

This SCECH Log belongs to:

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*(if found please return to the MRA Registration Desk)*

## **MRA 2019 Annual Conference Literacy Disrupted Conference and SCECH Guide March 9-11, 2019**

- Complete ALL information on the SCECH application on page 2.
- Do not separate application from log.
- You may earn 3-21 SCECHs based on your documented minutes in conference sessions.

### **DURING CONFERENCE**

- For every session attended, you must initial the SCECH form.
- Write your initials in the designated section for that session in this booklet.
- You must attend the FULL session to receive credit.

### **END OF CONFERENCE**

- SCECH Booklet MUST be turned in by the end of the conference. Booklets must be turned in at the Registration Desk prior to your departure from the conference. **Booklets may not be mailed in.**
- A processing fee of \$10 (per person) must be paid to MRA by 3/27/2019 in order for the SCECH record to be uploaded to MOECS. Payment can be made at the Registration Desk upon turning in your booklet. Payment received after 3/27/2019 will be returned and no SCECHs will be awarded.
- Be sure to include your PIC number on the application. **Your application CANNOT be processed without the PIC number.**
- Remove this page and keep it for your information. This sheet has information on how to obtain your credit from the MDE.

### **AFTER CONFERENCE**

- After the completion of the conference, MRA uploads information to MOECS. Eligible attendees will receive an email from the MDE with instructions on accessing them.
- **The attendee must complete a REQUIRED online evaluation before SCECHs will show up in their MOECS account.** The evaluation must be completed within 30 days of email notification.
- SCECHs are automatically awarded and immediately listed on an Unofficial Transcript.

## **PIC Number Information (Personal Identification Code)**

The SCR and MOECS have merged. SCECHs are now uploaded via PIC and **cannot be uploaded without it**. If an individual is an MDE certified educator or a K-12 school district employee, he or she has been assigned a PIC.

### **Locating Your PIC**

K-12 school district employee PIC

• Your PIC can be accessed by logging into your account in MOECS at [www.michigan.gov/MOECS](http://www.michigan.gov/MOECS) and clicking on Manage Demographics. If you have never been in MOECS before, create a MOECS account by following the directions:

1. Click on "Create New Login Name/Password" in the MOECS Login box.
2. Create your login following the directions in MEIS – also make sure to learn the MEIS Account ID it assigns you (the number starting with an "A").
3. Go back to the MOECS login page and log in with your new Login Name and Password assigned through MEIS.
4. Answer all the questions through the initial creation pages, fill in all required fields, and Save.
5. Your PIC will be pulled into your MOECS account and located on your Manage Demographics page, just below your email. If it does not appear there within a couple days, please contact the SCECH Administrator at [SCECH@michigan.gov](mailto:SCECH@michigan.gov).

If your PIC is not in your SCR account and you are an MDE certified educator or a K-12 school district employee:

1. Log into your MOECS Account at [www.michigan.gov/moecs](http://www.michigan.gov/moecs)
2. Access the Manage Demographics page through the left-hand menu list
3. Locate your PIC above your Education History
4. Log into your SCR account at [www.getmipd.com](http://www.getmipd.com)
5. Answer the question at the top of the page "Yes", regardless if you have any of the listed certificates or licenses, and the PIC box will appear.
6. Enter your PIC in the box that will appear.
7. Click on "Save and Continue" at the bottom of the page.
8. All SCECHs from your SCR account will import into your MOECS account within 2-3 business days.

### **Troubleshooting**

The Secure Central Registry (SCR) ([www.getmipd.com](http://www.getmipd.com)) help desk - 517-327-5925

The Michigan Online Educator Certification System (MOECS) ([www.michigan.gov/moecs](http://www.michigan.gov/moecs)) help desk - 517-373-3310

**Processing fee of \$10 (per person, per request) must be paid to MRA by 3/27/2019 in order for the SCECH record to be uploaded MOECS. Payment received after this date will be returned and no SCECHs will be awarded.**

***Payment can also take place at the conference upon turning in the SCECH Booklet.***

**Send payment to:**

**Michigan Reading Association**

**668 Three Mile Road NW**

**Grand Rapids, MI 49544-8219**

**Phone: 616.647.9310 Fax: 616.647.9378**

**[administrative@michiganreading.org](mailto:administrative@michiganreading.org)**

**Michigan Reading Association's 2019 Annual Conference**  
**Saturday, March 9, 2019 - Monday, March 11, 2019**

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Passionate Readers - The Art of Reaching and Engaging Every Child	Pernille Ripp	Saturday	DeVos Ballroom A/B	8:30 AM	10:00 AM	With 24% of adults reporting that they have not read a book in the last 12 months, we are facing a mounting reading crisis. So what can we, as the educators who teach this future generation of readers, do to create more engaging reading experiences? In this session, based on the book <i>Passionate Readers: The Art of Reaching and Engaging Every Child</i> , Pernille Ripp will help you re-discover the keys of creating a community of readers, no matter the constraints facing your time. Focusing on teacher reading identity, classroom environment and library, as well as student reading identity, this is a session sure to inspire.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary	1.5	
Trending Topics: Blending Student Voice and Choice with YA Lit	Andy Schoenborn	Saturday	Atrium	10:30 AM	11:30 AM	A collaboration of coursework between MPHs and CMU began with a question: "What topics are currently trending in your lives?" Students responded with #MeToo, LGBTQ+, and Mental Illness to name a few. In short, we can empower student voices with agency and choice. Join this session and unpack the experience through student, pre-service, high school teacher, and collegiate perspectives.	High School (9-12) Post Secondary Adult	1	
Motivation Matters: Research-Supported Practices for Motivating and Engaging Elementary-Age Children in Literacy	Nell Duke	Saturday	DeVos Ballroom C	10:30 AM	11:30 AM	Motivation is one of the most heavily researched constructs in all of educational psychology. We know a lot about what motivates children and what undermines children's motivation. In this presentation, Duke will identify specific research-supported practices for motivating and engaging elementary-age children in literacy. This presentation links to the MAISA GELN Early Literacy Task Force Essential Instructional Practices in Early Literacy: K to 3 and the Essential Instructional Practices in Literacy: Grades 4 - 5, particularly Essential Practice #1 in both documents. For more about "the Essentials," please visit <a href="http://literacyessentials.org">literacyessentials.org</a> .	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6)	1	
Pop Goes the Workshop: Using Pop Culture to Make Challenging Reading and Writing Skills Engaging and Accessible	Colleen Cruz	Saturday	DeVos Ballroom D	10:30 AM	12:00 PM	Literacy instruction is filled with skills we want students to learn and hold onto. However, a fair number of vital reading and writing skills can feel disconnected from students' day to day lives. In this presentation, Colleen Cruz will demonstrate the ways in which some of the most challenging literacy skills to teach can be made not only doable but also irresistible. Colleen will start the presentation by discussing the history of pop culture in the classroom, and exploring both it's positive and negative aspects. She will then move into specific ways teachers can tap pop culture to teach notoriously tricky skills such as inference, interpretation and thesis development.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1.5	
Zap the Gap with Graphic Novels: Combating Challenges with Males and Literacy	Melanie Smith, Tara Rice	Saturday	Emerald A	10:30 AM	11:30 AM	A discrepancy in reading achievement exists on every assessment, state and national alike, when it comes to males and females. How do educators combat this opportunity gap within the classroom and increase reading engagement with male students? In this session, participants will look at what research says about the gender literacy gap and learn ways to "zap the gap" within the classroom by connecting graphic novels to both fiction and nonfiction text that can be implemented in whole-group or small group literature circles. Participants will also walk away with lesson plans to engage boys in relevant literacy experiences and an abundance of graphic novel titles to use in the classroom.	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Literacy Disrupted-but not Defeated: The Impact of Hurricane Florence on a University/School Literacy Service Learning Partnership in Robeson County, NC	Dr. Laura Staal	Saturday	Emerald B	10:30 AM	11:30 AM	This presentation highlights the efforts of a literacy professor from rural NC involved in a successful 7-year literacy service learning partnership-its beginnings-its growth-and its challenges through the recent disruption of more than 20 missed instructional days. Participants will gain knowledge of successful literacy initiatives and strategies and be engaged through personal story, discussion, and hands-on activity. Time will be provided at the end of the session to answer questions and to collaborate with others who have also been involved in literacy partnerships and/or service-learning to create a network of engagement that furthers literacy efforts in the communities we serve.	Lower Elementary (K-3) Upper Elementary (3-6)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Demystify Writing for Teachers and Students	Dalyce DePauw, Allison Burg, Diana Stotler	Saturday	Gallery Overlook A	10:30 AM	12:00 PM	If you are looking for an opportunity to boost your confidence as a writing teacher, improve achievement, and student engagement, join us to learn how Self-Regulated Strategy Development can help you and your student love writing. Based on 50 years of research, SRSD has the single largest effect size of any single writing instructional method (Writing NEXT). It not only provides a consistent approach across genres but allows students to address the cognitive and emotional challenges. By students taking ownership of their writing through self-regulation, they gain self-confidence, awareness, and management strategies to carry with them throughout their educational and professional careers.	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
An Honors College Research Project: Social Studies Read Alouds in a Fifth Grade Classroom	Linda Pavonetti, Amanda Lowe	Saturday	Gallery Overlook B	10:30 AM	11:30 AM	This research study investigated how read alouds enhance student comprehension in social studies. As a pre-service teacher, I felt it was important to understand the benefits of read alouds as part of a social studies lesson. Some of the important questions this study addressed were: •Are read alouds effective in helping students understand social studies concepts? •What do students say about social studies read alouds? •Do students recall important concepts from one read aloud session to the next? This session will be interactive so that experienced teachers can offer their practical knowledge and share the books they have found to be effective with each other and novice teachers.	Upper Elementary (3-6)	1	
Arrive at School Ready! Implementing the Pre-K Essential Practices into Early Childhood Programs	Michelle McQueen	Saturday	Gallery Overlook C	10:30 AM	11:30 AM	Arrive at School Ready! Genesee Intermediate School District supports school readiness through a project that structures the implementation of best literacy practices in all Great Start Readiness Programs and Head Start classrooms through a multi-stakeholder collaboration. Attendees will learn how the implementation was structured and how professional development of staff in early childhood programs, community-based organizations, and home visitors was delivered. Literacy coaches provided presentation style and job-embedded professional development to early childhood educators and home visitors.	Early Childhood (Birth-K) Lower Elementary (K-3)	1	
Integrating MI's Literacy Essentials into Prekindergarten Environments	Chad Waldron, Michelle McQueen	Saturday	Gallery Overlook C	10:30 AM	11:30 AM	Michigan has "Essential Instructional Practices in Literacy, Prekindergarten." What is it like trying to implement the Literacy Essentials? Does coaching work in PreK? Learn about one Intermediate School District's journey in practices and research to cultivate improved early literacy outcomes. This session will include sharing instructional choices made, how the Essentials were implemented, and what a study of this plan found for this community.	Early Childhood (Birth-K)	1.5	
Flexible Seating for the 21st Century Classroom	Elizabeth Frisle	Saturday	Gallery Overlook D	10:30 AM	11:30 AM	Have you ever been curious about creating a student-centered classroom where students take ownership of their learning? Come explore flexible seating to increase engagement and motivation across the curriculum. The goal of flexible seating is to foster a love of learning and increase student choices so that the classroom can become student-centered. Come and listen to my journey complete with challenges, obstacles and celebrations that I've had with my 3rd grade students. I will share resources, pictures and research that will help you implement flexible seating in your classroom.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1	
Leading by Reading : 20+ ways to transform the reading culture in your school	Jim Bailey, Nicol Howard, Kelly Hendrick	Saturday	Gallery Overlook F	10:30 AM	12:00 PM	Are you frustrated with reading programs that bore both teachers AND students? Is your class spending too much time on mind numbing worksheets? Are you ready for a change? We will share our story of how we boosted the reading culture in our building. Many of the ideas can be implemented immediately for little or no cost at all. Come with an open mind and leave with the power to make a reading transformation. This session was well received last year so we are back to share our story again plus a few new ideas.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1.5	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Writing from the Inside Out: Teachers as Models	Allison Jordan, Beth Emmons, Chelsea Berg, Jennifer Nichols	Saturday	Gallery Overlook G	10:30 AM	11:30 AM	What happens to a teacher when they are immersed in the writer's life? How does living the life of a writer impact your teaching? Let's disrupt the teacher as editor model and create teachers who write alongside their students. In 2016 & 2018, the Saginaw Bay Writing Project helped to create the Vada B. Dow Writer's Workshop for Teachers. This week-long conference immersed teachers of all contents and grade levels in the workshop model. Instructed by Colleen Cruz, Penny Kittle, and Michigan authors John Mauk and Anne Marrie Oomen, teachers wrote, revised, and published. We discussed ways to transfer our learning to students. Our panel will discuss the impact of this model on our teaching.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary	1.5	
Define, Deepen, Discover: Using a Visible Thinking Routine to Explore Concepts in Detail	Troy Hicks	Saturday	Gallery Overlook H	10:30 AM	12:00 PM	When we consider one of the primary challenges that face our student writers - from elementary school or graduate school - we can boil it down to this: students struggle to add appropriate details and examples. Because we often find that we have little time in our jam-packed curriculum to explore topics in a substantive manner, it is important to go deeply into some ideas, even if we can't go into that much detail with all of them. This teaching demonstration builds on a strategy that I consider an "oldie, but goodie" - the Frayer model - and uses digital writing tools such as concept mapping tools and Google Docs to scaffold students' thinking when crafting an extended definition.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Playing With Words	Leslie Heiakoski	Saturday	Gerald R Ford Room	10:30 AM	11:30 AM	Playing with words increases vocabulary, understanding, thinking skills and most of all--fun! You're never too old to appreciate creative communication. Making reading and writing fun generates big rewards for all students. As the author and illustrator of 11 picture books with more on the way, Leslie will discuss her own process and how word games and writing devices can intrigue readers and encourage writers. Enjoy a sneak peek at her upcoming title Are Your Stars Like My Stars.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1	
Inclusive Literacy Instruction Practices in the Early Childhood Classroom	Kristen White, Katharin Arkansas	Saturday	Governor's Room	10:30 AM	11:30 AM	Drawing on Michigan's Essential Instructional Practices in Early Literacy, this interactive session focuses on grades K-3. Participants will engage in inclusive literacy practices that respect and build on children's social, academic, cultural, and linguistic backgrounds. Participants will become familiar with culturally responsive teaching and its application for more inclusive literacy instruction in early childhood classrooms. Presenters will share informal assessments as well as research-based instruction that centers on children's strengths. In particular, we will focus on issues around instruction, assessment, and equity. This session features diverse texts.	Lower Elementary (K-3)	1	
Advancing Collaborative Parent-Caregiver Partnerships: Equipping Teacher Candidates to (Re)envision Family/Caregiver Needs and Interactions	Patricia Edwards, Kristen White, Marielise Peltier, Ann Castle, Lisa Domke, Tracy Donahue	Saturday	Grand Gallery A	10:30 AM	11:30 AM	In this session, presenters will share a conceptual framework for how teacher preparation programs including teacher educators and teacher candidates, practicing teachers, administrators, and other members of PK-12 partnerships can (re)envision family needs and interactions in ways that sustain an educated citizenry.		1.5	
Learn to Maximize your Students' Reading Comprehension	Elaine Weber, Susan Codere Kelly, Barbara Nelson, Holli Taylor, Barbara Mick	Saturday	Grand Gallery C	10:30 AM	11:30 AM	Experience activities that stretch your students' thinking through five shades of comprehension: literal, inferential, critical, evidence-based, and generative reading. Learn how literal learners grow into competent comprehenders and generative thinkers based on language acquisition and retrieval research. Engage in strategies that demonstrate how one simple text came provide opportunities to comprehend literally through to the most generative level of thinking. Reflect on the responses of students as they traverse through the five shades comprehension. Explore the mission literacy website and leave with access to a treasure trove of free literacy resources.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1.5	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Focused on Student Learning: Teacher-Led Learning Labs as Professional Development	Erica Hamilton, Annie Hammill, Ashley Mosley, Whitney Moore, Andrea Nestle	Saturday	Grand Gallery D	10:30 AM	11:30 AM	This interactive session centers on using a "learning lab" protocol to engage educators in ongoing professional development focused on literacy-based instruction, assessment, and student-learning. Presenters from four Michigan school districts and a university will share information about the learning lab protocol, including what it is, how it works, and its benefits for students and teachers. This session also includes real-world/classroom examples and suggestions for using this protocol within single grade levels or the same school, as well as across districts and locations. The session also features recommendations and resources for those interested in starting their own learning labs.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1	
Used to be - But now: Understanding Metaphor	Michael Salinger	Saturday	Grand Gallery E/F	10:30 AM	11:30 AM	Presenter will lead participants through a writing strategy which begins deceptively simple but ends with dramatic use of metaphor. A great writing framework that shows the power of figurative language in an easily digestible format. Authentic and fun this strategy instructs while affording success for all writers.	Middle School (Grades 6-9) High School (Grades 9-12)	1	
Read By Grade Three: From Compliance to Commitment	Laural Triebel, Lisa Brown	Saturday	Grand View A/B	10:30 AM	11:30 AM	With the changing literacy landscape in Michigan, this session will help build understanding around the practices and supports that impact and influence literacy achievement in the context of Read by Grade Three. Learn about and explore resources that support literacy growth and achievement.	Lower Elementary (K-3)	1.5	
Thirteen Ways of Looking at a Poem	Jim Woehrle	Saturday	Grand View C	10:30 AM	11:30 AM	Poetry can often be the most intimidating aspect of literary study. How often have you (or your students) been taught to explicate the "definitive interpretation" of a poem? How often do you try to navigate the maze of literary techniques to find the secret message? What does the snow really symbolize in Robert Frost's "Stopping by the Woods..."? Poetry does NOT have to be so daunting. In fact, it can actually be kind of fun. All you need are the right tools.	Middle School (6-9) High School (9-12) Post Secondary	1	
Mind Your Teaching: How to Engage Students Every Time You Teach!	Melanie Matthews	Saturday	Haldane	10:30 AM	12:00 PM	Does it feel like you're teaching the same thing the same way day after day? Are you curious to learn about how to get your students to remember more? If you answered yes to any one of these questions, keep reading, you're in the right place. Mind Your Teaching is a highly engaging and interactive workshop packed full with strategies that will show you new ways of teaching content, motivating students, increasing student engagement, achievement and retention. Research has shown the benefits of brain-based learning and teaching and how it improves students' overall academics. This workshop will explore the Top 10 brain-based instructional strategies and show you how to use them immediately.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Using Formative Assessment to Guide Small Group Instruction	Amy Verhougstraete	Saturday	Heritage Hill	10:30 AM	11:30 AM	Assessment drives our instruction. Learn how to use formative assessments, such as running records and DRA, to identify student needs and form small groups for literacy instruction. I will show you how to analyze the data you have already gathered to plan your next steps with your students. You will learn research-based interventions to use for fluency, comprehension, phonics, phonemic awareness, and vocabulary with individual students and small groups.	Lower Elementary (K-3)	1	
Culturally Responsive Teaching 2.0	Angelica Lozano-Garcia	Saturday	Kendall	10:30 AM	11:30 AM	Where are you on your journey to understanding your students' identities? Is your classroom environment one where their culture is welcomed? Do your lessons incorporate diverse topics your students can relate to? Culturally Responsive Teaching (CRT) is a pedagogy that empowers students by using their culture as a bridge to success. Because it is important for students to be able to see their lives reflected in what is being taught, teachers should develop a style that regularly uses the students' cultural knowledge and prior experiences to make learning meaningful and effective. This session provides teachers with a framework for instilling responsive teaching practices in today's classrooms.	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Teaching Struggling Readers in the Elementary School: Current Research and Practices	Xiaoping Li, Mingyuan Zhang	Saturday	Nelson	10:30 AM	11:30 AM	The purpose of this presentation is to introduce current research and practices for teaching struggling readers in the elementary school. Specifically, the presenters will (1) examine current research on successful practices to change the trajectory of struggling readers, and (2) provide research-based and evidence-based best practices for teaching struggling readers in the elementary school.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Access to Books: Gamechanger for Kids	Donalyn Miller & Colby Sharp	Saturday	Pantlind Ballroom	10:30 AM	11:30 AM	Children with meaningful access to books achieve at higher levels and experience greater engagement with reading. In this session, 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.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
The Novelist's Scrapbook	Ellen Airgood	Saturday	River Overlook A	10:30 AM	11:30 AM	What does a writer's life look like? When does it begin and what shapes it? Where do ideas come from and where do they go? These are questions writers get asked often. Partly because creativity is interesting and we all hope to make a connection to it. Partly because we humans are hardwired for story--it's how we make sense of our lives, how we learn and plan, how we peer into our pasts and futures and our murky, wild, confusing and wonderful hearts. In this talk, hear what one Michigan writer's path has looked like, and leave inspired to take your own creative journey, as well as feeling better equipped to help your students launch theirs.	Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary Adult	1	
Keys to Reading and Analyzing Nonfiction	Janet Ruth Heller	Saturday	River Overlook B	10:30 AM	12:00 PM	This session will explore new approaches to reading and analyzing nonfiction developed by contemporary educators and researchers, including the presenter. Old strategies for teaching students how to read, analyze, and write nonfiction often confuse our classes. For example, the five-paragraph essay paradigm oversimplifies the structure of most nonfiction. We will discuss some complex modern essays, applying the new strategies. The session leader has published many essays, scholarly articles, and books of nonfiction, and she has also published analyses of nonfiction. Participants will receive handouts detailing possible structures and lesson plans for teaching nonfiction.	Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Rights of Writers: 10 Tips to Help with Writing Growth	Marquin Parks	Saturday	River Overlook C	10:30 AM	11:30 AM	"But, I'm not good at writing..." As educators, we are all working to improve student writing. Sometimes that journey calls for us to take different approaches. Join me for an interactive session on how to spark writing growth by applying the 10 Rights of Writers!	Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1	
Terrifying Grandmothers, Scrapbooks, and Hyperbole: How Family History Can Inspire Writing	Allison Decamp	Saturday	River Overlook F	10:30 AM	11:30 AM	We have all grown up with family pictures, family lore, and oral stories we have heard so often we try to ignore them. Writers, however, train themselves to notice ideas. In this presentation, Alison will take you through the process she used to write MY NEAR-DEATH ADVENTURES (95% True), and its sequel, MY NEAR-DEATH ADVENTURES I (Almost Died. Again.). Both books rely heavily on Alison's past, research into what life was like in the late 1800s, and images from the time period--techniques anyone can use to help young writers identify, research, and write their own stories.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
Essential Instructional Practices & Instructional Rounds	Heather Palmer, Lisa Pruess	Saturday	Thornapple	10:30 AM	11:30 AM	Understand how teachers can use the Essential Instructional Practice Modules from Michigan Virtual during Professional Learning Communities to learn and reflect on their own instructional practices. Learn how to use the content and classroom videos as a way to create goals to impact student achievement. Also, understand how to use instructional rounds for teachers to learn from one another encompassing the Essential Instructional Practices.	Lower Elementary (K-3)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Expanding Our World Through Diverse Texts	Ashelin Currie, Jill Maneice	Saturday	Vandenberg A	10:30 AM	11:30 AM	How does diverse text impact ELA instruction? Join this session to explore how culturally diverse texts increase reading comprehension and student engagement and motivation. Expand your knowledge of utilizing culturally relevant text to provide instruction that aligns with the statewide Essential Instructional Practices in Literacy (pre-k thru 12). Receive recommendations for resources to use in your classroom!	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
The Power of Interactive Writing: Key Ways to Enhance Reading and Writing Skills	April Delude	Saturday	Vandenberg B	10:30 AM	11:30 AM	Pre-K-2: Support your readers and writers through interactive writing. Learn key ways to boost concepts about print, phonemic awareness, writing conventions, and word study. In addition, use interactive writing to move readers up reading levels. Most importantly, discover ways to build excitement and love of the written language in your classrooms.	Early Childhood (Birth-K) Lower Elementary (K-3)	1	
"It's fun to read like a historian": Disciplinary Literacy in a 3rd Grade Classroom	Paul Morsink, Tory Rowland	Saturday	Winchester	10:30 AM	11:30 AM	With the Common Core and literacy leaders urging more reading of informational text already in the lower elementary grades, how do you hook your lower elementary students into meaningful and motivating engagement with informational texts? Focusing on text features, text structures, and vocabulary is important but may not initially feel meaningful. This interactive session shares research and practical ideas about foregrounding the concept of perspective and giving young readers the experience of reading from the point of view of a scientist and a historian. This approach empowers students to inhabit new roles and connects them to reasons for reading. Come for ideas and stay to discuss.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
The Reading Life: Connecting Classrooms, Libraries, and Communities through Story (ticketed event)	John Schu	Saturday	Ambassador East	11:30 AM	1:00 PM	John Schu (aka Mr. Schu) is nationally known for his expertise in children's literature and for igniting a passion to read. He will share his experiences in promoting a culture of reading among students, staff, and parents.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1	
"Writing About the Hard Stuff: Why We Owe It to Our Readers" (ticketed event)	Gary Schmidt	Saturday	Ambassador West	11:30 AM	1:00 PM	Since American children's literature became truly American in the late 1930s, writers for young readers have struggled with the issue of writing about the hard stuff we encounter as children--and adults. How does a writer for young readers write about national and individual fears and calamities? Here is one writer's perception of our responsibility to tell the truth about a broken world--a world that is so very, very broken, but also so worthy the winning.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary Adult	1	
Trending Topics: Blending Student Voice and Choice with YA Lit	Andy Schoenborn	Saturday	Atrium	1:00 PM	2:00 PM	A collaboration of coursework between MPHHS and CMU began with a question: "What topics are currently trending in your lives?" Students responded with #MeToo, LGBTQ+, and Mental Illness to name a few. In short, we can empower student voices with agency and choice. Join this session and unpack the experience through student, pre-service, high school teacher, and collegiate perspectives.	High School (9-12) Post Secondary Adult	1.5	
Great Lakes Great Books	Amy Romanowski, Heather Jensen	Saturday	Berkey	1:00 PM	2:00 PM	Share the newest literature with your students through the Great Lakes Great Books award, designed to give students the power of choosing which books are best by voting for their favorite titles. Find out which books were declared winners in each grade level, what's on the ballot for next year, and a list for literacy activities for readers. Enter a book drawing to get started.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Strategies to Jump-Start Writing: From Striving to Thriving in Writing	Stephanie Harvey, Sara Holbrook, & Michael Sallinger	Saturday	DeVos Ballroom A/B	1:00 PM	2:00 PM	Read It! Write It! Speak It!: We know writing helps students engage and synthesize ideas, but how to get started? Educators Michael Sallinger and Sara Holbrook demonstrate how integrating reading, writing, and speaking increases literacy and learning across all content areas. Their lessons naturally differentiate offering all students an opportunity for success as they simultaneously improve their content understanding, language and communication skills. Cross curricular.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Motivation Matters: Research-Supported Practices for Motivating and Engaging Elementary-Age Children in Literacy	Nell Duke	Saturday	DeVos Ballroom C	1:00 PM	2:00 PM	Motivation is one of the most heavily researched constructs in all of educational psychology. We know a lot about what motivates children and what undermines children's motivation. In this presentation, Duke will identify specific research-supported practices for motivating and engaging elementary-age children in literacy. This presentation links to the MAISA GELN Early Literacy Task Force Essential Instructional Practices in Early Literacy: K to 3 and the Essential Instructional Practices in Literacy: Grades 4 - 5, particularly Essential Practice #1 in both documents. For more about "the Essentials," please visit <a href="http://literacyessentials.org">literacyessentials.org</a> .	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6)	1	
Pop Goes the Workshop: Using Pop Culture to Make Challenging Reading and Writing Skills Engaging and Accessible	Colleen Cruz	Saturday	DeVos Ballroom D	1:00 PM	2:30 PM	Literacy instruction is filled with skills we want students to learn and hold onto. However, a fair number of vital reading and writing skills can feel disconnected from students' day to day lives. In this presentation, Colleen Cruz will demonstrate the ways in which some of the most challenging literacy skills to teach can be made not only doable but also irresistible. Colleen will start the presentation by discussing the history of pop culture in the classroom, and exploring both it's positive and negative aspects. She will then move into specific ways teachers can tap pop culture to teach notoriously tricky skills such as inference, interpretation and thesis development.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1.5	
Literacy Disrupted-but not Defeated: The Impact of Hurricane Florence on a University/School Literacy Service Learning Partnership in Robeson County, NC	Dr. Laura Staal	Saturday	Emerald B	1:00 PM	2:00 PM	This presentation highlights the efforts of a literacy professor from rural NC involved in a successful 7-year literacy service learning partnership-its beginnings-its growth-and its challenges through the recent disruption of more than 20 missed instructional days. Participants will gain knowledge of successful literacy initiatives and strategies and be engaged through personal story, discussion, and a hands-on activity. Time will be provided at the end of the session to answer questions and to collaborate with others who have also been involved in literacy partnerships and/or service-learning to create a network of engagement that furthers literacy efforts in the communities we serve.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Keys to Reading and Analyzing Nonfiction	Janet Ruth Heller	Saturday	Gallery Overlook A	1:00 PM	2:30 PM	This session will explore new approaches to reading and analyzing nonfiction developed by contemporary educators and researchers, including the presenter. Old strategies for teaching students how to read, analyze, and write nonfiction often confuse our classes. For example, the five-paragraph essay paradigm oversimplifies the structure of most nonfiction. We will discuss some complex modern essays, applying the new strategies. The session leader has published many essays, scholarly articles, and books of nonfiction, and she has also published analyses of nonfiction. Participants will receive handouts detailing possible structures and lesson plans for teaching nonfiction.	Middle School (6-9) High School (9-12) Post Secondary Adult	1	
An Honors College Research Project: Social Studies Read Alouds in a Fifth Grade Classroom	Linda Pavonetti, Amanda Lowe	Saturday	Gallery Overlook B	1:00 PM	2:00 PM	This research study investigated how read alouds enhance student comprehension in social studies. As a pre-service teacher, I felt it was important to understand the benefits of read alouds as part of a social studies lesson. Some of the important questions this study addressed were: •Are read alouds effective in helping students understand social studies concepts? •What do students say about social studies read alouds? •Do students recall important concepts from one read aloud session to the next? This session will be interactive so that experienced teachers can offer their practical knowledge and share the books they have found to be effective with each other and novice teachers.	Upper Elementary (3-6)	1	
Finding Wonder Where Science and Poetry Meet	Buffy Silverman	Saturday	Gallery Overlook C	1:00 PM	2:00 PM	Science and poetry go together like peanut butter and jelly. Both rely on careful observation and description of the world around us. In this session, author Buffy Silverman will share examples of her science-themed poetry and discuss how poetry can be integrated with language arts and science topics. We'll also explore how science and poetry can inspire student writing.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6)	1	

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Social Emotional Learning	Patrice Hedman	Saturday	Gallery Overlook D	1:00 PM	2:00 PM	Reading with Relevance focuses on students' social and emotional well-being as a critical strategy for improving their academic achievement. At the heart of the program is the understanding that how students feel about themselves and their lives directly impacts their ability to engage with school and succeed academically. Reading with Relevance draws together the strengths of culturally-relevant literacy instruction and social/emotional learning to inspire young people to engage with reading, accelerate their academic achievement, and develop life-changing social and emotional skills.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Disrupting Literacy Instruction	Bill Loyd, Amy Keith-Wardlow	Saturday	Gallery Overlook F	1:00 PM	2:30 PM	Literacy is fundamentally an issue of equity. Shifts in how we deliver instruction are key to how teachers promote optimal access for all students. This presentation will share Fordson High School's journey of implementing Reading Apprenticeship over the past eight years. How has instruction changed? What has been the impact on student academic performance? How has the school's instructional culture been affected? Join us for this informative and interactive session.	Middle School (6-9) High School (9-12) Post Secondary Adult	1.5	
Disrupting Expectations: Taking Whole Class Novels Beyond the Unexpected.	Allison Jordan, Kelli Fitzpatrick	Saturday	Gallery Overlook G	1:00 PM	2:00 PM	Disrupt the typical classroom teaching of a whole class novel by adding elements of choice and adaptation. Two teachers from different districts with students of varying ability will show you a unit they have created around the novel Animal Farm, focusing on current themes of truth, fake news, and integrating our own values into the world with a climate that doesn't always welcome differing opinions. Come and see how teaching a whole class novel doesn't have to kill the elements we know help students stay engaged. See how we combined elements of research and media literacy into a final project that reaches an audience outside of the classroom. View student work and get access to our resources.	High School (9-12)	1	
Engaged Students and Increased Achievement with the GELN Essential Practices for Literacy Instruction in the Secondary Classroom for Grades 6 to 12.	Rebekah Hornak, Heather Phelps	Saturday	Gallery Overlook H	1:00 PM	2:30 PM	The GELN Essential Practices for Literacy Instruction in the Secondary Classroom for Grades 6 to 12 recommends research-supported instructional practices that can have a dramatic impact on student literacy achievement and engagement. Come learn how these practices can support you and your colleagues as you engage deeply with students in disciplinary literacy to grow students' content and literacy knowledge.	Middle School (6-9) High School (9-12)	1	
PICTURE BOOKS- EVERY AGE, EVERY STAGE with Michigan picture book author/illustrator Matt Faulkner	Matt Faulkner	Saturday	Gerald R Ford Room	1:00 PM	2:00 PM	Picture books aren't just for our youngest readers. Because they can share information and teach skills in a way that will bring more vibrant depth and detail than any text book ever could. Non-fiction picture books can share life values such as compassion, persistence and dedication to ideals. What better way to inspire all your readers than with the powerful imagery of a well written and illustrated picture book. Matt Faulkner will share books he has illustrated by great writers like Laurie Halse Anderson, Doreen Rappaport, Kristen Renner and Judith St. George, all the while offering thoughts on how to best use the imagery and text to ignite the creative spark in all your learners.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
To Know and Be Known: Examining Representation and Pushing Beyond "Diverse" Booklists	Chad Everett	Saturday	Governor's Room	1:00 PM	2:00 PM	It is in the transaction (Rosenblatt, 1986) between the reader and the text that a text's diversity is realized. In this workshop, participants will learn how to step beyond thinking of texts in the binary of diverse or non-diverse to instead critically examining texts we place in our schools and the way identity acts as a lens for reading. Participants will leave equipped to begin or continue the journey of ensuring all students' lives are authentically represented on our shelves and in our curriculum.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Tales from the Table: Disrupting Literacy Through the Use of Family Storytelling	Arlene Reese	Saturday	Grand Gallery B	1:00 PM	2:00 PM	The goal of this train-the-trainer, workshop is to disrupt literacy by teaching how the use of storytelling improves language and literacy skills and enhances cultural understanding for children of all ages. Guidance and instruction will be given to aide parents as well as teachers in their storytelling endeavors. We will discuss the many benefits of Storytelling and participants will have an opportunity to practice the storytelling techniques they learned during the session. Whether one sits at the family dinner table or the small group table in a pre-school classroom, participants will leave with an increased enthusiasm for reading and Storytelling.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Adult	1.5	
Bridging the Gap: Using a University-School Partnership to Extend Secondary Students' Writing Development	Erica R. Hamilton	Saturday	Grand Gallery D	1:00 PM	2:00 PM	University teacher education and K-12 school partnerships offer rich opportunities for growth, not only for K-12 students but also for preservice teachers. In this interactive session, learn how a university professor and a middle school English teacher expanded the boundaries of their classrooms. Using Google Docs to connect middle school mentees and their preservice teacher mentors, this partnership allowed opportunities for collaboration and learning, culminating in a published class book shared with students, parents, university personnel, and the community. In addition to stories from this partnership, presenters will offer recommendations and resources for similar collaborations.	Middle School (6-9) High School (9-12)	1.5	
Leading by Reading : 20+ ways to transform the reading culture in your school	Jim Bailey, Nicol Howald, Kelly Hendrick	Saturday	Grand Gallery E/F	1:00 PM	2:30 PM	Are you frustrated with reading programs that bore both teachers AND students? Is your class spending too much time on mind numbing worksheets? Are you ready for a change? We will share our story of how we boosted the reading culture in our building. Many of the ideas can be implemented immediately for little or no cost at all. Come with an open mind and leave with the power to make a reading transformation. This session was well received last year so we are back to share our story again plus a few new ideas.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1	
Add to Your Classroom Flow with Strategies, Routines, and Protocols	Lynne Lesky	Saturday	Grand View A/B	1:00 PM	2:00 PM	Are you looking for new ideas to engage your students and support the learning going on in your classroom? Please join me as I walk you through some of my favorite reading and writing strategies, classroom protocols, and thinking routines. Expect to see student examples, mini-lessons for the workshop classroom, support for connecting to the state standards, and connections to standardized tests such as the SAT.	High School (9-12)	1	
Literacy: "You Want a REVOLUTION? I Want a REVELATION!" (Hamilton Lyrics)	Kenn Vidro	Saturday	Grand View C	1:00 PM	2:00 PM	A "REVELATION" indeed will be introduced to help with the literacy REVOLUTION!! A revelation in new & exciting ways to teach the concepts of phonemic awareness & alliteration as well as increasing vocabulary & critical thinking skills to different learners. With a playful approach, easy to use lesson plans that are aligned with Common Core objectives will be presented! This promises to be the REVELATION we need for the start of the LITERARY REVOLUTION! My "Square Pear", "Tongue Twister", homophone books and more will be utilized in the presentation. Some books and a discount for a school visit will be awarded as well!	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6)	1	
Integrating Science and Literacy to Engage Students in Deeper Learning	Laural Triebel, James Emmerling	Saturday	Haldane	1:00 PM	2:30 PM	Engage in productive conversations regarding research-supported opportunities for integrating science and ELA instruction in classrooms Explore resources that could support integration in classrooms to access to both high quality literacy and science instruction around the GELN Early Literacy Task Force PreK-5 Essential Instructional Practices in Early and Elementary Literacy and the GELN 6-12 Literacy Task Force Essential Practices for Literacy Instruction in the Secondary Classroom.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	

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How to Engage Students in Meaningful Literacy Activities So You Can Meet with Small Groups	Amy Verhoughstraete	Saturday	Heritage Hill	1:00 PM	2:00 PM	In this session, I will share with you my model for my 90 minute reading block. Students are engaged in authentic literacy activities while I meet with guided reading groups. Learn how to make Daily Five or Literacy Work Stations work for your students. I will show you how to effectively use research based interventions to reach your most struggling students.	Lower Elementary (K-3)	1	
A Conversation with Students and Past MIRA Presidents	Patricia Edwards	Saturday	Imperial Ballroom	1:00 PM	2:30 PM	The purpose of the session is provide the opportunity for Past MIRA Presidents to share benefits of joining the organization and providing the opportunity for students to ask questions.	Post Secondary	1	
The Self-Care Toolbox in ELA	Lisa Eddy	Saturday	Kendall	1:00 PM	2:30 PM	Mindfulness practices can help us calm down and learn better. Lisa has made mindfulness and other self-care practices part of her classroom routine for four years—with great results. Participants will learn how stress affects learning, how mindfulness can help in the short- AND long-term, and how to get started helping students fill their self-care toolboxes with a variety of techniques that help them feel and learn better.  Students learn to become aware of their physical bodies, emotions, and thoughts. They use mindfulness to prepare for academic tests, athletic events, theater auditions, and medical procedures, to manage difficult emotions, like fear, anger, and jealousy.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Encoding Power: Beyond the Spelling Test	Susan Lambert	Saturday	Nelson	1:00 PM	2:00 PM	Spelling matters. Foundational to our ability to communicate in writing is our ability to spell correctly. And in most elementary classrooms, spelling is relentlessly tested and minimally taught. Weekly spelling lists and spelling practice assignments are not spelling instruction. Spelling is about encoding - listening for phonemes (sounds) and converting them to graphemes (letters). This session will explore the connections between decoding and encoding, and how strong instruction in both prevents students from reading and writing failure.	Lower Elementary (K-3)	1	
Books for a Better World	Donalyn Miller	Saturday	Pantlind Ballroom	1:00 PM	2:00 PM	Reading offers validation for our experiences and fosters empathy and awareness of others who have different perspectives than ours. In this session, Donalyn Miller shares 40 current books that offer diverse reading experience for your students and provides resources and suggestions for using these books in the classroom and home.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
Swedish Perspectives: Living and Learning	Elizabeth Stolle	Saturday	Pearl	1:00 PM	2:00 PM	Gaining alternate perspectives can push us to stretch and grow. In 2017, I embraced an opportunity to live in Lund, Sweden, which offered me new perspectives, specifically around schooling, teaching, and learning. Because Sweden is ranked first in most international polls for technological innovation, I conducted a research study looking at Swedish teachers' use of technology to impact student literacy learning across the disciplines. But after spending countless hours in local schools, I learned immeasurably more than the answers to my research questions. In this presentation, through story and photography, I will share the new perspectives gained by living and learning in Sweden.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary	1	
The Novelist's Scrapbook	Ellen Airgood	Saturday	River Overlook A	1:00 PM	2:00 PM	What does a writer's life look like? When does it begin and what shapes it? Where do ideas come from and where do they go? These are questions writers get asked often. Partly because creativity is interesting and we all hope to make a connection to it. Partly because we humans are hardwired for story—it's how we make sense of our lives, how we learn and plan, how we peer into our pasts and futures and our murky, wild, confusing and wonderful hearts. In this talk, hear what one Michigan writer's path has looked like, and leave inspired to take your own creative journey, as well as feeling better equipped to help your students launch theirs.	Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary Adult	1	

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How to Grow a Story with Any Group	McNally Barshaw	Saturday	River Overlook B	1:00 PM	2:00 PM	Students possess all they need to create great stories: a pencil, paper, and imagination. We'll share lots of ideas for story starters and journals, and we'll create stories and characters with audience participation. You can do this in the classroom with students of any age. Plus you can sign up to receive an envelope full of writing, illustration, and journal ideas that we'll snail mail to participants.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
Learn to Maximize your Students' Reading Comprehension	Elaine Weber, Susan Codere Kelly, Barbara Nelson, Hollie Taylor, Barbara Mick	Saturday	River Overlook C	1:00 PM	2:00 PM	Experience activities that stretch your students' thinking through five shades of comprehension: literal, inferential, critical, evidence-based, and generative reading. Learn how literal learners grow into competent comprehenders and generative thinkers based on language acquisition and retrieval research. Engage in strategies that demonstrate how one simple text came provide opportunities to comprehend literally through to the most generative level of thinking. Reflect on the responses of students as they traverse through the five shades comprehension. Explore the mission literacy website and leave with access to a treasure trove of free literacy resources.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1.5	
Promoting Literacy by Using the Music of Hamilton in the ELA Classroom	Christopher Bryant	Saturday	River Overlook E	1:00 PM	2:00 PM	As Hamilton: An American Musical finally makes its way to East Lansing, Detroit and Grand Rapids in 2019, see how you can utilize its catchy music as an entry point for your students to analyze theme and cite text-based evidence while teaching a history lesson at the same time. Participants will listen to select songs while analyzing the lyrics and even watch a related video or two to understand the cultural significance of this Tony-winning phenomenon. Whether you're a full-blown Hamilton fan or just curious about how the show has taken the world by storm, there will be something for everyone in this presentation. Don't throw away your shot to attend!	Middle School (6-9) High School (9-12)	1	
Terrifying Grandmothers, Scrapbooks, and Hyperbole: How Family History Can Inspire Writing	Allison Decamp	Saturday	River Overlook F	1:00 PM	2:00 PM	We have all grown up with family pictures, family lore, and oral stories we have heard so often we try to ignore them. Writers, however, train themselves to notice ideas. In this presentation, Alison will take you through the process she used to write MY NEAR-DEATH ADVENTURES (99% True), and its sequel, MY NEAR-DEATH ADVENTURES I (Almost Died. Again.). Both books rely heavily on Alison's past, research into what life was like in the late 1800s, and images from the time period—techniques anyone can use to help young writers identify, research, and write their own stories.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
Tech that Counts: Assistive Technology Tools to Support All Students	Diana Stotler, Millie Mason	Saturday	Thornapple	1:00 PM	2:00 PM	Are you feeling the challenges to meet the needs of all students within your classroom? Join us to learn how to incorporate assistive technology tools to support all students as they access the general education curriculum. In this session, a variety of assistive technology tools will be demonstrated and examples will be given on how they can be incorporated within your daily lessons. Opportunities will be given to explore various tools and collaborate with colleagues.	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Get Real! Using Mini-Comics to Teach Science, Math, and History	Anne & Jerzy Drozd	Saturday	Vandenberg A	1:00 PM	2:30 PM	Unlock the secrets of making comics using four simple tools and create your own stories that will captivate an audience! Cartoonists Anne and Jerzy Drozd (Science Comics: Rockets: Defying Gravity) will lead an interactive workshop in which you'll make your own 8-page instructional or nonfiction comic. No experience necessary, and materials will be provided.	Middle School (Grades 6-9)	1.5	
A ha! How Choice Inspired Our Students to Reach Their Own Light Bulb Moments	Kristi Pipok, Katelyn Walsh	Saturday	Vandenberg B	1:30 PM	2:30 PM	Do you ever feel stuck being the proverbial "sage on the stage"? Have you ever wondered why we as teachers often struggle to create that mythical light bulb moment? Well, fear not fellow teachers, because we've put in the work to help you build a more inspired and engaging classroom culture through choice and discovery! Join us as we share our journey through the process of encouraging students to turn on their own light bulbs. You'll leave this presentation with some tools and activities to empower students to become invested in their own learning through choice.	Middle School (6-9) High School (9-12)	1	

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Inspiring Active Imaginations through Poetry, Puppetry, Music, Movement, and More!	Kevin Kammeraad	Saturday	Atrium	2:30 PM	3:30 PM	This high energy, interactive presentation is packed with lots of ideas to motivate students to be creative thinkers and stronger writers! Kevin will share practical ways YOU can integrate puppetry, music, movement, and fun writing prompts into your teaching environment. He'll share insights from his 20 years of experience and also feature ideas from his original books and music.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6)	1	
Pathways to Integration - Teaching Literacy in the Content Areas	Loren Schnell, Corinne Alt, Jennifer Cory	Saturday	DeVos Ballroom D	2:30 PM	3:30 PM	Educators recognize the importance of teaching literacy skills in the content areas. Yet planning an integrated unit can seem overwhelming. In this session, educators will learn how to plan an integrated module of 7-10 days of teaching. Each module is linked to a reading, writing, and content standard. Participants will view sample modules and learn the process behind their creation. They will also observe students and teachers engaged in the work of the modules and have an opportunity to begin creating their own integrated module. Finally, participants will see how integrated modules fit into a year-long plan.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Overcoming "Literacy Disrupted" through the Selection of Culturally Authentic Fiction	Jean Alicia Elster	Saturday	Emerald A	2:30 PM	3:30 PM	Award-winning Michigan author Jean Alicia Elster will suggest means for overcoming "Literacy Disrupted" through the selection of culturally authentic fiction for use in the classroom. She will consider aspects of literary authenticity such as appropriation, relevancy, research and point of view.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
Tech tools to spark thinking and nurture writing!!!	Natalie Adams, LaRonda Paden	Saturday	Emerald B	2:30 PM	3:30 PM	Twenty-first century learners are increasingly expected to move beyond print and more towards the integration and evaluation of information in a variety of formats including digital. This session will provide an array of technology tools used to inspire, motivate, engage, and sustain long term writing with middle school students with a focus on common core state standards. Writing samples and projects from urban youth/adolescents will be examined.	Middle School (6-9)	1.5	
Reading, Writing, Performing: From Serious to Silly	Mary Shelton	Saturday	Gallery Overlook B	2:30 PM	3:30 PM	Beginning with a Reader's Theater composed of excerpts from intermediate and YA fiction about teachers, participants will experience writing, reading, and fluency in an engaging and enjoyable way! Participants will read and write fluency scripts with the option to perform.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1	
Healthy Grading Practices for ELA	Aric Foster	Saturday	Gallery Overlook C	2:30 PM	3:30 PM	"But my students won't do it if it is not for points..." "I write all this feedback, but the kids don't remember it." Have you ever thought either of these thoughts? A solution to both of these challenges (especially in the ELA classroom) is healthy grading practices. A culture rich in the growth mindset, "failing forward," and internalizing meaningful feedback permeates classrooms that personify healthy grading practices. Discussions about philosophies, specifics about differentiated implementation, and details about authentic examples of healthy grading practices are interlaced throughout this session.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary	1	
Love the Chatter: Building Routines and Structure for Productive Talk	Erin Pell, Carrie Fromm, Kristi Schwartz	Saturday	Gallery Overlook D	2:30 PM	3:30 PM	Do turn and talks turn you off? Do your literacy partnerships feel chaotic and off-task? In this fast-paced, hands-on session, participants will both experience and acquire a number of strategies, protocols, and resources that will encourage meaningful student conversations. If you are looking for a session where you can learn today and apply tomorrow, this one is for you.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1	
"It's fun to read like a historian": Disciplinary Literacy in a 3rd Grade Classroom	Paul Morsink, Tory Rowland	Saturday	Gallery Overlook G	2:30 PM	3:30 PM	With the Common Core and literacy leaders urging more reading of informational text already in the lower elementary grades, how do you hook your lower elementary students into meaningful and motivating engagement with informational texts? Focusing on text features, text structures, and vocabulary is important but may not initially feel meaningful. This interactive session shares research and practical ideas about foregrounding the concept of perspective and giving young readers the experience of reading from the point of view of a scientist and a historian. This approach empowers students to inhabit new roles and connects them to reasons for reading. Come for ideas and stay to discuss.	Lower Elementary (K-3) Upper Elementary (3-6)	1.5	

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To Know and Be Known: Examining Representation and Pushing Beyond "Diverse" Booklists	Chad Everett	Saturday	Governor's Room	2:30 PM	3:30 PM	It is in the transaction (Rosenblatt, 1986) between the reader and the text that a text's diversity is realized. In this workshop, participants will learn how to step beyond thinking of texts in the binary of diverse or non-diverse to instead critically examining texts we place in our schools and the way identity acts as a lens for reading. Participants will leave equipped to begin or continue the journey of ensuring all students' lives are authentically represented on our shelves and in our curriculum.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
When we say EVERY child, do we really mean it?	Megan Perreault, Coninn Hower, Theresa Augustyniak	Saturday	Grand Gallery B	2:30 PM	3:30 PM	This session will celebrate and feature work done around the Essential Instructional Practices in Literacy, specifically the claim that they are intended for EVERY child in EVERY classroom EVERY day. Join us as we share our journey working side by side with educators of ALL students in all settings - including students in general education settings, those receiving resource support and students who experience significant complex disabilities. Highlighting the work of Dr. Nell Duke, Dr. Tanya Wright, Dr. Karen Erickson, and Dr. David Koppenhaver, this session will explore the idea that the Essential Instructional Practices in Literacy really can be accessed by EVERY child.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1	
Motivating Readers with Non-Fiction: Strategies to Increase Enjoyment, Curiosity, and Engagement	Pamela Page	Saturday	Grand Gallery D	2:30 PM	3:30 PM	Motivating students to read is a critical part of keeping students engaged and choosing to read. Just as we have strategies to motivate students to read fiction, we need strategies to increase non-fiction reading for pleasure and purpose. This presentation will look at many aspects of motivation with content literacy including: generating a new interest or increasing interest in reading non-fiction, providing student choice, the link of collaboration and motivation, and the use of technology with content literacy. Many new non-fiction books will be shared during this presentation and non-fiction door prizes will be available!	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Making Connections: Developing Comprehension Skills Across the Content Areas	Amy Verhougstraete	Saturday	Heritage Hill	2:30 PM	3:30 PM	Learn how to incorporate fiction and non-fiction texts across the content areas as you address the objectives in the Common Core Standards. In this session, I will share strategies for incorporating the six comprehension strategies (making connections, asking questions, visualizing, inferring, determining importance, and synthesizing) in large group mini lessons and also in small guided reading groups.	Lower Elementary (K-3)	1.5	
Revolutionary Look at Dyslexia: From the Perspective of People Who Challenged Literacy	Dr. Alexander Cintron	Saturday	Nelson	2:30 PM	3:30 PM	A lecture style presentation examining the challenge of psycholinguistic processing among dyslexics. The revolution begins early for children with dyslexia in constructing meaning with a 'disrupted' educational experience with literacy. Many individuals including famous people challenged literacy head-on and revolutionized the world we live in today. They took the abstraction of text and re-contextualized symbolic representation to convey meaning. Our society today is reflective of dyslexic learners early on who disrupted literacy and started their own revolution.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Adult	1.5	
Swedish Perspectives: Living and Learning	Elizabeth Stolle	Saturday	Pearl	2:30 PM	3:30 PM	Gaining alternate perspectives can push us to stretch and grow. In 2017, I embraced an opportunity to live in Lund, Sweden, which offered me new perspectives, specifically around schooling, teaching, and learning. Because Sweden is ranked first in most international polls for technological innovation, I conducted a research study looking at Swedish teachers' use of technology to impact student literacy learning across the disciplines. But after spending countless hours in local schools, I learned immeasurably more than the answers to my research questions. In this presentation, through story and photography, I will share the new perspectives gained by living and learning in Sweden.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post-Secondary	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Improving Literacy Skills in Core Subjects	Amy Niklasch, Nancy Jaskiw	Saturday	River Overlook A	2:30 PM	3:30 PM	Literacy instruction is not limited to Reading and English Language Arts. It is imperative that teachers of all subjects include instruction, and literacy support to students at all levels within their classes to ensure that the subject they teach is well understood, and that students may apply their knowledge. Approaches such as Reciprocal Teaching, are excellent instructional tools to introduce, practice, and master so that students will be armed with powerful comprehension strategies to help them to succeed, not just in the current school year, but throughout their educational career.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1.5	
The Essential Menu: A quick reference guide with suggestions to help you meet the Literacy Essentials	Kelly Moore	Saturday	River Overlook B	2:30 PM	3:30 PM	Are you feeling overwhelmed at the idea of implementing the 10 Essential Literacy Practices with every child, every day? Are you unsure where to begin? This session will share with you "The Essential Menu," created to give you a variety of choices to select from within each essential practice. It will help you make sense of the practices, and give you a realistic perspective on how to use the "Essential Instructional Practices in Literacy" document and strengthen the quality of your instruction. This session will provide specific steps to begin in your classroom tomorrow. Incorporates MAISA Writing and Reading Units, technology integration, Global Read Aloud, and student choice and voice.	Upper Elementary (3-6)	1	
Rights of Writers: 10 Tips to Help with Writing Growth	Marquinn Parks	Saturday	River Overlook C	2:30 PM	3:30 PM	"But, I'm not good at writing..." As educators, we are all working to improve student writing. Sometimes that journey calls for us to take different approaches. Join me for an interactive session on how to spark writing growth by applying the 10 Rights of Writers!"	Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1	
Fiction, Nonfiction, and Shades of Grey In Between	Carri & Carrie Pearson	Saturday	River Overlook D	2:30 PM	3:30 PM	The rise in innovative and engaging nonfiction has opened a world of reading possibilities but also confusion. How do we label books that blend elements of fiction and nonfiction? How can we determine what is a verifiable fact versus a narrative thread? Why is this even important? In a world where half-truths can be mistaken for full-blown facts, it's important for students to learn how to tell the difference between a verifiable detail and that which has been invented. This session will provide ways for teachers and students to analyze content that is fiction, nonfiction, or a relatively new category called informational fiction. Includes sneak peeks at new nonfiction titles, too.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1	
Promoting Literacy by Using the Music of Hamilton in the ELA Classroom	Christopher Bryant	Saturday	River Overlook E	2:30 PM	3:30 PM	As Hamilton: An American Musical finally makes its way to East Lansing, Detroit and Grand Rapids in 2019, see how you can utilize its catchy music as an entry point for your students to analyze theme and cite text-based evidence while teaching a history lesson at the same time. Participants will listen to select songs while analyzing the lyrics and even watch a related video or two to understand the cultural significance of this Tony-winning phenomenon. Whether you're a full-blown Hamilton fan or just curious about how the show has taken the world by storm, there will be something for everyone in this presentation. Don't throw away your seat to attend!	Middle School (6-9) High School (9-12)	1.5	
Literacy Disrupted? Literacy Enhanced: Integrating Social Studies into the Literacy Block	Jacqueline LaRose, Ashley Chrzaszcz, Rachel Miller, Chelsey Elliott, Sarah Jabari	Saturday	River Overlook F	2:30 PM	3:30 PM	Participants will explore how one elementary school is working to keep social studies instruction a vital and vibrant part of the school day through integration with the ELA curriculum. The presenters will discuss their successes and struggles along the way, sharing resources and materials that have proven to be particularly useful. Participants will interact with each other and selected social studies-related trade books to consider how ELA and social studies' standards can be met through authentic, connected learning experiences. A booklist of trade books will be provided during the session.	Lower Elementary (K-3) Upper Elementary (3-6)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Using Depth-of-Knowledge to plan Higher Order Thinking Literacy Instruction for Students with Special Needs	Alisha Byrd, Tracey Moorehead	Saturday	Thornapple	2:30 PM	3:30 PM	Session participants will receive background information on the DOK and how to set instructional outcomes for students with IFPs so they are exposed to higher order thinking. Learning and assessment should include a diversified set of tasks requiring students to exhibit a range of problem-solving skills with an increase in complexity at each level using the Depth of Knowledge. Session participants will receive handouts and a set of DOK flip cards with key terms to include at each level of complexity.	Upper Elementary (3-6)	1	
Training Thinkers, Not Workers - Why literature matters in the 21st Century and beyond	Annette Christiansen, Andrea Solomon	Saturday	Vandenberg A	2:30 PM	3:30 PM	This session looks at brain research that proves the importance of literature and offers lesson ideas to create critical thinkers and problem solvers showing students the relevance that literature plays in helping them navigate their worlds. Teachers will leave with lesson ideas they can use in their classrooms immediately.	Middle School (6-9) High School (9-12)	1	
From Striving to Thriving: How to Grow Confident, Capable Readers	Stephanie Harvey	Saturday	DeVos Ballroom A/B	3:30 PM	5:00 PM	We need an intervention on interventions in education. We seem to be addicted to interventions. Every time a child reads even slightly below benchmark, we call for yet another intervention. The research is clear-- the best intervention is a good book a child can and wants to read! Nothing correlates higher to reading achievement than reading volume. Access plus time plus choice equals volume. We need to curate our classroom libraries to ensure that all kids have access to a wide range of compelling texts. We need to book match relentlessly. We need to provide expert research-based literacy instruction and build in plenty of time for kids to just plain read.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1.5	
The Role of Talk in Creating Readers, Writers, and a Democracy	Kelly Gallagher & Penny Kittle	Sunday	DeVos Ballroom A/B	8:30 AM	10:00 AM	Winston Churchill said, "Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen." Penny Kittle and Kelly Gallagher will share how they have used technology to help their students - one group in New Hampshire and one group in California - have conversations with one another across the continent about writing. These long-distance conversations, with groups of students who otherwise would not have opportunity to talk with one another and therefore learn from one another, become critical chances for students to learn how to talk to others who perhaps think far differently than they do.	Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary	1.5	
Getting Started: A District Model for Literacy Coaching	Corinne Alt, Jennifer Cory, Loren Schnell	Sunday	Berkey	10:30 AM	11:30 AM	Every teacher deserves a Literacy Coach! Come and hear what we are doing in Livonia to build a "Coaching Community" across our district! We will share how we got started with a student-centered approach to coaching and where we are now in year two of our work. We will provide participants with a viable model for implementing a literacy coaching program within their school or district. Structures for how to build the model and create a climate for coaching will be provided. Timelines for implementation and tools for conducting coaching cycles will be shared along with data to support the work that we have done. Target Audience: Administrators and Teachers who are new to the coaching process.	Lower Elementary (K-3) Upper Elementary (3-6) Adult	1	
The Role of Talk in Creating Readers, Writers, and a Democracy	Penny & Kelly Kittle & Gallagher	Sunday	DeVos Ballroom A/B	10:30 AM	11:30 AM	Winston Churchill said, "Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen." Penny Kittle and Kelly Gallagher will share how they have used technology to help their students - one group in New Hampshire and one group in California - have conversations with one another across the continent about writing. These long-distance conversations, with groups of students who otherwise would not have opportunity to talk with one another and therefore learn from one another, become critical chances for students to learn how to talk to others who perhaps think far differently than they do.	Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
A Novel Approach: Balancing Whole Class Texts, Student-Centered Teaching, and Choice	Kate Roberts	Sunday	DeVos Ballroom C	10:30 AM	12:00 PM	There are so many demands on our time. Add to this strong debate about which kind of reading practices best serve kids, and it is easy to get overwhelmed, or to feel like we are never doing it "right." In this session, Kate will unpack how she has struggled with a paradox in teaching reading: the need for choice and independence and the need for rigorous, dense texts.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary	1.5	
Too Many Letter Sounds, Too Many Phonics Rules, Too Many Sight Words....How to Use Brain Science as Road Map to "Fast-Track" Phonics Skill Mastery!	Katie Garner	Sunday	DeVos Ballroom D	10:30 AM	12:00 PM	Did you know that the brain has a "backdoor" for learning that is easily hacked into? Magicians know this and take full advantage of it, as can great teachers! Discover how to target instruction to the social-emotional learning networks and transform tricky phonics skills into child's play! Harness the power of "what's used together becoming fused together" in the brain and activate backdoor learning channels through which beginning and struggling learners gain "warp-speed" access to the WHOLE code needed to read and write! Uncover learning loopholes rooted in brain science and take away multi-sensory "brain-changing" teaching tools that will leave you armed and ready for Monday morning!	Lower Elementary (K-3)	1	
WHERE ARE THE GIRLS? A Look At Gender Bias in Children's Books	Kelly DiPucchio	Sunday	Emerald A	10:30 AM	11:30 AM	Author Kelly DiPucchio takes a brief look at the history of female characters in children's books and examines current research that indicates a clear gender bias in favor of male protagonists. Though strides are being made to narrow the gap, find out what Kelly thinks authors, illustrators and publishers can do to help break down stereotypes and empower young readers. In this session Kelly will also share some of her favorite picture books featuring strong female characters and she reveals publicly, for the first time, a sneak peek at GRACE IN WASHINGTON, the long-awaited sequel to GRACE FOR PRESIDENT.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6)	1	
Overcoming "Literacy Disrupted" through the Selection of Culturally Authentic Fiction	Jean Alicia Elster	Sunday	Emerald B	10:30 AM	11:30 AM	Award-winning Michigan author Jean Alicia Elster will suggest means for overcoming "Literacy Disrupted" through the selection of culturally authentic fiction for use in the classroom. She will consider aspects of literary authenticity such as appropriation, relevancy, research and point of view.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
Change "I Don't Know" to I Don't Know, YET!" with Literacy and a Growth Mindset Approach	Anne Tass, Becky Chiodo	Sunday	Gallery Overlook A	10:30 AM	11:30 PM	Times have changed and so have the mindsets of our students. Tapping into a growth mindset approach using children's literature and various activities, we will explore the positive impact you can have on your classroom.	Lower Elementary (K-3)	1	
The MISD Literacy Framework: System-Level Resources to Guide Literacy Instruction	Elizabeth Lietz, Grace Velchansky	Sunday	Gallery Overlook C	10:30 AM	11:30 AM	Using the GELN Literacy Essentials, the state standards, and evidence-based research as a guide, Macomb ISD's ELA team created the MISD Literacy Framework and the Indicators of High-Quality Literacy Instruction reference documents. These tools provide a common framework to integrate high-quality literacy instruction within a school or district. Join ELA consultants who will share the MISD Literacy Framework, outlining where on the PreK-12 spectrum critical literacy practices need to take place, and to what level of intensity. The indicators of High-Quality Literacy Instruction document supports the Framework by describing effective teacher and student behaviors for each critical element.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Teaching and Learning About Letters in Early Literacy	Mary K. Lose	Sunday	Gallery Overlook D	10:30 AM	11:30 AM	Forming and naming letters, rapidly differentiating visually similar letters, and recognizing their sound correspondences are foundational to becoming a reader and writer. Indeed, control over letters impacts monitoring, searching, and self-correcting in reading and writing. In this session, we examine transcripts of teacher-student interactions during reading and writing, personal alphabet books, magnetic letter sorts, and teacher resources that illustrate how letter learning can be fostered in a variety of activity settings while ensuring student engagement and supporting overall literacy development.	Early Childhood (Birth-K) Lower Elementary (K-3)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Critical Questioning and Scaffolding in Expository Text	Sharon Russell	Sunday	Gallery Overlook F	10:30 AM	12:00 PM	In this workshop, teachers will learn to write and use text-based inferential questions that improve students' critical thinking and comprehension in non-fiction text. Even well written exposition is riddled with comprehension roadblocks. An effective way to increase non-fiction proficiency is to use purposefully targeted questioning and follow-up scaffolding. Teachers will practice identifying comprehension pitfalls, aligning those pitfalls with appropriate question types, writing good questions, and scaffolding student responses in a way that moves critical thinking. The research-based strategies covered are identical to those used in the Adolescent Critical Reading Initiative (ACRI).	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Balancing Literacy Instruction and Assessment Using Research Supported Practices	Erin Brown	Sunday	Gallery Overlook H	10:30 AM	12:00 PM	Our Michigan Essential Instructional Practices in Literacy (pre-K through 5th grade) provide guidance on the teaching and assessment practices that have the greatest impact on student achievement in literacy, but what does that look like in a real classroom? What are some ways to balance observation and assessment practices to plan instruction that meets our students' needs? This session will provide interaction around assessment processes and tools that guide instructional planning in elementary literacy. We will look at how Essential Practice #9 feeds into the planning across several other essential practices. Resources will be provided to bring the conversations back to your school.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Literacy Leadership K-12	Julia Reynolds, Teya Cotter	Sunday	Grand Gallery C	10:30 AM	12:00 PM	Principals and district leaders play key roles in supporting teachers, students, families, and communities in literacy development. We will share our commitments to ourselves and to others for creating, sustaining, and celebrating a culture of literacy at school and district levels. Conversations will revolve around what can happen in your own schools and districts and what next steps need to be put into place immediately.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Essential Instructional Practices in Early Literacy Grades K-3: Essential 2 Read Alouds	Tanya Wright	Sunday	Grand Gallery E/F	10:30 AM	11:30 AM	The focus of the Essential Instructional Practices in Early Literacy K-3 documents, modules, and classroom videos (literacyessentials.org) is on ten instructional practices that have been shown in research to have a positive impact on children's literacy development. In this session, Dr. Tanya Wright will focus on K-3 Essential Instructional Practice 2: Read Alouds. Dr. Wright will share the research on how to engage in purposeful and planned interactive read alouds in K-3 classrooms. We will also have the opportunity to watch and discuss video exemplars to illustrate the ways that interactive read alouds can be used to support children's literacy development in K-3 classrooms.	Lower Elementary (Grades K-3)	1	
Let's grow literacy: Engaging families to plant the seed at birth through awareness campaigns and partnerships between medical professionals and educators	Annie Petrozzelli Spear, Michelle Ewald, Christina Tappan, Rebecca Seelow, Katie Keith	Sunday	Grand View A/B	10:30 AM	11:30 AM	Presenters will outline the far-reaching, multi-initiative early literacy project that engaged stakeholders at the local, state, and national level to support 0-5 children and families. The team established a systematic, purposeful, research-aligned set of projects to build capacity and create systems for sustainability. We will outline the project and the varying, engaging ways parents were supported to gain knowledge about authentic interactions to grow literacy from birth; this includes partnering with Munson Grayling Hospital to provide Newborn Literacy Kits for all babies. We will share resources and stakeholder feedback regarding the impact of the project and discuss next steps.	Early Childhood (Birth-K) Adult	1	
Literature to get at the Heart of Humane Education	Lisa Rivard	Sunday	Haldane	10:30 AM	11:30 AM	Participants will discuss texts and partake in literature related activities that support compassion and respect for living beings. This elementary session is designed to promote the engagement of young people as effective changemakers in their communities and in our world!	Lower Elementary (K-3) Upper Elementary (3-6)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Writing is Re-Writing: What I Learned From My Editor and Mentor	Kristin Bartley Lenz	Sunday	Imperial Ballroom	10:30 AM	11:30 AM	Author and social worker, Kristin Bartley Lenz will walk you through the editing process for her award-winning young adult novel, THE ART OF HOLDING ON AND LETTING GO, and provide examples and ideas for classroom applications. Learn the writing exercise that jump-started her revision process, and give it a try yourself. Kristin was fortunate to work with Jotham Burrell, publisher of Elephant Rock Books and director of the Yale Writer's Workshop where writers work to transform stories into written experiences for readers. She will also share lessons learned from her novel mentorship with esteemed author Leslie Connor.	Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary Adult	1	
Cinematic Sensations: Kid-Crafted Book Trailer Basics	Debbie Gonzales	Sunday	Pearl	10:30 AM	11:30 AM	In this session, participants will be guided through the book trailer creation process using a systematic, easy-to-use method. From character connections, plot point analysis, and story board creation - students of all ages will explore and apply the essential elements of book trailer construction suitable for any book or story. From start to finish, participants will transform literary analysis into a format that will be video production ready.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
Winning the Battle for Student Engagement: How to Compete for and Win Students' Attention	Marsha Turner	Sunday	River Overlook A	10:30 AM	12:00 PM	Student Engagement is fundamental for student learning. In order to increase positive student outcomes, we must guarantee our students are engaged in their learning. In this session, you will learn what over 30 years of Learning Science research says about how to get and keep students engaged, how GELN's Literacy Essentials supports student engagement, and what resources are available to help you increase the three dimensions of student engagement.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Let's Get Ready to MOCK!	Kurt Stroh, Carrie Davies	Sunday	River Overlook B	10:30 AM	12:00 PM	Elementary Teacher-Librarians, Carrie Davies and Kurt Stroh will share their experiences with running Mock Award units in their library classes and as extracurricular book clubs. They will share their journey in beginning with Mock Caldecott, then adding Mock Newbery and Mock Geisel. This will include successes and obstacles along the way, and the incredible benefits they have seen in their school-wide reading communities and cultures. Participants will leave with a greater understanding of the Youth Media Awards, specifically the Caldecott, Newbery and Geisel medals, as well as practical ideas and strategies to implement Mock Award units in their own classrooms or libraries.	Lower Elementary (K-3) Upper Elementary (3-6)	1.5	
MDE Update: Teacher Preparation Standards in Literacy	Sean Kotke, Kelli Cassaday	Sunday	River Overlook D	10:30 AM	11:30 AM	Since 2015, the MDE has collaborated with stakeholders from across Michigan to build a students-first teacher preparation and certification system that prepares effective educators to use differentiated supports and meet the needs of the whole child. Central to this work has been the creation of a new certificate structure with narrower grade bands and deeper emphasis on preparation to teach literacy. In this session, presenters will share details on newly adopted teacher preparation standards for PK-3 and 3-6 grade bands, as well as update progress on teacher preparation standards development for middle and high school English Language Arts.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Information Investigators	Amy Weatherford, Mollie Walsh	Sunday	River Overlook F	10:30 AM	11:30 AM	Information Investigators is an exciting and engaging process that allows students to examine a variety of materials using higher-level thinking skills to answer essential questions based on science and social studies standards in a collaborative environment. This session will share how to develop essential questions based on content area standards, gather materials, make connections to previously taught reading standards, as well as share the process of introducing Information Investigators to your students.	Upper Elementary (3-6)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Literacy in the Field- How to Integrate Outdoor Education with Literacy Practices (K-3)	Jenna Rykse, Matt Fenech,	Sunday	Vandenberg A	10:30 AM	12:00 PM	There has been a lot of buzz lately about the importance of children spending time outdoors. Time spent outside helps children physically, mentally, academically and spiritually. As teachers, how do we ensure children are given time for unstructured, non-adult directed time outdoors, while meeting the academic needs of our students? This presentation will share how two teachers have used this school year to create a daily structure and environment for outdoor exploration, unstructured play time, and integrated learning in a multi-age setting. We will share our successes, struggles, and provide tips for teachers interested in integrating outdoor experiences with literacy instruction.	Lower Elementary (K-3)	1	
Teaching and Engaging Upper Grade Readers in Independent Reading	Jenny Sanford	Sunday	Vandenberg B	10:30 AM	11:30 AM	Struggle to get kids to engage with independent reading in your classroom? This presentation will cover topics such as goal setting, reflecting, book selection, conferencing and use of engagement strategies (such as book trailers, book commercials, book tastings), among other components of independent reading. It will also cover ways to teach reading strategies/skills and content in engaging ways to help prepare students for success in independent reading. Plan to come to learn new ideas for engaging kids in independent reading and share some of your tried and true strategies with the group too!	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1.5	
The Reading Life: Connecting Classrooms, Libraries, and Communities through Story	John Schu	Sunday	Ambassador East	11:30 AM	1:00 PM	John Schu (aka Mr. Schu) is nationally known for his expertise in children's literature and for igniting a passion to read. He will share his experiences in promoting a culture of reading among students, staff, and parents.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1.5	
A Novel Approach: Balancing Whole Class Texts, Student Centered Teaching, and Choice	Kate Roberts	Sunday	DeVos Ballroom C	1:00 PM	2:30 PM	There are so many demands on our time. Add to this strong debate about which kind of reading practices best serve kids, and it is easy to get overwhelmed, or to feel like we are never doing it "right." In this session, Kate will unpack how she has struggled with a paradox in teaching reading: the need for choice and independence and the need for rigorous, dense texts.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary	1.5	
Using Children's Literature to Inspire STEM Learning	Kim Stilwell	Sunday	Gallery Overlook A	1:00 PM	2:00 PM	Take my recess but please don't take my science time! Never before has it been so easy to interest students in reading and science. Success stories will be shared from schools that are successfully integrating ELA and science standards by using children's picture books to engage students and teach STEM concepts with resources such as Picture-Perfect Science Lessons and Eureka Science Activities and Stories. Leave with ideas you can implement in your classroom.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Ancestors, Archaeology and the Anishinabek: Bridging the Past into the Future	Carol Bacak-Egbo, James Robertson	Sunday	Gallery Overlook C	1:00 PM	2:00 PM	The foundation for a new set of lesson plans and support materials designed to teach students about Michigan archaeology and the state's Native American past comes from an unexpected place - under a bridge! Come dig into this history and these free, inquiry-based teacher resources. Come explore an effective, engaging new way to integrate social studies and English Language Arts.	Upper Elementary (3-6)	1	
Teaching and Learning About Letters in Early Literacy	Mary K. Lose	Sunday	Gallery Overlook D	1:00 PM	2:00 PM	Forming and naming letters, rapidly differentiating visually similar letters, and recognizing their sound correspondences are foundational to becoming a reader and writer. Indeed, control over letters impacts monitoring, searching, and self-correcting in reading and writing. In this session, we examine transcripts of teacher-student interactions during reading and writing, personal alphabet books, magnetic letter sorts, and teacher resources that illustrate how letter learning can be fostered in a variety of activity settings while ensuring student engagement and supporting overall literacy development.	Early Childhood (Birth-K) Lower Elementary (K-3)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Using Text Structure to Increase Non-Fiction Comprehension	Sharon Russell	Sunday	Gallery Overlook F	1:00 PM	2:30 PM	In this workshop, teachers will learn to identify and use five text structure graphic organizers with any piece of non-fiction. Students typically do not have mental models for exposition. Identifying how and why authors structure a piece provides a schema for comprehension. Teachers will learn to identify each of the structures in the Chambliss and Calfee (1998) writers model. Participants will also practice using the structures to create text maps and identify linkages, as well as brainstorm ways to incorporate text structures into literacy and content lessons. The research-based strategies covered are identical to those used in the Adolescent Critical Reading Initiative (ACRI).	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
The STEAM Powered Classroom: Using Children's Books to Spark Curiosity, Encourage Inquiry and Ignite Reading Passion	Liz Storey	Sunday	Gallery Overlook G	1:00 PM	2:00 PM	"We don't need every child to grow up to become a scientist, engineer, or designer, but we need every one to grow up knowing how to think like one." Classrooms need to be filled with books rich in the arts and sciences. STEM/STEAM nonfiction, realistic fiction, historical fiction, poetry and graphic novels will be shared to foster students' reading passion and fuel their natural curiosity. A book list will be provided and texts will be available for perusal. Discover books that you will want to share with students tomorrow!	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Join the Club! Getting Started with Student-led Book Clubs	Loren Schnell	Sunday	Gallery Overlook H	1:00 PM	2:00 PM	One way to motivate and engage students is to give them voice and choice in what they read. An excellent way to do this is through student-led book clubs. Learn how to teach students to lead discussions, encourage their peers and push one another's thinking. See students working in book clubs, evaluating their discussions, and setting speaking and listening goals. Receive practical resources that can be used to launch book clubs tomorrow.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
The Enemy: Detroit 1954: Engaging students with historical fiction	Sara Holbrook	Sunday	Gerald R Ford Room	1:00 PM	2:00 PM	"What's worse, a nazi or a commie?" Set in Detroit in the cold war era, 6th grade Marjorie navigates complicated relationships with friends, the orphaned boy living with their family, her father who suffers from post traumatic stress from WWII, her rebellious mother in a neighborhood teeming with immigrants after WWII. Sara will show how to engage students in historical fiction by creating 5 minute experts on hot topics. The Enemy is the 2018 recipient of the Jane Addams Peace Prize, a Voyna topshelf pick, and a National Council on Social Studies Notable Book.	Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1	
Advancing Collaborative Parent-Caregiver Partnerships: Equipping Teacher Candidates to (Re)envision Family/Caregiver Needs and Interactions	Patricia Edwards, Kristen White, Marliese Peltier, Ann Castle, Lisa Domke, Tracy Donahue	Sunday	Grand Gallery B	1:00 PM	2:00 PM	In this session, presenters will share a conceptual framework for how teacher preparation programs including teacher educators and teacher candidates, practicing teachers, administrators, and other members of PK-12 partnerships can (re)envision family needs and interactions in ways that sustain an educated citizenry.		1.5	
Forgotten Phonics: Tips and Tricks to Make Word Study the Center of Your Balanced Literacy Block	Elise Lund	Sunday	Grand Gallery C	1:00 PM	2:00 PM	Don't look away because we said the "ip" word! The purpose of this session is to take a deep dive into the FUN world of phonics instruction. Teachers will learn how to plan out their word study blocks while taking a look at the components of Puzzle Piece Phonics.  This session shows examples of: phonemic awareness activities, phonics focuses, direct, guided, and independent instruction in order for teachers to learn the magic components in making a successful word study lesson.  By building student's foundational skills early on in K, 1st, and 2nd grade they become stronger, more independent readers prepared for the rigorous Balanced Literacy components in grades 3-5.	Lower Elementary (K-3)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Weaving Others' Stories into Our Tapestry	Cynthia Schofield, Rachel Foreman	Sunday	Grand Gallery D	1:00 PM	2:00 PM	Stories have the potential to disrupt the status quo. This session narrows the search for stories to a specific country: Albania. In the increasingly isolationism of America and rising hate crimes across the nation, the literature and history of Albania provides powerful blueprints of acts of righteousness. In this classroom demonstration and discussion, two teachers of different disciplines will share a variety of resources and activities: folktales, lesson plans, videos, and internet sites. There will be a shared read of "The Ballad of Constantine and Dhoqina" and a discussion of besa, an Albanian cultural precept. Infinite possibilities emerge when the foreign becomes familiar.	Middle School (6-9) High School (9-12)	1	
Essential Instructional Practices in Early Literacy Grades K-3: Essential 2 Read Alouds	Tanya Wright	Sunday	Grand Gallery E/F	1:00 PM	2:00 PM	The focus of the Essential Instructional Practices in Early Literacy K-3 documents, modules, and classroom videos (literacyessentials.org) is on ten instructional practices that have been shown in research to have a positive impact on children's literacy development. In this session, Dr. Tanya Wright will focus on K-3 Essential Instructional Practice 2: Read Alouds. Dr. Wright will share the research on how to engage in purposeful and planned interactive read alouds in K-3 classrooms. We will also have the opportunity to watch and discuss video exemplars to illustrate the ways that interactive read alouds can be used to support children's literacy development in K-3 classrooms.	Lower Elementary (Grades K-3)	1	
Boys Do Write	Elenore Glass, Chrisilian Johnson, Nyasha Boyd, Kia Glass	Sunday	Haldane	1:00 PM	2:00 PM	All kids can write when given the opportunity to express themselves in an engaging way: especially African American males. Tapping into boy's interest and passions is one way to get them to be writers for life. Why are African American males consistently lagging behind on writing proficiency as reported on national writing scores at all grade levels? Unleash the writing ability in this population of learners and do away with "I don't have anything to write about." Come learn about how to get boys writing, especially African American boys, using a variety of suggested strategies and put the fun back into writing.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Finding Wonder Where Science and Poetry Meet	Buffy Silverman	Sunday	Imperial Ballroom	1:00 PM	2:00 PM	Science and poetry go together like peanut butter and jelly. Both rely on careful observation and description of the world around us. In this session, author Buffy Silverman will share examples of her science-themed poetry and discuss how poetry can be integrated with language arts and science topics. We'll also explore how science and poetry can inspire student writing.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6)	1	
PICTURE BOOKS- EVERY AGE, EVERY STAGE with Michigan picture book author/illustrator Matt Faulkner	Matt Faulkner	Sunday	Pantlind Ballroom	1:00 PM	2:00 PM	Picture books aren't just for our youngest readers. Because they can share information and teach skills in a way that will bring more vibrant depth and detail than any text book ever could. Non-fiction picture books can share life values such as compassion, persistence and dedication to ideals. What better way to inspire all your readers than with the powerful imagery of a well written and illustrated picture book. Matt Faulkner will share books he has illustrated by great writers like Laurie Halse Anderson, Doreen Rappaport, Kristen Renemar and Judith St. George, all the while offering thoughts on how to best use the imagery and text to ignite the creative spark in all your learners.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
Fiction, Nonfiction, and Shades of Grey In Between	Carri& Pearson	Sunday	Pearl	1:00 PM	2:00 PM	The rise in innovative and engaging nonfiction has opened a world of reading possibilities but also confusion. How do we label books that blend elements of fiction and nonfiction? How can we determine what is a verifiable fact versus a narrative thread? Why is this even important? In a world where half-truths can be mistaken for full-blown facts, it's important for students to learn how to tell the difference between a verifiable detail and that which has been invented. This session will provide ways for teachers and students to analyze content that is fiction, nonfiction, or a relatively new category called informational fiction. Includes sneak peeks at new nonfiction titles, too.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1	

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Let's grow literacy: Engaging families to plant the seed at birth through awareness campaigns and partnerships between medical professionals and educators	Annie Petrozzelli Spear, Michelle Ewald, Christina Tappan, Rebecca Seelow, Katie Keith	Sunday	River Overlook A	1:00 PM	2:00 PM	Presenters will outline the far-reaching, multi-initiative early literacy project that engaged stakeholders at the local, state, and national level to support 0-5 children and families. The team established a systematic, purposeful, research-aligned set of projects to build capacity and create systems for sustainability. We will outline the project and the varying, engaging ways parents were supported to gain knowledge about authentic interactions to grow literacy from birth; this includes partnering with Munson Grayling Hospital to provide Newborn Literacy Kits for all babies. We will share resources and stakeholder feedback regarding the impact of the project and discuss next steps.	Early Childhood (Birth-K) Adult	1	
Kindergarten Transition Literacy Boost: A Summer Program for Success	Chandra Youngblood, Karen Kopf, Mitch Fowler	Sunday	River Overlook B	1:00 PM	2:00 PM	The workshop shares how one school district provided students entering kindergarten with an extra boost in a summer program that resulted in increased achievement throughout the kindergarten year regardless of the students' pre-kindergarten experience. The literacy based program is district facilitated, supported by grant funds and includes community partnerships. Educators at all levels who are interested in maximizing the transition process for kindergarten students will leave the session with the knowledge of the integral components, data collection process, and an action plan for designing and implementing a successful program in their school community.	Early Childhood (Birth-K) Lower Elementary (K-3)	1	
Make Time for Social Studies! How to Use the Inquiry Arc as a Framework for Teaching Informational Texts	Stephanie Strachan, Meghan Block	Sunday	River Overlook C	1:00 PM	2:00 PM	The purpose of informational text types is to teach readers about the world, yet much of the instruction with these texts emphasizes learning to read for the sake of reading as opposed to learning new information. Furthermore, the demands of the literacy block continue to reduce social studies instruction in the K-3 classroom. Instead of conceptualizing the social studies and informational text teaching as distinct dimensions of instruction, join us as we discuss how to construct a more authentic and arguably more motivating literacy instructional environment for informational texts while simultaneously addressing important civic learning goals by using the C3 Inquiry Arc.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Literacy Disrupted with Digital Curation	Sue Ann Sharma, Mark Deschaine	Sunday	River Overlook F	1:00 PM	2:00 PM	This session will supply a framework that allows educators to incorporate multimedia-digitized content reflective of the students' worldviews, into instructional content to positively disrupt and transform instructional perspectives within their lessons. Discover how to take a proactive disruptive approach to materials development by focusing on students' worldview through the utilization of digital curation.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Fostering Reflection on Teaching and Learning: The Facilitative Role of the Coach	Nancy DeFrance	Sunday	Vandenberg B	1:00 PM	2:00 PM	Coaches support teachers by fostering reflection on student learning in response to instruction. One form of reflective conversation engages peer educators in a collaborative context called classroom learning labs. In this context, the coach is critical in eliciting productive contributions and fostering deep reflection on the parts of participants. This presentation offers examples of facilitator moves that have helped teachers develop insight into factors within their control that interact to affect student learning. Facilitator moves are embedded in planning for teaching, guiding observation of a lesson, exploring artifacts of teaching and learning and organizing data for analysis.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Adult	1	
Growing Young Readers in the Sciences!	Lori France, Connie Kennedy	Sunday	Vandenberg A	2:00 PM	3:00 PM	Tomorrow's inventors and scientists are today's curious young children! Schools today are placing more emphasis on STEM in the elementary classroom. Many of the skills that are critical for growing strong readers and writers are also core skills in the study of science and math. Come learn more about how to strengthen literacy, inquiry, and problem-solving skills, and how to connect kids with high-quality nonfiction and informational books with integrate engineering challenges. Feel free to bring examples of trade books you have seen used in classrooms as well!	Lower Elementary (K-3)	1	

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Too Many Letter Sounds, Too Many Phonics Rules, Too Many Sight Words...How to Use Brain Science as Road Map to "Fast-Track" Phonics Skill Mastery!	Katie Garner	Sunday	DeVos Ballroom D	2:30 PM	4:00 PM	Did you know that the brain has a "backdoor" for learning that is easily hacked into? Magicians know this and take full advantage of it, as can great teachers! Discover how to target instruction to the social-emotional learning networks and transform tricky phonics skills into child's play! Harness the power of "what's used together becoming fused together" in the brain and activate backdoor learning channels through which beginning and struggling learners gain "warp-speed" access to the WHOLE code needed to read and write! Uncover learning loopholes rooted in brain science and take away multi-sensory "brain-changing" teaching tools that will leave you armed and ready for Monday morning!	Lower Elementary (K-3)	1	
3 Ways to Skyrocket Student Engagement in the Middle Grades	Irene Blackburn, Cheryl Matas, Lucinda Martinelli,	Sunday	Gallery Overlook A	2:30 PM	4:00 PM	Student engagement is easier said than done, especially with grades 5-9. You design the best lessons you can, but they don't always connect. Storytelling using visual, audio and kinesthetic modes of learning will keep your middle-level students participating and learning at a high level. Join us for a fun-filled, participatory workshop. Leave with ready-to-use strategies that will turn your lessons from great to awesome. Turn those yawns into lively discussions that engage students and bring enthusiasm into the classroom. After all, learning is not a spectator sport!	Upper Elementary (3-6) Middle School (6-9)	1	
How to Grow a Story with Any Group	McNally Barshaw	Sunday	Gallery Overlook D	2:30 PM	3:30 PM	Students possess all they need to create great stories: a pencil, paper, and imagination. We'll share lots of ideas for story starters and journals, and we'll create stories and characters with audience participation. You can do this in the classroom with students of any age. Plus you can sign up to receive an envelope full of writing, illustration, and journal ideas that we'll snail mail to participants.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1	
WHERE ARE THE GIRLS? A Look At Gender Bias in Children's Books	Kelly DiPucchio	Sunday	Gallery Overlook E	2:30 PM	3:30 PM	Author Kelly DiPucchio takes a brief look at the history of female characters in children's books and examines current research that indicates a clear gender bias in favor of male protagonists. Though strides are being made to narrow the gap, find out what Kelly thinks authors, illustrators and publishers can do to help break down stereotypes and empower young readers. In this session Kelly will also share some of her favorite picture books featuring strong female characters and she reveals publicly, for the first time, a sneak peek at GRACE IN WASHINGTON, the long-awaited sequel to GRACE FOR PRESIDENT.	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6)	1	
The Collaborative Planning Process: Writing	Amanda Getter, Leslie Buege, Brittany Eulitz, Emily Simowski	Sunday	Gallery Overlook F	2:30 PM	3:30 PM	For many early elementary classroom teachers, teaching writing often goes to the bottom of the heap because its challenges are multiple, complicated, and forbidding. After carefully studying students' work, the team became aware it had a glaring problem of practice. Embracing the Collaborative Planning Process Holt ascribes to, this team carefully deconstructed, reconstructed, and enhanced its writing process. This presentation will reveal through video how the CPL process works, share the history of grade level writing, describe the dramatic changes made to their practice and show current results. Artifacts such as student surveys, assessments, writing samples, and posters will be provided.	Lower Elementary (K-3)	1.5	
The STEAM Powered Classroom: Using Children's Books to Spark Curiosity, Encourage Inquiry and Ignite Reading Passion	Liz Storey	Sunday	Gallery Overlook G	2:30 PM	3:30 PM	"We don't need every child to grow up to become a scientist, engineer, or designer, but we need every one to grow up knowing how to think like one." Classrooms need to be filled with books rich in the arts and sciences. STEM/STEAM nonfiction, realistic fiction, historical fiction, poetry and graphic novels will be shared to foster students' reading passion and fuel their natural curiosity. A book list will be provided and texts will be available for perusal. Discover books that you will want to share with students tomorrow!	Lower Elementary (K-3) Upper Elementary (3-6)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Literacy Coaching with Groups	Erin Brown, Mary Johnson, Lori Doriot, Michelle Renna, Katie Tabor, Michelle Wahlberg	Sunday	Gallery Overlook H	2:30 PM	4:00 PM	The Michigan Essential Coaching Practices in Elementary Literacy provide research supported guidelines for making coaching decisions that positively impact student learning. One decision is how best to use our time as coaches. We are always on the lookout for ways to maximize collaboration and support our colleagues effectively. Join this session to learn from a small group of literacy coaches who have been working to expand from individual coaching cycles to group coaching projects. We've created resources, processes and guidelines that help us take the best of individual coaching and apply these practices to build capacity with groups of teachers who are focused on similar goals.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1	
Playing With Words	Leslie Heiakoski	Sunday	Gerald R Ford Room	2:30 PM	3:30 PM	Playing with words increases vocabulary, understanding, thinking skills and most of all—fun! You're never too old to appreciate creative communication. Making reading and writing fun generates big rewards for all students. As the author and illustrator of 11 picture books with more on the way, Leslie will discuss her own process and how word games and writing devices can intrigue readers and encourage writers. Enjoy a sneak peek at her upcoming title <i>Are Your Stars Like My Stars</i> .	Early Childhood (Birth-K) Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9)	1	
Teaching Tinkering: A Different Way to Approach Writing	Jenny Sanford	Sunday	Governor's Room	2:30 PM	3:30 PM	Do your students think of writing as process or product? This session will present a methodology of teaching writing that encourages students to approach writing in a way that encourages process thinking. Teaching tinkering is a writing instruction strategy that encourages students to cycle through the writing process in a low risk, highly engaging, student-centered/driven way. With this approach, students have multiple touches with writing pieces, tinkering with word choice, sentence structure, and other craft elements over time, rather than in a one-shot workshop or product assignment setting. Come and see how you might be able to apply some of these strategies in your classroom.	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Reading Buddies 2.0	Taylor Funk, Abbey Siegel	Sunday	Grand Gallery C	2:30 PM	3:30 PM	This is the concept of "reading buddies" (more fluent readers reading a book to less fluent readers) but with a unique twist. A resource room teacher and a MCI teacher combined forces to intentionally build skills for all students. Could be utilized in gen ed settings, too! Possible intervention applications. Developed skills in fluency (pace and prosody), word recognition, phonics, and self-assessment, and discussing books at a deeper level. The less fluent readers had opportunities to build communication, leadership, and social skills. Consider our framework and make it your own!	Lower Elementary (K-3) Upper Elementary (3-6)	1.5	
Why people learn and why they don't	Tim Connor	Sunday	Grand Gallery D	2:30 PM	4:00 PM	Education in today's world is beginning to use technology in a way that is reducing the learning capabilities, retention and long-term positive results of material exposure. Unless certain learning benchmarks are integrated into any learning process it is generally a waste of time, money, energy and resources. During this session, Tim (the global bestselling author of 82 books and speaker of over 4000 presentations in 25 countries) shares ten simple rules to improve the learning function when it comes to reading and using reading as a beneficial tool to improve every area of life. As an avid reader of two books a week for over 40 years he "get's" the value and concept of using reading as an effective process.	Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Literature to get at the Heart of Humane Education	Lisa Rivard	Sunday	Grand Gallery E/F	2:30 PM	3:30 PM	Participants will discuss texts and partake in literature related activities that support compassion and respect for living beings. This elementary session is designed to promote the engagement of young people as effective changemakers in their communities and in our world!	Lower Elementary (K-3) Upper Elementary (3-6)	1	

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Boys Do Write	Elenore Glass, Chrisilian Johnson, Nyasha Boyd, Kia Glass	Sunday	Haldane	2:30 PM	3:30 PM	All kids can write when given the opportunity to express themselves in an engaging way: especially African American males. Tapping into boy's interest and passions is one way to get them to be writers for life. Why are African American males consistently lagging behind on writing proficiency as reported on national writing scores at all grade levels? Unleash the writing ability in this population of learners and do away with "I don't have anything to write about." Come learn about how to get boys writing, especially African American boys, using a variety of suggested strategies and put the fun back into writing.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Writing is Re-Writing: What I Learned From My Editor and Mentor	Kristin Bartley Lenz	Sunday	Imperial Ballroom	2:30 PM	3:30 PM	Author and social worker, Kristin Bartley Lenz will walk you through the editing process for her award-winning young adult novel, THE ART OF HOLDING ON AND LETTING GO, and provide examples and ideas for classroom applications. Learn the writing exercise that jump-started her revision process, and give it a try yourself. Kristin was fortunate to work with Jotham Burrello, publisher of Elephant Rock Books and director of the Yale Writer's Workshop where writers work to transform stories into written experiences for readers. She will also share lessons learned from her novel mentorship with esteemed author Leslie Connor.	Middle School (Grades 6-9) High School (Grades 9-12) Post Secondary Adult	1	
Literacy is STEAM Powered	Nannette Kuhn, kathleen Millet,	Sunday	Kendall	2:30 PM	3:30 PM	Even though you don't see an "L" for literacy in S.T.E.A.M., it doesn't mean it isn't there. Whether it is reading for information, using books as a springboard into an activity, documenting a process, forming and expressing an opinion, or creating a summary, literacy is there. In this workshop, you will see how to capture the fun and engagement of S.T.E.A.M. activities and use them to enhance student literacy skills. You will get activities that you can go back and use right away with your students.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1.5	
The Power of Deconstructing, Reconstructing, and Making a Commercially Produced Core Literacy Program Our Own: Fidelity Plus	Carla Viscomi, Phyllis Selleck, Liz Kowalske, Katie Immel	Sunday	Pantlind Ballroom	2:30 PM	4:00 PM	Using action research as a stimulus for putting the ME back into a commercially produced literacy program (fidelity plus), this team of classroom teachers will share its insights and practices that have led to more engaged students and families. Among the PLUS "tweaks" they have added are: involving families (introductory letter, ongoing home connections, family nights), identifying essential standards and critical content, creating context, formulating the big picture, foreshadowing, personalizing the content, modeling, and being more explicit about purpose. The team will share its practices by using video, student work, photos, and other artifacts such as surveys and family letters.	Lower Elementary (K-3)	1.5	
Apprenticeship: Teaching Writing with Mentor Texts	Rebekah Skinner	Sunday	River Overlook A	2:30 PM	3:30 PM	Employers nationwide state that students lack the necessary writing skills to perform their work in industry, engineering, and service industries (National Commission on Writing, 2004). The varied writing genres and formats of the twenty-first century world demand flexible and adept writing skills from those who would participate on a global scale. How do we teach students to write well, and not just write essays? This session presents a writing method based on immersion and examination of mentor texts-learning to read with a writer's eyes. Join us as we observe visual imagery and specific detail in poems and prose and examine how a writer's word choice impacts meaning.	High School (9-12)	1.5	
Making Data Work	Christi Gilbert, Lisa Hendricks	Sunday	River Overlook B	2:30 PM	4:00 PM	Drowning in data? Feel like you are over- or under-assessing students? In this session we will study both the Cognitive Model of Reading and information on using assessments from the Essential Practices in Early Literacy. Through this study, we will learn how to sift through reading data, how to create student groups for targeted literacy support, and how to match instructional strategies to student need. We will work on bridging the gap between research and practical application in order to help you make your data as informative and useful as possible.	Lower Elementary (K-3)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Bridging the gap between prekindergarten and kindergarten: Using the Enhanced Alphabet Knowledge Protocol (Jones, Clark, & Reutzel, 2012), Head Start and GSRP educators implemented cycles of teaching a letter a day. Through Professional Learning Communities, the data was discussed and formative assessments were created. Out of this came discussions about how to best meet the needs of all children in the classroom. Additionally, the data findings created a need for collaboration between prekindergarten and kindergarten educators; this collaboration impacted both curriculum decisions and instructional practices at the kindergarten level. In this presentation, we will share the Enhanced Alphabet Knowledge (EAK) protocol research, initial data findings from our local districts, our approach for collaboration and training, and next steps.	Annie Petrozelli Spear, Katie Keith, Rebekah Seelow, Renee Lewicki	Sunday	River Overlook C	2:30 PM	4:00 PM	This group will discuss the systematic data driven approach to incorporating a comprehensive letter-sound, letter name, and letter formation instructional plan in the prekindergarten classroom. Using the Enhanced Alphabet Knowledge protocol (Jones, Clark, & Reutzel, 2012), Head Start and GSRP educators implemented cycles of teaching a letter a day. Through Professional Learning Communities, the data was discussed and formative assessments were created. Out of this came discussions about how to best meet the needs of all children in the classroom. Additionally, the data findings created a need for collaboration between prekindergarten and kindergarten educators; this collaboration impacted both curriculum decisions and instructional practices at the kindergarten level. In this presentation, we will share the Enhanced Alphabet Knowledge (EAK) protocol research, initial data findings from our local districts, our approach for collaboration and training, and next steps.	Early Childhood (Birth-K) Lower Elementary (K-3)	1.5	
Using Read Alouds in the Elementary Classroom	Kathleen Plond	Sunday	River Overlook F	2:30 PM	3:30 PM	The Essential Instructional Practices in Early Literacy, Essential 2 states that we need to read aloud to our students every day. We know that reading aloud is one of the most important, if not most important, activities we can do with our students. How can we effectively carry out Essential Practice #27? In this session we will learn about the benefits of reading aloud and how to use the read aloud to develop many skills and strategies that our students need to become competent, life-long readers.	Lower Elementary (K-3)	1	
Engaging Families & Partnering with Your Community in Literacy	Shana Love	Sunday	Vandenberg A	2:30 PM	3:30 PM	Literacy coaches, administrators and teacher leaders will gain strategies from former elementary classroom teacher and current literacy coach for engaging families in literacy per Essential Instructional Practice #10. Hear ways to support families in promoting literacy as well as tips to build a culture of literacy in your building that spills over into the community. This session will begin with the research behind family engagement and community partnerships, lead into ideas I have found success with, and end with practical ways to get started at your own district including how I staff literacy events, how I find funding for literacy engagement, how I reach parents and community members.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Leveraging Small Group Instruction to Accelerate Growth in Reading	Jennifer Griffith	Sunday	Vandenberg B	2:30 PM	4:00 PM	This session will describe and explain a variety of small groups that can be used during independent reading time to accelerate student growth. Focus groups such as guided reading groups, strategy groups, book clubs, repertoire read aloud and guiding the reader help to personalize learning and meet individual reading goals.	Upper Elementary (3-6)	1	
Getting Started: A District Model for Literacy Coaching	Corinne Alt, Jennifer Cory, Loren Schnell	Sunday	Berkey	4:00 PM	5:00 PM	Every teacher deserves a Literacy Coach! Come and hear what we are doing in Livonia to build a "Coaching Community" across our district! We will share how we got started with a student-centered approach to coaching and where we are now in year two of our work. We will provide participants with a viable model for implementing a literacy coaching program within their school or district. Structures for how to build the model and create a climate for coaching will be provided. Timelines for implementation and tools for conducting coaching cycles will be shared along with data to support the work that we have done. Target Audience: Administrators and Teachers who are new to the coaching process.	Lower Elementary (K-3) Upper Elementary (3-6) Adult	1	
Teaching Students Who Look Like Me	Shayma Mustafa	Sunday	Gallery Overlook C	4:00 PM	5:00 PM	Growing up a Muslim, Arab, and American I was confused about where I belonged. Teachers often mispronouncing my name, not understanding my background, students laughing at my lunchbox contents made it hard during the elementary and middle school years. My hope is to use my personal narrative as a platform to push for diversity, inclusion, and social acceptance in our classrooms.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	

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The Collaborative Planning Process: Writing	Amanda Getter, Leslie Buege, Brittany Eulitz, Emily Simowski	Sunday	Gallery Overlook F	4:00 PM	5:00 PM	For many early elementary classroom teachers, teaching writing often goes to the bottom of the heap because its challenges are multiple, complicated, and forbidding. After carefully studying students' work, the team became aware it had a glaring problem of practice. Embracing the Collaborative Planning Process Holt ascribes to, this team carefully deconstructed, reconstructed, and enhanced its writing process. This presentation will reveal through video how the CPL process works, share the history of grade level writing, describe the dramatic changes made to their practice and show current results. Artifacts such as student surveys, assessments, writing samples, and posters will be provided.	Lower Elementary (K-3)	1	
Early Learning and Literacy Leadership: Innovations for Learning	Ross Groover, Susan Stanley, Jennifer Hatfield, Amy Modica	Sunday	Gallery Overlook H	4:00 PM	5:00 PM	Dearborn Public Schools has taken a multi-path approach to improving educational outcomes through a strategic focus on our earliest learners. From our Parent University for parents and children from birth to age 3, our extensive preschools including GSRP and development programs, early childhood specialists working with students in every kindergarten classroom and instructional coaches assigned to every elementary school, we are preparing our students for school success from an early age. Come and learn what we are doing as well as share your successes with early education initiatives.	Early Childhood (Birth-K) Lower Elementary (K-3)	1	
Who's Doing the Heavy Lifting?: Using Discussion in the Elementary Classroom to Foster Student Learning	Rebecca Miles, Chris Martin, Kerry Mindeman	Sunday	Grand Gallery C	4:00 PM	5:00 PM	This learning opportunity will focus on teachers engaging students in classroom discussions that foster deep level understandings due to the co-constructive nature. Be prepared to walk away with the "Why" and "How" of elementary discussion. This presentation will expound on practice found in both the K-3 and 4-5 Essential Practices in Literacy.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Blogfolios for Reflection: Crafting Student Reading and Writing Identities with Metacognition	Andy Schoenborn	Sunday	Imperial Ballroom	4:00 PM	5:00 PM	Ask your students the following questions: Are you a reader?; Are you a writer?; and What have you learned in class? As disappointing as it might be typical student responses are: No, No, and I don't know. In many cases, students respond this because they do not identify with what they perceive as literacy. Used as a tool for setting student literacy goals, metacognitive analysis of independent reading and writing, and student reflection on literacy growth the blogfolio is yielding promising results.	Middle School (6-9) High School (9-12) Post Secondary	1	
Bridging the Gap Between Core Programs and Reader's Workshop	Kristal White	Sunday	River Overlook A	4:00 PM	5:00 PM	Is your school using a core program for reading curriculum? Are you wanting more differentiation? Participants of this session will learn how to integrate more choice, clarity, and more time spent on high success reading. You will get a breakdown of the workshop model, its effectiveness, and how this instructional delivery format can be utilized with your core program to boost student achievement and engagement.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Small Groups: Effective, Engaging, and Explicit	Monique Alberts	Sunday	River Overlook B	4:00 PM	5:00 PM	In this session, we will look at the characteristics of an effective small group work during reading or writing time. We will explore the different types and purposes of each small group. We will learn strategies to make our small groups engaging, and discuss how to plan quickly and efficiently within our classrooms. This session will be geared toward those k-12 teachers who are wanting to differentiate instruction, meeting the needs of all readers and writers.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Michigan Humanities' Great Michigan Read: A Statewide Opportunity for Dialogue	Katie Wittenauer	Sunday	River Overlook C	4:00 PM	5:00 PM	For more than a decade, Michigan Humanities' (MH) Great Michigan Read (GMR) program has bridged communities across the state with free access to Michigan-based titles that spark dialogue among diverse perspectives, encourage a deepened understanding of the humanities, and connect thousands of student and adult readers with authors and programming. In a session that draws on lessons learned and goals for the year ahead, we will share challenges and opportunities, methods of developing and evaluating programs, opportunities for partnership, and the multiple ways that MH will engage youth, strengthen accessibility, and highlight community dialogue in the next GMR cycle, launching fall of 2019.	Lower Elementary (K-3) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
MDE Update: Teacher Preparation Standards in Literacy	Sean Kottke, Kelli Cassaday	Sunday	River Overlook D	4:00 PM	5:00 PM	Since 2015, the MDE has collaborated with stakeholders from across Michigan to build a students-first teacher preparation and certification system that prepares effective educators to use differentiated supports and meet the needs of the whole child. Central to this work has been the creation of a new certificate structure with narrower grade bands and deeper emphasis on preparation to teach literacy. In this session, presenters will share details on newly adopted teacher preparation standards for PK-3 and 3-6 grade bands, as well as update progress on teacher preparation standards development for middle and high school English Language Arts.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Literacy Disrupted with Digital Curation	Sue Ann Sharma, Mark Deschaine	Sunday	River Overlook E	4:00 PM	5:00 PM	This session will supply a framework that allows educators to incorporate multimedia-digitized content reflective of the students' worldviews, into instructional content to positively disrupt and transform instructional perspectives within their lessons. Discover how to take a proactive disruptive approach to materials development by focusing on students' worldview through the utilization of digital curation.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Power of a Story	Sara Haviland	Sunday	River Overlook F	4:00 PM	5:00 PM	There is a lot of power in sharing a story. For the last seven years, the Aquinas College TRIO Student Support Services community has published a collection of stories around the themes of study, service, prayer, and community. We have published and shared over 250 stories. Students share stories about their difficulties navigating a college culture and how they find success. In this interactive presentation, presenters will share with you step by step how to put a similar project together in your school. Presenters will also share how the published books can be integrated in secondary education lessons.	Middle School (6-9) High School (9-12) Post Secondary	1	
Capturing Student Voices and Learning Through Podcasting	Mary Jo Staal, Tricia Kiepert	Sunday	Vandenberg A	4:00 PM	5:00 PM	Podcasting in an effective tool which allows students to share their learning with an authentic, real world audience. In this presentation, foundations, tools, and ideas will be shared to equip educators with everything they need to create their own classroom or library podcasts. Presenters will demonstrate the ease of podcasting by creating an episode during the session. No previous podcast experience is needed.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
All In: The role of engagement in children's learning lives	Ellin Keene	Monday	Ambassador East/West	8:30 AM	10:00 AM	All In: The role of engagement in children's learning lives How do we fully engage students in their work? What is the difference between compliance, participation, motivation, and engagement? In this session we will explore new thinking about four key types of engagement every teacher can identify and model in the classroom. Our goal for all students is more frequent true engagement and resulting capacity to retain and reapply what they've learned. Based on Ellin Keene's new title, Engaging Children: Igniting the Drive for Deeper Learning, K - 8, participants will recall and analyze their own engagement stories and discuss ways to use the stories as models for students.	Lower Elementary (Grades K-3) Upper Elementary (Grades 3-6) Middle School (Grades 6-9) High School (Grades 9-12)	1.5	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Helping students make connections between self, text and the world	Garth Cooper, Rui Niu-Cooper, ,	Monday	Berkey	10:30 AM	11:30 AM	The session will focus on the use of modeling and scaffolding strategies to demonstrate purposeful ways of using students' prior experiences and knowledge to build literacy skills. The presentation is geared towards those who work with migrants, immigrants, refugees and non-English speakers, but the strategies reviewed will serve to maintain an ongoing balance between challenge and support that will benefit all emerging/struggling readers.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Supporting the Implementation of Essential School-Wide and Center-Wide Practices in Literacy	Theresa King, Nicole Kalmbach	Monday	Governor's Room	10:30 AM	11:30 AM	This presentation will support participants in establishing a process that will systematically improve literacy. Participants will recognize the purpose of a process review and it's ability to support continuous improvement through the lens of the Essential School-Wide and Center-Wide Practices in Literacy.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Unicorn Conferencing: Making Magic for Readers	Stacie Angel, Rikki Kwas	Monday	Grand View A	10:30 AM	11:30 AM	This hands-on session will help you find that elusive balance of planning and responsiveness through intentional inquiry and a purposeful toolkit. Participants will learn how to develop lines of inquiry to elicit revealing responses from readers that drive instructional decisions. Participants will also begin to create a conferencing toolkit that will support predictable conferences with examples and visual reminders. After this session, powerful reading conferences will no longer exist only in your dreams. They will be your daily reality.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Pear Deck! There is Life After "Death by PowerPoint"	Lissa Brunan	Monday	Haldane	10:30 AM	11:30 AM	Breathe life back into your classroom presentations by using Pear Deck (a FREE Google Slides Add-On) to project directly to student devices and allow interaction with the presentation. See results in real time, overlay answers, even store session results for later analysis. PLUS, no anonymous student names, since everything is tied to their G-Suite account. Present in whole group or assign student-pace and allow the students to complete as homework or during a center. This session will both engage you at the student level and allow you to create your first deck as a teacher. It's time to expand Literacy Instruction into the little known world of Pear Deck.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Now I See It! Video Tools for Formative Assessment and Media Production	Troy Hicks	Monday	Imperial Ballroom	10:30 AM	11:30 AM	Many districts are currently implementing BYOD and 1:1 models to support blended and online learning, often on different platforms and different devices. Because of this, video is coming to the forefront as a primary tool for teachers. Teachers are utilizing video for instruction, remediation, and assessment. They are creating their own videos, using others' videos to provide content for students, and having students create their own video artifacts. Thinking about how to assess student learning of the content they watch - as well as content that they create - is critical. During this workshop, we will learn how to use a wide range of resources to create videos in a variety of formats.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Leveraging Small Group Instruction to Accelerate Growth in Reading	Jennifer Griffith	Monday	Kendall	10:30 AM	11:30 AM	This session will describe and explain a variety of small groups that can be used during independent reading time to accelerate student growth. Focus groups such as guided reading groups, strategy groups, book clubs, repertoire read aloud and guiding the reader help to personalize learning and meet individual reading goals.	Upper Elementary (3-6)	1	
Literacy Practices As Social Acts	Aaron Johnson	Monday	Nelson	10:30 AM	11:30 AM	In this session, we will explore critical areas that impact students' literacy, such as: race, socialization, teachers' perceptions of their students, text selections, and historical implications. We will examine several theories, research, and participate in inquiry about social justice, students' civil rights, and the institution of school. Finally, we will discuss pragmatic strategies to address the literacy needs of underserved populations.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Text Dependent/Based Analysis Essay Writing	Lindsay Veitch	Monday	Vandenberg A	10:30 AM	11:30 AM	Lindsay K. Veitch is the author of The Write Structure: A Simple, Effective Method for (Teaching) Writing Across the Content Areas. This simple, robust strategy teaches students how to attack a variety of writing prompts - both those in our classrooms and those on various standardized tests. The Write Structure takes the guesswork out of students' biggest question about writing: How do I write this? Lindsay will walk you through her format which aligns with the State of Michigan's Text Dependent Analysis Essay. She will also explain the Nine Key Practices that ensure dynamic text-based writing instruction in any content area or ELA writing task.	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Do Brown Cows Give Chocolate Milk???	Michelle Bloodgett	Monday	Vandenberg B	10:30 AM	11:30 AM	Connecting picture books to Science! Come and explore agriculture accurate books to teach students about Michigan crops, farming, nutrition, animals and farming careers. Learn about books and lessons linked to NGSS standards that you can use today to enhance your everyday science lessons.	Lower Elementary (K-3) Upper Elementary (3-6)	1.5	
The Complexity of Teaching Reading Within a Critical Social Justice Framework	Wendy Farkas, Cara Anderson, Jana Alonso, Claire Avery, Madi Carey, Savannah Green	Monday	Winchester	10:30 AM	11:30 AM	The presenters, education students and their professors, will describe their lived experiences and instructional practices while teaching within a critical social justice framework. For example, how they encourage and support students in reflecting on their own biases to help students broaden their worldviews and to recognize systemic oppression through a critical approach to reading text. When students are actively engaged in examining texts, their notions of what is viewed as normal, fair, and just is disrupted. Session participants will engage in activities that have helped students to develop critical literacy skills, as well as provide a foundation for becoming agents of change.	Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Helping students make connections between self, text and the world	Garth Cooper, Rui Niu-Cooper	Monday	Berkey	11:45 AM	12:45 PM	The session will focus on the use of modeling and scaffolding strategies to demonstrate purposeful ways of using students' prior experiences and knowledge to build literacy skills. The presentation is geared towards those who work with migrants, immigrants, refugees and non-English speakers, but the strategies reviewed will serve to maintain an ongoing balance between challenge and support that will benefit all emerging/struggling readers.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Introduction to the Essential Instructional Practices in Early Literacy, Grades K to 3	Lisa Brown	Monday	Governor's Room	11:45 AM	12:45 PM	Have you heard about the Essential Instructional Practices in Early Literacy, Grades K to 3 developed by the Early Literacy Task Force, a subcommittee of the General Education Leadership Network? Are you wondering: What is all the buzz about this document? If so, attend this session to receive an overview of the document including, the research base, orientation, and tools to support with implementation and learn how the document is foundational to improving literacy outcomes in Michigan.	Lower Elementary (K-3)	1	
Formative Assessment: Quick and Easy	Amy Hicks	Monday	Grand View A	11:45 AM	12:45 PM	Welcome to quick and easy to utilize formative assessments across the curriculum. This workshop will not only give you examples of formative assessments but will also focus on collection systems that will help you gather the data you need to monitor your students learning, make adjustments to your teaching to meet student needs, show the growth your students are making. Use a lot of technology....we've got suggestions. Don't have a lot of technology...we've got that covered as well. A little something for everyone.	Upper Elementary (3-6) Middle School (6-9)	1.5	

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Using Music and Technology to Raise Student Engagement	Kelly Moore	Monday	Grand View B	11:45 AM	12:45 PM	Authentic literacy experiences empower students to take ownership over their learning. In this digital age, music and technology have the power to generate student interest and excitement to learn in unique ways. Students can add their voice, both written and audio, into a public space where they can impact a global audience, and they know their words matter. This session will provide a variety of tools and examples to use with your literacy instruction including songs, online publishing, and global collaboration.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1.5	
Genius Hour in Lower Elementary	Courtney Dysktra	Monday	Heritage Hill	11:45 AM	12:45 PM	Do you think Genius Hour is something only for Middle and High School? Or that you need the latest technology for it? Come see how Genius Hour can be structured and run in a lower elementary classroom for students. Actual examples from Kindergarten, First, Second and Third Grade classrooms will be provided. You will leave this session with forms, parent letters, and an enthusiasm to implement your own Genius Hour before the year ends!	Lower Elementary (K-3)	1	
Empowering our Schools through Literacy Rounds	Jeremy Andrick, Kyle Mayer, Jennifer Sell, Laurie Schmitt	Monday	Imperial Ballroom	11:45 AM	12:45 PM	There is a significant body of research outlining the instructional strategies that are proven to improve the literacy levels of children. With all of this knowledge about what works for teaching literacy, why are so many of our students continuing to struggle with becoming effective readers? Reform efforts have focused on this dilemma, yet it has persisted for decades. Our perspective is that the answer already exists within each and every school. Through the continued use of Literacy Rounds, our adaptation of the Harvard model of Instructional Rounds, we believe that educators will be collectively empowered to create the sustained renewal that is needed in every school.	Lower Elementary (K-3) Upper Elementary (3-6)	1	
Using Interactive Writing (Essential 6) Across Content Areas to Improve Literacy Development	Tracy Terris, Ciara Thiry	Monday	Kendall	11:45 AM	12:45 PM	Interactive Writing is a research supported practice that can be implemented across the day and in all content areas. In this presentation you will learn more about creating authentic and meaningful opportunities to share the pen with your students and utilize this practice in the development of writing and foundational skills. A step-by-step process will be shared to help teachers implement Interactive Writing across grades K-2 in an engaging and meaningful way with students. Real examples and artifacts of the process will be included in this session in order for teachers to see it in action.	Lower Elementary (K-3)	1	
Engaging Activities for All School Book Clubs	Jenny Sanford, Amy Hicks,	Monday	Nelson	11:45 AM	12:45 PM	The presenters of this session have run an all-school book club in their middle school for the past five years. In this session, they will present engaging, fun and educational activities that teachers and librarians can use with their own students at book club meetings or celebrations. Books used in previous book clubs will be available for view and ready to use resources will be given to attendees. Let's celebrate books!	Upper Elementary (3-6) Middle School (6-9) High School (9-12)	1	
Writing in a Trauma Informed Classroom	Leslie Buege, Amanda Getter, Brittany Eulitz, Emily Srinowski	Monday	Vandenberg B	11:45 AM	12:45 PM	The team will talk about how traumatic experiences influence student learning. After carefully studying students' ACES scores, the team became aware that there was a disconnect between instruction and student performance. After becoming trauma informed, the team incorporated journal writing to gain more information about students' lives. This presentation will reveal through video, interactive discussions, and artifacts, the elements of action research in an attempt to seek evidence of impact.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	

Title	Presenter Name	Session Day	Room	Begins	Ends	Presentation Description	Grade Level	# of SCECHs	Initials
Essential #7 Intentional and Effective Vocabulary Instruction	Sean DeSarbo, Mary Kliber, Kelley Smith, Holly Bella	Monday	Vandenberg B	11:45 AM	12:45 PM	Milan Area Schools K-2 teachers have collaborated with Dr. Tanya Wright and the Michigan Department of Education in implementing Essential #7, "Intentional and ambitious efforts to build vocabulary and content knowledge." During this presentation, teachers will be sharing their professional experience with building vocabulary and content knowledge through authentic and engaging learning experiences such as: interactive read alouds, real world connections, content artifacts, and rich classroom discussions. Teachers will leave this session with an understanding on how to integrate the content areas of science and social studies using intentional vocabulary in their literacy instruction.	Lower Elementary (K-3)	1.5	
The Complexity of Teaching Reading Within a Critical Social Justice Framework	Wendy Farkas, Cara Anderson, Jana Alonso, Claire Avery, Madi Carey, Savannah Green	Monday	Winchester	11:45 AM	12:45 PM	The presenters, education students and their professors, will describe their lived experiences and instructional practices while teaching within a critical social justice framework. For example, how they encourage and support students in reflecting on their own biases to help students broaden their worldviews and to recognize systemic oppression through a critical approach to reading text. When students are actively engaged in examining texts, their notions of what is viewed as normal, fair, and just is disrupted. Session participants will engage in activities that have helped students to develop critical literacy skills, as well as provide a foundation for becoming agents of change.	Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Facilitated Book/Movie Talk: The Hate U Give	Kimberly May	Monday	Governor's Room	1:00 PM	2:00 PM	A facilitated conversation allowing a safe place to ask questions and discuss in preparation to host conversations within the classroom and to build relationships with students of color. A variety of teacher resources will be provided to engage students in conversations as well as to lead/participate in social justice.	Middle School (6-9) High School (9-12)	1	
Middle Grades Novels on Mental Health	Caitlyn Berger	Monday	Grand View A	1:00 PM	2:00 PM	One of the most compelling aspects about novel studies in middle school is the way in which students can relate to the themes and protagonists presented in the stories they read. There is a calling to offer genres that increase the ability for the reader to grow from their own special connection to the book. So why not offer novels that focus on mental health? Current statistics show 20% of youth struggle with a mental disorder, 50% of cases develop by the age of 14, and nearly 25% of all citizens are afflicted with mental health concerns. This means the likelihood that mental health plays a role in the students life is high. Reading is knowledges and knowledge is power. Let's end the stigma.	Middle School (6-9)	1	
Using Music and Technology to Raise Student Engagement	Kelly Moore	Monday	Grand View B	1:00 PM	2:00 PM	Authentic literacy experiences empower students to take ownership over their learning. In this digital age, music and technology have the power to generate student interest and excitement to learn in unique ways. Students can add their voice, both written and audio, into a public space where they can impact a global audience, and they know their words matter. This session will provide a variety of tools and examples to use with your literacy instruction including songs, online publishing, and global collaboration.	Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9)	1	
Genius Hour in Lower Elementary	Courtney Dysktra	Monday	Heritage Hill	1:00 PM	2:00 PM	Do you think Genius Hour is something only for Middle and High School? Or that you need the latest technology for it? Come see how Genius Hour can be structured and run in a lower elementary classroom for students. Actual examples from Kindergarten, First, Second and Third Grade classrooms will be provided. You will leave this session with forms, parent letters, and an enthusiasm to implement your own Genius Hour before the year ends!	Lower Elementary (K-3)	1	

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Real Writing: One Teacher's Journey	Deborah Smith	Monday	Kendall	1:00 PM	2:00 PM	Dr. Paul Hernandez introduced me to Real Talk when he presented to a group of 25 urban teachers who participated in an MDE Improving Teacher Quality grant for the academic year 2010-2011. He captivated the room with his tale of growing up with gangs and his 'mamma' on the streets of Los Angeles. That experience led me to develop Real Writing. This session will include the opportunity to participate in Real Writing lesson development and discuss the importance of writing to lead teachers and students toward authentic classroom learning in the disciplines. A Real Writing lesson will be modeled to demonstrate and a workshop approach will allow participants to create their own lessons.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary	1	
Literacy Practices As Social Acts	Aaron Johnson	Monday	Nelson	1:00 PM	2:00 PM	In this session, we will explore critical areas that impact students' literacy, such as: race, socialization, teachers' perceptions of their students, text selections, and historical implications. We will examine several theories, research, and participate in inquiry about social justice, students' civil rights, and the institution of school. Finally, we will discuss pragmatic strategies to address the literacy needs of underserved populations.	Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Writing in a Trauma Informed Classroom	Leslie Buege, Amanda Getter, Brittany Eulitz, Emily Szmowski	Monday	Vandenberg B	1:00 PM	2:00 PM	The team will talk about how traumatic experiences influence student learning. After carefully studying students' ACEs scores, the team became aware that there was a disconnect between instruction and student performance. After becoming trauma informed, the team incorporated journal writing to gain more information about students' lives. This presentation will reveal through video, interactive discussions, and artifacts, the elements of action research in an attempt to seek evidence of impact.	Early Childhood (Birth-K) Lower Elementary (K-3) Upper Elementary (3-6) Middle School (6-9) High School (9-12) Post Secondary Adult	1	
Essential 1: Fostering Motivation and Engagement in Literacy	Nicole Gerbens, Liz Pinkowski, Stacy Price	Monday	Vandenberg B	1:00 PM	2:00 PM	Milan Area Schools K-2 teachers have collaborated in implementing Essential #1, "Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons." During this presentation, teachers will be sharing their professional experience in fostering engagement and motivation across the literacy curriculum. Teachers will leave this session with an understanding on how to provide daily opportunities for children to make choices in their reading and writing. Additionally, teachers will be able to plan and collaborate with each other.	Lower Elementary (K-3)	1	
<b>Name: (please print)</b>						PIC:			
<b>Email Address:</b>						Phone Number:			
						Total SCECH Hours:			

At the end of the conference return booklets to registration desk. Fee can be paid at the conference or mailed to the MRA office:

668 3 Mile Rd Ste. A  
Grand Rapids, MI 49544

Before turning in your application, you must add up the total instructional hours. The MRA office will then process your application. Just a reminder- ALL checks must be in our office by 4/1/2019. Payments received after this date will be returned and no SCECHs will be awarded.

**Booklets may not be mailed.**





