Literacy Leaders Institute
*Developing A Comprehensive Secondary Literacy Plan*

Sunday Afternoon, July 24th

**Guest Registration**
1:00–3:00
*Location: Registration Table in Wellington Foyer*

**Welcome and Goals of Literacy Leaders Institute**
3:00–3:30
*Location: Wellington Ballroom*

*Dr. Ernest B. Fleishman*
Senior Vice President, Education and Corporate Relations
Scholastic Inc.

*David Vodilla*
President, National Association of Secondary Schools Principals

*Al Summers*
Director of Professional Development, National Middle School Association

*Sharon Roth*
Director of Professional Development,
National Council of Teachers of English
Welcoming Keynote:  Every Student a Graduate:
Why This Can and MUST Happen  
Phyllis C. Hunter

Nearly three-fourths of the nation’s high school students plan to get a bachelor’s degree or higher. But over 50 percent of students who held that expectation could not read at a proficient level, according to a new report from the National Center for Educational Statistics (NCES). Research has shown that students who receive intensive, focused literacy instruction and tutoring will graduate from high school. This keynote address will discuss the factors affecting secondary reading achievement and suggest strategies for inclusion in your school’s literacy plan.

Overview of the Institute  
Peggy Pawloski
Director, Literacy Leaders Institute
Scholastic Inc.

Welcoming Reception
Location: Cotillion Ballroom  
5:00–7:00
Literacy Leaders Institute—2005
Developing A Comprehensive Secondary School Literacy Plan

Monday Morning, July 25th

Continental Breakfast 7:30–8:15
Location: Cotillion Ballroom, 2nd floor

Welcome Back 8:15–8:45
Location: Wellington Ballroom, 2nd floor

Overview of the School-wide Literacy Planning Guide and Team Planning Time

Dr. Ernest Fleishman
Senior Vice President, Education and Corporate Relations
Scholastic Inc.

Dr. Melvina Phillips
Secondary Literacy Consultant,
National Association of Secondary School Principals &
Alabama State Department of Education

Keynote: Strategies to Structure an Active and Accountable Response to Instruction in Linguistically and Culturally Diverse Classrooms

Dr. Kate Kinsella
Teacher Educator and Consultant,
San Francisco State University

Dr. Kevin Feldman
Director of Reading and Early Intervention,
Sonoma County Office of Education

Drawing upon relevant scholarship and extensive experience in linguistically diverse secondary school contexts, Dr. Kinsella and Dr. Feldman will emphasize the importance of responsible lesson planning that factors in highly structured opportunities to interrupt teaching in order to elicit a viable and accountable response from every class member. Utilizing compelling video footage of linguistically diverse secondary classrooms, the presenters will illustrate the dire consequences of teaching without planning for tangible responses from every student. They will contrast a passive learning context with a classroom in which every learner is held accountable for active thinking, listening and responding, where the teacher has concrete “evidence checks” of lesson engagement and comprehension. Colleagues will also leave with detailed implementation guidelines, classroom observation tools, and practical reproducible materials to
begin immediately designing lessons that more democratically engage and support adolescent and adult learners with diverse abilities and challenges.

**Beverage Break**

10:15–10:30

**Keynote: Narrowing the Language Achievement Gap: The Pivotal Role of Robust School-wide Academic Vocabulary Development**

*Dr. Kate Kinsella*

Teacher Educator and Consultant, San Francisco State University

*Dr. Kevin Feldman*

Director of Reading and Early Intervention, Sonoma County Office of Education

Contemporary scholarship points to the compelling need for robust school-wide academic vocabulary development for students at all proficiency levels. Using classroom footage, Dr. Kinsella and Dr. Feldman will critique common instructional approaches to lexical development before identifying the salient characteristics of dynamic, responsible academic language instruction. They will demonstrate a research-informed and classroom-tested approach for teaching and viably assessing academic vocabulary. They will also illustrate ways to integrate structured, accountable classroom opportunities for applying new vocabulary in spoken and written discourse. Dr. Kinsella and Dr. Feldman will close by presenting a conceptual framework for analyzing challenging lesson material and prioritizing words for vocabulary instruction and student mastery.

**Literacy Leaders Networking and Planning Luncheon**

11:45–1:15

*Location: Cotillion Ballroom, 2nd floor*

Join Scholastic/NASSP/NMSA authors, researchers, and presenters, as well as middle school and high school colleagues from across the country, to continue literacy discussions on current trends and issues facing middle school and high school teachers, administrators, and students today.

**After-Lunch Beverage Break**

1:15–1:30

Time to Move to Afternoon Breakout Sessions
1. **Academic Writing Scaffolds for Mixed Ability Content-Area Classrooms**

**Dr. Kate Kinsella**
Teacher Educator and Consultant,
San Francisco State University

*Location: Wellington Ballroom, 2nd floor*

In this era of learner accountability and high-stakes testing, no 6–12 student can afford to receive writing instruction solely within the English Language Arts classroom. Less proficient adolescent readers and English language learners have as much or more difficulty tackling common inter-disciplinary writing tasks such as summarizing non-fiction text and justifying points. Under-prepared students require daily writing practice, but simply writing often will not make them more proficient. A struggling reader must receive highly structured and coached writing practice that includes relevant vocabulary instruction and sentence structure support. They also require timely, focused, informed feedback and comprehensible assessment tools.

Dr. Kinsella will draw from research and extensive classroom experience to outline an instructional sequence for teaching academic writing in linguistically diverse classrooms. Learn research-based and classroom-tested ways to infuse structured and guided writing tasks in any subject area that can bolster student confidence and competence in observable ways. Leave with practical instructional strategies for mixed-ability classrooms, “considerate” scoring guides, and concrete directions for retooling your school-wide writing program to support learners with diverse linguistic and educational backgrounds.

2. **Activating Passive Students: Structuring Academic Engagement in the Mixed Ability Secondary Classroom**

**Dr. Kevin Feldman**
Director of Reading and Early Intervention
Sonoma County Office of Education (SCOE)

*Location: Governor's Suite, 3rd floor (Seats 150)*

Research has confirmed what every teacher knows: students most in need of our instruction are the least engaged in it! This seminar will discuss and model practical classroom tested strategies to ensure ALL students are actively responding to instruction. Particular emphasis will be placed on strategies to assist students in using rigorous academic language in speaking as well as writing.
3. Interventions for Struggling Writers: Part I
Anita Riggio
Writer/Illustrator
Faculty Member, MFA in Creative Writing Program
Lesley University, Cambridge, MA
Location: Buckingham, 2nd floor (Seats 100)
Resonant writing comes from a place of passion, from the writer's true north. In this two part, highly acclaimed, hands-on writing workshop, Anita Riggio leads participants through a pyramid of guided meditations and intensive writing exercises designed to access and implement the substance of stories. (Note: Participants will NOT be asked to share their writing.) Part I is on Monday afternoon, Part II is on Tuesday afternoon.

4. Developing Independent Readers in the Secondary Classroom
Becky Bone
Literacy Specialist, Scholastic Inc.
Florida & Southeast Region
Location: Consort, 16th floor (Seats 175)
Finding it a challenge to create and sustain independent readers in your secondary classrooms? Learn how to create a reading inferno in any classroom using "blazing" fiction and nonfiction books that engage even finicky readers. This session will explore ways to use leveled text to motivate, monitor and maximize reading success for secondary readers, including hands-on strategies to help students select the right books, and make connections to build understanding.

5. Strategic Comprehension and Vocabulary Instruction in the Classroom
Tasia Velasquez
Literacy Specialist, Scholastic Inc.
California Region
Michelle Hayashida
READ 180 Teacher
Los Angeles Unified School District
Location: Regent I, 3rd floor (Seats 50)
In this seminar, participants will examine how targeted grammar instruction shapes student-writing skills. They will experience first hand how engaging and meaningful instructional activities can improve students’ vocabulary and understanding of text and directly address the issues struggling readers have with writing and grammar. Participants will also learn how strategic research-based techniques and teaching routines scaffold the learning of the older struggling reader.
6. Motivating and Managing the READ 180 Classroom
Pam Crowley
Educational Service Consultant, Scholastic Inc.
New York
Location: Consulate I & II, 2nd floor (Seats 100)
In this session, participants will deepen their understanding of the connection between motivation and management practices to sustain their READ 180 classrooms throughout the year. This session will help you develop a deeper understanding of the research on motivation as it relates to the struggling reader, refine classroom practices to ensure students are engaged and accountable for their reading growth, and develop a plan for incorporating motivational activities into the READ 180 classroom.

Literacy Team Debriefing & Planning 3:00–5:00
Location: Wellington Ballroom, 2nd floor
Time to discuss concepts learned from keynote and breakout sessions to apply information to the design of the Secondary School-wide Planning Guide.

Note: Presenters join teams to facilitate planning. Please request specific presenters at the registration desk.

The READ 180 Roundtable: Sustaining a Successful READ 180 Implementation
Facilitators:
Noelle Morris
Educational Service Consultant, Scholastic Inc.
Midwest Region
Christy Jehn
READ 180 Community Manager, Scholastic Inc.
New York
Location: Consulate I & II, 2nd floor (Seats 100)
Participants will use this time to share and discuss best practices, tips, and ideas from their READ 180 programs. The conversation will focus on writing, classroom management, utilization of program resources and individualized instruction necessary for successful READ 180 implementation.

READ 180 Happy Hour 5:00–7:00
Location: Consulate I & II, 2nd floor
Please Join us at the READ 180 Happy Hour on Monday and/or Tuesday.
Drop by the READ 180 Classroom to talk with teachers about how this leading reading intervention program is turning students' lives around, Find out why the READ 180 comprehensive reading intervention program is 6,000 classrooms strong and growing!

Free Evening
Literacy Leaders Institute

Developing a Comprehensive Secondary School Literacy Plan

Tuesday Morning, July 26th

Continental Breakfast
7:30–8:15
Location: Cotillion Ballroom, 2nd floor

Welcome Back
8:15–8:30
Location: Wellington Ballroom, 2nd floor

Review of Literacy Epiphanies From Day One

Dr. Ernest Fleishman
Senior Vice President, Education and Corporate Relations
Scholastic Inc.

Keynote: Lessons Learned: Administrative Leadership Perspectives and Developing a District-Wide Literacy Plan
8:30–9:45
Dr. Sylvia Rousseau
Assistant Superintendent of Instruction,
Los Angeles Unified School District

Developing and acting on a district-wide vision of what Judith Langer calls "high literacy" is a daunting task. It requires much more than a mere emphasis on instruction and professional development; it requires a major overhaul of the systems and structures that currently characterize urban schools. These barriers begin with widespread ignorance about what literacy is and how students acquire it. It ends in repeated denial of access to the most vulnerable students among us. My presentation will identify some district-wide measures designed to eliminate these barriers and produce school cultures focused on "high literacy."

Beverage Break
9:45–10:00
Keynote: We'll Get by with a Little Help from Our Friends 10:00–11:45

Dr. Robert Probst
Professor of English Education, Georgia State University

For many, reading is a mysterious process. We stare at the words, something happens, and we've read—many students and some adults can say little more than that about it. Students will read better, and teachers will teach them better, if we make some of the processes a reader engages in visible. In this workshop we'll look at what happens, or what might happen, during reading, and experiment with the role of conversation and writing in making sense of texts.

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Join Scholastic, NASSP, NMS, and NCTE authors, researchers, and presenters, as well as middle school and high school colleagues from across the country, to continue literacy discussions on current trends and issues facing administrators, middle and high school teachers, and students today.

After-Lunch Beverage Break 1:15–1:30
Time to Move to Afternoon Breakout Sessions
Tuesday Afternoon, July 26th  
Breakout Sessions  
1:30–3:00 p.m.

1. **Makes-Sense Strategies: These Aren't Your Parents' Graphic Organizers**  
   Dr. Edwin Ellis  
   Professor of Teacher Education,  
   University of Alabama  
   **Location:** Mayfair, 3rd floor  
   (Seats 80)  
   The Makes-Sense Strategies model provides teachers with a wide range of think-sheets for vocabulary, writing, reading comprehension, content-area instruction, and project-based learning. These think-sheets go way beyond traditional webs and Venn diagrams. Dr. Ellis will have examples from elementary, middle, and high schools, as well as research documenting the dramatic impact of these tools on student outcomes in inclusive classrooms.

2. **The Role of a Literacy Coach in Implementing a Comprehensive Secondary Literacy Plan**  
   Dr. Bernard Badiali  
   Associate Professor of Educational Leadership,  
   College of Education, Pennsylvania State University  
   Dr. Joyce Graham  
   Director of Professional Development, Scholastic Inc.  
   **Location:** Governor’s Suite, 3rd floor  
   (Seats 150)  
   This interactive session is designed to provide participants with the tools that Scholastic Red trained literacy coaches have found to be most effective in helping teachers increase student literacy achievement. Participants will learn how to support teachers to become more effective in planning and providing instruction that is closely aligned to their beliefs and to curriculum standards. Participants will understand how to use the Coaching Cycle and how to give feedback that keeps communication open between the coach and the teacher.

3. **Interventions for Struggling Writers: Part II**  
   Anita Riggio  
   Writer/Illustrator  
   Faculty Member, MFA in Creative Writing Program,  
   Lesley University, Cambridge, MA  
   **Location:** Buckingham, 2nd floor  
   (Seats 100)  
   Resonant writing comes from a place of passion, from the writer's true north. In this two part, highly acclaimed, hands-on writing workshop, Anita Riggio leads participants through a pyramid of guided meditations and intensive writing exercises designed to access and implement the substance of stories. (Note: Participants will NOT be asked to share their writing.) **Part I is on Monday afternoon, Part II in on Tuesday afternoon.**
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Experience first hand, how engaging and meaningful instructional activities can improve students’ vocabulary and understanding of text. Learn how strategic research-based techniques and teaching routines scaffold the learning of the older struggling reader.

6. Developing Independent Readers in the READ 180 Classroom
Colleen Solomon
Literacy Specialist, Scholastic Inc.
California
Sheryl Nunez
READ 180 Coordinator, Yorba Middle School
Orange Unified School District, California
Location: Consulate I & II, 2nd floor (Seats 50)
Identify strategies that will help manage and support developing independent readers and explore ways to motivate students to develop skill and preference in choosing paperbacks and audiobooks. Participants will learn to assess student reading success during and after modeled and independent reading.
7. Planning and Evaluating Your READ 180 Program
Patricio Dujan
National Implementation Manager, Scholastic Inc.
Dominica S. Bates
Coordinator of Instructional Programs,
Clark County Nevada School District
Location: Regent II, 3rd floor (Seats 50)
In this session, participants will analyze key phases of READ 180 implementation and explore accompanying tools to plan and evaluate their READ 180 classrooms. The first half will be dedicated to focusing on artifacts used in each phase of READ 180 implementation. The second half will be dedicated to evaluating the READ 180 program using the research protocol and demonstrating how it can be adapted to a particular district. Participants will leave the session with a clearer understanding of the steps involved in successfully implementing READ 180 in order to create the best environment for student growth.

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Free Evening
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Developing a Comprehensive Secondary School Literacy Plan

Wednesday Morning, July 27th

Continental Breakfast 7:30–8:30
Location: Cotillion Ballroom

Welcome Back 8:30–9:00
Location: Wellington Ballroom

Understanding the Power and Importance of Literacy Plan Development and Taking the Next Step . . .

Dr. Ernest Fleishman
Senior Vice President, Education and Corporate Relations
Scholastic Inc.

From Abstract to Concrete
Plans in Development Through Team Presentations

Keynote: Literacy and Dreams—Be a Dream-Maker 9:00–10:15
Chauncey Veatch
National Teacher of the Year
Coachella Valley High School, California
"The first day of school is important. It is a day of opportunity. All of our children bring a gift—themselves. Our opportunity is to embrace that asset and build on it throughout the school year.”

Beverage Break 10:15–10:30

Closing Keynote: "Build Your Own World": 10:30–11:30
A Blueprint for Dreamers
Sharon M. Draper
Coretta Scott King Award-Winning Author
National Teacher of the Year
Sharon M. Draper, award-winning author and educator, and National Teacher of the Year, will present a delightful mixture of edification, laughter, and inspiration for all educators. She will discuss the power of the past, the strength of the present, and the potential of the future for those that rise to the challenge of education and achievement.

Closing Remarks, Reflection and Evaluation, and Door Prizes 11:30–12:00

Dr. Ernest Fleishman
Senior Vice President, Education and Corporate Relations
Scholastic Inc.