Friday, November 18

Session: A.22 - 9:30 am to 10:45 am  
Room: Palmer House/Wilson Room, Third Floor  
Format: Classroom Demonstration  
Level(s): Elementary (K-5), Middle (6-8), Teacher Education  
Topic: Teacher Education

Learning from Storytelling Now to Teach 21st Century Content Literacy  
Storytelling is the oldest form of teaching and modern neuroscience confirms it’s the most effective way to learn. Teachers can integrate language arts, science, social studies, and other content areas by using storytelling as a bridge teaching their students how to write and tell “content” stories to their classmates.

Presenters: Brett Dillingham, Aerialle Johnson, Harold Kaveolook School, Kaktovik, Alaska

Session: B.17 - 11:00 am to 12:15 pm  
Room: Palmer House/Salon 3, Third Floor  
Format: Classroom Demonstration  
Level(s): Elementary (K-5), Middle (6-8)  
Topic: Writing

There is Enough Time in the Day! How “Art-Ful” Educators Maximize Meaning Making across the Curriculum  
This interactive demonstration suggests how educators can successfully encourage students to connect ‘artfully’ to cross-curricular outcomes so that teaching literacy is not a separate experience, but rather an assemblage, taught through all subject areas. Quick and easy visual art, drama, dance, and music activities model how an ‘art-full’ day can build a more literate classroom.

Session: B.38 - 11:00 am to 12:15 pm  
Room: Palmer House/Honore Ballroom, Lobby Level  
Format: Panel  
Level(s): Secondary (9-12), Teacher Education  
Topic: Literature

Reading the Past through History and Art in Order to Write for the Future  
Visual literacy reigns. By melding American art into American Literature and US History, students connect learning across content areas. The essential question also aids in text to text, text to self, and text to world connections. Ample resources provided for adapting this presentation.

Session: B.43 - 11:00 am to 12:15 pm  
Room: Palmer House/Crystal Room, Third Floor  
Format: Panel  
Level(s): Secondary (9-12)  
Topic: Reading

A Marriage of Reading and Math  
Husband/wife researcher teams share their experience working together as math and English teachers problem solving the demands of implementing Reading in the Content Area strategies in the math classroom. Lessons include how to encourage math teacher buy-in, which literacy strategies fit best, and student reaction to these classroom changes.
**Session: C.14 - 12:30 pm to 1:45 pm**  
Room: Chicago Hilton/Conference Room 4M, Fourth Floor  
Level(s): Elementary (K-5)  
Format: Panel  
Topic: Reading

**Content Comprehension in the Active Literacy Classroom**

This session will explore ways to teach comprehension and active literacy across the disciplines in culturally and linguistically diverse classrooms. The presenters will share practices that encourage deep thinking by immersing children in topics they can explore over time, honoring their questions, curiosities and interests, and promoting the active use of knowledge.

Presenter: Joanne Durham, Prince George's County Public Schools, Capitol Heights, Maryland

**Session: C.22 - 12:30 pm to 1:45 pm**  
Room: Palmer House/Salon 2, Third Floor  
Level(s): Middle (6-8)  
Format: Classroom Demonstration  
Topic: Writing

**Anthology at the Fulcrum: Balancing a Community’s Tradition with a Middle School’s Future**

Demonstrates how Farristown Middle School, which opened in August 2011, is enacting an ambitious and strategically balanced literacy plan, including the historically significant local community collaborating with students who are writing across the curriculum to create a school-wide poetry anthology commemorating the school's first year.

Presenter: Gill Hunter, Eastern Kentucky University, Richmond

**Session: C.37 - 12:30 pm to 1:45 pm**  
Room: Palmer House/Monroe Room, Sixth Floor  
Level(s): Middle (6-8), Secondary (9-12), College/University  
Format: Classroom Demonstration  
Topic: Other

**Collaborating with Content Teachers to Write Our Future**

English and other content area teachers must understand each other to effectively address literacy standards. Using research that found teaching text structures effective for improving literacy and learning, we used content area texts as mentors. Teachers learned to analyze text structures; students wrote and learned Social Studies, Science, and Math.

Presenters:  
Margaret Brewer, Boyle County High School, Danville, Kentucky  
Ashley Buffin, Model Laboratory School, Richmond, Kentucky  
Sarah Martin, Eastern Kentucky University, Richmond

**Session: D.17 - 2:30 pm to 3:45 pm**  
Room: Palmer House/Adams Room, Sixth Floor  
Level(s): Elementary (K-5), Middle (6-8)  
Format: Panel  
Topic: Reading

**Harnessing the Power of the Common Core State Standards Alongside the Engine of Reading and Writing Workshop across the Curriculum, Grades 3-9**

Expect a focus on: using the skills described in the CCS to plan increasingly complex teaching of writing across grades; curriculum to help students achieve independence in the highest levels of reading interpretation, and using the CCS's literacy goals to improve students' nonfiction reading and writing across the curriculum.
**Session: D.34 - 2:30 pm to 3:45 pm**  
Room: Chicago Hilton/PDR 4, Third Floor  
Level(s): Middle (6-8), Secondary (9-12), Teacher Education  
**Format: Panel**  
**Topic: Teacher Training**

**Teacher Inquiry and Action Research**  
What do preservice and inservice teachers need to know about content area literacy, pedagogy, and themselves in order to become strong English Language Arts teachers?

Presenters:  
Steven Athanases, University of California, Davis  
Charlotte Frambaugh-Kritzer, Arizona State University, Tempe

**Session: E.14 - 4:00 pm to 5:15 pm**  
Room: Palmer House/Burnham Room 1, Seventh Floor  
Level(s): Elementary (K-5)  
**Format: Panel**  
**Topic: English Language Learners**

**Developing Science Content within a Balanced Literacy Framework: A Spiral Dynamic Process for English Learners**  
Many English language learners develop conversational English yet their reading comprehension, writing skills, and understanding of academic content is limited. Using examples from elementary classrooms, the presenters show how teachers engaged their English learners in content-based thematic units to teach academic content, language, and advanced literacy. A handout will be provided.

**Session: E.15 - 4:00 pm to 5:15 pm**  
Room: Palmer House/Salon 1, Third Floor  
Level(s): Elementary (K-5), Middle (6-8), Teacher Education  
**Format: Classroom Demonstration**  
**Topic: Literature**

**History through a Literacy Lens**  
This classroom demonstration addresses ways in which social studies content may be integrated with the Language Arts. Participants will examine primary source documents, engage in hands-on activities that support content area reading and writing, and will examine historical fiction using problem posing questions.

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**Saturday, November 19**

**Session: F.17 - 8:00 am to 9:15 am**  
Room: Chicago Hilton/PDR 4, Third Floor  
Level(s): General (all instructional levels)  
**Format: Panel**  
**Topic: 21st-Century Literacy**

**Crafting Our Identities: Examining Critical Literacy Practices in Elementary, Middle, Secondary, and College Classrooms**  
This session presents the work and teaching of five urban teachers who draw from critical literacy to disrupt commonplace assumptions about disciplinary content and promote practices that support the learning of students of all ages. The presenters will share student artifacts and teaching strategies from across grade levels.

Co-Chair: Katie Greene, Georgia State University, Atlanta
Living in the World with Hope: Reading, Teaching, Writing, and Living Historical Fiction

This panel shares the expertise of an author of historical fiction and two middle school teachers as they focus on the questions: 1) How can we help students read to find connections in their own lives that link to the past? 2) How do we partner with literature in teaching students to write historical fiction? and, 3) How do we link literacy and content area learning to help students find ways to live with courage and hope in an imperfect world?

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Racial Literacy in Theory and Practice
(Sponsoring Group: Standing Committee on Research)
Racial Literacy will be presented as a needed tool to advance the deconstruction of texts across the curriculum and the maximize on students’ funds of knowledge. Providence St. Mel, a nationally renown school on the West side of Chicago and a cast of teachers will discuss how racial literacy is a cornerstone for high academic achievement.

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Can You Read Me Now? Engaging Adolescents in Literacy Development across Content Areas with Digital Media
Digital media offers a unique, interactive approach to improving reading and writing skills. This collaborative session explores how to integrate key literacy strategies with standards-based content. Come see teachers showcase self-paced online student lessons for grades 5-8 that support topics in language arts, social studies, and science.

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Learning for Real: Breathing Life into Content Literacy through Nonfiction Inquiries
This presentation will focus on the power of teaching ABOUT nonfiction text structures and features while learning THROUGH nonfiction within the context of rich content driven inquiries or units of study. You will see how masterful K-5 teachers show children how nonfiction can serve as an anchor and springboard for learning moment-to-moment, day-in and day-out across grade levels and content areas.

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Talk Like A Book: Integrating Literacy and Content Instruction Via Foldables and Trade Books
Integrate literacy and content via Foldable notebooking and bookmaking while making cross-grade connections. Couple tradebooks with Foldables in this hands-on, evidence-based session in order to offer students collaborative ways to gain pleasure and prowess in writing for authentic audiences. Depart with handmade tools and easily replicable differentiation strategies.
**Sunday, November 20**

Session: M.18 - 11:30 am to 12:45 pm  
Room: Palmer House/Salon 12, Third Floor  
Level(s): Middle (6-8), Teacher Education  
Format: Classroom Demonstration  
Topic: Adolescent/Young Adult Literacy

**Today’s Readers, Tomorrow’s Leaders**

Making instructional decisions is one of the challenges faced by teachers working with the struggling readers. Using literacy strategies to help students comprehend content texts is a common approach, but which strategy is best for which content area and learning goal? New research shares lessons from the field with teachers.