

READING!

ENGAGE! EXCITE! IGNITE!

**Illinois Reading Council Conference
March 19-21, 2009
Springfield, Illinois**

WELCOME EDUCATORS TO THE 2009 IRC CONFERENCE

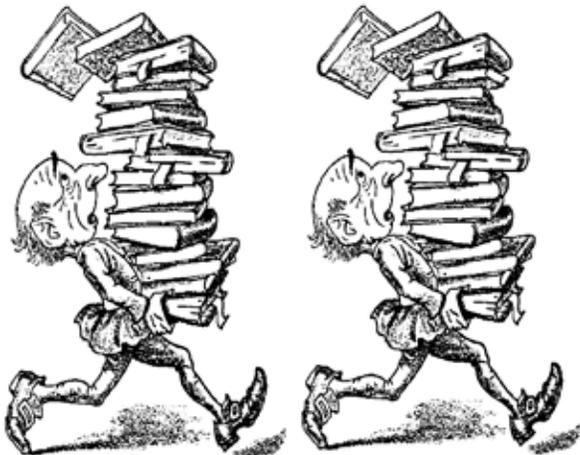
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Dear Colleagues,

On behalf of the Executive Board, the IRC staff, and the 2009 Conference Committee members, I welcome you to the 41st annual Illinois Reading Council Conference! With its theme **Reading! Engage! Excite! Ignite!** you are sure to find outstanding sessions, exceptional books, and many friendly faces to help you “live” the conference theme!

The conference theme evolved from a large banner that hangs in the front of my classroom. The banner reads: “In this classroom, if you LOVE TO READ, you’ll seldom have homework.” As a classroom teacher who is deeply concerned about the AFFECTIVE teaching of reading (the WILL to read) as well as the EFFECTIVE teaching of reading (the SKILL to read), I firmly believe that if teachers **engage** in reading themselves and are **excited** about reading, they will **ignite** their students’ enthusiasm for reading. Without a doubt, I truly believe in the positive power of reading.



Engage

Engaging students in reading can be as subtle as a well-performed teacher read-aloud or a purposeful student-led book talk. In fact, there are myriad ways we can engage students—especially those hard-to-reach, dig-in-their-heels, you-can’t-make-me-read, I’m-a-bad-reader-so-why-bother-types of students who populate our classrooms. As a classroom teacher, my two favorite ways to engage students are to read aloud to them and to provide opportunities for “word play.” First, a well-performed teacher read-aloud allows all students, regardless of reading ability, to enjoy the same book, thus putting into place a solid cornerstone for building a literacy community within the classroom. Additionally, I use an activity I created called Thirty-Second Vocabulary. Students select a vocabulary word and have not less than 30 seconds nor longer than three minutes to teach the word to the class the following day. We have great fun! For example, once the entire class danced the hokey-pokey in *unison*. Another time when I entered my classroom, I was greeted by a baby goat *tethered* to my desk! Of course, a grinning group of students awaited my arrival as well! Thus, I firmly believe that what we educators commonly call “word work” should actually be “word play” so the words *stay* with students. In defense of my belief, let me offer one student’s sage remark, “Stupid stuff sticks.” Well, there you have it—engagement!

Excite

Once we’ve engaged our students in reading, we need to get them and keep them excited about reading. One of the best ways to get and keep students excited about reading is to let them choose the books they want to read and then give them time in class to read. Research (and my own classroom experience) indicates that giving students a choice in what they read and time to read their choices motivate students to read. Moreover, if we teachers read and talk about the books we read, students are more likely to catch our enthusiasm and excitement.

Ignite

Once we’ve engaged our students in appropriate and enjoyable reading and writing activities and have built excitement, they are ready to “take off” or ignite their enthusiasm for reading that hopefully will become a passion for reading—a passion so strong that they will become life-long readers. Igniting a passion for reading requires that students have easy access to books they want to read and instructional support from teachers when they struggle. Additionally, igniting a passion for reading requires that students view themselves as readers, and we teachers support and encourage that view.

What a challenge and privilege we have as we engage, excite, and ignite our students on their journey of life-long literacy!

Finally let me say that being chair of the 2009 conference has been exciting and enormously rewarding. I’ve learned, listened, and laughed a whole lot! Most importantly, however, I want to thank each of you for giving me the privilege of serving you as conference chair as together we embark on **Reading! Engage! Excite! Ignite!**

Warmest Regards,

Christine Boardman Moen
2009 Conference Chair

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Illinois Reading Council

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CONFERENCE OVERVIEW

Wednesday, March 18, 2009

Registration - Convention Center Lobby	5:00 p.m. - 9:00 p.m.
Welcome Reception - A. Lincoln Ballroom	6:30 p.m. - 8:30 p.m.
Book Gossip - A. Lincoln Ballroom	8:30 p.m. - 10:00 p.m.

Thursday, March 19, 2009

Registration - Convention Center Lobby	7:00 a.m. - 2:00 p.m.
Thursday Breakfast - A. Lincoln Ballroom - <i>Bruce Lansky</i>	7:00 a.m. - 8:30 a.m.
Orientation for New Participants	7:00 a.m. - 7:45 a.m.
Sessions/Featured Speakers/Workshops	8:00 a.m. - 11:30 a.m.
Hall of Councils - Convention Center, Lower Level	8:00 a.m. - 5:00 p.m.
Exhibits - Convention Center	8:00 a.m. - 5:00 p.m.
Thursday Luncheon - A. Lincoln Ballroom - <i>Roger Farr</i>	11:45 a.m. - 1:30 p.m.
Thursday Luncheon - Hilton Grand Ballroom - <i>Neal Shusterman</i>	11:45 a.m. - 1:30 p.m.
Sessions/Featured Speakers/Workshops	1:45 p.m. - 4:00 p.m.
Refreshments in Exhibit Area - Convention Center	3:00 p.m. - 4:30 p.m.
Sing-Along Concert - Hilton Grand Ballroom - <i>Mike Mennard</i>	4:30 p.m. - 5:30 p.m.
Thursday Prairie State Award Banquet - A. Lincoln Ballroom - <i>MaryEllen Vogt</i>	6:00 p.m. - 8:00 p.m.
Hear the Authors Read - Hilton Grand Ballroom	8:30 p.m. - 9:30 p.m.
Hear the Authors Read Autographing - Hilton Grand Ballroom	9:30 p.m. - 10:30 p.m.

Friday, March 20, 2009

Registration - Convention Center Lobby	7:00 a.m. - 2:00 p.m.
Friday Breakfast - A. Lincoln Ballroom - <i>Mary Cappellini</i>	7:00 a.m. - 8:30 a.m.
Sessions/Featured Speakers/Workshops	8:00 a.m. - 11:30 a.m.
Hall of Councils - Convention Center, Lower Level	8:00 a.m. - 4:00 p.m.
Exhibits - Convention Center	8:00 a.m. - 4:00 p.m.
Refreshments in Exhibit Area - Convention Center	8:30 a.m. - 10:00 a.m.
Friday Luncheon - A. Lincoln Ballroom - <i>Nell Duke</i>	11:45 a.m. - 1:30 p.m.
Friday Luncheon - Hilton Grand Ballroom - <i>Sharon M. Draper</i>	11:45 a.m. - 1:30 p.m.
Sessions/Featured Speakers/Workshops	1:45 p.m. - 4:00 p.m.
IRC Board of Directors Meeting - Hilton Rendezvous	4:15 p.m. - 4:45 p.m.
Storytelling - Hilton Sky Bar	4:15 p.m. - 5:15 p.m.
Preservice Teachers' Pizza Party - A. Lincoln Freeport	5:30 p.m. - 7:30 p.m.
Friday Banquet - A. Lincoln Ballroom - <i>Jennifer and Matthew Holm</i>	6:00 p.m. - 8:00 p.m.
Poetry Coffeehouse - Hilton Sky Bar	8:30 p.m. - 9:30 p.m.
Improv Comedy Show - Hilton Grand Ballroom	8:30 p.m. - 9:30 p.m.

Saturday, March 21, 2009

Saturday Breakfast - A. Lincoln Ballroom - <i>Tedd Arnold</i>	7:00 a.m. - 8:30 a.m.
Registration - Convention Center Lobby	7:00 a.m. - 9:00 a.m.
Sessions/Featured Speakers/Workshops	8:00 a.m. - 11:30 a.m.
Saturday Author Luncheon - Hilton Grand Ballroom - <i>Patricia Polacco</i>	11:45 a.m. - 1:30 p.m.

ACKNOWLEDGMENTS

Special appreciation is extended to the following professionals for their extensive contributions to the success of the 2009 Conference.

PUBLISHERS & BUSINESSES

Andersons Bookshops

Book Gossip

Hear the Authors Read

Becky Anderson

Preservice Teachers' Pizza Party

Laura Tillotson

MaryEllen Vogt

Marsha M. Lewis, Alfred Tatum

Agurann Bates, Megan Masek, Maureen Ritchel,

Terry Rusin, Vicki Hodges, Kathleen Doyle, Jill Liapis

Sarah McCusker, and Faith Bishop

Featured Speakers Gifts

Refreshments in the Exhibit Area

Design of 2009 Logo

Refreshments in the Exhibit Area

Roger Farr

Pam Allyn

Jim Aylesworth's Books for PSA Banquet

Janet Allen

MaryEllen Vogt

Michael Grabarits

Books for Presenters

Bare Books

Presidents' Breakfast

Benedictine University

Book Links

Houghton Mifflin

International Reading Association

Illinois State Board of Education

Lake-Cook Distributors

Macmillan/McGraw-Hill

Patrick Skly

Pearson Scott Foresman

RALLY Education

Scholastic

Stenhouse & Recorded Books

Suburban Council of Reading Consultants

The Institute For Literacy and Learning

The Wright Group

Treetop Publishing

Zaner-Bloser

CONFERENCE COMMITTEE CHAIRS & STAFF

Christine Moen, *2009 IRC Conference Chair*

Susan Cisna, *Assistant Chair & 2010 Chair*

Deborah Augsburger, *Book Autographing*

Mary Jo Bangert, *Audio Visual*

Karen Biggs-Tucker, *Hospitality*

Kathy Bokor, *Greeter Assistant*

Barb Chrz-White, *Registration*

Brenda Ferrara, *Registration - Staff*

Patti Foster Baker, *Exhibits*

Mary Gardner, *Special Events*

Janell Hartman, *Speaker Gift Bags*

Gail Huizinga, *Special Events Assistant*

Kendra Kornfeld, *Exhibits - Staff*

Sheree Kutter, *Signs*

Joan Mayotte, *Hospitality Assistant*

Anne Midden, *Audio Visual Assistant*

Carol Owles, *Preservice Pizza Party*

Arlene Pennie, *Executive Director - Staff*

Susanne Picchi, *Special Events*

Peggy Schmidt, *Meal Tickets*

Jan Serena, *Evaluations Assistant*

Carrie Sheridan, *Program Book - Staff*

Tammy Springer, *Evaluations*

Megan Stanton-Anderson, *Book Autographing Assistant*

Rebecca Steinbach, *Speaker Gift Bags*

Kristen Stombres, *Student Helpers*

Tammy Swinford-Potts, *Greeters*

Jeanne Topic, *Hospitality Assistant*

Joy Towner, *Student Helpers*

Julie Trivelli, *Meal Tickets*

Brian Tucker, *Hospitality*

Jennifer Young, *Special Events*

Illinois Reading Council 2008-2009 Executive Committee



Roxanne Owens
President



Christine Boardman Moen
President-Elect



Susan Cisna
Vice President



Lou Ferroli
Treasurer



Deborah Augsburger
Recording Secretary



Roberta Sejnost
IRA State Coordinator



Cindy Wilson
Director of
Membership Development



Donna Monti
Past President

Welcome International Reading Association Dignitaries



Marsha M. Lewis
IRA Board of Directors



Alfred Tatum
IRA Board of Directors

GENERAL CONFERENCE INFORMATION

Please take a moment to read the information below to ensure an **ENGAGING** and **EXCITING** experience at the 2009 Conference that is sure to **IGNITE** your passion for reading!



- **Meetings**

Meetings will be held in the Prairie Capital Convention Center, the Abraham Lincoln, and the Springfield Hilton.

- **Pre-Registration & Registration**

Pre-registered conferees may obtain their registration packets at the Registration Desk in the Prairie Capital Convention Center Lobby. On-site registration is also available. Hotel reservations and meal functions tickets should be secured prior to arrival in Springfield. Meal functions usually sell out early.

Registration Hours:	Wednesday, March 18 – 5:00 p.m. - 9:00 p.m.	Friday, March 20 – 7:00 a.m. - 2:00 p.m.
	Thursday, March 19 – 7:00 a.m. - 2:00 p.m.	Saturday, March 21 – 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 must 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 Convention Center will be open during exhibit hours. The Abraham Lincoln Hotel will offer a cash Continental Breakfast on Thursday, Friday and Saturday mornings. Springfield restaurant information will be available at the Hospitality table in the Convention Center Lobby.

- **Hospitality & Information Table**

A hospitality and information table is located in the lobby of the Prairie Capital Convention Center.

- **Message Board**

There will be a message board for conferees to leave notes in the registration area at the Convention Center. A phone line (217-788-8836) has been established at the Registration Desk to receive emergency phone calls.

- **Lost and Found**

Inquire at the Registration Desk in the Convention Center regarding lost and found items. IRC is not responsible for lost or stolen items.

- **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.

- **Shuttle Service**

IRC will provide free shuttle service between the hotels/motels on the IRC Housing Form and the Prairie Capital Convention Center on Thursday, Friday, and Saturday. The Shuttle Schedule will be printed in the program book. Please note that all hotels have shuttle service information. Please ask at the front desk of your hotel.

- **Preliminary Program Book**

In accordance with IRA 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 preliminary 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.

- **Cancellation/Refund Policy**

Conference refund requests must be in writing and postmarked by March 1, 2009. Requests can also be emailed to irc@illinois-readingcouncil.org or faxed to (309) 454-3512. A \$25 processing fee will be assessed. Please note that membership fees are non-refundable. Conference registration is transferable and replacement of names must be requested by March 5, 2009.

AUTOGRAPH SCHEDULE

Convention 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 at Anderson's book booth or PS Associates 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:

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

9:15 - 10:15

Raymond Bial
Vicki Benson Castagna
John Coy
Kadir Nelson

10:30 - 11:30

Janet Allen
Pam Allyn
Bruce Lansky
Steven Layne
Neal Shusterman
Maria Walther

1:45 - 2:45

Jim Aylesworth
Neal Shusterman

3:00 - 4:00

Pam Allyn
Raymond Bial
Vicki Benson Castagna
Aaron Elster

3:00 - 5:00

Kadir Nelson
Mergie Palatini

4:15 - 5:00

Bruce Lansky
Kimberly Hill Campbell
John Coy
Neal Shusterman

Friday

9:15 - 10:15

Pam Allyn
Sharon M. Draper
Jennifer Holm
Margaret Read MacDonald
Mike Mennard
Pamela A. Nevills

10:30 - 11:30

Jim Aylesworth
Mary Cappellini
Ying Chang Compestine
Aaron Elster
Adrian Fogelin
Maria Walther

1:45 - 2:45

Sharon M. Draper
P.J. Farris
Steven Layne
Mike Mennard

3:00 - 4:00

Jim Aylesworth
Ying Chang Compestine
Cheryl Dozier
Adrian Fogelin
Elisa Gagnon
Matthew Holm
Margaret Read MacDonald
Matt McElligott

Saturday

9:15 - 11:15

Patricia Polacco

10:30 - 11:30

Tedd Arnold

1:30 - 2:30

Jim Burke
Patricia Polacco

Autographing Locations

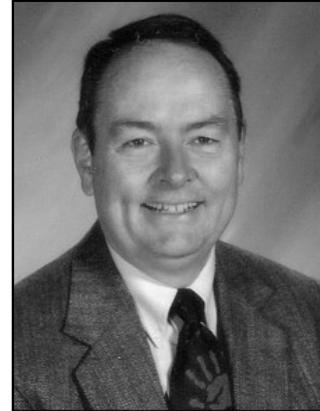
Autographing on Thursday and Friday will take place at the back of the Exhibit Hall in the Convention Center.

Autographing on Saturday will take place in the Hilton Hotel, Mezzanine level, Rendezvous Room.

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

2009 Recipient IRC Hall of Fame Award



Larry Pennie

Professional Development Continuing Professional Development Units

(CPDUs)

*The Illinois Reading Council is an approved
 Illinois State Board of Education
 Continuing Professional Development Unit
 provider. While attending the
 IRC Conference, you may earn one CPDU per
 hour of attendance and participation.*

**Sessions attended must be recorded, and an
 ISBE evaluation form must be completed and
 deposited in the IRC evaluation box near the
 registration area at the end of the conference.**

*The CPDU Evaluation Form is located near the back
 of this program book. An Evidence of Completion
 Form is also included in the book for your own records.*

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
 Otilie 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

*Welcome all Conference Attendees,
Presenters, and Illinois Legislators
to the*

WELCOME RECEPTION

**Wednesday, March 18, 2009
6:30 - 8:30 p.m.
Abraham Lincoln Ballroom**

*Come **ENGAGE, EXCITE, and IGNITE**
at the opening of our 2009 IRC Conference*

**2009 Recipient
IRC Legislator of the Year Award**



**Representative Michael K. Smith
91st District**

FREE snacks and a cash bar will be available.

IRC 2009

Anderson's Bookshops

Book Gossip

Wednesday, March 18, 2009

8:30 - 10:00 p.m.

Abraham Lincoln Ballroom



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

Books will be available for purchase.

Popcorn and soda will be provided.



Conference Sessions

Wednesday, March 18, 2009

1. 6:30 – 8:30 p.m.

Welcome Reception

Come and connect with Illinois legislators and other IRC Leaders! The Illinois Reading Council will also present the Illinois Legislative Award to an individual who has made an outstanding contribution toward advocating literacy and education in Illinois. What a great way to start the 2009 IRC Conference.

A Lincoln 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!

A Lincoln Ballroom (All)

**T
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Y**

Conference Sessions

Thursday, March 19, 2009

7:00 – 8:30

8:00 – 9:00

Thursday Breakfast

3. 7:00 – 8:30

How to Get Students Excited About Reading, Reciting, and Performing Poetry

Bruce Lansky
Author
Minnetonka, Minnesota



Introduction: Donna Monti
IRC Past President, SRL Vice President

In this entertaining presentation, Lansky reveals how to have so much fun with poetry, your students will want to read more and write more. Included are some of his most entertaining ideas such as poetry races, poetry magic, poetry telepathy, poetry mysteries, poetry skits, poems you can sing, funny announcement poems, poems classroom guests (e.g., parents and principals) can recite. You’ll want to use these entertaining activities with your students to motivate them both to read more poetry and to listen more carefully when poetry is read.

A Lincoln Ballroom

4. 7:00 – 7:45

Orientation of the IRC Conference

Boomer Crotty
IRC Newspaper in Education Chair, Joliet
Larry Pennie
IRC Past President, Normal
Kathleen Sweeney
IRC Past President, Melrose Park

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.

A Lincoln Ottawa B (All)

VISIT THE EXHIBITS

THURSDAY, MARCH 19, 2009

8:00 a.m. to 5:00 p.m.

The key you receive at registration may unlock the IRC Treasure Chest for a free gift.

5. 8:00 – 9:00**Inside Words: Tools for Developing Academic Vocabulary**

Janet Allen
Educator
Sanibel, Florida



Introduction: Kim Winter

Lewis & Clark Reading Council President

If you are frustrated with trying to find a vocabulary program that will help your students become effective readers, writers and speakers, then join us as we consider the components of an effective vocabulary program you would create. Janet will highlight four critical components of a comprehensive vocabulary program and model instruction that would support each of those.

Center B-11A

(All)

6. 8:00 – 9:00**Best Practice Findings from Reading First**

Maureen Richel,
Terry Rusin, Megan
Masek, Agurann
Bates, and Vicki
Hodges
ISBE Reading First
Staff



Kathleen Doyle
and Jill Liapis
Illinois Reading
First
Early Reading
Specialists



Introduction: Leslie Forsman

Mississippi Valley Reading Council President

Illinois Reading First Schools have learned that effective, successful, results-driven reading programs include the following components: supportive leadership with highly trained instructors; identification of, and commitment to measurable goals; constant communication amongst all stake holders; ongoing assessments-benchmark and routine progress monitoring-useful in driving instruction and targeting intervention; delivering explicit instruction; and maximizing existing resources. The presentation will address each of these areas and explain how each one plays an integral role in the success of an effective reading climate.

Center B-1

(K-3, Admin)

7. 8:00 – 9:00**(Repeat of 99)****Teaching the Information Generation: Moving from Tech Savvy to Text Savvy**

Vicki Benson Castagna
Educator
Houston, Texas



Introduction: Adrienne Evans

IRC Region 7 Director

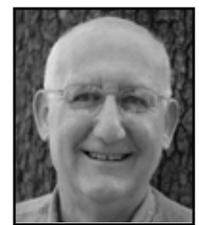
Today's students have a world of information at their fingertips. However, growing up with access to so much information does not ensure that this "Information Generation" knows what to do with the information once they find it. Yet dealing with fact-filled texts is something that our students will contend with the rest of their school lives. Vicki Benson Castagna will help us understand how technology has impacted students' ability to process information from text and how we as teachers can help move them from being tech savvy toward being text savvy!

Center B-11C

(K-5)

8. 8:00 – 9:00**(Repeat of 102)****Where Lincoln Walked**

Raymond Bial
Author
Urbana, Illinois



Introduction: Reva Simpson

Illinois Valley Reading Council President

Through vivid color photographs, author Raymond Bial will follow in the footsteps of Abraham Lincoln, from his birthplace in Kentucky to his many years in Illinois. Based on his acclaimed book, *Where Lincoln Walked*, Raymond will show how teachers can use nonfiction materials to help children gain a greater appreciation for American history.

Center B-9

(All)

9. 8:00 – 9:00**(Repeat of 191)****National Board Certification: The Journey**

Mary Stayner
Educator
Stockton, Illinois



Introduction: Amy Burling

Northern Illinois Reading Council Member

This awareness session will introduce the participants to the process involved in becoming a National Board Certified Teacher. Through this information, teachers will be eager to start their journey.

Center B-3

(All)

10. 8:00 – 9:00 (Repeat of 130)
Creating Classroom Cultures of Thinking and Understanding



Debbie Miller
 Educator
 Littleton, Colorado

Introduction: Mary Grom
IRC Region 2 Director

We all want our student to become thoughtful, strategic, independent readers. Immersing them in cultures of thinking is an important first step. Debbie will speak to the importance of modeling strategies for comprehension, teacher-talk that moves children forward, and authentic responses that serve as a means to comprehension as well as a measure.

Center B-11B (All)

11. 8:00 – 9:00
I Hate to Read – Boys and Reading



John Coy
 Author
 Minneapolis, Minnesota

Introduction: Christine Boardman Moen
IRC President-Elect, 2009 Conference Chair

What is going on—or not going on with boys and reading? Why do the same boys who are excited about leaning to read when they are five and six turn around and tell you they hate it a few years later? Author John Coy will discuss some of the barriers between boys and reading and share suggestions to get boys more engaged and involved with books and reading.

Center B-2 (K-12)

12. 8:00 - 9:00
Promoting Fluency, Engagement, and Cooperation Through Timed Repeated Partner Reading

Judy Barbour
 Eastern Illinois University, Charleston
 Elizabeth Goldsmith-Conley
 Columbia Center Unit 4, Champaign

Participant will practice all steps, including classroom management, of a research-based and classroom-tested strategy that increases reading fluency while engaging students and promoting positive social interactions. The workshop also includes videos of Illinois teachers using this method in their classrooms.

Center B-4E (All)

13. 8:00 - 9:00
Thinking and Mapping Your Way to Literacy

Chris Yeager
 Educational Consultant, Cary, NC

This session will provide Thinking Map strategies that lead to literacy and beyond for students of all ability levels.

Center B-11D (All)

14. 8:00 - 9:00
RTI: Beyond Whole Group Instruction

Lauren Reynolds
 Staff Development for Educators,
 Portsmouth, NH

Session focuses on specific reading and math interventions suited to the small group and individual instruction that takes place in Tiers 2 and 3 of RTI and on activities which foster differentiation during this process.

Center B-10 (K-3, Spec, Admin, RS, LC)

15. 8:00 - 9:00
Sharing Stories with Younger Audiences – Tales that Work in the Classroom

Michael Lockett
 Author & Storyteller, Normal

Participate in stories, music, drama and reading activities that can be successfully used with younger audiences to promote reading. Plan to leave this playful session with a smile and useful storytelling activities.

Center B-4W (PreK-3, Spec, Lib, RS, LC)

16. 8:00 - 9:00
Fabulous Fables to Ignite Engagement in Reading Extended Response

Tonya Sims
 Chicago Public Schools, Chicago

This interactive workshop will demonstrate how Aesop Fables can be utilized to enhance critical thinking skills, promote character development and engage students as they write in response to reading.

Center B-6W (K-3)

17. 8:00 - 9:00
Engage, Excite, Ignite, Interventions To Spark Learning For All

Michelle Poelsterl, Christine Lee
 Anderson School, St. Charles

A Reading Specialist and Second grade teacher will present literacy interventions appropriate for primary students. This includes using assessment data to create purposeful interventions, scheduling intervention time in an already packed school day, and using multiple resource teachers to host a grade level intervention

Center B-6E (K-3, RS, LC)

18. 8:00 - 9:00**Taking an Honest Look at the Effectiveness of Our Student-Centered Activities**

Toddy Kelly

Governors State University, University Park

As teachers we conscientiously attempt to engage our students in group work, literature discussions and the writing process. This session will question whether we really are providing authentic student-centered instruction or merely “going through the motions.”

Center B-7W (K-9, Spec)

19. 8:00 - 9:00**Strategies for Teaching English Language Learners: How to Converse, Read and Write About Science**

Cynthia Drumheller, Kelly Lardner, Beth Schuetz

Sunny Hill Elementary, Barrington

Two 5th grade Science teachers and a Literacy Coach share their yearlong study of co-planning and teaching English Language Learners listening, speaking, reading, and writing strategies within the Science Curriculum. Participants will receive a list of strategies for increasing English Language Learners, discussion, reading, and writing in Science as well as scheduling ideas.

Center B-7E (4-6, Spec, Admin, RS, LC)

20. 8:00 - 9:00**Picture Books, Poems, and Other Ways to Get Kids Writing**

Stacy Baker, Ann Kluesner

Pleasant Hill School, Peoria

We will be sharing writing prompts, picture books, poems, and other ways we convinced our older kids that writing was fun.

Center B-8 (4-9)

21. 8:00 - 9:00**Implementing Reading Strategies in the Content Areas to Improve Comprehension**

Annemarie Bennick, Tammy Hunter

District #233, Flossmoor

Presentation of interactive reading strategies that can be implemented across the content areas. Samples of each strategy for specific content areas, English, Math, Science, and History, will be displayed and discussed. Handouts will be included.

A Lincoln Bond (9-12, RS, LC)

22. 8:00 - 9:00**What is a Study Group?**

Michael Tajchman, LaJule Gant

Rochelle Lee Boundless Readers, Chicago

Everyone is buzzing about study groups. Here is a chance to develop an understanding of study groups and collaborative professional practice, and explore the role of study group leaders as facilitators of collaborative learning groups.

A Lincoln Yates (All)

23. 8:00 - 9:00**Music as a “Cueing System” for Literacy Activities**

Kristin Lems

National-Louis University, Skokie

Michelle Masny

Chicago Public Schools, Chicago

Music can enrich literacy, as a prompt for writing, an aid to memory, a hint about context in literature, a vehicle for genre and voice development, and more. Let two music lovers share broadly applicable, simple classroom activities.

A Lincoln Freeport B (All)

24. 8:00 - 9:00**Writers Circle: Literature Circles Meet the Writing Process**

Kurt Anderson

District 99, Cicero

Writers Circle places students in cooperative groups based on real life writing jobs. Examples include authors, song writers, columnists, reporters, and critics. Students then analyze authentic writing products using various comprehension strategies before engaging in the writing process. Students participate in structured discussions of each step in the writing process creating their own writing product to be compiled into a class book.

A Lincoln Freeport C (4-12, Spec, Adults, Admin, RS, LC)

25. 8:00 - 9:00**How We Survived Our First Year of RtI!**

Maria Clifford, Melissa Hayes

School District #54, Schaumburg

Our session will chronicle our journey as we discovered ways to positively impact student achievement with interventions through screening students, formulating intervention groups, targeting specific deficits and monitoring progress to ensure student growth.

A Lincoln Ottawa A (K-6, Admin, RS, LC)

26. 8:00 - 9:00**(ICARE)****Engage, Excite, Ignite the Love of Reading from Day 1 in Your Classroom!**

Kathleen Sweeney

Bellwood School District #88, Melrose Park

Boomer Crotty

Educator, Joliet

Larry Pennie

Educator, Normal

This session is designed for pre-service and first-year elementary teachers. ICARE memberships and books will be given as door prizes. ICARE board members will share their favorite books that will engage, excite, and ignite in your students a love of reading from the very first day of school until....

A Lincoln Ottawa B (K-9)

27. 8:00 - 9:00
Using Assessments to Guide Reading Instruction

Carol Kane
 Educational Consultant, Marion, IA

Learn how to use valid and reliable assessments to guide reading instruction and plan appropriate instruction and intervention, and how these assessments are used to guide the RTI process.

Hilton Vista 1 (K-9, Spec, Adults, Admin, RS, LC)

28. 8:00 - 9:00
Formative Coaching: Utilizing Formative Assessments and Student Work to Support and Model Effective Instruction

Maya Morrison-Sadder, Gabrielle Nidus
 Chicago Public Schools, Chicago

Participants will learn how formative assessments can be utilized as a foundation to model, support, and coach teachers in demonstrating effective literacy practices and increasing student comprehension. Participants will also learn how to use various protocols to analyze student work and learn techniques to link assessments and instructional strategies to support Illinois state standards.

Hilton Plaza 1 (K-12, Adults, Admin, RS, LC)

29. 8:00 - 9:00
So You Want to Teach Guided Reading – Hang on, Here We Go!

Frank Tavano
 DePaul University, Chicago

The presentation will give participants the essentials to teach Guided Reading including a Balanced Literacy Framework. Participants will receive information on assessment practices to place students in small groups and a new method to promote fluency.

Hilton Ambassador (K-12, Spec, Admin, Lib, RS, LC)

30. 8:00 – 9:00 (Repeat of 92, 101)
Words and Paintings By Kadir Nelson

Kadir Nelson
 Illustrator
 San Diego, California



Introduction: Deborah Augsburger
IRC Recording Secretary, CIRP President, Will County Reading Council Vice President

Mr. Nelson will take you through the process, research, and how he finds creative solutions to new projects. He will also briefly discuss his Abe Lincoln illustrations.

Hilton Plaza III (All)

31. 8:00 – 9:00 (Repeat of 31)
Can Reading Failure Be Prevented? What Does the Research Tell Us About Highly Effective Schools?

Michael Grabarits
 The Institute For Literacy and Learning
 Whitehall, Pennsylvania



Introduction: Mike Ellerman
IRC Legislative Chair

This session will review what current reading research suggests about whether or not it is possible to prevent reading failure, even among children who are at high risk for reading failure including children raised in poverty and children who are likely dyslexic. For example, it will discuss the latest research from Louisa Moats, Patricia Mathes, Joseph Torgesen and Jack Fletcher, all of which provide evidence that “reading failure can be prevented,” if one applies ALL of the best practices suggested by the reading research.

Hilton Embassy (All)

**Illinois Reading Council
 2010 Conference
 March 18-20, 2010**



8:00 – 10:00 (Double Session)**32. 8:00 - 10:00 (Double Session-Repeat 307)
SECRET STORIES! Cracking the Reading Code
through WRITING – The “Missing-Piece” of the
Reading Puzzle!**

Katherine Garner

The Juilliard School/Harvard Consortium,
Asheville, NC

Provide ALL learners with the critical foundational-skills necessary for reading and writing success, by granting them easy-access through the brain's backdoor! Discover practical classroom-applications of the latest Harvard-Research that show just HOW our brains actually learn best!

Hilton Vista 2-3 (PreK-6, Spec, Adults,
Admin, RS, LC)

**33. 8:00 - 10:00 (Double Session)
Literacy in Families Empowers (LIFE): An
Approach to Including Parents as Partners in RtI
Interventions**

Sue Sokolinski, Pam Ciway

District #101, Batavia

Beth Herrig

District #204, Naperville

Karen Ringas

District #200, Wheaton

Literacy in Families Empowers (LIFE) is a Family Literacy model that can be used in intervention programs for young struggling readers. Promising results from past LIFE programs will be presented.

Hilton Vista 5-6 (K-3)

9:15 – 10:15**34. 9:15 – 10:15
The Thoughtful Use of Time**

Debbie Miller

Educator

Littleton, Colorado



Introduction: Mary Grom

IRC Region 2 Director

Most of us have large blocks of time for literacy learning. How might we use this time to best meet the needs of all our students? This session will focus on creating and maintaining a Readers' Workshop, with emphasis on specific ways to guide children toward independence.

Center B-11B (All)

35. 9:15 – 10:15**Real Kids, Real Books, Real Reading, Real
Results**

Janet Allen

Educator

Sanibel, Florida



Introduction: Donna Monti

IRC Past President, SRL Vice President

With the intense focus on high-stakes assessment, it is important to remember that real results come from real reading. Students' authentic and thoughtful interactions with diverse texts lead to increased achievement in reading. This interactive workshop will focus on strategies for selecting texts, supporting students' comprehension of the texts, and giving students a range of opportunities to demonstrate their understanding of reading. Join us for a reminder that millions of children have learned to read because of good books and great teachers!

Center B-11A (All)

36. 9:15 – 10:15**Illinois Response to Intervention**

Sarah McCusker

Principal Consultant

Department of Curriculum

and Instruction

Illinois State Board of Education

Springfield, Illinois



Faith Bishop

Principal Consultant

Division of Curriculum

and Instruction

Illinois State Board of Education

Springfield, Illinois



Introduction: Cindy Pender

Southern Illinois Reading Council President

Within this session, ways to evaluate reading interventions along with an explanation of the Illinois Response to Intervention Plans will be presented. The importance of professional development and the role of the reading specialist will also be emphasized.

Center B-1 (All)

37. 9:15 – 10:15 (Repeat of 256)

New and Notable Books

Becky Anderson Wilkins
Anderson's Bookshops
Naperville, Illinois



Introduction: Leslie Forsman
*Mississippi Valley Reading Council President,
ILLC President*

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

Center B-11D (K-8)

38. 9:15 – 10:15 (Repeat of 187)

It's in the Soup: How to "Have it All" in a Year of Teaching Reading and Writing

Pam Allyn
Executive Director and
Founder, LitLife
New York City, New York



Introduction: Linda Oshita
IRC Region 1 Director, NIRC Treasurer

Our heads spin from all that's out there for us in the teaching of reading, and then, the teaching of writing. We sometimes feel our years are chock full, too chock full, but then we still wish we could reach for lessons that make sense and are connected to one another: a plan. Pam Allyn will share a breakthrough new approach to planning a year of reading and writing instruction, one in which you truly can have it all, and also have a great time with your students! It is called The Complete 4 and is an approach you will never forget and which you can use tomorrow in your teaching. Pam will share the four components to create a complete year and give you wise tips as to how you can balance your teaching for your most powerful year ever.

Center B-11C (All)

39. 9:15 - 10:15

What's the "Diff" in Differentiated Instruction?

Jennifer Rush
Educational Consultant, Waxhaw, NC

Participants will gain an overview of differentiated instruction; be able to implement several differentiation strategies; and identify things to consider when implementing differentiation at the classroom, school and district level. Emphasis will be placed on the importance of making learning accessible to all students.

Center B-10 (K-6, Admin, RS, LC)



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Making the Difference



40. 9:15 - 10:15**Background Stories**

Steven L. Layne

Judson University, St. Charles

The sharing of stories by reading aloud is a long-standing classroom tradition, but there's a way to make the experience even more powerful! When teachers know the inspiration behind the books they're sharing with kids-and can tell the students all about it, the stories often take on a whole new dimension. Energetic author Steven L. Layne opens the door for audience requests of background stories related to his books and provides a glimpse into tales currently in the works.

Center B-2

(All)

41. 9:15 - 10:15**Engaging Students, Exciting Parents, Igniting a Connection Between Readers and Books!**

Amy Goldstein, Louisa Baddeley, Bonnie Diamond

Aptakistic-Tripp CCSD 102, Buffalo Grove

We'll share practices for getting students hooked on reading AND connecting students with JUST RIGHT books. We'll discuss effective ways to know your students as readers and practical suggestions for making positive home-school connections.

Center B-9

(K-3)

42. 9:15 - 10:15**Complete and Balanced Early Literacy Assessment**

Konni Byford

Wireless Generation, Brooklyn, NY

A successful literacy assessment tool must be as complete and balanced as possible. It is important to assess phonics and fluency, but not at the expenses of student interaction with authentic text. This interactive session will discuss the important pairing of foundational skills with text reading and comprehension.

Center B-3

(PreK-3, Admin, RS, LC)

43. 9:15 - 10:15**Help Readers Love Reading for Grades 3-8!**

Brian Wilhorn

Immanuel Lutheran School, Wisconsin Rapids, WI

Motivating readers can be a tricky business, but it helps having books kids love. Come learn tons of great titles, simple techniques, and classroom activities that engage, excite, and ignite your students.

Center B-4W

(3-8, Lib, RS, LC)

44. 9:15 - 10:15**Our Hungry Planet**

Kelly Murphy

Illinois Agriculture in the Classroom,
Bloomington

Use books to tackle the topic of world hunger. This session will feature Peter Menzel and Faith D'Alusio's photographic gem *Hungry Planet* and the biography of Nobel Prize winner Norman Borlang titled *The Man Who Fed the World*. Through hands-on activities and factual information, we will define hunger and examine its impact across the world. This session is a must for those educators interested in exploring global topics.

Center B-4E

(6-12)

45. 9:15 - 10:15**Where is My First Grade Friend? A Collaborative Writing and Reading Project Using Presentation Software**

Rita Januszyk

Gower District #62, Willowbrook

1st and 4th grade students collaboratively write and produce a travel story incorporating word wall words about the 1st grader. The final products are available for the first graders to reread in the digital library.

Center B-6W

(K-3)

46. 9:15 - 10:15**Gifted Readers – Using Your Textbook and Reader's Workshop to Meet Their Needs**

Becky Johnson, Patty Sloan

CCSD #46, Grayslake

Are you struggling to use your school's reading series to meet the needs of your gifted readers? Learn systematic methods to connect the skills addressed in your reading series to reader's workshop mini lessons. Your students can make challenging, motivating literature choices while they augment the skills in your required curriculum.

Center B-6E

(K-9)

47. 9:15 - 10:15**THE PAOMNNEHAL PWEOR OF THE HMAN MNID**

Karen Bourne

Dyslexia Institutes of Central Illinois,
Champaign

Have you heard of DYSPHONETIC OR DYSEIDETIC? Come discover why a child is having difficulty learning to read.

Center B-7W

(All)

48. 9:15 - 10:15**Get Students Excited to Read: Prereading Strategies to Ignite Readers!**

Amy Cooley

Sayre Language Academy, Chicago

How can you activate schema? How can you get students excited about reading the text? Participants will learn about 7 prereading strategies that can be used with fiction or nonfiction text. Some of the strategies include exclusion brainstorming and semantic impressions.

Center B-7E (4-6)

49. 9:15 - 10:15**Content Literacy in the Middle Grades: Strategies for All Learners**

Charlene Cobb

Roosevelt University, Schaumburg

All learners need access to essential concepts in science and social studies. Methods and strategies for reaching students in grades 4-8, including struggling readers and ELL students, will be shared.

Center B-8 (4-9, Spec, RS)

50. 9:15 - 10:15**Vibration, Pupas, and The Great Skokie Fire of 1910: Using Information Text Aligned With Content Area Units in Order to Increase Oral Reading Fluency of Struggling Readers.**

Jane Hunt

Loyola University, Chicago

Martha Orso

Middleton School, Skokie

This session presents specific instructional strategies used in a five month dissertation intervention to improve oral reading fluency by using information text. Student gains were demonstrated in rate, accuracy, and in classroom linked literacy performance.

A Lincoln Freeport A (K-3, Spec, Admin, Lib, RS, LC)

51. 9:15 - 10:15**Research is Not a 4-Letter Word!**

Angel Birkelbach, Kate Hahn

Jewel Middle School, North Aurora

Imagine a classroom where students - even those with academic and behavioral challenges - experience success with research. Participants will love this headache-free guided research approach and will also get tips on organization and obtaining resources!

A Lincoln Freeport B (6-12, Lib, RS)

52. 9:15 - 10:15**Ready to Read...Across Your Community**

Anieta Trame, Debbie Garretson

Mattoon Middle School, Mattoon

This award-winning student initiative is now a much anticipated community literacy program. This presentation is a "how to" guide for success to involve students in a community book challenge.

A Lincoln Freeport C (4-12, Spec, Adults, Admin, Lib, RS, LC)

53. 9:15 - 10:15**A.C.T. Now! Use Authentic Content-Area Texts in Your Classroom!**

Jacqueline Easley

Carthage College, Kenosha, WI

Through this session, you will learn techniques to integrate authentic texts into your curriculum that will engage your students' minds, excite them to delve deeply into your content area, and re-ignite your passion for teaching.

A Lincoln Ottawa A (4-12, Spec)

54. 9:15 - 10:15**Translating Writing Standards into Practice**

Paulette Stalter, Rebecca Rhodes

Metamora Grade School, Metamora

What does teaching the standards look like in terms of instructional practices and student products? Mini-lessons presented will teach young writers to include critical elements such as elaboration and subordination in their daily writing.

A Lincoln Ottawa B (K-6)

55. 9:15 - 10:15**The Mystery of the Missing Graduation Robe**

Nicolle Mallon

Lake Louise Elementary, Palatine

A step-by-step guide to a successful Family Reading Night. The theme was "mystery," which promoted daily inference and problem solving skills. The event covered all grade levels, diversity and socioeconomic boundaries.

A Lincoln Bond (K-9, Spec, Admin, Lib, RS, LC)

56. 9:15 - 10:15**Strategic Teaching of Strategies to Empower Students and Excite Teachers**

Sharon Neste

Governors State University, Governors Park

Anna Sanford

Educational Consultant, Aurora

Participate in demonstrations of ways strategic teachers match strategies to students and to content to create an engaged reading environment.

A Lincoln Altgeld (K-9)

57. 9:15 – 10:15**How to Use Songs and Nursery Rhymes to Help Children Write Poetry**

Bruce Lansky
Author
Minnetonka, Minnesota



Introduction: Kim Dillon

Fox Valley Reading Council Co-President

In this interactive workshop, Lansky discusses why most students (and teachers) find it so hard to write poetry—and how humming familiar songs and reciting familiar nursery rhymes can make poetry writing easier and more fun. Lansky will strum “On Top of Spaghetti,” “My Bonnie Lies Over the Ocean,” “Oh Susannah,” “Row, Row, Row,” “Yankee Doodle” and “The Battle Hymn of the Republic” on his guitar to help teachers to come up with great new lines of poetry. Get ready to sing and write poetry.

A Lincoln Ballroom (K-2)

58. 9:15 - 10:15**Delivering a Flexible Reading Program Using Data**

Kathleen Fleming, Brenda Kraber
District #34 & DePaul University, Glenview

Participants will learn about a variety of tools to deliver a flexible reading program. The presenters will share several ways to use data to inform instruction.

A Lincoln Yates (4-6, Spec, Admin, Lib, RS, LC)

59. 9:15 - 10:15**Exploring Reading Level Comparability Charts and Web Sites That Support Student Literacy**

Laura Beltchenko
CUSD #118, Wauconda

Reading Level comparison charts are often used to determine placement for differentiation of literacy instruction. In this session participants will explore how to interpret these charges and utilize them to create differentiated guided reading groups and leveled centers. Web sites that assist in this process will be demonstrated and explored.

Hilton Plaza III (K-3, Admin, RS)

60. 9:15 – 10:15**Reading Comprehension and Test Scores: What’s the Connection?**

Roger Farr
Educator
Bloomington, Indiana



Introduction: Roberta Sejnost
IRA State Coordinator

Roger Farr will share strategies to get students to score on tests.

Hilton Ballroom (K-8)

61. 9:15 – 10:15**(Repeat of 217)****Ignite, Excite, and Write, Write, Write! Morning Messages, Mentor Texts, Mini-Lessons, and More!**

Maria Walther
1st Grade Teacher & Author
Gwendolyn Brooks School
Aurora, Illinois



Introduction: Jan Rashid
SCIRA Co-President

Are you looking for fresh ideas to help teach young writers? Join Maria as she shares a wealth of practical ideas to engage every writer in your class. A bibliography of mentor texts will be included in the handout.

Hilton Embassy (K-2)

62. 9:15 – 10:15**(Repeat of 152)****There’s No “C” in Shusterman**

Neal Shusterman
Author
Rancho Santa Margarita,
California



Introduction: Jan Rashid
SCIRA Co-President

An informal visit with Author Neal Shusterman. No jacket required (unless it’s really, really cold.) Note: Anyone who habitually spells Shusterman with a “C” shall be denied admittance.

Hilton Ambassador (All)

Michael Lockett, THE NORMAL STORYTELLER

International Storyteller performing for: Festivals, Conferences, Schools, Young Author Programs, Libraries, Churches, Organizations and more



Mike Lockett is a teller of traditional tales in a non-traditional manner. He lives in Normal, Illinois, but his stories are anything but normal. His dialects, sound effects and audience participation bring stories to life.

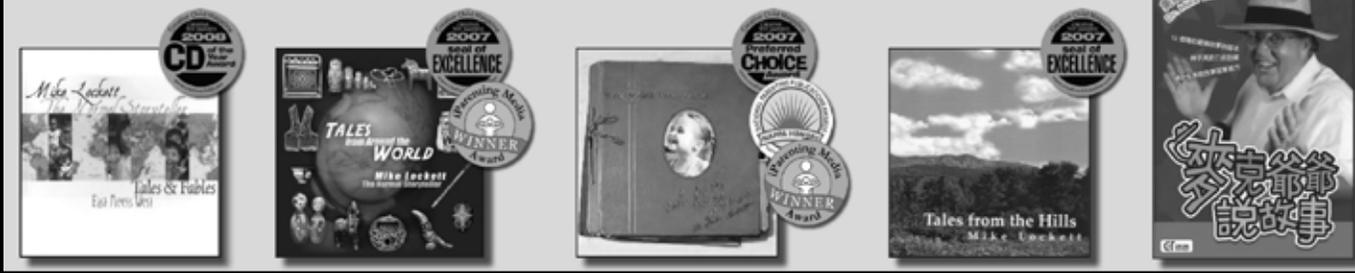
Dr. Lockett is now scheduling programs for 2009 and 2010. Contact him soon for your programming needs. **Visit Mike in Booth 608!**

Educator • Author • Storyteller
1401 Heritage Road West, Normal, Illinois 61761

Phone (309) 454-2300

Email: mike@mikelockett.com

www.mikelockett.com



9:15 – 11:15 (Double Session)

63. 9:15 – 11:15 (Double Session)

Get the 411 on RtI

Cindy Arkebauer
Educator
National Quality Trainer
Rock Island, Illinois



Introduction: Susan Cisna
IRC Vice President

Learn about RtI, its expectations and benefits!! With each school having unique challenges, learn how to maximize in-house expertise and resources to meet the needs of RtI. Be proactive with new state mandates. Manageable interventions will be shared. Time will be allowed for questions and answers.

Hilton Vista 1 (K-9, Admin)

64. 9:15 - 11:15 (Double Session)

Shakespeare and Bard Core: Using Drama Methods to Engage Struggling High School Readers in Difficult Texts

Karen Boran
Chicago Public Schools, Chicago
Marilyn Halperin
Chicago Shakespeare Theatre, Chicago

Participants will explore results of experimental research in CPS English classrooms on use of drama methods to teach difficult texts (like Shakespeare) to struggling readers. Research results discussed, drama methods modeled, and sample lessons provided.

Hilton Plaza 1 (9-12, Admin, RS, LC)

10:30 – 11:30

65. 10:30 – 11:30**Academic Language: Engaging Activities for English Learners (and Others!) for Grades K-6**

MaryEllen Vogt
Educator/Author
California State University
Long Beach, California



Introduction: Lou Feroli

IRC Treasurer, IRC Obama Literacy Fund Chair

Too often, English learners and struggling readers have difficulty with the academic language of particular content areas. In this session, we will explore several user-friendly, effective activities for developing children's academic language and comprehension. A comprehensive handout will be provided.

Center B-11A

(K-6)

66. 10:30 – 11:30 (Repeat of 365)
From Fun Phonics to Chapter Books: A Teacher's Magic Touch

Marsha M. Lewis
Educator
Kenansville Elementary School
Kenansville, North Carolina



Introduction: Sheree Kutter

IRC Literacy Support Grants Chair

Making Reading Happen for children from advanced kindergarten to fourth grade. This session will progress from silly and fun phonics to reading chapter books.

Center B-11B

(K-4)

VISIT THE EXHIBITS

THURSDAY, MARCH 19, 2009
8:00 a.m. to 5:00 p.m.

The key you receive at registration may unlock the IRC Treasure Chest for a free gift.

67. 10:30 – 11:30**Making "Rich" Connections: Connections with Returns on Learning**

Vicki Benson Castagna
Educator
Houston, Texas



Introduction: Elizabeth Goldsmith-Conley

IRC Studies and Research Chair, Illini President

Connections help readers better understand new information. However, the quality of the connection counts. Often teachers are not quite sure about how to further push children's thinking as they learn to make connections – and what to do with random, off-the-wall connections that kids give! Vicki Benson Castagna will offer easy-to-implement ideas you can use in content areas or in your literacy instruction to help your students make connections rich enough to help them learn new information more effectively.

Center B-11C

(K-5)

68. 10:30 – 11:30 (Repeat of 193, 255)**The Teacher Who Became An Author**

Jim Aylesworth
Author
Chicago, Illinois



Introduction: Kathy Merz

IRC Region 8 Director

Jim Aylesworth was a first grade teacher for twenty-five years. During that time, he read to his children nearly every single day, and he grew to love the books himself every bit as much as the children did. Here, Jim will describe how his many years as a teacher and reader gradually changed him into an author of more than thirty children's books.

Center B-11D

(All)

69. 10:30 - 11:30**Strategies to Help Students Who Are "Textbook Disabled"**

Jim Grant

Staff Development for Educators,
Peterborough, NH

Participants will learn how to modify expository textbooks to accommodate today's wide range of learners. They will learn how to differentiate the instructional delivery to teach difficult-to-reach students. Modifications will be presented to make textbook learning accessible to students with identified learning disabilities.

Center B-1

(K-9, Special Needs,
Admin, Lib, RS, LC)

70. 10:30 – 11:30

Top of the Order – Writing a Series

John Coy
Author
Minneapolis, Minnesota



Introduction: Diana Woods
South Eastern Reading Council President
Many children (and adults) love to read the books in a series. John Coy will discuss *Top of the Order*, the first book in a four book series designed to appeal to third through sixth graders, primarily boys. He will explore the opportunities and challenges a series presents and offer a sneak preview of Book 2.

Center B-2 (3-6)

71. 10:30 – 11:30

Visions of Illinois: Children’s Books of the Prairie State

Raymond Bial
Author
Urbana, Illinois



Introduction: Pamela Gawrych
Southern Illinois Reading Council Vice President
Author Raymond Bial will present an overview of several of his nonfiction children’s books that focus on Illinois, including *Corn Belt Harvest*, *Frontier Home*, *Amish Home*, and many others. He will then present photographs from one of his more recent titles and discuss how these materials may be used in lessons on history, agriculture, and science.

Center B-9 (All)

72. 10:30 - 11:30

Smart Centers with a Purpose: Read, Write, Activity, Challenge

April DeCesare

Innovative Learning Solutions, Tampa, FL
Smart Centers are aligned to the five reading components and incorporate state standards, Bloom’s Taxonomy, and Howard Gardner’s Multiple Intelligences! Each Smart Center embraces your core curriculum with every task and allows for differentiation to meet the needs of diverse learners including gifted students, second language learners, and special needs students.

Center B-3 (PreK-6, Admin, RS, LC)

73. 10:30 – 11:30

Less is More: Using Short Texts to Teach Literature

Kimberly Hill Campbell
Educator
West Linn, Oregon



Introduction: Kim McKenna
Northern Illinois Reading Council President-Elect
Drawing on research as well as her classroom experiences, Kimberly will make the case for using short texts to engage secondary students. Examples of short texts as well as teaching strategies will be demonstrated and discussed. Audience participants will also be invited to share their experiences with short texts.

Center B-10 (6-12)

74. 10:30 - 11:30

Practical Literacy Centers

Kristin Hummel
St. Matthew, Champaign

Turn all those literacy centers into organized stations and practical storage solutions. Learn how to keep all your ideas in affordable and creative ways.

Center B-4W (PreK-3)

75. 10:30 - 11:30

A Collaborative Approach to Building a K-2 Literacy Program

Sarah Gabel, Margaret Linn, Molly Meierhoff, Jenny Wejman

Alphonsus Academy and Center for the Arts, Chicago

In this session, we will share with you how we established a common literacy vocabulary in order to align our teaching of reading comprehension strategies in kindergarten through second grade, including how we implemented these strategies in our own classrooms.

Center B-4E (K-3)

76. 10:30 - 11:30

Munch: The Magazine For Hungry Readers

Lisa Rost
Homewood School, Homewood

Discover how to publish a classroom magazine written by primary students. Your budding journalists will promote literacy within their school by writing and distributing an authentic classroom magazine. Kids become enthusiastic readers and writers.

Center B-6W (K-3)

77. 10:30 - 11:30**Incorporating Content Area Text in the Reading Block**

Sherry Abdelhadi

I-Kan Regional Office of Education,
Kankakee

Participants will explore content area texts that can be incorporated into the reading block. Participants will receive an extensive list of books from various genres that can be integrated into read aloud and guided reading.

B-6E (K-6, Spec, Admin, Lib, LC)

78. 10:30 - 11:30**Engaging All Students Through Personal Connections in Literature**Joyce Hayward, Deborah Augsburger
Lewis University, Romeoville

Explore current child and adolescent literature that values the diverse cultural, linguistic, social and developmental differences in our students. This session will include book talks, suggested classroom uses of literature and an annotated bibliography.

Center B-7W (K-12, Spec, Lib, RS)

79. 10:30 - 11:30**Ignite Your RtI Program**

Christina Basham, Cheryl Broderick

Iroquois West Elementary School, Gilman

Title I teachers will share the first two years of implementation of RTI in the K-3 setting of a small rural district. Teachers will share practical ideas they are utilizing to make groups more effective.

Center B-7E (K-3)

80. 10:30 - 11:30**Digital Literacy**

Daniel Lundak

Chicago Public Schools, Chicago

Appeal to the diverse learning styles of students by using Digital Storytelling for the writing process and to enhance other content areas.

Center B-8 (4-9, Spec, Lib, RS, LC)

81. 10:30 - 11:30**Ignite Middle School Students' Natural Curiosity: Read Aloud in Content Areas**

Patricia Braun

District #90, River Forest

Learn techniques for engaging students in content area read alouds. Several reading, writing and visualizing techniques will be demonstrated and a packet of resources for content area read alouds will be provided.

A Lincoln Ottawa A (6-9)

82. 10:30 - 11:30**An Intervention Framework for Assessing and Developing Word Recognition Skills K-12**

Linda Rourke

Developmental Studies Center, Oakland CA

Participants in this session will explore a research-based developmental sequence for teaching decoding and word recognition, experience lessons, and receive an assessment tool that places students into small intervention groups for specific, targeted instruction. The intervention emphasizes appropriate initial placement and ongoing progress monitoring to ensure that all students rapidly develop skills to unlock words and read with fluency.

A Lincoln Freeport A (K-12, Spec, Admin, RS, LC)

83. 10:30 - 11:30**Building a Lasting Foundation: The Critical Freshmen Year**Sandra Coughlin, Trish Nikrandt, Jennifer O'Connor,
Valerie Binkowski, Nick Scipione

Glenbard East High School, Lombard

Glenbard East's Freshmen Academy team will highlight how it collaboratively impacts student achievement through a focused literacy framework. The Horizontal Literacy Framework is a comprehensive approach to increase student comprehension across all content areas.

A Lincoln Freeport B (6-12, RS, LC)

84. 10:30 - 11:30**Beyond "Reading First:" Where We Must Go In "Reading Next!"**

Alberta Mytys

School District 89, Maywood

Come for an overview of Reading Next: a vision for action and research in Middle and Upper Grades. You will leave with ideas of how to direct your literacy instruction and a handout to help you get started tomorrow.

A Lincoln Freeport C (4-12, Adults, Admin, RS, LC)

85. 10:30 - 11:30**Intersensory Process Integrates Phonemic Awareness, Sound-Symbol Correspondence with Handwriting, Thus Igniting Early Literacy Success**

Mary Lou Sundberg

District #65, Lake Bluff

Letter sound/formation problems result when traditional alphabet instruction ignores letter characteristics, appropriate brain development and faulty methodologies. Discover when a research-based intersensory process integrates phonemic awareness, sound-symbol correspondence with handwriting, problems disappear, igniting early literacy success.

A Lincoln Ottawa B (PreK-3, Spec, RS, LC)

86. 10:30 - 11:30

No More Friday Spellers!

Angie Bruick, Becky Wilson, Terry Goth
CCSD #46, Grayslake

Using *Words Their Way* to differentiate weekly spelling lists and instruction.

A Lincoln Bond (K-9, Spec, Admin, RS, LC)

87. 10:30 - 11:30

Teachers “Coach” Students as Editors “Coach” Authors: Rebecca Caudill, Marguerite Henry and Franny Billingsley Manuscript Drafts Reveal the Creative Writing Process

Karen Hoyle
University of Minnesota, Minneapolis

Teachers interact with student writers in a manner similar to an editor coaching even a famous author. Rebecca Caudill, Marguerite Henry and Franny Billingsley manuscript drafts reveal steps in the creative writing process. Each of them brainstormed by putting ideas down on paper and then developed the text. For their books *THE BEST LOVED DOLL*, *KING OF THE WIND* and *THE FOLK KEEPER* respectively, the authors self edited and then responded to outside suggestions. The presentation will be enhanced using overhead screens, power point or slides of materials in a Special Collection.

A Lincoln Altgeld (K-12, Adults, Admin, Lib, RS)

88. 10:30 - 11:30

A Conversation about Literacy Policy Issues in Illinois?

Linda Wedwick
Illinois State University
Chyrese Wolf
Chicago State University

The 2008 Literacy Policy Forum began a conversation among Illinois literacy educators and policy makers. But, your input is desired. This presentation will provide an update and seeks your voice on RtI, ELL, and Adolescent Literacy from a policy perspective.

A Lincoln Yates (All)

89. 10:30 - 11:30

The Anna Plan – A Whole Class Support Model For Early Literacy

Kathy Stegle, Barbara James, Gail Webb
District #37, Anna

This award winning Title I program is a whole class model for teaching differentiated reading and writing strategies in a small group format. This model meets all RtI requirements for Tier 2 and Tier 3 students.

Hilton Vista 2-3 (K-3, Admin, RS, LC)

90. 10:30 - 11:30

Engaging Interventions: Using Best Practices to Meet the Needs of All Students

Crystal Anderson, Cyndie Sikorski
H.C. Storm School, Batavia

The 2008 Exemplary Reading Program winner shares implementation ideas for small-group and individualized interventions. Learn how to use data to make instructional decisions; manage problem solving groups; and how to authentically progress monitor students.

Hilton Vista 5-6 (K-6, Admin, RS, LC)

91. 10:30 - 11:30

How We Are Smart: A Chronology of Events

W. Nikola-Lisa
Illinois Author and National-Louis
University, Chicago

This presentation will focus on the writing and publication of *How We Are Smart*, my latest picture book that presents Howard Gardner’s theory of multiple intelligences in the context of a multicultural setting.

Hilton Ambassador (K-6, Lib, RS, LC)

92. 10:30 – 11:30 (Repeat of 30, 101)

Words and Paintings By Kadir Nelson

Kadir Nelson
Illustrator
San Diego, California



Introduction: Deborah Augsburger
IRC Recording Secretary, CIRP President, Will County Reading Council Vice President

Mr. Nelson will take you through the process, research, and how he finds creative solutions to new projects. He will also briefly discuss his Abe Lincoln illustrations.

Hilton Plaza III (All)

93. 10:30 – 11:30 (Repeat of 120)

The Stories Behind the Stories

Margie Palatini
Author
Plainfield, New Jersey



Introduction: Christine Boardman Moen
IRC President-Elect, 2009 Conference Chair
Margie Palatini will share the stories which explain a story’s background inspiration and then present the actual story.
Hilton Embassy (All)

11:45 – 1:30

1:45 – 2:45

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Y**Thursday Luncheon****94. 11:45 – 1:30****Reading in the Content Areas: It's Not a New Idea**

Roger Farr
Educator
Bloomington, Indiana



Introduction: Roberta Sejnost
IRA State Coordinator

Roger Farr will share trends in reading instruction.
A Lincoln Ballroom

Obama Literacy Fund Award
will be presented at the Thursday Luncheon to
Melissa Beckler
Washington Middle School
Award will be presented by Lou Ferroli, Chair

Thursday Luncheon**95. 11:45 – 1:30****Confessions of a Genre-Buster**

Neal Shusterman
Author
Rancho Santa Margarita,
California



Introduction: Christine Boardman Moen
IRC President-Elect, 2009 Conference Chair

Sometimes intense, sometimes absurd, but always poignant, author Neal Shusterman discusses his award-winning books, from *Unwind*, to *Everlost*, to his latest, *Antsy Does Time*, the sequel to *The Schwa Was Here*. His books defy conventional genres, connect with kids, and keep readers turning pages.
Hilton Ballroom

Parents and Reading Award
will be presented at the Thursday Luncheon to
Jennifer Young
Award will be presented by Kristen Stombres, Chair

96. 1:45 - 2:45**Personalized Intervention: The More Ways We Teach, the More Students We Reach**

Jim Grant

Staff Development for Educators,
Peterborough, NH

Learn how to create a variety of literacy pathways to address the wide range of today's learners. Curriculum content modifications based on the unique needs of the student will be provided. Participants learn how to adjust instructional delivery to accommodate nontraditional, difficult-to-teach students. Learn guaranteed creative teaching tools that motivate and stimulate reluctant readers.

Center B-11A (K-9, Spec, Admin, Lib, RS, LC)

97. 1:45 – 2:45**A Fresh Look at Conferencing: Inside the Complete 4**

Pam Allyn
Executive Director and
Founder, LitLife
New York City, New York



Introduction: Tina Golchert
East Central-EIU Reading Council

Conferencing is a structure that allows us to both assess our students wisely and well, and also to help us plan for our own best instructional opportunities. Conferencing can also be a challenge and a frustration: how to know what to address when working with a struggling reader or writer? How will you know what your teaching points will and should be in a conference? This session, focused on the innovative Complete 4 approach to organizing your year and your teaching, will help you plan your conferences, assess your student readers and writers, and maximize your teaching time.

Center B-11B (K-5)

98. 1:45 - 2:45**New Twists on Old Favorites**

Kelly Murphy, Jackie Jones
Illinois Agriculture in the Classroom,
Bloomington

What would *The Very Hungry Caterpillar* eat in Illinois? This session will feature creative activity ideas for old favorites such as *The Very Hungry Caterpillar* and *Green Eggs and Ham*. We will also discover some April Foolishness along the way. Attend this session and leave with hands-on activities and resources to use in the classroom on Monday!

Center B-4E (PreK-3)



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For over 17 years, **Read Naturally** has been the pioneer in *fluency and comprehension development* for elementary and secondary readers. **Read Naturally** continues to develop all of the tools you need to implement an effective instructional program for low-performing students.



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 by Carol Ann Kane:**

Assessments:	Fluency Solution:
Thurs., March 19	Fri., March 20
8:00–9:00 a.m.	9:15–10:15 a.m.
Vista 1, Hilton	Lincoln A/Ottawa B



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99. 1:45 – 2:45 (Repeat of 7)
Teaching the Information Generation: Moving from Tech Savvy to Text Savvy

Vicki Benson Castagna
 Educator
 Houston, Texas



Introduction: Sue Sokolinski
Adult and Family Literacy Chair

Today's students have a world of information at their fingertips. However, growing up with access to so much information does not ensure that this "Information Generation" knows what to do with the information once they find it. Yet dealing with fact-filled texts is something that our students will contend with the rest of their school lives. Vicki Benson Castagna will help us understand how technology has impacted students' ability to process information from text and how we as teachers can help move them from being tech savvy toward being text savvy!

Center B-11C (K-5)

100. 1:45 – 2:45
New and Notable Books

Becky Anderson Wilkins
 Anderson's Bookshops
 Naperville, Illinois



Introduction: Kristen Stombres
IRC Parents and Reading Chair

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

Center B-11D (K-3)

101. 1:45 – 2:45 (Repeat of 30, 92)
Words and Paintings By Kadir Nelson

Kadir Nelson
 Illustrator
 San Diego, California



Introduction: Deborah Augsburger
IRC Recording Secretary, CIRP President, Will County Reading Council Vice President

Mr. Nelson will take you through the process, research, and how he finds creative solutions to new projects. He will also briefly discuss his Abe Lincoln illustrations.

Hilton Plaza III (All)

102. 1:45 – 2:45 (Repeat of 8)
Where Lincoln Walked

Raymond Bial
 Author
 Urbana, Illinois



Introduction: Diane Fator
Illinois Title 1 Association President

Through vivid color photographs, author Raymond Bial will follow in the footsteps of Abraham Lincoln, from his birthplace in Kentucky to his many years in Illinois. Based on his acclaimed book, *Where Lincoln Walked*, Raymond will show how teachers can use nonfiction materials to help children gain a greater appreciation for American history.

Center B-1 (All)

103. 1:45 – 2:45 (Repeat of 287)
How I Do Miscue Analysis: What Goodman and Clay Only Dreamed About

Lou Ferroli
 Educator
 Rockford College
 Rockford, Illinois



Introduction: Cindy Wilson
IRC Director of Membership

Is there a reader you want to figure out? How does s/he approach reading? Answering these questions does not require a "diagnostic" test. It does not require special training. It requires knowing how to do miscue analysis. In a brisk hour, this session will give you a system for "thinking through your pencil" in order to make sense of a student's oral reading performance.

Center B-9 (All)

104. 1:45 - 2:45
Differentiating Your Instruction through Guided Reading

Adrienne Grunau

Innovative Learning Solutions, Tampa, FL

Based on exemplary practices used by high achieving schools, participants focus on the critical elements of guided reading within the comprehensive literacy framework. Participants use interactive hands-on methods for creating dynamic student groups, managing the classroom, organizing the environment, using running records, building leveled book collections, and using your core curriculum and standards as the core.

Center B-3 (PreK-6, Admin, RS, LC)

105. 1:45 – 2:45**The Power of the Short Story**

Kimberly Hill Campbell
Educator
West Linn, Oregon



Introduction: Debra Wellman
CIRP Member

A short story invites readers to look closely, to dig deep. This session will model how to incorporate short stories into the secondary classroom, including a sample lesson and resources regarding short stories and strategies.

Center B-10 (6-12)

109. 1:45 - 2:45**Creation Myths: Connections to Cultural Heritage**

Roberta Linder

Aurora University, Aurora

Creation myths emerged as ancient civilizations sought to explain their origin. This session presents resources and activities for studying creation myths, emphasizing connections to our own cultures and insights into cultures other than our own.

Center B-8 (4-9, Spec, Lib)

110. 1:45 - 2:45**Increasing Reading Performance Through Technology**

Tracy Tarasiuk

CCSD 46, Grayslake

Teachers can take advantage of students' technological skills in the classroom. Incorporating blogs, podcasting, and wikis has the potential to intensify students' comprehension and interpretation of novels and poetry. Ideas and examples will be shared.

A Lincoln Freeport A (6-12, Spec, Admin, RS, LC)

106. 1:45 - 2:45**Using the Illinois Monarch Award Program in Your K-3 Library Program**

Tambree Krouse

Edwards County School District #1, Albion

Learn to teach book evaluation skills to your K-3 students using the books from the annual Monarch Award list. We will also discuss teaching basic library skills to students using the Monarch Award list as well.

Center B-6W (K-3, Lib)

107. 1:45 - 2:45**Add Excitement to Reading: Use Newspapers as a Teaching/Learning Tool...Integrate Content Areas with the World**

Joyce Jeewek

Benedictine University, Lisle

This presentation offers a variety of activities on how to effectively use newspapers as a current, motivating, and fun "living workbook" of literacy. The format is an interactive process where participants actively demonstrate both collaborative and integrative approaches for student learning. Teaching and learning styles become one in this presentation. Participants leave with handouts of integrated content ideas.

Center B-6E (K-9)

108. 1:45 - 2:45**Engaging Students in Critical Thinking While Explicitly Teaching Reading Comprehension Strategies**

Michelle Allen, Karen Morman

McKinney Independent School District,
McKinney, TX

This workshop will demonstrate how teachers and reading specialists can encourage students to think critically about texts they are reading and to discuss ideas with a small group including both the students and the teacher.

Center B-7E (4-6, RS, LC)

111. 1:45 - 2:45**Jumpstart Comprehension with USA TODAY's Standards Based Reading Curriculum**

Norma Ramos

USA Today Education, Lombard

USA TODAY's standards-based reading curriculum empowers struggling readers by providing direct instruction and guided practice on reading strategies, reference and higher order thinking skills. This program's primary objective is to improve student performance on standardized exams.

A Lincoln Freeport B (6-12, Spec, Admin, RS, LC)

112. 1:45 - 2:45**You, Me and D.C.**

Mike Ellerman, Helen Bryant, Kathy Merz

IRC Legislative Committee

We want to inform and update educators on how they can help make a difference in the Legislative process. We will provide current information about what's happening in Illinois and D.C. and how it can affect your school and classroom.

A Lincoln Freeport C (All)

113. 1:45 - 2:45**Using Storytelling to Promote Listening, Reading and Speaking in the Classroom**

Michael Lockett

Author & Storyteller, Normal

Laugh and enjoy stories while learning to use storytelling to help students to become better at listening, reading and speaking. Information from the author's new book *The Basics of Storytelling* will also be shared.

A Lincoln Altgeld (All)

114. 1:45 - 2:45**Creating a Literacy Rich Environment for Students with Significant Special Needs**

Marcy Frantz

Northern Suburban Special Education
District, Highland Park

All children can learn! With some creativity and an open mind, teachers can make literacy skills accessible to ALL students -- including students with severe and profound cognitive and language challenges.

A Lincoln Ottawa A (4-12, Spec, RS, LC)

115. 1:45 - 2:45**Poetry Pals: A Collaborative Approach to Teaching and Learning Poetry**

Jenny Wejman, Katie Deal

Alphonsus Academy and Center for the Arts,
Chicago

Learn how the second and fourth grade teachers at Alphonsus Academy and Center for the Arts utilize poetry in the classroom daily, as this genre is often neglected in language arts instruction. Due to the unique structure of poetry compared to what the students were used to, this genre engaged the students in literacy. In response to the children's excitement about poetry, the second and fourth grade teachers decided to join the students together as Poetry Pals to read, write, and share poetry.

A Lincoln Ottawa B (K-6)

116. 1:45 - 2:45**A Good Book – A Great Activity – A Perfect Recipe for Success K-8**

Barbara Abrams

Roosevelt University, Chicago

Melinda Dahl, Sarah Gullberg

Little Village Academy, Chicago

Presenters will demonstrate a variety of read aloud books with accompanying activities that strengthen the reading/writing experience as well as reinforcing fluency, comprehension, and word knowledge. The ideas shared will encompass grade levels K-8.

A Lincoln Bond (PreK-8, Spec, Admin,
Lib, RS, LC)**117. 1:45 - 2:45****Igniting the Possibilities of Multiple School Libraries: Creating and Developing Access to Books**Margaret Policastro, Diane Mazeski, Noreen Wach
Roosevelt University, Schaumburg

This session will focus on the creation and development of multiple in-school libraries. Participants will view and learn how to set up parent libraries, guided reading libraries, read aloud libraries, professional development libraries and novel sets libraries. Classroom libraries will be featured as well.

A Lincoln Yates (All)

118. 1:45 - 2:45**(ICARE)****100 Happy Books You Can Laugh With on the Way to the Literacy Bank**

Boomer Crotty

Joliet Junior College, Joliet

A hands-on cross cultural, cross curricular presentation of 100 children's book that motivate children to read, remember, and learn while laughing.

Hilton Rendezvous (All)

119. 1:45 – 2:45**(Repeat of 218)****Surviving the Holocaust**

Aaron Elster

Author

Lincolnshire, Illinois



Introduction: Diana Woods

South Eastern Reading Council President

Aaron Elster will talk about his experience during the Holocaust and current encounters with students relating to their ability to help change the world.

Hilton Plaza III (All)

120. 1:45 – 2:45**(Repeat of 93)****The Stories Behind the Stories**

Margie Palatini

Author

Plainfield, New Jersey



Introduction: Kim McKenna

Northern Illinois Reading Council President-Elect

Margie Palatini will share the stories which explain a story's background inspiration and then present the actual story.

Hilton Embassy (All)

VISIT THE EXHIBITS**THURSDAY, MARCH 19, 2009****8:00 a.m. to 5:00 p.m.**

*Complimentary Refreshments from
3:00 p.m. to 4:30 p.m.*

Thank you Macmillan/McGraw-Hill!

1:45 – 3:45 (Double Session)

**121. 1:45 - 3:45 (Double Session)
IRC Literacy Support Grant Recipients Share Projects**

Grant Recipients, Sheree Kutter, Chair
Join IRC Grant Recipients as they share the projects that were funded by the Illinois Reading Council during the past year.
Center B-7W (All)

**122. 1:45 - 3:45 (Double Session)
Choosing & Using Literature to Differentiate Instruction for the Young Gifted Reader**

Laura Beltchenko
CUSD #118, Wauconda
Not all young readers are created equal. Young readers vary in their potential to interpret the written word. In this session, participants will explore children’s literature via picture books and chapter books with the intent of meeting their varied needs. Characteristics of young gifted children will be shared and ways that we as educators can help reach their potential to enjoy and comprehend the written word. Books and related activities as well as a bibliography will be shared to maximize students’ individual potential and breadth of abilities as they learn to read and read to learn.
Hilton Vista 1 (K-3, Admin, RS)

**123. 1:45 - 3:45 (Double Session)
I Can Read Songs: An Early Intervention to Sing and Dance Children into Reading and Writing Words**

LaDonna Wicklund
Educational Consultant, Iowa City, IA
Learn theory and strategies that use active, engaging songs to boost four, five, and six year olds into reading and writing 13 powerful high-frequency, sight words that anchor them in looking-at-print, matching one-to-one, forming letters, and writing. This is a research based presentation. Participants will receive copies of the songs so they can immediately boost children into reading and writing. Note: These songs and print activities accelerate first grade, struggling readers too!
Hilton Vista 2-3 (PreK-K, RS, LC)

**124. 1:45 - 3:45 (Double Session)
Peer Coaching for Student Writers**

Susan Ruckdeschel
Educational Consultant, Beacon, NY
Using three steps, writers develop an internal dialogue for editing, while establishing goals, using roles and protocols, giving and taking feedback, and listening actively. Research-based, peer coaching helps improve performance on high stakes assessments.
Hilton Plaza 1 (4-12, Spec, RS, LC)

**125. 1:45 - 3:45 (Double Session)
Exploring Sounds & Building Words: Constructing Usable Knowledge in the Primary Grades**

Kimberly Norman
California State University, Fullerton, CA
Robert Calfee
Stanford University, Stanford, CA
In this interactive session, we’ll examine research-based strategies to teach phonemic awareness, decoding and spelling. Explore hands-on activities that get students to talk about sounds and words, and apply their knowledge when reading and writing.
Hilton Vista 5-6 (K-3, RS, LC)

**126. 1:45 – 3:45 (Double Session)
Using Small Group Instruction to Maximize RtI**

Cindy Arkebauer
Educator
National Quality Trainer
Rock Island, Illinois



Introduction: Janell Hartman
Northwestern Illinois Reading Council President
Participants will be shown how to effectively implement small group instruction in reading and math to maximize student achievement. Mini lessons, whole group activities, literacy center ideas and manageable interventions will be shared. Time will be allowed for questions and answers.
Hilton Embassy (K-9, Admin)

3:00 – 4:00

**127. 3:00 – 4:00
Tools for Teaching Content Literacy**

Janet Allen
Educator
Sanibel, Florida



Introduction: Roberta Sejnost
IRA State Coordinator
Are your students struggling with comprehension and writing in their content classes? This interactive workshop will highlight effective instructional strategies for building background knowledge, supporting comprehension, and providing opportunities for multiple ways to demonstrate content learning. Each instructional strategy will be demonstrated showing cross-content applications and texts.
Center B-11A (All)

128. 3:00 – 4:00**How to Get Students Excited About Writing Poetry**

Bruce Lansky
Author
Minnetonka, Minnesota



Introduction: Leslie Forsman
*Mississippi Valley Reading Council President,
ILLC President*

In this interactive workshop, Lansky reveals proven techniques to help students learn how to write poetry that reads well. Lansky shows teachers how to figure out the rhythm and rhyme patterns of their students' favorite poems—so they can write similar poems. He also shows teachers how to brainstorm with their students and then fit their ideas to a variety of different rhythm and rhyme patterns—so they read well. Lansky shows teachers how to write new couplets for insertion into the middle of Shel Silverstein's "Sick" and a new poem called "Homework, Oh Homework, I Love You—So Well" (based on Jack Prelutsky's popular "Homework, Oh Homework, I Hate You—You Stink"). Lansky will also cover limericks, haikus, and poems with very simple rhythms. Bring a pencil and paper.

A Lincoln Ballroom (3-6)

129. 3:00 – 4:00**(Repeat of 253)****Response to Intervention...What Does it Take to be Successful? The What, Why, and the How to's...to Conducting an Effective RtI Project in My School.**

Michael Grabarits
The Institute For Literacy and Learning
Whitehall, Pennsylvania



Introduction: Elizabeth Goldsmith-Conley
IRC Studies and Research Chair, Illini Reading Council President

The challenge of implementing a comprehensive RtI model in our schools seems like a daunting task. Every school needs to establish a comprehensive approach to identifying skill gaps in all ages of children early in the school year and be able to raise the student achievement to the levels of knowledge necessary to support the instruction planned for every student at every grade. Come to listen, take copious notes and learn how to involve your school or classroom in a comprehensive RtI approach to solving EVERY child's need.

Center B-11C (All)

130. 3:00 – 4:00**(Repeat of 10)****Creating Classroom Cultures of Thinking and Understanding**

Debbie Miller
Educator
Littleton, Colorado



Introduction: Cheryl Walker
IRC Council Bylaws Chair, Lewis and Clark Reading Council Treasurer

We all want our students to become thoughtful, strategic, independent readers. Immersing them in cultures of thinking is an important first step. Debbie will speak to the importance of modeling strategies for comprehension, teacher-talk that moves children forward, and authentic responses that serve as a means to comprehension as well as a measure.

Center B-11B (All)

131. 3:00 – 4:00**BOX OUT - The Joys of Writing for Teens**

John Coy
Author
Minneapolis, Minnesota



Introduction: Jennifer Young
IRC Reading Educator of the Year Award Chair

The process of creating a young adult novel is a journey of many steps. John Coy will discuss the process from original idea and first draft through research and revision to editing and design and ending up with a finished book. He will talk about all the people who work together to create a book and get it into the hands of teen readers and he will discuss the joys of writing for teens today.

Center B-2 (6-12)

132. 3:00 – 4:00**What If Students Read Essays in Addition to Writing Essays?**

Kimberly Hill Campbell
Educator
West Linn, Oregon



Introduction: Kristen Stombres
IRC Parents and Reading Chair

Introducing students to well-written essays provides students with models to support their own essay writing and helps students see that essays exist beyond the world of school. This session explores sample essays and teaching strategies to support the use of essays in secondary classrooms.

Center B-10 (6-12)

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 800.435.7728 x239 or tvandeusen@epsbooks.com



133. 3:00 - 4:00
Response to Intervention and Differentiated Instruction: Making the Connection

Lauren Reynolds
 Staff Development for Educators,
 Portsmouth, NH

Participants will understand the vital link that exists between differentiated instruction and the RtI initiative. Differentiation techniques effective in all subject areas and research-based interventions designed for classroom, small group, and individual instruction will be the focus.

Center B-11D (K-3, Spec, Admin, RS, LC)

134. 3:00 - 4:00
Strategies that Frontload Comprehension in Nonfiction Texts

Bob Wortman
 University of Arizona, Tucson, Arizona

All readers need specific strategies that help them comprehend the dense expository texts in content area instruction. This interactive session will demonstrate and share those strategies which readers (specifically struggling readers and second language learners) need to put into place before reading in order to scaffold understanding. Bibliography of great new nonfiction titles and examples of student work will be shared.

Center B-1 (4-12, Admin, RS, LC)

135. 3:00 - 4:00
Response to Intervention for Early Readers

Kelley Bradford
 Morton Unit School District 709, Morton
 Jessica Karch
 Metamora District #1, Metamora
 Donna Matlock
 McLean Co. Unit District #5, Normal

Do you doubt the effectiveness of Response to Intervention? Are you looking for interventions for pre-emergent readers? Join us to discover how research-based data can enhance success with RtI in your classroom.

Center B-4W (PreK-3, Spec, Admin, RS, LC)

136. 3:00 - 4:00
Reading in the Content Area: Science

Gracia Roberson
 Nancy Larson Publishers, Inc., Old Lyme, CT

Do you want to reinforce your students' reading skills to enhance comprehension when reading more difficult content area passages? This session will demonstrate how reading strategies are embedded into a hands-on science lesson, keeping students on-task and engaged. Be prepared to participate in the lesson just as your primary students would. Reading in the content area has never been more exciting!

Center B-4E (K-3)

137. 3:00 - 4:00**Background Knowledge; Real Comprehension must begin here!**

Mark Levine

Valley View School District 365U,
Romeoville

Experience first hand, many strategies that will help increase comprehension in ALL classes including content area classes naturally. These strategies are engaging and REAL! Extensive handout with strategies that you can use today!

Center B-9 (6-12, Spec, Adults, LC)

138. 3:00 - 4:00**Music & Literacy the Research and Development**

Lindy Robertson

Innovative Learning Solutions, Tampa, FL

Come and learn how to energize your literacy instruction and provide practical strategies for aspiring authors, student illustrators, struggling readers, students with disabilities, second language learners, and reading buddies.

Center B-3 (PreK-6, Admin, RS, LC)

139. 3:00 - 4:00**Preparing Students for Engaging Literacy Learning: The First Month**

Sophie Degener, Jennifer Berne

National-Louis University, Skokie

Many teachers struggle with current literacy practices because management issues interfere with learning. We will introduce a detailed model for helping teachers navigate the first month of their literacy block, leading to successful yearlong learning.

Center B-6W (K-3, Admin, RS, LC)

140. 3:00 - 4:00**Guided Reading – Three Angles**

Lucia Schroeder

Eastern Illinois University, Charleston

“Guided Reading” can refer to directed reading, use of flexible groups, or emphasis on leveled books. Suggestions for successful implementation of these, independently or as RtI interventions, will be modeled with opportunities for participant interaction.

Center B-6E (K-9, RS, LC)

141. 3:00 - 4:00**Bingo: You Can Be A Winner with IRC Literacy Support Grants and Family Reading Night**

Christina Basham, Cheryl Broderick

Iroquois West Elementary School, Gilman

Presenters will share their ideas for a fun and simple reading night for your school. They will also share how an IRC Literacy Support Grant helped fund this past year’s event. Handouts and resource information will be provided.

Center B-7E (PreK-3)

142. 3:00 - 4:00**Comprehending Text: Strategies to Support Content Literacy and Promote Student Engagement**

Karla McAdam

District #61, Decatur

Do your students struggle with textbooks and nonfiction print? Join this workshop to examine strategies that engage and support students as they navigate through informational text.

Center B-8 (4-9, RS, LC)

143. 3:00 - 4:00**Improving Student Achievement on PS&E Reading**

Gretchen Courtney, Christi Mulligan

Gretchen Courtney & Associates, St. Charles

In depth comprehension of varied texts is a complex skill that needs direct instruction and support at the high school level. This workshop focuses on how to teach and foster essential comprehension strategies. Detailed lesson plans complete with graphic organizers provide a model for ongoing comprehension instruction for all students in all classrooms.

A Lincoln Freeport A (6-12, Spec, Admin, RS, LC)

144. 3:00 - 4:00**Helping Gifted Readers Grow**

Michele Kane

Northeastern Illinois University, Chicago

High-ability students who are excellent readers are often overlooked in a typical classroom regarding reading instruction. Stretching gifted readers is a necessary part of the differentiated classroom. This session offers strategies for identifying gifted readers as well as classroom practices that are designed to promote their growth.

A Lincoln Freeport B (All)

145. 3:00 - 4:00**Reading Quest: A Structured and Accountable Reading Workshop**

David Madsen, Doreen Romero

Kennedy Junior High, Lisle

Reading Quest: A practical, manageable routine that explicitly teaches literacy skills, provides assessments for learning and differentiation while immersing students in self-selected texts. Handouts provided. Fish bowl book presentations are featured. Video of student progress shared.

A Lincoln Freeport C (4-12, Lib, RS, LC)

146. 3:00 - 4:00
Empowering Middle School Students to Write

Sandy Austin, Beth LeBeau
 Northlawn Jr. High, Streator

Empower your students with writing strategies that will make them want to write! We will share a variety of writing activities designed to promote meaningful and successful writing experiences in the middle school classroom.

A Lincoln Ottawa A (6-9)

147. 3:00 - 4:00
Help Readers Love Reading for Grades K-3!

Brian Wilhorn
 Immanuel Lutheran School, Wisconsin Rapids, WI

Teaching reading is one thing, but motivating readers is another. Come learn about books that will engage, excite, and ignite your young readers with books that will have them begging for more.

A Lincoln Ottawa B (K-3, Lib, RS, LC)

148. 3:00 - 4:00
Picture This and Writing Too!

Becky McTague
 Roosevelt University, Chicago
 Amy Stone
 Everett School, Chicago

Presenters will show how to use picture books from kindergarten to eighth grade to facilitate an assortment of writing genres. This practical presentation will demonstrate how to engage students in books to support their writing.

A Lincoln Bond (K-9, Spec, Admin, Lib, RS, LC)

149. 3:00 - 4:00
How the Reading Brain Changes Itself

Mary Hession
 Governors State University, University Park
 Mary Wilson
 Waubonsie Valley High School Aurora

Learn how the brain changes as it learns to read. Recent brain research and its implications for teaching students with and without reading disabilities will be presented.

A Lincoln Yates (All)

150. 3:00 - 4:00 (ICARE)
Read Alouds to Tickle Your Funnybone

Larry Pennie
 Saint Xavier University, Normal

This presentation will feature 40+ read-aloud picture books filled with humor and fantasy as well as modeling of reading aloud and suggestions for reading aloud. A current bibliography of books presented will be given to attendees.

Hilton Rendezvous (All)

151. 3:00 - 4:00
Academic Language: Engaging Activities for English Learners (and Others!) for Grades 6-12

MaryEllen Vogt
 Educator/Author
 California State University
 Long Beach, California



Introduction: Tina Golchert
East Central-EIU Reading Council President
 Too often, English learners and struggling readers have difficulty with the academic language of particular content areas. In this session, we will explore several user-friendly, effective activities for developing older children's academic language and comprehension. A comprehensive handout will be provided.

Hilton Plaza III (6-12)

152. 3:00 - 4:00 (Repeat of 62)
There's No "C" in Shusterman

Neal Shusterman
 Author
 Rancho Santa Margarita, CA



Introduction: Tamara Springer
 IRC Region 5 Director, Two Rivers Reading Council President
 An informal visit with Author Neal Shusterman. No jacket required (unless it's really, really cold.) Note: Anyone who habitually spells Shusterman with a "C" shall be denied admittance.

Hilton Ambassador (All)

VISIT THE EXHIBITS

THURSDAY, MARCH 19, 2009

8:00 a.m. to 5:00 p.m.

*Complimentary Refreshments from
 3:00 p.m. to 4:30 p.m.*

Thank you Macmillan/McGraw-Hill!

Secondary Conference
Content Areas Grades 6-12
November 7, 2009 (Saturday)

An ***Exclusively Secondary*** literacy conference
 Holiday Inn Select, Tinley Park, IL


Sharon Draper

YA Author: *Copper Sun* *Tears of a Tiger*
Just Another Hero *Fire From the Rock*

Luncheon address: Literacy, Laughter, and Learning
 Workshop 1: Making Books Come Alive for Adolescent Readers
 Workshop 2: Using the Past to Empower the Future-The Legacy
 of Hope and Possibility


Fabiola Ehlert-Zavala

Author: *Reading Strategies for Spanish Speakers*
Reading Instruction for Bilingual Contexts
 Keynote: What Do Teachers of English Language Learners
 Need to Know About Second Language Reading?
 Workshop 1: Academic Reading Instruction for English
 Language Learners (ELLs)
 Workshop 2: How to Prepare to Provide Effective Reading
 Instruction to English Language Learners (ELLs)

For ALL TEACHERS & ADMINISTRATORS
of grades 6-12

the Secondary Reading League's
33rd Day of Reading



*Online registration begins June 1, 2009
 *Call Terry for team discount by 10-15-09
 *CPS Vendor # 80827

For information:

Barb Chrz-White 847-699-0797 bchrzwhite@comcast.net
 Terry McHugh 708-220-4544 tmchugh@dayofreading.org

www.dayofreading.org

4:30 – 10:30

153. 4:30 – 5:30

Sing-Along Concert featuring Mike Mennard
 Did you know that nonsense makes your brain smarter? It's true, which means a few minutes with Mike Mennard and his nonsensical poems and songs may make everyone smarter. Mike Mennard is a professor of English at Union College in Lincoln, Nebraska. But he is also an advocate for nonsensical poetry and music in the classroom as a way to teach problem solving and critical thinking. In the tradition of Edward Lear and Lewis Carroll, Mike Mennard will entertain as well as educate with nonsensical common sense. Come laugh and rollick with Mike!
 Hilton Grand Ballroom (All)

Thursday Banquet

154. 6:00 – 8:00

Making Content Comprehensible for English Learners

MaryEllen Vogt
 Educator/Author
 California State University
 Long Beach, California



Introduction: Christine Boardman Moen
IRC President-Elect, 2009 Conference Chair

Based on the SIOP Model, we will experience some practical ways to make content concepts more comprehensible for English learners, as well as other students. Past, recent, and current research studies on the SIOP Model clearly indicate that when teachers implement specific teaching practices on a consistent basis, the academic achievement of English learners is significantly increased. Several of these teaching techniques will be shared and a comprehensive handout will be provided.

A Lincoln Ballroom

**Prairie State Award for Excellence in
 Children's Writing**
 will be presented to

Jim Aylesworth

Award will be presented by Roxanne Owens, Chair

155. 8:30 – 10:30

Hear the Authors Read and Autographing
 Hilton Grand Ballroom (All)



FOR EXCELLENCE IN WRITING FOR CHILDREN

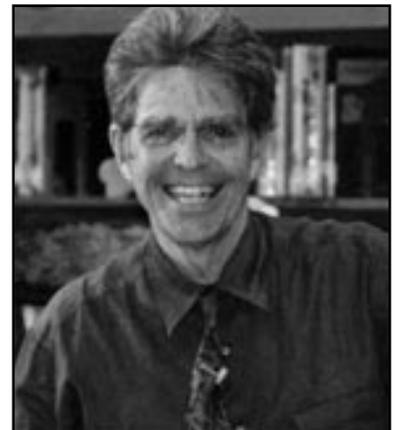
The Prairie State Award for Excellence in Writing for Children honors an Illinois author whose body of work demonstrates excellence, engenders a love of literature, and embraces an important part of the Illinois Reading Council Mission – to promote lifelong literacy.

Congratulations!

Jim Aylesworth

Jim is the author of many popular books for children including *Aunt Pitty Patty's Piggy*; *Through the Night*; *Hanna's Dogs*; *Little Bitty Mousie*; *Country Crossing*; *Old Black Fly*; and *Our Abe Lincoln*. Jim's experiences as a classroom teacher taught him how to create stories that children enjoy. His books include rhythmic chants, engaging text, and enchanting illustrations. He is known throughout the United States as an entertaining and enlightening speaker.

Jim, the fifth recipient of the prestigious Prairie State Award, will be honored at the **Thursday night Prairie State Award Banquet** where one lucky teacher in attendance will discover that his/her school has won an all-expense paid author visit from Jim for the 2009-2010 school year-courtesy of the Illinois Reading Council and Jim Aylesworth. Jim will also present a featured presentation on Thursday, March 19th and two presentations on Friday, March 20th. Don't miss the wonderful opportunity to hear Jim read from one of his books at the popular Thursday night's "**Hear the Authors Read**" event!



Sing-Along Concert

with Mike Mennard



Mike Mennard

Thursday, March 19, 2009
4:30 – 5:30 p.m.
Hilton Grand Ballroom

Did you know that nonsense makes your brain smarter? It's true, which means a few minutes with Mike Mennard and his nonsensical poems and songs may make everyone smarter. Mike Mennard is a professor of English at Union College in Lincoln, Nebraska. But he is also an advocate for nonsensical poetry and music in the classroom as a way to teach problem solving and critical thinking. In the tradition of Edward Lear and Lewis Carroll, Mike Mennard will entertain as well as educate with nonsensical common sense. Come laugh and rollick with Mike!



Popcorn & Pretzels will be provided for this FREE Event!

Hear the Authors Read

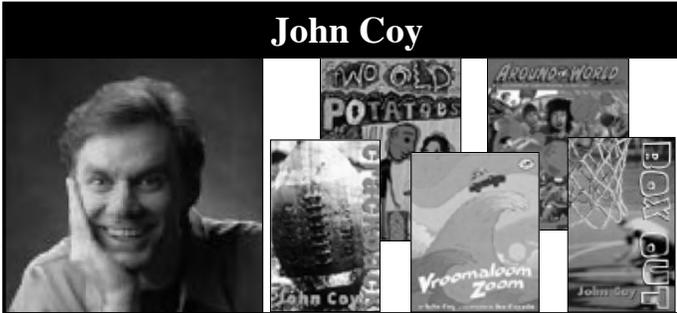
and Late-Night Autograph Session

Thursday, March 19, 2009

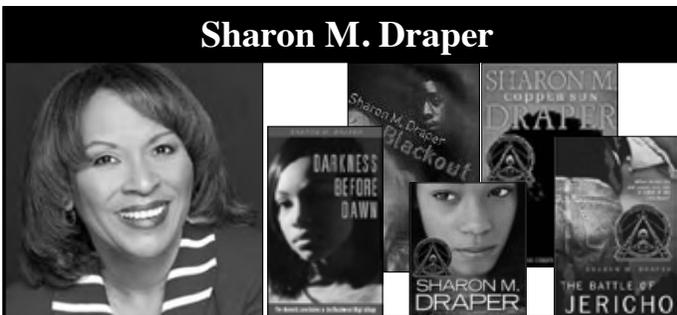
8:30 – 10:30 p.m.

Hilton Grand Ballroom

John Coy



Sharon M. Draper



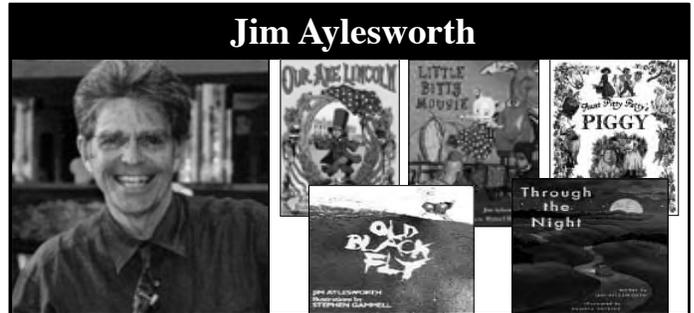
Margaret Read MacDonald



Margie Palatini



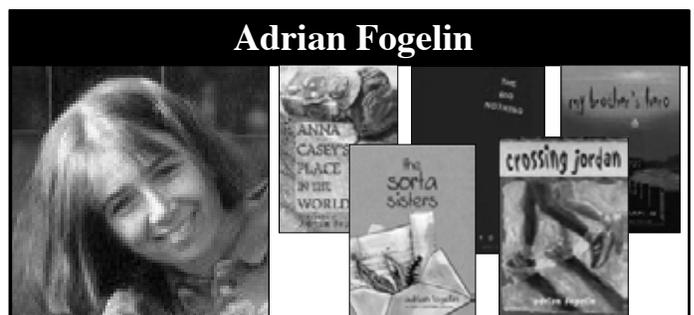
Jim Aylesworth



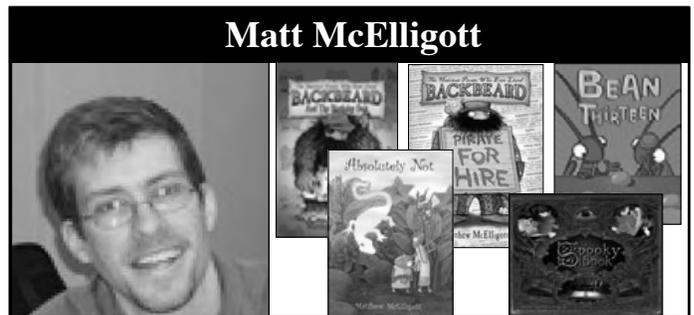
Ying Chang Compestine



Adrian Fogelin



Matt McElligott



Neal Shusterman



Thank you Anderson's Bookshops for sponsoring this event!

Conference Sessions

Friday, March 20, 2009

7:00 – 8:30

Friday Breakfast

156. 7:00 – 8:30

Ignite the Love of Reading in ALL Children

Mary Cappellini
Educator
Newport Beach, California



Introduction: Susan Cisna
IRC Vice President

ALL children, regardless of language, age or background, should love to read. By exposing them to great books through Read Alouds we can ignite this love of reading which will hopefully last a lifetime.

A Lincoln Ballroom

8:00 – 9:00

158. 8:00 – 9:00

Getting Informed About Informational Texts: Strategies for Assessment and Instruction in the Primary Grades

Nell K. Duke
Associate Professor
Michigan State University
Co-Director
Literacy Achievement
Research Center
East Lansing, Michigan



Introduction: Mary Grom
IRC Region 2 Director

There has been a flurry of research and innovative practice in developing informational reading and writing in the primary grades. Learn about some recent developments, including new assessments of informational reading comprehension (available free to download at msularc.org) and recently tested instructional strategies for building informational literacy skills.

Center B-11A

(K-3)

**F
R
I
D
A
Y**

Gene Cramer ICARE For Reading Award

will be presented to
Bonnie Diamond

Award will be presented by Larry Pennie, President-Elect

157. 7:00-8:00

CIRP Breakfast Meeting

Presiding: Deborah Augsburger, President
A Lincoln Freeport C (CIRP Members)

VISIT THE EXHIBITS

FRIDAY, MARCH 20, 2009
8:00 a.m. to 4:00 p.m.

*Complimentary Refreshments from
8:30 a.m. to 10:00 a.m.*

Thank you Pearson Scott Foresman!

159. 8:00 – 9:00

Making Books Come Alive for Adolescent Readers

Sharon M. Draper
Author
Cincinnati, Ohio



Introduction: Kim Winter

Lewis and Clark Reading Council President

This presentation by Sharon M. Draper will discuss her YA novels and their impact on adolescent readers. Specific classroom suggestions will be offered. It is possible to engage and excite young adults, even for students who swear they “hate to read,” as long as you know which books to offer them and how to capture their imaginations through action.

Center B-11B

(7-12)

160. 8:00 – 9:00
Brain Pathways to Successful Reading

Pamela Nevills
 Educator/Author
 Director of TEACHCalifornia
 Fallbrook, California



Introduction: Jennifer Young
IRC Reading Educator of the Year Award Chair
 Children’s brains may need assistance to “power up” and learn to pay attention, concentrate, remember, and organize instructional stimuli. These skills are precursors to reading. Children develop word analysis skills by redesigning the brain’s oral language pathway to become a decoding, reading pathway. The conversion happens through effective, efficient instruction, which includes discovering individual sounds and matching them to letters. This fascinating session combines what reading experts have discovered with information from neuroscience to understand what happens in children’s brains as they participate and become engaged with reading.

Center B-11C (PreK-5)

161. 8:00 – 9:00 (Repeat of 222, 286)
Textual Lineages: Reconnecting Our Kids to Texts that Matter

Alfred Tatum
 Educator
 University of Illinois
 Chicago, Illinois



Introduction: Lou Ferroli
IRC Treasurer, Obama Literacy Fund Chair
 This session will focus on rebuilding students’ textual lineage, both reading and writing lineages. Building the lineages will be discussed as part of a more anatomically complete model of literacy instruction.

Center B-11D (All)

162. 8:00 - 9:00
Oral Language Development, the Hidden Key to Reading

Nancy Updegraff
 Houghton-Harcourt Publishing, Chicago

Oral language and vocabulary development directly influence critical thinking and comprehension. This presentation will explore techniques for developing oral language and robust vocabulary as tools to enhance comprehension.

Center B-3 (PreK-6)

163. 8:00 – 9:00
The Story of Chopsticks and The Story of Noodles

Ying Chang Compestine
 Author
 Lafayette, California



Introduction: Tamara Springer
IRC Region 5 Director, Two Rivers Reading Council President
 Ying Chang Compestine will share her experiences growing up in China, with emphasis on the rich Chinese culture, its wonderful food, and what inspired her to write. She will also discuss her writing process from the developing idea to the bookmaking process. Hands-on activities for students will be included on learning how to use chopsticks and have a chopsticks contest.

Center B-2 (All)

164. 8:00 – 9:00
Think Like an Author: An Innovative and Exciting Way to Teach Creative Writing

Adrian Fogelin
 Author
 Tallahassee, Florida



Introduction: Denise Zahn
Central Illinois Reading Council Secretary
 Adrian Fogelin has designed a creative writing program that she has taught widely in libraries and schools which relies on nonverbal prompts such as old shoes, objects a character might carry in pockets, rocks, photos, and even smells. Adrian will share exercises that create excitement about writing, especially in your hard-to-reach, visual and hands-on learners.

Center B-10 (3-12)

165. 8:00 – 9:00 (CIRP)
Q&A For Those Interested in Pursuing a Career in Higher Education

A panel of CIRP members will discuss tips for a successful job search, interview, and preparation of a Curriculum Vita. Those with available positions may bring informational materials. There will be time for informal networking. Although there will be a panel discussion, all CIRP members are encouraged to attend and give advice to those entering the profession, or exchange ideas with one another.

A Lincoln Freeport B (All)

166. 8:00 - 9:00**Caudill Reading: Engage! Excite! Ignite!**

Marcia Brandt

CUSD#2, Herscher

Engage: Find out how to participate in the Rebecca Caudill Young Readers' Book Award! **Excite:** Hear the 2009 winner announced! **Ignite:** Hear a book talk on the new 2010 titles!

Center B-1

(4-8)

167. 8:00 - 9:00**The ART in All of Us! Attitude! Responsibility! Talent! Helping Young Students Discover Their Abilities**

Carla Raynor

Kishwaukee College, Malta

This presentation will demonstrate how families were introduced to the world's greatest artwork including painting and sculpture which helped promote language development. Artwork by children and adults will be shown.

Center B-4W

(PreK-3, Spec, Lib, RS, LC)

168. 8:00 - 9:00**Essentials of Literacy Through Reading and Writing: Smart Portfolio**

Cathy Jones

Innovative Learning Solutions, Tampa, FL

The Smart Portfolio becomes an effective assessment tool as writing and reading proficiency develops throughout the school year! Students see themselves as readers and writers and have a genuine understanding of its purpose.

Center B-4E

(PreK-6, Admin, RS, LC)

169. 8:00 - 9:00**Writing Still Rocks! It's in the Bag!**

Keta Foltz, Amber Findlay, Janell Hartman, Christa Curley

West Carroll District #314, Savanna

Want to ignite the power of writing in your classroom? Rocky "the writing" Raccoon, mentor texts, summer writing bags, and author visits are a few ways we keep it rockin' all year long!

Center B-6W

(K-3, LC)

170. 8:00 - 9:00**Books Across the Curriculum**

Michelle Kuhn, Beth Downey

Plainfield Learning Community 202,
Plainfield

Dawn Zuffante

District 54, Schaumburg

This session will help teachers enhance student learning across the curriculum through the use of literature and hands-on activities. Several "readily-available" books and activities will be presented.

Center B-6E

(K-6, Lib, RS, LC)

171. 8:00 - 9:00**Bridging Pirates & Cowboys: Using Intertextuality in the Classroom**

Louise Stearns

Southern Illinois University, Carbondale

Kacie Stearns

Alton Middle School, Alton

This presentation will feature intertextuality, including topics such as bridges, cowboys, and pirates. Related response activities will be demonstrated. Recently published literature and classics will be included.

Center B-7E

(4-6)

172. 8:00 - 9:00**Poetry in the Classroom for the Non-Poetic Soul**

Ruth Gheysen, Kathy Skamra

CCSD #46, Grayslake

Do you want to intersperse poetry frequently into your teaching methods versus the dry, boring, week-long unit? You'll leave this session with lessons for a variety of poetry activities for a yearlong study.

Center B-8

(4-9)

173. 8:00 - 9:00**Use of Differentiated Instruction to Help Your Students Demonstrate Gains in Content Area Achievement**

David Larwa

Educational Consultant, Brighton, MI

Explore practical ideas and methods for planning and teaching lessons so that all students, including English language learners and those with special needs, attain success based on standards. There is a growing need for environments that support differentiated instruction in our classrooms. This session will focus on ways to support student access to the general education curriculum. This session will define the term, "standard," gain knowledge about 12 different ways to differentiate instruction, recognize factors why older readers struggle with vocabulary, and review the seven different strategies for increased comprehension for academic success.

Center B-9

(4-12)

174. 8:00 - 9:00**Motivating Students: A Sharing of Strategies for Engaging Reluctant Learners**

Rebecca Binks, Nancy Spaniak

Homewood Flossmoor High School,

Flossmoor

In this interactive session, participants will share and experience practical "use-in-your-classroom-tomorrow" methods for motivating reluctant learners through goal setting, relationship building, effort reinforcement, student choice, and the layering of active learning strategies.

A Lincoln Freeport A

(6-12, Spec, Adults)

175. 8:00 - 9:00**Engaging Readers with Primary Resources from the LOC**

Nancy MaGill
Barat Education Foundation, Lake Forest
Mary Ellen Bleeden
Loyola University, Chicago

Teachers will learn ways to “engage and excite” their students using primary sources from the Library of Congress and the Barat Education Foundation’s American Memory website. Participants will leave with practical ideas to use in their classrooms.

A Lincoln Ottawa A (4-12, Admin, Lib)

176. 8:00 - 9:00**Learning the Writing Process in a Caring Community**

Linda Rourke
Developmental Studies Center, Oakland CA

Participants will experience lessons that provide instruction in the stages of the writing process and in the craft and mechanics of writing. We’ll discuss the qualities of effective writing instruction, including the use of mentor texts and peer/teacher conferences, as well as strategies for using cooperative structures effectively to foster pro-social development in the writing community.

A Lincoln Ottawa B (K-6, Spec, Admin, RS, LC)

177. 8:00 - 9:00**Technology and Text-Based Interventions: Motivation for Struggling Readers**

Jerioth Voyles
Oakdale Elementary, Normal
Lyndsey Koestner
Glenn Elementary, Normal
Courtney Lewis
Carlock Elementary, Carlock

In this session, we will be sharing pros and cons of technology and text-based interventions. We will explore their effectiveness and motivational factors for struggling readers.

A Lincoln Bond (K-6, Spec, RS)

178. 8:00 - 9:00**Singapore Mathematics – Model Drawing**

Ann Stipek
Staff Development for Educators,
Peterborough, NH

Singapore Math is a unique curriculum that focuses on building students’ mathematical foundation in number sense and place value. Come and find out how students solve word problems through the revolutionary Model Drawing Approach, one of the foundational pieces to the curriculum. See how computation and mental math strategies are taught, reviewed and practiced through using Model Drawing.

A Lincoln Altgeld (K-6, Admin, RS)

Plan now to attend a Poster Session on

Engaging the Power of Reading in the Classroom

Friday, March 20, 2009

8:00 a.m. to 4:00 p.m.

in the Exhibit Hall

Presented by Illinois State University PDS Interns

These poster sessions will showcase “Best Practices” in literacy, the tried and true strategies used in classrooms. You will see how strategies and practices in literacy pave the way to the world for readers and writers. Come and review exciting reading lessons and receive a lesson plan.

Illinois State University PDS Interns: Katie Albanito, Rebecca Allen, Caitlyn Anderson, Amy Behm, Lindsay Boeckelman, Keneisha Boozer, Kamanda Bucher, Amber Bullard, Brittany Campbell, Haley Chapman, Ashley Chapman, Ali Chmiel, Amanda Christensen, Laura Cox, Mackenzie Curtin, Caroline DiCentio, Anna Downey, Sara Duffy, Emily Duthie, Katie Even, Abigail Fadelle, Sam Farrar, Melissa Fitzpatrick, Laura Gaffney, Caitlin Gerrish, Ashley Getz, Samantha Goecking, Sarah Healy, Nicole Heichel, Julie Hess, Lisa Hurley, Cindy James, Molly Johnson, Diana Kim, Kelly King, Staci Knoelk, Danielle Leitner, Rachel Lindenmuth, Audra Little, Michael Majewski, Lindsey Male, Alicia Mallory, Lindsey Marshall, Ellen Masessa, Megan McMahon, Kerry McNamara, Sarah Meyers, Amanda Meyers, Kristan Michael, Hallie Munao, Jessica Naumann, Kimberly Newman, Rachel Niedospial, Hannah Oldman, Chelsea Oles, Jennifer Olson, Lindsey Olson, Laura Ostrand, Liz Parker, Amanda Pellus, Alyssa Philipchuck, Heather Porter, Becky Pyzyna, Erin Reeves, Whitney Ridings, Ashley Schwartz, Amanda Schwin, Matt Sherrill, Renee Slagel, Tara Snowden, Sarah Stahr, Kristin Starbody, Jenna Szlenk, Carl Torbeck, Ashley Tracer, Alissa VanDril, Jennifer Wallace, Katie Waller, Amy Wettergren, Kristin Whetstone, Lindsay Wiese, Melissa Willens, Jordan Williams, Chelsea Wirta, Caitlin Wlezien, Reid Young

179. 8:00 - 9:00**Bridging the Culture Gap with International Children's and Young Adult Literature**

Jacqui Kolar

Big Hollow Primary District #38, Ingleside

Learn the history of international children's literature, how to select international literature and how to incorporate and effectively utilize international children's literature in the classroom to promote the sense of a global community.

A Lincoln Yates (All)

180. 8:00 - 9:00**Two, Two, Two Jobs in One: Literacy Enrichment and Coaching K-8**

Kelly Neylon, Rebecca Surber, Jenny Bell, Mary Goetz, Karen Lundgren, Rachel Manjarres, Jon Puleo, Christine Woynerowski

Woodridge District 68, Woodridge

Current literacy coaches and administrator share experiences of developing and implementing a literacy enrichment program which includes half time enrichment teacher and half time literacy coach. Bridging curriculum and relationships between elementary and junior high will be highlighted.

Hilton Vista 5-6 (K-8)

181. 8:00 - 9:00**RtI and Reading Comprehension**

Gretchen Courtney, Christi Mulligan

Gretchen Courtney & Associates, St. Charles

Schools are recognizing the importance of reading comprehension for ALL students. In this workshop learn how to: Develop a coordinated and consistent reading program with protocols for collecting data and monitoring student progress in reading comprehension; Identify a strong Tier 1 core reading program; Choose specific assessments and interventions for Tier 2 that directly address the components of reading comprehension.

Hilton Rendezvous (All)

182. 8:00 - 9:00**Making Sense of Nonsense**

Mike Mennard
Performer and Educator
Union College
Lincoln, Nebraska



Introduction: Debra Wellman
CIRP Member

Nonsense poetry is anything but nonsense. It teaches children how to make connections between dissimilar items and that is the foundation of critical thinking.

Hilton Ballroom (K-8)

183. 8:00 - 9:00**(Title I)****From Our House To Yours**

Ann Peters, Pat Rust

Addison Trail High School, Addison

Come and learn about a freshmen reading program that is teamed with English, social studies, and science in a house structure.

Hilton Vista 1 (9-12, Admin, RS)

184. 8:00 - 9:00**Children's Choices**

Kelly Place

Crete-Monee Middle School, Crete

The program will concentrate on Crete-Monee's elementary schools' involvement in the Children's Choices project during the 2007-2009 school years.

Hilton Plaza 1 (K-6, Lib, RS, LC)

185. 8:00 - 9:00**Playing With Story: Audience-Participation Folktales For Young Listeners**

Margaret Read MacDonald

Author

Seattle, Washington



Introduction: Kathleen Sweeney

IRC Sticker Design Contest Chair

Hands-on learning of four short audience-participation folktales plus ideas for using them in the classroom. You leave ready-to-tell.

Hilton Plaza III (PreK-5)

186. 8:00 - 9:00**It Takes a Family: The Intersection at Family History and Historical Fiction**

Jenni Holm

Author

Fallston, Maryland



Introduction: Adrienne Evans

IRC Region 7 Director

Author Jennifer Holm will discuss how she mined her own family's history to create historical fiction novels such as the Newbery Honor winners *Our Only May Amelia* and *Penny from Heaven*.

Hilton Ambassador (All)

A Chat With
Benjamin Franklin

as portrayed by
Larry Pennie

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For schools, clubs, conventions**

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Email: ben@benfranklinchat.com

**Join Ben for a Chat:
Friday, March 20 9:15 – 10:15 am
Hilton Rendezvous**



Photo by Shane Myers

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187. 8:00 – 9:00 (Repeat of 38)
It's in the Soup: How to "Have it All" in a Year of Teaching Reading and Writing

Pam Allyn
Executive Director and
Founder, LitLife
New York City, New York



Introduction: Linda Oshita
IRC Region 1 Director, NIRC Treasurer
Our heads spin from all that's out there for us in the teaching of reading, and then, the teaching of writing. We sometimes feel our years are chock full, too chock full, but then we still wish we could reach for lessons that make sense and are connected to one another: a plan. Pam Allyn will share a breakthrough new approach to planning a year of reading and writing instruction, one in which you truly can have it all, and also have a great time with your students! It is called The Complete 4 and is an approach you will never forget and which you can use tomorrow in your teaching. Pam will share the four components to create a complete year and give you wise tips as to how you can balance your teaching for your most powerful year ever.

Hilton Embassy (All)

9:15 – 10:15

188. 9:15 – 10:15
Beyond Bedtime Stories: How Parents and Early Childhood Educators Can Lay a Foundation for Literacy in Infants, Toddlers, and Preschoolers

Nell K. Duke
Associate Professor
Michigan State University
Co-Director
Literacy Achievement Research Center
East Lansing, Michigan



Introduction: Mary Grom
IRC Region 2 Director
Everyone agrees that reading aloud to young children benefits their literacy development, but there are many other ways to develop literacy in our youngest learners. Whether running circle time or running errands, setting up dramatic play or setting the table for dinner, we can lay groundwork for a lifetime of literacy.

Center B-11A (PreK)

189. 9:15 – 10:15 (Repeat of 225, 257)
Responsive Literacy Coaching: Developing Respectful, Caring Instructional Relationships

Cheryl Dozier
 Educator
 Voorheesville, New York



Introduction: Tami Roskamp
Western Illinois Reading Council President
 This session will feature strategies for coaches including teaching side by side with teachers, modeling literacy lessons, grounding conversations in an analysis of children's work, identifying children's literate strengths, noticing and naming literacy instructional practices, and organizing literacy events for professional development sessions.
 Center B-1 (LC, RS)

190. 9:15 – 10:15
Revolution is Not a Dinner Party

Ying Chang Compestine
 Author
 Lafayette, California



Introduction: Leslie Forsman
Mississippi Valley Reading Council President, ILLC President
 Ying Chang Compestine will share her process of writing her novel *Revolution is Not a Dinner Party* inspired by her experiences while growing up in China. She will also show slides of some of the locations in the novel and people who inspired the characters.
 Center B-2 (All)

191. 9:15 – 10:15 (Repeat of 9)
National Board Certification: The Journey

Mary Stayner
 Educator
 Stockton, Illinois



Introduction: Cindy Wilson
IRC Director of Membership
 This awareness session will introduce the participants to the process involved in becoming a National Board Certified Teacher. Through this information, teachers will be eager to start their journey.
 Center B-3 (All)

192. 9:15 – 10:15
Writing, Drawing, and Math – More Fun Than it Sounds

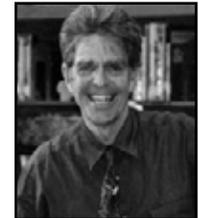
Matt McElligott
 Author and Educator
 Sage College of Albany
 Albany, New York



Introduction: Sheree Kutter
IRC Literacy Support Grants Chair
 As a student, I avoided math whenever I could. Yet as an adult, I've developed a real enthusiasm for it, and my last two books (*Bean Thirteen* and *The Lion's Share*) have been attempts to get my readers excited about mathematics in a way that I never was. We'll talk about prime numbers, *The Legend of the Ambalappuzha Paal Payasam*, and why it might have been easier had we all been born with twelve fingers.
 Center B-11B (K-6)

193. 9:15 – 10:15 (Repeat of 68, 255)
The Teacher Who Became An Author

Jim Aylesworth
 Author
 Chicago, Illinois



Introduction: Cheryl Walker
IRC Council Bylaws Chair, Lewis and Clark Reading Council Treasurer
 Jim Aylesworth was a first grade teacher for twenty-five years. During that time, he read to his children nearly every single day, and he grew to love the books himself every bit as much as the children did. Here, Jim will describe how his many years as a teacher and reader gradually changed him into an author of more than thirty children's books.
 Center B-11C (All)

194. 9:15 – 10:15
New and Notable Books

Becky Anderson Wilkins
 Anderson's Bookshops
 Naperville, Illinois



Introduction: Dianne Happ
IRC Rebecca Caudill Representative
 This is a presentation of new and notable books recommended for classroom reading. A variety of genres, including picture books, poetry, fiction, and informational books will be presented, and books will be available for inspection.
 Center B-11D (4-8)

195. 9:15 – 10:15**Where the Stories Begin: A Lifetime of Storytelling**

Adrian Fogelin
Author
Tallahassee, Florida



Introduction: Pam Bartusiewicz
South Suburban Reading Council Board Member
Ever wonder how an ordinary kid grows up to be an author? Adrian Fogelin will share her journey from reluctant reader to children's book author. She will introduce you to her books and characters and tell some of the stories behind her stories and give tips to make writing assignments come alive for your young writers.
Center B-10 (3-12)

196. 9:15 - 10:15**Pump Up the Volume: Making the Oral Vocabulary Connection**

Lauren Reynolds
Staff Development for Educators,
Portsmouth, NH

Participants will investigate research based techniques for introducing and reinforcing listening and speaking vocabulary, incorporating vocabulary instruction into current curriculum and daily routines, and integrating children's literature, artwork, and experiences into word ownership.

Center B-9 (K-3, Spec, Admin, Lib,
RS, LC)

197. 9:15 - 10:15**Picture It!: Using Photos and Video to Teach Sentence Structure**

Arlene Girard
District #427, Sycamore

Teaching grammar in the context of writing is a constant challenge. Learn a method of using photographs and video clips to help students of all ability levels master grammatical constructions in their writing.

Center B-8 (4-9)

198. 9:15 -10:15**Integrating Geography into your Classroom**

Glen Weatherwax, Linda Weatherwax
Illinois Geographic Alliance, Sterling

Incorporate geographic concepts and skills into your already-existing Reading/Language Arts curriculum. State test scores reflect the need for more experiences involving nonfiction reading. Proven standards-based lesson plans and strategies. Door prizes.

Center B-7E (4-6)

199. 9:15 - 10:15**Language Experience Approach: Engage! Excite! Empower! Ignite!**

JoAnne Vazzano
Northeastern Illinois University, Chicago
Rebecca Gundersen
Lukancic Middle School, Romeoville
Mary Rose Juettner
St. Mary of the Lake, Chicago

Participants learn procedures and adaptations of using language and meaningful experiences with a Language Experience Approach to reignite struggling readers, and ELL's desire to read. See how approach addresses comprehension, fluency, phonics and vocabulary. Handouts.

Center B-4W (PreK-3, Spec, RS, LC)

200. 9:15 - 10:15**L is for Lincoln!**

Kevin Daugherty
Illinois Agriculture in the Classroom

This year marks Abraham Lincoln's 200th birthday and Illinois Agriculture in the Classroom is celebrating! This session will provide you with brief background information on Abraham Lincoln. Creative, hands-on activities and other resources will also be featured to complement *L is for Lincoln* by Kathy-jo Wargin. These activities would be a wonderful addition to any Illinois or Abraham Lincoln unit.

Center B-4E (4-9)

201. 9:15 - 10:15**Take a "Byte" Out of Reading – Motivating Reluctant Readers**

Tonya Freihaut
Rochester School District 3A, Rochester

Kristi Johnson
Illini Central Grade School #189, Mason City

Do you have unmotivated readers in your classroom? Discover strategies and practices useful in your K-3 classroom that will help excite your students about reading through the use of technology.

Center B-6W (K-3)

202. 9:15 - 10:15**Collaborating to Create Great Literacy Lessons for ALL Students**

Jillayne Bose-Deakins, Suzie Foster, Julie Mojica
Northern Suburban Special Education
District, Highland Park

Learn how to include content from the general education curriculum in literacy activities for students with significant disabilities. Three disciplines (school psychologist, speech/language pathologist, and special education teacher) collaborated to capture student interest and address different learning needs.

Center B-6E (K-6, Spec, LC)

203. 9:15 - 10:15**Visual Literacy: Using Images to Build Comprehension Skills**

Debby Spitzer

ETA Cuisenaire, Vernon Hills

Students need visual images to help them read and understand texts. Visual information can be found in maps, charts, graphs, time lines that support the reading of a text and help make meaning of the text for the reader. Visual literacy is the ability to interpret, negotiate, and make meaning from information of an image. This session will focus on helping educators learn how to use images to make meaning of texts.

Center B-7W (K-12, RS, LC)

204. 9:15 - 10:15**Books for Struggling Readers Grades 5-12**

Elizabeth Goldsmith-Conley

Columbia Center Unit 4, Champaign

Judy Barbour

Eastern Illinois University, Charleston

Pamela Godt

Western Illinois University, Macomb

Boomer Crotty

Joliet Junior College, Joliet

The Studies and Research Committee will share the results of their statewide survey which asks IRC members to recommend books that engage older struggling readers. Participants are encouraged to bring their own books and other reading materials to share.

A Lincoln Ottawa A (5-12, Spec, RS, LC)

205. 9:15 - 10:15**Read Naturally: Remediate Fluency and Improve Comprehension**

Carol Kane

Educational Consultant, Marion, IA

Learn how to combine the research-proven strategies of teacher modeling, repeated reading and progress monitoring into a powerful strategy to motivate readers and accelerate the reading achievement of Title I, ELL, special education and regular classroom students needing fluency.

A Lincoln Ottawa B (K-9, Spec, Adults, Admin, RS, LC)

206. 9:15 - 10:15**Educate with Avatars**

Nicole Henderson, Brandy Hedrick

McLean County Unit #5, Bloomington

Amy Dunn

Prairie Central School District #8, Fairbury

Computer-generated personas (Avatars) and oral reading fluency: Are they worlds apart? Or, can the latest techno-fad help boost your students' oral reading fluency and accuracy?

A Lincoln Bond (K-6, Admin, RS, LC)

207. 9:15 - 10:15**Choosing the Right Books for ALL Children is Key to their Success in Reading**

Mary Cappellini

Educator

Newport Beach, California



Introduction: Marjorie Henseler

IRC Communicator Editor

ALL children, especially ELLs, deserve to read exciting, interesting books in small reading groups, whether in guided reading or strategy group lessons, which not only match their reading level, but also their language level. Learn the importance of choosing the right books for ALL children.

A Lincoln Ballroom (K-2)

208. 9:15 - 10:15**Reading with the Railsplitter: The Abe Lincoln Illinois High School Book Award**

Gayl Smith

Waubonsie Valley High School, Aurora

Carolyn Roys

Lake Park High School, Roselle

How can this award motivate students to read beyond the hi/los? Collaborate with a librarian to reward your students for reading. This session also features book talks of selected titles from next year's award list.

A Lincoln Freeport A (9-12, Admin, Lib, RS, LC)

209. 9:15 - 10:15**Current Trends in Books for Young Adults: A Content Analysis**

Melanie Koss

Northern Illinois University, DeKalb

This session will report on trends in the genres, subject matters, and writing styles of young adult books currently being published.

A Lincoln Freeport B (6-12)

210. 9:15 - 10:15**Using Content Vocabulary Assessment to Improve Learning**

Charlene Cobb

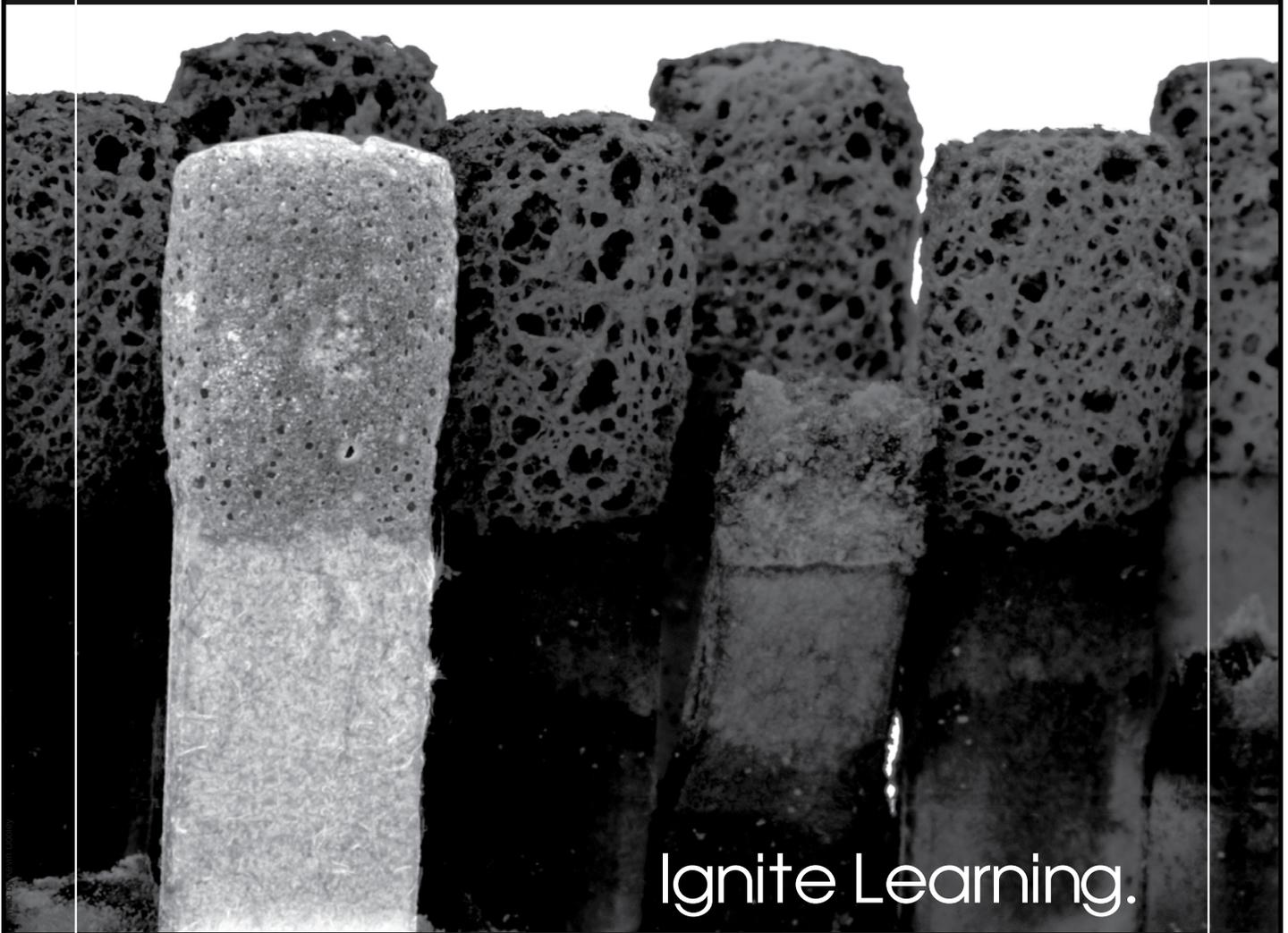
Roosevelt University, Schaumburg

Come and learn a simple method for assessing depth and breadth of content vocabulary. Information on how this assessment impacted student learning and teacher instruction will be shared. Data and samples from classroom implementation presented.

A Lincoln Freeport C (K-9, Admin, RS)

Raising Expectations Achieving Results Making a Difference

Don't Get Burned.



Ignite Learning.

Shurley English and
your students are
a perfect match.

SHURLEY ENGLISH



Visit us at booths #313 and #314, and don't miss our presentation by Michael Schafstall:
“Jingles, Rhythm, Repetition, and FUN!”

Watch Lyn Drainer and her 3rd grade students from St. Agnes School demonstrate
the unique features of Shurley English at 10:30 a.m. on Friday, March 20th in Center B-9.

211. 9:15 - 10:15**Two Heads Are Better: Utilizing Co-Teaching to Reach Every Student**

Melissa Jones, Christina Edmonds-Behrend
Eastern Illinois University, Charleston

This session will establish a rationale for co-teaching and provide an overview of various co-teaching approaches. Numerous tools and "secrets of success" will be shared.

A Lincoln Altgeld (K-12, Spec, Admin, RS)

212. 9:15 - 10:15**Reading Easy? Strategies that Help in the Content Areas**

Tamara Springer, Jamie Hamilton
District #111, Kankakee

You can teach old dogs new tricks --- or at least be reminded of ones you may have forgotten. From KWL's to RAFT's, you can get ideas to use in the classroom. This presentation will demonstrate and provide you with activities to use in the content areas.

A Lincoln Yates (All)

213. 9:15 - 10:15 (Title I)**RtI at Work Maximizing Student Achievement**

Rusti Russow, Jenny Way, Dawn Schwarzkopf
Kankakee School District, Kankakee

A high poverty school district is in its third year of using a Response to Intervention Model that works! This presentation will focus on the process and materials that are currently being used with success.

Hilton Vista 1 (PreK-6, Admin, RS, LC)

215. 9:15 - 10:15**A Chat With Benjamin Franklin**

Larry Pennie

Saint Xavier University, Normal

This award winning presentation will feature the presenter in full authentic costume as Benjamin Franklin. Ben will speak about his life including such things as his two birthdays, first day Christening, gout, family life, inventions, community work, politics and much, much more. Time will be allotted for questions.

Hilton Rendezvous (All)

216. 9:15 - 10:15**(Repeat of 308)****Engage! Excite! And Ignite! Your Classrooms with Poetry Alive!**

Poetry Alive!
Performers/Educators
Asheville, North Carolina



Introduction: Mary Gardner

Northern Illinois Reading Council President

Poetry Alive's high-energy performance presents verse as theatre, transforms poems into scripts, and changes audience members into fellow actors. This performance and hands-on workshop provides a role model for an approach to poetry that will energize your classroom and help your students not only connect to the text but to each other and to themselves. (What we do in this workshop, you can do next week in your classroom.)

Hilton Ballroom (All)

217. 9:15 - 10:15**(Repeat of 61)****Ignite, Excite, and Write, Write, Write! Morning Messages, Mentor Texts, Mini-Lessons, and More!**

Maria Walther
1st Grade Teacher & Author
Gwendolyn Brooks School
Aurora, Illinois



Introduction: Jan Rashid
SCIRA Co-President

Are you looking for fresh ideas to help teach young writers? Join Maria as she shares a wealth of practical ideas to engage every writer in your class. A bibliography of mentor texts will be included in the handout.

Hilton Embassy (K-2)

214. 9:15 - 10:15**Autism and Asperger Syndrome: Characteristics and Classroom Strategies**

Elisa Gagnon
Asperger Syndrome Project
University of Kansas Medical
Center
Kansas City, Kansas



Introduction: Jan Serena

Two Rivers Reading Council Vice President

This session will focus on the underlying and obvious characteristics of Autism Spectrum disorders and classroom strategies that will prepare this challenging population to learn.

Hilton Plaza III (K-12)

218. 9:15 – 10:15 (Repeat of 119)
Surviving the Holocaust

Aaron Elster
 Author
 Lincolnshire, Illinois



Introduction: Lucia Schroeder
East Central-EIU Reading Council Co Vice President
 Aaron Elster will talk about his experience during the Holocaust and current encounters with students relating to their ability to help change the world.
 Hilton Ambassador (All)

9:15 – 11:15 (Double Session)

219. 9:15 - 11:15 (Double Session)
From Bold Beginnings to Catchy Closings...A Continuum for K-3rd Grade Writers

Laura Beltchenko
 CUSD #118, Wauconda

The search for meaningful writing activities for K through 3rd grade students is often a challenge. This “fun”damental session will address a developmental continuum of writing activities that address the “traits of writing” using a plethora of picture books. Many hands on activities will be shared that will spark our students to aspire into young authors.

Hilton Plaza 1 (K-3, Admin, RS)

220. 9:15 – 11:15 (Double Session-Repeat 282)
RtI: Practical Guidelines for Implementation

Terry Schuster
 Psychologist and PPS Supervisor,
 Ogle County Education
 Cooperative
 Bryon, Illinois



Introduction: Anna Sanford
IRC State Foundation for Literacy Representative
 As of January 1, 2009, districts in Illinois are required to have submitted plans that outline the development of RtI processes in their schools. These plans provide general guidelines, but do not necessarily describe the nuts and bolts of what such a system looks like. Join Terry as he discusses the major issues every district and school will face and to provide a few basic principles to guide the development. Terry’s presentation is intended to provide an understanding of the principles involved and to encourage a sense of confidence in local decision-making. This is by no means an insurmountable project.

Hilton Vista 5-6 (All)

10:30 – 11:30

221. 10:30 – 11:30
Reading Fluency and Thinking Quickly – It’s All About the Brain

Pamela Nevills
 Educator/Author
 Director of TEACHCalifornia
 Fallbrook, California



Introduction: Kathleen Puchkors
South Suburban Reading Council President
 Reading fluency is the new “darling” for researchers of reading skill development. Studies reveal surprising insights into how children read with speed, accuracy, prosody, and an apparent lack of effort. Reading fluency, an ultimate goal for the end of the third grade and beyond, depends upon accessing neuro-networks to identify words and phrases with automaticity. In classrooms some students read fluently and some students don’t. What can teachers do for children who are laborious readers? This session pulls together teaching strategies that students need to become successful, interested readers.

Center B-11A (K-12)

222. 10:30 – 11:30 (Repeat of 161, 286)
Textual Lineages: Reconnecting Our Kids to Texts that Matter

Alfred Tatum
 Educator
 University of Illinois
 Chicago, Illinois



Introduction: Roberta Sejnost
IRA State Coordinator
 This session will focus on rebuilding students’ textual lineage, both reading and writing lineages. Building the lineages will be discussed as part of a more anatomically complete model of literacy instruction.

Center B-11C (All)

223. 10:30 - 11:30
Writing Tips for Grades 5-8

Steven L. Layne
 Judson University, St. Charles

Join award-winning educator Steven L. Layne as he shares five dynamic and practical ideas for implementing better writing instruction for students in the middle grades.

Center B-11D (5-8)

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224. 10:30 – 11:30
Painting Pirates on the Computer

Matt McElligott
 Author and Educator
 Sage College of Albany
 Albany, New York



Introduction: Karen Ringas

Fox Valley Reading Council Co-President

Today's illustrators have access to amazing paintings and 3-D software tools that until recently were out of reach for non-professionals. As an illustrator who uses technology heavily in my work, I'll take participants through a number of techniques I use to illustrate my books, and highlight free software teachers can download and incorporate into their own curricula. Participants wearing particularly colorful clothing may be asked to volunteer.

Center B-11B (K-12)

225. 10:30 – 11:30 (Repeat of 189, 257)
Responsive Literacy Coaching: Developing Respectful, Caring Instructional Relationships

Cheryl Dozier
 Educator
 Voorheesville, New York



Introduction: Sandra Coughlin

Secondary Reading League President

This session will feature strategies for coaches including teaching side by side with teachers, modeling literacy lessons, grounding conversations in an analysis of children's work, identifying children's literate strengths, noticing and naming literacy instructional practices, and organizing literacy events for professional development sessions.

Center B-1 (LC, RS)

226. 10:30 - 11:30
Books From the Middle East: A Region Overlooked

Gloria Reading

Southern Illinois University, Edwardsville

This presentation will focus on available K-8 books set in the Middle East. The presenter will offer book reviews focusing on both the stories and illustrations and suggestions for the classroom. Audience participation will be both welcomed and encouraged.

Center B-3 (All)

227. 10:30 – 11:30 (Repeat of 31)
Can Reading Failure Be Prevented? What Does the Research Tell Us About Highly Effective Schools?

Michael Grabarits
 The Institute For Literacy and Learning
 Whitehall, Pennsylvania



Introduction: Gail Huizinga

IRC Intellectual Freedom Co-Chair

This session will review what current reading research suggests about whether or not it is possible to prevent reading failure, even among children who are at high risk for reading failure including children raised in poverty and children who are likely dyslexic. For example, it will discuss the latest research from Louisa Moats, Patricia Mathes, Joseph Torgesen and Jack Fletcher, all of which provide evidence that "reading failure can be prevented," if one applies ALL of the best practices suggested by the reading research.

Center B-2 (All)

228. 10:30 – 11:30
Engaging Students (Even the Reluctant Ones) Through Exciting Books and Enticing Reading and Writing Strategies

P.J. Farris
 Author
 Rochelle, Illinois



Introduction: Melinda Grimm

IRC Region 4 Director

Stimulating books and strategies pique the interests of students. Here's how to parlay their interests into getting them to pursue reading and writing on their own.

Center B-10 (All)

229. 10:30 - 11:30
Jingles, Rhythm, Repetition, & FUN!

Michael Schafstall

Shurley Instructional Materials, Carmel, IN

Lyn Drainer and her 3rd Grade Students

St. Agnes School, Springfield

"My students act like they have never heard of a noun! - Did their teacher ever teach the parts of speech last year? - I cannot even get them to write a complete sentence, let alone a paragraph." In this session, you will see students that have successfully resolved these issues with the use of JINGLES, rhythm, repetition, and FUN. Skills are not taught in isolation as students utilize the effective writing traits (6+1 Traits) with the writing process. (Activities from Shurley English - DOOR PRIZES)

Center B-9 (K-9, Spec, Admin, RS, LC)

230. 10:30 - 11:30**The Rebecca Caudill Reading Challenge and Parent/Child Book Club**

Stacy Lipshutz, Susan Melnick
Aptakisic-Tripp SD 102, Buffalo Grove

Get your students more enthusiastic about reading! Hear how one school started a "Book Competition" and "Parent/Child Book Club" using the Rebecca Caudill Reading list. Easy to implement with minimal cost!

Center B-8 (4-9, Admin, Lib, RS, LC)

231. 10:30 - 11:30**Using Wikipedia to Engage and Extend Critical Literacy Skills**

Dea Conrad-Curry
Educational Consultant, Alpha

Leverage Wikipedia's collaborative nature to engage students in critical reading and expository writing. Become acquainted with how to evaluate existing Wikipedia sites, create new entries and track student effort. Regard for Wikipedia is growing. Find out why!

A Lincoln Freeport A (6-12, Admin, Lib)

232. 10:30 - 11:30**Five Keys to Unlocking the Alphabetic Code: A Multi-Modal, Integrated Approach to Early Reading Instruction**

Jane Vallin
Rowland Reading Foundation, Geneva

Come explore five research-based principles of effective early reading instruction: a strong language foundation, explicit instruction and application, integration of the language arts, multi-modal immersion, and motivation. A lively and practical session for all!

Center B-4W (PreK-3, Spec, Admin, RS, LC)

233. 10:30 - 11:30**Fluency for All Primary Students? Absolutely!**

Amy McCoy, Edith Rivera
Westdale School, Northlake
Kathy Van Nevel
Consultant, Arlington Heights

Come and discover a fluency approach using a gradual release of responsibility model that puts your primary students in charge of their own learning. Watch their motivation and growth soar!

Center B-4E (K-3, Spec, Admin, RS, LC)

234. 10:30 - 11:30**Engaging Primary Students in the Writing Process**

Deborah Shefren, Susan Raben, Sandra Schmidt
District 34, Glenview

This presentation will describe how we teach primary children to write within all the facets of literacy. We will share ideas for beginning writing, research writing and writing across themes. Student examples will be shared including ideas and activities for differentiation.

Center B-6W (K-3, Lib, RS, LC)

235. 10:30 - 11:30**An Instructional Strategy to Develop ELL's Vocabulary and Comprehension**

Suzi Hinrichs
District 34, Winfield

Presenter will share the development of an instructional package that can be used with small groups of primary English-language learners in a general grade-level English-only classroom setting.

Center B-6E (K-6, RS)

236. 10:30 - 11:30**Strategies for Teaching Content Area Vocabulary with Young ELL Students**

Sunday Cummins
National-Louis University

The presenter will share exciting activities for increasing English language learners' understanding and use of content area vocabulary in the primary grades. She will also present student artifacts from her own teaching experiences. Participants will have an opportunity to discuss examples of student work and make instructional manipulatives they can use in their own classrooms.

Center B-7W (K-3, Spec, RS, LC)

237. 10:30 - 11:30**Technology Implementation in Reading**

Dawn Andermann, Linda Yochum
School District #231, Rochelle

Technology engages students! Come and hear what Lincoln and Rochelle schools has been able to do in reading and improving information literacy with the computer equipment and professional development received from a grant.

Center B-7E (K-9, Admin, RS, LC)

238. 10:30 - 11:30**Why Critical Literacy is so Critical: Teaching Students in K through 8 to Read and Think in the 21st Century**

April Nauman, Terry Stirling

Northeastern Illinois University, Chicago

“Critical literacy” has many facets: understanding different perspectives, knowing the tricks of advertising and propaganda, checking Internet source reliability, etc. Come and learn ways to teach critical reading skills in Kindergarten through Middle School.

A Lincoln Freeport B (K-8, Admin, RS, LC)

239. 10:30 - 11:30**The Art of Persuading**

Wendy Streit

Valley View School District, Romeoville

Every Language Arts student must face the literary extended response question. This seminar will supply teachers with painless strategies to help students express their opinions through the art of persuasion clearly and successfully on paper.

A Lincoln Freeport C (4-12)

240. 10:30 - 11:30**Writing! Strategies to Engage and Excite the Reader**

Donna Werderich

Northern Illinois University, DeKalb

In this session, engaging mini-lessons for teaching middle school writers how to use interesting language like simile, metaphor, and alliteration, as well as powerful vocabulary will be presented.

A Lincoln Ottawa A (6-9)

241. 10:30 - 11:30**My Librarian Can Do What For Me?**

Peggy Burton, Anieta Trame, Jennifer Muzzy

CUSD #2, Mattoon

Today's school librarians are smart, savvy, flexible, and can do a whole lot more than just check books in and out. Come and find out what your librarian can do for and with you.

A Lincoln Ottawa B (K-12, Spec, Admin, Lib, RS, LC)

242. 10:30 - 11:30**Reading Explosion – Battle of the Books 3, 4, 5**

Sharon Sovey, Pat Urbelis, Laura Mund

Gardner Grade School, Gardner

Turn students in your school and neighboring schools on to the joys of reading beyond the classroom. Join us to learn the ins and outs of implementing a successful book club and book battle extravaganza.

A Lincoln Bond (K-6)

243. 10:30 - 11:30**Vocabulary: All is Not Equal**

Jon Jones

Western Illinois University, Macomb

This presentation will explore the different types of vocabulary that students encounter. Effective instructional strategies for addressing these vocabulary types will be described.

A Lincoln Altgeld (K-12, Spec, Adults, RS, LC)

244. 10:30 - 11:30**Code-Switching in the Classroom: How Can Students' Language Help Enhance the Literacy Curriculum?**

Kathleen O'Brien

District 87, Bloomington

Rachel Heckman

District 150, Peoria

Baffled by what students say in class? Looking for strategies to embrace children's home language experiences? Out analysis provides a closer look at code-switching in elementary and high school classrooms.

A Lincoln Yates (PreK-12, Spec, RS, LC)

245. 10:30 - 11:30**Literacy Specialists/Coaches Engage, Excite and Ignite Teachers in Reading and Writing Professional Development**

Stephanie McAndrews, SIU Literacy Graduate Students

Southern Illinois University, Edwardsville

Literacy Specialists/Coaches will engage in strategies that can support their teachers in professional development of reading and writing curriculum, assessment, and instruction that meets the needs of their students.

Hilton Rendezvous (RS, LC)

246. 10:30 – 11:30**Countercontrol and the Function of Behavior**

Elisa Gagnon

Asperger Syndrome Project

University of Kansas

Medical Center

Kansas City, Kansas



Introduction: Jan Serena

Two Rivers Reading Council Vice President

This session will introduce the concept of countercontrol and how to avoid it. Also discussed will be how to identify why a behavior is occurring before developing a plan to address the behavior.

Hilton Plaza III (K-12)

PEACHTREE PUBLISHERS

The Big Nothing *crossing jordan*
The Real Question

Meet Adrian Fogelin

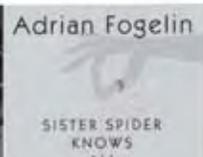
Anna Casey's Place in the World *My Brother's Hero*
the sorta sisters *Sister Spider Knows All*



Thursday, March 19 **Friday, March 20**
 Hear the Authors Read *Think Like an Author*, 8-9 am
 8:30-10:30 pm, Hilton Grand Ballroom *In Love with Words*, 1:45-2:45 pm
 B-10 in the convention center

www.peachtree-online.com








FRIDAY

247. 10:30 - 11:30 (Title I)
Drama Queens (and Kings): Using Readers Theater to “Dramatically” Improve Literacy Skills
 Teddie Torney, Cynthia Bringer
 School District 13, Bloomingdale
 A reading specialist and a drama teacher team up to demonstrate the benefits of using Readers Theater in classrooms. Learn how to use Readers Theater in your classrooms: how to adapt literature, locate resources, and assess student performance.
 Hilton Vista 1 (4-9, Spec, Lib, RS, LC)

249. 10:30 - 11:30 (Title I)
Boys’ Club Reading Program
 Kathleen Reynolds, Julie Steinke
 Kankakee School District #111, Kankakee
 The purpose of this study was to discover ways for the third-grade boys from minority and/or low-income homes to perform at grade level in reading by attending an after-school Boys’ Club Reading Program.
 Hilton Vista 2-3 (K-6, Admin, Lib, RS, LC)

248. 10:30 – 11:30
Making Poetry a Life-Long Love

Mike Mennard
 Performer and Educator
 Union College
 Lincoln, Nebraska

Introduction: Kim Dillon
Fox Valley Reading Council Co-President
 Children love poetry, but something often happens at the middle-reader years to diminish that love. This session will talk about strategies to make poetry a lasting love.
 Hilton Ambassador (K-12)



250. 10:30 – 11:30
Playing With Story II: Engaging Folktales For Older Listeners

Margaret Read MacDonald
 Author
 Seattle, Washington

Introduction: Pam Bartusiewicz
South Suburban Reading Council Board Member
 Hands-on learning of three audience-participation folktales plus hints for using them in the classroom. You leave ready-to-tell.
 Hilton Embassy (4-8)



11:45 – 1:30

Friday Luncheon

251. 11:45 – 1:30

Engaging, Exciting and Igniting Through Literacy and Laughter

Sharon M. Draper
Author
Cincinnati, Ohio



Introduction: Christine Boardman Moen
IRC President-Elect, 2009 Conference Chair
Sharon M. Draper, award-winning author and educator, will present a delightful mixture of reading, laughter, and inspiration. This presentation will remind us of the power of books and the ability of words to weave a spell.
Hilton Grand Ballroom

Friday Luncheon

252. 11:45 – 1:30

Why Do Students Experience Difficulties with Reading Comprehension and What Can We Do to Help?

Nell K. Duke
Associate Professor
Michigan State University
Co-Director
Literacy Achievement Research Center
East Lansing, Michigan



Introduction: Susan Cisna
IRC Vice President
Many students experience persistent difficulties understanding what they are reading – difficulties not always caused by problems with word reading. In this presentation, Nell will discuss a number of causes of reading comprehension difficulties and specific instructional strategies you can use to address them.
A Lincoln Ballroom

F
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Y

2009 Monarch Award
Announced by Peggy Burton

2009 Rebecca Caudill
Young Readers' Book Award
Announced by Marcia Brandt

2009 Abraham Lincoln
Illinois High School Book Award
Announced by Peggy Burton

Illinois Reading Educator
of the Year Award
will be presented to
Brenda Logan, Allyson Vaynerman,
and Diana Woods
Award will be presented by Jennifer Young, Chair

Plan now to attend a Poster Session on

Engaging the Power of Reading in the Classroom

Friday, March 20, 2009

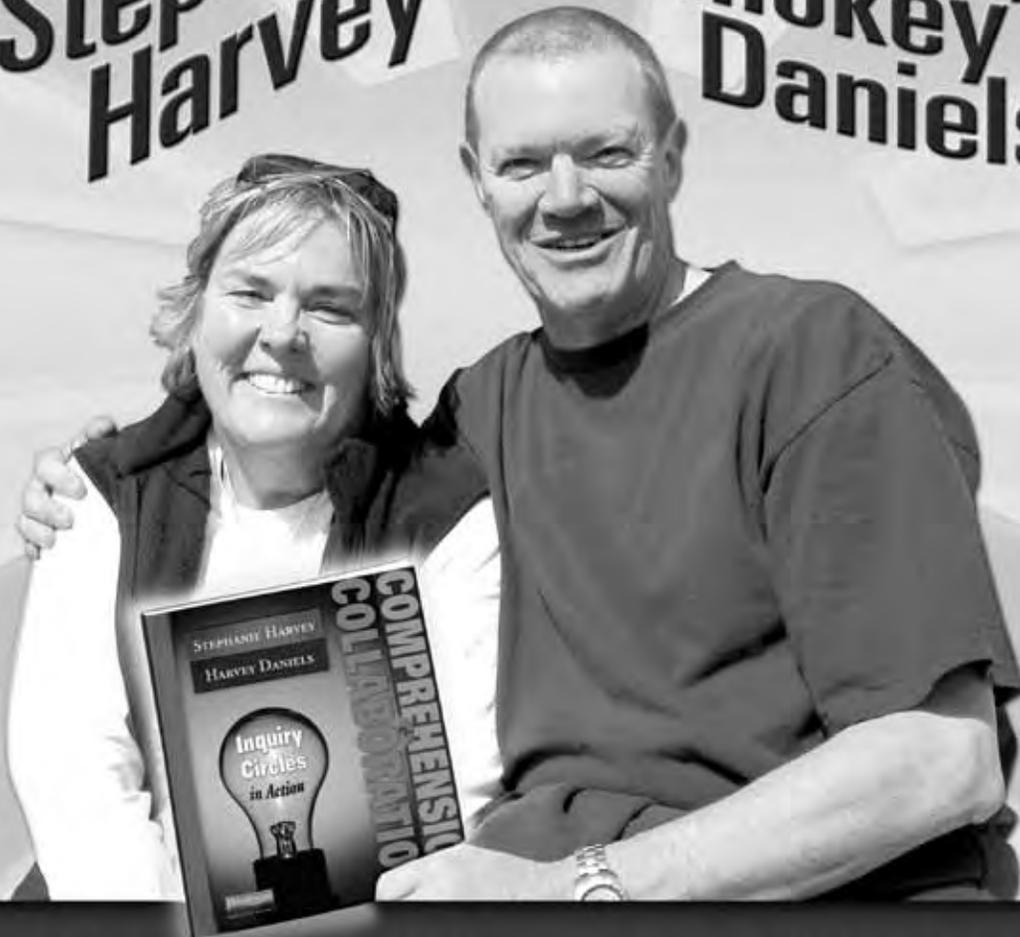
8:00 a.m. to 4:00 p.m.

in the Exhibit Hall

Presented by Illinois State University PDS Interns (listed on page 43)

These poster sessions will showcase “Best Practices” in literacy, the tried and true strategies used in classrooms. You will see how strategies and practices in literacy pave the way to the world for readers and writers. Come and review exciting reading lessons and receive a lesson plan.

A collaboration beyond comprehension
**Stephanie
Harvey** and **Harvey
"Smokey"
Daniels**



COMPREHENSION & COLLABORATION
Inquiry Circles in Action

It's time for another, stronger, more intentional era of education.



To learn more, come to the **Heinemann booth** or visit heinemann.com

1:45 – 2:45

253. 1:45 – 2:45 (Repeat of 129)
Response to Intervention...What Does it Take to be Successful? The What, Why, and the How to's...to Conducting an Effective RtI Project in My School.

Michael Grabarits
 The Institute For Literacy
 and Learning
 Whitehall, Pennsylvania



Introduction: Janell Hartman
Northwestern Illinois Reading Council President
 The challenge of implementing a comprehensive RtI model in our schools seems like a daunting task. Every school needs to establish a comprehensive approach to identifying skill gaps in all ages of children early in the school year and be able to raise the student achievement to the levels of knowledge necessary to support the instruction planned for every student at every grade. Come to listen, take copious notes and learn how to involve your school or classroom in a comprehensive RtI approach to solving EVERY child's need.

Center B-11A (All)

254. 1:45 – 2:45
Getting It Wrong

Matt McElligott
 Author and Educator
 Sage College of Albany
 Albany, New York

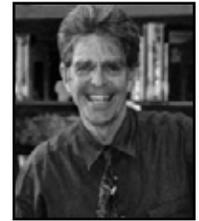


Introduction: Kim Dillon
Fox Valley Reading Council Co-President
 How do authors and illustrators do what they do? Mostly, they make a lot of mistakes. Then they make a lot more. These mistakes are frustrating, depressing, and often the most important part of the process. We'll take a walk through the ugly side of making books, and talk about how getting it wrong is often the only path to getting it right. To prove my point, I will show some work I really should have burned long, long ago.

Center B-11B (K-12)

255. 1:45 – 2:45 (Repeat of 68, 193)
The Teacher Who Became an Author

Jim Aylesworth
 Author
 Chicago, Illinois



Introduction: Tamara Springer
IRC Region 5 Director, Two Rivers Reading Council President

Jim Aylesworth was a first grade teacher for twenty-five years. During that time, he read to his children nearly every single day, and he grew to love the books himself every bit as much as the children did. Here, Jim will describe how his many years as a teacher and reader gradually changed him into an author of more than thirty children's books.

Center B-11C (All)

256. 1:45 – 2:45 (Repeat of 37)
New and Notable Books

Becky Anderson Wilkins
 Anderson's Bookshops
 Naperville, Illinois



Introduction: Susan Cisna
IRC Vice President

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

Center B-11D (K-8)

257. 1:45 – 2:45 (Repeat of 189, 225)
Responsive Literacy Coaching: Developing Respectful, Caring Instructional Relationships

Cheryl Dozier
 Educator
 Voorheesville, New York



Introduction: Linda Oshita
IRC Region 1 Director, NIRC Treasurer

This session will feature strategies for coaches including teaching side by side with teachers, modeling literacy lessons, grounding conversations in an analysis of children's work, identifying children's literate strengths, noticing and naming literacy instructional practices, and organizing literacy events for professional development sessions.

Center B-1 (LC, RS)

FRIDAY

You Are 2 Steps Away from Helping Struggling Readers

Intensive and Systematic Intervention for Students at Levels A–N

Irene C. Fountas & Gay Su Pinnell, authors of the best-selling books *Guided Reading, Guiding Readers and Writers, and Teaching for Comprehending and Fluency*, present:

STEP

1

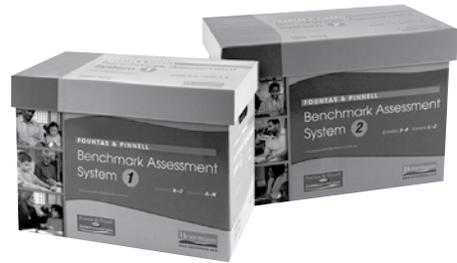
Fountas & Pinnell Benchmark Assessment System

Assess and Understand Students' Reading Performance

One-on-one, comprehensive assessment to determine independent and instructional reading levels, for placing students on the Fountas & Pinnell A–Z Text Gradient, and for connecting assessment to instruction with the *Continuum of Literacy Learning*.

For samples, visit:

www.FountasAndPinnellBenchmarkAssessment.com



STEP

2

Fountas & Pinnell Leveled Literacy Intervention

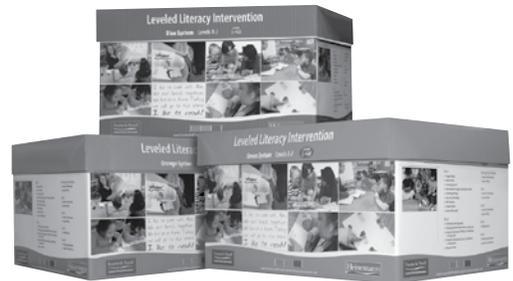
Address Student Needs with 300 Systematically Designed Lessons

Based around carefully leveled, original books

Small group, intensive, supplementary intervention system designed to bring struggling readers and writers to grade-level competency in 10–18 weeks. Intervention can be included in a layered, RTI approach.

For samples, visit:

www.FountasAndPinnellLeveledLiteracyIntervention.com



Fountas & Pinnell's Benchmark Assessment System *and* Leveled Literacy Intervention (LLI)

Building on a lifetime of research and reflection, Fountas and Pinnell have taken their celebrated A–Z Text Gradient into a new realm as the foundation for comprehensive assessment and intervention systems that identify students at risk and monitor the academic progress of all students.

Fountas & Pinnell's Benchmark Assessment System *and* Leveled Literacy Intervention (LLI) allow you to:

- ▶ conduct universal screening of students
- ▶ administer diagnostic assessment that defines the problem areas in measurable terms
- ▶ collect baseline data prior to intervention, and
- ▶ prepare a plan of intervention including measures for monitoring progress.

258. 1:45 – 2:45**Challenges of Writing in a Second Language**

Ying Chang Compestine

Author

Lafayette, California



Introduction: Sandi Ridker

Prairie Area Reading Council Co-President

Ying Chang Compestine will share her journey as a writer and the challenges of writing in her second language, and emphasize the importance of reading. She will also share information about healthy Asian eating and living a healthy lifestyle.

Center B-2

(All)

259. 1:45 – 2:45**In Love With Words**

Adrian Fogelin

Author

Tallahassee, Florida



Introduction: Leslie Forsman

*Mississippi Valley Reading Council President,
ILLC President*

A humorous and insightful look at how we relate to language, how we acquire sensitivity to good writing and how, as teachers and writers we can engender a love of language in readers just beginning a lifelong relationship of their own with language and literature. Lots of great stories. Lots of ideas to take back to the classroom.

Center B-10

(1-12)

260. 1:45 - 2:45**What Next? Improving Reading Comprehension in K-2 With Electronic Texts, and Interactive White Board Technology**

Noel Ridge

Pacific Learning, New York, NY

Electronic texts can be masked, enlarged, highlighted and underlined by teacher and students so that comprehension strategies can be modeled and used. Students can then engage with the interactive texts, providing opportunities to develop their own texts, make choices and determine outcomes. Shared reading with electronic texts using interactive white board technology allows students and teachers to focus on and interact with the text, figuring out problems together.

Center B-9

(K-2)

261. 1:45 - 2:45**Poverty Matters**

Jim Grant

Staff Development for Educators,
Peterborough, NH

Attendees gain a deep understanding of the 33 dynamics of poverty that undermines school success. Learn dozens of classroom strategies to narrow the achievement gap of below-grade-level students from poverty. This session is designed to help you constructively and successfully address the pressing issues that face you and your students each day.

Center B-3

(K-9, Spec, Admin, Lib, RS, LC)

262. 1:45 - 2:45**A “Green” Approach to Literacy and Classroom Environments**

Courtney Dohman

Grant White School, Forest Park

Jennifer Stricher

Archdiocese of Chicago, Chicago

Do you spend too much of your own money on teaching supplies? Would you like to do your part to help the environment? Are you looking for ways to spice up your curriculum with new literacy activities without using new materials? Simple ways to reuse and recycle materials are all around us in schools! Countless materials can be reused and recycled to create an environmentally-friendly classroom in ways you may never have thought of. Literacy activities developed using only reused materials will be shared, along with primary literature for teaching your students the value of thinking earth-friendly.

Center B-4W

(PreK-3, Spec, Admin, RS, LC)

263. 1:45 - 2:45**Roots in Reading**

Jackie Jones

Illinois Agriculture in the Classroom,
Bloomington

Grow roots in reading with Illinois Agriculture in the Classroom! Attend this session to explore our free resources and how to utilize them with guided reading and extended responses. We will also showcase available Reading Comprehension Sets and sample ISAT reading passages that incorporate an agriculture theme. Ready, set, GROW!

Center B-4E

(4-12)

264. 1:45 - 2:45**Three Strategies for Classroom Discourse that Promotes Learning**

Denise Ahlquist

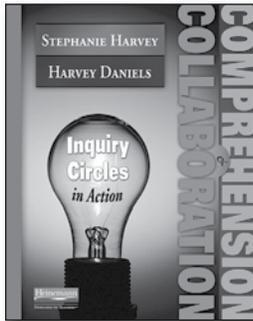
The Great Books Foundation, Chicago

Applebee, Langer, Nystrand and Gamoran (2003) identified three highly effective teacher-initiated discourse strategies. This workshop will use interactive modeling to help you explore how to use them in working with nonfiction texts.

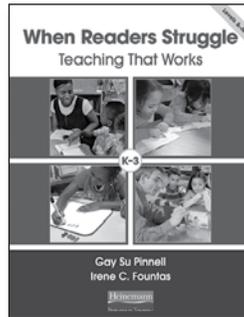
Center B-6W

(4-12, RS, LC)

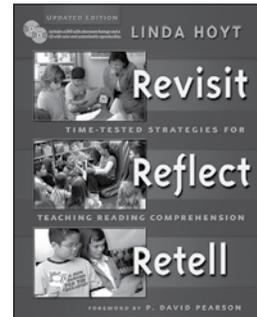
Come see the latest in teaching and learning from Heinemann



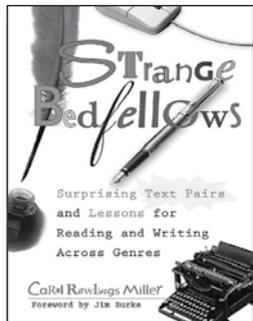
Comprehension & Collaboration
Inquiry Circles in Action
Stephanie Harvey and Harvey "Smokey" Daniels
 2009 / 375pp est. / \$27.50 est.



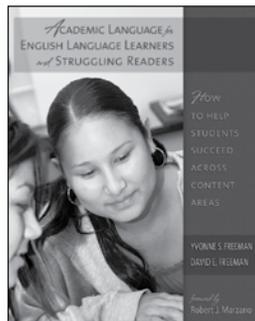
When Readers Struggle
Teaching That Works
Gay Su Pinnell and Irene C. Fountas
 2009 / 400pp est. / \$37.00 est.



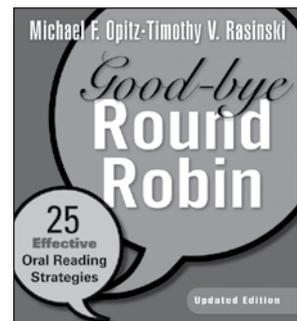
Revisit, Reflect, Retell
Time-Tested Strategies for Teaching Reading Comprehension
 Updated Edition
Linda Hoyt
 Foreword by **P. David Pearson**
 2008 / 256pp + DVD + CD / \$27.50



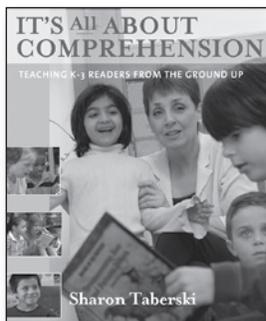
Strange Bedfellows
Surprising Text Pairs and Lessons for Reading and Writing Across Genres
Carol Rawlings Miller
 Foreword by **Jim Burke**
 2008 / 248pp / \$24.50



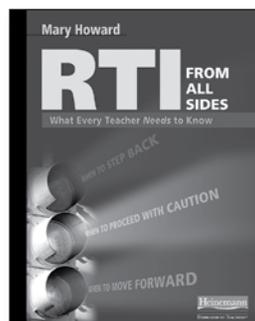
Academic Language for English Language Learners and Struggling Readers
How to Help Students Succeed Across Content Areas
Yvonne S. Freeman and David E. Freeman
 Foreword by **Robert J. Marzano**
 2008 / 232pp / \$24.00



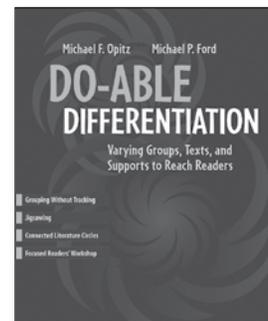
Good-bye Round Robin
25 Effective Oral Reading Strategies
 Updated Edition
Michael F. Opitz and Timothy V. Rasinski
 2008 / 160pp / \$18.50



It's ALL About Comprehension
Teaching K-3 Readers from the Ground Up
Sharon Taberski
 2009 / 3 DVDs (approx. 6 hours) + 144pp est. Staff Development Viewing Guide / \$695.00 est.



RTI from All Sides
What Every Teacher Needs to Know
Mary Howard
 2009 / 128pp est. / \$15.00 est.



Do-able Differentiation
Varying Groups, Texts, and Supports to Reach Readers
Michael F. Opitz and Michael P. Ford
 2008 / 160pp / \$19.50

To learn more, come to the **Heinemann booth** or visit **heinemann.com**



265. 1:45 - 2:45
Reading Across the Curriculum: Vocabulary to Engage Your Students

Pat Bailey
 Houghton Mifflin Harcourt Supplemental,
 Pickerington, OH

Direct instruction in vocabulary is a critical aspect of literacy development. Teachers attending this session will be presented with strategies and games for developing vocabulary across the curriculum.

Center B-6E (K-6)

266. 1:45 - 2:45
Reluctant Parents

Debbe Rigney-Hays
 Western Illinois University, Macomb

Getting some parents into the classroom or to even talk with you can seem insurmountable. Join us to gain a greater understanding of these parents and take away some ideas of approaching them and gaining their reluctant trust.

Center B-7W (All)

267. 1:45 - 2:45
Effective Guided Reading Strategies For the Intermediate Student

Lesley Barbré, Min Owens
 School District #60, Waukegan

During this session, teachers will learn the importance of guided reading instruction and strategies that are best for students who have varying reading levels and how to accurately match students to the correct instructional text. Finally, how to effectively assess students' reading strategies and instructional needs will be discussed.

Center B-7E (3-5)

268. 1:45 - 2:45
Ignite Students' Interest in Social Studies and Science Texts

Joy Towner, Kristen Stombres
 Judson University, Elgin

How do you help your students comprehend the social studies and science text? They know "how to read" but not how to grasp information from expository passages. The presenters will share pre-, during, and post-reading strategies that will engage your students in the reading process as they truly comprehend the factual information from the text. You will walk away with several strategies you can incorporate immediately to make your content area reading times more interactive.

Center B-8 (4-9)

269. 1:45 - 2:45 (Repeat of 298)
Ignite the Passion for Reading Through Book Concerts

Jennifer Fox
 Annette Hackbarth
 Educators
 Dakota School District
 Dakota, Illinois



Introduction: Lindsey Rhodes
Central Illinois Reading Council Co-President

Enhance the excitement and creativity of reading through book concerts. This session will explore how various stories can come alive to be presented in a performance venue from song, percussion sound effects, instruments, drums or a "kitchen band." Come for ideas, resources and be prepared to experience books that come alive through music and spark student creativity.

A Lincoln Freeport A (All)

270. 1:45 - 2:45
Engaging Vocabulary Learning for Secondary, College and Continuing Students

Margaret Richek
 Northeastern Illinois University, Chicago
 Susanne Picchi
 Joliet Junior College, Joliet

A variety of strategies and class structures will be presented that motivate students to deepening their word learning, including using media sources, word hunts, cooperative games, pictures with words, student essays, and alternative formats for final exams. Specific examples and handouts will be given.

A Lincoln Freeport B (6-12, Spec, Adults)

271. 1:45 - 2:45
Literature: The Key to Engaging Learners and Improving Literacy Achievement

Debra Wellman
 Rollins College, Orlando, FL

Literature remains at the heart of teaching reading and creating lifelong learners. Literature circles/book clubs can be an essential part of a highly successful set of literacy strategies.

A Lincoln Freeport C (4-12, RS, LC)

272. 1:45 - 2:45
Reading Comprehension Activities

Phyllis Hostmeyer
 Educational Resources Group, Inc., Breese

Prereading Activities that will build motivation, comprehension and inferencing skills: Build a Sentence, Could Have Said, Predict a Character.

A Lincoln Ottawa A (4-12, RS)

273. 1:45 - 2:45**Improving Achievement in Reading and Writing:
Central Elementary School's Story**

Janice Rashid, Colleen Harrold

Central Elementary School, Des Plaines

This presentation will describe how Central School utilizes data, targeted professional development, a 3-tiered RtI approach, honest building-wide discussions, and collaboration to make gains in reading and writing achievement.

A Lincoln Ottawa B (K-9, Spec, Admin, RS, LC)

274. 1:45 - 2:45**A Primary Look at Primary Sources**

Cheryl Best

Wolf Ridge Elementary, Bunker Hill

This workshop would provide a glimpse at how elementary teachers can find and use primary sources, to create excitement in their reading instruction. Forty-nine states require students to analyze primary sources. The workshop will give teachers strategies and ideas of how easily this source can be integrated.

A Lincoln Bond (K-6)

275. 1:45 - 2:45**Online Access to Effective Interventions**

Melissa Jones

Eastern Illinois University, Charleston

Christina Edmonds-Behrend

Eastern Illinois University, Charleston

NCLB and IDEA 2004 require the use of "Scientifically Based" practices, but teachers are often unsure which practices fit this description. This session will provide educators with tools to access proven practices and become more critical consumers of research.

A Lincoln Altgeld (All)

276. 1:45 - 2:45 (Title I)**Engage, Excite, Ignite! Round Table for Title I Teachers**

Susanne Riddell

Midland School District, Lacon

Teddie Torney

School District 13, Bloomingdale

There is no presentation at this session - just Title I teachers - asking questions, searching for answers. Come talk with other teachers who are associated with Title I programs as we engage, excite and ignite!

Hilton Vista 1 (All)

277. 1:45 - 2:45**Improving Reading Comprehension &
Comprehension Skills with Shared Inquiry**

Mike Elsey

The Junior Great Books Foundation,
Chicago

Discover how and why the Shared Inquiry method of learning helps improve reading comprehension, critical thinking and communication skills. See how a sequence of interpretive activities and in-depth Socratic-style questioning engage all students at higher levels of literacy. Participate in a Shared Inquiry Discussion and reflect on the research base for this proven approach to increasing student achievement. Find out why Great Books Foundation programs and professional development were named "What Works" at elementary, middle and high school levels by the National Staff Development Council.

A Lincoln Yates (All)

278. 1:45 - 2:45**The Power Card Strategy: Using Special
Interests to Motivate Children and Youth**

Elisa Gagnon

Asperger Syndrome Project

University of Kansas

Medical Center

Kansas City, Kansas



Introduction: Deborah Augsburger

*IRC Recording Secretary, CIRP President, Will
County Reading Council Vice President*

Participants will be introduced to the Power Card Strategy and other ways to incorporate interests into their day.

Hilton Plaza III (K-12)

279. 1:45 - 2:45**Tales of Kindness and
Consideration**

Margaret Read MacDonald

Author

Seattle, Washington



Introduction: Dianne Happ

IRC Rebecca Caudill Representative

Hands-on learning of four audience-participation folktales which carry useful values. You leave ready-to-tell.

Hilton Embassy (PreK-5)

280. 1:45 – 2:45

GRAPHIC CONTENT! Why Comics and Graphic Novels Are Good for Kids, and How You Can (Safely!) Use Them in Your Classroom

Matthew Holm
Author
Portland, Oregon



Introduction: Jennifer Young

IRC Reading Educator of the Year Award Chair
Babymouse author and illustrator Matthew Holm will share some insights into why graphic novels and other forms of comics are good educational aids, how educators can use them in the classroom, and where they can find age-appropriate titles.

Hilton Ambassador (2-12)

282. 1:45 – 3:45 (Double Session-Repeat 220)
RtI: Practical Guidelines for Implementation

Terry Schuster
Psychologist and PPS
Supervisor,
Ogle County Education
Cooperative
Bryon, Illinois



Introduction: Mary Gardner

Northern Illinois Reading Council President
As of January 1, 2009, districts in Illinois are required to have submitted plans that outline the development of RtI processes in their schools. These plans provide general guidelines, but do not necessarily describe the nuts and bolts of what such a system looks like. Join Terry as he discusses the major issues every district and school will face and to provide a few basic principles to guide the development. Terry's presentation is intended to provide an understanding of the principles involved and to encourage a sense of confidence in local decision-making. This is by no means an insurmountable project.

Hilton Vista 5-6 (All)

FRIDAY

1:45 – 3:45 (Double Session)

281. 1:45 - 3:45 (Double Session)

Scaffolded Independent-Level Reading – Shush! I'm Reading

Claudia Katz
National Louis University, Skokie
Susan Bohman
Talcott School, Chicago

This presentation provides teachers with a recursive classroom-tested strategy that insures student accountability, is practical and easy to manage, provides methods to monitor everyone's reading, and promotes enjoyable independent reading. Results of research study will be shared.

Hilton Plaza 1 (K-9, Spec, Admin, Lib, RS, LC)

3:00 – 4:00

283. 3:00 – 4:00

Beyond Decoding – Building the Brain for Comprehension

Pamela Nevills
Educator/Author
Director of TEACHCalifornia
Fallbrook, California



Introduction: Janell Hartman

Northwestern Illinois Reading Council President
Current emphasis for teaching reading is understandably focused on phoneme awareness and decoding. However, to become competent readers students must also develop vocabulary networks and informational systems to rapidly process and comprehend text. Find out how a reader's brain works when it accesses memory systems to effectively and efficiently read grade level material. This workshop identifies classroom practices of engagement and participation to help students build their brains as they read to learn.

Center B-11A (K-12)

VISIT THE EXHIBITS**FRIDAY, MARCH 20, 2009****8:00 a.m. to 4:00 p.m.***Visit the IRC Treasure Chest!*

The key you receive at registration may unlock the Treasure Chest for a free gift!

284. 3:00 – 4:00
Let's Engage Them Early! Meet Ziggy and Sassy! – Making Books Come Alive For Middle-Grade Readers Through Chapter Books

Sharon M. Draper
 Author
 Cincinnati, Ohio



Introduction: Donna Monti
IRC Past President, SRL Vice President

This session by Sharon M. Draper includes a lively discussion on books for middle readers, including the necessity of literary value in children's literature, the importance of humor and immediacy, and the value of strong, positive role models for young readers.

Center B-11B (2-5)

285. 3:00 – 4:00
Changing Perspectives on Reading: A Teacher Can Motivate Reluctant Readers

Marsha M. Lewis
 Educator
 Kenansville Elementary School
 Kenansville, North Carolina



Introduction: Marjorie Henseler
IRC Communicator Editor

Everything revolves around reading so "we" must know how to motivate reluctant readers. This session will share classroom-tested ideas. Learn about "The Always Club;" "Forced Reading," "Alpha Smart Fingering" and much more.

Center B-11C (1-4)

286. 3:00 – 4:00 (Repeat of 161, 222)
Textual Lineages: Reconnecting Our Kids to Texts that Matter

Alfred Tatum
 Educator
 University of Illinois
 Chicago, Illinois



Introduction: Kim Winter
Lewis & Clark Reading Council President

This session will focus on rebuilding students' textual lineage, both reading and writing lineages. Building the lineages will be discussed as part of a more anatomically complete model of literacy instruction.

Center B-11D (All)

287. 3:00 – 4:00 (Repeat of 103)
How I Do Miscue Analysis: What Goodman and Clay Only Dreamed About

Lou Feroli
 Educator
 Rockford College
 Rockford, Illinois



Introduction: Mary Grom
IRC Region 2 Director

Is there a reader you want to figure out? How does s/he approach reading? Answering these questions does not require a "diagnostic" test. It does not require special training. It requires knowing how to do miscue analysis. In a brisk hour, this session will give you a system for "thinking through your pencil" in order to make sense of a student's oral reading performance.

Center B-1 (All)

288. 3:00 – 4:00
Choosing the Right Books for ALL Children is Key to their Success in Reading

Mary Cappellini
 Educator
 Newport Beach, California



Introduction: Sheree Kutter
IRC Literacy Support Grants Chair

ALL children, especially ELLs, deserve to read exciting, interesting books in small reading groups, whether in guided reading or strategy group lessons, which not only match their reading level, but also their language level. Learn the importance of choosing the right books for ALL children.

Center B-2 (3-5)

289. 3:00 – 4:00
Igniting Boys as Readers and Writers: Teaching IS Rocket Science

P.J. Farris
 Author
 Rochelle, Illinois



Introduction: Melinda Grimm
IRC Region 4 Director

Cool stuff and incredible things turn boys on. But we as teachers need to find the right formulas like these great ideas to get boys (and girls!) reading and writing across the curriculum.

Center B-10 (All)

290. 3:00 - 4:00**Connecting Powerful Practices: Building a System of Data-Driven Decision-Making**

Karen Ruffner

Rockford School District 205, Rockford

This session will demonstrate how Rockford Schools have been working toward connecting powerful educational practices: State Standards, Best-Practice Instruction, Data Use, Collaboration, Shared Leadership, Job-Embedded Staff Development. Participants will be actively involved in building a system of powerful practices.

Center B-9

(All)

291. 3:00 - 4:00**The Role of the Reading Specialist in Response to Intervention**

Karen Caldwell

Barrington Community Unit School District
220, Carpentersville

Jill Henning

Sunny Hill Elementary School,
Carpentersville

This program will focus on the role of Reading Specialists in the Response to Intervention (RtI) model that promotes use of evidence-based instruction in classrooms to make general, remedial, and special education function together.

Center B-3

(PreK-6, Spec, Admin, RS, LC)

292. 3:00 - 4:00**The ABC's of Vocabulary**

Kristyn Warren

Saxon Publishers/HMH Supplemental,
Macedonia, OH

This interactive workshop will give teachers activities and strategies to help students experience success and enjoyment in learning vocabulary through games, connecting words, and manipulating words. So attend this session and let's have some fun.

Center B-4E

(K-3)

293. 3:00 - 4:00**The Monarch Award: Illinois' K-3 Children's Choice Award**

Peggy Burton

Monarch Award Committee Member

Over 750 schools and libraries and 131,000 children read Monarch Books in 2008. Hear all about the award including: 2010 nominees, 2009 winner, website resources, and more. Drawing for a free registration!

Center B-6W

(PreK-3, Lib)

294. 3:00 - 4:00**RtI Implementation Models for Research-Based, Technology-Delivered Interventions**

Christopher Cook

CSC Learning, Burr Ridge

Pat Graham

Oak Park River Forest High School, Oak Park

This session surveys alternative RtI implementation models used by Illinois districts (including Oak Park River Forest High School and Elmwood Park) using research-based and technology-delivered interventions.

Center B-7W

(All)

295. 3:00 - 4:00**Words Here! Words There! Words Everywhere!**

Kathleen Sweeney

Grant Elementary, Melrose Park

A student's knowledge of words is linked to comprehension. This session will focus on strategies that will engage students in increasing word knowledge, thus comprehension.

Center B-7E

(All)

296. 3:00 - 4:00**Adapt! Differentiate! Success!**

Kimberly Swansen, Monica Potempa, Stefanie Bauer

Northern Suburban Special Education

District, Glenview

Do your special needs students have difficulty grasping your lesson objectives in reading and writing? This workshop will provide you with pre teaching strategies, text organization and ideas to help you differentiate for your students.

Center B-8

(4-9, Spec, Admin)

297. 3:00 - 4:00**Kindergarten Reading Interventions: Reaching Kids Early**

Shannon Steen, Jacki McSheffrey

Blackwell School, Schaumburg

Kindergarten Reading Interventions are a strategic way to reach Kindergarten students who are at risk for reading difficulties. The presentation will provide the audience with a five-step process for Kindergarten Literacy Interventions. These steps are assess and diagnose, teach/reteach, practice, application and reassess. The intervention model used was provided from the text, *The Struggling Reader: Interventions that Work* (Cooper, Chard, & Kiger, 2006). Each step will be paired with a sharing of example students and a turn and talk session for discussion of material presented. A videotaped session of Kindergarten Literacy Interventions will be used showing an intervention session. Also, videotaped interviews of the parents whose children participated in interventions will be shown. Participants will walk away with a strategic model for interventions, research knowledge about interventions and ideas for activities used during interventions.

Center B-4W

(PreK-3, Admin, RS, LC)

298. 3:00 – 4:00 (Repeat of 269)
Ignite the Passion for Reading Through Book Concerts

Jennifer Fox
 Annette Hackbarth
 Educators
 Dakota School District
 Dakota, Illinois



Introduction: Kathleen Puchkors
South Suburban Reading Council President
 Enhance the excitement and creativity of reading through book concerts. This session will explore how various stories can come alive to be presented in a performance venue from song, percussion sound effects, instruments, drums or a “kitchen band.” Come for ideas, resources and be prepared to experience books that come alive through music and spark student creativity.
 A Lincoln Freeport A (All)

299. 3:00 - 4:00
Reading in the Content Areas: An All School Monthly Reading Strategy Focus

Lauren Freeman, Kimberly Perisin
 Homewood-Flossmoor Community High School

This presentation will explain our high school’s monthly reading strategy focus across all content areas. We will discuss our rationale for this program, specific strategies focused on, timelines, and support for content area teachers, and many additional specifics about the program.
 A Lincoln Freeport B (All)

300. 3:00 - 4:00
Coaxing Collaboration: The Art of the Reading Coach

Peter Hilton
 Saint Xavier University, Chicago
 Jennifer Drake
 Kolmar Elementary, Crestwood

A year of research and a year of practice has led to the discovery of many pathways to communicate about our complicated jobs. We will share techniques, and construct some new knowledge together.
 A Lincoln Freeport C (K-9, RS, LC)

301. 3:00 - 4:00
Teaching with a Creative MIND!

Evelyn Phebus
 Middlefork Vermilion Association for
 Special Education, Danville

Engage students with creative lessons: “Artful Math, Vocab Catchers, Butter Popcorn Reading, and Current Event & Picture Writing.” The audience will get lessons and ideas on how to teach in different areas. Reach your students, build morale, create positive learning environments by teaching in new ways.
 A Lincoln Ottawa A (4-12, Spec)

302. 3:00 - 4:00
RtI – Collaboration and Implementation Journey

Jeanine Vaughan, Barbara Zabroske
 Ridge Family Center for Learning CCSD
 #59, Elk Grove Village

We will present our process for school wide implementation through data discussions, formatting tools, and collaborative teams. We will talk about the impact on student achievement.
 A Lincoln Ottawa B (All)

303. 3:00 - 4:00
Fun with Fluency

D’Lisa Boss, Christina Wroblewski
 Dee Mack Primary, Mackinaw

Enhance your students’ literacy skills by focusing on fluency. Strategies will be presented on ways to improve fluency and keep students engaged when practicing oral reading. Can an I-Pod really be used in the classroom?
 A Lincoln Bond (K-6, Admin, RS, LC)

304. 3:00 - 4:00
25 Children’s Books That Have Changed the World

Boomer Crotty
 Joliet Junior College, Joliet

Readings and analyses of 25 children authors and their books that have changed reading and literacy from the 19th century to the present. These are the essentials of a child’s frame of reference to learning.
 A Lincoln Altgeld (All)

305. 3:00 - 4:00
Literacy Coaching Life Lines

Laurie Elish-Piper
 Northern Illinois University

Literacy coaches are faced with many tasks and challenges. This presentation will highlight useful strategies for working with resistant teachers, providing professional development, securing administrator support, and prioritizing literacy coaching tasks that support student learning.
 A Lincoln Yates (RS, LC)

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306. 3:00 - 4:00**Using Picture Books to Motivate Writing**

Larry Pennie

Saint Xavier University, Normal

This presentation will focus on using humor in picture books as a vehicle to motivate students to write. Suggestions for books to use and ways to use them will be presented. Seven methods for using humorous picture books will be explored. A bibliography of books used will be given to attendees.

Hilton Plaza III (All)

307. 3:00 - 4:00**(Repeat of 32)****SECRET STORIES! Cracking the Reading Code through WRITING – The “Missing-Piece” of the Reading Puzzle!**

Katherine Garner

The Juilliard School/Harvard Consortium,
Asheville, NC

Provide ALL learners with the critical foundational-skills necessary for reading and writing success, by granting them easy-access through the brain's backdoor! Discover practical classroom-applications of the latest Harvard-Research that show just HOW our brains actually learn best!

Hilton Embassy (PreK-6, Spec, Adults,
Admin, RS, LC)

FRIDAY

308. 3:00 – 4:00**(Repeat of 216)****Engage! Excite! And Ignite! Your Classrooms with Poetry Alive!**

Poetry Alive!

Performers/Educators

Asheville, North Carolina



Introduction: Leslie Forsman

Mississippi Valley Reading Council President

Poetry Alive's high-energy performance presents verse as theatre, transforms poems into scripts, and changes audience members into fellow actors. This performance and hands-on workshop provides a role model for an approach to poetry that will energize your classroom and help your students not only connect to the text but to each other and to themselves. (What we do in this workshop, you can do next week in your classroom.)

Hilton Ballroom (All)

309. 3:00 – 4:00**(Title 1)****Illinois Title 1 Association Annual Meeting**

Diane Fator

ITA President

Interested in learning more about the Illinois Title 1 Association (ITA)? Come to the annual meeting to see what ITA is all about.

Hilton Vista 2-3 (All)

4:15 – 9:30**310. 4:15 – 4:45****IRC Board of Directors Annual Meeting**

Hilton Rendezvous (All)

311. 4:15 – 5:15**Storytelling***Hosted by Margaret Read MacDonald*

Hilton Sky Bar (All)

312. 5:30 – 7:30**Preservice Teachers Pizza Party**

Sponsored by Benedictine University

A Lincoln Freeport A, B, C

Friday Banquet**313. 6:00 – 8:00****There's a Mouse in Our House: How a Brother and Sister Created *Babymouse* and Lived to Talk About It**

Jenni Holm

Author

Fallston, Maryland

Matthew Holm

Author

Portland, Oregon



Introduction: Christine Boardman Moen

IRC President-Elect, 2009 Conference Chair

Babymouse authors Matthew and Jennifer Holm will discuss how they came up with the idea for the *Babymouse* series, how their childhood shaped the books, and how they work together to create a typical *Babymouse* graphic novel.

A Lincoln Ballroom

IRC Hall of Fame Award

will be presented to

Larry Pennie

Award will be presented by Donna Monti, IRC Past President

314. 8:30 – 9:30**Poetry Coffeehouse***Hosted by Poetry Alive!*

Hilton Sky Bar (All)

315. 8:30 – 9:30**Improv Comedy Show***Tickets are available at the door for \$15.*

Hilton Grand Ballroom (All)

STORYTELLING and POETRY COFFEEHOUSE

are in a new venue at the

HILTON SKY BAR

STORYTELLING

Friday, March 20, 2009

4:15 – 5:15 p.m.

Hilton Sky Bar



Hosted by Margaret Read MacDonald

Everyone is welcome! Please bring a story to share.

POETRY COFFEEHOUSE



Friday, March 20, 2009

8:30 – 9:30 p.m.

Hilton Sky Bar

Hosted by Poetry Alive!

Come and share in this open mic event where first-time and experienced poets can share their favorite poems.

*Join the Illinois Council of Affective Reading Education (ICARE)
and the Illinois Reading Council
in welcoming the*

“THERE’S COMEDY TONIGHT!”
FEATURING THE “HIGHWIRE IMPROV GROUP” FROM CHICAGO



Friday, March 20, 2009
8:30 – 9:30 p.m.
Hilton Grand Ballroom

The cost is \$15 at the door. A cash bar will be available.
(You'd pay at least 3 times that much to see this group in Chicago!)

PERFORMERS INCLUDE:

Brendan Dowling has spent the past nine years writing and performing in Chicago. He toured the country with Second City's National Touring Company for a year and a half, followed by eight months performing with Second City on board the Norwegian Dawn. Recently, he appeared in Second City's revival of their hit show, 'Red Scare,' in Denver and helped write and perform Second City Denver's inaugural revue, 'How I Lost My Denverginity.' Currently, Brendan performs with the Improvised Shakespeare Company at iO and Baby Wants Candy at the Apollo Theatre.

Dina Facklis has been performing sketch and improvisation since 1995. In Chicago, she teaches at the illustrious iO theatre, where she also performs with the groups. Virgin Daiquiri, Drained, and the Armando Diaz Theatrical Experience and Hootenany. Dina also toured with and currently directs for the Second City. In 2005, Dina made her first appearance in a feature film: She played Nicholas Cage's secretary in THE WEATHER MAN. She is delighted to be here.

Beth Melewski is a former member of The Second City National Touring Company and The Second City Denver where she co-wrote and performed the original review How I Lost My Denverginity. She performs with the all female group Virgin Daiquiri at iO Chicago and the musical improv group Baby Wants Candy at the Apollo theater. She is proud to be one half of the improv duo Dual Exhaust named by The Chicago Sun-Times as one of the "top 10 comedy duos of the past 10 years".

Sue Salvi has been improvising and teaching improvisation for 10 years. She has toured internationally with the Second City touring company, performing both on land and at sea and has co-facilitated corporate workshops with the Second City Communications. She is a co-founder of the sketch comedy group, 'Brick' and performs frequently at the IO Theater in Chicago.

Cayne Collier (born and raised in New Orleans, LA) has been performing stand-up, improvisational, and sketch comedy for 17 years - for 14 years, based out of Chicago, IL. Cayne has studied improv with iO (formerly ImprovOlympic) and Second City. For ten years Cayne was the owner, producer and emcee of "The Elevated" - Chicago's critically acclaimed stand-up comedy showcase. In 2005, Cayne was The Chicago Tribune's "Chicagoan of the Year" for Comedy. Cayne was a member of ComedySportz Chicago for over a decade and a member of The Second City Touring Company for almost two years. Cayne is also a founding member, writer, and performer of the acclaimed sketch group, Brick.

Brian Morris is thrilled to be back in his adopted hometown tonight to perform for Illinois' capital citizens. He has worked as a musical director at The Second City for several years serving as a Mainstage understudy, touring with the National Touring Company, and sailing with casts aboard Norwegian Cruise Lines ships in the Caribbean and Mediterranean Seas. His musical education includes The Muppets and theme songs from 1980's sit-coms. He would like to thank his family and this talented cast.

Conference Sessions

Saturday, March 21, 2009

7:00 – 8:30

Saturday Breakfast

316. 7:00 – 8:30

There’s an Author Loose in the School

Tedd Arnold
 Author
 Elmira, New York



Introduction: Larry Pennie
IRC Strategic Planning Chair
 Come hear the adventures and misadventures of a children’s book author in the public schools.
 A Lincoln Ballroom Sponsored by Zaner-Bloser

IRA Exemplary Reading Program Award
 will be presented to
Neuqua Valley High School
Naperville, Illinois
 Award will be presented by Helen Bryant, Chair

8:00 – 9:00

317. 8:00 – 9:00

Teaching the Academic Essentials

Jim Burke
 Educator
 Burlingame High School
 Burlingame, California



Introduction: Diane Fator
Illinois Title I Association President
 Participants in this session will learn about the “Academic Essentials,” a set of skills that are common to all content areas and can be taught. In this practical session, participants will learn what the Essentials are and how to use them to design effective lessons and provide effective literacy instruction to all levels.
 Center B-11AB (All)

318. 8:00 - 9:00

The Illinois Reading Council Journal: What Do You Want to Know About It?

Jon Jones
 Western Illinois University, Macomb
 The Assistant Editor of the *Illinois Reading Council Journal* will present an overview of the journal. Time will be allocated for questions and answers about publishing or other journal involvement.
 Center B-2 (All)

319. 8:00 - 9:00

Implementing Response to Intervention (RtI): Practical Tips

Susan Hall
 95 Percent Group Inc., Buffalo Grove
 Come hear practical tips on how to implement RtI in your school, including routines for teaching small-group intervention instruction to struggling readers in grades K-6. The importance of a collaborative approach with both general and special education will also be discussed.
 Center B-10 (K-6, Spec, Admin, RS, LC)

320. 8:00 - 9:00

Comparing ISEL and DIBELS: Their Concurrent Validity in Grades K-2, and the Ability of K-2 Scores to Predict 3rd Grade ISAT Reading Performance

Elisa Mustari Fiedler, Lizanne DeStefano
 University of Illinois, Urbana-Champaign
 Hierarchical multiple regression analyses demonstrated the extent to which 3rd grade ISAT reading performance could be predicted from demographic characteristics and ISEL or DIBELS scores from grades K-2. Correlations assessed concurrent validity.
 Center B-3 (K-3, Admin, RS, LC)

321. 8:00 - 9:00

Uncover the Layers of Multigenre Writing!

Maureen Backe
 Northpoint Elementary, Bloomington
 Lora Boyd
 Colene Hoose Elementary, Normal
 Are you having trouble getting your students motivated to write? Learn how to increase elementary students’ writing motivation, genre knowledge, and critical thinking skills through the use of multigenre writing instruction.
 Center B-6W (K-3)

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322. 8:00 - 9:00**Using Nonfiction to Ignite Interest Across the Curriculum**

April Flood

Eastern Illinois University, Charleston

Hands-on activities will be used to introduce nonfiction that will enhance the classroom curriculum. Handouts will be provided with bibliographic information and select activities to use the next day.

Center B-6E

(K-6)

323. 8:00 - 9:00**Read Green! Using Literature to Teach About Ecology and Conservation**

Cecile Arquette

Bradley University, Peoria

Dianne Happ

Peoria Public Library, Peoria

This session will introduce you to a variety of wonderful literature you can use with your students on the topic of conservation and ecology. Both fiction and nonfiction books will be featured.

Center B-7W

(K-9)

324. 8:00 - 9:00**Strategies for Differentiating Instruction in the Upper Elementary and Middle School Classroom**

Stephanie Alcorn

McLean County Unit #5, Normal

Lisa Thompson

Rankin School District #98, Rankin

Do your students complain of work being too difficult or boring? Come experience different strategies that will help with differentiation of instruction in upper elementary and middle school students.

Center B-7E

(4-6)

325. 8:00 - 9:00**Expository Writing and the Inquiry Process**

Barbara Winicki

Governors State University

This session presents strategies that support expository writing during classroom inquiry. Included are strategies for (1) reading and analyzing mentor texts, (2) gathering and summarizing information, (3) synthesizing and reporting information, and (4) considering purpose, audience, and format.

Center B-8

(4-9)

326. 8:00 - 9:00**Officer Buckle Meets Otto and Owly**

Sandy Gandy

Governors State University, University Park

This interactive session looks at recent graphic novels for primary students, ways to transition readers from picture books to graphic novels, and other strategies for use in the classroom.

Center B-4E

(K-3, RS)

327. 8:00 - 9:00**Never Again – Children During the Holocaust**

Karl Fivck

Educational Consultant, Peru

The program will examine past and present Holocaust literature and explore no less than three ways of student involvement in the learning process - oral readings, plays and reconstructive art. Attendees will have the opportunity to participate during the program.

A Lincoln Freeport A

(6-12)

328. 8:00 - 9:00**Morphology: Making Meaning**

Elsie Garbe

West Aurora High School, Aurora

What exactly is morphology? What insights does research offer for using morphology to improve reading abilities in at-risk students aged seven through adult? Learn effective teaching tools to increase morphological awareness and thereby improve reading and comprehension.

A Lincoln Freeport B

(4-12, Spec, RS)

329. 8:00 - 9:00**Implementing Reading and Writing Workshop in Middle School!**

Christy Rush

Valley View School District 365U,

Romeoville

Moving beyond the traditional textbook and district curriculum to implement reading and writing workshop is not easy. Participants in this session will receive a detailed overview of one teacher's journey and sample lessons to try.

A Lincoln Ottawa A

(6-9)

330. 8:00 - 9:00**Prairie Tales and Dragon Tales**

Ginny Moore

Midland Middle School, Sparland

Chris Downey

Midland Elementary, Lacon

Prairie Tales and Dragon Tales go together like peanut butter and jelly! These yearlong programs make the connection through curriculum themes and activities. Yes, second and fifth graders can learn together and enjoy.

A Lincoln Ottawa B

(K-6)

331. 8:00 - 9:00
Engage in Writing!
 Sara Spruce

Olivet Nazarene University, Bourbonnais

You can create an engaging class writing activity that will allow each student to develop his own personalized book! Participants will view samples of student-designed books developed in K-6 classrooms. A handout description of the project, a rubric, and writing extension ideas will be provided.

A Lincoln Bond (K-6)

332. 8:00 - 9:00
The Scoop On Student Led Conferences: Everything You Wanted to Know But Were Afraid to Ask...

Rebecca Trieger, Amanda Willey, Sara Oehlert,
 Aimee Berman

District 186, Springfield

Information and materials for the preparation, organization and management (including videos, samples and supporting documents) of student led conferences will be presented from the perspective of both an experienced and a first year teacher.

A Lincoln Altgeld (K-9)

333. 8:00 - 9:00
Improving Attitudes Towards Reading

Amanda Morris
 Peru Public School, Peru
 Taunya Rumbold-Sceggel
 Cornerstone Christian Academy,
 Bloomington

Through quality literature we will demonstrate effective strategies to motivate students to go above and beyond. These strategies will encourage students to have the confidence to express their thoughts and ideas.

A Lincoln Yates (K-6)

334. 8:00 - 9:00
Tales and Talk

Patricia Polacco
 Author
 Union City, Michigan



Introduction: Melinda Grimm
 IRC Region 4 Director

Patricia brings into play the real life stories that inspired the books *Meteor!*, *The Keeping Quilt*, and *Thank You, Mr. Falker*. She will inspire and entertain you as she regales about family, heroic teachers who influenced her life, teachers as heroes, while also touching on her learning disabilities, teasing, and how this made her feel growing up.

Hilton Ballroom (All)

8:00 – 10:00 (Double Session)

335. 8:00 - 10:00 (Double Session)
Crossing the Great Divide: Motivating Middle School Students to Read

Jacquelynne Brosam
 Eastern Illinois University, Charleston
 Jeanette Brosam
 Franklin Middle School, Champaign

This session will provide middle-level teachers with strategies and activities to turn reading into a “want to” for students rather than a “have to.” Examples and handouts will be provided.

Hilton Vista 2-3 (4-9, RS, LC)

336. 8:00 - 10:00 (Double Session)
Tear-Free Interventions in RtI: Primary Emphasis

Lucia Schroeder, Judy Barbour
 Eastern Illinois University

No tears in Tier I & II interventions! Ideas will be modeled for classroom interventions to enable success for all children. A variety of options will be presented with time for attendees to share concerns and successes. Embedded assessments included.

Hilton Vista 5-6 (K-3, Admin, RS, LC)

9:15 – 10:15

337. 9:15 – 10:15
Teaching the Questions

Jim Burke
 Educator
 Burlingame High School
 Burlingame, California



Introduction: Cindy Wilson
 IRC Director of Membership

Research consistently finds that instruction organized around challenging, meaningful questions benefits students. Participants in this session will learn about strategies for teaching adolescents in ways that increase engagement, improve understanding, and enhance memory. Emphasis in this session will be on using questions to design units of instruction and improve reading performance.

Center B-11AB (All)

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338. 9:15 – 10:15**There's an Artist Loose in the Book**

Tedd Arnold
Author
Elmira, New York



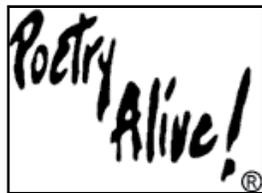
Introduction: Adrienne Evans
IRC Region 7 Director

A look at the artist's impact on the story and how the collaboration of art and words creates picture books.

Center B-11C (K-5)

339. 9:15 – 10:15**Engage! Excite! And Ignite! Your Classrooms with Poetry Alive!**

Poetry Alive!
Performers/Educators
Asheville, North Carolina



Introduction: ???
???

Poetry Alive's high-energy performance presents verse as theatre, transforms poems into scripts, and changes audience members into fellow actors. This performance and hands-on workshop provides a role model for an approach to poetry that will energize your classroom and help your students not only connect to the text but to each other and to themselves. (What we do in this workshop, you can do next week in your classroom.)

Center B-11D (All)

340. 9:15 - 10:15**Assembly Required...Piecing Together a New Normal with Asperger Syndrome**

Kristen Stombres
Judson University, Elgin
Allyse Stombres
Augustana College, Rock Island
Austin Stombres
District 303 Student, St. Charles

A family will discuss their experiences with Aspergers from multiple perspectives. A factual overview of the historical, medical, educational, and ethical issues of this syndrome will be presented. A university professor will share her perspectives of these issues as a parent of a student with Aspergers including techniques to promote literacy. The student with Aspergers will share his experiences as a member of elementary and middle school classrooms and what he wishes his teachers would have known about his abilities. Learn how this family has pieced together many experiences to create a new "normal."

Center B-1 (All)

341. 9:15 - 10:15**From Adversity to Diversity: Reading Helen Bannerman's Little Story**

Vandella Brown
Illinois State Library

There are over 56 different copies of the book, *Little Black Sambo*, based on the original story by Helen Bannerman. This year (2009), the book will commemorate its 110th anniversary. Learn the history behind this controversial children's book and examine new versions of the book and the diversity it offers today.

Center B-2 (Spec, Adults, Admin, Lib, RS, LC)

342. 9:15 - 10:15**Assist, Excite, Engage, EMPOWER with Computer Technology**

Jennifer Schaffer
Barrington Middle School, Barrington
JoAnne Vazzano
Northeastern Illinois University, Chicago

Presentation will demonstrate how the familiar features of Mac and PC as well as readily available software and Internet websites can assist, excite, engage, and empower English language learners and struggling readers and writers.

Center B-9 (K-12, Spec, RS, LC)

343. 9:15 - 10:15**5 Essential Tools for Writing in the Content Areas**

Sylvia Ford
Educational Consultant, West Columbia, SC

The presenter will demonstrate how to include essential writing tools in a standards based content area classroom. The presentation will focus on vocabulary, graphic/visual organizers, text patterns, research, and writing for authentic purposes. A handout will be provided.

Center B-10 (4-9, RS, LC)

344. 9:15 - 10:15**Strategies for Parental Involvement at School**

Courtney Jokisch, Ginnell Barke
Irving School, Bloomington

Do you want to pack the house with parental involvement? Examples will be provided to professionals who are looking to improve parent/family turnout at after school activities.

Center B-3 (K-3, Admin, RS, LC)

We strive to meet your print and technology needs across all subject areas.

Jennifer Yarberry
District Manager, Chicago
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John Hanzalik
District Manager, Illinois
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345. 9:15 - 10:15**Celebrate Literacy in the Kindergarten Classroom**

Kathy Bergen

Irvington Grade School, Irvington

Engage the early learners with these simple ideas. Try these strategies to excite them with literacy. Ignite the love of reading with treasured books. Come celebrate literacy!

Center B-4W (PreK-3)

346. 9:15 - 10:15**Integrating Developmental Word Study into the Literacy Block**

Michelle Olson, Kaitlin Sidio

Indian Prairie School District #204, Aurora

Instructional tips on how to set up, organize and manage developmental word study in the primary classroom. We will highlight the importance of assessment for best practice instruction.

Center B-4E (K-3, RS, LC)

347. 9:15 - 10:15**RtI Baby Steps: Teachers' Feelings and Thoughts of Their Start Up Year**

Chastity Turney

Douglas School, Clinton

Jonathan Hovey

Glenn School, Normal

How do you feel about RtI? Get insight into teachers' and administrators' evolving feelings and attitudes during the start up year of RtI.

Center B-6W (K-3, Admin, RS, LC)

348. 9:15 - 10:15**Teaching Math by Reading**

Kristin Bernstein, Stephanie Buckley

Southern Illinois University

Learning math can be difficult for some students. By reading books about mathematics, students will be able to relate a new mathematics concept to that story and increase their understanding of the concept.

Center B-6E (K-6)

349. 9:15 - 10:15**Not Just Talking: Effective and Efficient Writing Conferences**

Jennifer Berne

National-Louis University, Wheeling

Many teachers find writing conferences time-consuming and worry they have only a negligible effect on student writing. This session introduces teachers and literacy coaches to an efficient and effective model for conferring with student writers.

Center B-7E (K-12, Spec, LC)

350. 9:15 - 10:15**Teacher Book Talks & Buddy Book Walks: Positive Effects on Struggling 3rd Grade Boys' Reading**

Debbie Dunn

District 186, Springfield

Laura Boyer

Tri-Valley CUSD #3, Downs

Discover how book talks along with buddy walks build expertise, boost attitudes and increase engaged reading of struggling boys. Learn how two common classroom practices, when thoughtfully coupled, can awaken the literacy lives of boys.

Center B-7W (K-6)

351. 9:15 - 10:15**"All Summer in a Day" for Reluctant Readers**

Debbe Rigney-Hays

Western Illinois University, Macomb

This short story by Ray Bradbury is used to demonstrate the close link between reading and writing. Set in another world with feelings easily identifiable to many readers, this story draws in those reluctant readers.

Center B-8 (4-9, Adults)

352. 9:15 - 10:15**Comprehension Strategies that Engage Students, Excite Teachers, and Ignite Success**

Debra Wellman

Rollins College, Orlando, FL

Maria Callis

Lee County Schools, Orlando, FL

We will share some of our favorite comprehension strategies for middle and secondary students. Come with a pen or pencil; you will experience these strategies instead of being told about them.

A Lincoln Freeport B (4-12, RS, LC)

353. 9:15 - 10:15**Perceptions of Differentiated Instruction**

Jamie Colbert

Mahomet-Seymour High School, Mahomet

Messina Lambert

Sheridan School, Bloomington

Looking for ways to differentiate? Come and hear teachers' perceptions of differentiated instruction before and after strategies were presented. Leave with strategies!

A Lincoln Freeport C (4-12)

354. 9:15 - 10:15**Family Literacy Night**

Suzi Hinrichs

District 34, Winfield

This presentation will include an outline for two different family event formats as well as several interactive activities for promoting literacy.

A Lincoln Ottawa A (K-6, Admin, RS)

355. 9:15 - 10:15**Literacy Work Stations Ready-to-Make**

Michelle Kuhn, Beth Downey
Plainfield Learning Community 202,
Plainfield

Dawn Zuffante
District 54, Schaumburg

Come learn ready-to-implement activities that allow students to practice, reinforce, and extend their learning through literacy and content activities. Participants will receive activity samples and instructions on how to develop, differentiate, and manage stations activities.

A Lincoln Ottawa B (K-6, Admin, Lib, RS, LC)

356. 9:15 - 10:15**Reflective Teaching**

Jeanine Wilker
Montana State University, Billings, MT

Ethan Van Norman
Illinois State University, Normal

Results of a study of pre-service teacher education students and their experiences in a reading clinic. The study focuses on the shift in the teacher candidate's thoughts, attitudes and beliefs about working with struggling readers.

A Lincoln Bond (K-6, Spec, Admin, RS, LC)

357. 9:15 - 10:15**Revise & Renew Reading Buddies (Polar Poetry Partners)**

Karen Leffelman
Highlands Elementary, School District 203,
Naperville

Our school pairs grade levels to read together. As the Reading Specialist, I utilized the same amount of time for the buddies, but created more purposeful materials to support the RtI process. Our goal was to teach concepts of print, left-right, one-to-one tracking, and initial sight vocabulary to our Kindergarten students using their 3rd grade buddies. With simple directions the 3rd graders would guide their kindergarten buddy and gradually release the responsibility of early literacy skills. The specialist created a crate for each kindergarten teacher to use & modeled for the 3rd graders how to work as a tutor for literacy. Pre & post testing of the ISEL was used to monitor progress. For 2nd & 5th grade buddies, poems were used for echo reading to teach phrasing for fluency. Comprehension questions were also included with each poem. Crates to house the poems in a systematic way were made for each 2nd grade class. The Specialist modeled for the 5th graders on how to work with their 2nd grader on phrasing and rereading to find answers in the text. Progress monitoring was completed to mark growth. Directions to create these materials & samples will be given to those in attendance.

A Lincoln Yates (K-6, Spec)

358. 9:15 - 10:15**A Key to Reading Success?**

Peter Hilton
Saint Xavier University, Chicago

Julie O'Connor
Southwest Elementary, Evergreen Park

Our research project helped students change their view of their own abilities regarding reading and thereby improved their reading skills. The authors will present their activities and methods that led to student success.

A Lincoln Altgeld (K-9, RS)

359. 9:15 - 10:15**RtI Question and Answer Forum****Moderator:**

Terry Schuster, Psychologist and PP Supervisor
for Ogle County Education Cooperative

Panel Members:

Laura Beltchenko, Asst. Superintendent of
Curriculum and Instruction, Wauconda, IL
Deb Hays, Asst. Director of Teaching and
Learning, Batavia Public School District 101
Mary Grom, Reading Specialist, Milburn
District 24

Bring your questions regarding the various ways RtI can be implemented in your school district. Illinois Reading Council mentors will be available to assist you with information from their unique perspectives. This session is an open forum. Audience members are invited to present questions to panel members. Additionally, audience members will be encouraged to exchange ideas and interact with each other as well as the members of the panel.

Hilton Ambassador (All)

9:15 – 11:15 (Double Session)**360. 9:15 - 11:15 (Double Session)****The Organization of Argument**

Dea Conrad-Curry
Educational Consultant, Alpha

Writing to think or thinking to write? This presentation outlines and models a process that builds questioning skills and hones organizational patterns to produce rich responses to essential content and world questions.

Hilton Plaza 1 (9-12)

10:30 – 11:30**361. 10:30 – 11:30****Effective Adolescent Literacy Instruction**

Jim Burke
Educator
Burlingame High School
Burlingame, California



Introduction: Karen Ringas
Fox Valley Reading Council Co-President

Drawing on recent reports and research on adolescent literacy instruction, this session will focus on key best practices appropriate to secondary teachers. The session will emphasize integrated literacy, specifically the reading-writing connection and how writing and reading can be used to think about and engage with subjects students find difficult or boring.

Center B-11AB (All)

362. 10:30 - 11:30**No Entiendo! Vocabulary Strategies for ELLs.**

Ivette Loza, Beth Hansen
Chicago Public Schools, Chicago

Urban teachers share challenges in providing responsive reading instruction to meet language and cultural needs of students. Presentation will demonstrate strategies to meet the vocabulary demands for ELLs through integrated vocabulary instruction. Handouts.

Center B-3 (K-9, Spec, RS, LC)

363. 10:30 - 11:30**Alive and Reading! Putting the “FUN” Back Into Literature**

Denise Thomas, Kelly Boersma, Carrie Berry, Ellen Dugan
District #124, Evergreen Park

In the world of educational standards, differentiated instruction and standardized assessments, we will show you how to put the F-U-N back into reading! Our Family Reading Night program brings books and passion back to life!

Center B-4W (PreK-6, Spec, Admin, Lib)

364. 10:30 - 11:30**Question-Answer Relationships (QARS): Making It Work In The Primary Grades!**

Kyle Whiteley, Bernadette Wachel
Sandidge School, Tinley Park

Looking for a comprehension tool that can be easily embedded across the K - 3 curriculum? Look no further than QARS (Raphael, 1982, 1986)! QAR teaching strategies will be demonstrated and modeled.

Center B-4E (K-3)

365. 10:30 – 11:30 (Repeat of 66)**From Fun Phonics to Chapter Books: A Teacher’s Magic Touch**

Marsha M. Lewis
Educator
Kenansville Elementary School
Kenansville, North Carolina



Introduction: Diane Fator
Illinois Title 1 Association President

Making Reading Happen for children from advanced kindergarten to fourth grade. This session will progress from silly and fun phonics to reading chapter books.

Center B-11C (K-4)

366. 10:30 – 11:30**Best New Books for the Classroom**

Laura Tillotson
Editor, *Book Links*
Editorial Director, *Booklist*
Books for Youth
American Library Association
Chicago, Illinois



Introduction: Christine Boardman Moen
IRC President-Elect, 2009 Conference Chair

How do you keep up with the avalanche of new children’s books being published each year? Let *Book Links* magazine help! Join editor Laura Tillotson as she shares her enthusiasm for the best new picture books, novels, poetry, and informational titles from the last year and gives tips on how to tie them into curricular content areas. You will come away energized and full of ideas for using literature in the classroom.

Center B-11D (K-8)

367. 10:30 - 11:30**Selection Strategies that Increase Engagement in Your Independent Readers**

Jessica Wutz
Metcalf School, Normal
Linda Wedwick
Illinois State University, Normal

No two readers are the same and when matching students to books for independent reading time, different criteria for each individual reader needs to be taken into consideration while showing them how to strategically and effectively select “just-right” books. You will learn how to set up and manage an effective independent reading time in which students truly engage in the practice of reading while building a positive attitude.

Center B-6E (K-6, Admin, Lib, RS, LC)

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368. 10:30 - 11:30**Response to Intervention: An In-Depth Investigation**

Elizabeth Longman

Fieldcrest Elementary South, Minonk

Sara Van Scyoc

Jefferson Park Elementary, El Paso

An in-depth investigation into the Response to Intervention Model: Including specific interventions, transference of skills into the classroom, long term implications on reading success and emerging trends.

Center B-6W (K-3, Spec, Admin, RS, LC)

369. 10:30 - 11:30**From Laughter to Tears: How Authors Evoke Emotional Responses From Readers**

Jenny Meyerhoff, Brenda Ferber

Illinois Authors

Illinois authors Brenda Ferber and Jenny Meyerhoff discuss the tools authors use to connect emotionally with readers. Using examples from their own works and popular literature, Brenda and Jenny will provide tips and activities for helping your students identify when authors are engaging their emotions and for bringing this technique into their own writing.

Center B-7W (K-9)

370. 10:30 - 11:30**Getting the Most From Your Library**

Matt Farley

Williamsville Jr. High School, Williamsville

Mandi Cioni

Beverly Manor Grade School, Washington

Is your library sitting unused? Discover the impact of non-certified librarians on faculty use of the school library. Learn new ways to utilize your library in this age of budget cuts and lost librarians.

Center B-8 (4-9)

371. 10:30 - 11:30**Concepts of Writing for At Risk Learners**

Pamela Kuforiji

Instructional Coach, Elgin

This presentation is designed to provide multiple hands on strategies for educators who want to help their at risk students connect specific writing techniques to the practice of writing.

A Lincoln Freeport A (6-12)

372. 10:30 - 11:30**A Comprehensive Reading Program**

Dawn Andermann, Linda Yochum

School District #231, Rochelle

Lincoln and Rochelle schools has created a comprehensive guided reading program involving all the special area teachers with the classroom teachers in grades K-5. The program will be explained from set-up to tweaking the program.

A Lincoln Freeport B (K-6, Spec, Admin, RS, LC)

373. 10:30 - 11:30**Legal Eagles: Using Fairytales to Teach Collaboration, Conflict Resolution & Justice**

Donna Stone

Northwestern's Center for Talent Development

Participants will experience how fairytales are used to help students learn conflict resolution skills. In this era of bullying and cyber-communication, it is more important than ever to teach students the give and take of collaboration. Handouts will be given.

A Lincoln Freeport C (4-12)

374. 10:30 - 11:30**Creative Ways to Include Reading in Mathematics**

Rebecca Gundersen

Lukancic Middle School, Romeoville

Who says reading has nothing to do with math? Well they are wrong! Learn to plan, to engage, excite, and ignite the imaginations and brains of your students with hands on activities that require math and reading skills. These activities will help you, as the teacher, apply reading strategies to everyday lessons and to projects that will keep your students wanting to do math and reading!

A Lincoln Ottawa A (6-9, RS)

375. 10:30 - 11:30**Second Language Acquisition for Academic Subjects: It Doesn't Just Happen!**

Harriette Herrera

Educational Consultant, Roselle

This workshop will provide an overview of how second language acquisition occurs, what it is and how it relates to and supports academic achievement when appropriate strategies and transitions are used in the classroom.

A Lincoln Ottawa B (K-12, Spec, Admin, RS, LC)

376. 10:30 - 11:30**Authentic Literacy: Meaningful Literacy Opportunities That Motivate Students and Foster Ownership**

Janice Rashid

Central Elementary School, Des Plaines

This presentation will provide an overview of and rationale for the use of authentic literacy opportunities. Examples of authentic literacy at the classroom, building, and community level will be provided.

A Lincoln Bond (K-9, Admin, Lib)

377. 10:30 - 11:30
One Book One School – A Literacy Adventure!

Donna Herman

Victor J. Andrew High School, Tinley Park

Engage your school and community in a literacy adventure by learning how to create a literacy program to meet your needs! Begin building a community of readers with your own reading adventure.

A Lincoln Altgeld (All)

378. 10:30 - 11:30
Decoding: What It Is And What It Is Not

Jon Jones

Western Illinois University, Macomb

This presentation will focus on the concept of decoding and its role in the reading process and reading instruction. Example lessons will be provided.

A Lincoln Yates (K-12, RS)

379. 10:30 - 11:30
Guided Reading: A Proactive Way to Help Struggling Readers

Jan Cryder, Diane Paul

Alhambra Primary/Highland CUSD #5,
 Alhambra

This presentation will showcase a successful model of a guided reading program that uses reading teachers in the regular classroom to meet the needs of individual students.

Hilton Vista 1 (All)

380. 10:30 - 11:30
Teaching the Qualities of Writing

Carol Barsby

Journeys Professional Development,
 Crocker, MO

If writers are to produce quality work, then educators must feel confident as writers. This multilevel scientifically researched process provides teachers ideas for mini-lessons on revision and editing which will build the confidence of all.

Hilton Vista 2-3 (All)

381. 10:30 - 11:30
Sweet Pickles 26

Shirley Dresden, Helen Jenkins, Karin Johnson
 Common Place, Peoria

Sweet Pickles is the reemergence of a series that's relevant for today's youth. Families learn how a cast of characters live together through these engaging, fun-filled, instructional meetings. Come expecting ideas. Leave prepared to teach.

Hilton Vista 5-6 (K-12, Spec, Lib, RS, LC)

11:45 – 1:30

382. 11:45 – 1:30
The Heroes of My Life

Patricia Polacco
 Author
 Union City, Michigan



Introduction: Roxanne Owens
 IRC President

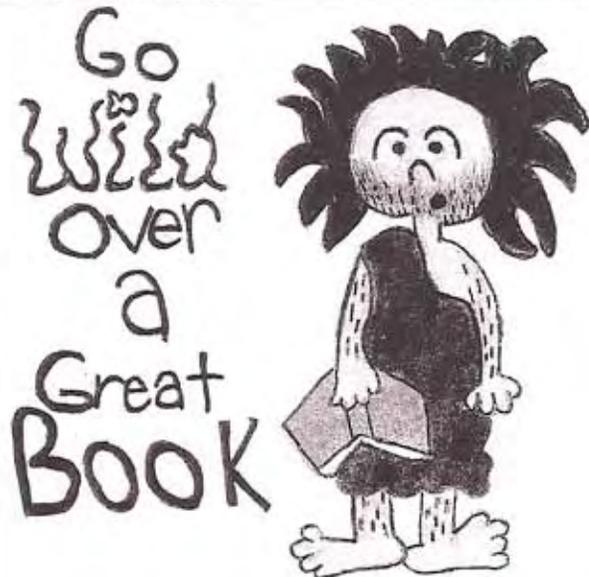
Patricia thanks the heroes who have made a difference in her life. She pays homage to the distinct people and their ilk that have inspired her to become the person she is today... those who continue to make the biggest difference in the world each and every day, insuring the preservation and well being of our most precious resource...our children. In addition to offering a glimpse into her past from personal triumphs (learning to read), to family heirlooms (Anna's quilt), this presentation is aimed at teachers, parents, librarians, men and women alike, intended to uplift, inspire, and acclaim those heroes, who have devoted their lives to our children.

Hilton Grand Ballroom

Static Sticker Decal Contest Winner
Brittaney Davis

6th Grader from Columbia Middle School

Presented at the Saturday Luncheon by Kathleen Sweeney
 ICARE Static Sticker Decal Contest Chair



Illinois Reading Council
 Illinois Council for Affective Reading Education

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Illinois Reading Council Past Presidents

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Request for Membership on IRC Standing and Standing Committees 2009 - 2010

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

Adult and Family Literacy Committee - Collect and disseminate information dealing with adult and family literacy.

Bylaws, Policies and Procedures Committee - Review and update the IRC bylaws and policies.

Legislative Committee - Gather and disseminate information concerning legislation related to reading.

Intellectual Freedom Committee - Collect and disseminate information concerning censorship of reading materials.

IRC Grant Committee - Recommend financial grants for literacy projects.

Membership Committee - Stimulate membership of IRA, state, local, and special interest councils and coordinate activities of the councils.

Newspaper in Education Committee - Promote activities for Newspaper in Education Week.

Parents and Reading Committee - Collect and disseminate information dealing with parent involvement and concerns with instruction in reading.

Prairie State Award Committee - Review nominations to select an outstanding Illinois children's/YA author.

Program Committee - Make plans for the annual conference of the council.

Publications Committee - Explore needs for publications in reading.

Studies and Research Committee - Facilitate, conduct and implement, and disseminate literacy research from infancy through adulthood.

**Please complete the information below and mail the form to:
Illinois Reading Council, 1210 Fort Jesse Rd., Normal, IL 61761**

Committee Name _____

I wish to be considered.

Name _____

Reading Council _____

Address _____

City _____ State _____ Zip _____

Telephone: Home _____ School _____ Email _____

I wish to nominate

Name _____

Address _____

City _____ State _____ Zip _____

Telephone: Home _____ School _____ Email _____



MEMBERSHIP FORM

1210 Fort Jesse Road, Suite B2, Normal, IL 61761
 Phone: 888-454-1341 E-mail: irc@illinoisreadingcouncil.org
 Fax: 309-454-3512 Web: www.illinoisreadingcouncil.org

1 Please print or type. *Individual Membership for One Year*

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 _____

<p>2 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.</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p>	<p>3 List the dues amount of each council you are joining. \$40 - One year membership \$25 - Preservice Teacher membership</p>
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4 Discount for multiple memberships.
 If you join more than one council at this time, you may deduct \$25 for each council after the first one. Preservice Teacher discount is \$20.

Total Before Discount _____
 Discount _____
TOTAL AMOUNT DUE _____

5 Return this form with payment to:

Illinois Reading Council
1210 Fort Jesse Road, Suite B2
Normal, IL 61761

Method of Payment: (Sorry, no P.O.'s accepted.)
 Check (payable to IRC) Visa MasterCard

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

Signature _____ Credit Card Expiration Date: _____ Mo _____ Yr. _____

6 In our continuing effort to provide meaningful services to our members, IRC requests the following information.

Are you a member of the International Reading Association (IRA)?
 a. yes membership # _____ expiration date _____
 b. no

Professional Areas of Interest (Check 3)

<p>Age</p> <p>a. <input type="checkbox"/> 18-24 b. <input type="checkbox"/> 25-39 c. <input type="checkbox"/> 40-54 d. <input type="checkbox"/> 55 and over</p>	<p>Years in Education Profession</p> <p>a. <input type="checkbox"/> 0-4 b. <input type="checkbox"/> 5-14 c. <input type="checkbox"/> 15-29 d. <input type="checkbox"/> 30 and over</p>	<p>Highest Degree Earned</p> <p>a. <input type="checkbox"/> Bachelors b. <input type="checkbox"/> Masters c. <input type="checkbox"/> Doctorate</p>	<p>a. <input type="checkbox"/> administration b. <input type="checkbox"/> adult literacy c. <input type="checkbox"/> affective reading d. <input type="checkbox"/> assessment e. <input type="checkbox"/> children's literature f. <input type="checkbox"/> comprehension g. <input type="checkbox"/> content area reading h. <input type="checkbox"/> family literacy i. <input type="checkbox"/> holistic reading j. <input type="checkbox"/> multilingual/multicultural k. <input type="checkbox"/> newspapers in education l. <input type="checkbox"/> parents and reading m. <input type="checkbox"/> reading for gifted students n. <input type="checkbox"/> research o. <input type="checkbox"/> study skills p. <input type="checkbox"/> teacher education q. <input type="checkbox"/> technology in reading r. <input type="checkbox"/> Title I/remedial reading s. <input type="checkbox"/> young authors/writing</p>
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Present Position

<p>Classroom Teacher</p> <p>a. <input type="checkbox"/> preschool b. <input type="checkbox"/> K-3 c. <input type="checkbox"/> 4-6 d. <input type="checkbox"/> middle school/jr. high e. <input type="checkbox"/> high school f. <input type="checkbox"/> post Secondary</p>	<p>Administrator</p> <p>a. <input type="checkbox"/> curriculum/reading supervisor b. <input type="checkbox"/> building principal c. <input type="checkbox"/> superintendent d. <input type="checkbox"/> other _____</p>	<p>Other</p> <p>a. <input type="checkbox"/> librarian b. <input type="checkbox"/> parent c. <input type="checkbox"/> special ed. teacher d. <input type="checkbox"/> gifted/talented teacher e. <input type="checkbox"/> Title I/remedial f. <input type="checkbox"/> reading specialist g. <input type="checkbox"/> retired</p>
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Illinois Reading Council Membership

Locations of IRC Local & Special Interest Council Regions by Counties

The annual membership of \$40 includes membership in the Illinois Reading Council **and** a local or special interest council. The annual full-time student membership is \$25. 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. By joining multiple councils at this time, a discount of \$25 is offered for each council joined after the first. The student discount is \$20. Follow the steps on the front of this form.

North-Northwest Region (Region 1)	West Central-Central Region (Region 4)	Southwest Region (Region 7)
<p><input type="checkbox"/> Blackhawk Reading Council - (Rock Island, Mercer, Western Henry & Whiteside)</p> <p><input type="checkbox"/> Northern Illinois Reading Council - (Boone, DeKalb, Winnebago, Eastern Lee & Ogle)</p> <p><input type="checkbox"/> Northwestern Illinois Reading Council - (JoDavies, Stephenson, Carroll)</p> <p><input type="checkbox"/> Sauk Valley Reading Council - (Eastern Whiteside & Henry, Western Lee, Ogle, & Bureau)</p>	<p><input type="checkbox"/> Central Illinois Reading Council - (Logan, Menard, Cass, Morgan, Sangamon, Christian, Montgomery)</p> <p><input type="checkbox"/> Illinois Valley Reading Council - (Stark, Putnam, Marshall, Peoria, Woodford, Tazewell, Eastern Fulton, Mason)</p> <p><input type="checkbox"/> MID-State Reading Council - (McLean, DeWitt)</p> <p><input type="checkbox"/> Western Illinois Reading Council - (Henderson, Warren, Knox, McDonough, Hancock, Schuyler, Western Fulton)</p>	<p><input type="checkbox"/> Lewis and Clark Reading Council - (Macoupin, Jersey, Madison, St. Clair, Monroe, Washington, Clinton)</p> <p><input type="checkbox"/> National Road Reading Council - (Bond, Effingham, Fayette)</p> <p><input type="checkbox"/> Mississippi Valley Reading Council - (Adams, Brown, Pike, Scott, Greene, Calhoun)</p>
North-Northwest Chicago Region (Region 2)	North Central Region (Region 5)	Southeast Region (Region 8)
<p><input type="checkbox"/> Fox Valley Reading Council - (Kane)</p> <p><input type="checkbox"/> Lake Area Reading Council - (Western Lake, McHenry, Northwestern Cook)</p> <p><input type="checkbox"/> Suburban Council of IRA (SCIRA) - (Eastern Lake, Northern Cook)</p>	<p><input type="checkbox"/> South Suburban Reading Council - (Those parts of Cook Co. bounded on west by Will-Cook Rd., north by 115th St., and/or Chicago City limits)</p> <p><input type="checkbox"/> Starved Rock Reading Council - (LaSalle, Grundy, Kendall, Livingston, Eastern Bureau)</p> <p><input type="checkbox"/> Two Rivers Reading Council - (Kankakee, Iroquois, Northern Ford)</p> <p><input type="checkbox"/> Will County Reading Council - (Will)</p>	<p><input type="checkbox"/> Southern Illinois Reading Council - (Jefferson, Randolph, Perry, Franklin, Williamson, Saline, Gallatin, Union, Johnson, Pope, Alexander, Hardin, Pulaski, Massac, Jackson)</p> <p><input type="checkbox"/> South Eastern Reading Council - (Lawrence, Richland, Clay, Crawford, Jasper)</p>
Chicago Region (Region 3)	East-East Central Region (Region 6)	Special Interest Councils (Region 9)
<p><input type="checkbox"/> Chicago Area Reading Association (CARA) - (Chicago Area - Cook County within the Chicago city limits)</p> <p><input type="checkbox"/> Prairie Area Reading Council - (Western DuPage County)</p> <p><input type="checkbox"/> West Suburban Reading Council - (DuPage County and those parts of Cook County west of Rt. 43 excluding all areas within the Chicago city limits)</p>	<p><input type="checkbox"/> East Central-EIU Reading Council - (Moultrie, Shelby, Cumberland, Coles, Clark, Edgar, Douglas)</p> <p><input type="checkbox"/> Illini Reading Council - (Champaign, Piatt, Southern Ford)</p> <p><input type="checkbox"/> Macon County Reading Council - (Macon)</p> <p><input type="checkbox"/> Vermilion Valley Reading Council - (Vermilion)</p>	<p><input type="checkbox"/> CIRP - (College Instructors of Reading Professionals)</p> <p><input type="checkbox"/> ITA - (Illinois Title I Association)</p> <p><input type="checkbox"/> ICARE - (Illinois Council for Affective Reading Education)</p> <p><input type="checkbox"/> ILLC - (Illinois Language and Literacy Council)</p> <p><input type="checkbox"/> SRL - (Secondary Reading League)</p>

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Friday, March 20, 2009

8:00 a.m. - 4:00 p.m.

**Visit the IRC Treasure Chest in the
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*The key you receive at registration may
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**Complimentary Refreshments
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Thursday, 3:00 - 4:30 p.m.

Provided by Macmillan/McGraw-Hill

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in the Exhibit Area**

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

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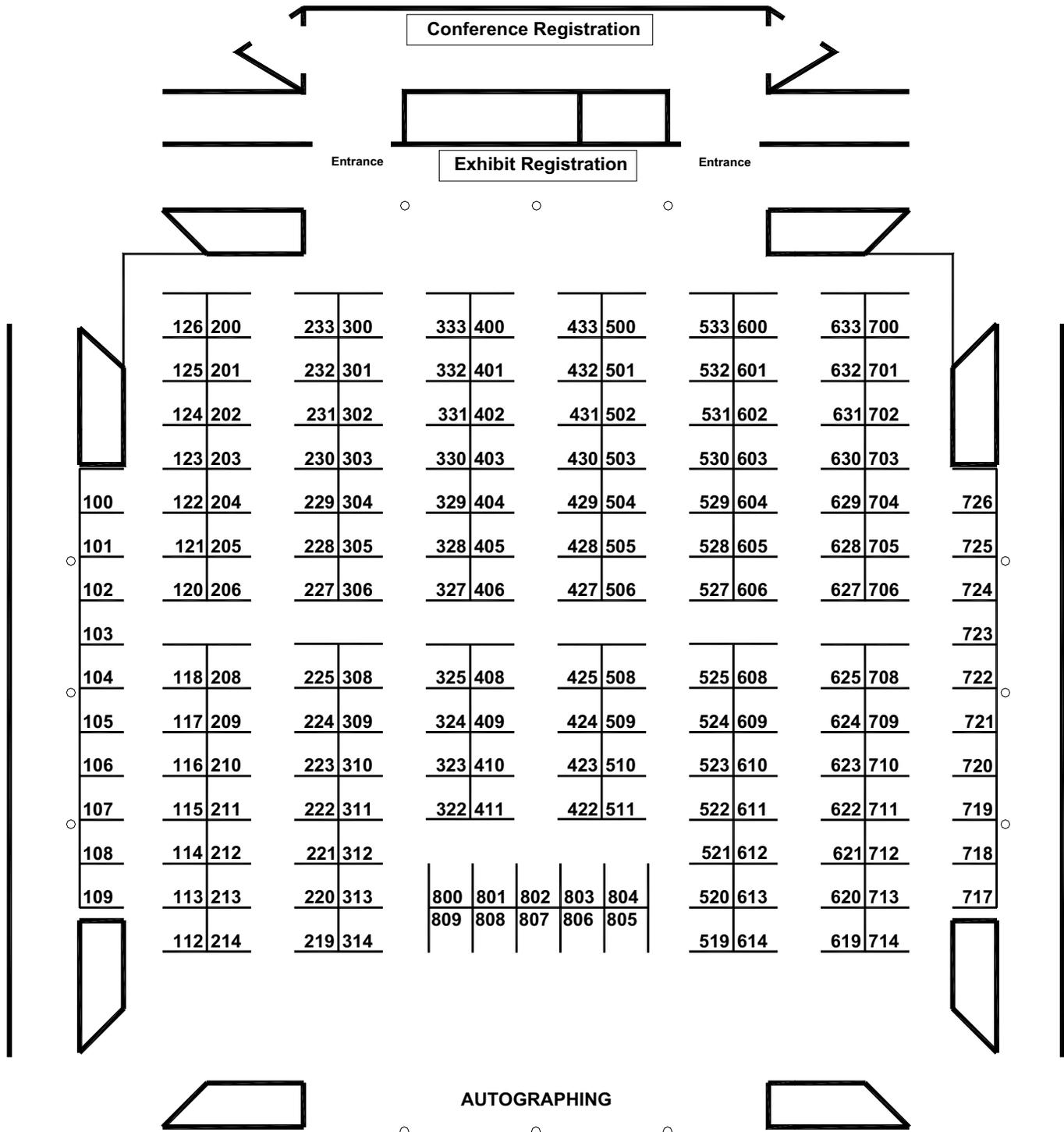
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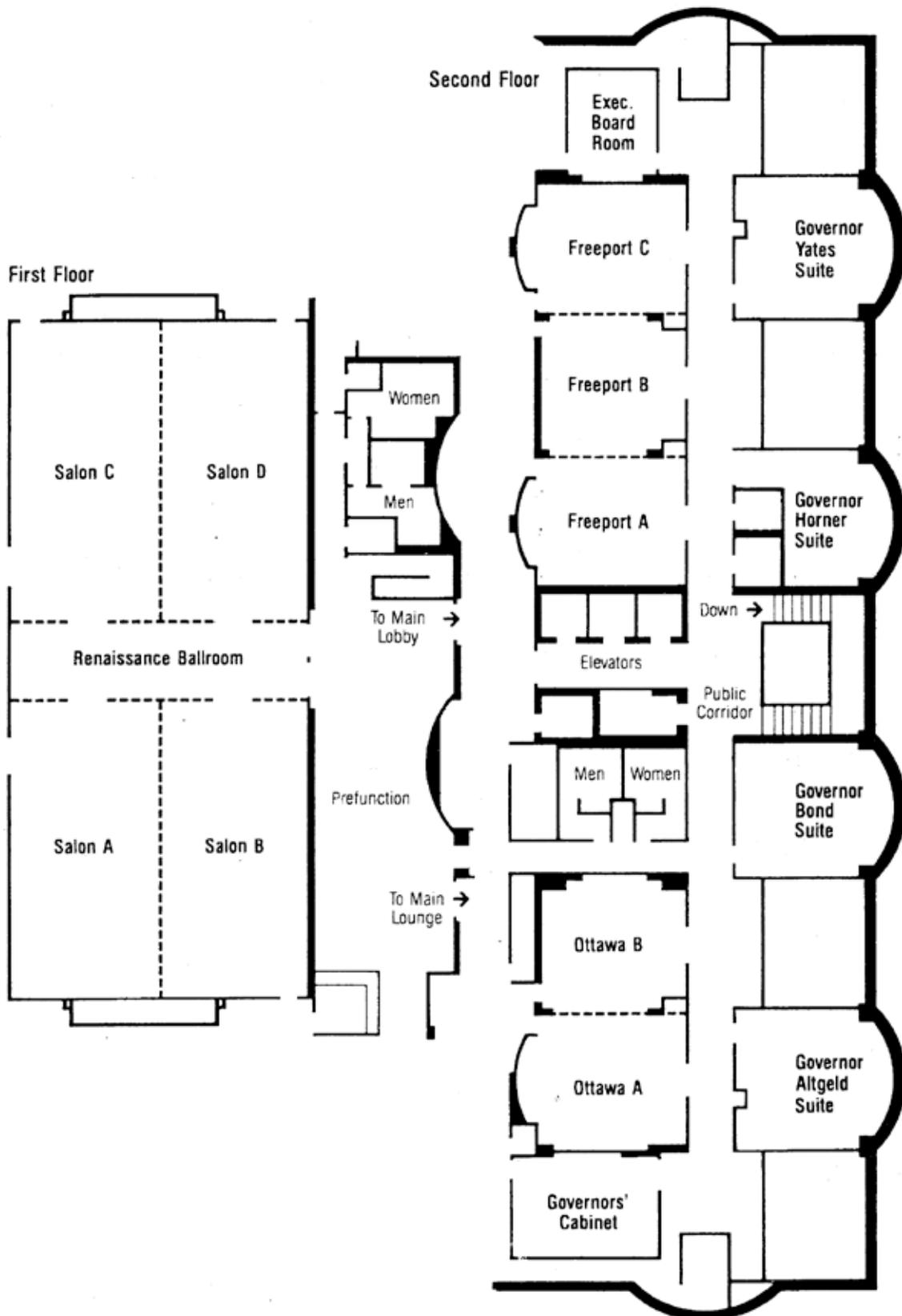


The Prairie Capital
Convention Center
Springfield, IL

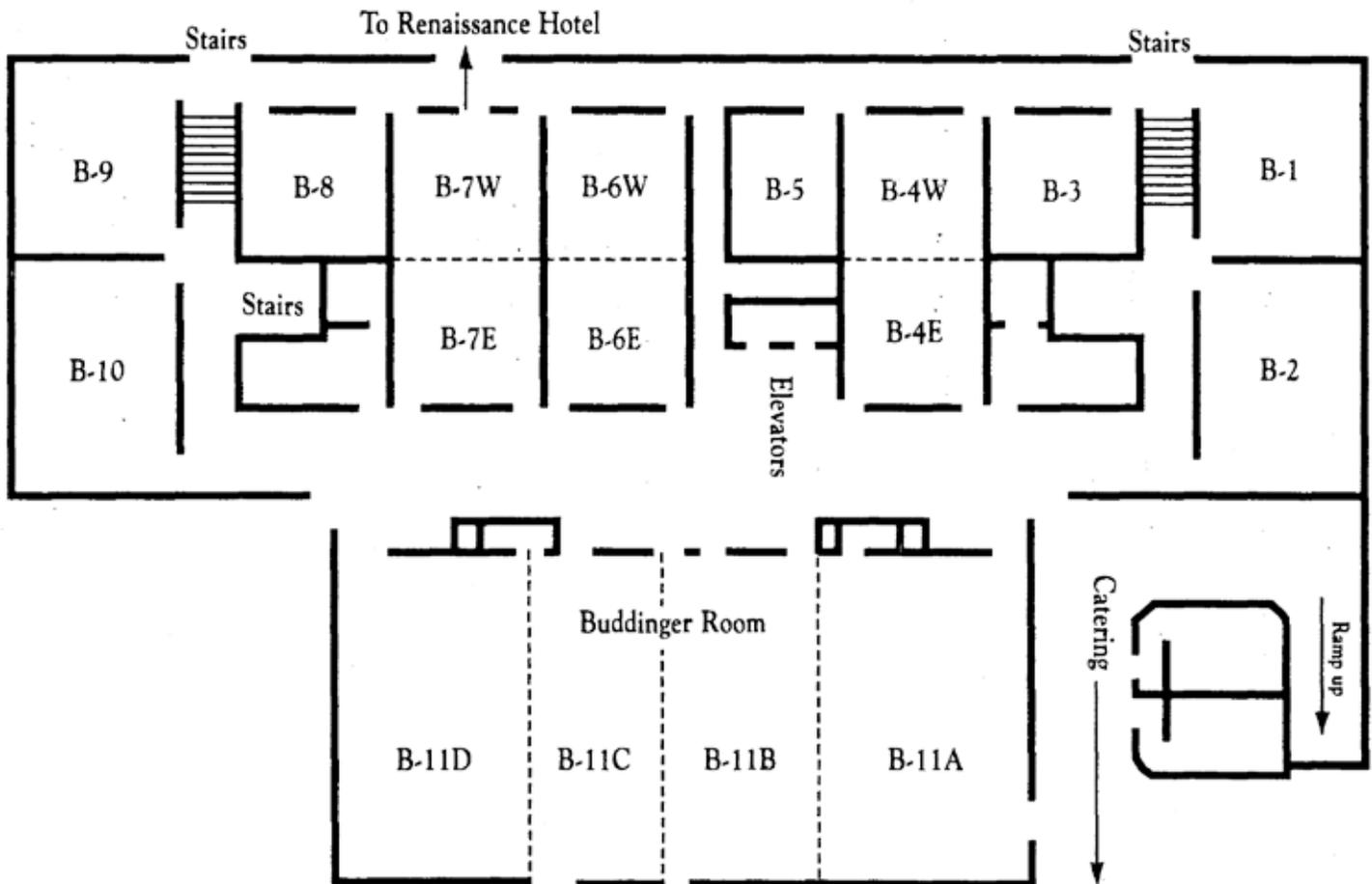
186 - 10' X 10' Booths



Abraham Lincoln Hotel



Prairie Capital Convention Center



Meeting Rooms - Lower Level

Illinois Reading Council - Shuttle Bus Schedule

A complimentary convention shuttle service is available during the Conference.

Buses run between the Convention Center and listed convention hotels.

The IRC Shuttle Service is being provided by Peoria Charter.

Look for the red and white coach buses.

Convention Center Stops

Shuttle Bus drops off and picks up on Adams Street in front of the Convention Center.

Hotel Stops

Shuttle Bus drops off and picks up at each hotel. Check pick-up times at each hotel.

Day Schedule for Thursday, March 19 and Friday, March 20

**Shuttle runs approximately every 30-40 minutes
from 6:15 a.m. until 6:00 p.m.**

	<u>First Pick-Up Time at Hotel</u>	<u>Last Pick-Up Time at Hotel</u>
Bus #1		
Ramada Limited North	6:15 a.m. _____	5:15 p.m.
Northfield Inn	6:20 a.m. _____	5:20 p.m.
Bus #2		
Hampton Inn	6:15 a.m. _____	5:15 p.m.
Comfort Suites	6:20 a.m. _____	5:20 p.m.
Microtel & Candlewood	6:25 a.m. _____	5:25 p.m.
Bus #3		
Pear Tree Inn	6:15 a.m. _____	5:15 p.m.
Drury Inn & Suites	6:20 a.m. _____	5:20 p.m.
Route 66 Hotel	6:30 a.m. _____	5:30 p.m.
Bus #4		
Hilton Garden Inn	6:15 a.m. _____	5:15 p.m.
Holiday Inn Express	6:20 a.m. _____	5:20 p.m.
Crowne Plaza	6:25 a.m. _____	5:25 p.m.

**Last bus leaves the Convention Center at 6:00 p.m.
to return to hotels before the night schedule begins.**

No buses run from 11:00 a.m. - 12:00 noon on Thursday and Friday.

Night Schedule for Thursday March 19 and Friday, March 20

**Night Shuttle runs every 90 minutes
from 6:15 p.m. until 10:30 p.m.**

	<u>Hotel Pick-Up Times</u>	<u>Center Pick-Up Times</u>
Bus #1		
Ramada Limited North	6:15, 7:45, 9:15	6:00, 7:30, 9:00, 10:30
Northfield Inn	6:20, 7:50, 9:20	6:00, 7:30, 9:00, 10:30
Hilton Garden Inn	6:30, 8:00, 9:30	6:00, 7:30, 9:00, 10:30
Holiday Inn Express	6:35, 8:05, 9:35	6:00, 7:30, 9:00, 10:30
Crowne Plaza	6:40, 8:10, 9:40	6:00, 7:30, 9:00, 10:30
Bus #2		
Comfort Suites	6:15, 7:45, 9:15	6:00, 7:30, 9:00, 10:30
Microtel & Candlewood	6:20, 7:50, 9:20	6:00, 7:30, 9:00, 10:30
Hampton Inn	6:25, 7:55, 9:25	6:00, 7:30, 9:00, 10:30
Pear Tree Inn	6:30, 7:60, 9:30	6:00, 7:30, 9:00, 10:30
Drury Inn & Suites	6:35, 8:05, 9:35	6:00, 7:30, 9:00, 10:30
Route 66 Hotel	6:45, 8:15, 9:45	6:00, 7:30, 9:00, 10:30

Last bus leaves the Convention Center at 10:30 p.m. to return to the hotels.

Day Schedule for Saturday, March 21

**Shuttle runs approximately every 45 - 60 minutes
from 6:15 a.m. until 1:30 p.m.**

	<u>First Pick-Up Time at Hotel</u>	<u>Last Pick-Up Time at Hotel</u>
Bus #1		
Ramada Limited North	6:15 a.m. _____	_____ 12:15 p.m.
Northfield Inn	6:20 a.m. _____	_____ 12:20 p.m.
Hilton Garden Inn	6:30 a.m. _____	_____ 12:30 p.m.
Holiday Inn Express	6:35 a.m. _____	_____ 12:35 p.m.
Crowne Plaza	6:40 a.m. _____	_____ 12:40 p.m.
Bus #2		
Comfort Suites	6:15 a.m. _____	_____ 12:15 p.m.
Microtel & Candlewood	6:20 a.m. _____	_____ 12:20 p.m.
Hampton Inn	6:25 a.m. _____	_____ 12:25 p.m.
Pear Tree Inn	6:30 a.m. _____	_____ 12:30 p.m.
Drury Inn & Suites	6:35 a.m. _____	_____ 12:35 p.m.
Route 66 Hotel	6:45 a.m. _____	_____ 12:45 p.m.

Last bus leaves the Convention Center at 1:30 p.m. or 15 minutes after luncheon is finished.

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POSTER SESSIONS
 will be on
Friday, March 20, 2009
 from 8:00 a.m. to 4:00 p.m.

 A listing of participants
 can be found on
 page 43.

To obtain CPDUs, complete both sides of this form and place in the evaluation box.

DIRECTIONS: Please complete and return this form to the presenters of the professional development activity.

TITLE OF PROFESSIONAL DEVELOPMENT ACTIVITY IRC Conference - Reading! Engage! Excite! Ignite!	DATE March 19-21, 2009
--	----------------------------------

LOCATION (Facility, City, State)
Prairie Capital Convention Center, Hilton Hotel, A Lincoln Hotel, Springfield, Illinois

NAME OF PROVIDER
Illinois Reading Council

Please answer the following questions by marking the scale according to your perceptions of this professional development activity.

	Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1. This activity increased my knowledge and skills in my areas of certification, endorsement or teaching assignment.	<input type="checkbox"/>				
2. The relevance of this activity to ISBE teaching standards was clear.	<input type="checkbox"/>				
3. It was clear that the activity was presented by persons with education and experience in the subject matter.	<input type="checkbox"/>				
4. The material was presented in an organized, easily understood manner.	<input type="checkbox"/>				
5. This activity included discussion, critique, or application of what was presented, observed, learned, or demonstrated.	<input type="checkbox"/>				

The best features of this activity were:

Suggestions for improvement include:

Other comments and reactions I wish to offer:

Illinois Reading Council 2009 Conference CPDU 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 CPDU credit. Please remember that final approval of any CPDU 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.

THURSDAY, MARCH 19, 2009

Session #	Title of Presentation	Name of Presenter(s)
7:00 a.m. _____	_____	_____
8:00 a.m. _____	_____	_____
9:15 a.m. _____	_____	_____
10:30 a.m. _____	_____	_____
11:45 p.m. _____	_____	_____
1:45 p.m. _____	_____	_____
3:00 p.m. _____	_____	_____
4:15 p.m. _____	_____	_____
6:30 p.m. _____	_____	_____
8:30 p.m. _____	_____	_____

FRIDAY, MARCH 20, 2009

7:00 a.m. _____	_____	_____
8:00 a.m. _____	_____	_____
9:15 a.m. _____	_____	_____
10:30 a.m. _____	_____	_____
11:45 a.m. _____	_____	_____
1:45 p.m. _____	_____	_____
3:00 p.m. _____	_____	_____
4:30 p.m. _____	_____	_____
6:00 p.m. _____	_____	_____
8:30 p.m. _____	_____	_____

SATURDAY, MARCH 21, 2009

7:00 a.m. _____	_____	_____
8:00 a.m. _____	_____	_____
9:15 a.m. _____	_____	_____
10:30 a.m. _____	_____	_____
11:45 a.m. _____	_____	_____

I state, to the best of my knowledge, this form is true, correct and complete.

Signature of participant _____

Name of participant (please print) _____

Address _____

City _____ State _____ Zip _____

Phone _____

To obtain CPDUs, complete both sides of this form and keep for your records and/or your local school district.

EVIDENCE OF COMPLETION FOR WORKSHOP, CONFERENCE, SEMINAR, ETC.

EVIDENCE OF PARTICIPATION: This is to certify that the undersigned has attended the training program described below.

DIRECTIONS: This form serves as evidence of completion to verify attendance at a conference, workshop, or other professional development training activity. Providers must complete the information identified below. Certificate holders must keep this form for a period of five years and produce it if requested to do so for a random audit. Both parties must sign the form where indicated.

TITLE OF ACTIVITY

IRC Conference - Reading! Engage! Excite! Ignite!

DESCRIPTION/NATURE OF THE EVENT

Conference

APPROVED PROVIDER AND PROVIDER NUMBER

Illinois Reading Council - #100232

LOCATION (Name of Facility, City and State)

Prairie Capital Convention Center, Hilton Hotel, A Lincoln Hotel, Springfield, Illinois

DURATION (Contact Hours) ONE CPDU PER CONTACT HOUR

START DATE

START TIME

END DATE

END TIME

NAME OF PRESENTER

SIGNATURE OF PROVIDER'S REPRESENTATIVE



Information supplied in the box below is optional and is completed by the participant/certificate holder if desired.

REFLECTION STATEMENT: (OPTIONAL) Although the Reflection Statement is no longer required, you may want to use this space to summarize this activity and what you learned. You may also want to indicate if this activity meets Purpose E (least restrictive environment requirement) and how it applies to teaching students with disabilities in the least restrictive environment.

Large empty rectangular box for reflection statement.

Print or Type Name of Participant

Signature of Participant

Date

(TO BE RETAINED BY TEACHER FOR 5 YEARS AFTER RENEWAL OF CERTIFICATE)

Illinois Reading Council 2009 Conference CPDU 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 CPDU 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.

THURSDAY, MARCH 19, 2009

Session #	Title of Presentation	Name of Presenter(s)
7:00 a.m. _____	_____	_____
8:00 a.m. _____	_____	_____
9:15 a.m. _____	_____	_____
10:30 a.m. _____	_____	_____
11:45 p.m. _____	_____	_____
1:45 p.m. _____	_____	_____
3:00 p.m. _____	_____	_____
4:15 p.m. _____	_____	_____
6:30 p.m. _____	_____	_____
8:30 p.m. _____	_____	_____

FRIDAY, MARCH 20, 2009

7:00 a.m. _____	_____	_____
8:00 a.m. _____	_____	_____
9:15 a.m. _____	_____	_____
10:30 a.m. _____	_____	_____
11:45 a.m. _____	_____	_____
1:45 p.m. _____	_____	_____
3:00 p.m. _____	_____	_____
4:30 p.m. _____	_____	_____
6:00 p.m. _____	_____	_____
8:30 p.m. _____	_____	_____

SATURDAY, MARCH 21, 2009

7:00 a.m. _____	_____	_____
8:00 a.m. _____	_____	_____
9:15 a.m. _____	_____	_____
10:30 a.m. _____	_____	_____
11:45 a.m. _____	_____	_____

I state, to the best of my knowledge, this form is true, correct and complete.

Signature of participant _____

Name of participant (please print) _____

Address _____

City _____ State _____ Zip _____

Phone _____

HELP US PLAN FOR 2010

Please use this form to evaluate this year’s 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 online at www.illinoisreadingcouncil.org or return to:

Illinois Reading Council, 1210 Fort Jesse Road, Suite B2, Normal, IL 61761-1836

	<u>Strongly Agree</u>			<u>Strongly Disagree</u>	
1. Overall, I was satisfied with the IRC 2009 Conference .	1	2	3	4	5
2. The Conference offered a wide variety of speakers/activities .	1	2	3	4	5
3. Author/illustrator presentations were enjoyable.	1	2	3	4	5
4. Featured educational speakers were valuable & relevant	1	2	3	4	5
5. Teachers sharing their classroom practices were valuable.	1	2	3	4	5
6. Research-based presentations were valuable & relevant.	1	2	3	4	5
7. Who would you like to see present at a future IRC Conference?					

Name:	Topic/Area	Contact info (if available):

8. I attended the Conference on (circle all that apply): **Wed.** **Thurs.** **Fri.** **Sat.**

9. I especially enjoyed this special event/program: _____

	<u>Strongly Agree</u>			<u>Strongly Disagree</u>		
A. Wednesday evening Book Gossip	1	2	3	4	5	N/A
B. Wednesday evening Welcome Reception	1	2	3	4	5	N/A
C. Thursday afternoon Mike Mennard’s Sing-Along Concert	1	2	3	4	5	N/A
D. Thursday evening Hear the Authors Read	1	2	3	4	5	N/A
E. Friday afternoon Storytelling	1	2	3	4	5	N/A

F. Friday evening Poetry Coffeehouse	1	2	3	4	5	N/A
G. Friday evening Improv Comedy Show	1	2	3	4	5	N/A

10. **Comments or Suggestions about presentations and/or special events:**

11. **Please tell us about you.**

Age Range:

- 18-24
- 25-39
- 40-54
- 55 and over

Years in Education:

- 0-4
- 5-14
- 15-29
- 30 and over

Distance Traveled:

- less than 100 miles
- 101-200 miles
- 201-300 miles
- 300 + miles

Current Position (Select One)

Administrator:

- Principal
- Superintendent
- Curriculum Supervisor
- Other: _____

Classroom Teacher:

- Preschool
- K – 3
- 4 – 6
- Middle/Jr. High
- High School
- Post Secondary

Other:

- Pre-service Teacher
- Title I/Remedial Teacher
- Reading Spec./ Lit. Coach
- Gifted Teacher
- Spec. Ed. Teacher
- Librarian/Media Specialist
- Speech/Language Pathologist
- Teacher Aide/ Paraprofessional
- Substitute Teacher
- Retired Teacher

District Type:

- Urban
- Suburban
- Small City
- Rural/Small Town

Additional Comments or Suggestions:

(Please remember that IRC has limited control over issues such as parking, hotel accommodations & service.)



Toll Free Phone Number: 1-888-454-1341

Phone: 309-454-1341

Fax: 309-454-3512

E-mail: irc@illinoisreadingcouncil.org

IRC Website: www.illinoisreadingcouncil.org

Illinois Reading Council

MISSION

The mission of the Illinois Reading Council is to provide support and leadership to educators as they promote and teach lifelong literacy.

VISION

The Illinois Reading Council advocates quality literacy opportunities for all learners and serves as a primary organization that provides educators at all levels access to research, materials, and methodologies to promote and teach lifelong literacy and learning. Support of an active, well-organized system of local and special interest councils and state committees provides a viable network for communication, exchange of information, and grass roots involvement of a diverse membership. The IRC's publications, special projects, conferences, and workshops stimulate personal and professional growth of educators.

Conference Planner

<u>TIME</u>	<u>EVENT</u>	<u>LOCATION</u>
-------------	--------------	-----------------

Wednesday, March 18, 2009

5:00 p.m. - 9:00 p.m.	Registration	Convention Center Lobby
6:30 p.m. - 8:30 p.m.	Welcome Reception (Educators and Legislators)	A Lincoln Ballroom
8:30 p.m. - 10:00 p.m.	Book Gossip	A Lincoln Ballroom

Thursday, March 19, 2009

7:00 a.m. - 2:00 p.m.	Registration	Convention Center Lobby
7:00 a.m. - <u>Dining Plans</u>	_____	_____
7:00 a.m. - 7:45 a.m.	Orientation for New Participants	A. Lincoln Ottawa B
8:00 a.m. - 5:00 p.m.	Book Exhibits	Convention Center Exhibit Hall

Thursday Session Choices:

8:00 a.m.	_____	_____
(Alternate Choice)	_____	_____
9:15 a.m.	_____	_____
(Alternate Choice)	_____	_____
10:30 a.m.	_____	_____
(Alternate Choice)	_____	_____
11:45 p.m. - <u>Dining Plans</u>	_____	_____
1:45 p.m.	_____	_____
(Alternate Choice)	_____	_____
3:00 p.m.	_____	_____
(Alternate Choice)	_____	_____
3:00 p.m. - 4:30 p.m.	Visit Exhibits (Refreshments)	Convention Center Exhibit Hall
4:30 p.m. - 5:30 p.m.	Sing-Along Concert	Hilton Ballroom
6:00 p.m. - <u>Dining Plans</u>	_____	_____
8:30 p.m. - 9:30 p.m.	Hear the Authors Read	Hilton Grand Ballroom
9:30 p.m. - 10:30 p.m.	Book Sales and Autographing	Hilton Grand Ballroom

Friday, March 20, 2009

7:00 a.m. - 2:00 p.m. Registration Convention Center Lobby

7:00 a.m. - **Dining Plans** _____

8:00 a.m. - 4:00 p.m. Exhibits Convention Center Exhibit Hall

8:30 a.m. - 10:00 a.m. Visit Exhibits (Refreshments) Convention Center Exhibit Hall

Friday Session Choices:

8:00 a.m.
(Alternate Choice) _____

9:15 a.m.
(Alternate Choice) _____

10:30 a.m.
(Alternate Choice) _____

11:45 p.m. - **Dining Plans** _____

1:45 p.m.
(Alternate Choice) _____

3:00 p.m.
(Alternate Choice) _____

4:15 p.m. - 4:45 p.m. Board of Directors/Annual Meeting Hilton Rendezvous

4:15 p.m. - 5:15 p.m. Storytelling Hilton Sky Bar

5:30 p.m. Pre-Service Teachers' Pizza Party A. Lincoln Freeport

6:00 p.m. - **Dining Plans** _____

8:30 p.m. Poetry Coffeehouse Hilton Sky Bar

8:30 p.m. Improv Comedy Show Hilton Grand Ballroom

Saturday, March 21, 2009

7:00 a.m. - 9:00 a.m. Registration Convention Center Lobby

7:00 a.m. - **Dining Plans**
Saturday Session Choices:

8:00 a.m.
(Alternate Choice) _____

9:15 a.m.
(Alternate Choice) _____

10:30 a.m.
(Alternate Choice) _____

11:45 a.m. - **Dining Plans** _____

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