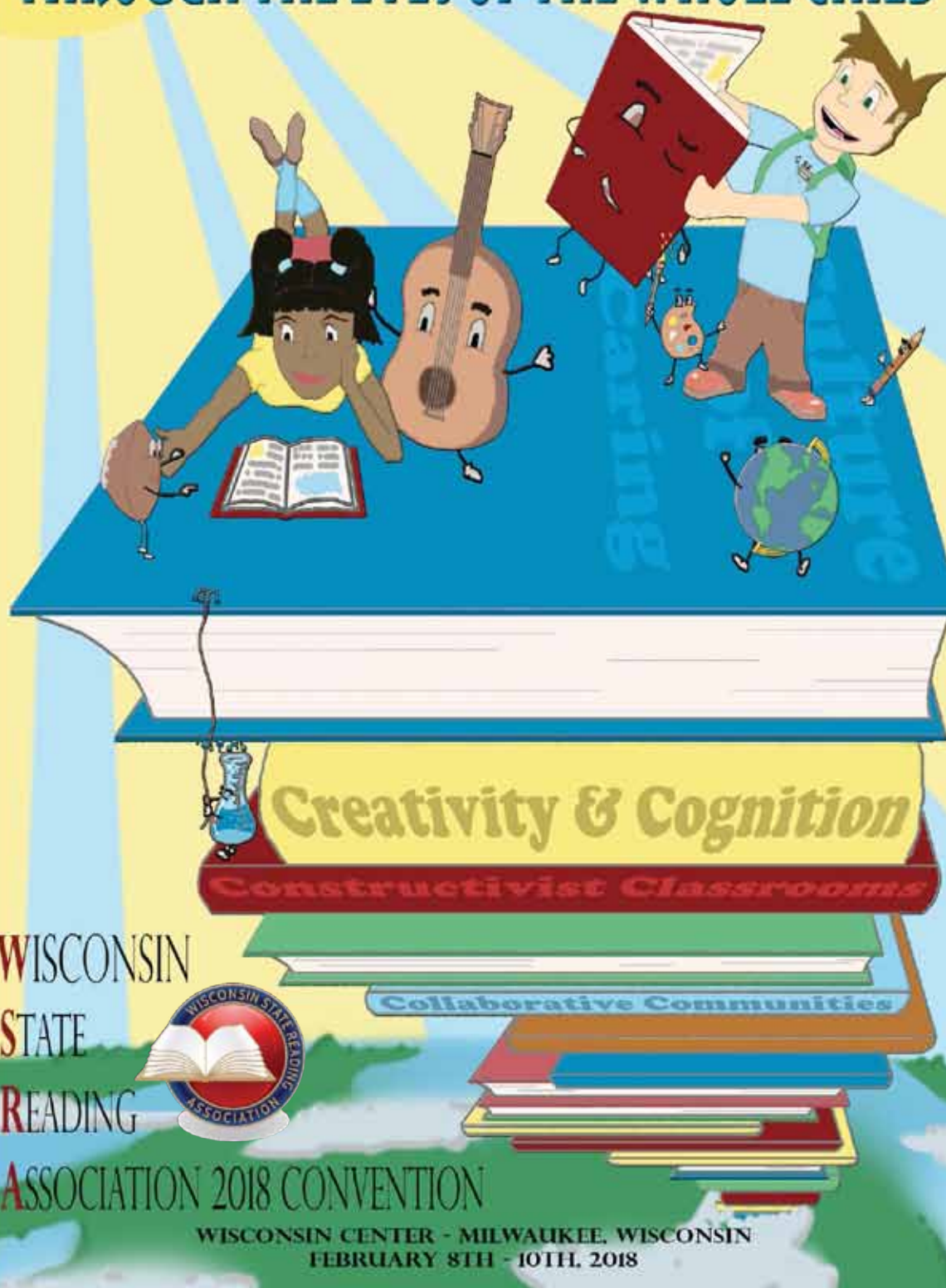


EXPLORING LITERACY AND LEARNING THROUGH THE EYES OF THE WHOLE CHILD



2018 CONVENTION PLANNING COMMITTEE



CONVENTION CHAIR
Cindy Cate



PROGRAM COMMITTEE

Jeannette Armstrong, *Chair*, Tara Caul, JoEllen Lieck



REGISTRATION COMMITTEE

Kristi Burch-Zimmerman, *Chair*, Natalie McAvoy, Sarah Rowse-Borrelli



EXHIBITS COMMITTEE

Mark Rajkovich, *Chair*, Tom Leis, Karen Kercher



HOSPITALITY COMMITTEE

Lynda Fernholz, *Chair*, Sherri Cooper



WSRA BOOK SALES COMMITTEE

Mary Swan, *Chair*, Sarah Craig, Michelle Mullen



EXHIBIT CONTACT
Katherine Liddell



ADMINISTRATIVE ASSISTANT
Joyce Uglov



CONVENTION COORDINATOR
Donna Scheidegger

The Wisconsin State Reading Association
extends its appreciation to all who contributed to the success of this convention.

Contact WSRA via email at wsra@wsra.org or by phone at 262-514-1450



@WSRAliteracy



facebook.com/WSRAread

Cover design by Nate Cate

WSRA 2018 CONVENTION

Dear Colleagues and Friends,



The Wisconsin State Reading Association's annual convention brings educators together each year to learn, reflect, and grow in our educational practices. I use the term practices because it infers action; the actions we take as we make instructional decisions to facilitate student learning. We invest time into building our practices to be responsive to the whole child in front of us. Each child is a unique human being with unique learning needs.

The 2018 WSRA convention theme, *Exploring Literacy and Learning Through the Eyes of the Whole Child*, focuses on the 4 C's, being mindful of the needs of the whole child. As we create a culture of caring, students show their creativity and cognition in a constructivist community as they collaborate in the classroom.

During the convention take advantage of great lineup of presenters as they share their expertise. Take time to reflect on your practices. Re-energize as you head back to your classrooms ready to see the whole child.

Yours in literacy,

Gale Gerharz 2017-2018 WSRA President

Dear Friends,



Each day we live, we live in a new day. The sun rises and falls only to hurry back and start all over again. What then, do we teach our children in each new day? Butterflies taste food by standing on top of it. Giraffes have four stomachs. One's nose and ears never stop growing. Yes, these facts are fascinating yet our children need and deserve so much more.

It is vital that teachers view learning – not achievement or teaching – through the eyes of their students. Children are motivated to learn when certain needs are met; however, some needs take precedence over others. Our most basic needs are physical and psychological, such as food, safety, love, belonging, and esteem. Learning IS more than achievement or teaching; likewise, literacy is more than reading and writing. It is learning that prepares our children for meaningful participation in an increasingly complex global society.

Danish philosopher Søren Kierkegaard wrote:

Instruction begins when you, the teacher, learn from the learner, put yourself in his place so that you may understand . . . what he understands and the way he understands it.

To be a teacher is to be a learner. We might not have control over how children enter our lives but we can surely empower them through compassionate and meaningful learning experiences while they are in our care. The 2018 convention theme of *Exploring Literacy and Learning Through the Eyes of the Whole Child* invites educators to discuss, deconstruct, and share the research and real-world examples of policies and practices within the following 4 Cs and beyond:

- **Culture of Caring** facilitates a climate of belonging through intentional integration of empathy, human touch, and the compassion that teachers and learners both need and desire.
- **Creativity & Cognition** challenges teachers and learners to dig into brain-stimulating activities with imagination, curiosity, and artistic expression.
- **Constructivist Classrooms** encourage teachers and learners to draw from their funds of knowledge, intelligences, and life experiences to engage in purposeful activities and negotiate meaning-making.
- **Collaborative Communities** engage teachers and learners in creative problem solving, innovative thinking, and authentic engagement for vision, hope, and opportunities for change.

As Convention Chair, I choose to close this welcome letter with Lynda, Hospitality Chair. I do so because we collaborated for several years on this project – from the design, theme, entertainment, and inviting specific presenters.

Learning from the learner,

Cindy Cate, 2018 Convention Chair

Lynda Fernholz, Hospitality Chair

SCHEDULE AT A GLANCE

WEDNESDAY, FEBRUARY 7

- 6:00 PM - 9:00 PM Registration/Check-in
6:00 PM - 8:30 PM Wind Down in the Exhibit Hall

THURSDAY, FEBRUARY 8

- 7:00 AM - 4:45 PM Registration/Check-in
7:15 AM - 5:00 PM Exhibit Hall Hours
8:00 AM - 9:30 PM **Keynote by Alfie Kohn**, Ballroom CD 13
9:45 AM - 11:15 PM "TH-A" Sessions 14-21
11:30 AM - 1:00 PM Lunch, Exhibits, & Networking
1:00 PM - 2:30 PM "TH-B" Sessions 21-28
2:45 PM - 4:15 PM "TH-C" Sessions 28-36
5:00 PM - 7:00 PM Barry Lane's Teacher Comedy, Cabaret and WSRA Awards Bash. 9

FRIDAY, FEBRUARY 9

- 7:00 AM - 4:00 PM Registration/Check-in
7:15 AM - 2:30 PM Exhibit Hall Hours
8:00 AM - 9:30 PM **Morning Keynote By Jennifer Serravallo**, Ballroom CD 41
9:45 AM - 11:15 AM "F-A" Sessions 42-49
11:30 AM - 1:00 PM Lunch, Exhibits, & Networking
1:00 PM - 2:00 PM **Afternoon Keynote by David Kirkland**, Ballroom CD 50
2:15 PM - 3:45 PM "F-B" Sessions 51-59

SATURDAY, FEBRUARY 10

- 7:00 AM - 9:00 AM Registration/Check-in
7:45 AM - 8:30 AM Breakfast, Ballroom AB 61
8:30 AM - 9:30 AM **Keynote by Ralph Fletcher**, Ballroom AB. .62
9:45 AM - 10:45 PM "Sat-A" Sessions 63-64
11:00 AM - 12:00 PM "Sat-B" Sessions 65

THURSDAY and FRIDAY only

- 7:00 AM - 8:30 AM Complimentary coffee and tea available near Ballroom CD
7:00 AM - 8:30 AM Wisconsin Center "Coffee Corner" main floor
11:00 AM - 3:00 AM Outtakes Cafe (near Exhibit Hall D) with lunch items, light snacks, and beverages

Book Signings

Times to be announced on the #WSRA18 app.

CHECK-IN AT THE CONVENTION

Check-in to pick up your nametag (and your convention schedule) plus other convention materials at the registration booths, which are located in the main lobby of the Wisconsin Center. Please bring a printed copy of your confirmation email from your online registration. Allow extra time in the morning for check-in.

CHECK-IN HOURS

WEDNESDAY	6:00 PM - 9:00 PM
THURSDAY	7:00 AM - 4:45 PM
FRIDAY	7:00 AM - 4:00 PM
SATURDAY	7:00 AM - 9:00 AM

ALLOW EXTRA TIME FOR REGISTRATION/CHECK-IN

EXHIBIT HALL HOURS

WEDNESDAY	6:00 PM - 8:30 PM
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WIND DOWN IN THE EXHIBIT HALL!

Beat the crowds! Purchase books before the convention begins and enjoy beverages from a cash bar and light snacks. There will be door prizes!

THURSDAY	7:15 AM - 5:00 PM
FRIDAY	7:15 AM - 2:30 PM

WSRA BOOK SALES

WEDNESDAY	6:00 PM - 8:30 PM
THURSDAY	7:15 AM - 5:00 PM
FRIDAY	7:15 AM - 2:30 PM
SATURDAY	7:00 AM - 10:30 AM

WIND DOWN

6:00 PM - 8:30 PM

GENERAL INFORMATION/TABLE OF CONTENTS

MISCELLANEOUS

Wisconsin DPI Standards	4
Culture of Caring	5
Creativity and Cognition	6
Constructivist Classrooms	7
Collaborative Communities	8

Thursday	9
Teacher Comedy, Cabaret, & Awards Bash . .	9
Thursday-At-A-Glance	10

Friday	38
Friday-At-A-Glance	38

Saturday	61
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Wisconsin Center Map	66
Opportunities to Learn	68
Important Dates	68
International Literacy Association	68
Local Council Presidents	69
WSRA Committee Chairs	69
WSRA Membership	67 & 70
Convention Registration Fees	71

SAFETY AND SECURITY

The convention name tag badge must be worn at all times and is used for admission to the Exhibit Hall, sessions, and lunch. Do not leave personal items unattended or to reserve seats for yourself or others. Please make note of Wisconsin Center exits. **SMOKING IS PROHIBITED IN THE WISCONSIN CENTER**

CONSENT FOR USE OF PHOTOS AND/OR VOICE

Attendance at the WSRA programs, events, or public spaces constitutes consent to be photographed and/or video/audio recorded for use in print and/or electronic publicity for WSRA.

LOST AND FOUND

WSRA is not responsible for loss of personal property, however, a lost and found is located at the WSRA Help Desk.

WSRA POLICY

The Wisconsin State Reading Association sponsors conventions and institutes focused on the improvement of literacy instruction. Its institutes are located throughout the state of Wisconsin. WSRA's policy is to conduct its own conventions 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.

The WSRA convention is not cancelled due to weather conditions. Personal cancellation of a convention registration must be received via email to wsra@wsra.org by January 28, 2018 to receive partial credit. A \$70 per day processing fee will be charged for cancellation. Need to transfer a paid registration to someone else who is not yet registered? Please contact Joyce at wsra@wsra.org by February 1, 2018.

WIFI IN THE WISCONSIN CENTER

Free WIFI is available to attendees throughout the Wisconsin Center. Please limit yourself to one device on the WIFI.

CHARGING STATIONS

Charging stations are available on the main floor and in the WSRA Digital Lounge in the Exhibit Hall.

FACILITIES AND AMERICAN DISABILITIES ACT NOTIFICATION

The WSRA convention will be held at the Wisconsin Center at 400 W. Wisconsin Avenue, Milwaukee, WI 53203. Please notify WSRA of ADA or other special requests via the online registration form. Questions? Please call 262-514-1450 or email at wsra@wsra.org

HOTEL ROOM BLOCK AND INFORMATION ABOUT MILWAUKEE

WSRA has a hotel room block with convention rates at both the Hyatt Regency at 333 W Kilbourn Ave, Milwaukee, WI 53203 and the Hilton Milwaukee City Center at 509 W Wisconsin Ave, Milwaukee, WI 53203. Please visit www.wsra.org/housing-for-the-convention For information about entertainment in Milwaukee, please go to www.visitmilwaukee.org.

Preparing Teachers to Improve Children's Learning Wisconsin Standards for Teacher Development and Licensure

Many of the sessions and workshops at the Wisconsin State Reading Association 2016 Convention will assist new and continuing teachers in meeting the Wisconsin Standards for Teacher Development and Licensure under PI 34.

- T1. Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- T2. Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- T3. Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- T4. Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
- T5. Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- T6. Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- T7. Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- T8. Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- T9. Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- T10. Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Wisconsin Standards Administrator Development and Licensure

To receive a license in a school administrator category in Wisconsin, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards.

- A1.** The administrator has an understanding of and demonstrates competence in the *Ten Teacher Standards*.
- A2.** The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- A3.** The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- A4.** The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
- A5.** The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- A6.** The administrator acts with integrity, fairness, and in an ethical manner.
- A7.** The administrator understands, responds to, and interacts with larger political, social, economic, legal, and cultural context that affects schooling.



Culture of Caring



“Our classrooms, and especially our classroom “library corners,” need to be inviting places, where students rarely, if ever, leave without making a selection. Like the displays and reading areas in retail bookstores, the elementary classroom should provide access to a wide range of reading materials, a comfortable place to relax and read, extended periods of time for children to engage in their reading, a teacher who knows about children’s literature and reading processes to support children’s development as readers, and numerous opportunities for students to interact with other readers. As teachers, we should be available, but not imposing. Helpful, but not pushy. To us falls the task of inviting, not coercing, children into the world of reading and literature.”

~ Frank Serafini

www.wsra.org/literacy-resources

Morning	Afternoon
Thurs. Keynote Kohn	Th-B14 McGee
Th-A01 Blackstone	Th-B17 Ogunnaike
Th-A02 Broten et al.	Th-B20 Quill et al.
Th-A03 Comber	Th-B22 Schliesman
Th-A04 Harris Manske	Th-C06 Grafwallner
Th-A07 Jenkins & Novak	Th-C12 Ladson-Billings
Th-A08 Johnston	Th-C13 Mraz
Th-A10 Ladson-Billings	Th-C20 Schliesman
Th-A11 Lane	F- B19 Lehman
Th-A15 Mraz	
Th-A16 Plucker	
Th-A22 Sippert et al.	
F-A02 Biel	
F-A13 Hedrick	
F-A16 Lehman	
F-A21 Serravallo	
F-A24 Magee & Delzer	

Culture of Caring facilitates a climate of belonging through intentional integration of empathy, human touch, and the compassion that teachers and learners both need and desire.



Creativity & Cognition



“We cannot confuse assessment techniques with motivating techniques. Reading for the goal of performing is not motivating for students beyond their desire to earn a good grade on the test and may actually reduce their reading enjoyment and enthusiasm for reading outside of school. After all, how many adults readers would choose to read if they had to take a multiple-choice test for every book they finished? I ask students to show their understanding of the literary elements I have taught them by delving into their own books. I want my students to learn what life readers know: reading is its own reward.” ~ Donalyn Miller

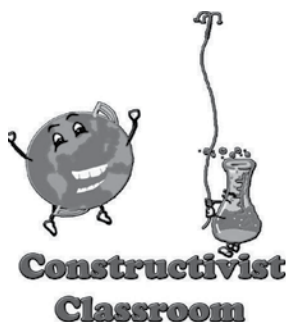
www.wsra.org/literacy-resources

Creativity & Cognition challenges teachers and learners to dig into brain-stimulating activities with imagination, curiosity, and artistic expression.



Morning	Afternoon
Th-A09 Judge	Th-B04 Chopp et al.
Th-A13 McGregor	Th-B11 Hopp & La Valle
Th-A17 Polacco	Th-B15 McGregor
Th-A24 Warncke	Th-B19 Polacco
F-A03 Buchanan	Th-B24 Stotts
F-A08 Daniels	Th-B25 Zitzke & Borden
F-A10 Gantos	Th-C10 Judge
F-A15 Laminack	Th-C14 Nelson et al.
F-A22 Stotts	Th-C15 Olson & Koenig
Sat-B03 Moses	Th-C21 Schmoltdt
	Th-C22 Tallakson & Ensworth
	Th-C26 Wilhelm
	F-B04 Calloway et al.
	F-B05 Children’s Literature Committee
	F-B13 Glover
	F-B18 Laminack
	F-B24 Rowse-Borrelli & Schlie-Reed

Constructivist Classrooms



I have always felt compassion for the teachers in the olden-days, teaching in a one-room schoolhouse with all those different-aged children and their varying needs, a lack of supplies, and a scarcity of books. Any on top of it all, they had to mop the floor at the end of the day! I ask myself, How many of us would have survived those conditions? And while we've certainly come a long way in changing the look of public schooling, the range of children's reading abilities in any one given class today never ceases to amaze me. You can just as easily hear a sixth-grade teacher or a second-grade teacher say, "I have children whose levels range from kindergarten to high school in my class." No matter what range is in your particular classroom, I can guarantee that you will have struggling readers. ~ Peter Johnston

www.wsra.org/literacy-resources

Morning	Afternoon
Th-A06 Janks	Th-B02 Blackstone
Th-A18 Reading & Technology Committee	Th-B05 Compton-Lilly
Th-A19 Richardson	Th-B06 Davis et al.
Th-A20 Schiefelbein & LaVarnway	Th-B07 Dembroski
Th-A25 Wilhelm	Th-B09 CANCELLED
Friday morning keynote Serravallo	Th-B10 Grafwallner
F-A05 Christensen	Th-B12 Katz et al.
F-A06 Cleaveland	Th-B13 Kohn now Th-A26
F-A09 Ellery	Th-B18 Plucker
F-A12 Haase & Blood	Th-C09 Johnston
F-A18 Panel Discussion	Th-C16 Peterson & Mueller
F-A19 Roberts & Roberts	Th-C18 Richardson
F-A23 Wis Historical Society	Th-C23 Tegen
Sat Keynote Fletcher	F-B01 Adams & Schmidt
Sat-A01 Fletcher	F-B06 Christensen
Sat-A03 Moses	F-B07 Cleaveland
Sat-B01 Fletcher	F-B08 Comber
Sat-B04 Serafini	F-B09 Daniels
	F-B10 Ellery
	F-B11 Fiamoncini
	F-B15 Hamilton & Nelson
	F-B16 Janks
	F-B22 Roberts, K.
	F-B23 Roberts, M
	F-B26 Valencia

Constructivist Classrooms

encourage teachers and learners to draw from their funds of knowledge, intelligences, and life experiences to engage in purposeful activities and negotiate meaning-making.



Collaborative Communities



Collaborative Communities

Collaborative work allows learners to receive much more extensive support and feedback than they can ever get from a single teacher who must spread his time among all students. Of course, group work requires training students and carefully designing meaningful, authentic activities—otherwise, the result can be inefficient and shallow. But cooperation works very well when teachers employ the training techniques that have been refined in recent years. And habitual cooperation pays off both in time better used in the classroom and, later on, as a valuable skill in life.

~ Steven Zemelman, Harvey “Smokey” Daniels, and Arthur Hyde

www.wsra.org/literacy-resources

Morning	Afternoon
Th-A12 Logan & Bueno	Th-B03 Bork
Th-A14 Miller	Th-B08 Dougherty & Dorfman
Th-A21 Silha et al.	Th-B21 Research Committee
Th-A23 Schmitz et al.	Th-B23 Schroeder
F-A04 Children’s Literature Committee	Th-C01 Acevedo
F-A07 Compton	Th-C02 Advocacy Committee
F-A11 Gorski	Th-C04 Dugan & Wiegman
F-A20 Sankey et al.	Th-C05 Gamroth et al.
Sat-A04 Serfini	Th-C08 Johnson et al.
Sat-A05 Templeton	Th-C17 Rasmussen
Sat-B02 Kittle	Th-C19 Sahlberg
	Th-C24 TerMaat & Goodwin
	Th-C25 Walter & Bindrich
	F-B03 Bousley & Goodacre
	F-B12 Gantos
	F-B14 Gorski
	F-B16 Miller
	F-B21 Padalino et al.
	F-B25 Sahlberg

Collaborative Communities engage teachers and learners in creative problem solving, innovative thinking, and authentic engagement for vision, hope, and opportunities for change.





On the Third Floor
Teacher Comedy, Cabaret & Awards Bash

Featuring: Barry Lane with Michael Ford & Stuart Stotts

5:00 pm - 6:15 pm

After years of doing stand-up and parody songs as part of his academic presentations, Barry Lane put together a genuine interactive, improvisational, morale-building night club act for teachers. You will sing, dance, watch poignant and funny original short videos, and learn to laugh at yourself and the crazy world around you. You may also begin to realize once again that you have the most important job in the world.

6:15 pm - 7:00 pm

WSRA Awards

Michael Ford, Master of Ceremony

Celebrate Literacy - Individual Award
Celebrate Literacy - Organization Award
Council Recognition
Exemplary Reading Award
Friends of Literacy Honor Roll
Leadership in Literacy Technology Award

Outstanding Administrator Awards
Outstanding Legislator Award
Outstanding Service to WSRA Award
Pat Bricker Memorial Research Awards
President's Award
Student Scholarship Recipients

THURSDAY AT-A-GLANCE MORNING SCHEDULE

THU
FEB
8

Thursday Keynote 8:00 - 9:30	
Thursday A Sessions 9:45 to 11:15	
Th-A01	Blackstone: From the Storied Past to the Fabled Future: Stories From the Classroom, School & Community that Shape our Teaching
Th-A02	Broten et al.: Purposefully Creating a Culture of Literacy at the Middle School Level
Th-A03	Comber: Getting out of Deficit, Again: Creative and Critical Literacies in Place
Th-A04	Harris-Manske: What's New and Some All-Time Favorites in Children's Literature
Th-A05	Hoyt: Conquering Conventions
Th-A06	Janks: Making Language Teaching Meaningful
Th-A07	Jenkins & Novak: We Create a Culture of Caring When We Strengthen Our Equity Muscles: Implicit Bias, Colorblindness, and Micro-messages
Th-A08	Johnston: Language Arts Teaching and the Development of Socio-Emotional Intelligence and Attention
Th-A09	Judge: How to Excite Creative Thinking and Writing Through Revision (Repeats on Thursday at 2:45)
Th-A10	Ladson-Billings: #LiterateLivesMatter: Today's Black Reading, Writing, Speaking, and Listening
Th-A11	Lane: Force Field for Good: Creating a Culture of Kindness Through Song and Story
Th-A12	Logan & Bueno: Transforming Reading Instruction for Bilingual Students with Disabilities
Th-A13	McGregor: Thinking With Pen In Hand: Using Visual Notetaking to Promote Greater Engagement & Deeper Comprehension
Th-A14	Miller: Access to Books: Game Changer for Kids
Th-A15	Mraz: Powerful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day
Th-A16	Plucker: Hot Reads for the Reluctant, Resistant, or Ravenous Reader
Th-A17	Polacco: The Importance of Literacy Through a Child's Eyes
Th-A18	Reading & Technology Committee: Online Resources for the Constructivist Classroom and Personalized Learning in Literacy Instruction
Th-A19	Richardson: Moving Forward with Guided Word Study
Th-A20	Schiefelbein & LaVarnway: Yes, It Can Be Done... No More Sage On The Stage!
Th-A21	Silha et al.: Co-Teaching and Collaboration: Strategies for Literacy Instruction with English Language Learners in Mind
Th-A22	Sippert et al.: Nurturing Growth Mindset in Primary Classrooms
Th-A23	Schmitz et al.: Breakin' Barriers: Lovin' Learning (Secrets to Student Literacy Growth)
Th-A24	Warncke: Show, Don't Tell: Unlocking the Creative Writer's Mind
Th-A25	Wilhelm: Diving Deep Into Nonfiction

Lunch, Exhibits, & Networking

11:30 AM to 1:00 PM

Lunch is in the
Exhibit Hall D
on the Third Floor

Sandbox Conversations

If interested, enter your name
when registering online
for a drawing to have
lunch with a presenter.



Exhibit Hall News

Be sure to enter your name for the
door prize drawings in Exhibit Hall C.

A special door prize drawing
will be held from 4:30 to 4:45 on Thursday.
You must be present in order to win.

THURSDAY AT-A-GLANCE AFTERNOON SCHEDULE

Thursday B Sessions 1:00 to 2:30		Thursday C Sessions 2:45 to 4:15	
Th-B01	Akhavan: Literacy Tasks Students Do (and Not You!): Foundational Activities that Build Independent Readers and Writers	Th-C01	Acevedo: Creating an Essential Literary Culture in Your School by Appealing to Your Students' Interests
Th-B02	Blackstone: Restoring: A Storytelling Technique for Professional Development	Th-C02	Advocacy Committee: Rise Up! Collecting Our Voices to Influence Practice, Pedagogy, Policies, and Politics
Th-B03	Bork: Educational Sustainability Literacy	Th-C03	Akhavan: Work It! Wonderful Challenges All Your Learners Need
Th-B04	Chopp et al.: Using Student "I Cans" to Map Meaningful Curriculum	Th-C04	Dugan & Wiegman: Book Clubs - Not Just for Your Grandma
Th-B05	Compton-Lilly & Haase: Implementing Retrospective Miscue Analysis: Challenges and Possibilities	Th-C05	Gamroth et al.: Literacy for the Whole Child: Collaborative Literacy Coaching
Th-B06	Davis et al.: Opening the World of Possibilities for Early Literacy Learners	Th-C06	Grafwallner: How to F.R.A.M.E. (Focus, Reach, Achieve, Model, Encourage) the First 10 Minutes of Your Class
Th-B07	Dembroski: Fake News, Media Literacy, and Critical Consuming	Th-C07	Hoyt: Wild About Words: Elevating Language and Vocabulary
Th-B08	Dougherty & Dorfman: Everyone's a Teacher in a Writing Community	Th-C08	Johnson et al.: Looking Through Multiple Lenses To Empower our Teachers and Learners
Th-B09	cancelled	Th-C09	Johnston: Assessment, Teaching, and Children's Literate Learning
Th-B10	Grafwallner: AMPe It UP! How to Embed Authentic Writing in Art, Music and Physical Education without Giving Up the Class Objectives!	Th-C10	Judge: How to Excite Creative Thinking and Writing Through Revision (Repeated from Thursday at 9:45)
Th-B11	Hopp & La Valle: Analyzing the Arts: Going Beyond Text	Th-C11	Kaye: Hand in Hand: Writing as a Resource for Reading
Th-B12	Katz et al.: Equipping Students for Disciplinary Literacy Success Through Reading Apprenticeship Across the Disciplines	Th-C12	Ladson-Billings: #LiterateLivesMatter: Today's Black Reading, Writing, Speaking, and Listening (Repeated from Thursday at 9:45)
Th-A26	Kohn: Teaching Children to Care Now Th-A26	Th-C13	Mraz: A Mindset for Learning: Teaching Strategies for Joyful, Independent Growth
Th-B14	McGee: Appreciative Feedback: Words and Ways to Reclaim Our Voices and Empower ALL Student Writers	Th-C14	Nelson et al.: Close Reading: What Does The Text Inspire Me To Do?
Th-B15	McGregor: Everyday Visual Literacy: Viewing, Noticing, and Thinking with Images	Th-C15	Olson & Koenig: Experiential Learning for Adolescent Literacy
Th-B16	Miller: Books for a Better World	Th-C16	Peterson & Mueller: "Rigor does not mean MORE," Cried the Bluebirds
Th-B17	Ogunnaike: Cultivating a Knowledge of Culture and Compassion in Early Literacy	Th-C17	Rasmussen: Socratic Seminars: Collaborative Thinking for ALL Students
Th-B18	Plucker: Unleashing Student Writing through Workless Picture Books	Th-C18	Richardson: Zooming in on Comprehension During Guided Reading
Th-B19	Polacco: Fireside Chat: A Follow Up Conversation: The Importance of Literacy Through a Child's Eyes	Th-C19	Sahlberg: How to Make American Schools Great Again: Lessons From Home and Abroad
Th-B20	Quill et al.: Summer Bookmobile: Turning A Dream Into A Reality	Th-C20	Schliesman: CCBC: Great New Books for Elementary Classrooms
Th-B21	Research Committee: We have \$\$\$...and We Want to Share!	Th-C21	Schmoldt: Investigating Fractured Fairy Tales
Th-B22	Schliesman: CCBC: Great New Books for 6-12 Classrooms	Th-C22	Tallakson & Ensworth: Engaging and Creative Literacy Connections using Arts Integration in a Constructivist Classroom Environment
Th-B23	Schroeder: Looking Beyond the Classroom: Creating Collaborative Communities	Th-C23	Tegen: Personalized Literacy: Enhancing Literacy
Th-B24	Stotts: Close the Book and Tell: How Oral Narrative Develops Comprehension, Character, and Community	Th-C24	TerMaat & Goodwin: CoBLABoration to Collaboration
Th-B25	Zitzke & Borden: Hands On! Minds On! Using Arts and Content Integration in Literacy	Th-C25	Walter & Bindrich: WSRA 2018 Writing Marathon: Rediscovering Personal Writing Through Childlike Eyes
		Th-C26	Wilhelm: Action Strategies for Readers and Writers

8:00 AM - 4:15 PM

Thursday, February 8, 2018

THURSDAY SCHEDULE

7:00 AM - 4:45 PM	Registration/Check-in
7:15 AM - 5:00 PM	Exhibit Hall Open
8:00 AM - 9:30 AM	Keynote by Alfie Kohn
9:45 AM - 11:15 AM	"TH-A" Sessions
11:30 AM - 1:00 PM	Lunch, Exhibits, & Networking
1:00 PM - 2:30 PM	"TH-B" Sessions
2:45 PM - 4:15 PM	"TH-C" Sessions
5:00 PM - 7:00 PM	Barry Lane's Teacher Comedy, Cabaret, and WSRA Awards Bash



THURSDAY LUNCH

Exhibit Hall - Third Floor

11:30 AM - 1:00 PM

SALAD

Field Greens with Grape Tomatoes, Red Onion,
and Cucumbers
with Aged Balsamic Vinaigrette

MAIN ENTREE

Oven Roasted Turkey Breast with Sage Stuffing
Garlic Mashed Potatoes
Door County Cherry Sauce

VEGETARIAN ENTREE OPTION

Pumpkin and Butternut Squash Ravioli

DESSERT

Black and White Mousse Cake Topped
with a Layer of Ganache

BEVERAGE CHOICES

Milk, Coffee, or Ice Tea

THURSDAY KEYNOTE

*Ballroom CD**Opening Remarks***Tony Evers**

Wisconsin State Superintendent of Public Instruction

Begin your learning with greetings and opening remarks from WSRA Board of Directors members and State Superintendent, Tony Evers.

Keynote Presentation



Wisconsin State Reading Association presents

Alfie Kohn***How to Destroy Children's Interest in Reading***

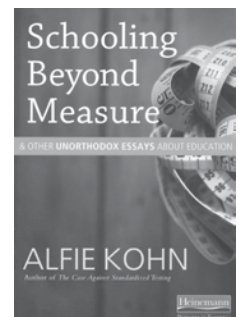
Author of books on education, parenting, and human behavior, including: *The Schools Our Children Deserve*, *Unconditional Parenting*, *The Homework Myth*, *The Myth of the Spoiled Child*, and most recently, *Schooling Beyond Measure*. He has written for leading education periodicals and appeared twice on Oprah. *Time* magazine described him as "perhaps the country's most outspoken critic of education's fixation on grades [and] test scores." Kohn works with educators and parents across the country.

WI Standards: T1, T4, A2, A3

Strands: Culture of Caring, Policy, Engagement

Audience: All

Presentation: No one wants kids to regard reading as a chore. Yet many traditional classroom strategies and school policies have exactly that effect, which means hard questions must be asked about widespread practices. Kohn will invite attendees to consider the unintended consequences of developing what he calls a 'fonix fetish' of requiring students to read for a certain length of time or write book reports, of focusing disproportionately on data, of offering rewards for reading, or of creating a doing to - as opposed to working with classroom. Conversely, Kohn will argue, excitement about reading tends to follow when students play a more active role in decision-making.



9:45 AM - 11:15 AM

TH-A01

Wisconsin State Reading Association presents

From the Storied Past to the Fabled Future: Stories From the Classroom, School, and Community that Shape our Teaching



PHYLLIS BLACKSTONE: Retired from a 43 year career in education with an emphasis in literacy and language. Blackstone currently shares her stories with a variety of audiences from children to seniors and from classrooms to community centers. She encourages educators to use their own experiences to help each other become

better professionals. Blackstone's stories will warm your heart, make you laugh, and help to approach teaching in a new way.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A1

Strands: Culture of Caring; Reading, Writing, Speaking, and Listening

Audience: All

Presentation: The Anatomy of Coaching: Follow my personal experience with Lucy, an elderly resident of a retirement home, who helped me understand what the term "coaching" means, professionally, personally, emotionally, physically and socially. The Phonics Game: A poignant story of a child who continuously tried to hear those phonic sounds but she just couldn't get them. Did she ever learn to read? Is phonics necessary to literacy acquisition? A First Grader: Listen to Buddy, a first-grader, who is confused about why his teacher does not treat him well when he knows he is doing his best work. Unknowingly, Buddy is a pawn in a failed relationship between a teacher and a parent.

TH-A02

Purposefully Creating a Culture of Literacy at the Middle School Level

ADAM BROTEN: Director of Teaching and Learning, School District of North Fond du Lac

THERESA GALLIGAN-AMUNDSON: Middle School Social Studies Teacher, School District of North Fond du Lac

ADAM MICKE: Middle School English Language Arts Teacher, School District of North Fond du Lac

JULIE SKAER: Middle School English Language Arts Teacher, School District of North Fond du Lac

WI Standards: T1, T4, A2, A3

Strands: Collaborative Communities, Content Area Reading

Audience: 6-12 Teacher, Special Education Teacher,

Principal/Administrator, Curriculum Director

Presentation: View a showcase of a successful plan for embedding literacy instruction at the middle and high school levels. See how using the same philosophy that makes Positive Behavioral Interventions and Supports a successful tool for impacting adult and students behaviors can be brought into the academic side of education. Learn how one Wisconsin middle school with a high poverty rate (>55%) and a history of low achievement, implemented a 3-5 year plan for impacting literacy. The School District of North Fond du Lac's Bessie Allen Middle School is now one of the top schools in the state (with a 50% + poverty rate) based on state-identified achievement and growth measures. Presenters will highlight how to purposefully braid reading and writing into all content areas through the use of common language, common assessments, and priority learning.

TH-A03

Wisconsin State Reading Association presents

Getting out of Deficit, Again: Creative and Critical Literacies in Place



BARBARA COMBER: Researcher at the University of South Australia where Comber's work focuses on literacy development, teaching and socioeconomic disadvantage, and how early career teachers understand and attempt to enact quality teaching in schools located in low socioeconomic status areas. Her most recent

book *Literacy, Place, and Pedagogies of Possibility* has been called a 'gift to the field of literacy education' where she provides a vision of hope for children often denied pedagogies of possibility.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A1

Strands: Culture of Caring, Equity

Audience: All

Presentation: Explores relationships between literacy, pedagogy, and geography. A case study of one child growing up and attending school in a location with intergenerational unemployment is discussed as an example of the risks associated with literacy policy and pedagogy in an era of global educational reform. The effects of the enduring nature of poverty in particular places are noted and the associated risks of fickle literacies are considered. In contrast, Comber will then show that despite discourses of standardization, teachers can still educate culturally diverse young people in ways that help them to negotiate and imagine positive and productive ways of learning together and assembling literate identities. Possibilities for working against deficit views of young people are explored through three classroom examples of place-conscious pedagogies where teacher/researchers position young people as critically literate cosmopolitan citizens. How can we build and spread enabling approaches beyond the local?

TH-A04

What's New and Some All-Time Favorites in Children's Literature

MARY LOU HARRIS-MANSKE: Retired Adjunct Instructor University of Wisconsin-Stevens Point, Retired Reading Coordinator Stevens Point Schools

WI Standards: T1, T2, T3, T4, T6, T7, A1, A3

Strands: Culture of Caring, Books

Audience: All

Presentation: These books teach, touch the heart, and tickle the funny bone. Attendees will be introduced to a vast array of books that enhance the curriculum and support content areas. Books for read alouds, interactive read alouds, mentor texts, as well as books to spur independent reading will be shared. These sure-fire books will spark interest and deepen students' engagement.

TH-A05

Wisconsin State Reading Association presents

Conquering Conventions



LINDA HOYT: Author, classroom teacher, reading specialist, curriculum developer, staff developer, and Title I District Coordinator. Hoyt's passion centers around vigorous and engaging classrooms where teachers and children learn together. This passion for vigorous and engaged learning has led her to create thirty professional books plus video programs and a variety of

instructional resources for children.

WI Standards: T1, T2, T3, A1

Strands: Constructivist Classroom, Writing

Audience: All

Presentation: Conventions and mechanics do not have to be boring! The trick is to recast conventions as tools for lifting writing quality, rather than seeing them as rote-level functions of correctness. With meaning as the focus, conventions take on new life as writers utilize introductory elements followed by a comma, or insert onomatopoeia words combined with exclamation marks to bring life and voice to writing. When teachers use fabulous literary selections as mentors in combination with modeled writing that explicitly demonstrates how conventions can be used as craft elements, students write with increased power and communicative competence.

TH-A06

Wisconsin State Reading Association presents

Making Language Teaching Meaningful



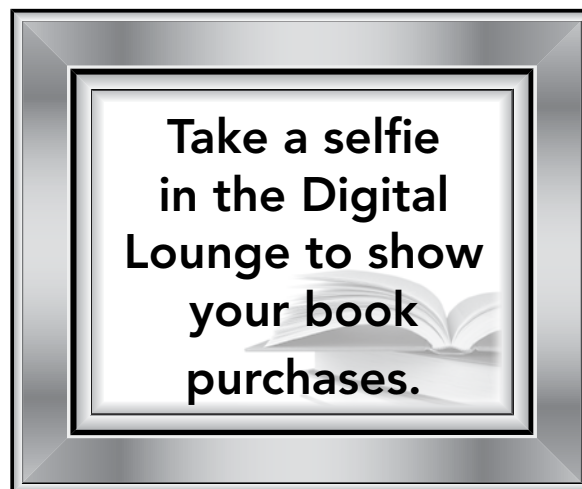
HILARY JANKS: Fellow with post retirement special responsibilities for research in Early Childhood Education. Janks is a retired professor at the University of Witwatersand School of Education, Division of Languages, Literacies, and Literature in Johannesburg, South Africa.

WI Standards: T1, T4, T7

Strands: Constructivist Classroom, Language

Audience: 4K-8 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Curriculum Director, Pre-service Teacher

Presentation: Obtain the tools needed to explore how language serves as a semiotic resource, which is a resource for making and understanding meaning. Grammar is seen as a set of tools for critical literacy in relation to both reading and writing. Learn how to teach grammar in relation to meaning, rather than as an abstract system or sets of rules. 'Sticks and stones may break our bones, but words can never harm us', is simply not true. We need to help students understand that language is powerful and it has the potential to build or destroy the social fabric. In an age of alternative truths, it is particularly important for students to know how to read critically and how to write in ways that respect both truth and social justice for all.



Get Your Frame On!

TH-A07

Wisconsin State Reading Association presents

We Create a Culture of Caring When We Strengthen Our Equity Muscles: Implicit Bias, Colorblindness, and Micro-Messages



COURTNEY JENKINS: As a Wisconsin DPI Consultant, Jenkins has worked to eliminate institutional barriers to the success of underserved students. She has worked at the district, state, and national levels on access, equity, and diversity in education, with a focus on improving outcomes for students with IEPs and students of color.

Jenkins focuses on justice in education in honor of her mother, who grew up white in the segregated south, and her daughters, to whom she wants to leave a fairer world.



BARB NOVAK: One of two literacy consultants at the Wisconsin Department of Public Instruction (DPI) where she works collaboratively around standards, instruction, and assessment of reading, writing, speaking, listening, and language.

Novak is a proud believer in and product of Wisconsin's public schools. She attended public schools from 5K through graduate programs. Before beginning her employment at DPI in 2012, Barb served for ten years as a classroom teacher, interventionist, and literacy coach in public schools in Chilton, Oshkosh, and Menasha. She is WSRA's 2017-2018 Past President.

WI Standards: T5, T6, T9, A3, A5, A6, A7

Strands: Culture of Caring, Equity

Audience: All

Presentation: This is a session for educators with a beginning or intermediate understanding of how implicit bias, colorblindness, and micro-messages create barriers to a culture of caring in classrooms. In this interactive session, we will apply the latest research regarding these three topics to our personal and professional lives with the goal of strengthening our equity muscles. Leave with a greater fluency in equity and with resources, tools, and next steps in our commitment to ending disparities based on race, gender (including gender identity), ability, class, and sexual orientation.

TH-A08

Wisconsin State Reading Association presents

Language Arts Teaching and the Development of Socio-Emotional Intelligence and Attention



PETER JOHNSTON: Professor Emeritus at the State University of New York at Albany. His current research explores links among classroom talk, reading engagement, and children's social/emotional and literate development. He is the author of the award-winning books, *Choice Words* and *Opening*

Minds. Johnston chaired the ILA/NCTE committee, which produced the Standards for the Assessment of Reading and Writing, and is a member of the Reading Hall of Fame.

WI Standards: T2, T3, T4, T9, A2, A3

Strands: Culture of Caring

Audience: K- 8 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, Special Education Teacher, Principal/Administrator

Presentation: Children's social and emotional development is often treated as separate from academic development. In this session, Johnston will show how socio-emotional development falls squarely under the language arts curriculum. Fortunately, recognizing this makes teaching language arts and socio-emotional development more efficient (and easier). Explore the ways in which children's focus and attention span are influenced by instructional decisions

TH-A09

Wisconsin State Reading Association presents

How to Excite Creative Thinking and Writing Through Revision (Repeats on Thursday at 2:45)



LITA JUDGE: Award-winning author and illustrator of 22 fiction and nonfiction books including *Mary's Monster*, a young adult novel about the creation of Frankenstein. Her picture books include *Born in the Wild*, *Red Sled*, *Hoot and Peep*, and *One Thousand Tracings*, winner of the International Literacy Association Award and

an American Library Association Notable Book. Her book, *Flight School*, was adapted into an Off-Broadway musical, which is currently running in New York and China.

WI Standards: T1, T2, T3, T4

Strands: Creativity and Cognition, Writing

Audience: K-12 Teacher

Presentation: Revision is a messy process that can leave students feeling demotivated, vulnerable, and flooded by a fear of failure. But with innovative handling it can be an opportunity for students to embolden their voices by exploring creative thinking, clarity, and expression. Judge will discuss a variety of strategies and different forms of revision feedback and practices geared toward all grade levels. Gain insights on how to excite students to take on creative risks without demotivating them. Participants will come away with new strategies to teach this crucial step in creative writing.

TH-A10

Wisconsin State Reading Association presents

#LiterateLivesMatter: Today's Black Reading, Writing, Speaking, and Listening (Repeats on Thursday at 2:45)



GLORIA LADSON-BILLINGS: Kellner Family Distinguished Professor in Urban Education in the Department of Curriculum & Instruction, Faculty Affiliate in the Departments of Educational Policy Studies, and Educational Leadership & Policy Analysis and Afro-American Studies at the University of Wisconsin-Madison. She is currently President Elect of the NEA.

WI Standards: T1, T2, T3, T4, T6, T10

Strands: Culture of Caring, Equity

Audience: 4K-12 Teacher, Reading Teacher, Literacy Coach

Presentation: Literacy for African Americans has never been merely about skill development and text comprehension. Its primary purposes and foci have been liberation, empowerment, and self-determination. From slave narratives to contemporary liberation movements assisted by social media, African Americans have deployed literacy strategically to as Paulo Freire says, 'to read the word and the world'. Draw on the author's family and personal history along with her research career to illustrate that literate lives matter!

TH-A11

Wisconsin State Reading Association presents

Force Field for Good: Creating a Culture of Kindness Through Song and Story



BARRY LANE: A writer, singer, and speaker who has dedicated his life to making teaching more fun and joyful. His books include: *After THE END*, *51 Wacky We-search Reports*, *Why We Must Run with Scissors*, *Discovering the Writer Within*, and *Force Field for Good*.

WI Standards: T1, T2, T3, T4, T6, T10

Strands: Culture of Caring, School Improvement

Audience: All

Presentation: Creating a culture of kindness requires more than memorizing an acronym or making a set of class rules. True kindness is a battle that we fight each day, a battle to know our higher self, regulate our behavior, and act with kindness and humanity in any given situation. Through original songs, stories, and literacy lessons create a culture of kindness at your school.

TH-A12

Transforming Reading Instruction for Bilingual Students with Disabilities

NIKKI LOGAN: Assistant Professor of Special Education, University of Wisconsin-Stevens Point

SYDNEY BUENO: Assistant Professor of Special Education, University of Wisconsin-Stevens Point

WI Standards: T2, T3, T7

Strands: Collaborative Communities, Strategies

Audience: K-6 Teacher, Reading Teacher, ELL Teacher, Special Education Teacher

Presentation: Review research-based instructional strategies for providing reading instruction to bilingual students with disabilities. It also describes a research project (a case study analysis using field observations, interviews, and school/district document analysis) conducted to answer the question, *How do teachers structure reading instruction for bilingual students with disabilities in urban elementary settings?* Learn a unique mixture of strategies, factors, and theories found to influence instruction for bilingual students with disabilities, and their effects on students and educators.

TH-A13

Wisconsin State Reading Association presents

Thinking With Pen In Hand: Using Visual Notetaking to Promote Greater Engagement & Deeper Comprehension.



TANNY MCGREGOR: A former elementary school teacher, McGregor has served as a literacy coach, gifted intervention specialist, and preK-12 staff developer. Her workshops are known for their creative and engaging style. She is the author of *Comprehension Connections: Bridges to Strategic Reading*

and *Genre Connections: Lessons to Launch Literary and Nonfiction Texts*. McGregor is currently working on a new book about visual notetaking.

WI Standards: T2, T3, T4, T7

Strands: Creativity and Cognition

Audience: All

Presentation: Students deserve to express themselves in a multitude of ways. Visual notetaking, or sketchnoting, is a versatile thinking tool that provides choice, boosts engagement, and invites deeper comprehension. Explore the research and get practical. Learn how to get started as a "Sketchnoter", how to launch this practice with students, and see how teachers across grade levels have welcomed sketchnoting into their instructional repertoire...all with pen or stylus in hand.

Th-A14

Wisconsin State Reading Association presents

Access to Books: Game Changer for Kids



DONALYN MILLER: In her popular book, *The Book Whisperer*, Miller reflects on her journey to become a reading teacher and describes how she motivated her middle school students to read 40 or more books a year. In her latest book, *Reading in the Wild*, Miller collects responses from 900 adult readers and uses this information to teach

lifelong reading habits to her students. Her articles about teaching and reading have appeared in publications such as *Education Week Teacher*, *The Reading Teacher*, *Educational Leadership*, and *The Washington Post*.

WI Standards: T1, T4, T6, T7, T9, T10, A1, A3

Strands: Collaborative Communities, Books

Audience: 4K-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach

Presentation: Children with meaningful access to books achieve at higher levels and experience greater engagement with reading. Examine the current research on book access in schools, libraries, and homes; discuss intellectual and cultural access concerns like diversity and leveling; and explore resources and strategies for developing and sustaining high-quality classroom library collections that support students' reading lives.

TH-A15

Wisconsin State Reading Association presents

Powerful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day



KRISTI MRAZ: Currently a kindergarten teacher in New York City. Her teaching experiences center on the lives and passions of young learners, sharing practices with educators that support a growth mindset and play-based learning. Mraz is the co-author of: *Smarter Charts and Smarter Charts for Math, Science, and Social Studies*; *A Mindset for Learning: Teaching the Traits*

of *Joyful, Independent Growth*; and *Purposeful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day*. Mraz works with teachers on developing responsive and reflective curricula.

WI Standards: T1, T4, T6, T7, T9, T10, A1, A3

Strands: Culture of Caring, Engagement

Audience: K-8 Teacher, Reading Teacher, Administrator/Principal, Curriculum Director

Presentation: Too often play is set in direct opposition to work, when in reality, play is the engine of learning for children. Reclaim a playful and joyful spirit by teaching the myriad of ways play can be used to facilitate social emotional and academic growth. Mraz will outline the ways that play can be infused within a day, as well as the

instructional strategies to utilize to support children's learning. Learn how strategies like focused lessons, conferring, small group play, and whole class conversations can build literacy skills, STEM skills, and critical social emotional skills. Charts and tools will be shared alongside lessons that can be used in classrooms. See demonstrations and photographs of how a playful spirit can extend to any teaching by utilizing student interests, props, videos, and joy

TH-A16

Hot Reads for the Reluctant, Resistant, or Ravenous Reader

JENNIFER MCCARTY PLUCKER: Consultant, Past President, Minnesota Reading Council

Standards: T1, T2

Strands: Culture of Caring, Books

Audience: 6-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher

Presentation: Are you looking for the best new books to add to your classroom library? Are you struggling to keep up on all that is published each year? Are you hungry for new ideas to 'sell books' to your students? Come experience a fast-paced, fun and energetic book talk of some of the hottest reads for both your reluctant and ravenous readers and everyone in between. Participants will learn how to engage their students in a book flood by participating in a multitude of ways in which books can be sold to their potential readers including, but not limited to: book trailers, picture walk, first lines, attention grabbing excerpt, or judge-it-by-its cover. Participants will have an opportunity to share their best selling techniques as well.

TH-A17

Wisconsin State Reading Association presents

The Importance of Literacy Through a Child's Eyes



PATRICIA POLACCO: Visiting schools all over the United States and Canada, Polacco shares her message of tolerance, acceptance, diversity, love and respect of all ages, while entertaining them with her lively personal stories. Polacco has authored over 100 books and stories as well as adding the stunning visual artistry to her books. Thank

You, Mr. Falker, Pink and Say, and Thundercake are some of her most loved books for children. Her newest book, *Remembering Vera* is due to be published in October of 2017. For generations, Polacco has inspired us with her stories and artwork.

WI Standards: All

Strands: Creativity and Cognition, Inspirational

Audience: All

Presentation: Polacco will share her family history and the book, *The Keeping Quilt*. Learn about her multi-cultural background, learning disabilities, and how she was saved by her teachers through the importance of hearing literature read aloud and ultimately reading it on her own.

TH-A18

Wisconsin State Reading Association and WSRA's Reading & Technology Committee present

Online Resources for the Constructivist Classroom and Personalized Learning in Literacy Instruction

KEITH SCHROEDER: Chair, WSRA Reading and Technology Committee; Quality Assurance Specialist: Personalized Learning, Library and Community Education Coordinator, School District of Marinette

WI Standards: T3, T5, T8, A4

Strands: Constructivist Classrooms, Personalized Learning

Audience: All

Presentation: Personalized learning and constructivist classrooms pose some unique situations where varied resources and technology can help make the teacher's life much easier. Get involved in all aspects of working with a non-traditional approach to student learning, from portfolios, tools for assessing student learning, and resources to extend the literacy learning.

TH-A19

Scholastic presents

Moving Forward with Guided Word Study



JAN RICHARDSON: A leading expert in guided reading, former teacher, Reading Specialist, Reading Recovery® Teacher Leader, and staff development designer. Richardson is currently an education consultant, providing schools across the United States and Canada with customized workshops and classroom demonstrations.

Her most recent publication includes the *Next Step* collection. She also worked with Michele Dufresne to develop *Literacy Footprints: A Complete System for Supporting Guided Reading*.

WI Standards: T1, T2, T3, T4, T7

STRANDS: Constructivist Classroom, Reading

AUDIENCE: K-3 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator

PRESENTATION: Strengthen your guided reading lessons by including short, developmentally-appropriate word study activities that improve phonemic awareness, phonics, and spelling. Presentation includes video clips of guided word study activities with emergent, early, and transitional readers.

TH-A20

Yes, It Can Be Done... No More Sage On The Stage!

MAUREEN SCHIEFELBEIN: District Reading Specialist and Literacy Coach, Beecher-Dunbar-Pembine School District

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A1, A2, A3

Strands: Constructivist Classrooms, Content Area Reading

Audience: 6-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Presenters will share their journey for transforming a traditional ninth grade biology classroom to a classroom where the cognitive load is shared with the students. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in the process of knowledge construction as opposed to passively receiving information. This highly interactive session will demonstrate what is possible when teachers use the Gradual Release of Responsibility framework along with content, language, and social goals to drive daily instruction using a workshop format. Learn about an environment where high school students are use logs, have structured academic conversations, and where the teacher functions more as a facilitator. Artifacts, resources, sample lesson plans, specific examples, and videos will be a major focus.

TH-A21

Co-Teaching and Collaboration: Strategies for Literacy Instruction with English Language Learners in Mind

AMY SILHA: K-6 English Language Learners Teacher, Appleton Area School District

GRETCHEN LETTAU: Grades 6-12 English Language Learning, Bilingual Diversity Coordinator, and Social Studies Coordinator, Menasha Joint School District

ELIZABETH ALDERTON: Literacy and Language Department Faculty College of Education and Human Services Assistant Dean, University of Wisconsin-Oshkosh

KELLY PEEBLES: Sixth Grade Teacher, Appleton Area School District

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10

Strands: Collaborative Communities, Co-Teaching

Audience: All

Presentation: Gain insights into the world of collaboration and co-teaching literacy in the regular education classroom with clusters of English Language Learners (ELL). We will discuss the various models of co-teaching and examine key concepts in teacher collaboration and how these benefit all students in the classroom with a focus on ELL. We will showcase student successes from classrooms using this framework. Participants will practice using co-teaching models along with various ELL methods and take away practical strategies to implement in the classroom and heighten student success.

TH-A22

Nurturing Growth Mindset in Primary Classrooms

AMY SIPPET: Chair, WSRA Families & Literacy Committee; First Grade Teacher, Oshkosh Area School District

SARAH POQUETTE: Principal, Oshkosh Area School District

JULIE ANDERSON: Kindergarten Teacher, Oshkosh Area School District

WI Standards: T2, T3, A3, A5

Strands: Culture of Caring, Growth Mindset

Audience: 4K-6 Teacher, Special Education Teacher, Principal/Administrator

Presentation: Focus on our journey of creating a collaborative learning community. Discuss the implementation of a book study, *A Mindset for Learning* by Mraz and Hertz, and how the support pieces created foundation for growth mindset beginning with our school's youngest learners and families. Learn how we embedded read alouds and mindset lessons within the structure of our existing reading workshop, utilizing the gradual release of responsibility, continuously reflecting on the purpose, relevance, and authenticity of this work. Participants will leave with a framework of the book study, a recommended book list and a lesson example.

TH-A23

Breakin' Barriers: Lovin' Learning (Secrets to Student Literacy Growth)

KELLIE SCHMITZ: Literacy Specialist, School District of La Crosse

DANI HARTMAN: Eighth Grade English Language Arts Teacher, School District of La Crosse

SHAUNDEL SPIVEY: Cultural Liaison, School District of La Crosse

NAOHOUA (TONY) LANG: Cultural Liaison, School District of La Crosse

WI Standards: T1, T2, T3, T4, T5, T7, T10, A2, A3

Strands: Collaborative Communities, School Improvement

Audience: 6-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Growth in literacy can be a challenge, but effective educators use creativity, collaboration, and community resources to tap into the needs of their students. Learn about how a high-poverty school with a diverse population of students makes literacy growth through cultural community connections, Universal Design for Learning (UDL) units, diverse texts, and the importance of teacher credibility. Data-informed decisions help steer instruction within a flexible model that encourages students to investigate their world and view events/issues from different perspectives resulting in student engagement as well as academic growth. Attendees will leave with a framework for a unit that is designed using UDL, book choices, standard-based lesson plans, and student activities. Community Cultural Liaisons will also discuss and share ways to be effective with diverse students. Come prepared to participate in the activities, discussions, and movement.

TH-A24

Show, Don't TELL: Unlocking the Creative Writer's Mind

KATHERINE WARNCKE: English Language Learner Teacher, School District of North Fond du Lac

WI Standards: T1, T6, T7

Strands: Creativity and Cognition, Writing

Audience: 3-8 Teacher, Literacy Coach, ELL Teacher, Curriculum Director

Presentation: When your students learn the art of sensory details but aren't transferring the skill into their own writing, then it's time to talk Show, Don't TELL. Let middle grade author KW Penndorf (ELL teacher, Katherine Warncke) lead you on a three-part journey for getting students to master the art of writing creatively through the use of imagery (what they envision in their mind), sensory details (engaging their readers), and the removal of the "white box" (adding depth to the world of their story). Hone the same craft as published authors while returning to your district with activities for you class, pacing tips for your lessons, and keys to unlocking the creative writer's mind in your students.

TH-A25

Sponsored by Corwin Literacy

Diving Deep Into Nonfiction



JEFFREY WILHELM: Distinguished Professor of English Education at Boise State University in Boise, Idaho. Wilhelm's is particularly devoted to assisting students who are considered to be reluctant, struggling, or at-risk. His research agenda is organized around creating supportive inquiry-oriented contexts for developing

and performing literacy, literate behaviors, and literate identities. Wilhelm's research demonstrates how inquiry environments are powerful contexts for learning literacy and achieving deep understanding.

WI Standards: T2, T3, T4, T7, T8

Strands: Constructivist Classroom, Reading, Writing

Audience: 3-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Curriculum Director, Pre-service Teacher

Presentation: This exciting and interactive workshop will explore how to deeply motivate and assist students to more expertly read nonfiction texts of all kinds! Using Peter Rabinowitz's notion of "readers rules of notice" empowers students to notice the topics of nonfiction reading, the key details, text structure, and then to interpret how these textual codes work together to create meaning and effect. Wilhelm will model and use teaching techniques like using visual texts as models, thinking aloud, and practice in miniature to infer and read for main idea and then to write for an audience.

1:00 PM - 2:30 PM

TH-B01

Sponsored by Corwin Literacy

Literacy Tasks Students Do (and Not You!): Foundational Activities that Build Independent Readers and Writers (Repeats on Friday at 9:45)



NANCY AKHAVAN: A literacy consultant, author, and speaker, Akhavan taught reading and writing in California at a variety of grade levels, and is an Assistant Professor at Fresno State. Akhavan is an author of eight books including *The Nonfiction Now Lesson Bank*. Her newest book will be out in early spring 2018. Akhavan works to help

teachers, schools, and districts develop curriculum and implement effective and purposeful learning and teaching practices.

WI Standards: T1, T3, T4, T6, T7

Strands: Constructivist Classroom

Audience: K-8 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Trying something new is like taking a leap of faith. Receive tips and ideas to develop confidence in using new strategies that will strengthen your classroom management and lesson implementation. Participants will receive five literacy tasks they can immediately implement in their classroom.

Watch for app alerts about times and places for book signings.

Use the app to increase your leaderboard status on the app.



TH-B02

Wisconsin State Reading Association presents

Restorying: A Storytelling Technique for Professional Development



PHYLLIS BLACKSTONE: Retired from a 43 year career in education with an emphasis in literacy and language. From first graders to graduate students, storytelling is her preferred teaching tool. Phyllis currently shares her stories with a variety of audiences from children to seniors and from classrooms to community centers.

She encourages educators to use their own experiences to help each other become better professionals. Blackstone's stories will warm your heart, make you laugh, and help to approach teaching in a new way.

WI Standards: T9, T10

Strands: Constructivist Classrooms

Audience: 6-12 Teachers

Presentation: The Toxic Teacher's Room: The dedicated middle school teacher was almost afraid to frequent the teachers' room during breaks and lunch. The veteran teachers were so negative and critical of the students and other teachers! How did this teacher cope? **RESTORYING:** A Technique for Professional Development. Using the concept of restorying from the research on narrative inquiry, teachers will learn a way to share their classroom experiences with other teachers and capture insights from their colleagues' perspectives.

TH-B03

Educational Sustainability Literacy

PAMELA BORK: Assistant Professor, University of Wisconsin-Stevens Point

WI Standards: T1, T10, A7

Strands identified: Collaborative Communities, Policy

Audience: 6-12 Teacher, Principal/Administrator, Curriculum Director, Teacher Educator

Presentation: With ever-changing education policy and school improvement initiatives being proposed by government officials, explore the importance of sustaining public education. The tenants of a new leadership paradigm and educational sustainability will be presented. Participants will engage and be challenged to identify the essential and important components of a quality public education to meet the needs of all children and help define what aspects of public education need to change in order to remain sustainable and relevant in the future.

TH-B04

Using Student I Can Statements to Map Meaningful Curriculum

DURELL CHOPP: Assessment Support LLC, Swallow School District

RACHEL CROCKFORD: Coordinator of Instruction and Activities, Swallow School District

KELLY CAVAIANI: Fourth Grade Teacher, Swallow School District

KRISSY PERUGINI: Fifth Grade Teacher, K-8 ELA Support, Swallow School District

WI Standards: T1, T6, T8, A1

Strands: Creativity and Cognition, School Improvement

Audience: All

Presentation: Curriculum maps identify grade and course content targets. Student's I Can statements translate those learning targets for student use. Focus on one school's experience building curriculum using standards-based reporting, identifying power standards, and creating and aligning assessments to include summative, formative, and I Can statements.

TH-B05

Wisconsin State Reading Association presents



Implementing Retrospective Miscue Analysis: Challenges and Possibilities

CATHERINE COMPTON-LILLY: The John C. Hungerpiller Professor in the Department of Instruction and Teacher Education at the University of South Carolina, Compton-Lilly teaches literacy studies and literacy education courses. She has a passion

for helping teachers support children in learning to read and write. Compton-Lilly's interests include early reading and writing, student diversity, and working with families. Compton-Lilly is the author/editor of several books and widely published in educational journals.

TRINA HAASE: Co-Chair, WSRA High School Literacy Committee; High School English Language Arts, At-Risk Teacher, Appleton Area School District

WI Standards: T1, T2, T3, T7

Strands: Constructivist Classroom, Reading, Assessment

Audience: K-12 Teacher, Reading Recovery® Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Curriculum Director, Pre-service Teacher

Presentation: Explore possibilities for using Retrospective Miscue Analysis in classrooms. In addition to providing a brief review of Retrospective Miscue Analysis procedures, learn about what happens when a teacher implements these practices in her classroom. Attendees will also learn about both successes and challenges that accompany implementing this in-depth and personalized approach to helping students who continue to struggle with reading beyond the primary grades. Both one-on-one and small group models will be discussed.

TH-B06

Opening the World of Possibilities for Early Literacy Learners

LINDSEY DAVIS: 4K Teacher, Indian Community School of Milwaukee

ALLYN KAMINSKI: 4K Teacher, Kimberly School District

STACEY LAUNDRIE: 4K Teacher, Kimberly School District

JENNIFER MATLEY: 4K Teacher, Kimberly School District

ANGELIA ROMANOS: 4K Teacher, Indian Community School of Milwaukee

KATHY CHAMPEAU: Moderator: Chair, WSRA Legislative Committee, Co-Chair ESEA/Rtl/Assessment Task Force; Reading Specialist; Adjunct Instructor, University of Wisconsin-Milwaukee

WI Standards: T1, T2, T3, T4, T7

Strands: Constructivist Classroom, Writing

Audience: All

Presentation: Focus on the amazing literacy learning of 4K students when teachers shift their attention to developing young students' thinking as writers, focusing on process, craft, and composition through joyful, dialogic literacy experiences. What is developmentally appropriate has been expanded, showing us that writing may actually be a better way to lead children's literacy development than reading. Join these teachers' journey into the literate world of 4K through stories, videos, and artifacts and experience what is possible with our youngest learners.

TH-B07

Fake News, Media Literacy, and Critical Consuming

KRISTEN DEMBROSKI: Reading Specialist, Whitnall School District; Adjunct Instructor, Viterbo University

WI Standards: T1, T6, T7

Strands: Constructivist Classrooms, Technology

Audience: Grade 6 - College Teacher, Reading Teacher, Reading Specialist, Literacy Coach, School Library Media Specialist, Pre-service Teacher

Presentation: Begin with an in-depth look at the fake news epidemic and a discussion of why educators are the forefront in extinguishing it. Explore recent research and to investigate several educational models for addressing this growing concern. Learn how to spot fake news by teaching internet research and how to search, select, and cite credible sources. Learn to scrutinize and be critical consumers who consider Spencer's 5Cs of Critical Consuming: context, credibility, construction, corroboration, and comparison.

TH-B08

Everyone's a Teacher in a Writing Community

DIANE DOUGHERTY: Independent Literacy Consultant; Stenhouse Publishers Author

LYNNE DORFMAN: Adjunct Professor, Arcadia University; Co-director Pennsylvania Writing and Literature Project, Stenhouse Publishers Author

WI Standards: T1, T3, T4, T5, T6, T9

Strands: Collaborative Communities, Writing

Audience: 4K-6 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Pre-service Teacher

Presentation: In a writing workshop community, there is not just one teacher in the room! If we agree that 'just in time' feedback gives student writers a timely nudge forward, how do we make this happen? How do we help students build their writing identity? How do we use that knowledge to inform our instruction? Dougherty and Dorfman will discuss peer, small group, and whole group conferences as routines to build and sustain a writing community. The facilitators will foreground formative assessment in writing classrooms as a way to help students grow as writers.

TH-B09 CANCELLED

TH-B10

AMPe It UP! How to Embed Authentic Writing in Art, Music, and Physical Education without Giving Up the Class Objectives!

PEG GRAFWALLNER: Co-Chair, WSRA High School Literacy Committee; Instructional Coach and Reading Specialist, Ronald Reagan International Baccalaureate School, Milwaukee Public Schools

WI Standards: T1, T3, T4, T6, T7, T8, T9

Strands: Constructivist Classrooms, Writing

Audience: K-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Special Education Teacher, School Library Media Specialist, Curriculum Director, Pre-service Teacher

Presentation: In this interactive and collaborative workshop, Grafwallner will share research-based strategies and her experience demonstrating how to embed authentic writing opportunities in art, music, and physical education (AMPe). Most students don't think of writing in their Art, Music, or Physical Education classes; however, imagine what could happen if writing were an expectation. Writing can be embedded into these areas without taking away the objective of the class. The integrity of art, music and physical education would be maintained as students learn that writing is a goal shared by all teachers and all disciplines.

TH-B11

Analyzing the Arts: Going Beyond Text

ADAM HOPP: Fourth Grade Teacher, School District of Waukesha

DONALD LA VALLE: Fourth Grade Teacher, School District of Waukesha

Standards: T2, T3, T7

Strands: Creativity and Cognition, Arts, Reading

Audience: K-6 Teacher, Reading Teacher, Reading Specialist

Presentation: Text is more than the printed word and can come in many different forms. Learn from two classroom teachers from Summit View Elementary, an integrated arts magnet school, as they share how to use paintings, music, sculptures, and drama as a form of text in instruction. See how students interact with art forms to infer, determine importance, create meaning, justify, analyze mood, make connections, compare and contrast, and think creatively. Using the arts as a text is a strategy that engages all students and levels the playing field for all learners. Let's appreciate the arts for their beauty and as an engaging vehicle to teach their students.

TH-B12

Equipping Students for Disciplinary Literacy Success Through Reading Apprenticeship Across the Disciplines

MIRA-LISA KATZ: Associate Director, WestEd's Strategic Literacy Initiative

DARCY BUDNIK: CESA 1, Director of Teaching and Learning

ANNE PAGEL: CESA 6, Literacy Coordinator

ALISSA DAVIS: Seventh Grade Teacher, Berlin School District

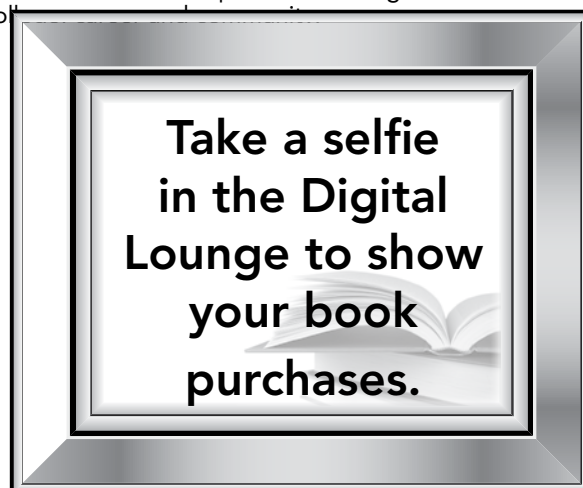
BRENDA VELA, 8th Grade Teacher from Lincoln Middle School (CESA 1)

Standards: T1, T2, T3, T4, T6, T7, T8, T9, T10, A2, A3

Strands: Constructivist Classrooms, Coaching

Audience: 6-12 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Principal/Administrator, Curriculum Director, IHE Teacher Educator, Pre-Service Teacher

Presentation: The Reading Apprenticeship professional learning model and instructional framework, explores the four dimensions of Reading Apprenticeship (social, personal, cognitive, and knowledge-building) woven together through meta-cognitive conversations. Attendees will participate in enactments of the professional learning and hear firsthand about how Reading Apprenticeship is reshaping middle and high school classrooms. Video clips of Reading Apprenticeship in action will offer attendees a glimpse of the instructional framework in action. Reading Apprenticeship professional learning model begins with helping teachers of all subjects recognize and inquire into their own disciplinary expertise and literacy practices. Through immersive high-quality professional learning that engages teachers in a professional community of practice over time, teachers become familiar with how to apprentice students to the strategic ways of reading, writing, thinking, talking, and reasoning that are specific to their content areas and that can help their deserving students succeed in college.



Get our Frame On!

Now Th-A26 at 9:45

Wisconsin State Reading Association presents

Teaching Children to Care



ALFIE KOHN: Author of books on education, parenting, and human behavior, including: *The Schools Our Children Deserve*, *Unconditional Parenting*, *The Homework Myth*, *The Myth of the Spoiled Child*, and most recently, *Schooling Beyond Measure*. He has written for leading education periodicals and appeared twice on Oprah.

Time magazine described him as "perhaps the country's most outspoken critic of education's fixation on grades [and] test scores." Kohn works with educators and parents across the country.

WI Standards: T1, T2, T3, T4

Strands: Constructivist Classroom, School Improvement

Audience: All

Presentation: We can't blame human nature when children act aggressively or selfishly. Extensive research has shown that these qualities are no more natural than the impulse toward empathy or generosity. But how do we nourish those positive inclinations and help children to act on their capacity to care? Alfie Kohn, author of *The Brighter Side of Human Nature*, discusses the roots of prosocial attitudes and actions, and invites educators to think about what promotes children's concern about others' well being. He urges activities (and a curriculum) that enhance understanding of how others see the world, as well as a commitment to replace isolation and competition with a feeling of community in the classroom and school.

TH-B14

Appreciative Feedback: Words and Ways to Reclaim our Voices and Empower ALL Student Writers

PATTY MCGEE: Literacy Consultant, Gravity Goldberg, LLC

WI Standards: T1, T2, T3, T4, T6, A2, A3

Strands: Culture of Caring, Assessment, Writing

Audience: 4K-12 Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Corrective feedback, a common response to student writing, can limit, even squash, student voice, passion, and development of technique, often leaving teachers overworked and despondent. Peter Johnston reminds us in *Opening Minds* that "The purpose of feedback is to improve conceptual understanding or increase strategic options while developing stamina, resilience, and motivation—expanding the vision of what is possible and how to get there." However, with pressure to help students meet and exceed standards expectations, teachers may default to corrective feedback. The good news is there is an alternative to corrective feedback: appreciative feedback.

TH-B15

Wisconsin State Reading Association presents

Everyday Visual Literacy: Viewing, Noticing, and Thinking with Images

TANNY MCGREGOR: A former elementary school teacher, McGregor has served as a literacy coach, gifted intervention specialist, and preK-12 staff developer. Her workshops



are known for their creative and engaging style. She is the author of *Comprehension Connections: Bridges to Strategic Reading* and *Genre Connections: Lessons to Launch Literary and Nonfiction Texts*. McGregor is currently working on a new book about visual notetaking.

WI Standards: T2, T3, T4, T7

Strands: Creativity and Cognition, Strategies

Audience: All

Presentation: In every grade level and every subject, there are opportunities to explore visual literacy to deepen student thinking. Each invitation to view and notice give us a reason to decelerate, taking a fresh look at the world and ourselves. Uncover practical approaches to weave visual literacy into everyday instruction with the ultimate goal of deeper thinking for everyone, students and teachers alike

TH-B16

Wisconsin State Reading Association presents

Books for a Better World

DONALYN MILLER: In her popular book, *The Book Whisperer*, Miller reflects on her journey to become a reading teacher and describes how she motivated her



middle school students to read 40 or more books a year. In her latest book, *Reading in the Wild*, Miller collects responses from 900 adult readers and uses this information to teach lifelong reading habits to her students. Her articles about teaching and reading have appeared in publications such as *Education Week Teacher*, *The Reading Teacher*, *Educational Leadership*, and *The Washington Post*.

Washington Post.

WI Standards: T1, T4, T6, T7, T9, T10, A1, A3

Strands: Collaborative Communities, Books

Audience: K-12 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, Administrator/Principal

Presentation: Reading offers validation for our experiences and fosters empathy and awareness of others who have different perspectives than our own. Hear about current books that offer diverse reading experiences for students. Obtain resources and suggestions for using these books in the classroom and home.

TH-B17

Cultivating a Knowledge of Culture and Compassion in Early Literacy

OLUYOMI OGUNNAIKE: Professor of Early Childhood Education, University of Wisconsin-Stevens Point

WI Standards: T2, T3, T5, T10

Strands: Culture of Caring, Books

Audience: 4K-3 Teacher, ELL Teacher, Curriculum Director, Pre-service Teacher

Presentation: Reading a child's world precedes the reading of the required word in our classrooms. To read a child's world, an educator needs a few tool and caring and committed to seeking those treasures in a child's socio-cultural milieu. Participants will look at various genres of children's literature for primary grades, identify treasures, and learn how to engage cultural experts in the early childhood classroom.

TH-B18

Unleashing Student Writing through Wordless Picture Books

JENNIFER MCCARTY PLUCKER: Consultant, Past President, Minnesota Reading Council

Standards: T1, T4, T7

Strands: Constructivist Classrooms, Writing

Audience: 3-8 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist, Curriculum Director

Presentation: Are you tired of grading papers? Reading less than stellar adolescent writing samples? Come experience how the use of wordless picture books in a writer's workshop can pull creative, sophisticated, and even surprising writing from your students, especially when they are given an authentic audience to share their works of art. Too often in our intermediate and middle school classrooms the instruction in literature is separated from instruction in writing. Students are asked to complete writing products without the appropriate mentors (authors) or scaffolds. When the reciprocity between reading and writing are severed, writing can become formulaic or an exercise in assignment completion. When teachers create conditions for in depth units of study within the workshop model, students build community, consider author's choices, and find out who they are as readers, writers, speakers, collaborators, and thinkers.

TH-B19

Wisconsin State Reading Association presents

Fireside Chat: A Follow-Up Conversation: The Importance of Literacy Through a Child's Eyes



PATRICIA POLACCO: Visiting schools all over the United States and Canada, Polacco shares her message of tolerance, acceptance, diversity, love and respect of all ages, while entertaining them with her lively personal stories. Polacco has authored over 100 books and stories as well as adding the stunning visual artistry to her books. *Thank*

You, Mr. Falker, Pink and Say, and Thundercake are some of her most loved books for children. Her newest book, *Remembering Vera* is due to be published in October of 2017. For generations, Polacco has inspired us with her stories and artwork.

WI Standards: All

Strands: Creativity and Cognition

Audience: All

Presentation: This is a Q & A session as a follow-up to Patricia Polacco's Thursday 9:45 AM session.

TH-B20

Summer Bookmobile: Turning A Dream Into A Reality

RACHEL QUILL: Co-Chair, WSRA Middle Level Committee; Literacy Coach, Oconomowoc Area School District

CORI MICHALOWSKI: Literacy Coach, Oconomowoc Area School District

ANDREA FINGER: Literacy Coach, Oconomowoc Area School District

KIM DABNEY: Literacy Coach, Oconomowoc Area School District

WI Standards: T2, T10, A1, A3, A5, A7

Strands: Culture of Caring, Books

Audience: All

Presentation: Problem: Students were not reading over the summer. Solution: Get books in kids' hands. But how? The Oconomowoc Area School District Literacy Coach team developed a plan to bring books to our students through a bookmobile. Come with us as we describe our journey: putting a dream into reality, overcoming barriers, and getting kids to read. We will discuss our process and help you determine your first steps in making your dream a reality.

TH-B21

Wisconsin State Reading Association and WSRA Research Committee present

We have \$\$\$...and We Want to Share!

KRISSY LIZE: Co-Chair, WSRA Research Committee; Director of Education Resource Center: University of Wisconsin-Milwaukee

AMY FREDERICK: Co-Chair, WSRA Research Committee; Assistant Professor, Literacy, University of Wisconsin-River Falls

SANDY BENTON: Co-Director and Consultant: Wisconsin Green Schools Network, WSRA Past President

KRIS PETERSON: Project Manager and Educational Consultant, Foundational Literacy Project

Standards: T1, T2, T3, T4, T8, T9, A2, A3, A4

Strands: Collaborative Communities, Research

Audience: All

Presentation: Do you need \$\$\$\$ to connect your professional goals with your classroom practice? Then this is the session for you! The WSRA Research Committee wants to provide funding for your classroom action research project. The presenters will introduce a funding opportunity, outline and explain the application process, offer guidance and support to help teachers develop quality classroom-based research, review the power of classroom action research that makes a difference in students' lives, share a simple format for submitting a proposal, and tie it all to your professional teaching goal(s)!

TH-B22

Wisconsin State Reading Association presents

CCBC: Great New Books for Elementary Classrooms



MEGAN SCHLIESMAN: Librarian, Cooperative Children's Book Center, University of Wisconsin-Madison

WI Standards: T1, T2, T3, T4, T8, T9, A1

Strands: Culture of Caring, Books

Audience: All

Presentation: Find out about outstanding new trade books for kindergarten through grade five at this presentation highlighting selected titles from CCBC Choices 2018, the most recent best-of-the-year list from the Cooperative Children's Book Center.

TH-B23

Looking Beyond the Classroom: Creating Collaborative Communities

KEITH SCHROEDER: Chair, WSRA Reading and Technology Committee; Quality Assurance Specialist: Personalized Learning, Library and Community Education Coordinator, School District of Marinette

WI Standards: T3, T7, T10

Strands: Collaborative Communities, Engagement

Audience: All

Presentation: Focus on the simple things you can do and the relations you can build to make learning come alive for your students. Learn how to promote deep learning and understanding by encouraging students to reach out to one another to solve problems, share ideas, build knowledge, and publish for authentic audiences.

TH-B24

Wisconsin State Reading Association presents

Close the Book and Tell: How Oral Narrative Develops Comprehension, Character, and Community



STUART STOTTS: Author, storyteller, musician, and teaching artist from Wisconsin. For over 30 years, Stotts has presented in schools, at conferences, and workshops around the world. Stotts is a

Kennedy Center Teaching Artist and much of his work is in professional development for educators. His workshops are always hands-on and participatory, with a focus on strategies and approaches that teachers can use right away. His newest book, *Beyond Nice*, explores the practice and nurturing of kindness in young children.

WI Standards: All

Strands: Creativity and Cognition, Speaking and Listening

Audience: K-8 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist

Presentation: Good storytellers capture attention. They help listeners visualize characters, connect to dialogue, and become sensitive to sensory details that bring the story to life. Develop your ability to tell stories to students more effectively as you involve students in the telling by playing with expressiveness of voice, tone, and body movement. Your increased skills will develop students' story comprehension and recall as they add character gestures, create lines of dialogue, and describe sensory details.

TH-B25

Hands On! Minds On! Using Arts and Content Integration in Literacy

ERICA ZITZKE: Literacy Coach, Milwaukee Public Schools

JANE BORDEN: First Grade Teacher, Milwaukee Public Schools

WI Standards: T1, T2, T3, T4, A1, A3

Strands: Creativity and Cognition

Audience: 4K-6 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Allowing for experiences that support and enhance all aspects of a person helps to develop growth and maturity in academic areas, metacognition, interpersonal skills, as well as build self-esteem and confidence. We want our students to be deep thinkers who can articulate meaning from their experiences with text and the world. Literacy activities are a great way to connect the dots for students to learn about themselves and their world. Activities shared will actively engage students to deepen learning experiences. Easy bookmaking, visual journals, movement, conversation circles, and other low-prep activities that teachers can use in the classroom the very next day will be shared.

2:45 PM - 4:15 PM

Th-C01

Creating an Essential Literary Culture in Your School by Appealing to Students' Interests

SILVIA ACEVEDO: Young Adult Author

WI Standards: T2, T3, T7, T10

Strands: Collaborative Communities

Audience: K-12 Teachers, Reading Teacher, Reading Specialist, Literacy Coach, School Library Media Specialist, Principal/Administrator, and Curriculum Director

Presentation: If your students like video games and technology in any form, if they watch TV, if they like to curl up in a corner to read, then they can thank a writer — and you as a teacher have a way to pitch the importance of reading and writing. Primary educators know that reading and writing skills learned early and reinforced continually help children achieve higher success throughout their academic years. Yet the *National Commission on Writing* indicates that blue chip businesses are spending as much as \$3.1 billion on remedial writing training annually. What can educators and administrators do beyond basic instruction to boost the literary muscle of their students and create a literary culture within their schools? Author Silvia Acevedo suggests visits from writers as a way to engage students and show how writing influences nearly every aspect of our tech-savvy times. Acevedo will speak to how author visits create a culture of community, show rewards for creativity, and spark a personal connection that may help students push through the hard times of learning.

Watch for app alerts about times and places for book signings.

Use the app to increase your leaderboard status on the app.



Th-C02

Wisconsin State Reading Association and the WSRA Advocacy Committee present

Rise Up! Collecting Our Voices to Influence Practice, Pedagogy, Policies, and Politics

KATHY CHAMPEAU: Chair, WSRA Legislative Committee, Co-Chair ESEA/RTI/Assessment Task Force, WSRA Past President, former Classroom and Reading Teacher, Reading Specialist, Teacher Educator, Researcher, and Consultant

MICHAEL FORD: Chair, WSRA Advocacy Committee, WSRA Past President; Author; former Classroom and Reading Teacher, Teacher Educator, Researcher, and Consultant

WI Standards: T6, T8, T9, T10, A1, A2, A3, A5, A6, A7

Strands: Collaborative Communities, Policy

Audience: 4K-12 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, Special Education Teacher, Principal/Administrator, Curriculum Director

Presentation: The need for advocacy has never been greater. With political decisions influencing policies impacting everything from the erosion of the need for teacher expertise to the limitations on equity and access. We need to rise up and let our voices be heard on these critical issues. To stay silent means facing the consequences that will invade our classrooms, schools, and districts - consequences that will not only impact educators, but students, families, and communities. In this session, we will survey the political landscape from our perspectives as longtime chairs of the WSRA Legislative and Advocacy Committees. Participants will be provided updates on the social and political contexts in which school literacy programs operate. We will equip educators with practical strategies and tactics for amplifying their voices individually and collectively to influence politics, policies, pedagogy, and practices in more positive directions.

USE THE APP.
The top
leaderboard
for Thursday wins a
FREE
2019 convention
registration!

Th-C03

Sponsored by Corwin Literacy

Work It! Wonderful Challenges All Your Learners Need (Repeats on Friday at 2:15)



NANCY AKHAVAN: A literacy consultant, author, and speaker, Akhavan taught reading and writing in California at a variety of grade levels and is an Assistant Professor at Fresno State. Akhavan is an author of eight books including *The Nonfiction Now Lesson Bank*. Her newest book will be out in early spring 2018. Akhavan works to help

teachers, schools, and districts develop curriculum and implement effective and purposeful learning and teaching practices.

WI Standards: T1, T3, T4, T5, T6, T7

Strands: Constructivist Classroom

Audience: 1-8 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Akhavan will discuss what engaged learning looks and sounds like in the classroom and how a few shifts in teaching approaches make a difference for students, especially when we provide authentic and appropriate reading and writing activities. Participants will learn to shift instruction to focus on essential challenges that encourage students to stretch themselves within their zone of proximal development. Find out how to implement effective reading and writing challenges that build engagement.

Th-C04

Book Clubs: Not Just for Your Grandma

JESSIE DUGAN: High School English Teacher, Whitewater Unified School District

CHRIS WIEGMAN: High School English Teacher, Whitewater Unified School District

WI Standards: T1, T3, T4, T10

Strands: Collaborative Communities, Reading

Audience: 9-12 Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Curriculum Director

Presentation: The ability to engage students with authentic literacy experiences sometimes becomes challenging at the high school level. Join two teachers who integrated book clubs into their existing curriculum - and not just in English class! Wiegman and Dugan will provide real world examples that embed the 'reading is thinking' mindset through collaboration, shared vocabulary, and leveraging tech tools. A discussion of ways to change the dialogue around reading within school culture at the high school level will also be addressed. Participants will leave with strategies to begin implementing book clubs in their classrooms and across the district.

Th-C05

Literacy for the Whole Child: Collaborative Literacy Coaching

KATE GAMROTH: Art Teacher, School District of Augusta

ALICIA BETHKE: Physical Education Teacher, School District of Augusta

TARA GRUBBE: Music Teacher, School District of Augusta

RYAN NELSON: District Administrator, School District of Augusta

WI Standards: T3, T4, T10, A2, A3

Strands: Collaborative Communities

Audience: K-12 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director, Teacher Educator

Presentation: The School District of Augusta is infusing literacy into every discipline area, for every child. Join our Encore Teachers (music, art, and physical education) to learn how our district's focus on professional learning communities and the systematic implementation of literacy strategies is making a difference by engaging students and teachers alike. Instructional coaching is fueling this effort. Our coaching cohorts meet once a month to share successes and ideas. Through our collaboration with the University of Wisconsin-Eau Claire, all teachers have participated in research-based professional development focused on equity literacy, disciplinary literacy, and growth mindset to cement the foundation for improving literacy and learning.

Th-C06

How to F.R.A.M.E. (Focus, Reach, Achieve, Model, Encourage) the First 10 Minutes of Your Class

PEG GRAFWALLNER: Co-Chair, WSRA High School Literacy Committee; Instructional Coach and Reading Specialist, Ronald Reagan International Baccalaureate School, Milwaukee Public Schools

WI Standards: T2, T3, T4, T5, T6 T8

Strands: Culture of Caring

Audience: 6-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Pre-service Teacher

Presentation: The first ten minutes of your class creates an environment that can create or deflate; therefore, it is crucial that certain criteria are met to assure that your students are prepared, positioned, and positive for success. In this interactive presentation, Grafwallner will demonstrate the F.R.A.M.E. Model, showcasing each particular criterion with examples and resources. In addition, each participant will receive the F.R.A.M.E. Checklist, which gives students the opportunity to determine how they will F.R.A.M.E. their day and can achieve success within this model.

Th-C07

Wisconsin State Reading Association presents

Wild About Words: Elevating Language and Vocabulary

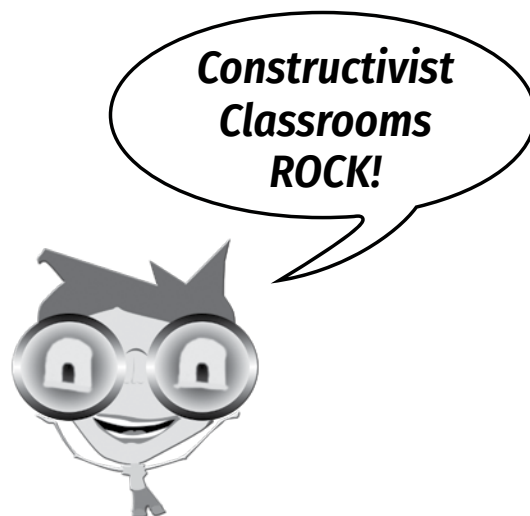
LINDA HOYT: Author, a classroom teacher, reading specialist, curriculum developer, staff developer, and Title I District Coordinator. Hoyt's passion centers around vigorous and engaging classrooms where teachers and children learn together. This passion for vigorous and engaged learning has led her to create thirty professional books plus video programs and a variety of instructional resources for children.

WI Standards: T1, T2, T3, A1

Strands: Constructivist Classroom, Reading, Strategies

Audience: K-8 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Ed Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director, Teacher Educator, Pre-service Teacher

Presentation: The relationship between vocabulary and comprehension is unparalleled in importance. This session will provide a wide array of vocabulary enhancing experiences and strategies that you can apply across the curriculum. Buckle up for a session that is loaded with hands-on, ready-to-use strategies.



Th-C08

Looking Through Multiple Lenses to Empower our Teachers and Learners

AMY JOHNSON: Literacy Coach and Title I Teacher, Rhinelander School District

JOELLEN LIECK: Kindergarten Teacher and Digital Literacy Coach, Rhinelander School District

CASSANDRA GRETZINGER: Associate Director of School Improvement, CESA 9

WI Standards: T2, T3, T4, T5, T6, T7, T8, A1, A2, A3

Strands: Collaborative Communities, Coaching

Audience: 4K-3 Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Each child brings their own knowledge and mindset to a classroom community. How do you know if all of your learners are engaged? What resources do you have as a classroom teacher to provide access to all learners? Take a closer look at how to incorporate the Universal Design for Learning (UDL) framework to plan instruction in reading and writing, investigate how coaches work collaboratively with grade level teams to develop learning targets that maximize student engagement, and learn how digital tools can be infused within the lesson and student activities.

Th-C09

Wisconsin State Reading Association presents

Assessment, Teaching, and Children's Literate Learning



PETER JOHNSTON: Professor Emeritus at the State University of New York at Albany. His current research explores links among classroom talk, reading engagement, and children's social/emotional and literate development. He is the author of the award-winning books, *Choice Words* and *Opening Minds*. Johnston chaired the ILA/

NCTE committee, which produced the Standards for the Assessment of Reading and Writing and is a member of the Reading Hall of Fame.

WI Standards: T2, T3, T4, T8, T9, A2, A3

Strands: Constructivist Classroom

Audience: K-6 Teacher, Reading Teacher, Reading Specialist, Special Education Teacher

Presentation: Children's social and emotional development is often treated as separate from academic development. Johnston will show how socio-emotional development falls squarely under the language arts curriculum. Fortunately, recognizing this makes teaching language arts and socio-emotional development more efficient (and easier). Also explore the ways in which children's focus and attention span are influenced by instructional decisions.

Th-C10

Wisconsin State Reading Association presents

How to Excite Creative Thinking and Writing Through Revision (Repeated from Thursday at 9:45.)



LITA JUDGE: An award-winning author and illustrator of 22 fiction and nonfiction books including *Mary's Monster*, a young adult novel about Mary Shelley and the creation of Frankenstein. Her picture books include *Born in the Wild*, *Red Sled*, *Hoot and Peep*, and *One Thousand Tracings*, winner of the International Reading Association Award

and became an American Library Association Notable Book. Her book, *Flight School*, was adapted into an Off Broadway musical and is currently running in New York and China.

WI Standards: T1, T2, T3, T4

Strands: Creativity and Cognition, Writing

Audience: 4K-3 Teacher, Literacy Coach, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Revision is a messy process that can leave students feeling demotivated, vulnerable, and flooded by a fear of failure. But with innovative handling it can be an opportunity for students to embolden their voices by exploring creative thinking, clarity, and expression. Judge will discuss a variety of strategies, different forms of revision feedback, and practices geared toward all grade levels. Gain insights on how to excite students to take on creative risks without demotivating them. Participants will come away with new strategies to teach this crucial step in creative writing.



Get Your Frame On!

Th-C11

Wisconsin State Reading Association presents

Hand in Hand: Writing as a Resource for Reading



BETSY KAYE: Assistant Professor in the Department of Reading at Texas Woman's University, Kaye teaches graduate and undergraduate courses and serves as a Reading Recovery® trainer. Early in her career, she worked as a Reading teacher, a fifth grade classroom teacher, and a special education teacher. She has published

several articles about teaching young children who initially struggle with literacy learning. Kaye recently co-authored *Finding Versus Fixing: Self-monitoring for Readers Who Struggle for The Reading Teacher*.

WI Standards: T3, T4, T7

Strands: Creativity and Cognition, Reading

Audience: 4K-3 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, Special Education Teacher

Presentation: Reading and writing are mutually supportive for literacy learning, but how can we help children take advantage of these connections? Explore ways teachers can explicitly help students learn strategies in writing that will have a payoff for solving words in reading as well.

Th-C12

Wisconsin State Reading Association presents

#LiterateLivesMatter: Today's Black Reading, Writing, Speaking, and Listening (Repeated from Thursday at 9:45)



GLORIA LADSON-BILLINGS: Kellner Family Distinguished Professor in Urban Education in the Department of Curriculum & Instruction, Faculty Affiliate in the Departments of Educational Policy Studies, and Educational Leadership & Policy Analysis and Afro-American Studies at the University of Wisconsin-Madison. She

was the 2005 - 2006 president of the AERA and currently, the President Elect of the NEA. Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education.

WI Standards: T1, T2, T3, T4, T6, T10

Strands: Culture of Caring

Audience: K-12 Teacher

Presentation: Literacy for African Americans has never been merely about skill development and text comprehension. Its primary purposes and foci have been liberation, empowerment, and self-determination. From slave narratives to contemporary liberation movements assisted by social media, African Americans have deployed literacy strategically to as Paulo Freire says, 'to read the word and

the world'. Draw on the author's family and personal history along with her research career to illustrate that literate lives matter!

Th-C13

Wisconsin State Reading Association presents

A Mindset for Learning: Teaching Strategies for Joyful, Independent Growth



KRISTI MRaz: An expert in early childhood teaching and learning, shares her cutting edge work on play-based child development and classroom artifacts. Mraz, currently a kindergarten teacher in New York City, teaching experiences center on the lives and passions of young learners, sharing practices with educators that

support a growth mindset, and play-based learning. Mraz is the co-author of several books including: *Smarter Charts* and *Smarter Charts for Math, Science, and Social Studies* (with Marjorie Martinelli); *A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth* (with Christine Hertz); and *Purposeful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day* (with Alison Porcelli and Cheryl Tyler). Mraz works with teachers on developing responsive and reflective curricula.

WI Standards: T1, T4, T6,T7, T9, T10, A1, A3

Strands: Culture of Caring, Mindset

Audience: K-8 Teacher, Reading Teacher, Administrator/Principal, Curriculum Director

Presentation: Learn how to leverage the powerful instructional strategies of storytelling, self talk, reflection, and goal setting to teach students to have positive, powerful mindsets. Participants will learn the research that supports teaching stances like flexibility, empathy, optimism, resilience, and persistence. Learn also how structures like conferring and whole class conversations can be used to create classroom communities of joyful effort, while still meeting benchmarks along the way. Mraz will share classroom charts and lessons alongside tools to ensure participants can keep this powerful work going all year long.

Th-C14

Close Reading: What Does The Text Inspire Me To Do?

MARI NELSON: Literacy Coach, School District of Waukesha

LIA HUTH: Second Grade Teacher, School District of Waukesha

VERONICA HAAG: Second Grade Teacher, School District of Waukesha

WI Standards: T1, T3, T7

Strands: Creativity and Cognition

Audience: 4K-5 Teacher, Literacy Coach, ELL Teacher, Pre-service Teacher

Presentation: Close reading, a key requirement of the State Standards, is intended to engage students in a productive struggle with complex texts. Let's wonder together how we can empower students to interact with texts in a way that connect cognition with creativity. Explore close reading activities that bring music into the reading process, which in turn fosters whole brain development.

Th-C15

Experiential Learning for Adolescent Literacy

JEANNINE OLSON: Reading Teacher, West Bend High School

BARB KOENIG: Literacy Coach, Milwaukee Public Schools, Hamilton High School

WI Standards: T2, T3, T4, T5, T7, T8

Strands: Creativity and Cognition, Reading, Engagement

Audience: 7-12 Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Curriculum Director

Presentation: Because play is a metaphorical process, we can engage, motivate, and build community and a culture of caring through brain-based strategies and joyful learning in our literacy communities. Let's get our students talking, moving, and playing as active participants in their own learning. Play encourages team building, compassion for others, curiosity, creativity, imagination, and problem solving and then connects what students already know with authentic engagement. Explore the nine principles of experiential education and brain-based learning tenets, the research behind it, and real K-12 classroom activities and formative assessment ideas.

Th-C16

"Rigor Does Not Mean More!" cried the Bluebirds

KRIS PETERSON: Project Manager and Educational Consultant, Foundational Literacy Project

ERICA MUELLER: K-12 Science and Environmental Education Coordinator, School District of Waukesha

WI Standards: T2, T3, T7, T8, A2, A3

Strands: Constructivist Classrooms

Audience: 6-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Learn about the ten steps it takes to debunk the common myths of rigor that typically lead to a split classroom of Bluebirds and Blackbirds. Research by Blackburn, along with other noted authors, led the presenters to develop usable, practical strategies, and teaching methodologies for all middle and secondary educators to increase rigor while maintaining classroom community, culture of caring, and student collaboration, rather than separation. Focus will be on honoring students and their voices, transfer of learning, and a constructivist approach to learning.

Th-C17

Socratic Seminars: Collaborative Thinking for ALL Students

TRENTON RASMUSSEN: Seventh Grade Social Studies Teacher, DeForest School District

WI Standards: T4, T6, A3

Strands: Collaborative Communities, School Improvement

Audience: 5-8 Grade Teacher, Reading Teacher, Literacy Coach, Curriculum Director, Teacher Educator, Pre-service Teacher

Presentation: Socratic Seminars develop students' ability to read carefully, listen closely, work cooperatively, think deeply, and speak precisely. These student-driven learning experiences can strengthen disciplinary literacy skills in any content area, at any age level. Seminars focus on text-rich in ideas, issues, and values, which challenge students to think critically and make deep connections with course content. In this session, you will become prepared to make the pre-, during, and post seminar learning process relevant and meaningful for all students. Audience members will also experience participating in a Socratic Seminar.

Th-C18

Scholastic Presents

Zooming in on Comprehension During Guided Reading



JAN RICHARDSON: A leading expert in guided reading, former teacher, Reading Specialist, Reading Recovery® Teacher Leader, and staff development designer. Richardson is currently an education consultant, providing schools across the United States and Canada with customized workshops and classroom demonstrations.

Her most recent publication includes the *Next Step* collection. She also worked with Michele Dufresne to develop *Literacy Footprints: A Complete System for Supporting Guided Reading*.

WI Standards: T1, T2, T3, T4, T7

Strands: Constructivist Classroom, Reading

Audience: K-8 Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Reading Teacher

Presentation: Small group instruction is the perfect opportunity to differentiate comprehension strategy instruction and scaffold readers towards independence. Learn progressive steps for teaching surface and deeper comprehension during targeted guided reading lessons at all grade levels.



Get Your Frame On!

Th-C19

Wisconsin State Reading Association presents

How to Make American Schools Great Again: Lessons From Home and Abroad



PASI SAHLBERG: A Finnish educator, author, and scholar. Sahlberg has worked as a teacher, teacher educator, researcher, and policy advisor in Finland and has studied education systems around the world. His expertise includes school improvement, classroom teaching and learning, school leadership and international education

issues. His current book, *Empowered Educators in Finland*, explores Finland's unique approach to teacher training that is combined with a national focus on equity and children.

WI Standards: T10

Strands: Collaborative Communities, Policy

Audience: All

Presentation: It is not a secret that the United States has for a long time served as an inspiration for education. Research, innovation, and good practices around the world often originate one way or the other to American universities, institutes, and schools. Educational success in Canada, Japan, Singapore, and Finland are good examples. Sahlberg offers a simple solution to improving American schools: Do what other education systems have done with American ideas to get better. Instead of insisting that more reforms (and even more innovation) would benefit schools, teachers, and children in the United States, place emphasis on implementing those American ideas that have proved to be successful in other countries.

Th-C20

Wisconsin State Reading Association presents

Great New Books for 6-12 Classrooms



MEGAN SCHLIESMAN: Librarian, Cooperative Children's Book Center, University of Wisconsin-Madison

WI Standards: T1, T2, T3, T4, T9

Strands: Culture of Caring, Books

Audience: 6-12 Teacher, Reading Teacher, Literacy Coach, Pre-service Teacher

Presentation: Find out about outstanding new trade books for grades 6-12 at this presentation highlighting selected titles from CCBC Choices 2018, the most recent best-of-the-year list from the Cooperative Children's Book Center.

Th-C21

Investigating Fractured Fairy Tales

TERRI SCHMOLDT: Reading Teacher, Math Interventionist, Advanced Learner Teacher, and Educator Effectiveness Coach, Evansville Community School District

WI Standards: T1, T2, T3, T4, T9, A1

Strands: Creativity and Cognition

Audience: K-5 Teacher, Reading Teacher, Literacy Coach, Pre-service Teacher, Administrator/Principal

Presentation: Close read familiar fairy tales and analyze parts of the story. Next, compare and contrast fractured fairy tales to discover how similar or different they are from the traditional version. Find out what amazing learning occurred when students selected a fairy tale to research and then wrote their own fairy tales and created pictures with Legos. Come see the PowerPoint stories students created!

Th-C22

Engaging and Creative Literacy Connections Using Arts Integration in a Constructivist Classroom Environment

DENISE TALLAKSON: Instructor, University of Northern Iowa

LYNNE ENSWORTH: Instructor, University of Northern Iowa

WI Standards: T3, T4, T5, A1

Strands: Creativity and Cognition, Engagement

Audience: 4K-5 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist

Presentation: Discover how arts integration can enhance literacy connections and engage students while inspiring their creativity. Teachers will be encouraged to use their students' motivation and talents in all areas of the arts to discover connections to students' literacy development. The creative, collaborative, and constructivist qualities of arts integration classrooms will be outlined and participants will leave with ideas to make their literacy classrooms engage all learners.

Th-C23

Personalized Literacy: Enhancing Literacy

SUSAN TEGEN: District Literacy Coach, Howard-Suamico School District

WI Standards: T2, T3, T4, T7

Strands identified: Constructivist Classrooms

Audience: K-6 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Child-centered instruction has always been at the heart of literacy best practice. Join us for an engaging session with practical ideas to refresh your teaching to include student goal-setting, and interest profiles, through a variety of hands-on and digital resources. Tegen's focus is on enhancing literacy so students construct their knowledge through choice and voice to promote engagement, as well as reviewing effective, time-tested, strategies such as the Language Experience Approach. Our hope is to inspire creative ways for students to collaborate and foster ownership of learning to ensure a meaningful and successful literacy learning experience.

Th-C24

CoBLABoration to Collaboration

SHANNON TERMAAT: Reading Specialist, Adams-Friendship Area School District

DONICA GOODWIN: Literacy Instructional Coach, Adams-Friendship Area School District

WI Standards: T9, T10, T3

Strands: Collaborative Communities

Audience: K-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Drawing on learning from Hattie, Mattos, Dufour, and others have transformed our grade level collaborative teams and how we operate. For some teachers, it was a mindset change, going from 'coBLABoration' to collaboratio, TerMaat and Goodwin will share their collaboration vision and purpose, the roadblocks, success stories, and explain how their collaboration grew to other content and specialty area teams, which strengthened their individual and collective successes.

Th-C25

WSRA 2018 Writing Marathon: Rediscovering Personal Writing Through Childlike Eyes

PAUL WALTER: Seventh Grade English Language Arts Teacher, Slinger School District

ROBYN BINDRICH: K-12 Literacy Coach, Kewaskum School District

WI Standards: T1, T6, T10

Strands: Collaborative Communities

Audience: K-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist, Pre-service Teacher

Presentation: Participants will take part in a National Writing Project-style writing marathon. Following the guidelines originally laid out by Natalie Goldberg in *Writing Down the Bones*, attendees will travel as a community of writers, visiting points of interest in and around the convention center, including some of the architecturally-incorporated words and images from Wisconsin writers and artists. Participants will read, write, and share in a judgment-free atmosphere. At the end of the session, writers will be invited to publish one of their pieces to a Padlet, which will be displayed on a SMARTBoard in the WSRA Digital Lounge, located in the Exhibit Hall.

Th-C26

Wisconsin State Reading Association presents

Action Strategies for Readers and Writers



JEFFREY WILHELM: Distinguished Professor of English Education at Boise State University in Boise, Idaho. Wilhelm is particularly devoted to assisting students who are considered to be reluctant, struggling, or at-risk. His research agenda is organized around creating supportive inquiry-oriented contexts for developing

and performing literacy, literate behaviors, and literate identities. His research demonstrates how inquiry environments are powerful contexts for learning literacy and achieving deep understanding.

WI Standards: T2, T3, T4, T7, T8

Strands: Creativity and Cognition, Strategies

Audience: 6-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Curriculum Director, Pre-service Teacher

Presentation: Participants in this exciting interactive workshop will experience how to use action strategies and drama-in-education techniques to engage and assist readers to use sophisticated comprehension strategies like inferring and understanding main ideas. These strategies assist writers to develop knowledge of purpose, planning, and forming/shaping their ideas. A variety of creative techniques like forum drama, four corners, hot seating, radio show, and tableaux will be highlighted.

Watch for app alerts about times and places for book signings.

Use the app to increase your leaderboard status on the app.



USE THE APP.

The top leaderboard for Thursday wins a **FREE 2019 convention registration!**

Through My Eyes

Through Their Eyes



FRIDAY AT-A-GLANCE MORNING SCHEDULE

8:00 Friday Morning Keynote Ballroom CD Jennifer Serravallo	
Friday A Sessions 9:45 to 11:15	
F-A01	Akhavan: Literacy Tasks Students Do (and Not You!) (Repeated from Thursday at 1:00)
F-A02	Biel: Around the World Book by Book: Building Bridges With Other Cultures Through Literacy
F-A03	Buchanan: Joy, Creativity, and Play
F-A04	Children's Literature Committee: Just One More Page
F-A05	Critical Literacy: Reading, Writing, and Rising Up
F-A06	Cleaveland: Using Mentor Authors and Illustrators in the Teaching of Writing Workshop
F-A07	Compton: Informational Texts and Pop-Up Debates
F-A08	Daniels: The Curious Classroom: Building Knowledge with Student-Directed Inquiry
F-A09	Ellery: Creating Strategic Readers: Motivating & Engaging the Whole Child
F-A10	Gantos: Writing Radar: Today's Journals are Tomorrow's Literature
F-A11	Gorski: Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap
F-A12	Haase & Blood: Never Going Back: Engaging Students in Authentic Writing Through Mentor Texts and Modeling
F-A13	Hedrick: Creating a Classroom Culture to Love Literacy
F-A14	Kirkland: Advancing Culturally-Responsive Literacy Education
F-A15	Laminack: One Book, Many Visits: When Books Become Best Friends
F-A16	Lehman: Bring Heart and Soul to Nonfiction Writing (So You'll Actually Enjoy Teaching and Reading It!)
F-A17	Mikaelson: Who's the Teacher? (Repeats on Friday at 2:15)
F-A18	Panel: Champeau, Ford, Comber, Glover, Johnston, Sahlberg, Valencia: What I Would Like My Administrator to Know
F-A19	Roberts & Roberts: DIY Literacy: Teaching Tools to Increase Differentiation, Rigor and Independence
F-A20	Sankey et al.: The Critical Lenses of Lifelong Literacy
F-A21	Serravallo: Complete Comprehension
F-A22	Stotts: Singing the Words: How Music, Lyrics, and Singing Build Literacy
F-A23	Wisconsin Historical Society: Wisconsin: Our State, Our Story
F-A24	Magee & Delzer: Giving Breath to Words: Mindfulness and Writing

Lunch, Exhibits, & Networking

11:30 AM to 1:00 PM

Lunch is in the
Exhibit Hall D
on the Third Floor

Sandbox Conversations

If interested, enter your name
when registering online
for a drawing to have
lunch with a presenter.



Exhibit Hall News

Be sure to enter your name for the
door prize drawings in Exhibit Hall C.

A special door prize drawing
will be held from 4:30 to 4:45 on Thursday.
You must be present in order to win.

FRIDAY AT-A-GLANCE AFTERNOON SCHEDULE

Friday B Sessions 2:15 to 3:45	
F-B01	Adams & Schmidt: A Critical Examination of Texts for Representation and Diversity
F-B02	Akhavan: Work It! Wonderful Challenges All Your Learners Need (Repeated from Thursday at 2:45)
F-B03	Bousley & Goodacre: Collaboration on Steroids! How the Use of an Embedded Professional Development Model has Lifted the Level of Instructional Practices and Increased Collaboration Centered on Student Achievement
F-B04	Calloway et al.: Art Sparks and Speaks: The Use of Visual Art in the Writing Process (off site)
F-B05	Children's Literature Committee: Picture This
F-B06	Christensen: The Politics of Language: Teaching About Language and Power
F-B07	Cleaveland: Assessment: Learning All You Can About Your Young Authors
F-B08	Comber: Learning to Write Now: A Socio-Material Analysis of Text Production at School
F-B09	Daniels: Rethinking Close Reading: Enhancing Comprehension through the Deep Study of Nonfiction Images
F-B10	Ellery: Motivating Readers to Make Meaning
F-B11	Fiamoncini: Purpose in Poetry
F-B12	Gantos: Read a Classic — Write a Classic: Picture Books from Wild Things to Rotten Ralph
F-B13	Glover: Increasing Energy for Writing Through Choice of Genre: Possibilities and Strategies
F-B14	Gorski: Being a Threat to the Existence of Bias and Inequity: The Equity Literacy Framework
F-B15	Hamilton & Nelson: Build It (with Scaffolds) and They Will Learn: How Using Scaffolds in Guided Reading Help Learners Construct Meaning
F-B16	Janks: Asking Critical Literacy Questions
F-B17	Kaye: Gaining Footholds in Print
F-B18	Laminack: One Book, Many Visits: When Books Become Best Friends (Repeated from Friday at 9:45)
F-B19	Lehman: We Have Diverse Books, Now What?: Next Steps in Supporting Critical Thinking, Compassion, and Community
F-B20	Mikaelson: Who's the Teacher? (Repeated from Friday at 9:45)
F-B21	Padalino et al.: Bringing Education to Life: How 'Smart Smashing' Empowers Student Learning
F-B22	Roberts, K: Teach the Reader Not the Book
F-B23	Roberts, M: Independent Reading Journeys: Helping Students Discover & Celebrate Their Own Ways of Thinking
F-B24	Rowse-Borrelli & Schlie-Reed: Engaging Exploration: Cultivating Curiosity in Secondary Students
F-B25	Sahlberg: Urban Legends About Educational Improvement: Get Your Facts Right!
F-B26	Valencia: Teaching and Assessing Learning from Text

8:00 AM - 3:45 PM

Friday, February 9, 2018

FRIDAY SCHEDULE

7:00 AM - 4:00 PM	Registration/Check-in
7:15 AM - 2:30 PM	Exhibit Hall Open
8:00 AM - 9:30 AM	MORNING Keynote by Jennifer Serravallo
9:45 AM - 11:15 AM	"F-A" Sessions
11:30 AM - 1:00 PM	Lunch, Exhibits, & Networking
1:00 PM - 2:30 PM	AFTERNOON Keynote by David Kirkland
2:15 PM - 3:45 PM	"F-B" Sessions



FRIDAY LUNCH

Exhibit Hall - Third Floor

11:30 AM - 1:00 PM

CAESAR SALAD

Crisp Romaine, Parmesan and Garlic Croutons
with Classic Caesar Dressing

MAIN ENTREE

Pancetta-Wrapped Roast Chicken Breast
with Citrus Sage Cream
Risotto Cake

VEGETARIAN ENTREE OPTION

Braised Artichokes & Mushrooms
Shaved Portobello Mushrooms, Artichokes,
Croutons, Grilled Polenta Cake, and a Tomato Vinaigrette

DESSERT

Turtle Cheesecake Drizzled with Caramel

BEVERAGE CHOICES

Milk, Coffee, or Ice Tea

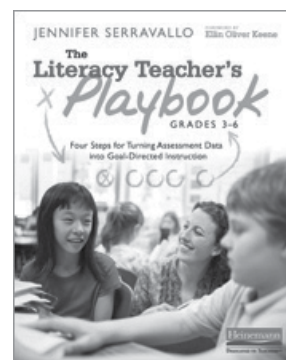
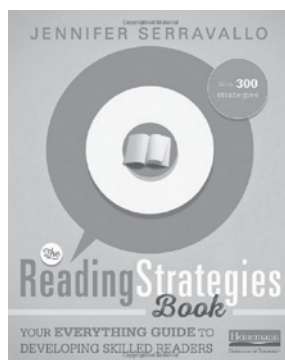
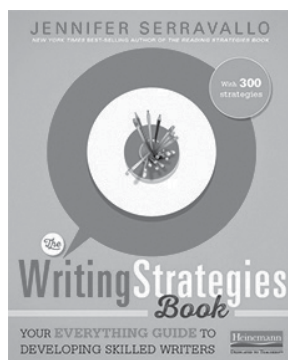
FRIDAY MORNING KEYNOTE

*Ballroom CD**Keynote Presentation***Scholastic presents****Jennifer Serravallo*****Reading Strategies: Goal-Directed Independent Reading***

Literacy consultant, researcher, and author of several professional books, including *The Literacy Teacher's Playbook* for grades K-2 and 3-6, Serravallo was a Senior Staff Developer at the Teachers College Reading and Writing Project, where she worked for eight years helping urban, suburban, and rural schools implement exceptional literacy instruction through reading and writing workshops. While working toward her MA at Teachers College, Jennifer taught grades 3-5 in two Title I schools with large class sizes, high numbers of ELLs, and an enormous range of learners. The experience galvanized her to develop *Independent Reading Assessment* and other resources that help teachers meet students wherever they are in their learning curve as readers and writers. She is a graduate of Vassar College, with degrees in Child Development and Elementary Education. She has taught undergraduate and graduate level courses at both Vassar and Teachers College on children's literature and urban education reform.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A1, A2, A3**Strands:** Constructivist Classroom, Reading, Strategy Instruction**Audience:** All

Presentation: As students work toward reading goals, they can benefit from strategy instruction that helps to unpack and break down the invisible, automatic work of reading into series of actionable steps. Learn about the importance of focusing differentiated instruction in individual goals based on formative assessment information. Then, learn how to craft strategies and prompts to support readers' ongoing practice. Serravallo will also explain how to know when to teach which strategies to whom, how strategies align to levels of complexity, and how to tier practice of strategies over time to support readers toward skilled practice.



9:45 AM - 11:15 AM

F-A01

Sponsored by Corwin Literacy

Literacy Tasks Students Do (and Not You!): Foundational Activities that Build Independent Readers and Writers (Repeated from Thursday at 1:00)



NANCY AKHAVAN: A literacy consultant, author, and speaker, Akhavan taught reading and writing in California at a variety of grade levels and is an Assistant Professor at Fresno State. Akhavan is an author of eight books including *The Nonfiction Now Lesson Bank*. Her newest book will be out in early spring 2018. Akhavan works to help teachers, schools, and districts develop and

implement effective and purposeful learning and teaching practices and curriculum.

WI Standards: T1, T3, T4, T6, T7

Strands: Constructivist Classroom

Audience: K-8 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Trying something new is like taking a leap of faith. Receive tips and ideas to develop confidence in using new strategies that will strengthen your classroom management and lesson implementation. Participants will receive five literacy tasks they can immediately implement in their classroom.

F-A02

Around the World Book by Book: Building Bridges With Other Cultures Through Literacy

VALERIE BIEL: Author of Young Adult and Middle Grade books

WI Standards: T1, T2, T4, T7, A1

Strands: Culture of Caring, Books

Audience: 6-12 Teacher, Reading Teacher, School Library Media Specialist, Curriculum Director

Presentation: The sharing of story through literature is a powerful unifying force that gives us a way to embrace our similarities and respect our differences no matter where we call home. Explore reading lists by country and region and integrated activities for middle school and high school students, including awareness campaigns on issues shared around the globe.

F-A03

Wisconsin State Reading Association presents

Joy, Creativity, and Play



KYM BUCHANAN: Associate Dean of the School of Education at the University of Wisconsin-Stevens Point. Buchanan started his career as a high school teacher and then went on to earn his Ph.D. in Learning, Technology, and Culture. His teaching, research, and outreach includes motivation, positive psychology, diversity, and

technology. Buchanan is currently exploring connections to mindset, creativity, and happiness.

WI Standards: T2, T5

Strands: Creativity and Cognition, Mindset, Engagement

Audience: K-12 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director, Pre-service Teacher, Teacher Educator

Presentation: Teaching should be good for our soul, but sometimes our jobs take more than they give. Learning should be a joyful adventure, but sometimes children experience more anxiety and reluctance than courage and discovery. In this interactive presentation, Buchanan will use a variety of playful activities to illustrate the alchemy of happy classrooms. He will share promising strategies for rediscovering our happiness as teachers, and how to help students of any age find their bliss. Learn hot ideas from positive psychology and cool tools you can use immediately.

F-A04

Wisconsin State Reading Association and the WSRA Children's Literature Committee present

Just One More Page

WI Standards: T1, T2, T3, T4, T5, T7, T8, T10, A2, A3, A5

Strands: Collaborative Communities, Books

Audience: K-8 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Special Education Teacher, School Library Media Specialist, Curriculum Director, Teacher Educator, Pre-Service Teacher

Presentation: Join WSRA Children's Literature Committee members as they share text sets created around multiple themes, genres, and purposes to engage students in learning. We focus on titles that are diverse, high quality, authentic, appealing to kids, and relevant in our global world to meet teachers' needs. Elementary and middle school teachers will benefit from learning about the best of the latest books published in the past two years and ways to pair texts and use the books in the classroom to meet various curriculum goals.

F-A05

Wisconsin State Reading Association presents

Critical Literacy: Reading, Writing, and Rising Up



LINDA CHRISTENSEN: Director of the Oregon Writing Project, located in the Graduate School of Education at Lewis & Clark College. She taught high school Language Arts for most of four decades, focusing her work on the intersection of literacy and social justice. Her books, published through Rethinking Schools, demonstrate how she teaches students to rise up into consciousness about themselves and others, to understand how both their choices and their misunderstandings have been shaped by a society that seeks to control them through a barrage of images and sound bites, anemic history books that lack analysis, and a curriculum that too often asks them to become standardized instead of enlightened.

WI Standards: T4, T7, A1

Strands: Constructivist Classrooms, Policy

Audience: All

Presentation: Examine both the political and practical aspects of critical literacy. Christensen will engage participants in the ways she has worked with students to examine how any piece of literature—from cartoons to children's books to the literature and history we read in class—either legitimates or talks back to what Chilean writer, Ariel Dorfman, calls a social blueprint about what it means to be men, women, poor, people of color, gay, or straight.

F-A06

Wisconsin State Reading Association presents

Using Mentor Authors and Illustrators in the Teaching of Writing Workshop; Not Mentor Texts... Because the Text Didn't Write Itself!



LISA CLEAVELAND: Author (with Katie Wood Ray) of *About The Authors: Writing Workshop with Our Youngest Writers* and *More About The Authors: Authors and Illustrators Mentor Our Youngest Writers*. Cleaveland has been a teacher for 25 years. Cleaveland and Ray have worked together for 15 years, with Cleaveland's classroom

being a place of research for Ray. Many teachers from all over the United States have come to visit writing workshop in her kindergarten and first grade classrooms. Currently a kindergarten teacher, Cleaveland understands the demands of a classroom teacher.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10

Strands: Constructivist Classrooms, Writing

Audience: K-3 Teacher, Literacy Coach

Presentation: When primary teachers invite young

children to make books with pictures and words (Ray and Cleaveland, 2004), they engage them in the same kind of compositional work all authors and illustrators use to make books. Mentorship has a place to thrive in writing workshops. The key is to know what to talk about in a book to support children as beginning authors and illustrators. Attendees will see video and student work samples as one teacher shares the different ways she helps authors and illustrators become real mentors for beginning writers. Warning... get ready, this will change your teaching!

F-A07

Informational Texts and Pop-Up Debates

KRISTI COMPTON: English Teacher, Hortonville Area School District

WI Standards: T1, T4, T7

Strands: Collaborative Communities; Reading, Writing, Speaking, & Listening, Assessment

Audience: 6-12 Teacher, Literacy Coach, Pre-Service Teacher

Presentation: Add another assessment strategy to your toolbox for informational texts. Learn how to use Pop-up Debates, a strategy developed by Dave Stuart, Jr., to engage your students in reading informational texts and creating arguments. This strategy is a quick way to bring more Speaking and Listening standards into your classroom, while practicing close reading and writing arguments in preparation. Help build your classroom community through argumentation and debate. See what a week looks like in a classroom, modifications for the strategy once your students learn how to pop-up, and participate in a debate to see how it all works.



F-A08

Wisconsin State Reading Association presents

The Curious Classroom: Building Knowledge with Student-Directed Inquiry



SMOKEY DANIELS: A city and suburban classroom teacher, college professor, and national consultant, Smokey is known for his pioneering work on student book clubs, as recounted in *Literature Circles: Voice and Choice in Book Clubs and Reading Groups* and *Minilessons for Literature Circles*. His latest bestselling books on content-area literacy are: *The Curious*

Classroom, Comprehension and Collaboration, Upstanders, and Subjects Matters. Smokey shows colleagues how to simultaneously build students' reading strategies, balance their reading diets, and strengthen the social skills they need to become genuine lifelong readers.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A1

Strands: Creativity & Cognition, Inquiry

Audience: 4-12 Teacher, Reading Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-Service Teacher

Presentation: In America's classrooms, curiosity, passion, and student choice are making a welcome comeback. Inquiry circles and other project-based teaching approaches are spreading at all grade levels. But teachers wonder: How do I find time for this? What are some manageable pathways toward a more student-centered classroom? And for those already on an inquiry journey: What are the next steps for me and my students? In this practical, hands-on session, Daniels will demonstrate ten specific inquiry structures that engage kids, honor their personal and curricular questions, and support them to put their thinking to work in and beyond school.

F-A09

Wisconsin State Reading Association presents

Creating Strategic Readers: Motivating & Engaging the Whole Child



VALERIE ELLERY: National Board Certified Teacher, Curriculum Specialist, Literacy Coach, and International Educational Consultant. *Creating Strategic Readers*, is used internationally in classrooms and universities to inspire educators to motivate and engage today's whole child learners. Ellery co-authored *Literacy Strong All Year*

K-2, as well as two secondary curricula in the area of self-worth and human trafficking, impacting young adults in 37 nations. *Literacy Strong 3-5* is due out in 2018 by ASCD.

WI Standards: T1, T3, T4, T6, A1

Strands: Constructivist Classrooms, Reading

Audience: K-8 Teacher, Reading Teacher, Reading

Recovery® Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Ellery will model motivating literacy strategies aligned to standards, and participants will practice techniques to reach the whole child. Leave with answers to these relevant questions: How can I embrace a growth mindset that motivates and engages the whole learner? How can I teach from a standards-based perspective focusing on content acquisition? Am I lifting the level of thinking through accountable-talk to increase critical thinking in my classroom? Focus on reaching and teaching the whole learner through curricular goals, assessment, and experiential instruction.

F-A10

Wisconsin State Reading Association presents

Writing Radar: Today's Journals are Tomorrow's Literature



JACK GANTOS: Author of 50 books for young readers from picture books (*Rotten Ralph*), to upper elementary books of short stories and novels (*Jack Henry* series of short stories and *Joey Pigza* novels and *Dead End In Norvelt*), middle school novels (*Trouble in Me*), and high school novels and a memoir (*Hole in My Life*). Gantos teaches

creative writing and literature to students at schools across the country and teachers at universities and in-service events.

WI Standards: T1, T2, T3, T4, T7, T8, T10, A1

Strands: Creativity and Cognition, Writing, Reading

Audience: 3-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, School Library Media Specialist

Presentation: Learn how to set up student journals so they find great story material and organize and rewrite the material into polished stories. Find out how to get started and how to proceed with thoughtful confidence.

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F-A11

Wisconsin State Reading Association presents

Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap



PAUL GORSKI: Associate Professor of Integrative Studies in George Mason University's School of Integrative Studies, Gorski's courses include: Poverty, Wealth, and Inequality; Social Justice Education; Social Justice Consciousness and Personal Transformation; and, Contemporary Issues in Social Justice and Human Rights. He

recently led the development of the new Social Justice and Human Rights undergraduate and graduate programs. Currently, Gorski is a Senior Research Fellow for the Center for the Advancement of Well-Being and in his third term on the board of the International Association for Intercultural Education.

WI Standards: T1, T2, T3, T4, T7, T8, T10, A1

Strands: Collaborative Communities, Policy

Audience: All

Presentation: Discuss how poverty and the barriers it creates for students experiencing it impede educational success as well as discuss how we can mitigate the barriers through higher-order literacy instruction practices.

F-A12

Never Going Back: Engaging Students in Authentic Writing Through Mentor Texts and Modeling

TRINA HAASE: Co-Chair, WSRA High School Literacy Committee; High School English Language Arts, At-risk Teacher, Appleton Area School District

ABBIE BLOOD: High School English Language Arts and Social Studies Teacher, Appleton Area School District

WI Standards: T1, T2, T3, T4, T6, T7, A1

Strands: Constructivist Classrooms, Writing

Audience: 9-12 Teacher, Reading Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-Service Teacher

Presentation: A few years ago, Abbie Blood taught writing to her high school students in a fairly traditional way assigning a piece of writing based on a concept students had been studying in class, giving students some choices, time to write, and shared examples of what she was looking for in their writing. This worked for some students, but many students turned in dispassionate, mediocre writing or didn't turn in anything at all. Frustrated, Abbie tried a new method; she wrote with her students, used mentor texts, and gave students opportunities to write for authentic audiences. Using mentor texts, and providing students with an authentic audience make a significant difference in student learning, motivation, and the quality of writing and discussion. Learn how to select and use mentor texts, see student examples of different kinds of text, and discover what students think about following this process.

F-A13

Creating a Classroom Culture to Love Literacy

LISA HEDRICK: Literacy Consultant, CESA 1

WI Standards: T2, T3, T6, T9

Strands: Culture of Caring, Engagement, Mindset

Audience: K-8 Teacher, Reading Teacher, Special Education Teacher, Pre-Service Teacher

Presentation: Motivation. Engagement. Perseverance. Lack of these three elements can create learning and behavioral challenges in the classroom. Learn how to address the needs of your reluctant literacy learners by identifying their motivators and developmental needs. Foster a love of literacy by leading students to discover and invest in their own learning

F-A14

Wisconsin State Reading Association presents

Advancing Culturally-Responsive Literacy Education



DAVID KIRKLAND: Executive Director of The New York University Metropolitan Center for Research on Equity and The Transformation of Schools, Kirkland has been described as an activist and educator, cultural critic, and author. A leading national scholar and advocate for educational justice, Kirkland's transdisciplinary scholarship explores a

variety of equity related topics (e.g., school climate and discipline, culture and education). Kirkland taught middle and high school for several years in Michigan. He also organized youth empowerment and youth mentoring programs in cities such as Detroit, Chicago, and New York. He currently leads efforts to enhance education options for vulnerable youth throughout New York City, and beyond.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10

Strands: Culture of Caring, Equity

Audience: K-12 Teacher, Reading Teacher, Special Education Teacher, Pre-service Teacher

Presentation: Begin with two thought experiments aimed at engaging in the complexities of achieving culturally-responsive literacy education (CRE) and the complex social and economic forces necessitating it. What are the forces at play? How might systems of bias influence how, why, and what some students learn? How might culturally-responsive literacy educators disrupt systems of bias so that youth become empowered to transform their communities, their educational destinies, and their lives? Participants will be invited to reflect upon and dialogue about feelings and observations, comparing a simulated experience to the actual world and its various learning contexts and outcomes. The workshop will also provide deep instruction in a guided sequences for CRE engagements.

F-A15

Wisconsin State Reading Association presents

One Book, Many Visits: When Books Become Best Friends (Repeated on Friday at 2:15)



LESTER LAMINACK: Professor Emeritus at Western Carolina University in Cullowhee, NC, Laminack received two Excellence in Teaching Awards. Laminack is now a full-time writer and consultant working with schools throughout the US. He is an active member of the NCTE and served three years as co-editor of the *NCTE Journal*,

Primary Voices, and editor of the Children's Book Review Department of the *NCTE Journal*.

WI Standards: T1, T2, T3

Strands: Creativity and Cognition, Reading, Engagement

Audience: 4K-8 Teachers

Presentation: Explore the potential of visiting and revisiting a small set of carefully selected books through focused read aloud experiences across time. Imagine slowing down to explore one book in layers, one layer at a time with a clear focus for each read aloud experience. Laminack will take you through the potential of two picture books to demonstrate what can be done with numerous well-loved books.

F-A16

Wisconsin State Reading Association presents

Bring Heart and Soul to Nonfiction Writing (So You'll Actually Enjoy Teaching and Reading It!)



CHRISTOPHER LEHMAN: Founding Director of The Educator Collaborative, Lehman is an international speaker, consultant, and New York Times best-selling author. A former middle and high school teacher, literacy coach, and Senior Staff Developer with the Teachers College Reading and Writing Project at Columbia University, Christopher

is currently Chair of the NCTE Middle Level Section and serves on the Board of Directors of the National Center for Families Learning. Currently, Lehman is working with The Educator Collaborative on innovative ways educators learn in-person and online, providing opportunities for teachers, coaches, and administrators to share their expertise.

WI Standards: T1, T4, T6,T7,T9,T10 A1, A3

Strands: Culture of Caring, Writing, Engagement

Audience: 1-12 Teacher, Literacy Coach, Reading Specialist, Reading Teacher, Administrator/Principal, Curriculum Director

Presentation: Too often nonfiction and non-narrative writing can feel dry, even boring... for students and for educators. Essay, informational - event argument writing - can become formulaic and uninspired. It does not need to be this way! Join Lehman in this special writing workshop-

style session that will both have you writing and have you seeing new possibilities in these types of writing. Explore strategies and ways of demonstrating that spark student engagement and bring voice to their writing.

F-A17

Wisconsin State Reading Association presents

Who's The Teacher? (Repeats on Friday at 2:15)



BEN MIKAELSON: Author. Mikaelson is known for his in-depth research and the magical worlds he creates. His research has included an expedition to the North Pole, going undercover with narcotics agents, living with the homeless in Mexico and with the Massai in Africa, riding a horse across the United States from Minnesota

to Oregon, boating the length of the Mississippi river, driving overland from Montana to the tip of South America, completing over 1000 parachute jumps and racing sled dogs in Northern Minnesota.

WI Standards: T2, T3, T9

Strands: Culture of Caring, Books, Reading, Writing

Audience: All

Presentation: Turning kids onto reading and writing means finding what's relevant to their lives. Mikaelson will share some of the poignant - and often humorous lessons - he has learned while visiting schools and corresponding with students. "The students have taught me more than I've ever taught them," Ben observes. "Students are the ones who have created the precious moments that have given me the insights that allow me to pen my novels." Join Author Ben Mikaelson for this session that will make you rethink your approach to education.

F-A18

Wisconsin State Reading Association presents

Panel Discussion: What I Would Like My Administrator to Know: How to Support Teacher Expertise to Achieve Outcomes for Student Academic Growth and Well Being



Co-Moderator: **KATHY CHAMPEAU:** Reading Specialist, Consultant and Adjunct Literacy Instructor at the University of Wisconsin-Milwaukee. Champeau is a WSRA Past President, Co-Chair of WSRA's Rtl/ESEA/Assessment Task Force and Co-Editor of the *WSRA Monograph, Response to Intervention: AT THE CROSSROADS*.



Co-Moderator: **MICHAEL FORD:** Retired Professor of Reading in the College of Education and Human Services at the University of Wisconsin-Oshkosh. Ford has been involved with literacy education for 30 years as a first grade and Title I teacher as well as researcher and teacher educator. His work with international school associations has taken him to Africa, Europe, Central

and South America, and the Middle East. He is a WSRA Past President, authored many books and is Co-Editor of the *WSRA Monograph, Response to Intervention: AT THE CROSSROADS*.



BARBARA COMBER: Researcher at the University of South Australia where Comber's work focuses on literacy development, teaching and socioeconomic disadvantage, and how early career teachers understand and attempt to enact quality teaching in schools located in low socioeconomic status areas. Her most

recent book *Literacy, Place, and Pedagogies of Possibility* has been called a 'gift to the field of literacy education'.



MATT GLOVER: Involved in education for over 25 years as a teacher, principal, author, and consultant. Glover is the author and co-author of: *Projecting Possibilities for Writers: The How, What, and Why of Designing Units of Study, K-5*; *Already Ready, Sit Down and Teach Up*; *I Am Reading: Nurturing Young Children's*

Meaning Making; and, *Joyful Engagement With Any Book*.



PETER JOHNSTON: Professor Emeritus at the State University of New York at Albany. His current research explores links among classroom talk, reading engagement, and children's social/emotional and literate development. He is the author of the award winning books, *Choice Words* and *Opening Minds*. Johnston chaired the ILA/

NCTE committee which produced the Standards for the Assessment of Reading and Writing and a member of the Reading Hall of Fame.



PASI SAHLBERG: A Finnish educator, author, and scholar. Sahlberg has worked as a teacher, teacher educator, researcher, and policy advisor in Finland and has studied education systems around the world. His expertise includes school improvement, classroom teaching and learning, school leadership and international education

issues. His current book, *Empowered Educators in Finland*, explores Finland's unique approach to teacher training that is combined with a national focus on equity and children.



SHEILA VALENCIA: Professor of Language, Literacy, and Culture at the University of Washington, Seattle. She teaches and conducts research in the areas of literacy assessment, instruction, policy, and teacher development. Valencia has served on national, state, and local assessment systems including the National Assessment

of Educational Progress subcommittees and ILA/NCTE Standards Committee.

WI Standards: T1, T2, T3, T4, T7, T8, T10, A1, A2, A3, A5, A7

Strands: Constructivist Classroom, School Improvement, Policy

Audience: All

Presentation: Developing the literate lives of our students within school contexts requires a collaborative effort between teachers and administrators. Research concludes that at the heart of that effort has to be the development and use of teacher expertise. This panel will ask experts to examine the tensions that often surface in school settings among educators to raise the importance of teacher expertise to inform critical decisions in school literacy programs. How do we move from systems of accountability to responsibility? How do we move from curricula composed of contrived learning tasks to structures for purposeful, meaningful learning? How do we move from environments of managed classrooms to classrooms of engaged learners? How do we move from assessments that value counting to assessments that value what counts? What does it mean to develop and use teacher expertise? What happens when we don't? These are some of the vexing questions and issues this panel will discuss. Join them for a spirited discussion guaranteed to be enlightening, thought-provoking, and perhaps a tad controversial.

F-A19

Wisconsin State Reading Association presents

DIY Literacy: Teaching Tools to Increase Differentiation, Rigor, and Independence



KATE BEATTIE ROBERTS: A national literacy consultant, author, and keynote speaker, Roberts taught reading and writing in Brooklyn, NY and worked as a literacy coach before joining the Teachers College Reading and Writing Project. Roberts is the co-author (with Christopher Lehman) of *Falling in Love with Close Reading* and *DIY Literacy*

(with Maggie Beattie Roberts). Her work with students across the country has led to her belief that all kids can be insightful, academic thinkers, when the work is demystified, broken down and engaging. Roberts has worked nationally and internationally to help teachers, schools, and districts develop and implement strong teaching practices and curriculum.



MAGGIE ROBERTS: An internationally recognized expert in elementary and secondary literacy, content area literacy, and digital and media literacy. She worked as a staff developer for the Teachers College Reading and Writing Project for nearly ten years, leading research and development in digital and media literacy. Roberts is

committed to helping teachers tap into the power of their own deep engagement in reading and writing. She is co-author of the popular new book, *DIY Literacy: Teaching Tools for Differentiation, Rigor, and Independence* (with Kate Roberts).

WI Standards: T1, T4, T6, T7, T9, T10, A1, A3

Strands: Constructivist Classroom, Strategies, Engagement

Audience: K-12 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher

Presentation: Join Roberts and Roberts for this practical, hands-on, and energetic session as they help participants make teaching tools and create strategies to help students read and write with greater independence. This workshop will share a variety of teaching tools that can help facilitate work more independent student work, promote increased engagement, and the work toward more purposeful goals.

F-A20

The Critical Lenses of Lifelong Literacy

PATTY SANKEY: Co-Chair, WSRA Middle Level Committee; Reading Specialist and Literacy Coach, Sussex Hamilton School District

KRISTI DEJONG: Sixth Grade Critical Literacy Teacher, Sussex Hamilton School District

JENI KOPPELMAN: Seventh Grade Critical Literacy Teacher, Sussex Hamilton School District

AMY WILDE: Eighth Grade Critical Literacy Teacher, Sussex Hamilton School District

WI Standards: T1, T3, T4, T6, T7, T10, A1, A2, A3

Strands: Collaborative Communities, Inquiry

Audience: 6-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director, Pre-Service Teacher

Presentation: Explore how the use of school anchor questions guide students to look critically at and about the world around them. Through grade level and disciplinary specific essential questions, students analyze text and think within the context of the discipline. In this session, we will give background about our journey of researching what it means to read within the disciplines. We will also discuss how students create authentic inquiry representations that demonstrate their understandings of the grade-level essential questions, which relate to answering the school-wide anchor questions. Students discover their voice through choice reading of both narrative and expository texts to answer personally relevant questions. Further, students engage in collaborative conversations to discover answers to their curiosities and to hear about how others answered their wonderings. Learn how to engage all strands of the literacy standards.

F-A21

Scholastic Presents

Complete Comprehension



JENNIFER SERRAVALLO: Literacy consultant, researcher, and author of several professional books, including *The Literacy Teacher's Playbook for grades K-2 and 3-6*. Serravallo's latest books include *Reading Strategies Book: Your Everything Guided to Developing Skilled Readers* and *Writing Strategies Book: Your Everything Guide to*

Developing Skilled Writers. Serravallo taught grades 3-5 in Title I schools with large class sizes and high numbers of ELLs. From this experience, Serravallo developed *Independent Reading Assessment* and other resources that help teachers meet students wherever they are in their learning curve as readers and writers.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A1, A2, A3

Strands: Culture of Caring, Reading

Audience: K-6 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Teacher Educator, Pre-Service Teacher

Presentation: You may have heard the adage that up to third grade, children learn to read, but from then on they read to learn. I believe all children—of any age, of any level of proficiency—still need to learn to read. This is based on the conviction that with explicit teaching, and ample time spent reading, every student can be taught to read more thoughtfully, meaningfully, and insightfully. Serravallo will help attendees to envision their own reading block as a time of joyfully engaged reading with targeted, purposeful instruction around comprehension goals – and provide the tools and advice to do it well.

F-A22

Wisconsin State Reading Association presents

Singing the Words: How Music, Lyrics, and Singing Build Literacy



STUART STOTTS: Author, storyteller, musician, and teaching artist from Wisconsin. For over 30 years, Stotts has presented in schools, at conferences, and workshops around the world. Stotts is a Kennedy Center Teaching Artist and much of his work is in professional development for educators. His workshops are always hands-on and participatory, with a focus on strategies and approaches that teachers can use right away. His newest book, *Beyond Nice*, explores the practice and nurturing of kindness in young children.

WI Standards: T2, T3, T4, T6

Audience: K-5 Teacher, Reading Teacher, Special Education Teacher

Strands: Creativity and Cognition, Arts, Engagement

Presentation: Music is a central part of most students' lives; they listen, they sing, they dance. Teachers can use this natural affinity to motivate and engage students in the classroom, building literacy skills, character, and community. Explore song structures and patterns that students can use to write, sing, rehearse, and perform original song lyrics. This creative process helps students demonstrate their understanding of any content area while experiencing the joy of music. No musical training is necessary; only an interest in singing.

F-A23

Wisconsin Historical Society presents

Wisconsin: Our State, Our Story

WISCONSIN HISTORICAL SOCIETY & KURT GRIESEMER: Coordinator of Primary Education, Wisconsin Historical Society

WI Standards: T1, T4, T6, T7

Strands: Constructivist classroom, Disciplinary Literacy

Audience: K-8 Teacher

Presentation: From the award-winning fourth grade textbook *Wisconsin: Our State, Our Story* to upcoming picture books for our youngest readers, come see what is new from the Wisconsin Historical Society. With ever-increasing pressure to raise test scores in reading and math, less time is too often spent on social studies instruction. Learn about fantastic resources designed to help classroom teachers integrate Wisconsin history resources into literacy blocks, keeping in mind that social studies instruction can and should work hand-in-hand with literacy instruction. Using tools developed in conjunction with educators in the field, this session will encourage the use of disciplinary literacy language as well as showing the integration of the inquiry method *Thinking Like A Historian* into the elementary classroom. Instruction in the social studies is

an important aspect in the development of your young learners, and we know your time in the classroom is limited and valuable. Help learners develop both their reading skills and interest in the world around them with fantastic resources from the Wisconsin Historical Society.

F-A24

Giving Breath to Words: Mindfulness and Writing

JENNY MAGEE: National Board Certified Early Childhood Generalist; Fourth Grade Teacher, Middleton-Cross Plains Area School District; Fellow of the Greater Madison Writing Project

BETSY DELZER: Mindful Practices Specialist, Middleton Cross Plains School District

WI Standards: T1, T2, T3, T4, T5, T6, T7, T10, A2, A3, A7

Strands: Culture of Caring, Writing, Mindset, Engagement

Audience: K-8 Teacher

Presentation: Mindfulness and awareness of oneself and the world directly correlate to skill growth and strong communication in writing. Magee, fourth grade teacher and Delzer, District Mindfulness Specialist, partnered up to teach 15-30 minute lessons once a month that cause students to tune into their writing ideas and be aware of skills and strategies when working on their pieces. The results have been students who are willing to live the life of a writer and infuse writing into all aspects of the day. Impact of skill growth has been seen in all genres and complexities of writing work. As students have learned mindfulness strategies, engagement and social growth have also increased.

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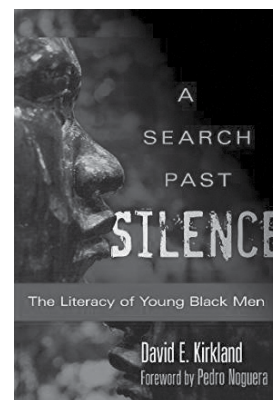
FRIDAY AFTERNOON KEYNOTE

*Ballroom CD**Keynote Presentation***Wisconsin State Reading Association presents****DAVID KIRKLAND*****The Truth That I Owe You: Advancing Racial Justice in Literacy Education***

Executive Director of The New York University Metropolitan Center for Research on Equity and The Transformation of Schools, Kirkland has been described as an activist and educator, cultural critic, and author. A leading national scholar and advocate for educational justice, Kirkland's transdisciplinary scholarship explores a variety of equity related topics (e.g., school climate and discipline, culture and education, etc). Kirkland taught middle and high school for several years in Michigan. He also organized youth empowerment and youth mentoring programs in cities such as Detroit, Chicago, and New York. He currently leads efforts to enhance education options for vulnerable youth throughout New York City, and beyond abroad.

WI Standards: All**Audience:** All**Strands:** Culture of Caring, Equity

Presentation: This keynote presentation is based on over a decade of research aimed at understanding the complexities of teaching and learning in urban settings. Kirkland's goal is to raise awareness of the effects of educational injustices in the lives of urban youth, primarily youth of color, in order to interrupt cycles of miseducation. Focusing on the (mis)education of black males, the presentation addresses the following questions: How do cycles of inequity (i.e., racial injustice) influence how, why, and what youth of color learn (and do not/ refuse to learn)? How might critical educators disrupt such cycles to empower urban youth to transform their own communities, lives, educational destinies, etc.? In addressing these questions, the presentation aims to examine, perhaps more holistically, the peculiar deficit politics of education, exploring instead the power of the spoken and written word, as it constructs and deconstructs opportunities for learning and liberation. In closing, the presentation will suggest that, from a liberatory perspective, urban youth take on new meanings beginning with a voice and a verb, where youth--when affirm, valued, and respected--have the power to transform the world inside-out.



2:15 PM - 3:45 PM

F-B01

Wisconsin Department of Public Instruction presents

A Critical Examination of Texts for Representation and Diversity



LAURA ADAMS: One of two general education Literacy Consultants at the Wisconsin Department of Public Instruction (DPI). In this role, she creates and delivers professional learning resources and guidance related to reading and literacy for administrators and educators. Adams has also served as a Title I Education Consultant at DPI, providing guidance to school districts as they offer additional literacy support to students. Prior to her work at DPI, Adams taught courses of literacy and Spanish in the Two Rivers Public School District.



TESSA SCHMIDT: Youth and Inclusive Services Consultant at the Wisconsin DPI. Literacy and learning are at the heart of Schmidt's work. She consults with public librarians, administrators, staff, board members, school staff, and interested citizens. Schmidt develops and conducts statewide training activities, distributes

information and facilitates the sharing of information on literacy services.

WI Standards: T1, T3, T4, T6, T7, T10, A1, A2

Strands: Constructivist Classroom, Equity

Audience: All

Presentation: All learners need to engage with texts that serve as mirrors and windows for them; mirrors that allow them to see themselves and their experiences reflected and windows that allow them to examine other ways of being in the world. DPI Literacy, ELA, and Youth and Inclusive Services Consultants have developed resources to support educators in critically examining texts for representation and diversity. In this hands-on, interactive session, participants will use these resources to analyze a text with their own students in mind and will leave with research-based understandings and talking points for why it is critical to provide all students with texts representing diverse experiences, as well as resources for finding such texts. ***Participants are encouraged to bring a familiar text to the session.***

F-B02

Sponsored by Corwin Literacy

Work It! Wonderful Challenges All Your Learners Need

(Repeated from Thursday at 2:45)



NANCY AKHAVAN: A literacy consultant, author, and speaker, Akhavan taught reading and writing in California at a variety of grade levels and is an Assistant Professor at Fresno State. Akhavan is an author of eight books including *The Nonfiction Now Lesson Bank*. Her newest book will be out in early spring 2018. Akhavan works to help

teachers, schools, and districts develop curriculum and implement effective and purposeful learning and teaching practices.

WI Standards: T1, T3, T4, T5, T6, T7

Strands: Constructivist Classroom

Audience: 1-8 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Akhavan will discuss what engaged learning looks and sounds like in the classroom and how a few shifts in teaching approaches make a difference for students, especially when we provide authentic and appropriate reading and writing activities. Participants will learn to shift instruction to focus on essential challenges that encourage students to stretch themselves within their zone of proximal development. Find out how to implement effective reading and writing challenges that build engagement

F-B03

Collaboration on Steroids! How the Use of an Embedded Professional Development Model has Lifted the Level of Instructional Practices and Increased Collaboration Centered on Student Achievement

MISSY BOUSLEY: District Reading Specialist, Southern Door County School District

MELISSA GOODACRE: Elementary Educational Specialist, Instructional Coach/Math Recovery Champion Trainer, Southern Door County School District

WI Standards: T4, T5, T6, T10, A1, A2, A3

Strands: Collaborative Communities, Coaching, School Improvement

Audience: K-5 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Special Education Teacher, Principal/Administrator, Curriculum Director, IHE Teacher Educator

Presentation: At Southern Door Elementary, education specialists have developed an in-district professional development model to enhance the level of collaboration among staff beyond professional development opportunities off site. Learn how the use of peer learning lab classrooms is enhancing instructional practices, deepening content knowledge, and supporting the implementation of theory and practice. The presenters will illustrate the path to systemic change within their school and the impact it has had on both teacher and student learning through this structured approach to collaboration.

F-B04

THIS SESSION IS OFFSITE. Complimentary transportation by bus will be provided by the School District of Greenfield from the Wisconsin Center to the Milwaukee Art Museum.

Art Sparks and Speaks: The Use of Visual Art in the Writing Process

LOIS CALLOWAY: Instructional Coach, Greenfield School District

WENDY MATHESON: English Teacher, School District of Greenfield

DAN MANLEY: English Teacher: Greenfield High School, School District of Greenfield

WI Standards: T7

Strands: Creativity and Cognition, Arts, Engagement

Audience: 6-12 Teacher

Presentation: Art stimulates analytical, creative, and critical thinking skills that extend beyond the classroom, and the museum experience offers students the chance to explore new thoughts, unique experiences, and sensory stimulation. Participants will experience interactive writing activities that engage students' literacy skills through visual art. Micro-

lessons incite empathy, sympathy, self-expression, and self-reflection while introducing students to various artistic forms. These activities generate authentic responses from students and provide inspiration for the writing process.

F-B05

Wisconsin State Reading Association and the WSRA Children's Literature Committee present

Picture This

WI Standards: T1, T2, T3, T4, T5, T7, T8, T10, A2, A3, A5

Strands: Creativity & Cognition, Books

Audience: K-8 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Special Education, School Library Media Specialist, Principal/Administrator, Curriculum Director, Teacher Educator, Pre-Service Teacher

Presentation: Join WSRA Children's Literature Committee members as they share picture book text sets created around multiple themes and purposes to engage students in learning. We focus on titles that are diverse, high-quality, authentic, appealing to kids, and relevant in our global world to give teachers strong possibilities for read alouds, mentor texts, and recommending to student readers. Teachers will benefit from learning about the best of the latest picture books published in the past two years and ways to pair texts and use the books in the classroom to meet various community and curriculum goals.



#WSRA18



F-B06

Wisconsin State Reading Association presents

The Politics of Language: Teaching About Language and Power



LINDA CHRISTENSEN: Director of the Oregon Writing Project, located in the Graduate School of Education at Lewis & Clark College. Christensen taught high school Language Arts for almost four decades, focusing on the intersection of literacy and social justice. Her books, published through Rethinking Schools,

demonstrate how she teaches students to rise up into consciousness about themselves and others, to understand how their choices and misunderstandings have been shaped by a society that seeks to control them through a barrage of images and sound bites, anemic history books that lack analysis, and a curriculum that too often asks them to become standardized instead of enlightened.

WI Standards: T4, T7, A1

Strands: Constructivist Classroom, Policy

Audience: All

Presentation: Explore ways to engage students in a critical study about the power of language by grounding the curriculum in the language and lives of students, teaching students to pose essential and critical questions about language and society, and encouraging them to reflect on ways to make a difference in the world around them. See examples that demonstrate how to value the cultures of marginalized groups while giving them access to the language and tools of power.

F-B07

Wisconsin State Reading Association presents

Assessment: Learning All You Can About Your Young Authors



LISA CLEAVELAND: Author (with Katie Wood Ray) of *About The Authors: Writing Workshop with Our Youngest Writers* and *More About The Authors: Authors and Illustrators Mentor Our Youngest Writers*. Cleaveland has been a teacher for 25 years. Cleaveland and Ray have worked together for 15 years, with Cleaveland's classroom

being a place of research for Ray. Many teachers from all over the United States have come to visit writing workshop in her kindergarten and first grade classrooms. Currently a kindergarten teacher, Cleaveland understands the demands of a classroom teacher.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8 T9, T10

Strands: Constructivist Classrooms, Writing

Audience: Kindergarten Teacher, Literacy Coach, Reading Specialist

Presentation: During the school year, we look for evidence

of their young writers' growth. We always watch and listen to students while engaged in the process of writing. We hear their conversations and how they articulate themselves in individual conferences. Look closely at individual pieces of writing as you might your own students' writing. Examine how to use observations and students' decision-making to drive instruction and to help with individual conferences. Look at how to discover: new areas of growth in a child, possibilities for next steps in nudging a child's development, possibilities for the whole-class teaching out of a child's experience, and ways to keep records of the teaching in the writing conference.

F-B08

Wisconsin State Reading Association presents

Learning to Write Now: A Socio-Material Analysis of Text Production at School



BARBARA COMBER: Researcher at the University of South Australia where Comber's work focuses on literacy development, teaching and socioeconomic disadvantage, and how early career teachers understand and attempt to enact quality teaching in schools located in low socioeconomic status areas. Her most

recent book *Literacy, Place, and Pedagogies of Possibility* has been called a 'gift to the field of literacy education' where she provides a vision of hope for children often denied pedagogies of possibility.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A1

Strands: Constructivist Classrooms, Writing, Technology

Audience: K-5 Teacher, Reading Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: This presentation reports on a project investigating how children are learning to write as they participate in producing both print and digital texts with a range of tools and technologies. Teacher and student perspectives on learning to write will be shared. Innovative approaches to teaching writing in early childhood classrooms in two schools situated in low socioeconomic communities across two states were collaboratively designed with teachers will be illustrated. The affordances of new ways of understanding learning to write in action, in contemporary classrooms are explored along with what gets in the way.

F-B09

Wisconsin State Reading Association presents

Rethinking Close Reading: Enhancing Comprehension through the Deep Study of Nonfiction Images



SMOKEY DANIELS: A city and suburban classroom teacher, college professor, and national consultant, Smokey is known for his pioneering work on student book clubs, as recounted in *Literature Circles: Voice and Choice in Book Clubs and Reading Groups* and *Minilessons for Literature Circles*. His latest bestselling books on content-area

literacy are: *The Curious Classroom*, *Comprehension and Collaboration*, *Upstanders*, and *Subjects Matters*. Smokey shows colleagues how to simultaneously build students' reading strategies, balance their reading diets, and strengthen the social skills they need to become genuine lifelong readers.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A1

Strands: Constructivist Classrooms, Inquiry, Reading

Audience: 4-12 Teacher, Reading Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-Service Teacher

Presentation: What are you teaching next week/year? Whatever the topic, there is a universe of fantastic images you can use to initiate, drive, expand, and conclude your unit – while keeping kids in the driver's seat. But the close reading of images requires much more than occasionally throwing cool pictures or artwork up on your classroom screen. There's a subtle art to selecting, preparing, and presenting curricular images that genuinely amplify your content - and planning for student interaction around them. Come and try out six key strategies.

F-B10

Wisconsin State Reading Association presents

Motivating Readers to Make Meaning



VALERIE ELLERY: National Board Certified Teacher, Curriculum Specialist, Literacy Coach, and International Educational Consultant. *Creating Strategic Readers*, is used internationally in classrooms and universities to inspire educators to motivate and engage today's whole child learners. Ellery co-authored *Literacy Strong All Year*

K-2, as well as two secondary curricula in the area of self-worth and human trafficking, impacting young adults in 37 nations. *Literacy Strong 3-5* is due out in 2018 by ASCD.

WI Standards: T1, T3, T4, T6, A1

Strands: Constructivist Classroom, Strategies

Audience: 4K-5 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Discover engaging ways to motivate your readers to comprehend what they read through visual and

kinesthetic approaches! Learn experiential instructional techniques that support the vocabulary and comprehension strategies of associating, analyzing, and categorizing words; previewing, activating, and building schema; predicting, questioning, determining importance, and summarizing. Engage in opportunities for authentic purposes using multi-genre, multimodal text sets in today's comprehensive literacy classrooms. Leave with effective tools for boosting students' vocabulary and comprehension in your classroom!

F-B11

Purpose in Poetry

MELISSA FIAMONCINI: Literacy Coach, Educational Consultant

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A1, A3

Strands: Constructivist Classrooms, Writing

Audience: K-8 Teacher, Reading Teacher, Literacy Coach, ELL Teacher, Special Education Teacher, Principal/Administrator, Curriculum Director, Pre-Service Teacher

Presentation: Explore poetry through a creative community that engages all writers in an inquiry-based construction of poetry workshop. Participants will engage in the phases of poetry and learn meaningful instructional strategies for teaching the genre. Phases of poetry and mentor text titles will be shared to consider ways to engage students as interdisciplinary readers, writers, speakers, and listeners. Consider poetry your next genre study!



F-B12

Wisconsin State Reading Association presents

Read a Classic – Write a Classic: Picture Books from Wild Things to Rotten Ralph



JACK GANTOS: Author of fifty books for young readers from picture books (*Rotten Ralph*), to upper elementary books of short stories and novels (*Jack Henry* series of short stories and *Joey Pigza* novels and *Dead End In Norvelt*), middle school novels (*Trouble in Me*), and high school novels and a memoir (*Hole in My Life*). He teaches

creative writing and literature to students at schools across the country, and teaches teachers at universities and in-service events. His book awards include a Newbery Award, a Newbery Honor, the Scott O'Dell Award, Printz Award, Sibert Award and a nomination for a National Book Award.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10

Strands: Collaborative Communities, Writing, Reading

Audience: 4K-8 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist

Presentation: All good writing begins with good reading, so let's examine classic picture books and find out not only what makes a good book a classic, but also how to teach, organize, and write the future classics through a step-by-step process.

F-B13

Wisconsin State Reading Association presents

Increasing Energy for Writing Through Choice of Genre: Possibilities and Strategies



MATT GLOVER: Involved in education for over 25 years as a teacher, principal, author, and consultant. Glover is the author and co-author of several books on teaching writing and reading including: *Projecting Possibilities for Writers: The How, What, and Why of Designing Units of Study, K-5*; *Already Ready, Sit Down and Teach Up*; *I Am Reading: Nurturing Young Children's*

Meaning Making; and, *Joyful Engagement With Any Book*.

WI Standards: T3, T1, T2, T4

Strands: Creativity and Cognition, Writing, Engagement

Audience: 4K-8 Teacher, Literacy Coach, Special Education Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director

Presentation: Choice, in any area of learning, increases energy and engagement. In writing, teachers often grapple with choice of topic, but less frequently consider choice of genre. Yet, choice of genre significantly impacts engagement, especially for reluctant writers. Glover will make the case for including some writing workshop units of study that allow for choice of genre. Glover will also

troubleshoot common challenges of non-genre specific units and balancing them with genre specific studies, pulling stacks of texts, and conferring.

F-B14

Wisconsin State Reading Association presents

Being a Threat to the Existence of Bias and Inequity: The Equity Literacy Framework



PAUL GORSKI: Associate Professor of Integrative Studies in George Mason University's School of Integrative Studies, Gorski's courses include: Poverty, Wealth, and Inequality; Social Justice Education; Social Justice Consciousness and Personal Transformation; and, Contemporary Issues in Social Justice and Human Rights. He

recently led the development of the new Social Justice and Human Rights undergraduate and graduate programs. Currently, Gorski is a Senior Research Fellow for the Center for the Advancement of Well-Being and in his third term on the board of the International Association for Intercultural Education.

WI Standards: T1, T2, T3, T4, T6, T7, T8, T10, A1

Audience: K-12 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, ELL Teacher, Special Education Teacher, School Library Media Specialist, Principal/Administrator, Curriculum Director, Pre-Service Teacher

Strands: Collaborative Communities, Policy

Presentation: How can we create equitable learning environments for all students by directly identifying and eliminating the biases and inequities in all aspects of schooling? Explore the knowledge and skills that comprise the equity literacy framework for bolstering educational success and engagement for all students.



wsra.org

F-B15

Build It (with Scaffolds) and They Will Learn: How Using Scaffolds in Guided Reading Help Learners Construct Meaning

WENDY HAMILTON: District Intervention, Comprehensive Intervention Model (CIM) Coach and Trainer, School District of Waukesha

MARI NELSON: Literacy Coach, School District of Waukesha

WI Standards: T1, T2, T3, T4, T6, T7

Strands: Constructivist Classrooms, Reading

Audience: 4K-3 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Special Education Teacher

Presentation: Readers are makers of meaning and knowledge. Teachers must engage readers and build on the known to get readers actively involved in their learning. Participants will walk through a Guided Reading lesson designed for emergent to transitional at-risk readers and analyze where and how teachers can scaffold student learning at different points throughout the lesson. These scaffolds are designed to help support students in the process of meaning and knowledge construction. Participants will have time to discuss, collaborate, and apply this learning.

F-B16

Wisconsin State Reading Association presents

Asking Critical Literacy Questions



HILARY JANKS: Fellow with post retirement special responsibilities for research in Early Childhood Education. Janks is a retired professor at the University of Witwatersand School of Education, Division of Languages, Literacies, and Literature in Johannesburg, South Africa.

WI Standards: T1, T4, T7

Strands: Constructivist Classroom, Speaking and Listening, Reading

Audience: 3-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Pre-service Teacher, Special Educator

Presentation: While many teachers believe that they have a responsibility to enable students to become critically literate, they often have difficulty learning how to ask critical questions - questions that help students understand the relationship between language and power. Practice formulating critical literacy questions and developing activities that show how language and power interface with diversity and access. See how questions and activities that invite redesign, provide opportunities for ethical and transformative social action. Texts will be chosen for participants to work with, and what counts as a good text for teaching critical literacy will also be discussed.

F-B17

Wisconsin State Reading Association presents

Gaining Footholds in Print



BETSY KAYE: Assistant Professor in the Department of Reading at Texas Woman's University, Kaye teaches graduate and undergraduate courses and serves as a Reading Recovery® trainer. Early in her career, she worked as a Reading teacher, a fifth grade classroom teacher, and a special education teacher. She has published several articles about teaching young children who initially struggle with literacy learning. Kaye recently co-authored *Finding Versus Fixing: Self-monitoring for Readers Who Struggle for The Reading Teacher*.

WI Standards: T3, T4, T7, T8

Strands: Creativity and Cognition, Reading

Audience: K-3 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, Special Education Teacher

Presentation: Although most young children learn to read and write quite easily, some have difficulty figuring out how print works. Learners in the latter group might find directional and spatial concepts confusing or have trouble learning letters and words. This session will explore the challenges of learning early print concepts and offer ways to identify and overcome the difficulties.

F-B18

Wisconsin State Reading Association presents

***One Book, Many Visits: When Books Become Best Friends* (Repeated from Friday at 9:45)**



LESTER LAMINACK: Professor Emeritus at Western Carolina University in Cullowhee, NC, Laminack received two Excellence in Teaching Awards. Laminack is now a full-time writer and consultant working with schools throughout the US. He is an active member of the NCTE and served three years as co-editor of the *NCTE Journal*, *Primary Voices*, and editor of the *Children's Book Review Department of the NCTE Journal*.

WI Standards: T1, T2, T3

Strands: Creativity and Cognition, Reading, Engagement

Audience: 4K-8 Teacher

Presentation: Explore the potential of visiting and revisiting a small set of carefully selected books through focused read aloud experiences across time. Imagine slowing down to explore one book in layers, one layer at a time with a clear focus for each read aloud experience. Lester will take you through the potential of two picture books to demonstrate what can be done with numerous well-loved books from your own classroom library.

F-B19

Wisconsin State Reading Association presents

We Have Diverse Books, Now What?: Next Steps in Supporting Critical Thinking, Compassion, and Community



CHRISTOPHER LEHMAN: Founding Director of The Educator Collaborative, Lehman is an international speaker, consultant, and New York Times best-selling author. A former middle and high school teacher, literacy coach, and Senior Staff Developer with the Teachers College Reading and Writing Project at Columbia University, Christopher

is currently Chair of the NCTE Middle Level Section and serves on the Board of Directors of the National Center for Families Learning. Currently, Lehman is working with The Educator Collaborative on innovative ways educators learn in-person and online, providing opportunities for teachers, coaches, and administrators to share their expertise.

WI Standards: T1, T4, T6, T7, T9, T10, A1, A3

Strands: Culture of Caring, Reading

Audience: K-12 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach

Presentation: Working to bring more diversity to the books in our classrooms is a huge and essential goal, but it is only the start. Join Lehman for this engaging, practical, and powerful session on revisiting your reading instruction with fresh eyes. Learn strategies and methods to deepen students' critical thinking and explore experiences, challenge biases, and learn from the page—and one another. Leave inspired.

F-B20

Wisconsin State Reading Association presents

***Who's The Teacher?* (Repeated from Friday at 9:45)**



BEN MIKAELSON: Author of Middle Grade books. Mikaelson is known for his in-depth research and the magical worlds he creates. His research has included an expedition to the North Pole, going undercover with narcotics agents, living with the homeless in Mexico and with the Massai in Africa, riding a horse across the United States from

Minnesota to Oregon, boating the length of the Mississippi river, driving overland from Montana to the tip of South America, completing over 1000 parachute jumps and racing sled dogs in Northern Minnesota.

WI Standards: T2, T3, T9

Strands: Culture of Caring, Books, Reading, Writing

Audience: All

Presentation: Turning kids onto reading and writing means finding what's relevant to their lives. Mikaelson will share some of the poignant - and often humorous lessons - he has learned while visiting schools and corresponding with

students. "The students have taught me more than I've ever taught them," Ben observes. "Students are the ones who have created the precious moments that have given me the insights that allow me to pen my novels." Join Author Ben Mikaelson for this session that will make you rethink your approach to education.

F-B21

Bringing Education to Life: How 'Smart Smashing' Empowers Student Learning

APRIL PADALINO: Title 1 Reading Specialist, Howard-Suamico School District

TONYA LIETHEN: Teacher, Howard-Suamico School District

SHENG YANG: English as Second Language Teacher, Hmong Interpreter and Translator, Howard-Suamico School District

BROOKE SULZMANN: Teacher, Howard Suamico School District

WI Standards: T1, T2, T3, T4, T6, T7, T8, T10

Strands: Collaborative Communities, Coaching, School Improvement

Audience: All

Presentation: We will be showcasing the innovative work we have been doing as a team to 'Smart Smash' literacy. Smart Smashing is using resources, knowledge, experience, and team collaboration to empower all our kids to become learning aficionados. Our team, made up of classroom reading and English Language Learning educators, has been collaborating together to develop consistency and congruency to support all our learners. We develop relationships, fail forward, and work alongside our kids. In order to bring education to life for students, we need to learn to dance. We need to know when they need us to lead and when we need to follow their ideas. By looking through the eyes of our students we know how to inspire and empower learners so education comes to life.

F-B22

Wisconsin State Reading Association presents

Teach the Reader Not the Book



KATE BEATTIE ROBERTS: A national literacy consultant, author, and speaker, Roberts taught reading and writing in Brooklyn, NY and worked as a literacy coach before joining the Teachers College Reading and Writing Project. Roberts is the co-author (with Christopher Lehman) of *Falling in Love with Close Reading* and *DIY Literacy*

(with Maggie Beattie Roberts). Her work with students across the country has led to her belief that all kids can be insightful, academic thinkers, when the work is demystified, broken down and engaging. Roberts has worked nationally and internationally to help teachers, schools, and districts develop and implement strong teaching practices and curriculum.

WI Standards: T1, T4, T6, T7, T9, T10, A1, A3

Audience: 3-9 Teacher, Reading Teacher, Reading Specialist, Literacy Coach

Strands: Constructivist Classroom, Reading

Presentation: Do you teach whole class novels but fear that your students are not getting better as readers from book to book? Do you want to teach a whole class novel but fear losing the engagement and growth in your readers' workshop classroom? This session will help you to navigate the terrain between independent reading practices and more traditional whole class novel teaching. There is a way to teach a novel while still teaching our individual readers. Roberts will present one way to strike a balance in this practical, solution-based workshop.

F-B23

Wisconsin State Reading Association presents

Independent Reading Journeys: Helping Students Discover & Celebrate Their Own Ways of Thinking



MAGGIE ROBERTS: An internationally recognized expert in elementary and secondary literacy, content area literacy, and digital and media literacy. She worked as a staff developer for the Teachers College Reading and Writing Project for nearly ten years, leading research and development in digital and media literacy. Roberts is committed to helping teachers

tap into the power of their own deep engagement in reading and writing. She is co-author of the popular new book, *DIY Literacy: Teaching Tools for Differentiation, Rigor, and Independence* (with Kate Roberts).

WI Standards: T1, T4, T6, T7, T9, T10, A1, A3

Audience: 1-12 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach

Strands: Constructivist Classroom, Reading

Presentation: Our students think deeply and analyze lots of things in their lives - text messages, song lyrics, social media posts. At times, their writing about reading and talking about texts they read inside and outside the classroom falls flat in comparison. Help students analyze, interpret, and synthesize ideas with similar enthusiasm and engagement. Specifically, Roberts will share outcomes of a yearlong classroom inquiry that focused on helping students celebrate how their minds work to think deeply about a text. She will share a practical and replicable process - an independent reading journey - to help guide all students to discover how their minds work.

F-B24

Engaging Exploration: Cultivating Curiosity in Secondary Students

SARAH ROWSE-BORRELLI: Secondary English Language Arts and Reading Teacher, School District of New Berlin

JENNIFER SCHLIE-REED: Digital Learning Coach, School District of New Berlin

WI Standards: T1, T2, T3, T4, T5, T6, T10, A3, A5

Strands: Creativity and Cognition, Inquiry, Technology

Audience: 6-12 Teacher, Reading Specialist, Reading Teacher, Literacy Coach, ELL Teacher

Presentation: Through this engaging exploration of the inquiry process, participants will learn effective strategies to cultivate curiosity and engage those students who are struggling to find the purpose of research. Explore processes that include collaborative discussion, digital learning practices, and old-fashioned research that promotes independence, organization, and curiosity. Utilizing inquiry-based learning within the classroom will promote student-centered learning and build student understanding and ownership of their learning. Focus on ways to integrate G Suite for Education, Google Web Apps/ Add-Ons, and iPad creation apps to support and showcase inquiry. Discuss the design principles for inquiry-based learning activities/projects and strategies for students to reflect and provide peer feedback.

F-B25

Wisconsin State Reading Association presents

Urban Legends About Educational Improvement: Get Your Facts Right!



PASI SAHLBERG: A Finnish educator, author, and scholar. Sahlberg has worked as a teacher, teacher educator, researcher, and policy advisor in Finland and has studied education systems around the world. His expertise includes school improvement, classroom teaching and learning, school leadership and international education

issues. His current book, *Empowered Educators in Finland*, explores Finland's unique approach to teacher training that is combined with a national focus on equity and children.

WI Standards: T10

Strands: Collaborative Communities, Policy

Audience: All

Presentation: Global education race today pits countries, states - and even school districts - against one another. Small number of international testing companies set the rules for this competition, often by narrow, technical definitions of success and failure this race. In fear of being left behind in this competition, policymakers insist that new education reforms shape priorities and practices in schools and classrooms. Many ask: Are we running in the right direction? Sahlberg will summarize the most common myths and the most important facts for more sustainable education improvement in Wisconsin and beyond.

F-B26

Wisconsin State Reading Association presents

Teaching and Assessing Learning from Text



SHEILA VALENCIA: A Professor of Language, Literacy, and Culture at the University of Washington, Seattle. She teaches and conducts research in the areas of literacy assessment, instruction, policy, and teacher development. Valencia has served on national, state, and local assessment systems including the NAEP subcommittees

and ILA/NCTE Standards Committee. Valencia's work has appeared in edited books and numerous journals.

WI Standards: T1, T3, T4, T8

Strands: Constructivist Classroom, Content Area Reading

Audience: 3 -12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Curriculum Director

Presentation: With the rise of state standards and Wisconsin's emphasis on literacy in all subjects, this session will highlight strategies for building knowledge and deep understanding from literary, social studies, and science texts. Using results from studies of text complexity and project-based learning, participants will analyze texts to identify important and engaging content and literacy goals for students. Then, we will explore research-based strategies for teaching and assessing these goals.

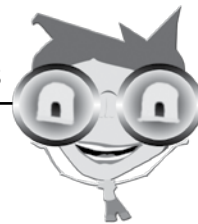
Watch for app alerts about times and places for book signings.

Use the app to increase your leaderboard status on the app.



Through My Eyes

Through Their Eyes



8:00 AM - 12:00 PM

Saturday, February 10, 2018

SATURDAY SCHEDULE

7:00 AM - 9:00 PM Registration/Check-in
 7:00 AM - 10:30 AM WSRA Book Sales
 8:30 AM - 9:30 AM Keynote Presentation
 By Ralph Fletcher
 9:45 AM - 10:45 AM "SAT-A" Sessions
 11:00 AM - 12:00 PM "SAT-B" Sessions



SATURDAY BREAKFAST

Ballroom AB

7:45 AM – 12:00 PM

MAIN ENTREE

Farm Fresh Scrambled Eggs
 With Bacon and Yukon Gold Potatoes
 Freshly Baked Pastries
 With Butter and Preserves

BEVERAGES

Choice of Orange Juice or Grapefruit Juice
 Coffee or Tea

Sat-A Sessions		Sat-B Sessions	
Sat-A01	Fletcher: <i>How Mentor Texts Lift Student Writing</i>	Sat-B01	Fletcher: <i>Helping Students Write Nonformulaic Nonfiction</i>
Sat-A02	Kittle: <i>Writing Poetry: Big Thinking in Small Spaces</i>	Sat-B02	Kittle: <i>The Power of Talk in a Digital Age</i>
Sat-A03	Moses: <i>What Are the Rest of My Kids Doing?: Facilitating Independence in the K-2 Reading Workshop</i>	Sat-B03	Moses: <i>Supporting English Learners in the Writing Workshop: Mentor Texts, Analysis, Inspiration, and Composition</i>
Sat-A04	Serafini: <i>Creating Space for Readers and Reading</i>	Sat-B04	Serafini: <i>Organizing Small Group Instruction in the Reading Workshop</i>
Sat-A05	Templeton: <i>Effective and Engaging Instruction about Words: Phonics, Spelling, and Vocabulary</i>	Sat-B05	Templeton: <i>Frontiers of Vocabulary Knowledge: Exploring Words Deeply in Grades 4-12</i>

SATURDAY MORNING KEYNOTE

Ballroom AB

Keynote Presentation



Wisconsin State Reading Association presents

Ralph Fletcher

Lifting the Chill on the Writing Classroom

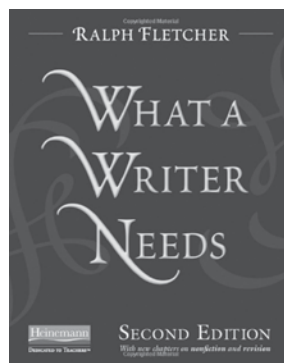
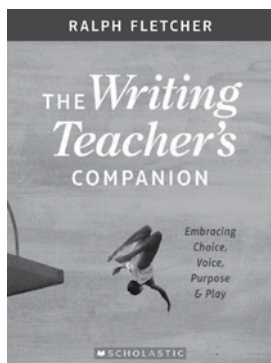
A mentor to teachers and young writers everywhere. Fletcher frequently works with young writers in schools and speaks at education conferences in the United States and abroad; helping teachers find wiser ways of teaching writing. Fletcher is the author of *The Writing Teacher's Companion*; *Cultivating Voice, Choice, Purpose and Play*; *Joy Write*; and, *Embracing High-Impact, Low-Stakes Writing*. Fletcher is an award-winning author of more than 20 children and Young Adult books, such as *Fig Pudding* and *The Writer's Notebook*.

WI Standards: T1, T2, T3, T4, T6, T7

Strands: Constructivist Classroom, Writing, Engagement

Audience: All

Presentation: In recent years, academic genres have invaded the writing workshop. As a result, writing is more about standards and less about the students. In this presentation we'll explore the Big Chill and look at ways we can bring back the spark, the sizzle, the juice to the writing classroom.



9:45 AM - 10:45 AM

Sat-A01

Wisconsin State Reading Association presents

How Mentor Texts Lift Student Writing



RALPH FLETCHER: A mentor to teachers and young writers everywhere. Fletcher frequently works with young writers in schools and speaks at education conferences in the United States and abroad; helping teachers find wiser ways of teaching writing. Fletcher is the author of *The Writing Teacher's Companion*;

Cultivating Voice, Choice, Purpose and Play; Joy Write; and, Embracing High-Impact, Low-Stakes Writing. Fletcher is an award-winning author of more than 20 children and Young Adult books, such as *Fig Pudding* and *The Writer's Notebook*.

WI Standards: T1, T2, T3, T4, T6, T7

Strands: Constructivist Classroom, Writing

Audience: 1-8 Teacher, Literacy Coach, ELL Teacher, Curriculum Director, Pre-service Teacher

Presentation: The writing in a classroom can only be as strong as the literature that supports, surrounds, and buoys it up. Look deeply at the reading-writing connection and explore practical steps that teachers can take to insure that powerful models or mentor texts positively impact student writing. Ralph Fletcher is the author of *What A Writer Needs* and *Mentor Author, Mentor Texts*.

Sat-A02

Wisconsin State Reading Association presents

Writing Poetry: Big Thinking in Small Spaces



PENNY KITTLE: High School English Teacher in North Conway, NH and author of *Book Love* and *Write Beside Them*. Kittle also co-authored two books with mentor, Don Graves, and co-edited with Tom Newkirk, a collection of Don Graves' work, *Children Want to Write: Don Graves and the Revolution in Children's Writing*. Kittle

speaks nationally and internationally on empowering all students to love reading and writing.

WI Standards: T4, T7

Strands: Creativity and Cognition, Writing

Audience: 6-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: Poetry is big thinking in small spaces: it teaches efficiency, clarity, and an attention to tone and pace. Poetry invites study at the word and phrase level, ignites a passionate response, and when shared,

strengthens a classroom community. From poetry smackdowns to play with form, students find themselves in words. The study of poetry teaches an attention to word craft that engages and challenges all readers and writers. Come to read, write, create, and study poetry.

Sat-A03

Wisconsin State Reading Association presents

What Are the Rest of My Kids Doing?: Facilitating Independence in the K-2 Reading Workshop



LINDSEY MOSES: An Associate Professor of literacy education at Arizona State University and Heinemann author and consultant. A former elementary teacher, Moses works with classroom teachers across the country supporting the implementation of effective literacy instruction and conducts ongoing classroom-based research in

diverse classroom settings. Moses brings her classroom and research experience together to provide practical, research-based instructional ideas for teachers in her books and presentations. Her latest books include: *What Are the REST of My Kids Doing?*, *Fostering Independence in the K-2 Reading Workshop*, and *Supporting English Learners in the Reading Workshop*.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, A1, A2, A3, A4

Strands: Constructivist Classroom

Audience: K-2 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, Special Education Teacher, Principal/Administrator, Curriculum Director

Presentation: Learn about supports and structures to create purposeful independent literacy opportunities for the rest of the students while teachers are conferring or pulling small groups. Strategies for deepening student-directed literacy experiences including independent reading, reading responses, partner reading, and student-led discussion groups will be introduced with lesson ideas, classroom examples, videos, and easy-to-use assessment ideas.

**Collaborate and
be creative!**



Sat-A04

Wisconsin State Reading Association presents

Creating Space for Readers and Reading



FRANK SERAFINI: Professor of Literacy Education and Children's Literature in the Mary Lou Fulton Teachers College at Arizona State University. Serafini is an award-winning children's picturebook author and illustrator, publishing seven books with Heinemann, including: *Reading Aloud and Beyond*, *Lessons in Comprehension*, *Around*

the Reading Workshop in 180 Days, *Classroom Reading Assessments*, and *Reading Workshop 2.0: Teaching Reading in the Digital Age*.

WI Standards: T4, T6, T7

Strands: Collaborative Communities, Reading

Audience: All

Presentation: Using the concept of spaces as an organizing device, this presentation will provide classroom teachers, literacy specialists, and other interested educators with a framework for organizing one's classroom, developing effective learning experiences, and supporting a variety of readers in the classroom. Focus on social spaces, ways of building classroom communities, physical spaces, and ways of organizing the various resources necessary for effective literacy instruction.

Sat-A05

Houghton Mifflin Harcourt Company presents

Effective and Engaging Instruction about Words: Phonics, Spelling, and Vocabulary



SHANE TEMPLETON: Foundation Professor Emeritus of Literacy Studies at the University of Nevada, Reno. A former classroom teacher at the primary and secondary levels, Templeton's research focuses on developmental word knowledge in elementary, middle, and high school students, exploring primarily

the relationships between spelling, morphology, and vocabulary. He is widely published in a number of research and practitioner journals. Some of his books include *Words Their Way*, *Vocabulary Their Way*, and *Teaching Reading and Writing: The Developmental Approach*.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10

Strands: Collaborative Communities, Reading, Writing, Vocabulary

Audience: 4K-2, Reading Teacher, Reading Specialist, Special Educator

Presentation: Examine how developmentally-based word study guides children in learning words and learning about words. What are the relationships among decoding, encoding, and vocabulary instruction in the context of meaningful engagements with texts?

11:00 AM - 12:00 PM

Sat-B01

Wisconsin State Reading Association presents

Helping Students Write Nonformulaic Nonfiction



RALPH FLETCHER: A mentor to teachers and young writers everywhere. Fletcher frequently works with young writers in schools and speaks at education conferences in the United States and abroad; helping teachers find wiser ways of teaching writing. Fletcher is the author of *The Writing Teacher's Companion*;

Cultivating Voice, Choice, Purpose and Play; *Joy Write*; and, *Embracing High-Impact, Low-Stakes Writing*. Fletcher is an award-winning author of more than 20 children and Young Adult books, such as *Fig Pudding* and *The Writer's Notebook*.

WI Standards: T1, T2, T3, T4, T6, T7

Strands: Constructivist Classroom, Writing

Audience: 1-8 Teacher, Literacy Coach, ELL Teacher, Curriculum Director, Pre-service Teacher

Presentation: The Standards movement has prompted an intense interest in expository writing. Alas, much of the writing being produced by students follows a rigid formula, with little room for the student's voice. We'll look at ways how we can help our students write strong, lively nonfiction that reflects the best nonfiction we see and enjoy in the world around us. Ralph Fletcher is the author of *Making Nonfiction From Scratch*.

Sat-B02

Wisconsin State Reading Association presents

The Power of Talk in a Digital Age



PENNY KITTLE: High School English Teacher in North Conway, NH and author of *Book Love and Write Beside Them*. Kittle also co-authored two books with mentor, Don Graves, and co-edited with Tom Newkirk, a collection of Don Graves' work, *Children Want to Write: Don Graves and the Revolution in Children's Writing*. Kittle

speaks nationally and internationally on empowering all students to love reading and writing.

WI Standards: T4, T7

Strands: Collaborative Communities, Speaking and Listening

Audience: 6-12 Teacher, Reading Teacher, Reading Specialist, Literacy Coach, Special Ed Teacher, Principal/Administrator, Curriculum Director, Pre-service Teacher

Presentation: State and national standards consistently call for classrooms where kids engage in thoughtful, focused,

and productive conversations with classmates. Digital resources allow our students to take these conversations far beyond school - or the country. Focus on how listening and speaking skills are fostered through student participation in book clubs, and how to structure those clubs so that they produce the thoughtful, focused, and productive conversations we want our students to generate. Students develop conversation skills in conferring, small group talk, and in using voice recordings and digital compositions to speak to audiences outside the classroom.

Sat-B03

Wisconsin State Reading Association presents

Supporting English Learners in the Writing Workshop: Mentor Texts, Analysis, Inspiration, and Composition



LINDSEY MOSES: An Associate Professor of literacy education at Arizona State University and Heinemann author and consultant. A former elementary teacher, Moses works with classroom teachers across the country supporting the implementation of effective literacy instruction and conducts ongoing classroom-based research in diverse classroom settings. Moses

brings her classroom and research experience together to provide practical, research-based instructional ideas for teachers in her books and presentations. Her latest books include: *What Are the REST of My Kids Doing?*, *Fostering Independence in the K-2 Reading Workshop*, and *Supporting English Learners in the Reading Workshop*.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T10, A1, A2, A3, A4, A5

Strands: Creativity and Cognition

Audience: K-2 Teacher, Reading Teacher, Reading Recovery® Teacher, Reading Specialist, Literacy Coach, Special Ed Teacher, Principal/Administrator, Curriculum Director

Presentation: Gain instructional ideas for supporting English learners in the primary and intermediate writing workshop. Sample lessons, strategies, mentor texts, and unit ideas will be shared. Classroom examples, student writing, and videos of instruction, conferring, student feedback and sharing will be used to provide practical ideas for supporting English learners through the writing process of analyzing mentor texts, generating inspiration for writing, and composing in multiple genres.

Sat-B04

Wisconsin State Reading Association presents

Organizing Small Group Instruction in the Reading Workshop



FRANK SERAFINI: Professor of Literacy Education and Children's Literature in the Mary Lou Fulton Teachers College at Arizona State University. Serafini is an award-winning children's picturebook author and illustrator, publishing seven books with Heinemann, including: *Reading Aloud and Beyond*, *Lessons in Comprehension*, *Around*

the Reading Workshop in 180 Days, *Classroom Reading Assessments*, and *Reading Workshop 2.0: Teaching Reading in the Digital Age*.

WI Standards: T4, T6, T7

Strands: Constructivist Classroom, Reading

Audience: All

Presentation: Differentiate between the various types of small group instructional approaches that are available to classroom teachers. Focus on comprehension strategy, literature study, inquiry, writing, and book club groups. Obtain practical examples of each type of group and how to organize them for maximum effectiveness.

Sat-B05

Houghton Mifflin Harcourt Company presents

Frontiers of Vocabulary Knowledge: Exploring Words Deeply in Grades 4-12



SHANE TEMPLETON: Foundation Professor Emeritus of Literacy Studies at the University of Nevada, Reno. A former classroom teacher at the primary and secondary levels, Templeton's research focuses on developmental word knowledge in elementary, middle, and high school students, exploring primarily

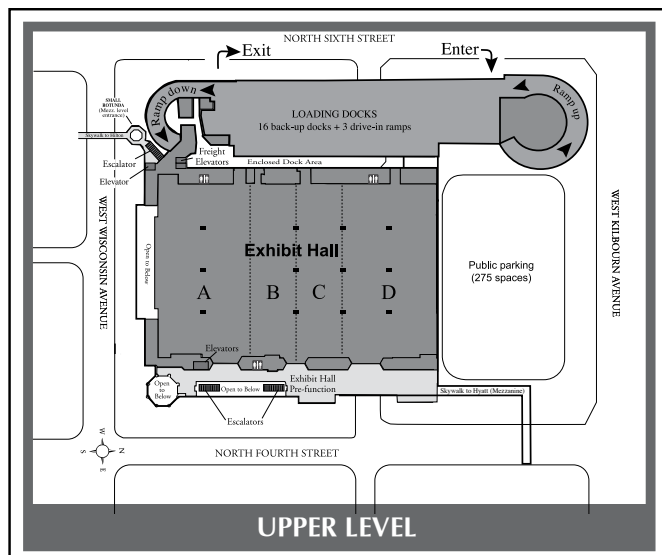
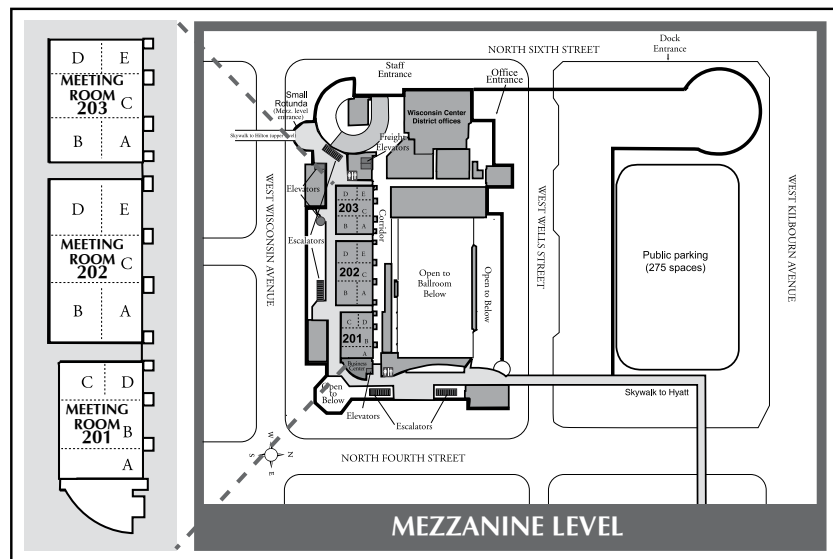
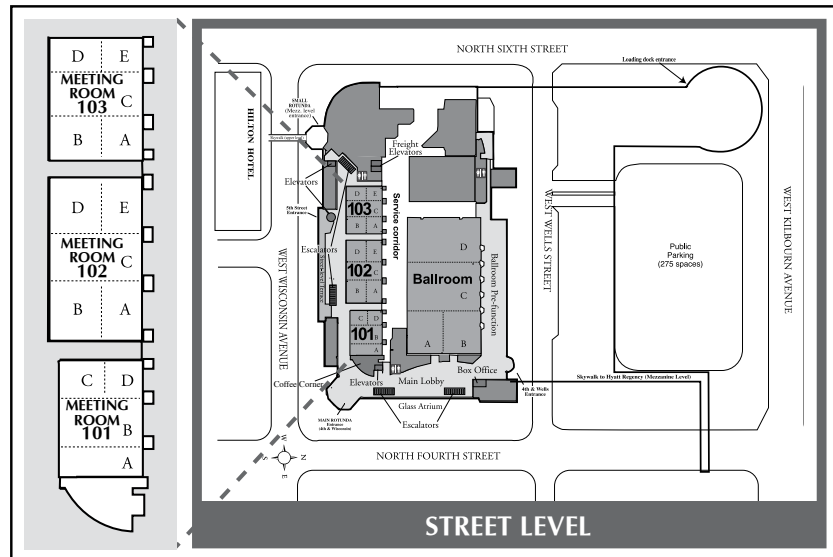
the relationships between spelling, morphology, and vocabulary. He is widely published in a number of research and practitioner journals. Some of his books include *Words Their Way*, *Vocabulary Their Way*, and *Teaching Reading and Writing: The Developmental Approach*.

WI Standards: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10

Strands: Collaborative Communities, Reading, Writing, Vocabulary

Audience: 4-12 Teacher, Reading Teacher, Reading Specialist, Special Educator

Presentation: In the context of the expectations of English Language Arts standards, explore how teachers can guide students in the intermediate grades and beyond into fascinating investigations of the vocabulary they will need to learn, exploring meaning, structure, and history.



Wisconsin Center
400 W. Wisconsin Avenue
Milwaukee, WI 53203



Why is WSRA for you?

WSRA members are encouraged to serve on one of the committees listed below. To express your interest or learn more about the committees, visit the WSRA Website. <http://www.wsra.org/committees-task-forces>

Advocacy	Families and Literacy	Preservice Teachers
Authors Festival	High School Literacy	Publications
Children's Literature	Intellectual Freedom	Reading & Technology
Early Childhood Literacy	International Partnership	Reading Specialists
Early Literacy Intervention	Legislative	Research
Elementary Reading	Middle Level Literacy	Title I

Explore Ways to Fill Your Literacy and Learning

How do you engage your students?

Is your classroom a community of caring?

Do you have a voice?

How do you design purposeful lessons?



What sparks your curiosity?

What are your effective literacy practices?

What professional books help you succeed in the classroom?

What and who empowers you?

Why is read aloud so important?

How do you develop common assessments?

How do you network with others?

How do you communicate with families?

How do research findings strengthen & support your best practice?

Bucket at the 2018 Convention Scavenger Hunt!

IMPORTANT DATES TO REMEMBER

Future WSRA Conventions

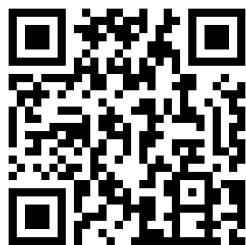
2019 CONVENTION • February 7-9, 2019
Wisconsin Center, Milwaukee, Wisconsin

2020 CONVENTION • February 6-8, 2020
Wisconsin Center, Milwaukee, Wisconsin

Visit the Colleges
& Universities
in the
Exhibit Hall
to Learn About
Graduate Credit
Opportunities

International Literacy Association (ILA) Conference

See www.worldwide.org



Join ILA...

*The organization that is
dedicated to empowering
educators and ending illiteracy*

www.literacyworldwide.org

INTERNATIONAL
LITERACY
ASSOCIATION

THE WISCONSIN STATE READING ASSOCIATION AND
UNIVERSITY OF OSHKOSH ANNOUNCE:

37th Annual Literacy Research Symposium

Effective Writing Instruction: Research Into Practice

June 21-22, 2018
Paper Valley Hotel and Conference Center
Appleton, WI

2017-18 Authors Festivals



WSRA is teaming with nine local reading councils to host young authors workshops around the state for educators and young authors. These workshops are designed to provide an opportunity to learn the process an author goes through to write and illustrate his/her books and writing tips for authors of all ages to refine their techniques. Look to the Authors Festivals link for more details.

<http://www.wsra.org/authors-festivals>

WSRA has gone green!

The 2018 convention presenters were invited to submit their handouts for posting online and on the convention app.

Convention registrants will receive a link to access the submitted handouts on www.wsra.org in February.

Handouts will also be available to attendees on the convention app for each presenter who submitted his/her handouts to WSRA. Download the free convention app in January.

UPCOMING 2017-2018 LEADERSHIP MEETINGS

Nov. 10-11, 2017

Blue Harbor Resort & Spa,
Sheboygan, WI

April 13-14, 2018

Marriott West, Middleton, WI
Hyatt Regency Milwaukee, WI

Aug. 1-3, 2018

Sept. 14-15, 2018

Radisson Hotel LaCrosse,
LaCrosse, WI

WSRA Presidents Hall of Fame

1955-56	Sr. M. Julitta Fisch, OSF	1976-77	Dr. M. Hope Underwood	1997-98	Dr. Michael P. Ford
1956-57	Dr. Arthur Schoeller	1977-78	John Kinnett	1998-99	Dr. Carmen Coballes-Vega
1957-58	Mildred Brady	1978-79	Dr. Russell Burgett	1999-00	Dr. Delores Heiden
1958-59	Lorena Scherkenbach	1979-80	Dr. David Gustafson	2000-01	Luann Dreifuerst
1959-60	Dr. Arthur S. McDonald	1980-81	Melvin Yanow	2001-02	Kathy Champeau
1960-61	Dorothy Gardner	1981-82	Doug Vance	2002-03	Beverly Bell
1961-62	Dr. Lester Van Gilder	1982-83	Dr. Sandra Dahl	2003-04	Sharon Tilton
1962-63	Myrtle Nyberg	1983-84	Laura (Holmgren) Maas	2004-05	Debra Zarling
1963-64	Dr. Anthony Ingrelli	1984-85	Dr. Donna Thomas	2005-06	Dr. Brenda Shearer
1964-65	Dr. Lou Burmeister	1985-86	Judith Casey	2006-07	Katherine Liddell
1965-66	Dr. Norman Frenzel	1986-87	Paul Majerle	2007-08	Gail Halmstad
1966-67	Dr. Theodore Harris	1987-88	Dr. Mary Regina Jett	2008-09	Norm Andrews
1967-68	Dr. Lura Carrithers	1988-89	Suzanne Jund	2009-10	Norm Andrews
1968-69	Dr. James Kerfoot	1989-90	Doug Buehl	2010-11	Dr. Tom Lueschow
1969-70	Dr. Matthew Valitchka	1990-91	Lorraine Gerhart	2011-12	Sandy Benton
1970-71	Dr. Donald Benz	1991-92	Barbara Gaulke	2012-13	Jan Weinhold
1971-72	Dr. Jean Caudle	1992-93	Dr. Richard Telfer	2013-14	Joyce Uglow
1972-73	Dr. Roger Quealy	1993-94	Patricia Sowls	2014-15	Kathy Galvin
1973-74	E. Jane Sauer	1994-95	Lucy Keuntjes	2015-16	Sue Boquist
1974-75	E. Jane Sauer	1995-96	Kristine Michell	2016-17	Barb Novak
1975-76	Sr. Marie Colette Roy	1996-97	Bonnie Corcoran		

LOCAL COUNCIL PRESIDENTS • 2017-2018

Ashland Bayfield Counties Literacy Council • Theresa Seppa	Milwaukee Area Reading Council • Tanya Evans
Central Wisconsin Reading Council • Nina Mairs	Muirland Literacy Council • Amanda Devries
Door County Reading Council • Jeanne Schopf	Northeast Reading Council • Jennifer Russ
Eau Claire Area Reading Council • Heidi Neuman Kneeland	Northwest Wisconsin Reading Council • Melissa Fiamoncini
Fox Valley Reading Council • Terri Rucinsky	Racine Kenosha Reading Council • Patty Rieman
Greater Bayland Reading Council • Teri Schneider	Rock River Reading Council • Carolyn Huenink
Headwaters Reading Council • Brian Perrodin, Krystle Eichman	South Kettle Moraine Reading Council • Katherine Brimmer
Hidden Valley Reading Council • Alyssa Alt	Southern Lakes Reading Council • Brenda Scheff, Laura Vander Veen
Interlake Reading Council • Sherri Ploeckelman	St. Croix Valley Reading Council • Laura Ulrich
Lake Superior Literacy Council • Caitlin Knoll	Washington Ozaukee Reading Council • Ellen Charlier Anglim
Madison Area Reading Council • Jenny Magee, Sharon Daly	Waukesha County Reading Council • Amy Mamerow
Mid-East Reading Council • Amy Roggenbauer	Wolf River Reading Council • Kathy Beyer, Shannon Neumann
Midwest Wisconsin Reading Council • Kari Schultz	

WSRA COMMITTEE CHAIRS • 2017-2018

Advocacy / PI 34	Mike Ford, Luann Dreifuerst	Legislative	Kathy Champeau
Authors Festivals	Ginny Laurent, Sue Bradley	Membership	Terri Dolloff
Children's Literature	Jillian Heise	Middle Level Literacy	Rachel Quill, Patty Sankey
Early Childhood Literacy		Pre-service Teachers	Rita Chen, Mary Lou Kaepfel
Early Intervention	Mari Nelson	Publications	Judy Hartl
ESEA/Rti/Assessment	Kathy Champeau, Deb Zarling	Reading & Technology	Keith Schroeder
Families & Literacy	Amy Sippert	Reading Specialists	Deb Zarling
High School Literacy	Peg Grafwallner, Trina Haase	Research	Krissy Lize, Amy Frederick
Intellectual Freedom	Aimee Jahns	Title I	Sue Madsen
International Partnership	Linda Lustig		

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 \$37 check with this form payable to WSRA at 909 Rock Ridge Road, Burlington, WI 53105

_____ Ashland Bayfield Counties	55045
_____ Central Wisconsin	55050
_____ Door County	55075
_____ Eau Claire	55100
_____ Fox Valley	55125
_____ Greater Bayland	55150
_____ Headwaters	55200
_____ Hidden Valley	55210
_____ Interlake	55250
_____ Lake Superior	55300
_____ Madison Area	55350
_____ Mid-East Area	55400
_____ Midwest Wisconsin	55450
_____ Milwaukee Area	55500
_____ Muirland	55512
_____ Northeast Wisconsin	55525
_____ Northwest Wisconsin	55550
_____ Racine-Kenosha	55750
_____ Rock River	55825
_____ St. Croix Valley	55800
_____ South Kettle Moraine	55850
_____ Southern Lakes	55860
_____ Washington Ozaukee	55875
_____ Waukesha County	55900
_____ Wis. Professors of Reading	56703
_____ Wolf River	55950

WSRA OFFICE USE

_____ Check number

_____ Date received by WSRA

WSRA's Mission Statement

The Wisconsin State Reading Association provides leadership, advocacy, and professional learning for the implementation of effective literacy practices, recognizing the complex nature of literacy and engaging students to apply their literacies in meaningful ways in a changing world.

WSRA Beliefs:

Expertise Matters!

Research Grounds Us!

Literacy is a complex process requiring a comprehensive approach and a mindset shift.

WSRA's Goals:

- **Advocacy:** Develop tools, strategies, and interest to motivate WSRA members to engage in advocacy efforts to improve research, policy and practices for literacy programs that best serve students, families, and educators.
- **Communication:** Provide leadership in addressing issues and trends in reading and communication arts to inform educators, administrators, families, and community members.
- **Membership:** Develop and strengthen an active and diverse membership.
- **Partnership:** Create partnerships that foster literacy in the home, school, community, and workplace.
- **Professional Development:** Encourage professional growth opportunities for families, educators, administrators and community members.
- **Research:** Promote and disseminate research findings that will strengthen and support the best practices for instruction in the communication arts.



EXPLORING LITERACY AND LEARNING THROUGH THE EYES OF THE WHOLE CHILD

Registration is online only. No onsite, paper, or faxed registrations are accepted. Registration closes Feb. 6.

1. **Login** www.wsra.org/2018-convention-registration

Existing users, please enter your username and password. New users, please enter your email address. Forgot your password? Click **Forgot Password** on www.wsra.org

2. Your user name can be found on the address label for the WSRA Journal and WSRA Update. Can't find it? Contact Joyce at wsra@wsra.org.

3. **Register with or without WSRA member rates**

- If you plan to join separately from the online convention registration, please join or renew prior to registering online so you are able to access the member rates. Paying by credit card gives immediate membership benefits. Paying later by check will delay membership benefits and nonmember fees will be assessed if registration is completed before the membership payment is received. Payment for the convention is expected by Feb. 7.
- The fee for a WSRA full-time undergraduate student member is \$35 per day of the convention.
- Please know that WSRA offers the potential of five scholarships to full-time undergraduate students as well as five graduate scholarships. Please contact mister4a@sbcglobal.net

Early Bird	Early Bird Online Registration Rates Applicable when received by January 18, 2018	
	Member	Nonmember
Thursday only 2/8/18	\$195	\$275
Friday only 2/9/18	\$195	\$275
Thursday & Friday	\$380	\$455
Thursday OR Friday PLUS Saturday	\$320	\$425
Saturday only 2/10/18	\$125	\$200
Thursday, Friday, & Saturday	\$425	\$525
Forward your invoice to your district's business office payment, which is appreciated by February 7, 2018.		

	Late Online Registration Rates Applicable when received between January 19 to Feb. 6, 2018	
	Member	Nonmember
Thursday only 2/8/18	\$275	\$325
Friday only 2/9/18	\$275	\$325
Thursday & Friday	\$455	\$505
Thursday OR Friday PLUS Saturday	\$425	\$550
Saturday only 2/10/18	\$200	\$250
Thursday, Friday, & Saturday	\$525	\$550
Forward your invoice to your district's business office payment, which is appreciated by February 7, 2018.		

Before registering online, plan the sessions you would like to attend.							
Planning Tool:							
First Choice	Thursday A	Thursday B	Thursday C	Friday A	Friday B	Saturday A	Saturday B
Second Choice	Thursday A	Thursday B	Thursday C	Friday A	Friday B	Saturday A	Saturday B

INDEX OF PRESENTERS

ACEVEDO, Silvia	28	GRAFWALLNER, Peg	24, 30	MUELLER, Erica	33
ADAMS, Laura	51	GRETZINGER, Cassandra	31	NELSON, Mari	33, 56
AKHAVAN, Nancy	21, 29, 42, 51	GRIESMER, Kurt	49	NELSON, Ryan	30
ALDERTON, Elizabeth	20	GRUBBE, Tara	30	NOVAK, Barb	16
ANDERSON, Julie	20	HAAG, Veronica	33	OGUNNAIKE, Oluyomi	26
BAUMGARTNER, Ruth	42, 52	HAASE, Trina	22, 45	OLSON, Jeannine	33
BENTON, Sandy	27	HAMILTON, Wendy	56	PADALINO, April	57
BETHKE, Alicia	30	HANNA, Kristin	42, 52	PAGEL, Anne	24
BIEL, Valerie	42	HARRIS-MANSKE, Mary Lou	15	PEEBLES, Kelly	20
BINDRICH, Robyn	36	HARTMAN, Dani	20	PERUGINI, Krissy	22
BLACKSTONE, Phyllis	14, 22	HEDRICK, Lisa	45	PETERSON, Kris	27, 33
BLOOD, Abbie	45	HEISE, Jilian	42, 52	PLUCKER, Jennifer	18, 26
BORDEN, Jane	28	HOPP, Adam	24	POLACCO, Patricia	19, 26
BORK, Pamela	22	HOYT, Linda	15, 30	POQUETTE, Sarah	20
BOUSLEY, Missy	52	HUTH, Lia	33	QUILL, Rachel	26
BROTEN, Adam	14	JANKS, Hilary	15, 56	RASMUSSEN, Trenton	33
BUCHANAN, Kym	42	JENKINS, Courtney	16	RICHARDSON, Jan	19, 34
BUDNIK, Darcy	24	JOHNSON, Amy	31	ROBERTS, Kate	48, 58
BUENO, Sydney	17	JOHNSTON, Peter	16, 31, 47	ROBERTS, Maggie	48, 58
CALLOWAY, Lois	52	JUDGE, Lita	16, 31	ROMANOS, Angelia	23
CAVAIANI, Kelly	22	KAMINSKI, Allyn	23	ROWSE-BORRELLI, Sarah	58
CHAMPEAU, Kathy	23, 29, 47	KATZ, Mira-Lisa	24	SAHLBERG, Pasi	34, 47, 59
CHOPP, Durelle	22	KAYE, Betsy	32, 56	SANKEY, Patty	48
CHRISTENSEN, Linda	43, 53	KIRKLAND, David	45, 50	SCHIEFELBEIN, Maureen	19
CLEAVELAND, Lisa	43, 53	KITTLE, Penny	63, 64	SCHLIE-REED, Jennifer	58
COMBER, Barbara	14, 47, 53	KOENIG, Barb	33	SCHLIESMAN, Megan	27, 34
COMPTON, Kristi	43	KOHN, Alfie	13, 25	SCHMIDT, Tessa	51
COMPTON-LILLY, Catherine	22	KOPPELMAN, Jeni	48	SCHMITZ, Kellie	20
CROCKFORD, Rachel	22	LA VALLE, Donald	24	SCHMOLDT, Terri	35
DABNEY, Kim	26	LA VARNWAY, Heather	19	SCHROEDER, Keith	19, 27
DANIELS, Smokey	44, 54	LADSON-BILLINGS, Gloria	17, 32	SEILER, Jenny	42, 52
DAVIS, Alissa	24	LAMINACK, Lester	46, 56	SERAFINI, Frank	64, 65
DAVIS, Lindsey	23	LANE, Barry	9, 17	SERRAVALLO, Jennifer	41, 48
DEJONG, Kristi	48	LAUNDRIE, Stacey	23	SILHA, Amy	20
DELZER, Betsy	49	LEHMAN, Christopher	46, 57	SIPPERT, Amy	20
DEMBROSKI, Kristen	23	LEMKE, Ambyr	42, 52	SKAER, Julie	14
DORFMAN, Lynne	23	LETTAU, Gretchen	20	SPIVEY, Shaundel	20
DOUGHERTY, Diane	23	LIECK, JoEllen	31	STOTTS, Stuart	9, 27, 49
DUGAN, Jessie	29	LIETHEN, Tonya	57	SULZMANN, Brooke	57
EID, Mary Jo	23	LIZE, Krissy	27	TALLAKSON, Denise	35
ELLERY, Valerie	44, 54	LOGAN, Nikki	17	TEGEN, Susan	35
ENGSTROM, Denise	42, 52	MAGEE, Jenny	49	TEMPLETON, Shane	65, 65
ENSWORTH, Lynne	35	MANLEY, Dan	52	TERMAAT, Shannon	35
FIAMONCINI, Melissa	54	MASHOCK, Nicole	42, 52	TONN, Megan	42, 52
FINGER, Andrea	26	MATHESON, Wendy	52	VALENCIA, Sheila	47, 59
FLETCHER, Ralph	62, 63, 64	MATLEY, Jennifer	23	WALTER, Paul	36
FORD, Michael	9, 29, 47	MCGEE, Patty	25	WARNCKE, Katherine	20
FREDERICK, Amy	27	MCGREGOR, Tanny	17, 25	WERNER, Aliza	42, 52
GALLIGAN-AMUNDSON, Theresa	14	MCSORLEY, Kim	42, 52	WHITNEY, Cindy	42, 52
GAMROTH, Kate	30	MICHALOWSKI, Cori	26	WIEGMAN, Chris	29
GANTOS, Jack	44, 55	MICKE, Adam	14	WILDE, Amy	48
GLOVER, Matt	47, 55	MIKAELSON, Ben	46, 57	WILHELM, Jeffrey	21, 36
GOODACRE, Melissa	52	MILLER, Donalyn	18, 25	YANG, Sheng	57
GOODWIN, Donica	35	MOSES, Lindsey	63, 65	YERKS, Troy	42, 52
GORSKI, Paul	45, 55	MRAZ, Kristi	18, 32	ZITZKE, Erica	31

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