

**Workshop Session A**

**Tuesday 10:00 am – 11:30 am**

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**[The Science of Reading: How Teachers Change Brains Through Literacy Instruction](#)**

This session will review new scientific research on cognitive, language and learning capacities required for reading and how teachers build these capacities in the brain. The session will begin with a discussion of reading capacities develop in the brain by linking visual and language capacities. This will be followed by a review of cognitive and SEL skills that are built through different curriculum strategies. Finally, the talk will review the multiple factors that can lead to reading problems and best practices for supplementary instruction with struggling readers.

**Tags:** General, K-2, 3-5, 6-8, 9-12, Classroom Strategies  
**Marty Burns**, Director of Neuroscience Education, Literacy

**[Making Sense of the Messiness: Formative Assessment with Complex Texts and Tasks](#)**

Student thinking around complex texts and tasks is beautifully messy, revealing a range of interpretations, misunderstandings, partially formed ideas, emerging skills, and unique perspectives. When we make that thinking visible through formative assessment, how do we make sense of the messiness? In this session, we'll demonstrate and practice a three-step planning routine that will empower you to analyze student work in real time--during instruction rather than after the fact--and modify instruction in the moment.

**Tags:** General, 6-8, 9-12, Literacy Content, Classroom Strategies  
**Nicole Renner**, Director of Instructional Design, Literacy 6-12

**[Let the Drama Begin: Using Acting Techniques to Engage Students in Studying Drama](#)**

High school students and teachers alike often groan at the thought of delving into drama. Participants will experience the techniques and strategies well-known actors use to unpack a scene and get into character. By implementing these strategies in the classroom, teachers will be able to help students understand the world and themselves in a fun and engaging way.

**Tags:** General, 6-8, 9-12, Classroom Strategies  
**Ricky Adamson**, Director of Pilots

**[Building Discourse in a K-5 Classroom](#)**

Classroom discourse is the ocean on which all else floats. The ability to think, articulate and discuss ideas are critical to school and career success. Experience and discover practical strategies for helping students develop the academic language and discourse required to make connections, develop opinions, and build shared understanding of ideas that can be transferred to all areas of learning. The ability to think, articulate and discuss these ideas and disciplinary content are critical to students' success.

**Tags:** General, K-2, 3-5, 6-8, 9-12, Classroom Strategies  
**Sonya Fleming**, Manager of PL Design

## [Not your Grandmother's Graphic Organizers](#)

Graphic organizers are a powerful learning tool for students of all ages. With mind maps, concept webs, Venn diagrams, and more, students can express their knowledge, plan their projects, and explore their content. Learning with the use of graphic organizers increase student engagement, facilitates cognitive processes and improves overall comprehension. This session will explore the importance of graphic organizers, the various types, and how graphic organizers help to meet the needs of all learners.

**Tags:** General, K-2, 3-5, 6-8, 9-12, Classroom Strategies

**Tracy Chenoweth**, Implementation Manager

## [Workshop Session B](#)

**Tuesday 1:00 pm – 2:30 pm**

### [Do You Speak Math? Using Language to Learn Mathematics](#)

Language - verbal and nonverbal - is how we make sense of the world. Math is no different. We need pictures, tables, symbols, and words, to understand mathematics deeply. Come and explore the impact of language on students' development as mathematicians.

**Tags:** General, K-2, 3-5

**Joshua Costelnock**, Instructional Designer, K-5 Mathematics

**Sarah Galasso**, Director of Instructional Design, Math 6-12

### [Not all Literacy Tasks are Created Equal](#)

We know that the quality of an assignment predicts the quality of a student's work. But what makes a quality assignment? How can we ensure that every student is given the opportunity to do the complex thinking work of our literacy standards? This session will establish a rationale for using the standards as the starting point for creating tasks that intentionally support students in building the enduring and authentic literacy skills of the disciplines. Educators and school leaders will learn how a purposeful task directly determines student outcomes, and will leave with a simple process for determining the quality and rigor of assignments in their schools and classrooms.

**Tags:** General, K-2, 3-5, 6-8, 9-12, Literacy Content

**Megan Jensen**, Director of Instructional Design, Curriculum and Innovation, K-5

### ["That's the English Teacher's Job": Promoting Writing and Reading Instruction Outside the ELA Classroom](#)

Do you ever feel like everyone is looking at you to fix the literacy problems in your building? Join this support group--we mean session--to explore strategies for promoting literacy instruction within the other content areas by the other content area instructors. Return to your school with the materials you need to onboard students, teachers, and administrators in ensuring literacy for all, taught by all.

**Tags:** General,

Leadership, 6-8, 9-12, Literacy Content, Classroom Strategies, Equity and Access

**Barrie Olson**, Chief Literacy Officer

## [Using Mentor Texts in Reading and Writing Workshop: Supporting Upper Elementary Grade Students](#)

As students enter the upper elementary grades, they transition from learning to read to reading to learn. Picture books can serve as an access point to help students learn reading and writing strategies, build classroom community, engage students in social-emotional lessons, and more! For this session, participants will learn how an inviting picture book can be used to develop students' understanding of character traits, summarizing, making predictions, using figurative language, and writing personal narratives.

**Tags:** General, K-2, 3-5, Classroom Strategies  
**Stephanie Doran**, Senior Director of Customer Success

## [A Deeper Dive: Reading and Using Reports to Support Every Student](#)

Teachers are often looking for efficient and effective ways to analyze student data. In this session, participants will use data from a cognitive and academic program to generate questions, analyze patterns and, at the individual student level, to consider responsive instructional moves. Teachers will walk away with strategies that will help them better respond to their students from specific sets of data.

**Tags:** FFW/General, K-2, 3-5, 6-8, 9-12, Data and Assessment  
**Tom Chapin**, Customer Education Manager  
**Lisa Wilson**, Customer Success Manager

## [Welcoming Culturally Responsive Instruction Using Text Sets and Engagement Strategies](#)

Culturally responsive instruction is a necessary practice that is now a part of many teacher standards nationwide. This workshop is design to help teachers think critically about what it is, how it helps to shape greater experiences for their students, and ways to cultivate a more culturally responsive environment through lesson planning and delivery. Working collaboratively with other educators, participants will walk away with a toolkit of ideas and strategies to bring culturally relevant and responsive practices into their classrooms/instruction as well as ideas for text sets to add to their classroom experience.

**Tags:** General, 6-8, 9-12, Literacy Content, Classroom Strategies, Equity and Access  
**Michelle Alcaraz**, Director of Sales Empowerment

### ["The world's been waiting for your genius a long time.": Elevating Suppressed Voices through Novel Studies](#)

Novel studies are great places to start when planning to meet your state standards, but how do you make sure the novel study is engaging your students to facilitate the thinking, reading, and writing skills you want your students to practice? In this session, explore a novel study alongside a template that is replicable for use in your classroom. Discuss best practices related to novel studies in middle and high school classrooms that are sure to honor all students in your literacy classroom by experiencing a novel study of *The Poet X*.

**Tags:** M&W, 6-8, 9-12, Literacy Content, Classroom Strategies, Equity and Access  
**Amy Keesling**, Manager of School Partnerships

### [What Leaders Need to Know About Brain Development and Literacy](#)

This session will introduce new scientific research on cognitive, language and learning capacities required for reading and how schools ensure the building of these capacities in the brain. This session will explore all that leaders need to know and plan for to best support striving readers in their buildings.

**Tags:** Leadership, K-2, 3-5, 6-8, 9-12  
**Marty Burns**, Director of Neuroscience Education, Literacy

### [Talk it Out: Tackling Challenging Topics through Literature with Adolescent Learners](#)

Adolescents are facing more challenges than ever. Teachers are tasked with building equitable and inclusive classrooms, teaching a full range of curriculum, and building emotional intelligence for students in the process. In this session, participants will discover conditions that must be in place for students to feel comfortable building on authentic discussions from a variety of perspectives found in literature. Participants will walk away with strategies, text titles, and discussion techniques that foster an optimal learning environment for all students that encourages engagement, respect, and authenticity.

**Tags:** General, 6-8, 9-12, Classroom Strategies  
**Heather Sampselle**, Director of PL Design

### [Using Engaging Mystery Novels to Teach Literary Elements](#)

Suspense stories are often popular amongst young readers. During this session, we will use suspense stories/mysteries to explore various engaging ways to introduce or build upon certain aspects of literature including setting, characters, plot.

**Tags:** General, K-2, 3-5, Literacy Content  
**Markesha Wattree**, Implementation Manager

## [Integrating the Learning by Creating Biliteracy-Rich Classrooms](#)

Researchers agree that biliterate environments should motivate students and emphasize the importance of the language strands of listening, speaking, reading, and writing as well as all content instruction. However, creating a rich biliterate classroom environment where students are engaged and productive requires design knowledge and a desire to underscore the important role that classroom design plays in effective instruction, specifically biliteracy instruction. Practical, helpful suggestions regarding print concepts, familiar and self-selected reading, word/letter work, vocabulary development, instruction in reading strategies including small group guided reading, and writing for authentic purposes will be explored. Attendees will engage in the learning process through active participation and simulations. Participants will leave with best practices for classroom design that will create a biliteracy-rich classroom.

**Tags:** General, K-2, 3-5, Classroom Strategies

**Teresa Arrambide**, Master Practitioner

## [Workshop Session D](#)

**Wednesday 10:00 am – 11:30 am**

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### [Cross Curricular Conversations: Uncovering Literacy Needs in the Math Classroom](#)

Communication is critical to building understanding in math. Reading the thoughts of others and writing their own are essential ways to ensure that all students have space to share and expand their thinking. However, math educators do not always recognize the need for literacy, particularly when they are presented with examples that are not specific to math or that appear to go beyond their curriculum's already demanding expectations. We will discuss ways to engage math educators in literacy discussions and explore reading and writing strategies that support the development of deeper mathematical understanding.

**Tags:** Leadership, 6-8, 9-12

**Sarah Galasso**, Director of Instructional Design, Math 6-12

### [Art Integration and Analysis in Literacy: Building Context and Deepening Connections](#)

This session explores literary elements such as style, theme, mood, and cultural/historical context through the inclusion of historically relevant art. Linking the literary works and art of a period provides increased context and allows students to connect with what authors, artists, and the people of a specific period experienced. This deep dive into multiple mediums of expression offers an opportunity to more clearly understand critical texts and literary elements.

**Tags:** General, K-2, 3-5, 6-8, 9-12, Literacy Content

**Ellen Jenkins**, Manager of School Partnerships

## [Deepening Learning Through Discourse in the 6-12 ELA Classroom](#)

It's no secret that discourse is key to developing the interpretive and argumentative skills at the heart of a secondary literacy classroom. But moving the chairs into a circle isn't enough to set students up for meaningful discussion of complex texts and topics. In this session, participants will experience and explore practical strategies you can use to get students talking, keep the conversation on track, and help students deepen their learning through discourse.

**Tags:** General, 6-8, 9-12, Literacy Content, Classroom Strategies

**Nicole Renner**, Director of Instructional Design, Literacy 6-12

## [I am a Writer!: Shining a Light on the Early Writing Process](#)

Everyone has something to say and therefore everyone has something to write - even a 5 year old. Examine the benefits of a laser-like focus on writing for students in the early years of school that taps into their intrinsic motivation to write and develops their ability to express themselves. Reflect on responsive learning and teaching that helps us connect with and engage our students. Participants will explore how to develop the authorial and secretarial skills required to become a proficient writer by leveraging students' natural need to communicate.

**Tags:** General, K-2, 3-5, Literacy Content

**Sonya Fleming**, Manager of PL Design

## [Connection Before Intervention: Students Really Will Listen](#)

Students will be more responsive to your instruction/intervention/motivation if you have first made a personal connection with the student before jumping head first into the subject matter. This principal applies to 1:1 interactions, but is also relevant for groups.

**Tags:** General, K-2, 3-5, 6-8, 9-12, Classroom Strategies

**Tom Chapin**, Customer Education Manager

## [Teaching Toward Equity](#)

Are you concerned about students who are slipping through the cracks in the system? Would you like to be a more reflective practitioner? We know that our current educational system is not designed to provide equitable learning environments for students of color, students with disabilities, and low socio-economic students, but what can a teacher do to make a difference for their students? This session will provide you with tools to be a reflective and equitable practitioner and with strategies to make your classroom an equitable learning environment for all of your students.

**Tags:** General, K-2, 3-5, 6-8, 9-12, Equity and Access

**Amy Keesling**, Manager of School Partnerships

**Markesha Wattree**, Implementation Manager

### [Experience a Blended Learning Lesson with Mirrors & Windows](#)

Learning is not the product of technology, rather the activity of the learners. Is it a challenge to find engaging digital activities for your students? Do you or many of your students still prefer using print? Remote learning has forced many of us to consider how to successfully transition back into the classroom after being exclusively digital. We are now left searching for the best way to blend digital with print. Discuss ways to incorporate technology and print into your classroom and experience a blended learning lesson using Mirrors & Windows print and digital activities.

**Tags:** M&W, 6-8, 9-12, Literacy Content, Equity and Access

**Tracy Chenoweth**, Manager of School Partnerships

### [Supporting a Successful Implementation: Creating a Cohesive Plan](#)

Leadership support makes ALL the difference when introducing and rolling out a new curriculum implementation. Creating systems and structures that support teachers is critical for success when implementing high-quality instructional materials. We will delve into an implementation framework which fosters an environment of high expectations and accountability while maintaining equitable access for all students. Join us in learning how to create and develop this framework

**Tags:** Leadership, K-2, 3-5, 6-8, 9-12

**Stephanie Doran**, Senior Director of Customer Success

### [You're a Poet. You Just Didn't Know It!: Exploring Contributions of the Harlem Renaissance to Plan Your Next Poetry Slam](#)

The Harlem Renaissance was a time of cultural explosion where creativity and intellect turned words of justice into rhythms of jazz and blues. In this session, participants will explore the many ways writers made poetry come to life during this time through what they said and how they said it. Participants will tap into their personal human experience to write an authentic poem using unique techniques and leave ready to launch a class Poetry Slam.

**Tags:** General, 6-8, 9-12, Classroom Strategies

**Heather Sampselle**, Director of PL Design

### [Pedagogy Through Play: Bringing Joy Into the Classroom](#)

As we guide students through COVID-impacted school experiences, we know that focusing on content learning isn't enough to help kids critically think through problems and apply new knowledge beyond the classroom. In this session, we will learn how the science of learning shows that students learn best through the principles of guided play: active and engaged learning that is meaningful, socially interactive, iterative, and joyful. Educators and school leaders will discover the key characteristics and target skills of playful learning, and will leave with practical checklists and models to implement playful learning in their contexts.

**Tags:** General, K-2, 3-5, 6-8, 9-12, Literacy Content

**Megan Jensen**, Director of Instructional Design, Curriculum and Innovation, K-5

## [Uno, dos, tres...Vamos a aprender ingles: ESL Routines to Create a Language-Friendly Classroom](#)

Using research-based methodologies and best practices for second language learning, this session will identify routines that will create a language-friendly classroom that promotes English language development while honoring students' native language. The second language learning routines explored will be focused on social-emotional strategies, student engagement in discussions and conversations, vocabulary development strategies and activities, student participation, and ways to scaffold instruction. These tried-and-true strategies will promote increased student interaction and make learning English fun! Emergent bilinguals will benefit emotionally and academically from teachers implementing the use of these strategies into their classroom routines. Strategies will be modeled, and participants will experience the learning through examples, role-playing, and demonstrations.

**Tags:** General, K-2, 3-5, Classroom Strategies

**Teresa Arrambide**, Master Practitioner