NEW from Lucy Calkins

UNITS OF STUDY
for Teaching Reading

A WORKSHOP CURRICULUM ◆ GRADE-BY-GRADE, K–5

Lucy Calkins with Colleagues
from the Teachers College Reading and Writing Project

“This series builds on decades of teaching and research—in literally tens of thousands of schools. In states across the country, this curriculum has already given young people extraordinary power, not only as readers, but also as thinkers. When young people are explicitly taught the skills and strategies of proficient reading and are invited to live as richly literate people do, carrying books everywhere, bringing reading into every nook and corner of their lives, the results are dramatic.”

—Lucy Calkins

Following on the success of the Units of Study in Opinion, Information, and Narrative Writing, the new grade-by-grade Units of Study for Teaching Reading, K–5 will:

◗ provide state-of-the-art tools and methods to help students move up the ladder of text complexity
◗ build foundational reading skills and strategies
◗ support the teaching of interpretation, synthesis, and main idea
◗ offer classroom structures to support inquiry and collaboration
◗ provide all the teaching points, minilessons, conferences, and small-group work needed to teach a comprehensive workshop curriculum
◗ include resources to help teachers build and evolve anchor charts across each unit
◗ help teachers use learning progressions to assess students’ reading work, develop their use of self-monitoring strategies, and set students on trajectories of growth
◗ give teachers opportunities to teach and to learn teaching while receiving strong scaffolding and on-the-job guidance.

Learn more at the Heinemann Booth and online at unitsofstudy.com/teachingreading

Grade 2 shown
Welcome to the 48th Annual Illinois Reading Council Conference

The world was hers for the reading
~Betty Smith, in A Tree Grows in Brooklyn

Literacy provides the opportunity to enter other worlds. Although it is the basis for all education, literacy does not just give us access to knowledge of facts or skills, it supplies a whole mode of thought: it lets us follow arguments, comprehend and solve problems, communicate with others—past and present, and imagine worlds beyond our physical capability to travel. For centuries, the ability to read and write has given power to a privileged minority. Today, however, we live in a digital age where texts are widely available, liberating us from dependence on received wisdom and allowing us to acquire and weigh the evidence ourselves. But without the literacy skills of locating, comprehending and evaluating information, today’s students will struggle to take part in the world around them and use that information to reach their full potential. If knowledge is power, literacy is the passport to possibilities.

The 48th Annual Illinois Reading Council Conference, Passport to Possibilities, brings together professional educators, educational researchers, and children’s/young adult authors with the goal of advancing our mission “to provide support and leadership to all who promote and teach lifelong literacy.” With that in mind, the 2015 Conference takes pride in offering over 40 featured speakers, 100’s of exhibitors and more than 300 practicing educator and exhibitor sessions. I am thankful for the members of IRC who granted me the privilege of inviting featured speakers and presenters whose work insures that our students obtain their passport to possibilities.

Thank you for attending the conference in our new venue. The Illinois Reading Council is grateful to the City of Peoria for welcoming us. The Chamber of Commerce, the Peoria Civic Center and the Peoria-area hotels have been enthusiastic supporters of our conference, and I hope you will enjoy Peoria in addition to attending the conference sessions and special events.

It has been an honor and pleasure to be your 2015 Conference Chair!

Patricia Tylka
2015 IRC Conference Chair
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CONFERENCE OVERVIEW

Wednesday, September 30, 2015

Registration - Peoria Civic Center Terrazzo Lobby 5:00 p.m. – 9:00 p.m.
Welcome Reception - Pere Marquette Cotillion Ballroom 7:00 p.m. – 8:30 p.m.
Book Gossip - Pere Marquette Cheminee Ballroom 8:30 p.m. – 10:00 p.m.

Thursday, October 1, 2015

Registration - Peoria Civic Center Terrazzo Lobby 7:00 a.m. – 2:00 p.m.
Orientation for New Participants - Peoria Civic Center Room 210 7:00 a.m. – 7:45 a.m.
Thursday Breakfast - Pere Marquette Ballroom - Jan Richardson and Maria Walther 7:00 a.m. – 8:30 a.m.
Exhibits - Peoria Civic Center Exhibit Hall B and C 8:00 a.m. – 5:30 p.m.
Hall of Councils - Peoria Civic Center Skylight Lobby 8:00 a.m. – 5:30 p.m.
Refreshments in Exhibit Area - Peoria Civic Center Exhibit Hall B and C 8:30 a.m. – 10:00 a.m.
Sessions/Featured Speakers/Workshops 8:30 a.m. – 12:00 p.m.
Thursday Luncheon - Peoria Civic Center Ballroom 400 - Dave Burgess 12:15 p.m. – 2:00 p.m.
Thursday Luncheon - Pere Marquette Ballroom - Jane Yolen 12:15 p.m. – 2:00 p.m.
Thursday Lunch Sessions - Peoria Civic Center 1:00 p.m. – 2:00 p.m.
Sessions/Featured Speakers/Workshops 2:15 p.m. – 4:30 p.m.
Refreshments in Exhibit Area - Peoria Civic Center Exhibit Hall B and C 3:00 p.m. – 4:30 p.m.
A.R.T. - Authors Readers Theatre - Peoria Civic Center Theater 4:45 p.m. – 6:15 p.m.
Thursday PSA Banquet - Peoria Civic Center Ballroom 400 - James Howe 6:15 p.m. – 8:15 p.m.
Hear the Authors Read and Autographing - Pere Marquette Ballroom 8:30 p.m. – 10:30 p.m.

Friday, October 2, 2015

Registration - Peoria Civic Center Terrazzo Lobby 7:00 a.m. – 2:00 p.m.
General Session with Dav Pilkey - Peoria Civic Center Theater 7:00 a.m. – 8:15 a.m.
Exhibits - Peoria Civic Center Exhibit Hall B and C 8:00 a.m. – 4:30 p.m.
Hall of Councils - Peoria Civic Center Skylight Lobby 8:00 a.m. – 4:30 p.m.
Friday Breakfast - Pere Marquette Ballroom - Donalyn Miller 8:30 a.m. – 10:00 a.m.
Refreshments in Exhibit Area - Peoria Civic Center Exhibit Hall B and C 8:30 a.m. – 10:00 a.m.
Sessions/Featured Speakers/Workshops 8:30 a.m. – 12:00 p.m.
Friday Luncheon - Peoria Civic Center Ballroom 400 - Illinois Reads Luncheon 12:15 p.m. – 2:00 p.m.
Friday Luncheon - Pere Marquette Ballroom - Penny Kittle 12:15 p.m. – 2:00 p.m.
Friday Lunch Sessions - Peoria Civic Center 1:00 p.m. – 2:00 p.m.
Sessions/Featured Speakers/Workshops 2:15 p.m. – 4:30 p.m.
Refreshments in Exhibit Area - Peoria Civic Center Exhibit Hall B and C 3:00 p.m. – 4:30 p.m.
Poetry Teahouse - Pere Marquette Ballroom - Georgia Heard 3:30 p.m. – 4:30 p.m.
IRC Annual Membership Meeting - Pere Marquette Cheminee Ballroom 4:45 p.m. – 5:15 p.m.
Preservice Teachers’ Round Table - Pere Marquette LaSalle Ballroom 4:45 p.m. – 5:30 p.m.
Preservice Teachers’ Pizza Party - Pere Marquette Cotillion Ballroom 5:30 p.m. – 7:30 p.m.
Friday Banquet - Pere Marquette Ballroom - Cris Tovani 6:15 p.m. – 8:15 p.m.

Saturday, October 3, 2015

Registration - Peoria Civic Center Terrazzo Lobby 7:00 a.m. – 9:00 a.m.
Saturday Breakfast - Pere Marquette Ballroom - Jim Burke 7:00 a.m. – 8:30 a.m.
Sessions/Featured Speakers/Workshops 8:30 a.m. – 12:00 p.m.
Saturday Author Luncheon - Pere Marquette Ballroom - Louis Sachar 12:15 p.m. – 2:00 p.m.
ACKNOWLEDGMENTS

Special appreciation is extended to the following professionals for their extensive contributions to the success of the 2015 Conference.

PUBLISHERS & BUSINESSES

Achieve3000
Anderson’s Bookshops

Capstone Classroom
Center for the Collaborative Classroom
HarperCollins Publishers
Heinemann
Illinois Education Association
Illinois State Board of Education

International Literacy Association
Lake-Cook Distributors
Lexia Learning, A Rosetta Stone Company
McGraw-Hill Education
Scholastic
Staff Development for Educators (SDE)
Studies Weekly
Treasure Bay Books
Treetop Publishing “Bare Books”
University of Illinois at Urbana-Champaign REEE Center

Friday Breakfast
A.R.T. - Authors Readers Theatre, Book Gossip
Hear the Authors Read, Becky Anderson Wilkins
Refreshments in the Exhibit Area
Peter Brunn
PSA Award Books
Jim Burke, Penny Kittle
Preservice Teacher Conference Scholarships
Agurann Bates, Rise Jones,
Sarah Ogeto, Nancy Paprocki
Donald Bear, Laurie Elish-Piper
Student Helpers
Preservice Teachers’ Pizza Party
Refreshments in the Exhibit Area
Dav Pilkey, Jan Richardson, Maria Walther
Jim Grant
Thursday Prairie State Award Banquet
Books for Presenters
Books for Presenters
Steve Sheinkin

CONFERENCE COMMITTEE CHAIRS & STAFF

Patricia Tylka, 2015 IRC Conference Chair
Janel Sebeny, Assistant Chair & 2016 Chair
Deb Augsburger, Autographing
Karen Biggs-Tucker, Greeters/Hospitality
Jennifer Butcher, Greeters/Hospitality
Barb Chrz-White, Registration
Susan Cisna, Meal Tickets and Autographing
Mary Gardner, Special Events
Janell Hartman, Speaker Gift Bags
Gail Huizinga, Special Events
Debbie Kaczmarski, Speaker Gift Bags
Karen Kortkamp, Exhibits - Staff
Cindi Koudelka, Greeters/Hospitality
Brenda Kraber, Autographing
Kristin Kreckman, Registration - Staff
Sheree Kutter, Signs

Roxanne Owens, Autographing
Carol Owles, Preservice Pizza Party
Susanne Picchi, Special Events
Karen Ringas, Merchandise
Sheila Ruh, Technology
Katherine Schumacher, Merchandise
Sherry Sejnost, Technology
Carrie Sheridan, Executive Director - Staff
Reva Simpson, Greeters/Hospitality
Rebecca Steinbach, Speaker Gift Bags
Kristen Stombres, Student Helpers
Donna Stone, Signs
Joy Towner, Student Helpers
Brian Tucker, Greeters/Hospitality
Regetta Wharram, Greeters/Hospitality
Jennifer Young, Special Events
ACKNOWLEDGMENTS

Special thanks are extended to the exhibitors for their continued support and sponsorship of presentations at the 2015 Conference.

EXHIBITORS

95 Percent Group Inc.  
Achieve3000  
American Reading Company

Arnold-Liebster Foundation

Bee Reading  
Capstone Classroom

Center for Collaborative Classroom

Crayola, LLC  
Dinah Zike Academy  
Houghton Mifflin Harcourt  
Illinois Agriculture in the Classroom

Institute for Excellence in Writing  
ISBE

PALS Marketplace  
Project CRISS  
Pearson  
Read Naturally, Inc.  
Society of Children’s Book Writers & Illustrators  
Scholastic

Scholastic Classroom and Community Group  
Shurley Instructional Materials  
Smekens Education Solutions  
Superkids Reading Program by Zaner-Bloser  
The Great Books Foundation  
Voyager Sopris Learning

Zaner-Bloser

Susan Hall  
Michele Pulver  
Hope Kennell, Jeff Lynn,  
Makayla Fawcett, Barbara Bretz,  
Cole Winthrow, Schelli Kirby,  
Amy Pierce  
Marjorie Fulton,  
Gaye Flowers

Sue Brunson

Margaret Policastro,  
Becky McTague, Diane Mazeski,  
Kathy Brown, Sarah Martino  
Kristy Rauch, Keri Bartholomew,  
Linda Rourke

Kristen Walter  
Debi Krampen, Donna Kern  
Ryan Bailey  
Kevin Daugherty, Brad Banning  
Jackie Jones, Laura Vollmer  
Linda Mikotis

Nancy Paprocki, Agurann Bates,  
Sarah Ogeto, Rise Jones  
Nancy Walsh-Boeder  
Debra Franciosi  
Takiyah Jackson  
Carol Ann Kane  
Crystal Chan  
Jamie Diamond, Meg Knapik, Kirby Andler

Mollie Henderson  
Michael Schafstall, Becky Moran  
Kristina Smekens  
Kathy Barclay  
Denise Ahlquist  
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Natalie O’Hara  
Carol Armann, Kathleen Wright  
Tamara Rhomberg
Illinois Reading Council
2015-2016 Executive Committee

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President

Patricia Tylka
President-Elect

Janel Sebeny
Vice President

Pat Braun
Treasurer

April Flood
Recording Secretary

Roberta Sejnost
ILA State Coordinator

Christy Ziller
Director of
Membership Development

Cindy Gerwin
Past President

Welcome International Literacy Association Dignitaries

Donald Bear
Board Member
ILA Board of Directors

Laurie Elish-Piper
Board Member
ILA Board of Directors
Illinois Reading Council Board of Directors

Regional Directors

Region 1
Kim McKenna

Region 2
Amy Zaher

Region 3
Kathleen Sweeney

Region 4
Melinda Grimm

Region 5
Priscilla Dwyer

Region 6
Ronda Mitchell

Region 7
Susan Cisna

Region 8
April Flood

Region 9
Tambree Krouse

Region 10
Ann Peters

Standing Committee Chairs

Budget, Finance, and Strategic Planning
Lou Ferroli

Bylaws, Policies & Procedures
Cindy Gerwin, Janel Sebeny

Conference
Patricia Tylka

Membership
Christy Ziller

Nominating
Cindy Gerwin

Organization/Council Bylaws
Roberta Sejnost

Personnel and Grievance
Lou Ferroli

Special Committee Chairs

Advocacy
Julie Hoffman

Angels Fund
Elizabeth Goldsmith-Conley

Educational Initiatives/PD
Deb Hays, Gail Huizinga

Educational Media
Sheila Ruh

Family Literacy
Donna Monti

Illinois Reads
Tammy Potts

International Projects
Carol Owles

ILA Exemplary Reading Program
Helen Bryant

IRC Journal Editor
Roxanne Owens

IRC Communicator Editor
Marjorie Henseler

IRC Literacy Support Grants
Pat Braun

ISBE Liaison
Nancy Paprocki

ISLMA Liaison
Leslie Forsman

Obama Literacy Fund
Susan Cisna

Pamela J Farris Library
Pamela Farris

Prairie State Award
Roxanne Owens

Publicity and Publication
Heather Harder

Reading Educator of the Year
Jennifer Young

Rebecca Caudill Rep
Michelle Glatt

Studies & Research
Katie Ludes

Council Presidents

Blackhawk - Aubry Moorman
Central Illinois - Andrea Trexler
Chicago Area (CARA) - Megan Goodman
East Central-EIU - Dawn Paulson
Fox Valley - Bobette Dodson
Illini - Cheryl VanHoy
Illinois Valley - Regetta Wharram
Lake Area - Tracy Tarasiuk
Lewis & Clark - Tammy Gramlich
Macon County - Ronda Mitchell
MID-State - Mary Current
Mississippi Valley - Stacie Rossiter
National Road - Amy Hewing
Northern Illinois - Elizabeth Coats
Northwestern Illinois - Janell Hartman
Prairie Area - Sheila Tucker
Sauk Valley - Jenny Brown
South Eastern - Tambree Krouse
South Suburban - Susan Whited
Southern Illinois - Katie Russell
Starved Rock - Cindi Koudelka
SCIRA - Kristin Kaczmarek, Kristina Patel
Two Rivers - Tricia Nagel, Julie Steinke
Vermilion Valley - Lynette Evans
West Suburban - Anne Hufnus
Western Illinois - Bailey Cavanah
Will County - Christy Ziller
CIRP - H. Jon Jones
ICARE - Kathleen Fleming
ILLC - Leslie Forsman
Illinois Title I - Tammy O’Toole
SRL - Terry McHugh
IRC Reading Hall of Fame
Robert Hillerich, P. David Pearson, 1983
William Durr, Dolores Durkin, 1984
David C. Rhoads, Kathryn Ransom, 1985
Dale D. Downs, 1986
Donna Ogle, 1987
William Powell, 1988
Jerry Johns, 1989
Jane Davidson, 1990
Gene Blair, Gene Cramer, 1991
Carol Winkley, 1992
Taimi Ranta, 1993
Roberta Berglund, 1994
Camille Blachowicz, Marrietta Castle, 1995
John Logan, 1996
Peter Fisher, 1997
Margaret Richek, 1998
Susan Davis Lenski, 1999
Timothy Shanahan, 2002
Pamela J. Farris, 2006
Larry Pennie, 2009
Steven L. Layne, 2010
Lou Ferroli, 2011
Roxanne Owens, 2012
Pamela Nelson, 2013
Becky Anderson Wilkins, 2014
Roberta Sejnost, 2014

IRC Service Award
(Formerly known as the IRC Certificate of Recognition)
Carol Winkley, Don Meints,
Kathryn Ransom, Jeanette Massey,
Peg Livesay, David Rhoads, 1981
Marian Oleson, Agnita Wright,
Mary Christopherson, 1982
Geneva Andrews, Mary Williams, 1983
Gene Cramer, Barbara Wyne, 1984
Donna Ogle, Jerry Johns, 1985
Ottlie Womack, Taimi Ranta,
Kay Spalding, 1986
Hattie Miller, Jane Davidson, 1987
Jim Coe, Evelyn Jackson,
Larry Pennie, 1988
Gene Blair, Anna Sanford, 1989
Wilma Deal, James Walker,
Arlene Pennie, 1990
Nancy Venegoni, 1991
Roberta Berglund, 1992
Marlene Fletcher, Eunice Greer,
Barbara Seaman, Tom Sexton, 1993
Lynne Rauscher-Davoust,
Kathleen Sweeney, 1994
Jack Barshinger, Barbara Chrz-White, 1995
Paula Schoenfelder, 1996
Barbara Johnson, 1997
Joyce Jennings, 1998
Sheila Diaz, 1999
Laura Megown, 2000
Lynette Mehall, 2003
Pat Carlson, 2006
Roberta Sejnost, 2007
Patti Foster Baker, 2010
Carol Owles, Cheryl Walker, 2012
Susan Cisna, Ronda Brown, 2013
Tammy Swinford-Potts, 2014
Sheila Ruh, Sheryl Sejnost, 2014

IRC 2015 Recipient
IRC Hall of Fame Award
Kathy Barclay

IRC Awards
IRC Awards
IRC Awards
IRC Awards
Illinois Reading Council Past Presidents

1968 - 1969
William Powell
1969 – 1970
Mary Serra
(deceased)
1970 - 1971
Mary Ellen Batinich
1971 – 1972
David Bear
1972 – 1973
Wilson Stone
(deceased)
1973 – 1974
David Rhoads
1974 – 1975
Kathryn Ransom
1975 – 1976
Sister Cor Marie
1976 – 1977
Robin Carr
1977 – 1978
Agnita Wright
1978 – 1979
Gene Blair
(deceased)
1979 – 1980
Donna Ogle
Lawrence Pennie
1981 – 1982
Jerry Johns
1982 – 1983
James Coe
1983 – 1984
Dale Downs
1984 – 1985
Nancy Venegoni
1985 – 1986
Anna Sanford
(deceased)
1986 – 1987
Sharon Neste
1987 – 1988
Jean Clem Bailey
1988 – 1989
Gene Cramer
(deceased)
1989 - 1990
Linda Fuller Farruggia
1990 – 1991
Kathleen Sweeney
1991 – 1992
Lorri Davis
1992 – 1993
John Logan
(deceased)
1993 – 1994
Paula Schoenfelder
1994 – 1995
Susan Hanks
1995 – 1996
Jeff Hildreth
1996 – 1997
Susan Davis Lenski
1997 – 1998
Claudia Anne Katz
1998 – 1999
Barb Haas Bender
1999 – 2000
Hattie Spires
(deceased)
2000 – 2001
Marsha Strader
2001 – 2002
Mike Ellerman
2002 – 2003
Beth Arthur
2003 – 2004
Barb Vines
2004 – 2005
Ronda Mitchell
2005 – 2006
Steven Layne
2006 – 2007
Pam Nelson
2007 – 2008
Donna Monti
2008 – 2009
Roxanne Owens
2009 – 2010
Christine Boardman Moen
2010 – 2011
Susan Cisna
2011 – 2012
Cindy Wilson
2012 – 2013
Pat Braun
2013 – 2014
Tammy Swinford-Potts
2014 – 2015
Cindy Gerwin
Please take a moment to read the information below regarding the 2015 IRC Conference.

- **IRC Conference is an Open Forum**
The IRC Conference serves as an open forum and exchange of ideas and opinions. Opinions that are expressed by program presenters and participants do not reflect endorsements by the Illinois Reading Council.

- **Conference Sessions**
All conference sessions will be held in the Peoria Civic Center and Peoria Marriott Pere Marquette Hotel.

- **Pre-Registration & Registration**
Pre-registered conferees may obtain their registration packets at the Registration Desk in the Peoria Civic Center Terrazzo Lobby. On-site registration is also available. Hotel reservations and meal function tickets should be secured prior to arrival in Peoria. Meal functions usually sell out early.

  Registration Hours:  
  Wednesday, September 30 – 5:00 p.m. - 9:00 p.m.  
  Thursday, October 1 – 7:00 a.m. - 2:00 p.m.  
  Friday, October 2 – 7:00 a.m. - 2:00 p.m.  
  Saturday, October 3 – 7:00 a.m. - 9:00 a.m.

- **Admission to Meetings**
Paid conferees receive a badge with their registration packet. Badges are required at all times and for all conference functions. Seating will be on a first-come, first-served basis. Pre-purchased tickets are required for all meal functions.

- **Special Accommodations**
Individuals who need special accommodations should make specific requests in writing to the IRC office three weeks prior to the conference in order for their needs to be met.

- **Food**
All scheduled meal functions require pre-purchased tickets. The concession area in the Civic Center will be open during exhibit hours. Peoria restaurant information will be available at the hospitality table in the Peoria Civic Center Terrazzo Lobby.

- **Hospitality & Information Table**
A hospitality and information table is located in the lobby of the Peoria Civic Center Terrazzo Lobby.

- **Message Board**
There will be a message board for conferees to leave notes in the registration area at the Peoria Civic Center. A phone line (309-680-3621) has been established at the Registration Desk to receive emergency phone calls.

- **Lost and Found**
Inquire at the Registration Desk in the Peoria Civic Center regarding lost and found items. IRC is not responsible for lost or stolen items.

- **Shuttle Service**
Some of the East Peoria Hotels will provide guests with complimentary shuttle service to and from the Peoria Civic Center. Shuttle arrangements can be made directly with the front desk at each hotel. The Peoria Civic Center also has over 700 FREE parking spaces in the Marquee and Fulton Parking Lots.

- **Final Program Book**
In accordance with ILA guidelines, individuals have not been designated by titles. Acknowledgments to publishers and other companies for sponsoring speakers and special events are current as of this printing. **Information in this final program is subject to change.**

- **No Smoking**
In consideration of others we request your cooperation in observing the NO SMOKING regulations inside buildings.

- **Cell Phones**
Please silence phones during sessions at the conference.

- **Videotaping/Audiotaping/Photos**
Unless notified in writing, registration to the conference constitutes an agreement that the registrant’s image, likeness, and appearance can be used in photographs of such events and activities. It is also not permitted to videotape, audiotape, or take photos of conference speakers without the speaker’s consent.

- **Cancellation/Refund Policy**
Conference refund requests must be in writing and postmarked by September 15, 2015. Requests can also be faxed to (309) 454-3512 or emailed to irc@illinoisreadingcouncil.org. A $25 processing fee will be assessed. Please note that membership fees are non-refundable. Conference registrations are transferable, but replacement names must be requested by September 15, 2015.
PROFESSIONAL DEVELOPMENT

CLOCK HOURS and COLLEGE CREDIT at the IRC Conference

The Illinois Reading Council is an approved Illinois State Board of Education Professional Development provider. While attending the conference, you may earn one CLOCK HOUR per hour of attendance and participation. Sessions attended must be logged, and an ISBE evaluation form must be completed and deposited in the IRC evaluation box at the end of the conference. The Evaluation and Evidence of Completion Forms must also be completed for your records. Please review your personal License Renewal Plan to determine which sessions fit. Be sure that your goals are broad enough to include a variety of literacy topics. The Illinois Reading Council is merely the provider. The responsibility for determining which sessions agree with your plan and are granted credits by your school district is yours.

One semester hour of university credit will be available for attending the conference. For more information, download the College Credit Registration form available on the IRC Website.

QR CODE SCAVENGER GAME

HOW TO PLAY

Download the FREE IRC CONFERENCE APP powered by Guidebook from the Apple Store, Android Marketplace, or the IRC Conference Website. The guide will feature an up-to-date conference schedule, exhibitor information, handouts, and more.

The guide will also feature the QR Code Scavenger Game. At the conference, ask the exhibitors for help finding the hidden QR codes. Here’s a clue: each exhibitor has been given one of the 20 color-coded QR Codes that solves the puzzle.

Once you have found all of the QR codes and completed the entire phrase in your guide, show it to an IRC volunteer at the Registration Booth for a raffle ticket. Two tickets will be drawn: the winners will receive a FREE 2016 IRC CONFERENCE REGISTRATION. The drawings will be held at 4:30 p.m. on Thursday, October 1, 2015 and at 4:00 p.m. on Friday, October 2, 2015 in the Exhibit Hall. Raffle tickets can be completed and deposited at the Membership Booth or Registration Booth. Good Luck!
SPECIAL AUTOGRAPH SESSION FOLLOWING THE  
ILLINOIS READS AUTHORS LUNCHEON  

Peoria Civic Center Ballroom  

Friday, October 2, 2015

2:00 - 3:00 p.m.

Jennifer Allison .......................................................... Iggy Loomis, Superkid in Training 
Cal Armistead .............................................................. Being Henry David 
Jim Aylesworth .............................................................. Cock-A-Doodle-Doo, Creak, Pop-Pop Moo 
Elizabeth Blackwell ............................................................. While Beauty Slept 
Penny Blubaugh ................................................................... Serendipity Market 
Carol Brendler ..................................................................... Winnie Finn, Worm Farmer 
Miriam Busch ......................................................................... Lion, Lion 
Fern Schumer Chapman ........................................................ Is It Night or Day? 
Ilene Cooper ........................................................................ Little Lucy Goes to School 
Carolyn Crimi ....................................................................... Pugs in a Bug 
Larry Day ............................................................................. Lion, Lion 
Lori Degman ........................................................................... 1 Zany Lion 
Christa Desir .......................................................................... Fault Line 
Leanne Statland Ellis ............................................................... The Ugly One 
Julia Durango ......................................................................... Cha-Cha Chimps 
Kat Falls .................................................................................. Inhuman 
David Finch .............................................................................. Inhuman 
Judith Fradin ........................................................................... Volcano!: The Icelandic Eruption of 2010 
Todd Hasak-Lowy ................................................................. 33 Minutes 
Jaleigh Johnson ....................................................................... The Mark of the Dragonfly 
James Klise ............................................................................. The Art of Secrets 
Laurie Lawlor ......................................................................... Rachel Carson and Her Book That Changed the World 
Rita Leganski .......................................................................... The Silence of Bonaventure Arrow 
Demitria Lunetta ..................................................................... In The After 
John Madormo ........................................................................ Charlie Collier, Snoop For Hire: The Homemade Stuffing Caper 
Rebecca Makkai ...................................................................... The Borrower 
Marianne Malone .................................................................... The Sixty-Eight Rooms 
Alice McGinty ........................................................................... Darwin 
Gary W. Moore ........................................................................ Playing With the Enemy 
Bob Raczka ............................................................................. GUYKU: A Year of Haiku for Boys 
Gayle Rosengren ....................................................................... What the Moon Said 
Barb Rosenstock ..................................................................... Ben Franklin's Big Splash 
Kristina Springer ...................................................................... The Espressologist 
Marlene Targ Brill ..................................................................... Tooth Tales From Around the World 
Sallie Wolf ................................................................................ Truck Stuck

This session is open to all conferees. Books will need to be purchased at the Exhibit Hall before attending!
AUTOGRAPH SCHEDULE
Peoria Civic Center Exhibit Area

Prior to each autographing session, please purchase the books you wish to be autographed. Books are available at each author’s publisher’s booth or Anderson’s Bookshops booths in the exhibit area. Most authors will be signing in the designated area located at the back of the exhibit hall. A separate line will be formed for each author.

Due to the number of authors and scheduling, it will not be possible for books to be left for later autographing. Some authors will sign only their name and do no personalizing.

Each author will sign a maximum of three books per person when that person is in the author’s line. If an individual would like to have more than three books signed by an author, there are two options:

a. Bring purchased books to Authors Signing Booth and ask for bookplates. (There are limited quantities.)

b. Go to the end of the line and wait to have three more books signed by the author. The author may or may not have time to sign additional books because authors agree to sign for specific time periods.

Presentations by authors are listed in the program book.

**Thursday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 10:00</td>
<td>Jan Richardson <em>(Booth 417)</em></td>
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<tr>
<td>9:45 – 10:45</td>
<td>Jon Bergmann <em>(Booth 417)</em> Jan Burkins Heidi Stemple Kim Yaris Jane Yolen</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Christopher Lehman <em>(Booth 500)</em></td>
</tr>
<tr>
<td>2:15 – 3:15</td>
<td>Dave Burgess</td>
</tr>
<tr>
<td>3:30 – 4:30</td>
<td>Laurie Elish-Piper <em>(Booth 417)</em> Susan K. L’Allier <em>(Booth 417)</em> Steve Sheinkin</td>
</tr>
<tr>
<td>4:45 – 5:30</td>
<td>James Howe Roberta Sejnost <em>(Booth 417)</em> Nancy Steineke <em>(Booth 500)</em> Heidi Stemple Jane Yolen</td>
</tr>
<tr>
<td>5:45 – 6:15</td>
<td>(Theatre Lobby) Avi Bruce Coville Augusta Scattergood Sarah Weeks</td>
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**Friday**

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<thead>
<tr>
<th>Time</th>
<th>Authors</th>
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<tbody>
<tr>
<td>8:30 – 11:30</td>
<td>Dav Pilkey</td>
</tr>
<tr>
<td>9:45 – 10:45</td>
<td>Avi Leanne Statland Ellis Michael Manderino <em>(Booth 417)</em> Augusta Scattergood</td>
</tr>
<tr>
<td>10:15 – 11:15</td>
<td>Donalyn Miller <em>(Booth 417)</em></td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Donald Bear <em>(Booth 417)</em> Bruce Coville Carolyn Crimi Jim Gill Penny Kittle <em>(Booth 500)</em> Tanny McGregor <em>(Booth 500)</em> Sarah Weeks</td>
</tr>
<tr>
<td>2:00 – 3:00</td>
<td>(PCC Ballroom 400) Illinois Reads Authors</td>
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</table>

**Saturday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Authors</th>
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<tbody>
<tr>
<td>9:00 – 10:00</td>
<td>Jim Burke</td>
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<tr>
<td>9:45 – 10:45</td>
<td>Louis Sachar</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Julia Durango Cris Tovani</td>
</tr>
<tr>
<td>2:15 – 3:15</td>
<td>Louis Sachar</td>
</tr>
</tbody>
</table>

Autographing Locations

Autographing on Thursday and Friday will take place at the back of the Exhibit Hall or at the noted exhibitor’s booth in the Civic Center. Books will be available for purchase at Anderson’s Bookshops *(Booth 605)*, Cornucopia Books *(Booth 417)*, or Heinemann *(Booth 500)*.

Autographing on Saturday will take place in the Cheminee Ballroom at the Pere Marquette Hotel.

A special autograph session after the Hear the Authors Read will take place from 9:30 – 10:30 p.m. on Thursday, October 1, 2015 in the Marquette Ballroom at the Pere Marquette Hotel. Books will be available for purchase at the event.
Welcome Reception

Wednesday, September 30, 2015
7:00 - 8:30 p.m.
Pere Marquette
Cotillion Ballroom

All Conference Attendees are invited to attend!

HORS D’OEUVRES WILL BE SERVED
Anderson's Bookshops

Book Gossip

Wednesday, September 30, 2015
8:30 - 10:00 p.m.
Pere Marquette
Cheminee Ballroom

What are the hottest new adult titles for your reading pleasure? Come to the Book Gossip to hear about great reads for grown ups!

Books will be available for purchase.

POPcorn AND SODA WILL BE PROVIDED
1.  7:00 – 8:30 p.m.  
Welcome Reception  
All Conference Attendees are invited to attend the opening reception and connect with other conferees. Hors d’oeuvres will be served. What a great way to start the 2015 IRC Conference!  
Marquette Cotillion Ballroom (All)

2.  8:30 – 10:00 p.m.  
Anderson’s Bookshops Book Gossip  
What are the hottest new adult titles for your reading pleasure? Come to the Book Gossip and hear about great reads for grownups!  
Marquette Cheminee Ballroom (All)
We are a learning science company. We help educators and students drive results by delivering research-based instructional practices and technologies that are specifically designed to maximize the learners’ understanding and retention of the content.

Understanding how the mind works and processes information is pinnacle. With our programs learners benefit from engaging, efficient and effective instruction, which in turn translates directly to increased student aptitude and acceleration rates.

Join us at booths 305-307 in the exhibit hall and experience the Science of Learning!

Because learning changes everything.™

To find your local sales team or for more information visit mheonline.com or call 800-334-7344 today!
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Sponsor(s)</th>
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</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Registration - Peoria Civic Center Terrazzo Lobby</td>
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<tr>
<td>7:00 a.m.</td>
<td>Thursday Breakfast - Pere Marquette Ballroom - Richardson &amp; Walther</td>
<td></td>
<td>Scholastic</td>
</tr>
<tr>
<td>7:00 a.m.</td>
<td>Orientation for New Participants - Peoria Civic Center 210</td>
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<tr>
<td>8:00 a.m.</td>
<td>Exhibits - Peoria Civic Center Exhibit Halls B &amp; C</td>
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<tr>
<td>8:00 a.m.</td>
<td>Hall of Councils - Peoria Civic Center Skylight Lobby</td>
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<tr>
<td>8:30 a.m.</td>
<td>Refreshments in Exhibit Area - Peoria Civic Center Exhibit Halls B &amp; C</td>
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<tr>
<td>8:30 a.m.</td>
<td>Sessions/Featured Speakers/Workshops</td>
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<tr>
<td>12:15 p.m.</td>
<td>Thursday Luncheon - Peoria Civic Center Ballroom - Dave Burgess</td>
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<tr>
<td>12:15 p.m.</td>
<td>Thursday Luncheon - Pere Marquette Ballroom - Jane Yolen</td>
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<tr>
<td>1:00 p.m.</td>
<td>Thursday Lunch Sessions - Peoria Civic Center 134-136 &amp; 200-222</td>
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<tr>
<td>2:15 p.m.</td>
<td>Sessions/Featured Speakers/Workshops</td>
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<tr>
<td>3:00 p.m.</td>
<td>Refreshments in Exhibit Area - Convention Center</td>
<td></td>
<td>McGraw Hill Education</td>
</tr>
<tr>
<td>4:45 p.m.</td>
<td>A.R.T. - Authors Readers Theatre - Peoria Civic Center Theater</td>
<td></td>
<td>Avi, Bruce Coville, Augusta Scattergood, Sarah Weeks</td>
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<tr>
<td>6:15 p.m.</td>
<td>Thursday PSA Banquet - Peoria Civic Center Ballroom - James Howe</td>
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<tr>
<td>8:30 p.m.</td>
<td>Hear the Authors Read &amp; Autographing - Pere Marquette Ballroom</td>
<td></td>
<td>Carolyn Crimi, Julia Durango, Jim Gill, James Howe, Dav Pilkey, Steve Sheinkin, Heidi Stemple, Jane Yolen</td>
</tr>
</tbody>
</table>
Conference Sessions
Thursday, October 1, 2015

7:00 – 8:30

Thursday Breakfast
3. 7:00 – 8:30
Guiding Readers: Zooming In On Comprehension

Jan Richardson
Educator
Richland Center, Wisconsin

Maria Walther
Educator/Author
Aurora, Illinois

Comprehension strategy instruction is essential in the Common Core Era. Jan and Maria will show you how to strengthen your readers’ ability to understand key ideas and details through whole class comprehension conversations and targeted guided reading lessons.

Sponsored by

7:00 – 7:45

4. 7:00 – 7:45
Orientation to the IRC Conference
Boomer Crotty, Kathleen Sweeney
IRC Board of Director Members
You just received your IRC Program Book. There are over 350 sessions, meal functions, special events, exhibits, and author autographing. How do you begin to plan to attend all that is offered? Attend this special session by seasoned IRC conference attendees. They will share their tactics, tricks, and survival skills for an IRC conference.
PCC 210 (All)

8:30 – 9:30

5. 8:30 – 9:30 (Repeat of 60)
Reach Every Student in Every Class Every Day: The Flipped Classroom
Jon Bergmann
Educator/Author
TurnAbout Learning, LLC
Lake Forest, Illinois

Implementing the Flipped Class provides teachers with more face-to-face time with students, allows for true differentiation, compels students to take responsibility for their own learning, and enables students to master rigorous course concepts. Join Flipped Classroom pioneer Jon Bergmann as he walks you through his transformation from nineteen year lecturer to flipped class pioneer. He will demonstrate how the flipped class can transform today’s educational climate and increase student learning outcomes.
PCC 401-402 (All)

6. 8:30 – 9:30
Interactive Read Aloud with Purposeful Talk: The Foundation of Literacy
Debra Honegger
Regional Office of Education 17,
Bloomington

Interactive read aloud is the foundation of literacy instruction. Explore how to design a read aloud that engages students in purposeful talk around the big ideas or “unanswerable questions;” how to use modeling and academic discourse to move students toward more closely pondering and analyzing ideas presented in text.
PCC 406 (K-6, Admin)

7. 8:30 – 9:30
Road to Readers’ Response
Lora Rainey, Jean Catalano
SD 74, Lincolnwood

Readers’ Responses engage students while deepening literacy and comprehension skills. Students use a variety of formats for responding to fiction/nonfiction with text evidence. Participants will receive authentic ideas to prepare students for the Common Core.
PCC 135 (4-6)
<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Location</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>8:30 – 9:30</td>
<td>Writing From Sources Begins with Learning From Sources: Support Thoughtful, Engaging Writing About Texts</td>
<td>Christopher Lehman&lt;br&gt;Educator/Author&lt;br&gt;Bronx, New York</td>
<td>PCC 403-404 (4-12)</td>
<td></td>
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<tr>
<td>9.</td>
<td>8:30 – 9:30</td>
<td>Building the Collaborative Classroom</td>
<td>Peter Brunn&lt;br&gt;Educator&lt;br&gt;Center for the Collaborative Classroom&lt;br&gt;Emeryville, California</td>
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<tr>
<td>10.</td>
<td>8:30 – 9:30</td>
<td>Digital Writing Meets the Common Core</td>
<td>Barbara Ashton&lt;br&gt;West Suburban Reading Council, Glendale Heights</td>
<td>PCC 201 (K-9, ELL, Lib)</td>
<td></td>
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<tr>
<td>11.</td>
<td>8:30 – 9:30</td>
<td>Writing the Nonfiction Page-Turner</td>
<td>Steve Sheinkin&lt;br&gt;Author&lt;br&gt;Saratoga Springs, New York</td>
<td>PCC 408 (5-9) &lt;br&gt;Sponsored by University of Illinois at Urbana-Champaign REEE Center</td>
<td></td>
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<tr>
<td>12.</td>
<td>8:30 – 9:30</td>
<td>The Family Business</td>
<td>Jane Yolen&lt;br&gt;Author&lt;br&gt;Hatfield, Massachusetts</td>
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<td></td>
<td></td>
<td>Heidi Stemple&lt;br&gt;Author&lt;br&gt;Hatfield, Massachusetts</td>
<td>The Yolen-Stemples are three generations of journalists, poets, lyricists, short story writers, novelists, nonfiction writers, and authors of picture books. But ask them, and they will say they are storytellers. An introduction to an amazing family, or at least part of it. They write separately and together (they edit one another and they edit other people as well) and haven't murdered anybody. Yet.</td>
<td>Marquette Cotillion (All)</td>
<td></td>
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<tr>
<td>13.</td>
<td>8:30 – 9:30</td>
<td>Solving the Problem of Close Reading with Math</td>
<td>Katie Minkalis, Linda Sokolowski, Jerry O'Shea&lt;br&gt;Marquardt School District 15, Glendale Heights</td>
<td>PCC 136 (K-9, ELL)</td>
<td></td>
</tr>
</tbody>
</table>
14. 8:30 – 9:30
They Grew Up Reading and Writing

Jan Burkins
Educator/Author
Athens, Georgia

Kim Yaris
Educator/Author
Wellington, Florida

With an emphasis on teaching students a growth mindset, participants will learn how to implement a Reading Wellness lesson that utilizes biographies of people who lived their dreams because they identified their passions when they were children. Using the “Head, Heart, Hands and Feet” (HHHF) graphic organizer, participants will learn how to use picture book biographies to create student enthusiasm and growth mindsets towards informational reading and writing.

Marquette LaSalle (1-5)

15. 8:30 – 9:30
High Stakes Assessments: All students are ELL

Michele Pulver
Achieve 3000, Mount Prospect

Students and teachers are working to meet the demands to increase classroom rigor. This session will explore strategies proven to support students learning English and a second language. This session will discuss ways in which Achieve 3000 supports vocabulary building and expanded speaking and listening routines that will prepare students for success on high stakes assessments in literacy and beyond.

PCC 405 (4-12, ELL)

*Sponsored by Achieve 3000*

16. 8:30 – 9:30
Poetry, Common Core, and the Middle Grade Classroom

Ruth Gheysen
CCSD #46, Grayslake

Do you want to intersperse poetry throughout the year instead of plodding through a boring unit during National Poetry Month? You’ll leave this session with a variety of poems and activities for a yearlong study and the confidence and know-how to excite, entertain, and encourage a love of poetry within your classroom.

PCC 200 (4-9)

17. 8:30 – 9:30
If They Can ... They Will: Empower and Motivate Your Students By Teaching To Their Strengths

Karen Stocks, Heather Lambert
SD #129, Aurora

Teachers face the task of motivating their diverse classroom of students every day. Participants will learn how to find their strengths and learning preferences, plus plan and implement research-based lessons that allow their students to become empowered and in control of their learning.

PCC 202 (4-12, ELL, Spec, Admin)

18. 8:30 – 9:30
Passport to Possibilities: Poetry in the Primary Grades

Dana Stodden
Eastern Illinois University, Charleston

Discover how integrating poetry across the curriculum is an effective way of achieving common core state standards while improving students’ abilities in the English Language Arts. (Listening, Speaking, Reading, Writing, Viewing and Visually Representing)

PCC 203 (K-3)

19. 8:30 – 9:30
Calling All Literacy Coaches!

Amy Stoops, Dana Briggs, Erik Borne
Downers Grove South High School

DGS literacy coaches will share their established literacy program and transition into a round-table to discuss successful strategies in creating and maintaining a literacy model that best meets the needs of the school community, empowering both new and experienced coaches.

PCC 209 (Adults, Admin)

20. 8:30 – 9:30
The Math & Language Connection: Strategies for Increasing Comprehension in Math

Laura Meehan, Loretta Johnson, Sharon Kranz
CUSD 220, Barrington

Join us to learn about the connection between vocabulary, sentence structure, and math, and strategies for increasing our students’ comprehension in math.

PCC 212 (K-9, ELL, Spec, Admin)

21. 8:30 – 9:30
Meeting the Needs of All Students is Possible!

Stephanie Tedford
Saratoga Elementary, Morris
Lisa Breese
Minooka Junior High, Minooka

Experience low prep but effective ways to differentiate and meet the needs of all students in your classroom. You’ll leave with our best strategies for student engagement and student outcomes, as well as ideas on how to meet all students at their individual readiness and ability levels. Start with new, engaging strategies next week!

PCC 221 (4-9, Spec)
22. 8:30 – 9:30
Using Classroom Data to Inform Small Group Instruction
Mindi Rench, Sarah Avallone
SD 28, Northbrook
Teachers collect data every day. How can we use that information to our advantage? Two middle school literacy teachers share strategies using formative assessment data to determine student needs and implement small group instruction around a variety of literacy topics.
PCC 210 (4-9)

23. 8:30 – 9:30
I’ve DIBEL’d. Now What? Writing That’s What!
Tonya Sims
Chicago Public School, Chicago
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment data will be used to inform instructional strategies in writing to improve students’ reading achievement. Strategies for fiction and nonfiction writing will be included in the presentation.
PCC 213 (K-3)

24. 8:30 – 9:30
PROVE IT: Developing Argumentative Writing Skills in Social Studies
Cynthia Henrichs, Nicole Malham, Mary Plucinski
Mundelein High School, Mundelein
This presentation will focus on the argumentative writing process, while identifying common student pitfalls. Concrete strategies and activities will be provided to address such specific issues as selecting evidence, providing context for evidence, developing a warrant, and linking evidence to claim.
PCC 218 (6-12)

25. 8:30 – 9:30
Transforming “Talk” in the Era of Higher Standards: Cultivating Conversations in Effective Reading and Writing Workshops
Karen Biggs-Tucker
SD #303, St. Charles
Learn how to channel all the conversations that your students have into effective, collaborative conversations that will help them become better readers and writers. You’ll leave this session with strategies, mentor texts, and ideas to get your students talking (productively) to extend their literacy learning throughout their day!
Marquette Cheminee (4-6)

26. 8:30 – 9:30
Using Technology Integration to Enhance Literacy in Middle School
Shannon Heckman, Jessica Ludwig, Amanda Hopper
SD #47, Crystal Lake
Technology has contributed to an expanded understanding of literacy. In this session we will offer research, best practices, and resources that will support the integration of new technologies into literacy instruction.
PCC 220 (6-9, Spec)

27. 8:30 – 9:30
Close Reading in the Primary Classroom
Amy Stewart
SD 2, Bensenville
Close reading has become an integral part of literacy instruction, but how do we close read with our youngest readers? The goal of this session is to equip early primary teachers with the tools and resources they need to successfully close read with their young readers. Many classroom ready ideas will be shared.
Marquette Peoria (K-3)

28. 8:30 – 9:30
Assessments Make a Difference!
Karen Higginson
CUSD 220, Barrington
Use formative and summative assessments to differentiate instruction and make learning possible for all students. Participants will leave with practical strategies and resources that can be used in the classroom immediately.
PCC 211 (K-9, ELL, Spec)

29. 8:30 – 9:30
Are You Reading “Close” Enough for the Common Core?
Tera Stewart, April Drake
CUSD #2, Mattoon
Educators will understand the concept of close reading which is essential for students to comprehend a variety of text. Through the presentation, participants will work through a close reading lesson that leads to a culminating writing assessment. Participants will leave with a toolkit of strategies to use in their classrooms.
PCC 222 (4-9)

30. 8:30 – 9:30
Integrating Visual Arts with Story Grammar Across the Curriculum: Possibilities, Probabilities, Purpose
Carol Hanzlik-Chasnoff
Literacy Consultant, Evanston
Investigate the educational possibilities when visual arts are integrated with story grammar. Develop vocabulary, comprehension, and perspective in art, literature, history, science and math. Historic examples of the evolution of literacy provide background. Be involved with using the possibilities in visual arts.
Marquette Bradley (All)

31. 8:30 – 9:30
Literature Circles, Nonfiction & Technology: Engaging our 21 Century Learners
Debbie Buyan, Gina Shem
SD 118, Palos Park
Three different approaches for adding nonfiction to Literature Circle novel units will be presented. Several methods of integrating technology during the process and in student presentations will be demonstrated. Students will develop critical thinking skills and become self-directed, engaged learners.
Marquette Illinois (4-12)
Having Trouble with Technology?

Can't find handouts?

App. issues?

Tech on Call Will Help!

Available at the Exhibit Hall Registration Table

We can fix all of your tech issues!
32. 9:45 – 10:45
Teaching Outside the Box: A Crash Course in Creativity

Dave Burgess
Educator/Author
San Diego, California

A fast-paced and fun session designed to teach techniques that will skyrocket creativity. You will learn how to use students’ brain like Google, create a GPS system for powerful teaching, and magically create new ideas through Creative Alchemy. In addition, learn how to overcome obstacles that stifle creativity by using the Wedding Photographer Principle. You’ll leave truly believing you are a creative being and inspired to add memorable experiences for students to your lesson plans.

PCC 405 (K-8)

Sponsored by Anderson’s Bookshops

33. 9:45 – 10:45
Close Reading in Early Elementary: Practices that are Incredibly Fun and Effective with Our Young Readers

Christopher Lehman
Educator/Author
Bronx, New York

In this session, Christopher Lehman, co-author of Falling in Love with Close Reading with Kate Roberts, will share some of their newest research into emergent close reading practices for young children. While rigor is important, even more so is the joy, playfulness, and inquisitive nature that is the hallmark of early childhood classrooms. Chris will share approaches that keep the love in learning for our youngest readers.

PCC 403-404 (K-3)

34. 9:45 – 10:45
Mentor Text for Mining Craft Lessons

Deborah Shefren, Debra Gurvitz
National Louis University, Chicago

Developing authors’ craft lessons using Lucy Calkins’ Units of Study and mentor text to improve student writing in narrative, information, and opinion writing.

PCC 407 (K-3)

35. 9:45 – 10:45 (Repeat of 225)
New and Notable Books for Grades K-8

Becky Anderson Wilkins
Anderson’s Bookshops
Naperville, Illinois

This is a presentation of new and notable books recommended for classroom reading. A variety of genres, including picture books, poetry, and fiction, and informational books will be presented, and books will be available for inspection.

PCC 407 (K-8)

Sponsored by Anderson’s Bookshops

36. 9:45 – 10:45
Take Flight: Author Visits and a Community Read Will Take Your Students to New Heights!

Keta Foltz, Amber Findlay
West Carroll SD #314, Savanna

The Writing Rocks team would like to take you on a new journey! Learn how to motivate readers and writers in your classroom with a yearlong author study involving the entire community. Let’s get everyone talking about books!

PCC 134 (K-12, Adults, Admin, Lib)

37. 9:45 – 10:45
Close Reading is Your Passport to Success

April Flood, Linda Reven
Eastern Illinois University, Charleston

Strategies for close reading will be modeled for both literary and informational texts to answer a range of text-dependent questions. Participants will explore reading, writing, and speaking activities that require responses grounded in evidence from texts. Handout will be provided.

PCC 135 (K-6)

38. 9:45 – 10:45
Scrambled States of Agriculture

Kevin Daugherty
Illinois Agriculture in the Classroom, Bloomington

As an introduction to research, how about a journey that ties literature, science and state reports together? Join us as we explore the 50 states through agriculture by pairing each state with a variety of books and tying Ag Facts of each state to hands-on science activities.

PCC 136 (K-6)

Sponsored by Illinois Agriculture in the Classroom
<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
</table>
| 39      | 9:45–10:45 | (Repeat of 298, 380) Transforming Learning with Technology and the New Illinois Learning (Common Core) Standards | Sheila Ruh  
Educator  
Westmont Junior High  
Westmont, Illinois  
Sherry Sejnost  
Educator  
Mannheim District 83  
Melrose Park, Illinois |
| 40      | 9:45–10:45 | Passport to Excellent Literature: The 2016 Rebecca Caudill Young Readers’ Book Award Nominees | Michelle Glatt  
Chiddix Junior High School, Normal  
Ruth Gheysen  
Frederick School, Grayslake |
| 41      | 9:45–10:45 | Monthly Reading Extravaganza                                          | Tanya Gambill, Linda Robinson  
CCSD 168, Sauk Village |
| 42      | 9:45–10:45 | (Repeat of 11, 113) Writing the Nonfiction Page-Turner               | Steve Sheinkin  
Author  
Saratoga Springs, New York |
| 43      | 9:45–10:45 | Teaching the Critical Vocabulary of the Common Core                   | Marilee Sprenger  
Educator/Author  
Peoria, Illinois |
| 44      | 9:45–10:45 | Content Workshop: A Design for Student Literacy Growth in Content Area Classes | Mark Levine  
Valley View 365U, Romeoville |

This presentation will provide many differentiated learning activities and instructional strategies that integrate technology and the New Illinois Learning (Common Core) Standards to transform learning and increase student achievement across content areas. Communication, collaboration, critical thinking, and creativity will occur as a result of the transformational learning strategies gained, regardless of the type and quantity of devices available in classrooms. Participants will leave with new teaching techniques that make learning relevant, rigorous, and fun for all students.

PCC 406 (K-8)

Researchers estimate 85% of achievement tests are based on the vocabulary of the standards. Learn the critical words your students must master to handle the critical and creative thinking expected by the new standards. This presentation is valuable for all teachers and vital to those who teach students from poverty, ELL students, and at-risk students. This session is designed to teach the critical vocabulary words of the Common Core through many differentiated, brain-compatible strategies.

Marquette LaSalle (All)

Learn to engage all students in reading, writing, and thinking critically while increasing literacy in content area classes using this proven model of instruction. Participants will be ready to create active lessons of literacy immediately with these ideas.

PCC 202 (6-12, Spec, Admin)
45. **9:45 – 10:45**
A Passport to Engaging Centers  
Bailey Cavanah  
Nielson Elementary School, Galesburg
Come hear how centers/Daily 5 work in our classrooms. Leave with new and fun ideas for literacy and math centers. Scheduling and management (and more) will be shared. Come to get inspired and to share what you do in your room.

PCC 203  
(K-3)

46. **9:45 – 10:45**
PARCC K-2 ELA Formative Tools: Possibilities for Teaching and Learning Aligned to the Illinois Learning Standards Incorporating the Common Core  
Deb Hays, Roberta Buhle  
The Center: Resources for Teaching and Learning, Arlington Heights
The PARCC K-2 ELA Formative Tools, lesson plans with CCSS-aligned instruction, are voluntary resources scheduled to be released in September 2015. Possibilities for teaching and learning will be explored as performance tasks, student work samples, and feedback are previewed.

PCC 209  
(K-3, Admin)

47. **9:45 – 10:45**
When There Is No Box To Check: Falling In the Racial Cracks, Multiracial Students, and Identity  
Crystal Chan  
Illinois Author, Chicago
Crystal highlights the mixed-race experience in her novel “Bird,” which features a multiracial girl and a transracial adoptee. She discusses racial confusion in schools, society, and globally (the cover of “Bird” was whitewashed in the Netherlands) and explores ways to bolster confidence in multiracial children.

PCC 210  
(All)

48. **9:45 – 10:45**
Engaging Adolescents in Independent Reading  
Janel Sebeny, Chelsea Keyser, Courtney Knowles  
Kingsley Junior High School, Normal
This session will focus on preserving independent reading within the reading workshop framework. We will share the facilitation of 1:1 conferencing, small group discussions, and managing formative and summative assessments.

PCC 212  
(4-12, ELL, Spec, Univ, Admin, Lib)

49. **9:45 – 10:45**
Historical Fiction: The Juggernaut of Genres  
Ryan Schaefer  
CSD 158, Algonquin
Come see how historical fiction can be used to motivate reluctant readers, challenge secure students, and enhance social studies teaching. The best books in the genre will be discussed and shared.

PCC 211  
(4-12, Admin, Lib)

50. **9:45 – 10:45**
How Writers Got Their Groove Back: Transforming Students into Active Learners  
Carrie Busse, Robert Culp, Laura Pritz  
SD 86, Joliet
Joliet 86 is sharing how they started transforming students into writers. By promoting best practices through the CCSS alignment process, teachers are threading writing through all content areas and valuing pre and post assessing as they develop targeted instruction.

PCC 213  
(K-8)

51. **9:45 – 10:45**
Standing Up, Speaking Out, Standing Firm – Facing the Lion in Nazi Europe  
Marjorie Fulton, Gaye Flowers  
Arnold Liebster Foundation, Pekin
Over 65 Million, including high-ranking, well-educated, and especially youth, were drawn into hatred, racism, violence and genocide. What enabled a religious minority and its youth to resist? A webcam interview features Simone Liebster, Holocaust survivor as a Jehovah’s Witness youth.

PCC 218  
(4-12, ELL, Spec, Adults, Lib)

Sponsored by

52. **9:45 – 10:45**
The Power of Synthetic Phonics  
Sue Brunson  
Bee Reading, Beloit, WI
Learn what “synthetic phonics” is all about! Started in the UK, it has raised the bar for reading & writing success around the world. It all begins at age 3 through PreK and Kindergarten. See how easily you can implement these simple changes in your own classroom with great results!

PCC 220  
(PreK-K)

Sponsored by Bee Reading

53. **9:45 – 10:45**
Web 2.0 in the P-12 Classroom and Beyond  
Melissa Jones-Bromenshenkel, Rebecca Cook  
Eastern Illinois University, Charleston  
Shawn Huisinga  
Indiana State University, Terre Haute, IN
Numerous technology tools exist that serve to increase collaboration, communication, critical thinking, and creativity. When integrated into high quality lessons or projects, these tools have the capability of extending students’ skills and thoughts.

PCC 221  
(All)

54. **9:45 – 10:45**
Guided Reading for Every Student, Every Day  
Allison Ahlquist, Michelle Poelsterl  
CUSD 303, St. Charles
A classroom teacher and reading specialist will guide you through the journey of providing guided reading for every student, every day. We will share how we plan, co-teach, and our reflection process of student progress. Handouts and raffle prizes available.

PCC 221  
(K-6)
55.  9:45 – 10:45
Lesson Study for Professional Growth
   Jill Uhlman, Lisa Castleman
   Olympia High School, Stanford
Lesson Study is referred to as some of the most effective professional development a school provides. This session will introduce lesson study and give examples of focus, for example DBQs across content areas. You will leave this session with practical ideas for starting lesson study at your school.
   Marquette Cotillion  (K-12, Admin)

56.  9:45 – 10:45
Dialogue Journals: Motivation to Read and Write
   Jeanne Hatting, Linda Lee, Sheryl Orr, Sandra Kiefer
   SD 111, Kankakee
Discussion, research review, and engaging activities will demonstrate our experiences using dialogue journals to increase student motivation. Attendees will leave with ideas to implement in any program where getting students to read and write with less resistance is the goal.
   Marquette Bradley  (All)

57.  9:45 – 10:45
Transforming Literacy Lessons for the Common Core Standards
   Karen Biggs-Tucker, Brian Tucker
   SD #303, St. Charles
This session will focus on “tried and true” ideas that will help transform your current literacy practices in reading and writing workshop by targeting standards-focused big ideas. You will leave with a wealth of practical strategies and book titles to take back to your classroom on Monday morning!
   Marquette Cheminee  (4-6, Spec)

58.  9:45 – 10:45
Increasing Time for Independent Reading in the High School English Classroom – Without Sacrificing Your Established Curriculum
   Jenny Zimmerman, Jami Hills
   Brown County CUSD #1, Mt. Sterling
This session focuses on implementing independent reading in high school without significantly reducing whole-class texts, research, and writing. We will share methods for tracking progress, helping students set goals, embedding independent reading in the curriculum, and making time for reading.
   Marquette Illinois  (9-12)

59.  9:45 – 10:45
Debate About It: Using Oral Debate to Enhance Argument Writing As Well As Speaking and Listening Skills
   Lori Youngblood, Katie Lange, Lauren Monticello
   SD 65, Evanston
Middle school LLA classrooms practiced the academic language of argument when debating various “hot” topics. Presenters will share the structure of this engaging unit, including how the students researched, prepared, and presented as well as how they were assessed.
   PCC 222  (4-9, Spec)
The Russian, East European, and Eurasian Center (REEEC) is one of many National Resource Centers (NRCs) in the United States dedicated to promoting area study within the context of international education.

The Center’s K-12 outreach program assists educators in developing curriculum that provides students with a deeper knowledge of REEEC countries and topics. Programs are designed to teach students about geography, culture, government, and history through hands-on activities and interesting lessons. By doing so, students learn to appreciate differences and understand how cultures are interconnected.

Please contact the Center to find out more about our Multimedia Resource Library, reserving classroom speakers, and obtaining our Culture Kits. Our website also offers online curriculum packets and other teacher resources pertaining to the REEE-region:

http://www.reeec.illinois.edu/teachers/lesson/


It identifies useful outside sources relating to the content of the book and other resources educators can use while teaching this subject.

Find it at:
http://www.reeec.illinois.edu/teachers/resources/LibraryGuide-BombbySteveSheinkin.html
60. 11:00 – 12:00 (Repeat of 5)  
Reach Every Student in Every Class Every Day:  
The Flipped Classroom

Jon Bergmann  
Educator/Author  
TurnAbout Learning, LLC  
Lake Forest, Illinois

Implementing the Flipped Class provides teachers with more face-to-face time with students, allows for true differentiation, compels students to take responsibility for their own learning, and enables students to master rigorous course concepts. Join Flipped Classroom pioneer Jon Bergmann as he walks you through his transformation from nineteen year lecturer to flipped class pioneer. He will demonstrate how the flipped class can transform today’s educational climate and increase student learning outcomes.  
PCC 401-402 (All)

61. 11:00 – 12:00  
Grit, Mindset, and Determination:  The Key to Student Perseverance

Jim Grant  
Educator/Author  
Founder and Executive Director  
Staff Development for Educators  
Peterborough, New Hampshire

Why do some students succeed during challenging times while others struggle? They possess “stay-the-course” grit traits necessary to overcome obstacles, setbacks, and unimaginable challenges. Participants will learn how to teach students: tips and tactics to address an entitlement mindset; self-help strategies, tips, and techniques to help them acquire over twelve powerful grit traits; ways to develop a 21st century mindset; how to help students increase their persistence, self-control, and resiliency; about the motivational and energizing effect of being “gritty”; and how to acquire the grit traits that will keep students from quitting in the face of everyday challenges. You will leave this session with take-away, low-prep, high impact perseverance strategies that will help your students academically by strengthening their commitment and work ethic.  
PCC 408 (K-12)

62. 11:00 – 12:00  
Imagine:  Reading Like a Historian!

Robert Sejnost  
Educator  
Kane County Regional  
Office of Education  
Darien, Illinois

The demands of the New Illinois Learning Standards require students to meet the literacy challenges within each particular field of disciplinary study. In essence, students need to read like historians, scientists, and mathematicians. Join this session to learn how students can blend textbook materials, primary historical documents and the New Illinois Learning Standards to apply the strategies of historical thinking and thus learn to read and write like historians.  
PCC 406 (6-12)

63. 11:00 – 12:00  
Becoming a Distinguished Teacher:  Practical Strategies for Increasing Student Engagement and Self-Directed Discussion

Nancy Steineke  
Educator/Author  
Brookfield, Illinois

Statewide adoption of the Danielson rubric has placed keen emphasis on a student centered, student driven classroom. Come experience a progression of quick lessons that will increase your students’ engagement and academic collaboration skills.  
Marquette LaSalle (K-12)

64. 11:00 – 12:00  
In Defense of Read-Aloud

Steven Layne  
Judson University, Elgin

Steven Layne provides exciting insights and an energizing overview of his newest professional book. Come and hear the HOW and the WHY behind the book he feels is going to settle the issue of reading aloud K-12 once and for all!  
PCC 403-404 (All)
Four popular and critically acclaimed authors have joined together to form

A.R.T. Authors Readers Theatre

Thursday, October 1, 2015
4:45 – 6:15 p.m.
Peoria Civic Center Theater

Avi  Bruce Coville  Augusta Scattergood  Sarah Weeks

These four beloved authors have formed a traveling troupe and will be performing dramatic readings of their work. Selections from each author will be read by the group with each performer taking on different roles and characters from the selected books. The presentation is entertaining, educational, and fun—they love working together and bringing their stories to life!

This FREE event is back by popular demand!
65. 11:00 – 12:00
5 Keys to Deeper Learning
Gail Huizinga
IRC Professional Development Committee (IRCPD)
Have you ever presented a lesson on Monday only to have the students forget everything by Wednesday’s quiz? This workshop will present the research on the brain’s “information input preference” and the five keys to unlock learning and promote retention beyond Wednesday’s quiz.
PCC 405 (All)

66. 11:00 – 12:00
Stretching Student Thinking During Guided Reading
Sophie Degener
National Louis University, Skokie
Jennifer Berne
Harper College, Palatine
This presentation introduces stretch conferences: one-on-one interactions teachers have with students that stretch student thinking about complex texts. Through videos, demonstration, and practice, participants will see how all students can learn to think more deeply and demand more from texts.
PCC 407 (4-9, ELL, Spec)

67. 11:00 – 12:00
Growing Professionally to Meet the Literacy Needs of Your Students
Anastasia Gruper, Mal Keenan
SD 47, Crystal Lake
In order to meet the needs of our students, we must be creative in forming teams to analyze students’ data, reflect on our teaching, research best practices to set goals to improve student outcomes, and develop a plan to reach the goals collaboratively.
PCC 134 (All)

68. 11:00 – 12:00
Scaffolding Complex Text in Order to Maximize Students’ Understanding
Mecca Sadler, Natalie Bourn
Maine SD 207, Park Ridge
This session will focus on how reading specialists at a multicultural Title I school supported students during the reading of The Pearl by John Steinbeck. At a Lexile of 1010, this novella was at the frustration level of most classroom students, but at the text complexity level recommended by CCSS. Learn the techniques used to scaffold this complex text, view student work during the process, and walk away with materials to use with your complex texts.
PCC 135 (All)

69. 11:00 – 12:00
Integrating Language Arts and Social Studies to Explore Conflicts in the Middle East Past and Present
Kristina Utley-Patel, Kathryn Foust, Elizabeth Fox, Demetra Stratakos
SD 65, Skokie
We will be sharing an integrated Social Studies and Language Arts Unit in which 6th grade students use inquiry to explore the different conflicts of the Middle East and their impact on today’s society. As a culminating project, students write an argument paper around the conflicts in the Middle East.
PCC 136 (6-9, ELL)

70. 11:00 – 12:00
Individualized Sight Word Practice and Enrichment Kits That Enhance Student Learning
Donna Kern
Dinah Zike Academy, San Antonio, TX
This presentation will demonstrate how to make and use a top pocket foldable for sight word practice and mastery. Materials can be individualized to allow for differentiation. Each participant will make a top pocket for use with sight words.
PCC 200 (PreK-3)
Sponsored by

71. 11:00 – 12:00
Responding to Literature 1-5
Sheila Tucker, Joanne Komenda
IPSD #204, Naperville
Let’s dig into the text by exploring methods that get your students to think more deeply about their reading and demonstrate it in their oral or written response.
PCC 201 (K-6, ELL, Spec)

72. 11:00 – 12:00
App it! Apps and Websites for the Literacy Based Classroom
Beth Herrig, Moira Arzich
IPSD #204, Naperville
This workshop will demonstrate apps and websites that we have tested from Reading Improvement (small group) to regular education (whole group instruction). We will share resources and show how to use them through video and photos, allowing time to explore and work collaboratively.
PCC 202 (K-9)

73. 11:00 – 12:00
**Collective Responsibility: Changing the Culture from “My Students” to “Our Students”**
Jenny Gustavson, Tracy Sebastian, Todd Ruder, Kristen Marshall
Maine West High School, Des Plaines
When PLCs collectively score, analyze data, and make instructional and intervention decisions as a team, the result is a change of culture from “my students” to “our students.” Learn how this change drastically improves learning for ALL students. PCC 203 (6-12, Admin)

74. 11:00 – 12:00
**Come Together: A Collaborative Writing Celebration**
Donna Vorreyer, Nicole Rude, Shannon Donovan, Amy Ostrowski, Cheryl Esparza
CCSD 181, Hinsdale
Teachers and coaches/interventionists can do more than model lessons and have co-planning meetings. This session will describe creative strategies to organize collaboration in LA and Social Studies to assist students in improving their writing skills and gaining strategies through best practice learning. PCC 209 (4-12, Spec)

75. 11:00 – 12:00
**Books for Struggling Readers Grades 5-12**
Katie Ludes, Nancy Paprocki, Elizabeth Goldsmith-Conley, Karen Walker, Boomer Crotty
IRC Studies and Research Committee
The Studies and Research Committee will share IRC members’ recommendations of books that engage older struggling readers. Handouts will include titles, reading levels, summaries and best practices for choosing books. Participants will be encouraged to share their own suggestions. PCC 210 (5-12)

76. 11:00 – 12:00
**The Science Notebook: A Magnificent Instructional Tool for Thinking, Reading, Writing, and Speaking**
Denise Reid
Eastern Illinois University, Charleston
Science notebooks are a record of students’ scientific investigations and readings. The presenter will share strategies for setting up notebooks and having children use this collection of information as the evidence for discussing and writing about what has been learned. PCC 211 (K-6)

77. 11:00 – 12:00
**The Monarch Award: Hook Your Students on the Best Titles**
Judy Bauman
SD 202, Lisle
Learn about concrete activities to tie books on the 2016 Monarch List to genres, author studies, technology, and the Common Core. Show your students how to have fun while reading critically. PCC 212 (K-3, Univ, Admin, Lib)

78. 11:00 – 12:00
**Write Right!**
Elizabeth Niemiec, Julie Atchison
SD #13, Bloomingdale
How do you help students become independent writers? From setting up the classroom to creating anchor charts, this session will provide tips, strategies and projects to use with primary aged students to meet the writing standards. PCC 213 (K-3)

79. 11:00 – 12:00
**Worry Free Writer’s Workshop**
Julie Kerpan, Morgan Chellin
School District 41, Lake Villa
Educators will learn an effective strategy to hold writer’s workshop in an organized fashion that combines small group writing instruction with center rotation. Centers include student application of previously taught concepts including grammar skills, sentence structure, or short activities. PCC 218 (4-9)

80. 11:00 – 12:00
**Fun and EASY Technology In The Primary Classroom**
Adam Peterson
Saratoga SD 60c, Morris
Kindergarten Teacher Adam Peterson will show you fun and easy ways to implement technology into your primary classroom. Topics will include iPads, Smartboards, gaming systems, and more. Learn how to get engaging technology for your classroom too. PCC 220 (PreK-3)

81. 11:00 – 12:00
**Igniting The Passion For Close Reading**
Nicole Counihan, Dan Wolf, Liz Epley
SD 68, Woodridge
Attendees will investigate ways to implement close reading in both informational and fictional text. Participants will learn how to direct students to read for intent and become an active reader by uncovering layers of challenging texts. PCC 222 (K-9)
Higher Level Thinking + Technology = Student Engagement

Jamie Diamond, Meg Knapik, Kirby Andler
SD 220, Barrington
The CCSS highlight the importance of engaging students in higher level thinking tasks, like those that top Bloom’s Taxonomy. Let us help you harness the power of technology to engage your students in the process of analyzing, evaluating and creating.

Sponsored by Scholastic

Back to the Basics: Running Record Analysis
Kim Wagner
Rockford University, Rockford
Analysis is the most important but often the most overlooked part of taking running records. Session participants will learn how to use the running record to identify student strengths and areas of need and plan instruction accordingly.

Fluency Strategies That Engage Students
Jerry Johns
Northern Illinois University, DeKalb
Be ready to participate in several strategies that will help students become more fluent readers. A resource packet will enable you to easily adapt the strategies for use with students and to share the strategies with colleagues.
86. 11:00 – 12:00
Creating a Community of Learners Through Inquiry Groups
Becky Furnish, Julie Klemm, Karen Hayes
CSD 304, Geneva
Using inquiry groups in the classroom is a way to facilitate learning and teach students to be proactive in their own learning. Presenters will share their journey through the inquiry process, supporting research, class management, assessment, and student artifacts.
Marquette Peoria (K-3)

87. 11:00 – 12:00
An Inquiry Based Approach to the CCSS: How to Make Learning Authentic for Students
Lauren Kelly, Chris Balaskovits
CUSD 303, St. Charles
Motivating 21st century learners in the classroom can be a challenge. This workshop will give an overview and examples of how to use an inquiry based approach in order to make learning fun and meaningful while addressing the CCSS.
Marquette Illinois (4-6, Admin, Lib)

TECH ON CALL

Having Trouble with Technology?
Can’t find the handouts?
App issues?
Tech on Call will help you!
8:00 a.m. – 5:30 p.m.
Sign up at the Exhibit Hall Registration Table

Reading Success Begins TODAY!

Learn to engage and empower developing readers at Carol Ann Kane’s presentations:
“Vocabulary: Aim High!” Thurs., Oct 1, 1:00–2:00 p.m., PCC 135
“One Minute Reader: Motivating System to Improve Reading” Fri., Oct 2, 1:00–2:00 p.m., PCC 128

Stop by Booth #700 and Enter a Drawing for a Read Naturally Gift Card!

Read Naturally’s proven intervention programs have helped thousands of struggling readers. Our programs...

- Develop fluency, phonics, vocabulary, comprehension, phonemic awareness, and spelling
- Incorporate research-based strategies that motivate students and accelerate their growth

www.readnaturally.com
800-788-4085
General Session with Dav Pilkey
Friday, October 2, 2015
7:00 - 8:15 a.m.
Peoria Civic Center Theater

READING REVOLUTION
Join Dav Pilkey as he shares how his childhood challenges with dyslexia and ADHD influence his creativity today.

Everyone is invited to this free event! Join us for a light breakfast in the Theater Lobby.

Autographing will follow from 8:30-11:30 a.m. in the Exhibit Hall. Plan now to join Dav to get your Red Cape Giveaway!
Wired Wednesday Webinars
on Culturally Responsive Instruction
All Webinars will begin at 7:00 p.m.

EMPOWERING LIVES THROUGH LITERACY

The Illinois Reading Council and the Wisconsin State Reading Association have collaborated to offer the 2015-2016 Wired Wednesday Webinars for members only. The Webinars will focus on Culturally Responsive Instruction and begin at 7:00 PM. Participants can earn professional development clock hours and optional graduate credit. Mark your calendars to take part in this affordable and convenient PD opportunity.

September 23, 2015 ~ Pedro A. Noguera
Schooling for Resilience: Lessons from Single Sex Schools
Learn about findings from a three-year study of seven single sex schools. The study did yield interesting insights about the theory of change utilized by these educators and the strategies they employ to counter the perceived risks and to promote resilience among this highly vulnerable population of students.

October 14, 2015 ~ Catherine Compton-Lilly
Reading Lessons from Martin: A Case Study of One African American Student
Hear how cultural differences in experiences and expectations affect learning and awareness of times when teachers and students are out-of-sync. It gives pause for reflection and subsequent changes that can enhance learning for young children.

November 11, 2015 ~ Allison Skerrett
Drawing on Diverse Students’ Out-of-School Language, Literacy, and Cultural Practices for Teaching and Learning in the Literacy Classroom
Through participating in this seminar, teachers will strengthen their knowledge and practices of making classroom environments more culturally and academically fulfilling for today’s diverse student populations.

January 13, 2016 ~ Dana Stachowiak
Reading and Writing with a Critical Social Justice Literacy Framework
Obtain an understanding of teaching through a critical social justice literacy framework. Examples of teacher dispositions, how to close with an anti-oppression lens, and how to write for social action will be shared.

February 10, 2016 ~ Althier Lazar
Teaching for Social Equity in the Literacy Classroom
Social equity literacy teaching is a model that fuses literacy teaching with concepts of social equity. The webinar will explore each dimension of social equity literacy teaching and will profile teachers whose work reflects this model.

March 9, 2016 ~ JoEllen McCarthy
Best Practice Writing in Culturally Responsive Classrooms

April 13, 2016 ~ Becki Cohn-Vargas and Dorothy Steele
Identity Safe Classrooms: Places to Belong and Learn
Research shows that students in identity-safe classrooms were stronger academically and felt more identity safe. We will share how reading, writing, speaking, and listening can incorporate strategies drawn from the four Cs of identity safety: Child-centered classrooms, Cultivating Diversity as a Resource, Classroom Relationships, and Caring Classroom Environments.

May 11, 2016 ~ Doris Walker-Dalhouse & Victoria Risko
Identity, Equity, & Literacy: Focus on Struggling Readers
Learn about equity for struggling readers by supporting their acquisition of foundational English Language Arts skills and higher order thinking abilities. Strategies to integrate into the classroom will be shared.

June 8, 2016 ~ Rebecca Powell
Implementing the CRIOP Model
The Culturally Responsive Instruction Observation Protocol (CRIOP) model provides a comprehensive model for realizing culturally and linguistically responsive teaching and learning practices. Participants will be introduced to the six elements of the model and will be presented with many practical ways for implementing these elements in their classrooms.

Register online at www.illinoisreadingcouncil.org
12:15 – 2:00

Thursday Luncheon
88.  12:15 – 2:00
Teach Like a PIRATE

Dave Burgess
Educator/Author
San Diego, California

Join Dave Burgess for a high-energy, entertaining, and inspirational program that will transform the way you look at your role as an educator: Learn how to dramatically increase student engagement, design wildly creative lessons, and build a course that is a life-changing experience for your students. Using a unique combination of magic and humor, he will reignite your passion for the education profession and show you exactly how to make school an amazing place that has students wanting to knock down the walls to get in.

PCC Ballroom 400

Pamela J. Farris Rural Library Award
will be presented at the Thursday Luncheon to
Shannon Baer
Sarah Bonner
Christy Winemiller
Award will be presented by Pamela Farris, Chair

Thursday Luncheon
89.  12:15 – 2:00
Get On Board the Poetry Train

Jane Yolen
Author
Hatfield, Massachusetts

The Poetry Train has just entered the main station. Hadn’t you noticed? Poetry collections and verse novels and picture books that are poems (both rhymed and unrhymed) winning most of the big awards and honor books this past year? And yet we are still as educators afraid of lyric lines. “But get on board or be left behind,” says Jane Yolen, a successful poet for both children and adults. Her poetry for children ranges from *Owl Moon* and *Grumbles From the Forest* to *How Do Dinosaurs Say Goodnight* and the series of science poetry books illustrated by her photographer son Jason Stemple. She has just written her first verse novel. She spells out why you mustn’t miss the poetry train in a passionate keynote that is sprinkled with poetry and love of the form.

Marquette Ballroom

Barack Obama Library Award
will be presented at the Thursday Luncheon to
Maureen Daley
Award will be presented by Susan Cisna, Chair

Family Literacy Award
will be presented at the Thursday Luncheon to
Earnestine Carter
Award will be presented by Donna Monti, Chair

HUNGRY?
The Peoria Civic Center Concession Stand is Open in the Exhibit Hall

Purchase lunch and take it to one of the lunch time sessions planned from 1:00-2:00 p.m. in the Civic Center

Concessions are Open:
Thursday 8:00 a.m. – 3:00 p.m.     Friday 8:00 a.m. – 3:00 p.m.

Admin = Administrators   ELL = English Language Learners   Lib = Librarians   Spec = Special Needs Students   Univ = Professors/Instructors
1:00 – 2:00

90. 1:00 - 2:00
Word Walls to Language Walls: The Natural Evolution in the Balanced Literacy Classroom
Margaret Policastro
Roosevelt University, Schaumburg
The purpose of this presentation will be to highlight the importance of language and specifically classroom discourse during the tenets of balanced literacy (read-alouds, guided reading, language and literacy centers and independent reading and writing). Provide examples of how to implement language walls in a balanced literacy classroom and across content areas.

PCC 134 (PreK-9, ELL, Spec)
Sponsored by capstone classroom

91. 1:00 - 2:00
Vocabulary: Aim High
Carol Ann Kane
Read Naturally, Inc., Marion, IA
A well-developed vocabulary is essential for reading success. Reading comprehension becomes more challenging for students who lack adequate word knowledge. Attendees will experience effective, research-based vocabulary strategies that align with Common Core Standards and provide appropriate instruction and intervention.

PCC 135 (K-12, ELL, Spec, Adults, Univ, Admin)
Sponsored by Read Naturally

92. 1:00 - 2:00
Agriculture ... Your Passport to Reading
Laura Vollmer, Jackie Jones
Illinois Agriculture in the Classroom, Bloomington
Join us in the adventure of a lifetime – agriculture and reading. We’ll provide activities linked to both Common Core and NGSS, a number of book resources and some great connections for you to link agriculture to your students!

PCC 136 (K-6)
Sponsored by Illinois Agriculture in the Classroom

93. 1:00 - 2:00
Making a Difference Through Digital Learning with Primary Sources
Judy Bee
ISU Teaching with Primary Sources Program, Normal
In this session, teachers will learn how to use primary sources and other resources from the Library of Congress to meet the needs of their students and facilitate the Common Core State Standards (CCSS).

PCC 221 (All)

94. 1:00 - 2:00
Text Complexity in Action: Rethinking the Read Aloud
Takiyah Jackson
Pearson, Montclair, New Jersey
In the current College and Career Readiness world, teachers think mostly of Lexile levels, but forget an important tool provided by the Illinois Learning Standards: the Qualitative Measures of Text Complexity. This session’s attendees will understand how to use engaging texts as vehicles to teaching our students how to navigate various book structures. Picture books will be provided.

PCC 200 (All)
Sponsored by PEARSON

95. 1:00 - 2:00
Dr. Louisa Moats Brings Her 40 Years of Research to Students Through Language! Live!
Mackenzie Hutchinson, Natalie O’Hara
Voyager Sopris Learning, Dallas, TX
Language! Live is decades of research and proven student success. Authored by Dr. Louisa Moats, Language! Live fosters independence with online, personalized, & student-directed learning. It employs adaptive technology to precisely meet student learning needs and motivates students with social media, engaging games and online peer collaboration. Language! Live enables teachers to address varying student needs within one classroom & closely monitor students’ progress through embedded assessments to track and measure progress and differentiate instruction.

PCC 201 (5-12, ELL, Spec, Admin)
Sponsored by Voyager Sopris Learning

96. 1:00 - 2:00
Best Practices in Writing
Kristy Rauch, Keri Bartholomew, Linda Rourke
Center for the Collaborative Classroom, Chicago
Participants experience a writing lesson designed to support writers and build a classroom writing community. Participants also observe a first grade lesson and reflect on its implications for their own teaching and discuss writing conferences and their purpose and power.

PCC 202 (K-6, ELL, Spec, Univ, Admin)
Sponsored by Center for the Collaborative Classroom

97. 1:00 - 2:00
So Many Words, So Little Time
Susan Hall
95 Percent Group, Lincolnshire
Do your students fail to use roots and affixes to understand unknown words? Presenter will model 10-minute daily technique to increase grade 2-8 students’ use of morphemes. Participants receive sample lessons to build Latin words around the root and affixes.

PCC 210 (4-9, ELL, Spec, Admin)
Sponsored by 95 Percent Group
98. 1:00 - 2:00
Phonological Awareness Literacy Screening (PALS)
Nancy Walsh-Boeder
PALS Marketplace, Charlottesville, VA
The Phonological Awareness Literacy Screening (PALS) is a research-based assessment with strong technical adequacy. It is the essential screening, diagnostic, and progress monitoring tool for measuring the fundamental components of literacy. This session will demonstrate the ways in which PALS helps teachers quickly and accurately identify student strengths and needs so as to design the most targeted instruction in the fundamental areas of early literacy.
PCC 203 (All)
Sponsored by PALS Marketplace

99. 1:00 - 2:00
Success with CORE Standards, Grammar Jingles, the Writing Traits, and much MORE!
Michael Schafstall
Shurley Instructional Materials, Carmel, IN
Becky Moran
St. Patrick Catholic School, Washington
In this session, you will observe how effective writing traits are seamlessly woven together to create a strong, skills-based, multi-sensory approach to literacy. Discover a simple way to meet 100% of the Core outcomes. Door prizes will include grammar jingle CDs and posters.
PCC 209 (K-9, ELL, Spec, Admin)
Sponsored by

100. 1:00 - 2:00
Shift to Shared Inquiry: Complex Texts, Socratic Questioning and Collaborative Discussion Maximize Learning for All
Denise Ahlquist
Great Books Foundation, Chicago
Participate in a Shared Inquiry discussion of a complex text. Learn how a sequence of interpretive activities and focused use of open-ended, text-dependent questions engage all students at higher levels and improve reading, thinking, and communication skills.
PCC 211 (All)
Sponsored by

101. 1:00 - 2:00
Digital Tools – Opening Up Possibilities for Literacy Learning!
Gretchen Courtney
Gretchen Courtney & Associates, Ltd., St. Charles
Using ALL digital tools as an integral part of instruction is the passport to expanding literacy opportunities! Technologies have progressed beyond apps to include integrated learning systems and opportunities. See examples of these digital tools that engage and inspire students!
PCC 220 (All)

102. 1:00 - 2:00
Creating College and Career Connections Across the Content Areas With Reading GRIT
Michele Pulver
Achieve 3000, Mount Prospect
Join us for an interactive literacy discussion of specific, easy to apply reading process strategies that can help all populations of students to comprehend text. Building the learning community, applying differentiated literacy instruction, and connecting reading and writing process deep dive instruction will be modeled.
PCC 212 (4-12, Spec, Admin, Lib)
Sponsored by ACHIEVE3000

103. 1:00 - 2:00
Reaching the Reluctant Writer
Linda Mikottis
Institute for Excellence in Writing, Locust Grove, OK
Learn how to separate the complex process of writing into the smallest steps making it possible for the most reluctant writer to produce short, but complete compositions. Improve listening, speaking, reading, writing, and thinking on Monday! Common Core applied!
PCC 213 (K-12, ELL, Spec, Admin)
Sponsored by

104. 1:00 - 2:00
Meeting the Argumentative Writing Standard
Kristina Smekens
Smekens Education Solutions, Warren, IN
The first 10 minutes of this session will define persuasive versus argumentative writing. The rest of the time will include lesson ideas targeting the following skills: choosing a side, making a claim, integrating evidence, identifying strengths & limitations, and concluding the argument.
PCC 218 (4-12, ELL, Spec, Admin)
Sponsored by

105. 1:00 - 2:00
Speed Reading 101
Alex Nowak, Paul Nowak
Iris Reading, Chicago
This program helps students and professionals become more efficient readers by showing you how to apply practical speed-reading techniques to different levels of reading material. Participants will learn how to improve their reading speed and comprehension while also improving their focus while reading.
PCC 222 (6-12, ELL)
2:15 – 3:15

106. 2:15 – 3:15
Power Up your Guided Reading Lessons

Jan Richardson
Educator
Richland Center, Wisconsin

Are you getting the most from guided reading? Maximize small group instruction by considering these five decision points: pinpointing a focus, selecting a text, prompting for strategies, teaching word study skills, and guided writing.
PCC 401-402 (K-5)

Sponsored by SCHOLASTIC

107. 2:15 – 3:15
Making Reading Visible: Improving Student Jottings for Deep Thinking and Growth

Christopher Lehman
Educator/Author
Bronx, New York

For students to make reading growth, it is important that we (and they) can SEE reading growth! In this session, Christopher Lehman will help you reinvigorate student jottings and make the most out of them in your classroom. You will see ways to help students move past boring “I predict,” “I connect” sticky notes, into using writing about reading to really push their thinking and develop more complex ideas. You will leave with fresh ideas for making the most of your reading instruction.
PCC 403-404 (4-12)

108. 2:15 – 3:15
Wild about Reading!

Julie Johnsen
SD 308, Oswego

In the heart of the jungle (our classroom), we are constantly looking for ways to make our students WILD about reading. Come learn a plethora of strategies we have used to create students who love reading!
PCC 134 (K-6)

109. 2:15 – 3:15
The Journey to Effective Elementary Literacy Coaching: Best Practices to Enhance Teacher Practice and Improve Student Achievement

Laurie Elish-Piper
Educator/Author
Northern Illinois University
DeKalb, Illinois

Susan K. L’Allier
Educator/Author
Northern Illinois University
DeKalb, Illinois

The presenters will share a set of effective literacy coaching strategies that can be differentiated to fit the needs of individual teachers, grade-level teams, or PLCs. They will also address ways to deal with common obstacles faced by literacy coaches.
PCC 405 (Adults, Univ, Admin)

110. 2:15 – 3:15
New and Notable Books for Grades K-3

Becky Anderson Wilkins
Anderson’s Bookshops
Naperville, Illinois

This is a presentation of new and notable books recommended for classroom reading. A variety of genres, including picture books, poetry, and fiction, and informational books will be presented, and books will be available for inspection.
PCC 406 (K-3)

111. 2:15 – 3:15
Differentiation to Support Access and Success

Jenny Gustavson, Liana Bracker
Maine West High School, Des Plaines

Differentiating instruction to meet a wide-range of students’ needs is a considerable challenge! See how four teachers use data to differentiate material, process, and product to ensure all learners achieve the standards delineated in the literacy framework.
PCC 202 (9-12, ELL, Spec)
112. 2:15 – 3:15  (Repeat of 9, 140) 
Building the Collaborative Classroom

Peter Brunn
Educator
Center for the Collaborative Classroom
Emeryville, California

This session will explore core principles educators can use to create collaborative classrooms. We will also examine how to craft learning experiences that engage and inspire students.

PCC 407  (K-8)
Sponsored by

113. 2:15 – 3:15  (Repeat of 11, 42) 
Writing the Nonfiction Page-Turner

Steve Sheinkin
Author
Saratoga Springs, New York

Steve describes the process he uses to create compelling narrative nonfiction books – a process remarkably similar to what students do for school assignments. He tells stories from his books and uses examples to illustrate the process from research through revision.

PCC 408  (5-9)
Sponsored by University of Illinois at Urbana-Champaign
REEE Center

114. 2:15 – 3:15
Making Space for Literacy: How to Create Your School’s Language-Rich MakerSpace

Marie Donovan
DePaul University, Chicago
Mary Yockey
Indian Prairie SD, Naperville

Come explore the burgeoning world of Maker Spaces and how they’re changing the ways we foster K-8 literacy development. Learn why and how to design, schedule, fund, and start your Space. Get inspired to create your first-draft Space with us!

PCC 136  (K-9)

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Partner With Us To Improve Student Reading Achievement

Susan Hall, Ed.D.
95 Percent Group President

Presenting:
So Many Words, So Little Time
Thursday, October 1st at 1:00 p.m. - 2:00 p.m.
Room - PCC 210

Fast Track Students to Read Multisyllable Words in Five Minutes a day!
Friday, October 2nd at 1:00 p.m. - 2:00 p.m.
Room - PCC 209

Visit our booth #406 to learn more about our:
- Teacher-friendly comprehensive approach to intervention Instruction
- Innovative Fall Reading Institute and RTI Workshops
- Customized training sessions at your school or district
- 10% discount off your next product purchase

Enter for your chance to win Vocabulary Surge™, Level B

95percentgroup.com

VISIT THE EXHIBITS

THURSDAY, OCTOBER 1, 2015
8:00 a.m. – 5:30 p.m.

Refreshments will be served from 3:00 – 4:30 p.m.
in the Exhibit Hall

compliments of

McGraw Hill Education
(Booths 305-307)
115. 2:15 – 3:15
Wiring the Brain for Reading

Marilee Sprenger
Educator/Author
Peoria, Illinois

Current research on how the brain learns to read points to exciting opportunities for helping educators increase student achievement. In this session, based on educational neuroscience, scientifically based research and personal research and work with students from pre-kindergarten to high school, Marilee Sprenger makes reading research meaningful and then personally models practical principles for effective instruction. Reading is a very rich, complex, and cognitive act. The brain is hardwired for spoken language but not for reading. Yet reading skills serve as the primary foundation of all school-based learning.

Marquette LaSalle (K-5)

116. 2:15 – 3:15
Reading for Meaning in K-3: Comprehension and the Common Core

Kathy Barclay
Western Illinois University, Macomb

The Common Core challenges teachers to provide regular practice with complex text, however, K-3 children are just developing a foundation for literacy. Let’s examine texts and strategies to help children engage in close and accurate reading of fiction and nonfiction.
PCC 209 (K-3)

*Sponsored by Supercize

117. 2:15 – 3:15
Let It Go: Transforming the Traditional English Classroom with Student Choice

Melissa Sethna, Mike Dayton, Ryan Buck, Beth Willis, Diane Covert
SD 120, Mundelein

Come hear the journey English teachers have taken to create a culture of readers. Learn the benefits of student choice, book talks, mentor texts, reading conferences, and other ways we have increased the reading volume and stamina of our students.
PCC 135 (6-12, ELL, Spec)

118. 2:15 – 3:15
Important Tips for New Higher Education Reading

Faculty: Wisdom from the Veteran Professors

Jon Jones
Western Illinois University, Macomb

Lynn Smith
Southern Illinois University, Carbondale

Jane Hunt
Loyola University Chicago

Roxanne Owens
DePaul University, Chicago

Peter Fisher
National Louis University, Chicago

Are you a new professor or adjunct in higher education? How do new faculty manage developing syllabi, navigating campus technology, committee work, research and writing? Join this panel of veteran CIRP reading professors who will share their experiences and respond to your questions.
PCC 200 (Univ)

119. 2:15 – 3:15
Literacy Best Practices that Promote Collaboration, Empowerment, and Engagement

Melissa Stinnett, Megan Lyons
Western Illinois University, Macomb

This highly interactive session will provide teachers in grades K-12 with several low-preparation activities that actively engage diverse learners in literacy assignments across all disciplines. These best-practices will aid in improving students’ academic vocabulary, reading comprehension, writing, and metacognitive skills.
PCC 201 (K-12, Spec)

120. 2:15 – 3:15
The Power of Formative Assessment through Conferring in a Reader’s Workshop

Justin Elder, Naseem Ghouse, Megan FitzPatrick
NCUSD 203, Naperville

Provide and implement best practices in literacy through reading conferences as a formative assessment tool. This session will provide an overview of anecdotal note-taking, web-based collaboration, and strategy grouping within a Reader’s Workshop.
PCC 203 (K-6)

121. 2:15 – 3:15
Instructional Considerations For Students of Mexican Heritage

Janice Eilken
Educational Consultant, Aurora

Carie Walter
SD 301, Burlington

Learn how the cultural, linguistic, and educational experiences of recent Mexican immigrants and families who honor their Mexican heritage influence the background they bring to public education in Illinois. Explore considerations necessary to leverage these proficiencies and promote an optimal educational experience.
PCC 210 (ELL, Admin)
122. 2:15 – 3:15
Engaging Students with Nonfiction
Kirby Andler
SD 220, Barrington
Shane Jensen
SD 15, Palatine
Join two teachers who challenged themselves to make nonfiction reading and writing engaging for their students. Participants will learn strategies for developing motivated students who read like writers and write like readers. Dozens of high-interest titles will be shared.

PCC 211 (4-9)

123. 2:15 – 3:15
Picture This!
Brenda Kraber, Kathleen Fleming
DePaul University, Chicago
How can you enhance literacy skills through picture books and digital texts? In this session, participants will learn how picture books (with an emphasis on the Common Core) can be used to teach learning targets in a differentiated way.

PCC 212 (4-6, Spec)

124. 2:15 – 3:15
Passport to Dystopia...YA Book Talks
Christy Ziller, Bre Keanne
SD 209-U, Wilmington
Leave reality and visit the land of fantasy and disfunction. You thought you had it bad, come and learn what teachers can do to get teens to read.

PCC 213 (6-12)

125. 2:15 – 3:15
Bridging the Way: Blending Content-Area Reading Strategies with Disciplinary-Literacy Approaches in the Social Studies Classroom
Kathy Smith, Karen Spahr-Thomas, Amy Bugner
CUSD 99, Downers Grove
Two social studies teachers and a literacy coach share their collaboration and implementation of explicit instruction on questioning to deepen comprehension of complex text, enhance students’ understanding of disciplinary literacy, and improve class discussions. Student achievement data will be presented.

PCC 218 (6-12, Admin)

126. 2:15 – 3:15
A Day with ReadWriteThink.org: Tools, Apps, Technology Across the Curriculum
Lisa Fink
National Council of Teachers of English, Urbana
Learn a few simple, yet powerful, tips and tricks for integrating ReadWriteThink.org resources into all content areas, and discover some hidden gems.

PCC 220 (K-12, ELL, Spec, Lib)

127. 2:15 – 3:15
Enhancing Reading Workshop in a 1:1 or BYOD Environment
Shawn Schwerman
CUSD #5, Normal
Participants will become familiar with Google Documents as well as Google Classroom. In addition, I will demonstrate how to use Kahoots and other web-based applications for informal assessment and VoiceThread and Google Presentation as ways for students to create end products.

PCC 221 (4-12, Spec, Admin)

128. 2:15 – 3:15
Close Reading and Text Complexity
Ryan Bailey
Houghton Mifflin Harcourt, Champaign
Close reading is key to students understanding complex texts. Learn some of the strategies for teaching students the tools for success. Discover how the complexity of texts is determined and why text complexity is an important part of the new rigorous state standards.

Marquette Cotillion (K-12)

129. 2:15 – 3:15
Teacher Book Chats: An Examination of Motivational Influence on Intermediate-Grade Readers
Ben Zulauf
SD #2, Bensenville
Steven Layne
Judson University, Elgin
Motivating students to read is a challenging task; however, many students just need to be introduced to good books. This session shares the results and classroom implications from a study examining how teacher-delivered book chats dramatically increased reading motivation.

Marquette Cheminee (K-12, ELL, Spec, Adults, Univ, Admin, Lib)

130. 2:15 – 3:15
Get Ready, Get Set For Inquiry Based Learning in Primary Classrooms
Amanda Cozzi
SD 15, Palatine
Learn how to get students involved with inquiry based learning using iPads. This session will focus on the complete journey: picking a research topic, developing questions, searching the web, taking notes, creating a presentation, and presenting findings to the class.

PCC 222 (K-6)
131. 2:15 – 3:15
Implementing and Surviving Reader’s Workshop
Nicole Moss, Heather Taake
CUSD 4, Champaign
Learn how to successfully implement and survive reader’s workshop. Explore how to differentiate your workshop to meet the needs of all levels of students. Actively engage with workshop materials including reader’s notebooks and guided reading activities. Handouts and Prizes offered!
Marquette Bradley (4-12, Spec, Admin)

132. 2:15 – 3:15
The Anna Plan Differentiated: The Story of One Building’s Interpretation and its Impact on the Students
Barbara Downs
SD 15, Palatine
This session will cover our school’s version of the Anna Plan model within bilingual classrooms. Cumulative data on student growth in English and Spanish literacy will be presented and the plan’s evolution, materials, assessments, instructional-template, personnel, and collaboration.
Marquette Peoria (K-3, ELL, Admin)

133. 2:15 – 3:15
Spandex and Storytelling: Using Graphic Novels to Engage Reluctant Readers and Writers
Jason Arneson
Westminster Christian School, Elgin
My presentation offers an overview of graphic novel as a format/genre in YA literature, provides ideas for introducing graphic novels into the classroom, and supplies strategies for using graphic novels as both foundations and mentor texts for narrative writing.
Marquette Illinois (4-12)

134. 3:30 – 4:30
You’re Not Alone! Building and Using a Professional Learning Network
Dave Burgess
Educator/Author
San Diego, California
Learn how to access an unbelievably rich set of resources for all subjects and stay current on emerging educational trends. You can have 365 day unlimited access to the most innovative minds in education, collaborate with like-minded educators with no geographic limitations, and personalize your professional development experience. Oh…and it’s free! Join this entertaining, high-energy session and walk away with all of the information you need to get started immediately.
PCC 401-402 (All)

135. 3:30 – 4:30
The New Essentials of Literacy Instruction
Maria Walther
Educator/Author
Aurora, Illinois
Are you struggling to fit everything in your busy teaching day? Join Maria as she shares classroom-tested strategies for streamlining literacy instruction and focusing on the research-based essentials for young learners in the Common Core era. Leave this session with a wealth of book titles and practical ideas that you can use on Monday!
PCC 405 (K-2)

136. 3:30 – 4:30
iPads for Intervention
Emily Boyas, Laura Stanton
CUSD #95, Lake Zurich
Use iPads 1:1 in the reading intervention classroom. You will learn about apps and management strategies that the Lake Zurich reading team has found useful in increasing student reading interest and ability.
PCC 220 (6-12, ELL, Spec, Adults, Admin)
137. 3:30 – 4:30
Living in a House Full of Strangers: The Voice of the Outsider

James Howe
Author
New York, New York

For most of his writing career, James Howe has given voice to the child struggling with identity who may feel out of place in the world of friends, family, and school. Even his first and most famous character, Bunnicula the vampire bunny, is an outsider. So too are Bobby, Joe, Addie, and Skeezie, the four main characters in the popular and widely taught Misfits quartet of books—The Misfits, Totally Joe, Addie on the Inside, and Also Known as Elvis. In this session, the author will discuss how these books came about and inspired the national anti-bullying initiative No Name-Calling Week. He will also discuss other books with similar themes written for other ages.

PCC 403-404  (All)

138. 3:30 – 4:30
Imagine the Possibilities: Integrating Primary Documents and Social Studies Texts

Roberta Sejnost
Educator
Kane County Regional Office of Education
Darien, Illinois

In June, ISBE approved the New Illinois Learning Standards for social studies. A major component of these new standards is INQUIRY. Join this session to learn effective ways for helping students integrate primary historical documents, textbook materials and historical thinking to engage in inquiry about issues, trends and events within the social studies disciplines.

PCC 406  (6-12)

139. 3:30 – 4:30
Assessing Student Achievement

Shannon Heckman, Jim Stone
SD 47, Crystal Lake

Building a framework for assessment development, data collection, and analysis, in order to implement differentiation to meet the individualized needs of every student.

PCC 218  (6-9, Spec, Admin)

140. 3:30 – 4:30  (Repeat of 9, 112)
Building the Collaborative Classroom

Peter Brunn
Educator
Center for the Collaborative Classroom
Emeryville, California

This session will explore core principles educators can use to create collaborative classrooms. We will also examine how to craft learning experiences that engage and inspire students.

PCC 407  (K-8)

141. 3:30 – 4:30  (Repeat of 186)
Authentic Motivation Supporting Reading for Information

Steven Elza
2015 Teacher of the Year
William Fremd High School
Palatine, Illinois

It’s difficult for students to understand the long term benefits of reading. In a Technology Education classroom, there are short term motivators in the form of tasks leading to concrete goals. By working backwards and starting with an outcome, students are driven by the intrinsic motivation of reading for information. Learn proven methods for both students and teachers to meet in the middle for common objectives.

PCC 203  (All)

142. 3:30 – 4:30
Close Reading using Text Dependent Questions and Common Core State Standards

Kimberly Corr, Elizabeth Russell
East Maine School District 63, Morton Grove

Educators will understand the research behind close reading and text dependent questions. Educators will receive and review completed lesson planning templates for close reading at various grade levels and will create a close reading cycle for a grade level text.

PCC 134  (K-6)
143. 3:30 – 4:30  
Differentiated Instruction Low-Prep, High-Impact Perseverance Strategies for Struggling Students 

Jim Grant  
Educator/Author  
Founder and Executive Director  
Staff Development for Educators  
Peterborough, New Hampshire

Learn dozens of differentiated intervention strategies that support best practices. All students can persevere when teachers create differentiated pathways for different learners. Jim will share classroom-tested “reach-to-teach” and easily implemented strategies, modifications, and adaptations. The strategies learned in this workshop will help you help your students increase their effort and not give up when work is challenging. You will learn techniques extraordinary teachers use to motivate unmotivated students. This workshop will replenish your instructional toolbox with classroom proven literacy strategies you can use tomorrow morning!

PCC 408 (3-12)

Sponsored by

146. 3:30 – 4:30  
Writing As Collaboration

Jane Yolen  
Author  
Hatfield, Massachusetts

Heidi Stemple  
Author  
Hatfield, Massachusetts

Heidi EY Stemple (daughter) and Jane Yolen (mom) have written twenty plus books together, plus poetry, short stories, speeches, presentation, and (gulp) rebuses. They will introduce five different ways they have successfully collaborated, offering them to teachers as ways that they can have students work together more successfully in the classroom.

Marquette Cheminee (All)

144. 3:30 – 4:30  
Empowering Educators to Empower the Educated: A Guideline to Facilitating High School Literacy Infusion  

La Wanna Wells, Tammy Hunter  
Homewood-Flossmoor Community High School, Flossmoor

What is the bridge between student’ academic success in one subject area versus another? Literacy. Please join us to see how Homewood-Flossmoor Community High School prepares its youth to be literate – a skill where regardless of discipline, successful learning strategies may be applied.

PCC 135 (9-12)

145. 3:30 – 4:30  
Teaching Readers and Writers for the Magic that Might Go Down  

Christy Rush-Levine  
Lukancic Middle School, Valley View SD  
365U, Romeoville

Planning, delivering, and assessing instruction for the magic that might go down, rather than in response to standards and mandates, is a powerful shift in practice. See examples of joyful, authentic instruction that lead to effective learning and meet standards.

PCC 200 (6-9)

147. 3:30 – 4:30  
Every Student, Every Day: Creating a Motivating, Engaging and Comfortable Reading Classroom Environment

Lyndi Davis  
CUSD 5, Waterloo  
Michelle Mohr, Stephanie Rubach  
CUSD 138, Steeleville  
Heidi Klein  
CUSD 4, Columbia

Looking for ways to engage and motivate all students daily? Come hear what middle/high school teachers have to say about making every student feel like a valuable contributing part of the classroom. Join us for implementation-ready ideas!

PCC 136 (6-12)

148. 3:30 – 4:30  
Creating Passionate Learners

Kelly Neylon, Jenny Bell, Brooke Andresen, Tarah Tesmer  
SD 68, Woodridge

Junior high students have issues that they care about passionately. This session will show how junior high school teachers evoke reading, writing, and technology together to provide the platform for students to delve deeply into their issues and bring them to light.

PCC 201 (6-9)
149.  3:30 – 4:30
Implementation of Disciplinary Literacy: Purpose, Practice, and the Common Core
Erin Metaxas, Lisa Janezic
SD 95, Lake Zurich
This session will focus on the practice, research, and materials needed to effectively teach literacy/Common Core standards with a focus on content area teaching. The emphasis will be on the Inquiry-based learning approach and how to develop lessons for use in your classroom.

PCC 202 (4-12)

150.  3:30 – 4:30
Reader’s Workshop in the Real World: One High School’s Approach
Ann Eifler, Lauren Miller
West Aurora District 129, Aurora
Close reading of rigorous text is required on the PARCC assessment. How do struggling readers reach that goal? This presentation will share one form of Reader’s Workshop that engages students in practices that increase reading analysis skills and stamina.

PCC 209 (6-12)

151.  3:30 – 4:30
Saying the D Word: The Usually Slippery Yet Occasionally Stable Definition of Dyslexia
Lou Ferroli
Rockford University, Rockford
A review of two “Cool Studies” columns involving dyslexia leads to a discussion of recent research on how reading activates the brain, how the definition of dyslexia becomes important politically and personally, and demonstrations of multisensory “structured” instruction.

PCC 210 (Spec)

152.  3:30 – 4:30
The Common Core, Rigorous Texts, and Social Justice
Heidi Davey
Hoffman Estates High School, Hoffman Estates
CCSS calls for close reading of complex texts to improve comprehension. This creates an opportunity to develop the talents of marginalized populations by encouraging systematic and systemic access to honors and AP curriculum. See how CCSS can translate to equity.

PCC 211 (6-12, Adults, Univ, Admin)

153.  3:30 – 4:30
Building Independence in Science Through Reading and Writing
Alyssa Wiltjer, Jamie Moderhack, Katie Giambeluca
Mundelein High School, Mundelein
Three secondary science teachers will demonstrate how they have used literacy to help their students dig deeper into their science curriculum. Join us for a practical approach to implementing CCSS and NGSS in your classroom.

PCC 212 (6-12, Spec, Admin)

154.  3:30 – 4:30
Building a Culture of Literacy through Book Clubs
Shari Frost Roth, Eti Berland, Sarah Burnstein
Blitstein Institute, Chicago
In this session, participants will learn how to plan, organize, and implement book clubs for students, teachers, parents, anyone! We will discuss the origins of our book club, research around community reading, and best practices for starting your own book club.

PCC 213 (K-9, Adults, Univ, Lib)
155. 3:30 – 4:30
Putting the Pieces Together: 1:1 Technology, Literacy and Assessment
Jeremy Majeski, Leah O’Donnell
SD 100, Berwyn
Join us as we discuss the impact 1:1 technology has had on our literacy program. We will demonstrate the use of online reading programs and tools that allow us to formatively assess students learning within a balanced literacy framework.
PCC 221 (K-9, ELL, Spec, Admin)

156. 3:30 – 4:30
I Have Command of the English Language
Roxanne Williams
Illini Central CD #189, Mason City
Students rate their common core speaking and listening skills through comparing Little Red Riding Hood versions. Pair share, whole group discussion, and an audience response system elicits conversation. Pick up a clicker and mirror this engaging activity!
PCC 222 (K-6, Spec, Admin)

157. 3:30 – 4:30
Motivating High School Students to Become Leaders in Literacy
Suzanne Sage, Lynsey Wittenberg
Brooks Learning Center, Rochelle
Gain strategies to motivate at-risk adolescent students to read independently, increasing fluency, vocabulary, and comprehension. Help students use leadership and communication skills to spread the book buzz, to peers and adults, organize reading communities, and lead presentations and book discussions.
Marquette Bradley (6-12, Lib)

158. 3:30 – 4:30
Read Aloud Practices - What Are You Doing?
Megan McCaffrey, Katy Hisrich
Governors State University, University Park
Report findings of teachers’ read - aloud practices. Findings will inform areas of strengths and those that need improvement. Demonstrations will provide modeling of effective practices that increase student engagement and literacy development. Discussion and questioning will make the presentation interactive.
Marquette Illinois (PreK-3, Univ, Admin, Lib)

159. 3:30 – 4:30
Grant Writing Basics
Roxanne Forgrave
Olivet Nazarene University, Bourbonnais
Face your fears and learn to write grants to supplement your classroom and/or school with new materials. Family reading night, literacy events, and community literacy activities are possible when you write a grant. Hear about available grants.
Marquette Peoria (All)

4:45 – 10:30

160. 4:45 – 5:45
CIRP Reception
Marquette Cotillion (CIRP Members)

161. 4:45 – 6:15
A.R.T. - Authors Readers Theatre
featuring Avi, Bruce Coville,
Augusta Scattergood, and Sarah Weeks
PCC Theater

Thursday Banquet

162. 6:15 – 8:15
Writing for the Ages

James Howe
Author
New York, New York

James Howe has written over ninety books in a thirty-five year career: everything from picture books and beginning readers to middle grade, tween, and young adult fiction. What do these books have in common? Why does one idea suggest a picture book, another a young adult novel? The author will look at the heart of the writing process and discuss what motivates him in making the choices of what to write—and for whom—even as his readers and the world of publishing are fundamentally changing.
PCC Ballroom 400
Sponsored by Studies Weekly

Prairie State Award for Excellence in Children’s Writing
will be presented to
Julia Durango
Award will be presented by Roxanne Owens, Chair

163. 8:30 – 10:30
Hear the Authors Read and Autographing
Authors will read from their latest book or a new work in progress.
Marquette Ballroom (All)
Sponsored by Anderson’s Bookshops
Hear the Authors Read
and Late-Night Autograph Session

Thursday, October 1, 2015
8:30 - 10:30 p.m.
Pere Marquette Ballroom

Carolyn Crimi

Julia Durango

Jim Gill

James Howe

Dav Pilkey

Steve Sheinkin

Heidi Stemple

Jane Yolen

Sponsored by Anderson’s Bookshops
The Prairie State Award for Excellence in Writing for Children honors an Illinois author whose body of work demonstrates excellence, engenders a love of literature, and embraces an important part of the Illinois Reading Council Mission – to promote lifelong literacy.

Congratulations!

JULIA DURANGO

Welcome IRC’s newest Prairie State Award winner Julia Durango. Julia is the author of picture books, novels, and poetry for kids of all ages, including her most recent titles, *The Second Guard* and *The Leveller*. Her books have received numerous awards and honors, including the Golden Kite Fiction Award, Sydney Taylor Notable Book, and the Parent’s Choice Award Silver Medal. A former school librarian, Julia received degrees in Latin American Studies and Political Science from the University of Illinois. She lives with her sons in Ottawa, Illinois. Julia Durango will be honored at the Illinois Reading Council Conference on Thursday evening, October 1st, at the Prairie State Award Banquet. Julia will also be part of the Hear the Authors Read event following the Thursday PSA Banquet, the Illinois Reads Author Luncheon on Friday, and two featured author sessions throughout the conference. Please join IRC in congratulating Julia Durango.
A Literacy Conference *Exclusively* for Grades 6-12

**Pre-Conference Workshop**

**Dr. Mary Ehrenworth**

National Secondary Literacy Consultant

Special All-Day Workshop, 5 ½ Clock Hours

Friday, November 13, 2015

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**The 39th Day of Reading**

**Saturday, November 14, 2015**

Tinley Park Convention Center, 18451 Convention Center Drive, Tinley Park, IL

5 Clock Hours

**Matt de la Peña**

Young Adult Author

- Author of *The Hunted, The Living, Ball Don’t Lie, We Were Here, Mexican White Boy*, and others
- YALSA pick for Best Books for Young Adults and Quick Pick for Reluctant Readers

**Dr. Mary Ehrenworth**

Literacy Researcher & Author

- Deputy Director at Teachers College Reading and Writing Project, Columbia University
- Author of *Pathways to the Common Core, The Power of Grammar, Looking to Write*, and others

For more information contact:
Barbara Chrz-White  (847)699-0797 bchrzwhite@comcast.net
Terry McHugh  (708)220-4544 tmchugh@dayofreading.org

*Team Discounts Available*
**IRA Membership and the Illinois Reading Council—**

**Together We Can Do Great Things!**

Join 53,000 IRA Member colleagues in a literacy community that speaks your language.

IRA Membership and IRA’s peer-reviewed journals help you stay up to date on the latest proven teaching strategies. And our Members-Only resources, including IRA E-ssentials, help you find new ways to engage and inspire your students.

**Council Members Save!**

As an Illinois Reading Council Member, you’re eligible for a special offer—a choice of either IRA Basic or Online Membership for only $29! That’s a $10 savings off the $39 regular price for Basic Membership. Plus, you can enjoy significant savings on IRA books and DVDs, and the IRA 2014 Annual Conference in New Orleans, May 9–12.

Special student and retired professional rates are available. Contact IRA Customer Service for details.

For more information on IRA benefits or to join IRA, visit www.reading.org/IRA-IRC

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### 1. COMPLETE YOUR IRA MEMBERSHIP INFORMATION

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<tr>
<th>First Name</th>
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<th>E-mail Address (necessary to receive all membership benefits)</th>
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### 2. ARE YOU CURRENTLY A MEMBER OF A STATE/PROVINCIAL COUNCIL?

Yes [ ] No [ ] If yes, which one?

### 3. SELECT YOUR IRA MEMBERSHIP

- **PLEASE CHOOSE ONE**
  - [ ] COUNCIL BASIC $29
  - [ ] COUNCIL ONLINE $39
  - [ ] COUNCIL PRINT $24
  - [ ] COUNCIL ONLINE ONLY $24

### 4. ADD JOURNAL SUBSCRIPTIONS

- **The Reading Teacher** (grades 6–12) $30
- **Journal of Adolescent & Adult Literacy** $30
- **Reading Research Quarterly** $30

Basic membership may add Print & Online or Online-Only journal subscriptions to their membership. 
Online members may add Online-Only journal subscriptions.

### 5. TOTAL (MEMBERSHIP + SUBSCRIPTIONS) $____

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### 6. METHOD OF PAYMENT

- [ ] Check made payable to IRA
- [ ] Credit card
- [ ] Purchase order (includes signed copy)

**CREDIT CARD ACCOUNT NUMBER (Visa, Mastercard, American Express, Discover) [redacted]**

**CREDIT CARD EXPIRATION DATE [redacted]**

**SIGNATURE**

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**MONEY-BACK GUARANTEE:** If you’re not satisfied at any time, you may transfer your membership to another journal. If you’d like to cancel completely, we’ll give you a refund on the balance of your membership.
Check out these Heinemann authors at Illinois Reading Council!

Jim Burke
@englishcomp
English Teacher’s Companion, Fourth Edition
978-0-325-02840-8 • $37.50

Georgia Heard
@Georgiaheard1
Finding the Heart of Nonfiction
978-0-325-04647-1 • $19.50

Penny Kittle
@pennykittle
Book Love
978-0-325-04295-4 • $22.00

Chris Lehman
@iChrisLehman
Falling in Love with Close Reading
978-0-325-05084-3 • $19.00

Tanny McGregor
@TannyMcG
Comprehension Connections
978-0-325-00887-5 • $19.00

Nancy Steineke
@nsteineke
Texts and Lessons for Content-Area Reading
978-0-325-03087-6 • $29.50

Cris Tovani
@ctovani
Adolescent Reading RX (online course)
DCOCN0005 • $199.00

Visit the Heinemann booth for conference savings.
<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td><strong>Registration</strong></td>
<td>Peoria Civic Center Terrazzo Lobby</td>
<td>7:00 a.m. - 2:00 p.m.</td>
</tr>
<tr>
<td><strong>General Session</strong></td>
<td>Peoria Civic Center Theater - Dav Pilkey</td>
<td>7:00 a.m. - 8:15 a.m.</td>
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<tr>
<td><em>Sponsored by Scholastic</em></td>
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<tr>
<td><strong>Exhibits</strong></td>
<td>Peoria Civic Center Exhibit Halls B &amp; C</td>
<td>8:00 a.m. - 4:30 p.m.</td>
</tr>
<tr>
<td><strong>Hall of Councils</strong></td>
<td>Peoria Civic Center Skylight Lobby</td>
<td>8:00 a.m. - 4:30 p.m.</td>
</tr>
<tr>
<td><strong>Friday Breakfast</strong></td>
<td>Pere Marquette Ballroom - Donalyn Miller</td>
<td>8:30 a.m. - 10:00 a.m.</td>
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<tr>
<td><em>Sponsored by Achieve3000</em></td>
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<tr>
<td><strong>Refreshments in Exhibit Area</strong></td>
<td>Peoria Civic Center Exhibit Halls B &amp; C</td>
<td>8:30 a.m. - 10:00 a.m.</td>
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<tr>
<td><em>Sponsored by Capstone Classroom</em></td>
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<tr>
<td><strong>Sessions/Featured Speakers/Workshops</strong></td>
<td></td>
<td>8:30 a.m. - 12:00 p.m.</td>
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<tr>
<td><strong>Friday Luncheon</strong></td>
<td>Peoria Civic Center Ballroom - Illinois Reads Authors</td>
<td>12:15 p.m. - 2:00 p.m.</td>
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<tr>
<td><strong>Friday Luncheon</strong></td>
<td>Pere Marquette Ballroom - Penny Kittle</td>
<td>12:15 p.m. - 2:00 p.m.</td>
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<tr>
<td><em>Sponsored by Heinemann</em></td>
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<tr>
<td><strong>Friday Lunch Sessions</strong></td>
<td>Peoria Civic Center 134-136 &amp; 200-222</td>
<td>1:00 p.m. - 2:00 p.m.</td>
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<tr>
<td><strong>Sessions/Featured Speakers/Workshops</strong></td>
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<td>2:15 p.m. - 4:30 p.m</td>
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<tr>
<td><strong>Refreshments in Exhibit Area</strong></td>
<td>Peoria Civic Center Exhibit Halls B &amp; C</td>
<td>3:00 p.m. - 4:30 p.m.</td>
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<td><em>Sponsored by Capstone Classroom</em></td>
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<tr>
<td><strong>Poetry Teahouse</strong></td>
<td>Pere Marquette Ballroom - Georgia Heard</td>
<td>3:30 p.m. - 4:30 p.m.</td>
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<tr>
<td><strong>IRC Annual Membership Meeting</strong></td>
<td>Pere Marquette Cheminee Ballroom</td>
<td>4:45 p.m. - 5:15 p.m.</td>
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<tr>
<td><strong>Preservice Teachers’ Pizza Party</strong></td>
<td>Pere Marquette Cotillion Ballroom</td>
<td>5:30 p.m. - 7:30 p.m.</td>
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<tr>
<td><em>Sponsored by Lexia</em></td>
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<tr>
<td><strong>Friday Banquet</strong></td>
<td>Pere Marquette Ballroom - Cris Tovani</td>
<td>6:15 p.m. - 8:15 p.m.</td>
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</table>
Conference Sessions
Friday, October 2, 2015

7:00 – 8:15

Friday General Session

164. 7:00 – 8:15
Reading Revolution

Dav Pilkey
Author
New York, New York

Join Dav Pilkey as he shares how his childhood challenges with dyslexia and ADHD influence his creativity today.

PCC Theater  (All)

Sponsored by Scholastic

Everyone is invited to the General Session.

Donuts and Coffee will be served.

Autographing will follow in the Exhibit Hall with a Red Cape Giveaway!

8:30 – 10:00

Friday Breakfast

165. 8:30 – 10:00 a.m.
Reading in the Wild: Learning from Lifelong Readers

Donalyn Miller
Educator/Author
Bedford, Texas

Based on survey data from 900 adult readers and assessments from her middle school students, Donalyn Miller identifies the characteristics of wild readers and shares methods that support students’ development into lifelong readers. During this workshop, attendees will reflect on their reading lives, discuss the classroom, library, and home conditions that foster wild reading, and examine texts and tools that engage young readers and move them toward independent reading lives.

Marquette Ballroom

Sponsored by Achieve3000

Gene Cramer ICARE for Reading Award will be presented at the Friday Breakfast to Louisa Baddeley and Amy Goldstein. Award will be presented by Kathleen Fleming.

VISIT THE EXHIBITS

FRIDAY, OCTOBER 2, 2015
8:00 a.m. – 4:30 p.m.

Refreshments will be served from 8:30 – 10:00 a.m. in the Exhibit Hall.

Don’t forget to visit the IRC Treasure Chest in the IRC Membership Booth 407-408!

TECH ON CALL

8:00 a.m. – 4:30 p.m.

Having Trouble with Technology? Can’t find the handouts? App issues?

Tech on Call will help you!

Sign up at the Exhibit Hall Registration Table
166. 8:30 – 9:30  
Focus on Writing Craft

Penny Kittle  
Educator/Author  
Conway, New Hampshire

We write best next to excellent models of writing craft from sentences to passages to whole texts across mediums. We will analyze passages from the books you're already talking about as models of sensory details, voice, dialogue, sentence structure variety and rhythm. We will look at writing in editorials and feature articles to plan for engaging inquiry and daily practice that leads writers to craft their own writing with intention, voice, and increasing skill.

PCC 401-402 (All)

Sponsored by

167. 8:30 – 9:30  
Finding the Heart of Nonfiction: Teaching 7 Essential Craft Tools with Mentor Texts

Georgia Heard  
Educator/Author  
North Palm Beach, Florida

Georgia Heard will show you how students can read and learn from mentor texts to write nonfiction that both informs and inspires.

PCC 403-404 (2-8)

168. 8:30 – 9:30  
Using Reader Response to Deepen Students’ Comprehension

Melissa Pletkovich  
SD 150, Peoria

Students’ daily use of reader response deepens comprehension and motivates students in literacy, writing, and content areas. CCSS aligned journal activities, daily exercises and various response techniques will be explored.

PCC 201 (K-12, ELL, Spec)

169. 8:30 – 9:30  
Passport to Disciplinary Literacy Coaching: Exploring Models and Strategies for Middle and High School Coaching

Laurie Elish-Piper  
Educator/Author  
Northern Illinois University  
DeKalb, Illinois

Susan K. L’Allier  
Educator/Author  
Northern Illinois University  
DeKalb, Illinois

Michael Manderino  
Educator/Author  
Northern Illinois University  
DeKalb, Illinois

The presenters will discuss models of disciplinary literacy coaching at the middle- and high-school levels and share coaching strategies that help secondary teachers implement instruction of discipline-specific literacy practices that support students, reading of texts and building of content knowledge.

PCC 405 (6-12, Adults, Univ, Admin)

170. 8:30 – 9:30  
The Envelope, Please – Literacy Projects that POP!

Debi Krampen  
Dinah Might Academy, Pasadena, TX

In this session, participants learn how to transform the simplest of classroom materials into creative, brain-friendly, interactive, three-dimensional graphic organizers that become the format for independent and/or collaborative literacy projects.

PCC 135 (4-6)

Sponsored by

171. 8:30 – 9:30  
High School Literacy in a Cross-Curricular Course

Jamea Harper  
Lyons Township High School, Western Springs

Science and English are integrated in Biology English Cross Curricular Integration. The classes are tied through current events, high interest topics, differentiated activities, and nontraditional texts. Lessons are taught with a focus on reading intervention and student engagement.

PCC 209 (6-12)
### 172. 8:30 – 9:30

**40 Powerful Discipline & Management Interventions That Work**

Jim Grant  
Educator/Author  
Founder and Executive Director  
Staff Development for Educators  
Peterborough, New Hampshire

As the saying goes, “We can’t teach a class we can’t manage!” Extraordinary teachers know the secret to classroom management…good discipline. Topics addressed include: creating a caring class were all students are welcome; teacher-tested discipline strategies that work; tips for establishing the school culture and climate; avoiding the ten most common discipline mistakes. You will learn easy-to-incorporate, common sense discipline tips and techniques that will transform your classroom.

PCC 406

**Sponsored by:** [Staff Development for Educators](http://staffdevelopmentforeducators.com)

### 173. 8:30 – 9:30

**Using Text Dependent Questions to Drive Instruction and Boost Learning**

Terry McHugh  
Waukegan SD 60, Palatine

The Common Core State Standards require students to use evidence to present careful analyses, well-defended claims, and clear information. This session will explore text-dependent questions as an approach to helping students develop and refine these skills and present tools that can be used to drive planning and instruction.

PCC 202

### 174. 8:30 – 9:30

**Title I: Q&A with ISBE Consultants**

Nancy Paprocki, Agurann Bates  
Illinois State Board of Education, Springfield

Have a question about Title I? ISBE consultants are here to help. Bring your questions about schoolwide programs, professional development, poverty counts, parent involvement, waiver issues, private schools, budgets, and anything else you can think of. We have the answers!

PCC 210

**Sponsored by Illinois State Board of Education**

### 175. 8:30 – 9:30

**Does Fiction Have a Future?**

Avi  
Author  
Denver, Colorado

In the age of Common Core and Testing, what is the place of fiction in the classroom?

PCC 407

### 176. 8:30 – 9:30

**From Encyclopedia to Wikipedia, the changing face of research and editing. (Or How Much was that Can of Worms?)**

Augusta Scattergood  
Author  
St. Pete Beach, Florida

Augusta Scattergood, former librarian trained in the Dark Ages of research, uses tools from today to incorporate facts from yesterday into her middle-grade novels. *Glory Be* takes place during Freedom Summer 1964 and her latest — *How to Stay in Destiny* — drops us into 1974 Florida. PowerPoint slides will reveal the secrets of old-fashioned digging and new-fangled Facebook—never to be shared with students! — which played crucial roles in writing and editing her historical fiction.

PCC 408

### 177. 8:30 – 9:30

**How Do I Support My Level 1 ELL using the Common Core? Making Literacy Instruction Understandable for ELLs in the Intermediate Classroom**

Jennifer Cortez  
SD 41, Glen Ellyn

Colleen Olenek  
SD 203, Naperville

As current intermediate literacy teachers, we will share strategies, student examples, and handouts that describe numerous ways to ensure that your literacy lessons address the needs of your English language learners while still adhering to the CCSS.

PCC 203
<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Description</th>
<th>Room</th>
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</thead>
</table>
| 178.    | 8:30 – 9:30 | Stories from the Trenches: How Being an Author and a Teacher Influence One Another | Leanne Statland Ellis  
Author/Educator  
Lincolnwood, Illinois | Middle-grade author and teacher Leanne Statland Ellis will discuss the many ways in which being an author and a teacher have informed one another over the years. She will share the power of books in her own life and the lives of her students with an emphasis on how we as educators can structure our reading programs to foster a love of reading. | PCC 134 (All) |
| 179.    | 8:30 – 9:30 | A Giggle A Day Keeps The Principal Away                              | Carolyn Crimi  
Author  
Evanston, Illinois | Get your giggle on with children’s book author Carolyn Crimi as she discusses inventive ways to bring more fun, humor and inspiration into your classroom! | PCC 200 (All) |
| 180.    | 8:30 – 9:30 | Technology, Common Core, Differentiation ... Oh My!                   | Danielle Cronk  
CUSD #5, Manteno | This session will focus on using technology to meet the demands of common core and differentiate in the K-2 classroom. Activities, formative, and summative assessments will be highlighted as well! | PCC 211 (K-3) |
| 181.    | 8:30 – 9:30 | Common Core Writing the Uncommon Way                                  | Ben Zulauf, Katie Sullivan  
SD 2, Bensenville | The common core is putting more emphasis on writing than ever before. This session focuses on how to make writing come to life in your classroom through best practices in writing instruction and assessment. | PCC 218 (K-12, ELL, Spec, Admin) |
| 182.    | 8:30 – 9:30 | Routines and Activities in Word Study for Phonics, Vocabulary, and Spelling Instruction for Grades PreK-3 | Donald Bear  
Educator/Author  
Iowa State University  
Ames, Iowa | Explore schedules and activities to implement word study in the classroom. Routines for teacher-guided small group, and independent learning are introduced. Spelling routines are considered as part of the word study. Examine sorts and activities at each developmental stage. Concept sorts and other practices to teach vocabulary are introduced. Instructional practices with English learners are integrated throughout. Core standards are addressed particularly in the areas of foundational skills, reading, writing, and language. | PCC 222 (PreK-3) |
| 183.    | 8:30 – 9:30 | Using Engaging Nonfiction as a Springboard for Teaching Research Techniques | Judith Fradin  
Illinois Author  
Chicago | Self-narrated PowerPoint slide presentation showing how to combine book, Internet, and image research into engaging nonfiction and/or promoting nonfiction writing in classrooms and libraries. | PCC 134 (K-12, Adults, Lib) |
| 184.    | 8:30 – 9:30 | The Latest Possibilities of Technology in the Classroom               | Stephanie Tedford  
Saratoga Elementary, Morris  
Lisa Breese  
Minooka Junior High, Minooka | Let us share what we do with technology in our classrooms and discover the possibilities for your use. We’ll give you ideas and resources you can start using right away to increase student engagement and student learning. | PCC 220 (4-9, Spec) |
185. 8:30 – 9:30
Thinking-Intensive Reading: Using Curiosity to Bring Text Alive

Nancy Steineke
Educator/Author
Brookfield, Illinois

When students tap into their curiosity during close reading, the next step should be synthesis: combining insight, text knowledge, and creativity in order to fashion something new. Learn a variety of approaches students can take to actively demonstrate their thinking in ways that truly bring text alive.
Marquette LaSalle (K-12)

186. 8:30 – 9:30  (Repeat of 141)
Authentic Motivation Supporting Reading for Information

Steven Elza
2015 Teacher of the Year
William Fremd High School
Palatine, Illinois

It’s difficult for students to understand the long term benefits of reading. In a Technology Education classroom, there are short term motivators in the form of tasks leading to concrete goals. By working backwards and starting with an outcome, students are driven by the intrinsic motivation of reading for information. Learn proven methods for both students and teachers to meet in the middle for common objectives.
Marquette Cotillion (All)

187. 8:30 – 9:30
No Time Like the Present: Fostering Critical and Digital Literacy in the Physical Education Classroom

Kathy Smith, Courtney White, Rebecca Scott
CHSD 99, Downers Grove
PE teachers and a librarian share how they collaborated with a literacy coach to implement Socratic seminars, online research, critical evaluation of sources, and digital communication to foster students’ understanding of the language and safe practices of fitness.
PCC 212 (6-12, Admin)

188. 8:30 – 9:30  (Repeat of 204)
Songs to Read! Books to Sing!

Jim Gill
Author
Chicago, Illinois

Jim Gill is best known for his music recordings and his books with musical themes. Jim is also a child development specialist who will share the many connections between music play, literacy and various domains of early childhood development. Connections between music and early literacy become clear as Jim Gill shares clever word play and rhymes in the context of active movement games. Educators and librarians will be sure to find new ideas to bring back and share with the children that they work with. Most importantly, Jim will discuss how music play inspires young children not only to move, but to regulate their movements...not only to sing, but to make connections between the words they sing and the printed word.
Marquette Cheminee (All)
189. 8:30 – 9:30
Support Your Evidence: A Model of Learning and Thinking
Mark Levine
Valley View 365U, Romeoville
Students must be able to support their claims with evidence in thinking and writing. Classroom examples will be shared to help participants create literary lawyers before they leave this session. All of these methods are student friendly and engaging.
PCC 213 (6-12, Spec., Admin)

190. 8:30 – 9:30
You Can’t Outgrow Picture Books: Tapping into the Power of Picture Books in Secondary Classrooms
Amy Heiting, Brittany Hennessey, Kendra Dicker
SD U-46, South Elgin
Picture books engage readers of all ages. We celebrate and explore them, but what about writing them? Creating picture books teaches valuable lessons about audience and purpose. Mentor texts, mini-lessons, student examples, and technology to publish books will be shared.
Marquette Bradley (6-12)

191. 8:30 – 9:30
Teacher Candidates Pen Stories and Desire Publication Following Children’s Literature Course
Stephanie Yearian, Deborah Dorman
Lindenwood University, Belleville
Children’s Literature course promotes prose familiarity, genre variety, author assortment, and wide-reading necessity. This creative force made fireworks go off in my head! I couldn’t sleep until I got personal stories down on paper! Teacher Candidates present publication progression.
Marquette Peoria (All)

192. 8:30 – 9:30
Passport to Possibilities: The Journey Begins with Us
Jeanette Brosam
Franklin Middle School, Champaign
Creating a culture of literacy first begins with growing ourselves as readers. This session will share practical ideas for how to reignite our passion for reading and share it with other staff and students. Handouts will be provided.
Marquette Illinois (4-12, Adults, Admin, Lib)

193. 8:30 – 9:30
Using Quick Response (QR) Codes to Promote Listening and Speaking Standards
Sandra Volling
NCUSD 203, Naperville
Attendees will learn how to use and create QR codes to promote the CCSS of listening and speaking. Several K-5 projects will be highlighted to demonstrate how elementary students exceeded the standards using QR codes.
PCC 221 (K-5, ELL)
9:45 – 10:45

**194. 9:45 – 10:45**

How Writing Practice Anchors Workshop

Penny Kittle
Educator/Author
Conway, New Hampshire

A notebook filled with quick writing and revision will drive thinking in writing across genres. We will write together and practice rereading techniques that help students practice skills from crafting sentences to writing from charts, tables, and graphs to anchor their ideas in research. We can help students write to the heart of their thinking. We’ll practice small steps in revision and how to use our raw thinking as a model for our writers.

PCC 401-402 (All)

Sponsored by

![](image)

**195. 9:45 – 10:45**

Metacognition: The Power of Reflective Thinking

Tanny McGregor
Educator/Author
Cincinnati, Ohio

Do you want to foster metacognition in your classroom? Do you need ideas to help students make this abstract concept visible and concrete? Let’s spend an hour exploring how to merge research and practice in engaging ways students will love. Your students have brilliant thinking. Help them reflect upon it and enable them to share it with the world!

PCC 403-404 (All)

**196. 9:45 – 10:45**

Culturally Responsive Pedagogy and Its Links to Danielson

Megan Fuciarelli
Hazel Park Schools, Michigan

Does your curriculum mirror your student population or provide a look at the way “others” live? How does the answer to this question impact student growth and, ultimately, your own evaluation using the Framework for Teaching (Danielson) Model? Free resources!

PCC 134 (PreK-12, ELL, Spec, Admin)

**197. 9:45 – 10:45**

The Keys to Creating a Joyful Classroom Community

Maria Walther
Educator/Author
Aurora, Illinois

Learn easy-to-implement strategies for helping young children become self-directed, independent literacy learners. Maria will share classroom management tips, learning experiences, picture book titles, and much more!

PCC 405 (K-2)

Sponsored by

![](image)

**198. 9:45 – 10:45**

New and Notable Books for Grades 4-8

Becky Anderson Wilkins
Anderson’s Bookshops
Naperville, Illinois

This is a presentation of new and notable books recommended for classroom reading. A variety of genres, including picture books, poetry, and fiction, and informational books will be presented, and books will be available for inspection.

PCC 406 (4-8)

Sponsored by

![](image)

**199. 9:45 – 10:45**

Motivate Your Young Writers!

Adam Peterson
Saratoga SD 60c, Morris

Kindergarten teacher and children’s author, Adam Peterson, will show you ways to get and keep your students engaged in writing! Activities presented will show teachers how fun and easy it can be to engage your students in writing.

PCC 213 (PreK-3, Lib)

**200. 9:45 – 10:45**

A Librarians’ Roundtable

Leslie Forsman
Triopia CUSD #27, Concord

School Librarians will be provided with an opportunity to share concerns and offer solutions, and to share updates to our job expectations, grants, etc. Attendees will learn about updates from the Illinois State Library, the regional library systems, and various library organizations.

PCC 220 (Lib)
201. 9:45 – 10:45
Routines and Activities in Word Study for Phonics, Vocabulary, and Spelling Instruction for Grades 4-12

Donald Bear
Educator/Author
Iowa State University
Ames, Iowa

Explore schedules and activities to implement word study in the classroom. Routines for teacher-guided small group, and independent learning are introduced. Spelling routines are considered as part of the word study. Examine sorts and activities at each developmental stage. Concept sorts and other practices to teach vocabulary are introduced. Instructional practices with English learners are integrated throughout. Core standards are addressed particularly in the areas of foundational skills, reading, writing, and language.

PCC 222 (4-12)

202. 9:45 – 10:45
Nonfiction Anchor Texts: The Key to Revision

Nancy Steineke
Educator/Author
Brookfield, Illinois

Short nonfiction texts can provide inspiration for writing as well as revision. Rather than always introducing students to a new piece, learn to work repeatedly with a text that offers material for multiple mini-lessons as you help students create writing that is entertaining and enlightening.

Marquette LaSalle (K-12)

203. 9:45 – 10:45
Roles of Engagement: Using Discipline Specific Roles to Increase Student Questioning of and Reasoning into Texts

Tim Pappageorge
Maine West High School, Des Plaines

This session presents research findings and classroom practices that will enhance student engagement in discipline-specific texts. The data are drawn from at-risk, Grade 9 students, and the classroom practice suggestions will apply to ELA, History, and Science classrooms – as well as coaching teachers in each discipline.

PCC 212 (4-12, ELL, Univ, Admin)

204. 9:45 – 10:45 (Repeat of 188)
Songs to Read! Books to Sing!

Jim Gill
Author
Chicago, Illinois

Jim Gill is best known for his music recordings and his books with musical themes. Jim is also a child development specialist who will share the many connections between music play, literacy and various domains of early childhood development. Connections between music and early literacy become clear as Jim Gill shares clever word play and rhymes in the context of active movement games. Educators and librarians will be sure to find new ideas to bring back and share with the children that they work with. Most importantly, Jim will discuss how music play inspires young children not only to move, but to regulate their movements...not only to sing, but to make connections between the words they sing and the printed word.

Marquette Cheminee (All)

205. 9:45 – 10:45
ELL/Title 1 Students’ Literacy Skills: Is it a Speech Delay or Language Delay

Elley Johnston
SD 53, Bourbonnais
Marilyn Cordes
CUSD #5, Manteno

This presentation will draw attention to the growing referrals of ELL students into the special education domain. Oral language skills are a large part of the literacy development. The speech language pathologist can work with Title 1 and ELL teachers to improve oral language and literacy without a need for a special education label.

PCC 211 (PreK-3, ELL)

206. 9:45 – 10:45
The Top Fifteen Behavior Interventions That Increase Academic Success

Beverley Johns
MacMurray College, Jacksonville

Come to this session to learn more about the academic-behavior connection. This session focuses on fifteen specific behavior interventions that can increase academic success in reading. Techniques such as behavior momentum, behavior interpersonal, attributions, choices, interests will be explained.

PCC 135 (All)
207. 9:45 – 10:45  (Repeat of 272)
What’s New Pussycat?

Sarah Weeks
Author
Nyack, New York

Author Sarah Weeks will talk about her writing process and share the inside scoop about her latest projects, including HONEY (a novel), GLAMOURPUSS (a picture book), and a new middle-grade chapter book called LUNCH AT ALBERT EINSTEIN coming next year.
PCC 407 (K-6)

208. 9:45 – 10:45
Pebbles in the Pond: How What We Do Matters

Bruce Coville
Author
Syracuse, New York

When we open the gates of reading for a young person, we begin a process that lasts a lifetime, and can shape not only the child, but the world around him or her. Living in a short-term culture, we who work with children invest our hearts in a long-term process. Let us consider how our work ripples on and out, and can change the world in ways we can only begin to imagine . . .
PCC 408 (All)

209. 9:45 – 10:45
Authentic Assessment in Kindergarten: It’s As Easy As ABC!

Kathy Brown
SD #129, West Aurora
Sarah Martino
SD #301, Burlington

Learn how to use checklists, graphic organizers, songs, and anchor charts to collect evidence of every day standards aligned learning. Be inspired to create a classroom filled with celebration that encourages even the youngest learners to exude confidence!
PCC 203 (PreK-K, Admin)

210. 9:45 – 10:45  (Repeat of 179)
A Giggle A Day Keeps The Principal Away

Carolyn Crimi
Author
Evanston, Illinois

Get your giggle on with children’s book author Carolyn Crimi as she discusses inventive ways to bring more fun, humor and inspiration into your classroom!
PCC 200 (All)

211. 9:45 – 10:45
Increasing Student Engagement and Rigor with Technology

Sheila Ruh
Educator
Westmont Junior High
Westmont, Illinois

Sherry Sejnost
Educator
Mannheim District 83
Melrose Park, Illinois

This presentation includes many technology-based resources and activities, which will increase student engagement and rigor in the classroom. These resources and activities can be used with all types of technology tools for all ages. Attendees will walk away with ideas they can implement in their classrooms next day.
PCC 209 (K-12, ELL, Spec, Adults, Univ, Lib)

212. 9:45 – 10:45
10 Ideas for Teaching with Visuals & Videos

Kristina Smekens
Smekens Education Solutions, Warren, IN

Learn strategies to teach students how to determine the key ideas presented in photos, illustrations, video clips, and more. Receive lesson ideas to help students take notes, and infer how the words and images influence the reader.
PCC 136 (All)

Sponsored by capstone classroom

Sponsored by Smekens Education Solutions, Inc.
213. 9:45 – 10:45
Passport to Possibilities: “Booking” a Successful Journey with Autism Spectrum Disorders!
Kristen Stombres
Judson University, Elgin
Marcia Thompson
SD U-46, Elgin
Autism Spectrum Disorders will be presented from prospective of an education professor and mom of a student with Aspergers. Teaming with her will be an experienced kindergarten teacher who will equip you with engaging literacy strategies.
PCC 201 (PreK-12, Spec)

214. 9:45 – 10:45
Supporting Parents as Literacy Partners Through the Arts
Sarah Ogeto
Illinois State Board of Education, Springfield
Rise Jones
Hamilton Wings, Elgin
Research shows that when parents are engaged with their children’s education, whether in school or at home, students do better academically. Attendees will leave with tools on how to creatively partner with families that is linked to learning.
PCC 210 (K-6, ELL, Adults)
Sponsored by ISBE and Hamilton Wings

215. 9:45 – 10:45
Frame Those Thoughts: Teaching Text Structure to Support Reading and Writing in a Balanced Literacy Classroom
Karen Ruffner
Rockford University, Rockford
This interactive session will discuss 1) why teaching text structure is important; 2) what the various text structures are; 3) how to incorporate teaching text structures in both guided reading and writing. Live demonstrations of guided reading will be included.
PCC 218 (K-9, ELL, Spec, Univ, Admin)

216. 9:45 – 10:45
Give me 10, 12, 14, 15 Minutes of Reading! How to Create Lifelong Readers by Building Reading Stamina
Angelica Kalat, Stephanie Moore
NCUSD 203, Naperville
Transform your high school classroom into a vibrant reading community that focuses on increasing students reading stamina. Through this skill focused model participants will gain ways to build students’ reading stamina, incorporate self-selected young adult literature, and demonstrate how students can respond to text.
PCC 202 (9-12, ELL, Spec)

217. 9:45 – 10:45
Incorporating Technology and Literacy into the Content Areas
Hannah Toaddy, Lynn Isbell
SD #52, Washington
This will be a hands-on session in which educators will see the benefit of effectively incorporating technology through literacy. They will then receive the opportunity to apply their learning to their own classrooms. There will be time for application discussions.
PCC 221 (K-12, ELL, Spec)

218. 9:45 – 10:45
Stop, Collaborate, and Listen! Engaging Students Utilizing Collaborative Book Studies
Carrie Busse, Cynthia Scholp, Robert Culp, Beverly Sklar
SD 86, Joliet
Joliet 86 shows how to incorporate the five strands of English Language Arts into a book study. This incorporates collaborative reasoning, inquiry-based learning, and common assessments aligned to the CCSS and increases student motivation through active thinking, learning, and achieving.
Marquette Bradley (6-12, Admin)

219. 9:45 – 10:45
Create Student Experts with Nonfiction
Carrie Werner, Patti Nishimura
CUSD 95, Lake Zurich
Science and US History are high interest areas that lead to inquiry. This presentation will combine a variety of reference, biographic, and literary nonfiction, historical fiction, and picture book mentor texts with research activities to spark student curiosity and encourage independent research topics.
Marquette Peoria (4-6)

220. 9:45 – 10:45
Multicultural and Global Text Sets for Grades 1, 4, and 8
Megan McCaffrey
Governors State University, University Park
Susan Corapi
Trinity International University, Deerfield
Extending multicultural/global text sets across the curriculum aids teachers three ways: increasing engagement by students who rarely see themselves in texts, increasing comprehension by addressing concepts across multiple content areas, and developing critical global thinking. Sets will be presented.
Marquette Illinois (All)
221. 9:45 – 11:45
Edcamp: The Unconference

April Zawlocki
Educator
College of DuPage
Glen Ellyn, Illinois

Bring your ideas for topics to discuss with other attendees. Come to this session to learn about the Edcamp Model and to participate in an actual Edcamp! You can learn, share, or both! Sure to be an exciting session.

Marquette Cotillion (All)

FRIDAY, OCTOBER 2, 2015
8:00 a.m. – 4:30 p.m.

Visits are served from 3:00 – 4:30 p.m. in the Exhibit Hall compliments of

Plan now to attend a Poster Session with the ISU PDS Interns on

LITERACY LESSONS FROM OUR FUTURE TEACHERS

Friday, October 2, 2015
12:15 - 1:15 p.m.

in back of the Exhibit Hall

Join student teachers from Illinois State University as they share a variety of literacy skill lessons that they’ve created and used in their clinical placements. Lessons will cover the skills of fluency, word identification, comprehension and vocabulary. The lessons have been used in kindergarten through fifth grade classrooms in Normal Unit 5 this semester.

Normal Professional Development School Interns
Alexandrea Augustine, Sarah Brown, Jillian Burgess, Marguerite Campbell, Nicole Ciciora, Katelyn Code, Alyssa Corbitt, Mary D’Andrea, Madison Degelau, Rachel Fehr, Amy Froelich, Samantha Gari, Jaclyn Garlock, Elizabeth Hebert, Natalie Janusick, Taylor Johnson, Katherine Lahera, Sarah Olson, Courtney Owlsley, Shannon Peterson, Kristine Rathunde, Paige Simek, Eric Stegemann, Kelsey Trainer, Leah Waibel, Molly Wojciechowski, Jessica Woodall, Karlie Zeiper, Betsy Zimmerman
11:00 – 12:00

222. 11:00 – 12:00
Looking Again: Revision and Developing the Eyes to See the Qualities to Good Writing

Georgia Heard
Educator/Author
North Palm Beach, Florida

Georgia Heard will draw on her new edition of the Revision Toolbox: Teaching Techniques that work on how to give young writers specific and practical strategies to help them revise their writings.

PCC 403-404 (2-6)

223. 11:00 – 12:00
It Is Possible: Literacy in Science and Social Studies

Roberta Sejnost
Educator
Kane County Regional Office of Education
Darien, Illinois

The New Illinois Standards set requirements not only for English language arts but also for literacy in history/social studies, science, and technical subjects. As a result, we cannot expect the literacy skills needed to read in science and social studies to be only taught in English classes. Join this session to learn specific literacy strategies that are effective in social studies and science classrooms and enable students to read, write, listen, speak and think like a historians and scientists.

PCC 405 (6-12)

224. 11:00 – 12:00
A Dark and Stormy Reading Night
Mike Schlachter
SD #90, River Forest

A Dark and Stormy Reading Night is a night of fun, mysterious, and suspenseful stories told by teachers to elementary students, middle school students, and their families. This presentation walks teachers through planning and implementing the event.

PCC 209 (K-9)

225. 11:00 – 12:00
New and Notable Books for Grades K-8

Becky Anderson Wilkins
Anderson’s Bookshops
Naperville, Illinois

This is a presentation of new and notable books recommended for classroom reading. A variety of genres, including picture books, poetry, and fiction, and informational books will be presented, and books will be available for inspection.

Sponsored by

PCC 406 (K-8)

226. 11:00 – 12:00
How I Make My Books

Avi
Author
Denver, Colorado

Avi will share his process of creating novels.

PCC 407 (4-12)

227. 11:00 – 12:00
Are Those People Real? What to Do When Your Own Life Becomes Context for Fiction

Augusta Scattergood
Author
St. Pete Beach, Florida

“Write What You Know” took on new meaning when history intersected with memories and old friends (and foes) for former librarian, now middle-grade author Augusta Scattergood. In this presentation, she’ll reveal where her ideas originated, including that famous childhood game played with her sister, Junk Poker. She will brainstorm how to disguise real-life villains in your fiction. She’ll share tips for talking to students about the ways authors tell stories by embellishing the truth of their own lives.

PCC 408 (All)
228. 11:00 – 12:00  
**Vocab Rehab: The Ten Minute Lesson Plan**  
Marilee Sprenger  
Educator/Author  
Peoria, Illinois  
Our approach to teaching vocabulary needs rehabilitation. Research suggests that short vocabulary lessons are valuable for long-term retention of words to extend student vocabularies. Learn how just a few minutes, 10 or fewer, can accelerate vocabulary and student learning. If you never seem to have enough time for vocabulary, you will walk away with strategies to teach the academic vocabulary your students need using the time you have.  
Marquette LaSalle  
(All)

229. 11:00 – 12:00  
**Picture Books as Complex Text, Something Old, New, Tried and True**  
Laura Beltchenko  
Educational Consultant, Libertyville  
This session will assist PreK-3rd grade teachers as well as library media and reading specialists with the use of children’s picture books as complex text. We will explore illustrations, physicality, E-book versions, visualization and close reading methods for literacy instruction.  
PCC 401-402  
(PreK-3, ELL, Spec, Univ, Admin, Lib)

230. 11:00 – 12:00  
**Make + Play = Learn**  
Joyce Hemphill  
University of Wisconsin-Madison, Madison, WI  
Come to this make-n-take session and experience the benefits of playful learning. To participate you need to bring your focused attention, problem solving strategies, decision making tools, and creativity. All other materials will be provided.  
PCC 135  
(PreK-6)

231. 11:00 – 12:00  
**Academic Language for All Ages: Strategies to Support the Building Blocks for Reading and Writing Across Disciplines**  
Jane Hunt, Aimee Ellis, Sabina Neugebauer  
Loyola University Chicago  
This session will focus on academic language used across K-12 content disciplines. Examples of how to integrate academic language supports into diverse literacy practices including culturally relevant literature, vocabulary interventions, writing, and more, will be addressed.  
PCC 136  
(All)

232. 11:00 – 12:00  
**Checking the “Literacy in History and Social Studies” Box**  
Lindsay Bohm  
School District #213, Athens  
Jamie Impson  
School District #186, Springfield  
Molly Lindsey  
School District #304, Geneva  
In light of the shift to include more literary non fiction in the ELA curriculum, this session will provide great ideas, texts, and teaching methods for studying historical events in the ELA classroom. Get ideas for making history come alive with heroic, courageous figures and characters enduring some of the most challenging times in our history.  
PCC 134  
(4-9)

233. 11:00 – 12:00  
**Planning for a Close Read**  
Jill Liapis  
South Cook Intermediate Service Center, Chicago Heights  
This session will provide participants with techniques on planning & presenting Close Read instructional routine lessons; which integrates the shifts of the Common Core Standards. A lesson Planning tool that incorporates a wide range of the Common Core Standards as well as a question generating tool will be demonstrated. Each participant will gain access to the lesson planning tool as well as grade specific close read lessons.  
PCC 200  
(K-12, Univ, Admin)

234. 11:00 – 12:00  
**Ready for Takeoff: Using Workshop Model to Build Adolescent Literacy**  
Cindi Koudelka  
Fieldcrest CUSD 6, Wenona  
Learn how to incorporate reading, writing, speaking, and language skills in an atmosphere of discovery by implementing workshop. The presenter will share the process and practices to keep junior high and high school students engaged while developing literacy skills.  
PCC 202  
(6-12)

235. 11:00 – 12:00  
**Using Puppets and Story Mapping to Engage Students and Promote Closer Reading and Deeper Comprehension**  
Elizabeth Goldsmith-Conley  
Boys and Girls Club, Champaign  
See how using a story map to compare two versions of a folk tale unlocks a story’s deeper meaning. Learn a quick, simple method to create puppets and scenery for any story so you can coach K-5 students through retelling, reenactment and/or creating their own versions.  
PCC 210  
(K-6)
236. 11:00 – 12:00
Relevance, Engagement, and Success: What We Know About Motivation and Why It Matters in Beginning Reading
Kathy Barclay
Western Illinois University, Macomb
Motivation is a key factor in children’s success in learning to read, but K-2 students can be easily discouraged. Learn why this happens, and what you can do to help teachers enact key principles of motivation: relevance, engagement, and success.
PCC 201 (Admin)
Sponsored by

237. 11:00 – 12:00
Building Teacher Capacity Through Job Embedded Professional Learning
Susan Zola
Unit #4 Schools, Champaign
This presentation provides a model for multi-year professional learning to support building teacher capacity in grades K-5, connecting new resources aligned to CCSS with best practice instruction using a gradual release model.
PCC 211 (K-6, Admin)

238. 11:00 – 12:00
Building Book Love in a Time of Common Core State Standards
Mindi Rench, Sarah Avallone
SD 28, Northbrook
With ever-increasing text demands of the CCSS, how can teachers avoid student frustration and build a love of books and reading? Join two middle school ELA teachers to discuss strategies, structures, and routines that build reading stamina AND book love.
PCC 212 (4-9)

239. 11:00 – 12:00
Kindergartners Can Write: Top 10 Ideas That Work for Kindergarteners and Teachers
Christina Czuma, Jennifer Vasile
SD 41, Glen Ellyn
Using various resources, like Teachers Pay Teachers, Katie Wood Ray, Jeff Anderson, and original creations, we will look at ideas that work best for kindergarteners.
PCC 213 (PreK-3)

240. 11:00 – 12:00
Write to the Core
Becky Ziegler Rupnick
Rhodes District 84.5, River Grove
As Common Core and PARCC transform education, join me in an exploration of research, technology, and instructional methods that prepare students for the rigors of cross-curriculum writing.
PCC 218 (All)

241. 11:00 – 12:00
Interacting with Text and Actively Engaging Students in Reading
Tracy Bulfer, Haley Marti
SD 161, Flossmoor
This presentation focuses on using an online tool to model strategies for increasing engagement and interacting with text. We will also show how to use the data to guide reading instruction in the classroom.
PCC 220 (K-9, ELL)

242. 11:00 – 12:00
Using Curiosity and Technology to Engage Students in Authentic Literacy Learning and Performance Based Assessments
Jamie Gourley
Willowbrook High School, Villa Park
This presentation will demonstrate modeling, student examples, and research how to increase student engagement through the power of curiosity and inquiry. This investigation into student curiosity will direct the development of technology embedded, authentic learning activities and assessments.
PCC 221 (4-12, ELL, Spec)

243. 11:00 – 12:00
Engaging Struggling Readers: Fostering Self-efficacy, Identity and Growth Mindsets
Terry McHugh
Waukegan SD 60, Palatine
This session will explore the role of self-efficacy, identity, and incremental ability beliefs as specific factors that influence student engagement. Primary focus will be placed on application of these factors to reading and literacy activities.
PCC 222 (4-12, ELL, Spec, Admin)
244. 11:00 – 12:00
One Author-One School: Promoting a Passion For Literacy Through a School-Wide, Cross-Curricular Program
Heather Kraus, Noor Shammas, Megan Truax, Lindsay Allen
SD 308, Oswego
Reach all readers in your school! Learn how to structure, fundraise, and plan a yearlong program where all students meet the featured author after reading a variety of his/her books. Hear successes and suggestions.
Marquette Cheminee (K-12, Admin, Lib)

245. 11:00 – 12:00
Student-Centered Coaching to Improve Learning
Jenny Gustavson, Eric Coval
Maine West High School, Des Plaines
This presentation will provide practical tips and strategies for the student-centered classroom for coaches and teachers alike. We will focus on using formative assessment, implementing best-practice instruction, and improving student growth.
Marquette Peoria (9-12, ELL, Spec)

246. 11:00 – 12:00
How to Employ Student-Chosen Texts to Increase Engagement, Agency and Rigor in the 6-12 Classroom
Erika Eckart, Judi VanErden
Westmont High School, Westmont
Learn how to implement student-chosen reading as the cornerstone of the Secondary English curriculum. Two teachers will share how they use student chosen reading to engage and challenge both reluctant and avid readers.
Marquette Bradley (6-12, Spec, Admin, Lib)

247. 11:00 – 12:00
One Pathway to PARCC: Reading Primary Source Documents
Ann Eifler, Sam Carroll
West Aurora District 129, Aurora
High School social studies teacher, Sam Carroll, spent a year increasing his students’ ability to read and interpret primary source documents. He will share his strategies which focused on identifying author’s claims, use of evidence, and persuasive reasoning.
Marquette Illinois (6-12)
Celebrate Literacy with HMH!
Our next-generation programs are leading a literacy and learning transformation.

Experience the latest in Pre-K–12 literacy learning at the HMH® booth.
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Lucy Calkins with Colleagues
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—Lucy Calkins

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Friday Luncheon

248. 12:15 - 2:00
Illinois Reads Author Luncheon

Illinois Reads is a yearly statewide project that promotes reading for all Illinois citizens and highlights the work of Illinois authors. You will be able to sit with an Illinois Reads author, talk about his or her book, get an autograph, and snap your picture together. Following the luncheon, you will also have time to meet other authors for autographs and pictures. A complete list of participating authors is on page 12. PCC 400

FROM 2:00-3:00 P.M., EVERYONE IS INVITED TO MEET WITH THE ILLINOIS READS AUTHORS FOR AUTOGRAPHS AND PICTURES, TOO.

Reading Educator of the Year Award will be presented at the Friday Luncheon to Lynn Keck

Award will be presented by Jennifer Young, Chair

Friday Luncheon

249. 12:15 – 2:00
Book Love: Building Reading Lives that Last

Penny Kittle
Educator/Author
Conway, New Hampshire

Reading habits do not emerge by accident, but through careful and purposeful modeling and instruction. We must meet children’s social and learning needs as we support their lives as readers. These needs are intertwined and interdependent and have more to do with reading success than school-centered standards do. We will consider classroom conditions grounded in the key principles for motivation: relevance, engagement, and success. I will show how I help young readers construct identities of power and opportunity, to challenge themselves as readers, and to act with agency in my classroom.

Marquette Ballroom

Sponsored by Heinemann

Rebecca Caudill
Young Readers’ Book Award (4-8)
Presented by Michelle Glatt

Monarch Award (K-3) and Bluestem Award (3-5)
Presented by Tambree Krouse

Abraham Lincoln Illinois High School Book Award
Presented by Amy Bland

250. 12:15 – 1:15
Literacy Lessons From Our Future Teachers

ISU PDS Interns, Normal, Illinois

Join student teachers from Illinois State University as they share a variety of literacy skill lessons that they’ve created and used in their clinical placements. Lessons will cover the skills of fluency, word identification, comprehension and vocabulary.

PCC Exhibit Hall
1:00 – 2:00

251. 1:00 - 2:00
Finding the Friction Point: Where Explicit Instruction and Whole Language Meet
Hope Kennell, Jeff Lynn, Makayla Fawcett, Barbara Bretz, Cole Winthrow, Schelli Kirby
Ball Charter School, Springfield
Amy Pierce
American Reading Company, King of Prussia, PA
All reading is good reading. However, whole-language strategies leave gaps, explicit instructional strategies can be too advanced or simple, and prescribed grade-level reading can result in Literature resentment. Using ability groups lets scholars explore interesting topics while targeting specific skills.
PCC 134 (K-9, Spec, Admin)
Sponsored by

252. 1:00 - 2:00
EnFolding Comprehension Via 3-D Graphic Organizers and Interactive Notebooking: Engaging Students for Academic Success
Debi Krampen
Dinah Zike Academy, Pasadena, TX
Visible and collaborative thinking with readers, evidence in hand is this evidence-based session’s focus. Observe strategy modeling while constructing a mini-interactive notebook with high-utility, classroom-tested models of Foldables, yielding engagement and formative assessment of close reading strategies for higher-order comprehension.
PCC 135 (4-6)
Sponsored by

253. 1:00 - 2:00
Connecting Close Reading and Writing Strategies for Student Assessment Success
Tamara Rhomberg
Zaner-Bloser Publishing, Fenton, MO
Close reading breaks down the reading process and prepares students for higher-level written responses required for next generation assessments. This workshop focuses on strategies linking close reading and writing to empower students to read, think, and write on narrative, informational, and argument type assessments.
PCC 136 (K-6)
Sponsored by

254. 1:00 - 2:00
Formative Assessment in the New Balanced Literacy Classroom
Margaret Policastro, Becky McTague, Diane Mazeski
Roosevelt University, Schaumburg
This session will highlight formative assessment in the new balanced literacy classroom and will provide a framework for formative collection of student data, formative feedback to students and assisting students in self-monitoring during read-alouds, guided reading, centers and independent reading and writing.
PCC 200 (PreK-9, ELL, Spec, Univ)
Sponsored by

255. 1:00 - 2:00
Eight Traits of Conversation for Lifelong Learning
Brian Kissman
LearnOnPoint, Inc., Union Pier, MI
Participants will actively participate in learning strategies for explicit and intentional instruction of conversation skills for learning. Through the Eight Traits of Conversation we learn to build and shape understanding. We learn to make meaning through collaboration.
PCC 201 (K-12, ELL, Spec, Adults, Univ, Admin)

256. 1:00 - 2:00
Planning Around an Anchor: Combining and Differentiating Complex Text Sets
Denise Ahlquist
Great Books Foundation, Chicago
Grouping rich texts into units increases coherence for students, allowing teachers to combine genres, build background knowledge, and differentiate by both student interests and abilities. Discuss two models for organizing curriculum around “anchor” texts that all students deserve to explore.
PCC 202 (All)
Sponsored by

257. 1:00 - 2:00
Instant Improvement in Writing
Linda Mikottis
Institute for Excellence in Writing, Locust Grove, OK
How do students learn to vary their sentences without a struggle? Guide them to create sentences with six different language patterns using modeling and the structure of a checklist. Incorporate stylistic variety, grammar, and sentence pattern mastery in every lesson.
PCC 203 (4-12, ELL, Spec)
Sponsored by

Admin = Administrators   ELL = English Language Learners   Lib = Librarians   Spec = Special Needs Students   Univ = Professors/Instructors
258. 1:00 - 2:00
Fast Track Students to Read Multisyllable Words in Five Minutes a Day!
Susan Hall
95 Percent Group, Lincolnshire
Do your students struggle with multisyllabic words? Join this interactive session to practice a three-step technique to show students how to recognize patterns, identify sounds, and apply syllable division rules. It’s designed for whole-class instruction in five minutes a day.
PCC 209  (4-9, ELL, Spec, Admin)

259. 1:00 - 2:00
How Do I Make Daily Individual Reading Conferences Work?
Nichole Folkman
Hartsburg-Emden Jr./Sr. High School
Christy Moore
Literacy Consultant, Upland, IN
Readers of all ages benefit greatly from the use of daily targeted reading conferences. Use conferences to increase rigor and volume of reading for all students. Come see how to implement this simple strategy that has major impact.
PCC 210  (K-12)

260. 1:00 - 2:00
Using Paired Texts to Support Deeper Thinking
Lisa Collins
Okapi Educational Publishing, San Diego, CA
Engagement and deeper thinking around big ideas requires reading multiple selections around those ideas. This session will address text selection, facilitation that engages students, and instructional possibilities that support students to develop habits of mind for thinking deeply about ideas.
PCC 211  (K-6, ELL)

261. 1:00 - 2:00
Facilitating Student Talk, Thinking and Interaction
Kristy Rauch, Keri Bartholomew, Linda Rourke
Center for the Collaborative Classroom, Chicago
This workshop provides facilitation strategies for teachers who want to empower students to be responsible for their learning. The session considers the impact of Common Core Standards on teaching and student learning. Participants observe facilitation techniques in a model lesson.
PCC 212  (K-6, ELL, Spec, Admin)

262. 1:00 - 2:00
Meeting Students’ Needs with Differentiated Instruction
Mollie Henderson
Scholastic, Greenville, NC
Differentiation through small-group instruction is at the core of the literacy block, yet it often poses the most challenges. Based on the work of Jan Richardson and Maria Walther, this session will address and offer strategies to assist in grouping students and delivering on-target instruction.
PCC 213  (K-9, ELL, Spec)

263. 1:00 - 2:00
One Minute Reader – A Motivating System to Improve Reading at Home
Carol Ann Kane
Read Naturally, Inc., Marion, IA
This presentation describes the principles of One Minute Reader, developed by Read Naturally, and to be used as an at home reading program to reinforce and improve a child’s reading skills by modeling, repeated reading and progress monitoring in either book or iPad app format.
PCC 218  (K-12, ELL, Spec, Adults, Univ, Admin)

264. 1:00 - 2:00
Beyond Coaching – Mentoring and Monitoring to Achieve the Highest Student and Teacher Performance Levels
Gretchen Courtney
Gretchen Courtney and Associates, Ltd., St. Charles
Mentoring and monitoring – two parallel professional growth processes that really work! Come see examples of how an easy-to-use auditing process, two levels of mentoring teachers and guiding administrators to provide ongoing monitoring of successful literacy practices ensures results.
PCC 221  (All)

265. 1:00 - 2:00
Literacy Draws Upon Art
Kristen Walter
Crayola, LLC, Chicago
Visual literacy has great parallels with reading/writing skills. Using hands-on exercises and illustrative examples from schools participants will explore how to employ the power of visuals to convey meaning and use illustrations to teach language arts skills.
PCC 222  (PreK-9)
2:15 – 3:15

266. 2:15 – 3:15
Conferring with Readers: Finding Focus

Donalyn Miller
Educator/Author
Bedford, Texas

While many teachers value reading conferences because they hold students accountable for reading and provide individualized support and goal-setting, it is challenging to manage conferences with limited class time, large class size, and increased curricular demands. In this session, Donalyn Miller will offer practical management tips and classroom examples that will help attendees focus their reading conferences and maintain momentum for conferring all year.
PCC 401-402 (All)

267. 2:15 – 3:15
New and Notable Books for Young Adults

Becky Anderson Wilkins
Anderson’s Bookshops
Naperville, Illinois

This is a presentation of new and notable books recommended for classroom reading. A variety of genres, including picture books, poetry, and fiction, and informational books will be presented, and books will be available for inspection.
PCC 406 (Young Adult)
Sponsored by Anderson’s Bookshops

268. 2:15 – 3:15
Avoiding the One-Size Reading Support Class Approach: Meeting High School Juniors’ and Seniors’ Needs for College, Career, and Life Literacies

Scott Bramley, Kiwana Brown, Christopher Dammers
SD 202, Evanston

Participants will learn about a pilot course at ETHS in which a reading specialist team-teaches with a career-tech education teacher, integrating a disciplinary literacy instructional framework and focusing on college, career, and life literacies.
PCC 134 (9-12, Admin)

269. 2:15 – 3:15
Words & Pictures: Better Together Than Either Alone

Tanny McGregor
Educator/Author
Cincinnati, Ohio

New York Times reporter Louise Story writes that the blank space is becoming an endangered species in our world. Our students are bombarded with images everywhere they look. They read and think about images using sophisticated strategies that can be used with text. How might we bridge the gap between image reading and the comprehension of text? It’s not an either/or. Intentionally using images with complex text can lead to stronger instruction and deeper thinking. In this session, we’ll think about practical ways to partner the two!
PCC 403-404 (All)

270. 2:15 – 3:15
Literacy for All: Essential Literacy Activities

Donald Bear
Educator/Author
Iowa State University
Ames, Iowa

Literacy is part of our freedom and our students’ fortune. What will it take for all students to read well? Students learn when they are engaged and when the instruction is sufficiently intense and developmental. See in our students’ illustrations and videos how their development guides instruction.
PCC 405 (All)

271. 2:15 – 3:15
Dealing with Demons: Prepping Students for Assessment Tests

Debra Franciosi
Project CRISS, Kalispell, MT

Learn how to create a three-pronged approach to test preparation! Use effective instructional strategies all year, implement processes to support students through the stress and tedium of assessments, and then prepare them for the specific tests.
PCC 135 (4-12, Spec, Admin)
Sponsored by Project CRISS
272. 2:15 – 3:15 (Repeat of 207)
What’s New Pussycat?
Sarah Weeks
Author
Nyack, New York

Author Sarah Weeks will talk about her writing process and share the inside scoop about her latest projects, including HONEY (a novel), GLAMOURPUSS (a picture book), and a new middle-grade chapter book called LUNCH AT ALBERT EINSTEIN coming next year.
PCC 407 (K-6)

273. 2:15 – 3:15
Reading in the 21st Century
Bruce Coville
Author
Syracuse, New York

Reading is eternal. However the ways in which we teach reading, the ways we experience reading ourselves, and the ways our students will be reading in the future are matters subject to rapid change. This presentation will discuss the ongoing changes in reading instruction and technology, embedded within an examination of how changes in the culture at large may also impact reading.
PCC 408 (K-6)

274. 2:15 – 3:15
Going From Apprehension to Comprehension: Using Primary Sources to Teach Difficult Topics
David Bates
DePaul University, Chicago

In this multimedia presentation, Dr. David Bates of the Teaching with Primary Sources program at DePaul University will explore the teaching of difficult topics, such as slavery and racism, through the use of differentiated primary sources.
PCC 203 (K-12, Univ, Lib)

275. 2:15 – 3:15
Put Away Your Red Pen and Save Precious Time
Patricia Braun
Benedictine University, Springfield

Experience strategies and resources that guide students towards clear communication of their ideas and understandings. Students will become stronger writers when they take responsibility for revising and editing their own work.
PCC 201 (9-12, Univ)

276. 2:15 – 3:15
Rethinking “Just Right” Books
Jan Burkins
Educator/Author
Athens, Georgia

Kim Yaris
Educator/Author
Wellington, Florida

In this session, participants will first learn a new, simpler model for the reading process and a lesson for exploring it with students, which gives students a vocabulary that supports their understanding of how to read for meaning. Next, participants will explore the ways these understandings of their reading processes translate into expanded definition of “Just Right” books, including language and a Reading Wellness lesson for teaching students a new paradigm for self-selecting texts and managing their independent reading.
Marquette LaSalle (1-5)

277. 2:15 – 3:15
What’s New in Children’s Books & Resources to Meet Common Core State Standards?
Roxanne Forgrave
Olivet Nazarene University, Bourbonnais

Join us for a discussion about new children’s books and resources which meet Common Core State Standards. Learn about paired fiction and informational texts. New professional resources. Plan to share ideas and materials you use in the classroom.
PCC 209 (K-9, ELL, Spec, Lib)

278. 2:15 – 3:15
What Works in the Classroom: Identifying and Implementing Evidence-Based Practices
Melissa Jones-Bromenshenkel
Eastern Illinois University, Charleston

The field of education has recently begun to identify teaching and management practices that are most likely to result in positive outcomes and significant growth for students. In this presentation, a number of these evidence-based practices will be shared as well as resources to locate additional practices and possible implementation ideas.
PCC 200 (All)
279. 2:15 – 3:15
Lives and Landscapes-An Ag Literature Circles Unit
Brad Banning
Illinois Agriculture in the Classroom, Bloomington
Explore agriculture through Lit Circles! Our interpretation of the student-centered reading groups utilizes reader response to explore how agriculture affects the lives of characters in a variety of young adult novels, as well as the lives of students.
PCC 136 (6-9)
Sponsored by Illinois Agriculture in the Classroom.

280. 2:15 – 3:15
Literacy and Language: Supporting ELs During Literacy Instruction
Stacie Noisey
CUSD #95, Lake Zurich
Come learn strategies and activities to implement immediately in your classroom or during interventions. This session will help teachers and administrators understand the basics of second language acquisition and strategies for supporting English Learners during literacy instruction.
PCC 202 (K-12, ELL, Admin)

281. 2:15 – 3:15
Proactive Professionals: A Passport to Professional Collaboration
Nancy Paprocki
Illinois State Board of Education, Springfield
Susanne Riddell
Midland Unit 7, Lacon
Join us for a discussion of best practices in Title I: parent involvement, professional development, and teaching and learning strategies. Bring ideas to share and receive guidance and support from Title I educators. ISBE consultants will help guide the discussion.
PCC 210 (PreK-12, Admin)

282. 2:15 – 3:15
The Learning Workshop: Blending the Best of Reading and Writing Workshops in the Content Areas
Sue Larson
Judson University, Elgin
Megan Truax, Heather Kraus
Southbury Elementary School, Oswego
Spark and sustain your students’ engagement with the Learning Workshop format! Revitalize your instruction to improve motivation, vocabulary, and content-area inquiry. Learn techniques for integrating CCSS using the Generative Vocabulary Matrix, learning wall, compelling informational picture books, collaboration, and writing.
Marquette Cotillion (K-6, ELL, Spec, Univ, Admin)

283. 2:15 – 3:15
Why Close Reading?
Tricia Nagel
SD #61, Bradley
Take a closer look at the Close Reading techniques to meet the CCSS and how to use Close Reading to relate to formative assessments. Hands-on learning by grade level.
PCC 211 (K-8, Admin)

284. 2:15 – 3:15
Multiple Texts: Endless Possibilities for Teaching Social Justice in a Social Studies Classroom
Pennie Gray, Meghan Henwood
Illinois Wesleyan University, Bloomington
Come learn exciting strategies for using children’s literature and other texts to teach about social justice. By using rich texts of all sorts, you can bring your social studies curriculum to life and teach critical thinking at the same time.
PCC 212 (K-9)

285. 2:15 – 3:15
Explaining Why It Matters: Helping Students Use Reasoning to Support Text Evidence in Argument and Literary Analyses
Lori Youngblood, Shannon Dickinson, Wendy Mohrenweiser
SD 65, Evanston
Blending ideas from various researchers, presenters will share their strategies for teaching reasoning in a middle school co-taught literature/language arts class. Teachers will show writing samples from students with diverse learning needs, including struggling readers and writers.
PCC 213 (4-9, Spec)

286. 2:15 – 3:15
For Pete the Cat’s Sake – It’s ALL GOOD For Lifelong Readers and Writers
Marcia Thompson
SD U-46, South Elgin
Come walk with well-loved book character Pete through a classroom year using Pete the Cat books for literacy lessons to inspire young readers and writers, as well as their families. Lace up your walking shoes with hope!
PCC 218 (PreK-3, ELL, Spec, Lib)

287. 2:15 – 3:15
Using iPads and App Integration In Literacy to Promote Deeper Thinking
Megan FitzPatrick, Naseem Ghouse, Justin Elder
NCUSD 203, Naperville
This presentation features iPad applications for meeting standards in Literacy. Participants are introduced to apps that create books or reports and promote engagement during Word Study and Reader’s Workshop. Teachers collaborate and take away a list of applications for the classroom.
PCC 220 (K-3)
288. 2:15 – 3:15
The New Era of Professional Development: Transform Your Teaching by Exploring the Power of Social Media
Colleen Noffsinger, Michelle Brezek
SD 100, Berwyn
Social Media brings on-demand PD that influences teaching practices, supports professional growth and showcases hard work. Come see how we use Instagram, Blogs, Twitter and Facebook to connect and collaborate with teachers from all over the world.
Bring a device.
PCC 221 (All)

289. 2:15 – 3:15
Mining Primary Documents for Interesting Words to Teach and Enjoy!
Margaret McGregor
Chicago Public Schools, Chicago
Participants will learn about protocols for discovering, teaching, and enjoying interesting words within primary documents. Participants will be guided through protocols that they will apply to several primary documents related to the American Civil War.
PCC 222 (4-12, ELL, Spec, Admin)

290. 2:15 – 3:15
Making Literacy Fun Through Games
Stephanie Benson, Jean Ann Carter
Grundy Special Education Cooperative, Morris
Come and learn different ways to differentiate familiar games to support literacy instruction. Participants will gain ideas, including taking the kill out of “drill & kill” and suggestions for a family game night.
Marquette Cheminee (All)

291. 2:15 – 3:15
Multimodal Scaffolding Before/During/After Reading with Complex Texts
Benjamin Boche
Concordia University, Chicago
This presentation examines using multimodal scaffolds as a means to support students as they read complex texts as outlined in the Common Core State Standards (CCSS). Before/During/After reading strategies will be addressed along with differing multimodal scaffolds.
Marquette Bradley (4-12)

292. 2:15 – 3:15
A Teacher-Coach Collaboration: Literacy in a Middle School Science Classroom
Trisha Warner, Jenny Snyder
McLean CUSD 5, Normal
Learn about a district’s initiative to connect content area teachers with literacy coaches and follow one science teacher’s shifts in teaching and learning. Practical classroom applications will be shared – pre-reading strategies, written conversations, annotating texts, and student discussions.
Marquette Peoria (6-12, Admin)

293. 2:15 – 3:15
Motivating the Unmotivated: Helping Boys Learn to Love Reading!
Nicole Moss, Jeanette Brosam
CUSD 4, Champaign
Explore new and innovative ways to motivate and help boys foster a love of reading. Resources and strategies will focus on classroom and school wide strategies that will help you increase the motivation of boys. Handouts and prizes provided!
Marquette Illinois (4-12, Spec, Admin)
3:30 – 4:30

Bring on the Books!

Donalyn Miller  
Educator/Author  
Bedford, Texas

Explore new titles that upper elementary and middle school students love to read, as well as instructional strategies and resources for using these books in the classroom. Featured books include new and overlooked titles.

PCC 401-402  (All)

Imagination 101: Engaging Readers in Story

Julia Durango  
Author  
Ottawa, Illinois

Would you like to actively engage your students in ELA standards while simultaneously giving a book talk to stimulate their independent reading? Using her fantasy novel *The Second Guard* as an example, author Julia Durango will lead you on a quest to explore the literary elements of setting and conflict that will inspire your students not only as readers, but also as writers.

PCC 408  (4-12)

Student Engagement: Unlocking the Mystery

Gail Huizinga  
IRC Professional Development Committee (IRCPD)

Participants will be given ways to move beyond the traditional instructional model of passive learning to a format that encourages active engagement and transformation of information. The session will focus on the shifts in instruction necessary to facilitate students’ active persistence and ownership of their own learning.

PCC 407  (All)

Making Inferences: Scooby Doo & An Old Shoe

Tanny McGregor  
Educator/Author  
Cincinnati, Ohio

Making inferences is important, in reading and in life. Our students are already experts at using this thinking strategy to help them make meaning of the world, but it can be tough when text is in the mix. Literal interpretations of text fail to show us the depth of student thinking. Let’s move beyond worksheets to find engaging ways to teach this critical strategy! We’ll go from the concrete to the abstract in this session, employing objects, artwork and experiences to help kids read between the lines and feel the satisfaction of making a solid inference.

PCC 403-404  (All)

Transforming Learning with Technology and the New Illinois Learning (Common Core) Standards

Sheila Ruh  
Educator  
Westmont Junior High  
Westmont, Illinois

Sherry Sejnost  
Educator  
Mannheim District 83  
Melrose Park, Illinois

This presentation will provide many differentiated learning activities and instructional strategies that integrate technology and the New Illinois Learning (Common Core) Standards to transform learning and increase student achievement across content areas. Communication, collaboration, critical thinking, and creativity will occur as a result of the transformational learning strategies gained, regardless of the type and quantity of devices available in classrooms. Participants will leave with new teaching techniques that make learning relevant, rigorous, and fun for all students.

PCC 406  (K-8)
299. 3:30 – 4:30  
**Grading Practices to Support Student Achievement**

April Zawlocki  
Educator  
College of DuPage  
Glen Ellyn, Illinois

In today’s world of standards, creating a model that supports standards and builds a culture of learning is paramount. Explore best practices in standards based grading, and learn the basics of how you can utilize this model to enhance achievement.

PCC 213 (K-12, Univ, Admin)

300. 3:30 – 4:30  
**Using Primary Sources in the Classroom**  
Susan Nickel, Jennifer Wood  
Rockford Public Schools, Rockford

Using primary sources, presenters will provide activities that teachers can take back to their classrooms. These activities will help students develop cognitive, investigative, deductive reasoning and problem-solving skills. Students will also draw conclusions from the information they have gathered.

PCC 136 (K-9, Lib)

301. 3:30 – 4:30  
**Poetry Teahouse**  
Georgia Heard  
Educator/Author  
North Palm Beach, Florida

Join the fun of this open mic event by trying out an original poem on an audience, reading or reciting a favorite poem or short story, or just listening. Refreshments will be served.

Marquette Ballroom (All)

302. 3:30 – 4:30  
**Linking Literacy Tutoring to the Common Core State Standards**

Peter Fisher, Debra Gurvitz  
National Louis University, Wheeling  
Ann Bates  
Educational Consultant, Glencoe

This presentation provides a framework for tutoring students of all abilities and grade levels and links specific strategies for word study and comprehension to the CCSS. Tutor and student examples are provided.

PCC 405 (K-9)
303. 3:30 – 4:30
Illinois Title I Association Meeting
PCC Business Center

304. 3:30 – 4:30
Access for All – Charity or Justice
Julie Hoffman, Cindy Gerwin
IRC Advocacy Committee
A culturally conscious and responsive education entails more than celebrating Black History Month or Cinco de Mayo. It requires not only access to a variety of texts, but also access to texts that reflect the reader. It requires engaging instruction that is not only culturally conscious, but also incorporates projects that move a community toward social justice. Participants will learn more about how to teach from the perspective of social equity and how to connect instruction with the community through IRC's Access for All social justice project.
PCC 134 (All)

305. 3:30 – 4:30
Back to Basics: Running Records 101
Kim Wagner
Rockford University, Rockford
Running records are the best source of authentic assessment data. Come and learn why and how. Perfect for teachers who have never done running records or as refresher for those who haven’t done them in awhile.
PCC 135 (K-3, ELL)

306. 3:30 – 4:30
Reading, Give Us a Chance: We Other Literacy Modalities Need to be Heard Too
Shadrack Msengi
Southern Illinois University, Edwardsville
This study examines how content area teachers apply literacy modalities such as reading, writing, listening, viewing, and visually representing to enable learners to understand the content. The findings are analyzed and discussed. The study concludes with implications for instructional practices.
PCC 200 (4-12, Adults, Univ, Admin)

307. 3:30 – 4:30
Using Children’s Literature Art Responses to Identify Characters, Settings and Events in Stories
Darryn Diuguid, Jacqueline Goebel
McKendree University, Lebanon
Key to the Common Core State Standards is identification of characters, setting and plot. Educators continue to lose art as a valuable resource, yet students still need to express themselves through hands-on activities. This presentation will demonstrate easy and inexpensive art response activities connected to the CCSS.
PCC 201 (PreK-3)

308. 3:30 – 4:30
Authentic Literacy Instruction that Works
Katie Sullivan, Juliet Zabel, Carol Calderin
SD 2, Bensenville
Students want to read and write about topics that are meaningful. This session provides real-word opportunities to promote literacy in your classroom. The strategies learned can be implemented immediately, so get ready to make literacy come to life on Monday!
PCC 202 (4-12, ELL)

309. 3:30 – 4:30
Introducing the 2016 Bluestem Nominees
Leslie Forsman
Triopia CUSD #27, Concord
Attendees will learn about the 20 titles on the 2016 Bluestem Award (grades 3-5) list. Participants will also be invited to share their experiences with these titles.
PCC 203 (Lib)

310. 3:30 – 4:30
Close Reading with English Language Learners
Anne Marie Chobot, Donna Sigourney, Patty Champ, Bernadette Wachel
Fulton School, CCSD #146, Tinley Park
Practical classroom perspectives and experiences across the curriculum will be shared with an emphasis on integrating English Learners in the close reading process in the general education classroom using WIDA Speaking levels to increase participation for all levels of proficiency.
PCC 209 (K-6, ELL)

311. 3:30 – 4:30
Reading is Fundamental: The Use of Reading Strategies in a University Composition Course
Kathrine O’Neil, Sheryl Bone
Kaplan University, Chicago
An online University Composition course incorporates applying reading skills to determine elements of effective writing. Students become better-prepared readers, writers, and thinkers with the ability to transfer skill sets learned in Composition to future courses and careers.
PCC 210 (Adults, Univ)

312. 3:30 – 4:30
Just Do It! Literacy Strategies for Immediate Implementation in the Content Areas
Dawn Paulson, Debbie Harrison
Eastern Illinois University, Charleston
Comprehension of informational texts is one focus of the Common Core State Standards. Participants will experience seven to nine literacy strategies, including vocabulary instruction, for content areas that can be implemented immediately in their classroom. Handouts will be provided.
PCC 211 (K-9)
Poetry Teahouse

Friday, October 2, 2015
3:30 - 4:40 p.m.
Pere Marquette Ballroom

Join the fun of this open mic event by trying out an original poem on an audience, reading or reciting a favorite poem or short story, or just listening.

Refreshments will be served.

Hosted by Georgia Heard
313. 3:30 – 4:30
Taking the “Mystery” Out of Cross-Curricular Thematic Units
Donna Gentile-Ruth, Victoria Rocus
Archdiocese of Chicago, Chicago
Join two energetic junior high teachers as they share a road map for building an engaging, hands-on thematic unit that covers Common Core Standards for both ELA and science, while allowing students to improve their metacognitive skills and solve a real time murder mystery.
PCC 212  (6-9)

314. 3:30 – 4:30
Are They Really Digital Natives? The Truth About What it Means to be Literate in a World of Technology
Kristina Weber
Dundee-Crown High School, Carpentersville
Functional literacy is drastically different today, and our assumption that all kids have a strong grasp of technology is unfortunately incorrect. Learn what that means for literacy and what kids really need to know for the future.
Marquette Cheminee  (4-12, ELL, Admin, Lib)

315. 3:30 – 4:30
Linking Literacy to the Millennium Generation
Ginger Shelato, Christa Morgan, Laura Zulauf, Janet Wise
SD 3A, Rochester
This fast-paced session will enable participants to gather invaluable resources and sites that will connect literacy, CCSS, and differentiation. In addition, participants will be able to implement each one as soon they return to the classroom. BYOD! (Bring Your Own Device.)
PCC 220  (4-9, Spec, Univ, Admin)

316. 3:30 – 4:30
Getting Students to Their Destinations: Helping Students Set and Achieve Goals Using Data
Priscilla Dwyer
IRC Regional 5 Director
Attendees will learn how to use their classroom, school, and district data to help students set and achieve academic goals. Attendees will be provided with a folder of materials to help them get started goal setting in their classrooms.
PCC 222  (K-9, Spec, Univ, Admin)

317. 3:30 – 4:30
Teaching Through Technology – Helpful Websites and Applications for Classroom Use
Ashley Luft
Kankakee Community College, Kankakee
In this presentation we will explore helpful websites as well as online applications and apps for tablets and other smart devices that can enhance classroom learning and participation.
PCC 221  (K-12)

318. 3:30 – 4:30
Creative Science Writing: Strategies for Content-Area Writing that Might Give You Crazy Einstein Hair
Benjamin Kuhlman
CCSD 21, Wheeling
Creative nonfiction is not an oxymoron! This presentation will focus on creative ways to engage students in writing tasks. Strategies will range from brief in-class use to long-term tasks such as portfolios and will focus on grades 3 through 8.
PCC 218  (K-12)

319. 3:30 – 4:30
Just Write!: Using Writer’s Notebook as an Effective Formative Assessment
Jason Arneson
Westminster Christian School, Elgin
Learn how to implement an engaging writer’s notebook in your classroom to build skill and stamina and how to use it as an effective formative assessment. Several sample prompts will be included. Integration of technology options will also be discussed.
Marquette Bradley  (4-12)

320. 3:30 – 4:30
Support Staff Working Collaboratively to Improve Student Learning
Victoria Hegranes, Sandra Volling
NCUSD 203, Naperville
Attendees will learn how to effectively collaborate as support staff to increase student achievement and provide instruction that is consistent across the student’s day.
Marquette Peoria  (K-6, ELL, Spec)

321. 3:30 – 4:30
Teaching Literary Elements Through Picture Books
Brandy Wamsley, Rachelle Cordell
Springfield Christian School, Springfield
This session will provide educators with a list of picture book titles that can be used to teach or give examples of plot development, main character, theme, conflict, climax, onomatopoeia, and many more.
Marquette Illinois  (4-9)
DATES & LOCATIONS

Planning & Facilitating a Close Reading
Presenter: Kristina Smekens
OCTOBER 6: Mt. Vernon
OCTOBER 7: Champaign
OCTOBER 8: Peoria
OCTOBER 20: Kenosha, WI
OCTOBER 21: Rockford
OCTOBER 22: Elk Grove Village
DECEMBER 1: Countryside

Writing After a Close Reading
Presenter: Kristina Smekens
DECEMBER 2: Countryside

Strategies for Leading Effective Literacy Stations
Presenter: Kristi McCullough
OCTOBER 13: Kenosha, WI
OCTOBER 14: Countryside
NOVEMBER 10: Effingham
NOVEMBER 12: Champaign
NOVEMBER 13: Peoria

Strategies for Teaching Reading with Small-Group Instruction
Presenter: Kristi McCullough
OCTOBER 15: Countryside

www.SmekensEducation.com
323. 4:45 – 5:30
Preservice Teachers’ Round Table Session
I Wish I’d Known Then What I Know Now
Lindsay Bohm, School District #213, Athens
Jamie Impson, School District #186, Springfield
Molly Lindsey, School District #304, Geneva
Designed for new or preservice teachers, this panel discussion will center around interviews, classroom management, working with colleagues, common core, evaluations, and more. We’ll talk about all the things they don’t teach you in college because in teaching, the answers aren’t in the back of the book.
Marquette LaSalle (All)

324. 5:30 – 7:30
Preservice Teachers’ Pizza Party
Marquette Cotillion
Sponsored by

325. 6:15 – 8:15
What Matters Most?
Cris Tovani
Educator/Author
Centennial, Colorado
Everyone who is not in education is sure they know what is wrong with schools. Those of us in schools, know that teaching well is incredibly complex. During this keynote, Cris Tovani will focus on a few aspects of teaching and learning that matter most but often get forgotten. Remembering who our clients are — the children — and what they need to become better readers and writers is a great place to start.
Marquette Ballroom

IRC Hall of Fame Award
will be presented to
Kathy Barclay
Award will be presented by
Cindy Gerwin, IRC Past President

Friday Banquet
Visit Achieve3000 in Booth #213 and learn how students in one Illinois district made 3-6 months of reading gains in only 5 weeks!

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Propel under-performing adolescent readers toward college-ready **proficiency**
### Registration - Peoria Civic Center Terrazzo Lobby
7:00 a.m. - 9:00 a.m.

### Saturday Breakfast - Pere Marquette Ballroom - *Jim Burke*
7:00 a.m. - 8:30 a.m.
- Sponsored by [Heinemann](#)

### Sessions/Featured Speakers/Workshops
8:30 a.m. - 12:00 p.m.

### Saturday Author Luncheon - Pere Marquette Ballroom - *Louis Sachar*
12:15 p.m. - 2:00 p.m.
Conference Sessions
Saturday, October 3, 2015

7:00 – 8:30

Saturday Breakfast
326. 7:00 – 8:30
Teaching the Academic Moves: How to Teach Students the Mental Moves They Need to Succeed in School and Beyond

Jim Burke
Educator/Author
Burlingame High School
Burlingame, California

Participants in this session will learn about the “academic moves” Jim identified and explored in his latest book written with Barry Gilmore. These moves, which lie at the heart of effective teaching and learning, appear throughout the Common Core standards and other such frameworks. Jim will focus on how to identify the moves your students are already making and how to improve your assignments and assessments by using the academic moves (a set of 15 words that describe the mental moves students must learn to make) to improve the directions, prompt, or task.

Marquette Ballroom

Sponsored by

ILA Maryann Manning Outstanding Volunteer Service Award will be presented to
Carol Owles

ILA Celebrate Literacy Award For Exemplary Service in the Promotion of Literacy will be presented to
Barbara Ashton
Kathleen Sweeney

Awards will be presented by
Roberta Sejnost, ILA State Coordinator

8:30 – 9:30

327. 8:30 – 9:30
Holes, “The Movie”

Louis Sachar
Author
Austin, Texas

Louis Sachar will detail the process of bringing his beloved book to the big screen.
PCC 401-402 (All)

328. 8:30 – 9:30
Collaborative Autoethnography of Scripted Literacy Instruction Transformation in a Rural Middle School

Brian Johnson
Southern Illinois University, Edwardsville
Melissa Batchelor
Lewis and Clark Community College, Godfrey

Session participants will a) compare their beliefs about scripted instruction with our study’s findings about literacy scripts, collaborative discourse, and instructional transformation using audience response technology; b) annotate, discuss, and transform scripted literacy lessons with reciprocal comprehension and composition practices.

Marquette Peoria (4-12, Adults, Univ, Admin)

329. 8:30 – 9:30
Batman and The Hero Complex: Learning by Conducting Psychoanalyses of Literature and Life

Michael Cook, Ryle Frey
Millikin University, Decatur

Thinking like a psychologist, ELA students conduct psychoanalyses of heroes. Beginning with Batman, students keep medical logs to diagnose “The Hero Complex” before transferring the analysis to literary (e.g., Beowulf) and ultimately contemporary heroes. Learning culminates in a multimodal project.
PCC 403 (6-12)
Can We Talk? The Possibilities of Infusing Speaking and Listening Skills Into Classroom Activities
Susan Massey
Western Illinois University, Moline
As teachers infuse strategic, quality talk into classroom activities, students have the opportunity to develop language skills while enhancing vocabulary, comprehension, and writing skills. Participants will learn strategies for incorporating the Common Core speaking and listening standards into learning activities.
PCC 408 (PreK-6)

Written Text: Alive with Technology
Lynn Gorey, Sheri DeCarlo
Maercker SD #60, Westmont
Use blogs to enhance and enrich student learning by creating interactive, multi-curricular activities providing student choice and allowing deeper text comprehension. We will share our One School-One Book experience of Chasing Vermeer and demonstrate how to make text come alive.
PCC 405 (K-9, ELL, Spec, Lib)

The Success of Tier 2 Services When One Title Teacher and One Kindergarten Teacher Pair Up (A Push-In Model)
Ann Marie Bauer Ross, Jordan Brannon
CUSD #11, Alton
In this presentation, we will share how we apply our center-based daily 5 concepts. We will discuss what has worked well and what has not worked for us. We will give resources and strategies on how to plan for student success.
PCC 407 (K-3)

Words Matter: Teaching Academic Vocabulary
Kimberly Hollis, Brenda Engelhardt, Diane Chapman
CUSD 304, Geneva
What is effective CCSS vocabulary instruction? Find the answer, walk away with ready-to-use activities, and engage in discussion with other professionals. This workshop will provide background on language tiers as well as hands-on practice with strategies presented.
PCC 134 (6-12, ELL, Spec)
338.  8:30 – 9:30  
Enhancing Diversity in Your Collection: Why, How, and What  
B.A. Binns  
Illinois Author, Arlington Heights  
Discuss ways to find and evaluate multicultural material along with information to assist in justifying multicultural acquisitions. Covers issues in the publishing world, including feedback from the Diversity sessions at ALA Midwinter, and a booktalk of recent diverse titles.  
PCC 209  (K-12)

339.  8:30 – 9:30  
Supporting ELLs and Struggling Readers Toward Mastery of CCSS: Acquiring More than Foundational Skills  
Sarah Westberg O’Dea, Patricia Connelly  
SD 102, LaGrange Park  
Students at risk (such as ELLs and struggling readers) may lack foundational reading skills, however this cannot be the only focus of their instruction. Through engaging, visual presentations, teachers can facilitate higher-level comprehension and application of skills alongside typical peers.  
PCC 210  (K-6, ELL, Spec)

340.  8:30 – 9:30  
Student-Involved Assessment for Distinguished Poetry and Literacy Instruction  
John Waite, Mike Melie  
CHSD 99, Downers Grove  
We focus on poetry and teaching key literacy skills while meeting the expectations for distinguished teaching detailed by Charlotte Danielson. Using assessment and differentiation theory, we present a student-centered approach. We present student work and ways to engage students in our process.  
PCC 211  (6-12)

341.  8:30 – 9:30  
Integrating Literacy and Social Studies Instruction  
Vicki Kay, Mary Balda  
Spencer Loomis School, Lake Zurich SD 95, Hawthorn Woods  
“How do I fit everything in?” One strategy that can ease the time crunch we all feel is integrating subjects. This session will provide specific lessons and practical teaching strategies for integrating social studies and literacy instruction.  
PCC 212  (K-6, ELL, Spec)

342.  8:30 – 9:30  
Engaging Students in the Abraham Lincoln Award Book Club through Technology and Enthusiasm  
Laura Dabezic, Susan Lynch  
Indian Prairie 204, Naperville  
This session will provide everything needed to start, maintain, and rejuvenate the Abraham Lincoln Book Award Program (or any independent reading program). Last year, over 700 students voluntarily participated in our Abe Program; we’ll share our secrets to success, including QR codes, Google+, writing assignments, common core connections, and Socratic seminars.  
PCC 213  (6-12, ELL, Lib)

343.  8:30 – 9:30  
Genocide Studies: Confronting the Future Through Exploration of the Past  
Emily Erickson-Betz, Nicole Frampton  
School District #301, Rock Falls  
Students must understand genocide is a possible consequence of prejudice and discrimination. Session utilizes genocide studies to cultivate critical thinking and globalism with connection to Illinois Learning Standard strategies. Participants will develop awareness of the value of pluralism and diversity.  
PCC 218  (6-12, Admin)

344.  8:30 – 9:30  
Increasing Reading Comprehension with Digital Storytelling  
Kimberly Wesley  
SD 159, Matteson  
Participants of this session will learn how to incorporate the technology of digital storytelling to increase student comprehension and meet the demands of PARCC. Resources and examples will be provided to demonstrate digital storytelling as a cross content learning strategy.  
PCC 220  (All)

345.  8:30 – 9:30  
Engaging Middle School Students Through Read Alouds  
Amy Cooley, Jennifer Henderson  
Chicago Public School, Chicago  
Participants will discover the importance of reading aloud to middle school students. We will explore the practice, its purpose, and the instructional benefits derived from this activity. Suggested titles will be provided.  
PCC 221  (4-9, ELL, Spec)
346.  8:30 – 9:30
Fun with Informational Text: Using Picture Books to Engage and Motivate
Amina Chaudhri
Northeastern Illinois University, Chicago
This interactive presentation will demonstrate ways teachers can incorporate high-quality children’s informational texts to teach literacy strategies in alignment with the CCSS. Participants will leave with knowledge about a range of books as well as teaching and learning strategies.
PCC 222 (4-6, Univ, Lib)

347.  8:30 – 9:30
The Developmental Trajectory of the Intermediate (Grades 3-6) Reader: Informational Text Assessment & Instruction
Margaret Walsh, Julie McGann, Stuart Luppescu, Mindy Garrison
University of Chicago Impact and Urban Education Institute, Chicago
The presentation will highlight results from an item analysis on 1,200 student samples from various demographic backgrounds. We will highlight associated instructional practices that will help students comprehend increasingly complex informational texts.
Marquette LaSalle (4-6, Univ, Admin)

348.  8:30 – 9:30
For the Love of Words
Dana Onayemi, Ashley Schwarz
Marquardt District 15, Glendale Heights
In this session, teachers will explore a plethora of vocabulary strategies, and how to put those strategies into action. With a common core emphasis, strategies will be placed into a meaningful contexts. Focus will be placed on creating authentic and highly engaging word learning communities within the classroom.
Marquette Cotillion (K-6)

349.  8:30 – 9:30
Using S.M.A.R.T. Goals to Focus and Assess Workshop Instruction
Nichole Folkman
Hartsburg-Emden Jr./Sr. High School, Hartsburg
Grading the workshop-style classroom can be difficult. Helping students write and focus on personal goal-setting and the accomplishment of those goals allows teachers a way to focus student learning, reward student growth, and foster confidence in our students.
Marquette Bradley (6-12, Spec)

Zaner-Bloser

Coming Fall 2015
2016 Edition of Handwriting

- Minor Revisions
- Everything you need to teach handwriting for the 21st Century!
- “New” Pre K Handwriting Readiness Program
- QR Codes, scanner bar codes to use with mobile devices - THE HANDWRITING TUTOR

Child or Adult, with a mobile device, can access video models from within the Student and or Teacher Editions.

Download a free QR code reader onto your iPhone, iPad, Android, etc. use it like a camera on the codes in the book. The codes are placed on student pages related to specific instruction - so if you were doing a lesson on the lowercase “d” the corresponding student page will have a code embedded that allows students to watch the letter form animation from a device (like an iPad) equipped with a QR code reader app. There are QR codes on the pages where we teach the 4 keys, and the 3 P’s” - posture, pencil grip and paper position.

Contact Information:
Brenda Sullivan • Zaner-Bloser Sales Consultant • 630.666.8080 • brenda.sullivan@zaner-bloser.com
### 9:45 – 10:45

**350. 9:45 – 10:45**

**What’s the Big Idea: Helping Adolescent Readers Determine Importance in their Reading**

Cris Tovani  
Educator/Author  
Centennial, Colorado

Purpose determines what’s important. It also helps us sift and sort what we pay attention to. Without a purpose for one’s reading and teaching, it is difficult to determine importance. During this session, teachers will explore the big ideas behind their content and curricula. Cris will model different ways that teachers can help students determine importance in their reading. Participants will be asked to reflect on their processes as learners as a means of helping students use their own reading to figure out what matters most.

**PCC 401-402 (All)**

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**351. 9:45 – 10:45**

**The Mindset of Letting Go: How to Let Students Do More of the Work**

Jan Burkins  
Educator/Author  
Athens, Georgia

Kim Yaris  
Educator/Author  
Wellington, Florida

In this session, participants will learn an interactive strategy for teaching students to read closely and carefully. With emphasis on new perspectives on the gradual release of responsibility, this session will help participants think about how to help students reach independence and proficiency in all aspects of reading practice. Participants will leave with practical ideas and new language for letting students do more of the work during whole- and small-group reading instruction.

**PCC 403 (1-5)**

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**352. 9:45 – 10:45**

**Imagination 101: Engaging Readers in Story**

Julia Durango  
Author  
Ottawa, Illinois

Would you like to actively engage your students in ELA standards while simultaneously giving a book talk to stimulate their independent reading? Using her fantasy novel *The Second Guard* as an example, author Julia Durango will lead you on a quest to explore the literary elements of setting and conflict that will inspire your students not only as readers, but also as writers.

**PCC 406 (4-12)**

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**353. 9:45 – 10:45**

**From Reading to Writing, Creating Characters from the Shoes Up**

Karen Tischhauser  
CUSD 220, Barrington

Participants will take on the role of students in a classroom using shoes from a display to build strong characters and place them into action, creating pieces of fiction. This activity can be taken back to school and used immediately.

**PCC 405 (6-12, Spec)**

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**354. 9:45 – 10:45**

**Plan a Reading Event at Your School!**

Katie Russell  
CUSD #186, Murphysboro

Host a family reading night, plan a reading day, or invite an author! Unsure how you can plan or pay for these events? Need more ideas? Come to this session! Bring your ideas! Handouts and prizes!

**PCC 408 (PreK-6, Admin, Lib)**

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**355. 9:45 – 10:45**

**Behavior the Foundation of Learning: Using Literacy to Support Social Emotional Learning**

Kristina Intrizai  
CUSD #303, St. Charles

Do you have students lacking the skills to behave appropriately in class? Are you struggling to find ways to address these behaviors? In this session you will find literacy based strategies, resources, and units of study to support these students.

**PCC 407 (K-3, Spec)**
356. 9:45 – 10:45
Using Self-“I”dentity, the Power of One to Increase Success in all Facets of Teaching, Learning, and School Functionality
Mitchell Lazarus
Tefft Middle School, Streamwood
Attendees are given life changing techniques to enhance their teaching skills and the learning of their students. Non-teachers will use these techniques for more effective results in their positions and outside the work environment.
PCC 134  (All)

357. 9:45 – 10:45
Diversity in Contemporary Picture Books: What is Available and How Do We Include Diverse Books in our Classrooms?
Melanie Koss
Northern Illinois University, DeKalb
This session will present outcomes of a content analysis of contemporary picture books in terms of the diverse populations represented, and share ideas on things teachers can do to promote and include diverse picture books in their classrooms and curricula.
PCC 135  (PreK-6)

358. 9:45 – 10:45
College Readiness: What Do College Students Really Need To Succeed?
Patricia Braun
Benedictine University, Springfield
Teachers prepare students for college using common core standards, counseling programs, college visits, and student profiles. So, why do college students struggle to meet instructors’ expectations? Continue the CIRP conversation with the intention of articulating ideas to support the 21st Century college student.
PCC 136  (9-12, Univ)

359. 9:45 – 10:45
A Comprehensive Literacy Framework: Continuous School Improvement
Mary Ann Poparad
National Louis University, Lisle
Learn about the Partnerships in Comprehensive Literacy Model. This session will feature examples from Illinois schools where educators are currently using this integrated framework that aligns instructional practices across classrooms and responsive interventions designed to develop self-regulated learners.
PCC 201  (All)

360. 9:45 – 10:45
Passport to Paired Texts in Primary Grades
Kimberly Butler, Kristina Hunecke
Northern Illinois University, DeKalb
Young readers can increase their content knowledge by reading both narrative and informational texts. The presenters will share activities aligned with the Common Core that will engage young learners as they read paired texts focused on the same topics.
PCC 200  (K-3)

361. 9:45 – 10:45
Not The Same Ole Close Reading: A Collaborative Effort to Raise Student Literacy Practices and Reading Achievement
Tinaya York, Deborah Evans-Claytor, Nicholas Cybulski, Carla McCarty, Erika Hale, Tawanda Miller, Tiffoni Stepney, Carolyn Gordon, Kianda Lee, Brent Turpin, Ebone Griffin, Terriyaka Watson, Kia Henderson, Chaundi Intoe, Brittaney Simmons, Danielle Beal, Markita Anderson, Kellie White
SD 299, Chicago
This isn’t your average close reading presentation. Participants will learn from teachers and literacy coaches who impacted student’s literacy practices and achievement by going through a gradual release model of professional support. Participants will engage in building a close reading lesson.
PCC 202  (4-9, Spec, Adults, Admin)

362. 9:45 – 10:45
Multi-format Text Sets Are Your Students’ Passport to the World
Deborah Augsburger
Lewis University, Romoeville
Donna Herman
Carl Sandburg High School, Orland Park
Pair traditional and alternative texts to motivate students and meet standards for analysis across disciplines. Discover how to create multi-format text sets integrating social studies and literature. A list of recommended text sets and supplemental resources will be provided.
PCC 203  (K-9, Lib)

363. 9:45 – 10:45
Dare to Differentiate: What Are The Rest of My Students Doing While I Provide Small Group Instruction?
Mandy Burress
SD #118, Danville
How can I meet the needs of all of the students in my classroom? This session will focus how to set up differentiated instruction during the literacy block in any K-5 classroom. The presenter will focus on strategies and activities that will benefit all learners in the classroom.
Marquette Peoria  (K-6, Spec)
364. 9:45 – 10:45  
Now What?: Advice for New Teachers  
Jason Biggs  
SD 308, Oswego  
You finally have your own classroom, but now what? Third year teacher Jason Biggs gives advice about what to do or not to do as a new teacher. Participants will leave with strategies for managing their first years of teaching with confidence and success.  
PCC 210 (PreK-12, ELL, Spec, Adults, Admin)

365. 9:45 – 10:45  
Move Over Lit Circles, There’s a New Book Club in Town  
Maria Luce, Alyssa Osterman  
SD 68, Oak Grove  
This session offers a practical approach to managing thematic book clubs. Literature selections and creative lessons for use in a collaborative setting will be provided. This approach motivates students to read deeply and critically. Rekindle students’ love of literature!  
PCC 211 (K-9)

366. 9:45 – 10:45  
How to Sneak your Science into ELA (And Vice Versa)!  
Sarah Livesay  
Environmental Education Association of Illinois, Urbana  
Explore strategies for selecting quality environmental education literature to add to existing units. Model and receive CCSS and Illinois Science Standard-correlated hands-on activities (and reading list) directly inspired by scientifically-accurate fiction (and creative nonfiction) for the K-12 classroom.  
PCC 212 (PreK-12, Lib)

367. 9:45 – 10:45  
Why Handwriting in Early Childhood Matters  
Carol Armann  
Marietta Memorial Hospital, Marietta, OH  
Kathleen Wright  
Zaner-Bloser Publishing, Columbus, OH  
Recent research suggests that preschoolers with better fine motor skills in preschool demonstrate better math and reading performance in second grade. This presentation demonstrates key research and activities for fine motor manipulation, visual-motor integration and graphomotor skills required for handwriting readiness.  
PCC 222 (PreK-3)

368. 9:45 – 10:45  
Talking Books with Mr. Kramer  
Tim Kramer  
CUSD 220, Barrington  
As an avid reader & blogger, I will share titles I have read since I last presented at IRC (2014), including my newly formed book blog and how to communicate my love of reading to students, parents, and colleagues.  
PCC 213 (4-12, Lib)

369. 9:45 – 10:45  
Implementing Culturally Relevant Writing Instruction in Elementary and Middle School Classrooms  
Dan Rocha, Kara Taylor, Emily Machado, Andrea Vaughan  
University of Illinois, Chicago  
Few elementary writing curricula incorporate critical literacy theories. This presentation will explore culturally relevant writing pedagogies that take up more socially and politically oriented approaches, with examples from CPS educators of what such pedagogies look like enacted in practice.  
PCC 218 (K-9, ELL, Univ)

370. 9:45 – 10:45  
From Linear to Multi-Modal: An Interactive Framework for Teaching and Learning in the Literacy Classroom  
Lindsay Stoetzel, Stephanie Shedrow  
University of Wisconsin, Madison, WI  
While “remixing” assignments in the classroom is not a new concept, this presentation offers an accessible and non-threatening approach for novice technology users and digital immigrants alike to creatively redesign course material for education in technology enriched literacy classrooms.  
Marquette Illinois (6-12, Adults, Univ)

371. 9:45 – 10:45  
Successful Academic Vocabulary Instruction in the Era of Common Core  
Kimberly Wesley  
SD 159, Matteson  
An important shift in the Common Core standards is the focus on the development of academic vocabulary. This session will offer important principles of academic vocabulary instruction which are consistent with reading complex informational text and foster student achievement.  
PCC 220 (All)
372.  9:45 – 10:45
Becoming a Literacy Advocate for Your School
Julie Hoffman, Jane Aumann
IRC Advocacy Committee
Promote enthusiasm for reading through practical actions that bring a love of books to every classroom, teacher, and reader.
PCC 209  (All)

373.  9:45 – 10:45
Getting Boys to Read...2.0 Style!
Sherry Scott
Tennessee Technological University,
Cookeville, TN
One of the most startling findings today is how far behind boys are in reading. Introducing “multi-platform books” which include interactive websites that can hook reluctant readers! Participants will learn about these books & experience the activities and videos online.
PCC 221  (4-9)

374.  9:45 – 10:45
Text Complexity and Instructional Decisions
Karen Flories
Valley View SD 365U, Romeoville
This session will focus on the role that text complexity plays in assessment design and instructional decision making. Participants will understand the key role that text complexity plays when designing assessments against standards so impacting instructional decisions can be made.
Marquette Cotillion  (4-12, ELL, Admin, Lib)

375.  9:45 – 10:45
Building Lifelong Readers: Tips and Strategies to Engage Independent Reading
Andrew Mayer, Melissa Meyers
Waterloo Jr. High School, Waterloo
This session will give ideas on how to motivate and engage students to be excited to read and become lifelong readers. Strategies and book lists will be provided.
Marquette LaSalle  (4-12)

376.  9:45 – 10:45
Developing Successful Student Leaders
Dawn Andermann
SD #231, Rochelle
Fifth grade students learn success and leadership strategies by reading three different success books and listening to Edge CDs, which provide mentorship from successful people. A student leadership team is responsible for leading the discussions and presenting materials.
Marquette Bradley  (4-12, Admin)

377.  11:00 – 12:00
Composing Ourselves: How to Teach Stylish Academic Writing
Jim Burke
Educator/Author
Burlingame High School
Burlingame, California
Participants in this session will examine the sequence of their writing assignments over a semester or year, analyzing the rationale for that sequence and the opportunities each assignment provides to teach academic writing in ways that are both effective and engaging. This session will discuss writing instruction as an apprenticeship for both teachers and students, showing them the stages of the composing process as captured in Jim’s year-long study of his own classes. The relationship between development of one’s skills and identity will be an important theme in the session, also, as Jim discusses the steps he takes to help students in both these areas. Throughout the session, he will also examine the role technology played after experiencing his first year with a full class set of laptops.
PCC 401-402  (All)
Sponsored by

378.  11:00 – 12:00
Empowering Primary Students to Revise & Edit Their Writing
Alison Ryan
CCSD 15, Palatine
This presentation addresses standards, research, and strategies for teaching revising and editing. Strategies include the use of rubrics, alternatives to grammar drills, interactive editing books, and peer conferences. Participants learn how to make revising/editing part of students’ daily routine.
PCC 407  (K-3)

379.  11:00 – 12:00
Play In A Book: Bringing a Text to Life Through Drama Integrated Reading Lessons
Laura St. John
Play In A Book, Chicago
Participants will have a hands on experience with a drama integrated reading lesson and will also see the results achieved using these techniques in 5 Chicago Public Schools.
PCC 203  (K-9, ELL, Adults, Admin)
380. 11:00 – 12:00  (Repeat of 39, 298)
**Transforming Learning with Technology and the New Illinois Learning (Common Core) Standards**

Sheila Ruh  
Educator  
Westmont Junior High  
Westmont, Illinois

Sherry Sejnost  
Educator  
Mannheim District 83  
Melrose Park, Illinois

This presentation will provide many differentiated learning activities and instructional strategies that integrate technology and the New Illinois Learning (Common Core) Standards to transform learning and increase student achievement across content areas. Communication, collaboration, critical thinking, and creativity will occur as a result of the transformational learning strategies gained, regardless of the type and quantity of devices available in classrooms. Participants will leave with new teaching techniques that make learning relevant, rigorous, and fun for all students.

PCC 403  
(K-8)

381. 11:00 – 12:00
**Historical Research and Writing: A Common Core Approach**

James Buckwalter, Jonelle Geib, Valerie Curtis  
Cambridge Lakes Charter School, Pingree Grove

This presentation showcases an interdisciplinary research and writing unit that prepares students for 21st Century research, writing, and presentation. The unit integrates Common Core literacy into content classrooms and culminates in a parent night, where students teach and parents learn.

PCC 408  
(6-9)

382. 11:00 – 12:00
**Vocabulary Instruction that Excites, Engages, and Empowers Students**

Melissa Pletkovich  
SD 150, Peoria

Excite students during daily vocabulary instruction. With a variety of activities that fit into any curriculum and content area, motivate and encourage students’ vocabulary development. Trade books, periodicals, myOn, and internet resources will be demonstrated. Word wall activities included.

PCC 200  
(K-12, ELL, Spec)

383. 11:00 – 12:00
**Digital Designed Strategies: Current Nonfiction Children’s Books**

Frances Steward, Jordan G. McGhee-Miller, Kyleen M. Kenny, Elizabeth A. Jepsen, Danielle R. Thorman, Angela M. Galasso  
Western Illinois University, Macomb

Participants will view demonstrations of several, creative, content strategies with digital processes and journal articles that connect and supplement nonfiction children’s books (e.g., composite and performance poems, social issues inquiry, and reading instruction). Programs and handouts will be provided.

PCC 135  
(9-12, Admin)

384. 11:00 – 12:00
**Learning to Learn/Teach on the Diagonal: A PLC Approach to School-Wide Implementation of a Disciplinary Literacy Instructional Framework**

Scott Bramley, Kiwana Brown  
SD 202, Evanston

Participants will learn about ETHS’ commitment to revising instructional practice school-wide through the adoption of a disciplinary literacy instructional framework and about the cross-discipline PLC working to build capacity and adjust practice.

PCC 136  
(4-6)

385. 11:00 – 12:00
**Online Discussion and Positive Digital Citizenship as Students Read, Write, and Create for an Authentic Audience**

Asra Syed  
James B Conant High School, Hoffman Estates

Through online discussion (Schoology, Edmodo), students write for authentic audience of peers instead of only for teacher, increasing comprehension and fostering engagement. They share presentations they create (iMovie, prezi, websites, edurecreations) and provide peer feedback while practicing positive digital citizenship.

PCC 202  
(4-12, ELL, Adults, Univ)

386. 11:00 – 12:00
**Involving Parents to Motivate Readers: Experiencing Literature with a Role Model**

Melissa Adcock  
South Elgin High School, South Elgin

Enhance your classroom’s existing independent reading program by encouraging and prioritizing parental involvement. Take away strategies, surveys, parent letters, assignments, and book ideas to use when beginning a reading unit in which students read a common title with their parents.

PCC 209  
(4-12)
387. 11:00 – 12:00
The Global Generation: Global Thinking and Local Engagement
Emily Erickson-Betz, Nicole Frampton
School District #301, Rock Falls
Learn to implement global news sources from varying perspectives to engage students in discussions about global issues. Discover how to facilitate effective student-to-student discussions based upon student-generated questions. Engage in discussions about strategies for teaching tolerance and dialoguing skills.
PCC 210 (6-12, Admin)

388. 11:00 – 12:00
Anything Goes: Igniting Passion Through Self-Directed Learning
Maria Luce, Alyssa Osterman
SD 68, Oak Grove
In today’s busy Common Core classrooms, teachers can still ignite students’ passion for learning. Classroom “20% time” was inspired by a similar Google policy. Using self-selected topics, students research and present their findings. This session offers a practical implementation plan.
PCC 211 (K-9)

389. 11:00 – 12:00
Passport to Possibilities: Supporting Student Curiosity Through the Genius Hour
Melissa Love, Vickiela Wright
SD 68, Woodridge
Educators will learn the how and why of Genius Hour. Resources and examples of how to start Genius Hour in the classroom, the steps to keep students on track and ways students can share the end results of their projects with an authentic audience will be provided in the presentation.
PCC 212 (K-9, Lib)

390. 11:00 – 12:00
Using Writing and Speaking to Close Read Complex Text
Stacie Noisey, Jennifer Lippert
CUSD #95, Lake Zurich
Writing and speaking are not just a reflection of thinking; they are vehicles to comprehend more deeply. Participants will explore and experience strategies to use with students to deepen their understanding of complex text.
PCC 218 (K-12, ELL, Admin)

391. 11:00 – 12:00
Do It! Use Tech Tools to Enhance Student Experiences with Literacy!
Jennifer Burisek
CUSD #201, Westmont
In my 6th grade literacy classes, I’ve used Google Classroom, Google Drive, Edmodo, Padlet, Thinglink, and other tools to enhance learning, differentiate instruction, collaborate, and publish. I’d like to share my experience and encourage others to use tech to enhance student experiences with literature.
PCC 220 (6-12, ELL, Spec, Adults, Univ, Admin, Lib)

392. 11:00 – 12:00
New YA Titles to Booktalk - ISLMA’s Abraham Lincoln Book Award
Amy Bland, Lisa Dettling, Jennifer Keith, Katie Kirsch, Alyse Liebovich, Kristen Rademacher, Christie Sylvester
Abraham Lincoln Book Award Steering Committee
Come meet the Abe Award steering committee members who will book talk this year’s master list of 20 titles. We’ll also answer your questions about the award calendar, how to register and promote the program in your school, and even how you or your students can get involved in the selection process.
PCC 213 (9-12, Lib)

393. 11:00 – 12:00
Great Technology Resources to Use in Your Guided Reading and Whole Group Instruction
Sara Olson
Nettle Creek Elementary, Morris
In this session all teachers will get to see many programs that can be used in their reading classroom. They will leave the presentation with a list of resources, so that they can try out the ones that work best for their classroom.
PCC 221 (K-3)

394. 11:00 – 12:00
Supporting Gifted Readers: Enhancing the Home/School Partnership
Michele Kane
Northeastern Illinois University, Chicago
Advanced students are often overlooked in a homogeneous classroom. Parents’ support can be critical to student success. This session provides ELA resources for gifted readers that can be used at home or at school to nurture the skills of high-ability learners.
PCC 222 (K-9)
395.  11:00 – 12:00
Enhancing Engagement in the 21st Century Classroom
   Jane Garner
   Northeast Elementary School, Evergreen Park
Explore a variety of options to foster engagement in the 21st
century classroom.  Students in grades K-8 will be engaged in
responding to literature, each other, and the world through the
use of technology.
   Marquette LaSalle       (K-8, ELL)

396.  11:00 – 12:00
I Can Show You How to Make Don’t Worry, Be
Happy Your Everyday Theme!
   Donna Gillum
   Educational Consultant, Washington, D.C.
The presentation is designed to encourage teachers to continue to
stay in the field of education beyond the average five years and
improve the classroom management issues.  They can take back
their authority as the leader in their classroom.
   Marquette Bradley       (All)

397.  11:00 – 12:00
Literacy Stations:  Middle School Edition
   Jamie Bleyle
   Momence Junior High School, Momence
Centers are a common occurrence in elementary; however, that
ends when students enter middle school.  This program will cover
the research behind centers and adolescent learning, how to set up
stations, various activities and how they can work cross curricular.
   Marquette Peoria        (4-9, Spec)

398.  11:00 – 12:00
Tabletop Gaming in the English Classroom:  Pairing
D&D and Literature to Promote Literacy
   Michael Cook, Matthew Gremo, Ryan Morgan
   Millikin University, Decatur
By integrating an on-going table top gaming campaign into the
classroom, students will be placed within the world of the text
they are working with, and be able to better understand plot
development and themes through practical exposure to materials.
   Marquette Illinois      (6-12)

Thank you for attending
the 2015 IRC Conference!

Don’t forget to deposit your
Clock Hour Evaluation Form in
the Evaluation Box near the IRC
Registration Area.

12:15 – 2:00
Saturday Luncheon
399.  12:15 – 2:00
From Wayside School to Fuzzy Mud
Louis Sachar
Author
Austin, Texas
Louis Sachar wrote his first book at 22 years old and is now
61.  His presentation will detail the beginnings of his career,
and how his methods and motivations have changed over
the years.
   Marquette Ballroom

Static Sticker Decal Contest Winner
Keeley Sikora
Ascension School, Oak Park, Illinois
Presented at the Saturday Luncheon by Kathleen Sweeney
ICARE Static Sticker Decal Contest Chair

Hook up with a
good book!

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Professional Development

CLOCK HOURS and COLLEGE CREDIT at the IRC Conference

The Illinois Reading Council is an approved Illinois State Board of Education Professional Development provider. While attending the conference, you may earn one CLOCK HOUR per hour of attendance and participation. Sessions attended must be logged, and an ISBE evaluation form must be completed and deposited in the IRC evaluation box at the end of the conference. The Evaluation and Evidence of Completion Forms must also be completed for your records. Please review your personal License Renewal Plan to determine which sessions fit. Be sure that your goals are broad enough to include a variety of literacy topics. The Illinois Reading Council is merely the provider. The responsibility for determining which sessions agree with your plan and are granted credits by your school district is yours.

One semester hour of university credit will be available for attending the conference. For more information, download the College Credit Registration form available on the IRC Website.
Shuttle Bus

Some of the East Peoria Hotels will provide guests with complimentary shuttle service to and from the Peoria Civic Center. Shuttle arrangements can be made directly with the front desk at each hotel.

The Peoria Area Convention and Visitors Bureau (PACVB) will also be running the ENJOY PEORIA SHUTTLE BUS on

- Wednesday: 10:00–11:00 p.m.
- Thursday: 6:30–8:30 a.m.
  6:30–8:30 p.m.
  10:00–11:00 p.m.
- Friday: 6:30–8:30 a.m.
  4:00–6:00 p.m.

The ENJOY PEORIA SHUTTLE BUS will run in a loop from the Shuttle Bus Pick Up at the corner of Fulton Street and NE Madison Street to the IRC Conference Hotels in East Peoria. The Shuttle can also drop you at your car in the PCC Fulton or Marquee Parking Lots following the Wednesday evening Book Gossip and the Thursday evening Hear the Authors Read event. THE LAST SHUTTLE LEAVES THE CIVIC CENTER AT 11:00 P.M.

Parking

The Peoria Civic Center has over 700 FREE parking spaces in the Marquee and Fulton Parking Lots.

1. Courtyard Peoria Downtown
2. Mark Twain Hotel
3. Peoria Civic Center
4. Peoria Marriott Pere Marquette
5. Staybridge Suites
1. Civic Center Fulton Parking Lot
2. Civic Center Marquee Parking Lot
3. City Center Plaza Parking Lot
4. Commerce Bank Garage
5. Jefferson Parking Garage
6. Pere Marquette Parking Garage
7. PNC Bank Garage
8. Twin Towers Garage

Shuttle Bus Drop-off and Pick-up
Peoria Civic Center

Street Level
- Theater
- Arena
- Exhibit Halls
- Meeting Rooms
- Lobbies
- Service Areas
- Rest Rooms
- Concessions
- Box Office & Rivermen Store
- Parking
- Smoking Areas

Top Level

FINDING YOUR WAY

Street Level
1. Arena
2. Arena Entrance
3. Arena Entrance
4. Arena VIP Entrance
5. Great Hall Entrance (Entry 1)
6. Peoria Rivermen Hockey Team Store
7. Box Office
8. Box Office Entrance (Entry 2)
9. Great Hall
10. Marquee Parking Lot
11. Loading Docks
12. Exhibit Halls
13. Terrazzo Lobby
14. Terrazzo Entrance (Entry 3)
15. Business Center
16. Meeting Rooms

17. Skylight Lobby
18. Monroe Theater Entrance (Entry 4)
19. Fulton Parking Lot
20. Theater
21. Fulton Theater Entrance (Entry 5)
22. Skylight Lobby Entrance
23. Triangle Lobby Entrance (Entry 6)
24. Triangle Lobby
25. City Hall

Top Level
26. Kitchen
27. Ballroom/Meeting Rooms
28. Pre-function Space
29. Coat Check
First Floor
(Meeting rooms are located across from Exhibit Hall A & B in the Skylight Lobby.)

Conference Registration is outside Exhibit Hall C in the Terrazzo Lobby.

Fourth Floor
(Meeting rooms are located above Exhibit Hall D on Map and can be accessed by the escalators or elevators from the Great Hall lobby.)

Second Floor
(Meeting rooms are located above Exhibit Hall A & B and can be accessed by the stairs and elevator in the Skylight Lobby.)
Wired Wednesday Webinars on Culturally Responsive Instruction
All Webinars will begin at 7:00 p.m.

EMPOWERING LIVES THROUGH LITERACY

The Illinois Reading Council and the Wisconsin State Reading Association have collaborated to offer the 2015-2016 Wired Wednesday Webinars for members only. The Webinars will focus on Culturally Responsive Instruction and begin at 7:00 PM. Participants can earn professional development clock hours and optional graduate credit. Mark your calendars to take part in this affordable and convenient PD opportunity.

September 23, 2015 ~ Pedro A. Noguera
Schooling for Resilience: Lessons from Single Sex Schools
Learn about findings from a three-year study of seven single sex schools. The study did yield interesting insights about the theory of change utilized by these educators and the strategies they employ to counter the perceived risks and to promote resilience among this highly vulnerable population of students.

October 14, 2015 ~ Catherine Compton-Lilly
Reading Lessons from Martin: A Case Study of One African American Student
Hear how cultural differences in experiences and expectations affect learning and awareness of times when teachers and students are out-of-sync. It gives pause for reflection and subsequent changes that can enhance learning for young children.

November 11, 2015 ~ Allison Skerrett
Drawing on Diverse Students’ Out-Of-School Language, Literacy, and Cultural Practices for Teaching and Learning in the Literacy Classroom
Through participating in this seminar, teachers will strengthen their knowledge and practices of making classroom environments more culturally and academically fulfilling for today’s diverse student populations.

January 13, 2016 ~ Dana Stachowiak
Reading and Writing with a Critical Social Justice Literacy Framework
Obtain an understanding of teaching through a critical social justice literacy framework. Examples of teacher dispositions, how to close with an anti-oppression lens, and how to write for social action will be shared.

February 10, 2016 ~ Althier Lazar
Teaching for Social Equity in the Literacy Classroom
Social equity literacy teaching is a model that fuses literacy teaching with concepts of social equity. The webinar will explore each dimension of social equity literacy teaching and will profile teachers whose work reflects this model.

March 9, 2016 ~ JoEllen McCarthy
Best Practice Writing in Culturally Responsive Classrooms

April 13, 2016 ~ Becki Cohn-Vargas and Dorothy Steele
Identity Safe Classrooms: Places to Belong and Learn
Research shows that students in identity-safe classrooms were stronger academically and felt more identity safe. We will share how reading, writing, speaking, and listening can incorporate strategies drawn from the four Cs of identity safety: Child-centered classrooms, Cultivating Diversity as a Resource, Classroom Relationships, and Caring Classroom Environments.

May 11, 2016 ~ Doris Walker-Dalhouse & Victoria Risko
Identity, Equity, & Literacy: Focus on Struggling Readers
Learn about equity for struggling readers by supporting their acquisition of foundational English Language Arts skills and higher order thinking abilities. Strategies to integrate into the classroom will be shared.

June 8, 2016 ~ Rebecca Powell
Implementing the CRIOP Model
The Culturally Responsive Instruction Observation Protocol (CRIOP) model provides a comprehensive model for realizing culturally and linguistically responsive teaching and learning practices. Participants will be introduced to the six elements of the model and will be presented with many practical ways for implementing these elements in their classrooms.

Register online at www.illinoisreadingcouncil.org
Visit the Exhibits

Thursday, October 1, 2015
8:00 a.m. - 5:30 p.m.

Complimentary Refreshments in the Exhibit Area

Thursday, 8:30 - 10:00 a.m.
Provided by

Booths 305-307

Thursday, 3:00 - 4:30 p.m.
Provided by

Booths 203-204

Featured Speaker Books

Booths 605-614

Booths 416-417

Booths 500-503

Friday, October 2, 2015
8:00 a.m. - 4:30 p.m.

Complimentary Refreshments in the Exhibit Area

Friday, 8:30 - 10:00 a.m.
Provided by

From 3:00 – 4:30 p.m.
Provided by

Booths 203-204

IRC Exhibit Booth

IRC Membership information
ILA Membership information
Illinois Reads Statewide Literacy Project
IRC Publications
IRC Awards and Grants Information
Treasure Chest
QR Code Scavenger Hunt
Booths 407, 408, 410

Thank you to the exhibitors for being an important part of the Illinois Reading Council Conference.
Map of Exhibit Hall B & C

2015 IRC Conference

Treasure Chest

POSTER PRESENTATIONS

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<td>Mark Lewis</td>
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<td>475 Half Day Road, Suite 350</td>
<td>201 S Gulph Rd</td>
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<td>Lincolnshire, IL 60069</td>
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<td>847-499-8200</td>
<td>610-992-4150</td>
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<td>Tyler Larke, Jack Beyler</td>
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Booth: 409

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stldairycouncil.org
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Springfield, MA 01103
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Studentreasures Publishing
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Topeka, KS 66609
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www.studentreasures.com
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Studies Weekly
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Jacki Gonski, Anastasia Ely
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Jane Vallin
Brenda Sullivan
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Columbus, OH  43216
888-378-9258
630-666-8080
www.superkidsreading.org
Booths: 505-506

Teacher Peach
Bob Taylor, Emily Sendff
Rebecca Ray, David Jakstas
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Crestwood, IL  60445
312-981-2910
teacherpeach.com
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The Great Books Foundation
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The Journal Ladies, LLC
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# IRC Shirt Order Form

## T-SHIRTS (in light blue only):

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## LONG-SLEEVED T-SHIRTS (in light blue only):

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<th>Quantity</th>
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<tr>
<td>XL</td>
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<tr>
<td>XXXL</td>
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## FLEECE 1/4 ZIP PULLOVER (in navy only):

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<tr>
<td>XXXL</td>
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## POLO (in light blue only):

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<tr>
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<tr>
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## TOTAL DUE

Name: ____________________________  Council: ____________________________
Address: _________________________
City: ____________________________  State: __________  Zip: __________
Phone: __________________________  Email: __________________________

Make checks payable to IRC and return to:
Illinois Reading Council
203 Landmark Drive, Suite B
Normal, IL 61761

online at: www.illinoisreadingcouncil.org
or fax to: (309) 454-3512

Signature ______________  Credit Card Exp: __________

Method of Payment: [ ] Check (payable to IRC)  [ ] Credit Card (Visa, MasterCard, Discover)

Mo  Yr.
# Illinois Reads Marketplace Order Form

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<tr>
<td>Lanyard</td>
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<tr>
<td>License Plate Frame</td>
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<tr>
<td>Tote Bag</td>
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<td>X</td>
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<tr>
<td>Tumbler</td>
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<tr>
<td>T-shirts:</td>
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</tr>
<tr>
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<tr>
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</table>

**TOTAL DUE**

---

**Thank you for supporting Illinois Reads!**

Name: 
Address: 
City: 
Phone: 
Email: 

Make checks payable to IRC and return to: 
Illinois Reading Council 
203 Landmark Drive, Suite B 
Normal, IL 61761 
online at: www.illinoisreads.org 
or fax to: (309) 454-3512

Method of Payment: 
☐ Check (payable to IRC) 
☐ Credit Card (Visa, MasterCard, Discover)

Signature: 
Credit Card 
Expiration Date: 
Mo Yr.
Request for Membership on IRC Standing and Special Committees

Please consider becoming more involved in the Illinois Reading Council. Members of the local reading councils may submit their own names for consideration. Below are brief descriptions of committee goals.

IRC STANDING COMMITTEES:
Budget, Finance, and Strategic Planning Committee - Prepare a yearly budget, report on the audit, and review dues structure. Work to establish a well-defined vision for the future of IRC.
Bylaws, Policies and Procedures Committee - Review and update the IRC bylaws and policies.
Conference Committee - Make plans for the annual conference of the council.
Membership Committee - Stimulate membership of ILA, state, local, and special interest councils.
Nominating Committee - Prepare a slate of candidates for IRC Vice President, Recording Secretary, and Treasurer.
Organization/Council Bylaws Committee - Act as liaison between ILA and local and special interest councils.

IRC SPECIAL COMMITTEES:
Advocacy Committee - Gather and disseminate information concerning legislation related to reading.
Educational Initiatives and Professional Development - Share best practices in educational initiatives and effective professional development to support all grade levels and content areas.
Educational Media Committee - Assist state, local, and special interest councils with newspapers in education and with the integration of technology and literacy.
Family Literacy Committee - Collect and disseminate information concerning adult, parent, and family literacy.
Illinois Reads Committee - A yearly statewide project to encourage reading for all Illinois citizens.
International Projects Committee - Address issues, provide resources, and encourage others to become involved in literacy projects in third world countries.
ILA Exemplary Reading Program Award Committee - Assist ILA in recognizing outstanding reading and language arts programs in Illinois schools.
IRC Literacy Support Grants Committee - Recommend financial grants for literacy projects.
Obama Literacy Fund Committee - Promote the importance of multicultural literature and focus on providing multicultural literature for teachers’ use.
Pamela J Farris Rural Library Award Committee - Provide a classroom library to enhance the availability of quality literature for students to read in rural areas.
Prairie State Award Committee - Review nominations to select an outstanding Illinois children’s/YA author.
Publicity and Publications Committee - Provide templates and support to IRC and local councils to promote membership and events. Provide guidance in creating and publishing IRC materials.
Jerry Johns Reading Educator of the Year Award Committee - Recognize an outstanding teacher contributing to literacy.
Sticker Design Contest Committee - Promote the Static Sticker Decal Contest that encourages children to read.
Studies and Research Committee - Disseminate analyses and syntheses of research findings to IRC members.

Please complete the information below and mail the form to:
Illinois Reading Council, 203 Landmark Drive, Suite B, Normal, IL 61761

I wish to be considered for membership on the following committee(s) ____________________________

Name ____________________________________________

Reading Council _________________________________________________________________

Address _________________________________________________________________

City __________________________ State __________ Zip __________

Telephone: Home __________________________ School __________________________ Email __________________________
Please print or complete the form online.

Last Name __________________________ First Name __________________________ Middle Initial __________________________
Address ____________________________________________________________ E-mail __________________________
City __________________________ State __________________________ Zip __________________________ County __________________________
Home Phone (__________) __________________________ Bus. Phone (__________) __________________________

School Name __________________________ District __________________________ City __________________________
or
Business/Institution __________________________________________________________ City __________________________

Are you a Preservice Teacher? _____ yes _____ no College/University __________________________

List the council(s) you wish to join.

When you join, you receive membership in the IRC, as well as membership in a local or special interest council. You must select at least one of the councils listed on the back.

1. __________________________________________________________________________________________________________
2. __________________________________________________________________________________________________________
3. __________________________________________________________________________________________________________
4. __________________________________________________________________________________________________________

List the dues amount of each council you are joining.

$45 - One year membership
$25 - Preservice Teacher membership

Discount for multiple memberships.

If you join more than one local or special interest council at this time, each additional council is $15. Preservice teachers pay $5 for each additional council.

1. __________________________________________________________________________________________________________
2. __________________________________________________________________________________________________________
3. __________________________________________________________________________________________________________
4. __________________________________________________________________________________________________________

Method of Payment: __ Check (payable to IRC) __ Credit Card (Visa, MasterCard, Discover)

Paying by credit card? Join Online or Fax: 309-454-3512

Signature __________________________

Method of Payment: __________________________

Total Before Discount __________________________
Discount __________________________
TOTAL AMOUNT DUE __________________________

Return this form with payment to:

Illinois Reading Council
ATTN: Membership Dept.
203 Landmark Drive, Suite B
Normal, IL 61761

Professional Areas of Interest (Check 3)

a. administration
b. adult literacy
c. affective reading
d. assessment
e. children’s literature
f. comprehension
g. content area reading
h. family literacy
i. holistic reading
j. multicultural/multicultural
k. newspapers in education
l. parents and reading
m. reading for gifted students
n. research
o. study skills
p. teacher education
q. technology in reading
r. Title I/remedial reading
s. young adult literature
t. young authors/writing

Are you a member of the International Reading Association (IRA)?

a. yes membership # __________ expiration date __________
b. no

Age

a. ___ 18-24
b. ___ 25-39
c. ___ 40-54
d. ___ 55 and over

Years in Education Profession

a. ___ 0-4
b. ___ 5-14
c. ___ 15-29
d. ___ 30 and over

Highest Degree Earned

a. ___ Bachelors
b. ___ Masters
c. ___ Doctorate

Present Position

Classroom Teacher:

a. ___ preschool
b. ___ K-3
c. ___ 4-6
d. ___ middle school/jr. high
e. ___ high school
f. ___ post Secondary

Administrator:

a. ___ curriculum/reading supervisor
b. ___ building principal
c. ___ superintendent
d. ___ other

Other:

a. ___ librarian
b. ___ parent
c. ___ special ed. teacher
d. ___ gifted/talented teacher
e. ___ Title I/remedial
f. ___ reading specialist
g. ___ retired

Professional Areas of Interest (Check 3)

a. administration
b. adult literacy
c. affective reading
d. assessment
e. children’s literature
f. comprehension
g. content area reading
h. family literacy
i. holistic reading
j. multicultural/multicultural
k. newspapers in education
l. parents and reading
m. reading for gifted students
n. research
o. study skills
p. teacher education
q. technology in reading
r. Title I/remedial reading
s. young adult literature
t. young authors/writing
Illinois Reading Council Membership

Locations of IRC Local & Special Interest Council Regions by Counties

The annual membership of $45 includes membership in the Illinois Reading Council and a local or special interest council. The annual preservice teacher membership is $25 for one who has not been certified in the teaching profession and is working toward an initial teaching certificate. Please select the council(s) you wish to join from the list below. Residence in any of the designated council counties you join is not required. If you join more than one local or special interest council at this time, each additional council is $15. Preservice teachers pay $5 for each additional council. Follow the steps on the front of this form.

<table>
<thead>
<tr>
<th>REGION 1</th>
<th>REGION 2</th>
<th>REGION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Northern Illinois Reading Council</strong>&lt;br&gt;(Boone, DeKalb, Winnebago, Eastern Lee &amp; Ogle)</td>
<td><strong>Chicago Area Reading Association</strong>&lt;br&gt;(CARA) - (Chicago-Area - Cook County within the Chicago city limits)</td>
<td><strong>Fox Valley Reading Council</strong>&lt;br&gt;(Kane)</td>
</tr>
<tr>
<td><strong>Northwestern Illinois Reading Council</strong>&lt;br&gt;(Jo Daviess, Stephenson, Carroll)</td>
<td><strong>Lake Area Reading Council</strong>&lt;br&gt;(Western Lake, McHenry, Northwestern Cook)</td>
<td><strong>Prairie Area Reading Council</strong>&lt;br&gt;(Western DuPage County)</td>
</tr>
<tr>
<td><strong>Sauk Valley Reading Council</strong>&lt;br&gt;(Eastern Whiteside &amp; Henry, Western Lee, Ogle, &amp; Bureau)</td>
<td><strong>Suburban Council of IRA (SCIRA)</strong>&lt;br&gt;(Eastern Lake, Northern Cook)</td>
<td><strong>West Suburban Reading Council</strong>&lt;br&gt;(DuPage County and those parts of Cook County west of Rt. 43 excluding all areas within the Chicago city limits)</td>
</tr>
<tr>
<td><strong>Starved Rock Reading Council</strong>&lt;br&gt;(LaSalle, Grundy, Kendall, Livingston, Eastern Bureau)</td>
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<table>
<thead>
<tr>
<th>REGION 4</th>
<th>REGION 5</th>
<th>REGION 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Black Hawk Reading Council</strong>&lt;br&gt;(Rock Island, Mercer, Western Henry &amp; Whiteside)</td>
<td><strong>South Suburban Reading Council</strong>&lt;br&gt;(Those parts of Cook Co. bounded on west by Will-Cook Rd., north by 115th St., and/or Chicago City limits)</td>
<td><strong>Central Illinois Reading Council</strong>&lt;br&gt;(Logan, Menard, Cass, Morgan, Sangamon, Christian, Montgomery)</td>
</tr>
<tr>
<td><strong>Illinois Valley Reading Council</strong>&lt;br&gt;(Stark, Putnam, Marshall, Peoria, Woodford, Tazewell, Eastern Fulton, Mason)</td>
<td><strong>Two Rivers Reading Council</strong>&lt;br&gt;(Kankakee, Iroquois, Northern Ford)</td>
<td><strong>Macon County Reading Council</strong>&lt;br&gt;(Macon)</td>
</tr>
<tr>
<td><strong>Mississippi Valley Reading Council</strong>&lt;br&gt;(Adams, Brown, Pike, Scott, Greene, Calhoun)</td>
<td></td>
<td><strong>MID-State Reading Council</strong>&lt;br&gt;(McLean, DeWitt)</td>
</tr>
<tr>
<td><strong>Western Illinois Reading Council</strong>&lt;br&gt;(Henderson, Warren, Knox, McDonough, Hancock, Schuyler, Western Fulton)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REGION 7</th>
<th>REGION 8</th>
<th>REGION 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>East Central-EIU Reading Council</strong>&lt;br&gt;(Moultrie, Shelby, Cumberland, Coles, Clark, Edgar, Douglas)</td>
<td><strong>Lewis and Clark Reading Council</strong>&lt;br&gt;(Macoupin, Jersey, Madison, St. Clair, Monroe, Washington, Clinton)</td>
<td><strong>South Eastern Reading Council</strong>&lt;br&gt;(Lawrence, Richland, Crawford, Jasper, Edwards, Clay, Wabash, Wayne, White)</td>
</tr>
<tr>
<td><strong>Illini Reading Council</strong>&lt;br&gt;(Champaign, Piatt, Southern Ford)</td>
<td><strong>National Road Reading Council</strong>&lt;br&gt;(Bond, Effingham, Fayette, Marion)</td>
<td><strong>Southern Illinois Reading Council</strong>&lt;br&gt;(Jefferson, Randolph, Perry, Franklin, Williamson, Saline, Gallatin, Union, Johnson, Pope, Alexander, Hardin, Pulaski, Massac, Jackson, Hamilton)</td>
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</table>

<table>
<thead>
<tr>
<th>REGION 10</th>
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<tbody>
<tr>
<td><strong>CIRP</strong>&lt;br&gt;- (College Instructors of Reading Professionals)</td>
</tr>
<tr>
<td><strong>ITA</strong>&lt;br&gt;- (Illinois Title I Association)</td>
</tr>
</tbody>
</table>
To obtain CLOCK HOURS, complete both sides of this form and keep for your records and/or your local school district. Remember to enter the hours into the ELIS within 60 days after the conference.

Educator Licensure Division
100 North First Street, S-306
Springfield, Illinois 62777-0001

EVIDENCE OF COMPLETION FOR PROFESSIONAL DEVELOPMENT

This is to certify that the undersigned has completed the professional development activity described herein and that the provider is approved by the State Superintendent of Education at the time of completion. This form serves as evidence to verify participation in this professional development activity and must be maintained for a period of six (6) years by the licensee and produced if requested as part of an audit.

IMPORTANT: THE LICENSEE MUST ENTER THE ACTIVITY INTO THE EDUCATOR LICENSURE INFORMATION SYSTEM (ELIS) WITHIN 60 DAYS OF THE EVENT OR FORFEIT ANY RENEWAL CREDIT FOR THIS ACTIVITY.

NAME OF PARTICIPANT (Last, First, Middle Initial)

TITLE OF PROFESSIONAL DEVELOPMENT
Illinois Reading Council Conference - Passport to Possibilities

DATE(S) OF ACTIVITY
October 1-3, 2015

LOCATION (Name of Facility, City, State)
Peoria Civic Center and Peoria Marriott Pere Marquette Hotel, Peoria Illinois

NAME OF APPROVED PROVIDER
Illinois Reading Council - #100232

NAME OF PROVIDER (If authorized by the approved provider)

NAME OF PRESENTER

NUMBER OF PROFESSIONAL DEVELOPMENT HOURS

October 3, 2015

Signature of Approved Provider's Representative

Date

Signature of Participant

Date

ISBE 77-21B (6/14)
Your Evidence of Completion Form

**Complete and keep this form for your own use and/or use with your local school district.**

**Instructions:** This copy is for your own use and/or use with your local school district. Please remember that final approval of any professional development hours rests with your local school district. For each session attended you must list the session number, the title of the session and the presenter(s) name. For double sessions list the information in two time slots. **Participants earn one (1) clock hour per hour of participation at the conference.**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Title of Presentation</th>
<th>Name of Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THURSDAY, OCTOBER 1, 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 p.m.</td>
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<td><strong>TOTAL NUMBER OF PROFESSIONAL HOURS EARNED:</strong></td>
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</tbody>
</table>

*I state, to the best of my knowledge, that this form is true, correct and complete.*

Signature of participant ___________________________

Name of participant (please print) ___________________________

Address ________________________________________________

City ________________________________ State_____ Zip __________________

Phone ________________________________
To obtain CLOCK HOURS, complete both sides of this form and place in the evaluation box.

ILLINOIS STATE BOARD OF EDUCATION
Educator Licensure Division
100 North First Street, S-306
Springfield, Illinois 62777-0001

EVALUATION FOR WORKSHOP, CONFERENCE, SEMINAR, ETC.

**TITLE OF PROFESSIONAL DEVELOPMENT ACTIVITY**
Illinois Reading Council Conference - Passport to Possibilities
October 1-3, 2015

**LOCATION (Facility, City, State)**
Peoria Civic Center and Peoria Marriott Pere Marquette Hotel, Peoria Illinois

**NAME OF PROVIDER**
Illinois Reading Council - #100232

1. Indicate the outcome(s) of this professional development. (Check all that apply)
   - [ ] Increased the knowledge and skills of school and district leaders who guide continuous professional development
   - [ ] Will lead to improved learning for students
   - [ ] Addressed the organization of schools into learning communities whose goals are aligned with those of their schools and districts
   - [ ] Deepened participants’ content knowledge in one or more content (subject) areas
   - [ ] Provided participants with research-based instructional strategies to assist students in meeting rigorous academic standards
   - [ ] Prepared participants to appropriately use various types of classroom assessments
   - [ ] Used learning strategies appropriate to the intended goals
   - [ ] Provided participants with the knowledge and skills to collaborate
   - [ ] Prepared participants to apply research to decision-making
   - [ ] None of the above describes the effects of this professional development

2. Identify those statements that directly apply to this professional development. (Check all that apply)
   - [ ] Activities were of a type that engaged participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.
   - [ ] This professional development aligned to my performance as an educator.
   - [ ] The outcomes for the activities relate to student growth or district improvement.
   - [ ] The activities offered for this event aligned to State-approved standards.
     - [ ] Professional Development Standards
     - [ ] Illinois Content Area Standards
     - [ ] Professional Educator Standards
     - [ ] Illinois Professional Leader Standards
   - [ ] This activity was higher education coursework.
   - [ ] None of these statements apply to this professional development.

3. For each statement below, write the number (1 to 4) that best describes how you feel about your experience in this professional development.

   4 - Strongly Agree  3 - Agree  2 - Somewhat Agree  1 - Disagree

   A. _____ The outcomes of this professional development were clearly identified as the knowledge and/or skills that I should gain as a result of my participation.

   B. _____ This professional development will impact my professional growth or student growth in regards to content knowledge or skills, or both.

   C. _____ This professional development will impact my social and emotional growth or student social and emotional growth.

   D. _____ Overall, the presenter appeared to be knowledgeable of the content provided.

   E. _____ The materials and presentation techniques utilized were well-organized and engaging.

   F. _____ The professional development aligned to my district or school improvement plans.

SBE 77-21A (6/14)
## IRC Evidence of Participation Form

You must complete both sides of this form and place in an evaluation box.

**Instructions:** Each participant must complete both sides of this form. This form must be signed and placed in an evaluation box prior to leaving the conference. Failure to complete this form or failure to turn it in may result in loss of professional development credit. Please remember that final approval of any clock hours rests with your local district. For each session attended you must list the session number, the title of the session and the presenter(s) name. For double sessions list the information in two time slots. Other activities may also be listed. **Participants earn one (1) clock hour per hour of participation at the conference.**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Title of Presentation</th>
<th>Name of Presenter(s)</th>
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</thead>
<tbody>
<tr>
<td><strong>THURSDAY, OCTOBER 1, 2015</strong></td>
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**TOTAL NUMBER OF PROFESSIONAL HOURS EARNED:**

_I state, to the best of my knowledge, that this form is true, correct and complete._

Signature of participant ____________________________________________

Name of participant (please print) ___________________________________

Address ___________________________________________________________

City _____________________________ State_____ Zip ____________________

Phone ____________________________________________________________
# HELP US PLAN FOR 2016

Please use this form to evaluate this year’s fall conference. Your reactions and suggestions are valued and will help us plan subsequent conferences with your preferences in mind.

Drop this in one of the evaluation boxes located at the Registration Desk (Thursday and Friday) or outside of the Author Luncheon (Saturday) OR complete the online form on the Conference App OR return to: Illinois Reading Council, 203 Landmark Drive, Suite B, Normal, IL 61761-1836

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, I was satisfied with the <strong>2015 Conference</strong>.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Conference offered a wide <strong>variety of speakers/activities</strong>.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. <strong>Author/illustrator</strong> presentations were enjoyable.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. <strong>Featured educational speakers</strong> were valuable &amp; relevant.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. <strong>Teachers</strong> sharing their classroom practices were valuable.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. <strong>Research-based</strong> presentations were valuable &amp; relevant.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

7. Who would you like to see present at a future IRC Conference?

<table>
<thead>
<tr>
<th>Name:</th>
<th>Topic/Area</th>
<th>Contact info (if available):</th>
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<tbody>
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8. I attended the Conference on (circle all that apply): **Wed.** **Thurs.** **Fri.** **Sat.**

9. I especially enjoyed this special event/program:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Wednesday evening <strong>Welcome Reception</strong></td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>B. Wednesday evening <strong>Book Gossip</strong></td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>C. Thursday afternoon <strong>Authors Readers Theatre</strong></td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>D. Thursday evening <strong>Hear the Authors Read</strong></td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>E. Friday afternoon <strong>Poetry Teahouse</strong></td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>G. Other</td>
<td>___________________</td>
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</tbody>
</table>
10. In the Exhibit Hall, I would like the following products and services to be available: ________________

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>N/A</td>
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</tbody>
</table>

A. Overall, the exhibits were helpful and informative.  1 2 3 4 5 N/A
B. The Technology on Call was a useful service.  1 2 3 4 5 N/A
C. The complimentary refreshments were good.  1 2 3 4 5 N/A
D. How much time did you spend in the exhibit hall?  1 hour or less 1-3 hours 3-6 hours N/A

11. Additional comments or suggestions about presentations, special events and/or the conference:
(Please remember that IRC has limited control over issues such as parking, hotel accommodations & service.)
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

12. Please tell us about yourself.

Age Range:   Years in Education:   Distance Traveled:
___ 18-24   ___ 0-4    ___ less than 100 miles
 ___ 25-39   ___ 5-14   ___ 101-200 miles
 ___ 40-54   ___ 15-29  ___ 201-300 miles
 ___ 55 and over   ___ 30 and over  ___ 300 + miles

Current Position (Select One)

Administrator:   Classroom Teacher:   Other:
___ Principal   ___ Preschool   ___ Pre-service Teacher
___ Superintendent   ___ K – 3   ___ Title I/Remedial Teacher
___ Curriculum Supervisor   ___ 4 – 6   ___ Reading Spec./ Lit. Coach
___ Other: _____________   ___ Middle/Jr. High   ___ Gifted Teacher
                     ___ High School    ___ Spec. Ed. Teacher
                     ___ Post Secondary   ___ Librarian/Media Specialist

District Type:

___ Urban
___ Suburban
___ Small City
___ Rural/Small Town
___ Other __________________
<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
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<tbody>
<tr>
<td><strong>WEDNESDAY, SEPTEMBER 30, 2015</strong></td>
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<tr>
<td>5:00 p.m. - 9:00 p.m.</td>
<td>Registration</td>
<td>Peoria Civic Center Terrazzo Lobby</td>
</tr>
<tr>
<td>7:00 p.m. - 8:30 p.m.</td>
<td>Welcome Reception</td>
<td>Pere Marquette Cotillion Ballroom</td>
</tr>
<tr>
<td>8:30 p.m. - 10:00 p.m.</td>
<td>Book Gossip</td>
<td>Pere Marquette Cheminee Ballroom</td>
</tr>
<tr>
<td><strong>THURSDAY, OCTOBER 1, 2015</strong></td>
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</tr>
<tr>
<td>7:00 a.m. - 2:00 p.m.</td>
<td>Registration</td>
<td>Peoria Civic Center Terrazzo Lobby</td>
</tr>
<tr>
<td>7:00 a.m. - 7:45 a.m.</td>
<td>Orientation for New Participants</td>
<td>Peoria Civic Center 210</td>
</tr>
<tr>
<td>8:00 a.m. - 5:30 p.m.</td>
<td>Exhibits</td>
<td>Peoria Civic Center Exhibit Hall B &amp; C</td>
</tr>
<tr>
<td>8:30 a.m. - 10:00 a.m.</td>
<td>Complimentary Refreshments</td>
<td>Peoria Civic Center Exhibit Hall B &amp; C</td>
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**Thursday Session Choices:**

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<thead>
<tr>
<th>TIME</th>
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<th>LOCATION</th>
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<tbody>
<tr>
<td>8:30 a.m.</td>
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<tr>
<td>9:45 a.m.</td>
<td>[Alternate Choice]</td>
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<tr>
<td>11:00 a.m.</td>
<td>[Alternate Choice]</td>
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<tr>
<td>12:15 p.m.</td>
<td><strong>Dining Plans</strong></td>
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<td>2:15 p.m.</td>
<td>[Alternate Choice]</td>
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<tr>
<td>3:30 p.m.</td>
<td>[Alternate Choice]</td>
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</tr>
<tr>
<td>3:00 p.m. - 4:30 p.m.</td>
<td>Complimentary Refreshments</td>
<td>Peoria Civic Center Exhibit Hall B &amp; C</td>
</tr>
<tr>
<td>4:45 p.m. - 6:15 p.m.</td>
<td>A.R.T. - Authors Readers Theatre</td>
<td>Peoria Civic Center Theater</td>
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<tr>
<td>6:15 p.m. - <strong>Dining Plans</strong></td>
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<tr>
<td>8:30 p.m. - 10:30 p.m.</td>
<td>Hear the Authors Read and Autographing</td>
<td>Pere Marquette Ballroom</td>
</tr>
</tbody>
</table>
FRIDAY, OCTOBER 2, 2015

7:00 a.m. - 2:00 p.m. . . . . . Registration . . . . . . . . . . . . . . . . . . . . Peoria Civic Center Terrazzo Lobby

7:00 a.m. - 8:15 a.m. . . . . General Session . . . . . . . . . . . . . . . . . . . . Peoria Civic Center Theater

7:00 a.m. - Dining Plans ____________________________________________

8:00 a.m. - 4:30 p.m. . . . . Exibits . . . . . . . . . . . . . . . . . . . . Peoria Civic Center Exhibit Hall B & C

8:30 a.m. - 10:00 a.m. . . . Complimentary Refreshments . . . . . . . . Peoria Civic Center Exhibit Hall B & C

**Friday Session Choices:**

8:30 a.m. 
(Alternate Choice) ____________________________________________________

9:45 a.m. 
(Alternate Choice) ____________________________________________________

11:00 a.m. 
(Alternate Choice) ___________________________________________________

12:15 p.m. - Dining Plans ____________________________________________

2:15 p.m. 
(Alternate Choice) ___________________________________________________

3:30 p.m. 
(Alternate Choice) ___________________________________________________

3:00 p.m. - 4:30 p.m. . . . Complimentary Refreshments . . . . . . . . Peoria Civic Center Exhibit Hall B & C

3:30 p.m. - 4:30 p.m. . . . Poetry Teahouse . . . . . . . . . . . . . . . . . . . . . Pere Marquette Ballroom

4:45 p.m. - 5:15 p.m. . . . IRC Annual Membership Meeting . . . . . . Pere Marquette Cheminee Ballroom

4:45 p.m. - 7:30 p.m. . . . Pre-Service Teachers’ Pizza Party . . . . . . Pere Marquette Cotillion Ballroom

6:15 p.m. - Dining Plans ____________________________________________

SATURDAY, OCTOBER 3, 2015

7:00 a.m. - 2:00 p.m. . . . . Registration . . . . . . . . . . . . . . . . . . . . Peoria Civic Center Terrazzo Lobby

7:00 a.m. - Dining Plans ____________________________________________

**Saturday Session Choices:**

8:30 a.m. 
(Alternate Choice) ___________________________________________________

9:45 a.m. 
(Alternate Choice) ___________________________________________________

11:00 a.m. 
(Alternate Choice) ___________________________________________________

12:15 p.m. - Dining Plans ____________________________________________
Toll Free Phone Number: 1-888-454-1341
Phone: 309-454-1341
Fax: 309-454-3512
Email: irc@illinoisreadingcouncil.org
IRC Website: www.illinoisreadingcouncil.org
Twitter: @ILReadCouncil #IRC2015
ILLINOIS READS: www.illinoisreads.org
and join us on Facebook

Download the Conference App powered by Guidebook

MISSION
The mission of the Illinois Reading Council is to provide support and leadership to all who promote and teach lifelong literacy.

VISION
The Illinois Reading Council advocates for high-quality literacy opportunities that empower all learners. As a leading literacy organization, the IRC provides access to research, materials, and methodologies to teach literacy and promote lifelong learning. As an active well-organized system of local and special interest councils and state committees, the IRC provides a supportive network for grassroots involvement and the exchange of information for a diverse membership.
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