

PLENARY SESSION AND OPENING REMARKS (8:30AM - 10:00AM)

BREAKOUT SESSIONS (10:15AM - 11:45AM)

| RM. | SESSION# | SESSION TITLE | PRESENTED BY | PAGE |
|--------|----------|---|--|------|
| BR-A | 851 | Literacy Content-Focused Coaching: A Model for Administrators and Coaches | Kelly Hunter | 44 |
| BR-B | 915 | Linking Early Literacy Standards, Instruction, and Assessment | Dorothy Strickland | 43 |
| BR-CDE | 942 | Federal Investment in Early Learning | Steven Hicks | 39 |
| 303-A | 922 | Building a Cross-Sector System for Early Learning and Development: What Program Administrators Need to Know and Do | Teri Talan | 32 |
| 303-B | 807 | Improving Language and Literacy Development: How Research Can Drive System Wide Best Practice in Preschool at the Program, Classroom & Child Levels | W. Steven Barnett & Ellen Frede | 41 |
| 303-C | 816 | Translating Research to Practice: Preschool Language and Literacy | Christine Dwyer, Michael Kamil & Jennifer Ballen-Riccards | 56 |
| 303-D | 822 | Differentiated Parenting: Integrating Parents and Families into the Continuum of Birth-Age Eight Education Systems | Patricia Edwards & Lesley Morrow | 35 |
| 304-A | 828 | Using Research to Improve Language and Literacy Outcomes for Young Dual Language Learners | Linda Espinosa | 56 |
| 304-B | 845 | Health Literacy for Children and Families from Diverse Backgrounds: Empowering Parents, Benefiting Children, Improving the Health Care System | Ariella Herman & Mernell King | 40 |
| 304-C | 890 | Improving Literacy Achievement Through Systematic Vocabulary Instruction | Susan Neuman | 41 |
| 304-D | 898 | Birth to Age 8: Integrating Language and Learning Activities into a Developmental Curriculum for Success in School | Craig Ramey | 32 |
| 201-A | 508 | Principals and Coaches Differentiating Work with Teachers | Stephen Barkley | 47 |
| 201-B | 521 | Verbalized Vocabulary (Grades K-4) | Susan Ebbers | 57 |
| 201-C | 530 | Differentiated Instruction for ALL Students Is The Name of the Game Today! | Ann Fiala | 35 |
| 201-D | 748 | Providing High Quality Vocabulary Instruction | Vicki LaRock & Lexie Domaradzki | 48 |
| 202-A | 512 | The Literacy Coach as Leader | Rita Bean | 55 |
| 202-B | 556 | Using Technology Tools to Teach Vocabulary | Tina Herrington | 56 |
| 204-A | 614 | Effective Teaching of Fluency: The Neglected Reading Goal | Tim Rasinski | 37 |
| 204-B | 503 | Explicit Instruction: An Investment with Guaranteed Returns | Anita Archer | 38 |
| 204-C | 620 | Increasing Student Engagement in Phonemic Awareness and Phonics | Jo Robinson | 42 |

BREAKOUT SESSIONS (10:15AM - 11:45AM)

| RM. | SESSION# | SESSION TITLE | PRESENTED BY | PAGE |
|-------|----------|--|----------------------------------|------|
| 205-A | 595 | Enhancing Oral Language and Conceptual Development in K-3 to Improve Reading Comprehension | Lesley Maxwell | 38 |
| 207-C | 538 | There's More Than One Research-Based Approach to Teaching Decoding | Irene Gaskins | 55 |
| 207-D | 773 | What Can We Do About Resistance? | Jan Silverstein | 58 |
| 208-A | 623 | English Learners: Make No Assumptions! | Marsha Roit | 38 |
| 208-B | 631 | Vocabulary Development and Instruction in Inclusive Education | Rebecca Silverman | 57 |
| 209-A | 640 | Delivering Differentiated Small Group Reading Instruction to Diverse Learners | Martha Smith | 35 |
| 210-B | 591 | Navigating Informational Text: Social Studies | Kathleen Lord | 46 |
| 210-C | 707 | An Overview of Sustaining Your Reading Program: Advanced Seminar for Local Leaders | Anneta Buenger & Sarah Sayko | 31 |
| 210-D | 761 | Content Area Literacy | Emily Russin & Andrea Reade | 34 |
| 211-A | 649 | Generative Vocabulary Instruction: Teaching Core Academic and Content-Specific Academic Vocabulary to Native-Speaking and English Learners | Shane Templeton | 39 |
| 211-B | 728 | Reading Achievement of English Language Learners: The Conditions for Success | Nina Gonzalez | 50 |
| 212-A | 567 | Linking Leadership Routines to Professional Development and Sustainable Literacy Change | Sandra Jones | 43 |
| 212-B | 670 | Implications of the Evolving Reading Brain for Intervention with Struggling Readers | Maryanne Wolf | 41 |
| 213-A | 657 | School-Wide Differentiation Planning | Sharon Walpole & Michael McKenna | 52 |
| 213-B | 651 | Increasing Reading Comprehension with Higher Order Thinking Skills | Alice Thomas | 41 |

LUNCH "ON YOUR OWN" (11:45AM - 1:15PM)

BREAKOUT SESSIONS (1:15PM - 2:00PM)

| RM. | SESSION# | SESSION TITLE | PRESENTED BY | PAGE |
|--------|----------|--|------------------------|------|
| BR-CDE | 951 | Library of Congress Center for the Book and Read It Loud: A Public Private Partnership to Stimulate Parents Nationwide to Read to Their Children Every Day | John Cole & Wally Amos | 43 |

STATE NETWORK MEETINGS (1:15PM - 2:00PM)

| STATE | ROOM | STATE | ROOM |
|----------------------|------------|----------------|------------|
| Alabama | 204-B | Montana | 209-B |
| Alaska | 211-B | Nebraska | 201-A |
| American Samoa | 209-B | Nevada | 207-C |
| Arizona | 212-B | New Hampshire | 209-A |
| Arkansas | 201-D | New Jersey | 211-A |
| California | 210-C/D | New Mexico | 210-B |
| Colorado | 303-B | New York | 202-A |
| Connecticut | 213-B | North Carolina | 205-B |
| Delaware | 211-B | North Dakota | 213-C |
| District of Columbia | 204-C | Ohio | 207-D |
| Florida | 210-A | Oklahoma | 304-B |
| Georgia | 201-C | Oregon | 204-A |
| Hawaii | 209-B | Pennsylvania | 208-B |
| Idaho | 209-B | Puerto Rico | 211-B |
| Illinois | Ballroom A | Rhode Island | 211-B |
| Indiana | 201-B | South Carolina | 209-B |
| Iowa | 211-B | South Dakota | 202-B |
| Kansas | 209-A | Tennessee | 209-A |
| Kentucky | 213-A | Texas | Ballroom B |
| Louisiana | 212-A | Utah | 211-A |
| Maine | 303-D | Virgin Islands | 209-B |
| Maryland | 203-B | Virginia | 206-A |
| Massachusetts | 208-A | Washington | 303-A |
| Michigan | 303-C | West Virginia | 304-C |
| Minnesota | 304-D | Wisconsin | 211-B |
| Mississippi | 205-A | Wyoming | 206-B |
| Missouri | 304-A | | |

BREAKOUT SESSIONS (2:15PM - 3:45PM)

| RM. | SESSION# | SESSION TITLE | PRESENTED BY | PAGE |
|--------|----------|---|-----------------------------|--------|
| BR-A | 851 | Literacy Content-Focused Coaching: A Model for Administrators and Coaches | Kelly Hunter | 44 |
| BR-CDE | 970 | National Association of Title I Directors | Richard Long | 45 |
| 303-A | 922 | Building a Cross-Sector System for Early Learning and Development: What Program Administrators Need to Know and Do | Teri Talan | 32 |
| 303-B | 811 | A Key to Cross-System Coordination: State Early Childhood Advisory Councils / National Institute for Literacy: Developing Early Literacy | Rachel Demma / Susan Landry | 30, 45 |
| 303-C | 802 | Access, Articulation and Alignment: Coordinating Pre-Service and In-Service Career Ladders Through Professional Development Among Delivery Systems Serving Early Childhood Educators | Shira Peterson & Amy Baker | 31 |

BREAKOUT SESSIONS (2:15PM - 3:45PM)

| RM. | SESSION# | SESSION TITLE | PRESENTED BY | PAGE |
|-------|----------|--|-------------------------------------|------|
| 303-D | 822 | Differentiated Parenting: Integrating Parents and Families into the Continuum of Birth-Age Eight Education Systems | Patricia Edwards & Lesley Morrow | 35 |
| 304-A | 828 | Using Research to Improve Language and Literacy Outcomes for Young Dual Language Learners Session | Linda Espinosa | 56 |
| 304-B | 910 | Early Learning Standards: The Foundation for Systemic Efforts to Improve Children's School Readiness | Catherine Scott-Little | 37 |
| 304-C | 890 | Improving Literacy Achievement Through Systematic Vocabulary Instruction | Susan Neuman | 41 |
| 304-D | 904 | Professional Development as Key to Implementing Evidence-Based Practices to Benefit Children | Sharon Ramey | 47 |
| 201-A | 509 | Questioning Skills for Coaches | Stephen Barkley | 49 |
| 201-B | 522 | Outside-In Strategy (Grades 2-12) | Susan Ebbers | 46 |
| 201-C | 531 | Resources for Effective Reading Instructional Interventions | Ann Fiala | 51 |
| 201-D | 725 | School Leadership: Beyond the Walkthrough | Alice Furry & Sharon Ruiz Van Vleck | 52 |
| 202-A | 512 | The Literacy Coach as Leader | Rita Bean | 55 |
| 202-B | 556 | Using Technology Tools to Teach Vocabulary | Tina Herrington | 56 |
| 204-A | 615 | Constructivist Approaches to Phonics and Vocabulary Instruction | Tim Rasinski | 34 |
| 204-B | 504 | Dynamic Vocabulary Instruction | Anita Archer | 37 |
| 204-C | 620 | Increasing Student Engagement in Phonemic Awareness and Phonics | Jo Robinson | 42 |
| 205-A | 595 | Enhancing Oral Language and Conceptual Development in K-3 to Improve Reading Comprehension | Lesley Maxwell | 38 |
| 205-B | 703 | Promising English Language Learner Practices from Elementary Schools in Two Districts | Elizabeth Bright & Kathi Cooper | 47 |
| 206-A | 710 | A Review of the Current Literature Base in Vocabulary Instruction | Shari Butler | 30 |
| 207-C | 539 | Research-Based Teacher Actions That Provide a Foundation for Student Success | Irene Gaskins | 50 |
| 207-D | 743 | The Challenge of Change – A Continuum of Coaching Services | Sheryl Turner & Marla Hunt | 54 |
| 208-A | 624 | Scaffolding Comprehension Instruction: From Teacher Support to Student Independence | Marsha Roit | 51 |
| 208-B | 631 | Vocabulary Development and Instruction in Inclusive Education | Rebecca Silverman | 57 |
| 209-A | 640 | Delivering Differentiated Small Group Reading Instruction to Diverse Learners | Martha Smith | 35 |

BREAKOUT SESSIONS (2:15PM - 3:45PM)

| RM. | SESSION# | SESSION TITLE | PRESENTED BY | PAGE |
|-------|----------|--|----------------------------------|------|
| 210-A | 578 | Collaborative Strategic Reading | Janette Klingner | 33 |
| 210-B | 592 | Navigating Informational Text: Science | Kathleen Lord | 45 |
| 210-C | 737 | Leading Schoolwide Change | Trudy Hensley | 42 |
| 210-D | 761 | Content Area Literacy | Emily Russin & Andrea Reade | 34 |
| 211-A | 649 | Generative Vocabulary Instruction: Teaching Core Academic and Content-Specific Academic Vocabulary to Native-Speaking and English Learners | Shane Templeton | 39 |
| 212-A | 567 | Linking Leadership Routines to Professional Development and Sustainable Literacy Change | Sandra Jones | 43 |
| 212-B | 670 | Implications of the Evolving Reading Brain for Intervention with Struggling Readers | Maryanne Wolf | 41 |
| 213-A | 657 | School-Wide Differentiation Planning | Sharon Walpole & Michael McKenna | 52 |
| 213-B | 719 | Resources for Literacy: English Learners, Early Childhood, Primary Grades, and Adolescents | Christine Dwyer & Peggy Simon | 51 |
| 213-C | 755 | Text Discussion Approaches | Kristina Najera | 54 |

END OF DAY 1 (3:45PM)