

Engage ~ Explore ~ Enjoy

Elevating the Teaching of Literacy to Meet the Diverse Needs of Our Students



Wisconsin State Reading Association
WSRA...providing leadership, advocacy and expertise

2024 WSRA Conference

February 8-10

Baird Center, Milwaukee, WI

WSRA 2024 Conference Planning Committee

Conference Chair



Norm Andrews

Program Committee



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Chair



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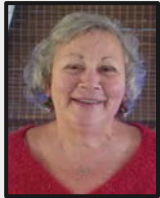


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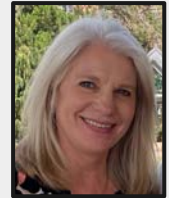


Cindy Whitney
Chair

Hospitality Committee



Jennifer Russ
Chair



Barbara Johnson

**WE CONNECT
ON NATIVE
LAND**

"We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigami, North America's largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnickinnic rivers meet and the people of Wisconsin's sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida and Mohican nations remain present".

-Electa Quinney Institute UWM

Visit the website to learn more...

USDAC.US/NATIVELAND



A Word From Our President and Conference Chair

WSRA 2023-2024 President



Ryanne Deschane

Dear Friends of WSRA,

Thank you for picking up this program with the intent to browse the rich contents and choose the sessions that speak most to you. Likely it will be challenging to choose based on the amazing lineup our conference chair, Norm Andrews, has laid out for us. I have always found it difficult to choose and this year is no exception! The theme, *Engage. Explore. Enjoy. Elevating the Teaching of Literacy to Meet the Diverse Needs of Our Students* speaks not only to the “Why” of what we do, but also to the necessity of understanding the nuances and complexities of literacy teaching and learning. In the ever present social media push around a single story, or narrow view regarding literacy acquisition, WSRA continues to advocate for a larger understanding of the full body of scientific research in our quest to help you elevate your literacy practices. Yes, phonics, and...

We are so excited to have you join us in Milwaukee at the Baird Center for the full 2 ½ days, or even just one day or part of a day. We look forward to welcoming the nationally and internationally renowned experts, as well as our very own local experts, when we gather together in communities of learning in February 2024. I am filled with gratitude for the care and dedication Norm has devoted in planning and designing this conference. I know that your experience will be rich and meaningful. Be sure to *engage* with fellow colleagues and presenters, *explore* all that the conference has to offer, and *enjoy* your time with other literacy discerning professionals.

Respectfully,

Ryanne Deschane

2023-2024 WSRA President

WSRA 2024 Conference Chair



Norm Andrews

On behalf of the Wisconsin State Reading Association, I thank you for your commitment as a literacy educator and advocate. The 2024 WSRA Conference theme, *Engage. Explore. Enjoy. Elevating the Teaching of Literacy to Meet the Needs Of Our Diverse Students*, is dedicated to the hardworking individuals who prioritize literacy education for the lives of the children we serve.

WSRA prides itself in providing educators with an exemplary opportunity for professional growth in literacy through our annual conference. As Conference Chair, I invite you to attend the 2024 WSRA Conference and use it as a vehicle to find answers to and engage in conversations about the challenges we face to meet the needs of our diverse students.

In addition to all of the daily challenges of ensuring our students’ literacy successes, we must adhere to the changes in our daily practices that the state and federal mandates dictate. This makes it critical to be aware of the professional changes in literacy education, understand the sciences of reading research that support best practice, and become assessment literate. As we take on these challenges, we assume the moral and ethical responsibility of helping all of our children become literate.

As you experience this conference, it is my hope that you *Engage* with literacy experts, *Explore* a wealth of research to gain new insights and deepen understandings, and *Enjoy* the networking with other colleagues from around the state and beyond. As you engage, explore and enjoy what is offered at our conference, I hope that we Elevate the literacy teaching profession in order to meet the needs of all of our students through responsive educational practices.

Norm Andrews

WSRA 2024 Conference Chair

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Wisconsin State Reading Association

Mission, Beliefs and Goals

WSRA's Mission: The Wisconsin State Reading Association provides leadership, advocacy, and professional learning for implementing effective literacy practices, understanding the complex nature of literacy, honoring the unique needs of our diverse students, and engaging them 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 literacy research, policy and practices that best serve students, families, and educators.
- ❖ **Professional Development:** Promote professional growth opportunities for educators, administrators, families, and community members.
- ❖ **Communication:** Provide leadership in addressing issues and trends in literacy to inform educators, administrators, families, and community members.
- ❖ **Partnership:** Create partnerships that foster literacy in the home, school, community, and workplace.
- ❖ **Membership:** Develop and strengthen an active and diverse membership.
Join: www.wsra.org/member-benefits WSRA members receive the *WSRA Journal*, *WSRA Update*, and reduced registration fees for institutes and conferences. (Membership is \$45 per year, Undergraduate is \$15 per year).
- ❖ **Research:** Promote and disseminate research findings that will strengthen and support the best practices for instruction in and assessment in literacy.
Check out <https://www.wsra.org/awards> and the Research Scholarship Award, and apply for the Pat Bricker Memorial Research Scholarship.

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 or 262-825-7109.



Planning Your Visit

Session Attendance

Fire code does not permit standing in the back of the room or sitting on the floor.
Please be mindful about leaving items unattended in conference rooms.
WSRA is not responsible for lost or stolen items.



Facilities and American Disabilities Act Notification

The WSRA conference will be held at the Baird Center at 400 W. Wisconsin Avenue, Milwaukee, WI 53203. Please notify WSRA of ADA or other special requests via the online registration form.

Questions? Please contact WSRA via email at wsra@wsra.org or 262-825-7109.

For FAQ's visit

<https://bit.ly/45zOsZI>



WSRA is dedicated to providing a professional, safe, and harassment-free environment for all.

All attendees must be registered and have a WSRA Conference name tag visible at all times when at the Baird Center.

Security and Safety at the Baird Center

Security has always been a high priority for the Baird Center, and remains so, now more than ever. The Baird Center's Public Safety Department has a very close working relationship with local, state and federal law enforcement, public safety and emergency management officials, and their security operations are continuously reviewed and improved. They provide 24 hour fire watch and building security. No one other than an on-duty law enforcement officer may possess a weapon on Baird Center premises. Anyone found to possess a weapon may be reported and prosecuted to the fullest extent of the law.

Lost and Found is located at the WSRA Registration Desk



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 or go to <https://bit.ly/44aSpCN>

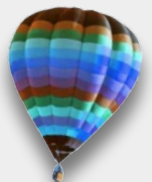


The DoubleTree (611 West Wisconsin Avenue)
Call 414-273-2950 or go to <https://bit.ly/3Pu85x4>

For information about parking in Milwaukee,
go to <https://spothero.com/> or <https://city.milwaukee.gov/Parking>



'Visit Milwaukee' offers an abundance of information on places to visit, things to do, and events happening in the Milwaukee area. Check out their website for more information on how to make your time in Milwaukee even more memorable.
www.visitmilwaukee.com

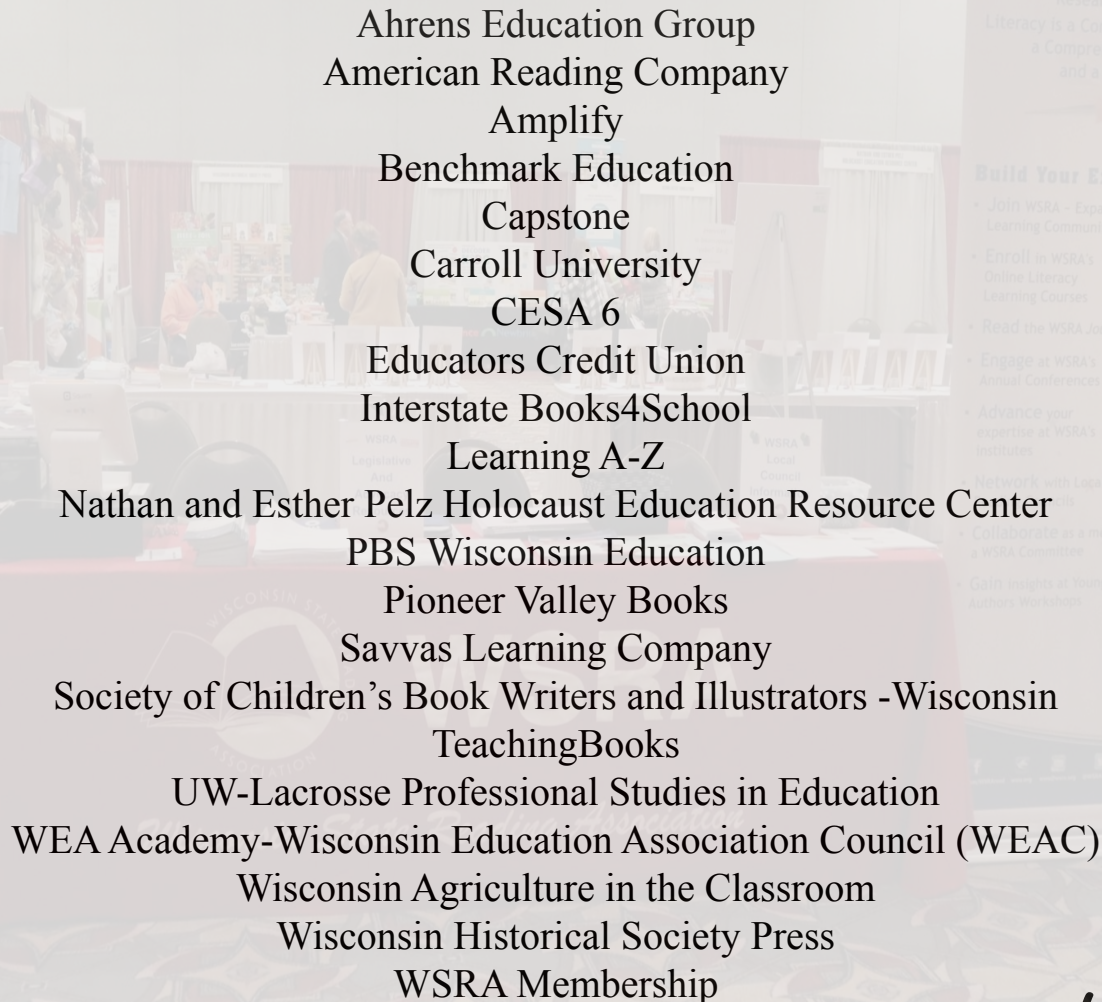


Visit the Exhibitors!

Exhibit Hall Ballroom A/B Hours

Thursday 7:15 am - 4:30 pm

Friday 7:15 am - 3:30 pm



Ahrens Education Group
American Reading Company
Amplify
Benchmark Education
Capstone
Carroll University
CESA 6
Educators Credit Union
Interstate Books4School
Learning A-Z
Nathan and Esther Pelz Holocaust Education Resource Center
PBS Wisconsin Education
Pioneer Valley Books
Savvas Learning Company
Society of Children's Book Writers and Illustrators -Wisconsin
TeachingBooks
UW-Lacrosse Professional Studies in Education
WEA Academy-Wisconsin Education Association Council (WEAC)
Wisconsin Agriculture in the Classroom
Wisconsin Historical Society Press
WSRA Membership

and more....

Conference Schedule

Check-in at the Registration Desk

Baird Center ~ 400 W. Wisconsin Avenue ~ Milwaukee WI

Wednesday, February 7, 2024 6:00 pm - 8:00 pm **Friday, February 9, 2024** 7:00 am - 4:00 pm
Thursday, February 8, 2024 7:00 am - 4:00 pm **Saturday, February 10, 2024** 7:00 am - 9:00 am

Schedule for Thursday, February 8 at WSRA 2024

<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
9:30 am	10:45 am	Breakout Session A	See At-A-Glance
11:00 am	12:15 pm	Breakout Session B	See At-A-Glance
12:15 pm	1:45 pm	Lunch/Networking	1st Floor
2:00 pm	3:15 pm	Breakout Session C	See At-A-Glance

Schedule for Friday, February 9 at WSRA 2024

<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
9:30 am	10:45 am	Breakout Session A	See At-A-Glance
11:00 am	12:15 pm	Breakout Session B	See At-A-Glance
12:15 pm	1:45 pm	Lunch/Networking	1st Floor
2:00 pm	3:15 pm	Breakout Session C	See At-A-Glance

Schedule for Saturday, February 10 at WSRA 2024

<u>Start time</u>	<u>End time</u>	<u>What's Happening</u>	<u>Location</u>
7:30 am	8:00 am	Breakfast/Networking	Ballroom CD
8:00 am	8:30 am	Welcome/Awards	Ballroom CD
8:30 am	9:30 am	Keynote Address	Ballroom CD
9:45 am	11:00 am	Breakout Session A	See At-A-Glance
11:15 am	12:30 pm	Breakout Session B	See At-A-Glance
12:30 pm	1:00 pm	Book Signing	Palm Garden

Thursday, February 8, 2024

Schedule

8:00-8:15
Welcome-Ballroom CD

8:15-9:15
Keynote Address

9:30-10:45
Breakout Session A

11:00-12:15
Breakout Session B

12:15-1:45
Lunch/Networking

2:00-3:15
Breakout Session C

Lunch ~ 12:15 pm

Sandwich and Salad Table

Smokin Gobbler
Shaved Applewood smoked turkey, sharp smoked cheddar cheese, cranberry apricot chutney, and sage aioli on honey wheat roll

Milwaukee Cuban-style Pressed Sandwich
Ham, smoked pulled pork, Wisconsin Swiss and spicy pickles

Four Cheese and Tomato Melt
Pine nut free pesto, thick cut Pullman and Wisconsin cheese

Greek Salad
Hearty greens with roasted peppers, Kalamata olives, oven dried grape tomatoes, charred onion, feta cheese, and oregano with red wine vinaigrette

Roasted Fingerling Potato Salad
Roasted peppers and maple bacon vinaigrette

Harvest Grain Salad
Grilled vegetables and rosemary cider vinaigrette

House-made Dill Pickle Kettle Chips

Chocolate Brownies
Lemon bars

*Alternative options will be available for special dietary restrictions, if indicated during conference registration.

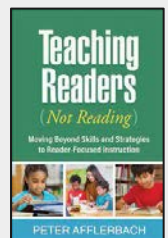
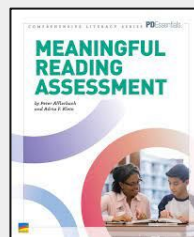
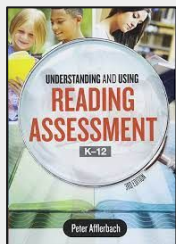
Thursday Keynote Address

Dr. Peter Afflerbach

Motivation and Engagement: The essential complement to skills and strategies



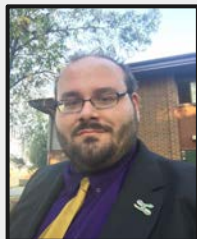
In this presentation we will overview the science of reading research base that describes the power and necessity of motivation and engagement for student learning. We will then examine approaches to instruction that promote motivation and engagement as they contribute to students' reading development and reading achievement.



Thursday Featured Speakers



Dr. Peter
Afflerbach



Seth
Bishop



Dr. Sam
Bommarito



Kathryn
Champeau



Kathy
Collins



Dr. Catherine
Compton-Lilly



Dr. Lara J.
Handsfield



Patrick
Harris II



George G.
Hruby, Ph.D.



Carol
Jago



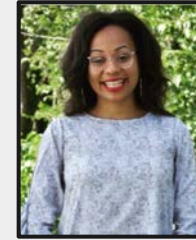
Betsy Kaye



Jennifer
LaGarde



Merri
Lindgren



Teaira
McMurtry, Ph.D.



Ananda
Mirilli



Dr. Lindsey
Moses



David
O'Connor



Megan
Schliesman



Dr. Frank
Serafini



Cris
Tovani



Jeffrey D.
Wilhelm, Ph.D.

Thursday Panel Discussion 9:30-10:45

Th-A01

Audience: All

Teaching: A Profession in Crisis

Expert Panel Discussion with Dr. Peter Afflerbach, Dr. Lara J. Handsfield, Patrick Harris II, George G. Hruby, Ph.D., Betsy Kaye, Teaira McMurtry Ph.D., and Kathryn Champeau

What it means to be a professional appears to be universally understood, until it comes to teachers. This panel explores the insidious and alarming shift from teacher as professional to teacher as a compliant technician as evidenced by state, district, and school decisions and mandates completely devoid of teacher voices. The insidious shift comes with a tremendous price tag felt by children, educators, parents, and our communities.

This panel will explore what it means to be a professional and shed light on these questions:

- Why the subtle and not-so-subtle shift about what it means to be a teacher?
- Why should educators and non-educators alike be ringing alarm bells?
- What is the price to be paid for teacher as a technician versus a teacher as a decision-maker?
- How have corporate interests played a major role in the derailing of the teaching profession?
- How have politicians, legislators, and policymakers contributed to this teacher crisis?
- How have educators themselves contributed to this shift?
- What collective actions can be made to right the detoured teaching profession?



Dr. Peter Afflerbach is Professor Emeritus of Education at the University of Maryland at College Park. His research interests are individual differences in reading, factors influencing reading achievement, reading comprehension strategies, and reading assessment.



Kathryn Champeau is a Past President of WSRA currently serving as their Legislative Committee Chair and will serve as the panel facilitator.



Dr. Lara J. Handsfield is a Professor of Elementary Literacy and Bilingual Education at Illinois State University. Lara's research critically examines comprehension instruction in multilingual classrooms, how teachers negotiate multiple and conflicting pedagogical demands in their work, and implications for student and teacher identity construction.



Patrick Harris II is a Black queer writer, storyteller, and middle school humanities teacher. He has won multiple national teaching awards for his leadership and innovation in the classroom. Patrick is the author of *The First Five: A Love Letter to Teachers*.



George G. Hruby, Ph.D. is the associate research title professor of literacy education at the University of Kentucky's College of Education. His scholarship has appeared in numerous peer-reviewed research journals and handbooks. Hruby is known internationally for his scholarly reviews of neuroscience research on reading.



Betsy Kaye is an associate professor in the Dept. of Literacy and Learning at Texas Woman's University. She has 18 years of public school experience, serving as a special education teacher, classroom teacher, reading interventionist and district literacy staff developer. She holds a Ph.D. in Reading Education and is actively involved as a Reading Recovery trainer.



Teaira McMurtry Ph.D. is an Assistant Professor at The University of Alabama at Birmingham. She is a former high school English Language Arts teacher, literacy leader, and curriculum specialist for Milwaukee Public Schools.



Th-A02 Do SOR claims of the failure of BL/RR hold up under careful examination?

(repeated Fr-B and Sat-A)

~*Dr. Sam Bommarito*

Audience: All

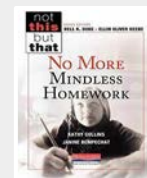
The answer to the question raised in the title is emphatically No. In this session, we will examine research demonstrating the effectiveness of several programs that fit under the BL umbrella. 1-2 page pushback sheets, suitable for use with legislators, administrators, teachers, and parents, will also be presented. We'll also examine the research behind the real causes of reading problems and the problems created when SOR distracts from those problems using a strawman version of BL. Dr. Bommarito will provide advice on handling the sometimes-toxic conversations on social media in all sessions he does each day.



Th-A03 Engaging our Reluctant, Resistant, or Hesitant Readers Through Wrap-Around Reading Support

~*Kathy Collins*

Audience: PK-2, 3-5, 6-8, 9-12, Literacy Coach, Reading Teacher/Specialist, Title 1, Teacher Educator, Preservice



In every classroom, there are children who just seem to 'go through the motion' with their books. They read because it's reading time or because it's an assignment. These children may even be strong readers, but they just haven't found their own reason for reading. In this workshop, Kathy will share some ways we can support these children to open their hearts and lives to reading through conferences, small groups and personalized inquiries.

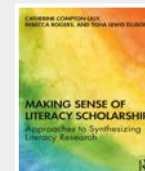


Th-A04 Stories Grounded in Decades of Reading Research: What We Truly Know

~*Dr. Catherine Compton-Lilly*

Audience: All

In recent years, we have witnessed the dissemination of selective research findings related to reading, public deception privileging a narrow body of reading scholarship, and a singular, unproven solution – teaching phonics. Compton-Lilly's research-based correction centers children, arguing that HOW you teach reading MUST be determined by WHO you teach. Reading is a "complex, multidimensional cognitive process situated in and mediated by social and cultural practices" (Moje, 2018, p. 2). In this presentation, Compton-Lilly presents a confluence of evidence that establishes reading as complex, involving multiple sources of information, and distributed across multiple neurological systems.

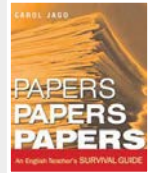




Th-A05 The Reading Brain in the Digital Age

~Carol Jago

Audience: Administrator, Content Area, Digital Technology, 6-8, 9-12, Literacy Coach, Teacher Educator, Preservice



Today's students need to be bi-literate: capable of reading proficiently in both digital media and traditional print. All too often students believe that reading is not for them. As a result, their literacy muscles atrophy. By igniting interest in fresh texts and inviting students to respond through powerful discussion, engagement soars. Exercising their literacy muscles, students develop both confidence and competence as readers. Carol Jago will model effective instruction that links what students know to what they need to know and helps students navigate the gap from learning loss to learning gains.

Cosponsored by Bookelicious

Th-A06 Analog Books for Digital Readers: Next & Best Books for Attracting the Tiktok Generation

~Jennifer LaGarde

Audience: 6-8, 9-12, Library Media, Reading Teacher/Specialist, Teacher Educator



Today's readers are used to consuming (and creating!) information from sources that leverage multiple literacies to convey messages and ideas. In comparison, traditional print books can feel heavy and overwhelming for readers whose eyes are used to scanning through content quickly - bouncing from images to text to video to graphs to charts and back again. This session will focus on authors and books that have embraced the formats today's readers most respond to. Plus, we'll discuss how these multimodal texts can be used to help build fluency, confidence and a positive reading identity.

Th-A07 Racial Equity in Rural Wisconsin: Is it Relevant?

~Ananda Mirilli and Seth Bishop

Audience: All



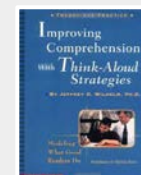
We propose presenting a forthcoming analysis on the imperative relevance of racial equity in rural Wisconsin. In 2023, the Department of Public Instruction published a brief titled "Racial Equity in Rural Wisconsin: Is it Relevant?" This publication intends to inform and guide educators to address inequities in school districts. The brief includes the following: Current demographic trends and an analysis of what these rural school districts will look like in the coming decade; An analysis of racial disproportionality using a new methodology that controls for small cell size; And best practices to address and dispel common misconceptions about rural areas including Toolkit for Educators to address detours from Racial Equity in Education. Many Wisconsin districts have not consistently engaged in conversations around race in education yet have shown significant educational disparities for Black, Brown, and Indigenous students. The brief and tool can support educators, community members, and community leaders to engage in conversations around racial equity informed by quality data.



Th-A08 Diving Deep into Fiction and Nonfiction Texts with Readers Rules of Notice - As Readers and Writers

~Jeffrey D. Wilhelm, Ph.D.

Audience: Administrator, Content Area, 3-5, 6-8, 9-12, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice



This interactive workshop will explore how to motivate and assist students to more expertly read both fiction and nonfiction texts by using "readers rules of notice". You will learn how to use visual texts, thinking aloud, questioning, practicing in miniature, and micro-writing to help students learn to notice textual topics, key details, genre and text structures, and support learners to understand how all of these textual "codes" and "conventions" work together to create powerful meanings and effects. The relationship between critical reading and powerful composing will also be explored.



Th-A09 Interactive Read Alouds: Promoting Engagement and Participation, Highly Impacting Oral Language for Future Readers

~Nicole Aldworth, Early Learning Consultant and Janet Budney, Milwaukee Public Schools Early Childhood Program Support Teacher

Audience: ELL/ML, PK-2, Literacy Coach, Special Education



We believe every early childhood educator would agree that reading aloud to young children is a vital component of an early education program. We invite you to join us in diving deeper into the use of Interactive Read Alouds as an effective early literacy strategy to support young children's oral language development. We hope you will leave this session with a renewed excitement and purpose for reading aloud to the students in your classroom or program. During this session participants will learn tools for planning for the most engaging and effective read aloud as well as learning strategies for engaging every student in the Interactive Read Aloud including those who may be English Language Learners or have Individualized Education Plans.



Th-A10 Interrogating Information: K-12 Media Literacy Scope and Sequence

~Jami Hoekstra Collins and Michael Hartwell

Audience: Administrator, Content Area, PK-2, 3-5, 6-8, Library Media, Literacy Coach, Reading Recovery, Reading Teacher/Specialist



Deepen students' media literacy knowledge, comprehension and discernment as they learn to ask, inquire, question and query information. Learn how to establish a foundation of media literacy starting in kindergarten and build upon those skills throughout elementary and middle school grade levels. These scaffolded resources will help shape and refine students' abilities to discover and discern fact from fiction, biased perspectives, and media manipulation. Participants will learn to activate collaborative media literacy by integrating specific PBS activity plans, supporting printable, bilingual materials and links to digital media into a K-8 scope and sequence.



Th-A11 Energize Lessons with TeachingBooks Resources

~Mary Ellen Graf, Implementation & Training Specialist

Audience: ELL/ML, PK-2, 3-5, 6-8, 9-12, Literacy Coach, Reading Recovery, Reading Teacher/Specialist, Special Education, Teacher Educator

Deepen connections to books while discovering online materials to engage readers, support families, and empower colleagues. This vetted collection of resources includes book guides, activities, lessons, recordings, and videos to engage readers to books and authors. TeachingBooks is provided to all Wisconsin schools, public libraries, universities and residents through BadgerLink, Wisconsin's Online Library funded by the Wisconsin Department of Public Instruction. Discover book & author resources. Develop custom reading lists & lessons. Share resources to enhance collaboration.



Th-A12 Reading Role Models: Simple Strategies to Have Your Whole Staff be seen by students as Readers

~Katie M Miller, Reading Teacher & Literacy Coach and Melanie Neal, 6-8 Library Media Specialist

Audience: Administrator, PK-2, 3-5, 6-8, 9-12, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator
Literacy Coach, Administrator, Preservice



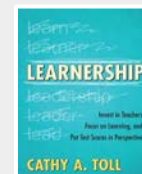
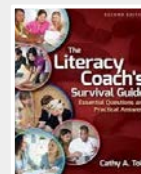
"70% of children list their teacher/ school librarian as someone who encourages them to read for fun" (Kids and Family Reading Report). If we want to create lifelong readers, we need to have children see as many adults as "readers" as possible. In this session we will share simple, yet extremely effective strategies to showcase all staff in your buildings as literacy connoisseurs...from the principal to the food services staff. Each and every staff member has tremendous value in sharing their love of reading.



Th-A13 Coaching Teachers Under Duress

~Dr. Cathy Toll

Audience: Administrator, Literacy Coach, Reading Teacher/Specialist



Literacy coaches are well aware that teaching is more challenging than ever. Coaches are eager to help their teacher colleagues, but sometimes the stress of teaching gets in the way of a strong coach-teacher partnership. This session will provide a brief overview on research related to teacher stress and then offer lots of practical strategies for coaches to use when the teachers they work with are under duress. Coaches – and those who support them – will leave this session with tips for creating realistic expectations, focusing on what matters most, using processes to make a positive difference for teachers, and honoring the essential coaching qualities of connection, acceptance, and trustworthiness.

Thursday 9:30-10:45



Th-A14 Curating the Classroom Library

~*Monica Treptow (they/she), School Library Media Education Consultant and Robyn Bindrich (she/her), Literacy Consultant*

Audience: Administrator, PK-2, 3-5, 6-8, 9-12, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator



Classroom libraries are important places of access for students. These classroom resources can vary according to district guidelines, school funding sources, and individual teacher priorities and skills. Recently, classroom libraries have come under more scrutiny as concerns about books available to students through curriculum and school libraries have risen. School librarians are valuable collaborators and can often assist educators by sharing resources and curation strategies. Join us to learn more about how despite different intentions for classroom and school libraries, there are wonderful benefits to forming partnerships to work towards bringing diverse reading choices to all students.

Thursday 11:00-12:15



Th-B01 The Secret Ingredients: How Might We Add Reading Pleasure, Engagement, and Joy to Our Reading Instruction...and why is this so important?

~*Kathy Collins*

Audience: All



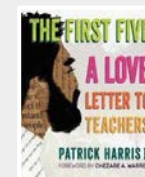
Teachers of reading strive to support children with research-based, skills-rich, effective instruction. Meanwhile, it's essential that we also consider how to entice children to the world of texts and the act of reading so that they are more likely to become avid, engaged, self-initiating readers. In this session, Kathy Collins will share the research-based rationale and some practical ideas for creating an invitational and engaging reading environment that enhances the power of our skill and strategy instruction.



Th-B02 Teaching in 360 Degrees: Healing and Sustaining Ourselves in Troubled Times (K-12) (repeated Th-C)

~*Patrick Harris II*

Audience: Administrator, 3-5, 6-8, 9-12, Teacher Educator, Preservice



If a new teacher answers the call to teach in these challenging times, schools should do all within their power to support them. In this session, Patrick Harris, author of *The First Five: A Love Letter to Teachers*, uses stories, not just strategies, to help teachers and those who support them see teaching as human work. Specifically, he'll bring to life two crucial secrets to teaching for the long haul: (1) teaching in 360 degrees and (2) how to respond to current events in schools without sacrificing our humanity. Teachers and their supporters should prepare for an hour of storytelling and practical tips to ensure teachers feel a sense of connection.



Th-B03 Determining Dyslexia: Definitions, Diagnoses, and Discontents

~George G. Hruby, Ph.D.

Audience: All

Dyslexia has long been a contentious topic. Definitions vary widely, both in law and in use, leading to confusion and inconsistent intervention. This session reviews research on reading variability and its development, including neuroscience and genetic studies, to inform attendees about what dyslexia is and is not. Other reading difficulties are also described. The necessary components of a clinical definition are explained (causes, symptoms, counterfactuals), and what they imply for individualized reading instruction. Avoiding misidentification of dyslexia due to unintended confirmation bias will be stressed. New advice and resources from ILA on the topic will be described.



Th-B04 Engage, Enjoy, Extend: Expanding Language and Writing Complexity through Authentic Conversations

~Betsy Kaye

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

Oral language is foundational for literacy learning. All children have language strengths, whether they are English speakers or emergent bilinguals. Participants will explore how to expand oral language through conversation to foster the complexity in writing that supports early literacy learning. Participants will discuss video clips of teaching interactions that support language expansion and writing.

Cosponsored by Bookelicious



Th-B05 Bring on the Books! Next and Best Books to add to your TBR Piles!

~Jennifer LaGarde

Audience: Administrator, Content Area, 3-5, 6-8, 9-12, Library Media, Reading Teacher/Specialist, Teacher Educator, Preservice

When adults read, kids win! Plus, making time for books (written for young people) creates another way for you to build relationships, cultivate a sense of community AND demonstrate (through action) that you value reading and literacy. In this session, Jennifer will share some of her favorite (recent) reads for learners of all ages, give away some of her favorites from the list AND share tips for hooking some of the most important readers in your building: the adults!





Th-B06 Fostering True Inclusion in All Classrooms with Authentic African American Texts

(repeated Th-C)

~*Teaira McMurtry, Ph.D.*

Audience: All

Discover the transformative power of culturally authentic African American literature and explore practical strategies to incorporate these texts into your ELA instruction. In this session, we will: *address challenges in mandated curricula, lacking representation, and inclusion of African American literature. *delve into a comprehensive framework featuring texts and rigorous literacy experiences that go beyond heroes and historical events to represent everyday lives, authentic cultural themes, and a reflection of society. *dismantle and transcend stereotypes and tokenism in texts to foster inclusivity. Session highlights include curating authentic texts, aligning ELA standards, and exploring text-dependent questions and tasks.



Th-B07 What do the new trends in research and practice mean for supporting multilingual students? (repeated Fr-C)

~*Dr. Lindsey Moses*

Audience: ELL/ML, PK-2, 3-5, Literacy Coach, Reading Teacher/Specialist, Title 1, Interventionist, Teacher Educator, Preservice

This session will present current trends in research and practical applications for language and literacy instruction for multilingual students. Much of the current reading research being promoted in the media fails to consider the needs of multilingual students. Based on research on effective practices for multilingual students and literacy instruction, this session will include instructional ideas for infusing language development supports in teaching all aspects of reading.



Th-B08 Great New Books for PreK-5 Classrooms

~*Megan Schliesman and Merri Lindgren, Librarians, Cooperative Children's Book Center*

Audience: PK-2, 3-5, Library Media, Literacy Coach, Reading Teacher/Specialist, Interventionist, Title 1

Looking for new literature ideas for your PreK to Grade 5 classroom? This session will highlight recently published trade books recommended in "CCBC Choices 2024," the most recent best-of-the-year list created by staff of the Cooperative Children's Book Center (CCBC) of the School of Education at the University of Wisconsin-Madison. From read-alouds to literature circle choices to classroom library options, the books recommended in the annual "Choices" list offer myriad opportunities for supporting PreK-Grade 5 literacy and learning and making curriculum connections across various content areas. CCBC librarians Merri Lindgren and Megan Schliesman will share their enthusiasm for diverse K-5 titles to consider for PreK-Grade 5.



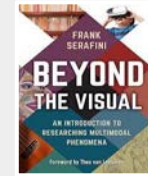


Th-B09 Rethinking the Basics of Reading Comprehension (repeated Fr-C)

~**Dr. Frank Serafini**

Audience: 3-5, 6-8, 9-12, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

Teaching children to comprehend what they read has become a complicated venture. Between strategy instruction, reading skills, and reading assessments, teachers need to reconsider what it means to make sense of texts. In this presentation, the basic elements of reading comprehension (texts, authors, readers, and contexts) will be explored and approaches for teaching comprehension from each perspective will be offered. This session will take a fresh look at main ideas, reader responses, and what it means to comprehend.



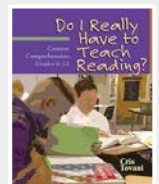
Cosponsored by Routledge (formerly Stenhouse)

Th-B10 Removing the Masks of Disengagement: Strategies That Hook Our Most Reluctant Learners

~**Cris Tovani**

Audience :Content Area, ELL/ML, 3-5, 6-8, 9-12, Literacy Coach, Reading Teacher/Specialist

The best reading strategy in the world won't work if students are disengaged. Now, more than ever before, students want authentic reasons to read, write, and discuss. During this breakout session, Cris Tovani will describe the masks of disengagement that students wear when they don't want to read. She will share strategies that will help teachers anticipate students' needs so they can better remove the masks of disengagement.

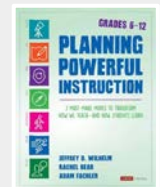
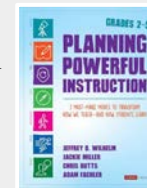


Th-B11 EMPOWERed Teaching: 7 Must-Make Moves of Transformational Teaching for Understanding, Equity, Social Justice

~**Jeffrey D. Wilhelm, Ph.D.**

Audience: All

This interactive workshop will present the mental model of EMPOWER for planning and implementing transformational teaching through guided inquiry that works towards deep understanding and social justice. The EMPOWER model is a powerful and usable model for planning that captures the most recent insights from across the learning sciences about engagement, capacity building, deliberate practice, development of expertise, and working to support SEL. It is also a model that makes differentiation and equity (getting every learner what they need when they need it) achievable for teachers and learners.





Th-B12 Let Them Play: Coaching Early Childhood Teachers to Reclaim and Reimagine the Power of Play

~*Gabriele Green and Lichelle McElroy*

Audience: Administrator, PK-2, Literacy Coach, Reading Teacher/Specialist, Special Education

Play is a fundamental right for the young child. A spring audit revealed that only one in five PreK classrooms in our district offered play. Teacher-led instruction has not closed the achievement gap as promised. Reading proficiency rates at the schools in our audit hover around two percent. But there is hope. Guided play with direct instruction builds oral language and narrative storytelling better than direct instruction alone. We will share our approach to coaching with the Early Childhood Environment Rating Scale and through play clinics for small groups of teachers during the school day. We have seen our teachers reclaim time for playful learning and reimagine their approach to teaching literacy through play.



Th-B13 The Respect Factor in Differentiating Instruction

~*Diane Salazar and Shoundra Washington*

Audience: Administrator, Content Area, ELL/ML, PK-2, 3-5, Literacy Coach, Preservice, Reading Teacher/Specialist

This session will focus on how a literacy team of professionals differentiate instruction based on assessment data and student performance. The presenters use a structured form of intervention known as Responsive Reading Instruction. This is an approach that is based on individual student need where teachers provide guidance in varied skills and strategies. The respecting of diversity on thoughtful implementation will also be a focal point of this presentation, as it applies to student need and engagement.



Th-B14 Interrogating and Strengthening Diverse Representation in Packaged “High Quality” ELA Instructional Materials

~*Kim Stieber-White, Curriculum, Coaching, and Digital Literacy Consultant*

Audience: Administrator, PK-2, 3-5, 6-8, 9-12, Reading Teacher/Specialist, Teacher Educator

Certainly there is appeal in adopting an ELA resource touting a scope and sequence of Common Core standards-aligned skills purported to improve standardized literacy outcomes if implemented with fidelity. Yet Wisconsin ELA standards now include a key shift to lift up the lived experiences of ourselves and others. As scholars begin to conduct culturally responsive curriculum audits for many of these “high quality” products, the alarming omissions in representation and harmful depictions in some texts are becoming quite evident. Learn more about ELA curriculum audits and envision how replacing and enhancing some texts and guiding essential questions in purchased ELA materials can remediate harm and benefit the students in your context.



Th-C01 How do the effective practices of RR provide better decoding and comprehension?

(repeated Fr-C)

~Dr. Sam Bommarito

Audience: All

RR has a huge research base showing its effectiveness. A review of the highlights of that research will be given. Based on those highlights, 1–2-page pushback sheets will also be presented suitable for use with legislators, administrators, teachers, and parents. The session will discuss the various ways phonics is incorporated into RR. The value of story retells, and the research behind how doing retells improves comprehension will be discussed. Within the session, time will be provided for some small group discussion of the topics, and brainstorming additions and corrections to the pushback sheet. Dr. Bommarito will provide advice on handling the sometimes-toxic conversations on social media in all sessions he does each day.



Th-C02 Metapositional Awareness for Language and Literacy Teaching

(repeated Fr-A)

~Dr. Lara J. Handsfield

Audience: 3-5, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

This session introduces and illustrates the construct of metapositional awareness (MA) for language and literacy teaching. MA is defined as an explicit awareness of discursive, material, emotional, and embodied power relations within and around moments of practice. Classroom examples from the presenter's research are used to illustrate MA in action. The session ends with pedagogical recommendations for understanding and promoting teachers' MA in the support of humanizing literacy pedagogies that recognize the achievement of both academic learning and student and teacher identities.

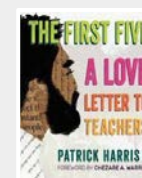


Th-C03 Teaching in 360 Degrees: Healing and Sustaining Ourselves in Troubled Times (K-12) (repeated Th-B)

~Patrick Harris II

Audience: Administrator, 3-5, 6-8, 9-12, Teacher Educator, Preservice

If a new teacher answers the call to teach in these challenging times, schools should do all within their power to support them. In this session, Patrick Harris, author of *The First Five: A Love Letter to Teachers*, uses stories, not just strategies, to help teachers and those who support them see teaching as human work. Specifically, he'll bring to life two crucial secrets to teaching for the long haul: (1) teaching in 360 degrees and (2) how to respond to current events in schools without sacrificing our humanity. Teachers and their supporters should prepare for an hour of storytelling and practical tips to ensure teachers feel a sense of connection

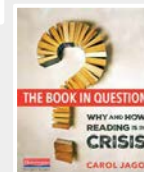




Th-C04 The Promise and Perils of AI

~*Carol Jago*

Audience: Administrator, Content Area, Digital Technology, 6-8, 9-12, Literacy Coach, Teacher Educator, Preservice



ChatGPT and artificial intelligence have thrown many writing teachers into a quandary. While recognizing the remarkable tools that AI provides, we worry about what may be lost. This session invites teachers to explore the promise and perils of artificial intelligence for writing instruction. As David Brooks has written, “The most important thing about AI may be that it shows us what it can’t do, and so reveals who we are and what we have to offer.” Learn how teachers are using these tools to improve student writing.

Cosponsored by Bookelicious



Th-C05 Revving Up Your Read Alouds: Creating a Community of Readers Through Read Alouds

~*Jennifer LaGarde*

Audience: 3-5, 6-8, 9-12, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice



In this fun and engaging session, we will explore how read alouds can foster a love for literature, enhance language development, and ignite the imaginations of young minds. From selecting captivating books to modeling strategies to help young people understand what a joyful authentic reading life looks like, this session focuses on practical ideas for using the best books out there to create a learning community where kids LOVE to read!



Th-C06 Fostering True Inclusion in All Classrooms with Authentic African American Texts

(repeated Th-B)

~*Teaira McMurtry, Ph.D.*

Audience: All

Discover the transformative power of culturally authentic African American literature and explore practical strategies to incorporate these texts into your ELA instruction. In this session, we will: *address challenges in mandated curricula, lacking representation, and inclusion of African American literature. *delve into a comprehensive framework featuring texts and rigorous literacy experiences that go beyond heroes and historical events to represent everyday lives, authentic cultural themes, and a reflection of society. *dismantle and transcend stereotypes and tokenism in texts to foster inclusivity. Session highlights include curating authentic texts, aligning ELA standards, and exploring text-dependent questions and tasks.



Th-C07 Humanizing Educators: Circle for Building Belonging in Education

~Ananda Mirilli

Audience: All

Participants will explore and deepen their understanding of their interconnectedness and belonging in the educational context. Thought-provoking prompts will encourage participants to explore essential aspects of their identity, such as "Who am I?" and "What type of educator I am?". This introspective exploration will lay the groundwork for understanding our identities and engaging in co-creating belonging. We will examine how our actions, decisions, and experiences are interconnected with the larger educational ecosystem. By recognizing our impact, we can better comprehend our roles in building a supportive learning environment. The workshop will also focus on identifying opportunities for connection within the education community. As we foster a sense of belonging, participants will learn practical strategies to create inclusive spaces and cultivate authentic relationships with students, colleagues, and community members. Participants will be empowered to translate their insights and newfound awareness into concrete steps toward fostering a learning environment of belongingness for themselves and their communities.

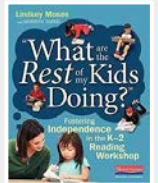


Th-C08 Increasing Joy and Engagement in Writing

~Dr. Lindsey Moses

Audience: PK-2, 3-5, Literacy Coach, Reading Teacher/Specialist, Title 1

This session will introduce strategies and structures for increasing joy and engagement with elementary-aged writers. Approaches for providing student-centered, authentic writing instruction and experiences will be shared with classroom examples from a recent study that documented increased joy and engagement during writing. This presentation will provide instructional ideas for supporting student choice, integrating multiple modes of representation (graphic, textual, etc.), and publishing options.



Th-C09 Reclaiming Our Teacher Expertise: Charting Diverse Paths for Early Literacy Learners

~Betsy Kaye

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

Young children deserve the expert, focused teaching that knowledgeable educators strive to provide their students. This session explores the ways teachers can utilize the power of careful observation, knowledge of their students, and authentic literacy experiences to support children's early literacy learning. In this way, teachers continually deepen their connections between theory and practice with each unique student they teach and reclaim the joy in teaching.



Th-C10 Teaching Culturally With the Four I's (Inform, Include, Integrate, and Infuse) - Indigenous Studies

~David J. O'Connor

Audience: All

This session will help participants understand how to incorporate Indigenous Studies into their teaching and learning. Many educators have been taught to teach about cultures; however, students will be better engaged and retain more information when teaching culturally. Not only will resources about the American Indian nations' histories, sovereignty and cultures be shared, but participants will also be given ideas, examples, and direction regarding teaching culturally. The four I's mark the stages of an educator's journey to incorporate Indigenous Studies: inform, include, integrate, and infuse. When considering each of the I's, all stages are important in the process and it takes time, growth, and understanding to implement into practice.



Th-C11 Great New Books for Middle and High School Classrooms

~Megan Schliesman and Merri Lindgren, Librarians, Cooperative Children's Book Center

Audience: 6-8, 9-12, Library Media, Literacy Coach, Reading Teacher/Specialist

Looking for new literature ideas for your middle and high school students? This session will highlight recently published books recommended in "CCBC Choices 2024," the most recent best-of-the-year list of the Cooperative Children's Book Center (CCBC) of the School of Education at the UW-Madison. From all-class reads to literature circle choices to classroom library options, the books recommended in the annual "Choices" list offer myriad opportunities for supporting middle and high school students' literacy and learning and offer curriculum connections across various content areas. CCBC librarians Merri Lindgren and Megan Schliesman will share their enthusiasm for selected diverse titles to consider for middle and high school.

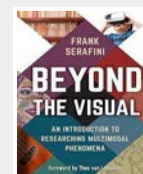


Th-C12 Picture Books, Multimodality, and Comprehension

~Dr. Frank Serafini

Audience: 3-5, 6-8, 9-12, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

Picture Books have been part of reading comprehension instruction for decades. Their use as a resource for developing lessons for teaching reading strategies has a long history in literacy instruction. Yet, picture books remain an under-explored, under-utilized resource for understanding what it means to comprehend multimodal texts. This presentation will help teachers move beyond a traditional focus on the written text to consider what it means to comprehend images and design features in contemporary picturebooks.





Cosponsored by Routledge (formerly Stenhouse)

Th-C13 Monitoring Those Inner Voices: Strategies to Remember and Reuse Reading

~Cris Tovani

Audience: Content Area, ELL/ML, 3-5, 6-8, 9-12, Literacy Coach, Special Education, Reading Teacher/Specialist, Title 1, Interventionist, Teacher Educator

When text is complex or boring, students who don't know how to monitor and repair their comprehension often read the words and think about something else. When they finish reading, they complain they don't remember what they have read. This breakout session will offer ways to help students monitor their comprehension so they can identify confusion and repair meaning. Cris will share rereading strategies and ideas to help students interact with the text as they read. Participants will leave with thinksheets that students can use to hold their thinking so they can remember and reuse what they've read.



Th-C14 Navigating Holocaust Literature: Using Primary and Secondary Sources in the Classroom

~Jennifer Koss

Audience: Administrator, Content Area, 6-8, 9-12, Library Media, Literacy Coach, Preservice, Reading Teacher/Specialist, Special Education, Teacher Educator, Title 1

In April 2021, Act 30 was signed into law, requiring that the Holocaust and other genocides be taught in grades 5-12 in Wisconsin. We at the Nathan and Esther Pelz Holocaust Education Resource Center (HERC) believe that the subject of the Holocaust is important in both social studies and literacy classrooms. Within the scope of a literacy classroom, students can be exposed to more first-hand accounts of what happened, helping them develop a personal connection to the material. In this session, attendees will learn about numerous different primary and secondary source texts, as well as learn hands-on activities to use in their own classrooms.

Friday, February 9, 2024

Schedule

8:00-8:15
Welcome-Ballroom CD

8:15-9:15
Keynote Address

9:30-10:45
Breakout Session A

11:00-12:15
Breakout Session B

12:15-1:45
Lunch/Networking

2:00-3:15
Breakout Session C

Lunch ~ 12:15 pm

Sandwich and Salad Table

Turkey Sandwich
Smoked turkey, bacon, cranberry brie spread,, and hearty greens on brioche

Ham and Swiss Pressed Sandwich
Shaved ham, caramelized sweet onions, tarragon mustard aioli, arugula, Swiss cheese on ciabatta

Four Cheese and Tomato Melt
Pine nut free pesto, thick cut Pullman and Wisconsin cheese on a Pullman loaf

Farmers Cobb Salad
Asparagus, grape tomatoes, green beans, roasted squash, marinated chickpeas, and red wine vinaigrette

Saffron Orzo Pasta Salad
Basil vinaigrette, grilled Italian vegetables and fresh mozzarella

Quinoa Salad with Dried Fruit

House-made Kettle Chips

Chocolate Brownies
Lemon bars

*Alternative options will be available for special dietary restrictions, if indicated during conference registration.

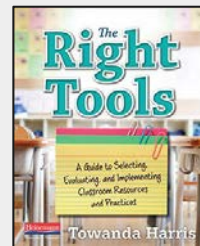
Friday Keynote Address

Dr. Towanda Harris

Liberating Our Classrooms Through Culturally Relevant Practices



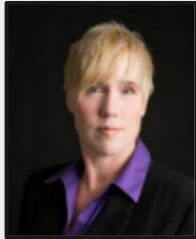
In this keynote, Dr. Harris will discuss ways to make authentic curriculum connections that center your students. Let's move past diverse classroom libraries and allow the stories and experiences to weave beautifully into our daily instruction. Evaluating resources that value varied perspectives and experiences helps ensure that the learner, not the resource, drives the instruction.



Friday Featured Speakers



Carl
Anderson



Dr. Nancy
Anderson



Dr. Valerie
Bang-Jensen



Dr. Sam
Bommarito



Kathryn
Champeau



Dr. Catherine
Compton-Lilly



Dan
Feigelson



Kelly
Gallagher



Gravity
Goldberg



Berit
Gordon



Chia Gounza
Vang



Dr. Lara J.
Handsfield



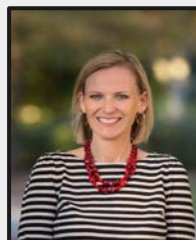
Dr. Towanda
Harris



Courtney
Jenkins



Betsy
Kaye



Dr. Katie
Kelly



Jennifer
LaGarde



Dr. Gwendolyn
McMillon



Ananda
Mirilli



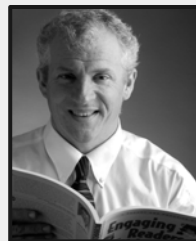
Dr. Lindsey
Moses



Matt
Renwick



Dr. Frank Serafini



Jeffrey D. Wilhelm, Ph.D.



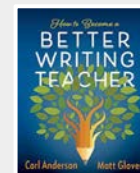
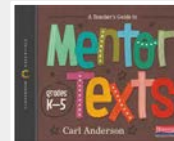
Jeffery L. Williams



Fr-A01 Help Students Learn to Write Well by Teaching with Mentor Texts! (Grades 3-8)

~*Carl Anderson*

Audience: Administrator, Content Area, ELL/ML, 3-5, 6-8, Library Media, Literacy Coach, Special Education



How do you teach students to write well? The answer? Teach with mentor texts. To help students learn how to craft their writing in effective and beautiful ways – and use writing conventions -- students need to see and study well-written model texts. In this workshop, Carl Anderson will discuss four practical steps you can take to integrate mentor texts into your teaching: 1. Find and select good mentor texts 2. Analyze mentor texts to find multiple teaching points 3. “Immerse” (or familiarize) students with mentor texts at the beginning of a unit of study 4. Teach with mentor texts in mini-lessons, small group lessons, and writing conferences.



Fr-A02 Literacy Moves Outdoors: Learning Approaches for Any Environment

~*Dr. Valerie Bang-Jensen*

Audience: Administrator, Digital Technology, PK-2, 3-5, Library Media, Literacy Coach, Teacher Educator, Preservice



Literacy is everywhere! What might literacy look like if we move it outdoors deliberately? This session will offer five approaches to moving literacy outdoors: Story Walks, Word Gardens, Interpretive Signage, Literacy Trails, and bare bones "grab and go" experiences. These approaches help students see that literacy goes beyond the classroom and build an understanding of visual literacy in using symbols, emojis, icons to make meaning. In this session, after an overview, participants will create the beginning of their own “moves” that work in their own outdoor settings, whatever they may be.



Fr-A03 Engaging Literate Minds: The Real Story of Literacy Achievement

~*Kathryn Champeau*

Audience: Administrator, ELL/ML, PK-2, 3-5, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice



This session focuses on the non-negotiables necessary to ensure literacy achievement for your diverse students. Learn what those non-negotiables are, how to plan for and implement them in the classroom, and the research that supports these practices. Leave with a sense of joyful urgency to begin renovating and remodeling dynamic literacy learning opportunities with confidence for all your students. Actual classroom scenarios and artifacts will be shared as well as specific professional decisions necessary for responsive teaching.



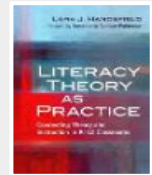
Fr-A04 Metapositional Awareness for Language and Literacy Teaching

(repeated from Th-C)

~*Dr. Lara J. Handsfield*

Audience: 3-5, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

This session introduces and illustrates the construct of metapositional awareness (MA) for language and literacy teaching. MA is defined as an explicit awareness of discursive, material, emotional, and embodied power relations within and around moments of practice. Classroom examples from the presenter's research are used to illustrate MA in action. The session ends with pedagogical recommendations for understanding and promoting teachers' MA in the support of humanizing literacy pedagogies that recognize the achievement of both academic learning and student and teacher identities.

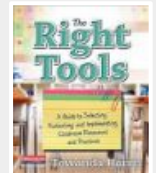


Fr-A05 "Liberating Our Classrooms Through Culturally Relevant Practices" Strategies and Q&A

~*Dr. Towanda Harris*

Audience: Content Area, 3-5, 6-8, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice

This session will be an extension of the keynote entitled "Liberating Our Classrooms Through Culturally Relevant Practices." We will explore strategies and practices that help create equitable spaces and instructional decisions that place students at the center of the learning. We will discuss ways to welcome multiple perspectives and experiences while asking the right questions that engage the learner and center their experiences. In addition, there will be time for a Q&A at the end.



Fr-A06 Using Children's Literature to Explore Counter Narratives

~*Dr. Katie Kelly*

Audience: All

Based in critical literacy, this session will introduce participants to a variety of children's literature to explore multiple perspectives, challenge stereotypes, and provide more complete and accurate stories of our past and present. The presenter will share ways to help students move beyond passive acceptance of information to critical comprehension of texts and the world. Students learn to question texts to explore whose voices are included and whose are omitted and how those positions some in power while marginalizing others. Supporting students as agentive learners who seek counter narratives will empower them to excavate hidden truths, advocate for justice, and make a difference today and tomorrow.



Cosponsored by Bookelicious

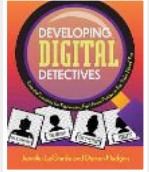
Fr-A07 All the News That's Fit to Share: Information Literacy in the Age of Generative AI

~Jennifer LaGarde

Audience: Digital Technology, 3-5, 6-8, 9-12, Library Media



While many adults still turn to cable news, radio programming, or even the newspaper as their primary sources for news, today's learners get information from a variety of non-traditional sources! From memes and TikTok to Chat GPT and the algorithms that prioritize what we see in our feeds, in this session, we'll explore ways to apply strategies for determining credibility to the sources our kids use most to explore and learn about the world.



Fr-A08 Engaging Community-Home-School Relationships: Assets-based Literacy Reaching and Teaching (repeated Fr-C)

~Dr. Gwendolyn McMillon

Audience: All



Culturally responsive, culturally relevant, and culturally sustaining ideologies are widely discussed in education circles. Many educators want to find ways to connect with their students, families, and communities, but struggle with how to make connections. What exactly does culturally responsive, culturally relevant, and culturally sustaining practices look like in an actual classroom setting? How can a school implement a school-wide effort to make community-home-school connections and implement a supportive curriculum that meets the needs of their student population? What can community stakeholders and parents do to help develop relationships with their children's educators? This session will talk about effective ways to develop these critical- relationships and support attendees in developing an implementation plan to improve literacy teaching and learning across contexts – in and out-of-school. Dr. McMillon will “show” attendees how to make connections and how to utilize community assets to improve literacy teaching and learning across contexts. It takes a “village” to educate a child, and all “village members” are invited to work together and learn during the session.





Fr-A09 Prototyping Educational Equity: A Leadership Approach to Professional Learning

~*Ananda Mirilli and Courtney Jenkins*

Audience: All

The Educational Equity Leadership Series was born in 2020 as a response to the global pandemic, revolutionizing professional learning opportunities by bringing them into the virtual realm. At the core of this unique series is the vision of co-creating belonging in all learning spaces. We firmly believe that educators hold the power to shape environments that empower themselves and every learner to thrive authentically. With this conviction, the Educational Equity Leadership Institutes have been meticulously crafted to foster an inclusive culture of authentic self-reflection and engagement.

Our leadership approach to professional learning centers on holistic learning experiences to support all educators. We envision a future where educational practices are transformed to dismantle inequitable systems and practices.

During the workshop, we will engage in: Prototyping the integration of educational equity principles into various aspects of leadership and professional learning by creating a community of practice; And deepen our understanding that by leveraging the power of diverse perspectives and experiences, we can unlock the full potential of every educator and student, nurturing our unique gifts and talents.



Fr-A10 Fighting Fake News: Helping Students Identify and Interrogate Information Pollution

~*Jeffrey D. Wilhelm, Ph.D.*

Audience: All



Explore how to help students understand their own minds, including the ways in which we are all susceptible to information pollution. We will consider how to recognize and control for pervasive cognitive biases. We will then proceed to consider strategies of critical reading necessary to identifying information pollution, interrogating it, and figuring out what kinds of information, evidence and sources are credible, justified and helpful. Strategies for evaluating evidence (evidence ranking and semantic scales), questioning of sources (Authoritative Sourcing, Evaluating research questions), lateral reading (putting texts into conversation, document based inquiry) and critical reading (e.g. Civic Online Reading Questions) and more!



Fr-A11 Orthographic Mapping: Helping Children Learn Words in Reading and Writing

~*Jeffery L. Williams*

Audience: Administrator, ELL/ML, PK-2, Literacy Coach, Special Education, Reading Teacher/Specialist, Special Education, Title 1, Interventionist, Teacher Educator

Clay's literacy processing theory was based upon much of the same research findings being touted today by the SoR movement. This session will explore the importance of orthographic mapping and demonstrate how and where this happens across Reading Recovery and other small group lessons.



Fr-A12 The Bridging Processes of Reading: Executive Functioning Skills and their Impact on Reading Development

~*Amber Bartlein*

Audience: Administrator, Content Area, PK-2, 3-5, 6-8, 9-12, Literacy Coach, Reading Teacher/Specialist, Interventionist, Special Education, Teacher Educator, Title 1

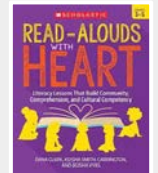
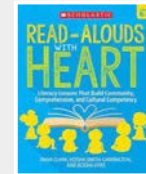
Executive functioning skills are the conduit to all the decisions we make. In reading, they impact our ability to recall information, manipulate it in our working memory, apply it to the correct context, and interpret whether our responses are accurate, making adjustments on the fly. All of these processes happen in milliseconds. But for those students who find reading difficult, delays in executive functioning skills may be a contributing factor. With knowledge and strategies, we can support our readers in developing these skills, and grow our own understanding of ways to tackle reading instruction in our classroom and intervention settings.



Fr-A13 Read-Alouds With Heart: Using Text to Circle Back To Classroom Community and Comprehension

~*Dana Clark, Jigisha Vyas, and Keisha Smith-Carrington*

Audience: Administrator, ELL/ML, PK-2, 3-5, Literacy Coach, Reading Teacher/Specialist, Special Education, Teacher Educator



Developing interdependence is a critical aspect of social learning that supports literacy. Join us in exploring how circle practices cultivate connection so students understand themselves deeply and grow from diverse perspectives that inform their inquiries and expand their critical literacy. Participants engage in circles and explore social-emotional portions of our book, *Read-Alouds With Heart: Literacy Lessons That Build Community, Comprehension, and Cultural Competency!*



Fr-A14 Let's Argue: Evidence Based Writing IS Critical Thinking for All Learners, grades 6-12

~*Dr. Katie McKnight*

Audience: 6-8, 9-12



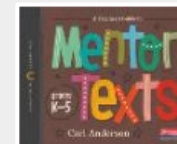
Students who are learning English as a new language as well as native speakers, excel when writing instruction is scaffolded and richly modeled. As students develop literacy skills and content knowledge will excel when writing instruction is scaffolded and modeled. Although scaffolded writing with abundant models is obviously effective for the development skills for argumentation and deep concept understanding, it is in area in which teachers need real resources. In this interactive session, student artifacts (from Wisconsin schools) will demonstrate how a precisely scaffolded writing scope and sequence provides the pathway for rich critical thinking and the exploration of concepts with a special emphasis on English Language Learners.



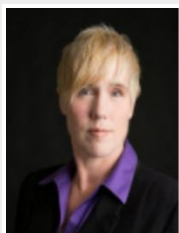
Fr-B01 Help Students Learn to Write Well by Teaching with Mentor Texts! (Grades K-2)

~Carl Anderson

Audience: Administrator, Content Area, ELL/ML, PK-2, Library Media, Literacy Coach, Special Education, Title 1, Teacher Educator, Preservice



How do you teach students to write well? The answer? Teach with mentor texts. To help students learn how to craft their writing in effective and beautiful ways – and use writing conventions -- students need to see and study well-written model texts. In this workshop, Carl Anderson will discuss four practical steps you can take to integrate mentor texts into your teaching: 1. Find and select good mentor texts 2. Analyze mentor texts to find multiple teaching points 3. “Immerse” (or familiarize) students with mentor texts at the beginning of a unit of study 4. Teach with mentor texts in mini-lessons, small group lessons, and writing conferences.



Fr-B02 It's More than the Picture: How to Help Children Construct Literacy Processing Systems

~Nancy Anderson

Audience: Curriculum Director, PK-2, ELL/ML, Special Education, Title 1, Reading Teacher/Specialist, Literacy Coach, Teacher Educator, Preservice

Through Writing Early learning is much more than copying routine behaviors like “sounding out” or “looking at the picture.” Rather, successful children engage their senses and use movement and language to weave together a decision-making system related to reading and writing. Learn how to think about, observe and respond to children’s early learning through analysis of video, testing data, and role playing teaching moves.



Fr-B03 Do SOR claims of the failure of BL/RR hold up under careful examination?

(repeated Th-A and Sat-A)

~Dr. Sam Bommarito

Audience: All

The answer to the question raised in the title is emphatically No. In this session, we will examine research demonstrating the effectiveness of several programs that fit under the BL umbrella. 1-2 page pushback sheets, suitable for use with legislators, administrators, teachers, and parents, will also be presented. We’ll also examine the research behind the real causes of reading problems and the problems created when SOR distracts from those problems using a strawman version of BL. Dr. Bommarito will provide advice on handling the sometimes-toxic conversations on social media in all sessions he does each day



Fr-B04 Responding to Political Attacks and Advocating Research-based Instruction

~Dr. Catherine Compton-Lilly and Kathryn Champeau

Audience: All

In this session, Catherine Compton-Lilly and Kathryn Champeau will provide tips and strategies for addressing misinformation about reading. Despite claims of being research-based, advocates of the science of reading only draw on a small proportion of available research that can help children become skilled readers. In this session, Compton-Lilly and Champeau provide powerful talking points, compelling research findings, reproducible infographics, and student artifacts that can be used to help people – colleagues, administrators, parents, and politicians - see beyond phonics-only approaches.



Fr-B05 Radical Listening: Reading and Writing Conferences Toward Student Identity

~Dan Feigelson

Audience: Administrator, 3-5, 6-8, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

Individual conferences are the best place to help students learn to read like writers and write like readers. The key to powerful conferring is listening to children, but in a different way than we are used to. Radical listening means being present, curious, and diagnostic – but most importantly, to invite students “to shape their own ideas through acts of literacy” (Gholdy Muhammad). There are books and workshops about writing conferences and about reading conferences – but in the life of a classroom, most teachers are doing both, with the same group of students. In this session, Dan will explore similarities and differences in reading and writing conferences – and suggest classroom-ready ideas for connecting the two.



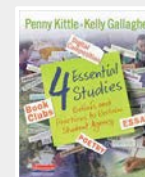
Sponsored by Savvas

Fr-B06 Building Engagement Through Digital Composition

~Kelly Gallagher

Audience: Content Area, Digital Technology, ELL/ML, 6-8, 9-12, Literacy Coach, Teacher Educator, Preservice

Our students live in a digital world, and if our curriculum is to remain responsive and in-tune, it is time to find a place in the curriculum for them to practice and deepen their digital literacies. In this session, Kelly will share how to design and implement a highly-engaging digital composition unit.

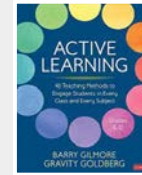




Fr-B07 Collaboration That Supports Student Thinking

~Gravity Goldberg

Audience: Content Area, 3-5, 6-8, 9-12, Literacy Coach, Special Education, Teacher Educator



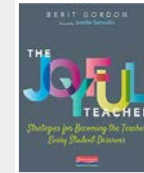
While consensus can be a useful goal in some collaborative experiences, it can also be a sign that students are playing it safe, missing the nuance, or silencing divergent thinking before it is even shared. In this session I'll share a few downsides to seeking consensus in collaborative work and some options for making collaboration more actively focused on student thinking. Collaboration can lead to students developing independent thinking, creative thinking, and problem-solving thinking, all of which are essential to be literate today. Four concrete collaboration practices will be shared with examples and lesson ideas. Participants walk away with the why and the how to make collaboration a more meaningful and civics-supporting experience.



Fr-B08 Get to a Well-Managed ELA Classroom While Avoiding "Management": 10 Strategies

~Berit Gordon

Audience: Administrator, ELL/ML, 3-5, 6-8, 9-12, Literacy Coach, Reading Teacher/Specialist, Title I, Interventionist, Teacher Educator, Preservice



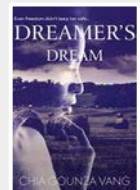
Say goodbye to energy-sapping behavior issues and management tools that don't work. Here are 12 strategies and tips to boost routines, build relationships, and create a culture where students thrive. See how to free up more of your energy for teaching, not correcting misbehaviors. You'll like your students more as they shift to more learning and less veering off task.



Fr-B09 Exploring Hmong Culture Using the Novel, *The Illiterate Daughter* (repeated Sat-A)

~Chia Gounza Vang

Audience: All



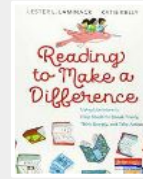
Through storytelling, our students can learn about history in engaging and memorable ways. Chia Gounza Vang, Hmong American author of *The Illiterate Daughter* and 7th grade social studies teacher, will share stories of her family's journey from the war-torn Laos to America, incorporating *The Illiterate Daughter* in the classroom to deepen students' understanding of Hmong culture and the origins of the Hmong communities in Wisconsin. Chia's goal is to empower all students by sharing her refugee story, her struggles learning English, and her inspirations that led to the publication of *The Illiterate Daughter*. Chia will share how she uses the book in class with her students along with guided questions for *The Illiterate Daughter*.



Fr-B10 Reading to Make a Difference

~Dr. Katie Kelly

Audience: ALL



With every turn of the page, readers find comfort in the familiar. They expand their perspectives as they explore the unfamiliar. They deepen their understanding as they uncover hidden truths. Reading is a conduit to spark joy, empathy, criticality, and advocacy. In this session, we will explore ways to elevate our teaching to engage and empower readers to not only deepen their comprehension but to take action to make a difference in their lives, the lives of others, and the world around them.

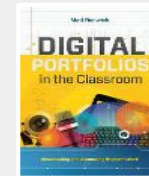
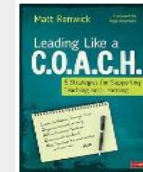


Fr-B11 Teachers as Professionals, Teaching as a Profession

(repeated Fr-C)

~Matt Renwick

Audience: All



Educators and education in general continues to be a target for unfair attacks. How do we remain resilient in the face of such adversity? In this session, veteran public school teacher and principal Matt Renwick offers a clear process for engaging in evidence-based instruction that can influence practice beyond our own school's walls. Participants will learn how to turn their challenges into points of curiosity, develop meaningful and attainable goals, and design plans that will guide our actions toward more engaging and equitable learning experiences for our students. The knowledge gained from these "equity projects" can serve as evidence to compete with misguided narratives and to start a more productive narrative of our profession.



Fr-B12 We Are All Screenagers: Navigating Issues of Social Media and Teen Mental Health

~Jeffrey D. Wilhelm, Ph.D.

Audience: Administrator, Content Area, 3-5, 6-8, 9-12, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice

This interactive session will review recent research into the mental health of children and teens and how depression, anxiety, and other issues are tied to social media use and a lack of faith in reliable information and how to discern it. We will then consider how to promote classroom cultures that promote mutual respect and healthy dialogue around contentious issues, that build community and resilience, and that value understanding and respecting how knowledge is constituted and justified in journalism and in disciplines like science and social science.

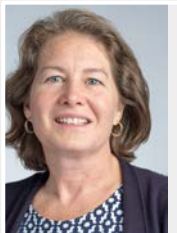


Fr-B13 Effective Feedback Strategies for Young Writers K-6 (repeated Sat-A)

~Jeffery L. Williams

Audience: Administrator, ELL/ML, PK-2, Literacy Coach, Special Education, Reading Teacher/Specialist, Special Education, Title 1, Interventionist, Teacher Educator

This session explores the issues with traditional feedback and demonstrates specific moves during writing that help propel students forward in their development as writers and when writing in response to reading.

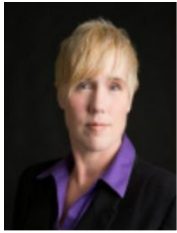


Fr-B14 Mythbusters: Teaching Reading Edition

~Dr. Kathryn Allen

Audience: PK-2, 3-5, Literacy Coach, Preservice, Reading Teacher/Specialist, Interventionist, Teacher Educator

Social media can connect educators to each other and to experts in the field. It can be a convenient and ready source of professional development that we can access, even in our pajamas. However, misunderstanding, confusion, and misinformation about literacy learning and instruction are also circulating on social media, spilling into our classrooms and driving policy changes. This session will provide participants with the opportunity to examine some of the myths about literacy learning and instruction and discuss perhaps a radical middle (Pearson, 2001) way of thinking about and teaching reading.

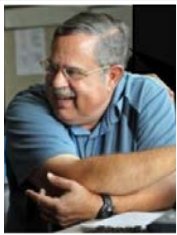


Fr-C01 Boost Independence and Agency with Effective Teaching for Self-Monitoring

~*Nancy Anderson*

Audience: Curriculum Director, PK-2, ELL/ML, Special Education, Title 1, Reading Teacher/Specialist, Literacy Coach, Teacher Educator, Preservice

A hallmark of early reading is self-monitoring. Young children who are at risk of literacy failure may become dependent on the teacher to monitor their reading. This session will explore how to help children become agentive, independent problem-solvers through building a system of self-monitoring. Specific teaching moves and ways of monitoring teaching will be demonstrated.



Fr-C02 How do the effective practices of RR promote better decoding and comprehension?

(repeated Th-C)

~*Dr. Sam Bommarito*

Audience: All

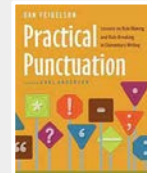
RR has a huge research base showing its effectiveness. A review of the highlights of that research will be given. Based on those highlights, 1–2-page pushback sheets will also be presented suitable for use with legislators, administrators, teachers, and parents. The session will discuss the various ways phonics is incorporated into RR. The value of story retells, and the research behind how doing retells improves comprehension will be discussed. Within the session, time will be provided for some small group discussion of the topics, and brainstorming additions and corrections to the pushback sheet. Dr. Bommarito will provide advice on handling the sometimes-toxic conversations on social media in all sessions he does each day.



Fr-C03 Practical Punctuation: Lessons On Rule Making and Rule Breaking

~*Dan Feigelson*

Audience: All



Even the most successful writing workshops are often inconsistent in their teaching of punctuation. When we approach the teaching of mechanics as a craft tool rather than as a set of rules, students become thoughtful punctuation decision makers who consider mood, pacing and rhythm in their writing - and learn conventions in such a way that they retain and apply them consistently. In this session Dan will explore exciting ways to naturally integrate the teaching of conventions into our writing workshops through a combination of inquiry and explicit instruction. This hands-on presentation will give participants practical ideas and a new perspective on teaching what is too often thought of as the “boring” part of writing instruction.

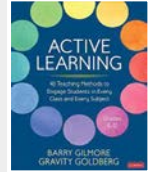


Fr-C04 Responsive Teaching: Making Tomorrow's Choices Based on Today's Learning

~Gravity Goldberg

Audience: 3-5, 6-8, 9-12, Literacy Coach, Special Education, Reading Teacher/Specialist, Title 1, Interventionist, Teacher Educator, Preservice

Being responsive means we get curious, observe with intention, and then take action based on what we find. The benefits of responsive teaching include joy, engagement, growth, and deep learning. In this session participants will be presented with a simple, yet powerful framework for decision making. Student work, lesson examples, and formative assessment tools will make this big topic actionable and practical.



Fr-C05 10+ Strategies to Boost Reading and Writing Stamina and Independence, And Set the Stage for High-Impact Feedback

~Berit Gordon

Audience: Administrator, 3-5, 6-8, 9-12

Students get better at reading and writing, in part, by doing those things a lot. But simply asking them to read and write is not so easy. Despite our best intentions, we often run into avoidant behaviors, low stamina and motivation, or lack of focus. Or, we finally get readers and writers to “do,” but only with substantial support and scaffolds. It's exhausting! How do we get to that sweet spot where students are "doing," and now we can provide on the spot feedback and feel energized and impactful at our work? Here are fresh and user-friendly strategies that help students be independent readers and writers and build stamina. Then, we'll look at practical ways to deliver high-impact feedback that helps every reader and writer grow.



Fr-C06 Reclaiming Our Teacher Expertise: Charting Diverse Paths for Early Literacy Learners

~Betsy Kaye

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

Young children deserve the expert, focused teaching that knowledgeable educators strive to provide their students. This session explores the ways teachers can utilize the power of careful observation, knowledge of their students, and authentic literacy experiences to support children's early literacy learning. In this way, teachers continually deepen their connections between theory and practice with each unique student they teach and reclaim the joy in teaching.

Cosponsored by Bookelicious

Fr-C07 Developing Digital Detectives: The Inextricable Link Between Social Emotional Learning & Information Literacy

~Jennifer LaGarde

Audience: Digital Technology, 3-5, 6-8, 9-12, Library Media



One of the reasons traditional information literacy protocols (like the CRAAP test!) so often fail to remain relevant outside of a single lesson, lies less in what those tools include and more in what they're missing: an emphasis on human behavior and the ways in which emotions drive our decision making. In this session, we'll unpack that connection and discuss ways to help our learners disrupt the reactions creators of mis-, di-s and mal- information are counting on when posting content online.

Fr-C08 Engaging Community-Home-School Relationships: Assets-based Literacy Reaching and Teaching (repeated Fr-A)

~Dr. Gwendolyn McMillon

Audience: All



Culturally responsive, culturally relevant, and culturally sustaining ideologies are widely discussed in education circles. Many educators want to find ways to connect with their students, families, and communities, but struggle with how to make connections. What exactly does culturally responsive, culturally relevant, and culturally sustaining practices look like in an actual classroom setting? How can a school implement a school-wide effort to make community-home-school connections and implement a supportive curriculum that meets the needs of their student population? What can community stakeholders and parents do to help develop relationships with their children's educators? This session will talk about effective ways to develop these critical- relationships and support attendees in developing an implementation plan to improve literacy teaching and learning across contexts – in and out-of-school. Dr. McMillon will “show” attendees how to make connections and how to utilize community assets to improve literacy teaching and learning across contexts. It takes a “village” to educate a child, and all “village members” are invited to work together and learn during the session.

Fr-C09 What do the new trends in research and practice mean for supporting multilingual students? (repeated Th-B)

~Dr. Lindsey Moses

Audience: ELL/ML, PK-2, 3-5, Literacy Coach, Reading Teacher/Specialist, Title 1, Interventionist, Teacher Educator, Preservice



This session will present current trends in research and practical applications for language and literacy instruction for multilingual students. Much of the current reading research being promoted in the media fails to consider the needs of multilingual students. Based on research on effective practices for multilingual students and literacy instruction, this session will include instructional ideas for infusing language development supports in teaching all aspects of reading.



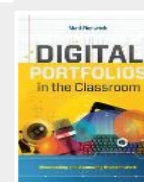
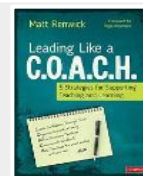
Fr-C10 Teachers as Professionals, Teaching as a Profession

(repeated Fr-B)

~*Matt Renwick*

Audience: All

Educators and education in general continues to be a target for unfair attacks. How do we remain resilient in the face of such adversity? In this session, veteran public school teacher and principal Matt Renwick offers a clear process for engaging in evidence-based instruction that can influence practice beyond our own school's walls. Participants will learn how to turn their challenges into points of curiosity, develop meaningful and attainable goals, and design plans that will guide our actions toward more engaging and equitable learning experiences for our students. The knowledge gained from these "equity projects" can serve as evidence to compete with misguided narratives and to start a more productive narrative of our profession.

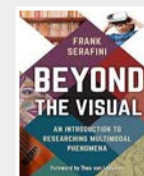


Fr-C11 Rethinking the Basics of Reading Comprehension (repeated Th-B)

~*Dr. Frank Serafini*

Audience: 3-5, 6-8, 9-12, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

Teaching children to comprehend what they read has become a complicated venture. Between strategy instruction, reading skills, and reading assessments, teachers need to reconsider what it means to make sense of texts. In this presentation, the basic elements of reading comprehension (texts, authors, readers, and contexts) will be explored and approaches for teaching comprehension from each perspective will be offered. This session will take a fresh look at main ideas, reader responses, and what it means to comprehend.



Fr-C12 Fighting Fake News: Building Bridges to Digital Literacy

~*Michael W. Smith, Deborah Appleman, and Jeffrey D. Wilhelm, Ph.D.*

Audience: 6-8, 9-12, Library Media, Literacy Coach, Preservice, Teacher Educator



Our students are bombarded with different texts from different sources every day, all positioned in some way or another, and many developed with the intent to deceive. If we want to help our students navigate their world, if we want them to be well informed, if we want them to be responsible citizens, then we have to help them become more critical consumers of digital media. Calls for teaching digital literacy are not new, but most of the calls with which we are familiar suffer from a fundamental problem: They fail to recognize just how busy ELA teachers are and so just how difficult it is to add another major focus of concern to an already crowded curriculum. Our panel presentation is designed to address this problem by sharing our ideas about how to build bridges between the traditional domain of ELA teachers and this new and profoundly important area of concern.





Fr-C13 *Wisconsin Adventures: Fantasy Roleplaying in Education*

~Kurt Griesemer

Audience: 6-8, 9-12, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

Wisconsin Adventures combines the myths and legends of Wisconsin's past with the inherent learning opportunities in the *Dungeons & Dragons* roleplaying game. *Wisconsin Adventures* presents a mythical map of Wisconsin filled with the legends and lore: A werewolf on the prowl; a ferocious lizard-like creature that feasts on livestock; a knight on a quest, and more. Students engaged in the playful learning that is the basis of *Wisconsin Adventures* will be immersed in literacy skills, social studies, and mathematics. From reading for information to creating their own narratives, *Wisconsin Adventures* places learning at the heart of the stories the students make for themselves. Participants will receive a link to a free download of the materials.



Fr-C14 Will you marry me? Uniting Social Studies and Diverse Perspectives through the Read Aloud

~Hiawatha Smith, Associate Professor, Mckenzie Rabenn, Visiting Professor, and Traci Langan, 4th Grade

Audience: PK-2, 3-5, Literacy Coach, Preservice

Is a marriage between Social Studies content and diverse perspectives within the read aloud possible? YES! This interactive session will identify the positive benefits of the read aloud as an inquiry tool for integrating Social Studies elements within literacy instruction. In this session, diverse identities beyond and including race and gender will be identified. Then attendees will explore select texts from the NCSS notable trade book lists (which feature strong representations of diverse perspectives) and apply strategies to engage students with the text content within their focus areas. Access to lesson seeds that can be used with selected texts will be provided for attendeeS.



Award Ceremony
Saturday, February 10th ~ 8:00 am
Prior to the Keynote Speaker



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



WSRA Awards and Honors

Nominations for 2024 WSRA's Awards and Honors are due November 15, 2023

WSRA members go to https://wsra.memberclicks.net/awards_2024 to submit a nomination for 2024.

Saturday, February 10, 2024

Schedule

7:30-8:00
Breakfast-Ballroom CD

8:00-8:30
Welcome and Awards
Ceremony

8:30-9:30
Keynote Address

9:45-11:00
Breakout Session A

11:15-12:30
Breakout Session B

12:30 -1:00
Book Signing

Breakfast - 7:30 am

Breakfast pastries

Cage-free scrambled eggs

Maple glazed bacon

Flannel hash and oven-dried tomato

All -natural squeezed orange juice

Colectivo Reserve coffee

*Alternative options will be available for special dietary restrictions, if indicated during conference registration.

Book Signings ~ 12:30 pm In the Palm Gardens

Susan Apps-Bodilly

Lisl Detlefsen

Chia Gounza Vang

John Schu

Stef Wade

Saturday Featured Speakers



Dr. Sam
Bommarito



Christina
Brey



Kathryn
Champeau



Penny
Kittle



Jeffery L.
Williams

Saturday Featured Authors



Susan
Apps-Bodilly



Lisl
Detlefsen



Chia Gounza
Vang



John
Schu



Stef
Wade

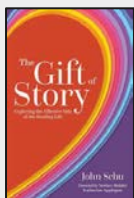
Saturday Keynote Address

John Schu

The Gift of Story: Exploring the Affective Side of the Reading Life



When we share our hearts through story, we inspire others to think more deeply about their own hearts and how stories connect us all. In this presentation of the heart, teacher, librarian, children's author, book lover, and story ambassador John Schu invites readers to consider literacy beyond its academic benefits, highlighting the ways story speaks to our hearts and brings us together. Presented through a study of five affective elements of story --- healer, inspiration, clarifier, compassion, and connector --- participants will explore how the universal truths found in stories can change us, inspire us, connect us to others, answer our deepest questions, and help us heal.





Sat-A01 Do SOR claims of the failure of BL/RR hold up under careful examination?

(repeated Th-A and Fr-B)

~*Dr. Sam Bommarito*

Audience: All

The answer to the question raised in the title is an emphatic No. In this session, we will examine research demonstrating the effectiveness of several programs that fit under the BL umbrella. 1-2 page pushback sheets, suitable for use with legislators, administrators, teachers, and parents, will also be presented. We'll also examine the research behind the real causes of reading problems and the problems created when SOR distracts from those problems using a strawman version of BL. Dr. Bommarito will provide advice on handling the sometimes-toxic conversations on social media in all sessions he does each day.



Sat-A02 Navigating Act 20: Science, Mandates, and Ethics

~*Kathryn Champeau and Debra Zarling*

Audience: All

Wisconsin's new reading law, Act 20, brings with it lots of questions, concerns, and inconsistencies. What does this new law mandate and not mandate? What are the ethical concerns regarding this law? What does the research (science) really say? Join us to explore some of the implications of the law and the research you need to know.



Sat-A03 Exploring Hmong Culture Using the Novel, *The Illiterate Daughter*

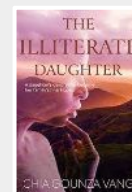
(repeated Fr-B)

~*Chia Gounza Vang*

Audience: All



Through storytelling, our students can learn about history in engaging and memorable ways. Chia Gounza Vang, Hmong American author of *The Illiterate Daughter* and 7th grade social studies teacher, will share stories of her family's journey from the war-torn Laos to America, incorporating *The Illiterate Daughter* in the classroom to deepen students' understanding of Hmong culture and the origins of the Hmong communities in Wisconsin. Her goal is to empower all students by sharing her refugee story, her struggles learning English, and her inspirations that led to the publication of *The Illiterate Daughter*. Chia will share how she uses the book in class with her students along with guided questions for *The Illiterate Daughter*.





Sat-A04 Micro Mentor Texts: using short passages from great books to teach writer's craft

~*Penny Kittle*

Audience: 6-8, 9-12, Literacy Coach, Special Education, Reading Teacher/Specialist



We all want students who write clearly and powerfully. We can teach this through daily practice with passages from books and a close look at the decisions authors make to craft those texts. We lead students to see a book as a treasure chest of writing craft moves—the moves that skilled writers use. Students will learn and practice a wide range of writing skills from grammar in context, varied sentence patterns—both the art and feel of cohesion and style—as well as all the ways a writer is an artist of words. We have the power to fundamentally change the way students understand writing. Come to study and write together.



Sat-A05 Author Visit Fun with Stef Wade (repeated Sat-B)

~*Stef Wade*

Audience: PK-2, 3-5, Library Media, Reading Teacher/Specialist, Title 1, Teacher Educator



Put yourself in your students shoes and enjoy a sneaky-learning, giggle-inducing author visit from local, best-selling author, Stef Wade! Connecting with authors through virtual or in-person school visits is a great way to keep your students excited and engaged. Stef will discuss the benefits of author visits and celebrate the day with a school presentation on her latest book, *Every Day's a Holiday!*



Sat-A06 Effective Feedback Strategies for Young Writers K-6 (repeated Fr-B)

~*Jeffery L. Williams*

Audience: Administrator, ELL/ML, PK-2, Literacy Coach, Special Education, Reading Teacher/Specialist, Special Education, Title 1, Interventionist, Teacher Educator

This session explores the issues with traditional feedback and demonstrates specific moves during writing that help propel students forward in their development as writers and when writing in response to reading.



Sat-A07 Literacy Updates from the Wisconsin Department of Instruction

~Robyn Bindrich

Audience: Administrator, PK-2, 3-5, 6-8, 9-12, Literacy Coach, Preservice, Reading Teacher/Specialist

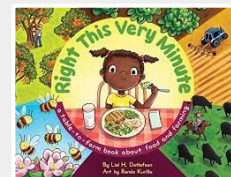
Meet the Department's new literacy consultant team and hear about what's happening with legislation, statewide initiatives, assessment, and ongoing and upcoming collaborative projects. We'll share and explore resources and ways for literacy leaders and teachers to participate in professional learning opportunities including family engagement in the early grades.



Sat-A08 Food for Thought: How to Bring Agriculture Literacy to Life

~Beth Schaefer and author, Lisl Detlefsen

Audience: PK-2, 3-5



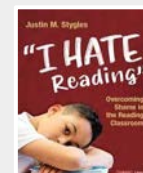
Agriculture is changing, and to become informed, healthy food consumers tomorrow, students need to learn about what's happening in this vital field today. Join Wisconsin children's book author and Wisconsin cranberry grower Lisl H. Detlefsen and Wisconsin Agriculture in the Classroom to explore why teaching with food and farming can feed the minds of students. Learn how to bring literacy to life through the annual Ag in the Classroom Essay Contest and discover the rich context of teaching using students' personal connections to food. Participants will leave this session with lesson plans to integrate literacy through hands-on lessons tied to science, social studies, and health.



Sat-A09 Finding Readers from Within: Exploring How Readers are Influenced and How They Respond Accordingly

~Justin Stygles

Audience: Administrator, ELL/ML, 3-5, 6-8, 9-12, Library Media, Literacy Coach, Reading Recovery, Reading Teacher/ Specialist, Interventionist, Teacher Educator, Title 1



Working with students in small groups creates grassroots networks in our classrooms by promoting positive self-perceptions as readers, developing social capital, and a network of resources that show students they not only belong but share experiences. In this session we will consider the following: Context – In what environments do students exist and how is their story created for them? Connection– How are students related to one another through experiences and how do vulnerabilities allow for empathy and richer teacher/student or interpersonal relationships between peers? Compassion – How are students allowed to learn from transgressions and redirected to embrace opportunities?

Saturday 9:45-11:00



Sat-A10 Strengthen Comprehension and Critical Thinking Without Text

~Brian Wilhorn

Audience: Administrator, Digital Technology, PK-2, 3-5, 6-8, Library Media, Literacy Coach, Reading Teacher/Specialist, Interventionist

Visual media has long been used by teachers. From movie projectors to YouTube, video is at home in the classroom. But how are we using it? Video can be more than just a way to share information. Learn how reading lessons can be easily adapted to movie clips and short films. Students can study plot, characters, conflict, theme, and symbols. They can make predictions and draw conclusions. Video allows students to practice these skills, use critical thinking in classroom discussions, and create genuine responses, all without the burden of reading text. Attendees will participate in sample lessons, do the work we expect of students, leave with ideas to use immediately, and, most importantly, see how smoothly this work transfers back to reading.

Saturday 11:15-12:30



Sat-B01 Book Clubs: Connecting Kids to Books and Each Other

~Penny Kittle

Audience: Administrator, 6-8, 9-12, Library Media, Literacy Coach, Special Education

Reading habits do not emerge by accident, but through careful and purposeful modeling and instruction. We support children's social and learning needs as we balance their individual lives as readers with vibrant book clubs. These needs are intertwined and interdependent and have more to do with reading success than school-centered standards do. We will consider classroom conditions grounded in the key principles for motivation: relevance, engagement, and success. We can help readers construct identities of power and opportunity, to challenge themselves as readers, and to act with agency in our classrooms through meaningful talk and writing in book clubs.

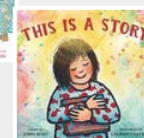


Sat-B02 This Is a Story: Connecting Hearts and Communities through Booktalks

~John Schu

Audience: Administrator, ELL/ML, PK-2, 3-5, Library Media, Literacy Coach, Special Education, Reading Teacher/Specialist, Title I, Interventionist, Teacher Educator, Preservice

The best booktalks are those delivered from the heart. It's the way we share our love and passion for favorite titles and books that inspires students and colleagues. Join children's book author and librarian John Schu as he invites us to imagine the many ways books can foster connection and understanding. He'll share some of the best new books and ways to easily incorporate them into your school reading culture to increase reading motivation, stamina, and growth.





Sat-B03 Author Visit Fun with Stef Wade (repeated Sat-A)

~*Stef Wade*

Audience: PK-2, 3-5, Library Media, Reading Teacher/Specialist, Title 1, Teacher Educator



Put yourself in your students shoes and enjoy a sneaky-learning, giggle-inducing author visit from local, best-selling author, Stef Wade! Connecting with authors through virtual or in-person school visits is a great way to keep your students excited and engaged. Stef will discuss the benefits of author visits and celebrate the day with a school presentation on her latest book, *Every Day's a Holiday*!



Sat-B04 Growing a Garden Education that Engages Students in and Beyond the Classroom

~*Susan Apps-Bodilly*

Audience: PK-2, 3-5, Teacher Educator



Explore gardening and foodway lessons, from Engaging in identifying, garden development, family oral history, easy recipes, and more with Madison, Wis., teacher Susan Apps-Bodilly, author of *Seeds-in-Soil: Planting a Garden and Finding Your Roots*. Apps will share how: 1) gardening can be an engaging reading adventure that leads students to learn about the outdoors, state, and themselves; 2) how interactive garden experiences incorporate math, science, & social studies standards; 3) primary source documents can encourage student questions; and 4) how "Observe, Think, & Wonder" inquiry strategy, used with multi-curricular examples, encourage students to think in new ways, collaborate, research as well as learn and Enjoy gardening.



Sat-B05 Disinformation And Its Impact On Public Schools

~*Christina Brey*

Audience: All

Find out how disinformation affects public schools in Wisconsin. Learn the history behind this age-old propaganda technique and the current landscape of disinformation in Wisconsin. Discover what public education advocates can do to proactively support public schools and push back on attacks.



Sat-B06 Diversifying Your Classroom Collections with DPI's BadgerLink, Statewide Access to TeachingBooks

~Nick Glass

Audience: Administrator, Content Area, ELL/ML, PK-2, 3-5, 6-8, 9-12, Library Media, Literacy Coach, Preservice, Reading Recovery, Reading Teacher/Specialist, Special Education, Teacher Educator, Title 1

Your classroom library has a significant influence on the reading journey of your students. Does it reflect the needs of your readers? Join this hand-on session to learn how TeachingBooks can give you immediate insights into the genre, recency, reading level, cultural, and curricular classifications represented in your collections. Attendees return to their schools equipped to use these tools that help their readers feel seen and included. This session is for teachers who maintain classroom collections of books for students to borrow for instructional and/or independent reading purposes. Access to and professional development support for these tools is freely provided for all school and library staff, funded by the DPI BadgerLink project.



Sat-B07 Evaluate, Create, ACT! Building Media Literacy Skills in the Classroom

~Michael Hartwell

Audience: 3-5, 6-8, 9-12, Library Media, Teacher Educator

Media Literacy builds upon traditional literacy skills like reading and writing and prepares students to think critically about all sources of communication. It empowers young people to be critical thinkers and makers, effective communicators, and active citizens. In this workshop, participants will investigate tools that allow them to integrate media literacy analysis and student-created media into their instruction. They will also explore resources that can enhance their own media literacy expertise from a trusted educational media organization. With guidance from presenters, participants will create their own media literacy-focused lessons that could earn credentials, leading to PBS Wisconsin Media Literacy Certification.



Sat-B08 Why Student Agency Matters: Developing Student Agency Across the Literacy Block Routine

~Margaret Policastro, Ph.D.

Audience: Administrator, PK-2, 3-5, 6-8, 9-12, Literacy Coach, Reading Teacher/Specialist, Interventionist

This session will highlight the importance of developing student agency across the literacy curriculum. Most important will be the focus on how research and theories regarding student agency lead to student success and lifelong productive citizens.



Sat-B09 Revisiting Read-Alouds

~Brian Wilhorn

Audience: Administrator, PK-2, 3-5, 6-8, Library Media, Literacy Coach, Reading Teacher/Specialist, Interventionist



Read-alouds are the great equalizer. They can expose challenging texts to younger readers and validate easier texts to older readers. Read-alouds can activate prior knowledge and fill gaps in that knowledge. Read-alouds build community, and shared books become experiences that students remember and refer back to repeatedly in classroom discussions. Books can and should be mentor texts and the basis for strong lessons, but let's revisit the power, importance, and impact of read-alouds. Participants will not only rediscover the magic of read-alouds, but also see and share how read-alouds can meet the diverse needs of all students.

Stop by the Palm Gardens for Author Book Signings ***12:30 - 1:00 pm***



Susan Apps-Bodilly
Lisl Detlefsen
Chia Gounza Vang
John Schu
Stef Wade



WSRA 2024 Featured Speaker Biographies



Dr. Peter Afflerbach is Professor Emeritus of Education at the University of Maryland at College Park. His research interests include individual differences in reading, factors influencing reading achievement, reading comprehension strategies, and reading assessment. Afflerbach has served on National Academy of Education and National

Academy of Science committees related to literacy and literacy assessment. He is a member of the NAEP 2025 Reading Framework Development Committee and has served on the NAEP Standing Reading Committee and prior Reading Framework Committees. He has served on the Board of Directors of the Literacy Research Association. Afflerbach was elected to the International Literacy Association's Reading Hall of Fame in 2009 and is a Research Fellow of the American Educational Research Association. Afflerbach is the author of *Teaching readers (Not reading): Moving beyond skills and strategies to reader-focused instruction* (2022), and *Understanding and Using Reading Assessment, K-12* (3e, 2018). Prior to his employment at Emory University and then the University of Maryland, Afflerbach served as a Chapter 1 remedial reading teacher, reading and writing teacher in middle school, and high school English teacher. He is a proud graduate of New York City Public Schools.



Carl Anderson is an internationally recognized expert in the teaching of writing for grades K-8. He works as a consultant in schools and districts around the world, and is known for his conference keynotes, workshops, and in-school residencies. Carl is the author of numerous books on teaching writing, including the brand-new *How to Become a Better*

Writing Teacher (with Matt Glover), *A Teacher's Guide to Mentor Texts K-5*, and *A Teacher's Guide to Writing Conferences K-8*.



Nancy Anderson, Ph.D., is a professor of Literacy at Texas Woman's University. Complex connections between language, literacy, and learning focus her research and work with children, teachers, and leaders. Her work has been published in national journals, including *The Reading Teacher*, and she has contributed chapters to multiple books. She

co-authored a book for novice teachers, *Linking Assessment to Reading Comprehension Instruction: A Framework for Actively Engaging Literacy Learners, K-8*, and is engaged in multiple school-based research projects. She may be found most often joyfully laughing and learning with teachers and children in schools.



Valerie Bang-Jensen is a literacy consultant for schools, libraries, and outdoor spaces. She worked as a Professor of Education at Saint Michael's College for 23 years where she earned the Rathgeb Teaching Award. She taught literacy education and children's literature courses. Valerie has taught in K-6 classrooms and library programs in public and

independent schools in the U.S and Paris, and was the district elementary writing coordinator in Ithaca, New York. Her most recent book is *Literacy Moves Outdoors: Authentic Learning Approaches for Any Environment*.



Seth Bishop is a data and evaluation specialist on the Special Education Team at the Wisconsin Department of Public Instruction, where he leads data efforts related to IDEA accountability and racial equity. He organizes Wisconsin's R User Group, a monthly cross-agency meeting of data analysts which focuses on professional development related to data analysis

and the R statistical programming language. His academic background emphasized social theory and public policy, particularly in the areas of immigration, the politics of identity, and biopolitics. As an individual with multiple disabilities, Seth owes much of his success to his family of educators—particularly his mother—who fought to ensure he received the free and appropriate education that was his right. He is proud to pay those efforts forward by advocating for and protecting the rights of other children to receive the education and support they need.

WSRA 2024 Featured Speaker Biographies



Dr. Sam Bommarito has a 52-year career in education, teaching every grade from K through graduate school. He has served as chair of both the St. Louis and the Missouri ILA affiliates. He's made numerous presentations at ILA (formerly IRA) conferences, including national conferences. In spring 2022, he was featured at the LitCon and the main speaker at the Albany, New York area's ILA conference. Most of his career was spent working in Title 1 buildings as a reading specialist and/or staff developer. He is reading recovery trained and has been a strong voice defending Reading Recovery and other balanced literacy approaches. He has a weekly blog about literacy <https://doctorsam7.blog/>



Christina Brey is a proud product of Wisconsin Public Schools who is passionate about education in her role as Public Affairs Manager of the Wisconsin Education Association Council (WEAC). She advances the WEAC's advocacy through strategic communications, marketing, public and media relations, government relations, campaign development and member engagement.



Kathryn Champeau is a reading specialist/consultant with over 40 years of experience, a former UW-Milwaukee adjunct instructor of 28 years, and a past president of the Wisconsin State Reading Association, currently serving as their Legislative Committee Chair. She works side-by-side with classroom teachers supporting their understanding of dialogic and responsive teaching. Kathy has co-authored a recent book with Dr. Peter Johnston, *Engaging Literate Minds: Developing Children's Social, Emotional, and Intellectual Lives, K-3*, which chronicles the results of this work. Kathy has presented at international, national, state, and local conferences.



Kathy Collins presents at conferences and works in schools all over the world to support teachers in developing high-quality, effective literacy instruction. She is the co-author, along with Matt Glover, of *I Am Reading: Nurture Meaning-Making and Joyful Engagement with Texts* and the co-author, along with Janine Bempechat, of *Not This But That: No More Mindless Homework*. Kathy's other books include *Reading for Real: Teach Children to Read With Power, Intention, and Joy in K-3 Classrooms* and *Growing Readers: Units of Study in Primary Classrooms*. Kathy has been a classroom teacher in Brooklyn, NY, collaborated with the Teachers College Reading and Writing Project at Columbia University, and has been involved with several literacy think tanks and organizations. She and her family live in Durham, New Hampshire.



Dr. Compton-Lilly teaches courses in literacy studies and works with professional development schools in at the University of South Carolina. She has a passion for helping teachers to support children in learning to read and write. Her interests include examining how time operates as a contextual factor in children's lives as they progress through school and construct their identities as students and readers. Dr. Compton-Lilly is the author/editor of several books and has published widely in educational journals.



Dan Feigelson is a national and international literacy consultant who has traveled the globe leading institutes, workshops, and lab-sites on the teaching of reading and writing. An early member of the Columbia Teachers College Reading and Writing Project, he worked for decades in New York City public schools as a teacher, staff developer, curriculum writer, principal, and local superintendent. A regular presenter and keynote speaker at national and international conferences, Dan is the author of *Radical Listening: Reading and Writing Conferences To Reach All Students* (Scholastic); *Reading Projects Reimagined: Student-Driven Conferences to Deepen Critical Thinking* (Heinemann); and *Practical Punctuation: Lessons in Rule Making and Rule Breaking in Elementary Writing* (Heinemann). He lives in New York City and the Hudson Valley.

WSRA 2024 Featured Speaker Biographies



Kelly Gallagher is a literacy education author and consultant, specializing in the teaching of English Language Arts for grades 4-12. Informed by a 35-year teaching career, Kelly has developed and shares an ever-evolving body of work that helps teachers engage and empower even the most reluctant readers and writers. Kelly is the former president of the

Secondary Reading Group for the International Literacy Association and the author of several professional development books, including *Readicide* and *Write Like This*, and two books co-written with Penny Kittle, *180 Days* and *Four Essential Studies*. Kelly also works with Savvas Learning Company as a featured author for the *myPerspectives* and *iLit ELA* programs for grades 6-12.



Gravity Goldberg is an international educational consultant and author of nine books on teaching including her latest release, *Active Learning: 40 Teaching Methods to Engage Students in Every Class and Every Subject* (Corwin, 2023). She has over 20 years of teaching experience, including positions as a science teacher, reading specialist, third grade teacher,

special educator, literacy coach, staff developer, assistant professor, educational consultant, and yoga teacher. Gravity holds a B.A. and M.Ed. from Boston College and a doctorate from Teachers College. As the founding director of Gravity Goldberg, LLC she leads a team that offers side-by-side coaching and workshops that focus on teachers as decision-makers and student-led instruction.



Berit Gordon is an author of books for teachers and a teacher coach to schools nationwide. Two of her books include *No More Fake Reading: Merging the Classics With Independent Reading to Create Joyful Lifelong Readers* and *The Joyful Teacher: Strategies for Becoming the Teacher Every Student Deserves*.

Before consulting, Berit taught in NYC public schools and the Dominican Republic. She is also a former instructor at Teachers College, Columbia University. She's frequently told she "speaks the language" of teachers and truly understands the nuts and bolts of ELA teaching and how challenging it is. Her workshops are known to be engaging, fast-paced, and highly practical.



Chia Gounza Vang is a Hmong American YA historical fiction author and teacher. Born in Laos in the midst of a civil war after the Vietnam War, she spent her childhood life living in fear and education was inaccessible. Her parents made a decision that changed her life. She came to America and started her education as a teenager. Education and opportunity

made her dreams possible. She has been teaching middle school students for 22 years and recently published her debut novel, *The Illiterate Daughter*, a young adult historical fiction about the Secret War conflict in Laos and a Hmong family's struggles to survive, and their trek to safety in Thailand. *The Illiterate Daughter* is the first book in the Young Guardian series. The second book, *The Dreamer's Dream*, will be out soon. Chia likes historical fiction and learns history through it. When she is immersed in the characters' world, feeling their pain, struggles, love, happiness, and life, history comes alive to her, and she hopes her readers would learn about the Secret War conflict in Laos, the struggles many Hmong families endured, the hazardous journey to safety, and the hardship adjusting to a new life through her book series, The Young Guardian.



Dr. Lara J. Handsfield is a Professor of Elementary Literacy and Bilingual Education at Illinois State University, in Normal, Illinois, where she teaches literacy and bilingual methods courses for undergraduates, and graduate courses in theoretical foundations of literacy. Lara's research critically examines comprehension instruction in multilingual

classrooms, how teachers negotiate multiple and conflicting pedagogical demands in their work, and implications for student and teacher identity construction. Her work has been funded by the Spencer Foundation and published in several academic and professional journals, including *Reading Research Quarterly*, *Language Arts*, *the Journal of Literacy Research*, *The Reading Teacher*, *Research in the Teaching of English*, and *Linguistics in Education*. She is author of *Literacy Theory as Practice: Connecting Theory and Instruction in K-12 Classrooms* (Teachers College Press, 2016) and co-author of *The Complex Development of Preservice and Inservice Teacher Identities Across Space and Time* (Peter Lang, 2020). In 2021, she was named an ISU University Outstanding Researcher.

WSRA 2024 Featured Speaker Biographies



Patrick Harris II is a Black queer writer, storyteller, and middle school humanities teacher. He has won multiple national teaching awards for his leadership and innovation in the classroom, including recognitions from NCTE, ASCD, and ILA. Patrick is the author of *The First Five: A Love Letter to Teachers*. Teaching and creating is only part of who Patrick is.



Dr. Towanda Harris brings over twenty years of experience to the education world. Towanda is the author of *The Right Tools: A Guide to Selecting, Evaluating, and Implementing Classroom Resources and Practices*. She has a passion for empowering educators to freely and joyfully support young minds, build strong relationships, and create spaces for

students to be their authentic selves. Educators around the country rely on her wisdom about finding resources that meet their teaching goals, connect with students and foster agency. Dr. Harris' workshops have been featured at the Virginia State Literacy Association Conference, Wisconsin State Reading Association Conference, National Reading Recovery Conference, Indiana State Reading Conference, and National Council of Teachers of English. Teachers turn to her to learn how to employ those resources, blend them with best practices, and help all students reach their full potential.



George G. Hruby Ph.D. (Reading Education, University of Georgia, 2002) is the associate research title professor of literacy education at the University of Kentucky's College of Education. His scholarship has appeared in numerous peer-reviewed research journals and handbooks. Hruby is known internationally for his scholarly reviews of the

neuroscience research on reading. He is also appreciated for his theoretical analyses on reading development and its variability. He was the executive director of Kentucky's Collaborative Center for Literacy Development from 2010-2023, and is the chair of the International Literacy Association's Dyslexia Task Force.



Carol Jago has taught English in middle and high school for many years in Santa Monica and is associate director of the California Reading and Literature Project at UCLA. She served as president of the National Council of Teachers of English and has published many books with Heinemann including *The Book in Question: Why and How Reading Is in Crisis*. Carol is also the author of *With Rigor for All: Meeting Standards for Reading Literature* and *Cohesive Writing: Why Concept Is Not Enough* and published books on contemporary multicultural authors for NCTE. She wrote an education column for the Los Angeles Times, and her essays continue to appear in educational journals and online forums. She currently serves on the International Literacy Association executive board.



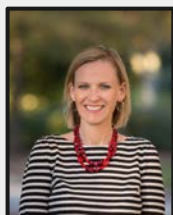
Courtney Jenkins started her career in education as a paraprofessional in a segregated school for students with disabilities, which literally paid for – and informed the focus of – her legal training. Since then, she has conducted legal investigations under federal and state civil rights laws for the State of Wisconsin; managed systems-change state initiatives focused on gender and racial equity in Colorado, Idaho, Iowa and Wisconsin; and served on the senior management team of a national civil rights organization. She currently works on the Special Education Team at the Wisconsin Department of Public Instruction. Courtney focuses on justice in education in honor of her mother, who grew up white in the segregated south, and her daughters, to whom she wants to leave a fairer world. For over two decades, Courtney Reed Jenkins, JD, CPM, has focused on eliminating institutional barriers to success for people targeted for marginalization. She has managed systems-change state initiatives focused on gender and racial equity in Colorado, Idaho, Iowa and Wisconsin; and served on the senior management team of a national civil rights organization.

WSRA 2024 Featured Speaker Biographies



Elizabeth L. (Betsy) Kaye is an associate professor in the Dept. of Literacy and Learning at Texas Woman's University. She has 18 years of public school experience, serving as a special education teacher, classroom teacher, reading interventionist and district literacy staff developer. She holds a Ph.D. in Reading Education and is actively involved as a Reading

Recovery trainer in addition to teaching undergraduate and graduate students. Betsy regularly collaborates with teachers and district leaders to support literacy learners in elementary schools. Her research interests include early literacy, literacy intervention, and self-monitoring in reading and writing. She has published articles in journals such as *The Reading Teacher* and *Literacy Research and Instruction*.



Dr. Katie Kelly is an Associate Professor at Furman University in Greenville, South Carolina. As a former teacher and literacy coach, Katie's teaching and research interests include engaging children in meaningful literacy experiences and practices to foster lifelong literacy, equity, and justice. She is widely published in several peer-reviewed journals including *The Reading Teacher* and *Voices from the*

Middle. She has co-authored four books: *Critical Comprehension: Lessons for Guiding Students to Deeper Meaning* (Corwin); *Reading To Make a Difference: Using Literature to Help Students Think Deeply* (Heinemann); *From Pencils to Podcasts: Digital Tools to Transform K-12 Literacy Practices* (Solution Tree); and *Smuggling Writing: Strategies that Get Students to Write Every Day, in Every Content Area (3-12)* (Corwin). She can be contacted on Twitter @ktkelly14 and by email katie.kelly@furman.edu



Penny Kittle teaches first year writers at Plymouth State University in New Hampshire. She was a teacher and literacy coach in public schools for 34 years. She is the author of nine books including *Micro Mentor Texts*, *Book Love*, *Write Beside Them*, and two books co-authored with Kelly Gallagher: *4 Essential Studies* and *180 Days*. She is the founder

and president of the Book Love Foundation, which annually grants classroom libraries to teachers throughout North America. Penny works beside teachers and leaders across the world to empower young readers and writers.



Jennifer LaGarde is a lifelong teacher and learner with over 20 years in public education. Her educational passions include leveraging technology to help students develop authentic reading lives, meeting the unique needs of students living in poverty and helping learners (of all ages) discern fact from fiction in the information they consume. Jennifer is the

coauthor of the books *Fact VS Fiction: Teaching Critical Thinking In the Age of Fake News* (ISTE, 2018) and *Developing Digital Detectives* (ISTE, 2021) with Darren Hudgins. A huge fan of YA Literature, Jennifer currently lives, works, reads and drinks lots of coffee in Olympia, Washington. Follow her adventures at www.librarygirl.net.



Merri Lindgren is a librarian at the Cooperative Children's Book Center, (CCBC) at the School of Education. The CCBC is part of the University of Wisconsin-Madison.



Gwendolyn Thompson McMillon, Ph.D. is professor of literacy in the Department of Teaching & Learning at Oakland University in Rochester, Michigan. Her research focuses on examining literacy experiences of African American students in school and out-of-school learning environments, such as the Black Church, to improve literacy teaching and

learning across contexts. Her work informs effective ways to support teachers' efforts to develop home-community-school connections and help students navigate successful border-crossing between learning environments. She has conducted community-based participatory research for almost 25 years and is currently project director and principal investigator for the *I Read, I lead, I Succeed* Literacy Program for K-5 students. Dr. McMillon is co-author of best-selling *Change is Gonna Come: Transforming Literacy Education for African American Students* - winner of the Edward Fry Book Award. She is also co-author of *Bridging Equity and Literacy: Guidelines for Social Equity Teaching* and recently released *Affirming the Lives and Literacies of Black Students: Bearing Witness*.

WSRA 2024 Featured Speaker Biographies



Teaira McMurtry Ph.D. is an Assistant Professor at The University of Alabama at Birmingham. She is a former high school English Language Arts teacher, literacy leader, and curriculum specialist for Milwaukee Public Schools. She has published articles on the promising outcomes of centering Black Language in curriculum and pedagogy in the *Journal of Adolescent and Adult Literacy* and *English Journal*. To reach Dr. McMurtry, please email her at teaira.mcmurtry@gmail.com



Ananda Mirilli is unafraid and unapologetic in her commitment to, and centering of, racial justice from a global & intersectional space, that evokes creativity and innovation in tackling deep seated inequities. She is a native of Brazil, and she has a long history of working with communities in the U.S. and abroad. At age 14 she engaged in the social justice movement advocating for children with multiple abilities, youth and seniors experiencing poverty and homelessness. Ananda works for the Wisconsin Department of Public Instruction (DPI) as a Grant Director of the WI Network, a statewide initiative that works to address racial disproportionality in special education and discipline. Ananda is a doctoral student at Alverno College, centering her work around co-creating belonging in learning spaces. Ananda holds a master's degree in Education Leadership and Policy Analysis from the University of Wisconsin and a bachelor's degree in Human Services and Psychology. In Madison, Wisconsin, Ananda is a former member of the Board of Education of the Madison Metropolitan School District, Nuestro Mundo Bilingual School and Unidos Against Domestic Violence. She is also the President for the Latino Education Council and Communities United. Lastly, Ananda is a proud and dedicated mother to her 19-year-old daughter Breana.



Dr. Lindsey Moses is an associate professor of literacy education at Arizona State University and an author and consultant. A former elementary teacher, Lindsey works with classroom teachers across the country and internationally supporting the implementation of effective literacy instruction. She conducts ongoing classroom-based research on elementary literacy instruction in diverse classroom settings. Lindsey brings her classroom and research experience together to provide practical, research-based instructional ideas for teachers in her books and presentations. Her latest books include *What Are the REST of My Kids Doing? Fostering Independence in the K-2 Reading Workshop* and *Supporting English Learners in the Reading Workshop*.



David J. O'Connor is an American Indian Studies Consultant with the Wisconsin Department of Public Instruction.



Matt Renwick has served in public education for 23 years. He started as a 5th and 6th-grade teacher in a country school outside of Wisconsin Rapids, WI. After seven years of teaching, he served as a dean of students at a junior high, which developed into an assistant principalship along with athletic director duties. As an elementary principal in Mineral Point, WI, he continues to enjoy the relationships he develops with students, faculty, and families. Matt is an author. *He wrote Five Myths About Classroom Technology: How do we integrate digital tools to truly enhance learning?* (2016) and *Digital Portfolios in the Classroom: Showcasing and Assessing Student Work* (2017) for ASCD, as well as *Leading Like a C.O.A.C.H.: Five Strategies for Supporting Teaching and Learning* (2022) for Corwin. Matt is a frequent writer for Choice Literacy, MiddleWeb, and his weekly newsletter at <https://readbyexample.substack.com>. Matt has also taught future administrators in graduate courses on curriculum and instructional leadership at the university level. You can connect with Matt on Twitter at [@ReadbyExample](https://twitter.com/ReadbyExample) and on LinkedIn at <https://www.linkedin.com/in/renwickmatthew/>.

WSRA 2024 Featured Speaker Biographies



Megan Schliesman is a librarian at the Cooperative Children's Book Center, (CCBC) at the School of Education. The CCBC is part of the University of Wisconsin-Madison.



John Schu is the author of *Louder Than Hunger*, *This Is a School*, illustrated by Veronica Miller Jamison, and *This Is a Story*, illustrated by Caldecott Honoree Lauren Castillo. He also wrote the adult study *The Gift of Story: Exploring the Affective Side of the Reading Life*. Children's librarian for Bookelicious, part-time lecturer at Rutgers University, and former

Ambassador of School Libraries for Scholastic Book Fairs, Mr. Schu—as he is affectionately known—continues to travel the world to share his love of books.



Dr. Frank Serafini is a Professor of Literacy Education and Children's Literature at Arizona State University. Frank has published numerous peer-reviewed articles in the field of literacy education, multimodality, and children's literature. His newest book entitled *Beyond the Visual: An Introduction to Researching Multimodal Phenomena* was published in 2022.



Cris Tovani is an internationally known consultant who focuses on issues of disciplinary reading and writing instruction. She was awarded the 2017 Thought Leader award from the International Literacy Association. Cris has been an adjunct instructor at the University of Colorado, Metropolitan State University, and the University of Denver. She is the author of five books. Her most recent from Stenhouse is, *Why do I Have to Read This? Literacy Strategies to Engage Our Most Reluctant Students*. Other books by Cris are: *No More Telling as Teaching- Less Lecture-More Engaged Learning*, *I Read it but I Don't Get It*, *Do I Really Have to Teach Reading?* and *So, What do They Really Know?* For 35 years, Cris taught students from grades one to twelve. She continues to study the “knowing-doing gap” by investigating how current cognitive science can be practically applied to meet a variety learners' needs. Embracing a growth mindset, she loves sharing her successes and failures with colleagues as they work to serve students.

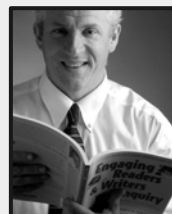


Stef Wade's dreams came true when she published her first children's book, *A Place for Pluto* in 2018. She continues to live her dream every day writing books and presenting to children all across the country to share learning, love, and laughter. Stef's other books include *The Very Last Leaf*, *Q & U Call It Quits*, *Moving to Mars*, and *Every Day's a Holiday*. She's the recipient of the 2019 LITA Golden Duck Notable Picture Book Award, honorable mention for the Tofte/Wright Children's Literacy Award and a nominee and runner-up for multiple state book awards. She loves to travel the country and the world with her college sweetheart husband and three historically and literary named boys. They currently reside in Brookfield, Wisconsin with their Goldendoodle, Bobby Franklin.

WSRA 2024 Featured Speaker Biographies



Jeffery L. Williams is currently the RR Teacher Leader-in-Residence at The Ohio State University and was a classroom teacher and literacy coach for over 30 years in Ohio. He served RRCNA as President and has been on the Board from 2013-present. Jeff has also been on the Board of Directors for NCTE from 2008-2012. Jeff presents at international and national conferences and consults in districts across the country. He has co-authored and contributed to professional books, numerous professional journals, and authored 120 children's books for Hameray.



Jeffrey D. Wilhelm, Ph.D. A full time classroom teacher for 15 years, Jeff Wilhelm is currently Distinguished Professor of English Education at Boise State, director of the Boise State Writing Project (and the founding director of the Maine Writing Project!) and a teacher of middle or high schoolers each spring. He has authored 42 texts mostly about literacy teaching, including: the NCTE Promising Research Award winner *You Gotta BE the Book* and the Russell Awards for Distinguished Research for both *Reading Don't Fix No Chevys* and for *Reading Unbound: Promoting the Power of Pleasure Reading*. His latest books are *Planning Powerful Instruction: 7 Must Make Moves of Transformational Teaching* which operationalizes major agreements from across the learning sciences about effective teaching and powerful learning and *Fighting Fake News: Identifying and Interrogating Information Pollution* about how to help students know the susceptibilities of their own minds and how to control for these when reading digital texts and social media.

EDUCATIONAL EQUITY NETWORK

The Educational Equity Network works with PreK-12 educators, schools, districts and other community partners to address racial disparities using approaches that uplift equity, systemic change, evaluative mindsets, inclusivity, and cultural responsiveness in order to reduce racial disproportionality in special education.

Use the QR Code to learn more about the Educational Equity Network:



Wisconsin's Featured Professors of Literacy Biographies



Dr. Kathryn Allen has been an educator for more than 30 years. Her experience includes work in early childhood and elementary education, as well as literacy teacher education at the undergraduate and graduate levels. She currently serves as an Associate Dean of the College of Education at the University of Wisconsin Oshkosh.



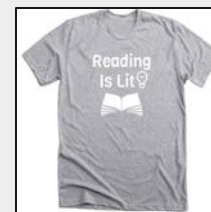
Hiawatha Smith, Ph.D. is an associate professor of literacy education at the University of Wisconsin River Falls. There he primarily teaches children's and adolescent literature (graduate and undergraduate) and English language arts methods (graduate and undergraduate). In addition to his teaching responsibilities, he is the director of the graduate elementary education program and supervises preservice teachers. His research and publications cross multiple areas of literacy (and teacher education), including pre-service teachers in practicum experiences, reading motivation, nonproficient readers, developmental word study instruction and diverse perspectives in children's and adolescent literature. Dr. Smith is a member of the Diversity Scholars Network at the University of Michigan, a 2022 NCTE Early Career Educator of Color award recipient, and a member of the Charlotte Huck Book Award committee.



Dr. Cathy Toll has consulted with educational coaches and their leaders throughout the United States and in Australia and Canada as well. Previously, Cathy served as a teacher at elementary, middle, and secondary levels, a school principal, a curriculum coordinator, a reading specialist, a grant director, a university professor, a specialist with both a federal R & D lab and a state department of education, and, of course, a coach! Cathy has published many books and articles on coaching and leadership. In all of her work, she emphasizes teachers as decision makers, the power of effective partnership, and Learnership, which is leadership for learning.

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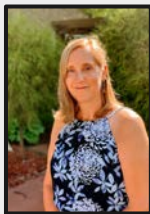
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WSRA's Featured Leaders Biographies



Diane Salazar has been in the field of education for over 30 years. She received her Bachelor of Science in Elementary Education from Rockhurst University, her Masters in Education and Reading Teacher Certification from Marquette University, and her Reading Specialist Certification from Concordia University. She was an elementary

teacher and a Title I teacher in both elementary and middle school. She was a Literacy Coach and is currently working as a Supervisor for the Non-Public Title I Program for Racine Unified School District. Diane is currently a Co-Chair for the Title I Committee. She has been a committee member in the Wisconsin State Reading Association since 2015. She is passionate about literacy and the advancement for all students.



Shoundra Washington has worked in the field of education for 20 years. She has spent the majority of her teaching career as a Title I Reading Teacher and Literacy Interventionist. She is a graduate of Illinois State University with a Bachelor of Science degree in Elementary Education. She also earned a Master's Degree and Reading Teacher endorsement

from the University of Wisconsin-Madison. Shoundra has also worked as a Grant Compliance Specialist for Racine Unified School District, where she specializes in Title grants. Shoundra is very passionate about facilitating literacy learning and advocating for the unique needs and challenges of students, especially in reading. She continues to make a very positive impact in the literacy community through continuous research and sharing that knowledge of best practices with other literacy educators.



Debra Zarling has been an educator for over 40 years, most recently serving as the PK-5 Literacy Coordinator for the Oshkosh Area School District in Wisconsin and site coordinator for the Valley Area Reading Recovery Consortium prior to her retirement in 2021. In addition to her role as a district Reading Specialist, she has also been a

classroom teacher, Title I Teacher, Reading Recovery Teacher, and school level Reading Specialist as well as an ad hoc instructor for the University of Wisconsin Oshkosh. She holds a Master Educator License as a Reading Specialist and is currently Past President of the Wisconsin State Reading Association and a former RRCNA Board Member. She has presented at numerous conferences and workshops locally, regionally, nationally, and internationally, including for the Wisconsin State Reading Association, the International Literacy Association, and the Reading Recovery Council of North America.

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6a

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Are you a member of International Literacy Association? ☐ Yes _____ ☐ No _____
Membership Number

Are you a member of a local reading council? ☐ Yes ☐ No If yes, check name(s) →

Access information about local reading councils at <http://www.wsra.org/councils>

Submit your self-nomination to join a committee at <http://www.wsra.org/committees-task-forces>

☐ Renewal _____ WSRA Membership Number ☐ New

Membership is for one year from the date of joining. Dues may be tax deductible. Some of the
information provided will be in the WSRA Membership Directory.



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Advocacy	Open
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Research:Pat Bricker	Krissy Lize
Title I	Nancy Papa-Ruppert & Diane Salazar
Young Authors Workshops	Sue Bradley & Lynn Graening

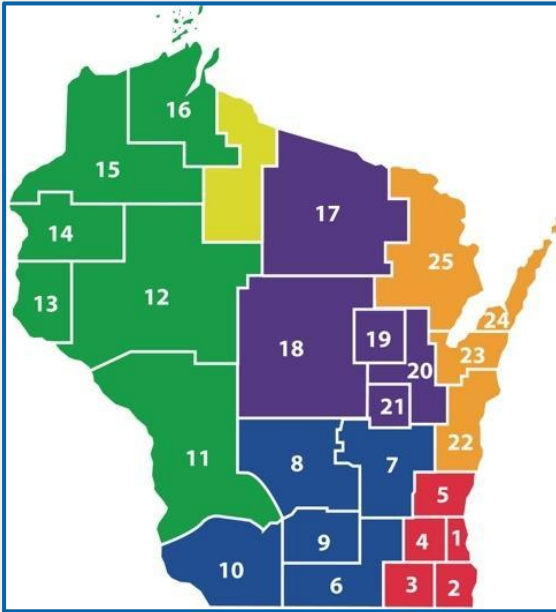


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Join a Local Reading Council in Wisconsin!

For information regarding WSRA's Local Councils, scan the QR Code.



16 ~Ashland Bayfield Literacy Council

15~ Lake Superior Reading Council

14~ Northwest Wisconsin Reading Council

13~ St. Croix Valley Reading Council

12 ~Eau Claire Area Reading Council

11 ~Midwest Wisconsin Reading Council

17~ Headwaters Literacy Council

18~ Central Wisconsin Reading Council

19~ Wolf River Reading Council

20 ~Mid-East Reading Council

21~ Fox Valley Reading Council

25 ~Northeast Reading Council

24~ Door County Reading Council

23~ Greater Bayland Literacy Council

22~ Interlake Reading Council

10~ Hidden Valley Reading Council

9 ~Madison Area Reading Council

8 ~Muirland Literacy Council

7 ~Rock River Reading Council

6 ~South Kettle Moraine Reading Council

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4~ Waukesha County Reading Council

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2~ Racine Kenosha Reading Council

1~ Milwaukee Area Reading Council

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*Infinite Pages:
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Dates to Remember!

Registration for WSRA 2024 closes February 5, 2024

2025 WSRA Conference: February 6-7, 2025

**The window to submit a WSRA 2025 proposal is February 1, 2024 to June 15, 2024.
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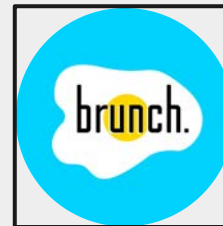
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See the website for *Early Bird* and *Full-Time Undergraduate* discounts.

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Early Bird Rates!! (Register by January 12, 2024)	WSRA Member	Non- Member
Thursday, Friday, Saturday	\$390	\$490
Thursday and Friday	\$345	\$445
Thursday and Saturday	\$225	\$325
Friday and Saturday	\$225	\$325
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Saturday	\$50	\$100

**Registration closes on
February 4, 2024**

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Thursday, Friday, Saturday	\$490	\$590
Thursday and Friday	\$445	\$545
Thursday and Saturday	\$325	\$425
Friday and Saturday	\$325	\$425
Thursday	\$280	\$380
Friday	\$280	\$380
Saturday	\$60	\$110

Full-Time, Undergraduate Students find SPECIAL prices at wsra.org!

WSRA Policies: The Wisconsin State Reading Association sponsors conferences and institutes focused on the improvement of literacy instruction. Institutes are held 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 policy states that "Presenters at WSRA events may not promote products. A product is defined as a published program, scripted material or kit designed to be used in a school. This does not include published professional books."
- ❖ The WSRA conference will not be canceled due to weather conditions. (Refunds are not granted for no-shows).
- ❖ All attendees must be registered and 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 are in need of a lactation room at the conference, please stop at the Help Desk for the key.

My notes:



My notes:



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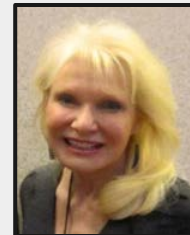
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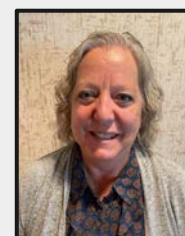
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WSRA 2024 CONFERENCE

February 8-10, 2024 * Baird Center * Milwaukee, Wisconsin

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of Our Students



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

2. **REGISTER ONLINE BY FEBRUARY 4, 2024** at <https://wsra.memberclicks.net/conferences>
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 the Administrative Assistant to be sure that the staff members who will attend the WSRA 2023 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. The deadline is Nov. 15, 2023.

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