



Penn State Lehigh Valley  
and the  
Lehigh Valley Writing Project  
*present*

## 2008 Penn State Diverse Literacies Conference

*Teachers Teaching Teachers:  
Exemplary Instructional Practices in the Diverse Classroom*

*featuring **Patrick Shannon***

*Saturday, October 4, 2008 ❖ 8:00 a.m. – 2:30 p.m.*

*Bear Creek*

**Mountain Resort & Conference Center**



### **Meet Keynote Speaker – *Patrick Shannon***

Patrick Shannon is a former primary grade and preschool teacher and currently a Professor of Education at Penn State University. Dr. Shannon's main area of research is in literacy policy and its effects on teachers, students, and society.

His work typically takes an historical view, and he sees literacy policy as tied to social theories and practices which influence lives inside and outside school walls. He considers recent policy as viewing literacy as accurate, quick renderings of printed text, the ability to answer multiple choice questions about passages, and the capacity to write-to-prompt quickly using standard forms. However, in the lives of children and youth, literacy is often the practice of using symbols (of whatever type) to make claims about one's identity within a particular context for a particular audience. Dr.

Shannon believes both these definitions and all that might be between or beyond them on a continuum are based on understandings of possibilities of literacy in our lives.

A noted author and scholar, Dr. Shannon is a member of the Reading Research Hall of Fame and the author of 15 books, including Heinemann books *Text, Lies & Videotape* (1995), *Reading Poverty* (1998) and *Reading Against Democracy* (2007).

*Penn State Lehigh Valley Writing Project*

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# 2008 Penn State Diverse Literacies Conference

*Teachers Teaching Teachers:  
Exemplary Instructional Practices in the Diverse Classroom*

## PROGRAM SCHEDULE

8:00 – 8:30 AM

### **Registration**

*Location:* Woodland Area Hallway

### **Continental Breakfast**

*Location:* Willow Room, Woodland Ballroom Area

8:30 – 8:45 AM

### **Welcome**

*Location:* Willow Room, Woodland Ballroom Area

8:50 – 9:50 AM

### **ROUND I: BREAK-OUT SESSIONS** *(Select one of the following 6 options)*

1. **All I need to know about scaffolding I learned from Alton Brown**

*Type:* Workshop

*Location:* Winterberry Room, Woodland Ballroom Area

*Presenter:* Linda Long

*If you can appreciate how Alton Brown makes complex culinary feats accessible to the average cook on Good Eats, you can appreciate how scaffolding makes academic content accessible to ELLs in your classroom. Learn what scaffolding is, how it benefits you students, and how to use it in your lessons.*

2. **Multicultural literature - Ideas for the K-12 classroom**

*Type:* Workshop

*Location:* Evergreen Room, Mountain Ballroom Area

*Presenter:* Jill Purdy

*Participants in this session will learn ways to engage today's learner in diversity through literature. This presentation shares many multicultural titles, activities to engage the learner, and techniques to evaluate the quality of these titles. Attendees will be provided with a packet that includes annotated titles and other resources.*

3. **Words can hurt – words can heal: Building an inclusive language community in the classroom**

*Type:* Workshop

*Location:* Mountainside Room, Mountain Ballroom Area

*Presenter:* Michelle Kaschak

*In this session, we will define inclusive language and what it means for us and our students. Being aware of our word choice and using “people-first” language will help foster a sense of community. Participants will receive strategies and ideas to use in their own classrooms.*

4. **The Power of literacy: Integrating curriculum to create social awareness**

*Type:* Workshop

*Location:* Willow Room, Woodland Ballroom Area

*Presenters:* Mary Ann O'Neil & Bobbie Berry

*Participants will be engaged in opportunities to explore the use of historical and multicultural literature to address social and cultural issues. With the advent of Act 49, teachers may be facing changes that impact the delivery of teaching in all core subjects. Diversity and the needs of diverse groups within the school population will need to be addressed across all curricula.*

**ROUND I: BREAK-OUT SESSIONS**

### 5. *Inquiries in second language learning*

Type: Panel Session

Location: Spring Creek Room, Mountain Ballroom Area

- *Presentation Title:* Presenting multicultural literature to ELLs  
*Presenter:* Diana Rivera Moraes

*With a focus on Mexican American literature, we as teachers or future teachers can inspire our ELLs to engage in multicultural literature. I will focus on the House on Mango street by Sandra Cisneros and will introduce vignettes and the RAFT writing technique. Listening comprehension is assessed by the implementation of reading aloud and by watching short video clips on Mexico's history and culture.*

- *Presentation Title:* Practice makes perfect: Or does it? Does writing in a foreign language improve with practice?  
*Presenter:* Carolyn Roman

*Writing is one of the four components of language learning that together develop a student's language proficiency. This being the case, the presenter designed an activity to encourage writing in her Spanish 1 class. The results were phenomenal. Practice does make perfect! Writing certainly does improve with practice.*

- *Presentation Title:* Conversation strips in a high school Spanish classroom  
*Presenter:* Jennifer Chomo

*While speaking should be the most practiced skill in any world language classroom, true conversation in the target language is often neglected. This presentation investigates the results of introducing the concept of "Conversation Strips" as a means of both initiating and evaluating speaking at any level of second language learning.*

### 6. *Making improvement happen*

Type: Panel session

Location: Hemlock Room, Woodland Ballroom Area

- *Presentation Title:* Pre-service candidates' dispositions can be changed!  
*Presenters:* Lisa Schonberger, Carol Watson & Linda McMillan

*In order for our future teachers to be able to address the conference questions, pre-service teachers have to examine their personal belief systems and biases about others UNLIKE themselves. This presentation will share students' work and words about their personal journeys after taking a powerful course on discovering their dispositions.*

- *Presentation Title:* Improving reading in the middle  
*Presenter:* Davene Heckman

*In a day and age when accountability forces continued practice of standardized tests to increase scores, another approach is to increase the child's actual reading level. With respectful, motivating teachers and materials, reading levels can increase reading scores on standardized tests, even in middle school subgroups.*

- *Presentation Title:* Examining conflict through children's stories  
*Presenter:* Joanna Sullivan

*This presentation demonstrates how first graders perform on those critical thinking strategies used to examine story conflict. Through their art and writings, children reveal how closely their problems relate to those in the stories read. Handouts will summarize strategies used in the presentation.*

**VISUAL DISPLAY SESSION I & EXHIBITORS****VISUAL DISPLAY SESSION I**❖ **WebQuest Presentations***Location:* Fireside Room, Woodland Ballroom Area

1. *Anabolic steroids WebQuest*  
Brian Polaha & Jeff Casciani
2. *Pollution issues - A WebQuest*  
Alison Feichtel
3. *Adventure quest travel agency - A WebQuest*  
Donna Stevens, Melissa Cor & Stacy Lick

❖ **Inquiry Presentations (A)***Location:* Fireside Room, Woodland Ballroom Area

4. *Youth in transition: Creating a framework to encourage personal investment in life-long learning*  
Susan Chappell & Kristy Weidner-Gonzalez

❖ **Inquiry Presentations (B)***Location:* Mountain Hallway, Mountain Ballroom Area

1. *The role of vocabulary in ELLs ability to process new content knowledge*  
Kate Reiss
2. *Using graphic organizers in the social studies classroom to enhance the learning of ELL students*  
Jill Clymer
3. *Differentiation in the classroom*  
Christine Becker
4. *This is a stick up*  
Stacey Ellis
5. *Peer partner pairing to increase success*  
Dawn Connelly
6. *The effects of daily literature – Based instruction on the cognitive age vocabulary understanding of ELLs as measured by the PPVT-III*  
Kathryn Siegrist

**EXHIBITORS***Location:* Woodland Hallway, Woodland Ballroom Area

- ❖ Wilson and Associates
- ❖ Townsend Press
- ❖ New Readers Press
- ❖ Penn State Lehigh Valley Bookstore
- ❖ Lehigh Valley Writing Project

**ROUND II: BREAK-OUT SESSIONS (Select one of the following 5 options)****1. Building networks of Diverse Professional Allies**

Type: Workshop

Location: Winterberry Room, Woodland Ballroom Area

Presenter: Kira Baker-Doyle

*The presentation arises from a mixed-methods study of the social support networks of new teachers in urban schools. It describes how teachers' networks of Diverse Professional Allies (non-traditional support persons, such as students' parents and school volunteers) were key in helping them respond to student interests through their curriculum.*

**2. Creating Instructional strategies for the middle level classroom**

Type: Workshop

Location: Evergreen Room, Mountain Ballroom Area

Presenter: Patricia Walsh Coates &amp; Joseph Elias

*The purpose of this interactive presentation will be to explore different methods and approaches to learning and examine the various strategies for expressing lesson plan goals for the middle level future and current educator. Alternative teaching strategies need to be modeled in college level education classes so that future educators gain an understanding of successful classroom activities designed to engage students in the learning process.*

**3. Explorations in ESL Instruction**

Type: Panel Session

Location: Hemlock Room, Woodland Ballroom Area

- *Presentation Title:*The effect of a study driven approach to persuasive writing on at-risk learners and English Language Learners.  
*Presenter:* Nancy Lawrence

*A study-driven approach to persuasive writing was used to see if it would improve the writing skills of both at risk and second language learners. Different types of persuasive writing techniques were introduced and studied during a - week period. Students were to create both an advertisement and persuasive letters at the end of this study.*

- *Presentation Title:*The necessity of vocabulary development in the academic language and content knowledge of ELL  
*Presenter:* Jennifer Eisenhard

*This inquiry was inspired by the work of Ruby Paine on children in poverty. The presenter took what she learned from that resource and added the component of second language learning to the puzzle of how to instruct children that fall into both of those categories.*

- *Presentation Title:*Digging deeper and casting a wider net in L2 vocabulary study  
*Presenter:* Cheryl Michaeu

*The presenter reviews recent research on depth and breadth in vocabulary learning and provides suggestions for adding two foci to second language classes: Tasks for helping students develop deeper understanding and more sophistication in using new vocabulary, as well as tasks for efficiently increasing the size of their lexicon.*

**4. Using picture books to teach writing traits**

Type: Workshop

Location: Mountainside Room, Mountain Ballroom Area

Presenter: April Silimperi

*Today's educators are challenged with the daily task of teaching diverse learners with varying abilities. This workshop will demonstrate strategies for using picture books to teach writing traits and model techniques for improving word choice, sentence fluency, organization, ideas, voice and mechanics in a student's writing.*

**5. Giving ELLs a voice through writing**

Type: Workshop

Location: Spring Creek Room, Mountain Ballroom Area

Presenter: Heidi Faust

*This session provides an overview of the CLIU Your Authors' Event for ELLs, which has involved over 400 ELLs in writing their own "books" about their cultures and life stories. Participants will learn how to support ELLs in using their personal experiences to increase writing, identify activities that will actively involve ELLs in their writing process and support ELLs in improving PSSA writing skills as well as identify activities that support family literacy among English Language Learners.*

11:35 AM – 12:35 PM

**LUNCH**

Location: Willow Room, Woodland Ballroom Area

1:35 – 1:35 PM

**KEYNOTE SPEAKER – Patrick Shannon**

Location: Willow Room, Woodland Ballroom Area

Reading *Hidden Persuaders: Critical Literacy Beyond "Mad Men" and the Price of Gas*

1:40 – 2:30 PM

**VISUAL DISPLAY SESSION II & EXHIBITORS**

**VISUAL DISPLAY SESSION II**

❖ **Inquiry Presentations (A)**

Location: Mountain Hallway, Mountain Ballroom Area

1. *The effects of flashcard practice on a non-English speaker's letter and sound recognition*  
Erin George
2. *The use of visuals with ESL students in the American studies classroom*  
Lourdes Moreno
3. *The effects of journal writing in a first grade classroom*  
Gina Crugnale
4. *The use of dictation in reading*  
Cathy Heffelfinger
5. *The benefits of birding and the effects of journal writing and quickwrites on the biology of birds written by ELLs, reading, and special education*  
Tatiana Hernandez
6. *The effects of using the four square method of writing with ELL students*  
Heather Daub
7. *How can I use popular children's fiction in the classroom?*  
Kara Moore
8. *Using blogging to motivate reluctant writers*  
Jolene Vitalos
9. *Creating a school library that supports English language learners*  
Susan Kidron
10. *Cooperative learning / Role playing*  
Amanda Lattemann
11. *Using manipulatives with your ESL students*  
Kathy Skrapits

**EXHIBITORS**

Location: Woodland Hallway, Woodland Ballroom Area

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