

# Grades 3-6 Classroom Literacy

## Navigating Expository Text

From Louisiana State University, Baton Rouge, LA:  
 Gerlinde Beckers, instructor  
 Earl Cheek, professor

Explore the characteristics of expository text in content area literacy as well as the challenges presented. Content area vocabulary and comprehension strategies to meet the diverse learning needs are shared.

## Pre, During, and After (PDA) Strategies for Content Literacy (K-6)

Pamela Bell, assistant professor of teacher education, Gordon College, Barnesville, GA

Focus on PDA strategies used for comprehension across the curriculum. Examine pre-, during-, and after-reading techniques proven to make a difference in content literacy. Take home a PDA booklet.

## Higher-Level Comprehension, Writing About Reading, and the Common Core Standards (K-6)

Lucy Calkins, professor and founding director, Teachers College Reading and Writing Project, Columbia University's Teachers College, New York, NY

Lucy will unpack the curricular implications of the Common Core Standards. She will especially address ways to support students in writing about reading and in higher-level comprehension.

## Improving Word Callers' Comprehension

Kelly Cartwright, associate professor, Christopher Newport University, Newport News, VA

Word callers decode fluently but demonstrate comparably poor comprehension. Research-tested strategies for helping inflexible readers make the shift from decoding-focused to meaning-focused reading are presented.

## Engaging Your Students in Editing

From Goshen Community Schools, Goshen, IN:  
 Janet Elliott, K-5 literacy coach/interventionist  
 Jen Comacho, 4th-grade teacher  
 Aimee Schade, 4th-grade teacher

Learn to teach editing and grammar by engaging students in authentic ways using inquiry. See how students learn to notice and apply concepts using correct examples.



## Integrating the Content Areas into Writing

From Newark City Schools, Newark, OH:  
 Rachel Fielhauer, 5th-grade teacher  
 Courtney Johnson, intermediate literacy coordinator

Integrate science and social studies into the writing workshop by exploring genre writing. Expand on ways to get students writing about the content areas through a variety of published pieces of writing.

## Engaging Parents with Family Literacy Nights (K-6)

Angela Foster, literacy specialist, Anderson County Board of Education, Lawrenceburg, KY

Learn how to bring parents into your school for reading events and engage them with literacy strategies. View family night themes, receive planning materials, and ask questions about getting started.

## Reading Instruction Across Content Areas

Ann Giddings, literacy consultant, Lebanon Community School Corporation, Lebanon, IN

Deborah Corpus, professor, Butler University, Indianapolis, IN  
 Learn how to make the most of limited instructional time by seamlessly integrating reading instruction across the curriculum through read-aloud and shared, guided, and independent practice.

## Linking Language, Literacy, and Behaviors — Pre-K – 6

From Alpine Schools, American Fork, UT:  
 RDeen Huerta, English language development specialist  
 Jamie Wheat, 2nd-grade teacher

Explore methods that include oral language interaction, reading and writing exercises, and coping mechanisms for language impoverished students and English language learners in grades pre-K – 6.

## More Meaning Making, Less Rote: Working with Struggling Readers in Grades 3-6

Pat Johnson, literacy consultant, Fairfax County Public Schools, Falls Church, VA

Meet the needs of your struggling readers in Grades 3-6 with focused instruction in small groups. Learn how to plan, teach, and scaffold these learners using short nonfiction texts, vignettes, or short stories, and poetry.

## Inferring: The Heartbeat of Comprehension (K-6)

From Fairfax County Public Schools, Falls Church, VA:  
 Pat Johnson, literacy consultant  
 Katie Keier, literacy specialist

Comprehending beyond the literal level of texts is important. How do we teach students about inferring? Learn to teach students to dig deeper into the articles, stories, and books they read.

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## Harnessing the Power of Shared Demonstrations (K-6)

*From Fairfax County Public Schools, Falls Church, VA:*

*Katie Keier, literacy specialist*

*Pat Johnson, literacy consultant*

Are we jumping too fast from modeling to independent practice? Interactive teaching allows students to take on increased responsibility for thinking and comprehending as the teacher guides them through shared demonstrations.

## Comprehension: Strategies to Construct Meaning and Enhance Vocabulary Development

*Donna Knoell, educational consultant, author, and literacy tutor, Shawnee Mission, KS*

Learn strategies to help students construct meaning from connected text, with emphasis on intervention strategies for students manifesting comprehension difficulties. Help students build and enhance their vocabulary and background knowledge — essential components of comprehension.

## Authentic Vocabulary Instruction for ELL Students

*Mary Lou Kyle, adjunct university instructor, High Point University/The University of North Carolina at Greensboro, High Point, NC*

Explore expanding the vocabulary of English language learners through conversations as children engage in authentic reading and writing instruction and daily routines. Research that supports these approaches is shared.

## “Read, Write, Think, Publish”

*MaryAnn McAlpin, author, Rochester, NY*

*Pat Martin, literacy consultant, Rush, NY*

*Suzanne Meyer, publisher, Honeoye Falls, NY*

Integrate 21st Century technology as a tool to make the classroom more student centered and interactive. Engage students in the writing process by creating authentic audience, purpose, and reason for revision and editing.

## Engaged Interactive Read-Aloud (K-6)

*Cathy Miller, consultant, Huntsville, AL*

Turn a most neglected classroom tool into a powerhouse solution for every child. Learn the when, where, and why of this new technique and its impact on motivation and skills.

## Having At It: Creating Cultures of Thinking, Understanding, and Independence (K-6)

*Debbie Miller, educational consultant & author, Littleton, CO*

Examine comprehension strategy instruction, with emphasis on modeling and thinking aloud. Place children in authentic learning situations to practice what we are working to teach them, and the fine art of conferring.

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## A Visit with Red Riding Hood (and Others)

*Laura Mullaney, district literacy resource teacher, Jefferson County Public Schools, Louisville, KY*

Explore ways to deepen students' comprehension of fiction. Through an interactive read aloud, participants examine how asking 'what if' can lead to significantly deeper understanding of story.

## Vigorous Vocabulary Instruction with a Twist for ELL

*Michael Salinger, author/consultant, Mentor, OH*

*Sara Holbrook, author/consultant, Mentor, OH*

Learn how to boost vocabulary-building actions for all students, including English language learners, and how these actions simultaneously fulfill instruction of various required text types.

## Bringing Nonfiction Writing to Life in Your Classroom — Success Stories from the Classroom (K-6)

*Tony Stead, educational consultant and author, Australia*

Discover proven instructional strategies for teaching students to become effective writers of nonfiction. Learn how to teach your students to be 'real writers' for 'real purposes.' Includes planning and managing your writing program, linking with content studies, and giving children a writing structure.

*Sponsored in part by Stenhouse Publishers*

## Are They Really Reading? Supporting Independent Reading in the K-6 Classroom

*Tony Stead, educational consultant and author, Australia*

Examine ways to assist students with selecting materials for independent reading and research. Includes organizing classroom libraries, establishing borrowing routines, helping children select appropriate materials, providing whole class and individual support, the importance of nonfiction, monitoring student's selections, and responding to literature and management strategies.

*Sponsored in part by Stenhouse Publishers*

## Books for Transitional Readers in Grades 3-6

*Margaret Towery, Literacy Collaborative coordinator, South-Western City Schools, Columbus, OH*

Explore fiction and nonfiction at text and interest levels suitable for older transitional readers. Find out how to incorporate 'beyond the text' and 'about the text' thinking into instructional practice.

## Teaching for Strategic Actions: Continuing the Journey

*From Woodford County Schools, Versailles, KY:*

*Teresa Vance, 4th-grade teacher*

*Wendy Birch, Title I teacher*

*Jennifer Springate, Title I teacher*

Discover how intermediate teachers continue to support the development of a reading process during reader's workshop. Learn ways to make the transition from primary to intermediate instruction seamless.



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