



Manitoba Reading Association

A provincial council of the International Reading Association
invites you to attend the first



ADOLESCENT
LITERACY
SUMMIT

The First Manitoba Adolescent Literacy Summit: A Call for Action

April 14-15, 2011

Victoria Inn

Winnipeg, Manitoba, Canada

For more information about this summit, please visit

www.readingmanitoba.org.

SUMMIT HIGHLIGHTS

PUBLISHERS' DISPLAY (BOTH DAYS)

Find out about the latest resources in adolescent literacy.
Please visit the displays during coffee & lunch breaks at the summit.

LUNCH & LEARN (Thursday, April 14 – 12:00-1:00 p.m.)

Manitoba school division teams will highlight their adolescent literacy initiatives.
A box lunch will be provided. Registrants will have an opportunity to listen to two sessions.

POSTER SESSION (Thursday, April 14 – 3:45-5:00 p.m.)

Learn about the recent adolescent research and innovative classroom/school projects.

INTERNATIONAL READING ASSOCIATION DISPLAY (BOTH DAYS)

An opportunity to view and purchase publications from the International Reading Association

MANITOBA READING ASSOCIATION MRA Crocus Awards Reception with Author Signing

Thursday, April 14, 2011

Time: 4:45 -6:00 p.m.

Light snack will be provided. Cash Bar

Sponsor: Portage and Main Press

Attending authors:

Shelley Stagg-Peterson (Books: Media & the Internet, Guided Writing Instruction, Teaching With Graphic Novels, Writing Across the Curriculum)

David Robertson (Stone [Book 1], Scars [Book 2], Ends/Begins [Book 3], The Life of Helen Betty Osborne)

Dave Leochko (Guiding Readers through Non-fiction, Key Strategies for Teaching Editing and Literature Circles, Tools and Techniques)

Tom Rossi (Guiding Readers through Non-fiction, and Key Strategies for Teaching Editing)

Manitoba Reading Association

Adolescent Literacy Summit: A Call for Action 2011

Message from Co-Chair and IRA Provincial Co-ordinator

Barbara Galessiere and Carol Hryniuk-Adamov, Summit Co-Chairs, 2011

Welcome to the Manitoba Reading Association's first ever *Adolescent Literacy Summit: A Call for Action, 2011*

We are excited to invite you to the Adolescent Literacy Summit to be held in Winnipeg, Manitoba, Canada. This Summit will be a premier professional learning opportunity in adolescent literacy. You will hear international, national, and provincial literacy leaders as well as innovative educators talk about the latest trends, strategies, programs, and approaches in adolescent literacy.

This Summit has been a special provincial project in the United Nations Decade for Literacy as we focus on "Literacy for All - Freedom for All".

Take this opportunity to increase your personal repertoire of strategies to engage, motivate, and teach adolescents in subject areas across the curriculum in middle and senior high school. Discover new ways to plan and develop systematic, comprehensive school and district wide literacy plans.

The Summit will be a chance to network with other creative educators in focused conversations at our Lunch and Learn on Thursday. Hear about several exciting school-based research and community initiatives at the Poster Sessions on Thursday. The Poster Sessions are a chance to talk informally to teachers and researchers to find out how you can adapt their ideas and findings to meet the literacy needs of students in your area.

Take some time to peruse the latest in teaching, learning, and assessment resources from our publishers and the International Reading Association.

Celebrate the achievements of Manitoba administrators and literacy advocates who are recognized literacy leaders at the Manitoba Reading Association Crocus Awards presentation on Thursday. Visit www.readingmanitoba.org for nomination forms. The deadline is February 1, 2011.

We need your ideas! In our Friday Focus Groups, participants will collaborate to develop concrete recommendations to improve adolescent literacy. These will be presented in a plenary session to representatives from Manitoba Education, the International Reading Association and other stakeholders.

Avoid disappointment and register before Feb. 1, 2011 as space is limited! Your presence will enhance the summit and the future of adolescent literacy. Our young people are our future! They are depending on your expertise!

See you at the Summit!

Barbara Galessiere and Carol Hryniuk-Adamov,
Adolescent Literacy Summit Co-Chairpersons

Message from MRA President, Fay Cassidy

As president of the Manitoba Reading Association, I am pleased to bring greetings to everyone who will be attending Manitoba’s first Adolescent Literacy Summit. I also extend a warm welcome to the president-elect of the International Reading Association, Vicki Risko, and express our gratitude and appreciation for her plan to attend. Vicki’s attendance will be a true representation of the continued support MRA receives from IRA, and it is a special acknowledgement of the importance we need to place on Adolescent Literacy here in Manitoba.

MRA is excited to present this forum of opportunity for meaningful discussion amongst educators and nationally and internationally renowned speakers on sustaining and improving adolescent literacy. It is my hope and desire that everyone leaves the Summit full of inspiration to continue this journey of Adolescent Literacy in their own communities and schools, broadening their contribution to Manitoba’s ‘Call for Action’.

I would like to extend a special thank you to all the organizers, volunteers and sponsors who have worked so hard to ensure Manitoba’s first Adolescent Literacy Summit is a success. I would like to give special recognition to our co-chairs, Barb Galessiere and Carol Hryniuk-Adamov, for their dedication, leadership and passion that will bring us all to this wonderful event.

Enjoy!
Fay Cassidy
MRA President 2010-11

Vicki Risko, International Reading Association President-Elect



Victoria J. Risko, Professor of Language, Literacy, and Culture at Peabody College of Education of Vanderbilt University, is President-Elect of the International Reading Association and will become president in 2011. Risko was a member of IRA’s Board of Directors from 2002–2005, and has served on several IRA committees and commissions. Most recently, she was chair of the Publications Committee and the IRA Teacher Education Task Force, and was co-chair of the Reading Disabilities Special Interest Group. She is currently co-editor of the Research to Classroom column of *The Reading Teacher*.

Risko, a former classroom teacher and reading specialist, received her B.S. in English and Elementary Education from the University of Pittsburgh, and her M.A. and Ed.D. in Reading Education and Learning Disabilities from West Virginia University. Risko was formerly president of the College Reading Association and The International Book Bank. She is a co-editor of the *National Reading Summit Yearbook* (2007–2010).

We are honoured to have Dr. Risko join us for this MRA summit.

For more information about joining the International Reading Association,
please visit www.reading.org.

Keynote Speakers



Judith L. Irvin is a Professor at Florida State University. Her repertoire includes chairing the Research Committee for the National Middle School Association and serving as Executive Director for the National Literacy Project, a non-profit organization dedicated to improving middle and high school literacy. She has written and edited numerous books, chapters, and articles on adolescent literacy – most notably Reading and the High School Student: Strategies to Enhance Literacy (with Buehl and Klemp, 2007) and Integrating Literacy and Learning in the Middle School Content Area Classroom (with Buehl and Radcliffe, 2007).

Dr. Irvin recently completed three books as part of a project funded by Carnegie Corporation of New York. Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders (with Meltzer & Dukes, Association for Supervision and Curriculum Development, 2007) describes the Taking Action Leadership Model. Meeting the Challenge of Adolescent Literacy: Practical Ideas for Literacy Leaders addresses sixteen critical issues in improving adolescent literacy (with Meltzer, Mickler, Phillips, & Dean, published by the International Reading Association in 2009). The third book published by Corwin Press in 2010 is titled Taking the Lead on Adolescent Literacy: Action Steps for School and District Leaders (with Meltzer, Dean, & Mickler). This book describes a five stage process for developing, implementing, and monitoring a literacy action plan for intermediate, middle, and high schools.

Judith Irvin is a speaker and consultant to school systems and professional organizations throughout the nation. She spent eight years as a middle and high school social studies and reading teacher.

Thursday a.m. Keynote – Adolescent Literacy Action Plans: Steps for School-wide Success

Middle and high schools throughout Canada and the United States are struggling to meet the literacy needs of students. A comprehensive literacy action plan is the first step in initiating a school-wide or district-wide literacy improvement effort. The Taking Action Literacy Leadership Model shows how the goal areas of student motivation, engagement, and achievement, literacy across the content areas, literacy interventions, a literacy-rich school environment, involvement with parents and community members, and support from the district work together to implement a cohesive and comprehensive plan. In addition, the Action Points of supporting teachers to improve instruction, using data to make decisions, building leadership capacity, allocating resources, and implementing a literacy action plan show literacy leaders how to go about implementing a literacy action plan. These model components are described in Taking Action in Adolescent Literacy: an Implementation Plan for School Leaders (ASCD, 2007). Dr. Irvin will give examples of each component of the model.

Thursday a.m. Featured Speaker – Developing, Implementing, and Monitoring a Literacy Action Plan

Many school and district literacy leaders struggle with how to develop, implement, and monitor a literacy action plan for their school(s). The five-stage Literacy Leadership Process shows educators exactly how to Get Ready, Assess, Plan, Implement, and Sustain a literacy improvement effort. Dr. Irvin will describe each stage and give several examples of how middle and high schools in various places enacted each of the stages of the process.

Sponsor: Reading Council of Greater Winnipeg



David Booth is a renowned educator and professor emeritus in the Curriculum, Teaching and Learning Department at OISE/UT, as well as the Chair of the Literacy Centre at Nipissing University. As a classroom teacher, consultant, speaker, and writer he has delighted thousands with his energy, enthusiasm, and commitment. David is well-known as an international speaker, having worked with teachers and administrators throughout Canada, the United States, Great Britain, Australia, and Asia. He is the author of dozens of books for teachers, educators, and parents such as Even Hockey Players Read and The Literacy Principal, and is an award-winning writer of picture books for children. David is a program consultant for Scholastic's Timeline graphic novel series.

Thursday p.m. Keynote – How Technology Can Support Striving Readers

Thursday a.m. Featured Speaker – Comprehending for Real Reasons

How can we incorporate critical and creative comprehension strategies in our English program and our curriculum subjects so that our students will be able to make and construct meaning with a variety of text forms?

Thursday p.m. Featured Speaker – Comprehending for Real Reasons (Repeat of a.m. session)

Sponsor: Scholastic Canada



Karen Hume draws from her wealth of experiences and extensive knowledge base to provide focused, practical and inspiring support to teachers and administrators. As a teacher of young adolescents for most of her career, Karen is passionate about meeting the specific learning needs of all young people, and of the dedicated professionals who work with them. In Karen’s more than 20 years in education she has been a teacher, principal, Student Success Leader and author. She is the author of four professional books: Start Where They Are - Differentiating for Success with the Young Adolescent and Supporting and Sustaining Differentiated Instruction: An Administrator’s Guide. Pearson released Karen’s new books focused on the topic of assessment: Evidence to Action - Engaging and Teaching Young Adolescents through Assessment and The Evidence-Based School - An Administrator’s Guide.

Karen is currently working on Tuned Out - Engaging the 21st Century Learner, coming Fall 2010. Karen provides teachers and administrators with practical and personalized interactive keynotes and in-depth workshops on a variety of topics, including differentiated instruction, engaging the adolescent learner, powerful instructional strategies, developing effective learning communities for students and adults, literacy education, and evidence-based decision making.

Friday a.m. Keynote – It All Works When You Start Where They Are

In effective classrooms, students develop competencies that support their engagement and achievement and help them see school as a relevant place to be. That statement makes for a nice sound byte but it may seem more rhetoric than reality when we are addressing a jam-packed curriculum and multiple classes of diverse learners. In this interactive keynote, educator and author Karen Hume will share practical and manageable ways for you to help students develop needed competencies through differentiated instruction.

Friday p.m. Featured Speaker – Strategic Teaching in the Differentiated Classroom

Explicit instruction in effective reading, writing and thinking strategies is foundational to student success across the curriculum. So is recognizing that students differ in how they learn. In this session, educator and author Karen Hume will use specific cross-curricular examples to show you how to marry these two practices in busy classrooms.

Sponsor: Pearson Education



Elizabeth Birr Moje is an Arthur F. Thurnau Professor of Literacy, Language, and Culture in Educational Studies at the University of Michigan, Ann Arbor, Michigan. Moje teaches undergraduate and graduate courses in secondary and adolescent literacy, literacy and cultural theory, and qualitative and mixed research methods.

Moje also serves as a Faculty Associate in the University’s Institute for Social Research, and a Faculty Affiliate in Latino/a Studies. Her research interests revolve around the intersection between the literacies and texts youth are asked to learn in the disciplines (particularly in science and social studies) and the literacies and texts they experience outside of school. In addition, Moje studies how youth make culture and enact identities from their home and community literacies, and from ethnic cultures, popular cultures, and school cultures. These research interests stem from the start of her career when she taught history, biology, and drama at high schools in Colorado and Michigan. Her current research focuses on communities and schools in Detroit, Michigan. She also engages in literacy professional development with teachers in Detroit and around the country.

Moje has published 3 books and numerous book chapters, as well as articles in journals such as the *Harvard Educational Review*, *Review of Research in Education*, *Reading Research Quarterly*, *Teachers College Record*, *Journal of Literacy Research*, *Journal of Adolescent & Adult Literacy*, *Research in the Teaching of English*, *Urban Review*, *Journal of Research in Science Teaching*, and *Science Education*. Her research projects have been or are currently funded by the Carnegie Corporation of New York, International Reading Association, National Academy of Education, National Institute of Health/Office of Vocational and Adult Education/Institute of Education Sciences, National Science Foundation, Spencer Foundation, and the William T. Grant Foundation.

Moje is currently serving on the National Academy of Science/National Research Council's Committee on Learning—Adolescent and Adult Literacy, the PISA Steering Committee, the William T. Grant Foundation's Scholar Selection Committee, as co-editor of the forthcoming Handbook of Reading Research, Volume IV, and as an Associate Editor of the *Journal of Research in Science Teaching*. She has also served as a member of the Carnegie Corporation of New York's Adolescent Literacy Council, the Spencer Task Force on Enhancing Doctoral Education, the Spencer Foundation's Exemplary Dissertation Award Committee, and as Research Chair of the National Summit on Research on Language and Literacy (NCRL). In 2010, Moje and colleague Robert Bain were awarded the Provost's Teaching Innovation Prize at the University of Michigan for their secondary teacher education pilot project, Teaching and Learning the Disciplines through Clinical Practice Rounds, which Bain and Moje developed and co-direct.

Friday a.m. Keynote – Teaching Youth to Navigate the Literate Contexts and Practices of Life

In this talk, Elizabeth Moje will situate the work of teaching high-level literacy skills to adolescents in two key contexts highly relevant to teaching and learning in today's society. One is the context of popular culture, or the texts that young people read, write, view, and talk about with passion and power. The second is the context of the disciplinary, or subject-area, domains of secondary school education, which young people must navigate to experience economic and political success in life after secondary school. Moje's goal, as a teacher and researcher, is to help youth move back and forth across the contexts of popular/youth cultures and the school subject-matter domains, to learn to read and write the challenging texts of school subjects by drawing from their sophistication and skill with the texts of popular and youth culture. In the talk, Moje will demonstrate some of the teaching practices she has found most successful in her own teaching and research, using data from her work with young people in Detroit, Michigan to illustrate both how to do the work and the power of what young people can achieve. At the same time, Moje will highlight the challenges to such work and will engage participants in a discussion of what kinds of contextual and structural supports are necessary for teachers and youth to be successful in subject-matter literacy teaching and learning.



Leyton Schnellert has been a middle and secondary school classroom teacher, and a learning resource teacher for K-12. He currently teaches at Simon Fraser University in the Master of Education in Educational Practice program. He continues to collaboratively plan, teach, and reflect with teachers and students through research and consulting activities. He is co-author of four professional books for teachers: Student Diversity (2006), Pulling Together: Inquiry, Assessment and Instruction (2009), It's All About Thinking: Humanities Edition (2009) and It's All About Thinking: Mathematics and Science Edition.

Friday p.m. Featured Speaker – Pulling Together Inquiry, Assessment and Instruction by Linking Content and Literacy

We are all reluctant readers and learners at some point in time, but we have a lot more control over our lives and learning than our students. In this session we will work together to explore ways to engage students with inquiry within units that connect assessment and instruction. Links will be made to backward design, universal design for learning, and reading and writing to learn.

Thursday, April 14, 2011

Morning Sessions

- 8:45 – 9:00** **Welcome** - Summit Chairpersons: Barb Galessiere, Carol Hryniuk-Adamov, and MRA President Fay Cassidy
Opening Remarks: IRA President-Elect Victoria Risko, Vanderbilt University
- 9:00 – 10:30** **T1** **Keynote Speaker:** Judith Irvin, Florida State University
 Adolescent Literacy Action Plans: Steps for School-wide Success
 Sponsored by: Reading Council of Greater Winnipeg
- 10:30 – 10:45** **Coffee Break** – an opportunity to visit with publishers
- 10:45 – 12:00** **Breakout Sessions:** Registrants will attend one of the following sessions:
- T2** **Developing, Implementing, and Monitoring a Literacy Action Plan**
Featured Speaker: Judith Irvin, Florida State University
Description: Many school and district literacy leaders struggle with how to develop, implement, and monitor a literacy action plan for their school(s). The five-stage Literacy Leadership Process shows educators exactly how to Get Ready, Assess, Plan, Implement, and Sustain a literacy improvement effort. Dr. Irvin will describe each stage and give several examples of how middle and high schools in various places enacted each of the stages of the process.
Sponsored by: Reading Council of Greater Winnipeg
- T3** **Comprehending for Real Reasons**
Featured Speaker: David Booth
How can we incorporate critical and creative comprehension strategies in our English program and our curriculum subjects so that our students will be able to make and construct meaning with a variety of text forms?
Sponsored by: Scholastic Canada
- T4** **I Am a High School Teacher, What Do You Mean I Have to Teach Them to Read?**
Speakers: Christine Fetterly (Sunrise School Division), Jennifer McKinnon (Louis Riel School Division), Tracie McDonald (Lord Selkirk School Division)
How can we determine our students' current reading level? How can we assess whether a text is at an appropriate readability level? How can we meet our students at their reading level and help them improve? This session aims to answer those questions and to provide teachers with take-away strategies as well as suggestions for novels and adapted texts to meet the needs of modern-day high school English classes.
Grade level: Senior Years
- T5** **Useable Strategies for Engaging Middle Years Students**
Speakers: Shauna Archer, Jordan Falconer, Thor Wiedenbacher (Louis Riel School Division)
ELA teachers will share three diverse units in a jigsaw style format. These units include creating a musical production, exploring social issues in themed book clubs as well as writing and producing video essays. Each of these units provides motivating and engaging opportunities for reluctant learners to integrate technology and develop autonomy while experiencing something new and unique. This presentation could be easily adapted for higher or lower grade levels.
Grade level: Middle & Senior Years

T6 Using Culturally Relevant Literacy to Build Identity & Literacy with Aboriginal Adolescents
Speaker: Donna Forsyth (Brandon University)
This presentation will explore the role of Aboriginal literature in supporting literacy and identity-building processes among Aboriginal Middle Years and High School students in southwestern Manitoba. The presenter will illustrate how Aboriginal literature was infused into the curriculum in purposeful ways that honoured traditional oral literacies, and will include hands-on opportunities for participants to examine the literature and the strategies that were used successfully to engage students across a range of reading levels. Grade Level: Middle & Senior Years

T7 Literacy, Academics and Language (LAL): Meeting the Needs of Adolescent EAL Learners with Limited Formal Education
Speakers: Dianna Turner (Manitoba Education), Sandra Melo (St. James-Assiniboia School Division), Cindy Petriw (Louis Riel School Division), Valerie Pierce (Winnipeg School Division)
Adolescent English as an Additional Language (EAL) learners with limited or interrupted formal education need intensive and accelerated programming that develops literacy, schooling practices, academic language, foundational content concepts, and North American life skills. This session will give an overview of work that is developing in Manitoba Education to meet the needs of these students, with examples of practice from several high school EAL Literacy programs. Grade Level: Middle & Senior Years

12:00 – 1:00 Lunch – Lunch & Learn with presentations from educators representing Manitoba school divisions

Afternoon Sessions

1:00 – 2:15 T8 Keynote Speaker: David Booth How Technology Can Support Striving Readers
Sponsored by: Scholastic Canada

2:15 – 2:30 Book Draws & Coffee Break – an opportunity to visit with publishers

2:30 – 3:30 Breakout Sessions: Registrants will attend one of the following sessions:

T9 Comprehending for Real Reasons Featured Speaker: David Booth
How can we incorporate critical and creative comprehension strategies in our English program and our curriculum subjects so that our students will be able to make and construct meaning with a variety of text forms?
*This is a repeat of the a.m. session. Sponsored by: Scholastic Canada

T10 A Literacy Skill Building Class
Speakers: Lise Simonson, Melanie Charbonneau (Winnipeg School Division)
The “who, how, what and why” components of our Gr. 9 Skills class will be explained and discussed. The session will focus on teaching the reading process, fostering vocabulary development and teaching text structures to improve both reading and writing. Student exemplars, videos, exercises and course activities will be shared. Strategies can be adapted across the curriculum in high school. Grade Level: Middle & Senior Years

T11 Assessing and Providing Feedback to Students on Their Writing: A Study of Practices in Grades 4-8 Classrooms across Canada
Speaker: Shelley Stagg-Peterson (Ontario Institute for Studies in Education, University of Toronto)
This presentation will report the findings from a three-year study that examined 216 teachers’ feedback and assessment practices in grades 4-8 classrooms across Canada’s 10 provinces and two of three territories. Implications for effective feedback on student writing and for effective assessment practices will be discussed. Grade Level: Senior Years

- T12 Steps to Success with Adolescent Proficient Readers/Learners in Multi-age/Multi-levelled Classrooms in Manitoba**
Speakers: Julie Ann Kniskern (Brandon University), Angela Tascona (Brandon School Division)
This presentation will highlight the results from a three-year study of proficient readers in grades 5-8, conducted in multi-age/multi-grade classroom. The presenters will share student successes, especially in regards to the students' engagement with text and the connections to their growth in writing. Students and parents will also present their own stories of literacy success. Grade Level: Middle Years
- T13 Pooling the Knowledge: Using Talk and Text Sets to Make Meaning in Science**
Speakers: Shelley Warkentin (Manitoba Education), Danièle Dubois-Jacques (Manitoba Education: Bureau de l'éducation française)
This session will explore how talk and text sets can support diverse learners in exercising scientific thinking, building scientific understandings, and using the discourse of science. Participants will have the opportunity to reflect on practical classroom strategies for building and using multi-genre text sets and harnessing the "talk" in science. Grade Level: Senior Years
- T14 Comprehension Strategies for 21st Century Learners**
Speaker: Margaret Murray (River East Transcona School Division)
Our students need to develop strong literacy skills to communicate effectively, participate fully in their communities and contribute to society. Today, employees are technology-driven and this requires new and different skills. Therefore, we as classroom teachers need to motivate and engage our adolescent learners by making reading across the content areas relevant to students' lives. Through comprehension strategy instruction, students learn a set of "tools" that assist them in improving their reading comprehension. Classroom teachers must lead the way. These strategies have worked at Kildonan-East, a comprehensive high school that offers a broad range of program choices for its students. Grade level: Senior Years
- T15 Adolescents Revealing their Content Knowledge in Electronic Literacy Environments Using Case-Based Instruction to Explore the Mystery Novel**
Speaker: Marino Alvarez (Tennessee State University)
During this session, participants are given handouts and shown how students access documents and resources on a teacher-made CD/DVD, make electronic hierarchical concept maps (e.g. CmapTools), engage in time writing a visual aides guide, a thematic organizer, and write a final report in the genre and style used by the A. Conan Doyle's Sherlock Holmes story The Red-Headed League. Grade level: Senior Years

Thursday, April 14, 2011

Time: 3:45 -5:00 p.m.

Poster Sessions: Featuring adolescent literacy research, school programs and projects.

Learn about the recent adolescent research and innovative classroom/school projects and programs that have demonstrated success in Manitoba and beyond.

Poster Sessions:

1. Focus on Success – Meeting the Needs of Diverse Learners in High School

Presenter: Germaine Norberg (Winnipeg School Division)

This Poster Session will explore the **Focus on Success** program for students in grades 9-12 at Grant Park High School. This program is for students in the mainstream who are at risk of failing or dropping out for a variety of reasons. Individuals facing issues such as anxiety, ADHD, auditory processing problems or learning disabilities, Asperger's Syndrome, or family problems can find the normal demands of school to be overwhelming. **Focus on Success** is a program which enables students to be successful by providing them with a manageable school experience where they can focus on one academic subject at a time.

Grade Level: Senior Years

2. Learning to Write and Writing to Learn – Middle Years Literacy Support

Presenter: Joanna Campbell (Brandon School Division)

This poster session will explore the findings of a middle years action research project in the area of middle years literacy support. This session will focus on the different strategies to support writing skills for struggling and non-writers at the middle years. There will be a particular focus on boys from the project and the connection between reading and writing for this group.

Grade Level: Middle Years

3. Engineering Scientific Minds of the Future: Building Scientific Literacy

Presenter: Sandra Harrison (Brandon School Division)

This poster session will spotlight a project focused on Middle Years Scientific Literacy. The purpose of this project was to expose students to a variety of scientific disciplines while meeting the grade 5 curricular outcomes in science. More specifically, the goal of the project was for students' interest to be fostered in specific scientific areas by connecting with community members in a variety of scientific fields. This project engaged students in the scientific inquiry process and built scientific literacy while students explored a chosen scientific career of interest.

Grade Level: Middle Years

4. The Art of Communication: An Interdisciplinary Teaming Approach

Presenters: Angie Burdett, Wendy Murray, Nick White, Cynthia Sheppard, Verna Martin, Yvonne Barker, Linda Daniels (Frontier School Division, Area 3)

This innovative team of high school teachers from Wanipigow School will share their interdisciplinary learning experience. Come see how English Language Arts, Social Studies, Health and Resource can come together at the grade nine level to create a more nurturing, supportive, and culturally sensitive atmosphere for grade nine students as they transition into high school.

Grade Level: Senior Years

5. Graphic Novels: Building an Awareness of Author, Style and Intervention Through Creation

Presenter: Don Cuggy (Brandon School Division)

This poster session will explore a unit of study in which middle years students engaged with and analyzed graphic novels before creating their own versions of graphic novels. This unit provided an excellent opportunity for students to engage with and develop an understanding of author intention and purpose through writing and visuals and gave students a better sense of their own creative process as authors of their own graphic novels.

Grade Level: Middle Years

6. Evaluating Resources with Aboriginal Content

Presenters: Jennifer Lamoureux, Pat Malis, Dina Arsenault, Adrienne Doole, Robert Kennedy (Seven Oaks School Division)

Have you ever questioned the contents of a resource depicting Aboriginal Peoples? There are many books and teaching resources in our schools that are old and outdated. These books, and even those that are published more recently, often portray Aboriginal peoples in an unfair and inaccurate way. This session will highlight some common points of concern, prepare you to look at resources with a more informed perspective, and send you away feeling more prepared to teach Aboriginal content in the classroom. Grade Level: Middle Years

7. Promoting Literacy through Publication of Student Work

Presenter: Dorene Meyer (University College of the North)

In her presentation, author and mentor to young writers, Dorene Meyer, will share about her own work with First Nations adolescent writers in Norway House, MB. Dorene will tell how she encourages and inspires young writers through the writing process to getting their work published. This session will focus primarily on the process of getting student work published. Grade Level: Middle & Senior Years

8. Aboriginal Summer Literacy Camps

Presenter: Rhonda Taylor (Frontier College)

This session will discuss an innovative program model used to engage children and youth in literacy based activities that will support and enhance their learning during the summer. Frontier College's Aboriginal Summer Literacy Camp model has been developed and implemented in a number of communities across the country, with the goal of providing a fun summer camp experience rooted in literacy development. Grade Level: Middle & Senior Years

9. Topic: Reading Plus – Literacy Improvement Project

Presenter: Dr. Terry Sherer (Culver-Stockton College of Canton Missouri)

This session will focus on research being done on the Reading Plus, a web-based literacy improvement project. It will highlight findings from the research and its impact on a group of college freshmen as well as on the outreach to two rural school districts where adolescent literacy is a challenge. This project seeks to develop foundational fluency and increases reading rate and comprehension for students of all ages and skill levels. Assessment tools and instructional programs are browser-based and are delivered through the internet. Students can work and instructors can monitor from any location with high speed internet access. The program is intensively reinforced with daily reading for pleasure, "authentic" reading, and content area vocabulary development. Grade Level: Middle Years

Note:

MRA does not endorse reading resources or programs.

Presence on this MRA Adolescent Literacy Summit program does not constitute endorsement of particular literacy materials or programs.

The Manitoba Reading Association would like to thank the following for their sponsorship:

- Manitoba Council of Reading Clinicians
- Pearson Education
- Portage and Main Press
- Scholastic Canada
- Reading Council of Greater Winnipeg

Thank you to Grant Park High School and Ecole River Heights School in Winnipeg School Division for their special support to the MRA Summit Planning Committee.

MANITOBA READING ASSOCIATION

Reception and Presentation of MRA Crocus Awards for Administrators and Literacy Advocacy

Thursday, April 14, 2011

Time: 4:30 -6:00 p.m.

Light snack will be provided. Cash Bar

Sponsor: Portage and Main Press

Presentation of the Manitoba Reading Association's Crocus Awards for Literacy to exemplary Manitoba Administrators and Literacy Advocates.

Please see the MRA website, www.readingmanitoba.org, for a nomination form to nominate a school administrator who fosters literacy in exemplary ways or a non-educator who advocates for literacy in an exemplary way. Deadline for nominations is February 2, 2011.

Portage and Main authors will be available to sign copies of their books. Books will be available for purchase.

Attending Authors and their recent works:

Shelley Stagg-Peterson (Books: Media & the Internet, Guided Writing Instruction, Teaching With Graphic Novels, Writing Across the Curriculum)

David Robertson (Stone [Book 1], Scars [Book 2], Ends/Begins [Book 3], The Life of Helen Betty Osborne)

Dave Leochko (Guiding Readers through Non-fiction, Key Strategies for Teaching Editing and Literature Circles, Tools and Techniques)

Tom Rossi (Guiding Readers through Non-fiction, and Key Strategies for Teaching Editing)

Friday, April 15, 2011

Morning Sessions

8:45 – 9:00 **Welcome and opening remarks**

9:00 – 10:30 **F1** **Keynote Speaker:** Karen Hume **It All Works When You Start Where They Are**
Sponsored by: Pearson Education

10:30 – 10:45 **Coffee Break** – an opportunity to visit with publishers

10:45 – 12:00 **Keynote and Breakout Sessions:** Registrants will attend one of the following sessions:

F2 **Teaching Youth to Navigate the Literate Contexts and Practices of Life**

Keynote Speaker: Elizabeth Moje (University of Michigan)

In this talk, Elizabeth Moje will situate the work of teaching high-level literacy skills to adolescents in two key contexts highly relevant to teaching and learning in today's society. One is the context of popular culture, or the texts that young people read, write, view, and talk about with passion and power. The second is the context of the disciplinary, or subject-area, domains of secondary school education, which young people must navigate to experience economic and political success in life after secondary school. Moje's goal, as a teacher and researcher, is to help youth move back and forth across the contexts of popular/youth cultures and the school subject-matter domains, to learn to read and write the challenging texts of school subjects by drawing from their sophistication and skill with the texts of popular and youth culture. In the talk, Moje will demonstrate some of the teaching practices she has found most successful in her own teaching and research, using data from her work with young people in Detroit, Michigan to illustrate both how to do the work and the power of what young people can achieve. At the same time, Moje will highlight the challenges to such work and will engage participants in a discussion of what kinds of contextual and structural supports are necessary for teachers and youth to be successful in subject-matter literacy teaching and learning.

F3 **Breaking Down the Myths: Boys' Journey to Literacy**

Speaker: Cory Leigh Nevill (Brandon School Division)

This session will explore the myth of boys as non-readers and non-writers. The session will discuss various aspects of boys' literacy, including choice of texts, relationship with the teacher and other adults, and the societal beliefs around boys and literacy. Evidence will be provided from current research into this area and also divisional achievement data and interviews with both boys and ELA teachers.

Grade level: Middle & Senior Years

F4 **Stories of Literacy change in a Junior High School**

Speakers: Andrea Neufeld, Leanne Braun, Tammy Loewen (Borderland School Division)

The literacy team at Parkside School will share their work to improve literacy in their building. When students leave their school, they want them to be better readers, writers and thinkers as well as more confident and respectful young citizens. One way they have worked at this big idea is by using Standard Reading Assessments to inform decisions for classroom and individual instruction. They will share stories from this journey from the perspectives of students, classroom teachers, resource teachers and administration.

Grade level: Middle Years

F5 Engagement in the Middle years Through Inquiry Block and Inquiry Cycle
Speakers: Carol Hill, Cathy Ann Winters (Louis Riel School Division)
Classroom teachers, administrators, and divisional curriculum coordinators will learn practical strategies (cooperative learning, word study, critical literacy), and about how a combined literacy block and inquiry approach can lead to student engagement in any Middle Years classroom. Presenters will share the theoretical understandings of what student engagement is and the instructional contexts that can lead to it. Content is based on personal thesis research and on-going action research within the classroom.
Grade level: Middle Years

F6 Significant Engagement - Critical Literacy and Nurturing Student Voice
Speakers: Donna Nentwig, Stephen Lewis (St. James-Assiniboia School Division)
The presentation will focus on Critical Literacy as an effective way of supporting high school students in becoming actively engaged in their learning, in reading texts from a critical stance, and in developing a confident and informed voice. The session will also highlight particular learning strategies to assist students in deconstructing, understanding, and responding critically and creatively to various texts. Participants will have an opportunity to read student responses and to examine ways student responses are assessed.
Grade level: Senior Years

F7 Middle and Senior Years Content Area Subjects – How Some Teachers are Increasing Student Engagement
Speaker: Donna Copsey Haydey (University of Winnipeg)
This session describes a Manitoba study that investigated the predominant instructional approaches of middle and high school content area teachers and the shared characteristics and challenges encountered by teachers whose teaching practices were largely student-centered. This presentation will share student-centered instructional practices that are evidence-based or supported by research, and ways that classroom teachers have adapted them into their content area subjects.
Grade level: Middle & Senior Years

12:00 – 12:45 Hot Lunch

12:45 – 1:00 Student entertainment and afternoon updates

Afternoon Sessions

1:00 – 2:15 Breakout Sessions: Registrants will attend one of the following sessions:

F8 Focus Groups
Educators will participate in focus groups to discuss educational issues impacting adolescents and make recommendations regarding adolescent literacy. Summaries of key recommendations will be presented in the final plenary session with all participants attending.
Grade level: Middle & Senior Years

F9 Pulling Together Inquiry, Assessment and Instruction by Linking Content and Literacy
Featured Speaker: Leyton Schnellert (Simon Fraser University)
Description: We are all reluctant readers and learners at some point in time, but we have a lot more control over our lives and learning than our students. In this session we will work together to explore ways to engage students with inquiry within units that connect assessment and instruction. Links will be made to backward design, universal design for learning, and reading and writing to learn.
Grade level: Middle & Senior Years

- F10 Strategic Teaching in the Differentiated Classroom** **Featured Speaker:** Karen Hume
 Explicit instruction in effective reading, writing and thinking strategies is foundational to student success across the curriculum. So is recognizing that students differ in how they learn. In this session, educator and author Karen Hume will use specific cross-curricular examples to show you how to marry these two practices in busy classrooms.
 Sponsored by: Pearson Education
- F11 Guiding Readers through Non-Fiction - Helping Students Make Sense of Non-Fiction Text**
 Speakers: Dave Leochko, Tom Rossi (Winnipeg School Division)
 This information session will provide educators with ideas for helping students make sense of expository text. The presenters will share some key knowledge that students should have about expository text and how we can help students become effective readers of non-fiction. Samples of student work from the classroom will be shared. Participants will receive a collection of sample resources. Grade level: Middle Years
- F12 Navigating Geographical and Cultural Terrain: A Cultural Studies Approach to Teaching English Language Arts**
 Speaker: Karen Magro (University of Winnipeg)
 Teaching ELA from the lens of cultural studies is an innovative way to foster critical literacy, intercultural competence and creativity. This approach invites students to explore a wide range of forms and genres. This presentation will involve participation from the audience, and specific activities designed to highlight the way intertextuality can be used will be demonstrated. Grade level: Senior Years
- F13 Your Epidermis is Showing – Medical Careers Exploration Program**
 Speakers: Rina Whitford, Leigh Brown (Winnipeg School Division)
 “Your Epidermis is Showing” is a review of the Children of the Earth High School/Pan Am Clinic Medical Careers Exploration Program that is in its fourth year at Children of the Earth High School. The program focuses on Aboriginal student achievement through authentic learning with expectations and advanced literacy skills in the field of medicine and medical careers. Grade level: Senior Years
- 2:15 – 2:30 Break** – an opportunity to visit with publishers
- 2:30 – 3:30 Plenary Session:** Presentation of recommendations from the summit Focus Groups to Manitoba Education, the International Reading Association, and education stakeholders. All summit participants are encouraged to attend.
- Book Draws:** You must be on site to receive book prizes
- 3:30 Concluding Remarks**

MRA Adolescent Literacy Summit - "A Call to Action" 2011

Planning Committee Chairs

Summit Co-Chairs	Barbara Galessiere and Carol Hryniuk-Adamov
Lunch & Learn Carousel	Susan Haywood and Angie Burdett
Summit Packages	Linda McPherson
Finance	Susan Barnabe
Hospitality	Linda McPherson and Susan Hayward
Local Arrangements	Barb Galessiere
Poster Session	Donna Forsyth, Donna Haydey and Linda McPherson
Program	Barb Galessiere and Carol Hryniuk-Adamov
Publicity	Fay Cassidy
Publisher Exhibits	Brenda Grieve
Registration	Arlene Kinden
Sponsorship	Barb Galessiere and Carol Hryniuk-Adamov
Technology	Christine Fetterly
Treasurer	Hanhsong Vuong

For additional information, please contact:

Barb Galessiere – bgalesiere@hsd.ca or
Carol Hryniuk-Adamov – cadamov@shaw.ca

Manitoba Reading Association Local Reading Councils and Special Interest Councils

Reading Council of Greater Winnipeg – President: Monica Wiebe

Brandon Reading Council – President: Susan Chzyk

Portage Area Reading Council – President: TBA

Pembina Escarpment Reading Council – President: Louise Duncan

Manitoba Council of Reading Clinicians – President: Esther Larson

Manitoba Reading Association Board of Directors

President: Fay Cassidy

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President-Elect: Barb Galessiere

IRA Provincial Coordinator: Carol Hryniuk-Adamov

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Northern: Angie Burdett

Manitoba Education: Shelley Warkentin

Eastman Region: Christine Fetterly

Post-Secondary: Carrie Subtelny

Susan Hayward

General Summit Information

A. PRE-REGISTRATION

- **Group Registration:**
 - Registrations postmarked by **February 1, 2011** will receive the group rate (8 or more registrants from the same school, division, or organization with payment on one cheque).
 - Group members can register at the members' rate.
 - Groups can register by school or school division.
- **Early Bird deadline: February 1, 2011**
 - Registrations postmarked after February 1, 2011 will be charged a \$25 late fee.

B. REGISTRATION

- **To avoid disappointment, register early.** Registration is limited.
- **To Register:** Mail registrations with payment to - **MRA Summit 2011,
1186 Devonshire Dr. W
Winnipeg, MB, R3W 1N1**
- **Cheques are payable to:** Manitoba Reading Association (in Canadian funds)
 - Your cancelled cheque is your assurance that you are registered. **A receipt will be in your Summit package. It will not be sent by mail.**
 - For confirmation prior to the Summit, send a stamped, self-addressed envelope with your registration form.

C. REFUNDS:

- Refunds will not be issued except due to illness. Requests must be submitted in writing no later than April 30, 2011, and include the necessary medical documentation.

D. HOTEL ACCOMODATIONS:

- **Summit hotel:** The following hotels have a block of rooms held for April 13-15 at the teachers' MTS rate. Room will be held up to March 31, 2011.
 - a. Victoria Inn - \$120 per night. Call 1-204-786-4801 Promotion code: 347520
 - b. Clarion Hotel - \$120 per night. Call 1-204-774-5110 Promotion code: 164339
 - c. Viscount Gort - \$105 per night. Call 1-204-775-0451
 - d. Sandman Hotel - \$109 per night. Call 1-204-775-7263 Promotion code: 63914

E. MEALS:

- Luncheons are included in your registration fee. If you have food allergies or special dietary concerns, please indicate on the registration form.

F. BREAKOUT SESSIONS:

- There will be a variety of breakout sessions held throughout the day as outlined in the Summit program. These sessions will be on a first come first serve for seating.

G. CONTACT:

- Questions regarding registration: Email – akinden@lssd.ca or phone 1-204-284-0351 (when leaving a message, please leave an evening contact number)

H. **SCENT FREE: We respectfully request that you refrain from wearing perfume/cologne/scented products at the summit. Thank you for your consideration.**



Summit Fees

	Early bird registrations accepted until Feb. 1, 2011				Late Registration (February 1 - April 13, 2011)			
	Group Rate (8 or more people at member rates) before Feb. 1, 2011							
	Teacher Candidate		Professional		Teacher Candidate		Professional	
	Member	Non-member	Member	Non-member	Member	Non-member	Member	Non-member
Thurs. & Fri.	\$125	\$135	\$250	\$270	\$150	\$160	\$275	\$295
One Day only	\$70	\$80	\$140	\$160	\$95	\$105	\$165	\$185

Please print clearly

Name: _____
(First) (Last) University, School Division or Employer

Address: _____
(Street or Box) (City/Town) (Province/State) (Postal/Zip Code)

Phone: _____
(Home) (Work)

Email: _____
(Home) Food Allergies or Dietary Concerns

I plan to attend the MRA reception on Thursday: ____ Yes ____ No

If you are registering for only one day, please check: ____ Thursday ____ Friday

Members: You are considered a member if you are a current member of the one of the reading associations listed below. Membership forms can be found at www.readingmanitoba.org. Please identify the council you are a member of:

- International Reading Association (IRA # _____)
- Reading Council of Greater Winnipeg
- Manitoba Council of Reading Clinicians
- Brandon Reading Council
- Portage Area Reading Council
- Pembina Escarpment Reading Council

Make cheque payable to: **Manitoba Reading Association** (cheques only; no purchase orders, Canadian funds)

Mail registrations (with payment) to - **MRA Summit 2011**
1186 Devonshire Dr. W
Winnipeg, MB, R3W 1N1

Questions regarding registration: email – akinden@lssd.ca or phone 1-204-284-0351 (when leaving a message, please leave an evening contact number)

SCENT FREE: We respectfully request that you refrain from wearing perfume/cologne/scented products at the summit. Thank you for your consideration.

Office Use Only:

Date Received: _____ Registration #: _____
Payment by cheque #: _____ Receipt #: _____