

7th Georgia Conference on Teaching Writing and Reading
June 8 & 9, 2010

Course Information

Course ID	BE762D-E0BB	PLU(s)	1
Presentation	Classroom		
Category	Conferences English Reading Writing	Content	Elementary Middle Grades Secondary Generic Administrative

Course Description

Highly regarded, well-known experts in teaching writing and reading, Danny Brassell, Debra Hopkins, Karen Caine, Debbie Miller, Lori Oczkus, Tim Rasinski, Katie Wood Ray, Michael Smith, Deborah Wiles, and Dr. Bob Wortman, will conduct workshops and keynote speeches throughout this two-day professional learning event. At least 10 hours of contact with these great leaders in K-12 instruction are available for participants seeking 1 PLU credit. Presenters are either professors of education, master teachers, or authors of children's literature. Their works are published by the most highly regarded professional learning organizations supporting educators in the USA.

Vendor Information

Dodge Learning Resources
P.O. Box 1150
Tyrone, GA 30290
www.dodgelearning.com

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Addendum

Program

The Seventh Georgia Conference on Teaching Writing and Reading offers an opportunity to earn one Professional Learning Unit (PLU). More than ten contact hours are available over two days. Participants have many choices of presentations and workshops: all led by today's top experts in teaching and learning. This conference is held at the Georgia National Fairgrounds and Agri-Center in Perry, Georgia, easily accessible from Interstate 75, exit 135. Past conferences have attracted participants from all over North America.

Concurrent workshops are planned in four time periods. There will be informative and inspiring keynotes each day. Smaller discussions with these authors and presenters may also be offered.

Goals Addresses

Participants will:

- A) Improve their knowledge and understanding of current research in teaching reading and writing.
- B) Revise and refine their classroom methods and organization toward more effective teaching.
- C) Develop and improve their understanding of the writing craft and writing process.

Improvement Practices

Participants will gain insight into planning and conducting workshops for either writing or reading or both writing and reading in combination with each other. Classroom management, organization and differentiated instruction strategies will also be addressed. Participants will learn about teaching the craft of writing and how to engage resistant learners in all aspects of learning English Language Arts. In addition to improving participants' teaching of writing, many of them will gain new ideas and insights into reading education and all of its dimensions.

Competencies

Participants will be able to:

- A) Organize and maintain classroom activities that strongly engage students in writing and overall literacy learning.
- B) Improve their teaching of writing as a craft including the writing traits and other conventions of written language.
- C) Demonstrate superior writing practices and be able to model strategies for students to gain proficiency in phonemic awareness, phonics, comprehension, fluency and vocabulary development.

Performance Indicators

As a result of this course, participants will be more comfortable and confident in their teaching of writing. They will be able to select and demonstrate specific conventions of writing within authentic childrens' or adolescent literature such that students can use them as model for improving their own writing abilities. Participants will demonstrate that they have reinforced their understanding of the connection between students' reading and writing development and will employ classroom strategies that capitalize on this interconnection. They will organize engaging classroom activities for learning to read, write and study English Language arts.

Preparation Phase

Instruction time for this course will be a minimum of 10 clock hours (1 PLU), excluding time allocated for meals. These hours of instruction will be held on June 8 & 9, 2010 at the Georgia National Fairgrounds and Agri-Center from 8:00 am to 4:00 pm, both days.

Instruction strategies include workshops, lectures, keynote speeches and informal discussion groups with the presenters. Participants can choose among 50 concurrent sessions and two keynotes. All together these sessions produce as many as 12 hours of contact with these presenters over the two conference days.

10 presenters and their qualifications follow. More complete information about them can be found at the conference web site: www.dodgelearning.com

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.*

1. *Writing Fun!*
 2. *Creating Lessons from Newspapers*
 3. *Vocabulary Strategies Every Teacher Needs to Know*
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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).

1. *Writing Persuasively with the Qualities of Good Writing*
 2. *Drafting and Revising: Watching Your Writing Take Shape*
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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.

1. *The Sky's the Limit: Boosting Achievement for English Language Learners*
 2. *Why is a Giraffe's Neck So Long? Accelerate Content Literacy by Tapping into Students' Natural Curiosity*
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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 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 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. She has also authored *Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action* (Stenhouse, 2008).

1. *Having at it: Creating Cultures of Thinking and Understanding*
2. *Thoughtful Choices: Showing Students How*

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.

1. *Interactive Think Aloud Lessons: Surefire Ways to Engage Students and Improve Comprehension*
2. *Reciprocal Teaching at Work: New Strategies/Lessons for Dramatically Improving Reading Comprehension*

Timothy 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)

1. *Constructivist Approaches to Phonics and Vocabulary Instruction: Word Study that Works!*
2. *Effective and Engaging Instruction in Reading Fluency, a Critical but Often Neglected Goal of the Reading Curriculum*

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.

1. *The Role of Reading Immersion in the Teaching of Writing*
2. *Supporting Young Writers through Illustration Study in the Writing Workshop*

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).

1. *Making It Matter: Harnessing the Power of Inquiry to Support Students' Reading and Writing Part I*
2. *Making It Matter: Harnessing the Power of Inquiry to Support Students' Reading and Writing Part II*

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.

1. *Finding Your Voice, Claiming Your Story*
2. *What Makes Writing Good? How to Read Like a Writer*

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 School wide 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).

1. *Taking Nonfiction into Writing for the Primary Grades*
2. *Student Writers Standing on the Shoulders of Great Authors*

Verification Phase/On-the-Job Assessment

The participant's on-the-job assessment will be documented through the participant's written, one-page description of the teaching methods learned through this course. The participant will also be observed by a designated professional learning authority, such as a school principal, assistant principal, instructional leader, curriculum coordinator or other professional learning authority in his/her school and have that person sign the one-page description after the observation is made. This will document the participant's improvement. Once signed by the professional learning authority, the one-page description should be mailed or faxed to Attn: Allen Dodge, Dodge Learning Resources, PO Box 1150, Tyrone, GA, 30290 (FAX 678-216-0599). Mr. Dodge will conduct the final assessment of the participant's improvement from the document thus submitted. The participant's document will then be attached to the participant's (previously submitted) prior approval form and a course completion certificate will be issued.

Mastery Verification

Mastery verification will be completed through a more extensive description of the participant's improved teaching methods. In the case of mastery verification, the participant will submit a written description of the method(s) which are improved through a paper of at least two pages in length.

Mastery verification should be employed only for cases in which the participant has no current working relationship with a school principal, instructional leader or professional learning authority.

Participants will have until December 31, 2010 to submit their written descriptions of on-the-job assessments and mastery verification for course completion.