

**SCIRA CONFERENCE PRECONFERENCE SESSIONS
THURSDAY, FEBRUARY 22, 2018**

**Morning Preconference Institutes, (1-6)
10:00 a.m.-12:30 p.m.**

- 1. Camelot, King Arthur, and the Sword in the Stone: A Quest for Truth (Grades K-5)**

Participants will explore the constructs of Project Based Learning (PBL) and its role in developing in-depth knowledge and thinking skills. Participants will have an opportunity to work through a sample PBL unit based on Walt Disney's and T.H. White's *The Sword in the Stone* using the following concepts: design challenge, conducting an investigation, and exploring an essential question.

Presented by: Hannah Baker and Donna Bailey, Writing Improvement Network/USC
- 2. Accountable Talk: Connecting Reading, Writing, Speaking and Listening (Grades 3-12, repeated in the afternoon)**

Accountable Talk undergirds all of the ELA Standards. This workshop will explore the connections between reading and writing, listening and speaking. Attendees will be given practical resources and strategies for supporting talk that sustains learning. Resources include a chart of Accountable Talk descriptors, a rubric to assess the level of Accountable Talk as well as questions aligned to each dimension of Accountable Talk.

Presented by: Libby Carnohan, Writing Improvement Network/USC
- 3. TDA in PreK-2nd Grade? Yes, We Can! (Grades PreK-2)**

Join us for a presentation focusing on how to get students using text dependent analysis in the earliest grades. We will share ideas, videos, lesson plans and more in this interactive session that shows instruction can simultaneously be academically rigorous and developmentally.

Presented by: Kimberly Entzminger and Esther Blake, East Aiken School of the Arts, Aiken County Schools

4. The Importance of Visual Literacy, Part 1 (Grades 3-12)

Note: Participation in Part 2 not necessary.

Media educator, Frank Baker, delves into "close reading" and "close viewing" activities as it relates to images. Since the world of our students is decidedly more visual, knowing how to help them "read" images is more important than ever.

Presented by: Frank Baker, Media Literacy Clearinghouse, Writing Improvement Network/USC.

5. Reading Strategies for Struggling Middle School Students (Grade 6-8)

This session will provide teachers with strategies to support struggling middle school readers across all core content areas. A focus will be placed on academic vocabulary, note-taking and study skills, and assessment. Participants will leave with relevant and effective strategies for immediate implementation in the classroom.

Presented by: Brenna McCormick, CrossRoads Intermediate School, Lexington/Richmond District 5

6. Using Children's Literature to Teach Close Reading and TDA (Grades 2-3)

Participants will work with grade level appropriate children's literature to read closely and develop TDA practice aligned to ELA standards. This session is based on the work of Chris Lehman and Kate Roberts, Douglas Fisher and Nancy Frey.

Presented by: Marcia Baxter, Literacy Consultant

Afternoon Preconference Institutes, (7-13)
2:00 p.m. -4:30 p.m.

7. What do Good Magicians and Great Reading Teachers Have in Common? They Both Know How to Trick the Brain! (Grades K-2)

Good magicians and great teachers know our brains have a hardwired process for attention that is easily hacked. Increase early (and struggling) learner momentum in both reading AND writing far beyond just simple decoding. Harness the power of "what is used together becoming fused together" in the brain, and take away multi-layered instructional tools that will change the game of literacy learning in your classroom and leave you armed and ready for Monday morning!

Presented by: Katie Garner, Literacy Consultant

8. Prove It! Using Authentic Text Dependent Engagements in the Classroom (Grades 3-12)

Text Dependent Analysis (TDA), Document Based Questions (DBQ), or Textual Evidence (TE). No matter what it is called, students often have difficulties using material from texts to support and prove their writings. Learn how closing arguments, photographs, descriptive texts, and so much more can be used to teach these important skills.

Presented by: Rebecca Harper, Augusta State University

9. Camelot, King Arthur, and the Sword in the Stone: A Quest for Truth (Grades 6-12)

Participants will explore the constructs of Project Based Learning (PBL) and its role in developing in-depth knowledge and thinking skills. Participants will have an opportunity to work through a sample PBL unit based on Walt Disney's and T.H. White's *The Sword in the Stone* using the following concepts: design challenge, conducting an investigation and exploring an essential question.

Presented by: Hannah Baker and Donna Bailey, Writing Improvement Network/USC

10. Accountable Talk: Connecting Reading, Writing, Speaking, and Listening (Grades 3-12, repeated from the morning)

Accountable Talk undergirds all of the ELA Standards. This workshop will explore the connections between reading and writing, listening and speaking. Attendees will be given practical resources and strategies for supporting talk that sustains learning. Resources include a chart of Accountable Talk descriptors, a rubric to assess the level of Accountable Talk as well as questions aligned to each dimension of Accountable Talk.

Presented by: Libby Carnohan, Writing Improvement Network/USC

11. The Importance of Viewing: Advertising and Moving Images, Part 2. (Grades 3-12) *NOTE: Participation in Part 1 not necessary.*

Media educator, Frank Baker, follows up "visual literacy" with activities related to understanding advertising (print and nonprint) as well as the languages of film (moving images). Since young people are exposed to huge amounts of marketing as well as video, helping them to "close read" these media are more important than ever.

Presented by: Frank Baker, Media Literacy Clearinghouse, Writing Improvement Network/USC

12. Using Children's Literacy to Teach Close Reading and TDA (Grades 4-15)

Participants will work with grade level appropriate children's literature to read closely and develop grade level indicator aligned TDA practice. This session is based on the work of Chris Lehman and Kate Roberts, Douglas Fisher and Nancy Frey.

Presented by: Marcia Baxter, Literacy Consultant

13. MAKING MEANING: Teaching Before, During and After Reading Response Strategies to Increase Comprehension of Complex Text for All Readers (Grades 1-12)

Daily, our students sit in front of us, reading. How can we determine *if* they comprehend all they read and how can we train them to comprehend better and read more reflectively, interacting with texts? Participants will be introduced to different types of response to teach throughout the year at all grade levels and disciplines in this interactive workshop.

Presented by: Lesley Roessing, Coastal Savannah Writing Project, Augusta State University