

WSRA 2025 ~ February 6-7, 2025

The Baird Center, Milwaukee, WI



Infinite Pages:

The Unfolding Story of Literacy



Wisconsin State Reading Association

WSRA...providing leadership, advocacy and expertise

WSRA 2025 Conference Planning Committee

Conference Chair



Sarah Schnuelle

Program



Kris Baker

Exhibits



Mary Kenas

Book Sales



Kerry Niemuth

Registration



Cindy Whitney

Hospitality



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

USDAC.US/NATIVELAND

Visit the website to learn more...



A Word From Our President and Conference Chair

WSRA 2024-2025
President



Ryanne Deschane

Dear Friends of WSRA,

The theme for Sarah's program, *Infinite Pages: The Unfolding Story of Literacy*, is the perfect analogy for literacy education. To truly be invested in literacy education is to know and understand that learning is an ongoing process with infinite pages of possibilities. Literacy Learning and the education thereof is far from a single story, evidenced on a daily basis in classrooms across our fine state, and indeed the entire nation.

For the past 69 years, The Wisconsin State Reading Association has been and continues to be the organization that offers robust, diverse, and equity focused sessions at their conferences, institutes and leadership meetings. These offerings are based on the full comprehensive body of research that advocates for literacy practices which allow ALL students to be seen, heard, and understood in their full humanity as they make strides in their literacy learning. Recognizing that literacy is complex, requiring a comprehensive, responsive approach to meet the needs of diverse learners must be a tenet we hold fast to.

I am grateful for the careful curation of speakers that Sarah has brought forth and I am so excited for you all to experience the JOY of The Wisconsin State Reading Association when we gather together in February at the Baird Center. The stories that both speakers and attendees bring to this event, and those that they leave with, will be forever intertwined. Stories matter...

Respectfully,
Ryanne Deschane
2024-2025 WSRA President

WSRA 2025
Conference Chair



Sarah Schnuelle

Dear WSRA Members and Friends,

Storytelling remains a powerful tool for connecting with others and fostering empathy, even in the face of challenges. Through the sharing of our stories, we can continue to advocate for the dignity of our students and the humanity of the teaching profession. We can also hold fast to what we know to be best practice while embracing opportunities to grow our literacy knowledge. Thank you, sincerely, for taking advantage of this professional learning opportunity in our efforts to help all students thrive.

As the 2025 Wisconsin State Reading Association Conference Chair, I have had the distinct privilege of curating a profoundly talented group of speakers with ideas to share and stories to tell, and I am thrilled to welcome you to this year's Conference *Infinite Pages: The Unfolding Story of Literacy*. I am confident that you'll leave feeling invigorated and inspired. While we gather together, we can hear each others' stories, learn from one another, and work to shape a brighter tomorrow through the transformative power of literacy.

Enjoy!
Sarah Schnuelle
2025 WSRA Conference Chair

Table of Contents

WSRA Mission, Beliefs and Goals	1
Planning Your Visit	2
Visit the Exhibitors	3
Conference Schedule	4
Thursday	5
Friday	23
Award Ceremony	24
Author Book Signings	41
Featured Speakers' Biographies	42
Get Involved in WSRA	48
WSRA President's Hall of Fame	52
WSRA Future Dates to Remember	53
WSRA Conference Sponsors	54
Blank pages for Notes	55
Conference Registration	58



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. (Standard Membership is \$45 per year, Retiree is \$25 per year, Undergraduate is \$10 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

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/4eyD6cT>

For information about parking in Milwaukee:



<https://spothero.com/>

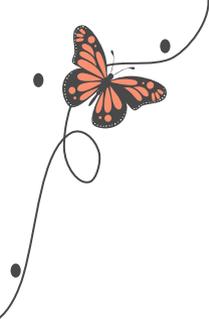


<https://bairdcenter.com/attendees/parking/>



'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

Books and Company

Crossland Literacy

Educators Credit Union

hand2mind

Houghton Mifflin Harcourt

Interstate Books4School

Loyola Press

Nathan and Esther Pelz Holocaust Education Resource Center

NextPath Education

Pioneer Valley Books

Savvas Learning Company

Self Esteem Shop

Society of Children's Book Writers and Illustrators -Wisconsin

TeachingBooks

UW-La Crosse Professional Studies in Education

WEA Academy-Wisconsin Education Association Council (WEAC)

Wisconsin Talking Book and Braille Library

WSRA Membership

And More To Come!



Conference Schedule

Check-in at the Registration Desk

Baird Center ~ 400 W. Wisconsin Avenue ~ Milwaukee WI

Wednesday, February 5, 2025 6:00 pm - 8:00 pm **Thursday, February 6, 2025** 7:00 am - 4:00 pm

Friday, February 7, 2025 7:00 am - 4:00 pm

Schedule for Thursday, February 6 at WSRA 2025

<u>Start time</u>	<u>End time</u>	<u>What's Happening</u>	<u>Location</u>
8:00 am	8:30 am	Welcome	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	2:00 pm	Lunch/Networking	1st Floor
1:00 pm	2:00 pm	Book Signing	1st Floor
2:15 pm	3:30 pm	Breakout Session C	See At-A-Glance

Schedule for Friday, February 7 at WSRA 2025

<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	8:30 am	Award Ceremony	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	2:00 pm	Lunch/Networking	1st Floor
1:00 pm	2:00 pm	Book Signing	1st Floor
2:15 pm	3:30 pm	Breakout Session C	See At-A-Glance



Schedule

8:00-8:30
Welcome-Ballroom CD

8:30-9:30
Keynote Address

9:45-11:00
Breakout Session A

11:15-12:30
Breakout Session B

12:30-2:00
Lunch/Networking

1:00
Book Signing

2:15-3:30
Breakout Session C

Lunch ~ 12:30 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.

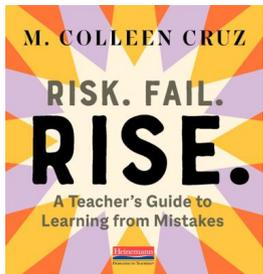


Thursday Keynote Address

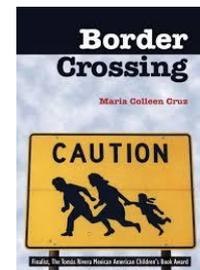
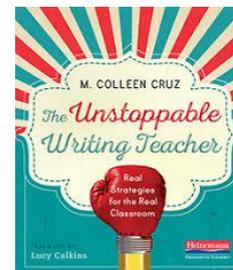
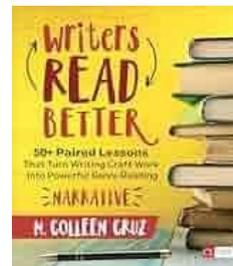
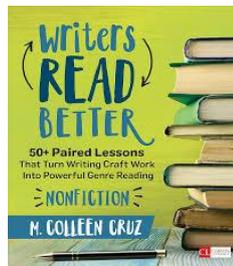
M. Colleen Cruz

Risk. Fail. Rise.

Mistakes Can Carbonate Our Teaching



Everyone knows everyone makes mistakes. Nowhere is that adage more repeated than in schools. But less is understood about how the types of mistakes and the reasons we make them can give us insights into teaching and learning. In this talk, Colleen will begin by exploring the robust body of research about mistakes that most directly connects to school. She will then guide participants toward considering our own mistake habits as well as how we can tap this knowledge to move beyond growth mindset and on to creating mistake-welcoming cultures. Participants can expect to laugh, engage in some self-reflection, and to leave with mistake-focused knowledge and strategies to help energize their learning communities.





Thursday Featured Speakers



**Carl
Anderson**



**Dr. Elena
Aydarova**



**Jennifer Brandt
& Camilla**



**Melissa Brown
The Moth Education
Program**



**Kathryn
Champeau**



**Catherine
Compton-Lilly**



M. Colleen Cruz



Georgia Heard



**Dr. George
G. Hruby**



**Dr. Andy
Johnson**



**Elizabeth
"Betsy" Kaye, PhD**



**Dr. Young-Suk
Kim**



Ron Duff Martin



Lori Menning



Brett Pierce



**Cynthia Slavish
NBCT**



**Theresa Smith
MS, CCC-SLP**



**Dr. Jeffrey D.
Wilhelm**

Thursday Panel Discussion 9:45-11:00

Th-A01

Audience: All

ACT 20 Literacy Legislation, Policy, and the Untold Story

Expert Panel Discussion with Dr. Elena Aydarova, Dr. Andy Johnson, Dr. Elizabeth “Betsy” Kaye, Lori Menning, and Kathryn Champeau

ACT 20, referred to as sweeping legislation to improve 4th-grade reading achievement on state and national standardized tests, was quickly passed in July 2023. This legislation was based on limited views of a few without engaging the diverse perspectives of, and hard conversations with, Wisconsin’s stakeholders to answer this basic question: Why do the 4th-grade literacy scores look as they do? No system analysis was conducted by the legislature or Wisconsin’s Department of Public Instruction to identify root causes before passing this comprehensive legislation. The language of ACT 20 shifts many literacy decisions from the DPI and local levels to the state legislature and outlaws certain teaching practices. Similar and sometimes identical legislation has been introduced and passed in other states with the same goal but with different student populations and resources.

Navigating and complying with this law raises many questions that require answers. Learn why these issues are problematic and listen to this panel’s dialogic conversation addressing these real issues related to ACT 20 that will help attendees ponder these questions to consider next steps:

1. Who profits from ACT 20 and what can be learned from similar initiatives in other states?
2. How does the seduction of the word “science” contribute to ACT 20, future legislation, and similarly proposed literacy legislation in other states?
3. Schools and classrooms operate within a political environment that continues to seek quick fixes rather than investing in the sustained work necessary to advance quality outcomes reliably to scale. How can and why should this be addressed?
4. Schools and classrooms are complex social systems and a simplified focus on a few parts, for example ACT 20’s specified curriculum with a focus on phonics, does not assure quality results. How and why does this need to be addressed in a world of dwindling resources and a teacher shortage?
5. Instructional coaching depicted in ACT 20 for those receiving grant monies is a deceptively simple title that requires a complex solution system. Does ACT 20 support complex systems? If not, what is missing that should have been included?
6. How does ACT 20 impact the Wisconsin teaching profession?
7. How might ACT 20 increase inequities for Wisconsin students in the years ahead?



Dr. Elena Aydarova is an Assistant Professor in the Department of Educational Policy Studies at the University of Wisconsin-Madison and a fellow with the National Education Policy Center. Her research explores how educational change intersects with equity, diversity, and social justice.



Dr. Elizabeth “Betsy” Kaye holds the Dr. Billie J. Askew Endowed Chair in the School of Education at Texas Woman's University and was previously a special education teacher, classroom teacher, and literacy intervention teacher. Her research interests include early literacy learning, early intervention, assessment, and teacher learning.



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



Lori Menning has over 25 years experience in education, including 16 years as a secondary bilingual-bicultural teacher and district bilingual coordinator. This is her seventh year as EL and bilingual-bicultural consultant at CESA 6 and her third year serving as President of Wisconsin Association for Bilingual Education (WIABE).



Dr. Andy Johnson is Professor of Literacy Instruction and Distinguished Faculty Scholar at Minnesota State University, Mankato. He specializes in literacy instruction, reading interventions, teaching writing, and advanced pedagogy.

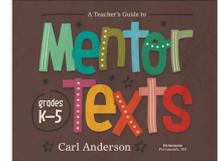
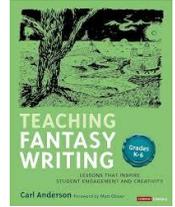
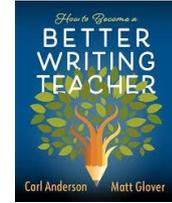


Th-A02 Bring Magic into Your Writing Curriculum by Teaching Fantasy Writing, Grades 4-8

~*Carl Anderson*

Audience: Administrator, ELL/ML, Library Media, 3-5, 6-8, Literacy Coach, Special Education, Teacher Educator, Preservice

Fantasy is the genre that students most want to write, yet they rarely get the opportunity to do so in school. In this lively and practical session that's based on his new book, *Teaching Fantasy Writing: Lessons that Inspire Student Engagement and Creativity*, Carl Anderson will explain how to teach this high-engagement genre that will accelerate students' growth as writers, help them meet writing standards, and develop their creativity skills. Carl will discuss wonderful fantasy mentor texts and where to find them. And he'll detail lessons that will help students create intricate fantasy worlds, and write well-crafted, beautiful fantasy stories set in them. You'll leave the session equipped to go on an exciting new journey with your students!



Sponsored by Nestle Purina

Th-A03 Camilla (The Tail-Wagging Tutor)

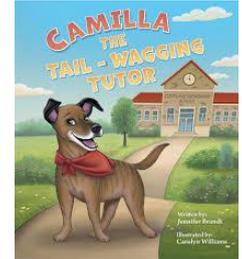
(repeated Fr A)

~*Jennifer Brandt & Camilla*

Audience: ELL/ML, Library Media, PK-2, 3-5, Reading Teacher/Specialist, Teacher Educator, Preservice



If you love dogs and books, this session's for you! Camilla, a certified therapy dog, inspired this author's first children's book about Camilla's adventures as an elementary school reading dog. Attendees will meet Camilla and learn about how she was trained to be a reading dog, the research-supported benefits of children reading to dogs, and how to begin a reading dog program at their schools or local libraries. Jennifer will also share her journey to publication.

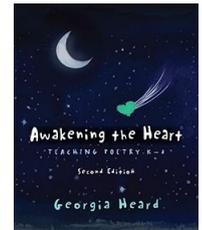
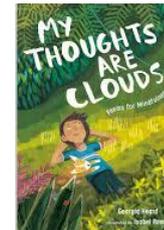


Th-A04 Integrating Poetry into Your Busy Classroom

~*Georgia Heard*

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

Georgia Heard has inspired thousands of teachers to learn the power of infusing poetry into the everyday life of their classrooms. In this session, sharing material from her brand new edition of *Awakening the Heart*, she offers updated strategies, lessons, and lots of practical tips for getting started with poetry routines and inspiration in your classroom.



Th-A05 The Science of Writing

~*Dr. Young-Suk Kim*

Audience: All



Writing is an essential skill for learning, reading, and daily life. This session offers a comprehensive overview of the fundamental principles of writing development and instruction based on research and evidence. We will explore the cognitive processes involved in writing, the key skills that contribute to writing development, and research-supported instructional strategies to foster essential writing skills in students from diverse backgrounds.

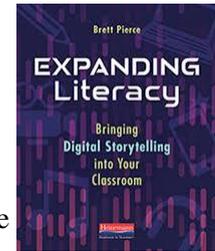
Th-A06 Narrative Unlimited - Digital Storytelling and Your Curriculum

~ *Brett Pierce*

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



Teaching students to communicate meaningfully inside of the digital ecosystem is paramount. In this session, we will briefly explore the essence of the digital storytelling form and then focus on narrative structure. Well over seventy years of television and the Internet have yielded myriad narrative forms that can be applied in the classroom. We are talking about game shows, reality competitions, sitcoms, DIY and Unboxing Videos. Digital Storytelling in the classroom is an invitation to students to utilize their intimate knowledge of television, podcasting, and social media formats to explore curricular content. Specifically, we will focus on four formats: the PSA/commercial, the vlog, the podcast, and the radio drama.



Th-A07 SLP and Reading Interventionist: A Powerful Partnership

~*Theresa Smith, MS, CCC-SLP*

(repeated Th-B)

Audience: PK-2, 3-5, Reading Teacher/Specialist, Interventionist, Special Education, Title 1



A successful partnership between a speech-language pathologist and a reading interventionist benefits students in fluency, language, speech sound production, and voice. Exploring the etiology of why students may present with certain challenges in reading through the scope of speech and language offers an opportunity to combine reading intervention with strategies utilized to improve the quality of student communication during speech sessions. My purpose is to provide a foundational background of how speech-language pathology can improve students' reading skills by providing an awareness of how these challenges may affect reading success and strategies to improve reading fluency and comprehension.

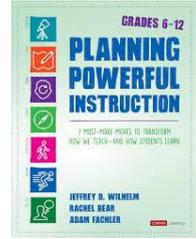


Th-A08 Plan Your Best Lessons Ever: EMPOWER Your Teaching with Guided Inquiry, Working towards Equity, Diversity and Social Justice

~Dr. Jeffrey D. Wilhelm

Audience: Content Area, 3-5, 6-8, 9-12, Digital Technology, Literacy Coach, Teacher Educator, Preservice

This workshop introduces the mental model of EMPOWER for planning and implementing transformational teaching. These 7 must-make moves (Envision, Map, Prime, Orient, Walkthrough, Extend/Explore, Reflect) mirror the underlying architecture of all guided inquiry and cognitive apprenticeship approaches, and capture the most recent insights about teaching from across the learning sciences in the areas of engagement, optimal experience, capacity building, deliberate practice, development of expertise, and working to support SEL. EMPOWER promotes engagement, joy, deep reading and understanding, and makes differentiation and equity (getting every learner what they need when they need it) achievable for teachers and learners.



Th-A09 Using Early Literacy as a Vehicle to Meeting Ambitious and Achievable Goals for Students with Significant Needs

~Nicole Aldworth, Janet Budney

Audience: PK-2, Reading Recovery, Reading Teacher/Specialist, Interventionist, Special Education, Teacher Educator, Preservice, Title 1

Join us for this interactive session to ground our beliefs of students with significant needs as capable and competent learners. We will utilize learning progressions and age-anchored tools to connect students' current skill levels to age-expected standards. Critical early literacy experiences to engage all of our preschool students in joyful learning will be discussed.



Th-A10 The Multicultural Read Aloud Project

~Amy D. Davis, Ph.D.

Audience: ELL/ML, 3-5, Literacy Coach, Teacher Educator, Preservice

The Multicultural Read Aloud Project is one where undergraduate preservice teachers enrolled in a CLD/ELL instructional methods course participated as part of a course assignment. Participants selected a children's picture book with a culturally diverse theme and planned and implemented a read aloud that incorporated vocabulary selection and instruction, higher-order thinking questions, and a student response structure that included both writing and speaking. After practicing with their peers during class time, participants implemented their read aloud with students and completed an 11-question survey. The preliminary findings for the 2022-23 academic school year are outlined in this session.





Th-A11 The Importance of Regulation During Explicit Reading Instruction and Strategies to Get There

~*Donna Fabian*

Audience: Administrator, ELL/ML, PK-2, 3-5, 6-8, Literacy Coach, Reading Teacher/Specialist, Interventionist, Special Education, Teacher Educator, Preservice, Title 1

For students of any age to be successful and learn, they need to be regulated. Dr. Bruce Perry explains regulation as being in balance. Regulation is also vitally important for staff. The presenter, who is an NME (Neurosequential Model in Education) trainer, will share strategies that educators can use to get students ready to use their cortexes and actively engage in learning. Students are prepared to be engaged if their education setting provides them with the "Six R's"-relevant, rhythmic, repetitive, relational, rewarding and respectful. This interactive session will introduce strategies in the "Six R's" that can be infused into any reading classroom. Co-regulating techniques such as breathing will be modeled and practiced.



Th-A12 Supporting Beginning Readers with TeachingBooks

~*Mary Ellen Graf*

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

Discover exceptional texts to support and supplement early literacy instruction. While underscoring phonics, phonological awareness, fluency, vocabulary, and comprehension, you can now use TeachingBooks to identify popular picture books by more than a dozen phonics and phonetic awareness classifications (vowel and consonant sounds, alliteration, rhyming, and more). Additionally, you will have worksheets for each book to extend reading instruction in the library, home, or classroom. 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.



Th-A13 Teaching Tough Topics Through the Power of Picture Books

~*Jennifer Koss*

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

This session is for secondary teachers who seek to engage their students with some of history's most challenging topics. Picture books are not just for young children; they can open the door to deep conversations and profound understanding for older students. We will explore books that address complex subjects like the Holocaust, slavery, Native American boarding schools, and Japanese internment camps. Discover how these stories can serve as entry points for discussions about historical events and their lasting impact, and foster empathy, critical thinking, and a deeper connection to the material. Through interactive activities and practical strategies, you'll learn how to effectively integrate these picture books into your classroom.



Thursday 9:45-11:00

Th-A14 Literacy Engagement and the Impacts on Literacy Development

~Nicole Smith

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



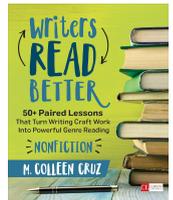
In this session, participants will learn about the importance of literacy engagement and the impacts it has on literacy development. Participants will learn and discuss how to support intrinsic motivation and increase literacy engagement in the classroom. Through discussion and hands-on experiences, attendees will understand how to use a reading continuum and high-quality literature as a tool for exploring big ideas and questions with their students. They will walk away with ideas to engage students in differentiated literacy activities in which students use literacy to better understand and communicate with others, their communities, and themselves.

Thursday 11:15-12:30

Th-B01 Writers Read Better: Strategies to Maximize Reading and Writing Reciprocity

~M. Colleen Cruz

Audience: Content Area, ELL/ML, PK-2, 3-5, 6-8, Literacy Coach, Reading Teacher/Specialist, Interventionist, Special Education, Teacher Educator, Preservice

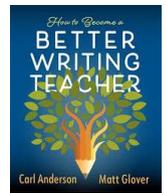
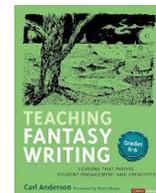
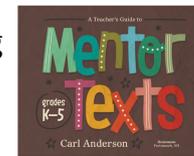


For years teachers have known that reading can lift and accelerate student writing. Less explored is leveraging writing to lift reading. In this workshop, Colleen will begin by discussing the research behind the often-untapped method of using writing instruction to support reading success. She will then explore how from phonics to fluency, to deep comprehension, tackling some of the trickiest-to-teach reading skills and content from grades K-8 can be more successful when first approached through writing. You will have an opportunity to explore a range of classroom-ready strategies and leave with energizing ideas you can use in your classroom right away – plus resources to help make it all go smoothly. Join us if you are interested in making your literacy instruction more effective, symbiotic, and efficient.

Th-B02 Bring Magic into Your Writing Curriculum by Teaching Fantasy Writing, Grades K-3

~Carl Anderson

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



Fantasy is the genre that students most want to write, yet rarely get the opportunity to do so in school. In this lively and practical session that's based on his new book, *Teaching Fantasy Writing: Lessons that Inspire Student Engagement and Creativity*, Carl Anderson will explain how to teach this high-engagement genre that will accelerate students' growth as writers, help them meet writing standards, and develop their creativity skills. Carl will discuss wonderful fantasy mentor texts and where to find them. And he'll detail lessons that will help students create intricate fantasy worlds, and write well-crafted, beautiful fantasy stories set in them. You'll leave the session equipped to go on an exciting new journey with your students!



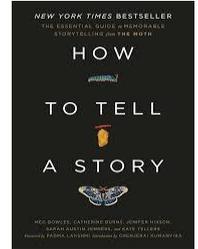
Th-B03 The Moth Education Program: Storytelling for the Classroom

(repeated Th-C)

~*Melissa Brown - The Moth Education Program*

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

The Moth works with educators who want to use Moth-style storytelling techniques in their classrooms and communities. Our goal is to further the impact that true, personal storytelling can have on student engagement and school community. Student storytelling can challenge dominant narratives about young people's lives while developing new ways for students to listen to each other in classroom spaces. Come learn strategies to make spaces for your students to share what they want to tell. This workshop is for you, whether you're an experienced teacher looking to fine-tune new strategies, or a curious newcomer eager to learn more about Moth storytelling.



Th-B04 The Global Flow of Narrow Literacy Discourses and Instructional Practices

~*Catherine Compton-Lilly, Professor, University of South Carolina*

Audience: All

Scholars from England, Australia, and the United States name and examine a recent international wave of reading reforms, described in the United States as the Science of Reading. Representing this international analysis, Compton-Lilly problematizes several key aspects of these reforms, particularly their shared focus on programs over children and failure to recognize the expertise and professional judgement of teachers. We highlight shared experiences, arguments, and misrepresentations that have surfaced across these countries while problematizing and tracking international flows of misinformation. Research studies that challenge narrow views of literacy in each country will be discussed.



Th-B05 Cloud-busting Data-driven Delusions for Better Learning and Development

~*Dr. George G. Hruby*

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

In this session, Dr. Hruby will lead a deep think on the categories we use to track student differences. Which are helpful (and to whom)? Which are harmful? Might newer measures prove beneficial? Above all, how do we get obsessive assessment policies off the necks of our students to advance their learning and support their unique life trajectories? On anything we can measure students on, they differ—not only between one another but also each to themselves over time. The few variables we choose to track are constrained by the methods researchers have developed, yet the resulting group averages and trends suggest an imaginary “normality” to which individual children are compared. Societal, cultural, and ideological intuitions nudge our choices every step of the way. Developing a sense of how to use these imagined abstractions responsibly is a necessary corrective to for-profit data-mania and standardized curricula.



Th-B06 Engage, Enjoy, Extend: Expanding Language and Writing Complexity Through Authentic Conversations

~*Elizabeth "Betsy" Kaye, Ph.D.*

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

Oral language is foundational for literacy learning. All children have language strengths, whether they are English-only 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.

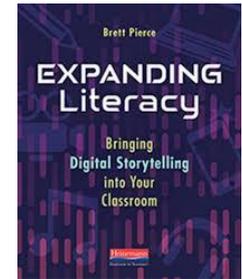


Th-B07 Digital Storytelling, Literacy, the Future: A Combustion!

~*Brett Pierce*

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

If today's global dialogue is happening mostly inside of digital platforms, from YouTube to Twitter to Instagram, are we preparing students to meaningfully participate in this expansive sphere of knowledge? The answer is mostly: No. In this talk, I make the case for establishing meaningful, thoughtful digital storytelling as a standard, best practice in schools, in short, a 'writing' literacy unto itself, in deep dialogue with text-based literacy. How to do this? The process of guiding students to re-invent curricular content inside of a digital story – be it a mystery, a radio drama, a special news report or a personal vlog – is organically engaging, fun, and deeply educational. It's a portal into meaningful participation in the digital sphere. It's a portal into internalizing the structure and power of story. It's a portal into students owning the curricular content: into creating knowledge. And it's a portal into practicing the necessary 'human skills' that will be needed to succeed in a world of omnipresent change.



Th-B08 National Board Certification - A Journey You Should Consider!

(repeated Th-C)

~*Cynthia Slavish, NBCT*

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

Are you interested in becoming a National Board Certified Teacher? Find out why you should certify, what the certification process involves, and what support is available.



Th-B09 SLP and Reading Interventionist: A Powerful Partnership

~Theresa Smith, MS, CCC-SLP

(repeated Th-A)

Audience: PK-2, 3-5, Reading Teacher/Specialist, Interventionist, Special Education, Title 1

A successful partnership between a speech-language pathologist and a reading interventionist benefits students in fluency, language, speech sound production, and voice. Exploring the etiology of why students may present with certain challenges in reading through the scope of speech and language offers an opportunity to combine reading intervention with strategies utilized to improve the quality of student communication during speech sessions. My purpose is to provide a foundational background of how speech-language pathology can improve students' reading skills by providing an awareness of how these challenges may affect reading success and strategies to improve reading fluency and comprehension.

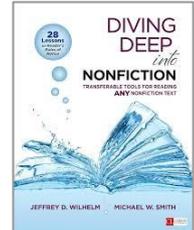


Th-B10 Diving Deep into Nonfiction (and Fiction) Texts with Readers Rules of Notice

~Dr. Jeffrey D. Wilhelm

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

This interactive workshop explores how to motivate and assist students to more expertly read nonfiction and fiction texts of all kinds! Using Peter Rabinowitz's notion of "readers rules of notice," students will learn to notice the topics of conversation taken up by nonfiction and fiction texts and discern the key details and organizational structures used to communicate meaning about these topics. We will model and use teaching techniques like using visual texts, think alouds, reading like a writer/writing like a reader, practicing in miniature, questioning strategies like KEEP!, and the topic-comment strategy for identifying main idea. We will also explore the use of rules of notice for the teaching of all forms of composition.



Th-B11 Reciprocity: It's More Than Letters and Words

~Tracee Farmer, Ph.D.

Audience: PK-2, Reading Recovery, Reading Teacher/Specialist, Interventionist, Special Education

Reciprocity is more than item knowledge. Clay wrote that "teaching proceeds on the assumption that each [reading, writing, talking] produces learned responses that facilitate new responding in other areas" (Clay, 2016). Explore how to teach for reciprocity at the processing level to support acceleration.



Th-B12 Nurturing Early Language & Literacy Development Through Collaborative Partnerships

~*Stacy Gray, Ph.D.; Robyn Bindrich*

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



This session offers an opportunity to review the 2023 Wisconsin Act 20 requirements and related resources developed by the Wisconsin Department of Instruction in collaboration with educational partners. Participants will discuss the nine science-based early literacy components with specific examples of how considerations for language and culture can be embedded into related learning experiences. Engagement opportunities will be provided throughout the session to support shared learning among attendees and facilitators.

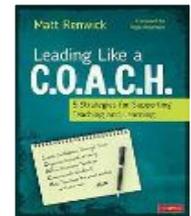


Th-B13 Engagement: The Key Factor in Student Achievement and Schoolwide Literacy Success

~*Matt Renwick*

Audience: All

Research across the educational field cites student engagement as critical for supporting student literacy success and more equitable school outcomes. The literature can be synthesized into the following elements of literacy engagement: 1. Trust and Relationships 2. Relevant and Meaningful Curriculum 3. Student Autonomy and Choice 4. Supportive and Flexible Learning Environment 5. Addressing Social and Emotional Needs 6. High Expectations and Support 7. Community and Family Engagement. Participants will use this framework for literacy engagement to create a plan for implementing these elements in their classrooms and schools. The results can lead to achieving the goals we have for all of our students.



Th-B14 Great New Books for K-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, Teacher Educator, Preservice



Looking for literature ideas for your classroom? Books that engage and entertain, delight and inspire, affirm and inform are the focus of this session as we highlight selected books for grades K-5 from "CCBC Choices 2025," the most recent best-of-the-year list from the Cooperative Children's Book Center (CCBC). The CCBC is a library of the School of Education at the University of Wisconsin-Madison and serves as a statewide children's and young adult literature book examination and resource center.



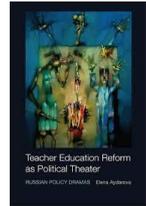
Th-C01 The “Science of Reading” and the Educational Reform Movement: Actors, Networks, and Agendas

(repeated Fr-A)

~*Dr. Elena Aydarova*

Audience: All

A wave of science of reading (SOR) reforms that swept across the US raises the question of how those policies were conceptualized and by whom. Drawing on the findings of a comparative case study, this talk will consider the ties between organizations influential in SOR decision-making and the private sector, venture philanthropy, and conservative educational reform movements. The talk interrogates the roles different advocates play and agendas they pursue through their advocacy efforts.



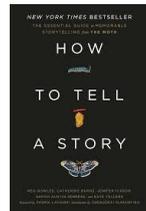
Th-C02 The Moth Education Program: Storytelling for the Classroom

(repeated Th-B)

~*Melissa Brown - The Moth Education Program*

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

The Moth works with educators who want to use Moth-style storytelling techniques in their classrooms and communities. Our goal is to further the impact that true, personal storytelling can have on student engagement and school community. Student storytelling can challenge dominant narratives about young people's lives while developing new ways for students to listen to each other in classroom spaces. Come learn strategies to make spaces for your students to share what they want to tell. This workshop is for you, whether you're an experienced teacher looking to fine-tune new strategies, or a curious newcomer eager to learn more about Moth storytelling.



Th-C03 Reconsidering the Science of Reading through an Equity Lens

~*Catherine Compton-Lilly, Professor, University of South Carolina*

Audience: All

While advocates of the Science of Reading maintain that providing all children with a strong foundation in phonics will alleviate achievement disparities for children from historically underserved backgrounds, this presentation problematizes that argument. Specifically, Compton-Lilly asks, how can a single approach to teaching reading be the solution for children from a vast range of cultural, linguistic, socioeconomic and experiential backgrounds? This presentation will draw on decades of research to highlight how diversity and history affect learning to read and propose solutions that highlight the need for teacher responsiveness and sensitivity to differences.





Sponsored by Schober, Schober & Mitchell, S-C.

Th-C04 Emotions, Stress, and Learning to Read

~Dr. Andy Johnson

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

We teach real human beings in our classrooms with real human emotions. Positive emotions enhance learning; however, negative emotions (including stress) can impede children's abilities to learn as well as teachers' abilities to teach effectively. This session will examine the physiological and psychological impact of stress and other negative emotions. It will provide a variety of strategies for reducing the stress and negative emotions that students and teachers often experience. We will also address mental health issues as they pertain to both students and teachers.



Th-C05 Reclaiming Our Teacher Expertise: Charting Diverse Paths for Literacy Learners

~Elizabeth "Betsy" Kaye, Ph.D.

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

Young children deserve the expert, focused teaching that knowledgeable educators strive to provide their students amidst the looming pressures of one-size-fits-all curricular mandates. This session explores the ways teachers can utilize the power of careful observation, knowledge of their students, and authentic literacy experiences to support 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.



Sponsored by NEA

Th-C06 Good Books That Promote Literacy and Lift Native American People and Their Culture!

(repeated Fr-C)

~Ron Duff Martin

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

Finding the right resources isn't always easy, especially when the literature is about a group of people, their culture and identity. Learn about some great resources available to help educators better understand Native Americans and to help non-Native young people better understand and appreciate Native people today. Identify resources for classrooms and school libraries to help Native students see themselves in the school environment and create a sense of pride in who they are and where they came from. This session will also allow participants to learn a bit about Native Americans in Wisconsin.



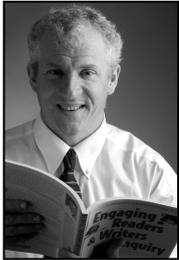
Th-C07 National Board Certification - A Journey You Should Consider!

(repeated Th-B)

~*Cyntha Slavish, NBCT*

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

Are you interested in becoming a National Board Certified Teacher? Find out why you should certify, what the certification process involves, and what support is available.



Th-C08 We Are All Screenagers: Navigating Issues of Social Media and Mental Health

~*Dr. Jeffrey D. Wilhelm*

Audience: Content Area, 3-5, 6-8, 9-12, Digital Technology, Library Media, Literacy Coach, 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 influenced by 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 respect how knowledge is constituted and justified in journalism and in disciplines like science and social science. Then we proceed to developing and using tools for considering the difference between traditional and digital texts and how to read digital texts in ways that promote mental health.



Th-C09 Responsive Word Work

(repeated Fr-C)

~*Tracee Farmer, Ph.D.*

Audience: PK-2, Reading Recovery, Reading Teacher/Specialist, Interventionist, Teacher Educator, Preservice

Teachers need to select word work that can be transferred to reading and writing to support acceleration. What data might impact what word work is selected? How does word work support processing and independent problem-solving? We'll examine these questions and more in this interactive session through the use of student data and videos.



Th-C10 Partnering for Comprehensive Literacy

~*Stacy Gray, Ph.D.; Robyn Bindrich*

Audience: All



Students in Wisconsin deserve access to high-quality and relevant comprehensive literacy instruction. A review of data reveals significant opportunities to strengthen literacy teaching, learning, and collaboration. Wisconsin's statewide literacy needs assessment survey identified a need to enhance awareness of literacy resources, professional learning, and partnership opportunities offered by the WI Department of Public Instruction. To advance equitable literacy outcomes, educational systems developed through relationships with critical literacy partners must be considered. Join this interactive session to learn about how the WI DPI is promoting literacy partnerships and co-developing resources that can be applied in school communities.



Th-C11 Collaborative Learning: Make Your Classroom Work Itself

~*Erika Oskins, M.Ed.*

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

In this hands-on learning experience we will dive into learning strategies that make learning visible and give students responsibility and autonomy over their learning. These collaborative learning activities address the academic rigor needed to engage and cultivate depth of knowledge, cultivate curiosity, promote research, and address social-emotional competencies. Multiple targets create an optimal learning environment in one activity.



Th-C12 Great New Books for 6-12 Classrooms

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

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



Looking for literature ideas for your classroom? Books that engage and entertain, delight and inspire, affirm and inform are the focus of this session as we highlight selected books for grades 6-12 from "CCBC Choices 2025," the most recent best-of-the-year list from the Cooperative Children's Book Center (CCBC). The CCBC is a library of the School of Education at the University of Wisconsin-Madison and serves as a statewide children's and young adult literature book examination and resource center.



Th-C13 Empowering Agents of Change Through the Use of Social Justice Literature

~*Nichole Smith*

Audience: Content Area, PK-2, 3-5, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice

This workshop will showcase experiential learning paired with social justice literature as a foundation for interactive read-alouds and interactive writing. The benefits include growth in literacy knowledge, skills, and engagement, formation of a strong classroom community, awareness of diversity and social justice issues, and a sense of agency. After discussing examples from the literacy engagement action research, participants will explore other social justice literature while creating and sharing ideas to use in their school and community.



Th-C14 Guide for Engaging Lit Circles

~*Claire Zagar*

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

Imagine a classroom where you can feel your students' excitement over what they are reading and SEE the evidence of their critical thinking. Through the use of high interest lit circles, this can become a reality. This session will walk through a step-by-step guide for structuring the before, during, and after lit circles unit, and how you could realistically implement this in your classroom this year.



Schedule

8:00-8:15

Welcome-Ballroom CD

8:15-8:30

Award Ceremony

8:30-9:30

Keynote Address

9:45-11:00

Breakout Session A

11:15-12:30

Breakout Session B

12:30-2:00

Lunch/Networking

1:00

Book Signing

2:15-3:30

Breakout Session C

Lunch ~ 12:30 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.

Award Ceremony

Friday, February 7 ~ 8:15 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 2025 WSRA's Awards and Honors are due November 15, 2024

WSRA members go to <https://bit.ly/3XwfzU2> to submit a nomination for 2025.

Friday Keynote Address

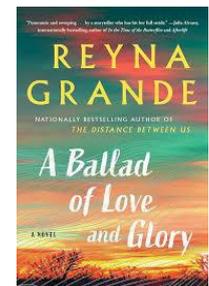
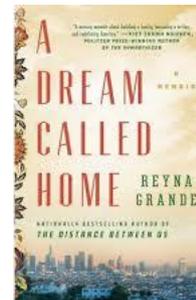
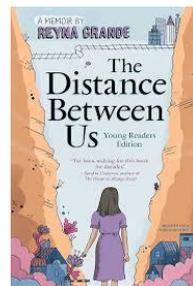
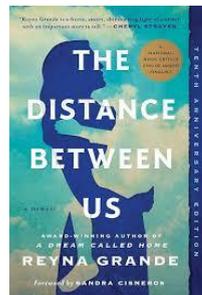
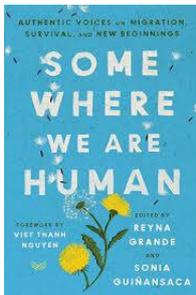
Reyna Grande

Beyond Borders:

My Journey with Language and Storytelling



In this keynote, Reyna Grande shares how storytelling empowered her to overcome the language, cultural, and legal barriers she faced while pursuing her dreams across physical and metaphorical borders.





Friday Featured Speakers



Dr. Elena Aydarova



Jennifer Brandt & Camilla



Chelsea Brown



Kathryn Champeau



Dr. Elise Frattura



Berit Gordon



Reyna Grande



Dr. Troy Hicks



Dr. George Hruby



Dr. Decoteau J. Irby



Carol Jago



Dr. Andy Johnson



Ron Duff Martin



Lori Menning



Andy Rash



Nasif K. Rogers



John Schu



Deepa Shreekumar



Stef Wade



Dr. Jeffrey D. Wilhelm



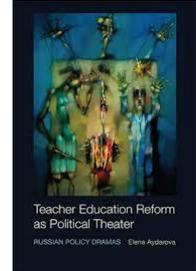
Fr-A01 The “Science of Reading” and the Educational Reform Movement: Actors, Networks, and Agendas

(repeated Th-C)

~*Dr. Elena Aydarova*

Audience: All

A wave of science of reading (SOR) reforms that swept across the US raises the question of how those policies were conceptualized and by whom. Drawing on the findings of a comparative case study, this talk will consider the ties between organizations influential in SOR decision-making and the private sector, venture philanthropy, and conservative educational reform movements. The talk interrogates the roles different advocates play and agendas they pursue through their advocacy efforts.



Sponsored by Nestle Purina

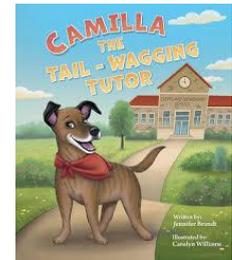
Fr-A02 Camilla (The Tail-Wagging Tutor)

(repeated Th A)

~*Jennifer Brandt & Camilla*

Audience: ELL/ML, Library Media, PK-2, 3-5, Reading Teacher/Specialist, Teacher Educator, Preservice

If you love dogs and books, this session's for you! Camilla, a certified therapy dog, inspired this author's first children's book about Camilla's adventures as an elementary school reading dog. Attendees will meet Camilla and learn about how she was trained to be a reading dog, the research-supported benefits of children reading to dogs, and how to begin a reading dog program at their schools or local libraries. Jennifer will also share her journey to publication.

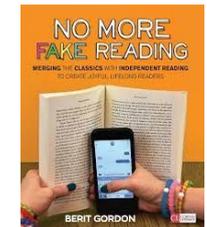


Fr-A03 How to Make “Non-Readers” Obsolete: It’s Easier Than You Think!

~*Berit Gordon*

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

This session will provide engaging structures that get even reluctant readers to read at higher volumes, engage more in their reading, and identify as readers. We'll look at approaches that set students up for the high reading volume they need to get better as readers, that older students will be expected to navigate in college, and that support students who have lost (or never found) a love for reading. The pace will be swift, user-friendly, and engaging. Participants will leave with resources they can implement immediately to help every student succeed as a reader.



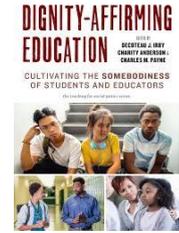
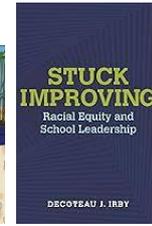


Fr-A04 What's Hip-Hop Got to do with Literacy Development & Dignity-Affirmation?

(repeated Fr-B)

~Dr. Decoteau J. Irby

Audience: Administrator, Content Area, 9-12, Reading Teacher/Specialist, Interventionist, Special Education, Teacher Educator, Preservice, Title 1



Comprehensive literacy is the ability to use reading, writing, speaking, listening, viewing and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. This session explores hip-hop culture, its associated literacy practices, and how educators can draw on hip-hop culture to develop high school students' critical literacy engagement practices.



Sponsored by Schober, Schober & Mitchell, S-C.

Fr-A05 Creating Meaning with Print: A Neurocognitive Approach to Reading Instruction

~Dr. Andy Johnson

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

Understanding how the brain creates meaning with print is necessary for designing effective reading instruction. The phonological processing model defines reading as sounding out words. Here, the brain uses only a single type of information to recognize words during reading. This model is severely limited in helping to understand the reading process. The neurocognitive model defines reading as creating meaning with print. Here the brain uses multiple sources of information to recognize words during reading. This model more accurately portrays the reading process. In this presentation, the neurocognitive model will be described as well as tips and strategies for effective reading instruction.



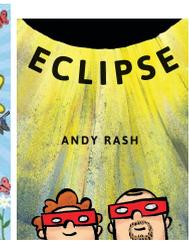
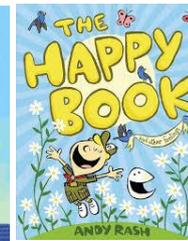
Fr-A06 My First Nonfiction Picture Book

(repeated Fr-C)

~Andy Rash

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

After decades of publishing books about entirely fictional characters including daredevil penguins, competitive stink bugs, and emotional bivalves, Andy Rash took the leap into nonfiction, telling the true story of his journey to view an eclipse with his son. The challenge of balancing emotional narrative and accurate science in a picture book, as well as Andy's professional experience in publishing will be discussed.



Sponsored by Integrated Comprehensive Systems for Equity (ICSEquity.org)

Fr-A07 Unveiling the Intersection: Exploring Educational Marginalization Through the Lens of Reading Science in K-12 Schools

~Nasif K. Rogers, Dr. Elise Frattura

Audience: All

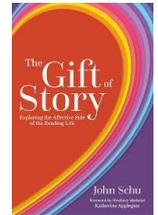


In this illuminating session, we delve into the intricate relationship between the historical roots of educational marginalization and the contemporary imperative of applying reading science in K-12 schools. Drawing from extensive research and real-world case studies, we dissect how historical inequities have perpetuated disparities in literacy outcomes among diverse student populations. By unraveling the layers of systemic marginalization, we aim to elucidate how these factors intersect with the science of reading, shaping instructional practices and educational policies. Join us in understanding the complex historical and systemic dynamics shaping education today.

Fr-A08 The Gift of Story

~John Schu

Audience: ELL/ML, PK-2, 3-5, 6-8, 9-12, Digital Technology, Library Media, Literacy Coach, Reading Teacher/Specialist, Interventionist, Special Education, Teacher Educator, Preservice, Title I



When we share our hearts through story, we inspire others to think more deeply about their own hearts and how stories connect us all. 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 --- John will discuss how the universal truths found in stories can change us, inspire us, connect us to others, answer our deepest questions, and help us heal.

Fr-A09 School Book Clubs: Keep Reading Fun!

(repeated Fr-C)

~Stef Wade

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



Join best-selling author, Stef Wade, to learn more about leading an elementary or middle school book club! From her years of experience as an author, presenter, and school library volunteer, Stef will share ways to make book clubs a success at your school. Join this session to help keep reading fun for everyone!



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

~*Dr. Jeffrey D. Wilhelm*

Audience: Content Area, 3-5, 6-8, 9-12, Digital Technology, Library Media, Literacy Coach, Teacher Educator, Preservice

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 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. Learn 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 Mitigating Singular Perspectives in Core Curriculum Resources

~*Amber Garbe, Ed.D.; Stacy Gray, Ph.D.*

Audience: Administrator, Content Area, ELL/ML, PK-2, 3-5, 6-8, Literacy Coach

Whose voices and experiences are missing in the core texts of your curriculum resource(s)? Pause and uncover the missing voices and identify relevant texts to create a rich learning experience that honors multiple perspectives and employs culturally-sustaining pedagogy. This session will guide participants to evaluate core texts and consider supplementing culturally-relevant texts to enhance learning outcomes, promote diverse perspectives, cultivate social consciousness, encourage critical thinking, and support diverse children.



Fr-A12 The Unfolding Story of the Literacy Educator: Learner, Educator and Retiree

~*Thomas Leis*

Audience: All

As children we learned to become literate, and as professionals we helped others grow in literacy and celebrate literacy. For the educator, literacy is truly an unfolding story that does not end in retirement! This session will celebrate personal stories of the literacy retiree. What opportunities are there for us personally, in our local schools, our communities and yes, even with the Wisconsin State Reading Association? This session will have a moderator, but it will be personalized by each attendee who walks into the room. If you are retired or dream of retirement...this session is for you!

Friday 9:45-11:00

Fr-A13 Unlocking Close Reading: Enhancing Teacher Skills for Deeper Student Comprehension

~*Ingrid Schultz, ELA Teacher, Department Chair; April Frankmann, Reading Specialist, Instructional Coach*

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

This session is designed to empower educators with strategies to implement close reading that increases student comprehension. We will delve into the intricacies of close reading, a critical practice that enhances students' comprehension and analytical skills. Participants will explore research based methods to guide students in dissecting complex texts. Teachers will gain tools to deepen students' understanding of both fiction and nonfiction texts. By the end of this session, teachers will be equipped to inspire a love for reading and critical thinking in their students, building critical literacy skills needed across all content areas.

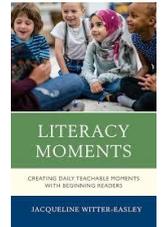


Fr-A14 Teaching Civil Rights History through Children's Picture Books

~*Dr. Jacqueline Witter-Easley*

Audience: Content Area, PK-2, 3-5, Library Media, Reading Teacher/Specialist, Interventionist, Special Education, Teacher Educator, Preservice

We are at a critical time in our nation where history classes are either non-existent in elementary schools or dependent on textbooks that may or may not include impactful moments in our nation's never-ending quest to "be a more perfect union." This includes creating civil rights policies. Elementary teachers can create pathways toward ensuring their inclusion by reading aloud quality children's picture books with our students. In this session, we will explore ways to evaluate quality picture books that are culturally inclusive and focus on civil rights movements. We will then experience methods for creating authentic social-justice activities that build your students' literacy skills, community involvement, and content knowledge.



Friday 11:15-12:30

Fr-B01 Learning through Leadership

(repeated Fr-C)

~*Chelsea Brown*

Audience: All

Chelsea Brown will share her journey of non-renewal to respect as an educator and Wisconsin's Teacher of the Year. She focuses heavily on how the leadership of those around her built her up to become an outstanding art educator and teacher leader. Attendees should leave feeling empowered, hopeful, and with practical strategies to lead effectively in their own classrooms and school buildings.



Fr-B02 ACT 20 Legislation and Mandates: Confronting the Issues We Face

~Kathryn Champeau, WSRA Board/Legislative Chair; Megan Miller, Reading Specialist/Beloit School Board Member; Lori Menning, President of the Wisconsin Association of Bilingual Educators

Audience: All

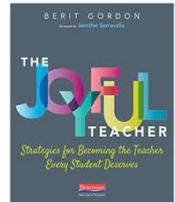
Wisconsin's new reading law, ACT 20, raises significant questions and concerns about literacy learning for our diverse students and their unique needs. Trading teacher professionalism and expertise for one-size-fits all curricula, this new mandate obscures the differences among districts, schools, and their students, jeopardizing educational equity. Join us to explore some of the implications of the law, its impacts on students and teachers, and ways to advocate for educational equity that enhances Wisconsin public school students' literacy achievements.



Fr-B03 Practical Strategies to Get Your Students Really Writing (And How to Give High Impact Feedback Without Losing Your Weekends)

~Berit Gordon

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



If you hear, "I'm done," after they've written just a few lines or words, "Is this good?" while they pass their writing to you to "check," or "How long does it have to be?" before you've finished sharing the assignment, this workshop is for you. This workshop will present easy-to-use methods to engage every writer, increase writing stamina and volume, lift essential grammar skills, and, most importantly, help students identify as writers. Come see how to make the blank page inviting, not intimidating, and how to make writing come alive. We'll also explore ways to provide high-impact feedback without taking up your weekends. You'll leave with assessment methods that have an impact but aren't time-intensive.



Fr-B04 AI in Education, Grades 4-12 ELA: Problems, Potentials, and Possible Futures

~Dr. Troy Hicks

Audience: Administrator, 3-5, 6-8, 9-12, Digital Technology, Library Media, Literacy Coach, Teacher Educator, Preservice

Hyped by some as the single-most consequential shift in computing ever and repudiated by others who fear that it will stifle our students' critical and creative thinking, various forms of artificial intelligence continue to pervade our lives and the technology tools we use each day. As a response, scholars and educators are grappling with what it means to be "AI literate" and how to engage with these tools in productive, ethical ways. In this session, we will explore a number of generative AI tools for writing (such as ChatGPT, Perplexity, Quillbot, and Rytr), considering the ways in which we may choose to integrate AI into our own scholarship, instruction, and assignment design. For all of us in education, as we teach our students to be readers, writers, and thinkers in various disciplines, AI tools will continue to become enmeshed in the work that we all do, both as instructors and as learners. Here, we begin to explore how we might engage with these tools in productive, ethical, and responsible ways.





Fr-B05 What the Neuroscience Research on Reading Says Today

~*Dr. George G. Hruby*

Audience: All

What does current neuroscience reveal about effective reading instruction? Dr. George Hruby has published widely on what the neuro-, developmental, and life sciences suggest about literacy instruction and development. Surprise alert: You probably already know most of what scientists have discovered already on the basis of your teaching experience. But it feels good to be right, so join Dr. Hruby as he outlines how current neuroscience demonstrates the diverse ways children develop the ability to recognize patterned representational forms (phonological and alphabetic) and associate them with memorable experience to create prioritized networks of personal significance (aka learning).

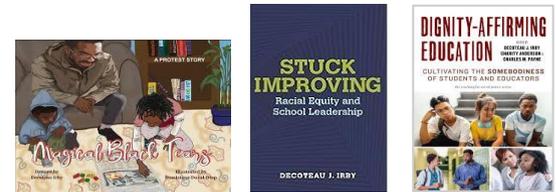


Fr-B06 What's Hip-Hop Got to do with Literacy Development & Dignity-Affirmation?

(repeated Fr-A)

~*Dr. Decoteau J. Irby*

Audience: Administrator, Content Area, 9-12, Reading Teacher/Specialist, Interventionist, Special Education, Teacher Educator, Preservice, Title 1



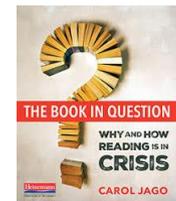
Comprehensive literacy is the ability to use reading, writing, speaking, listening, viewing and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. This session explores hip-hop culture, its associated literacy practices, and how educators can draw on hip-hop culture to develop high school students' critical literacy engagement practices.



Fr-B07 Strengthen Students' Reading Muscles to Build Stamina and Confidence

~*Carol Jago*

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



What can teachers do when students balk at doing the assigned reading? Why do so many students have difficulty staying with a book for more than a few minutes? In this session Carol Jago will demonstrate instructional moves that help students increase their reading stamina and develop greater confidence in themselves as readers. Based upon current research in adolescent literacy, the session offers texts and tasks designed to engage today's teenagers while enlarging their capacity for comprehending what they read.

Sponsored by Schober, Schober & Mitchell, S-C.

Fr-B08 The Three Cueing Systems: Context Matters

~Dr. Andy Johnson

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



The 3 cueing system is not an approach to reading instruction, a skill that is taught, or a method for teaching foundational skills. It is an understanding that the brain uses multiple sources of information to identify words during the act of reading including semantic, syntactic, and grapho-phonetic information. This presentation will first examine research from a variety of fields showing the existence of the three cueing systems. It will then describe simple research-based strategies that can be incorporated as one part of a comprehensive reading program to develop students' abilities to recognize words while reading. These include cloze, maze, writing, and word order activities.

Sponsored by Integrated Comprehensive Systems for Equity (ICSEquity.org)

Fr-B09 Leading Change: Integrating Science of Reading Policy for Equity in K-12 Schools

~Nasif K. Rogers, Dr. Elise Frattura

Audience: All



This session explores the pivotal role of leadership in driving equity-focused systems-change through the lens of reading science policy in K-12 education. Through the ICS Equity framework and process, educators can dismantle the entrenched barriers that hinder literacy development across schools and systems. Participants will gain insights into how leveraging the science of reading policy through an equity framework can empower educators to dismantle historical inequities and cultivate integrated, proactive, identity-affirming learning environments. Join us as we navigate the nexus of history, policy, education, and science, unraveling the threads of educational marginalization to pave the way for transformative change.

Fr-B10 Building Blocks of Literacy in a Montessori Early Childhood Program

~Deepa Shreekumar

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



The Montessori Early Childhood Classroom is built on the premise that students are in a sensitive period for the development of language. Therefore the student's entire learning experience is steeped in precise, rich and diverse language. Vocabulary, oral language and opportunities to read and write are intentionally woven into the presentations and daily life of the student. Communication - oral and written - is encouraged and nurtured through games, lessons and activities. This session details the unique materials, methods and ways of assessing literacy development in a Montessori Early Childhood classroom.



Fr-B11 They Don't See Me

~*Ernice A. Brown*

Audience: All

There is a hidden population at the Milwaukee Jail (MCJ), students age 17-21, who are being tried as adults. There is a safety net. The net, however, is filled primarily with students who are reading at a 3rd grade reading level. The GED program offered at the MCJ is available to those who score at roughly 6th grade and above in reading. If someone were able to "see" and invest in the student earlier, perhaps we wouldn't have to incarcerate and rehabilitate later. This session will provide a work sample walk-through and discussion of how low literacy is being addressed in the classroom at the Milwaukee County Jail.



Fr-B12 Read Between the Clicks: Guiding Students to Effective Online Inquiry

~*Amber Garbe, Ed.D.; Corinthia Soukup*

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

Unfortunately there is no algorithm that can be applied to ensure information online is correct and believable. We don't live in a world where we can always find the hard line between reliable information and fake news. The waters are muddy and perplexing. Participants will learn how to guide students to analyze websites by looking beyond .com and .org with a framework to guide website analysis in any K-12 classroom and content area. Ultimately, this teaching can develop students who are engaged in their own learning, able to appreciate multiple perspectives, and believe in their own civic efficacy.



Fr-B13 Wisconsin Adventures: Roll for Initiative!

~*Kurt Griesemer*

Audience: Content Area, 3-5, 6-8, 9-12, Library Media

Proven education methods and dragon-slaying go hand in hand! *Wisconsin Adventures* combines the myths and legends of Wisconsin's past with the inherent learning opportunities of fantasy roleplaying games. This dynamic, play-based learning resource builds literacy skills and opens new strategies for educational engagement. Storytelling has been the primary means of transmitting learning throughout human history. Players work together to create their own adventures in mythical lands, finding golden treasures and slaying dragons. Along the way, they refine literacy skills they will use throughout their lifetimes. In our session we'll go through the history behind the game and why it's solid ELA learning. Roll for initiative!

Friday 11:15-12:30



Fr-B14 What Does This Look Like in My Teaching?: Connecting Practitioners and Professors to Support Evidence-Based Literacy Instruction

~*Susan Tily, Ph.D.; Hiawatha Smith, Ph.D.*

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

This session will provide opportunities for attendees to interact in small groups with professors of reading from across Wisconsin to discuss evidence-based practices in literacy instruction that can be immediately applied in practice. Session attendees will rotate through approximately six to eight tables to discuss literacy strategies rooted in research. This session draws from the varied literacy expertise of the professors of reading and supports attendees in growing their literacy practices. This session is an opportunity to bridge the connections between theory, research, and practice as we navigate the current landscape of literacy instruction across the state and a variety of literacy legislation/reform, including Act 20.



Friday 2:15-3:30

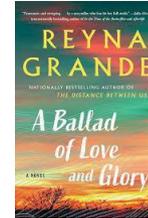


Fr-C01 The Home We Carry: A Writing Workshop

~*Reyna Grande*

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

Home is not merely a pin on a map; it's the tapestry of memories, traditions, and the very essence of who we are. In this writing workshop, Reyna Grande will lead participants in exploring their roots, embracing their heritage, and defining what home means to them.



Fr-C02 Learning through Leadership

(repeated Fr-B)

~*Chelsea Brown*

Audience: All

Chelsea Brown will share her journey of non-renewal to respect as an educator and Wisconsin's Teacher of the Year. She focuses heavily on how the leadership of those around her built her up to become an outstanding art educator and teacher leader. Attendees should leave feeling empowered, hopeful, and with practical strategies to lead effectively in their own classrooms and school buildings.



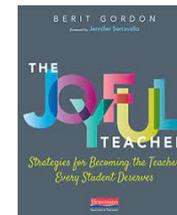


Fr-C03 How to Thrive, Not Survive, as a New or Overwhelmed Literacy Teacher

~*Berit Gordon*

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

Get ahead of potential struggles for literacy teachers (especially the new ones) before they're overwhelmed and students miss out on a high-impact year. This doable framework and strategies set literacy teachers up to feel good and be good at their essential work all year. The strategies problem-solve the hard parts of reading and writing instruction and get to quick, energizing wins. Rather than slogging through the year, let's look at ways to sustain literacy educators so they stay in teaching, feel good at teaching, and help students grow.



Fr-C04 Digging Deeper Into (and Across) Our News Sources

~*Dr. Troy Hicks*

Audience: Administrator, Content Area, 3-5, 6-8, 9-12, Digital Technology, Library Media, Literacy Coach, Teacher Educator, Preservice

Every day, we are inundated by information -- as well as opinions and misinformation -- across multiple screens and devices. These digital texts influence what we buy, who we vote for, and what we believe about ourselves and the world. In this workshop, we will explore ways to help students dig deeper into the news that we read, view, and listen to by exploring sites like AllSides to examine the way that information is presented to us and how we can explore a variety of perspectives on topics that affect our families, friends, and community.

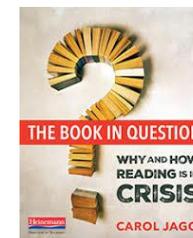


Fr-C05 Challenged and Challenging Texts and Teaching

~*Carol Jago*

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

Many teachers are grappling with how to work with books that are valuable for students' growth as readers and thinkers but that can be troubling and difficult for them to navigate. One purpose of literature is to "trouble" conventional ideas and challenge readers to stretch. Reading lists, rather than expanding their range of authors and content, seem to be shrinking. This session will provide a rationale for embracing rich, powerful literature and demonstrate classroom practices that provide scaffolding for students who may find complex text challenging to navigate. You will come away from this session with ideas for books sure to capture your students' interests.



Sponsored by NEA

Fr-C06 Good Books That Promote Literacy and Lift Native American People and Their Culture!

(repeated Th-C)

~Ron Duff Martin

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



Finding the right resources isn't always easy, especially when the literature is about a group of people, their culture and identity. Learn about some great resources available to help educators better understand Native Americans and to help non-Native young people better understand and appreciate Native people today. Identify resources for classrooms and school libraries to help Native students see themselves in the school environment and create a sense of pride in who they are and where they came from. This session will also allow participants to learn a bit about Native Americans in Wisconsin.

Fr-C07 My First Nonfiction Picture Book

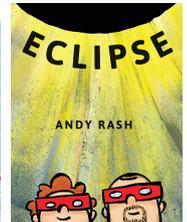
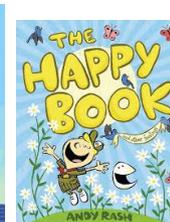
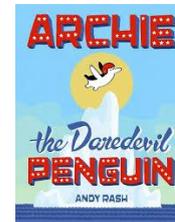
(repeated Fr-A)

~Andy Rash

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



After decades of publishing books about entirely fictional characters including daredevil penguins, competitive stink bugs, and emotional bivalves, Andy Rash took the leap into nonfiction, telling the true story of his journey to view an eclipse with his son. The challenge of balancing emotional narrative and accurate science in a picture book, as well as Andy's professional experience in publishing will be discussed.



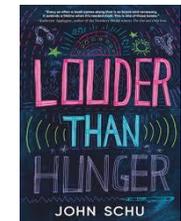
Fr-C08 This is a Story

~John Schu

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



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.





Fr-C09 School Book Clubs: Keep Reading Fun!

(repeated Fr-A)

~*Stef Wade*

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



Join best-selling author, Stef Wade, to learn more about leading an elementary or middle school book club! From her years of experience as an author, presenter, and school library volunteer, Stef will share ways to make book clubs a success at your school. Join this session to help keep reading fun for everyone!



Fr-C10 Responsive Word Work

(repeated Th-C)

~*Tracee Farmer, Ph.D.*

Audience: PK-2, Reading Recovery, Reading Teacher/Specialist, Interventionist, Teacher Educator, Preservice

Teachers need to select word work that can be transferred to reading and writing to support acceleration. What data might impact what word work is selected? How does word work support processing and independent problem-solving? We'll examine these questions and more in this interactive session through the use of student data and video.



Fr-C11 Embrace Oracy: Empower All Children to Find Their Voice and Build a Foundation for Literacy

~*K Mallery Keenan, Heidi Marchetti*

Audience: ELL/ML, PK-2, Literacy Coach, Reading Teacher/Specialist, Interventionist



Students come to school with varying degrees of expressive and receptive language and all learners benefit from opportunities to oracy. Multilingual students may need increased attention to bridge between languages. With the growing use of technology in homes, children may have limited opportunities to increase vocabulary and engage in meaningful conversations. Purposeful attention to strengthening oral language is vital to building a strong foundation for literacy learning. Participants will gain the rationale, research, and resources needed to get started assessing students and planning these groups to build essential early literacy skills.

Fr-C12 **Storytelling Empathetic Listening: Building Rapport and Improving Student Outcomes** ~*Leigh-Anne Peper & Dr. Nikki Pitcher*

Audience: All

Co-authors of a chapter in *Empathetic Storytelling: Igniting Change in Education* explore the impact both teachers' and students' personal stories have on their ability to be successful in the classroom from kindergarten through college, from Title 1 elementary to elite private university. The presenters will focus on the importance of educator self-reflection and awareness of their educational stories as a source of empathy and connection to their students. The highly engaging workshop will include opportunities for the attendees to share, collaborate and reflect on the circumstances in which they teach and their students live, and will also provide resources on bringing storytelling into their classrooms.



Fr-C13 **Expanding the Gradual Release of Responsibility: A New Model**

~*Antony T. Smith, Adrienne Minnery*

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

The Cycle of Responsibility (COR) shifts the Gradual Release of Responsibility model to a cyclical process that better reflects the complexities of early literacy. Learning is at the center of the model, surrounded by five instructional practices—confer, model, instruct, facilitate, and construct—highlighting collaboration in early literacy instruction. Surrounding these practices are five motivators: challenge, creativity, collaboration, choice, and independence—essential to developing nurturing learning communities and fostering student growth. The outside ring of the COR consists of trusting relationships built between teacher and students through instructional practices and key motivators in response to learning needs.



Fr-C14 **Reading Professors Meet: Literacy Collaboration and Empowerment**

~*Hiawatha Smith, Ph.D.; Susan Tily, Ph.D.; Amber Garbe*

Audience: Administrator, PK-2, 3-5, 6-8, 9-12, Literacy Coach, Teacher Educator

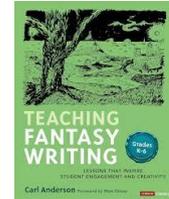
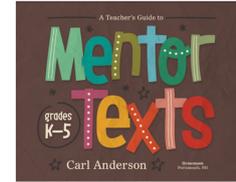
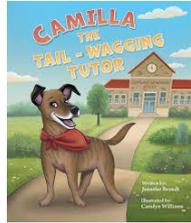
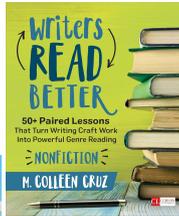
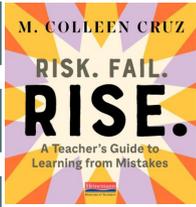
This session will provide Wisconsin professors of reading with a formal opportunity to connect as a community. During this collaborative time, professors will discuss topics and issues relevant to preparing and supporting in-service teachers of reading. This will involve disseminating new research and strategies aligned with ACT 20, the FORT assessment, and advocacy efforts to expand the role of professors in the Wisconsin State Reading Association (WSRA). Attendees will leave empowered to continue advancing the literacy performance of Wisconsin students by preparing knowledgeable, effective teachers of reading.



Author Book Signing

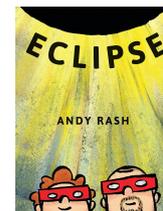
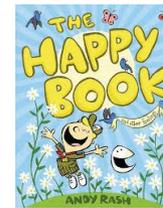
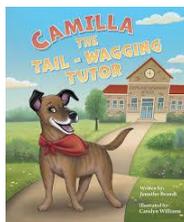
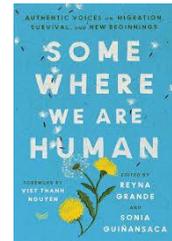
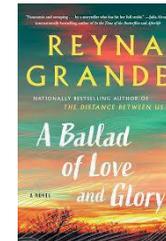
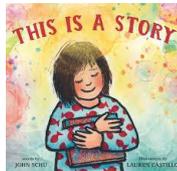
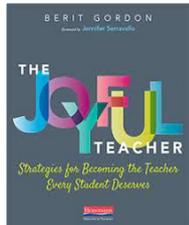
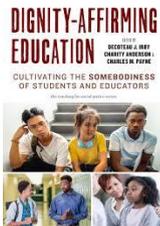
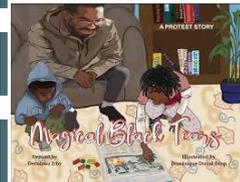
Thursday, February 6, 1:00 pm

**Carl Anderson
Jennifer Brandt & Camilla
M. Colleen Cruz
Brett Pierce**



Friday, February 7, 1:00 pm

**Jennifer Brandt & Camilla
Berit Gordon
Reyna Grande
Decoteau Irby
Andy Rash
John Schu
Stef Wade**





WSRA 2025 Featured Speaker Biographies



Carl Anderson is an internationally recognized expert in the teaching of writing instruction for grades K-8. He was an elementary and middle school teacher, and now works as a consultant for schools and districts around the world. Carl is the author of *Teaching Fantasy Writing: Lessons that Inspire Student Engagement and Creativity K-6*, *How to Become a Better Writing*

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



Dr. Elena Aydarova is an Assistant Professor in the Department of Educational Policy Studies at the University of Wisconsin-Madison and a fellow with the National Education Policy Center. She is an award-winning author of over 40 publications. She has worked in teacher education in China, the United Arab Emirates, and the United States. In her studies, Dr.

Aydarova focuses on educational policies, teacher education reforms, and educators' advocacy. Her research explores how educational change intersects with equity, diversity, and social justice.



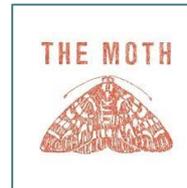
Jennifer Brandt, an entrepreneur and small business owner for over 18 years, was inspired by her best furry friend, Camilla, to write a children's book about Camilla's adventures as a reading dog at a local elementary school. Jennifer loved animals as a young girl growing up in rural Wisconsin and adopted then 11-month-old Camilla. She now regularly visits schools with Camilla as part of Therapy Dogs International's

Tail Waggin' Tutors program and finds the experience exceptionally rewarding. After living in North Carolina and Virginia, she returned to Wisconsin where she now lives with her husband, son Tuck, Camilla, and her two other dogs.

Camilla, (The Tail-Wagging Tutor) a licensed therapy dog, stars in a new children's book about her adventures with the book's author, Jennifer Brandt. Following a rough road at the local humane society and foster homes, Camilla was nervous around people. With Jennifer's help, Camilla eventually passed a challenging obedience and temperament test to earn her therapy license in April 2017. She has enjoyed kids reading to her at the elementary school ever since. Outside her therapy work, she loves snuggles in a warm bed, sunbathing, playing with her beloved ball, and digging holes, much to the dismay of her human mom.



Chelsea Brown has been an elementary art teacher for over 15 years and a licensed reading teacher for three. She was born and raised in Wisconsin and currently resides in Janesville with her husband and three children. She is a proud recipient of the Kohl Award and is Wisconsin's Elementary Teacher of the Year (2020). She is an advocate for teacher leadership and is passionate about school culture and teacher retention.



Melissa Brown - The Moth's Education Program provides storytelling techniques to students and educators. We believe that listening to stories can broaden our perspectives, cultivate empathy, help build confidence, and communication skills for our peers and communities. We have designed workshops that are accessible and inclusive spaces for story sharing for high school

students, college students, and teachers. Melissa Brown is The Moth's Manager, Education and Instructor Programs. As an instructor with The Moth's Community, Education, and MothWorks programs since 2011, Melissa has taught storytelling to high school and college students across NYC, as well as exonerees at the Innocence Project, individuals living with disabilities at Upstream Arts, team leaders at Google, mentors and mentees at Bloomberg and Summer Search, and storytellers at Rikers Island, Muslim Writers Collective, and Center for Court Innovation, among many others. Melissa has also taught public speaking, communication, and theater at CUNY and worked as a teaching artist and curriculum developer at B.A.M.. She is Co-Artistic Director of ARTBARN - a theater company that creates immersive performances that draw on the stories and history of the spaces they are performed in- and the co-founder and Education Director of Other Shore - a company that partners with social justice organizations to employ storytelling and theater toward a more equitable future.



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.

WSRA 2025 Featured Speaker Biographies



Dr. Catherine Compton-Lilly holds the John C. Hungerpillar Chair at the University of South Carolina. She engages in longitudinal research projects to examine how time operates as a contextual factor in children's lives as they progress through school and construct their identities as students and readers. In an ongoing study, Dr. Compton-Lilly is following children

from immigrant families from primary school through high school. Dr. Compton-Lilly has authored several books and journal articles.



M. Colleen Cruz is an independent consultant and fierce advocate for the students and teachers with whom she shares her passion for accessibility, research-based instruction, and equity. An educator with over two decades of experience in both general education and inclusive settings, Colleen is also the author of several

books for teachers including *Risk. Fail. Rise: A Teacher's Guide to Learning From Mistakes*; *Writers Read Better: Narrative*; *Writers Read Better: Nonfiction*; and *The Unstoppable Writing Teacher*, as well as the author of a young adult novel, *Border Crossing*, a Tomás Rivera Mexican American Children's Book Finalist. Colleen co-edited the *Not This But That* series with Nell Duke - a popular series of books that pairs research and practice. For several years Colleen worked as a public school teacher in Brooklyn in both general education and co-taught classrooms. Colleen then worked at Teachers College, Columbia University, as Director of Innovation, where she was instrumental in designing new literacy curriculum, developing practices to support students with IEPs, leading a partnership with ChildMind Institute, devising, and composing a comics-based phonics and phonemic awareness intervention program for elementary through middle school, and architecting a large-scale tutoring project. Her newest book (Corwin Press, Fall 2025) focuses on supporting students with IEPs in general education and inclusive settings. She currently supports teachers, schools, and districts in NYC, nationally and internationally.



Dr. Elise Frattura, Co-founder of Integrated Comprehensive Services (ICS), is a Professor Emeritus at the University of Wisconsin-Milwaukee, having taught for over 20 years in the School of Education. Prior to her role at the University of Wisconsin-Milwaukee, Dr. Frattura was a teacher and a central office administrator from 1983-2001, during which time she also served as an

adjunct lecturer at the University of Wisconsin-Madison and at the University of Wisconsin-Milwaukee. Dr. Frattura also researches and publishes in the area of equity, non-discrimination law for all learners, and the theoretical underpinnings of educational segregation.



Berit Gordon supports teachers and teacher leaders in districts across the U.S. and Canada, conducting school-embedded professional development and presenting keynote talks and workshops at education conferences. Berit brings her teaching experience in NYC schools and the Dominican Republic to her educational consulting, and she currently teaches English and education courses at her local community college. Her recent book, *The Joyful Teacher*, is a collection of tried-and-true strategies that empower teachers and help them quickly get to high-impact teaching. Her other book, *No More Fake Reading*, offers solutions for boosting stamina, joy, and skills among adolescent readers. She lives with her family in Maplewood, New Jersey.



Reyna Grande is a bestselling author and an in-demand motivational speaker. Her inspirational memoir, *The Distance Between Us*, tells the story of her life before and after she illegally immigrated from Mexico to the United States. At the age of nine, Grande left Iguala, Guerrero, Mexico, to follow her parents who had immigrated to the United States years earlier – her father leaving when Grande was just two years old. After entering the country as an undocumented immigrant, she went on to become the first person in her family to graduate from college, receiving a bachelor's degree from the University of California, Santa Cruz and an MFA in creative writing from Antioch University. In 2018, Grande released a sequel to her memoir called *A Dream Called Home*, a moving account of her experience as a first-generation Latina university student and aspiring writer determined to build a new life for herself. Her other books include *Across a Hundred Mountains*, *Dancing with Butterflies*, and her most recent novel, *A Ballad of Love and Glory*, which tells a story of love and survival during the Mexican-American War, and has been called “epic and exquisitely wrought” by *New York Times* bestselling author Patricia Engel. Her books have been adopted as the common read selection by numerous schools and cities across the country, and she has received many awards, including an American Book Award, the El Premio Aztlán Literary Award, and the Luis Leal Award for distinction in Chicano/Latino literature. In 2012 she was a finalist for the National Book Critics Circle Awards. *The Distance Between Us*, young readers' version, received a 2017 International Literacy Association Children's Book Award and a 2016 Eureka! Honor Award from the California Reading Association. She currently resides in Woodland, California with her husband and two children.





WSRA 2025 Featured Speaker Biographies



Georgia Heard is the recipient of the 2023 NCTE Award for Excellence in Poetry for Children and is the author of over 20 books including her most current teaching resource, *Awakening the Heart* (second edition), where she explores infusing poetry into the everyday life of the classroom. Her most recent children’s books are *Welcome to the Wonder House* and *My Thoughts Are Clouds: Poems for Mindfulness*. She is the inventor of Heart Maps® and the founder of The Poet’s Studio, an online writing workshop site. You can learn more about her work at Georgiaheard.com and at [@georgiaheard1](https://www.instagram.com/georgiaheard1) on Instagram and X.



Dr. Troy Hicks is Professor of English and Education at Central Michigan University, where he collaborates with K–12 colleagues to explore how they implement newer literacies in their classrooms and teaches master’s and doctoral courses in educational technology. He currently serves as Chair of the Department of Teacher and Special Education. He is also Director of the Chippewa River Writing Project, a site of the National Writing Project. A former middle school teacher, he has received numerous awards including the Michigan Reading Association Teacher Educator Award and the Central Michigan University Excellence in Teaching Award, and is an ISTE Certified Educator, a trained facilitator in digital storytelling through StoryCenter, and an affiliate faculty member with the Media Education Lab.



Dr. George G. Hruby (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.



Decoteau J. Irby is an Associate Professor in UIC's Department of Educational Policy Studies. His research explores racial equity-focused school leadership and its potential to improve Black children's academic and socio-emotional experiences and outcomes. Broadly, his teaching and service work focuses on creating and sustaining organizations that contribute to Black people’s self-determined well-being, development, and positive life outcomes. He is Founding Director of UIC's Brother's Teaching Initiative, the author of several books, including *Stuck Improving: Racial Equity and School Leadership* (2021), a children's picture book *Magical Black Tears: A Protest Story* (2021), and a co-editor for the volume *Dignity-affirming Education: Cultivating the Somebodiness of Educators and Students* (2022).



Carol Jago has taught English in middle and high school in public schools for 32 years 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 on the National Assessment Governing Board. She has published many books with Heinemann including *Cohesive Writing: Why Concept Is Not Enough*, *The Book in Question: Why and How Reading Is in Crisis* and published books on contemporary multicultural authors for NCTE. Carol has received a Lifetime Achievement Award from the California Association of Teachers of English and was the recipient of the National Council of Teachers of English Squire Award given to honor an individual who has had a transforming influence and has made a lasting intellectual contribution to the profession. She can be reached at cjago@caroljago.com.



Dr. Andy Johnson is Professor of Literacy Instruction and Distinguished Faculty Scholar at Minnesota State University, Mankato. He specializes in literacy instruction, reading interventions, teaching writing, and advanced pedagogy. After teaching in the elementary classroom for nine years, he received a PhD from the University of Minnesota in Literacy Instruction in 1997. He has been working in higher education for 26 years. He is the author of 16 books and over 50 book chapters and academic articles related to literacy, learning, and the human condition. He is a founding member of ILEC (International Literacy Educators Coalition), and the host of the podcast, The Reading Instruction Show at <https://rss.com/podcasts/drandy>

WSRA 2025 Featured Speaker Biographies



Dr. Elizabeth “Betsy” Kaye holds the Dr. Billie J. Askwew Endowed Chair in the School of Education at Texas Woman's University. Prior to her work at the university, she was a special education teacher, classroom teacher, and literacy intervention teacher. She has more than 30 years of experience with the Reading Recovery (RR) intervention and is the U.S.

Representative to the International Reading Recovery Trainer Organization. Her research interests include early literacy learning, early intervention, assessment, and teacher learning. She enjoys working with teachers and leaders in school districts across the country to support their work with young learners.



Dr. Young-Suk Grace Kim is a professor at the School of Education, University of California at Irvine. She was a former classroom teacher in San Francisco. Her scholarship focuses on understanding language and literacy development and effective instruction for racially, ethnically, economically, and linguistically diverse children, and helping them build strong

foundations to support their success in school and beyond. Her areas of research include reading comprehension, reading fluency, listening comprehension and oral language, dyslexia, higher-order cognitive skills, written composition, and reading-writing relations. She has worked extensively with monolingual children and multilingual children from various linguistic backgrounds (e.g., English, Korean, Chinese, Spanish, Kiswahili). Her research has been supported by over \$60 million in grants from the Institute of Education Sciences, the U. S. Department of Education, the National Institute of Child Health and Human Development, and the National Science Foundation. Her work was recognized by several awards, including the 2012 Presidential Early Career Awards for Scientists and Engineers (PECASE) by President Barack Obama, and Developing Scholar Award and Robert M. Gagne Research Award. She is an AERA (American Educational Research Association) Fellow, and serves as the Editor-In-Chief for the journal *Scientific Studies of Reading* and Chair of the California Reading Difficulties Risk Screener Selection Panel appointed by the California State Board of Education.



Merri Lindgren is a librarian at the Cooperative Children's Book Center with more than three decades experience reading, evaluating and talking about books for children and teens.



Ron Duff Martin is a middle school social studies teacher in Eau Claire, Wisconsin with more than two decades of classroom experience – most of it teaching seventh and eighth grades, but also in the alternative high school/off-campus program. He was elected to the NEA Executive Committee in 2021 for a three-year term and was just recently re-elected

to another three-year term. Ron Duff Martin is the first Native American elected to the NEA Executive Committee. Ron was the first Native American president of the Wisconsin Education Association Council (WEAC), the largest educators' union in Wisconsin, and has spent his life's work championing inclusion and acceptance over his 20-year career in the classroom. He has served as an advisor to “Where Everybody Belongs,” an orientation and transition program that welcomes sixth and seventh graders and makes them feel comfortable throughout the first year of their middle school experience. Ron previously served as the WEAC vice president and secretary-treasurer, as president of the Eau Claire Association of Educators, and as a director on NEA's board. As a dedicated and experienced leader, Ron also represented Wisconsin educators on state and national coalitions for school safety, diversity, and restorative justice and has spent his life and career passionately advocating for the eradication of institutional racism in our education system. Ron has a special interest in building the education professions through outreach to new educators, educators of color, education support professionals, and strengthening local education unions. Ron has also directed faith-based youth programs and ministries and was a member of the board of directors for the Greater Eau Claire United Way. He is president of the Eau Claire Patriotic Council and active in many civic organizations. Ron holds a bachelor's degree in education from the University of Wisconsin at Eau Claire.



WSRA 2025 Featured Speaker Biographies



Lori Menning is an enthusiastic bilingual teacher leader with a strong commitment to language acquisition and proven success in helping students reach their full potential. She has over 25 years experience in education including 16 years as a secondary bilingual-bicultural teacher and district bilingual coordinator. This is her seventh

year as EL and bilingual-bicultural consultant at CESA 6. She earned both her Bachelor's degree and Master's degree from the University of Wisconsin- Oshkosh and Director of Curriculum and Principal licenses from the University of Wisconsin-Madison. This is currently Lori's third year serving as President of Wisconsin Association for Bilingual Education (WIABE). Prior, she was WIABE board member-at-large since 2019. She is proud to be a Fox Valley Writing Project fellow as the work of the National Writing Project continues to impact her work. She provides workshops and presentations at regional, state and national conferences, teaching best practices and strategies for working with multilingual learners.



Brett Pierce is the founder and Executive Director of Meridian Stories, a digital storytelling nonprofit for middle and high schoolers that challenges students to create digital narratives around core curricular goals. Brett recently authored his first book with Heinemann Publishing, *Expanding Literacy: Bringing Digital Storytelling into Your Classroom* and wrote the award-winning Storytelling for Impact course series for *National Geographic*.

Brett has spent much of his professional life at Sesame Workshop in New York City, serving as a Co-Executive Producer on media projects about literacy, math, science, and conflict-resolution for youth around the world. Most recently, Brett led in the development and production of a radio drama – Sawa Shabab - targeting youth in the Kakuma Refugee Camp (Kenya) about gender equity issues, life skills and co-existence. Brett has a BA from Kenyon College, and Masters Degrees from Middlebury College (English) and Columbia University (Education), and teaches an annual intensive at Colby College called 'Developing Media for Social Change.' He is married with two grown children and lives in Freeport, Maine.



Andy Rash has written and illustrated several award-winning picture books including *Unstinky* (Scholastic, 2018), *The Happy Book* (Penguin, 2019) and *Eclipse* (Scholastic, 2023). He has also illustrated books for great writers including Daniel Pinkwater, Kate Messner, and Aaron Reynolds. His illustrations have appeared in *The New York Times*, *Time*, *Wired*, and *The New Yorker*. His animations have been shown on Nickelodeon. He

teaches illustration at the Milwaukee Institute of Art & Design, and lives just north of Milwaukee with his wife and two kids.



Nasif K. Rogers, a dedicated change agent and educational leader, brings over 20 years of diverse experience in K-12 and higher education across rural, suburban, urban, charter, and nonprofit sectors. With deep experience in equity leadership, systems change coaching, and working with educationally marginalized youth, Rogers has

spearheaded impactful change at both school and district levels. Building collective equity capacity is his passion. Additionally, Rogers champions youth leadership development in minoritized communities while pursuing doctoral research on Racial Battle Fatigue and the experiences of Black women leaders in predominantly white K-12 schools.



Megan Schliesman is Assistant Director of the Cooperative Children's Book Center (CCBC) . She has been reading, evaluating and writing about books for children and teens for more than three decades.



Deepa Shreekumar completed her Early Childhood training from Seton Montessori Institute in 2006 and began working at Nature's Classroom Institute Montessori the same year. In order to better serve children who learn differently within a Montessori environment, she has since completed her primary certification in Montessori Applied to

Children At Risk (MACAR) from The Shelton School in Dallas. Deepa has also completed her Certification in Montessori Leadership and School Administration from Seton Montessori Institute. Since 2018, Deepa has taken on the role of Head of School while still being a Directress in the Children's House classroom. She has been a regular presenter at local, regional, national and international Montessori and Early Childhood conferences, focusing on Montessori practice, restorative justice, building community and fostering empathy in the classroom, and connecting the indoors to the outdoors.



WSRA 2025 Featured Speaker Biographies



John Schu has made a career out of advocating for the people and things he cares about most: kids, books, and the people who connect them. He is the children's librarian for Bookelicious and the author of *This Is a School* (Candlewick, 2022) illustrated by Veronica Miller Jamison, *This Is a Story* (Candlewick, 2023) illustrated by Caldecott Honor artist Lauren Castillo, *Louder Than Hunger* (Candlewick, 2024), *The Gift of Story: Exploring the Affective Side of the Reading Life* (Stenhouse, 2022) and the soon to be released *Ruthie Rose's Big Idea: A Poetry Story* (Candlewick, 2025). John Schu lives in Naperville, Illinois.



Cynthia Slavish became a National Board Certified Teacher in 2005 certifying as a Generalist, Middle Childhood. She has 20+ years of experience as a classroom educator and 12 years as a reading specialist/literacy coach. She has served for the past ten years as a National Board Certified Teacher

Candidate Support Provider and NEA/WEAC Jump Start Trainer, WEAC National Board mentor, WEAC Region 6/Madison Teachers Inc. Monthly Cohort Leader, and a Wisconsin State National Board Writing Retreat Facilitator. Cynthia is a Herb Kohl Scholarship recipient. She earned a B.A. in elementary education from Augustana College in Rock Island, Illinois. She holds M.Ed. degrees from University of Houston and Concordia University. In her free time she reads to her two-year-old granddaughter, hikes, cooks, reads mostly nonfiction, walks her dog and visits national parks with her family.



Theresa Smith MS, CCC-SLP grew up in Brookfield, IL, and graduated from Illinois State University with a degree in Early Childhood Education. She lived in Summit County, Colorado, before moving back to the Midwest to start her family and earned her Master's in Communicative Disorders at the University of Wisconsin-Whitewater.

Following completion of her degree, she worked in the Washington County Birth-Three Program as well as various skilled nursing facilities as a speech-language pathologist. Her last decade has been spent in the Jefferson School District working with students from pre-K through the 18-21 program in the role of speech-language pathologist. She is currently employed in the Delavan-Darien School District. She can be reached at tsmith@ddschoools.org.



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 and U Call it Quits*, *Moving to Mars* and *Every Day's a Holiday*.

She's the recipient of the 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 also enjoys volunteering in her kids' school library - doing read alouds, shelving books, and running book clubs. She lives in Brookfield, WI with her husband, three sons, and Bobby Franklin the Goldendoodle.



Dr. Jeffrey D. Wilhelm is 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.



Get involved in the Wisconsin State Reading Association!

Become a WSRA Member - Benefits include:

WSRA Update, WSRA Journals, Free access to the archived webinar recordings, and more!

Reduced rates for WSRA conferences and institutes.

Mail in this form or join online.

For undergraduate or retired rates, contact wsra@wsra.org



6a

WSRA MEMBERSHIP APPLICATION/RENEWAL

Today's Date _____

First Name _____ Initial _____ Last Name _____

Home Address _____

City _____ State _____ Zip +4 _____

Place of Employment _____

Duties, Title & Level/Dept. _____

Cell Phone (_____) _____ Work Phone (_____) _____

Home E-mail _____

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.



Visit www.wsra.org/membership-application to join or renew and pay by credit card to expedite your membership benefits or mail your **\$45** check with this form payable to WSRA at

WSRA 6964 N Lincolnshire Cir Milwaukee, WI 53223

- Ashland Bayfield Counties
- Central Wisconsin
- Door County
- Eau Claire
- Fox Valley
- Greater Bayland
- Headwaters
- Hidden Valley
- Interlake
- Lake Superior
- Madison Area
- Mid-East Area
- Midwest Wisconsin
- Milwaukee Area
- Muirland
- Northeast Wisconsin
- Northwest Wisconsin
- Racine-Kenosha
- Rock River
- St. Croix Valley
- South Kettle Moraine
- Southern Lakes
- Washington Ozaukee
- Waukesha County
- Wis. Professors of Literacy
- Wolf River

WSRA OFFICE USE

_____ Check number

_____ Date received by WSRA

Get involved in the Wisconsin State Reading Association! Join a committee.

Fill out the
self-nomination form here.



We would love to have you join
us and share your expertise!

2024-2025 WSRA Committee Chairs

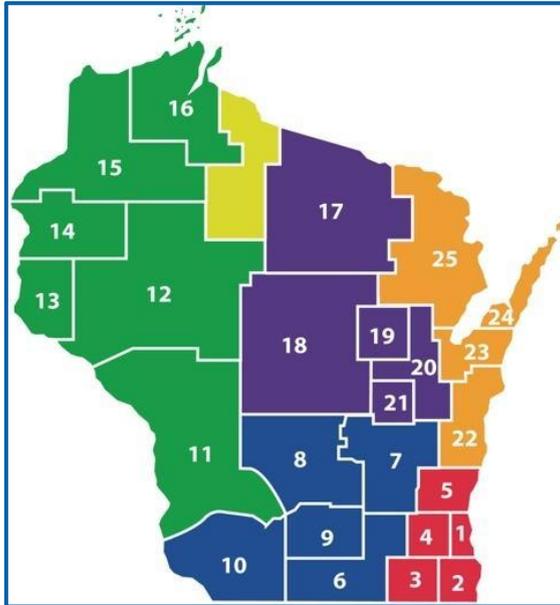
Committee	Chair(s)
Advocacy	Open
Children's Literature	Open
Digital Literacies	Keith Schroeder
Early Intervention	Open
Elementary Reading	Nichole Ponzer
Families & Literacy	Kelsey Guenther
High School Literacy	Open
International Partnership	Rita Chen
Legislative	Kathy Champeau
Membership	Deborah Cromer
Middle Level Literacy	Megan Miller
Preservice Teachers	Brittany Thew
Reading Specialists	Brenda Vitcenda-Moore
Research	Open
Research:Pat Bricker	Krissy Lize
Title I	Diane Salazar
Young Authors Workshops	Sue Bradley & Lynn Graening



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



Get involved in the Wisconsin State Reading Association! Join a local Reading Council.



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



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

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

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

5~ Washington Ozaukee Reading Council

4~ Waukesha County Reading Council

3~ Southern Lakes Reading Council

2~ Racine Kenosha Reading Council

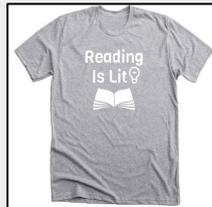
1~ Milwaukee Area Reading Council



Get involved in the Wisconsin State Reading Association! Support & Follow WSRA

Support WSRA

Visit our WSRA store.



Participate with RaiseRight, an online fundraising site.



Become a WSRA Friend of Literacy.



Follow WSRA



wsra.org



[Facebook.com/WSRAread](https://www.facebook.com/WSRAread)



[@WSRALiteracy](https://twitter.com/WSRALiteracy)



[@WSRALiteracy](https://www.instagram.com/WSRALiteracy)

President's Hall of Fame

1955-1956	Sr. M. Julitta Fisch, OSF	1980-1981	Melvin Yanow	2005-2006	Dr. Brenda Shearer
1956-1957	Dr. Arthur Schoeller	1981-1982	Doug Vance	2006-2007	Katherine Liddell
1957-1958	Mildred Brady	1982-1983	Dr. Sandra Dahl	2007-2008	Gail Halmstad
1958-1959	Lorena Scherkenbach	1983-1984	Laura (Holmgren) Maas	2008-2009	Norm Andrews
1959-1960	Dr. Arthur S. McDonald	1984-1985	Dr. Donna Thomas	2009-2010	Norm Andrews
1960-1961	Dorothy Gardner	1985-1986	Judith Casey	2010-2011	Dr. Tom Lueschow
1961-1962	Dr. Lester Van Gilder	1986-1987	Paul Majerle	2011-2012	Sandy Benton
1962-1963	Myrtle Nyberg	1987-1988	Dr. Mary Regina Jett	2012-2013	Jan Weinhold
1963-1964	Dr. Anthony Ingrelli	1988-1989	Suzanne Jund	2013-2014	Joyce Uglow
1964-1965	Dr. Lou Burmeister	1989-1990	Doug Buehl	2014-2015	Kathy Galvin
1965-1966	Dr. Norman Frenzel	1990-1991	Lorraine Gerhart	2015-2016	Sue Boquist
1966-1967	Dr. Theodore Harris	1991-1992	Barbara Gaulke	2016-2017	Barb Novak
1967-1968	Dr. Lura Carrithers	1992-1993	Dr. Richard Telfer	2017-2018	Gale Gerharz
1968-1969	Dr. James Kerfoot	1993-1994	Patricia Sowls	2018-2019	Deborah Cromer
1969-1970	Dr. Matthew Valitchka	1994-1995	Lucy Keuntjes	2019-2020	Deborah Cromer
1970-1971	Dr. Donald Benz	1995-1996	Kristine Michell	2020-2021	La Tasha Fields
1971-1972	Dr. Jean Caudle	1996-1997	Bonnie Corcoran	2021-2022	Debra Zarling
1972-1973	Dr. Roger Quealy	1997-1998	Dr. Michael P. Ford	2022-2023	Debra Zarling
1973-1974	E. Jane Sauer	1998-1999	Dr. Carmen Coballes-Vega	2023-2024	Ryanne Deschane
1974-1975	E. Jane Sauer	1999-2000	Dr. Delores Heiden	2024-2025	Ryanne Deschane
1975-1976	Sr. Marie Colette Roy	2000-2001	Luann Dreifuerst		
1976-1977	Dr. M. Hope Underwood	2001-2002	Kathy Champeau		
1977-1978	John Kinnett	2002-2003	Beverly Bell		
1978-1979	Dr. Russell Burgett	2003-2004	Sharon Tilton		
1979-1980	Dr. David Gustafson	2004-2005	Debra Zarling		



Dates to Remember!

Registration for WSRA 2025 closes February 3, 2025



2026 WSRA Conference: February 5-6, 2026

The window to submit a WSRA 2026 proposal is February 1, 2025 to June 15, 2025.

<https://bit.ly/3Zf8W9R>



Join us for the 2026 WSRA Conference

February 5-6, 2026

At the Baird Center in Milwaukee, Wisconsin



*Embracing the Challenge
Together :*

*Meeting the Literacy Needs
of Our Diverse Learners*

Help us celebrate WSRA's 70 Year Platinum Anniversary!

Thank you to our WSRA Conference Sponsors!



Educators
CREDIT UNION®



Insperity
HR that Makes a Difference®



INTEGRATED
COMPREHENSIVE
SYSTEMS FOR EQUITY™



**SCHNUELLE, WITTE &
ASSOCIATES**



SCHOBER
SCHOBER & MITCHELL, S.C.
ATTORNEYS



Educators Credit Union 1326 Willow Rd, Mt. Pleasant, WI 53177

Insperity 8401 Greenway Blvd, Middleton, WI 53562

Integrated Comprehensive Systems for Equity, icsequity.org

National Education Association, NEA.org

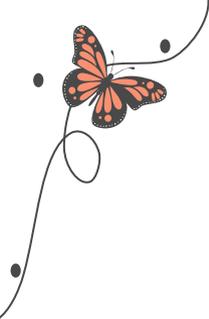
Nestle PURINA 111 W Plymouth St, Jefferson, WI 53549

Schnuelle, Witte & Associates 535 Milford St, Watertown, WI 53094

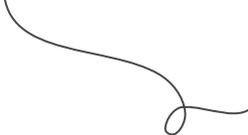
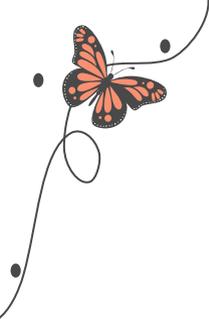
Schober, Schober & Mitchell, S-C. 2835 S Moorland Rd, New Berlin, WI 53151

UWSP School of Education 2100 Main St, Stevens Point, WI 54481

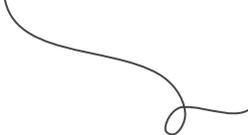
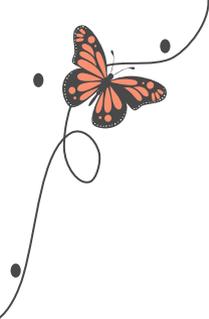
Visit Milwaukee 648 N Plankinton Ave, Ste 220, Milwaukee, WI 53203



My notes:



My notes:



My notes:



Registration

To register for the 2025 Conference go to
bit.ly/47egj3v

See the website for *Early Bird* and *Full-Time Undergraduate* discounts.

<https://bit.ly/3ySOduT>

**Registration closes on
February 3, 2025**



Early Bird Rates!! (Register by January 12, 2025)	WSRA Member	Non- Member
Thursday and Friday	\$345	\$445
Thursday	\$180	\$280
Friday	\$180	\$280

Standard Fees (Register after January 12th, 2025)	WSRA Member	Non- Member
Thursday and Friday	\$445	\$545
Thursday	\$280	\$380
Friday	\$280	\$380

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 Baird 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.



WSRA 2024-2025 Board of Directors



Ryanne Deschane
President



Sarah Schnuelle
Vice President



Debra Zarling
Past President



Susan Tily
Recording
Secretary



Teri Lassig
Treasurer



Amy Sippert
Committee
Coordinator



**Jacqueline
Witter-Easley**
Update Editor



Norm Andrews
Public Relations
Liaison



**Kathryn
Champeau**
Legislative Chair



Deborah Cromer
Director of
Membership



Brian Perrodin
State Council
Coordinator



Linda Bruun
Zone Coordinator



WSRA
6964 N Lincolnshire Circle
Milwaukee, WI 53223

Postage

ATTENTION

Classroom Teachers	Reading Teachers
Reading Interventionists	Reading Specialists
Literacy Coaches	ML/ELL Teachers
Special Education Teachers	Library Media
Specialists	Administrators
Curriculum Director	Authors
Preservice Teachers	Consultants
Title I	

Address label

WSRA 2025 CONFERENCE



February 6-7, 2025 * Baird Center * Milwaukee, Wisconsin

**Infinite Pages:
The Unfolding Story of Literacy**



- Existing users, please enter your username and password. New users, please enter your preferred email address.
- REGISTER ONLINE BY FEBRUARY 3, 2025** 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 WSRA to be sure that the staff members who will attend the WSRA 2025 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.
- 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, 2024.
- WSRA CANCELLATION POLICY:** The WSRA conference is not cancelled due to weather conditions.
(Refunds are not granted for no-shows).

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

