

*Kentucky Reading Project
Share Fair
Cadre 12*



*Saturday, March 26, 2011
Hyatt Regency / Convention Center
Lexington, KY*

Acknowledgements

The Kentucky Reading Project (KRP) gratefully acknowledges the support and assistance of the KRP Directors, Teacher Leaders, and Reading First State Coaches at each KRP site, as well as the staff and friends of the Collaborative Center for Literacy Development, who give so generously of their time and talents to ensure the success of the Share Fair. KRP also appreciates our collaborative partners, who provide resources and expertise for the Share Fair.

We would like to especially thank Mr. Mitchell Tolle for the use of his artwork for the program.

In addition, KRP would like to thank the valuable exhibitors who have joined us this year to make available so many useful resources and tools for educators. Please take the opportunity to visit them throughout the day, including designated break times.

Welcome

The Collaborative Center for Literacy Development (CCLD) is pleased to sponsor the twelfth annual Kentucky Reading Project Share Fair. More than 170 teachers from nine university sites across the state gather today to present the Literacy Action Plans they developed and implemented during their yearlong intensive study of literacy instruction. The Share Fair provides a wonderful opportunity for teachers to learn from and network with other teachers 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 teachers!

CCLD is a collaboration among the following state universities:

Eastern Kentucky University

Northern Kentucky University

Kentucky State University

University of Kentucky

Morehead State University

University of Louisville

Murray State University

Western Kentucky University

and

The National Center for Family Literacy

We wish to thank the following organizations who collaborate with CCLD and support the work of the Kentucky Reading 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 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 Institute for Family Literacy
- 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 today's experience will provide a variety of opportunities for learning, sharing, and celebration. We appreciate your attendance today and your role in increasing the literacy achievement of Kentucky's children.

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Kentucky
Reading
Project



Breakout Rooms

MORNING SESSION 9:00 – 9:30 a.m.

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AFTERNOON SESSION 2:45 – 3:15 p.m.

Lexington Convention Center

Thoroughbred 1	Northern Kentucky University
Thoroughbred 2	Western Kentucky University
Thoroughbred 4	Eastern Kentucky University
Thoroughbred 4	Morehead State University
Thoroughbred 4	Morehead State University/Region 8
Thoroughbred 5	University of Louisville
Thoroughbred 6	Kentucky State University
Thoroughbred 7	Murray State University
Thoroughbred 8	University of Kentucky

Keynote Speaker

Mitchell Tolle



Our speaker is a Kentucky artist of national acclaim. He has painted a U.S. President, published four books filled with his paintings and drawings, and entertained guests from around the world at his spacious Studio and Gallery in Berea, Kentucky. His original paintings are highly sought after by collectors who believe him to be among America's finest living artists.

In addition to his busy life as an artist, for nearly three decades, he has been a public speaker, teaching leaders at conferences around the country, challenging people everywhere to pursue excellence in thought and in action, and inspiring audiences to discover and fulfill their loftiest dreams.

Mitchell and his wife of 42 years, Linda, live on a horse farm near Lexington, Kentucky. Together, they have three children and eight grandchildren.



www.mitchelltolle.com



*"Art is literacy of the heart."
- Elliot Eisner*

Roundtable Sessions I

Room	Presentation Title	Presenter(s)	University	Focus of Literacy Action Plan	Audience
1-TB 1A	Tick-Tock Goes the Clock: Fluency Matters! <i>Whole group and small group fluency activities for kindergarten - 1st grade students focusing on letter recognition, letter-sound correspondence, and sight words</i>	Melissa Barnett, Jenny Cooper	MSU	Phon	P
1-TB 1B	Read...Write...Results <i>Incorporating reading and writing into math, science, and social studies</i>	Andrea Riffe, Niki Cornett, Emma Jean Maynard	MSU	R & W Across	I
1-TB 1C	Comprehension Strategies <i>Teaching reading comprehension using reading strategies from Comprehension Connection; also, incorporating reading strategies into literacy centers</i>	Kim Curtis	EKU	Comp	P
1-TB 3A	Literacy Stations in the Classroom <i>Discussion addressing literacy stations in the classroom using teacher and student work samples</i>	Sarah Beth Kelly, Kellie Vanhose, Summer Hill, Samantha Franke, Deborah Nicole Mayse, Desiree Simmons, Angie Holbrook, Jeanie Stumbo	MSU	Comp	P
1-TB 3B	Don't Be a Dum-Dum, Be a Smartie! <i>Will encompass sight word strategies, fluency activities, and building vocabulary recognition</i>	Brenda Planck, Megan Murphy, Angie Halsey, Tiffany Kirk, Mandy Davenport, Bethanie Henry	MSU	Phon	P
1-TB 4A	Repeated Reading <i>Describe effects of repeated reading on fluency</i>	Christopher Robbins, Tracy Stone, Amanda Applegate	MSU	Phon	P
1-TB 4B	Literacy Centers and Beyond! <i>How to organize fun and engaging literacy centers for lower primary grades</i>	Kara Kelso, Leigh Ann Wyatt, Heather Smith, Angela Bowlin	MuSU	Phon	P
1-TB 4C	Making Inferences at a 2nd Grade Level <i>Presentation of strategies used to teach success with inferences</i>	Mary-Adele Allison	U of L	Comp	P
1-TB 5	Comprehension: Are You Digging Deep Enough? <i>Looking at the four strategies used in the reciprocal teaching model to improve reading comprehension</i>	Sallie Smith	U of L	Comp	P
1-TB 6	Comprehension for ELLs in Collaborative Classrooms <i>As a collaborating ESL K-5 teacher, I wanted to work on comprehension changes that would work across all grades and content areas.</i>	Andrea Lowery	U of L	Comp	I
1-TB 7	Boy oh Boy <i>Improving gender gap in reading and writing by focusing on strategies that further develop boys' strengths</i>	Katie Leftin, Anne Snider, Jerri Payne	NKU	Rel.of R&W	I
1-TB 8	Curriculum Connections <i>Students are given a variety of opportunities to respond to and interact with a variety of texts. Work samples/strategies provided.</i>	Kimberly Elaine Randall	NKU	R & W Across	I

Roundtable Sessions II

Room	Presentation Title	Presenter(s)	University	Focus of Literacy Action Plan	Audience
2-TB 1A	Science Centers <i>I am creating a looping Powerpoint presentation showing the progression of the Science Centers. I plan on validating reasons and addressing the pros for individual centers.</i>	Donna Paoella	EKU	R & W Across	I
2-TB 1B	Help for Struggling Readers <i>Information will be provided about struggling readers and how to monitor progress throughout the curriculum in Tier I and Tier II.</i>	Becky Ansell	EKU	R & W Across	P
2-TB 1C	Promise Sessions <i>A presentation of practical methods for students, families, and community members that encourages literacy and math development strategies</i>	Julie C. Wells	EKU	Comp	I
2-TB 3A	Reading Workshop with Literacy Centers <i>We will be discussing Reader's Workshop, literacy centers, and the program we titled "Leaders are Readers."</i>	Jennifer Sea, Sarah Moss	EKU	Comp	I
2-TB 3B	Engaging Reading Stations in a Classroom of Diverse Learners (2nd grade) <i>The activities that will be discussed are research-based and have been designed to use in a classroom with diverse learners. Activities will include reading comprehension strategies, word building activities, creative writing, and expressing ideas through creative projects.</i>	Laura Martin	EKU	Rel.of R&W	P
2-TB 4A	Reading and Writing Beyond the Typical Classroom Practice <i>Ideas for integrating a variety of combined strategies of text coding, annotating, literature circles, Thoughtful Education, and vocabulary strategies to ensure comprehension of reading materials</i>	Deborah Sherfey, Christina Anderson, Gretchen Davis	WKU	Comp	I
2-TB 4B	Incorporating Literacy into the Math Curriculum <i>Will demonstrate positive methods that will improve students' learning in the math curriculum with the use of hands-on activities and math literature. Will also share student work samples.</i>	Jeanie Rogers, Melanie Shirley, Josh Long	WKU	R & W Across	I
2-TB 4C	W.O.W.!! Ways of Writing about What You Read <i>Ways of integrating writing and vocabulary study into reading instruction using various writing center activities, such as response to read alouds, writing prompts, and various writing projects (i.e., story setting map)</i>	Jamie Holeman, Peter Hurley	WKU	Rel.of R&W	P
2-TB 5	Lovin' Lit Circles <i>Benefits of literature circles in the classroom and the benefits of using them on a regular basis with students along with various strategies and how we implemented them into our classroom</i>	Jennifer Johnson, Montina Scruggs, Jenny Wimsatt	WKU	Comp	I

Legend:

TB = Thoroughbred (location)

Comp = Comprehension

Phon = Phonemic Awareness

R and W = Reading and Writing Across the Curriculum

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Roundtable Sessions II (continued)

Room	Presentation Title	Presenter(s)	University	Focus of Literacy Action Plan	Audience
2-TB 6	Improving Reading Comprehension Using Literature <i>Examples and information that show how the use of Literature Circles in the classroom improves reading comprehension and creates a fun learning atmosphere for students.</i>	Tammy Humphress, Holly Oliver, Karen Scalos	WKU	Comp	I
2-TB 7	Literacy: From School to Home <i>We will discuss multiple reading strategies with an emphasis on vocabulary, literature circles, and family involvement.</i>	Lindsey Bunch, Holly Pickerel, Megan Booth	WKU	Comp	I
2-TB 8	Reconstructing Rtl <i>Our presentation will focus on our Rtl program in first and second grades. It has transformed from literacy intervention groups to our current program where classroom teachers intervene with Tier III students in small groups while our two Reading Recovery teachers provide intervention/enrichment to Tier I and II students.</i>	Courtney Bartley, Holley Collins, Debbie Addington, Tami Estep, Dianne Sutphin	Jenkins	Phon	P

Poster Session

Table	Presentation Title	Presenter(s)	University	Focus of Literacy Action Plan	Audience
1	Comprehension Puzzle <i>Variety of comprehension strategies and activities will be presented</i>	Tina Cooper, Kristen Wilson	UK	Comp	P
2	Bridging Home & School to Understand the World Around You <i>Will present strategies designed to improve students' comprehension pertaining to non-fiction texts</i>	Kristen Farr, Laura Smith, Katie Gissing, Scott Pittman	UK	Comp	P
3	Comprehend "IT" <i>Through implementation of non-fiction text, have raised students' comprehension level</i>	Amanda Woods, Heidi Thompson-Abell, Patty Hawthorne	UK	Comp	P
4	Creative Integration: The Connection Between Reading & Writing <i>Show the integration of writing and reading into instruction</i>	Megan Countz, Wanda Wygal	UK	Rel.of R&W	P
5	Strategies for Teaching Phonics in Kindergarten <i>Focus on strategies for teaching phonics, including letter naming and CVC words</i>	Correy Gannon, Victoria Caigen Phillips	UK	Phon	P
6	Comprehension 101 <i>Teaching comprehension through a variety of strategies</i>	Jessica McClintock, Holly Hestand, Lindsay Schweitzer	UK	Comp	P

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Table	Presentation Title	Presenter(s)	University	Focus of Literacy Action Plan	Audience
7	Attn: PSA (Phonics, Strategies, and Activities) <i>Presentation of strategies and activities used to teach phonics throughout the year</i>	Lyndsey Rogers, Rachael Killough, Julie Fireline, Brittany Bucy, Lawanda Reed, Amanda Baize	MuSU	Phon	P
8	Trailblazing a Path to Family Literacy <i>Our literacy focus is comprehension and working to put practical tips into the hands of parents</i>	Brandi Forman, Jamie Flynn, Chrissy Myers	U of L	Comp	P
9	Phonics Phools <i>Will show lessons, centers implemented to impact students' ability to word attack</i>	Sharon Roberson	U of L	Phon	P
10	Literacy PowWow <i>Photographs of student work from PowWow sessions, samples of student work</i>	Jean Young, Jeff Elliot	U of L	Phon	P
11	Improved Comprehension Through Conversation <i>Teaching conversation techniques to deepen understanding (reading, listening, speaking)</i>	Shannon Gray	U of L	Comp	P
12	Targeting Vocabulary to Improve Comprehension in Primary Grades <i>Using movie maker voice threads we are creating a demonstration of the changes in literacy instruction in the primary program to target improving reading comprehension and vocabulary instruction</i>	Marla Brown, Jessica Dunleavy, Angie Annis, Melissa Kubisch, Kendra Watson	U of L	Comp	P
13	Separating the "Fluff" From the "Stuff" <i>Students with reading disabilities will learn how to "fluff" out the important details as they are learning how to comprehend texts (fiction/non-fiction)</i>	Ashley Wells	U of L	Comp	P
14	Reciprocal Teaching Roundup <i>Informing teachers of the idea of reciprocal teaching and how to get it going in the classroom; the four components will be discussed</i>	Kimberly Landreth	U of L	Comp	P
15	"Play" on Fluency <i>Reader's theater, repeated readings, recorded readings</i>	Cassandra Hayes, Conni Strange	U of L	Comp	P
16	Semantic Ambiguity Detection: What's That? <i>Use semantic ambiguity instruction to help students deal with multiple meaning words and sentences</i>	Stacey Unterreiner	U of L	R & W Across	P
17	Connecting Learning Logs to ORQs <i>Samples of how to implement the ORQ process in the primary grades using several different resources for content including learning logs and read-a-louds</i>	Rebecca Browning, Kelly King	NKU	R & W Across	P
18	Writing to Demonstrate Learning in Content Areas <i>Work samples to show how the use of learning logs throughout the year helps students to comprehend social studies content and transfer their understanding by writing to demonstrate learning</i>	Lauren Hughes, Katie DeMoss, Annie Schleusner, Rebecca Franklin	NKU	R & W Across	P
19	Kindergarten Exposure to Informational Text <i>Integrating non-fiction readings into content reading and writing as well as in reading instruction</i>	Stefanie Carpenter, Robyn Boeckman	NKU	R & W Across	P

Poster Session (continued)

Table	Presentation Title	Presenter(s)	University	Focus of Literacy Action Plan	Audience
20	Improving Comprehension and Phonemic Awareness <i>Will address different strategies to improve achievement of struggling readers in the areas of phonemic awareness and comprehension</i>	Katie Mirrielees, Lindsey O'Connell	NKU	Phon	P
21	Writing to Demonstrate Learning <i>Reading and writing across the curriculum to improve open response; questioning strategies to increase understanding</i>	Heather Strain	NKU	Rel.of R&W	P
22	Read to Succeed <i>Exposing students to more types of texts and using strategies to aid in comprehension</i>	Michelle LaMantia	NKU	R & W Across	P
23	Comprehension Strategies in Fiction and Non-Fiction <i>Comprehension strategies in fiction and non-fiction -- use of graphic organizers, text features, learning logs</i>	Jill Knight, Donna VanNostrand	NKU	Comp	P
24	NO BOYS LEFT BEHIND! <i>Activities used to engage males in the reading and writing process (both physically and by interests)</i>	Sue Parrett, Brittany Starnes	NKU	R & W Across	P
25	A Focus on Phonemic Awareness <i>Will show progress in letter/sound recognition throughout the year (graphs, work samples)</i>	Katy Drysdale	NKU	Phon	P
26	Improving Comprehension <i>Students will progress through reading levels, reading on-level materials within the classroom and at home; will learn questioning strategies to promote metacognition to enhance comprehension</i>	Elissa King	NKU	Comp	P
27	Success of Literacy Teamwork <i>We will show evidence of how our work in building vocabulary skills has had an impact on reading comprehension and show how our students who were having comprehension difficulty have improved.</i>	Stacey Allred, Suzanne Hall, Kari Hyatt, Jared Scott	KSU	Comp	P
28	Alphabet Soup: A Kindergarten Class's Reaction for Letter Sound Success <i>This presentation reflects a kindergarten teacher's recipe for success in raising her class's letter sound fluency on the RTI assessment given at the end of the year. The recipe ingredients include the implementation of the Daily Five, Words Their Way sound sorts, name activities, nursery rhymes, poetry charts, and Tucker signing.</i>	Sarah Kennedy	KSU	Phon	P
29	Literacy in the Early Childhood Classroom: Using Collaboration to Foster Pre-reading Skill Development in Preschoolers <i>I will show what has been used in my classroom to help my students build skills that will lead them to become successful readers. I will also show how these strategies can be taught to families so they can support their child's learning.</i>	Lolita Denise Short	KSU	Phon	P

Poster Session (continued)

Table	Presentation Title	Presenter(s)	University	Focus of Literacy Action Plan	Audience
30	<p>Nonfiction Text Support <i>I will show how test scores indicated that my students were not equipped in the previous grade with knowledge and support of nonfiction texts as reading materials. I will show how I supplemented nonfiction texts using various interest levels within the current reading curriculum my school uses. I will also show how this support improved my students' test scores over the course of the year.</i></p>	Lauren Rasor	KSU	Comp	P
31	<p>Bridging the Vocab Gap <i>Illustrated and real life examples (games) to use in the classroom and home settings to increase students' working vocabulary across the curriculum</i></p>	Paige Walker, Monica Stacy, Jessica Phillips	EKU	R & W Across	P
32	<p>Focused on Phonics Through Center Activities <i>I will be sharing phonics center activities through pictures and sample work.</i></p>	Cindy Smith	EKU	Phon	P
33	<p>The Effects of Phonics and Sight Word Instruction on Fluency <i>This session focuses on the results of an intensive and systematic approach to teach phonics and sight words to struggling readers. Students participated in activities and strategies that were devoted to increasing their reading skills and in turn enhancing their reading fluency.</i></p>	Ken Flanary, Ashley Bentley	Jenkins	Phon	P
34	<p>Enhancing Early Literacy: A Return to Nursery Rhymes <i>My presentation will focus on the use of nursery rhymes as a powerful resource for engaging the emergent reader. In my classroom, nursery rhymes have proven to be a wonderful vehicle for developing phonemic awareness, letter-sound correspondence, sight word recognition, and meeting the needs of diverse learners in a fun and exciting manner.</i></p>	Anita Bolt	Jenkins	Phon	P
35	<p>Family Literacy Nights <i>This session will focus on two family literacy nights at our school, one with a visiting author and the other an Accelerated Reader night.</i></p>	Lynn Cox	Jenkins	Comp	P
36	<p>Racing into Reading Utilizing Running Records <i>Analyzing running records will help guide instructional level reading decisions. Doing a daily running record of a student's reading will help you make book choices for the child's instructional level. Analyzing the running record on which information source a child is using (meaning-structure, visual) will help you prompt accordingly to build processing skills that build independent readers.</i></p>	Leslie Burke	Jenkins	Comp	P

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37	A Focus on Literacy in 5th Grade <i>Taking literacy to a whole new level in a 5th grade classroom, weaving every subject into literacy can make a productive and thoughtful class of readers</i>	Allison Downing	UK	Comp	I
38	Using Data and Student Work to Drive Instruction <i>Information will be presented about how to use data and students' center work to develop and monitor instruction</i>	Michelle Lentz, Jamie Moss	MuSU	Comp	I
39	Comprehension in Action <i>Explicit instruction of comprehension strategies used in our classroom</i>	Jacqueline Robinson, Keaton Sadler, Cami Knapp	MuSU	Comp	I
40	Mad Science: Vocabulary <i>Session will include use of Frayer Model graphic organizer and how it can be used to support students' vocabulary development and thinking with the Science content area</i>	LaKeasha Jones	U of L	R & W Across	I
41	Reading Through Social Studies <i>Overview of teaching reading, writing, speaking, and listening in 5th grade science and social studies</i>	Susan Vialpando	U of L	R & W Across	I
42	Vocabulary Twister <i>Students gain ownership in their vocabulary development as they choose vocabulary words from reading, create index card Frayer models, and celebrate their favorite word with friends</i>	Laura Sinnard	U of L	Comp	I
43	Interpret This! <i>Strategies for interpreting text and critical thinking in reading</i>	Ellen Steele	NKU	Comp	I
44	Writing Spectacular! <i>Improving writing to demonstrate learning, increasing writing fluency including organizational skills and correct grammar usage, increased writing in core content</i>	Danielle Diehl	NKU	R & W Across	I
45	Bumpin' Up Content Writing <i>Reading and writing across the curriculum to help improve: Live scoring, learning log, organizers for content reading</i>	Lucy Winter, Amy Dodd	NKU	R & W Across	I
46	Digging into Digital Storybook <i>Students will retell poems and nursery rhymes as a digital story and illustrate and write digital story book</i>	Andrea Baker, Erin King	NKU	Rel.of R&W	I
47	Buddy up for Comprehension <i>Showcase how we have partnered ourselves and kids for comprehension</i>	Lela Sharp, Britney Spicer	KSU	Comp	I
48	Interacting with Non-fiction Text <i>Graphic organizers that enhance readers' comprehension of non-fiction text will be presented</i>	Cara Atha, April Duvall, Jennie McKindles, Jill West	KSU	Comp	I

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49	Roping in Good Comprehension Skills <i>I will be sharing books and other resources used. I will also have pictures and student work.</i>	Mindy Smith	EKU	Comp	I
50	Literacy Circles <i>Reading in the intermediate grades is teaching students to read to learn. I have decided to use Literacy Circles to help accomplish this goal. Students must take responsibility for their own learning and task at hand, while also engaging in on-task conversations with their peers.</i>	Stacy Collier	Jenkins	Comp	I
51	Comprehension with Graphic Organizers <i>Our presentation will focus on the use of graphic organizers for vocabulary while enhancing their comprehension skills. Graphic organizers are used to give a definition, a description (picture), antonyms/synonyms, and often sentences using the word correctly. Different graphic organizers have more components depending on the subject area or information needed. Students have been exposed to a variety of graphic organizers and may use them anytime for vocabulary work.</i>	Lynn Gilliam, Tere Sergent	Jenkins	Comp	I

“There are many little ways to enlarge your child’s world. Love of books is the best of all.”

- Jacqueline Kennedy



Action Notes

Roundtable Sessions

This page is provided for you to capture good strategies to implement in your classroom.

Session Topic:

School:

Contact Person:

District:

Ideas/strategies/materials I can use in my classroom:

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Poster Sessions

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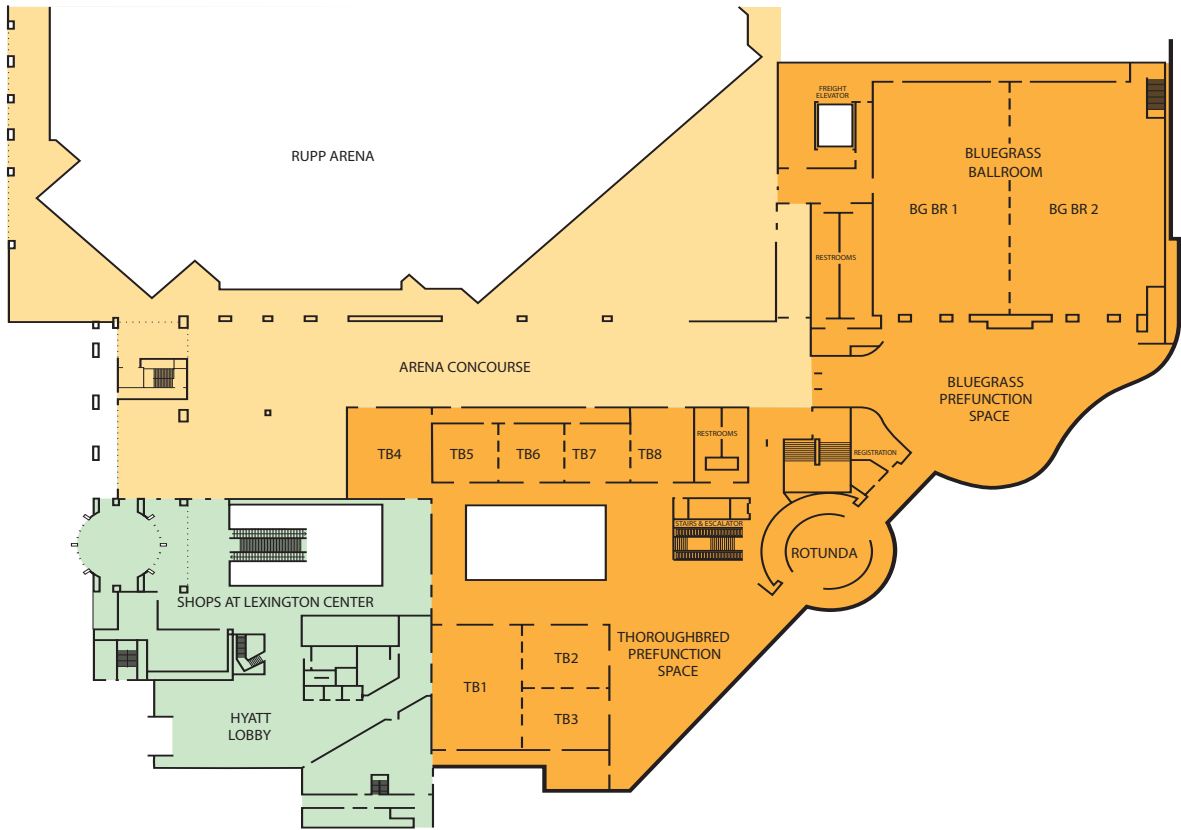
The 10 Principles of Children's Literacy Rights

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 classroom, 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.

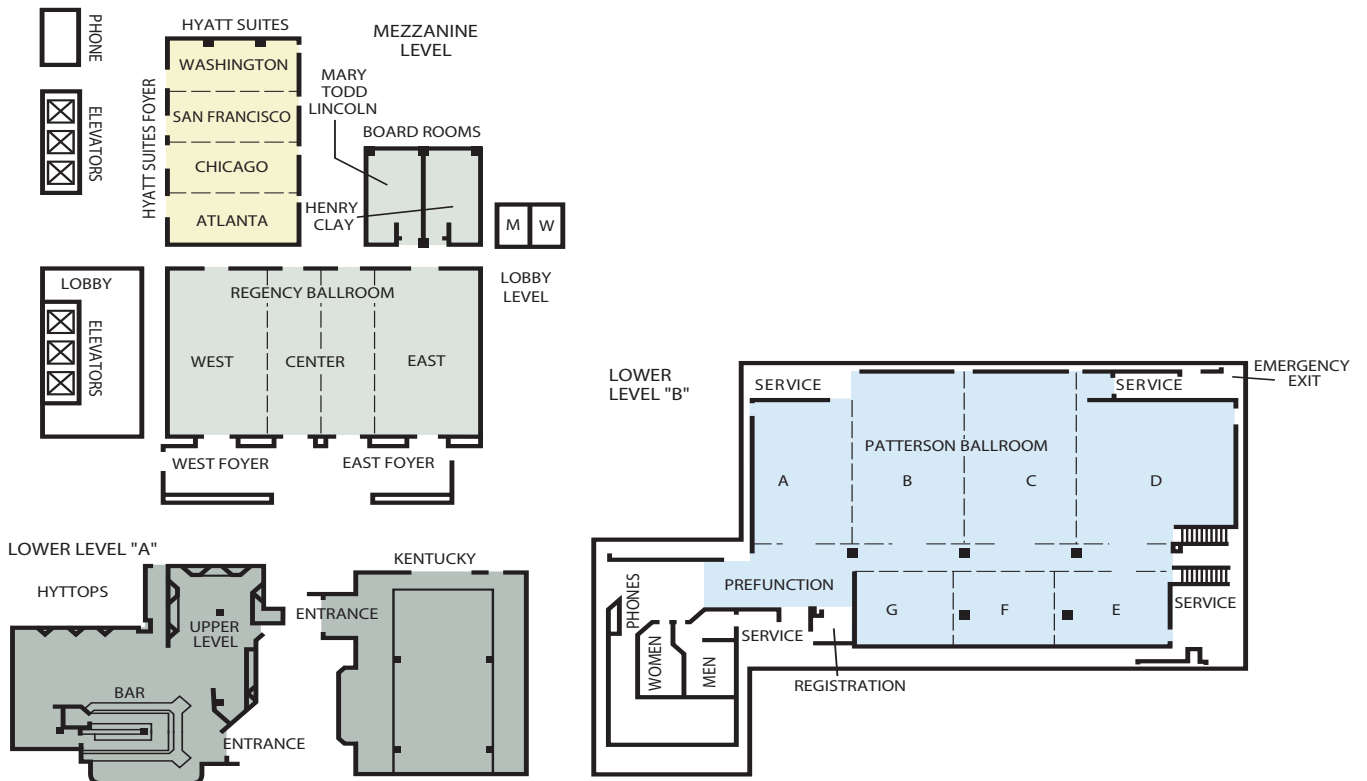
(SOURCE: International Reading Association)

Lexington Convention Center

Level Three



Hyatt Regency



♿ ALL MEETING SPACE IS WHEELCHAIR ACCESSIBLE

