

**Wednesday Pre-Conference: 1:00 – 4:30 PM – Jan Richardson: Analyzing and Accelerating Struggling Readers**

**Thursday Keynote: 8:30 – 9:45 AM – Peter Johnston: Engaged, Self-Extending, Literate Communities**

Rooms	Kensington	Windsor	Pembroke	Hampton	Eton	Somerset	Oxford
<b>Thursday 10:15 AM</b>	<b>Jan Richardson</b> Classroom Teaching Comprehension During Guided Reading <b>A</b>	<b>Betsy Kaye</b> RR 30 Minutes of Powerful Teaching <b>B-1</b>	<b>Cliff Johnson</b> RR Having a Good Literacy Processing System <b>C-1</b>	<b>Jeff Williams</b> RR Bringing our ‘A’ Game: Teaching for Acceleration <b>D</b>	<b>Andrea Overton</b> RR Powerful Writing Moves <b>E</b>	<b>Annette Torres</b> RR Fostering Accelerated Progress for English Language Learners in RR <b>G</b>	<b>Lisa Burkett</b> Classroom Interactive RA: Joyful Reading, Artful Listening, & Powerful Thinking <b>H-1</b>
<b>Thursday 1:00 PM</b>	<b>Maryann McBride</b> RR Higher Level Texts <b>I</b>	<b>Betsy Kaye</b> RR 30 Minutes of Powerful Teaching <b>B-2</b>	<b>Lisa Pinkerton</b> RR Developing the Brain’s Activity on Text: An In- Depth Study <b>J</b>	<b>Michele Dufresne</b> Classroom What Should I Teach Next? <b>K</b>	<b>Annie Opat</b> RR Shaping Our Language to Facilitate Independent Learning <b>L</b>	<b>Todd Hartman</b> RR Preparing RR Students for Classroom Writing Expectations <b>M</b>	<b>Pat Scharer</b> Classroom What’s New in Children’s Books for K-2? <b>N</b>
<b>Thursday 3:00 PM</b>	<b>Mary Fried</b> RR Promoting Flexibility and Independence in Writing <b>O</b>	<b>Pam Grayson</b> RR The Power of ‘Making it Easy’ to Succeed in Reading the New Text <b>P</b>	<b>JaNiece Elzy</b> RR Record of Oral Language: From Assessment to Instruction <b>Q</b>	<b>Michele Dufresne</b> Classroom Why did the character say that? <b>R</b>	<b>Noel Jones</b> RR Improving as a Teacher <b>S</b>	<b>Hope Griffin</b> Classroom/SPED The Art of Collaboration <b>T</b>	<b>Deb Rich</b> Classroom Vocabulary: Which Words Do I Teach? <b>U</b>

**Friday Keynote: 8:30 – 9:45 AM – Pat Scharer: What’s the Fuss about Phonics and Word Study?**

<b>Friday 10:00 AM</b>	<b>Peter Johnston</b> Classroom Helping Children Put Their Best Foot Forward <b>V</b>	<b>Pam Grayson</b> RR Prompting for Strategic Processing in Reading Higher Level Texts <b>W</b>	<b>Betsy Kaye</b> TL A Closer Look at “Learning to Look” <b>X</b>	<b>Jeff Williams</b> RR Analyzing Running Records to Lift Processing <b>Z</b>	<b>Cliff Johnson</b> RR Having a Good Literacy Processing System <b>C-2</b>	<b>Annie Opat</b> RR Providing a Clear Focus: Learning to Look at Print Effectively <b>AA</b>	<b>Lisa Burkett</b> Classroom The Interactive Read Aloud: Joyful Reading, Artful Listening, & Powerful Thinking <b>H-2</b>
<b>Friday 12:00 PM</b>	<b>Maryann McBride</b> RR The Power of Writing <b>BB</b>	<b>Mary Fried</b> RR Learning from Children Who Challenged Our Teaching <b>CC</b>	<b>Annette Torres</b> Classroom Bilingual Means Two! Capitalizing on Children’s Native Language <b>DD</b>	<b>Lisa Pinkerton</b> Classroom Interactive Read- Aloud: The Bedrock of the Literacy Block <b>EE</b>	<b>Deb Rich</b> RR Powerful Teaching Decisions: Developing Inner Control <b>GG</b>	<b>Todd Hartman</b> RR Be a Literacy Match Maker for Early Readers <b>HH</b>	<b>JaNiece Elzy</b> RR Scaffolding or Rescuing? Using Predictions of Progress <b>II</b>