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CONVENTION PREVIEW

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IRA 57TH ANNUAL CONVENTION
CELEBRATING TEACHING | CHICAGO
APRIL 29–MAY 2, 2012 | LEARN MORE AT WWW.IRACONVENTION.ORG
Panel Discussion Andrew Biemiller, David Dickinson, Michael Graves, Elfrieda Heibert, Judith Scott, Catherine Snow

Keynote: Just What Should a Comprehensive Program of Vocabulary Instruction for English Language Learners Include?
Michael Graves

Breakout Series II (Participants choose one.)

Strand A (Grades PreK through 3)
Learning Words: Oral to Written
Nancy Frey

Strand B (Grades 3 through 7)
From Inside the Toolbox: Teaching Words in the Content Areas
Janet Allen

Strand C (Grades 7 through 12)
Learning Words Inside and Out
Doug Fisher

Keynote: Engage, Invite, and Enjoy: How Teachers’ Actions Can Increase Students’ Achievement in Word-Conscious Classrooms
Judith Scott

Closing Remarks: Kathy Ganske

Presenter(s)
Ganske, Kathy, Vanderbilt University, Nashville, TN
Biemiller, Andrew, University of Toronto, Toronto, Canada, Dickinson, David, Vanderbilt University Peabody College, Nashville, TN
Fisher, Douglas, San Diego State University, San Diego, CA
Frey, Nancy, San Diego State University, San Diego, CA
Graves, Michael, University of Minnesota, Emeritus, Minneapolis, MN
Grifenhagen, Jill, Vanderbilt University, Nashville, TN
Heibert, Elfrieda, Text Project & University of California, Santa Cruz, Santa Cruz, CA
Ogle, Donna, National-Louis University, Chicago, IL
Scott, Judith, University of California, Santa Cruz, Santa Cruz, CA
Snow, Catherine, Harvard Graduate School of Education, Cambridge, MA

Institute 4
Session: 0925
Teaching Literacy for Cognitive Engagement: Teachers, Texts, and Engaged Students

ベンチマーク 9:00 AM - 5:00 PM
McCormick Convention Center West, W196B
Presentation Category: Literacy and Learning
Audience: All conferees, Beginning Teachers, Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists, School or District Administrators, Special Education Teachers, Teacher Educators, Title I Teachers (US Only), Undergraduate or graduate students
Learner Age Range: 6 - 18
Clock Hours: 8

Intended to enlighten teachers about making comprehension instruction more sophisticated, this institute will challenge attendees to explore the quintessential learning experience—cognitive engagement and its role in literacy teaching and learning.

The focus of this Institute is three-fold:

First, participants will be challenged to better understand the key role of thinking in the planning process for highly engaging comprehension lessons.

Second, participants will get a wide number of specific teaching ideas for helping students make meaning while reading.

Third, the presenters will model engaging processes using books and activities that will make students’ thinking visible.

All presenters will share some favorite picture books that can be used to extend thinking while reading.

Breakouts:
AM Sessions
Breakout 1: Maximizing Opportunities for Engaging Diverse Learners

Breakout 2: Test Preparation and Cognitive Processes

Breakout 3: Engaging the Reading Brain During Literacy Lessons
PM Sessions

Breakout 1: Empowering Readers’ Metacognition Through Interactively Modeled Thinking

Breakout 2: It’s a Thinking Thing: Planning Comprehension Lessons With English Language Learners in Mind

Breakout 3: Getting Your Students Cognitively Engaged: Planning and Teaching for Thinking

Presenter(s)
Mohr, Kathleen, University of North Texas, Denton, TX
Allen, Mary Beth, East Stroudsburg University, East Stroudsburg, PA
Allington, Richard, University of Tennessee, Knoxville, TN
Erwin, Rob, Niagara University, Niagara, NY
Jennison, Nancy, Author, Hopkinton, MA
Paige, David, Bellarmine, Louisville, KY
Schwartz, David, Author, Oakland, CA
Sutton, Rhonda, East Stroudsburg University, East Stroudsburg, PA

Institute 5

Session: 0550

Ebooks, Apps, Audio Books, and Other “Reading” Things Digital: What Are They, Why Are They, and What Are We To Do With Them?

9:00 AM - 5:00 PM
Hyatt Regency McCormick Place, CC12A

Presentation Category: Literacy and Technology

Audience: Classroom Teachers, Librarians/Media Specialists, Reading Teachers/Specialists, School or District Administrators, Teacher Educators

Learner Age Range: 4 - 18

Clock Hours: 8

Plenary 1

The Digital World of Literature: Considerations of a Changing eWorld

This opening talk for the day is designed to set the context for the day: to raise questions, consider a variety of contexts, and prepare participants for exploring the possibilities that exist today, as well as considering what may be available in the future.

AM Breakouts:

Breakout Groups 1
Ebooks, Vooks and More: Reading and Responding to Digital Text
Bridget Dalton

This interactive session will demonstrate several examples of promising tools and strategies for engaging middle grade students in reading and responding to digital text, including creating their own multimedia ebooks and digital stories. Student work will be shared, along with instructional materials.

Online ebooks: Opportunities for Children from Families with Low Literacy Levels
Adriana Bus

Living book websites combine the traditional storybook with animation and sound. As semantics play a major role in learning to read, many pupils from poorly educated families need book reading as a vocabulary acquisition device.

Picture Books — What Works Well Where?
Junko Yokota

What is important for educators to keep in mind as they support literacy development through digital picture books?

iPad Book Apps: The Good, the Bad, the Indifferent
Vicky Smith

We all know what a book is, more or less, but what about a book that’s designed for the iPad’s interactive platform? How have two years of living with and using the iPad affected our and our students’ understanding of books, apps, and book apps? Participants should leave the session with a greater understanding of the technology and how it intersects with, affects, and is affected by children’s literature.

Plenary 2

Ebooks and Audiobooks Together: A Toggle Approach to Reading & Listening

Now that a reader can, with a simple press of a button, toggle from the page to the speaker to become both a reader and a listener, what will the impact be for students? Are enhanced or enriched ebooks another way to engage students in the written word?

PM Breakouts:

Breakout Groups 2
Reviewing and Integrating ebook Resources into the Classroom
Kathleen Paciga

This session will take participants through an overview of the main features of ebooks and ebook readers. In addition, participants will actively engage in reviewing multiple ebook resources. This activity will dovetail into a discussion about the affordances of ebooks in classrooms, as well as issues associated with their purposeful integration into classrooms.

On Demand Instructional Support and Author Interviews via ebooks
Nicholas Glass

This presentation examines a variety of multimedia materials that can accompany ebooks, including videos of authors in