

Share Fair

2021



**THE
COMMONWEALTH OF
LITERACY**

Spring 2021

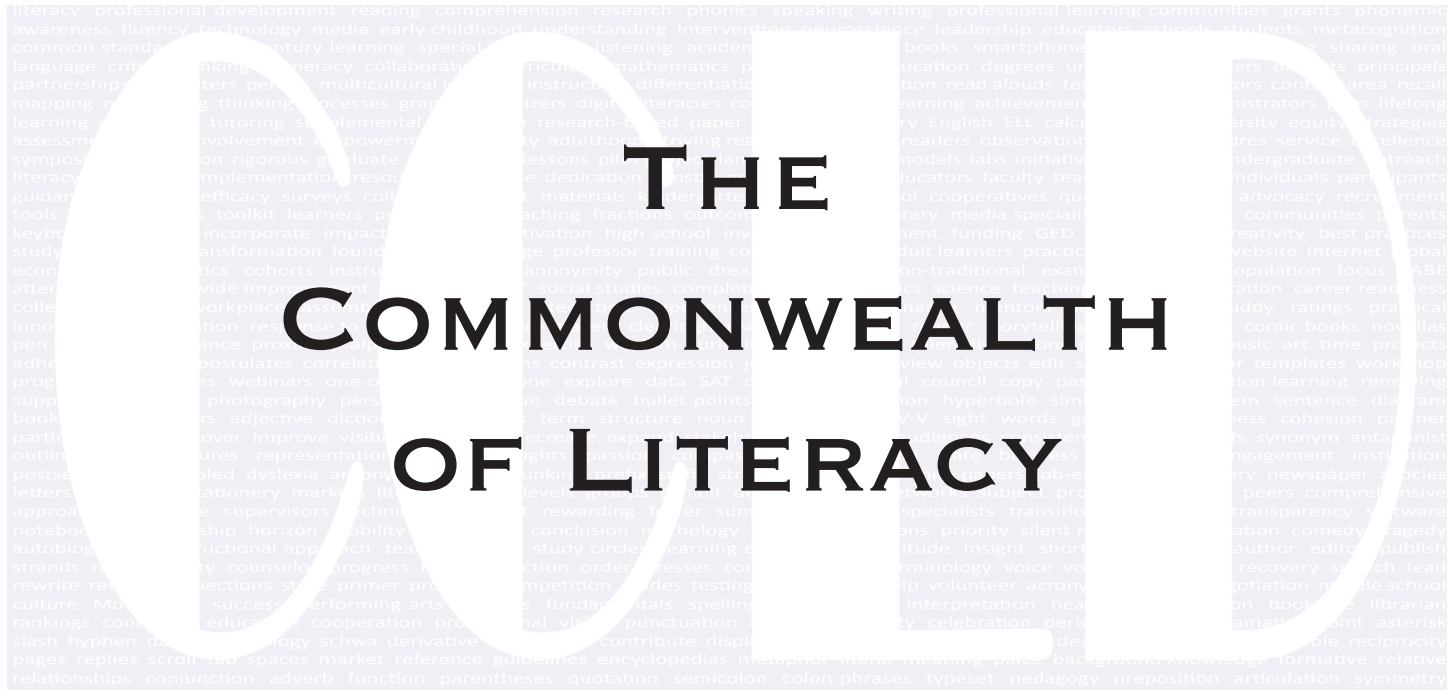
ACKNOWLEDGEMENTS

The Collaborative Center for Literacy Development (CCLD) appreciates each of you, our initiatives' participants, especially during this unprecedented time. CCLD also gratefully acknowledges the support and assistance of the Early Language and Literacy Project (ELLP), Kentucky Reading Project (KRP), and Adolescent Literacy Project (ALP) Directors and Teacher Leaders at each university site, as well as the staff and friends of CCLD, who give so generously of their time and talents to ensure the success of the Share Fair. CCLD also appreciates our collaborative partners who provide resources and expertise for the Share Fair.

CCLD Social Media Connections:

Facebook: www.facebook.com/kyliteracy

Twitter: [@KyLiteracy](https://twitter.com/KyLiteracy)



THE COMMONWEALTH OF LITERACY

SPRING 2021

WELCOME

The Collaborative Center for Literacy Development (CCLD) is pleased to sponsor the twenty-second annual Share Fair. This is a unique experience of PreK-12 educators gathering to focus on a common theme of literacy across the content areas. More than 575 teachers from eight university sites across the state gather today to present the Literacy Action Plans they developed and implemented through action research during their yearlong intensive study of literacy instruction. The Share Fair provides a wonderful opportunity for educators to learn from and network with other educators who are committed to improving the literacy achievement of their students. We are delighted that you are here to celebrate and honor the successes of these educators!

CCLD is a collaboration among the following state universities:

Eastern Kentucky University

Kentucky State University

Morehead State University

Murray State University

Northern Kentucky University

University of Kentucky

University of Louisville

Western Kentucky University

and

The National Center for Families Learning

We wish to thank the following organizations who collaborate with CCLD and support the work of the Kentucky Reading Project and the Adolescent Literacy Project:

Association of Independent Kentucky Colleges
and Universities

The Carnegie Learning Center

Council on Postsecondary Education

Education Professional Standards Board

Educational Cooperatives

Kentucky Association for School Administrators

Kentucky Center for Mathematics

Kentucky Community and Technical College System

Kentucky Council of Teachers of English/Language Arts

Kentucky Chamber of Commerce

Kentucky Department of Education

Kentucky Education Association

Kentucky Educational Television

Kentucky Reading Association

Kentucky State Legislature

Kentucky Writing Project

Local School Districts

Prichard Committee

Southern Regional Education Board

Special Education Cooperatives

Our desire is that this experience will provide a variety of opportunities for learning, sharing, and celebration. We appreciate your participation and your role in increasing the literacy achievement of Kentucky's learners.

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CCLD SHARE FAIR FEEDBACK SURVEY

We would greatly appreciate your individual feedback on the Share Fair event. You will be receiving a link via email after the conclusion of our event. Your input is very important.

Enjoy your sessions!

AGENDA

Collaborative Center for Literacy Development (CCLD)

Share Fair 2021

April 24, 2021 – VIRTUAL

9:00-9:15 am Welcome and opening CCLD staff

BREAKOUT SESSIONS:

The Breakout sessions will consist of 9-10 different sessions during each breakout time. You may choose which session to attend during each breakout. A full schedule is listed on the following pages.

9:15 am-9:45 am Breakout A

9:50 am-10:20 am Breakout B

10:25 am-10:55 am Breakout C

11:00 am-11:30 am Breakout D

11:35 am-12:05 pm Breakout E

12:15 pm-1:30 pm Lunch and Keynote Donalyn Miller

LUNCH & KEYNOTE:

We invite you to have lunch at your location while listening to Donalyn Miller's keynote.

VIRTUAL POSTER SESSIONS:

Each participant or participant group has taken the time to submit a presentation about their yearlong work to be uploaded and shared with each of you as a virtual poster session on the CCLD website. On your own time in the afternoon or anytime between April 24th and May 5th, we ask that you review and comment on at least 2 of the Virtual Poster sessions on the CCLD website. The link for these sessions is: <https://kentuckyliteracy.org/sharefair-presentations/>

CCLD CADRES

Eastern Kentucky University ALP
(Directors: Dorie Combs, Eileen Shanahan)

Eastern Kentucky University KRP & KRP4RTA
(Directors: Stacey Korson, Emily Zuccaro, Jilliane McCardle)

Eastern Kentucky University KRP4RTA Corbin & KSRP Berea
(Directors: Stacey Korson, Natalia Ward, Nora Vines)

Eastern Kentucky University KyCL
(Directors: Stacey Korson, Lisa King)

Kentucky State University KRP4RTA
(Directors: Tiffany Wheeler, Amy Keadle, Ebony Hutchinson)

Kentucky State University ALP
(Director: Saleema Mustafa-Campbell)

Morehead State University ALP
(Director: Alison Hruby)

Morehead State University KRP, KRP4RTA, & KSRP Carter
(Directors: Rebecca Roach, Sarah Kelsey)

Murray State University KRP & KRP4RTA
(Directors: Tina Grant, Holly Bloodworth)

Northern Kentucky University ALP & KSRP
(Directors: Tammie Sherry, Joyce Harris, Mike DiCicco)

Northern Kentucky University KRP & KRP4RTA
(Director: Lynne Smith)

University of Kentucky KRP & KRP4RTA
(Directors: Mary Shake, Debbie Carter)

University of Louisville KRP & KRP4RTA
(Directors: Jane Andris, Carla Wilson)

University of Louisville ALP
(Directors: Jean Wolph, Penny Howell)

Western Kentucky University KRP
(Directors: Nancy Hulan, Sue Keeseey)

Western Kentucky University KRP4RTA
(Director: Tammie Sherry)

Western Kentucky University ALP
(Director: Kandy Smith)

Early Language and Literacy Project (ELLP)
(Directors: Lisa King, Alison Critchfield, Keith Lyons)

ACRONYMS LEGEND



Below is a brief alphabetical listing of many of the acronyms utilized at Share Fair and in this program.

ALP: Adolescent Literacy Project

CCLD: Collaborative Center for Literacy Development

Comp: Comp

EC: EC

EKU: Eastern Kentucky University

ELLP: Early Language and Literacy Project (for Striving Readers Comprehensive Literacy Grant)

Fam Eng: Family Engagement

HS: High School

Int: Int

Intv Res: Intervention Resources

KRP: Kentucky Reading Project

KRP4RTA: Kentucky Reading Project for Read to Achieve Grant

KSRP: Kentucky Striving Readers Project (for Striving Readers Comprehensive Literacy Grant)

KSU: Kentucky State University

KyCL: Kentucky Comprehensive Literacy (Striving Readers grant)

MS: Middle School

MSU: Morehead State University

MuSU: Murray State University

NKU: Northern Kentucky University

Oral Lang: Oral Language

Phon: Phonemic awareness, phonics and other word recognition strategies

Prim: Primary

Quest: Questioning

R&W Acr Curr: Reading and writing across the curriculum

Reading Assmt: Reading assessment

Reading Eng: Reading engagement

Rel R&W: Relationship of reading and writing

RTA: Read to Achieve

SRCL: Striving Readers Comprehensive Literacy

UK: University of Kentucky

UofL: University of Louisville

Vocab: Vocabulary

WKU: Western Kentucky University

KEYNOTE SPEAKER

DONALYN MILLER



Donalyn Miller is an award-winning teacher, author, and staff developer who works with schools and community groups to build and sustain engaging, inclusive reading communities. She is the author or co-author of numerous articles and several books, including *The Book Whisperer* (Jossey-Bass, 2009), *Reading in the Wild* (Jossey-Bass, 2013), and *Game Changer: Book Access for All Kids* (co-written with Colby Sharp/ Scholastic, 2018).



CLASSROOM LIBRARY CHECKLIST

The research is clear: Classroom libraries are no longer a frill . . . they're a necessity.

Studies show that students in classrooms with well-designed classroom libraries interact more with books, spend more time reading, demonstrate more positive attitudes toward reading, and exhibit higher levels of reading achievement. (*National Assessment of Educational Progress Report, 2005*).

How does your classroom library measure up?

YES	NO	DOES YOUR CLASSROOM LIBRARY INCLUDE . . .
		A minimum of 600 books?
		A minimum of 25 to 30 books per student?
		At least one new book per student added each year?
		A range of reading levels, allowing every student to select books that are appropriate to their current and developing independent reading levels?
		A wide variety of genres and types, including picture books, chapter books, poetry, folktales, humor, historical fiction, mystery, science fiction, fantasy, biography, classics, series, multicultural, nonfiction, etc?
		A selection that is at least 50% informational text?
		Books that are attractive and in good condition?
		Multiple copies of popular titles, so students can read books together?
		At least 30% of books that have been published within the last 3 to 5 years?
		Books reflecting cultural and linguistic diversity?
		Books recommended by students?
		An organizational system to categorize and arrange books in a logical and clear manner?
		Easy-to-read and highly visible signage to help students find materials and invite browsing and use?
		Storage that allows most of the books to be displayed with their covers facing outward?
		A display area that is rotated regularly to highlight different books and other materials?
		A management system for checking out books and monitoring their return?
		A schedule to weed out old, tattered, and worn books on a regular basis?
		Defined reading areas with seating, such as cushions, pillows, comfortable chairs, etc. set aside for quiet reading?

**For more information on how to build or enhance your classroom library, please contact your local Scholastic Education representative:
Brent Porter, Account Executive • (502) 381-8488 • BPorter@scholastic.com**

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
9:15 am - 9:45 am	Filling in the Gaps with Phonics <i>Explicit phonics instruction using small groups in preschool and first grade. Identifying gaps students have and specifically designing lessons to fill the gaps.</i>	Cierra Osterhage, Kayla Williams	UK	Phonemic awareness, phonics and other word recognition strategies	EC/Primary KRP
9:15 am - 9:45 am	Comprehension Strategies for Struggling/Beginning Readers <i>Come listen to a few strategies that helped our struggling and beginning readers boost their comprehension.</i>	Mallory Bybee, Amanda Fennel	MuSU	Comp	EC/Primary KRP
9:15 am - 9:45 am	Purpose Driven Learning <i>This presentation will explore the connection between learning and real life issues. I designed a Research, Writing, & Publishing unit based on students' choice of one of the following topics: wildlife protection, trash pollution, homelessness, or water pollution. At the conclusion of their research, they had a completed 3.5 Expository Writing piece along with a creative project. I will be sharing the unit plans along with some of the best projects, which include: posters, podcasts, commercials, and slide presentations on the issues.</i>	Wendy Berryman	MSU	Relationship of reading and writing	Int ALP
9:15 am - 9:45 am	Using Talk & Comment and Google Slides for Writing <i>Discuss how to use the Talk & Comment Extension for voice recording to support special education and remedial learners.</i> <i>Discuss how to use Google Slides for Virtual Instruction for writing prompts and for interactive multiple choice review questions.</i>	Heather Truett	EKU	Relationship of reading and writing	Primary KRP

“I am not a teacher, but an awakener.”
– Robert Frost

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
9:15 am - 9:45 am	<p>Talk Back (to the Text)</p> <p><i>You know the scenario... students skim through a text and end up frustrated unable to answer the questions. with the text right in front of them. Reminding them to re-read is a chore met with sighs in my classroom. My middle school ECE students now re-read a text without complaint and quickly answer short answer comprehension questions with text evidence cited using Talk to Text and close reading strategies. With explicit instruction and repeated practice, students read a section of text with one type of annotation and work to three reads of the text (and three different annotations) before starting the comprehension questions. The annotations start a conversation between the student and the text and reading comprehension scores are growing. This strategy can be used in all content areas with all forms of text including both fiction and nonfiction.</i></p>	Erin Lynn	UofL	Comp	<p>Middle</p> <p>ALP</p>
9:15 am - 9:45 am	<p>Routine Argument Writing (ELA Engagement Strategies)</p> <p><i>Using Routine Argument Writing (RAW) to foster relationships with students and establish a writing foundation to build upon with argument skills such as providing claims, evidence, and reasoning as we come to terms with informational texts.</i></p>	Lindsay Strobel	UofL	Relationship of reading and writing	<p>High School</p> <p>ALP</p>
9:15 am - 9:45 am	<p>Power Writing in Middle School</p> <p><i>I will administer the Power Writing strategy to the attendees to show them how it works and how easy it is. I will then show them charted data so they can see how the strategy improved spontaneous writing in 8th graders.</i></p>	Cindy K. Cope	EKU	On-demand writing	<p>Middle</p> <p>ALP</p>

“What you do makes a difference, and you have to decide what kind of difference you want to make.”

– Jane Goodall

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
9:15 am - 9:45 am	<p>Lift Off to Literacy: Family & Community Engagement</p> <p><i>Our team members wanted to host an event to give back to our community. We decided to host a drive through literacy event for Christmas complete with Santa, the Grinch, a Polar Express mailbox, a free book, and a goodie bag while following strict Covid 19 restrictions.</i></p>	<p>Cloia Collins, Robin Bowman, Kami Lovell, Kara Brown</p>	UK	Family engagement	<p>EC</p> <p>ELLP</p>
9:15 am - 9:45 am	<p>Reading Growth Across Intermediate Grades</p> <p><i>We will be presenting live using a Google Slides format. We will be discussing the reading growth plan, successes, and challenges from the Intermediate grades over the 2020-2021 school year.</i></p>	<p>Cayley Ginn, Hannah McGee, Lisa Taylor, Hannah Fischer, McKenzie Leigh, Brooke Dougherty</p>	NKU	Reading Growth	<p>Int</p> <p>KRP</p>
9:15 am - 9:45 am	<p>Building Phonemic Awareness Success Through Structured Play</p> <p><i>There's magic in child's play! Join us for a short testimonial about the power of building phonemic awareness success within structured play. With just a few intentional adjustments to some ordinary practices, our students began to soar!</i></p>	<p>Susan Fugazzi, Pam Mullins</p>	UK	Phonemic Awareness	<p>EC</p> <p>ELLP</p>
9:50 am - 10:20 am	<p>9 Fun Ways to Respond to Literature: The Reading Writing Connection</p> <p><i>Join this session to hear three teachers from three different counties share their ideas on engaging students in reading and writing. You will leave with an overview of the basics of writing instruction as well as 9 fun and engaging ways for your K-2 students to experience and respond to literature. Those present will also receive a list of 82 other ways to embrace the reading-writing connection and help students interact with the texts in their classrooms!</i></p>	<p>Cassidy Spencer</p>	MuSU	Relationship of reading and writing	<p>EC/ Primary</p> <p>KRP</p>
9:50 am - 10:20 am	<p>Phonics and Word Study Strategies</p> <p><i>This presentation will demonstrate phonics and word study strategies to support phonemic awareness and word recognition in the primary classroom. Strategies can be used with in-person or remote learners.</i></p>	<p>Amy Gordon</p>	KSU	Phonemic awareness, phonics and other word recognition strategies	<p>Primary</p> <p>KRP</p>
9:50 am - 10:20 am	<p>Back to the Basics</p> <p><i>Tips and tricks on how to guide primary learners to have strong phonemic awareness, and provide strategies for word recognition for both virtual and in-person learning.</i></p>	<p>Amelia Caldwell, Blake Morris</p>	UK	Phonemic awareness, phonics and other word recognition strategies	<p>Primary</p> <p>KRP</p>

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
9:50 am - 10:20 am	<p>Online Family Journals</p> <p><i>In an effort to help our first grade students develop a love for writing, my team and I began Online Family Journals this school year. We provide the option for students to write/type, draw, or record in their individualized journals - through the online platform ClassKick.</i></p> <p><i>The online journals create a special space for the child to grow as a writer; the goal is to help them develop a love for writing, share experiences, and make connections with their reading content.</i></p> <p><i>Online Family Journals have made our parent / teacher / student relationship and communication much stronger because everyone is involved!</i></p>	Chelsea Alexander	WKU	Writing/ Family Connection	Primary KRP
9:50 am - 10:20 am	<p>Bringing Talk Into the Classroom</p> <p><i>My intention is to create a “unit” for my AP English students in which we specifically and deliberately work to engage in academic conversations to foster complex and meaningful discussion in the classroom. As a teacher of writing, I believe that clear thinking leads--indeed, is crucial --to clear writing. As result of our work on conversation, I hope I--and my students--see a clear change in their overall communication.</i></p> <p><i>My presentation will share where we started and our goals, our practice, and the outcome.</i></p>	Susan Norton-Casey	EKU	Academic Conv and the Impact of Talk on Writing	High School ALP
9:50 am - 10:20 am	<p>Reflecting on the Year - SEL Journal Lessons</p> <p><i>As students are coming back to school in person, it is important to recognize and validate the social/emotional struggles that students have faced this past year. This presentation gives some ideas of how to incorporate journal writing as a way to process what students have gone through. The goal is for them to create a digital journal/scrapbook of the past year and to generate ideas and goal of how to move forward.</i></p>	Jennifer Keith	UofL	SEL Lessons with Emphasis on Writing	Middle ALP
9:50 am - 10:20 am	<p>Teacher Perception of Student Motivation Towards Literacy</p> <p><i>In the fall, I completed a research study about my colleagues’ perceptions of student motivation towards literacy. You’ll get to see the acquired data and results! In addition to sharing this with you, I would like to collect more data to look at how other teachers at other schools compare.</i></p>	Shelby Loyd	NKU	Reading and writing across the curriculum	High School ALP

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
9:50 am - 10:20 am	<p>A Multisensory Approach with Zoo-phonics</p> <p><i>The Zoo-phonics Multisensory program is a kinesthetic, multi-modal approach to learning all aspects of language arts including vocabulary development, articulation, based on phonics and phonemic awareness.</i></p>	Michelle Workman, Gail Pruitt, Terri Caseman, Kelly Walker, Delinda Stapleton	UK	Oral language	EC ELLP
9:50 am - 10:20 am	<p>Family Night Goes Home: Virtually Engaging Reading & Writing</p> <p><i>This presentation showcases our journey navigating virtual family literacy nights during non-traditional instruction school days. Join us as we review our successes and challenges!</i></p>	Lee Stone, Martha Miles, Meggin Daniels, Zach Bennett	UK	Family engagement	EC ELLP
9:50 am - 10:20 am	<p>Early Literacy Empowerment and Development with Wordless Books</p> <p><i>With a head down and a sad tone, the child who is just supposed to be exploring books and engaging with a text on a picture walk pouts, "I can't read." Empower your students and remove barriers that may exist for young readers. See how we tracked our direct instruction in our two very different environments (full private preschool versus public half-day preschool) and know you too can help empower those little learners you love!</i></p>	Alethea Coffee, Ashley Miskell	UK	Wordless books, oral language	EC ELLP
10:25 am - 10:55 am	<p>Responding to Reading Across the Curriculum for Primary</p> <p><i>In this session we will explore reading and writing strategies to comprehend informational texts across the curriculum. We will look at the progression of how students respond to reading from kindergarten to second grade starting with pictures, scripting, into transition words and structure of text.</i></p>	Rachel Stone, Mary Hodge	UK	Reading and writing across the curriculum	Primary KRP
10:25 am - 10:55 am	<p>Making Vocabulary Come To Life</p> <p><i>Ways to raise student's awareness of words, their meanings and foster student appreciation for new and unusual words.</i></p>	Catherine Taylor	WKU	Vocabulary	Primary KRP

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
10:25 am - 10:55 am	<p>We Got Skills!</p> <p><i>The pandemic had us rethinking everything we teach and how as students are home and in person and multiple other versions of a hybrid models. Strategies for reading and writing were needed to grow students to their best capability. To make sure every student was reached I created a handout, lesson, and video for each reading strategy. Communication was a barrier that we had to overcome and we were able to meet all parents and students needs.</i></p>	Noraa Ransey, NBCT	MuSU	Comp	<p>Primary</p> <p>KRP</p>
10:25 am - 10:55 am	<p>Improving Reading and Writing Connections</p> <p><i>For our presentation, we will share reading and writing connection strategies for grades Kindergarten, 3rd, and 5th. We will use examples, student samples, and what we would improve about the strategy in the presentation.</i></p>	Jessica Lewis, Stacy Evans, Taylor Planck	MSU	Reading/ Writing Integration	<p>Primary, Int</p> <p>KRP</p>
10:25 am - 10:55 am	<p>Trading Textbooks for Theme Parks: Translating Classic Stories into Modern Mediums</p> <p><i>Inspired by the role of Imagineers at Disney, freshman English teachers revised their short story unit to accommodate virtual learning. After analyzing "The Most Dangerous Game," students translated it into a modern storytelling medium of their choice to show that while the role of stories hasn't changed, the art of storytelling has.</i></p>	Leslie Meade, Lindsay Johnson	MSU	Relationship of reading and writing	<p>High School</p> <p>ALP</p>
10:25 am - 10:55 am	<p>Phonics: The Foundation of Reading</p> <p><i>Discussion of phonics activities that were used with our students this school year both in person and virtually. The presentation will include student work samples and data.</i></p>	Jocelyn Mansfield, Tara Wesley	WKU	Phonics	<p>Primary</p> <p>KRP</p>
10:25 am - 10:55 am	<p>Junk Journals- A way to share what I learned with freedom, flexibility and creativity!</p> <p><i>Teaching this year has come with many limitations. As a teacher, I feel like I cannot share and discuss all the content and interesting parts of To Kill a Mockingbird in a hybrid classroom or do all the fun games and group activities that I would normally do to engage students. After learning about junk journals in ALP this year, I have used this idea and added a virtual component so students can share with me more about what they have learned throughout the novel. It allows students to share with me in a variety of ways what they've learned, find interesting and think about from the novel.</i></p>	Leann Lewis	NKU	Comp	<p>High School</p> <p>ALP</p>

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
10:25 am - 10:55 am	<p>The Evolution of a Preschool Writer: What's the Big Idea?</p> <p><i>This presentation is all about encouraging young learners to become writers. This is about much more than the mechanics of writing. It's about recognizing that children have ideas that are important enough to be written down and communicated to others.</i></p>	Jennifer Kerbaugh	UK	Writing	EC ELLP
10:25 am - 10:55 am	<p>Phonics and Families: Plundered Plans</p> <p><i>Join me in this session to learn about a plan guided around the connection between phonics instruction and writing. This was a plan constructed to improve the connection between families and school as well as the connection of phonics instructions in reading and writing. Facing a pandemic and NTL completely changed my project. This presentation will presented in a "This is what I wanted to happen, hope would happen, and what really happened" format.</i></p>	Lauren Schaefer	UofL	Phonemic Awareness, Phonics and Other Word Recognition	Primary KRP
11:00 am - 11:30 am	<p>Setting the Literacy Foundation for YOUR School</p> <p><i>This presentation will provide an example of how to set the literacy foundation for elementary schools. This isn't a 'fluff' and 'theoretical' presentation. This is THE how-to guide, focused on practical and realistic examples that have WORKED. This system will be even more important for students moving forward through and after the pandemic.</i></p>	Josh Long	WKU	It's really a combination of these... the focus of the LAP is how to set an entire school up for success.	Primary KRP
11:00 am - 11:30 am	<p>Wow! Comprehension</p> <p><i>Focusing on comprehension of informational text by reading with a sense of WOW!</i></p>	Whitney Croom	KSU	Comp	Primary KRP
11:00 am - 11:30 am	<p>The Relationship Between Students' Reading Motivation and Web-Based Journals</p> <p><i>This research project took place in the Int English Language Arts classroom and unpacks a year-long data collection strategy for assessing fifth and sixth grade students' reading behavior and intrinsic reading motivation, analyzing changes in data at various points throughout the year, and exploring potential instructional applications for findings.</i></p>	Lauren Cheslick	EKU	Motivation to Read	Int KRP

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
11:00 am - 11:30 am	<p>First Grade Decoding Skills and Strategies</p> <p><i>My presentation focuses on teaching decoding skills and strategies to first grade students. I focused on teaching how to decode CVC words and words that have digraphs, blends, and glued sounds. My presentation focuses on using the Foundations Curriculum, Heggerty Phonemic Awareness and GREAT MINDS GEODES to teach decoding skills and strategies to first grade students.</i></p>	Katie Janoski	WKU	Phonemic awareness, phonics and other word recognition strategies	Primary KRP
11:00 am - 11:30 am	<p>Quick Connections: Making Conferring Meaningful and Manageable</p> <p><i>This session explores ideas to add to your teacher's toolkit so that you can make time spent conferring with your students valuable. We will discuss a quick conferring format to research student needs, address strengths, and provide next-steps for writing instruction. I will provide some examples of useful items to organize in your toolkit that will allow quick access to resources at your fingertips in order to direct your writers to their next step. Although this session is directly discussing different modes of writing in grades 4-8, it can easily be adapted to other academic areas and Session Times.</i></p>	Erin Dennis	UofL	Reading and writing across the curriculum	Middle ALP
11:00 am - 11:30 am	<p>Writing Claims for Social Studies</p> <p><i>I will share how I develop claims within Social Studies curriculum. We will analyze student work and provide feedback.</i></p>	Ben Carter	UofL	Relationship of reading and writing	Middle ALP
11:00 am - 11:30 am	<p>Reinventing the Writing Process with Student Learning in Mind</p> <p><i>We are all familiar with the writing process that includes prewriting, drafting, revising, editing, and publishing. But where in that process does the student learn to become a proficient, independent writer? Anecdotal and qualitative data from my classroom suggests that using both targeted conferences and student writer's memos correlates to short and long-term writing proficiency. In this presentation, I will discuss revising the writing process in high school classrooms by adding the metacognitive steps of student reflection and teacher input to build stronger writers across content areas.</i></p>	Tamara Cady	NKU	Reading and writing across the curriculum	High School ALP
11:00 am - 11:30 am	<p>Storytelling Within the Reggio Emilia Approach</p> <p><i>Our Pre-K to First grade classroom used this approach to set up project-based learning. Observations were made of what this looks like at school and at home.</i></p>	Vanda Rhodes	UK	Oral language	EC ELLP

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
11:00 am - 11:30 am	<p>Increasing Family Involvement - Virtually</p> <p><i>Increasing family involvement in early learning facilities is always important. However, we found it more important than ever through the COVID-19 pandemic. Therefore, we made it our goal to increase family involvement in order to ensure that children still progressed developmentally through a virtual platform, as they would in the classroom.</i></p>	Tiffany Samaniego, Phyllis Helton, Rebecca Rife, Brenda Evans	UK	Family engagement	EC ELLP
11:35 - 12:05 pm	<p>Boosting Fluency with a Basal</p> <p><i>Is your school stuck with a basal reading series? Are your kids tired of reading the same story every day? In this session, I will show you how my students have taken on the role of social media "influencers" to engage in repeated practice of Session Time basal passages.</i></p>	Claire Jennings	EKU	Fluency	Primary KRP
11:35 - 12:05 pm	<p>Curious About Comprehension in 2nd Grade</p> <p><i>We will be discussing different approaches to teaching reading comprehension in a second grade classroom.</i></p>	Jennifer Robinson, Laura Brock, Sarah Collins, Natalie Perry	UK	Comp	Primary KRP
11:35 - 12:05 pm	<p>Orbiting Instruction with Solar Texts</p> <p><i>We will be looking at having a solar text (a novel) and revolving all literacy instruction around that novel. We will be discussing Literature Standards, Informational Standards and Writing Standards.</i></p>	Whitney Combs	WKU	Relationship of reading and writing	Int KRP
11:35 - 12:05 pm	<p>Using Literature and Argument as Means of Increasing Sociological Awareness and Non-Binary Thinking</p> <p><i>We looked at ways to increase student empathy and understanding of a diversity of perspectives through intensive focusing on identity as a social construct, focusing on the relationship of perspectives and actions, and approaching argumentative writing from a less binary and more constructivist and reconciliatory approach.</i></p>	Abby Thomas, Willie Carver	MSU	Reading, writing, and social identity	High School ALP
11:35 - 12:05 pm	<p>Adapting a Novel Study in a Virtual Setting</p> <p><i>Non-traditional instruction has proven to a time of exploration and rediscovery when it comes to teaching methods. Some things we've had to abandon from our syllabus because of lack of resources. However, some things we just need to think outside the box. Join us as we take a look at how to conduct a novel study that includes an in-depth look at character development, team feedback and student accountability</i></p>	Kerri Bates Holder	UofL	Relationship of reading and writing	Middle ALP

Session Time	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
11:35 - 12:05 pm	<p>Building Collaborative Websites for Student Writing</p> <p><i>In this unit, students read a multicultural coming-of-age novel of their choice from a selection of six novels. They completed an informal research project in the form of an infographic concerning cultural portrayals of coming-of-age around the world and in media. They also responded to their reading through a creative project. Both of these visual writings were published on our collaborative unit website: https://sites.google.com/bgreen.kyschools.us/comingofage/home.</i></p>	Kristen Tinch	WKU	Reading and writing across the curriculum	High School ALP
11:35 - 12:05 pm	<p>Multi-Media Literacy Pandemic Style</p> <p><i>Follow our journey as we incorporate multiple literacy strategies providing students an opportunity to create a documentary about one aspect of life during the pandemic. This project includes collaboration, inquiry, reflection, reading and writing, and self-assessment, with a twist on the BHH strategy, and a culminating "Movie Premiere".</i></p>	Jay Davison, Jessica Talley, Tonie Weddle	KSU	Project Based Learning	Middle ALP
11:35 - 12:05 pm	<p>Nursery Rhymes: Not Just for Babies!</p> <p><i>Join our virtual classroom as we showcase how nursery rhymes are used in the Preschool and Kindergarten classrooms to further vocabulary, concepts, and beginning reading skills. Resource links will be shared.</i></p>	Becky Hobbs, Susan Napier, Kristen Sorrell	UK	Vocabulary, oral language	EC ELLP
11:35 - 12:05 pm	<p>Let's Talk about Oral Language</p> <p><i>Our project focused on increasing oral language skills of our students by teaching "wh" question words and vocabulary words in a direct and intentional manner.</i></p>	Brittany Cook, Tanya Clark, Imogene Williams, Melissa Fairchild	UK	Oral language	EC ELLP



“When someone asks why someone would ever become a teacher, remind them why it’s worth it. Every job has its ups and downs, but not every job can change a life.”

– Anonymous, We Are Teachers

KEYNOTE

12:15 PM - 1:30 PM

DONALYN MILLER



ACCESS, CHOICE, AND NAVIGATING SLUMPS IN READING MOTIVATION

While some readers have increased their reading volume and interest during the global pandemic and isolation, others report they don't have the emotional or intellectual energy to read or have lost their joy in it. The demands of school and home responsibilities may consume their time. Others report that they're too distracted and worried to read. Many young readers lost access to books when schools and libraries limited access. Throughout our lives, readers encounter slumps in reading motivation and interest. How can readers find our way back to reading when we don't feel like reading much? How can we address students' book access needs? In this session, Donalyn Miller will share suggestions for navigating reading slumps and obstacles to book access. Session includes numerous book recommendations and resources.

VIRTUAL POSTER

SESSION INSTRUCTIONS

The CCLD 2021 Share Fair presentation site is up and ready for viewing. For your reference, this program lists all the presentations that are on the site so you can look through and pick out the ones you would like to look over. Please note that some of the topics could look a little different on the website. For reference: presentations in this section are sorted by Grade Level and then University site.

The site to review the presentations is: <https://kentuckyliteracy.org/sharefair-presentations/>

*Several presentations are rather large files and take a minute to load. If the presentation doesn't load the first time, please try again. If it still doesn't load, contact Robert.frost@uky.edu. Some presentations will only work using Google Chrome; if you are using Safari or Explorer, try again using Chrome.

You will read through and comment on at least **two** presentations from the website. If you were unable to attend the live online Share Fair breakouts on the 24th, please read through and comment on at least 7 presentations.

For each presentation you read through, you will fill out a "Presentation Notes and Highlights" form that can be found here: <https://kentuckyliteracy.org/sharefair-presentation-notes-and-highlights/>

You will fill out this form for each presentation, therefore you will submit **4** separate forms (**or 7 separate forms if you missed the Share Fair on the 24th**). "Presentation Notes and Highlights" form will ask the following about each presentation you review:

- Your name:
- Your University site:
- Your school district:
- Your email:
- Title of presentation reviewed:
- Presenter name:
- How did the information from this presentation relate to your prior knowledge, philosophy, or experience?
- How will you incorporate the information from this presentation into your classroom?
- What lingering questions, if any, do you still have?

You will have until May 5th to review and fill out the online "Presentation Notes and Highlights" forms. Upon completion of the four "Presentation Notes and Highlights" forms, CCLD will email a certificate of completion to you. The certificate email will come from Katie Gray (Kathryn.gray@uky.edu).

Thank you for your patience with us as we navigate through these unique times. If you have any technical difficulties, you can email our IT administrator, Robert.frost@uky.edu. If you have any other questions, let us know.

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Early Childhood	<p>Purposeful Play, Fine Motor Skills, and Handwriting: It's All Connected!</p> <p><i>Learn how to provide opportunities throughout all areas of your preschool classroom to build your students fine motor skills, which ultimately results in students who are prepared for handwriting.</i></p>	Amy Burton, Amanda Carroll	UK	Fine motor skills	ELLP
Early Childhood	<p>A Picture Can Generate a Thousand Words: Using Wordless Picture Books to Develop Oral Language in Kindergarten Students</p> <p><i>Sharing wordless picture books is a great way to build many important literacy skills, including listening skills, comprehension, vocabulary as well as oral language.</i></p>	Dorothy Contini	UK	Oral language	ELLP
Early Childhood	<p>Give Them Broken Crayons: Using Fine Motor Skills for Handwriting</p> <p><i>Our project is on guided handwriting in preschool and kindergarten. We discuss different materials and activities to address handwriting skills at an early age.</i></p>	Brittney Campbell, Brittany McClure, Heather York, Angela Adams	UK	Fine motor books	ELLP
Early Childhood	<p>How do monSTARZ Learn to Read?</p> <p><i>My presentation contains photos of students work and materials we use in the classroom. Each slide includes a brief written description. Also, I have included baseline data and data from March to show the students growth in reading and writing for this school year.</i></p>	Jill Allen	EKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Early Childhood	<p>CAP Skills in the Elementary Setting</p> <p><i>Intentional strategies to use in the elementary classroom reviewing CAP skills. We examine virtual and in person examples and data collection.</i></p>	Kaylee Carpenter, Sarah Sturgeon, Kim Kearns	EKU	Other	KRP
Early Childhood	<p>Phonics and Word Recognition</p> <p><i>Resources to use an early childhood To help students further their knowledge with phonics and we're recognition to prepare them for beginning to read</i></p>	Amber Overstreet	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP
Early Childhood	<p>Teaching Phonics Virtually</p> <p><i>How can you teach phonics virtually? Learn how to use Zoom, Seesaw and other websites to teach phonics virtually.≥</i></p>	Susan Henderson, Sarah Wurth	MuSU	Phonemic awareness, phonics and other word recognition strategies	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Early Childhood	<p>Phonemic Awareness using Heggerty and Orton Gillingham</p> <p><i>I would like to research the effects of using Heggerty and Orton Gillingham phonics strategies for Kindergarten level students of all levels collecting weekly data on struggling students and semester data students who on or above grade level.</i></p>	Jordan Thomas, Pam Strunk	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Early Childhood	<p>Loving ESGI! Incorporating into the Kinder class</p> <p><i>ESGI, Educational Software for Guiding Instruction, is an online program that allows the teacher to create and find assessments to give your students in all subject areas. It allows you to assess students by tracking the data with dates, times, and generates detailed graphs to show growth. It is web based and I can pull it up on any device, at any time throughout the day. This was new for us this past year and I am designing my presentation on ESGI, how to use the data and share with parents so that they are more involved. Parents can become overwhelmed with the information tossed at them about their child- ESGI helps to focus on what their child knows, needs to work on, and goals.</i></p>	Suzanne Cahill	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Early Childhood	<p>Covid Comprehension Strategies</p> <p><i>Share goals, successes, challenges, and comprehension strategies used during virtual teaching.</i></p>	Ashley Arvin, Emily Gahafer, Whitney Schilffarth, Becky Rigsby	UK	Comp	KRP

“Teachers affect eternity; no one can tell
 where their
 influence stops.”
 – Henry Brooks Adams

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>LAP RT</p> <p><i>During this school year following my LAP has been a challenge due to the forever changing setting and teaching format. However, through modifications and adaptations we have made it work. I have kept parents involved by using a variety of communication platforms (Remind, text, Zoom, Google Meet, and phone calls) I have shared read alouds daily on my meetings and found new and fun ways to incorporate reading into every subject I teach either virtually or in person.</i></p> <p><i>Some modifications or adaptations that I have made to make my LAP more effective for this school year. Is to offer live read alouds, fun ways to teach various reading strategies, and recorded Loom sessions.</i></p> <p><i>Some new ways of teaching have been fun to explore and implement. Loom videos, facetime calls, Google Meet, and pre-recorded lessons have all been ways I have changed my teaching platforms.</i></p>	Rachael Thompson	EKU	Comp	KRP
Primary	<p>Social Emotional learning and Reading</p> <p><i>SpEd teacher here with non-academic, students who only had social emotional goals. My share will be looking at how I used strategies from the Jennifer Serravallo text to work on reading comprehension with my Social Emotional only 3rd graders. Thinking about creating a list of the book choices for Social Emotional learning and some information on the strategies I used most to work on things like character traits and emotions as well as inferencing.</i></p>	Abigail Withrow	EKU	Comp	KRP
Primary	<p>Vocabulary Literacy Development</p> <p><i>Based on I-ready school diagnostic results our plan this year was to focus on vocabulary improvement and ways to involve parents. Due to COVID guidelines and weather related issues it has been difficult to consistently implement our LAP. We joined our school literacy team and came up with a monthly book give away for each student and their family. We included a monthly newsletter that contains the following: vocabulary strategy of the month, speaking/writing tips, a word list and family vocabulary games. The parental involvement aspect was started during the month of February. We hope to continue these parental activities for the remainder of the school year.</i></p>	Ainsley Bussell, Michelle Atkins	EKU	Vocabulary	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	Engaging Readers <i>Get the kiddos engaged about reading through this reading series! The reading program is easy to differentiate with and it brings real books to your classroom instead of a basal.</i>	Amanda Moore	EKU	Comp + writing	KRP
Primary	Making the Most Out of Miscues	Amy Hall, Rebecca Barker	EKU		KRP
Primary	Focus on Sight Word Fluency to Increase Reading Comprehension <i>This presentation will walk you through my journey of teaching first grade reading while facing all the challenges this year has presented. We will focus on using sight word fluency to increase student comprehension. I will share the tools and strategies that I used to move my students towards becoming stronger readers.</i>	April Wilhoite	EKU	Comp	KRP
Primary	Phonemic Awareness <i>In this presentation you will see how we incorporated new ideas to grow phonemic awareness in primary students. We have several different strategies that we have used. These strategies have proven to be successful in our schools. We have included growth charts that correspond to the 2020-2021 school year to show our progress through this year.</i>	Carlisa Wyrick, Abigail Gambrel, Johnna Dezarn, Connie Dick	EKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	A Look at Word Study Virtually and In-Person <i>An outline of how I used word study in my second grade classroom both virtually and online to help students become better readers and writers.</i>	Carol Sizemore	EKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	When Plans Change: Jamming Jamboards <i>Come join me as I talk about Jamboards. I will be speaking about how I incorporated them into my classroom's small group and whole group during my constantly changing learning environment.</i>	Christian Reid	EKU	Rel of R&W	KRP
Primary	Virtual Literacy Learning <i>We would like to share a variety of resources and strategies that we have used to navigate virtual and in person learning this past year, specific to reading, writing, and phonics.</i>	Christy Forrest, Emily Kendall	EKU	Comp	KRP

"Teaching is a work of heart."

- Anonymous

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Vocabulary in First Grade</p> <p><i>Our Kindergarten Iready scores showed that incoming first graders had lower scores in vocabulary than other areas. I focused on increasing our vocabulary scores. My presentation will explain my LAP, the struggles of this year with COVID, and how the implementation went. I will also include research about the importance of vocabulary in reading development.</i></p>	Dana Duerson	EKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Guided Reading Groups</p> <p><i>In this presentation we will discussing strategies that we used in our guided reading groups this year during the pandemic and how we made them work. We had a combination of in-person and virtual strategies that were used for our groups.</i></p>	Debra Cox, Natasha Dople, Holly Henderlight, Jennifer Petrey	EKU	Guided Reading Groups	KRP
Primary	<p>Writing in Science and Social Studies</p> <p><i>My focus was to extend writing in to Science and Social Studies so that students would retain the content and at the same time become stronger writers. Though it was challenging at first to gather evidence, I have been able to gather a great deal of evidence and support for Writing in Science and Social Studies.</i></p>	Devan French	EKU	Reading and writing across the curriculum	KRP
Primary	<p>Primary Reading/Writing Relationship</p> <p><i>Our team evaluated test scores, both MAP and KPREP, from our schools and noticed students would greatly benefit from reading/writing connections to increase writing skills in relation to their reading.</i></p>	Emily Gorman, Katlyn Raines, Michelle Wilson	EKU	Rel of R&W	KRP
Primary	<p>Deepening Reading Comprehension with Jan Richardson Writing Modules</p> <p><i>Students will use Jan Richardson modules from The Next Step Forward in Guided Reading to deepen their comprehension while reading.</i></p>	Jen Norman	EKU	Rel of R&W	KRP
Primary	<p>Reading Fluency Mastery</p> <p><i>In our presentation we will be discussing the different programs we are utilizing for reading. Miss Jennifer will be discussing Reading A-Z and how she uses it in the classroom. Mrs. Tabitha will be discussing EasyCBM and the many benefits it has for progress monitoring students on their reading fluency. Mr. Jimmy will share how he uses Great Leaps as a means to build fluency and Mr. Devin will tell you about Corrective Reading and the success it has brought to his students.</i></p>	Jennifer Alsip, Tabitha Hamm, Jimmy Osborne, Devin Hasty	EKU	Reading Fluency	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>A “Write” at the Museum</p> <p><i>In this session we will share how we integrated parent engagement and student writing through the development of a school-wide Wax Museum. We will share how we guided students through the research and writing of various writing pieces. We will also share our plan for educating parents of our writing expectations through whole groups sessions with tips for integrating writing into daily life at home and ideas for making writing more fun for the students.</i></p>	<p>Julie Asher, Paula Cowan, Tracey Lewis, Kathy Price</p>	EKU	Reading and writing across the curriculum	KRP
Primary	<p>Vocabulary</p> <p><i>Teaching and incorporating vocabulary into instruction in the primary/elementary setting</i></p>	<p>Katie Sparks , Tiffany Adams</p>	EKU	Reading and writing across the curriculum	KRP
Primary	<p>Literacy in the Math Classroom</p> <p><i>The presentation will focus on the integration of literacy in the math classroom as well as special needs classrooms such as FMD. We will focus on how to better implement more books into math lessons for our students.</i></p>	<p>Kendall Coffey, Lezley Maines, Connie Hundley</p>	EKU	Literacy in the math classroom	KRP
Primary	<p>Working With Words</p> <p><i>We will be focusing on letter/sound recognition, sight word recognition, word structure/recognition, and reading fluency. We will help students achieve goals by using “Words Their Way,” STAR, Early Literacy, Checklist for letter sound recognition, sight words, and DRL reading level collaborating with our Reading Recovery Specialist and using the many different ideas knowledge we learned in meetings for KRP4RTA.</i></p> <p><i>Students will effectively recognize new sight words and effectively use these new sight words correctly orally and in their writings. Students will effectively recognize new prefixes, suffixes, and root words and will effectively use these new words correctly orally and in their writings.</i></p> <p><i>In order to achieve this goal, we are using a variety of word study activities including word hunt, sound boxes, making words with magnetic letters, bingo, flip charts, word wheels, decodable, short stories, and picture sorting.</i></p> <p><i>For family engagement we used home visits, frequent parent communication, and family journals.</i></p>	<p>Laura Combs, Jill White, Ashley Hubbard</p>	EKU	Phonemic awareness, phonics and other word recognition strategies	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Word Study in the Virtual and Socially Distanced Kindergarten Classroom</p> <p><i>This school year has looked unique in so many ways. We have had to change how instruction is delivered as school has gone from in person to virtual multiple times. We will present how we teach word study lessons to groups in the virtual classroom and in a socially distanced environment.</i></p>	<p>Laura Ernest, Halie Turner</p>	<p>EKU</p>	<p>Phonemic awareness, phonics and other word recognition strategies</p>	<p>KRP</p>
Primary	<p>Interactive Read Alouds</p> <p><i>Our team has been working to educate our second grade classroom teachers on the importance of thoroughly pre-planned interactive read-alouds to aid in students comprehending text. We have held professional development sessions with these teachers and modeled for their classroom an effective interactive read aloud with comprehension focus. We also plan to observe teachers leading an interactive read aloud and provide feedback to them after our observations. Finally, we plan to do a trial with two different classes. In one class we will just read aloud a book without preplanning stopping points of discussion and in another class we will read the book with thoroughly pre-planned discussion points. We will provide each class with an exit slip and we will compare the data from these classes. We will also provide teachers with a survey to complete based on their learning of interactive read alouds.</i></p>	<p>Lisa Bicknell, Laura Warner, Leeann Frank</p>	<p>EKU</p>	<p>Comp</p>	<p>KRP</p>
Primary	<p>Thinking Deeper- A Look into Comprehension</p> <p><i>Focus will be on comprehension. Data used will be I-Ready scores. Strategies used will be implemented in small and whole group, and will include drama, synonyms, and music for memorization.</i></p>	<p>Lisa Edwards</p>	<p>EKU</p>	<p>Comp</p>	<p>KRP</p>
Primary	<p>Wowing Them With Words</p> <p><i>Why will your vocabulary and word building instruction be immeasurable this year? The role of vocabulary is integral for students during the initial learning process and key to comprehension. Readers simply cannot understand the whats and whys without knowing the meanings of words. Creating a literacy rich environment where students are immersed and words are treasured enables them to discover and use new vocabulary. Our cadre will provide useful resources, tips, and ideas to enhance your instruction in creating word-rich classrooms.</i></p>	<p>Londa Freeman, Brooke Coyle, Jeannena Summers, Tina Huff, Jody Madden</p>	<p>EKU</p>	<p>Vocabulary Dev/ Word Building</p>	<p>KRP</p>

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Phonological Awareness with Word Work</p> <p><i>Due to Covid-19, we have only spent about 10-15 days, in person, with each group of our Kindergarten students, since the 20/21 school year started. They have had to complete a lot of work virtually, including the I-Ready diagnostic for fall and winter. The data shows that our students struggle with a lot of skills, especially Reading Foundational Skills in the areas of phonological awareness. The data is skewed due to our students taking the I-Ready assessment/s at home without their teacher, and possibly with a parent/guardian assisting them. Regardless, we have agreed that our students need help with phonological awareness. We plan to improve phonological awareness through the use of differentiated word study instruction. On Monday, March 8th, we will finally have ALL of our students back together again, each day, 5 days a week.</i></p>	<p>Robbi Cobb, Kimberly Marsee</p>	<p>EKU</p>	<p>Phonemic awareness, phonics and other word recognition strategies</p>	<p>KRP</p>
Primary	<p>Virtual Connections</p> <p><i>With this past year being one for the history books, teachers have had to adapt and overcome obstacles never before imagined. Among those obstacles has been connecting to young students virtually and enhancing their educational experience through a computer screen. The task of teaching five and six year old not only how to read and write, but also how to proficiently use a computer, can seem daunting. In this presentation I will provide some strategies and exercises to help young students gain computer prowess and provide information on valuable digital resources that will enhance the virtual learning experience for young students whether in or out of the classroom.</i></p>	<p>Sara Ratliff</p>	<p>EKU</p>	<p>Virtual Learning/engaging students in reading and phonics virtually</p>	<p>KRP</p>
Primary	<p>Fluency in Reading</p> <p><i>During this presentation, I will be discussing using fluency strategies to increase fluency on students Reading level. I've kept data for two months and shown growth while using the Striving for Reading strategy.</i></p>	<p>Sarah Elkins</p>	<p>EKU</p>	<p>Comp</p>	<p>KRP</p>
Primary	<p>Creating Wild Readers</p> <p><i>While dealing with virtual and social distancing restrictions my project proved to be a bit of a challenge. However, I feel as though I used resources and helped develop a love for reading in my classroom.</i></p>	<p>Shauna Phillips</p>	<p>EKU</p>	<p>Developing a love for reading for enjoyment</p>	<p>KRP</p>

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Making Book Introductions Purposeful</p> <p><i>In our presentation we will be looking at how giving purposeful Book Introductions changes the way teachers introduce texts and students connect with texts.</i></p>	Somer Davis, Krystal Clark	EKU	Comp	KRP
Primary	<p>Guided Reading</p> <p><i>This presentation is a brief overview of students receiving guided reading instruction through virtual learning by implementation of strategies given throughout the course of six months. Data will be given along side with examples of student growth and pictures of the material used during the instruction.</i></p>	Stephanie McCune, Holly Vanover, Dana Junker, Jade Noe, Amy Walters	EKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Focus on Reading</p> <p><i>Focused on using this program to improve reading skills.</i></p> <p><i>95 % Group- Phonological Awareness</i></p> <p><i>Students will be provided instruction that explicitly teaches skills in phonological awareness. They will be exposed daily to this instruction. The skills will cover syllables, onset-rime, phonemes, concepts and terms, and applying language. This is important because phonological awareness is a skill in which reading components are built. We have not had a strong phonological awareness program in our school prior to this year.</i></p>	Andrea Wooldridge	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Growth in Phonics and Word Recognition through See it, Say it, Show it!</p> <p><i>See It, Say It, Show it is an engaging strategy to guide students to growing their vocabulary. During teacher-led instruction, students use their "binoculars" to see the word and sound it out, chorally recite the word, then use an action to express the word's meaning. Students will be encouraged to use the strategy upon seeing new words on their own and during read-aloud.</i></p>	Christina Cook	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP

"One child, one teacher, one book, one pen can change the world."

- Malala Yousafzai

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Reading to Write, Writing to Read</p> <p><i>My students and I will be using the P.W.I.M method by Emily Calhoun to write after reading about the topics of the pictures used. I am modifying this method some to fit my classrooms needs and LAP goals as well. Students keep their pictures with labels and writings in a journal. Students will take journals home periodically to write with their families to improve family engagement. Students will also have these pictures with labels (vocabulary) hanging around the classroom to refer to with future tasks. I will also use these posters to refer back to as needed. This is much like having a word wall that is organized by topics. Students are reading, writing, learning new vocabulary, and increasing comprehension with this strategy. I also have included writing checklist/ rubrics in their journals, so they can self-assess their own writing.</i></p>	Ginger Emerson	KSU	Rel of R&W	KRP
Primary	<p>Guided Reading</p> <p><i>Explain the steps I use in Guided Reading group each day to improve their sight word recognition and spelling and improve their overall reading level.</i></p>	Hannah Sanchez	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Virtual Phonemic Awareness and Phonics</p> <p><i>I will be presenting on how to incorporate phonics and phonemic awareness into a completely virtual classroom. I will be using strategies such as making words, sound boxes, blending drills, vowel drills, and analogy charts. These can be incorporated in whole or small groups.</i></p>	Kate Zuhars	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Learning to Write, Writing to Learn</p> <p><i>Much like the age old adage, "What came first, the chicken or the egg?", I found myself teaching my first year of Kindergarten (virtually, at that) asking, "What should come first for my students- Reading or Writing?" It was through a long and frustrating process of trial and error that I came across some helpful strategies for my students and I, strategies that I think would love to share with beginning teachers or teachers new to primary education.</i></p>	Katherine Simpson	KSU	Rel of R&W	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Making Words</p> <p><i>Making Words is a wonderful activity to do with students that have learned their letters and most sounds. It helps with all areas of literacy and is one of the best next steps you can do. You can use magnetic letters in abc order on a cookie sheet or a white board and marker depending on which you have. You first tell the students which letters you will be using to make words. They pull out those letters or write the letters at the top of the board. Then you tell them a word to build. You can either focus on word wall words or cvc words. For example, you could start with the word "is", then ask them to add letters to make it the word "this," and then change to the word "his" and so on. With cvc words, you can first build the word "mat", then change it to the word "bat," then "bag" and so on. Students have to tell which letter to change and show what it needs to be changed to.</i></p>	Katie Snodgrass	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>What's that Sound?</p> <p><i>In previous years, we've had several students move into first grade still struggling with their letters and sounds. Therefore, the goal was to have everyone master their letters and sounds before Christmas break. This presentation will describe the strategies used to achieve this goal and look at the next steps for those who continued to struggle.</i></p>	Krystal Carroll	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Fluency Station</p> <p><i>This station will consist of different fluency activities. Activities will be switched out monthly while on a hybrid schedule. Mobile station during hybrid schedule due to limited movement allowed. Once regular schedule begins, activities can be switched weekly. Fluency activities will consist of students reading different materials to develop fluency and comprehension. (Reading A-Z books, poems, Fry Word List/flash cards, Reader's Theater skits, Guided Reading book)</i></p>	Laurie Blumeier	KSU	Comp	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>There, Their, They're</p> <p><i>After implementing vocabulary strategies throughout the year I will be sharing the results of students progress as well as sharing some of my favorite strategies and student work.</i></p>	Lynnsey Sheely	KSU	Vocabulary	KRP
Primary	<p>Visual Literacy/ Image Analysis (Improving Comprehension)</p> <p><i>I will be using visual literacy to get students more engaged in their reading by using image analysis to introduce a story.</i></p> <p><i>Student will be given part of one of the book's pictures. They will share information (sometimes verbally/sometimes written) about what they see.</i></p> <p><i>This information will be shared with the class. After we do this a few times in class I will ask students to do a take-home assignment to get families involved in the process.</i></p> <p><i>The goal is to increase interest in the story before we even begin to read thus promoting student to be more motivated during the reading process, and increasing student comprehension.</i></p>	Nancy G King	KSU	Comp	KRP
Primary	<p>Phonics Instruction in a Socially Distant Kindergarten Classroom</p> <p><i>I will be creating a Google slide presentation with voiceovers to discuss different phonological awareness strategies that I have used in the classroom and during virtual learning. I will explain which strategies worked best in a hybrid setting and which worked best in a virtual classroom setting.</i></p>	Natalie Turner	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Supersonic Speed to Learning Phonics</p> <p><i>I will be sharing strategies that will increase knowledge during phonics instruction and how to include families in their child's learning.</i></p>	Sierra Craigmyle	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Rime It Out: A connection between reading and writing</p> <p><i>This presentation will show the importance of phonics skills being transferred into reading and writing. In a first grade classroom students used programs like the phonics dance and rime magic to learn how to decode words. In the phonics dance we call them "hunk and chunks" and in rime magic we call them "rimes".When students strengthen their skills in phonics they become stronger readers and writers.</i></p>	Theresa Riddick	KSU	Phonemic awareness, phonics and other word recognition strategies	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Reading and Writing Virtually: A Whole New Ballgame</p> <p><i>In this presentation, we will discuss different strategies and tools that have been implemented to teach the importance and understanding of the reading- writing connection during this unprecedented time through virtual learning.</i></p>	Alyssa Fletcher, Sara Moore, Kaylynn Blanton	MSU	Reading/ Writing Integration	KRP
Primary	<p>Fab Phonics</p> <p><i>Our presentation is geared toward 2nd and 3rd grade phonics. During this virtual learning experience we have discovered different activities to use to teach phonics to students. We will go over these activities along with the evidence gathered from our own personal experiences.</i></p>	Barbara Oliver, Caitlin Cox, Reca Maynard, Keshia McBee	MSU	Phonics/ Phon Awareness	KRP
Primary	<p>Fluency with FlipGrid</p> <p><i>I will be presenting on how I incorporated FlipGrid into my virtual learning to help track students comprehension, fluency and words per minute. This will include examples of my assignments, work samples, and how I gauged their comprehension based on their videos. I will also include the impact creating these videos had on their social anxiety.</i></p>	Brandy Case, Meaghan Slone Blackburn	MSU	Comp	KRP
Primary	<p>Ready, Set, Action!</p> <p><i>During this presentation we will share different resources and strategies to aide in the better understanding of comprehension fiction and reading fluency. Also, ways to address strong family engagement in the literacy needs of students.</i></p>	Brandy Tackett, Kayla Justice, Tracey Holderby	MSU	Comp	KRP
Primary	<p>Action Research with ABC Bootcamp</p> <p><i>We are presenting how ABC Bootcamp worked in two different Kindergarten classrooms. We will discuss the components of ABC Bootcamp and show digital and paper resources.</i></p>	Brittney Varney, Cassie Fannin	MSU	Phonics/ Phon Awareness	KRP
Primary	<p>Ways With Words</p> <p><i>This presentation will be used to introduce strategies that can be used to increase vocabulary knowledge and engage family involvement.</i></p>	Chassadi Strong, Wendi O'Bryan, Alberta Salyers, Amy Compton	MSU	Vocabulary	KRP
Primary	<p>Phonological Awareness Teaching Strategies</p> <p><i>In our presentation we looked at some essential questions of phonological awareness. Then addressed those questions with theory and research. We implemented some of those strategies and activities in our classroom and virtual classroom settings. We addressed the outcomes of those strategies and activities in our presentation.</i></p>	Deborah Turner, Malissa Young, Cara Stamper	MSU	Phonics/ Phon Awareness	KRP

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Primary	Fluency Strategies for Primary <i>Google Slides presentation- each group member will focus on a fluency strategy and explain how they used it in their classroom, how they monitored progress, and the end results.</i>	Jessica Hutchins, Megan Jones, Theresa Hays, Kacey Shepherd, Jennifer Duncil	MSU	Fluency	KRP
Primary	Revisiting Foundational Skills: Phonics in Grades 1-3 <i>We are looking at reteaching foundational skills to our students. These students are general ed students as well as ECE and EL's. These students are in elementary grades (1st, 2nd, 3rd) that are expected to know all of their letter recognition. However, we were pleasantly surprised to find that we have a good number of students that need phonological work, more specifically with letter recognition. So, we are having to go back to our guided reading and Fountas and Pinnell resources to look at how we can help these students. We are going to break down what we do daily with our students that are in desperate need for some love in the area of phonemic awareness.</i>	Kelly Williams, Katherine Acton, Amy Phipps, Nikki Coates	MSU	Phonics/ Phon Awareness	KRP
Primary	Reading and Writing Virtually: An Eye Opening Experience	Laura Carroll	MSU	Rdg & Writing	KRP
Primary	Phonics:The One Where We Were Virtual <i>Our group presentation will be a diverse mix of teaching strategies that are geared to teaching phonics and reading to primary (first) grade students, with an emphasis on virtual phonics learning and teaching strategies backed by proven research methods which we implemented into our classes.</i>	Michelle Combs, Matthew Crisp, Amber Turner, Shanae Barnett, Tasha Fee, Sarah Bailey	MSU	Phonics/ Phon Awareness	KRP
Primary	Get on My Level: Guided Reading Groups in Kindergarten <i>Guided reading- how to set up (sample schedules, rotation ideas) what to do (daily lessons/activities), differentiated student growth of comprehension through phonetic writing.</i>	Allison Sevic, Alison Pendel	MUSU	Comp	KRP

**“IT IS GREATER WORK TO EDUCATE A CHILD,
IN THE TRUE AND LARGER SENSE OF THE WORLD,
THAN TO RULE A STATE.”**

– WILLIAM ELLERY CHANNING

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	Reading and Writing through Guided Reading <i>Our presentation will be about the transition from the early stages of reading comprehension to the writing stage.</i>	Candace Alexander, Amanda Gant, Haley Overstreet	MuSU	Rel of R&W	KRP
Primary	Barriers to Comprehension: Phonics and Vocabulary <i>Our presentation will discuss and demonstrate implementing explicit phonics instruction and explicit vocabulary instruction aids to better comprehension.</i>	Evelyn Slaton, Janet Forsythe	MuSU	Comp	KRP
Primary	Jan Richardson Guided Reading <i>Our group goes into a deep dive about how to do Jan Richardson's Guided Reading Model.</i>	Kelsey Randall	MuSU	Reading and writing across the curriculum	KRP
Primary	Writing in Kindergarten <i>We have studied three ways to improve writing in Kindergarten. The areas presented will be journal writing as a whole group, independent writing in stations, and writing strategies in the classroom. Our students have spent the majority of the school year in-person.</i>	Kristin Haley, Lataya Dixon, Meagan Lacks	MuSU	Rel of R&W	KRP
Primary	Seeing The Results of Phonics At Work In The Classroom <i>We will show a variety of ways we both use phonics in our classrooms (1st and 2nd grade). From actual hands on work to the actual results and growth of our students, we will provide different strategies we use. These strategies include sound boxes, Heggerty, Jan Richardsons Word Knowledge Inventory, etc.</i>	Magan Cruce, Sabrina Stokes	MuSU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	Phonemic Awareness Through Grade Levels K-3 <i>Learning the reading and writing process from Kindergarten through third grade using samples and both digital and in person tools.</i>	Sarah Hambidge, Julie Tinsley, Kristen Boaz	MuSU	Rel of R&W	KRP
EC/ Primary	Nursery Rhymes on the Loose! <i>A presentation on the importance and ways of sharing nursery rhymes in your community, school, and homes. Heggerty Phonemic Awareness Program will be one focus.</i>	Stacy Wortham, Stephanie Brown	MuSU		KRP
Primary	Jan Richardson's Guided Reading <i>Overview, examples, and data for Jan Richardson's Guided Reading.</i>	William Forbis, Kelly Hoskins, Kelsey Randall	MuSU	Phonemic awareness, phonics and other word recognition strategies	KRP

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Primary	<p>Reading Foundations</p> <p><i>I would like to present on my focus in the classroom on phonemic awareness and phonics this year. I have been the lead for my teaching team this school year in these content areas. I would like to share how I have incorporated the Heggerty Phonemic Awareness Program as well as the Phonics Dance program by Ginny Dowds. I will highlight the programs and how they were used in my classroom this year and the positive impact I have seen in my students classroom performance and MAP scores. I will share how I see these programs being utilized in the future, especially in a school year without as many restrictions.</i></p>	Alexandra Kremer	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Writing Across the Curriculum</p> <p><i>My presentation will be centered on how to improve general writing skills to be successful across curriculum. I will specialize in mathematical thinking and expression as well as revisiting what was learned that week.</i></p>	Alexis Dickie	NKU	Reading and writing across the curriculum	KRP
Primary	<p>Traveling Writing Journals</p> <p><i>Next school year, I would love to start a traveling writing journal. My students would do a journal entry once a week, based on the theme in reading for that week. The journal would then go home with them on the weekends so that a parent or sibling can respond. This would be a great experience for our families to get involved in their child learning how to write. This would also be a great reading experience for the students to practice reading what they wrote as well as reading their families' response. It would be an activity that would have my students writing with a purpose each week.</i></p>	Amy Combs	NKU	Reading and writing across the curriculum	KRP
Primary	<p>Read to Someone You Love!</p> <p><i>In an RTA Classroom students spend every moment participating in phonemic awareness, phonics and other word recognition lessons. When students and parents arrive home there are many distractions and students don't often remember specifics of their day. With the help of family message journals, students and parents will be able to interact in lessons from RTA.</i></p>	Amy Hincks	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Universal Reading Strategies</p> <p><i>Having the children use reading strategies to improve their reading fluency and having a tool box available to use to help them with the strategy.</i></p>	Amy Siefert	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Reading/Writing Groups in the Kindergarten Classroom</p> <p><i>Activities and interventions that motivate and engage early readers in a small group setting</i></p>	Autumn Michelle Suddick	NKU	Reading and writing	KRP
Primary	<p>Improving Reading and Writing</p> <p><i>Family sharing night monthly with twin texts and/or writing about the topic of discussion.</i></p> <p><i>Twin Text- nonfiction and fiction reads on the same topics, comparing and contrasting this will help spark questions about the topics in all subject areas.</i></p> <p><i>Non-Fiction writing paired with real life connections and research.</i></p>	Brandy Boggs, Kim Bryan	NKU	Reading and writing across the curriculum	KRP
Primary	<p>Improving Phonemic Awareness and Phonics Strategies within my First Grade Classroom</p> <p><i>I will address various strategies I will implement to improve phonemic awareness and phonics in the upcoming year. I will also discuss how parental involvement can increase progress and how I plan to communicate with families.</i></p>	Brooke Luster	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Multisensory Practice for Phonics and Phonemic Awareness</p> <p><i>This presentation will be about strategies I have used this year to grow and build phonological concepts such as rhyming, counting phonemes, print concepts and other early primary literacy skills.</i></p>	Cassidy Wheeler	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Reading & Writing Across the Curriculum</p> <p><i>I would like to share a plan to incorporate writing into all subject areas at the primary level. Currently, our students struggle with reading and reading comprehension skills. Exposing them to reading in more than just the reading classroom will help them be more successful.</i></p>	Cheyenne Matney	NKU	Reading and writing across the curriculum	KRP
Primary	<p>Sight Words: Learning at Home and School</p> <p><i>My presentation will be centered on improving the mastery of the first 100 sight words in Kindergarten. I will be focusing on Jan Richardson's strategies for learning sight words. I will also discuss how I would like to include a Family Engagement Night where the students model for their parents how to teach and learn the sight words.</i></p>	Elizabeth Thomas	NKU	Phonemic Awareness, phonics and other word recognition strategies	KRP

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Primary	<p>Improving Phonics Instruction in First Grade</p> <p><i>Especially because of this year, phonemic awareness, phonics, and word solving strategies are more crucial than ever in the first grade. First grade is really where kids make progress in from reading at an F&P Level D to J. This presentation includes strategies I have tried to implement virtually, and strategies I hope to implement in next school year in the classroom. A handful of my students are still reading at the kindergarten level, which is why I chose this instructional focus. I believe there will be an even stronger push for lots of phonics and word solving strategies come next school year.</i></p>	Gabrielle Giglio, Jennifer Smith	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Phonics Dance</p> <p><i>We will talk through a slideshow about how the Phonics Dance Program drove instruction and impacted student growth. We will discuss steps taken, and both challenges and successes that we've had in Kindergarten and First Grade.</i></p>	Hannah St. John, Jenna Sease, Kelsey Rozanski	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>2nd Grade Vocabulary Strategy</p> <p><i>I am focusing on the strategies of vocabulary while learning virtually. The vocabulary instruction is very important for the children to understand. I feel that teaching virtually makes it hard for the students to really understand and comprehend vocabulary.</i></p>	Hannah Vaughn	NKU	Comp	KRP
Primary	<p>Phonics Dance and Arm Spelling</p> <p><i>Describe how the use of song and movement work together to build connections between letters and sounds.</i></p>	Heather Browning	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Using IRAs in First Grade!</p> <p><i>This presentation provides information on using IRAs in the classroom to improve questioning and deeper level thinking.</i></p>	Heather Gullion	NKU	Comp	KRP
Primary	<p>Reflections: Supporting Reading and Writing Independence during Non-Traditional Instruction</p> <p><i>KRP4RTA Non-traditional instruction presentation that focuses on three goals: (1) Build independence with editing in Writing Process, (2) Build on Nonfiction Accessibility and Comprehension, and (3) Build on Family Engagement during Non-Traditional Instruction by incorporating learned strategies and improving engagement for both students and families.</i></p>	Jacob Gibson	NKU	Reading and writing during non-traditional instruction	KRP

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Primary	<p>Comprehension Strategies</p> <p><i>I am looking to share a few comprehension strategies that are easy to implement. Often we tend to complicate comprehension strategies thinking we have to have to have hundreds of strategies to offer our students when really only a few are needed and they can be used across the genres.</i></p>	Jenny McIlvain	NKU	Comp	KRP
Primary	<p>Hammering Vocabulary</p>	Katelin Crawford	NKU	Vocab	KRP
Primary	<p>Onset and Rime to Promote Phonological Awareness in Young Readers</p> <p><i>I plan to incorporate focused instruction on onset and rime in my reading instruction next year. I would like to focus on a different pattern each week and do shared readings that use that specific pattern. We will explore the book together and locate the words that include the onset/rime we are learning about and discuss as a whole group. Then students will work independently on coming up with their own words that follow the pattern and rhyme. I want students to keep a record of these words they come up with so they can feel a sense of autonomy in their own learning and have a resource to utilize throughout the whole year.</i></p>	Liza Tibbs	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Having Parental Engagement With Technology</p> <p><i>Using various sites to keep parents involved in and out of the classroom</i></p>	Maegan Curtis	NKU	Family Eng	KRP
Primary	<p>Daily Phonemic Awareness</p> <p><i>I was able to include daily phonemic awareness in my google classroom using resources from you tube.</i></p>	Mara Gant	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Megan KRP</p> <p><i>Looking ahead at what I can expect next year. What can I do to be prepared? If classes are back to "normal" what will I be able to implement within the classroom?</i></p>	Megan Mahin	NKU	Other	KRP
Primary	<p>The Reading and Writing Connection</p> <p><i>This presentation will show how connecting reading and writing enhances reading instruction. Learning sight words will include reading and writing the words. Journal writing will be incorporated into every story.</i></p>	Melody Childers	NKU	Rel of R&W	KRP

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Primary	12 Nights of Literacy <i>12 nights of literacy will be hosted during the holiday season. Each night a different teacher will volunteer to do a read aloud (live or recorded) each read aloud will have a writing component</i>	Natasha Greis	NKU	Rel of R&W	KRP
Primary	Cross Curriculum Teaching <i>How to increase student knowledge of vocabulary in nonfiction while also including parent involvement.</i>	Natasha Greis	NKU	Reading and writing across the curriculum	KRP
Primary	Orton Gillingham <i>We were trained in Orton Gillingham in December in order to meet the needs of our students, with highest need being phonemic awareness and phonics. This presentation will show what Orton Gillingham looks like in an in-person first and second grade classroom, a K-2 virtual classroom, and a special education classroom.</i>	Nikki Smiley, Shannon Veal, Angie Gibson, Laura Cole	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	Drive Thru Literacy <i>We had a drive thru literacy night. Parents and students drove through and received reading materials and activities that centered around phonemic awareness, early reading skills, and vocabulary skills. WE tried to involve parents with these activities. There were reinforcement materials that parents could use to help their children at home. We included things like cootie catchers, roll the dice sight words, roll the dice beginning, middle, and end, and other reading activities.</i>	Rebecca Nadeau, Jill Sowards, Stephanie Dennemann	NKU	Early reading skill, phonemic awareness, comp, ways to help families at home	KRP
Primary	Effects of daily writing on student's engagement <i>Students record the amount of words written within 10 minutes as a response to a prompt to track over time.</i>	Summer Balsler	NKU	Rel of R&W	KRP
Primary	Phonemic Awareness <i>A strong reading foundation begins with strong phonemic awareness skills. I will assess each of my students using the Jan Richardson program to determine their reading level as well as the target skills needed. I will use Jan's program to enhance my guided reading instruction. While using this program along with Simple Solutions Phonics and Phonics Dance with my whole group, I hope to see a major increase in reading levels.</i>	Tiffany Hart	NKU	Phonemic awareness, phonics and other word recognition strategies	KRP

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Primary	<p>Explicit Instruction in Sentence Writing and Paragraph Writing</p> <p><i>Description of writing intervention program utilized during 1st semester of a hybrid model of teaching. We look at results/progress compared to just receiving grade-level instruction through a parallel teaching model writing 5 paragraph essays.</i></p>	Trevor Collinsworth	NKU	Reading and writing across the curriculum	KRP
Primary	<p>Tier 1 Phonics: 1st Grade</p> <p><i>Our focus will be implementing phonics based instruction at the tier 1 level. In this presentation you will see the impact from 4 different phonics based resources. Enjoy the good, the bad, and the ugly of both virtual and in-person phonics learning!</i></p>	Amy Beall, Allison Cyzyk, Andrea Leonard, Krista Mayfield	UK	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>ABCs During Covid-19</p> <p><i>A visual story of how a group of Kindergarten teachers taught phonics during a pandemic</i></p>	DeAnna Stith, Kathleen Smith, Debbie Teague, Heather Craft, Dion Sanders	UK	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Super Second's Comprehension Strategies</p> <p><i>Each teacher will share a comprehension strategy that they focused on this year. The strategies highlighted in the presentation are inferencing, questioning, retelling, and central idea. Teachers will share specific activities they used in their classroom to teach the strategy.</i></p>	Keely Penn, Rachel Yonts, Jessica Moore, Amber Schmoll, Erin Robinson	UK	Comp	KRP
Primary	<p>Kindergarten Phonics Instruction</p> <p><i>Three Kindergarten teachers will share their experiences in developing new strategies and techniques in phonics instruction with both a virtual and in-person perspective.</i></p>	Kelcie Hollis Hardy, Elizabeth Tincher, Elly Rose	UK	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Zoning in on comprehension</p> <p><i>An overview of strategies such as comprehension activities and assessments that further the understanding during a reading as well as parent-child at home learning activities</i></p>	Lameese Salem, Janelle Chapman, Kristin Williams, Beverly Bauer	UK	Comp	KRP
Primary	<p>Hands on Phonics without the Hands</p> <p><i>Handling phonics when students can't use the traditional hands on learning approach</i></p>	Taylor Johnston, Molly Franklin	UK	Phonemic awareness, phonics and other word recognition strategies	KRP

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Primary	<p>How to Conduct and Manage Individual Reading Conferences</p> <p><i>As teachers, we know the importance of differentiation. Join me as I share how to engage readers with one-on-one reading conferences to increase growth in reading. I will also share ways for teachers to manage individual conferences.</i></p>	Alicia Woosley	UofL	Individual reading conf - phonics, fluency, comp	KRP
Primary	<p>Virtual Family Literacy Night</p> <p><i>This year has been non-traditional to say the least. So come join me in discussing how to engage families with online family's literacy nights with ideas for games, crafts and more for learning at home!</i></p>	Alyssa Sohl	UofL	Family Eng	KRP
Primary	<p>Encouraging Positive Interactions with Students and Guardians virtually and in person</p> <p><i>In my LAP I have strived to focus on positive parental involvement with reading and writing virtually and in person. I have incorporated several think alouds, recorded lessons, and google slides through in person instruction and utilizing the Seesaw platform.</i></p>	Amber R Selby	UofL	Parental eng with reading and writing virtually and in person	KRP
Primary	<p>Exploring Literature Activities in a Virtual World</p> <p><i>Join me as I journey through uncharted territory to increase student engagement and understanding of literature. This journey takes place in a virtual kindergarten classroom during the 2020-21 pandemic. We will explore a variety of responses to literature. Discover pitfalls to avoid as well as treasures that you can take back to your classroom.</i></p>	Angela M Decker	UofL	Rel of R&W	KRP
Primary	<p>Virtual Guided Reading</p> <p><i>Join me in learning new ways to engage readers virtually. I will be showing how I made guided reading interactive and engaging for my students during virtual learning using literacy footprints. I will also share with you resources/templates that you could use as well.</i></p>	Ariel Bigham	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Integrating Writing Across All Content Areas</p> <p><i>I am a second grade teacher at Frayser Elementary where incorporating writing into all content areas is an instructional focus. Please join me to learn about the different strategies that I have used during NTI to teach writing. I have embedded writing into my morning meetings, CFA's, and Google Classroom assignments. Being a Leader in Me school, my students have enjoyed writing about being proactive, putting first things first, and many other social emotional concepts.</i></p>	Bobbie Jo Matney	UofL	Reading and writing across the curriculum	KRP

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Primary	<p>Digital Reading/Writing Notebook</p> <p><i>Join me in as I demonstrate the process of digital reading/writing notebooks. Due to students being virtual this school year I moved my focus to digital reading/writing notebooks. The focus of this is realistic fiction, this is the topic that I received the most participation on. My hope is that teachers can use this as a platform during in-person and virtual learning.</i></p>	Christopher Miller	UofL	Reading and writing across the curriculum	KRP
Primary	<p>ELL Success and Family Engagement</p> <p><i>A perfect combination of research-based instructional practices and active family engagement can potentially lead to student growth and success.</i></p>	Dana Villalba	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Family Resources for Home Usage to Help Improve Reading Comprehension</p> <p><i>Join me to gain insightful ideas on creating and utilizing family reading resources to help improve your students reading comprehension skills. I will provide family video ideas that will incorporate reading strategies, guided reading lessons, and literacy footprint walk throughs to track students reading at home.</i></p>	Dathan Utz	UofL	Comp	KRP
Primary	<p>Student and Family Engagement</p> <p><i>This session is geared on how to incorporate family engagement for students' literacy learning through home visits, explanations of DRA's, PASS assessments and Math Screeners. Teaching parents how to use phonological awareness to enrich their student's reading is a possibility and a must.</i></p>	Elizabeth Thompson	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Writing Across Content Areas in 3rd Grade (Emily Lindsey)</p> <p><i>Throughout this presentation you will see how writing fluency and accuracy have been taught, practiced, and assessed throughout this school year, along with gaining some useful resources! You will see how this instruction has been carried out throughout content areas. You will also see how families engaged in reading and writing!</i></p>	Emily Lindsey	UofL	Reading and writing across the curriculum	KRP

“A good teacher can inspire hope, ignite the imagination, and instill a love of learning.”

– Brad Henry

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Virtual Guided Reading</p> <p><i>Beginning the year virtually was not what anyone had planned for and there were a lot of struggles, questions and obstacle to overcome. Guided reading was my biggest hurdle and my team and I came up with a way to effectively engage our students and their families in guided reading lessons each week. These lessons were interactive, engaging and we were able to embedded the required resources from our school administration. It also gave our school a way to come together and work smarter not harder during these unprecedented times.</i></p>	Erin Bissinger	UofL	Guided Reading	KRP
Primary	<p>Sight Word Two Ways</p> <p><i>Join me in this session to see how students implemented their sight word practice both in-person and virtually. While following the Jan Richardson reading plan and sight word practice, students got creative with how they learned sight words weekly and incorporated word study. The study included both virtual and small group practice with a similar routine. They were assessed periodically to determine next steps and kept moving forward. Join to see how my second grade students rocked it this year!</i></p>	Hannah Sparks	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Family Journals: Increase Engagement, Stamina, and Communication</p> <p><i>Join me in this session to increase writing engagement, build writing stamina, and strengthen communication. I will share with you resources to help implement family journals in the classroom, whether students are virtual or in-person. Work samples will be provided during the presentation.</i></p>	Hayley Miller	UofL	Writing	KRP
Primary	<p>Jim Franklin, ECE Resource, [Literacy Live in NTI]</p> <p><i>Join me in this live session. Based on the progress monitoring data I have collected and analysed during the 2020-2021 school year, I have focused on the following guiding questions. Does more reading choice for students strengthen “authentic” interest and increase student engagement, and is there a correlation to improved comprehension probes? Does consistent use of anecdotal “reading logs” with digital resources, EPIC and Literacy Footprints, along with providing immediate feedback with families in live sessions increase family engagement?</i></p> <p><i>I’ll be discussing my collaborative work with my PLC and the correlations I’ve found between providing more reading choice for students, immediate feedback with families, and family engagement.</i></p>	James G. Franklin	UofL	Comp	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Promoting Family Engagement with Virtual Family Writing Journals</p> <p><i>Take a peek into a virtual kindergarten classroom! Sounds a little daunting right? Virtual? Kindergarten? You read that right! Get ready to be even more amazed while we explore the idea of promoting family engagement with an interactive family writing journal. See a family writing journal be used to capture kindergartners' imagination, creativity, opinions, and emotions all while giving parents and guardians a chance to read, reply, and get a deeper glimpse into their child. Students write, parents respond, teacher replies; so simple yet so effective. What a great opportunity for collaboration and communication. Not only are we growing reading and writing skills, but also and just as importantly, family interaction and engagement. See how all of this can be done and virtually at that! It's pretty amazing!</i></p>	Jamie Mudd	UofL	Rel of R&W	KRP
Primary	<p>HE Looks Like ME</p> <p><i>Twenty twenty brought about a lot of self-reflection and introspection. I came to realize the importance of my students seeing themselves in the literature we read. Join me as I share the journey of my class as we searched for reflections and connections in literature all while doing NTI.</i></p>	Jennifer Kyser	UofL	Reading and writing across the curriculum	KRP
Primary	<p>Word Work in First</p> <p><i>Looking for ways to engage your students with word work? Increasing students' reading fluency? Join this session to see how I implemented word work and sight words within my first grade classroom virtually and in-person.</i></p>	Kayla Bodine	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Phonemic Awareness for Struggling Readers</p> <p><i>I used PASS data at the beginning of the year to identify students who were lacking PA skills. I used this data to strengthening these skills with a small focus group. I made instructional videos for the parents to use at home and reassessed students in this group over time.</i></p>	Kelly Coots	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Making Guided Reading Work in Any Situation</p> <p><i>Join me in exploring flexible guided reading during a pandemic. It is not an easy task, but student growth is the main goal.</i></p>	Kimberly Smith	UofL	Rel of R&W	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>How Sight Word Practices Influence Reading Levels</p> <p><i>Exploring how using several different strategies and resources to teach sight words to Kindergarten students helps in growing reading levels.</i></p>	Kristen Page	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>All Aboard! Helping Parents Navigate Literacy Resources During NTI</p> <p><i>Ahoy Mate! In this session we will go on a journey to discover how to become navigation experts of digital literacy resources during NTI. Together we will explore Literacy Footprints, Lexia, Jamboard and other great resources for enhancing student's literacy practices at home.</i></p>	LaKeesha Turner	UofL	Family Eng in Literacy	KRP
Primary	<p>Phonics and Families: Plundered Plans</p> <p><i>Join me in this session to learn about a plan guided around the connection between phonics instruction and writing. This was a plan constructed to improve the connection between families and school as well as the connection of phonics instructions in reading and writing. Facing a pandemic and NTI completely changed my project. This presentation will presented in a "This is what I wanted to happen, hope would happen, and what really happened" format.</i></p>	Lauren Schaefer	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>You can jump the hurdles of NTI instead of running smack into those barriers</p> <p><i>Time is short, Social Studies and Science is swept under the rug, students do not have books in hand, resources are limited and can our students relate to the books available. In NTI there are so many barriers to a successful, engaging literacy block, but here is how I jumped those hurdles.</i></p>	Leigh Williams	UofL	Reading and writing across the curriculum	KRP
Primary	<p>Increasing Family Engagement Through Literacy</p> <p><i>Please join me in this short session to discuss how to increase family engagement in your classroom and school by using literacy. Even during COVID-19 instruction, literacy has empowered my families with individual opportunities to maximize student learning as well as positively influence their own relationship with their child. Tune in to see some ideas on how to use literacy to form these school and family partnerships.</i></p>	Leslie Redmon	UofL	Literacy and Family Eng	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>One Size Does Not Fit All!</p> <p><i>Differentiating instruction can be challenging. Join me to learn how to use the Reader's Workshop Model to help fit the needs of all students. I will not only share with you the components of this model, but how it can enhance student engagement.</i></p>	Lindsey Bishop	UofL	Reader's Workshop	KRP
Primary	<p>Dear Dad: Family Learning Journals During a Pandemic</p> <p><i>Attend to experience my journey in implementing Family Learning Journals in a 2nd-grade classroom with the added challenge of the COVID-19 pandemic. Come to learn about how I implemented FLJs in my classroom, why both students and their families loved them, and leave wanting to do it in your own classroom.</i></p>	Logan McMahan	UofL	Family Eng	KRP
Primary	<p>Individualized Sight Word Instruction Through Virtual Learning (Madison Davidson)</p> <p><i>Join me to see how I was able to individualize sight word instruction during daily guided reading groups for my students even though they were working virtually from home.</i></p>	Madison Davidson	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Using Family Data Nights to Increase Student Achievement & Family Involvement</p> <p><i>Join me for a glimpse into a First Grade Family Data Night. During this session we will discuss creating goals with students, Data Binders, and ways to encourage family involvement to increase student achievement</i></p>	Melanie Hill	UofL	Using Data to drive instruction	KRP
Primary	<p>Let Me Share A Secret With You!</p> <p><i>Join me to learn the secret of what has helped me to increase the phonological awareness and phonics skills of my students. This secret tells an overview of the program used, how it was implemented virtual and in person, and the growth I have seen as a result.</i></p>	Monica Spencer	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Grow, Baby, Grow</p> <p><i>Virtual teaching got you down? Feel like you are not having an impact on your student's reading growth, especially with your struggling readers? Well you are in the right place! Join me, as I provide you with effective reading strategies, data collection tools and resources that lead to engaging, purposeful and successful guided reading instruction in the digital classroom! Even as virtual school comes to an end, you can utilize these tools in your in-person classroom and watch your struggling readers grow!</i></p>	Nikki Spitler	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Engaging Phonemic Awareness Activities</p> <p><i>Join me to learn about phonemic awareness activities and how you can implement them in your guided reading instruction. I will share with you how I implemented these activities in my NTL instruction. I will also share with you resources and research that I used in planning these activities.</i></p>	Samantha Tivnan	UofL	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Balancing Book and Families with Seesaw</p> <p><i>Join me as I share how I facilitated connections with my families and incorporated family engagement by sharing books used in therapy with supplemental activities that get families bonding over books and building literacy skills while having fun. Resource lists to include books I used along with supplemental activities.</i></p>	Sandy Messenger	UofL	Rel of R&W	KRP
Primary	<p>Beyond Shaving Cream: Multisensory Approaches to Literacy Instruction</p> <p><i>A principal challenge for virtual learning is student engagement, especially for primary students. I had to expand classic approaches, such as sensory bins and shaving cream, to embed multisensory learning into lessons mediated by a screen. I share examples and experiences of successful multisensory activities I used during literacy instruction.</i></p>	Sarah McCartt-Jackson	UofL	Reading foundations and comp	KRP
Primary	<p>Mentor Sentences Through the Years</p> <p><i>Join a Kindergarten and 3rd Grade teacher as they share the journey they have taken to incorporate grammar into their daily writing instruction.</i></p>	Sarah Smith, Amy Owsley	UofL	Rel of R&W	KRP
Primary	<p>Collaboration is Key!</p> <p><i>Come learn how I have focused on collaboration with classroom teachers and families to support ESL students in their academic and personal development.</i></p>	Sarah Waters	UofL	Collab	KRP

“TEACHERS, I BELIEVE, ARE THE MOST RESPONSIBLE AND IMPORTANT MEMBERS OF SOCIETY BECAUSE THEIR PROFESSIONAL EFFORTS AFFECT THE FATE OF THE EARTH.”

- HELEN CALDICOTT

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Relationship between reading and writing in a virtual setting</p> <p><i>This LAP is important because it will increase student achievement and engagement. It has the potential to increase phonological awareness and comprehension. By analyzing data based on assessments I will be able to determine the students needs and how to differentiate accordingly.</i></p> <p><i>I have increased family engagement by home visits and virtual lessons and in the future will plan family data nights once we are in person. I believe that by implementing home visits and planning the classroom nights for parents and students, that it will build relationships with families. Also including parents in the decision making process in terms of goals and expectations. I will also give interest surveys to parents as well as students regarding activities and reading subjects.</i></p> <p><i>I have given many opportunities for students to write along all curriculum in a virtual setting. Students have a direction of what to write but they are given choice on their topics within the rubric and guidelines.</i></p>	Tiffany Embry	UofL	Rel of R&W	KRP
Primary	<p>Sneaking in Phonics</p> <p><i>Phonics is vital to beginning readers, and lays the important foundation of reading. However, teaching in limited time can be tricky! I used small strategies to sneak in phonics with my kindergartners to make learning effective, but also not waste time.</i></p>	Alicia Wittmer	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Bulldog Book Club (Family Engagement)</p> <p><i>Students were given the same book to read aloud (multiple times) at home with family members. They engaged in enrichment activities to support student development of print awareness, fluency, comprehension, and alphabet knowledge.</i></p>	Andrea Melton	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>“Tapping Out” - EL skills</p> <p><i>I will be sharing “tapping out” for sounds and spelling from our EL curriculum.</i></p>	Angela Simpson	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Reading A-Z for Read to Achieve</p> <p><i>Reading A-Z is an online program that offers leveled books that meets the needs of each child. Teachers have the option to print books, which is a great source for small groups, or use projectable books for whole group. Reading A-Z offers guided reading lesson plans, worksheets, assessments, and running records.</i></p>	Bianca Kinslow	WKU	Phonemic awareness, phonics, word recognitions strategies/ Comp	KRP
Primary	<p>Family Journals</p> <p><i>My students read a book during reading small groups and then wrote a letter home. They included a question to ensure a family member would write back. A family member wrote back and then they shared them with the class.</i></p>	Carri Jo Haakinson	WKU	Rel of R&W	KRP
Primary	<p>Writing Through a Pandemic</p> <p><i>With the focus on digital lessons and push for technology, the craft of writing has been overlooked during the COVID19 pandemic for many students. I have chosen to focus on writing skills during this difficult time by incorporating writing throughout the curriculum. Although it has been a difficulty journey, students have embraced the opportunity to write as a way to address their feelings and concerns this school year.</i></p>	Emily Gardner	WKU	Reading and writing across the curr	KRP
Primary	<p>Take Home Book Bags</p> <p><i>I put together bags of books with some supplemental materials, each centered around a particular theme or author. My goal with the book bags was not only for my students to have access to books they wanted to read at home, but also to spend time with their families reading and learning as well.</i></p>	Emily Goodman	WKU	Comp	KRP
Primary	<p>Linking Reading Fluency with Phonics</p> <p><i>My area of need is focusing on reading fluency with strategies used in our phonics curriculum(foundations). At the beginning of the year, students were struggling with linking their knowledge of phonics with the text read. My goal included bridging their knowledge of skills we are working on (trick words, digraphs, glued sounds, blends, etc.) and reinforce the connection in grade leveled texts (Geodes). I will share strategies to incorporate phonic instruction with reading as well as incorporating additional activities with at-home support during hybrid instruction.</i></p>	Emily Harris	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP

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Primary	40 Book Challenge <i>In this presentation, you will learn the steps to launch your own 40 Book Challenge. This is for grades 1-3. These steps can be modified and used for higher grade levels.</i>	Heather Haney	WKU	Comp	KRP
Primary	Class Dojo Family Journals <i>Students respond to a writing prompt daily using Class Dojo Portfolios. Student writing is available to be viewed by teachers and parents. Parents and teachers can comment on a piece of writing in which the student can view immediately.</i>	Holli Butler	WKU	Family Engagement	KRP
Primary	Finding Phonemes <i>This presentation will cover the importance of laying the foundation of phonemic awareness in primary students. Having a deep understanding of phonemes will create the basis for a holistic approach to reading. More specifically, this presentation will share engaging and effective strategies to teach phonemic awareness.</i>	Jaci Coomes	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	The effects of letter naming and letter sounds on reading <i>I would like to talk about the importance of knowing the alphabet and sounds. I want to discuss the impact of knowing and not knowing them when students begin 1st grade.</i>	Jan Estes	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	Literacy Recovery <i>Our school developed a plan to focus on literacy learning gaps. We established classes with a researched based instructional program and flexible groups that changed as students progressed. Major growth occurred with all students in phonics, word recognition and comprehension.</i>	Jenni Shadowen	WKU	Phon	KRP
Primary	Phonics: The Foundation of Reading <i>Discussion of phonics activities that were used with our students this school year both in person and virtually. The presentation will include student work samples and data.</i>	Jocelyn Mansfield, Tara Wesley	WKU	Phonics and Comp	KRP
Primary	Teaching Comprehension Through Fluency <i>This presentation focuses on increasing independent reading comprehension of grade-level texts through the use of fluency, thematic units (including Artful Reading), phonics instruction and family engagement.</i>	Kayla Brown	WKU	Comp	KRP

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Primary	Family Message Journal <i>Once weekly, students will brainstorm activities/ content that was learned. Students pick one thing they learned or enjoyed doing and write a sentence explaining. Journal will be taken home for parents to read and write a short response to their writing.</i>	Kim Wyatt, Kiley Curtis	WKU	Reading and writing across the curriculum	KRP
Primary	Stair Stepping Towards Fluency <i>I am focusing on steps to take towards achieving Reading Fluency. During our in person school sessions, my struggling readers receive one-on-one reading instruction. During this time, students complete a variety of activities to increase word recognition. Activities that students complete are SRA Reading Words and Story, Speed 1000, Speed 100, Fidget Sight Words, Sentence Trees, and Fluency Strips. Students have also went back to the basics to further develop their phonic skills.</i>	Laura Croghan	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	Words Their Way- Who's Way? <i>Phonics can be an extremely intimidating thing to implement in the classroom- ESPECIALLY when you have kids at all different levels. This session will show how Phonics Instruction is implemented with Words Their Way throughout the distance learning instruction and how these lessons will continue to create engagement throughout the years to come in a more "Normal" classroom setting.</i>	Lauren Coomes	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	Family Journals <i>I will share about the impact Family Journals have had in our classroom.</i>	Lee Ann Wood	WKU	Relationship of Rdg & Writing	KRP

“Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.”

- Nikos Kazantzakis

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Primary	<p>Phonics and Phonological Awareness Instruction: Heggerty in the Classroom</p> <p><i>In my Presentation, I will explain what Heggerty is and how I implement it in my classroom. This year was a little different, students had to do Heggerty at school, and at home virtually! I explain how this worked using an example. I took data at the beginning of the school year from my students using the Heggerty Assessment. I go on to compare this data to a similar Heggerty Assessment that I gave my same students mid year. I am very excited for this presentation!</i></p>	Mackenzie Pettus	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Reading Through Epic</p> <p><i>Epic is an online reading platform. Students used Epic to increase their reading fluency.</i></p>	Mallory Ervin	WKU	Reading Fluency and word recognition	KRP
Primary	<p>Reading and Literacy Centers</p> <p><i>This will explain how our reading block is set up each day as well as what centers we use during that time.</i></p>	Mia Danielle Hudson	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Picture of the Day</p> <p><i>I adopted a literary method called Picture of the Day that was first developed by a literacy teacher from North Carolina named Jen Jones. Picture of the Day is a way for students to practice three very important reading skills - observing details by being able to describe them and making inferences about what you notice and observe based on what you see and what you already know. Observing, describing and making inferences are what good readers do. Picture of the Day uses pictures to give students an opportunity to practice these important skills & strategies without text, but helps them transfer the same line of thinking when reading text.</i></p>	Monica Gallagher	WKU	Comp	KRP
Primary	<p>Guided Reading</p> <p><i>I will be presenting on the implementation of Jan Richardson's Guided Reading and the progress our students have made.</i></p>	Morgan Bashman	WKU	Comp	KRP

"I call my students 'my kids' because in our year together, they aren't just kids on my class list. They become a part of my heart."

- Anonymous

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Primary	<p><i>My project focuses on reading engagement. I want my learners to learn to read, and love to read! Each student has their own book bag containing books and reading tools. Students choose books from the classroom library to take to and from school. Each bag has a bookmark with reading strategies to support learners and their families at school and home. Book selection is student choice and traded weekly. Students read these books in the classroom during instructional and free time as well as at home with their guardians.</i></p>	Paige Staton	WKU	Reading eng	KRP
Primary	<p>Family Book Clubs</p> <p><i>Throughout this year my school district has had a completely virtual platform, a hybrid platform, and now we are back in school with most students four days a week, with some choosing to remain virtual. Due to the constant changes associated with this year, I decided to do a project that could be done regardless of how instruction was being completed. I chose to have family book clubs where students were able to take decoding strategies, phonemic awareness strategies, and blending strategies (learned daily) and apply them to a decodable book. The students would read a different story every night with their family and through our online reading platform, called Open Court, they were able to record themselves reading the stories as well. These book clubs allowed me to hear my students read to their families when I was unable to hear them read in a face to face setting. We have continued these family book clubs nightly throughout the year and I have loved listening my students grow in their reading skills and strategies. I have also enjoyed speaking with parents about the impact they have seen through having their child read to them nightly.</i></p>	Rebecca Lawless	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary	<p>Gaining Confidence in Literacy</p> <p><i>I will be presenting strategies that I use with my students to increase their confidence while reading, especially after returning from being virtual. I also have a few things to share with how I tried to get the parents involved in student reading.</i></p>	Sabrina Barr	WKU		KRP

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Primary	Word Nerds <i>My focus was on word recognition and fluency. I will present on my experience using the word sorts from Words Their Way.</i>	Suzanne Sparks	WKU	Phonemic awareness, phonics and other word recognition strategies	KRP
Primary, Int	Nonfiction Comprehension <i>Sharing nonfiction comprehension strategies with students and parents in Google classroom. We will use Google Slides to share new strategies and mini lessons. We will also record lessons that are used in the classroom and ones that the teachers create.</i>	Kennedy Chapman, Shelby Halliday, Laura Sparks, Brooke Burton, Ali Wilcox, Jereilyn Grant	MSU	Comp	KRP
Primary, Int	Literature Comprehension with Engagement K-5 <i>We will be incorporating both engagement and comprehension strategies from our Reading Strategies Book in our separate primary and intermediate classes. Then, we will be discussing how these strategies worked best among the different grade levels.</i>	Shelby Runyon, Sarah Boggs, Pam Evans	MSU	Comp	KRP
Primary	First Grade Phonics	Abigail Saulman, Kristi Pike	UofL		KRP
Int	Vocabulary Study <i>I will be looking into the importance of studying vocabulary, studying vocabulary while in-person and virtual. Also comparing data from the beginning of the year until now.</i>	Shelley Koch	EKU	Comp	KRP
Int	Vocabulary Aquisition and Usage <i>My students scored lowest in the area of vocabulary during fall MAP testing. I decided to focus on this component for my LAP. I am using Serravallo's vocabulary strategies (goal 11) in the classroom in order to see gains with my students. I am also Jan Richardson's vocabulary strategies for transitional readers.</i>	Amanda Roberts	EKU	Comp	KRP
Int	Engaging and Motivating Students to Increase Reading Comprehension <i>Join me as I share ways to engage and motivate students to increase their reading comprehension. First, I will describe the learning system used to promote learning accountability. Next, I will share how I motivated students by rewarding them with books, allowing time for independent reading, and providing student choice for nonfiction text. Last, I will share resources that educators can use in their classrooms.</i>	Heather Anderson	EKU	Comp	KRP

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Int	The Effect of Diverse Trade Books in the Classroom <i>Originally, I had planned on using various nonfiction texts to incorporate with our existing reading program. As the year progressed, I discovered that students really needed to connect our curriculum with other texts. So I began pairing mentor texts from my newly updated classroom library with our current curriculum.</i>	Kara Dotson	EKU	Comp	KRP
Int	Teaching Writing Across Disciplines <i>I will be focusing on strategies to teach writing across multiple content areas to help students obtain skills to write in a variety of settings.</i>	Aaron Graves	KSU	Reading and writing across the curriculum	KRP
Int	How Does the Intentional Use of Kernel Essay Structure Grow Student Writers ? <i>5th Graders use Kernel Essay Structures as they grow as writers. Student growth assessed through On-demand Writing.</i>	Beth Blissett	KSU	Reading and writing across the curriculum	ALP
Int	RACE <i>Short answer practice through RACE. Focus on restate, answer, cite, and explain with a break down of each and slowly easing into all parts.</i>	Brittany Newton	KSU	Rel of R&W	KRP
Int	The Power of Talk <i>My objective is to discuss how the culturally responsive teaching increases participation in students.</i>	Kimberly Richardson	KSU	Comp	ALP
Int	"I'll Take Vocabulary for \$500..." <i>Using a Jeopardy format, we will share multiple online and in person activities and strategies to engage students in increasing their vocabulary skills and usage. We will focus on online activities, vocabulary assessments, activities involving movement, family engagement, and independent student activities.</i>	Samantha Unger, Carrie Price, Erin Altman	MSU	Vocabulary	KRP
Int	Writing in Math <i>I am going to implement concept maps, reading word problems and breaking them down, and teach kids to explain their reasoning in math.</i>	Emily Kenner	NKU	Reading and writing across the curriculum	KRP

*"Teachers who love teaching teach children to love learning."
- Anonymous*

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Int	<p>Increasing focus and stamina through reading comprehension</p> <p><i>I am currently working with a third grade student who struggles to remain focused on reading passages and that leads to difficulty answering multiple choice and short answer comprehension questions. The focus of my presentation will be on the methods that I used to increase the students ability to answer comprehension questions in a variety of formats.</i></p>	Mark Gaskins	NKU	Comp	KRP
Int	PBL	Susan Fugazzi, Leанда Drysdale, Aaron Davis	NKU	Reading and writing across the curriculum	KRP
Int	<p>Family Book Clubs: Increasing student interest and writing</p> <p><i>Join me in this session that will include family engagement with family book clubs. Students will get to choose a book that they will read with their family while we confer with each other about the book and work on writing strategies to write about what they are reading.</i></p>	Amy Sandifer	UofL	Rel of R&W	KRP
Int	<p>Snazzy Jazzy Comprehension</p> <p><i>Join me and my 5th graders as we use The Next Step Forward in Guided Reading Strategies by Jan Richardson to improve their comprehension strategies and skills. These strategies will capture the beauty of her competence in improving student's comprehension and strategies.</i></p>	Felecia Tinner	UofL	Comp	KRP
Int	<p>Captivating! Powerful! Engaging! These words can describe your reading lessons, if even for a moment.</p> <p><i>Please join me for the trials and successes of implementing engaging (hopefully) strategies during NTI. Did they work? Sometimes. We're there challenges? Yes. I will share the strategies I implemented to help students engage with the curriculum and increase their comprehension.</i></p>	Joeanna Bolduc	UofL	Comp	KRP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Int	<p>Writing Through The Curriculum</p> <p><i>Join me in this session to see how writing can be applied across various subject areas. See student work samples of implementing rigorous learning standards through Social-Emotional Learning lessons and whole class read-alouds. Several student work samples of creative prompts in which students find their inner voice in both the virtual and brick-and-mortar setting will be shared. Our students are capable of using their voice for change!</i></p>	Katelyn Meng	UofL	Reading and writing across the curriculum	KRP
Int	<p>Technology in the intermediate Reading Classroom</p> <p><i>Incorporating technology into our everyday class in grades 4-6 reading.</i></p>	Haley Carlock	WKU	Technology	KRP
Int	<p>Using Literature to Teach Inquiry Standards</p> <p><i>Have the new KY Social Studies Standards got you thinking? How can I make cross-curricular connections to ELA standards? Where do I find resources? This presentation, discusses compelling and supporting questions and how literature can support and these connections.</i></p>	Jessica Roberts	WKU	Reading and writing across the curriculum	KRP
Int	<p>Cultural Influences on Storytelling</p> <p><i>What comes to mind when you read these magical words? A pumpkin transformed into a carriage? A servant girl's small foot fitting perfectly into a delicate glass slipper? That same girl being morphed into a beautiful princess as her jealous and wicked stepsisters look on with contempt?</i></p> <p><i>If so, then you must be familiar with one of the most famous versions of "Cinderella." But this version is by no means the first or only. In fact, the original Cinderella story can be traced all the way back to 9th century China. The story of Ye Shen, China's Cinderella, began as an oral tradition and has been shared and reshared over 1500 times since then. From Korea to Greece, the Caribbean to England, Egypt to France, and even from Native American reservations to Appalachian villages in the United States, the often-retold story of Cinderella has captured the hearts of millions with its common themes of 'rags to riches,' 'good over evil,' and 'kindness towards all.'</i></p> <p><i>I will share how I partnered with a 4th-grade teacher to bring cultural awareness to classic traditional tales all while teaching virtually!</i></p>	Kim Henderson	WKU	Rel of R&W	KRP
Int	<p>Fluency and FlipGrid</p> <p><i>Using Flipgrid as a literacy tool during the pandemic and non traditional school days.</i></p>	Mayra Janet Angel	WKU	Comp	ALP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Int	<p>40 Book Challenge</p> <p><i>Students read 10 books per 9 weeks , record them on a recording chart, and choose one book to make a presentation on to share with the class. Students complete this in place of what used to be Accelerated Reading and they must read 10 books in multiple genre's per 9 weeks.</i></p>	Stacey Small	WKU	Comp	KRP
Middle	<p>Vocabulary Development and Strategies for 6th grade</p> <p><i>I want to discuss digital vocabulary strategies that I used during the 2020-21 school year with my 6th graders in my ELA class. We are a one to one device school (utilizing Chromebooks) and Google so with these tools, I chose activities to help my students work with vocabulary in these challenging times. My students would work on vocabulary through power writing on Fridays (learned from Devan Stone in my ALP Summer Institute) and weekly bellringers that incorporated several skills (vocabulary, punctuation, capitalization, grammar, etc.). These skills would be addressed using a variety of grouping methods such as one on one instruction, small group instruction, and whole group instruction. Graphic organizers were often utilized to help students with new words and writing in my classroom.</i></p>	Brittany Wynn	EKU	Comp	ALP
Middle	<p>Vocab-O-Gram</p> <p><i>Vocab-O-Gram is a classification chart that shows the categories of a story, article, or concept in which students organize key vocabulary or phrases from a selected text. Applies well to Language Arts, Social Studies, Science, and more. Great pre-reading strategy to use with student in paired or independently to engage with varying levels of vocabulary. Students can work together in a virtual setting to complete the organizer as the teacher monitors their reasoning and understanding as they make predictions about complex texts. The opportunity to write a prediction in the form of a summary allows students to organize their summary around predictions, questions, and vocabulary.</i></p>	Elizabeth Powell, Lori Revel	EKU	Reading and writing across the curriculum	ALP
Middle	<p>Using Read & Write to promote independence</p> <p><i>Do your students struggle with reading? Do they wait for you to read aloud instead of beginning their work on their own? Learn how one teacher helped her students become more independent when given reading assignments.</i></p>	Nura Mandeel	KSU	Comp	ALP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Middle	<p>Using Noticings and Questions to increase engagement in social studies.</p> <p><i>Strategically teaching students to notice and question as they read their world (artifacts, images, text, audio, video) students increase their comprehension and engagement in social studies curriculum. These opportunities can be embedded into bell work, mini-lessons, work time, or reflection.</i></p>	Rachel Kinsey	KSU	Reading and writing across the curriculum	ALP
Middle	<p>Improving Teen Engagement with Literacy Through Relationships</p> <p><i>The goal of this literacy action plan was to use identified strategies to build stronger relationships with middle school students so that student engagement with literacy would improve. Students often view literacy activities as a risk and this results in low engagement. In addition, The uncertainty of these times present unique challenges for us as educators and our students. In a virtual setting, many students feel disconnected already, compounding barriers we face in teaching literacy. With long periods of virtual learning and NTI days, it's even more important to take action to build strong relationships that will hopefully increase student engagement with reading and writing. The plan addresses both tradition in-school and virtual learning/NTI relationship-building strategies.</i></p>	Bobbi Brumfield	MSU	Middle School Student Engagement with Literacy	ALP
Middle	<p>Increasing Student Engagement and Enthusiasm in the ELA Classroom</p> <p><i>Throughout the school year I have utilized various strategies to gain the focus of my students in our ELA classroom</i></p>	Chelsae Bohl	MSU	Other	ALP
Middle	<p>Understanding Text Through Podcasting</p> <p><i>Using podcasting to allow students to analyze text.</i></p>	Jenifer Webster, Kayla Fleming	MSU	Comp	ALP
Middle	<p>Battle of the Books</p> <p><i>The project involved reading four Jesse Stuart books and then creating argumentative presentations to prove why one book was the best. Students were virtual for almost the whole course of this project, and we were limited to 15-minute lessons a day. I will discuss how the obstacles I faced first forced me to change my idea for the project, and how I had to alter lessons for the project. I will show examples of lessons, rubrics, and argumentative presentations.</i></p>	Jordan Sparks	MSU	Comp	ALP
Middle	<p>Virtual Engagement in Literacy</p> <p><i>I will focus on strategies that I have used to help push my students to be active participants in their educations.</i></p>	Abby Brinkman	NKU	Rel of R&W	ALP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Middle	<p>Using Writing Territories to Support Writing Identities and Abilities</p> <p><i>Developing authentic writing territories is necessary in order to create space for students to grow in their writing identities and abilities. Our focus this year was to create fertile ground for students' words to grow. We have used a variety of strategies to emphasize that our writing must mean something to us in order to mean something to others.</i></p>	<p>Lydia Brooks, Gabby Shipman, Katie Moss</p>	<p>NKU</p>	<p>Rel of R&W</p>	<p>ALP</p>
Middle	<p>Strategies to improve Task Completion for ECE students</p> <p><i>In this presentation I will share examples of templates and strategies that I have used with my self-contained students with severe emotional behavior disorders.</i></p>	<p>Alexas Moorer</p>	<p>UofL</p>	<p>Other</p>	<p>ALP</p>
Middle	<p>Claim Evidence Reasoning..... Deepening our Understanding</p> <p><i>For this school year, I want to focus on students' understandings of CER's with a focus on the evidence and reasoning sections. Students will explore how to investigate data that they are given to determine the evidence section for the CER. We will then focus on the reasoning section.</i></p>	<p>Deborah Sloan</p>	<p>UofL</p>	<p>Reading and writing across the curriculum</p>	<p>ALP</p>
Middle	<p>Science Literacy using Claim Evidence Reasoning</p> <p><i>Students often struggle with information data based science argument writing. So our goal is to try to get students to examine data a little more critically so they can make a claims about something they experimented or observed then supporting their argument with evidence and scientific reasoning.</i></p>	<p>Donna Shartzter, Jenny Armes</p>	<p>UofL</p>	<p>Reading and Writing in the area of science</p>	<p>ALP</p>
Middle	<p>Academic Dialogue in the Classroom</p> <p><i>Different approaches and different samples of Academic Dialogue in the classroom</i></p>	<p>Jamie Smith</p>	<p>UofL</p>	<p>Comp</p>	<p>ALP</p>
Middle	<p>Reading and Writing in Social Studies</p> <p><i>My Social Studies class requires a great deal of reading, especially non-fiction texts. Students often haven't spent as much time reading these texts and forming their own opinions around them. This presentation focuses on reading/writing techniques to help students formulate opinions using evidence from text.</i></p>	<p>Kendel Hayden</p>	<p>UofL</p>	<p>Reading and writing across the curriculum</p>	<p>ALP</p>

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
Middle	<p>Going Analog in a Digital World - Science Notebooking - Putting pencil to paper</p> <p><i>Writing in the Science Content</i></p> <p><i>Students will use a physical (analog) Science Notebook to record their learning process in Science Class. Students will use various writing/note taking techniques to process, record, and demonstration their understanding and mastery of the content.</i></p>	Vicky Johnston	UofL	Reading and writing across the curriculum	ALP
Middle	<p>Teacher Self-Efficacy and ELL Strategies</p> <p><i>Strategies for teachers to develop their self-efficacy for teaching ELL students with a focus on building vocabulary and improving reading abilities.</i></p>	Jennifer Costellow	WKU	Developing word awareness and reading across disciplines	ALP
High School	<p>Creative Thinking and Context Clues</p> <p><i>Creative Thinking and Context Clues - a creative lesson idea to "spice up" word understanding through context clues.</i></p>	Allene Cornelius	EKU	Phonemic awareness, phonics and other word recognition strategies	ALP
High School	<p>BHH Reading Model with Jamboard</p> <p><i>I am a part of the KyCL, but I also completed the ALP training over the summer. This presentation will show how I incorporated the BHH reading model into my virtual English classes using Google Jamboard.</i></p>	Kristy Carter	EKU	Comp	ALP
High School	<p>Deeper Learning: Building Cross-Curricular Literacy Skills One Strategy at a Time</p> <p><i>A cross-curricular unit using the text, This Promise of Change: One Girl's Story in the Fight for School Equality, students are able to define & identify racism, as well as, use their schema to compare & contrast racist events in the story, to their own personal experiences involving social justice issues.</i></p>	Heather Gallagher	KSU	Comp	ALP
High School	<p>Life, Liberty, and the Pursuit of Happiness - Annotation Strategies</p> <p><i>I will be demonstrating various online annotation strategies with PDF files using the extension DocHub for annotation work - highlighting, commenting, talking to the text, etc...</i></p>	Ron Olson	KSU	Comp	ALP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
High School	<p>Using Literacy Narratives to Build Reading and Writing Efficacy</p> <p><i>Many of my students expressed early in our school year that they were unable to read well virtually because they simply were not born good readers. Using the tool of literacy narratives, my students learned that literacy is a learned skill, not something you are born with or without.</i></p>	Cole Allen	MSU	Rel of R&W	ALP
High School	<p>Teaching During a Pandemic</p> <p><i>This presentation shows how each of the teachers adjusted their way of teaching literacy content during the pandemic in order for students to be successful. Student samples are included for the high school passion project.</i></p>	Cindy Gibson, Jonathan Lounberry, Cara Ryver, Kristen Sorrell, Kennedi Turner, Wendy Lemmings	MSU	Teaching Strategies	ALP
High School	<p>UNO: Using News Online for Informational Text and Vocabulary Acquisition</p> <p><i>Using the 10 Interdisciplinary Literature Practices, we created a schedule for all students-beginning at the middle school level- that allowed each teacher in all subject areas to take 2 days out of the week for a 5-10 minute activity that teaches some aspect of informational text or vocabulary, all of which were kept in a UNO folder on their Drive.</i></p>	Samantha North, Kim Yates	MSU	Reading and writing across the curriculum	ALP
High School	<p>A First Year Reading Teacher's Reflections on a Year Like No Other: A Collection of Strategies That Worked</p> <p><i>This presentation covers research-based reading comprehension strategies that have proven to be successful despite the challenges all teachers and students faced in this unprecedented school year.</i></p>	Brooke Jensen	NKU	Comp	ALP
High School	<p>Vocab-ility: Incorporating Vocabulary Instruction within Attainment Right on Reader Curriculum in a Self-Contained Classroom for Students with Moderate and Severe Disabilities</p> <p><i>In this presentation I will share how I have incorporated vocabulary instruction within my self-contained special education classroom with students in grades 8 and 9.</i></p>	Elena McBride	NKU	Vocabulary	ALP
High School	<p>Using Concept Circles to Show Understanding</p> <p><i>In an effort to have students show understanding of new concepts and how they relate to each other, I introduced concept circles and it was effective in demonstrating students not only understand the word but also how the words in the unit relate to one another. This was a great stepping stone to having students next develop analytical paragraphs.</i></p>	Heather Mastin	NKU	Relationship of Rdg & Writing	ALP

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
High School	Reflective Writing <i>How to get students writing and thinking in a non threatening way.</i>	Jessica Poe, Lori Knapp-Lindsay	NKU	Writing	ALP
High School	Virtual Manipulatives <i>Many of my students are visual/tactile learners. This year has been a challenge to keep both hybrid and synchronous students engaged and demonstrating their understanding. Google Slides has been extremely useful in creating online manipulatives for vocabulary practices and analytical organizers, allowing students to “touch” their work and “lay out” their thoughts before moving them around.</i>	Tom Walsh	NKU	Comp	ALP
High School	Using Question Funnels to Increase Scientific Literacy <i>Students will read, analyze, research, review and work with data to build a CERR to answer student-generated science questions. Data gathered and analyzed through reflections. No traditional “tests” given. Students demonstrate growth in learning and comprehension by answering open-ended questions. This will incorporate SEL to shift student views of “learning” from completion/memorization to a view of learning as progression in understanding and applying new knowledge.</i>	Amanda Shipp, Karin Ceralde	UofL	Comp	ALP
High School	Building Reading Comprehension through Synthesis and Student Relationships with ECE MS/HS <i>Do you struggle to engage the child who is a victim of trauma, the child is living their trauma out in your classroom, much less help them improve their reading ability? Yes, friend- I am with you. We CAN build reading comprehension skills through synthesis with the child who also needs to build a stable relationship and it can be done AT THE SAME TIME!</i> <i>Come to my mini presentation to see how relationships are made in my classroom and how reading scores are on the RISE!</i> <i>Win/Win!</i>	Libby Sears Nethery	UofL	Comp	ALP

**“Those who know, do.
Those that understand, teach.”**

- Aristotle

Grade Level	Presentation Title & Description	Presenter(s)	University	Focus of Literacy Action Plan	Audience (Initiative)
High School	<p>Writing comics books to enhance learning of Periodic Table.</p> <p><i>Students will read (research) and then create their own comic books relating the chemical properties of elements to their own behavior.</i></p> <p><i>My aim is to test whether writing and relating chemical properties to behavior of people would enhance learners' understanding of the periodic table patterns and families, and bonding very well. I will assign students a diagnostic test about the concept to define everyone's prior knowledge. I will then teach as normal and assign another test. I will then assign them a comic book project to do and then give them another quiz. The quizzes would basically be test for the same knowledge about properties, bonding and other things they learnt about the elements but I will be using different questions. I will also give them a survey about how they feel about the periodic table and everything relating to what they wrote about.</i></p>	Lovece Ainembabazi	UofL	Reading and writing across the curriculum	ALP
High School	<p>The Impacts of Trauma Informed Instruction in the Classroom, 2020-21</p> <p><i>I will be presenting the results of my implementation of trauma informed practices in the classroom, including student surveys and written feedback. Content will be quantitative and qualitative.</i></p>	Robin Krause	UofL	Trauma Informed Instruction	ALP
High School	<p>Storytelling in ESL</p> <p><i>After covering narrative elements, ESL students are given picture books to create a story in pairs.</i></p>	Kadi Sue Burden	WKU	Rel of R&W	ALP
High School	<p>Incorporating Narrative Techniques in Writing</p> <p><i>This presentation will give techniques based on Liz Prather's "Story Matters" and how I incorporated them in my dual credit English Class where the majority of students are ELL.</i></p>	Nann Harwood	WKU	Writing and Argument	ALP
High School	<p>EL Instruction during Hybrid and Distance Learning</p> <p><i>This presentation will discuss some of the strategies and technological programs and platforms utilized during the 2020-2021 school year.</i></p>	Shannon Thiessen	WKU	Comp	ALP
Middle School	<p>GRAPES: Mnemonic Device for Social Studies</p> <p><i>Strategies and Mnemonic Devices such as GRAPES for delivery of social studies content that connects with ELA reading and writing strategies.</i></p>	Seth Teegarden	UofL	Rdg & Writing Across the Curriculum	ALP

“What do teachers do?”

Inspire, persist, celebrate, love, plan,
organize, heal, listen, lead, model,
differentiate, forgive, program,
question, professional development, meet,
learn, write, read, care, cry, laugh...teach.”

-Anonymous , Pink Tulip Creations



THE 10 PRINCIPLES OF CHILDREN'S LITERACY RIGHTS

1. Children have a right to appropriate early reading instruction based on their individual needs.
2. Children have a right to reading instruction that builds both the skill and the desire to read increasingly complex materials.
3. Children have a right to well-prepared teachers who keep their skills up to date through effective professional development.
4. Children have a right to access a wide variety of books and other reading material in classrooms, school, and community libraries.
5. Children have a right to reading assessment that identifies their strengths as well as their needs and involves them in making decisions about their own learning.
6. Children who are struggling with reading have a right to receive intensive instruction from professionals specifically trained to teach reading.
7. Children have a right to reading instruction that involves parents and communities in their academic lives.
8. Children have a right to reading instruction that makes meaningful use of their first language skills.
9. Children have a right to equal access to the technology used for the improvement of reading instruction.
10. Children have a right to classrooms that optimize learning opportunities.

(SOURCE: International Literacy Association)

ADOLESCENT LITERACY RIGHTS

1. Adolescents need opportunities to participate in active learning environments that offer clear and facilitative literacy instruction.
2. Adolescents need opportunities to participate in respectful environments characterized by high expectations, trust, and care.
3. Adolescents need opportunities to engage with print and nonprint texts for a variety of purposes.
4. Adolescents need opportunities to generate and express rich understandings of ideas and concepts.
5. Adolescents need opportunities to demonstrate enthusiasm for reading and learning.
6. Adolescents need opportunities to assess their own literacy and learning competencies and direct their future growth.
7. Adolescents need opportunities to connect reading with their life and their learning inside and outside of school.
8. Adolescents need opportunities to develop critical perspectives toward what they read, view, and hear.

(SOURCE: Elizabeth Stutervant, et al, Principled Practices for Adolescent Literacy)

ADVOCATING FOR LITERACY

“If not you, then who?”

Oftentimes, we assume advocating is conducted by highly charged political figures and in formal political arenas. However, the term advocate is more basic in its definitions of “(v.) publicly recommend or support; to speak, plead, argue, or write in favor of” and “(n.) a person who pleads on someone else’s behalf; one that defends or maintains a cause or proposal.” These more fundamental meanings suggest grassroots levels of action. Advocacy may be engaged at many levels and for a variety of purposes. In education, it is vital we all put on the mantle of advocating in support of issues that impact our learners and profession. Below are some basic premises that may help guide our thinking as literacy advocates.

WHO:

Both the advocate and audience are important to consider.

- Everyone has the capability and right to advocate. Teachers, professional staff, administrators, parents, community members, and policy makers may share support for a cause or position that may impact literacy education.
- Audiences everywhere are numerous. One may share issues in their own classrooms and/or buildings. Schools may need to disseminate information to their business and community leaders to garner support. Parents, educators, and community members may put forth a common voice to share with policy makers in order to impact relevant legislation.

WHY:

Educators can get involved at various levels.

- Promote change in your own building
- Build understanding of your work among leaders in your district
- Inform parents and community members about what it takes to achieve deep learning in class \rooms
- Influence state and national policies

HOW:

Since we all have the right and ability to advocate, how do we go about the process? Following are some general tips that may be applicable to various audiences and purposes.

- **Be active and knowledgeable**
It is important to know your voice and have it heard. It is also imperative to be well versed in your topic/cause when presenting it to others.
- **Be prompt and patient**
Your attitude and professionalism lead to a positive, lasting impression. Being on time, courteous, and succinct may go a long way in promoting your information. Don’t be discouraged if meetings are rescheduled or if interest and/or results are not immediate. It may take some time to understand the impact of your efforts.
- **Be responsive**
You may be called on to answer questions and/or provide more information. Be prepared to do so, even if it requires providing that information at a later time after you have investigated properly. If you do not know an answer, say you will find out and get back to that person.
- **Follow up**
It is always important to have a follow-up plan. This may include sending follow-up notes, providing additional information, or requesting follow-up responses from the interested party.

For additional tips, resources, and relevant topics to advocate for literacy, please visit:

www.kentuckyliteracy.org/resources

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Please consider submitting a proposal via the link below:

<https://www.surveymonkey.com/r/KRA2021cfp>

www.kyreading.org/events/conference

We thank you for all you have done and are doing to adapt to this new, temporary life to help your students and their families.

You are the

*of learning and our
Commonwealth
of
Literacy!*

COLLABORATIVE CENTER FOR

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#literacy

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