

# **Journal of Literacy Innovation Conference 2024**

## **Presentation Information**

# **JOURNAL OF LITERACY INNOVATION**

**THE JLI CONFERENCE**

**ANNOUNCING THE 2024 JLI VIRTUAL CONFERENCE**

**CONFERENCE THEME: INCLUSIVE LITERACY  
INSTRUCTION**

## **PREP-Primary Reading Engagement Program**

**Presenter:** Jeannie Votypka, Ph.D.

**Abstract:** This presentation highlights an evidence-based reading motivation program for students in kindergarten through third grade. PREP, Primary Reading Engagement Program, involves book choice, contingent reward (reward related to reading), and parental involvement to empower students to change their out of school reading behaviors. The presentation outlines the research behind the program and the practical implication in the classroom.

**Link:**

<https://bw.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=08469405-6c5f-4590-96c7-b115011c029e>

## **Telling Our Story and Exploring Our Place: Developing Curriculum to Support Rural Students in the Secondary ELA Classroom**

**Presenter:** Heather Lynn Wright, Ph.D.

**Abstract:** This presentation describes a place-based curriculum developed for senior English students in rural western North Carolina. The goal of the project was to craft a curriculum that would support rural adolescent students taking college composition their senior year of high school, exploring what is “home” and how place impacts us.

**Link:**

[https://drive.google.com/file/d/1t1m5dd-iJ-HPLgo5beaHZYcjtcV6\\_HNR/view](https://drive.google.com/file/d/1t1m5dd-iJ-HPLgo5beaHZYcjtcV6_HNR/view)

## **Adapting Curriculum and Programs: Navigating Science of Reading Legislation for Teacher Preparation in North Dakota and Wisconsin**

**Presenters:** Dr. Sonja Brandt & Dr. McKenzie Rabenn

**Abstract:** Explore state legislations' impact on teacher preparation programs in North Dakota and Wisconsin with a focus on Science of Reading mandates. Featuring examples from each state, we share practical insights and lessons learned for navigating evidence-based instruction, emphasizing the shift towards evidence-based practices in reading instruction.

**Link:**

<https://und.yuja.com/v/SoRinNDWI>

## **Increasing Teacher Clarity: Using Standards-Aligned Exemplars in Small-Group Reading Interventions**

**Presenter:** Stephen Winton, Ed.D.

**Abstract:** Amidst standardized-testing pressures, how can teachers support best-practice instruction in reading interventions? This session explores a small-group instructional framework that combines the use of standards-aligned exemplars and reading authentic texts. Results and discussion from high-stakes testing data and teacher focus groups are shared.

**Link:**

[https://youtu.be/EDyYs\\_raRkQ](https://youtu.be/EDyYs_raRkQ)

## **Queer Literacy Practices in ELA Classrooms**

**Presenters:** Clint Whitten & Josh Thompson

**Abstract:** This session will examine Queer literacy practices that can be applied in English Language Arts classrooms. Presenters will begin by exploring what Queer means in terms of pedagogical practices and then will elaborate on specific practices, resources, and texts that can help ELA educators incorporate Queer literacies in their classroom.

**Link:**

[https://youtu.be/RN4e\\_II3-pk](https://youtu.be/RN4e_II3-pk)

## **Beyond the Programs: Foundational Literacy Strategies for Classrooms with Emergent Learners**

**Presenters:** Dr. Hiawatha Smith & Dr. Stephan Sargent

**Abstract:** This session will highlight the importance of foundational literacy skills within elementary classrooms. Attendees will explore phonological and phonemic awareness strategies that can be integrated beyond literacy programs. A wealth of research, instructional strategies, and fun classroom activities to creatively engage and support emergent learners will be shared with attendees.

**Link:**

<https://youtu.be/QvRUjW9hv6U>

## **Inclusive Literacy Instruction in Spanish Universities for Future Teachers of English as a Foreign Language and its Literatures**

**Presenter:** Johari Murray, Ph.D.

**Abstract:** Given the interdisciplinary nature of Children's and Young Adult Literature (ChYAL), teacher preparation programs from around the world hold the potential to offer pragmatic solutions and transformative insights for inclusive literacy instruction in English language learning. The goal to train future teachers of English languages and its literatures needs transnational perspectives to better inform and enrich literacy instruction and critical thinking practices. Special thanks to Dr. Kira Mahamud for collaborating with data, insights and encouragement.

### **Links:**

**Part One:** <https://youtu.be/Egq9gKhUZb4?si=5gvcTXdyEiBN5vbm>

**Part Two:** <https://youtu.be/dwpITHOzjCE?si=zpmZ7SrTGYvIOAgY>

## **Grammar Inquiries: An Inquiry- and Asset-Based Approach to Grammar Instruction**

**Presenter:** Dr. Sean Runday

**Abstract:** This presentation describes an inquiry- and asset-based approach to grammar instruction. This method connects inquiry-based instruction, essential questions, and students' authentic language experiences to the teaching and learning of grammar. This approach centers students in inclusive and asset-based ways while helping them learn the importance of grammatical concepts.

### **Link:**

<https://www.youtube.com/watch?v=Bnr0gKerf10>