



2008 Reading Conference

Literacy Leadership and the Science of Reading

Friday, November 7, 2008
Manchester Grand Hyatt, San Diego

*Sponsored by the CSU Office of the Chancellor and the CSU Center for the Advancement of Reading (CAR)
in collaboration with the Association of California School Administrators (ACSA)*

Program at a Glance

8:00 a.m. – 8:30 a.m.
Registration and Coffee

8:30 a.m. – 11:00 a.m.
Opening General Session

- *Welcome and Opening Remarks*
- *Keynote Presentation*

11:00 a.m. – 12:15 p.m.
Lunch (on your own)
ACSA Exhibits

12:15 p.m. – 12:30 p.m.
CAR Announcements

12:30 p.m. – 1:30 p.m.
Concurrent Sessions

1:45 p.m. – 2:45 p.m.
Concurrent Sessions

3:15 p.m. – 5:15 p.m.
ACSA General Session

8:30 a.m. — 11:00 a.m.
Opening General Session
Manchester Ballroom A/B/C

Welcome and Opening Remarks

Nancy Brynelson and Hallie Yopp Slowik
Co-Directors, Center for the Advancement of Reading
California State University Office of the Chancellor

Beverly Young
Assistant Vice Chancellor, Academic Affairs
California State University Office of the Chancellor

Keynote Presentation

You Are What You Read: The Story and Science of the Reading Brain

Maryanne Wolf, Tufts University

We were never born to read. Humankind invented reading only a few thousand years ago. And with this invention, we changed the very organization of our brain, which in turn expanded the ways we were able to think, thus altering the intellectual evolution of our species.

Using a vivid and elegant multidisciplinary approach, Maryanne Wolf explains both the far-reaching effect that written language has had on human development, as well as the extraordinarily complex cognitive, linguistic, and perceptual feat of learning to read and write. And while she grounds *Proust and the Squid* in historical and scientific fact, she also manages to anchor complicated ideas with down-to-earth examples and lively anecdotes from the worlds of science and literature.

12:15 p.m. — 12:30 p.m.
CAR Announcements
Manchester Ballroom A/B

12:30 p.m. — 1:30 p.m.
Concurrent CAR Sessions

State Policy Developments in Reading, 2008-2009 (Manchester Ballroom A/B)

Nancy Brynelson, CSU Center for the Advancement of Reading
Thomas Adams, California Department of Education
Teri Clark, Commission on Teacher Credentialing

This academic year promises to be an important transition year for teachers who teach reading/language arts in California and for faculty who prepare teachers to teach. In this session, the presenters will share the most current information about the

adoption of new instructional materials in reading/language arts and English language development; changes in the standards in reading/language arts for Multiple Subject, Single Subject, and Reading Certificate and Specialist credential candidates; and changes in the Reading Instruction Competence Assessment (RICA).

Top Ten Ways to Teach Vocabulary (Manchester Ballroom C)

Shira Lubliner, CSU East Bay

This workshop will focus on 10 research-based methods that teachers can use to strengthen students' vocabulary and build comprehension. Handouts including reproducible activities will be provided.

1:45 p.m. — 2:45 p.m.
Concurrent Sessions

Leading Literacy Improvement (Manchester Ballroom A/B)

Douglas Fisher and Nancy Frey, San Diego State University

Improving literacy achievement requires a concerted effort from informal and formal school leaders. In this session, the presenters will explore five focus areas, including English-language arts instruction, content-area instruction, wide reading, struggling readers, and schoolwide support. In addition, the presenters will discuss classroom observations and what to look for in terms of quality literacy teaching.

The Early Assessment Program and the Expository Reading and Writing Course: Improving Student Success (Manchester Ballroom C)

Zulmara Cline, CSU Office of the Chancellor
Kim Flachmann, CSU Bakersfield

In an attempt to reduce the need for remediation of college freshmen, the CSU, in collaboration with school districts and county offices around the state, has implemented the Early Assessment Program (EAP). The EAP includes an enhanced California Standards Test in grade 11 for early identification. Additionally, the Expository Reading and Writing Course (ERWC) is offered as an option for college-bound students who need to improve their skills. This full-year college preparatory English course emphasizes the in-depth study of expository, analytical, and argumentative reading and writing. In this workshop, participants will learn about these collaborative CSU early identification and intervention programs designed to improve student success and college access.

3:15 p.m. — 5:15 p.m.
ACSA General Session