CCIRA 2019
CONFERENCE ON LITERACY

Inspire!

Championing Literacy
from Conference to Classroom

FEBRUARY 6 - 9, 2019 • DENVER MARRIOTT TECH CENTER
Registration opens November 1 at ccira.org
Get inspired at the 52nd CCIRA Conference on Literacy!

Join us for our yearly convocation of outstanding authors, presenters and educators from throughout Colorado and the nation, including:

Jennifer Abrams
Debbie Arechiga
Molly Bang
Anne Beninghof

Leslie Blauman
Jan Burkins and Kim Yaris
Shawna Coppola

Rose Cappelli and Lynne Dorfman
Ruth Culham
Chad Everett

Tim Kubik
Brenda Overturf
Larry Reiff
Beth Skelton

Dave Stuart Jr.
Jim and Laura Thompson
Rick Wormeli

See you February 6–9, 2019
Registration opens November 1 at ccira.org for CCIRA members / November 2 for non-members.

The 52nd Annual CCIRA Conference on Literacy
February 6–9, 2019
Denver Marriott Tech Center
Be sure to sign up for these luncheons when you register. Note: additional fee applies.

**Thursday Luncheon**
12:45 - 2:15 p.m.

**Donalyn Miller**
**Invest in Children’s Reading Lives All Year**

In this presentation, Donalyn describes the factors that engage children with reading both at school and home—ensuring both their academic success and their lifelong reading habits.

**SIGN UP EARLY TO ASSURE YOUR SPOT AT DONALYN’S LUNCHEON!**

**Friday Luncheon**
12:45 - 2:15 p.m.

**Gerry Brooks**
**Creating a Positive Attitude About the School Year**

Gerry’s motivational presentation will address the real lives of educators, the struggles, and the celebrations while sharing humorous experiences.

**DON’T MISS OUT ON GERRY’S SHOWSTOPPING LUNCHEON! SIGN UP EARLY!**

**Keynotes**

**Danny Brassell**
Thursday Morning Keynote

**Wendy Ward Hoffer**
Thursday Evening Keynote

**Regie Routman**
Friday Morning Keynote

**Tina H. Boogren**
Friday Evening Keynote
Donalyn Miller
Creating an Engaging Reading Culture
Donalyn shares the classroom conditions and instructional practices that inspire and motivate her middle school students to read and the traditional practices that may inhibit students’ reading.
EVENT IS LIMITED TO THE FIRST 25 TO SIGN UP – ADDITIONAL $25 FEE APPLIES

Regie Routman
A Literacy and Life Conversation
This intimate gathering is an opportunity to talk informally with Regie and other educators about significant literacy and life issues.
EVENT IS LIMITED TO THE FIRST 25 TO SIGN UP – ADDITIONAL $25 FEE APPLIES

Penny Kittle and Kelly Gallagher
The Role of Talk in Creating Readers, Writers and a Democracy
Penny Kittle and Kelly Gallagher will share how they have used technology to help their students – one group in New Hampshire and one group in California – have conversations with one another across the continent about writing. These long-distance conversations become critical chances for students to learn how to talk to others who perhaps think far differently than they do.
**Who are you here to hear?**

Pick a day... and you’ll find inspired educators and literacy superstars to fill your schedule of sessions, workshops and events!

### ...on Wednesday

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<td>Kate Roberts</td>
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<td>Regie Routman</td>
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<td>Jim Thompson</td>
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<td>Franki Sibberson</td>
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<td>Sharon Walpole</td>
<td>Jeffrey Wilhelm</td>
<td>Rick Wormeli</td>
<td>Kim Yaris</td>
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### ...on Saturday

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<th>Kelly Gallagher</th>
<th>Penny Kittle</th>
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Important Registration Information

Registration at www.ccira.org begins November 1 for members—November 2 for non-members. Online registration ends January 21, 2019. You may also register on-site at the conference; however, pre-registration is strongly recommended because sessions quickly reach capacity.

Review this information carefully — some details have changed from past conferences!

What does the 2019 conference cost?

**FULL CONFERENCE:**
- Member: $195.00
- Non-Member: $255.00
- Student: $50.00
- Retired: $80.00

**SINGLE DAY — THURSDAY OR FRIDAY**
- Member: $155.00
- Non-Member: $200.00
- Student: $50.00
- Retired: $80.00

**FRIDAY AND SATURDAY (new option for 2019)**
- Member: $170.00
- Non-Member: $225.00
- Student: $50.00
- Retired: $80.00

**SINGLE DAY — SATURDAY**
- Member or Non-Member: $75.00
- Student: $50.00
- Retired: $75.00

Refund policy

Refunds for the CCIRA conference will not be given for inclement weather or due to scheduling conflicts. In the event of a non-weather related emergency, written documentation must accompany the request. Refunds will not be issued for payments of $75.00 or less. A $75 non-refundable processing fee will be charged up to registration deadline and then $100 non-refundable processing fee will be charged after that date up to start of conference for all refunds. If a refund request is made before the registration deadline, all monies for payment of the conference will be refunded, minus the non-refundable processing fee.

**Membership dues will not be refunded.** After that time, refund requests must be made within 10 days of the start and 10 days of the end of the conference. Refunds during this time, if granted, **will be for registration fees only, not meals, or membership dues** and shall be considered on an individual basis.

To submit your cancellation request please email Lisa Kahn at lisakahncira@gmail.com.

**Why should I attend the conference?**

- Be in a room with top-notch, current literacy gurus, researchers, and classroom practitioners who will energize your work and support your practice.
- Be a part of the excitement that surrounds CCIRA...the largest educational organization in the state of Colorado!
- Have an opportunity to collaborate, question, and exchange ideas with colleagues in a comfortable venue that promotes face-to-face exchanges.
- Meet your Facebook and Twitter “friends.”
- Relax and be honored as an educator by dedicated volunteers who celebrate you and the good work you do every day!
**Volunteers make it happen!**

Can you give a few minutes of your time and help CCIRA during the conference?

*We can schedule your time so that it aligns with your own conference schedule!*

**Session Monitor:**
- Greet attendees and check session numbers at a session or luncheon

**Session Chair:**
- Support the speaker and give a brief introduction (bio provided)

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**Principals can attend CCIRA FREE!**

*Principals! Did you know that when four teachers from your school register for the full 3-day conference, YOUR full registration is FREE?*

Email the names of those teachers to Jessica Rickert at jessrcirc@gmail.com for verification. If you qualify, Jessica will send you a complimentary code that provides the school principal with a full free registration for the conference!

*You must be a CCIRA member to qualify.
*In exchange for the free registration, we request you participate in a principal panel.

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**Students and Retired Educators get special conference rates!**

Please visit our website at www.ccira.org to fill out the CCIRA Consolidated Membership Form and checkmark the box that reads: Full Time Undergraduate Student or Retired Educator. If you have any questions regarding the process of obtaining a discounted CCIRA membership, please contact our State Membership Coordinator, Sue Goodenow, via email at smg970@gmail.com.

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**don’t forget!**

**you can get 1 credit hour through CU Denver for attending CCIRA!**

To earn 1 hour of college credit you need to:
- Attend 15 hours of only the following:
  - Keynotes
  - Sessions
  - Luncheons
  - Exhibits (can count one hour of exhibit visits)
- Keep a log of your attendance and write at least a paragraph of the key learnings from all sessions, including exhibits
- Cost is $115 for 1 credit hour (other fees may apply)

*More details will be included in the conference program book!*
Find the strands to match your interest!

AUTHOR
Molly Bang – 333, 381, 470
Jeffrey Bennett – 427
Jim and Laura Thompson – 122, 182, 283

COACHING
Jennifer Abrams – 365, 463
Vicki Collet – 133
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COACHING
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VOCABULARY/WORD STUDY
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Charlene Cobb – 421
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Vincent Puzick – 260

ECN (Early Career Network)
Emily Bradley and Kenyan Kreisher – 125
Krista Griffin – 147
Jeraldine Kraver, Leah Fairchild, Daniel Rosson and Sarah Seiffert – 261
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Jody Lawrence – 429
Amy Nicholl – 343
Katie Walther – 407
Rick Wormeli – 382

ELD (English Language Development)
Debbie Arechiga – 304, 464
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Inspire! CCIRA2019

Come explore the inspired happening in the Rocky Mountain Event Center. We’ve re-imagined a more interactive and hands-on experience for educators. Mingle, browse, and learn about new resources and innovations. Lots of give-aways and door prizes, too!

Parking in 2019!

**TAKE THE LIGHT RAIL!**
Take the light rail, exit at the Belleview station at the Union Overpass and walk along Union to the conference hotel.

- Parking is $3.00 daily at The Marriott.
- Many RTD buses go directly to the Denver Tech Center. Check RTD Park and Ride information.
- Free parking at Greenwood Community Church on Thursday and Friday.
- Please note: Cars will be towed that are parked at any office space in the Denver Tech Center.

Shuttle Bus
- Shuttle bus between the church and The Marriott begins at 6:15 a.m. on Thursday and Friday.
- The last bus between The Marriott and the church will leave at 7:00 p.m. on Thursday and Friday.

Please remember to come early if you are parking in the church parking lot, so that you have plenty of time to get to the Marriott for your registration materials.

**CCIR-YAY!**
Exhibit Hall Sessions
Register (and receive credit) for Session #100, #164, #218, #219, #249, #300, #364, #419, #420, #449

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Partnerships

As an organization, CCIRA is reaching out to other groups in Colorado with similar missions. We want to connect—and help our members to connect—with the incredible learning opportunities available across the state.

Please look for the logos of our partner organizations in the registration book.

We’ve marked speakers from
PEBC (Public Education & Business Coalition)
Colorado Writing Project
CLAS (Colorado Language Arts Society)
TPS (Teaching with Primary Sources)
InnEdCO (Innovative Education Colorado)
Colorado ASCD
MeTeorEd
and RMC-SCBWI (Rocky Mountain Chapter Society of Children’s Book Writers and Illustrators).

These highlighted speakers will give you a taste of what you might experience if you attend one of their conferences or workshops.

Colorado and national organizations partnering in the cause of students and education
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If equity ensures every student has...
Integrate best practices
Participants will explore
This session will focus on how to
Of course you know the value of
Creating and communicating are
You'll learn the benefits of
Wondering whether your
What can a blind lamb
(visually impaired) about acceptance and
take from kids (whether sighted, blind or
versions. We detail the journey and what we
having students take Notice and Note, using
the six Signposts that help readers notice
significant moments in their reading.
Attendees will receive Signposts bookmarks.
Door prize: Notice and Note book.
“Reading is breathing in — Writing is breathing out.” — Pam Allyn

100-Minute Workshops - 9:15-10:45
110  Teach Writing Well
RUTH CULHAM
K - 6
WRITING • Integrate best practices and develop a robust, comprehensive, and doable writing framework that creates fluent, confident writers at every grade. Explore a new way to teach writers without worksheets using The Writing Wallet.

THURSDAY SESSIONS
124  Putting the Spark in Upper Grades Literacy Engagement
ELIZABETH DAVIS  MONUMENT ACADEMY
JULIE SEYMOUR  MIDDLE SCHOOL, HIGH SCHOOL
SECONDARY • Creating and communicating are integral to literacy. Older students benefit from synthesizing multiple sources to create their own understanding of material. We will explore the use of Adobe Spark to engage students in high interest multi-media projects.

125  Data Driven Decisions
EMILY BRADLEY  SKYVIEW SCHOOL OF STEM
KENYAN KREISHER
K - 6
EDN • Back to school your first year means fun and relationship building. The tests begin and all of a sudden you find yourself in your first data meeting talking about the placement of students. Join us to be prepared to rock your first data discussion!

126  How Do We KNOW Our Writing Instruction is Working?
JENNIFER RIOS-ALERS  GREELEY-EVANS SCHOOL DISTRICT
KATHY KING-DICKMAN  SCHOOL DISTRICT
K - 6
WRITING • Wondering whether your instruction is making a meaningful difference in the writing lives of students? In this session, we will share the findings from our research and provide practical conversation tips to calibrate your success criteria for writing.

127  Genre Fiction - The Cure for “I Hate to Write-itis”
JENNIFER GOTTSCALK  DOUGLAS COUNTY SCHOOL DISTRICT
3 - 6, MIDDLE SCHOOL, HIGH SCHOOL
SECONDARY • Professional writers say, “write what you want to read.” But how many students have the opportunity to write fantasy, horror, mystery, or sci-fi at school? This session will provide engaging activities and genre resources to reboot your writers’ workshop.

128  “Stop Stressing and Keep Sketching” - Taking Visual Notes
JUDI HOLST  DOUGLAS COUNTY SCHOOL DISTRICT
All Grades
OTHER • You’ll learn the benefits of Sketchnoting, how to do it yourself, and how to teach it to your students. Studies show the use of graphic notes can improve retention and learning. Examples will be given of how you can use Sketchnotes in any classroom.

129  How Reading Aloud to Children Changes their Lives Forever!
KATHLEEN PELLEY
Pre K - 5
OTHER • Of course you know the value of reading aloud to children - you’re the teacher! But how do you inspire parents to understand the power of reading aloud to their children? Learn some tips and insights for your next Family Literacy Night.
1-Hour Sessions – 10:30-11:30

140 Successful Practices with Pre-K Multilingual Learners
Sherry Taylor  University of Colorado
Pre K - K
ELD  •  The presenter conducted a year-long study of five ECE teachers of young multilingual learners in English language classrooms. She will report on the successful teaching practices used to promote English literacy, content learning, and learners’ cultures.

141 Visual Learning Progressions for Students
Adam Bittler  Douglas County School District
John McKinney  School District
All Grades
OTHER  •  Visual learning progressions share teacher planning with students. Students make connections & create illustrations that enhance student memory, motivation & mastery. Several models/examples will be presented. Evidence/data will be shared to prove value.

142 May I Have A Word: Inspiring Vocabulary Development
Cynthia Chovich  Colorado Mesa University
3 - 6, Middle School
VOCABULARY/WORD STUDY  •  Are you ready? Come experience engaging and effective ways to enhance and develop vocabulary. You can inspire vocabulary acquisition with these creative and innovative activities that you can immediately take back to your classroom and use. Let’s go!

143 Gain Momentum With Your Parent Engagement Plan
Jean Boylan  Beyond the Blackboard
Pre K - 6, Middle School
OTHER  •  Don’t miss this opportunity to discover a fresh approach to developing and working a plan to engage your families in academic success stories with step-by-step ideas rooted in common sense & supported by solid research.

144 Critical Thinking for Struggling Secondary Students
Jeanne Bonds  Douglas County School District
Courtney Berry  School District
3 - 6, Middle School, High School
WRITING  •  Critical thinking depends on the ability to access literacy in the secondary classroom. Participants will learn about the skills needed in the classroom, how to identify what may prohibit access, and receive strategies they can implement immediately.

145 Effective Reading and Writing Conferences
Kathy King-Dickman  Center for the Collaborative Classroom
All Grades
LITERACY  •  Learn to run effective reading/writing conferences that feel like a good visit with a friend to the student but allow the teacher to assess, set goals and teach. Discover how to run quick roving conferences as well as extensive goal setting conferences.

146 Cross-Grade Partnerships Build Literacy Skills for All
Kim Haines  Dawson School
Dale Roberts  Pre K - 6
LITERACY  •  Why create year-long partnerships across different developmental ages? We’ll share activity ideas as well as literacy and affective benefits found with K-4 buddies in our inspiring program. Easily adaptable to any setting and can be started on Monday.

147 Creating a Literate Learning Environment
Krista Griffin  MSU Denver
K - 6
EDM  •  We know that creating a literate learning environment supports speaking, listening, reading, writing, and visually viewing/representing. Come learn how to design for all the aspects of your literate classroom- physical, emotional, and social!

148 Likes & Loves from the Literary Lists 2019
Marcie Haloin  Adams12 and Broomfield Public Library
K - 6
OTHER  •  Enjoy this hour to hear about books for use in elementary classrooms and libraries. New titles are selected from professional resources, blogs, and notable lists. Handouts will include bibliography, ideas for sharing, resources, and links to trailers.

149 Poetry like a Pro
Mark Hess  CSSD-11
All Grades
LITERACY  •  We’re all professional poets now! You will find yourself bragging about your results to whoever will listen. There is method to the madness of teaching poetry, and you don’t have to be a passionate poet to pull it off.

150 Connecting to the Quantitative Strengths of Gifted Readers
Marla Caviness-French  Jeffco Public Schools
3 - 6, Middle School, High School
SECONDARY  •  Understanding and developing the quantitative strength areas of gifted and talented readers leads to deeper, richer thinking. Incorporating quantitative strategies will inspire readers to engage in text using a very different cognitive thinking style.

THURSDAY SESSIONS

151 How to read to ADHD
Lisa Reinicke  Our House Publications
PreK - 6
READING  •  I will focus mainly on ADHD and how to reach those kids to make sure they actually get something out of what they are reading. By using these methods, you will see a difference in that student.

152 Creating Digitally Curious Environments
Larry Reiff
Middle School, High School
DIGITAL LITERACY  •  Learn how technology, an interdisciplinary approach, and curiosity combine to hook students into lifelong achievement and create a “digital curiosity” about culture, literature, and the world we live in.
(Repeats as Session 214)
“The mind is not a vessel to be filled but a fire to be kindled” - Plutarch

153 Math Workshop
Wendy Ward Hoffer  PEBC
All Grades
OTHER  •  Devote math learning time to grappling, problem solving and understanding! In this session, we will explore math workshop’s structure, the integral role of rich tasks, and how thinking strategies enhance students’ independence as mathematicians. Screen reader support enabled.

154 Building the Foundation from What Students Know
Kristen Norris  American Reading Co.
Pre K - 6
LITERACY  •  Application of foundational skills is an essential component of ALL proficient reading. During this session, participants will consider the challenges of meeting the varied instructional needs of students who’ve not yet mastered the foundational skills.

10:45-11:15 164 CCIR-Yay! Hit the Exhibit Hall!
Come visit the exhibit hall for many new and exciting resources, ideas, and apparel.
Together let’s explore how to enjoy making readers aware that during this... 

Based on James Banks’... 

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.” — Margaret Mead
204 Phonic Awareness & Phonetic Reading—Silent Elephant “e”
LINDA JONES  SILENT ELEPHANT “E”
All Grades
READING • Silent Elephant “e” is effective for all dyslexic and struggling learners providing a precisely organized, multi-sensory, unique phonemic awareness and phonetic reading program focusing on stimulating the under activated parts in the dyslexic brain.

205 Taking a Closer Look at Close Reading
LORI SMITH  LEARNING A-Z
Pre K - 6
READING • Experience a simulation of a close read using short text, graphic organizers, and a sample lesson plan. This session will allow time to collaborate, experience a close read from a student’s perspective, and critique a lesson plan for close reading.

206 Balancing it All with Balanced Literacy!
MAEGAN HOLYCROSS  BIRDVILLE ISD
K - 5
LITERACY • At this session, teachers will gain an overview of what balanced literacy is and how to apply it through a reading workshop framework. Teachers will learn tips for how to include all aspects of balanced literacy into their weekly literacy block.

207 Shared Squared
MORGAN DAVIS  JEFFERSON COUNTY SCHOOLS
K - 6, Middle School
READING • “Shared” shared reading? Yes, but that’s not all. Empowering teachers as decision-makers, “Shared Squared” outlines a framework for planning whole-group reading instruction that puts the “just-right” demand on students every time.

208 From Laptop To Library - Behind the Scenes of Publishing
SARA MEGIBOW  KT LITERARY, LLC
High School
OTHER • An author partners with a literary agent to get their book published and distributed in libraries and bookstores. Which books are chosen and why? How long does it take? How do our bookshelves become more inclusive? Look behind the scenes!

209 Cartooning for Writers
STAN YAN
All Grades
WRITING • Use drawing games to more effectively teach storytelling to your students. Stan YAN, author, illustrator and instructor, will host a fun, interactive workshop that will feature drawing games for various age groups that can not only improve student drawing skills, but can improve their writing. Add this fun, multi-aspect learning tool to your teaching arsenal.

210 The MeTEOR Learning Framework and Student Engagement
SUE ANN HIGHLAND  METEOR EDUCATION
All Grades
OTHER • When kids are fully engaged in the learning process, they tune in. Students who engage in collaborative learning practices show increased attention and retention. This session will help you discover a framework designed to do just that! (Repeats as Session 403)

211 Analyzing Literary Maps for Cross-Curriculum Literacies
KILE CLABUGH  TEACHING WITH PRIMARY SOURCES AT MSU DENVER
Middle School, High School
OTHER • Literary maps are useful tools in the humanities that can also be used to examine historical context, bias, and perspective of a specific time period. This session will inspire students to develop their own conclusions to bridge multiple subject areas.

212 Effective Co-Teaching in the Secondary School
SARAH LEMIRE  OVERLAND HIGH SCHOOL, MELISSA LUCERO  CHERRY CREEK SCHOOLS
Middle School, High School
SECONDARY • Join our team for an overview of team-teaching in a high school setting. Learn what Co-teaching is (and what it is not!). Our team will share insights and resources from our experience to help your team succeed and thrive.

213 Engaging All Families in Student Learning
MARIA ELENA GARCIA  M.E. GARCIA EDUCATION CONSULTING
All Grades
OTHER • Cultural differences and other factors sometimes get in the way of family engagement with schools. This session presents tools that help teachers understand and bridge cultures so that all families can contribute to their students’ academic success.

214 Creating Digitally Curious Environments
LARRY REIFF  MIDDLE SCHOOL, HIGH SCHOOL
DIGITAL/LITERACY • Learn how technology, an interdisciplinary approach, and curiosity combine to hook students into lifelong achievement and create a “digital curiosity” about culture, literature, and the world we live in. (Repeats as Session 152)

218 CCIR-Yay! Hit the Exhibit Hall!
Come visit the exhibit hall for many new and exciting resources, ideas, and apparel.

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220 Apps and Sites for Reading and Writing with ELD Students
LINDA HORNE  CHALLENGE TO EXCELLENCE
K - 2, K - 5, 3 - 6, Middle School
DIGITAL/ELD • Learn new apps and sites to engage and challenge your ELD students, and all students as they develop their reading and writing skills. You will walk away with new ideas and many resources to use in your classrooms. (Repeats as Session 200)

221 WTL?! Using Mentors to Lift the Level of Writing to Learn
MORGAN DAVIS  JEFFERSON COUNTY SCHOOLS
All Grades
LITERACY • When we approach Writing to Learn like any other genre, we can take student writing—and with it, student learning—to the next level. In this session, we will study mentor text to unlock the hidden potential for using writing as a tool for thinking.
222 Culturally Diverse Texts: Learning from Various Perspectives
SALLY NATHIENSON-MEJIA UNIVERSITY OF MARIA URBIN COLOMBIA DENVER K - 5
ELD • We will explore various perspectives on different culturally diverse social justice themed texts and how educators can use the idea of perspective to help students both dig deeper into a text and create a relationship with the subject of the text.

223 Mindful Writing
STEPHANIE BIANCHI CIMARRON ERICA KILLIAM MIDDLE SCHOOL 3 - 6, MIDDLE SCHOOL, HIGH SCHOOL
SECONDARY • Participate in mindful writing exercises, learn how to incorporate mindful practices in your classroom, and take prompts back to your students as supports to help them step into the present, focus their attention, and hone their writing skills.

224 Read Aloud With a Purpose
TIFANY PAINTER PROSPECT RIDGE CHRISTIE CUTHALL ACADEMY K - 5
READING • Learn to rethink read alouds to build character into your current curriculum. By changing the dialogue we are having with students we can promote character conversations and teach the skills students will need to be social and ethical leaders.

225 Digital Literacy, Social Media, and Primary Source Analysis
PEGGY O’NEILL-JONES TEACHING WITH KILE CLARAGH PRIMARY SOURCES AT MSU DENVER
Middle School, High School
DIGITAL LITERACY • Social media is all around us and our students. This session will focus on understanding and analyzing social media as an educational trend. How might we approach social media to improve digital literacy skills through the lens of historical analysis?

226 Learning Designs for Student Motivation and Engagement
CHERI DEAN DEAN EDUCATION CONSULTING ALL GRADES
OTHER • Do you want to actively engage, challenge, and motivate students but wonder how to do that? This session presents a tool to guide use of motivating and engaging instructional approaches that feature real-world problem solving and promote deeper learning.

227 Aligning Brain-Focused Learning and Generation Z Students
SUE ANN HIGHLAND METEOR EDUCATION ALL GRADES
MOTIVATION AND ENGAGEMENT • We are experiencing a huge shift in approaches to teaching and learning. We recognize that Generation Z students think and feel differently about learning than past generations. Unlock the power of engagement to break the mold of traditional learning experiences.

1-Hour Sessions - 1:30-2:30

228 Flying with Words: Creative Writing with Students
LAURA RESAU AUTHOR 3 - 6, MIDDLE SCHOOL, HIGH SCHOOL
WRITING • Award-winning author and former teacher Laura Resau will share inspiring ideas to engage students in dynamic creative writing activities. Use enticing visual prompts to create fun stories with character, setting, plot, imagery, and themes.

229 Using Hyperdocs to Engage Students
SHANNON BROYLES CLARKSTON SCHOOL DISTRICT
All Grades
DIGITAL LITERACY • These innovative, digital documents are a 21st Century worksheet, only better. Students access a lesson that contains instructions, links, tasks, and many clever ways to get kids thinking. You will gain some concrete ideas for creating your own hyperdocs.

230 Student Making that Makes a Difference
CARIN BARRETT THOMPSON SCHOOL DISTRICT R2-3
Middle School, High School
SECONDARY • Explore a makerspace option that allows students to be creative, learn skills and simultaneously practice compassion and empathy. Donation opportunities, funding ideas and the mental health benefits that these activities offer students will be discussed.

231 Differentiated Literacy Instruction for Gifted Learners
COLLEEN URLIK ADAMS 12 FIVE STAR REBECCA McKINNEY SCHOOL DISTRICT
All Grades
LITERACY • Growth is the end goal for all, including those demonstrating advanced skills, some of whom may be formally identified as gifted and talented. This session highlights evidence-based strategies to grow your most advanced and gifted students in literacy.

232 Building Family Capacity to Support Literacy at Home
JENNI BRASINGTON SCHOLASTIC PRE K - 5
OTHER • This session is designed to assist participants in understanding how to develop and implement meaningful strategies that build the capacity of families to effectively support their child’s literacy development at home.

233 Methods for Increasing Task Persistence in Reluctant Readers
JENNY NORDMAN REGIS UNIVERSITY K - 6, MIDDLE SCHOOL
READING • This session will investigate methods for increasing reading persistence and effortful control. Related research will be discussed, and strategies to increase reading persistence will be provided.

234 “It’s Showtime!” The Why and How of Exhibiting Student Work
KELLY WILLIAMS BOULDER VALLEY SCHOOL DISTRICT
All Grades
OTHER • Have you experienced the power of sharing student work publicly? In this session, we’ll dive into the value of exhibiting work and then focus on how through curation. Participants will walk away with ideas for sharing their own students’ work publicly.

235 Spark Excitement for Reading and Writing with Nonfiction
LINDA LINNEN
K - 5, MIDDLE SCHOOL
LITERACY • A love of reading can do much to develop a child’s vocabulary, reading comprehension, and writing skills and nonfiction books are the flint that can spark this enthusiasm. This interactive workshop will provide just that!

236 Applying Technology to Student Engagement
LINDSAY SMOOT MIAMI YODER JT DISTRICT 60
All Grades
DIGITAL LITERACY • Tap into your students’ digital skills and help them apply their tech knowledge with apps. Increase engagement with task-based learning. App Smash with standards-based instruction and allow students to demonstrate meaningful learning and creativity.

237 Inspiring the Non-Verbal Strengths of Gifted Readers
MARLA CAVINESS-FRENCH
JEFFERSON COUNTY SCHOOLS
3 - 6, MIDDLE SCHOOL, HIGH SCHOOL
SECONDARY • Non-Verbal reading strategies inspire teachers and students to engage in text in a wide variety of unique ways. Understanding and developing the non-verbal strengths of GT readers incorporates a very distinct cognitive thinking style into reading.

238 Instructing Students with Reading Challenges
JACQUELINE PAPIERZ BOULDER VALLEY CARL MORREALE SCHOOL DISTRICT
PRE K - 5
LITERACY • Boulder Valley School District’s Literacy Pathways guide decisions in universal classrooms and interventions to support the literacy challenges of students. Join us as we discuss the assessments, literacy interventions and systems we are implementing.

239 Engaging the Eye: Fine Art Builds Knowledge for All Learners
RACHEL ZINDLER GREAT MINDS CLAUDIA LADD
K - 6, MIDDLE SCHOOL
LITERACY • Close examination of art can empower all students to be analytical readers and effective communicators. Learn how to employ the study of art in the ELA classroom to boost literacy of all students—particularly English learners and striving readers.

THURSDAY SESSIONS
THURSDAY SESSIONS

249 CCIR-Yay! Hit the Exhibit Hall!
Kim Bevill
All Grades

250 Happiness and Gratitude
Kim Bevill
All Grades

251 Conversation with CDE
Alex Frazier
COLO. DEPT. OF OLIVIA GILLESPIE
Education
All Grades

252 Modern Day (Digital) Literacy, It’s No Fairy Tale!
Brandon Peterson
Christine Schein
All Grades

253 Co-Teaching to Enhance Learning
Jeanne Bonds
Douglas County
Courtney Berry
School District
All Grades

254 Young Adult Literature: A Motivating Force in the Classroom
Karen Hartman
Colorado Writing Project
Middle School, High School
SECONDARY • Join me as I share some of my favorite YAL. We’ll also look at ways to get kids writing about their reading and writing using YAL mentor texts. YAL can be the most powerful tool you have to engage your students as readers and writers.

255 Warp-Speed Phonics—Hacking the Emotional System for Learning
Katie Garner
SECONDARY
LITERACY • Hack into the brain’s emotional systems to “cheat” and forge meaningful connections to otherwise meaningless phonics skills. Activate backdoor learning channels that give kids “warpspeed” access to ALL of the skills they need to read and write!

256 Tiny Writers: Developing Emergent Writer’s Identity
Kristen Myers-Blake
Pre K - 2
WRITING • How do we cultivate the love of writing in our tiniest writers? How do our beliefs anchor their writing identities? Primary writer’s workshop is a unique challenge full of wonder. Especially when some of them can barely write their own names!

257 The Power of Teacher Belief to Impact Student Success
Moker Klaus-Quinlan
3 - 6, Middle School, High School
OTHER • How do we tap into the power of our beliefs about learners and learning, and harness them to drive student achievement? Explore the impact of belief on student empowerment and achievement, and learn strategies to enhance relationships with students.

258 Feedback that Moves Writers Forward
Patty McGee
Gravity Goldberg, LLC
K - 6, Middle School
WRITING • Just the right kind of feedback can nurture perseverance, engagement, and ownership, thus creating passionate, invested writers. The time has come to reconsider how we give feedback to writers. Change our feedback and we change the writer.

259 Leading the Literate Culture: A Framework for Efficacy
Scott Murphy
All Grades
OTHER • How might school leaders get both cultural and academic benefits? How might schools grow confidence in the face of literacy challenges? This seminar explores an Impact Framework as a way to align leadership toward cultural and literacy growth.

260 Exploring “Place” in Poetry and Close Reading
Vince Puzick
3 - 6, Middle School, High School
LITERACY • Exploring “place” with students is a great way to build a community of learners and develop literacy skills. In this interactive session, we will read poems to practice close reading of challenging texts and use that reading to inspire our own writing.

261 New Dogs, New Tricks: New Ideas & How to Share Them
Jeraldine Krayer
Leah Fairchild
Daniel Rossen
Sarah Seiffert
Middle School, High School
ECN • Being a young teacher with new ideas can be awkward. Three early career teachers share how working with administrators, mentor teachers, and coaches empowered them to develop and present professional development to their colleagues.

262 Examine Colonial History Picture Books and Primary Sources
Michelle Pearson
Kile Clabaugh
TPS
All Grades
LITERACY • Pairing primary sources with picture books is a great way to engage all types and skill levels of learners, not just the younger grades. Historical picture books provide an accessible inlay to building historical context and improving literacy. (Repeats as Session 439)

263 Crafting Content with Nonfiction Mentor Texts
Rose Cappelli
Lynne Dorman
K - 5, Middle School
WRITING • This presentation will explore how to create a sense of wonder and curiosity in students with nonfiction mentor texts. Teachers will learn how to use anecdotes, cartoon drawings, and features of nonfiction to create engaging informational text.

264 Co-Teaching - The 70% Solution
Anne Benninghof
All Grades
ELD • Why does co-teaching work in some classrooms and not others? Learn the importance of small-group practices and how to use them effectively. Explore practical ways to compose and manage groups, maximize SDI and address individual needs of students.

265 Integrating Language and Content Learning
Beth Skelton
3 - 6, Middle School, High School
ELD • Experience how to plan content reading lessons with consideration for ELLs’ language development needs, differentiate instruction, and use cooperative learning effectively.
Meaning is made when Not What can a blind lamb During this In this lively experiential session, Many times, our Use picture books to If equity ensures every student has an opportunity to think at complex levels, how can coaches support teachers as they take risks to provide this complex instruction for all their students? Join us as we analyze concrete examples of impactful support. (Repeats as Session 101)

THURSDAY SESSIONS

266 Word Wonders: Growing Vocabulary in K-1 Classrooms
BRENDA OVERTURF
Pre K - 2

VOCA...
Based on her life experiences and her work in diverse classrooms, schools and districts, Regie will discuss and demonstrate how to establish and sustain thriving environments where all learners—students, teachers, and leaders—are engaged in meaningful work; feel emotionally and socially safe, valued, and supported; and are able to create an intellectual culture of collaborative expertise and continuous learning.

**303 Improve Learning Through Classroom Discourse**
Moker Klaus-Quinlan
3 - 6, Middle School, High School

**LITERACY** • When students engage in classroom discourse and conversation, they think and learn more deeply. Experience structures and routines that will enhance the quality and quantity of learning-focused talk and thinking in your classroom.

**304 Reaching and Teaching ELLs in Every Classroom**
Debbie Arechiga
K - 5

**ELD** • This session will provide teachers with both the knowledge and ability to use effective scaffolding strategies or what I consider “energizers” to support the second language learner in the regular classroom.

**305 These 6 Things: Focusing Our Teaching on What Matters Most**
Dave Stuart Jr.
3 - 6, Middle School, High School

**OTHER** • In this session we will examine a “less but better” approach to improving literacy outcomes, both in our own classrooms and across the school day. Participants will leave with a comprehensive, coherent approach to promoting long-term student flourishing.

**306 Intentional Book Choice in the Reading Workshop**
Franki Sibberson
3 - 6

**READING** • The careful selection of books for read aloud, small group instruction and minilessons is essential in helping students grow as readers of both fiction and nonfiction. Lists of books that Franki has used with her students will be shared.

**307 Building Relationships through Formative Assessment**
Tim Kubik
All Grades

**OTHER** • Teachers have their favorite formative assessments, but how do these affect relationships among students? We’ll use Project ARC Formative Assessment Cards to evaluate and identify feedback loops that foster collaborative growth relationships.

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**Friday Morning Keynote**

8:45-9:10

**300 CCIR-Yay! Hit the Exhibit Hall!**

Come visit the exhibit hall for many new and exciting resources, ideas, and apparel.

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**301 Designing a Roadmap for Transformative Literacy**
Amelia Van Name Larson
American Dr. Jeffrey Wilhelm
Reading Company
K - 6, Middle School

**OTHER** • Children of immigrants comprise 19% of school age population, making discussions about their place in society urgent. Environments that are supportive and responsive are critical to develop a new narrative. A better future depends on courageous leadership.

**302 Going Deeper with Coaching**
Michelle Jones
Stevi Quate
All Grades

**COACHING** • Explore a variety of coaching models, skills, & strategies through interactive research, discourse, writing, & reflection. Develop a personal coaching blueprint that aligns with your beliefs and allows you to better meet the needs of your colleagues.

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**308 Who’s Doing the Work? Say Less So Students Can Do More**
Jan Burkins
Kim Yaris
K - 6

**READING** • What can we do differently to help our reading instruction transfer? Learn small but powerful instructional adjustments that can hold students accountable for their own learning and lead them to increased independence and proficiency.

**309 Keeping it Real: Real Writing about Real Reading – Literature**
Leslie Blauiman
3 - 6

**WRITING** • Using mentor texts, models, and feedback, Leslie shows how to mesh evidence-based writing with student engagement using great literature. Trust, choice and authentic thinking creates magic! Tools, texts and ideas easily implemented will be shared.

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**310 Cultivating Tenacity and Engagement in Students**
Rick Wormald
All Grades

**OTHER** • Students grow impatient with content not parsed into soundbites & extended projects/reading. Let’s help them find the reserves to stick with academic tasks, including the role of dopamine, goal-setting, meaning-making, descriptive feedback, and more.

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1-Hour Sessions – 9:15-10:15

**320 Ramp Up Your Read Aloud: Inspire Interactive Conversations**
Maria Walther
Indian Prairie Dist. #204
Gwendolyn Brooks Elementary School
K - 2

**READING** • Harness the power of the interactive read aloud! In this session, Maria will share a wealth of kid-appealing picture books coupled with tips for meaningful collaborative conversations that will spark high-level comprehension and joyful learning.

**321 Incredible Ways To Amplify #StudentVoice In Literacy!!!**
Brandon Peterson
Penny Potts
All Grades

**DIGITAL LITERACY** • The struggle is real. It sure can be tough to keep up with all the ways to get “screenagers” excited & passionate about literacy. Fear not as we explore incredible techie tips & tricks that you can use tomorrow. Now everyone can be a literary superhero!

(Repeats as Session 415)
1-Hour Sessions – 9:15-10:15

322 Literacy for the Gifted Learner
TERESA BROWN  ACADEMY FOR ADVANCED AND CREATIVE LEARNING
3-6, Middle School
LITERACY • What does a language arts class designed for gifted learners look like? How can you incorporate gifted best practice into your current model? This session will help answer these questions using the “big idea” of connections between content areas.

323 Survivor: First Year Teacher Edition
CHRISTINE KYSER  UNIVERSITY OF SUZETTE YOUNGS  NORTHERN COLORADO
All Grades
ECN • Looking for advice on surviving your first years in the classroom? Teachers on this expert panel will share their best survival secrets, classroom management ideas and reveal their best tips and tricks to support you in your journey as an educator.

324 Family Literacy
GARY JOHNSTON 21ST CENTURY TUTORING AND CONSULTING
Pre K - 6
OTHER • Let’s teach parents what they need to do to have a family that reads, because kids who read come from families that read. Kids will read, and the parents will love your help in making it happen!

325 Thinking (and Reading) Outside of the Genre Box
GEORGIA SCURLETTS  COLLEGE BOARD
Middle School, High School
SECONDARY • In this interactive session, teachers will experiment with close-reading strategies that break the shackles of genre. For example, we will analyze rhetorical appeals in literature and literary devices at play in works of nonfiction.

326 Use the Literacy Force, Luke!
JAN ANTILLA 21ST CENTURY TUTORING AND CONSULTING
All Grades
LITERACY • Growth Mindset is a huge education buzzword currently! I used growth mindset as my theme for an entire school year and saw such amazing growth in students! Join me to learn how growth mindset can be used in all literacy areas to empower students.

327 Teacher Leadership
JILL LEWIS NANCY WHITE  All Grades
OTHER • Teachers are leaders. Yet, they need support to develop and hone their leadership skills to make the kind of contributions that advance the profession and maximize student learning. Join this interactive session to advance your leadership knowledge.

328 Twisting Classics: Teaching Old Writing Strategies New Tricks
JOSH KASCAL  FRONTIER ACADEMY
Middle School, High School
SECONDARY • Think back; think ahead. The beauty of teaching is the chance to restart. There’s always new challenges to confront—especially with Literacy. I will offer relevant twists on Literacy through annotations, humor, and personal reflections. Push restart.

329 Motivational Rigor: Instruction for English Learners
SARAH WEBB  MAD RIVER LOCAL SCHOOLS
MIKE TAGLIENTI  K - 6, Middle School
ELD • Knowledge-rich, rigorous content builds language and confidence in English Learners. Discover how to instill a sense of wonder and accomplishment in ELs with strategies that ignite the drive to learn and help students express themselves effectively.

330 Inspiring Writers
TERRY HOIT  WRITE NOW – RIGHT NOW
DARLENE MCPHERSON  K - 6
WRITING • Writing instruction is difficult. This workshop, presented by the authors of Write Now – Right Now, provides you with techniques and ideas to implement in your classroom while revitalizing and inspiring your students to become better writers!

331 Using Free Publisher and Bookstore Resources in Your Classroom
KRISTEN GILLIGAN  TATTERED COVER
All Grades
RESOURCES • Learn how to effectively use free publisher and bookstore resources in your classroom to get kids excited and engaged in reading. Author visits, Advanced Reading Copies, field trips, In-Store Fundraisers, book festivals, bookstore events, and much more are offered and coordinated by Tattered Cover at no cost. Learn how you can easily take advantage of these resources right here in the Denver Metro area! (Repeats as Session 120)

332 The Evolution of Literacy in a Digital Age: Teach This NOW
KRISTIN ZIEMKE  All Grades
DIGITAL LITERACY • In this new learning landscape, we rethink what it means to “read” and craft lessons that explicitly teach students to analyze a photo, closely read video and apply comprehension strategies to read text, tech and the world.

333 How to Read Pictures for Understanding Words and Concepts
MOLLY BANG  Pre K - 6, Middle School
AUTHOR • What do we see when we look at a picture? How can we talk about what we see? How can pictures help us understand? I will use my illustrations from the Sunlight Series to show how pictures can help elucidate science – and just about everything else.”

334 Aligning Brain-Focused Learning and Generation Z Students
SUE ANN HIGHLAND  METEOR EDUCATION
All Grades
MOTIVATION AND ENGAGEMENT • We are experiencing a huge shift in approaches to teaching and learning. We recognize that Gen Z students think and feel differently about learning than past generations. Unlock the power of engagement to break the mold of traditional learning experiences. (Repeats as Session 227)

FRIDAY SESSIONS

341 Word Study: The Foundation of K-2 Balanced Literacy
CAROLYN BANUELOS  CORWIN LITERACY
K - 2
LITERACY • Students need a strong foundation to become successful readers. K-2 teachers can learn how to customize word study instruction within Balanced Literacy to make literacy accessible for all students.

342 Using Mentor Texts To Breathe Life Into Characters
CHERYL LAVILLE  ADAMS 12 MARGARET JONES  FIVE STAR SCHOOLS
All Grades
WRITING • In our presentation writers will discover adding depth to their characters. This workshop is to focus on a character and enhance it through structured writing activities, including writing into the day, zooming in, and looking at the whole character.

343 Creating Classroom Climate
AMY NICHOLL  CURRICULUM COORDINATOR
Poudre Learning Center
K - 5
ECN • A key to a successful year for both students and teachers lies in creating a positive classroom climate that allows students to thrive, be engaged, and learn. Come learn about bringing high expectations, engagement, and laughter into your classroom!
1-Hour Sessions – 10:30-11:30

344 Reading Workshop: Engage ALL Students... Even the Non-Readers
JEREMIAH MOORE  PLATTE VALLEY SCHOOL DISTRICT  K - 6
READING • What do I do for my students who dislike reading? Find out how a classroom teacher and interventionist use the reading workshop model to ignite a love for books! Participants will leave with practical tips and next steps for their classroom!

345 Solution Strategies for Learning
JOAN ARENT  SELF  K - 5, Middle School
ELD • Triumph with the 3 P’s: Perspective, Problem-Solving, and Power-management. Identify personal gifts & talents, overcome struggles, learn word awareness, appreciate your unique traits. I empower, educate, and entertain!
(Repeats as Session 428)

346 Mindful Leadership for Educators: Cultivating Awareness
KELLY BURNS  Poudre School District  Middle School, High School
OTHER • This course will offer an overview of the personal, relational, and situational attributes of a mindful school leader, and how those attributes cultivate awareness as a cultural norm in a school and lower the common stressors found in leadership work.

347 Student Ownership of Learning
KRISTEN DART  Poudre School District  K - 5, Middle School, High School
OTHER • Participants will learn actionable ways to empower students to take learning into their own hands. Topics include creating a classroom culture of student ownership of learning, self and peer assessment and feedback and goal setting.

348 Let’s Play! Engaging Middle Level Students in the Classroom
MELISSA DIEBEL  KENTUCKY WESLEYAN  Middle School
SECONDARY • This presentation will discuss how much more middle level students can do when they are given time to play with ideas and learning. Come explore education from outside the box and learn how to add elements of fun to each class period.

349 Teaching Young Gifted Readers
MICHELLE FEIN  Academy for Advanced and Creative Learning  Pre K - 5
READING • Michelle Fein will inspire teachers to meet the needs of young gifted readers by using best practices and research based strategies to increase the complexity of instruction to assure growth and foster a love of reading.

350 Literacy Tasks Students Do (and Not You!)
NANCY AKHAVAN  FRESNO STATE  K - 6, Middle School
LITERACY • Students need coaching to become independent readers and writers. Literacy tasks that you can immediately implement in your classroom will be presented. Receive tips and ideas to develop confidence in reading to ensure students are doing the doing.

351 Coaching for Reading Instruction in All Content Areas
SONYA SMITH  BURNET CISD  Pre K - 5
COACHING • Instructional leaders, join me as we explore the components of effective reading instruction and identify the “look for” in classroom visits. You’ll gain easily implemented strategies for observation, data gathering, and coaching teachers.

352 Playing with Literacy
VICKI COLLET  UNIVERSITY OF ARKANSAS  Pre K - 2
LITERACY • Cultivate children’s literacy in meaningful contexts by incorporating reading and writing materials into thematic play activities. In this session, teachers in pre-K through 3 will consider socio-dramatic play as a way to build literacy skills.

353 Culturally Responsive Literacy Instruction
ROBIN WISNIEWSKI  COLORADO ASCD  Ceri Dean  3 - 6, Middle School, High School
OTHER • This presentation will provide a framework for culturally responsive literacy instruction. Participants will learn example strategies that challenge critical reflection, empower students, and build culturally relevant, disciplinary literacy skills.

354 Sound Practice! Merging the Power of Voice and Literacy
SALLY NATHENSON-MEJIA  UNIVERSITY OF TEXAS AT AUSTIN  TERRI THOMPSON  COLORADO DENVER  K - 5
DIGITAL LITERACY • Voice is power. Merging student voice in writing, reading, speaking, listening, and vocal performance with voice recording technology, allows students to hear the power of their own voices. Hear the magic. Learn how. Teach your students. Join the journey!

355 Novels, Science and Engineering
AMY NICHOLL  Poudre Learning Center  K - 5
LITERACY • Looking for a way to bring science and engineering practices into your novels? Come join this interactive session that uses novels to help students investigate science and engineering practices.

FRIDAY SESSIONS

90-Minute Workshops – 11:00-12:30

364 CCIR-Yay! Hit the Exhibit Hall!
JENNIFER LACOMBE  ALL GRADES
EXHIBITIONS • Come visit the exhibit hall for many new and exciting ideas, resources, and apparel.

365 Having Hard Conversations
JENNIFER ABRAMS  ALL GRADES
COACHING • As educators, we often come up against situations where difficult topics must be addressed. Based on Jennifer’s book, Having Hard Conversations, this session will provide action plans and scripting tools for having those necessary hard conversations.

366 The Five Key Beliefs Underlying Student Motivation
DAVE STUART JR.  ALL GRADES
SECONDARY/MOTIVATION AND ENGAGEMENT • This session presents a practical, coherent approach to the art and science of cultivating student motivation from the inside out. Specifically, we will examine how to improve the five key beliefs of student motivation in the area of reading.

367 RENEW Your Writing Instruction!
SHAWNA CORPOLA  K - 6
WRITING • Shawna’s passion & energy for teaching student writers will help move participants toward more authentic, student-centered practices and will make use of a simple framework for thinking that will help sustain this kind of work beyond her session.

368 Building Relationships through Formative Assessment
TIM KUBIK  ALL GRADES
OTHER • Teachers have their favorite formative assessments, but how do these affect relationships among students? We’ll use Project ARC Formative Assessment Cards to evaluate and identify feedback loops that foster collaborative growth relationships.
(Repeats as Session 307)
In this session, the author of the OER curriculum Bookworms Reading and Writing will describe its design, present evidence of its effectiveness, and provide directions for those who want to access it from OpenUp Resources.

370 Teaching Academic Vocabulary
Tina H. Boogren
All Grades
VOCABULARY/WORD STUDY • Build a system of excellence that ensures students can understand complex texts, engage deeply with content-area concepts, and participate in academic discussions, through the acquisition of a six-step process for effective vocabulary instruction.

1-Hour Sessions – 11:00-12:00

380 Power to the Little People: Literacy, Independence, Thinking
Kristin Ziemke
Pre K - 2
DIGITAL LITERACY • Yes they can! From annotation with a drawing tool, to video feedback and collaboration we’ll unpack student work samples and video lessons to find new instructional practices to empower students in the early years.

381 When Sophie Thinks She Can’t: book about growth mindset.
Molly Bang
Pre K - 6
AUTHOR • Carol Dweck shows how a “fixed mindset” leads us to think we are born smart – or not – and can’t change. A “growth mindset” leads us to know that challenges help us grow smarter. I describe how the book supports growth mindset approach in the classroom.

382 Where Do We Find the Time?
Rick Wormeli
All Grades
ECN • We have 6.5 hours a day w/students for 36 weeks: How do we get it all done? Teaching effectively takes time! Join us for a practical look at how to boost time with students as needed, and how to find the time to do the planning/prep for it as well.

383 Diagnostic Instruction: Practices to Improve Learning
Charlene Cobb
Naropa University
K-6
OTHER • Diagnostic instruction shifts the discourse of student learning from remediation to acceleration. Learn how teachers collaborated to examine beliefs, improve practice, and support student learning. Process and artifacts will be shared.

1-Hour Sessions – 11:45-12:45

401 Championing Literacy across the Ocean: Colorado to Africa
Nancy Meredith
Stevi Quate
K - 5, Middle School
OTHER • Last summer we traveled to Kenya to work in a small village school. Not only did we teach teachers and model lessons, we learned about literacy in a different culture. Join us to hear what we learned and ways you too could be involved in similar work.

402 Best Literacy Practices for Tutoring!
Jan Antilla
21st Century Tutoring and Consulting
Pre K - 6, Middle School
LITERACY • Many educators also work as a tutor, and ALL educators have an opportunity to work 1-1 or with small groups in literacy. My session will highlight many best practices and digital tools I have used in my RtI work as well as with my tutoring students.

403 The MeTEOR Learning Framework and Student Engagement
Sue Ann Highland
MeTEOR Education
All Grades
OTHER • When kids are fully engaged in the learning process, they tune in. Students who engage in collaborative learning practices show increased attention and retention. This session will help you discover a framework designed to do just that! (Repeats as Session 210)

404 Using Children’s Literature To Teach Problem Solving In Math
Felicia Durden
Cartwright School District
K - 5
OTHER • In this lively, interactive session participants will learn the importance of using children’s literature to support problem-solving in math. You will leave with resources that can be immediately used to support integration of the two content areas.

405 Story Time From Space — Literacy and STEM from Earth Orbit
Jeffrey Bennett
Big Kid Science
K - 6, Middle School
READING • Story Time From Space is an exciting new program in which astronauts aboard the International Space Station read science-based stories to the children of Earth. Learn about the program and how you can use it in your classroom.

406 Best New Children’s Literature of the Year — Grades 4-8
Jennifer McIntyre
Once Upon a Mind
3 - 6, Middle School
OTHER • Explore the best of this year’s recently published books. Discover books that support learning in all areas of the curriculum and stories that you will be eager to share with your students. Attendees will receive an annotated list of books discussed.

407 Informing and Inspiring Colorado’s New Teachers
Katie Walter
Fox Ridge Middle School
3 - 6, Middle School
EN • New to teaching? Looking for some inspiration? Stop by this session to learn a variety of classroom-tested, student-approved, easy to implement ideas for your reading and writing instruction.

408 Stand and Deliver: Bolstering Student Presentations
Kristin Leclaire
Arapahoe High School
High School
SECONDARY • Tired of sitting through feeble student presentations? Use this hour to start building a speaking scaffold into your curriculum. From body language to rhetoric, you can help high school students prepare formal presentations that deserve standing ovations.

409 Colorado Children’s Book Award Picture Books
Sherrie Davidson
Pre K - 6
OTHER • The Colorado Children’s Book Award allows children to recommend the best picture books for the year. This session will provide the titles and authors, nominated for 2019 and how to use them effectively in the classroom.

410 Reading Charts, Graphs, and Infographics
Suzie Null
Fort Lewis College
Middle School, High School
SECONDARY • Participants will unpack the skills needed to read a variety of types of complex charts, graphs, and infographics, and will discuss how to use these texts to integrate mathematics and testing skills across content areas.
1-Hour Sessions – 11:45-12:45

411 Using Pop Culture to Reach Gifted Readers and Writers
TERESA BROWN          ACADEMY FOR ADVANCED AND CREATIVE LEARNING
K - 6, Middle School
OTHER • This session will help teachers and coaches incorporate pop culture into the literacy block and beyond to encourage divergent thinking, creative problem solving, and improved motivation for gifted students in the classroom.

412 Creating Confident Readers and Thinkers
MICHELLE CARNES       CHERRY CREEK SCHOOLS
DEANNA TILTON         MIDDLE SCHOOL
ELD • How did we take a social studies class with many ELA students who lacked confidence and were dependent on the teachers to help them make meaning into a class of confident readers and critical thinkers? Come find out!

413 Visual Thinking Strategies: Smithsonian American Art Museum
TESS ALFONSIN          SAINT MARY’S HALL
K - 5
LITERACY • Are you looking for new ways to engage the “Eye Generation?” Come learn how to elevate the dialogue in your classroom, encourage your students to think critically, seamlessly compare texts, and support your learners as they write thoughtful responses.

414 Publishing a Class Book Using CreateSpace
BUTTERSCOTCH CULHANE   Poudre School District
All Grades
WRITING • Participants will give meaning to students’ writing workshop pieces by publishing a class book through Amazon CreateSpace (for about $5 a student). In this session, we will walk you through all of the steps and prepare to you publish a book.

415 Incredible Ways To Amplify #StudentVoice In Literacy!!
BRANDON PETERSON
PENNY POTTTS
All Grades
DIGITAL LITERACY • The struggle is real. It sure can be tough to keep up with all the ways to get “screenagers” excited & passionate about literacy. Fear not as we explore incredible techie tips & tricks that you can use tomorrow. Now everyone can be a literary superhero! (Repeats as Session 321

BYOBFF
Introduce a colleague to CCIRA with a conference scholarship.

- We look forward to welcoming a wave of new attendees this year to share in the fellowship of CCIRA! Do you know someone who ought to join in?
- Direct your friend or colleague to the scholarship link at ccira.org, where they can fill out the application and share how conference attendance can be a benefit to their classroom practice. Scholarships will be determined by applicant responses.

Questions? Please contact Meghann Evans at mlevans@dcsdk12.org.
FRIDAY SESSIONS

423 Google Slides and Google Drawings for Higher Order Thinking
EMILY ANDERLE  RIVERSIDE MIDDLE SCHOOL
3 - 6, Middle School, High School
DIGITAL LITERACY  Google Slides and Google Drawings can be used for more than pretty presentations! Come learn how these blank digital canvases can promote higher order thinking in your students. Bring your device to participate in model learning experiences.

424 Fostering Empathy through Picture Books
EMILY GALLE-PRON  ISD 622
K - 5
OTHER  Picture books are an ideal channel to learn about others and foster a sense of empathy in readers. Using her background as an elementary teacher, Master’s of Children’s Literature graduate, & bookseller, Emily will share book recommendations and ideas.

425 Exploring Alternative Story Forms
HEATHER KO  POUDRE SCHOOL DISTRICT
Middle School, High School
SECONDARY  Storytelling is changing. Explore how you can incorporate visualizations, graphics, and multimedia stories to elevate student experiences and deep learning. Topics include #instaessays, video, comics, infographics, photoessays, and story maps.

426 How to Use STEP/Emergenetics in the Classroom
HEIDI CUROE  DOUGLAS COUNTY SCHOOL DISTRICT
3 - 6, Middle School
OTHER  I have been a STEP facilitator for the past three years giving Meeting of the Minds sessions to Douglas County teachers. The past two years, I’ve had classroom visits to see how we implement STEP in the regular classroom at Cimarron Middle School.

427 I, Humanity — Understanding Our Place in the Universe
JEFFREY BENNETT  BIG KID SCIENCE
3 - 6, Middle School
AUTHOR  Hear the author read his latest critically-acclaimed children’s book and discuss the many ways you can use it as a learning aid for literacy, science, and more, with suggestions that will work at all levels from about grade 3 and up.

428 Solution Strategies for Learning
JOAN ABENT  SELF
K - 5, Middle School
BLD  Triumph with the 3 P’s: Perspective, Problem-Solving, and Power-management. Identify personal gifts & talents, overcome struggles, learn word awareness, appreciate your unique traits. I empower, educate, and entertain!
(Repeats as Session 345)

429 Successful Field Experiences for Pre-service Teachers
JODY LAWRENCE  UNIVERSITY OF NORTHERN COLORADO
K - 6
ECN  High quality field experiences impact preservice teachers’ readiness to teach, their knowledge of professional behavior, and their confidence when working with others. Strategies for both mentor teachers and preservice teachers will be addressed.

430 Heart Intelligence Inspires Learning that Lasts!
JULIE BELLE ASH  PERA
REBECCA KIDD  Pre K - 2
MOTIVATION AND ENGAGEMENT  Illuminate the Heart as well as the Mind for true learning on many levels! Co-authors share their experience writing their picture book, Splash, I LOVE BEING a Raindrop, highlighting HeartMath research and the secret power of adding more heart to learning.

431 Under Pressure: Using Tabata to Prepare for Timed Writings
KATIE ALLISON  POUDRE SCHOOL DISTRICT
Middle School, High School
SECONDARY  Timed writings are a tough reality for some. They can be stressful and overwhelming. This workshops takes an in depth look at how to use Tabata, an acclaimed strength training method, to improve student’s confidence and stamina in their writing skills.

432 Literacy Essentials: Engagement and Equity for ALL learners
MARISA RUSSO  A3K
Pre K - 6
LITERACY  Please join a research-fueled session on targeted differentiation for our most fragile learners. In this highly engaging session, we will share proven strategies for accelerating language and literacy gains, with a focus on targeted literacy scaffolds.

433 Inspired Learners: Social and Emotional Skills in Literacy
MARY ANNE BUCKLEY  VICTOR PRIMARY SCHOOL
Pre K - 6
LITERACY  Stress impacts learning and the classroom environment. Social and emotional lessons that integrate reading & writing skills will be modeled. Teachers will learn to proactively design literacy lessons that create caring & engaged classrooms.

434 Exploring Diversity Through Literature
ROBERT (BOB) SENY  MISSISSIPPI UNIVERSITY FOR WOMEN
K - 6, Middle School
OTHER  Our classrooms exhibit diversity in all its forms: A statement of the obvious. Through books we can build acceptance and even celebrate this diversity. Using picture books, we will investigate how to address diversity in our classrooms and in our world.
FRIDAY SESSIONS

435 Innovative Reading Strategies
Valeri Hudson  Natrona County School District
K - 6, Middle School, High School
READING  Two teachers share strategies used in separate classrooms and brought together in one class to advance the wisdom of students across curriculums. This is an interactive session with strategies that can be used the next day in a classroom with little prep time.

436 Multisensory Grammar
Karen Leopold 3 - 6, Middle School, High School
WRITING  Using appropriate grammar is important when writing. Direct & explicit instruction is crucial. Providing multisensory instruction/practice helps students make the most progress. The goal of teaching grammar is for students to improve their own writing.

437 Fifty Nifty Picture Books to Inspire Young Writers
Maria Walther  Indian Prairie Dist. #204
Gwendolyn Brooks Elementary
K - 2
WRITING  Join Maria as she shows you how to inspire your writers by sharing mentor texts and engaging writing lessons. Equipped with a long list of books, you will leave this session ready to go back to your classroom to read, think, and write with students!

438 CCBA Junior Novels for 2019/ How to Use Them in the Classroom
Sherrie Davidson 3 - 6, Middle School
OTHER  The Colorado Children’s Book Award allows children to recommend other books to children. I will present the top ten junior novels (for grades 3-6) and how to use them in the classroom.

439 Examine Colonial History Picture Books and Primary Sources
Michelle Pearson  TPS
Kile Clabaugh
All Grades
LITERACY  Pairing primary sources with picture books is a great way to engage all types and skill levels of learners, not just the younger grades. Historical picture books provide an accessible inlay to building historical context and improving literacy. (Repeats as Session 262)

440 Executive Function: Bringing It Online for Adolescents
Rick Wormeli 3 - 6, Middle School, High School
OTHER  Challenges with executive function often resemble the challenges of adolescence: self-discipline, morality, impulsivity, time/organization and responding constructively. Join us for a closer look at specific strategies to cultivate EF maturation.

441 Teaching Nonfiction Reading - It’s Not Just an ELA Curriculum
Renee Houser  Erin Donelson 3 - 6, Middle School
READING  This session will explore NF text types, demystify comprehension, and study two critical support skills. Participants will leave with tips to keep students at the center of instructional decisions while maintaining integrity of content curriculum.

449 CCIR-Yay! Hit the Exhibit Hall!
Come visit the exhibit hall for many new and exciting resources, ideas, and apparel.

90-Minute Workshops – 2:45-4:15

450 Primary Sources and Literacy Strategies for the K6 Classroom
Kile Clabaugh  Keith Patterson  TPS K - 6
LITERACY  This session will focus on how to enhance elementary literacy strategies by implementing historical primary sources. Utilizing primary sources in the classroom setting helps increase student engagement, critical thinking, analysis, and inquiry skills. (Repeats as Session 134)

451 Syllable & Morpheme Division - How & Why We Divide Words
Karen Leopold 3 - 6, Middle School, High School
VOCABULARY/WORD WORK  The specific purposes for dividing words into syllables and/or morphemes are critical in instructing students. Memorable mnemonic devices will be illustrated and practiced for teaching how and when to divide words.

452 Making It Visual
Carol Wilcox  Denver Public Schools  K - 5, Middle School
READING  Today’s students live in a world of images. Participants in this hands-on workshop will learn to use tools like Sketchnotes and Infographics to bring more images into your classroom.

453 Efficacy & Resilience
Hilary Herrmann  Poudre School District
KELLY BURNS  All Grades
OTHER  What happens to your instruction when you believe in the possibilities of your work? We will focus on building resilience and efficacy for personal satisfaction and growth that results in [re]claiming the courage to teach literacy.

454 You Can Do it All: Juggling Balanced Literacy Elements!
Jan Anttila  21st Century Tutoring and Consulting
K - 6, Middle School
LITERACY  Balanced Literacy elements don’t need to be contained to the Literacy block or the Language Arts classrooms; literacy can be taught throughout the day in all blocks and all classrooms. Join me for this session showing that, yes, you CAN to it all!

455 Interactive Writing 2.0: A Guided Approach to Teaching
Kate Roth  Pre K - 5
WRITING  A lively session dedicated to interactive writing, an approach used successfully in grades preK-5. Through discussion and video, the power of this method will be showcased as described in Interactive Writing: A Small Practice with Big Results.

456 Too Many Letters... Too Many Rules...Too Many Sight Words!
Katie Garner  Pre K - 2
LITERACY  Did you know that the brain has a “backdoor” for learning that can be easily hacked into? Discover how to target instruction to the earlier-developing, social and emotional learning channels and transform high-leverage phonics skills into child’s play!

457 Inspiring Students to Think Using Mysteries
Laure Wretling  Sathyia Wandzuk
Middle School
SECONDARY  Watch the Thinking Strategies come alive as we become inquisitive investigators of unknown mysteries of our world. See, feel, and hear the power of Thinking Strategies to inspire you and your students as learners as you share classroom application.

458 Invigorate Writer’s Workshop with Research-Based Practices
Leslie Laud  Bank Street College
Amy Thomas  Alex Frazier 3 - 6, Middle School
WRITING  Learn powerful ways to motivate students and raise overall writing quality in a workshop setting, and one that supports new generation standards’ emphasis on text-based writing. Help students find their voice, and become more self-directed writers.

459 Work It! Wonderful Challenges All Your Learners Need
Nancy Ahlawan  Fresno State
K - 6, Middle School
LITERACY  Little shifts in our teaching makes a difference for students, especially when we provide authentic reading and writing opportunities. Learn to shift instruction to focus on essential challenges and engage students effectively!
460 Purposeful Talk: Conversations to Support a Thinking Culture
PATRICK ALLEN  DOUGLAS COUNTY SCHOOLS/ Dana Berg  STEINHOUSE PUBLISHERS  KEITTI GARVERT  K-5
LITERACY  • Talk is the foundation of a reading/writing classroom that nurtures community, develops culture, and strengthens community. Participants will explore specific rituals/routines the presenters use (K-5) to support learners—authentically and meaningfully.

461 Memoir Mash-up: Multi-genre Memoir
VINCE PUZICK  INDEPENDENT Middle School, High School
SECONDARY  • Participants will learn recent research around multi-genre writing with a specific focus on students crafting multi-genre memoirs. Participants are encouraged to bring a photograph of importance to them to spark their writing.

462 Straight From the Principal’s Office!
Christine Kyser  UNIVERSITY OF Suzette Youngs  NORTHERN COLORADO All Grades
ENG  • Curious what qualities principals look for in new teachers? Looking for advice on getting hired? Here’s your chance to ask a panel of principals anything you want to know. Join us for an interactive discussion.

463 Being Generationally Savvy
Jennifer Abrams  All Grades
COACHING  • Who are the four generations working in our schools? What protocols should we design to work well with them all? Using Jennifer’s book, The Multigenerational Workplace, this workshop will provide resources on this increasingly intriguing topic.

464 Navigating Complex Texts with ELLs
Debbie Arechiga  3-6
ELD  • This session will present five big ideas for helping ELLs navigate complex texts with success. Specific strategies for addressing text features, text structures and both content and domain vocabulary will be explored.

465 How Are Digital Tools Changing Our Literacy Workshops?
Franks Sibbersen  3-6
DIGITAL LITERACY  • What does it mean to be literate today? As the definition of literacy expands, our classrooms must also change. In this session, we’ll take a look at authentic ways to embed digital tools in our workshops, creating more powerful opportunities for students.

466 Writing, Redefined: Honoring ALL of our Student Writers
Shawna Coppola  All Grades
WRITING  • What does it mean to “write”? In this session, we will reflect on our assumptions about what writing “is” and will explore a variety of ways that we might “redefine” writing in order to honor the wide range of compositional choices that students might make.

467 Who's Doing the Work? Say Less So Students Can Do More
Jan Burkins  Kim Yaris  K-6
READING  • What can we do differently to help our reading instruction transfer? Learn small but powerful instructional adjustments that can hold students accountable for their own learning and lead them to increased independence and proficiency. (Repeats as Session 308)

468 Differentiated Instruction in Foundational Skills
Sharon Walpole  K-2
READING  • This session will provide the rationale and sample lessons from Walpole & McKenna’s 2017 text, How to Plan Differentiated Reading Instruction. This model uses a diagnostic assessment to identify skills needs and provides lessons to address them.

469 Keeping it Real- Real Writing about Real Reading- NONFICTION
Leslie Blauman  3-6
WRITING  • Using mentor texts, models and feedback, Leslie shows how to mesh evidence-based writing with student engagement using real world topics. When the work is important to their lives it’s magic! Tools, texts and ideas easily implemented will be shared.

470 How to Make Emotionally Powerful Pictures
Molly Bang  3-6, Middle School
AUTHOR  • Based on my book Picture This, participants will use 4 colors of construction paper to make 2 pictures showing very different emotions, enabling them to understand how to make emotionally powerful pictures on their own and to teach this to students.
3-Hour Saturday Institute – 8:00-11:00
501 The Role of Talk in Creating Readers, Writers, and a Democracy
Penny Kittle and Kelly Gallagher

Winston Churchill said, “Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.” Penny Kittle and Kelly Gallagher will share how they have used technology to help their students – one group in New Hampshire and one group in California – have conversations with one another across the continent about writing. These long-distance conversations, with groups of students who otherwise would not have opportunity to talk with one another and therefore learn from one another, become critical chances for students to learn how to talk to others who perhaps think far differently than they do.

Breakout Session: Reading Like Writers: Building an Understanding of Writing Craft through Passage Study

We write best next to excellent models of writing craft from sentences to passages to whole texts across mediums. We will look closely at writing craft to plan for engaging inquiry and daily practice that leads writers to craft their own writing with intention, voice, and increasing skill.

We will analyze passages from the books you’re already talking about as models of sensory details, voice, dialogue, sentence variety and rhythm. We will attend to word craft in poetry where big ideas in small packages engage and challenge readers and writers. Poetry invites study at the word and phrase level, ignites a personal response, and when shared, strengthens a classroom community when students find themselves in words. We will study editorials for organization and momentum, watching how writers create arguments alive with evidence and writing craft, and then transfer that thinking to analyzing digital texts from stories to commercials.
Jennifer Abrams

Jennifer Abrams is an international educational and communications consultant for public and independent schools, hospitals, universities and non-profits. Jennifer trains and coaches teachers, administrators, nurses, hospital personnel, and others on new employee support, supervision, being generationally savvy, having hard conversations and effective collaboration skills. Jennifer considers herself a “voice coach,” helping others learn how to best use their voices – be it collaborating on a team, presenting in front of an audience, coaching a colleague, and supervising an employee. Jennifer holds a Master’s degree in Education from Stanford University and a Bachelor’s degree in English from Tufts University. She lives in Palo Alto, California.

Molly Bang

Molly studied Far Eastern Languages and Literatures, first at the University of Arizona and then at Harvard, receiving Masters’ degrees from both. She soon learned how unsuited she was for scholarly research and a life spent in libraries, and then worked at the Baltimore Sun, where she learned how unsuited she was as a reporter by getting fired. At this point, she was convinced to pursue what she had always wanted: to illustrate children’s books. Her early works were mostly based on folktales. It was because of her daughter Monika that she made such books as Ten, Nine, Eight and When Sophie Gets Angry—Really, Really Angry. More recently, she has co-authored the Sunlight Series with Peny Chisholm, professor of Ecology at MIT, four books about how sunlight gives life to Earth.

Anne Beninghof

Anne M. Beninghof, an internationally recognized consultant and trainer, has more than 35 years of experience working with students and teachers, in a variety of public and private settings. She has been a special education teacher, adjunct faculty member of the University of Hartford and the University of Colorado, has published several books and videos, and provided staff development in all 50 states. Anne has authored eight books, several educational videotapes and is a regular contributor to blogs and webinars. She has also collaborated with numerous state agencies to bring about inclusive practices. In her teaching, presenting and writing, Anne focuses on creative, practical solutions for more effectively including students with diverse learning needs in general education classrooms.

Kim Bevill

Kim Bevill is the owner of Gray Matter Education Consulting. She is a highly respected international keynote speaker, conference organizer, staff developer and graduate level instructor. She was a high school history and IB psychology teacher for 14 years, but eventually joined forces with educators who strive to stop the dropout phenomenon. To bring meaningful change in education, Kim has insisted on training educators on the most current applicable neuroscience and the instructional strategies that work for anyone with a brain! Be ready to think outside the box in a highly interactive training. Participants consistently report feeling a new passion, purpose, and inspiration to new endeavors! Learn more about her course offerings at www.kimbevill.com

Leslie Blauman

Leslie is one of the few author/consultants that are still in the classroom and she goes to school each day with enthusiasm and a belief in creating a learning environment where all children thrive. Her first love (besides her own two children) is teaching, with over 30 years of experience including work as a district literacy coordinator and working as a “lab” teacher with the Denver-based Public Education and Business Coalition. Leslie currently teaches fourth grade in the Cherry Creek School District. She works nationally and internationally as a literacy consultant and staff developer when she’s not in the classroom. Leslie is the author of eight books with Corwin Literacy and Heinemann Publishing. Her latest books are Evidence-Based Writing: Literature (Corwin, 2017) and Evidence-Based Writing: Nonfiction (Corwin, 2017). Leslie lives in Denver, and while she’s an empty nester, her two dogs keep her active and entertained. She believes a sense of humor is imperative and brings that to her classroom and her consulting.

Tina H. Boogren

Tina H. Boogren, PhD, is a former classroom teacher, English department chair, teacher mentor, instructional coach, professional developer, athletic coach, and building-level leader. She has presented at the school, district, state, and national levels and has been a featured speaker at the International Literacy Association Annual Conference and Barnes and Noble Educators’ Nights. Dr. Boogren was a 2007 finalist for Colorado Teacher of the Year and received the Douglas County School District Outstanding Teacher Award eight years in a row, from 2002 to 2009. In additional to writing articles for the National Writing Project’s The Voice and The Quarterly, she is the author of In the First Few Years: Reflections of a Beginning Teacher, Supporting Beginning Teachers, The Beginning Teacher’s Field Guide, and Take Time for You. She is a co-author of Strategies to Motivate and Inspire Students along with Robert Marzano, Darrell Scott, and Ming Lee, and is a contributing author to Richard Kellog’s Middle School Teaching: A Guide to Methods and Resources and Robert J. Marzano’s Becoming a Reflective Teacher.
Danny Brassell

Danny hails from Los Angeles, California. For the past two decades, he has served as an educational advisor to students ranging from preschoolers to rocket scientists. While he has held numerous titles and worked with leaders from a variety of fields and disciplines, Danny has always considered himself first and foremost a teacher. His mission is to bring joy back into education. Affectionately known as “Jim Carrey with a Ph.D.,” Danny helps audiences learn to transform reluctant and struggling learners into passionate, life-long learners. Danny is a recognized authority on leadership development, reading, motivation and communication skills. His 15 best-selling books include Read, Lead & Succeed. As a thank-you for attending his talk today, he is providing all attendees a complimentary copy of the book. Most importantly, he is a loving husband and proud father of three children.

Gerry Brooks

Gerry Brooks is principal at an elementary school in Lexington, Kentucky. His educational experience includes six years in the classroom, two years as an intervention specialist, and 12 years as an administrator. He also has a desire to help administrators successfully lead their staff. An encouraging speaker, he has spoken to educational groups all around the nation. His focus is on encouraging teachers to improve their instruction through personal climate and culture strategies. He desires to help administrators focus on how to lead all staff in a positive and constructive manner. His following on social media has developed through humorous videos that focus on real-world educational experiences. He is currently followed on these social media sites by over 500,000 people.

Jan Burkins and Kim Yaris

Jan Burkins and Kim Yaris are the writers and thinkers behind Burkins & Yaris—Think Tank for 21st Century Literacy, where their blog and their instructional resources have drawn a national audience and made them thought leaders in the field of literacy instruction. In their role as literacy consultants, they work closely with schools and districts, facilitating staff development, conducting in-class demonstrations, and developing curriculum. Kim is the founder of Literacy Builders and spends more than 100 days per year consulting in schools. Jan, founder of Literacyhead, has authored and co-authored several books, including IRA's bestseller, Preventing Misguided Reading. Jan and Kim’s first book together, Reading Wellness (Stenhouse, 2014), shares field-tested, practical lessons designed to meet the rigorous demands of the Common Core while increasing joy in classrooms. With more than 40 combined years of experience in school districts, Jan and Kim’s work is steeped in literacy research but both have the heart of a practitioner. They truly understand what teachers need to know in order to improve literacy instruction.

Rose Cappelli and Lynne Dorfman

Lynne Dorfman currently works as an educational consultant. For more than 30 years, she taught in Upper Moreland School District in many capacities, most recently as a literacy coach. She is a co-director of the Pennsylvania Writing and Literature Project and a 1989 Writing Project fellow. Lynne has a B.A. in Elementary Education from Beaver College, an M.A. in Elementary Education from Bloomsburg University, and a Doctoral Degree in Educational Leadership from Immaculata University. She also holds a Reading Specialist Certification from La Salle University. She is active in the Keystone State Reading Association and is on the board of the Chester County Reading Association. She also is President-Elect of the Era Chapter of Alpha Delta Kappa. Rose Cappelli recently retired as a reading specialist from the West Chester Area School District and is now working as a literacy consultant. Rose holds an undergraduate degree in Teaching of the Hearing Impaired from the Pennsylvania State University, an M.A. in Reading from West Chester University, and has completed additional post-graduate work at West Chester University and Immaculata University. She is a 1996 Fellow of the PA Writing and Literature Project and currently serves the Project as a course coordinator and teacher consultant. She is active in the Keystone State Reading Association where she will serve as the 2016-2017 President, and is on the board of the Chester County Reading Association.

Shawna Coppola

Shawna Coppola is a literacy specialist, national speaker, and the author of the 2017 book Renew! Become a Better – and More Authentic – Writing Teacher. She has also offered courses or workshops through the New Hampshire Literacy Institutes as well as The Educator Collaborative. When she is not teaching, presenting, or consulting, she writes comics and posts on her blog. My So-Called Literacy Life.
inspire! CCIRA2019

Tim Kubik

Dr. Tim Kubik’s perspectives are based on more than 20 years’ practical experience in many different positions. A teacher, administrator, and consultant in K-12 through undergrad to graduate and professional programs, and a political volunteer, campaign manager, and elected party official in city, state and national campaigns, Dr. Kubik has trained over 2000 teachers and volunteers to see the connections between education, policy and the politics of their communities and more importantly, to help teachers and volunteers make these connections relevant to young people working in their own communities. Don’t just give the world to today’s young leaders, teach them how to seize it!

Debbie Miller

Debbie Miller taught and learned from children in the Denver Public Schools for thirty years. Author of Reading with Meaning: Teaching Comprehension in the Primary Grades, 2nd Edition (Stenhouse 2012) and Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action K-5 (Stenhouse 2008), Debbie now presents workshops across the country and internationally, and works extensively with schools and districts on long-range planning and development of literacy programs. She worked for many years with the Denver-based Public Education and Business Coalition (PEBC), a nonprofit group committed to providing ongoing support and leadership for schools in the Denver area and nationally. Debbie has also been an adjunct professor at the University of Denver and Regis University.

Donalyn Miller

Donalyn Miller has taught upper elementary and middle school students in northeast Texas and was a finalist for 2010 Texas Elementary Teacher of the Year. She is the author of several books about engaging children with reading, including The Book Whisperer and Reading in the Wild. Donalyn is the co-founder of the popular blog, The Nerdy Book Club, and co-hosts the monthly Twitter chat #titletalk. Her articles about teaching and reading have appeared in publications such as Education Week Teacher, The Reading Teacher, Educational Leadership, Horn Book, and The Washington Post.

Brenda Overturf

Brenda Overturf was a classroom teacher, the coordinator of K-12 reading curriculum and assessment for Louisville schools, and then chair of the literacy program at the University of Louisville. Brenda also served as a member of the ELA Board of Directors and is a past-president of the Kentucky Reading Association. Her books include Word Nerd’s: Teaching All Students to Learn and Love Vocabulary and Vocabulary: Integrated Word Study in the Middle Grades.

Larry Reiff

Larry Reiff was a Humanities teacher at Roslyn High School in Roslyn, NY and now is a middle school teacher launching a digital citizenship program. As an Apple Distinguished Educator and a Google Certified Teacher, he understands that 21st-century students absorb and integrate information very differently than previous generations. As a high school humanities teacher he has taught Shakespeare for years, but not quite like he does today. With iPad, Larry brings classics like Romeo and Juliet to life through apps and social media – making a play from 1597 relevant and relatable to modern-day teenagers. His work on Shakespeare’s Romeo & Juliet has been featured on Apple’s website along with his iBook, If Shakespeare Could Tweet.

Kate Roberts

Kate Roberts is a national literacy consultant, top-selling author, and popular keynote speaker. She taught reading and writing in Brooklyn, NY and worked as a literacy coach before joining the Teachers College Reading and Writing Project in 2005, where she worked as a Lead Staff Developer for 11 years. Kate’s latest book, A Novel Approach, asks how we can teach whole class novels while still holding onto student centered practices like readers workshop. She is also the co-author of Falling in Love with Close Reading (with Christopher Lehman), DIY Literacy (with Maggie Beattie Roberts), and she co-wrote two Units of Study books on Literary Essay. Her work with students across the country has led to her belief that all kids can be insightful, academic thinkers when the work is demystified, broken down and made engaging. To this end, Kate has worked nationally and internationally to help teachers, schools, and districts develop and implement strong teaching practices and curriculum.

Maggie Roberts

Maggie Meattie Roberts began her teaching career in the heart of Chicago and then pursued graduate studies as a Literacy Specialist at Teachers College, Columbia University. She worked as a staff developer for the Teachers College Reading and Writing Project for nearly ten years, where she led research and development in digital and media literacy, as well as differentiated methods of teaching. Maggie is currently a national literacy consultant, author and frequent presenter at national conferences. She is committed to helping teachers tap into the power of their own deep engagement in reading and writing, and leads school-wide staff development around the country. She is co-author of the popular new book, DIY Literacy (with Kate Roberts), and authored several Heinemann Unit of Study books on the teaching of writing.

Regie Routman

Teaching, coaching, and leading in diverse schools across the United States and Canada. Her current work and focus involves weeklong school residencies where she does daily demonstration teaching in K-6 classrooms, coaches teachers and principals, and facilitates ongoing professional conversations—all with the goal of raising reading and writing achievement across the curriculum and sustaining whole school change. Regie’s teaching experience includes being a classroom teacher (for most of the elementary grades), a reading specialist, a learning disabilities tutor, a Reading Recovery teacher, a language arts resource and mentor teacher, a staff developer, and a literacy coach. Her books and resources are widely acclaimed as providing a solid, research-based understanding of language learning along with a wealth of practical ideas and extensive, annotated resources. Because Regie writes in an honest, personal, and encouraging voice based on her daily experiences in classrooms, teachers and principals find her books and ideas easy to read, understand, and apply to their own teaching, coaching, learning, and leading.

Franki Sibberson

Franki currently teaches third graders in Dublin, Ohio. She has worked in elementary schools for over twenty-five years as a classroom teacher, a Reading Support Teacher, a curriculum support teacher and a school librarian. Franki is the coauthor with Karen Szymusiak of many books and videos on teaching reading in the intermediate grades. Franki’s books include Digital Reading: What’s Essential in Grades 3-8 (NCTE), Still Learning to Read, 2nd Edition (Stenhouse), Day-to-Day
Jim and Laura Thompson

Jim and Laura Thompson are hobby farmers from Wisconsin specializing in Shetland sheep for their fine wool. In 2010 a blind lamb was born on their farm. Two years after her birth, her incredible determination inspired Jim to write her story. It was first published in a popular trade magazine, with encouragement to write a children’s book. Five years later the children’s book was published and in 2018 Peanut of Blind Faith Farm was also published in braille and audio formats. We present her true and happy story and how it has resonated with kids of all ages.

Kristin Ziemke

Kristin Ziemke is an urban school educator and the author of Amplify: Digital Teaching and Learning in the K-6 Classroom. Recognized as an international expert in literacy, inquiry and technology, Kristin works with schools around the world to develop learning experiences that are student-centered, personalized and authentic. Currently serving as a resident teacher and innovation specialist for the Big Shoulders Fund, Kristin is an Apple Distinguished Educator, National Board Certified Teacher and Chicago Council on Global Affairs Emerging Leader. She is currently writing her third book and her work has been featured by Apple, EdWeek, Mindshift and Scholastic.

Sharon Walpole

Dr. Sharon Walpole is director of UD’s Professional Development Center for Educators and professor in the School of Education at the University of Delaware. Dr. Walpole designs and studies the effects of professional development on instruction and achievement. She works with literacy coaches, reading specialists, and administrators to build schoolwide systems to support teachers, especially those working for children at risk. She has extensive school-based experience designing and implementing tiered instructional programs.

Jeffrey Wilhelm

A full time classroom teacher for 13 years, Jeff Wilhelm is currently Distinguished Professor of English Education at Boise State, director of the Boise State Writing Project and he teaches middle or high schoolers each spring. He has authored 37 texts about literacy teaching including the NCATE Promising Research Award For You Gotta BE the Book and the Russell Award for Distinguished Research for Reading Don’t Fix No Chevy. His latest two books are Reading Unbound on the power of pleasure reading, and Diving Deep Into Nonfiction on teaching complex nonfiction through Rabinowitz’s rules of notice.

Rick Wormeli

One of the first Nationally Board Certified teachers in America, Rick brings innovation, energy, validity and high standards to both his presentations and his instructional practice, which include 39 years teaching math, science, English, physical education, health, and history, as well as coaching teachers and principals. Rick’s work has been reported in numerous media, including ABC’s Good Morning America, Hardball with Chris Matthews, National Geographic and Good Housekeeping magazines, What Matters Most: Teaching for the 21st Century, and the Washington Post. He is a columnist for AMLE Magazine and a frequent contributor to ASCD’s Education Leadership magazine. He is the author of the award-winning book Meet Me in the Middle as well as the best-selling books, Day One and Beyond, Fair Isn’t Always Equal: Assessment and Grading in the Differentiated Classroom (Second Edition), Differentiation: From Planning to Practice and Metaphors & Analogies: Power Tools for Teaching any Subject, all five from Stenhouse Publishers, as well as Summarization in any Subject: 60 Innovative and Tech-Infused Strategies for Deeper Student Learning (releasing in fall 2018) published by ASCD. His book, The Collected Writings (So Far) of Rick Wormeli: Crazy Good Stuff I Learned about Teaching Along the Way, is a collection of his published articles, guest blogs and more through 2013. His classroom practice is a showcase for ASCD’s best-selling series, At Work in the Differentiated Classroom.