



## **49<sup>th</sup> Annual Palmetto State Literacy Association Pre- Conference Session Descriptions**

\* Please note this schedule may be subject to change. Stay informed by checking our website or following us on our social media platforms: Instagram, Facebook, and X.

### **Pre-Conference Institute Session**

**8:00 AM – 3:00 PM – The session includes lunch and the book, *The Literacy Triangle***

***High Impact Literacy Triangle: Reading, Discussing, and Writing Across all Grade Levels and Content Areas***

LeAnn Nickelsen, Educator & Author

Educators face many challenges to satisfy all student's literacy needs. LeAnn offers strategies for meeting student needs, so they comprehend challenging texts and write in more complex and deeper ways. Students enjoy the processes, are fully engaged during the lesson, and grow tremendously in their literacy skills.

LeAnn calls the process the Magic Literacy Triangle: Reading, Discussing, and Writing – all in one power lesson! Teachers receive a resource full of reading tools, discussing tools, and writing tools to enhance reading engagement. They receive student-friendly conversation starters for richer discussions in all content areas. Teachers learn how to approach writing so that students want to write and accomplish the standards at the same time!

**Audience: All**

### **Pre-Conference Sessions**

#### **8:00 AM – 10:00 AM Sessions 1-3**

**Session 1 – “Igniting the Literacy Light & Lead” with Multilingual Learners (MLs):**

***Pathways to Promoting Academic Success with Student-Centered, Developmentally Appropriate Interactive Approaches.***

Dr. Bobbi Siefert, Furman & Ms. Melissa Oliver, Spearman Elementary School, Greenville

Special attention will be given to use of the following: “talk moves”, scaffolds for student learning outcomes, and structured, scaffolded reading and writing conversations and activities. Important to promoting language and literacies for MLs, presenters will show how these evidence-based literacy practices align support

World-class Instructional Design and Assessment (WIDA) professional goals that prepare educators to design scaffolded instruction of language and literacies to support standards and curricular objectives for MLs in the content areas.

The session will also cover the use of materials and resources such as graphic novels, picture books, and leveled texts that also assist with planning for linguistically relevant, supportive environments that promote MLs' learning in the content areas.

**Audience:** All

**Session 2 - *An Educator's Guide to Artificial Intelligence***

Dr. Lori Vinson & Dr. Ann Aust, North Greenville University

This hands-on, engaging experience delves into the power of Artificial Intelligence (AI). Using AI can help your efficiency, organization, and outcomes. Learn how to save time on lesson planning, differentiation, and personalized learning. You will be amazed at what AI can help you do!

**Audience:** Preschool/Kindergarten, Primary (1-3), Elementary (4-5), Middle (6-8), High School, College

**Session 3 - *Shifting From Word Walls to Sound Walls***

Keegan Wilson, Hand2Mind

Have you considered incorporating sound walls into your classroom? Are you aware of the distinctions between sound walls and word walls? Join this session to delve into the research backing sound walls and discover methods for moving away from traditional word walls. Understand the rationale behind sound walls and gain practical strategies for effectively transforming your teaching approach.

Keegan Wilson, hand2mind

**Audience:** Preschool/Kindergarten, Primary (1-3)

**10:30 AM – 12:30 PM Sessions 4-6**

**Session 4 - *Nurturing Authentic Writing in the Age of AI: Cultivating Ideas and Critical Thinking***

Dr. Dave Leshock & Cynthia Goodman, HMH consultants

In an era of AI, explore methods to maintain authenticity in student writing. Participants will engage in collaborative discussions, revise AI-generated pieces, and analyze multifaceted feedback. This session equips educators to foster originality and critical thinking, preparing students for the digital age while upholding academic integrity. Bring a computer to participate in the session.

**Audience:** All

### **Session 5 - *Lighting the Fire of Repeated Readings***

Angela Compton & Anna Williams, SC State Dept Office of Early Learning

**READ IT AGAIN, PLEASE!** In this session, participants will experience the power of repeated reading, extending dialogic reading to develop key foundational skills in meaningful contexts. From Preschool to Kindergarten, children ages 3–5 develop reading skills by leaps and bounds, and repetition makes a significant difference. By engaging in hands-on repeated reading activities, participants will discover how children’s brains make neural connections (synapses) that are stimulated over and over so that these connections become “hardwired.” Furthermore, this scientifically, evidenced- based practice helps students build confidence in their reading abilities, fostering a positive attitude towards reading and igniting the literacy light for lifelong learning and a love for literature!

**Audience:** PreK - 2<sup>nd</sup>

### **Session 6 - *Bringing the Magic Back to Literature with the Lost Art of the Read Aloud***

Landra Jennings, Author

Strategies for helping your learners rediscover their love of reading and stories through creating more purposeful read-aloud time. Tips and techniques will be discussed, in addition to modeling and small group work, to ensure you leave the session with the right tools to implement solutions. Handouts and giveaways.

**Audience:** Primary (1-3), Elementary (4-5), Middle (6-8)

## **2:00 PM – 4:00 PM Sessions 7-9**

### **Session 7 - *READING, ART AND THE SCIENCE OF LITERACY***

Dr. Christina Hardin, Aiken Intermediate School

By marrying ART and LITERACY, we effectively partner the vital components visual art contributes to effective writing, illuminating the intricate interplay of reading comprehension, transcription, sentence construction, genre, and content knowledge, as well as the process of planning, revising, and editing.

**Audience:** Preschool/Kindergarten, Primary (1-3), Elementary (4-5), Middle (6-8), High School, College

### **Session 8 - *Cogitate My Coaching***

Becca Doswell, Educational Consultant

Coaching is not fixing. It is a shared experience for teachers to construct their own ideas, thoughts, and understanding based on student needs. In this session, Becca Doswell, Literacy Lady educational consultant, will provide opportunities for reading

coaches to study the SCCCR ELA Standards through the lens of a coach. They will have the opportunity to hone their coaching skills to build teacher capacity in reading and writing, creating success within their schools.

**Audience:** Elementary Reading Coaches

**Session 9 - *Letters? Words? Sentences? Oh My! Let's give comprehension a try!***

Dr. Stacey Wilson, Voorhees University, Jessica McCormick, Orangeburg County School District, & Dr. Jennifer Logan, EPI Center

Attendees will learn about Graphic Organizers used as the change idea to address students' comprehension of informational texts and increase their achievement level on the mastery connect assessment. Attendees will be presented with pre- and post-data that show the success of the change idea. Visual artifacts and a video snippet of the change idea in practice with the population will be presented

**Audience:** Elementary (4-5)

**Session 10 - *Enhancing Learning Through Kidwatching: A Responsive Feedback Approach***

Beth White, Dr. Elizabeth Crocker, & Jenny Powell, University of South Carolina

In this session, participants will explore the practice of kidwatching and how it can be used to enhance the learning experience for readers and writers. Through careful observation and analysis, educators can gain valuable insights into their students' understanding and skills. This information allows teachers to provide more effective, responsive feedback tailored to the needs of each learner.

Learning is a continuous process. Kidwatching, as defined in 2002, is a method that allows educators to immerse themselves in this process to gain insights into what a learner knows, can apply, and might confuse. The information gathered through the skill of kidwatching informs a teacher's ability to provide responsive feedback. This session aims to help participants reflect on the value of kidwatching and the support it offers to readers and writers.

**Audience:** All