

Middle Tennessee State University
Sponsored by the Tennessee Center for the Study and Treatment of Dyslexia
Second Annual Reading Conference
Exploring Reading Comprehension
August 16, 2014

8:30-10:00 am

Keynote: Dr. Deborah Simmons
Beyond What Works: When Research Meets Reality

Schools are increasingly implementing “interventions” to meet the reading needs of children and youth. In some instances, these instructional practices or programs “work” or result in substantial achievement differences over typical practices. In this session, Dr. Simmons summarizes findings of her research in primary and secondary grades and shares lessons learned regarding when research meets the real world of schools. She will address questions such as: “It Works Compared to What? We have them in Tiers, Now What?” and “Intervention in the secondary grades – Is it a can’t or won’t Problem

10:15-11:30 am

CONCURRENT SESSIONS

Session 1 – BAS S126 (High School)
Dr. Melissa Comer
2Txt or Nt 2 Txt: An Exploration of Digital Strategies that Capitalize on the Reading/Writing Connection

With the overarching presence of technology, today’s students, according to Helderman (2003), are writing more than they have in years; they are also revising and editing. Capitalizing on students’ interest in learning via technology integration, this presentation will explore multiple strategies that explore the reading and writing connection. Examples ranging from mock Facebook and Twitter pages, to multi-genre book creations, to hack-a-thons and infographics, to online journaling and texting will be shared. Audience members will engage in a reverse Q & A as well as be presented with the opportunity to pose questions of their own.

Session 2 – BAS S328 (Middle School)
Dr. Michelle Hasty
Responding to Text: Connecting Close Reading and Comprehension through Writing

In this interactive session participants will learn what literacy experts say about the reciprocal relationship between reading and writing and explore several practical strategies for integrating more writing into the literacy curriculum. Increasing close reading and writing skills through the use of a literacy notebook will be a specific focus of the session. Participants will examine multiple literacy resources: technology, such as QR codes and literacy apps, pairings of narrative and informational texts, and writing engagements to elicit critical responses to text.

Session 3 – BAS S102 (Elementary School)
Dr. Kristen Pennycuff Trent
The Reading Comprehension/Writing Connection

Beloved author Cynthia Rylant once was asked how to teach children to write. She replied “Read to them. Take their breath away. Teach your children to be moved and you will be preparing them to move others”. Join me to explore narrative and informational mentor texts for writing while creating interactive comprehension strategies to engage the hearts and minds of your students.

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11:30-12:30 pm **LUNCH – Pick up in East Lobby**

12:30-1:45 pm **CONCURRENT SESSIONS**

Session 4 – BAS S126 (High School)
Ms. Barb Williams and Ms. Elaine Hoffert
The Tie That Binds: Making Sense of Literacy for Content Course Teachers

This session focuses on content teachers using Common Core literacy standards as a guide for quality instruction and aligned assessment practices. Teachers will review correlations among standards, instructional strategies, appropriate texts, and relevant assessment items. They will also practice identifying Webb Depth of Knowledge for standards, finding text complexity, and matching instructional strategies with assessment items.

Session 5 – BAS S328 (Middle School)
Dr. Sandy Smith
Teaching Content Area Reading for Comprehension

This interactive session features strategies and techniques to assist in the understanding of key ideas and details, craft and structure, integration of knowledge, and comprehension of informational texts in various subject areas including English language arts, social studies, science, and math.

Session 6 – BAS S102 (Elementary School)
Ms. Lenise Moore
Chock-Full-of-Teaching Strategies: Teaching Reading Comprehension in the Content Areas

Practical, brain-compatible, learning strategies for use in the classroom and intervention groups, that teach reading comprehension in the content areas for all elementary students. These strategies involve high-level thinking, movement, creativity, writing, and group discussion and collaboration. The strategies can be implemented in the classroom with little or no materials preparation or purchase of additional materials. This session will be interactive, with opportunity for discussion, participation, and learning the way the brain learns.

1:45-2:00 pm **Break – Snacks/Drinks in East Lobby**

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CONCURRENT SESSIONS

Session 7 – BAS S126 (High School)

Dr. Valerie Rutledge

Valuable Ideas for Success

Research indicates that the more vocabulary words students know, the better they are able to comprehend all types of information. In addition, a large vocabulary opens students up to a wider range of reading materials and improves their ability to communicate through speaking, listening, and writing. This session will focus on strategies and hints for ideas for effective vocabulary instruction, using vocabulary to improve comprehension, and vocabulary development for content areas. Included will be ideas for using prefixes and suffixes and root words, tips for incorporating vocabulary into daily lessons, and suggestions for increasing students' vocabularies.

Session 8 – BAS S328 (Middle School)

Dr. Melanie Schuele

Making Children Better Word Learners

At all grade levels teachers aim to improve their students' vocabulary. When we think of improving vocabulary, we often think in very simple quantitative terms: increasing vocabulary means knowing more words. This approach leads to an instructional approach wherein the teacher instructs the children on a set of vocabulary words. Thinking more broadly, a focus on word learning and word knowledge may lead to middle school children who are more active word learners. Thus, this session will focus on strategies to make middle school students better word learners.

Session 9 – BAS S102 (Elementary School)

Dr. Caresa Brooks

Vocabulary Strategies that Improve Comprehension

This workshop will pull from resources from Isabel Beck's book *Bringing Words to Life* and Dinah Zike's engaging activities for vocabulary and comprehension. Grounded in research, the Isabel Beck's book explains how to select words for instruction, introduce their meanings, and create engaging learning activities that promote both word knowledge and reading comprehension.