Title:** Hands Down Speak Out: Facilitating Student-Led Conversations



### **Kassia Omohundro Wedekind**

**Audience:** PK-5, Literacy Coach, Reading Teacher/Reading Specialist, Teacher Educator

**Presentation:** How can we make space for classroom conversations that serve the dual purposes of creating community and constructing meaning about texts? In this session, we will explore the what, why and how of using Hands-Down Conversations as a tool to build talk communities that are accessible to everyone, especially those whose voices are traditionally left out of classroom discourse. Most simply put, Hands-Down Conversations are conversations that flow between students without the use of hand-raising, and in which the teacher is not the primary speaker. Session participants will engage in partner discussions, analyze video of students having Hands-Down Conversations, and learn some practical tips for getting started right away in this work.

*The Wisconsin State Reading Association presents*

## **Th-A20**



### **Brian Wilhorn**

**Title:** Help Readers Love Reading

**Audience:** K-8, Literacy Coach, Library Media, Principal/Administrator, Interventionist, Teacher Educator

**Presentation:** Once students can read, how can teachers foster a love of reading? In this session Brian shares numerous strategies to engage and empower student readers. Learn ways to connect with individual students and how to create a culture of reading within classrooms. Hear about reading programs that involve the whole school and how to encourage and support reading at home. Numerous children's books are embedded throughout the presentation.

*The Wisconsin State Reading Association presents*

## Th-A25



### Clare Landrigan

**Title:** What's the Difference Between Going Public and Publishing?

**Audience:** K-5

**Presentation:** Every writer needs a reader because audience matters. Let's talk about how to celebrate our students' writing throughout the writing process without losing hours of instructional time. This session will share practical, purposeful ways to center your students to keep sharing student writing developmentally appropriate and joyful! All the benefits without the headaches!

### At-A-Glance 11:15-12:30 Th-B Sessions

11:15-12:30	Presenters	Session Title
Th-B01	Abrams	Having Hard Conversations (This session is a continuation of the 9:45)
Th-B02	Afflerbach	Teaching Readers (Not Reading): Moving Beyond Skills and Strategies to Reader-Focused Instruction
Th-B03	Brente, Bell	Notable Decodables
Th-B04	Collier, Venegas	We Got This! Collaboration and Joy in Learning
Th-B05	Goldberg	Weaving Through Disciplines: Holocaust Education for English and Social Studies
Th-B06	Howard	Guided Reading in Perspective
Th-B07	Jayne, Barbieri, Rowse-Borrelli	The Sweet Spot: Finding and using successful reading strategies for intervention at the secondary level
Th-B08	Jorgensen	Building Students' Cultural Competence through Writing
Th-B09	Manske, Beaulieu	Interactive Writing Turned Digital!
Th-B10	Mee	Connecting with Kids
Th-B11	Moses	Strategies for Using Translanguaging Practices to Support Authentic and Multilingual Language and Literacy Experiences: Building Bilingual Identities con Nuevos Amigos (with Our Friends)
Th-B12	Noland	Who Gets To Thrive? Maintaining Human Connection in Digital Learning
Th-B13	Peterson	On the Spot: Leading with Love and Logic
Th-B14	Sankey, Sankey	When the Golden Rule Just Isn't Enough
Th-B15	Schuelke	Visual Literacy: Embracing Equity-Minded Practices through the Arts
Th-B16	Sealey-Ruiz	Critical Love in Education
Th-B17	Stockman	Loose Parts Play in the Writing Workshop
Th-B18	Stone	TBA
Th-B19	Styczinski	Illustrations Matter

Th-B20	Umar, Smith	Living the Legacy of Pura Belpre: Latinx Literature in the Elementary Classroom
Th-B21	Wilhorn	The Curious Journey of an Unlikely Reading Teacher Part 1
Th-B22	Landrigan	Keeping It Real - Moves to Make Your Reading Conferences Short, Joyful, and Student-Centered

## 11:15 - 12:30 Th-B Session Descriptions

*The Wisconsin State Reading Association presents*

### Th-B01



#### Jennifer Abrams

**Title:** Having Hard Conversations (This session is a continuation of the 9:45 session.)

**Audience:** All

**Presentation:** At this moment in time when things are ever shifting, it is critically important that we strive to develop ourselves, not just as educators, but as human beings. What can we do to be bigger and better versions of ourselves as collaborative team members and as leaders? This workshop, based on Jennifer's new book,

Stretching Your Learning Edges: Growing (Up) at Work, will introduce us to adult developmental theory and to five focused ways we can develop ourselves at work. We will build our skills to: know ourselves and our identities better suspend our certainty and think with greater complexity and openness take increased responsibility for our language and communications engage with reciprocity and live 'out loud' our belief of mutual respect for all build our resiliency and work on our emotional health Consider what it means, in practice, to grow (up) – to develop our skills and capacities as lead learners in our schools.

*The Wisconsin State Reading Association presents*

### Th-B02



#### Peter Afflerbach

**Title:** Teaching Readers (Not Reading): Moving Beyond Skills and Strategies to Reader-Focused Instruction

**Audience:** All

**Presentation:** Reading instruction is too often grounded in the narrowly defined "science of reading" that focuses exclusively on cognitive skills and strategies. Yet, strategy and skill are just one aspect of reading development. This presentation examines the *sciences* of reading to focus on research that describes the important role of metacognition, motivation and engagement,

self-efficacy, attributions and epistemic knowledge in students' literacy development. After consideration of related theory and research, I use classroom vignettes to illustrate the broad-based nature of student readers' growth, and to provide concrete suggestions for instruction and assessment—each informed by research and the *sciences* of reading.

*The Wisconsin State Reading Association presents*

## **Th-B03**



**Elisa Brente**

**Title:** Notable Decodables



**Lyndsey Bell**

**Audience:** PK-5, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator

**Presentation:** Myth! Decodable books are boring. Myth! Decodable books are silly. Fact! Decodable books increase students' learning of the reading process. What is all the buzz about new decodable texts? Decodable text provides students the skills to decode correctly. Decodable text allows students to use and develop correct print to sound phonologic processing pathways and avoid the potential of developing incorrect reading strategies. However, not all decodables are created equal. Learn the 3 key components to a great decodable and best practices for using them to help students build necessary skills to become proficient readers!

*The Wisconsin State Reading Association presents*

## **Th-B04**



**Kathy Collier   Lisette Venegas**

**Title:** We Got This! Collaboration and Joy in Learning



**Audience:** PK-5, Literacy Coach, Reading Teacher/Reading Specialist, Interventionist, Reading Recovery

**Presentation:** In a year of many unknowns, we developed a Professional Learning Community system to empower teachers, while keeping students and data at the forefront. Our process has yielded

intentional and responsive practices in classrooms. Our presentation will cover the components and steps that had the most impact including: Setting team working agreements; Designating a Process Observer for asset-based language; Previewing literacy units and setting focus standards, using Ghoddy Muhammad's Five Pursuits; Revising or developing formative assessments with the focus standard in mind; Collaborating and reflecting, using tools modified from Cornelius Minor's We Got This (Thinking About Students, Quick Impact Plan); Triangulating data to measure impact.

*Nathan and Esther Pelz Holocaust Education Resource Center (HERC) presents*

## **Th-B05**



### **Sam Goldberg**

**Title:** Weaving Through Disciplines: Holocaust Education for English and Social Studies

**Audience:** 9-12, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Consultant

**Presentation:** In April 2021, Act 30 was signed into law, requiring that the Holocaust and other genocides be taught in grades 5-12. While the law only effects social studies curriculum, we at the Nathan and Esther Pelz Holocaust Education Resource Center (HERC) believe that the subject is best addressed across multiple disciplines. Anyone who has heard a survivor speak knows that this subject is not merely a lesson in history, it has a voice. By integrating literary works on the Holocaust, you will be setting the groundwork for meaningful conversations on humanity, resilience, and standing up for what is right.

*The Wisconsin State Reading Association presents*

## **Th-B06**



### **Dr. Mary Howard**

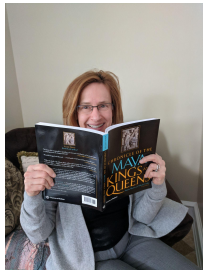
**Title:** Guided Reading in Perspective

**Audience:** K-5, Literacy Coach, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director

**Presentation:** Guided Reading is a research supported practice that allows us to differentiate and intensify instruction in small and very small groups. Yet, in recent years guided reading has come under fire. Oddly, those perceptions falling at two ends of the belief spectrum are both right. Mary Howard will discuss a mismatch between research and application while suggesting how we can tip the scale so that guided reading can become a force of good for all children.

*The Wisconsin State Reading Association presents*

## **Th-B07**



**Samantha Jayne**

**Laura Barbieri**

**Sarah Rowse-Borrelli**

**Title:** The Sweet Spot: Finding and using successful reading strategies for intervention at the secondary level

**Audience:** 6-12, Literacy Coach, Reading Teacher/Reading Specialist, Interventionist, Teacher Educator

**Presentation:** The intervention team within our district conducted an 18 month action research project based on the findings of David Kilpatrick. After a year of implementation at our secondary schools, we would like to share our results and next steps for our intervention courses. Some of our findings have included strengthening the phonological core [phonemic awareness/phonics/connected texts], building vocabulary, and working on comprehension in all content areas. Ultimately, our goal is to find "the sweet spot" for our intervention students: research based practices that create strong readers who understand reading in a variety of contexts and can transfer skills to their other course work.

*The Wisconsin State Reading Association presents*

## **Th-B08**



**Elizabeth Jorgensen**

**Title:** Building Students' Cultural Competence through Writing

**Audience:** 6-12, Literacy Coach, English Language, Curriculum Director

**Presentation:** Build cultural competence through creative writing exercises with authentic purposes! In this presentation, teachers will learn about how students can use poetry to connect global issues to their local and personal context, and as a response to under-reported stories and current events.

*The Wisconsin State Reading Association presents*

## **Th-B09**



**Polly Manske**

**Title:** Interactive Writing Turned Digital!



**Sarah Beaulieu**

**Audience:** 3-5

**Presentation:** Digital literacy strategies explore diversity and culture in a community of learners. Learn about Sutori and other digital tools to support the facilitation of interactive writing as a dynamic instructional teaching method where you can transform your lessons into collaborative learning experiences with all of your students. As a participant, experience an interactive writing lesson designed to engage students with purposeful writing; whether they are physically in your classroom or at your fingertip with an interactive writing lesson focused on: WHO AM I?

*The Wisconsin State Reading Association presents*

## **Th-B10**



**Marlon Mee**

**Title:** Connecting with Kids

**Audience:** K-12, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist

**Presentation:** This session focuses on the importance of connecting with kids. Having a solid connection with students can increase academic effort, reduce classroom management issues and reduce stress for teachers and students.

Marlon uses his sense of humor to share his stories of making positive connections with students from 4K through high school.

*The Wisconsin State Reading Association presents*

## **Th-B11**



**Lindsey Moses**

**Title:** Strategies for Using Translanguaging Practices to Support Authentic and Multilingual Language and Literacy Experiences: Building Bilingual Identities con Nuevos Amigos (with Our Friends)

**Audience:** K-5, Literacy Coach, English Language, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Curriculum Director, Teacher Educator, Preservice, Consultant

**Presentation:** This presentation for bilingual and monolingual educators includes practical steps for creating and implementing instruction focused on supporting bilingual identities through integrating language domains and translanguaging with authentic writing experiences. Practical suggestions with examples provide ideas for building supportive bilingual communities, selecting and reading aloud texts with translanguaging practices, building contextualized vocabulary, developing oral language, supporting letter and video creations, and engaging with and responding to bilingual peers with the purpose of making international friends and learning about each other's communities. This presentation includes opportunities for translanguaging mentor texts exploration, discussion, and application of concepts.

*The Wisconsin State Reading Association presents*

## Th-B012



### Terrie Noland

**Title:** Who Gets To Thrive? Maintaining Human Connection in Digital Learning

**Audience:** All

**Presentation:** Digital learning is not only here; it's here to stay. With digital learning and technology comes speed and enhanced capabilities; however, the human connection between teaching and learning is often missing. This session will dive into the research to understand how to keep a human connection in a world of digital learning through authentic literature and the human voice. Technology is a game-changer in learning, but a human connection combined with technology is a force multiplier for the positive influences on education and social and emotional growth. The human voice serves as a comfort, soothing presence, heart connector, and model for students as they emerge as readers, learners, and doers. Likewise, literature can serve as the "windows, mirrors and sliding glass doors to ensure students see themselves and others in the literature. Using literature in a whole-child approach wraps the student in words that develop their funds of knowledge and increases their capacity to bend words to their will, which begins to open up pathways of curiosity and creativity and opens up neural pathways for genius.

*The Wisconsin State Reading Association presents*

## Th-B13



### Chris Peterson

**Title:** On the Spot: Leading with Love and Logic

**Audience:** All

**Presentation:** I know relationships are key! I get that misbehavior shouldn't be taken personally! But what do I do in the heat of the moment when a student flips out? We'll take a look at some of the most effective strategies that can get us through the toughest of situations while maintaining everyone's dignity. Explore a set of new strategies that will limit stress and up the odds that we help raise responsible kids.

*The Wisconsin State Reading Association presents*

## **Th-B14**



### **Patty Sankey    Sarah Sankey**

**Title:** When the Golden Rule Just Isn't Enough

**Audience:** 3-8, Literacy Coach, Reading Teacher/Reading Specialist, Teacher Educator, Preservice

**Presentation:** In this session, you will hear from two educators who are learning together about what it means to be an ally to middle level learners and how to use literacy as a voice. One educator is at the beginning of her career and the other is 30 years in. They will share their journey of understanding and how they have incorporated texts and language into their classrooms to create safe spaces for students. You will leave with strategies, suggestions, and text sets. Plan to be active and ready to share!

*The Wisconsin State Reading Association presents*

## **Th-B15**



### **Nicholle Schuelke**

**Title:** Visual Literacy: Embracing Equity-Minded Practices through the Arts

**Audience:** 6-12, Curriculum Director, Teacher Educator, Content Area

**Presentation:** What do you see? How do you “read” text? Is reading a book or article any different than reading a visual image? This session focuses on parallel literacy practices to explore the intersections between multimodality and cultural competency in culturally responsive ELA classrooms. When we look at images, what do we “see” and how is this related to literacy practices?

Activities, interdisciplinary connections, and a multi-step process for engaging in the arts are shared.

*The Wisconsin State Reading Association presents*

## **Th-B16**



### **Dr. Yolanda Sealy-Ruiz**

**Title:** Critical Love in Education

**Audience:** All

**Presentation:** Through the lens of critical love—a grounded approach to public activism, teaching, and community engagement, participants will examine the power and potential of critical love (love for liberation) in education.

*The Wisconsin State Reading Association presents*

## Th-B17



### Angela Stockman

**Title:** Loose Parts Play in the Writing Workshop

**Audience:** All

**Presentation:** What are loose parts and how might we use them to inspire writers of all ages and experience levels to produce higher quality print? Participants in this session will leave with a deepened understanding of the important role that these materials can play in our writing workshops, specific approaches for using them within the context of what they already do, and tips for gathering, using, and storing loose parts in their own spaces without spending a fortune.

*The Wisconsin State Reading Association presents*

## Th-B18



### Nic Stone

**Title:** TBA

**Audience:**

**Presentation:**

*The Wisconsin State Reading Association presents*

## Th-B19



### Jeanne Styczinski

**Title:** Illustrations Matter

**Audience:** Author, PK-2, Literacy Coach, Special Education, Library Media, Title I, Interventionist

**Presentation:** Have you thought about doing an illustration study in your classroom or need more ideas to make it successful? Illustrating can be challenging for young children and time consuming to teach, but it's such an important part of the writing process. As an author /illustrator of children's picture books and past kindergarten teacher, I'd like to share and discuss strategies that will make your illustration study more purposeful. Come join me in this colorful discussion!

*The Wisconsin State Reading Association presents*

## **Th-B20**



### **Mallory Umar    Dr. Haydee Smith**

**Title:** Living the Legacy of Pura Belpre: Latinx Literature in the Elementary Classroom

**Audience:** PK-5, Literacy Coach, English Language, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Curriculum Director, Teacher Educator

**Presentation:** Pura Belpre was the first Latina Librarian in the New York City Public Library. An educator, storyteller, and author, she shared stories that derived from and affirmed the lives and experiences of the Latinx community. Still today, according to the CCBC, less than 5% of published children's books feature Latinx characters. Research shows us that children of all backgrounds benefit from diverse literature in the classroom. This session will highlight literature that celebrates stories and amplifies voices of the Latinx community. During this session, we will discuss ways to use Latinx literature to meet new ELA Wisconsin Common Core Standards in grades K-5. Session participants will walk away with book lists and practical ideas for integrating Latinx literature into the curriculum.

*The Wisconsin State Reading Association presents*

## **Th-B21**



### **Brian Wilhorn**

**Title:** The Curious Journey of an Unlikely Reading Teacher Part 1

**Audience:** K-8, Literacy Coach, Library Media, Principal/Administrator, Interventionist, Teacher Educator

**Presentation:** Elementary teachers make countless decisions regarding their students each day. But which decisions lead students to higher reading volume, increased engagement, stronger skills, and ultimately, to be better readers? Join Brian in looking back at twenty-five years of teaching reading and relive the good, the bad, and yes, even the ugly decisions. Analyzing past practice can always lead to future success. This session will not only share simple classroom strategies, but it will encourage and uplift both new teachers and seasoned veterans with student success stories and a humble look at the ups and downs of a teacher trying his best.

**Thursday Lunch 12:30 - 2:00**

**Enjoy your lunch and visit the Exhibit Hall in Ballrooms A/B for the exhibits**



*Thursday - Literacy Threads*

**In the Back of the Exhibit Hall**

**a 15 minute snippet of information...no needle  
required 12:30-12:45**

### At-A-Glance 2:00-3:15 Th-C Sessions

2:00 - 3:15	Presenters	Session Titles
Th-C01	Abrams	Being Our Best Selves: Growing (Up) at Work
Th-C02	Afflerbach	Teaching Readers (Not Reading): Moving Beyond Skills and Strategies to Reader-Focused Instruction
Th-C03	Fry, Miller	Building Big Hearts in Small Towns
Th-C04	Her	TBD
Th-C05	Herrmann	Exploring Our World with Arts-Integrated Literacy
Th-C06	Howard	Collective Commitment: Widening Our Intervention Reach
Th-C07	Isackson, Bacha, Bisonette	We Are All Act 31: Lac Courte Oreilles Ojibwe School, Hayward, Wisconsin
Th-C08	Lang, Loeb, Medearis,	Partnering to support adolescent and infant literacy development: The Lullaby Project for pregnant and parenting teens.
Th-C09	Mairs, Markham	Integrating Science and Reading Using the Fish Hotel Kit
Th-C10	Mee	Connecting with Kids
Th-C11	Meyer	Integrated Pictograph Mnemonics Facilitates Sound Proficiency
Th-C12	Moses	Flexible Structures to Support Meaningful Language and Literacy Learning with Multilingual Learners
Th-C13	Omernik	Comics in the Classroom
Th-C14	Orum, Dziedzic	A Call for Something Better: The College, Career, and Community Writing Project as a foundation of respectful argument for civic engagement
Th-C15	Pedersen	Pathway to Critical Thinking: Quick Writes Across the Curriculum
Th-C16	Peterson	Taking the stress out of Parent/Teacher Conferences
Th-C17	Pierre	Bibliotherapy: Book Clubs that get to the Heart
Th-C18	Stockman	Multimodal Composition Up Close and Across the Distance
Th-C19	Thielitz	The Power of Pictures and Visible Thinking
Th-C20	Wilhorn	The Curious Journey of an Unlikely Reading Teacher Part 2 ~ Continued from 12:30 session.
Th-C21	Zulauf	Reading Instruction That Matters
Th-C22	Landrigan	Using Poetry in the Content Areas

## 2:00 - 3:15 Th-C Session Descriptions

*The Wisconsin State Reading Association presents*

### Th-C01



#### **Jennifer Abrams**

**Title:** Being Our Best Selves: Growing (Up) at Work

**Audience:** All

**Presentation:** At this moment in time when things are ever shifting, it is critically important that we strive to develop ourselves, not just as educators, but as human beings. What can we do to be bigger and better versions of ourselves as collaborative team members and as leaders? This workshop, based on Jennifer's new book, *Stretching Your Learning Edges: Growing (Up) at Work*, will introduce us to adult developmental theory and to five focused ways we can develop ourselves at work. We will build our skills to: know ourselves and our identities better, suspend our certainty, and think with greater complexity and openness, take increased responsibility for our language and communications, engage with reciprocity, and live 'out loud' our belief of mutual respect for all, build our resiliency, and work on our emotional health. Consider what it means, in practice, to grow (up) – to develop our skills and capacities as lead learners in our schools.

*The Wisconsin State Reading Association presents*

### Th-C02



#### **Peter Afflerbach**

**Title:** Teaching Readers (Not Reading): Moving Beyond Skills and Strategies to Reader-Focused Instruction

**Audience:** All

**Presentation:** Reading instruction is too often grounded in the narrowly defined "science of reading" that focuses exclusively on cognitive skills and strategies. Yet, strategy and skill are just one aspect of reading development. This presentation examines the *sciences* of reading to focus on research that describes the important role of metacognition, motivation and engagement, self-efficacy, attributions and epistemic knowledge in students' literacy development. After consideration of related theory and research, I use classroom vignettes to illustrate the broad-based nature of student readers' growth, and to provide concrete suggestions for instruction and assessment— each informed by research and the *sciences* of reading.

*The Wisconsin State Reading Association presents*

## **Th-C03**



**Matthew Fry      Ashley Miller**

**Title:** Building Big Hearts in Small Towns

**Audience:** All

**Presentation:** How do acceptance, tolerance, and open-mindedness begin in a small town and spread through the world? It can all start with YOU! From a town of 4,000 people, love can spread. Don't be afraid of the hard topics in your classes. Let literacy build the foundation of meaningful conversation. Build a team of student advocates and leaders to end the ignorance causing so much pain.

*The Wisconsin State Reading Association presents*

## **Th-C04**

**Kao Moua Her**

**Title:** TBD

**Audience:**

**Presentation:**

*The Wisconsin State Reading Association presents*

## **Th-C05**



**Bailey Herrmann**

**Title:** Exploring Our World with Arts-Integrated Literacy

**Audience:** 6-8, Teacher Educator, Preservice

**Presentation:** In this session, we will discuss how to integrate arts into literacy instruction. Arts integration is “using art techniques and activities to teach non-arts subjects” (Pennisi, 2012, p. 104). As a literacy teacher, I have been inspired by Keri Smith’s (2008) book, *How to Be an Explorer of the World:*

*Portable Art Life Museum*. The book provides a series of thought experiments, art projects, and other “explorations” that urge students to be documenters of their own lives. Students create multimodal projects by collecting artifacts, taking pictures, recording reflections, and artfully binding the final project into book-like art museums. As students explore their lives and worlds using the book’s suggested activities, they engage in arts-based literacy inquiry regarding the meanings they make about

their own surroundings. In this interactive session, I will introduce the books that inspired me to incorporate arts into my literacy instruction, demonstrate discussion-based classroom activities that support arts-integrated literacy, share examples of projects from students, and provide a handout that contains resources and recommendations.

*The Wisconsin State Reading Association presents*

## Th-C06



### Dr. Mary Howard

**Title:** Collective Commitment: Widening Our Intervention Reach

**Audience:** K-5, Literacy Coach, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Reading Recovery

**Presentation:** For nearly two decades, intervention approaches such as Response to Intervention (RTI) and Multi-tiered System of Support (MTSS) have become commonplace. While these frameworks initially showed promise, what seemed like a good idea in theory has lost ground in practice. Mary Howard will explore roadblocks that continue to derail our intervention efforts with suggestions for breaking down those barriers so that we can widen our scope of possibility.

*The Wisconsin State Reading Association presents*

## Th-C07



### Heather Isackson

### Holly Bacha

### Jason Bisonette

**Title:** We Are All Act 31: Lac Courte Oreilles Ojibwe School, Hayward, Wisconsin

**Audience:** 9-12, Principal/Administrator, Reading Teacher/Reading Specialist, Curriculum Director, Teacher Educator, Content Area

**Presentation:** Wisconsin Act 31 was passed into law over 30 years ago, yet today, school districts continue to struggle with how to appropriately implement and integrate culturally sensitive and relevant indigenous studies curriculum. Understanding that the “State of Wisconsin,” was occupied by 11 (now federally recognized) tribes for centuries before statehood was ever conferred is critical for school districts to recognize. This information alone tells us that in Wisconsin, “We Are All Act 31”. In conjunction with the Native American Literature course, through Tribal History we have created a unique opportunity to examine history from a personal and individual lens. Using the overall theme of “Identity” students are led through the cultural and legalistic histories of the tribal peoples of WI, with

particular emphasis on the Lac Courte Oreilles Band of Ojibwe. We will present established and integrated literacy and history through a place-and-content-based curriculum that is rich in immersive activities central to the theme of identity. In compliance with Wisconsin Act 31, assessment in this course is meant to be experiential and student/self-driven, with great emphasis on and awareness of preserving the wellness of each individual enrolled - following the core tenets of the Midewiwin Code and embodying the mission and philosophy of LCO School. “This environment is designed to incorporate the wisdom and beauty of the Ojibwe heritage along with the knowledge and skills to succeed in our modern technological society. The Midewiwin Code for Long Life and Wisdom is the cornerstone on which our educational system is built and shall serve as the guiding light as we move toward the future.” This curriculum map/structure can be easily adapted to reflect the tribe upon whose sacred territory your school is located.

*The Wisconsin State Reading Association presents*

## **Th-C08**



**Laura Lang**



**Jessie Loeb**



**Alanna Medearis**

**Title:** Partnering to support adolescent and infant literacy development: The Lullaby Project for pregnant and parenting teens.

**Audience:** All

**Presentation:** The International Literacy Association’s adolescent literacy committee identifies “valuing students’ voices and identities” as foundational to literacy development (ILA Position Statement, 2019). Our presentation will explore how the process of crafting a simple song, the lullaby, with local teaching artists can inspire powerful, student-driven literacy experiences that honor and privilege students’ voices and identities. We will draw upon research that highlights the essential role that engaging, authentic, arts-based literacy tasks can play in supporting students’ engagement, both with a literacy task and with their new identities.

*The Wisconsin State Reading Association presents*

## **Th-C09**



### **Nina Mairs**

### **Lynn Markham**

**Title:** Integrating Science and Reading Using the Fish Hotel Kit

**Audience:** Content Area, Curriculum Director, 3-5, Literacy Coach, Principal/Administrator, Reading, Teacher/Reading Specialist, Interventionist, Special Education

**Presentation:** The outdoors is the heart of Wisconsin. The lakes are part of what lures us to be outside. Lynn Markham wrote the book *Fish Hotel* out of a love of Wisconsin Lakes. The Fish Hotel Kit is a deep dive into the ecosystem that forms around a tree that has fallen into a lake. Using the fiction book *Fish Hotel* as a mentor text, the kit then leads students through a series of texts and activities that help them to understand life in Wisconsin lakes. What is a fish hotel? It's a tree that has fallen into a lake or stream, just like trees have been doing for eons. For fish, a fallen tree is like a hotel because it provides food and shelter. In Wisconsin many people pull trees out of lakes to "tidy up." How does that affect the fish? What do fish need to survive? The Fish Hotel Kit will reach the hearts of students by connecting them to their previous experiences with lakes, rivers and fish in Wisconsin, and inspire them to speak and act from the heart to help fish and wildlife thereby leading readers to live more joyfully. Kits have been distributed at no or little cost to teachers statewide. In the first year, more than 1,200 students were reached. What is so special about this kit is that it enables teachers to meet science and literacy standards while giving children the opportunity to learn about their own backyard.

*The Wisconsin State Reading Association presents*

## **Th-C10**



### **Marlon Mee**

**Title:** Connecting with Kids

**Audience:** K-12, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist

**Presentation:** This session focuses on the importance of connecting with kids. Having a solid connection with students can increase academic effort, reduce classroom management issues, and reduce stress for teachers and students.

Marlon uses his sense of humor to share his stories of making positive connections with students from 4K through high school.

*The Wisconsin State Reading Association presents*

## **Th-C011**



### **Robert Meyer**

**Title:** Integrated Pictograph Mnemonics Facilitates Sound Proficiency

**Audience:** PK-2, Reading Teacher/Reading Specialist

**Presentation:** In this non-commercial presentation, evidence and questions from published research on teaching beginning alphabet knowledge to preschool age children will be presented along with published evidence supporting Embedded Pictograph Mnemonics (EPM). Until recently, very few studies had compared generic methods of teaching beginning alphabetic knowledge (letter names and beginning sounds. Key findings and questions from four recent Randomized Controlled Trial studies comparing different methods and other factors (e.g. letter order) will be presented along with practical implications for practitioners, for example: "...no studies systematically compared with order of teaching letter names or letter sounds in spite of the theoretical interest in the possibility that the letter name knowledge may pave the way for learning letter sounds.: (Roberts, Vadasy, Sanders 2019). Finally in one study, students who received embedded pictograph mnemonics instruction learned almost twice as many letter sounds as the control group children.

*The Wisconsin State Reading Association presents*

## **Th-C12**



### **Lindsey Moses**

**Title:** Flexible Structures to Support Meaningful Language and Literacy Learning with Multilingual Learners

**Audience:** K-8, Literacy Coach, English Language, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Teacher Educator, Preservice, Consultant

**Presentation:** This interactive session builds on the foundations of supporting multilingual learners to explore structures and strategies for deepening language and literacy learning through meaningful, culturally relevant, and developmentally appropriate instruction. This session focuses on making literacy instruction comprehensible with the use of scaffolds for connecting reading, writing, speaking, and listening with content relevant to students from a range of ages and language proficiency stages. Practical strategies and examples of supporting oral language development connected to all language domains will be presented with take-aways that can be implemented immediately. Interactive application of concepts and discussion will take place throughout the presentation.

*The Wisconsin State Reading Association presents*

## **Th-C13**



### **Sheri Omernik**

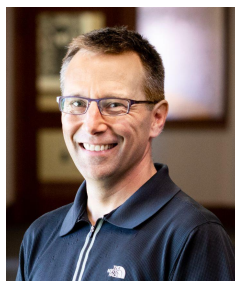
**Title:** Comics in the Classroom

**Audience:** Author, PK-12, Literacy Coach, English Language, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Reading Recovery, Consultant, Content Area, Digital Technology, All

**Presentation:** Comics in the classroom? Absolutely. Did you know the highest circulated ebook format in most schools is the graphic novel? Join our lively discussion about how graphic novels can be used to foster a love of reading and how to reach reluctant and striving readers in your classroom. All participants will receive a 28 day trial to Comics Plus, a MULTI-USER graphic novel database, which will provide your school with unlimited, simultaneous access for every student—at school and at home; on computers, tablets, or phones; online and offline.

*The Wisconsin State Reading Association presents*

## **Th-C14**



### **Bryn Orum**

### **Mark Dziedzic**

**Title:** A Call for Something Better: The College, Career, and Community Writing Project as a Foundation of Respectful Argument for Civic Engagement

**Audience:** 6-12, Literacy Coach, Principal/Administrator, Curriculum Director, Content Area

**Presentation:** Inspired by Cornelius Minor's question, "What if we returned to BETTER?" (Minor and Hicks, 2020), we propose a vision for classrooms that engage with current contested issues utilizing multiple literacies, value diversity of perspectives, and support students writing to authentic audiences. Using the National Writing Project's C3WP framework, this presentation focuses on the design and use of text sets to engage students in inquiry into contested issues. We will discuss the intertwined and interactive practice of reading, writing, and discussion, with an in-depth look at how to develop a multiple perspective text set and instructional strategies that support literacy for connection and action.

*The Wisconsin State Reading Association presents*

## **Th-C15**



### **Theresa Pedersen**

**Title:** Pathway to Critical Thinking: Quick Writes Across the Curriculum

**Audience:** 3-5, Literacy Coach, Special Education, Title I, Interventionist, Teacher Educator, Preservice

**Presentation:** Journaling isn't just for the reading block. Having students write down their thoughts and questions is an engaging and insightful practice in the science lab, math class and beyond. Before, during or after lessons, challenging students to complete quick writes, where they compose a short paragraph about their thoughts on the lesson or any questions they might have, is a great way to encourage them to think more deeply about the material. At the intersection of the Hess Cognitive Rigor Matrix and critical dialogue is a student's reflection on their own learning journey.

*The Wisconsin State Reading Association presents*

## **Th-C16**



### **Chris Peterson**

**Title:** Taking the stress out of Parent/Teacher Conferences

**Audience:** All

**Presentation:** Explore some ideas and principles that can limit stressful interactions with parents. Develop an understanding of why a parent might be upset. Discover a 5 step generic plan that you can utilize when upset parents do not give you time to plan. Examine more ideas about how to take good care of yourself.

*The Wisconsin Department of Public Instruction presents*

## **Th-C17**



### **Catherine Pierre**

**Title:** Bibliotherapy: Book Clubs that get to the Heart

**Audience:** PK-12, Reading Teacher, Reading Specialist, Interventionist, Title 1

**Presentation:** The combination of the ever changing landscape of education and the increased expectations for teachers to instruct students in both academic and social skills requires creative thinking about how to best make space in school days. This session will highlight the effectiveness of infusing Social and Emotional Learning Competencies into literacy instruction through the use of book clubs. It will explore the themes of student engagement, discussion, book clubs, and Social Emotional Learning and Literacy. Audience members will leave with a plan for creating empowered readers through the implementation of SEL book clubs in their setting.

*The Wisconsin State Reading Association presents*

## **Th-C18**



### **Angela Stockman**

**Title:** Multimodal Composition Up Close and Across the Distance

**Audience:** All

**Presentation:** As teachers and writers shifted from in-person to online learning during the 2020-2021 school year, many who were formerly committed to multimodal learning and especially, multimodal composition found themselves floundering across the distance. This session will introduce multimodal composition, distinguish it from the common forms of composition that we tend to support in schools, and offer approaches for teaching it in K-12 classrooms. Specific strategies for remote instruction will be shared, and Angela will also speak to her own experiences with this, what worked best, where she herself struggled, and where solutions were found.

*The Wisconsin State Reading Association presents*

## **Th-C19**



### **Elisabeth Thielitz**

**Title:** The Power of Pictures and Visible Thinking

**Audience:** 3-8

**Presentation:** What's going on in this picture? What makes you think that? Look closer and tell even more. In this session, you will learn how to engage students in visible thinking strategies while enhancing inferencing skills and communication skills. You will get to experience a lesson firsthand that reveals learners' unfolding ideas as they think through and discuss various photos from the New York Times "What's Going On in This Picture?" section.

*The Wisconsin State Reading Association presents*

## **Th-C20**



### **Brian Wilhorn**

**Title:** The Curious Journey of an Unlikely Reading Teacher Part 2

**Audience:** K-8, Literacy Coach, Library Media, Principal/Administrator, Interventionist, Teacher Educator

**Presentation:** Elementary teachers make countless decisions regarding their students each day. But which decisions lead students to higher reading volume, increased engagement, stronger skills, and ultimately, to be better readers? Join Brian in looking back at twenty-five years of teaching reading and relive the good, the bad, and yes, even the ugly decisions. Analyzing past practice can always lead to future success. This session will not only share simple classroom strategies, but it will encourage and uplift both new teachers and seasoned veterans with student success stories and a humble look at the ups and downs of a teacher trying his best. (It is not necessary to attend Part 1.)

*The Wisconsin State Reading Association presents*

## **Th-C21**



### **Ben Zulauf**

**Title:** Reading Instruction that Matters

**Audience:** PK-8, Literacy Coach, Principal/Administrator, Reading Teacher/Reading Specialist, Curriculum Director, Preservice

**Presentation:** Educators have a seemingly endless supply of resources to reference when designing our reading instruction--colleagues, administrators, books, blogs, twitter. But what REALLY matters? This session discusses how to turn research into practice to help our developing readers.

*The Wisconsin State Reading Association presents*

## **Th-C22**



### **Clare Landrigan**

**Title:** Using Poetry in the Content Areas

**Audience:** 3-5

**Presentation:** Poetry is a flexible structure that can be explored in any unit of study. This session will make the case for including poetry in nonfiction units of study. In reading, it's a great way to build one's schema in a content area and to synthesize big ideas in research. In writing, poetry offers choice in how a writer conveys information and an array of craft moves. Join me in exploring how to use poetry in your informational reading and writing units of study.



*Thursday - Literacy Threads*

**In the Back of the Exhibit Hall**

**a 15 minute snippet of information...no needle required 3:20-3:40**

**Friday, February 4, 2022**

**Keynote by Carol Boston Weatherford ~ Testament: History Brought Me Here ~**

with Live Graphic Recording by Sherrill Knezel



### **Carole Boston Weatherford**

Since her literary debut with Juneteenth Jamboree in 1995, Carole's books have received three Caldecott Honors, two NAACP Image Awards, an SCBWI Golden Kite Award, a Coretta Scott King Author Honor and many other honors. For career achievements, Carole received the Ragan-Rubin Award from North Carolina English Teachers Association and the North Carolina Literature Award, among the state's highest civilian honors. She holds an M.A. in publications design from University of Baltimore and an M.F.A. in creative writing from University of North Carolina, Greensboro. She is a Professor of English at Fayetteville State University in North Carolina.

**Keynote Description:** Hailed as a master of picture-book nonfiction, Newbery Honor winner Carole Boston Weatherford shares her poetic gift, her reading history, her literary journey and she delineates the five types of African American truth-telling.



*Friday - Literacy Threads*  
**In the Back of the Exhibit Hall**  
a 15 minute snippet of information...no needle  
required 9:20-9:40

## At-A-Glance 9:45-11:00 F-A Sessions

<b>9:45 - 11:00</b>	<b>Presenters</b>	<b>Session Title</b>
F-A01	Bates	Interactive Writing: Creating Authentic and Meaningful Texts to Teach Foundational Skills
F-A02	Biggs-Tucker	Exploring Diverse Literature to Grow Literacy Learners for Their Changing World
F-A03	Bomer	The Art of Essay: Powerful Writing from the Heart (Without a Formula!)
F-A04	Boston Weatherford	A Picture Is Worth 1000 Words
F-A05	Boyles	Writing Awesome Answers to Comprehension Questions (Even the Hard Ones)
F-A06	Brente, Bell	Authentic Voices: The Key to the Speaking-Writing Connection
F-A07	Buckley	Michael Buckley Author
F-A08	Casiano, Warga	Nourishment and the Multicultural Table: Poetic Texts Cultivat Space for Immigrant and First Generation Youth Voices
F-A09	Edwards	So, You Want to Involve Parents? Some New Ways to Engage Them
F-A10	Heard	Looking Again: Revision and Developing the Eyes to See the Qualities of Good Writing
F-A11	Jago	Reading Fast and Slow: The Reading Brain in a Digital Age
F-A12	Kalvaitis, Griesemer, Whitson	We Will Always Be Here: LGBTQ+ Wisconsin History in the Classroom
F-A13	Knezel	Sketchnoting: Using Visuals to Empower Students to Connect Heart and Mind
F-A14	Larsen	Blossoming with Phonological and Phonemic Awareness
F-A15	Leininger	Small Group Interactive Writing: Purposeful and Effective Intervention for Stiving Primary Readers
F-A16	Martin	Cultivating Belonging, Agency, and Student-Led Inquiry Through Strategic Classroom Design
F-A17	Maynard	Universal Design for Learning and Literacy
F-A18	McGowan	Helping the Digital Generation Become Leaders
F-A19	Nelson	Lakota Star Knowledge in Children's Books
F-A20	Ness	Every Minute Matters: Literacy-Rich Instructional Ideas to Optimize Classroom Time
F-A21	Serafini	Inspiring Reluctant Readers
F-A22	Shanahan	Teaching Disciplinary Literacy in Grades K-5
F-A23	Tarango	Let's Get Real: Increase Engagement with Project-Based Learning

F-A24	Van Haren	You know Haiku. Now Try Sijo: Using Korean Poetry and Literature to Teach Multicultural/Global Literacy
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## 9:45 – 11:00 F-A Session Descriptions

*The Wisconsin State Reading Association presents*

### F-A01

#### CC Bates



**Title:** Interactive Writing: Creating Authentic and Meaningful Texts to Teach Foundational Skills

**Audience:** K-2, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Reading Recovery

**Presentation:** During Interactive Writing (IW), students and teachers collaborate around a shared experience to negotiate and create a text. This session will examine how IW highlights the reciprocity between oral language, writing, and reading and supports foundational literacy skills like print referencing, phonological and phonemic awareness, letter sound knowledge, and orthographic mapping. Join C.C. as she shares how these authentic and meaningful texts assist with teaching reading to K-2 and striving 3-5 students.

*The Wisconsin Department of Public Instruction presents*

### F-A02

#### Karen Biggs-Tucker



**Title:** Exploring Diverse Literature To Grow Literacy Learners for Their Changing World

**Audience:** PK-8, Literacy Coach, Library Media, Preservice

**Presentation:** How can teachers inspire their students to better understand themselves and their world? How can we then inspire learners to be more aware of others? The answers are right there on the bookshelves of our classroom, libraries, and piles of books that are waiting to be read aloud? Learn how to find books to begin powerful conversations with your students so they can become the allies that our world needs now more than ever.

*The Wisconsin State Reading Association presents*

### F-A03

#### Katherine Bomer



**Title:** The Art of Essay: Powerful Writing from the Heart (Without a Formula!)

**Audience:** 3-12, Literacy Coach, Teacher Educator, Preservice

**Presentation:** Katherine will share how to help students generate sophisticated ideas about the world and to write stunning essays by embedding story, multiple perspectives, questions, and writing to think. This rich material can be organized into various shapes and structures that grow organically from content. Participants will read excerpts of published essays to notice and name a variety of structures that do not fit into the standard 5 paragraph formula. Essay helps students write fluently and with emboldened voices, qualities that will translate to any assigned task in school and to their work and life situations.

*The Wisconsin Department of Public Instruction presents*

## **F-A04**



### **Carol Boston Weatherford**

**Title:** A Picture Is Worth 1000 Words

**Audience:** All

**Presentation:** Award-winning poet and historian will share stories behind two iconic photographs, guide a tour of online archives and show how primary source images can inspire young writers to create ekphrastic poems and find their own voices.

*The Wisconsin State Reading Association presents*

## **F-A05**



### **Nancy Boyles**

**Title:** Writing Awesome Answers to Comprehension Questions (Even the Hard Ones)

**Audience:** K-5, Literacy Coach, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Curriculum Director

**Presentation:** With new standards and new assessments, how can we best prepare intermediate grade students for comprehension questions that require deeper thinking? We can provide them with answer frames matched to these more challenging (harder!) questions. But writing scaffolds alone will not be enough. Greater depth of knowledge about a text begs for more analytical reading. In this session, become familiar with questions that require thoughtful text analysis, learn simple instructional steps that lead to accurate and insightful constructed responses, and explore related classroom-ready tools including mini-lessons, anchor charts, sample responses, answer frames, and more—all easily embedded into your current literacy curriculum. Handout includes lots of sample materials.

*The Wisconsin State Reading Association presents*

## **F-A06**



**Elisa Brente**

**Lyndsey Bell**

**Title:** Authentic Voices: The Key to the Speaking-Writing Connection

**Audience:** PK-2, 3-5, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading

Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator

**Presentation:** How can you ensure equity and cultural relevance that builds students' confidence in developing their voice ensuring they feel heard through speaking and writing? When students see their stories and perspectives represented in the books they read, it allows them to experience authentic voices that can give them insight to participate in discussion and express themselves through speaking. This processing transfers to students' writing and highlights their own voices that can be written for audiences outside of the classroom for a real-world purpose and on topics of significance. Whether their purpose is to inform, persuade, present a solution to a problem, or tell a story, students can infuse their writing with their own voice and unique perspectives. When students are empowered to share their voice, experience, and perspectives through meaningful conversations and writing, they communicate more clearly and are more motivated and excited to write.



## *Body of Literacy*

*The Wisconsin State Reading Association presents*

## **F-A07**



**Michael Buckley**

**Title:** Michael Buckley author

**Audience:** All

**Presentation:** NY Times bestselling author Michael Buckley discusses his unusual path to writing for children, discusses some of his greatest influences, and talks about his mission to write books for kids who do not like to read.

*The Wisconsin State Reading Association presents*

## **F-A08**



### **Nawal Casiano     Jasmine Warga**

**Title:** Nourishment and the Multicultural Table: Poetic Texts Cultivate Space for Immigrant and First Generation Youth Voices

**Audience:** 3-8, Literacy Coach, English Language, Library Media, Title I, Curriculum Director, Teacher Educator

**Presentation:** How can the poetic novel form make space for decentering English and thus, helping to cultivate anti-racist classrooms? How can poetic devices be used to nourish and honor all aspects of student identities, particularly those with first generation identities? How can we exalt and center multilingual kids with nuanced immigrant identities by opening conversation around form? Verse provides opportunities for embracing the texture and cadence of languages other than English and allows for celebration of cultural customs often relegated to tropes and narrow narratives of immigrants trapped in smallness. The language-first mode of analyzing poetry evokes fullness, nourishment, and comfort by warmly reflecting cultural traditions often unseen on the page, preserving the vibrancy of multiculturalism. Often, these texts include powerful imagery and evocations of food as a symbol of love. Participants will leave with concrete examples to be easily incorporated into teaching practice.

*The Wisconsin State Reading Association presents*

## **F-A09**



### **Patricia Edwards**

**Title:** So, You Want to Involve Parents? Some New Ways to Engage Them

**Audience:** K-12, Literacy Coach, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Curriculum Director, Teacher Educator

**Presentation:** Just as populations change, ideas about how to encourage and work with parents also need to evolve. Patricia Edwards provides school leaders and classroom teachers with new and creative ways in which to welcome, encourage, and involve parents. Enacting these types of practices requires a special kind of commitment from teachers and school leaders, which often coincides with a particular kind of mindset about families and one's responsibility to engage them. Educators often develop this mindset as they deepen their understanding of families, literacy/language, culture/race/class, and themselves. Edwards pulls these understandings together and presents them in a straightforward and concise way.

*The Wisconsin State Reading Association presents*

## **F-A10**



### **Georgia Heard**

**Title:** Looking Again: Revision and Developing the Eyes to See the Qualities of Good Writing

**Audience:** Consultant, Curriculum Director, English Language, K-8, Literacy Coach, Principal/Administrator, Teacher Educator, Preservice

**Presentation:** “How can I get my students to revise?” is one of the most frequently asked questions when teaching writing. The key to getting students to revise is to teach specific revision strategies that will enable students to resee and reshape their writing on multiple levels, from word choice to organization. In this presentation, Georgia Heard will draw on her book *The Revision Toolbox: Teaching Techniques That Work* on how to give young writers specific and practical strategies to inspire and guide them in revising their writing.

*The Wisconsin State Reading Association presents*

## **F-A11**



### **Carol Jago**

**Title:** Reading Fast and Slow: The Reading Brain in a Digital Age

**Audience:** All

**Presentation:** Many students have difficulty reading digital texts because they approached them as they would social media. Students are skimming and scanning when they need to be reading closely, attending to detail and purpose. Students think they are studying, but in fact they are in a state of continuous partial attention — never giving their full attention to what needs to be absorbed from the text. As a result, they often miss the artful nature of the books we ask them to read. Neuroscientist Maryanne Wolf explains in “Reader, Come Home” that, “The great challenge now is to learn how to use both print and digital mediums to their best advantage for all.” Carol Jago will demonstrate artful literacy strategies to help make this happen. She will also offer new book titles that are sure to engage your students' heads and hearts.

*The Wisconsin State Reading Association presents*

## **F-A12**



### **Jenny Kalvaitis**



### **Kurt Griesemer**



### **Kristin Whitson**

**Title:** We Will Always Be Here: LGBTQ+ Wisconsin History in the Classroom

**Audience:** 6-12, Principal/Administrator, Reading Teacher/Reading Specialist, Content Area

**Presentation:** Join us for a session about using the inspiring and educational book, *We Will Always Be Here* in your classroom. Free classroom resources will be provided as we present examples of LGBTQ+ activism throughout Wisconsin's history for young people to explore and discuss. Drawing from a rich collection of primary sources—including diary entries, love letters, zines, advertisements, oral histories, and more—the book provides a jumping-off point for readers who are interested in learning more about LGBTQ+ history and activism, as well as for readers who want to build on the work of earlier activists. *We Will Always Be Here* shines a light on powerful and often untold stories from Wisconsin's history, featuring individuals across a wide spectrum of identities and from all corners of the state. The LGBTQ+ people, allies, and activists in this guide changed the world by taking steps that young people can take today—by educating themselves, telling their own stories, being true to themselves, building communities, and getting active. The aim of this celebratory book is not only to engage young people in Wisconsin's LGBTQ+ history, but also to empower them to make positive change in the world.

*The Wisconsin State Reading Association presents*

## **F-A13**



### **Sherill Knezel**

**Title:** Sketchnoting: Using Visuals to Empower Students to Connect Heart & Mind

**Audience:** All

**Presentation:** Our students draw before they write, and drawing is thinking! This session will explore the ways sketchnoting can be used in the classroom to support the learning styles of ALL students, empower voice, and make thinking visible. Based on the compelling research that images and text used together increase engagement, memory, and retention, (Andrade, 2009; Paivio, 1971; Wammes, Meade & Fernandes, 2016) using sketchnotes in the classroom can have transformative effects. When students use sketchnotes, they are empowered to be critical thinkers whether they are reading, listening, or viewing content. When they use visuals to make meaning of content and express themselves, they build confidence and connections that can lead to change. Narrative data and student examples from upper elementary through post-secondary, as well as differentiation for ELL and neurodiverse students will be shared to show the range and possibility of this innovative literacy and advocacy tool. Participants will learn about current brain research that supports the benefits of sketchnoting to increase literacy and comprehension, take part in hands-on practice to shift their own thinking around drawing, and leave with concrete ways to use sketchnoting across all grade levels and content areas.

*The Wisconsin State Reading Association presents*

## **F-A14**

### **Emily Larsen**

**Title:** Blossoming with Phonological and Phonemic Awareness

**Audience:** PK-2, Reading Teacher/Reading Specialist, Interventionist

**Presentation:** Phonemic proficiency is critical for literacy development. Students with well-developed sensitivity to the sound structure of language are better prepared to make connections between spoken and written language. Teachers need to be given the tools to put the research of phonological and phonemic awareness into practice. This session will define and identify what is meant by phonological and phonemic awareness instruction and will provide teachers with the tools needed to embed into their daily instructional practices so students can truly blossom in reading!

*The Wisconsin State Reading Association presents*

## **F-A15**



### **Katrena Leininger**

**Title:** Small Group Interactive Writing: Purposeful and Effective Intervention for Striving Primary Readers

**Audience:** PK-2, Literacy Coach, Reading Teacher/Reading Specialist, Interventionist, Preservice, Reading Recovery

**Presentation:** It is important for emergent readers to gain phonemic awareness and letter/sound knowledge. However, for children to make use of this knowledge, they must understand how the alphabetic system of written language works. The alphabetic principle is the system of symbols that connects oral language with written language. Interactive writing provides opportunities for children to apply the alphabetic system as well as a myriad of other foundational reading and writing skills. This interactive presentation for K-1 teachers and reading interventionists will explore the idea that small group interactive writing provides the opportunity for striving readers to not only gain knowledge but apply it through meaningful, authentic, and connected text.

*The Wisconsin State Reading Association presents*

## **F-A16**



### **Jessica Martin**

**Title:** Cultivating Belonging, Agency, and Student-Led Inquiry Through Strategic Classroom Design

**Audience:** PK-8, Literacy Coach, Principal/Administrator, Reading Teacher/Reading Specialist, Teacher Educator

**Presentation:** Learners who are imaginative, resourceful, and willing to take risks, does not happen by chance! Join in an always evolving conversation about how to reimagine and implement new habits, routines, and strategies that foster meaningful and purposeful inquiry-based learning opportunities. We'll also discuss how to co-author community agreements around identity and inclusivity so that young learners present and honor diverse ideas without fear of rejection or judgement.

*The Wisconsin State Reading Association presents*

## **F-A17**



### **Deanna Maynard**

**Title:** Universal Design for Learning and Literacy

**Audience:** PK-12, Literacy Coach, Special Education, Reading Teacher/Reading Specialist, Title I, Teacher Educator

**Presentation:** Developing a literacy classroom to engage, enrich, and excite all students is as easy as 1, 2, 3 - the 3 Universal Design for Learning (UDL) Guidelines! Providing multiple means of Engagement, Representation, and

Action & Expression can help us make literacy learning accessible and meaningful for all students. How can we intentionally incorporate the UDL guidelines in our literacy lesson planning to increase the likelihood of success for all students? Find out how applying the UDL Guidelines to your lessons can take learning to a new level for everyone!

*The Wisconsin State Reading Association presents*

## **F-A18**



### **Mike McGowan**

**Title:** Helping the Digital Generation Become Leaders:

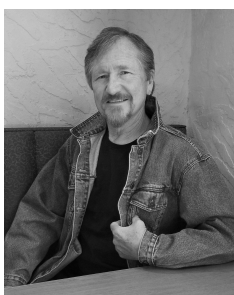
**Audience:** All

**Presentation:** In a time when the average child spends more time daily in front of a screen than sleeping, and adults have to be pried away from their own devices, the culture has become increasingly less personal and inter-connective. Children cannot become proficient at skills they don't practice or see modeled. It is critical that children interact with the adults in their life with respect and that those adults model skills for the children they will need as they mature. How we handle our own

relationships stands as an example of those we teach.

*The Wisconsin State Reading Association presents*

## **F-A19**



### **SD Nelson**

**Title:** Lakota Star Knowledge in Children's Books

**Audience:** Teacher Educator

**Presentation:** In Lakota tradition, the night sky is the home of the Star People—the spirits of our ancestors. Using contemporary colorful illustrations, author and illustrator, S.D. Nelson shares a unique way of seeing the night and making a connection with the natural world. The stars are transformed into deer, galloping horses, hummingbirds and other winged beings as Sister Moon dreams

her way across the vaulted sky.

*The Wisconsin State Reading Association presents*

## **F-A20**



### **Molly Ness**

**Title:** Every Minute Matters: Literacy-Rich Instructional Ideas to Optimize Classroom Time

**Audience:** All

**Presentation:** Have you ever looked at your instructional to-do list and thought, “I don’t have the time to do this all!”? Classroom instructional time is our most precious commodity. Though teachers can’t create more minutes in the school day, we do have the power to be effective and efficient without giving time. In this session, we will examine the use of instructional time to make more space for literacy. We will explore innovative literacy-rich ideas for classroom transitions to make every minute matter.

*The Wisconsin State Reading Association presents*

## **F-A21**



### **Dr. Frank Serafini**

**Title:** Inspiring Reluctant Readers

**Audience:** K-8, Literacy Coach, Teacher Educator

**Presentation:** Since reading became a required component in the elementary curriculum, teachers have struggled to inspire some children to pick up a book and read. In this session, strategies for inspiring children to read will be presented, including how to create an inviting classroom library, creating spaces for readers, establishing a community of readers, and a range of invitations to help children engage as readers.

*The Wisconsin State Reading Association presents*

## **F-A22**



### **Timothy Shanahan**

**Title:** Teaching Disciplinary Literacy in Grades K-5

**Audience:** K-5, Principal/Administrator, Title I, Curriculum Director, Teacher Educator, Content Area

**Presentation:** Disciplinary literacy refers to the specialized ways that literacy is used in history, science, mathematics, and literature. State standards require that students be taught these specialized literacy approaches in secondary schools. But what can elementary teachers do to prepare their students for what is to come? This presentation will explain the concept of disciplinary literacy and provide specific advice on how elementary instruction can put students on the road to greater academic success.

*The Wisconsin State Reading Association presents*

## **F-A23**



### **Terra Tarango**

**Title:** Let's Get Real: Increase Engagement with Project-Based Learning

**Audience:** 3-8, Principal/Administrator, Curriculum Director

**Presentation:** Things got real in 2020—it's time our instruction gets real as well! Discover how to implement project-based learning with time-saving cross-curricular content, meaningful collaboration opportunities, and authentic real-world connections. Explore specific project-based learning units and equip yourself with the confidence and tools to create learning experiences that fully engage students in making the world a better place (without skimping on academic rigor!). Come ready to be that teacher students will never forget. Leave with lesson-by-lesson project ideas to make it happen.

*The Wisconsin State Reading Association presents*

## **F-A24**



### **Kate Van Haren**

**Title:** You know Haiku. Now Try Sijo: Using Korean Poetry and Literature to Teach Multicultural/Global Literacy

**Audience:** 3-5, Literacy Coach, Library Media, Curriculum Director, Content Area

**Presentation:** Learn how Korean arts, poetry, and literature can increase students' literacy skills and global perspectives. Through the practice of Korean cloth wrapping with a Bojaji, participants will compare and contrast different cultural practices. Participants will learn and practice writing Sijo, a Korean verse style poem, that follows a 44-46 syllable pattern and explore Korean resources that will enhance students' reading skills and cultural understanding. Participants will also engage in paper-folding and poetry-writing so they can replicate activities with students.

## **At-A-Glance 11:15-12:30 F-B Sessions**

<b>11:00 - 12:15</b>	<b>Presenters</b>	<b>Curious Learners</b>
F-B01	Allen	Poetry Connections: Strengthening Your Professional Knowledge Base
F-B02	Bates	R3 - Revisiting Running Records
F-B03	Bomer	Keep it Simple and Essential: Social/Emotional Benefits of Time, Choice, Response in Teaching Writing
F-B04	Buckley	Michael Buckley Author
F-B05	Chen, Pederson, Saito	Reflect, Recover and Rebuild: How teachers and students can use writing to move past the mass trauma of COVID-19 toward empowered teaching and learning
F-B06	Edwards	So, You Want to Involve Parents? Some New Ways to Engage Them

F-B07	Grafwallner	Research, Resources, Skills and Strategies
F-B08	Heard	Poetry Daily: Strategies to Teach Poetry Throughout the Year
F-B09	Hollihan Allen, Mineau, Verbeten	Build and Manage an Effective Classroom Library for All
F-B10	Knezel	Sketchnoting: Using Visuals to Empower Students to Connect Heart and Mind
F-B11	Madson	Everyone Has a Story: How to Help Students Create Their Own Children's Book
F-B12	Martinson, Sackett, Tasher	Community, Individual Development, and Passion Reinvigorating the Classroom with Co-Team Teaching
F-B13	McCarthy	Unlocking Layers of Justice and Equity Beyond Book Lists
F-B14	McGowan	The Complete Toolbox
F-B15	McMurtry	New Shifts Lead to Necessary Starts: How the Newly Revised Wisconsin State ELA Standards Call for the Centering of Black Language and Literacy (via authentic texts) in Every Classroom
F-B16	Nelson	Horses, Tipis, and the Buffalo Hunt in Children's Books (Repeated 3rd Session)
F-B17	Ness	Ending Book Deserts: Ensuring Book Access to All
F-B18	Ochonogor, Wheeler	Just Like Me - Creating a Culturally Responsive Classroom Environment
F-B19	Renwick, Uppena	In Books We Trust: How to Create Shared Literacy Experiences with Colleagues, Families, and Communities
F-B20	Serafini	The Why, What and How of Multimodal Literacy
F-B21	Shanahan	Scheduling Instruction to Improve Reading Achievement
F-B22	Stieber-White, Umar	Lifting Up Identity and NonStandardized Language: Supporting These Important Shifts in the WI ELA Standards with Authentic Texts
F-B23	Walther	Curious Learners

## 11:15 – 12:30 F-B Session Descriptions

*The Wisconsin State Reading Association presents*

### **F-B01**



#### **Katheryn Allen**

**Title:** Poetry Connections: Strengthening Your Professional Knowledge Base

**Audience:** PK-5, Preservice

**Presentation:** Reinvigorate your understanding of foundational skills through poetry! The most significant factor in a student's acquisition of literacy is the expertise of the teacher. Accordingly, teachers must know the fundamentals of their discipline and how to teach those fundamentals to their students. This session explores how arts integration links existing knowledge with new knowledge to form enduring and resilient understandings of concepts associated with literacy and literacy instruction. Arts integration has the capacity to broaden thinking around discrete concepts while also building relationships across areas of literacy. Teachers who connect foundational principles of reading, writing, and oral language to construct a fuller definition of literacy are more able to create environments in which students participate in complex literacy activities. Anticipate crafting poetry in a variety of formats during the session, as well as generating ideas for further learning. This session is ideal for those who are transitioning to new teaching positions or preparing for the FoRT.

*The Wisconsin State Reading Association presents*

## **F-B02**



### **CC Bates**

**Title:** R3 - Revisiting Running Records

**Audience:** K-2, Literacy Coach, Reading Teacher/Reading Specialist, Interventionist, Curriculum Director, Teacher Educator, Preservice, Reading Recovery

**Presentation:** Running Records are so much MORE than just an accuracy rate of oral reading. Join C.C. to revisit this formative reading assessment and examine how students' errors and self-corrections can guide instructional decisions. C.C. will specifically address topics like how to prevent students from guessing or inventing text and how to support the application of phonics and decoding knowledge during the reading of continuous text.

*The Wisconsin State Reading Association presents*

## **F-B03**



### **Katherine Bomer**

**Title:** Keep it Simple and Essential: Social/Emotional Benefits of Time, Choice, Response in Teaching Writing

**Audience:** K-8, Literacy Coach, Teacher Educator, Preservice

**Presentation:** “Children will write, if we let them.” (Donald Graves) Children fall in love with writing when we provide the essentials: Time, Choice, Response. Children realize they have a treasure trove of topics to share, in picture books, poems, essays, and informational texts—with real audiences and reasons to write. Writing Workshop is a structure that works, and if we immerse our students in the joys of writing from the earliest ages, they will develop understandings of writing and processes that help them draft, revise, and edit. Participants will experience the JOY and even fall in love with writing too!

*The Wisconsin State Reading Association presents*

## **F-B04**



### **Michael Buckley**

**Title:** Michael Buckley author

**Audience:** All

**Presentation:** NY Times bestselling author Michael Buckley discusses his unusual path to writing for children, discusses some of his greatest influences, and talks about his mission to write books for kids who do not like to read.

*The Wisconsin State Reading Association presents*

## **F-B05**



### **Rita Chen**

### **Theresa Pedersen Isaku Saito**

**Title:** Reflect, Recover and Rebuild: How teachers and students can use writing to move past the mass trauma of COVID-19 toward empowered teaching and learning

**Audience:** 3-8, English Language, Reading Teacher/Reading Specialist, Teacher Educator, Preservice

**Presentation:** COVID-19 disrupted our way of life and it's daily rhythms in the spring of 2020. It is time for teachers and students to heal from the fear and stress exacerbated by repetitive pandemic news, political unrest, and human-rights protests. This session invites educators to explore how literacy fuels meaning-making and healing through journaling. Writing about trauma moves those experiences from the back of the brain into the frontal lobe to be analyzed more dispassionately, sparking renewed energy and engagement. We invite teachers to address a critical question: "What does it mean to me to be an authentic teacher right now?" (Goldberg 2019, p. xviii). The audience will participate in the following activities to explore the healing power of literacy: (1) Write from your heart to take care of yourself: The presenters will share strategies and activities that inspire solution-focused thinking for educators. The audience will be dialoguing with themselves through journaling. (2) Extend the healing power of writing to students for relationship building: The presenters will demonstrate strategies and materials aimed at helping students express concerns, voice needs, and/or grapple with challenging issues unearthed during the pandemic. We invite the audience to analyze students' writing to detect their needs (Minor, 2019). (3) Reflect, revise and rebuild your teaching beliefs and practices: Toward the end of the workshop, the audience will contemplate core teaching beliefs and practices and how they reflect (or do not reflect) student's needs as we all recover from the impact of pandemic.

*The Wisconsin State Reading Association presents*

## **F-B06**



### **Patricia Edwards**

**Title:** So, You Want to Involve Parents? Some New Ways to Engage Them

**Audience:** Preschool-12, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Curriculum Director, Teacher Educator, Preservice

**Presentation:** Just as populations change, ideas about how to encourage and work with parents also need to evolve. Patricia Edwards provides school leaders and classroom teachers with new and creative ways in which to welcome, encourage, and involve parents. Enacting these types of practices requires a special kind of commitment from teachers and school leaders, which often coincides with a particular kind of mindset about families and one's responsibility to engage them. Educators often develop this mindset as they deepen their understanding of families, literacy/language, culture/race/class, and themselves. Edwards pulls these understandings together and presents them in a straightforward and concise way.

*The Wisconsin State Reading Association presents*

## **F-B07**



### **Peg Grafwallner**

**Title:** Research, Resources, Skills and Strategies

**Audience:** All

**Presentation:** In today's complex and data-driven classrooms, it is imperative, now more than ever, that teachers utilize all the tools at their disposal. As a result, teachers must apply research, resources, skills and strategies to create 21st century learning opportunities. I will offer researched articles linked to cross-curricular resources connected to specific skills related to content-area strategies demonstrating how to seamlessly embed research, resources, skills and strategies into various disciplines. Progress monitoring tools will be provided illustrating the connected outcome. As a result, participants will be able to create lessons based in research and grounded in skill using formative assessments.

*The Wisconsin State Reading Association presents*

## **F-B08**



### **Georgia Heard**

**Title:** Poetry Daily: Strategies to Teach Poetry Throughout the Year

**Audience:** K-8, Literacy Coach, English Language, Principal/Administrator, Curriculum Director, Teacher Educator, Preservice, Consultant

**Presentation:** Poetry can offer emotional lessons as well as teach students essential craft tools for every genre; yet sometimes it's difficult to find the time to include poetry in our overloaded and busy days, and it's often set aside until late spring, or not taught at all. Georgia Heard will share dozens of practical ways teachers can tuck poetry into the school day, and

throughout the year, in simple, yet meaningful, invitations that encourage deep reading, inspired writing, and support content area studies.

*The Wisconsin State Reading Association presents*

## **F-B09**



**Lisa Hollihan Allen**



**Elizabeth Mineau**



**Nicci Verbeten**

**Title:** Build and Manage an Effective Classroom Library for All

**Audience:** 3-12, Literacy Coach, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Digital Technology

**Presentation:** We love to expand our classroom library, right? But, is your classroom library overflowing, unorganized, and hard to manage? Are you confident that your library helps your students reach their full literacy potential? Does your library reflect human diversity, addressing race and ethnicity, religion, sexual identity, socioeconomic status and other real world circumstances? We'll share the research, our experience and some examples regarding the composition, organization, and maintenance of an effective classroom library. We will also share some titles and resource suggestions. Reflect on and share your current practice and learn to fill your library with great reading material that will be accessible to all of your students, organized in a way that suits their needs, and is easily maintained to further expand to fill any gaps.

*The Wisconsin State Reading Association presents*

## **F-B10**



**Sherill Knezel**

**Title:** Sketchnoting: Empowering Our Students to Use Visuals to Access Heart, and Mind

**Audience:** All

**Presentation:** Our students draw before they write, and drawing is thinking! This session will explore the ways sketchnoting can be used in the classroom to support the learning styles of ALL students, empower voice, and make thinking visible. Based on the compelling research that images and text used together increase engagement, memory, and retention, (Andrade, 2009; Paivio, 1971; Wammes, Meade &

Fernandes, 2016) using sketchnotes in the classroom can have transformational effects. When students use sketchnotes, they are empowered to be critical thinkers whether they are reading, listening, or viewing content. When they use visuals to make meaning of content and express themselves, they build confidence and connections that can lead to change. Narrative data and student examples from upper elementary through post-secondary, as well as differentiation for Ell and neurodiverse students will be shared to show the range and possibility of this innovative literacy and advocacy tool. Participants will learn about current brain research that supports the benefits of sketchnoting to increase literacy and comprehension, take part in hands-on practice to shift their own thinking around drawing, and leave with concrete ways to use sketchnoting across all grade levels and content areas.

*The Wisconsin State Reading Association presents*

## **F-B11**



### **Hannah Madson**

**Title:** Everyone Has a Story: How to Help Students Create Their Own Children's Book

**Audience:** 3-12, English Language, Special Education

**Presentation:** You have heard the saying, “Everyone has a story,” yet at times, our students struggle to understand and be able to tell their own story. In this presentation you will receive research-based practice ideas to help increase the stamina of writing in your students. This leads into a mini- unit lesson created for students to be able to write and produce their own children’s book. This mini - unit can be adapted to several grade levels and incorporated into any unit content. Students who have done this mini-unit and project have been able to leave the art of their words for younger generations and learn how to share their words and ideas through stories.

*The Wisconsin State Reading Association presents*

## **F-B12**



### **Terri Martinson**



### **Rachel Sackett**



### **Ben Tasher**

**Title:** Community, Individual Development, and Passion Reinvigorating the Classroom with Co-Team Teaching

**Audience:** All

**Presentation:** In this session you will learn what co-team teaching is, how to set it up, and implement it. You will leave this session with an understanding of the tools and methods of co-team teaching to

immediately implement innovative and simple new teaching styles. As said about co-team teaching by a student: “Every unit made me think about who I am, how I am growing up, and how to be a better person.” The classroom experience and learning environment can be elevated to make learning more joyful and engaging for both students and teachers with co-team teaching.

*The Wisconsin State Reading Association presents*

## **F-B13**



### **Jo Ellen McCarthy**

**Title:** Unlocking Layers of Justice and Equity Beyond Book Lists

**Audience:** PK-5, Literacy Coach, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Teacher Educator, Preservice

**Presentation:** Children’s literature serves as a unique entry point to extend conversations about equity, justice, and anti-bias- anti-racist (ABAR) education. Books are vehicles for conversations, but the words and the pages that hold the words do not come alive until humans enter the equation (de la Pena, 2019). By using engaging books as a springboard, educators can foster kid-centered inclusive conversations about social justice issues, and inspire kids to be agents of change. Reading helps us gain a sense of belonging, appreciation, and affirmation of identities and cultural ways of being. Shared stories offer readers the opportunity to understand both the joys and struggles of young people experiencing different racial, linguistic, and economic circumstances. Participants will reflect and explore strategies that unlock layers of learning through a critical exploration of text and media aligning ongoing conversations about literacy, social and emotional learning, and ABAR using books as co-teachers for lessons in reading, writing and life.

*The Wisconsin State Reading Association presents*

## **F-B14**



### **Mike McGowan**

**Title:** The Complete Toolbox

**Audience:** All

**Presentation: The Complete Toolbox:**

The social and emotional health of students have a dramatic effect on their learning, literacy, decision making, relationships, physical and mental health. Helping the students develop their social and emotional skill set benefits them across the board. Mike will discuss engaging the students to increase their social-emotional skill set.

*The Wisconsin State Reading Association presents*

## **F-B15**



### **Teaira McMurtry**

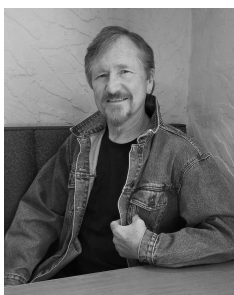
**Title:** New Shifts Lead to Necessary Starts: How the Newly Revised Wisconsin State ELA Standards Call for the Centering of Black Language and Literacy (via authentic texts) in Every Classroom

**Audience:** All

**Presentation:** “To any citizen of this country who figures himself as responsible – and particularly those of you who deal with the minds and hearts of young people – must be prepared to ‘go for broke’” (1963, para 1). With the snowballing urgency of the Black Lives Matter Movement (2013) and other social risings that call for the justice of minoritized peoples in this country, Baldwin’s lines are more timely than ever. In the same vein as Baldwin’s essay “Talk to Teachers”, this presentation explores the promise and possibilities of creating linguistically artful ELA instruction by centering Black Language in all classrooms. Moving beyond the honoring and celebration of diversity, this presentation presses the question: what happens when Black Language is understood, fully embraced, and cultivated widely? Not only would this create an opportunity for artful and equitable curricula and instruction, but it would also work toward what schools and districts (which are microcosms of larger society) around the nation so desperately need: environments that are not only diverse but also inclusive. This interactive presentation will address two frequently asked questions by both pre- and in-service teachers: (1) how do I respect Black Language while teaching standardized English? and (2) how do I incorporate more diverse literature in a curriculum that lacks representation and inclusion? To answer these questions, the presenter relies on Wisconsin’s Revised ELA Standards (2021) to create a pluralistic framework for celebrating and cultivating Black Language in all classrooms and provides teachers with the starting strides (with ready-to-implement examples) on this effort toward equity.

*The Wisconsin State Reading Association presents*

## **F-B16**



### **SD Nelson**

**Title:** Horses, Tipis and the Buffalo Hunt in Children’s Books (Repeats in Session 3)

**Audience:** Teacher Educator

**Presentation:** For the Lakota people of the Great Plains the Circle of Life is real. Their traditional use of bold colors and pictographic symbols gives form and understanding to their world-view. Nelson will discuss the development of Plains Indian ledger book art. He will show how traditional Plains Indian art has influenced his contemporary illustration style. Human Beings are not privileged beings who are above or separate from the world. We two-legged creatures are part of the landscape and everything in it. With this awareness comes humility and the gift of harmony.

*The Wisconsin State Reading Association presents*

## **F-B17**



### **Molly Ness**

**Title:** Ending Book Deserts: Ensuring Book Access to All

**Audience:** All

**Presentation:** Book deserts - low-income areas where books are scarce - impact our children's literacy development. This session presents data around book access and the impact of book deserts. Participants will explore the innovative people and programs who work to provide book access and to foster reading culture in high-poverty urban and rural areas.

*The Wisconsin State Reading Association presents*

## **F-B18**



### **Celeste Ochonogor**

**Title:** Just Like Me - Creating a Culturally Responsive Classroom Environment

**Audience:** All

**Presentation:** Looking through the eyes of a child is amazing. We give them praise and allow them to explore. However, something changes when they enter the classroom. The images and expectations are something that they are unfamiliar with. How do we turn our classrooms into a culturally responsive environment? How do we create that brave space where learners feel that they have a voice and a choice? This session will provide some guidance on creating a classroom environment that encourages and engages learners.



### **Janet Wheeler**

*The Wisconsin State Reading Association presents*

## **F-B19**



### **Matt Renwick**

### **Mickie Uppena**

**Title:** In Books We Trust: How to Create Shared Literacy Experiences with Colleagues, Families, and Communities

**Audience:** PK-8, Literacy Coach, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Reading Recovery

**Presentation:** Instead of only trying to encourage families to read and write more, what if we also created literacy experiences as a nexus for partnerships between schools, families, and communities? In this session, a library media specialist and a principal share practical approaches for engaging with colleagues, families, and local community members around shared literacy experiences. Developing readers, writers, thinkers, and communicators is more successful when it is a school- and community-wide endeavor. Trust is at the foundation for this work. Virtual family literacy nights and "equity projects" (student-centered action research) are two specific approaches that will be highlighted. Participants will receive examples and handouts for implementing these ideas in their respective schools and communities.

*The Wisconsin State Reading Association presents*

## **F-B20**



### **Dr. Frank Serafini**

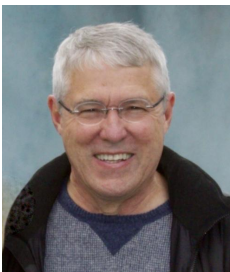
**Title:** The Why, What and How of Multimodal Literacy

**Audience:** K-8, Literacy Coach, Teacher Educator

**Presentation:** What is multimodal literacy and why should teachers care about multimodal perspectives on literacy education? In this session a rationale for including multimodal ensembles, some insights into what multimodality involves and a variety of strategies for introducing multimodal texts in the reading and writing workshops will be presented.

*The Wisconsin State Reading Association presents*

## **F-B21**



### **Timothy Shanahan**

**Title:** Scheduling Instruction to Improve Reading Achievement

**Audience:** K-5, Literacy Coach, English Language, Principal/Administrator, Title I, Curriculum Director, Teacher Educator

**Presentation:** Everybody wants to improve reading achievement and yet most presentations ignore the practicalities of accomplishing it. This presentation will look at how principals, curriculum directors, and classroom teachers can plan for instruction that addresses those actions that improve reading achievement. This talk will explore some of the myths that educators have come to believe (without evidence) that may be undermining your chances for raising reading achievement.

*The Wisconsin State Reading Association presents*

## **F-B22**



### **Kim Stieber-White**



### **Mallary Umar**

**Title:** Lifting Up Identity and Non-Standardized Language: Supporting These Important Shifts in the WI ELA Standards with Authentic Texts

**Audience:** PK-12, Literacy Coach, English Language, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Curriculum Director

**Presentation:** This session highlights the 2020 WI ELA reading standards shifts that now overtly lift up and examine identity and culture, as well as non-standardized language in texts. We will explore the importance of these new standards, discuss how to select authentic texts for these purposes and where to find them, dig into exemplar titles and excerpts for various age ranges, and engage as learners with narrative texts featuring rich, nuanced identity and culture components, as well as non-standardized language and translanguageing. These resources and experiences will energize us to consider how to incorporate more texts and learning opportunities for ALL students' humanity and realities to be recognized and celebrated and help equip us to do this important work with students. Participants' ideas and feedback will be sought throughout the session via digital tool use for a more interactive and collaborative learning experience.

*The Wisconsin State Reading Association presents*

## **F-B23**



### **Maria Walther**

**Title:** Curious Learners: The Heart of the Literacy Workshop

**Audience:** PK-5, Literacy Coach

**Presentation:** An integrated literacy workshop celebrates the unique voices of your students. Join us to discover how focusing on integrated big ideas sets students on a path toward literate citizenship. Learn how to guide students in applying their literacy knowledge to follow their curiosities, speak up, and speak out. Leave with a list of mentor texts and demonstration lessons.

*The Wisconsin State Reading Association presents*

## **Th-B24**



### **Clare Landrigan**

**Title:** Keeping It Real – Moves to Make Your Reading Conferences Short, Joyful, and Student-Centered

**Audience:** K-5

**Presentation:** When it comes to conferring, our readers should be taking the lead! This session will share some go-to conferring moves, tips to help you assess while you coach and ways to focus on the reader rather than the text! Join me in exploring how to keep individual and small group conferences short, joyful, and meaningful.

**Friday Lunch 12:30 to 2:00**

**Enjoy your lunch and visit the Exhibit Hall in Ballrooms A/B for the exhibits**



*Friday - Literacy Threads*  
**In the Back of the Exhibit Hall**  
a 15 minute snippet of information...no needle  
required 12:30-12:45

**At-A-Glance 2:00-3:15 F-C Sessions**

2:00 - 3:15	Presenters	Session Title
F-C01	Bates	Interactive Writing: Creating Authentic and Meaningful Texts to Teach Foundational Skills (Repeat of Session 1)
F-C02	Becker, Anaya,	Explicit Instruction and Modeling of Executive Skills to Support

	Gordon, LeFlore Turnch, Sepanski	Comprehension
F-C03	Bomer	Teach Students to Ask for the Feedback They Want and Need to Get Better at Writing
F-C04	Buckley	Michael Buckley Author
F-C05	Edwards	So, You Want to Involve Parents? Some New Ways to Engage Them
F-C06	Hamilton, Wanie, Paulson, Cunningham	A Middle School Journey to Collaborative Change
F-C07	Heard	Looking Again: Revision and Developing the Eyes to See the Qualities of Good Writing
F-C08	Heise	Children's Literature Committee Recommends
F-C09	Holinka, Keeney, Baardseth, Emerich	Making Complex Secondary Content Accessible Through Picture Book Mirrors
F-C10	Kenas, Garbe	Synthesizing Research with Practice
F-C11	Lize, Allen, Frederick, Hollingsworth, Iwai	WI Teachers of Reading Speak From the Heart about their Experiences with the FoRT
F-C12	Marsicek	Literacy Experts As Classroom Teachers
F-C13	McGowan	The Complete Toolbox
F-C14	Melander, Kelley	You've Got Game: Using Game Technology to Level Up Research and Writing
F-C15	Nelson	Horses, Tipis and the Buffalo Hunt in Children's Books (Repeat of Session 2)
F-C16	Ness	Every Minute Matters: Literacy-Rich Instructional Ideas to Optimize Classroom Time
F-C17	Scoggin, Schneewind	Connecting Reading Identity, Conferring, and Independent Reading
F-C18	Serafini	Looking Back, Moving Forward
F-C19	Shanahan	Teaching Disciplinary Literacy in Grades K-5
F-C20	Shedrow, Stoetzel	Fostering Interaction in Digital Read Alouds
F-C21	Stewart	Vibrant, Versatile, and Viable Vocabulary Instruction
F-C22	Wabiszewski, Knutson	Text Selection in the K-2 Classroom: The Art and Science of Meeting Reader's Needs
F-C23	Walther	Shaking Up Shared Reading: Texts, Tips, and Teaching Strategies

## 2:15 - 3:30 F-C Session Descriptions

*The Wisconsin State Reading Association presents*

### F-C01



### CC Bates

**Title:** Interactive Writing: Creating Authentic and Meaningful Texts to Teach Foundational Skills

**Audience:** K-2, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Reading Recovery

**Presentation:** During Interactive Writing (IW), students and teachers collaborate around a shared experience to negotiate and create a text. This session will examine how IW highlights the reciprocity between oral language, writing, and reading and supports foundational literacy skills like print referencing, phonological and phonemic awareness, letter sound knowledge, and orthographic mapping. Join C.C. as she shares how these authentic and meaningful texts assist with teaching reading to K-2 and striving 3-5 students.

*The Wisconsin State Reading Association presents*

## **F-C02**



### **Patricia Becker**

**with doctoral students: Gabriela Anaya, Mary Gordon, Shawon LeFlore Turnch, Jennifer Sepanski**

**Title:** Explicit instruction and modeling of executive skills to support comprehension

**Audience:** PK-2, English Language, Special Education, Reading Teacher/Reading Specialist, Interventionist, Teacher Educator

**Presentation:** Synergy is defined as “The interaction of elements that when combined produce a total effect that is greater than the sum of the individual elements.” This session will highlight the synergistic relationship between literacy and the visual arts based on theory, research, and practice. Participants will explore art-themed picture books and arts-integrated activities that support hands-on, multi-sensory learning in listening, speaking, reading, and writing.

*The Wisconsin State Reading Association presents*

## **F-C03**



### **Katherine Bomer**

**Title:** Teach Students to Ask for the Feedback They Want and Need to Get Better at Writing

**Audience:** K-5, Literacy Coach, Teacher Educator, Preservice

**Presentation:** Writers need encouraging response and constructive feedback throughout the process of writing (Bomer & Arens, 2020). But young writers may not yet have the language for both asking and giving positive feedback that helps them get better at writing. Katherine will share strategies for teaching students how to give and request the kinds of responses that inspire and instruct young writers. Participants will practice the strategies with a bit of writing.

*The Wisconsin State Reading Association presents*

## **F-C04**



### **Michael Buckley**

**Title:** Michael Buckley Author

**Audience:** All

**Presentation:** NY Times bestselling author Michael Buckley discusses his unusual path to writing for children, discusses some of his greatest influences, and talks about his mission to write books for kids who do not like to read.

*The Wisconsin State Reading Association presents*

## **F-C05**



### **Patricia Edwards**

**Title:** So, You Want to Involve Parents? Some New Ways to Engage Them

**Audience:** Preschool-12, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Curriculum Director, Teacher Educator, Preservice

**Presentation:** Just as populations change, ideas about how to encourage and work with parents also need to evolve. Patricia Edwards provides school leaders and classroom teachers with new and creative ways in which to welcome, encourage, and involve parents. Enacting these types of practices requires a special kind of commitment from teachers and school leaders, which often coincides with a particular kind of mindset about families and one's responsibility to engage them. Educators often develop this mindset as they deepen their understanding of families, literacy/language, culture/race/class, and themselves. Edwards pulls these understandings together and presents them in a straightforward and concise way.

*The Wisconsin State Reading Association presents*

## **F-C06**



### **Wendy Hamilton**



### **Jake Paulson**



### **Cindy Wanie**



### **Carlyn Cunningham**

**Title:** A Collab Isn't Just for Musicians: How Collegial Collaboration Increases Intervention Effectiveness

**Audience:** 6-8, Literacy Coach, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Interventionist, Teacher Educator

**Presentation:** “Systemic change lies in our understanding of how our children learn and in our ability to problem-solve with colleagues who work with our children, who share our common experiences, and who speak our language of literacy” (Dorn, French & Jones, 1998). Our middle school literacy intervention team has been on a journey of reflection and renewal regarding our intervention systems and practices. One resounding finding has been the importance of collaboration and how congruency between universal instruction and intervention can further promote transfer and deepen student learning. In this session we will share some of our journey with a focus on the collaborative approaches and practices we have implemented to achieve optimal student success.

*The Wisconsin State Reading Association presents*

## F-C07



### Georgia Heard

**Title:** Looking Again: Revision and Developing the Eyes to See the Qualities of Good Writing

**Audience:** Consultant, Curriculum Director, English Language, K-8, Literacy Coach, Principal/Administrator, Teacher Educator, Preservice

**Presentation:** “How can I get my students to revise?” is one of the most frequently asked questions when teaching writing. The key to getting students to revise is to teach specific revision strategies that will enable students to resee and reshape their writing on multiple levels, from word choice to organization. In this presentation, Georgia Heard will draw on her book *The Revision Toolbox: Teaching Techniques That Work* on how to give young writers specific and practical strategies to inspire and guide them in revising their writing.

*The Wisconsin State Reading Association presents*

## F-C08



### Children’s Literature Committee

**Title:** Children’s Literature Committee Recommends

**Audience:** PK-8, Literacy Coach, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist

**Presentation:** With thousands of new books published each year, it can be difficult to know which ones are worthy of your budget to add to your classroom or library. The WSRA Children’s Literature Committee is here to help! We focus on high-quality titles with kid appeal that are diverse, authentic, and relevant in our global world to meet teachers’ needs and touch students’ hearts and minds through books in their community. Join our committee members as they share text sets of the best 2020/21 books with themes, genres, and purposes that will engage students in reading and learning.

*The Wisconsin State Reading Association presents*

## **F-C09**



**Kristy Holinka   Kate Keeney   Ruth Baardseth   Jill Emerich**

**Title:** Making Complex Secondary Content Accessible Through Picture Book Mirrors

**Audience:** 6-12, Literacy Coach, Special Education, Library Media, Reading Teacher/Reading Specialist, Preservice, Content Area

**Presentation:** Picture books are not just for elementary classrooms; welcome to the secondary classroom! Weaving a tapestry of new learning and rigorous content, picture books are innovative and effective instructional tools. They provide opportunities for self-awareness and develop deeper understandings of who we are and how we interact with our world - reading through mirrors. When delivered through an interactive read-aloud, picture books offer a bridge of accessibility to complex content found in secondary classrooms. We will provide a planning template, a diverse book list to impact your instruction, as well as an opportunity to browse a large display of picture books appropriate for teaching complex secondary topics. Join us for this interactive, engaging dive into the use of picture books as a tool to impact student learning.

*The Wisconsin State Reading Association presents*

## **F-C10**



**Mary Kenas   Amber Garbe**

**Title:** Synthesizing Research with Practice

**Audience:** PK-5, Literacy Coach, English Language, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Reading Recovery, Consultant

**Presentation:** Description: Dr. Nell Duke, from the University of Michigan, has said, "The focus is not just on what we teach, but how we teach it." In this session, we will review research of Dr. John Hattie,

Dr. Bruce McCandliss, Dr. Nell Duke, and others, and provide practical steps to synthesize the research for effective, efficient, and equitable reading instruction. Ways to implement formative assessments and observations to diagnose what your students' needs are, and how to meet those needs, will be presented. Video clips and hands-on activities will be utilized.



*Friday - Literacy Threads*  
**In the Back of the Exhibit Hall**  
a 15 minute snippet of information...no needle  
required 3:20-3:40

*The Wisconsin State Reading Association presents*

## **F-C11**



**Krissy  
Lize**



**Katheryn  
Allen**



**Yuko  
Iwai**



**Terry  
Kohlmeier**



**Lindsey  
Hollingsworth**

**Title:** WI Teachers of Reading Speak From the Heart about their Experiences with the FoRT

**Audience:** PK-5, Literacy Coach, English Language, Reading Teacher/Reading Specialist, Interventionist, Teacher Educator, Preservice

**Presentation:** Since 2014, teacher candidates pursuing certification in Early Childhood, Elementary Education, Special Education, and Reading in Wisconsin have been required to pass the Foundations of Reading Test. In 2014, WI legislature enacted a new requirement for teachers of reading - passing the challenging Foundations of Reading Exam. The goal was to improve reading instruction for elementary students, but what impact has the exam had on new educators? In this session, members of the University of Wisconsin FoRT Workgroup, comprised of six collegiate teacher educators, will present results from their recent survey of 451 Wisconsin FoRT takers. Data will include trends in overall passing rates as well as preparation resources, processes, and university support accessed by teacher candidates as they studied for the FoRT. The presenters will also share test-takers' perceptions of the influence their FoRT experiences had on their identities as teachers and their preparedness to teach literacy. In addition, we will offer an overview of the changes to the test slated to begin in Wisconsin in July 2022. Examples and preparation suggestions will be provided with an opportunity for polled responses and questions.

*The Wisconsin State Reading Association presents*

## **F-C12**



### **Theresa Marsicek**

**Title:** Literacy Experts as Classroom Teachers

**Audience:** PK-5, Literacy Coach, Principal/Administrator, Reading Teacher/Reading Specialist, Interventionist, Curriculum Director, Teacher Educator

**Presentation:** Research has shown positive outcomes of teachers working collaboratively with literacy experts - but what if the literacy expert is the classroom teacher? This presentation will explain the findings of my qualitative dissertation study on the perceptions of early elementary classroom teachers who have supplemental literacy certification. With interactive slides that will engage listeners and demystify the research process, audience members will learn about the theoretical framework of this study (Interpretive Phenomenological Perspective and Social Cognitive Theory), the ways in which data was gathered and synthesized, and the resulting themes and conclusions. With study participants located across Wisconsin and from districts representing the varied demographics within our state (urban/suburban/rural, large/medium/small, public/private), audience members should be able to relate to the teachers in the study and, more importantly, will be inspired by them.

*The Wisconsin State Reading Association presents*

## **F-C13**



### **Mike McGowan**

**Title:** The Complete Toolbox

**Audience:** All

**Presentation:** The social and emotional health of students have a dramatic effect on their learning, literacy, decision making, relationships, physical and mental health. Helping the students develop their social and emotional skill set benefits them across the board. Mike will discuss engaging the students to increase their social-emotional skill set.

*The Wisconsin State Reading Association presents*

## **F-C14**



### **Rochelle Melander**

### **Jane Kelley**

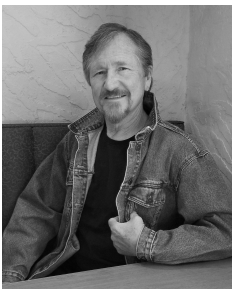
**Title:** You've Got Game: Using Game Technology to Level Up Research and Writing

**Audience:** Author, 3-12, Literacy Coach, English Language, Library Media, Reading Teacher/Reading Specialist, Curriculum Director, Teacher Educator, Reading Recovery

**Presentation:** Framing a writing and research project as a quest will engage students—especially those who love video games. Game researcher Jane McGonigal defines being gameful as “bringing the psychological strengths you naturally display when you play games—such as optimism, creativity, courage, and determination—to your real life.” In this session, Rochelle Melander and Jane Kelley will share how they’ve used game technology to support students’ research and writing quests. Participants will have an opportunity to take on the traits of super researchers, define their strengths, identify allies and villains, determine power-ups, and envision an epic win.

*The Wisconsin State Reading Association presents*

## **F-C15**



### **SD Nelson**

**Title:** Horses, Tipis and the Buffalo Hunt in Children’s Books (Repeat of Session 2)

**Audience:** Teacher Educator

**Presentation:** For the Lakota people of the Great Plains the Circle of Life is real. Their traditional use of bold colors and pictographic symbols gives form and understanding to their world-view. Nelson will discuss the development of Plains Indian ledger book art. He will show how traditional Plains Indian art has influenced his contemporary illustration style. Human Beings are not privileged beings who are above or separate from the world. We two-legged creatures are part of the landscape and everything in it. With this awareness comes humility and the gift of harmony.

*The Wisconsin State Reading Association presents*

## **F-C16**



### **Molly Ness**

**Title:** Every Minute Matters: Literacy-Rich Instructional Ideas to Optimize Classroom Time

**Audience:** All

**Presentation:** Have you ever looked at your instructional to-do list and thought, “I don’t have the time to do this all!”? Classroom instructional time is our most precious commodity. Though teachers can’t create more minutes in the school day, we do have the power to be effective and efficient without giving time. In this session, we will examine the use of instructional time to make more space for literacy. We will explore innovative literacy-rich ideas for classroom transitions to make every minute matter.

*The Wisconsin State Reading Association presents*

## **F-C17**



### **Jennifer Scoggin**



### **Hannah Schneewind**

**Title:** Connecting Reading Identity, Conferring, and Independent Reading

**Audience:** PK-8, Literacy Coach, Principal/Administrator, Reading Teacher/Reading Specialist, Curriculum Director, Teacher Educator, Preservice

**Presentation:** Our work grows from the belief that trust and trusting relationships are foundational needs in all classrooms. In this session, we share a clear definition of reading identity, highlight the role of students’ reading identity, and offer actionable ways teachers can discover the evolving reading identities of students. We introduce the Cycle of Conferring, which allows teachers to center students and design relevant instructional opportunities during Independent Reading. We utilize classroom examples, including videos and classroom artifacts from a range of grade levels. Teachers will leave with tools to support their conferring work. This session helps participants re-envision a brave new world of reading instruction that focuses on students instead of culturally irrelevant curriculum. All-too-common autonomous models of instruction emphasize the coverage of such curriculum and position students to “relinquish control of their literate identities” (Hall, 2012), compromising their success or sense of belonging at school. We re-orient classroom practices to craft equitable experiences centered around students’ identities and instructional needs. Our approach supports anti-racist instruction as conferring is an impactful method for affirming identities and humanizing reading.

*The Wisconsin State Reading Association presents*

## **F-C18**



### **Dr. Frank Serafini**

**Title:** Looking Back, Moving Forward

**Audience:** K-8, Literacy Coach, Teacher Educator

**Presentation:** Through a retrospective of his publications, Frank will share some aspects of literacy education that seem to have been overlooked in our rush to bring scientific perspectives into the reading curriculum. Looking back over the dozen books Frank has published, this session will provide some foundations of the reading workshop that teachers might want to reconsider as we move forward.

*The Wisconsin State Reading Association presents*

## **F-C19**



### **Timothy Shanahan**

**Title:** Teaching Disciplinary Literacy in Grades K-5

**Audience:** K-5, Principal/Administrator, Title I, Curriculum Director, Teacher Educator, Content Area

**Presentation:** Disciplinary literacy refers to the specialized ways that literacy is used in history, science, mathematics, and literature. State standards require that students be taught these specialized literacy approaches in secondary schools.

But what can elementary teachers do to prepare their students for what is to come? This presentation will explain the concept of disciplinary literacy and provide specific advice on how elementary instruction can put students on the road to greater academic success.

*The Wisconsin State Reading Association presents*

## **F-C20**



### **Stephanie Shedrow**

**Title:** Fostering Interaction in Digital Read Aloud

**Audience:** All



### **Lindsay Stoetzel**

**Presentation:** This session explores opportunities for designing and using digital, interactive read aloud within and beyond the virtual learning environment. Resources are provided to guide planning and technology selection to foster meaningful student interactions across various literacy goals. The first half of the session will introduce participants to the range of ready-made read alouds (Stoetzel & Shedrow, 2021) available online, and to tools for analyzing the features and formats for instructional purposes. Participants will then identify relevant literacy goals from their classroom contexts and use provided resources to locate and analyze ready-made read aloud aligned to those goals (Beck & McKeown, 2001; Dickinson & Tabors, 2001; Hoffman et al., 1993). After selecting a digital read aloud to work with, participants will develop an interactive reading experience for whole group, small group, or individual learning contexts (with synchronous and asynchronous planning accommodations). Following this exploration of teaching with a ready made read aloud, the second half of the session will offer strategies for creating a digital read aloud from scratch and leveraging modalities to support readers in a range of learning contexts (e.g. Blewitt et al., 2009; Flack et al., 2018; Lennox, 2013; Pentimonti & Justice, 2010). Examples and experiences from teachers will also be shared as a springboard for participants to analyze and brainstorm applications for their own classrooms.

*The Wisconsin State Reading Association presents*

## **F-C21**



### **Laura Stewart**

**Title:** Vibrant, Versatile, and Viable Vocabulary Instruction

**Audience:** PK-5, Literacy Coach, English Language, Special Education, Reading Teacher/Reading Specialist, Title I, Teacher Educator

**Presentation:** Words are not just words; they are the gateway to understanding. Therefore, vocabulary is an essential building block in all oral and written expressions. This dynamic session will focus on the myriad ways vocabulary is “caught” and “taught.” We will examine the importance of teacher talk and point-of-instruction teaching, then dive into an intentional, explicit vocabulary lesson template, including engaging word-learning strategies. Learn how vocabulary teaching can be vibrant, versatile and viable, every day!

*The Wisconsin State Reading Association presents*

## **F-C22**



### **Amy Wabiszewski      Tom Knutson**

**Title:** Text Selection in the K-2 Classroom: The Art and Science of Meeting Reader's Needs

**Audience:** 3-5, Literacy Coach, Library Media, Curriculum Director, Content Area

**Presentation:** Ever wondered when to use leveled texts, decodable texts, and high frequency word texts with emergent readers? In this session, the vast and sometimes contradictory research base on different types of texts will be reviewed. In detail, the presenters will describe high leverage instructional practices for each type of text and participants will have the opportunity to sample each of these text types. By the end of the session, attendees will better understand the art and science of how a "steady diet" of different text types can help students grow into life-long readers.

*The Wisconsin State Reading Association presents*

## **F-C23**



### **Maria Walther**

**Title:** Shaking Up Shared Reading: Texts, Tips, and Teaching Strategies

**Audience:** PK-2, Literacy Coach

**Presentation:** Looking for some fresh ideas to shape your shared reading experiences? Discover sensible strategies and teaching techniques for engaging in short bursts of shared reading. Learn how to select and use engaging picture books, poems, and songs to strengthen readers' phonemic awareness, phonics, fluency, vocabulary, and comprehension. Leave with a clear vision for the future of shared reading in your classroom.

**Saturday, February 5, 2022**

**Keynote by Pat Zietlow Miller**

**From an Idea to a Story to a Book: Capitalizing on the Creativity That's All Around**



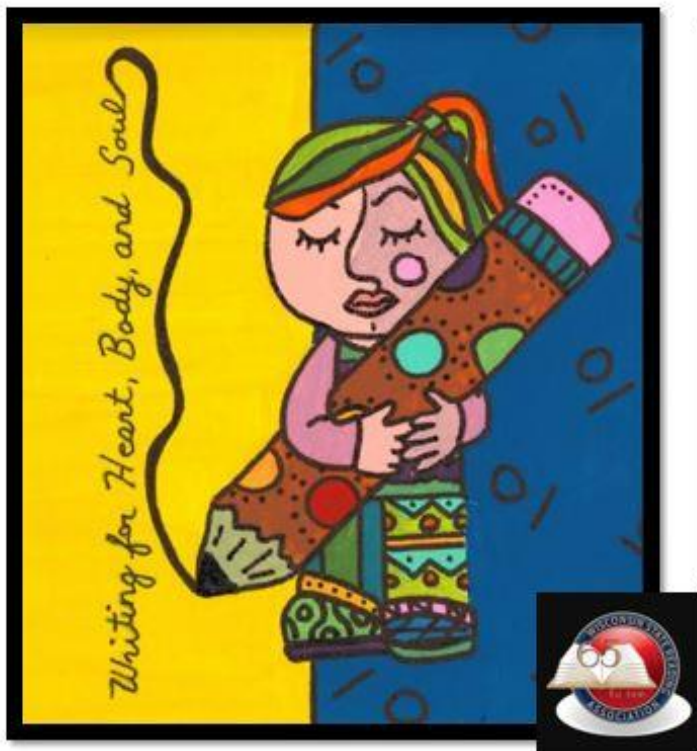
### **Pat Zietlow Miller**

Pat Zietlow Miller knew she wanted to be a writer ever since her seventh-grade English teacher read her paper about square-dancing skirts out loud in class and said: "This is the first time anything a student has written has given me chills." Pat started out as a newspaper reporter and wrote about everything from dartball and deer-hunting to diets and decoupage. Then, she joined an insurance company and edited its newsletter and magazine. Now, she writes insurance information by day and children's books by night. She has 13 books currently available and 10 more under contract. Her first book, *SOPHIE'S SQUASH*, won the Golden Kite Award for best picture book text. It also won an Ezra Jack Keats

New Writer Honor, a Charlotte Zolotow Honor and a Crystal Kite Award. BE KIND was on the New York Times bestseller list for 10 weeks. Pat has one wonderful husband, two delightful daughters and two pampered cats. She lives in Sun Prairie, Wisconsin.

**Keynote description:**

This kid- and adult-friendly presentation describes how ideas are all around us and how those ideas can become stories and those stories can – possibly, with a lot of effort and revision – become books. There’s lots of back-and-forth with the audience with a focus on my very first book – SOPHIE’S SQUASH -- and my latest titles. What might you be inspired to create afterward?



**Sessions**

**Keynote Speaker:**  
**Pat Zietlow Miller**

**Breakout Session A: Meet the Author**  
**A1: Dan Santat**  
**A2: SD Nelson**

**Breakout Session B: Let's Write**  
**B1: Georgla Heard – Heart Maps**  
**B2: Amanda Zieba – Graphic Novels**

**Register at**  
<https://wsra.memberclicks.net/wsra-2022>

**Writing for Heart Body and Soul  
Children's Writing Workshop**  
**Saturday, February 5, 2021**  
**Wisconsin Center, Milwaukee, WI**

Fees:

Each child must be accompanied by an adult chaperone.

Adult: Writing for Heart, Body, and Soul Festival	\$25.00
Each Young Writer	\$10.00

## At-A-Glance 9:30 S-A Sessions

Time	Presenters	Session Title
9:30-10:30		
Sat-A01	Boyles	Helping Elementary Students Manage Their Own Behavior and Build Relationships: Getting the Conversation Going with Powerful Picture Books
Sat-A02	Cunningham	Harnessing the Science of Happiness for More Joyful Literacy Learning
Sat-A03	Ebarvia	Creating Thematic Units of Study through an Anti-bias Lens
Sat-A04	Zieba	YouTube and Your Readers
Sat-A05	Zietlow Miller	Have a Little Heart: How Picture Books Can Speak to Your and Your Students' Souls

### 9:30-10:30 S-A Session Descriptions

*The Wisconsin State Reading Association presents*

#### Sat-A01



#### **Nancy Boyles**

**Title:** Helping Elementary Students Manage Their Own Behavior and Build Relationships: Getting the Conversation Going with Powerful Picture Books

**Audience:** K-5, Literacy Coach, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Curriculum Director

**Presentation:** Characters from picture books can be great role models for elementary grade students as they manage their own behavior and build relationships with others. How can we use these picture books to help them grow emotionally and socially? What kinds of books should we choose and what questions should we ask? Ponder these issues and more during this session. Take home a handout that includes book titles, themes, and questions to ask our students and ourselves.

*The Wisconsin State Reading Association presents*

#### Sat-A02



#### **Katie Cunningham**

**Title:** Harnessing the Science of Happiness for More Joyful Literacy Learning

**Audience:** K-8, Literacy Coach, Interventionist, Teacher Educator, Preservice

**Presentation:** Teachers are ultimately memory makers. We create experiences that support children to grow as readers, writers, communicators, and creators. What if we could strengthen students' capacity to grow in literacy skills while also ensuring that joy is the center of our instruction? In this session, learn techniques that draw from the science of happiness to make literacy learning more purposeful, memorable, and joyful. Participants will walk away with techniques they can use in their classrooms right away to build stronger connections, scaffold choice, and create meaningful challenges for students.

*The Wisconsin State Reading Association presents*

## Sat-A03



### Tricia Ebarvia

**Title:** Creating Thematic Units of Study through an Anti-bias Lens

**Audience:** 3-12, Literacy Coach, Principal/Administrator, Curriculum Director, Teacher Educator, Preservice, Content Area

**Presentation:** Teaching thematic units of study and building rich text sets can help students deepen their learning beyond any single text so that they can make connections to related ideas in their lives and the world. Furthermore, designing text sets through an anti-bias lens prepares students in becoming reflective critical thinkers. Participants will leave this session with a step-by-step framework teachers can use to check their units for bias, choose culturally relevant texts, and build engaging essential questions using a social justice framework.

*The Wisconsin State Reading Association presents*

## Sat-A04



### Amanda Zieba

**Title:** YouTube and Your Readers

**Audience:** 6-8, Literacy Coach, Library Media, Curriculum Director, Teacher Educator

**Presentation:** Are you a brand new teacher and not quite sure what's out there in the world of kid lit? Or maybe you are a veteran teacher looking to update your classroom's current selections? Perhaps you've just always taught what your teacher taught you or what the teacher before you taught and you'd like to share a book with your students that was, well ... published in the last decade? If any of those descriptions hit close to home, I can help. Through my YouTube channel (<https://www.youtube.com/channel/UCJkZzqcclLzpFjTnVK8U6w>) I share First Chapter Friday, Author Interview and Book Round Up videos. You can use my dozen years of middle school teaching experience, not to mention another ten in the writing industry, to help you identify, vet and locate high quality, award winning, timely and curriculum relevant titles you can use in your classroom. I will also teach you how to create your own videos so you can curate a bank of classroom and content specific videos to use again and again. Finally, I will share specific engagement strategies for classroom use to maximize each video learning experience. Best of all, the resources and tools in this presentation are FREE, so those with a nonexistent budget have no fear, YOUTUBE is here.

*The Wisconsin State Reading Association presents*

## Sat-A05



### Pat Zietlow Miller

**Title:** Have a Little Heart: How Picture Books Can Speak to Your and Your Students' Souls

**Audience:** Author, Literacy Coach, English Language, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Reading Recovery, Consultant, Content Area

**Presentation:** Some picture books are read once and forgotten. Others are read again and again and again. Lots of factors are part of making a good picture book, but the books that get remembered with love are those that tap into universal human emotions. The ones with heart. Pat will share the various types of heart found in picture books, explain why heart is important for readers of all ages, show how authors add heart to their stories, and provide a reading list of her favorite heart-filled picture books.

## At-A-Glance 10:45 S-B Sessions

Time 10:45-11:45	Presenters	Session Title
Sat-B01	Boyles	Writing Awesome Answers to Comprehension Questions (Even the Hard Ones)
Sat-B02	Cunningham	Harnessing the Science of Happiness for More Joyful Literacy Learning
Sat-B03	Ebarvia	Teaching Writing through an Anti-bias Lens
Sat-B04	Santat	A Slow Growing Mass of Tangible Thoughts
Sat-B05	Zietlow Miller	Have a Little Heart: How Picture Books Can Speak to Your and Your Students' Souls

## 10:45-11:45 S-B Session Descriptions

*The Wisconsin State Reading Association presents*

### Sat-B01



#### Nancy Boyles

**Title:** Writing Awesome Answers to Comprehension Questions (Even the Hard Ones)

**Audience:** 3-8, Literacy Coach, Special Education, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Content Area

**Presentation:** With new standards and new assessments, how can we best prepare intermediate grade students for comprehension questions that require deeper thinking? We can provide them with answer frames matched to these more challenging (harder!) questions. But writing scaffolds alone will not be enough. Greater depth of knowledge about a text begs for more analytical reading. In this session, become familiar with questions that require thoughtful text analysis, learn simple instructional steps that lead to accurate and insightful constructed responses, and explore related classroom-ready tools including mini-lessons, anchor charts, sample responses, answer frames, and more—all easily embedded into your current literacy curriculum. Handout includes lots of sample materials.



# *Soul of Literacy*

*The Wisconsin State Reading Association presents*

## **Sat-B02**



### **Katie Cunningham**

**Title:** Harnessing the Science of Happiness for More Joyful Literacy Learning

**Audience:** K-2, 3-5, 6-8, Literacy Coach, Interventionist, Teacher Educator, Preservice

**Presentation:** Teachers are ultimately memory makers. We create experiences that support children to grow as readers, writers, communicators, and creators. What if we could strengthen students' capacity to grow in literacy skills while also ensuring that joy is the center of our instruction? In this session, learn techniques that draw from the science of happiness to make literacy learning more purposeful, memorable, and joyful. Participants will walk away with techniques they can use in their classrooms right away to build stronger connections, scaffold choice, and create meaningful challenges for students

*The Wisconsin State Reading Association presents*

## **Sat-B03**



### **Tricia Ebarvia**

**Title:** Teaching Writing through an Anti-bias Lens

**Audience:** 3-12, Literacy Coach, Principal/Administrator, Curriculum Director, Teacher Educator, Preservice, Content Area

**Presentation:** In this session, participants will grapple with questions such as: What assumptions do we have as teachers about what makes good writing? How can we better understand how our definitions of craft have been socially and culturally constructed? And how can we teach our students—especially students with historically and systemically marginalized identities—how to write and claim their voice in ways that are culturally affirming and sustaining? Participants will leave with a framework for designing writing instruction that can better meet the needs of all students through intentional mentor text selection and identity-affirming processes for conferring and feedback.

*The Wisconsin State Reading Association presents*

## **Sat-B04**



### **Dan Santat**

**Title:** A Slow Growing Mass of Tangible Thoughts

**Audience:** All

**Presentation:** Discussions about life experiences which inspired the published works of Dan Santat.

*The Wisconsin State Reading Association presents*

## Sat-B05

### Pat Zietlow Miller



**Title:** Have a Little Heart: How Picture Books Can Speak to Your and Your Students' Souls

**Audience:** Author, Literacy Coach, English Language, Special Education, Library Media, Principal/Administrator, Reading Teacher/Reading Specialist, Title I, Interventionist, Curriculum Director, Teacher Educator, Preservice, Reading Recovery, Consultant, Content Area

**Presentation:** Some picture books are read once and forgotten. Others are read again and again and again. Lots of factors are part of making a good picture book, but the books that get remembered with love are those that tap into universal human emotions. The ones with heart. Pat will share the various types of heart found in picture books, explain why heart is important for readers of all ages, show how authors add heart to their stories, and provide a reading list of her favorite heart-filled picture books.

#### *Book Signing*

**In the Back of the Exhibit Hall**

**Thursday, February 3, 2022 in Exhibit Hall**

3:45-4:15

Lindsey Moses  
Peter Afflerbach  
Yolanda Sealey Ruiz  
Nic Stone

**Friday, February 4, 2022 in Exhibit Hall**

3:45-4:15

Michael Buckley  
Carole Boston Weatherford  
Georgia Heard

**Saturday, February 5, 2022 in Palm Garden**

11:45-12:15

Michael Buckley  
SD Nelson  
Pat Miller  
Amanda Zieba  
Dan Santat



#### *Literacy Threads*

**In the Back of the Exhibit Hall**

**-a 15 minute snippet of information...no needle required**

**Thursday, February 3, 2022 in Exhibit Hall**

9:20 – HERC/Act 30 (Middle School)

*Literature For Holocaust Education – Middle School*

12:30 – HERC/Act 30 (High School)

*Literature For Holocaust Education – High School*

3:15 – WSRA Councils

*"Making a Difference through WSRA: Councils and What They Do"*

**Friday, February 4, 2022 in Exhibit Hall**

9:20 – Marlon Mee

*Parents: A Key Ingredient to Success*

12:30 – Dr. Gayle Luebke and Denise Engstrom

*Writing with HeART – Inference Mini-Lesson*

3:15 – Amanda Zieba

*5 Great ANYTIME Read Alouds for Your Middle Grade Classroom*

**WSRA Policies:** The Wisconsin State Reading Association sponsors conferences and institutes focused on the improvement of literacy instruction. Its institutes are located throughout the state of Wisconsin. WSRA's policy is to conduct its own conferences and institutes. Periodically, these may be coordinated or sponsored in conjunction with WSRA's local reading councils or WSRA committees, accredited universities, DPI, CESAs, and other organizations in Wisconsin.

- WSRA does not promote products.
- The WSRA conference will not be cancelled due to weather conditions.
- Refunds are not granted for no-shows.
- Any cancellations must be received via email to the Administrative Assistant at [wsra@wsra.org](mailto:wsra@wsra.org) by January 25, 2022 to receive a refund minus a processing fee.
- A \$35 processing fee will be charged for any cancellation received by January 25, 2022. Refund requests are not granted after February 2, 2022.
- If you would like to **transfer** your paid registration to an unregistered person, please email the Administrative Assistant at [wsra@wsra.org](mailto:wsra@wsra.org) by February 1, 2022.
- All attendees must have a WSRA Conference name tag visible at all times when at the Wisconsin Center.
- Attendance at the WSRA conference constitutes consent to be photographed and video/audio recorded for use in publicity for WSRA.
- WSRA is dedicated to providing a professional, safe, and harassment-free environment for attendees.
- If you're in need of a lactation room at the conference, please stop at the Help Desk for the key.

## Registration Fees

Registration closes on February 5, 2022.

to see *Early Bird* and *Full-Time*

*Undergraduate Student* Fees go to:

[wsra.memberclicks.net/conference-information](http://wsra.memberclicks.net/conference-information)

Standard Fees	Member	Nonmember
Thursday, Friday, and Saturday	<b>\$475</b>	\$575
Thursday	<b>\$265</b>	\$365
Friday	<b>\$265</b>	\$365
Thursday and Friday	<b>\$430</b>	\$530
Thursday & Saturday	<b>\$310</b>	\$410
Friday & Saturday	<b>\$310</b>	\$410
Saturday	<b>\$100</b>	\$110
Saturday: Writing for Heart, Body, & Soul Festival	<b>\$25</b>	\$50

**PRESENTERS:** Please refer to the letter from WSRA regarding the discount code for the day of your presentation.

## Dates to Note:

Registration for WSRA 2022 closes  
February 1, 2022

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### 40th Annual Wisconsin Literacy

**Research Symposium** hosted by Cardinal  
Stritch University  
See [www.wsra.org/research](http://www.wsra.org/research)

### 2023 WSRA Conference

February 9-11

*Listening to our Past, Embracing our  
Present, Speaking to our Future*

The window to submit a WSRA 2023  
proposal is February 1, 2022 to June 15,  
2022. [www.wsra.org/submit](http://www.wsra.org/submit)

2024 WSRA Conference  
February 8-10, 2024

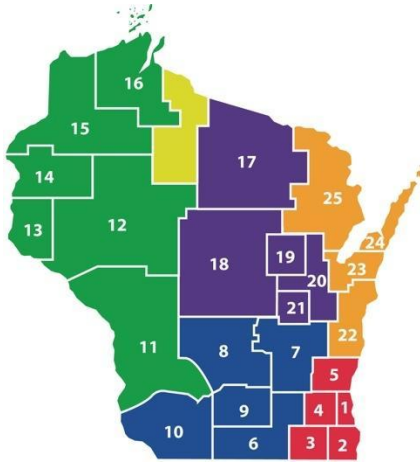
2025 WSRA Conference  
February 13-15, 2025

## WSRA Committee Chairs 2021– 2022

Committee	Chair(s)
Advocacy/PI 34	Tania Habeck
Children's Literature	Jillian Heise
Digital Literacies	Keith Schroeder
Early Intervention	Open
Elementary Reading	Nichole Ponzer & Sarah Schnuelle
Families & Literacy	Kelsey Guenther
High School Literacy	Penny Abstetar & Karen Cassel
Intellectual Freedom	Open
International Partnership	Joanne Weiler
Legislative	Kathy Champeau
Membership	Open
Middle Level Literacy	Patty Sankey & Rachel Quill
Preservice Teachers	Rita Chen & Brittany Thew
Publications	Judy Hartl
Reading Specialists	Heidi Welch-Craemer & Tom Lueschow
Research	Open
Research:Pat Bricker	Kristy Lize
Title I	Nancy Papa-Ruppert & Diane Salazar
Young Authors Workshops	Sue Bradley & Lynn Graening

*Join us for the  
WSRA 2023  
Conference  
~ Listening to our Past,  
Embracing our  
Present, Speaking to  
our Future ~*

## Local Reading Councils in Wisconsin



[www.wsra.org/councils](http://www.wsra.org/councils)

To get on a reading council mailing list go to [www.wsra.org/council-mailing-lists](http://www.wsra.org/council-mailing-lists)

**16 Ashland Bayfield Counties Literacy Council**

**18 Central Wisconsin Reading Council**

**24 Door County Reading Council**

**12 Eau Claire Area Reading Council**

**21 Fox Valley Reading Council**  
[foxvalleyreadingcouncil@gmail.com](mailto:foxvalleyreadingcouncil@gmail.com)

**23 Greater Bayland Literacy Council**  
[greaterbaylandreadingcouncil@gmail.com](mailto:greaterbaylandreadingcouncil@gmail.com)

**17 Headwaters Literacy Council**  
[headwatersreading@gmail.com](mailto:headwatersreading@gmail.com)

**10 Hidden Valley Reading Council**

**22 Interlake Reading Council**  
[interlakereadingcouncil@gmail.com](mailto:interlakereadingcouncil@gmail.com)

**15 Lake Superior Reading Council**  
[lakesuperiorlitcouncil@gmail.com](mailto:lakesuperiorlitcouncil@gmail.com)

**9 Madison Area Reading Council**  
[marc.reading.council@gmail.com](mailto:marc.reading.council@gmail.com)

**20 Mid-East Reading Council**  
[mideastreadingcouncil@gmail.com](mailto:mideastreadingcouncil@gmail.com)

**11 Midwest Wisconsin Reading Council**  
[mwrc.wsra@gmail.com](mailto:mwrc.wsra@gmail.com)

**1 Milwaukee Area Reading Council**  
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**8 Muirland Literacy Council**  
[muirlandlitcouncil@gmail.com](mailto:muirlandlitcouncil@gmail.com)

**25 Northeast Reading Council**  
[nereadingcouncil@gmail.com](mailto:nereadingcouncil@gmail.com)

**14 Northwest Wisconsin Reading Council**  
[nwrcmembers@gmail.com](mailto:nwrcmembers@gmail.com)

**2 Racine Kenosha Reading Council**

**7 Rock River Reading Council**

**6 South Kettle Moraine Reading Council**

**3 Southern Lakes Reading Council**  
[southernlakesreadingcouncil@gmail.com](mailto:southernlakesreadingcouncil@gmail.com)

**13 St. Croix Valley Reading Council**  
[stcroixvalleyreadingcouncil@gmail.com](mailto:stcroixvalleyreadingcouncil@gmail.com)

**5 Washington Ozaukee Reading Council**  
[WORCteam@gmail.com](mailto:WORCteam@gmail.com)

**4 Waukesha County Reading Council**  
[werc.contact@gmail.com](mailto:werc.contact@gmail.com)

**19 Wolf River Reading Council**  
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Jaime Dercks

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Denise Engstrom

[wsraspeceventcoord@gmail.com](mailto:wsraspeceventcoord@gmail.com)

### **Administrative Assistant**

Maria Liedtke

WSRA Email: [wsra@wsra.org](mailto:wsra@wsra.org)

WSRA Phone: 262-514-1450

website: [www.wsra.org](http://www.wsra.org)

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Zulauf	Ben	Th-C21		



## Wisconsin State Reading Association

*WSRA... providing leadership, advocacy, and expertise*

**WSRA extends its appreciation to all who contributed to the success of this annual conference.**

### Contact WSRA

Email: [wsra@wsra.org](mailto:wsra@wsra.org)

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Classroom Teachers  
Reading Specialists  
Special Education Teachers  
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### ATTENTION

Reading Teachers  
Literacy Coaches  
Library Media Specialists  
Authors  
Title I

Reading Interventionists  
ELL Teachers  
Administrators  
Preservice Teachers

## WSRA 2022 Conference

February 3-5, 2022 \* Wisconsin Center \* Milwaukee, Wisconsin

1. Existing users, please enter your username and password. New users, please enter your preferred email address.

#### 2. REGISTER ONLINE BY FEBRUARY 2, 2022

**Preferred payment is by Visa, MasterCard, or Discover credit card.**

❖ You or your organization may choose to pay later, however, payment in full must be paid prior to attending the conference. You will receive an invoice showing the balance due.

**Forward the invoice to the accounts payable contact in your district/agency immediately.** You will continue to receive payment reminder notifications until the invoice is marked paid by WSRA.

❖ **Key Contacts for Organizational Profiles only:** Please contact Maria to be sure that the staff members who will attend the WSRA 2022 conference are linked to your school/district/agency. When registering the team for your Organizational Profile, complete all of the staff registrations before clicking the submit button.

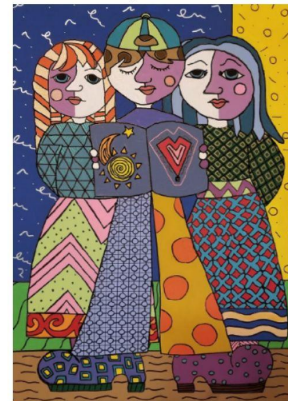
3. **SCHOLARSHIPS:** WSRA offers the potential of five scholarships to full-time undergraduate students as well as five graduate scholarships. Submit to [wsra@wsra.org](mailto:wsra@wsra.org). The deadline is Nov. 1, 2021.

4. **WSRA CANCELLATION POLICY:** The WSRA conference is **not cancelled due to weather conditions.**

- ❖ Refunds are not granted for no-shows.
- ❖ Any cancellations must be received via email to the Administrative Assistant at [wsra@wsra.org](mailto:wsra@wsra.org) by January 25, 2022 to receive a refund minus a processing fee.
- ❖ A \$35 processing fee will be charged for any cancellation received by January 25, 2022. Refunds are not granted after February 2, 2022.
- ❖ If you would like to **transfer** your paid registration to an unregistered person, please email the Administrative Assistant at [wsra@wsra.org](mailto:wsra@wsra.org) by February 1, 2022.

#### 2022 Conference

**The Art of Literacy:**  
Weaving Tapestries of Heart,  
Body, and Soul



Wisconsin State Reading Association  
*WSRA...providing leadership, advocacy, and expertise*  
February 3-5, 2022  
Wisconsin Center  
Milwaukee, Wisconsin