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The event is being held in memory of Mrs. Gladys Kelly Anderson.

Friday, March 13, 2009 Spindletop Hall

8:30 – 9:00 *Registration and Continental Breakfast*

9:00 – 9:15 *Welcome and Introductory Remarks*

Janice F. Almasi, Carol Lee Robertson Endowed Professor of Literacy, University of Kentucky College of Education

Keynote Address

Time: 9:15 – 10:10 AM

Issue: *Response to Intervention Overview*

Title: “A Report from the Response to Intervention Commission of the International Reading Association”

Speaker: **Barbara Marinak, Ph.D.**, Penn State Harrisburg



Abstract: *This session will describe the work of the International Reading Association’s (IRA) Response to Intervention (RTI) Commission. Discussion will include a brief history of the Commission as well as an overview of the recently published guiding principles.*

Barbara Marinak, Ph.D., is Assistant Professor of Reading in the School of Behavioral Sciences and Education at Penn State Harrisburg. Dr. Marinak has over two decades of experience in public schools. During her last fifteen years in public education, she held a variety of leadership positions including reading supervisor, elementary curriculum supervisor, and acting superintendent. Dr. Marinak has also consulted with the Pennsylvania Department of Education on a number of projects and is currently a member of IRA’s RTI Commission. Dr. Marinak’s research interests include the observation of reading and writing, reading engagement, intervention practices, and the use of informational text. Her work can be found in *The Reading Teacher*, *Literacy Research and Instruction*, and the *International Journal of Learning*.

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Friday, March 13, 2009 (continued)



Keynote Address

Time: 10:10 – 11:05 AM
Issue: *Response to Intervention Overview*
Title: “A Comprehensive Intervention Model as a Response to Intervention Approach”
Speaker: **Linda J. Dorn, Ph.D.**, University of Arkansas at Little Rock

Abstract: *The session will describe how schools can implement a comprehensive intervention model as a Response to Intervention approach. A focus will be placed on building collaborative relationships between general education teachers, special education teachers, and other supplemental specialists. Details for aligning interventions across multiple contexts will be provided. Research from RTI schools will be shared.*

Linda Dorn, Ph.D., is a Professor of Reading and Director of the Center for Literacy at the University of Arkansas at Little Rock. She has presented keynote addresses and featured sessions at international, national, and state conferences. She has worked with state departments, universities, and school districts across the country on implementing a comprehensive intervention model as a Response to Intervention approach. She has published widely, including four books (Stenhouse), journal articles, teaching materials, and media productions. Her latest book *Interventions that Work: A Comprehensive Intervention Model for Reversing Reading Failure* (Allyn & Bacon, October, 2009) presents a menu of K-8 interventions within a systemic plan for continuous school improvement.

11:05 – 11:15 Break

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Friday, March 13, 2009 (continued)

Keynote Address

Time: 11:15 AM – 12:10 PM
Issue: *Transactional Strategy Instruction*
Title: “Integrating Comprehension Strategies Instruction with Core Reading: Challenges and Possibilities”
Speaker: **Rachel Brown, Ph.D.**, Syracuse University



Abstract: *How effectively is comprehension instruction coordinated with reading series instruction? What can be done to provide higher-quality instruction and supportive professional development? This session reports the results of a professional development study that focused on preparing teachers to teach an evidence-based multiple comprehension strategies intervention. Known as transactional strategies instruction (TSI), the approach is an effective intervention to use with low-achieving readers of various ages in the context of a Response to Intervention framework. The presentation explores the successes and challenges teachers faced as they first attempted to integrate the approach with their core reading instruction.*

Rachel Brown, Ph.D., is an Assistant Professor in the Reading and Language Arts Center at Syracuse University. She teaches undergraduate and graduate courses in literacy education, is an affiliate of the preservice Inclusive Elementary Program and is Director of the Literacy Master’s Programs, Birth–Grade 6 and Grades 5-12. Brown received two Master’s degrees from Teachers College, Columbia University, and her doctorate from the University of Maryland. Brown’s work focuses on elementary and middle school literacy instruction. Her specific areas of expertise include comprehension strategies instruction, self-regulated learning, teacher professional development, and technology and literacy. Over the years, Brown has published in research and practitioner journals, including *The Reading Teacher*, *Reading Research and Instruction*, *The Journal of Educational Psychology*, and *The Elementary School Journal*. She also has contributed chapters to edited texts such as *Best Practices in Adolescent Literacy Instruction*, *Comprehension Instruction: Research-based Best Practice*, and *Self-regulation of Learning and Performance: Issues and Educational Applications*. An active member of the National Reading Conference, Brown currently serves as a member of the Ethnicity, Race, and Multilingualism Committee.

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Friday, March 13, 2009 (continued)

12:10 – 1:00 Lunch (provided by the Kentucky Literacy Research Symposium)

Lunch will be served in the Library and Music Room. Plated lunches will be served on an alternating basis. You are free to switch meal selections with other members of your table. Please refrain from asking servers to provide a different selection as there is a limited number of each choice for the entire group.



Keynote Address

Time: 1:00 – 1:55 PM
Issue: *Writing Strategies*
Title: “Using Thinksheets to Bring Together Reading, Writing and Learning”
Speaker: **James L. Collins, Ph.D.**, State University of New York at Buffalo

Abstract: *This presentation briefly discusses findings from the Writing Intensive Reading Comprehension (WIRC) study and then describes how teachers can design and use thinksheets to bring reading and writing together across grade levels and content areas. Thinksheets are step-by-step guides which students use to write about reading they are doing. Thinksheets are the heart of the intervention developed and tested in the WIRC study which showed that assisted writing on thinksheets improves reading comprehension and writing performance. The presentation includes a video of teachers using thinksheets and a handout with sample thinksheets, guidelines for designing thinksheets, a list of observed advantages for using thinksheets, and a set of instructional methods for teachers to use thinksheets with their own students.*

James L. Collins, Ph.D., is Professor of English Education at The State University of New York at Buffalo. He recently completed the IES-funded Writing Intensive Reading Comprehension study which showed that scaffolded writing practice significantly improves reading comprehension for students in low-performing schools. His books include *Strategies for Struggling Writers* (The Guilford Press).

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Friday, March 13, 2009 (continued)



Keynote Address

Time: 1:55 – 2:50 PM
Issue: *Writing Strategies*
Title: “RTI in Writing: What Are Evidenced-based Interventions and Will They Work for Everyone?”
Speaker: **Susan De La Paz, Ph.D.**, University of Maryland

Abstract: *Within a tiered approach to instruction, this session begins with a review of common writing approaches in general education classrooms, and the level of empirical support for recommended forms of instruction. The second half of the session focuses on evaluating the effects of instruction for individual students using a validated form of progress monitoring.*

Susan De La Paz, Ph.D., is Associate Professor of Special Education, with expertise in working with students who struggle with literacy as well as those who have been identified as having high-incidence disabilities. She has extensive experience in developing and evaluating reading-to-writing interventions with adolescents, as evidenced by publication of several empirically based articles and book chapters. Dr. De La Paz has recently been awarded a three-year, federally funded grant that will focus on the needs of struggling adolescent readers as they work to compose argumentative essays in social studies classes. In the past, she directed a Teaching American History grant, and worked collaboratively with more than 200 teachers over three years to develop their expertise in this content area.

Breakout Sessions

(Each participant will have a room location listed in the lower corner of their nametag which will help determine the location of the breakout session they are invited to join.)

<i>Time:</i>	2:50 – 3:30 PM	
<i>Locations:</i>	First floor	Second Floor
	Oak Room	Manion Suite
	Library	Yount Suite
	Music Room	

3:30 – 5:00 Reception (provided by the Kentucky Literacy Research Symposium, in the New Orleans Ballroom on the lower level)

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Saturday, March 14, 2009
Hyatt Regency

8:30 – 9:00 *Registration and Continental Breakfast*

9:00 – 9:15 *Welcome and Introductory Remarks*

- *Janice F. Almasi, Carol Lee Robertson Endowed Professor of Literacy, University of Kentucky College of Education*
- *Presentation of “Friend of Literacy” Award*

Keynote Address

Time: 9:15 – 10:10 AM
Issue: *Response to Intervention*
Topic: “Differentiated Core Reading Instruction: The Critical First Tier”
Speaker: **Barbara Marinak, Ph.D.**, Penn State Harrisburg



Abstract: *This session will suggest several evidence-based methods for differentiating core reading instruction. The suggestions are flexible, applicable to all text, and can be adapted for almost any grade level.*

Barbara Marinak, Ph.D., is Assistant Professor of Reading in the School of Behavioral Sciences and Education at Penn State Harrisburg. Dr. Marinak has over two decades of experience in public schools. During her last fifteen years in public education, she held a variety of leadership positions including reading supervisor, elementary curriculum supervisor, and acting superintendent. Dr. Marinak has also consulted with the Pennsylvania Department of Education on a number of projects and is currently a member of IRA’s RTI Commission. Dr. Marinak’s research interests include the observation of reading and writing, reading engagement, intervention practices, and the use of informational text. Her work can be found in *The Reading Teacher*, *Literacy Research and Instruction*, and the *International Journal of Learning*.

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Saturday, March 14, 2009 (continued)



Keynote Address

Time: 10:10 – 11:05 AM
Issue: *Response to Intervention*
Topic: “Guided Reading Plus as a Response to Intervention Model: Using Writing to Lift Reading Achievement”
Speaker: **Linda J. Dorn, Ph.D.**, University of Arkansas at Little Rock

Abstract: *The session will describe how teachers can use Guided Reading Plus as a small group intervention for elementary students who are struggling in reading. A focus will be placed on using writing as a tool for increasing reading achievement.*

Linda Dorn, Ph.D., is a Professor of Reading and Director of the Center for Literacy at the University of Arkansas at Little Rock. She has presented keynote addresses and featured sessions at international, national, and state conferences. She has worked with state departments, universities, and school districts across the country on implementing a comprehensive intervention model as a Response to Intervention approach. She has published widely, including four books (Stenhouse), journal articles, teaching materials, and media productions. Her latest book *Interventions that Work: A Comprehensive Intervention Model for Reversing Reading Failure* (Allyn & Bacon, October, 2009) presents a menu of K-8 interventions within a systemic plan for continuous school improvement.

11:05 – 11:15 Break

Saturday, March 14, 2009 (continued)

Keynote Address

Time: 11:15 AM – 12:00 PM
Issue: *Transactional Strategy Instruction*
Title: “Teaching Comprehension the Transactional Strategies Way”
Speaker: **Rachel Brown, Ph.D.**, Syracuse University



Abstract: *Transactional strategies instruction (TSI) is an evidenced-based comprehension intervention that has the potential to address diverse readers' needs under Response to Intervention. TSI involves the teaching of a repertoire of research-validated comprehension strategies in the context of rich discussions of text. Students learn to select comprehension strategies to support their construction of meaning and to resolve comprehension difficulties. They also use the strategies to support and defend their text interpretations.*

The purpose of this session is to provide an overview of the approach. Specific attention will be given to explaining TSI's components and describing its instructional model. Illustrative video clips will be interspersed throughout the session to portray key features of this research-based approach.

Rachel Brown, Ph.D., is an assistant professor in the Reading and Language Arts Center at Syracuse University. She teaches undergraduate and graduate courses in literacy education, is an affiliate of the preservice Inclusive Elementary Program and is Director of the Literacy Master's Programs, Birth–Grade 6 and Grades 5-12. Brown received two Master's degrees from Teachers College, Columbia University, and her doctorate from the University of Maryland. Brown's work focuses on elementary and middle school literacy instruction. Her specific areas of expertise include comprehension strategies instruction, self-regulated learning, teacher professional development, and technology and literacy. Over the years, Brown has published in research and practitioner journals, including *The Reading Teacher*, *Reading Research and Instruction*, *The Journal of Educational Psychology*, and *The Elementary School Journal*. She also has contributed chapters to edited texts such as *Best Practices in Adolescent Literacy Instruction*, *Comprehension Instruction: Research-based Best Practices*, and *Self-regulation of Learning and Performance: Issues and Educational Applications*. An active member of the National Reading Conference, Brown currently serves as a member of the Ethnicity, Race, and Multilingualism Committee.

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Saturday, March 14, 2009 (continued)

12:00 – 1:00 **Lunch (provided by the Kentucky Literacy Research Symposium)**

The luncheon will be served in the adjoining Patterson Ballroom section. Plated lunches will be served on an alternating basis. You are free to switch meal selections with other members of your table. Please refrain from asking servers to provide a different selection as there is a limited number of each choice for the entire group.



Keynote Address

Time: 1:00 – 1:55 PM
Issue: *Writing Strategies*
Title: “Findings from the Writing Intensive Reading Comprehension Study”
Speaker: **James L. Collins, Ph.D.**, State University of New York at Buffalo

Abstract: *The Writing Intensive Reading Comprehension (WIRC) study is an IES-funded project which showed that scaffolded writing can enhance reading comprehension in low-performing urban schools, especially for struggling readers. This presentation discusses quantitative and qualitative findings from the study, and the focus is on examining why the WIRC intervention was successful. At the heart of the intervention developed and tested in the study is a curriculum innovation which uses thinksheets – step-by-step guides which students use to write about reading they are doing – and a set of instructional methods for teachers to use the thinksheets interactively with students. By developing interactive thinksheets and testing their effectiveness through experimental research with three groups (one-year experimental, two-year experimental, and control) the study determined that systematic, scaffolded writing about reading significantly helps fourth- and fifth-grade students in low-performing urban schools improve their reading comprehension. The study also revealed that effects were especially significant for African American, special education, and second language students.*

James L. Collins, Ph.D., is Professor of English Education at The State University of New York at Buffalo. He recently completed the IES-funded Writing Intensive Reading Comprehension study which showed that scaffolded writing practice significantly improves reading comprehension for students in low-performing schools. His books include *Strategies for Struggling Writers* (The Guilford Press).

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Saturday, March 14, 2009 (continued)



Keynote Address

Time: 1:55 – 2:50 PM
Issue: *Writing Strategies*
Title: “Teaching Adolescents Evidenced-based Writing Strategies”
Speaker: **Susan De La Paz, Ph.D.**, University of Maryland

Abstract: *Powerful persuasive and expository pre-writing strategies for adolescent learners will be demonstrated for participants in an interactive session. Participants will leave the session ready for immediate implementation in their own settings, with an understanding of how to implement the lessons in a way that leads to significant improvement in all students.*

Susan De La Paz, Ph.D., is Associate Professor of Special Education, with expertise in working with students who struggle with literacy as well as those who have been identified as having high incidence disabilities. She has extensive experience in developing and evaluating reading-to-writing interventions with adolescents, as evidenced by publication of several empirically based articles and book chapters. Dr. De La Paz has recently been awarded a three-year, federally funded grant that will focus on the needs of struggling adolescent readers as they work to compose argumentative essays in social studies classes. In the past, she directed a Teaching American History grant, and worked collaboratively with more than 200 teachers over three years to develop their expertise in this content area.

Panel Discussion

Time: 2:50 – 3:30 PM, Patterson Ballroom
Speakers: **Barbara Marinak, Ph.D.**, Pennsylvania State University – Harrisburg
Linda J. Dorn, Ph.D., University of Arkansas at Little Rock
Rachel Brown, Ph.D., Syracuse University
James L. Collins, Ph.D., State University of New York at Buffalo
Susan De La Paz, Ph.D., University of Maryland

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Thank you for participating in this unique event. We certainly hope you will be able to join us for the fifth Kentucky Literacy Research Symposium in 2010.

Please continue to visit www.kentuckyliteracy.org for information about next year's symposium, as well as other information and events related to literacy in Kentucky.