

Rochester Area Literacy Council
February 6 – LIVE LOCAL LITERACY!
Registration Form DUE by January 30

Saturday, February 6, 2016
9:00 to 12:00 p.m.

French Road School
488 French Road
Brighton, NY 14618

Return this completed form to
Karen_Speciale@eastiron.monroe.edu
or Karen Speciale, 600 Pardee Road,
Rochester, NY 14609

- Light Breakfast Provided
- Many sessions will be presented twice, but not all.

Name _____
Mailing Address _____
Email Address (required) _____
District/Position _____

NOTICE: In the event of a cancellation due to weather, you will be notified through email.

RALC Member: \$15.00 Non-member Fee: \$25.00 Student Fee: \$10.00

Method of Payment: _____ Personal check (*Enclosed & made out to RALC*)
_____ District Purchase Order
_____ RALC Membership fee & form enclosed (*membership form on website*)

PLEASE bring your confirmation email with you to check-in the morning of the event.

You will attend two sessions. Please indicate your FIRST CHOICE (1st), SECOND CHOICE (2nd), and an ALTERNATE CHOICE (Alt.):

These sessions MAY be presented twice, if enrollment shows the need.

____ 1. **Quest-ING with your Family History Story (Gr. 5-8) — Presented by Andrea Page, 6th Gr. ELA Teacher, Spencerport CSD**

Using the Sioux Code Talkers of WWII, I will model the Quest-ING technique and show how authors present their research and follow the process to create their books - ex. Linda Sue Park's Long Walk to Water and her TED talk. Participants will be able to tell a story from their own family following the Quest-ING technique and use this in their own teaching.

____ 2. **Literacy Strategies that Work! (Gr. 3-12) — Presented by Erika Asquino, 6th Grade ELA Teacher, Honeoye CSD**

Participants will be exposed to a variety of text-based literacy strategies that will improve student understanding and achievement. These strategies are engaging and fun approaches to text, and can even reach the most reluctant readers. Any participant who brings a flash drive will be provided with electronic copies of all workshop materials.

____ 3. **Using iPads to Foster Creativity, Communication, and Collaboration (Gr. K-5) — Presented by Carol Flanigan, Grade 1 & 2 Teacher, Brighton CSD**

iPads can be a very powerful tool in the elementary grades and allow for the creation of many new tasks. Examples of educational apps, finished projects, as well as planning tips will be shared. I will focus on language arts and cross-curricular projects that included a language arts component. These activities are very motivating for students.

____ 4. **Publishing Student Work: What Does it Look Like in the 21st Century? (Gr. K-5) — Presented by Cathleen Hutter, Grade 1 & 2 Teacher, Brighton CSD**

Should publishing of student work look different now that we are in the 21st century? Does publishing mean moving beyond just the written word? The group will begin with a discussion about publishing and what it currently looks like in most of our classrooms. Then we will explore a definition of publishing from the UNC School of Education and how that could change our perceptions of publishing. Then publishing projects (videos, e-books and ChatterPix app) from a first grade class will be shown. The planning and instructional process leading up to the publishing will be shared. The apps used in the work will be shared as well. If time, people can try to download the apps and test them out.

____ 5. **Supporting Aspiring Student Writers with Rochester Area Literacy Council's Publishing Project (Gr. 2-12) — Presented by Christine Treasure, Assistant Principal, Brighton CSD**

I will share with the audience information about two important Rochester Area Literacy sponsored student-writing opportunities: the Student Publishing Project and the Student Writers Workshop. I will share what we have done to prepare for these two projects in the past and what our (developing) plans are for future including talking about how audience members can get involved in the work. In addition, I will suggest ways to support aspiring writers through local opportunities and/or with other resources.

Sessions are CONTINUED on the next page...

_____ 6. Improv to Foster Literate Identities (Gr. K-12) — Presented by Daniel Hart & Andrea Springer, Literacy Specialists

Improv theatre draws from many of the same ideologies as popular literacy pedagogies; successfully practicing improv requires a supportive community that privileges the diverse abilities of each of its members and relies upon the co-construction of knowledge. Because of the connection between improv theory and literacy learning, improv exercises can function as strategies that help students make meaning of text, co-produce texts, and understand literacy as a social practice. Participants will engage in a set of improv games to experience the process of creating knowledge onstage using improv. These games will be followed by a discussion of relevant literacy theories that demonstrate the benefit of including improv in a diverse, critical, and multimodal curriculum that adheres to Common Core standards. Teachers will also be given resources to pursue more improv instructional activities that suit the needs of individual classrooms. After the presentation, attendees will come away with a foundation of improv theory & a set of skills that can be applied to their teaching in order to engage diverse learners in literacy practices across content areas. This understanding of improv will provide teachers with methods that reach diverse learners in innovative ways & increase possibilities for differentiation in the classroom.

_____ 7. Comprehension & Metacognition: Strategies for Students (Gr. K-6) — Presented by Debbie Godsen DePalma, Curriculum Coordinator, Rochester Discovery School & Marisa Macera, Teaching Fellow, Nazareth College

Participants will gain knowledge around theory & practical application for effective comprehension strategies focused on metacognition. Relevant research will be shared, as well as strategies currently being implemented and evaluated through an action research project. Participants will walk away with key findings from the latest and most relevant research around comprehension and metacognition, strategies to implement in the classroom and considerations for a school wide approach to comprehension instruction that includes and goes beyond the CCSS for Reading.

_____ 8. Writing Workshop: Genre Study in the Context of the CCSS (Gr. K-12) — Presented by Elizabeth Stevens, Education Professor, Roberts Wesleyan College

“Students learn to look at texts the way a mechanic looks at cars or musicians listen to music...(Wood Ray, 2006, p. 25).” Grounded in the work of Katie Wood Ray, in this workshop I will describe how genre study fits appropriately in the context of writing workshop. I will articulate the ways that teaching through genre is an instructional approach that addresses demands set forth by the CCSS. Participants in this workshop will engage in genre study of both print (e.g., feature articles) and online texts (e.g., blogs, wikis).

_____ 9. Impact of Poverty on the Student (Gr. K-12) — Presented by John Strazzabocscso, Presenter/Retired Teacher, Pittsford, CSD

This session will focus upon the huge impact poverty has on the development of discourse and language. I will also include the driving forces of poverty, what current science is showing about the devastating effects of poverty on kids, and ideas about what the teacher might do when faced with students of poverty. Time for discussion will be included.

_____ 10. I Can...Write! Formative Assessment for Beginning Writers (Gr. K-2) — Kathleen Cali, Literacy Specialist and Debbie Godsen DePalma, Curriculum Coordinator, Rochester Discovery School

This session will examine the use of two formative assessment measures, the Developmental Writing Scale and the Text Type Diversity Measure, by first grade teachers at Discovery Charter School to monitor student progress and develop individualized learning targets on a weekly basis. (NYSRA/Richard Allington Research Grant Award Winner)

_____ 11. Practical Strategies for Embedded Vocabulary Work in the Elementary Classroom (Gr. 1-5) — Presented by Stephanie Smyka, Curriculum, Instruction, & Professional Development Coordinator, BOCES 2

We know that vocabulary development is a critical aspect of the learning process, but how do we embed meaningful attention to word learning into our day? During this session, teachers will learn practical strategies to make word learning a part of all lessons and to connect students to new vocabulary through multiple encounters designed to ensure they truly *know* a word's meaning.

_____ 12. What's the Buzz: Instructional Highlights from the NYSRA Conference (Gr. 3-5) — Presented by Susan Polsky, Reading Specialist, Greece CSD

I will share the overarching theme of the NYSRA Conference through the lenses of Richard Allington, Lucy Calkins and Jan Richardson. I will present a couple of lessons ideas that Lucy Calkins and Jan Richardson presented at the Conference. All the lessons and information are aligned to help all learners meet the Common Core Standards.

These sessions will be offered once and not at the same time.

_____ 13. Using Google Apps to Transform Reading and Writing Workshop (Gr. 2-12) — Presented by Lindsey Peet, Literacy Coach and Meg Hugg, Instructional Technology Coach, Churchville Chili CSD

Using Google Apps within a Reading/Writing Workshop is a powerful way to meet the CCLS, while engaging students and honoring individual student needs. We will explore ways to use Google Apps within Narrative, Argumentative and Informational Units of Study as a teaching and conferencing tool. In addition, we will share ways teachers within our district have used Google Apps within Reading Workshop to build digital literacy.

_____ 14. Practical Tools for Literacy Acceleration (Gr. K-6) — Presented by Lindsey Peet, Literacy Coach and Sue Witter, Director of Curriculum, Assessment, and Professional Development, Churchville Chili CSD

In this session, participants will hear about multiple measures (running records, spelling inventory, writing task, phonemic awareness assessment, etc) and the criteria used to determine Tier 2 and Tier 3 interventions. In addition, you will receive intervention ideas to match the needs of the students you've identified. Suggestions will also be shared on how to carve out time for Tier 2 & 3 interventions