

7th Georgia Conference

ON TEACHING WRITING AND READING



PROFESSIONAL LEARNING AT ITS BEST!

JUNE 8-9, 2010 | TUESDAY-WEDNESDAY | GEORGIA NATIONAL FAIRGROUNDS | PERRY, GA

Please join us in Perry, GA on June 8th & 9th, 2010 for the 7th Georgia Conference on Teaching Writing and Reading.

Some of the most respected experts in education and authors of trade literature share their knowledge, experiences and passion for teaching at this important professional learning event.

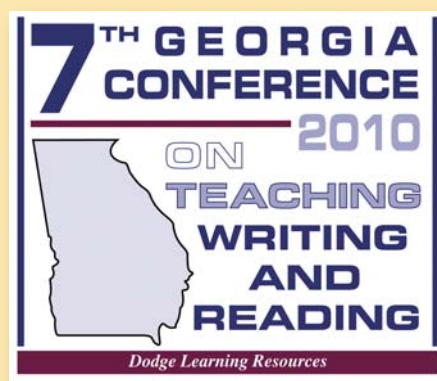
In years past, thousands of educators from all over North America have traveled to the Georgia National Fairgrounds, Perry, Georgia for this enlightening and inspiring opportunity.

“If I can only attend one conference each year, this is the one I choose.”

•
“Your line-up of presenters is awesome!”

•
“The cost is extremely reasonable for so many top-quality presenters!”

•
“I have attended every one of these June conferences. The first one was excellent, but they got better and better each year!”



This year's program includes content specifically related to RTI and ESOL

Conference Details	Pg. 2
Presenters & Workshops	Pg. 3-7
Danny Brassell	Pg. 3
Karen Caine	Pg. 3
Debra Hopkins	Pg. 4
Debbie Miller	Pg. 4
Lori Oczkus	Pg. 5
Tim Rasinski	Pg. 5
Katie Wood Ray	Pg. 6
Michael Smith	Pg. 6
Deborah Wiles	Pg. 7
Bob Wortman	Pg. 7
Registration Form	Pg. 8

2010 CONFERENCE DETAILS



Conference Features

- 10 or more hours of workshops conducted by nationally recognized experts in education
- Conversations with presenters in informal settings
- Sessions are repeated so participants have more than one opportunity to attend their high-priority presentations
- Lunch buffet each day is included with registration and attendance
- Exhibits include professional books and children's literature for sale that are cited in presentations
- Special discounts on selected professional books and other educational materials
- All exhibits have instructional value

Location

Georgia National Fairgrounds and Agricenter, 401 Larry Walker Parkway, Perry, Georgia 31069 • www.gnfa.com

The Georgia National Fairgrounds, in Perry, Georgia, is easily accessible from Interstate 75, exit 135. The 1,100 acre campus features a new convention center and other meeting areas that are beautifully landscaped with fountains, lakes and gardens.

Schedule Information

Registration begins each day at 7:00 am and general sessions, workshops, and other concurrent sessions will take place from 8:00 am to 4:00 pm on June 8 and 9, 2010. Workshop schedules are posted on the Dodge Learning Resources website at www.dodgelearning.com.

Exhibits

Professional books and materials, curriculum materials, and children's literature from numerous presenters and publishers will be exhibited for review and sale. The exhibit hall will be open daily before the morning sessions as well as during breaks, and it will remain open following the afternoon sessions.

Accommodations

There are 1,700 rooms available at area hotels. A listing of hotels will be posted on Dodge Learning Resources website at www.dodgelearning.com. You may also call 1-800-395-2048 for assistance. Please note that the conference fee does not include lodging.

Cost

\$215.00 per person

Registration

Please complete the registration form included on page 8 of this brochure and fax it to 678-216-0599. Registration forms are also available at www.dodgelearning.com.

Attendance Verification

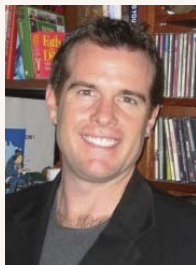
Certificates of attendance will be available for registered participants at the end of the sessions on Wednesday, June 9, 2010. A participant who attends as a substitute for someone else may still be granted a certificate of attendance after notifying the conference coordinator of the substitution either before or during the conference.

PLU Credit for Georgia Teachers

Every Georgia Teacher seeking PLU credit is required to have a PLU Prior Approval Form signed by an appropriate professional learning authority before the conference begins. Georgia Teachers seeking PLU credit directly from Dodge Learning Resources should be aware that their attendance is only the preparation phase of this course. A demonstration of performance and some written work are still required in order to complete the course. Complete course information is available at www.dodgelearning.com. Printed Copies of the complete course will also be available at the conference and afterward. Those seeking PLU credit directly from their school districts for their participation at this conference should contact their school or school district professional learning authorities prior to the conference in order to secure complete information about how credit can be obtained locally.

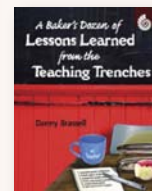
Visit www.dodgelearning.com or call 1-800-395-2048 for the most up-to-date information.

2010 CONFERENCE PRESENTERS & WORKSHOPS



Danny Brassell

Danny Brassell is an Associate Professor in the Teacher Education Department at California State University – Dominguez Hills. He is an experienced classroom teacher, motivational speaker, founder of the Lazy Readers' Book Club, and has published numerous articles and books, including *Readers for Life: The Ultimate Reading Fitness Guide* (Heinemann, 2006) and (with Tim Rasinski) *Comprehension that Works: Taking Students beyond Ordinary Understanding to Deep Comprehension Grades K-6* (Shell Education, 2008) and *A Baker's Dozen of Lessons Learned from the Teaching Trenches* (Shell Education, 2009).



Keynote: A Baker's Dozen of Lessons Learned from the Teaching Trenches.

It takes a special person to be a teacher. Every day presents new challenges, and our attitudes and expectations shape our success. Join Danny as he shares a fast-paced, humorous and motivational keynote designed to show you how you make a difference in the lives of your students. From teaching preschoolers to rocket scientists, Danny shares his own trials and tribulations in the classroom as well as why he loves to teach. You'll learn his secret to good teaching and leave feeling invigorated.

Writing Fun!

Discover exciting ideas and engaging ways for turning young students into writers! In this interactive session, you'll learn how to model the writing process. You'll learn how to publish student stories using a variety of approaches. Best of all, you'll learn how to empower your students to take an active role in their own growth through constant written reflection.

Creating Lessons from Newspapers. Create a month's worth of lessons from a newspaper! In this engaging session, Danny demonstrates dozens of ways you can use a newspaper to meet language arts standards while making reading and writing enjoyable experiences for students. You'll explore how to create lessons with newspapers across all of the content areas. And, you'll learn how to incorporate newspapers into daily routine.

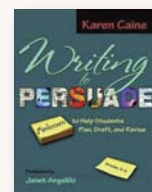
Vocabulary Strategies Every Teacher Needs to Know.

Learn how to improve reading skills through stronger vocabulary. Join Danny to learn innovative ways to support vocabulary growth beyond a solid foundation of read-alouds and sustained silent reading time. You'll learn strategies that build on your students' prior knowledge. And, you'll explore a variety of engaging activities to support strong vocabulary.



Karen Caine

Karen Caine is a Literacy Consultant who works with teachers and administrators around the country. Her work focuses on helping teachers understand and use a writing workshop approach to teaching writing. Karen specializes in "breaking things down" to provide teachers with practical information and techniques that can be applied in their classrooms as they teach different genres and modes of writing, including narrative, personal, and persuasive essay writing. Karen was an award-winning classroom teacher in New York City for more than ten years before becoming a school-based staff developer. She later served as Director of Curriculum for the High Meadows School in Roswell, Georgia, where she helped to revamp existing curriculum and instructional practices. Karen has taught at many reading and writing institutes including Summer Institutes at the Teachers College Reading and Writing Project and worked as a literacy consultant in many parts of the United States including: New York, New Jersey, California and right here in Georgia. Her local work includes writing training for Decatur City Schools and for some schools that are part of the Atlanta Public School System. Karen Caine is the author of the popular Heinemann title, *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise* (2008).



Writing Persuasively with the Qualities of Good Writing.

Persuasive writing can have voice, imagery, internal thinking, and stunning language! In this workshop, Karen will give teachers practical information on how to teach students to write persuasive letters, op-ed's, and persuasive personal essays while simultaneously enjoying the process of writing. This session will focus on helping students get fresh ideas, use mentor texts and revise for clarity and craft.

Drafting and Revising: Watching Your Writing Take Shape.

Many of our students love to keep writer's notebooks, but dislike drafting and revising. In this workshop Karen will show teachers how to teach students how to write strong first drafts and how to become stronger revisers of their own work—all while enjoying this part of the writing process. This session will begin by exploring the 10 most common myths related to drafting and revising and will then give teachers ideas for minilessons to help students revise well.



Debra Hopkins

Debra Hopkins is a National Consultant for National Geographic School Publishing. She has extensive experience as an ESOL educator, consultant, and curriculum developer, with a particular focus on accelerating academic language. She has conducted workshops on ESOL methods and issues at IRA, NABE, and TESOL, as well as at state, regional, local, and district-level conferences around the country. She has also conducted workshops and worked with teachers in 25 states, plus Canada, Mexico, Spain, Dubai, Bahrain, Oman, and Qatar. Ms. Hopkins has a B.S. from Middle Tennessee State University and a M.Ed. in Reading and ESL from Texas Woman's University. She was named ESL Teacher of the Year in Dallas, Texas, where she also served as a mentor teacher and teacher trainer. Later, she joined the faculty of the Instituto de Estudios Norteamericanos in Barcelona, Spain, where she taught EFL (English as a Foreign Language) to students of all ages. As National Consultant for National Geographic School Publishing & Hampton-Brown, Ms. Hopkins is able to tap into her diverse experiences as an educator to share effective strategies with teachers through engaging keynotes, workshops, in-services, and staff development sessions.

The Sky's the Limit: Boosting Achievement for English Learners.

English learners face a daunting challenge: they are learning a new language and, at the same time, are being held accountable for the same grade-level content and concepts as their English-speaking peers. The good news: these students enter our classrooms as *language-enriched pupils*, with powerful linguistic assets that can be used as a springboard to higher achievement. In this interactive session, participants will learn classroom-proven strategies for tapping into academic and linguistic assets to accelerate achievement. We'll experience the strategies first-hand, exploring how to use the primary language as a resource, how to employ meta-linguistic awareness to facilitate transfer, and how to build vocabulary in powerful, memorable, and highly entertaining ways! Be ready to sing, to chant, to draw, to discuss deeply, and to watch your students' vocabularies – and confidence – GROW!

Why Is a Giraffe's Neck So Long? Accelerate Content Literacy by Tapping Into Students' Natural Curiosity.

It's a fact: children are deeply, persistently, scientifically curious! Why is the sky blue? How does water turn into ice and back again? Where do rainbows come from? And, yet, for many there comes a time when science becomes "too hard", often because they find the textbook to be intimidating. So: how can teachers keep the spark for science burning brightly? How can we help them successfully access the expository text in their content textbooks? In this session, we'll explore creative ideas and strategies for success across all dimensions of learning: listening, speaking, reading, writing, and thinking about science (or any content area). We'll discuss the importance of academic discourse in the content classroom. And, we'll share resources and strategies designed to motivate your students to engage, connect, and maximize learning in the content classroom.



Debbie Miller

Debbie Miller taught primary grades in the Denver Public Schools for thirty years. Now a staff developer with the Denver-based Public Education and Business Coalition, Debbie also works extensively as a private consultant with schools and school districts on long-range planning and development of literacy programs. She worked for many years with the Denver-based Public Education and Business Coalition (PEBC) and has been an adjunct professor at the University of Denver and Regis University. Debbie and her Slavens Elementary School students are featured in *Happy Reading!: Creating a Predictable Structure for Joyful Teaching and Learning* (Stenhouse, 2002), the video that accompanies *Reading with Meaning: Teaching Comprehension in the Primary Grades* (Stenhouse, 2002), and in the follow-up series, *The Joy of Conferring* (Stenhouse, 2002). She has also authored *Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action* (Stenhouse, 2008).



Having At It: Creating Cultures of Thinking and Understanding.

We all want the students we teach to be thoughtful, strategic, and independent readers and learners. Debbie will speak about intentional ways we can accomplish these goals, including comprehension strategy instruction, designing lessons based on the principles and practices we believe in, and instilling the spark of agency in our students and ourselves.

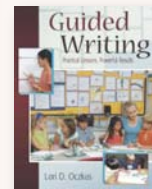
Thoughtful Choices: Showing Students How.

In this session, Debbie will share classroom lessons/actions that show children how to make wise, purposeful choices when it comes to choosing books for independent reading, and responding to them in a variety of authentic ways.



Lori Oczkus

Lori Oczkus is a literacy coach, author, and popular speaker across the United States. Tens of thousands of teachers have attended her motivating, fast-paced workshops and read her practical, research-based professional books. Lori has extensive experience as a bilingual elementary teacher, intervention specialist working with struggling readers, and staff developer and literacy coach. She works with students every week in classrooms and really knows the challenges that teachers face in teaching students to read! *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension* (IRA, October 2003 book of the month) is endorsed by noted reading expert, Tim Rasinski. Lori's other books include: *Super Six Comprehension Strategies: 35 Lessons and More for Reading Success* (Christopher Gordon, 2004), *Guided Writing: Practical Lessons, Powerful Results* (Heinemann, 2007), and *Interactive Think Aloud Lessons: 25 Ways to Engage Students and Improve Comprehension* (Scholastic, 2009). Her Video/DVD *Teaching Strategies at Work: Improving Reading Comprehension Grades 2-6* (IRA, 2005) won the prestigious Association of Educational Publishers (AEP) Video of the Year award in 2006.



Interactive Think Aloud Lessons: Surefire Ways to Engage Students and Improve Comprehension (K-6).

Are you looking for ways to actively engage learners while dramatically improving the comprehension of ALL of your students? Learn exciting and practical lessons from Lori's brand NEW book and DVD published by Scholastic *Interactive Think Alouds: 25 Sure-Fire Ways to Engage Students and Improve Comprehension*. This rich array of research-based, yet fun and motivating ideas brings familiar comprehension strategies to life for students. Target even the most challenging strategies such as clarifying, inferring, and synthesizing in hands on activities. Put joy back into learning as you scaffold your lessons using mentor texts, props and characters, gestures, strategy starters, drama and music. Best of all- your students' comprehension will soar!

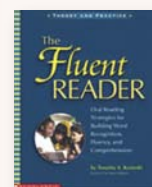
Reciprocal Teaching at Work: New Strategies/Lessons for Dramatically Improving Reading Comprehension.

Many students decode and yet don't comprehend what they read. How can we improve the comprehension of all students, especially our struggling readers? The Fabulous Four, or reciprocal teaching strategies (Palincsar and Brown), predict, question, clarify, summarize, work as a powerful package to begin to yield dramatic results in reading comprehension in as little as 15 days! Lori Oczkus will share her very best NEW lessons for using reciprocal teaching strategies with the whole class during shared reading, in guided reading with small groups, and in literature circles. Creative ways to incorporate and improve comprehension while differentiating instruction for a wide range of learners will be presented.



Tim Rasinski

Timothy Rasinski is a Professor of Literacy Education at Kent State University. His research on reading has been cited by the National Reading Panel and has been published in journals such as *Reading Research Quarterly*, *The Reading Teacher*, *Reading Psychology*, and the *Journal of Educational Research*. He served on the Board of Directors of the International Reading Association for three years, he was co-editor of *The Reading Teacher*, the world's most widely read journal of literacy education. He currently serves as co-editor of the *Journal of Literacy Research*. A few of his many works are: *Good-bye Round Robin* (Heinemann, 2008), *From Phonics to Fluency* (Pearson, 2008), *Fluent Reader* (Scholastic, 2003), *Daily Word Ladders* (Scholastic, 2005) and soon to be released *The Principal's Handbook* (Scholastic).



Constructivist Approaches to Phonics and Vocabulary Instruction: Word Study that Works!

Word decoding, vocabulary, and spelling are essential skills in learning to read. In this session Dr. Rasinski will share effective and engaging methods for helping students learn to learn and take delight in words.

Effective and Engaging Instruction in Reading Fluency, A Critical but Often Neglected Goal of the Reading Curriculum.

Fluency in reading has been found to be a key element of any successful reading program (National Reading Panel). Despite its importance many students fail to achieve sufficiently in fluency and overall reading achievement. Moreover, many teachers do not feel fully competent in their knowledge and teaching of this critical reading component. In this workshop, Dr. Tim Rasinski will provide theoretical and research background and give definition to fluency. He will share approaches to assessing and monitoring progress in this key aspect of reading and, most importantly, he will share effective and engaging strategies for teaching these all-important reading components that will move students toward better comprehension and greater proficiency in reading.



Katie Wood Ray

After leaving Western Carolina University where she was an Associate Professor of language arts education for eight years, Dr. Katie Ray is now a full time writer and researcher of the teaching of writing. With a particular focus on the study of writing craft, she leads teacher workshops and summer institutes across the nation related to the teaching of writing. Her professional background includes both elementary and middle school teaching experience and two years as a staff developer at The Reading and Writing Project, Teachers College, Columbia University. Katie is also the author or co-author of seven books on the teaching of writing: *Spelling in Use: Looking Closely at Spelling in the Whole Language Classrooms* (NCTE, 1996); *Wondrous Words: Writers and Writing in the Elementary Classroom* (NCTE, 1999); *The Writing Workshop: Working Through the Hard Parts (and They're All Hard Parts)* (NCTE, 2001); *What We Know By Heart: How to Develop Curriculum for Your Writing Workshop* (Heinemann, 2002); *About the Authors: Writing Workshop with Our Youngest Writers* (Heinemann, 2004); *Study Driven: A Framework for Planning Units of Study in the Writing Workshop* (Heinemann, 2006); and the newest book *Already Ready: Nurturing Writers in Preschool and Kindergarten* (Heinemann, 2008). She has also published numerous articles and book chapters, and is the former co-editor of the journal *Primary Voices K-6*, a publication of the National Council of Teachers of English.



The Role of Reading Immersion in the Teaching of Writing

Former National Poet Laureate Ted Kooser once said, "Before you write one poem, you need to read at least one hundred poems." Reading immersion may be the single most important teaching tool in the writing workshop. Writers need to be immersed in reading examples of particular genres in order to understand their features, forms and potentials. In this session, Katie will give an overview of all sorts of texts teachers across grade levels might use for reading immersion in the writing workshop.

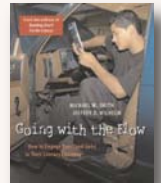
Supporting Young Writers Through Illustration Study in the Writing Workshop

The youngest writers in grades K-2 use drawings as well as writing to make meaning when they compose. Based on Katie Ray's newest research and book, this session will suggest possibilities for making illustration study a vital part of the primary writing workshop. Children can grow in understanding both the process of writing and the qualities of good writing through illustration study when forward-thinking teachers help make the "composing connection" clear.



Michael Smith

After 11 years of teaching high school English, Michael W. Smith joined the ranks of college teachers as a professor in Temple University's College of Education. In his research he works to understand how adolescents read and talk about texts, both in and out of school, and how teachers can help prepare students to have more meaningful transactions when they read. He is an author of Hampton-Brown's *Edge*. He has been Chair of the Literature Special Interest Group of the American Educational Research Association, co-Chair of the National Council of Teachers of English Assembly for Research, and co-editor of *Research in the Teaching of English*. He was recently elected as a Fellow of the National Conference on Research in Language and Literacy and has received numerous awards for both his teaching and research. Michael has written, co-written, or edited nine books and monographs, including *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men* (Heinemann, 2002), *Reflective Teaching, Reflective Learning: How to Develop Critically Engaged Readers, Writers, and Speakers* (Heinemann, 2005), *Going with the Flow: How to Engage Boys (and Girls) in Their Literacy Learning* (Heinemann, 2006), and *Getting It Right: Fresh Approaches to Teaching Grammar, Usage, and Correctness* (Scholastic, 2007).



Making It Matter: Harnessing the Power of Inquiry to Support Students' Reading and Writing, Part 1

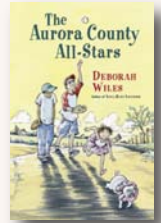
Making It Matter: Harnessing the Power of Inquiry to Support Students' Reading and Writing, Part 2

In my sessions we'll focus on devising instruction that engages students in the here-and-now even as it prepares them for the future. In my first workshop we'll focus on building units around essential questions. In the second we'll focus on discussion and activity strategies that promote inquiry about and engagement in particular texts.



Deborah Wiles

Deborah teaches in the MFA in Writing for Children Program at Vermont College and lives in Atlanta. She has taught writing workshops to thousands of children and teachers all over the country. Deborah Wiles is the author of two picture books, *One Wide Sky* (Harcourt, 2003), and *Freedom Summer* (Aladdin, 2005), and four middle-grade novels: *Love, Ruby Lavender* (Harcourt, 2005), *Each Little Bird that Sings* (Harcourt, a 2005 National Book Award Finalist), *The Aurora County All-Stars* (Harcourt, 2007), and her soon-to-be released novel, *Fallout* (Scholastic). Her work has received the Ezra Jack Keats New Writer Award, the PEN/Phyllis Reynolds Naylor Working Writer Fellowship, and the E.B. White Read-Aloud Award.



Finding Your Voice, Claiming Your Story.

Fiction, non-fiction, poetry, novels, picture-books and more — all writing begins with personal narrative. We teach personal narrative writing to our students and ask them to satisfy and master all sorts of standards and rubrics, across the curriculum. But ultimately, story grows out of our courage to write from the inside out, to touch the truth of our lives, the depths of our hearts, and the craziness of our souls. This is how we find our voices and help our students find theirs. Bring your notebook, your sense of humor, and a great willingness! For session two, I will bring a cart full of children's literature and examples of how to mesh that literature with writing standards. We'll do good work together.

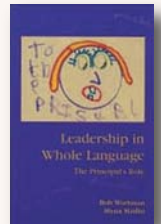
What Makes Writing Good? How to Read Like a Writer.

Bring your work in progress and/or questions about helping students with their writing, and learn ways to use models of good writing to improve your (and your students') work. Learn how to teach "organically" using your passion and enthusiasm coupled with your teaching skills and quality children's literature, and how to work side by side with authors to make literature and literacy intersect.



Bob Wortman

Bob Wortman is currently teaching graduate courses in Reading and Writing for the University of Arizona Department of Language, Reading and Culture as an Associate Lecturer. He teaches courses in Decoding, Comprehension, Assessment, Children's Literature and assists in running the CATS Literacy Lab where Masters Students are supervised in their tutorial classes with struggling readers as their exit class before receiving the Arizona State Reading Endorsement. He has been working as a Reading Specialist for 3 years with Tohono O'odham students in Arizona and on the Acoma Pueblo in New Mexico. He has been a teacher and K-12 Reading Specialist with Tucson Unified School District for 13 years and was a principal and Director of School Improvement/Title I Programs for 18 years. He speaks extensively with principals, teachers and parents on how to upgrade schoolwide literacy programs and is particularly sought after for his classroom demonstration lessons and follow-up conferencing with teachers and parents. He was named as a National Distinguished Principal for the State of Arizona in 1994 and has authored many literacy articles and a book titled *Administrators Supporting School Change* (Stenhouse, 1996).



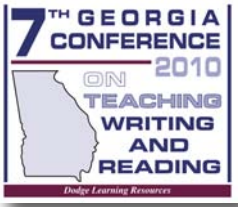
Taking Nonfiction Into Writing for the Primary Grades.

Direct instruction in nonfiction reading strategies connects beautifully with nonfiction writing. Examples from 1st and 2nd grade classrooms illustrate how examining text features in great nonfiction books, making connections, asking questions and reading for details impact expository writing for our youngest writers.

Student Writers Standing on the Shoulders of Great Authors.

Sharing, examining and expanding on the works of great authors to "try out" writing in the style of Byrd Baylor, Ralph Fletcher, Ella George Lyons and others provides concrete supports for student writers. Examples of specific writing strategies that tie to a variety of books and the work of 2nd-5th grade students will be provided.

REGISTRATION FORM



JUNE 8-9, 2010

Georgia National Fairgrounds
Perry, Georgia
Registration: 7:00 am - 8:00 am each day
Conference Sessions: 8:00 am - 4:00 pm each day

Please type or print clearly.

Please use one form for each attendee. Photocopies are acceptable.

Name: _____

Title/Position: _____ Grade Level: _____

School: _____

Street Address: _____

City, State, Zip: _____

School District: _____

Daytime Phone: _____ Fax: _____

Home Phone: _____

Home Address: _____

City, State, Zip: _____

Personal E-mail: _____

Special note: Your personal e-mail address will be used only to report any changes in conference details. No other use of your e-mail address is intended. Thank you.

REGISTRATION FEE: \$215.00 per person I request vegetarian lunches

PAYMENT INFORMATION:

Check (please make checks payable to Dodge Learning Resources)

Purchase Order Number: _____ Date: _____

VISA M/C AMEX Card No.: _____ Exp. Date: _____

Name as it appears on card: _____

Signature: _____ Billing Zip Code: _____

Please mail or fax to:

The Georgia Conference on Teaching Writing and Reading

c/o Dodge Learning Resources

P.O. Box 1150, Tyrone, GA 30290

Fax: 678-216-0599 • Phone: 678-216-0566 • Toll Free: 800-395-2048

www.dodgelearning.com