

# An example session proposal

## Your first and last name:

**About you:** address, email, cell phone number, organization (where you work), brief biographical information about yourself

**Session Title:** Teacher Collaboration for Kindergarten and First Grade Reading Instruction: Sharing our Journey

**Session Description:** In this session, we describe the assessments and instructional strategies we relied upon to foster increased literacy gains for our kindergarten/first grade learners who were considered struggling. Relying upon a strong evidence base (Block & Duke, 2015; Roth & Guinee, 2011; Scanlon, Anderson, & Sweeney, 2017) we applied instructional strategies for improving phonemic awareness, alphabetic knowledge, and emergent word recognition. Our teaching included the use of games, language play, and writing with invented spelling. As educators, we collaborated to understand best practices, shared useful strategies, and provided feedback to each other. Our end of the year data suggests our collaborative efforts and evidence-based approaches to teaching improved literacy acquisition for our growing readers. This session will share our instructional strategies as well as our approach to collaboration.

**Communities of Practice:** Emergent Literacy, Middle/High School Literacy, Readers: Access for All, Digital Literacy, Literacy Leadership, Writing, Motivation and Engagement

## Citations:

- Block, M. K., & Duke, N. K. (2015). Letter names can cause confusion and other things every early childhood educator should know about English orthography. *Young Children*, 70(1), 84 – 91.
- National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Washington, DC: National Institute for Literacy.
- Roth, K., & Guinee, K. (2011). Ten minutes a day: The impact of interactive writing instruction on first graders' independent writing. *Journal of Early Childhood Literacy*, 11, 331- 361.
- Scanlon, D., Anderson, K.L., & Sweeney, J. M. (2017). *Early intervention for reading difficulties: The interactive strategies approach*. (2<sup>nd</sup> Edition). New York, NY: Guilford.

**Co-Presenter(s) information:** (if applicable) address, email, cell phone number, organization, brief biographical information

**Intended Audiences:** This is a selection set of the educators that you feel could benefit from your presentation.

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