







# 26th National Reading Styles Conference — Sunday, July 11, 2010








7:30-8:30	REGISTRATION					
8:30-10:00	0.1 (I/I) Napoleon Ballroom		Teaching with the Brain in Mind		Eric Jenson	
10:00-10:15	Break					
10:15-11:15	0.2 (I/I) Napoleon Ballroom		Powerful Interventions for K-12 At-Risk Readers		Marie Carbo	
11:15-11:45	Break					
11:45-12:45	2.1 (I/2) Versailles  <b>How to Use Power Reading® Online™</b> (For Teachers)  <i>Carbo/Hinds/Queiruga</i>	7.2 (I/I) Oak Alley  <b>Differentiation of Instruction</b> <i>Robert Katulak</i>	1.6 (I/2) Jasperwood  <b>What About a Reading Lab?</b> <i>James/Stogner</i>	6.11 (I/2) Durham  <b>Rediscover Reading with Novels</b> <i>Martinez/Weppler</i>	6.8 (I/2) Elmwood  <b>Reading Comprehension Strategies with Style</b> <i>Jill Haney</i>	6.9 (I/I) Magnolia  <b>Using Music in the Classroom to Enhance Learning</b> <i>Bob King</i>
	<p><b>SHADED SESSIONS</b> are the most basic reading styles training. Attend as many shaded sessions as possible, if you have not attended NRSI trainings.</p>					
12:45-2:00	Lunch					

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Products for sale from 10:00 - 4:30  
Registration Area

All Sessions are held on the 3rd Floor

## Symbols = Level / Interest

 = All Levels	 = Secondary	 = Administrative
 = Elementary	 = Special Ed.	
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
# Sunday, July 11, 2010 (continued)

2:00-3:00	4.1 (1/1) Versailles  <b>Introduction to the Carbo Recording Method®</b> <i>Marie Carbo</i>	6.1 (1/2) Elmwood  <b>Designing Brain Compatible Environments</b> <i>Barbara Hinds</i>	4.6 (1/1) Warwick  <b>Continuum of Modeling Reading Methods (Secondary)</b> <i>Jill Haney</i>	7.7 (1/2) Rosedown  <b>Creating a Curriculum with "Style"</b> <i>Kissell/Starks</i>	9.1 (1/2) Jasperwood  <b>Color-Coded Multiplication and Division</b> <i>Jennifer Queiruga-Swingle</i>	6.2 (1/1) Magnolia  <b>Mind Mapping</b> <i>Bob King</i>	2.5 (1/2) Durham  <b>How to Teach NRSI's Letterville® Phonics Program</b> <i>Janet Martin</i>
	6.10 (1/2) Belle Chasse  <b>Pre-Reading Strategies for Grades 6-12</b> <i>Kay Douglas</i>	<i>Break</i>					
3:00-3:15	<i>Break</i>						
3:15-4:15	4.4 (1/2) Versailles  <b>Managing the Carbo Recording Method®</b> <i>Barbara Hinds</i>	5.6 (1/2) Belle Chasse  <b>7 Great Ways to Learn Vocabulary K-12</b> <i>Kay Douglas</i>	2.3 (1/2) Jasperwood  <b>Motivating Reluctant Readers with Recorded Comic Books</b> <i>Jennifer Queiruga-Swingle</i>	7.7 (2/2) Rosedown  <b>Creating a Curriculum with "Style"</b> <i>Kissell/Starks</i>	7.3 (1/2) Melrose  <b>Fast and Fun Activities to Improve Comprehension</b> <i>Linda Queiruga</i>	10.2 (1/2) Magnolia  <b>Power Up with the Power Reading® Assessment Kit &amp; CDs</b> <i>Augustine/King</i>	8.4 (1/1) Warwick  <b>Management for Secondary Students</b> <i>Jill Haney</i>
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



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# Monday, July 12, 2010

8:30-10:00	0.3 (1/1) Napoleon Ballroom	<b>A Framework for Understanding Poverty</b>	<i>Rita Pierson</i>
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*Break*

10:30-11:30	1.1 (1/1) Versailles  <b>Overview of Power Reading® Online™</b> (For Principals & Administrators)  <i>Carbo/Hinds/Queiruga</i>	2.6 (1/1) Belle Chasse  <b>Intro to Colored Overlays: The See It Right® Assessment</b> <i>Dorothy Henson-Parker</i>	4.5 (1/2) Melrose  <b>Continuum of Modeling Reading Methods (Elementary)</b> <i>Dotti Augustine</i>	5.3 (1/2) Oak Alley  <b>Writing with Style!</b> <i>Jennifer Queiruga-Swingle</i>	1.6 (2/2) Jasperwood  <b>What About a Reading Lab?</b> <i>James/Stogner</i>	9.2 (1/1) Rosedown  <b>Reading Styles and Gardner's Multiple Intelligences</b> <i>Robert Katulak</i>	6.8 (2/2) Elmwood  <b>Reading Comprehension Strategies with Style</b> <i>Jill Haney</i>
	6.4 (1/2) Magnolia  <b>Motivational Concerns of Struggling Readers</b> <i>Bob King</i>	8.1 (1/2) Durham  <b>How to Manage a Reading Lab or Resource Room</b> <i>Janet Martin</i>					

*Break*








11:45-12:45	1.3 (1/2) Rosedown  <b>Creating School/District-Wide RTI Programs Based on the Carbo Program</b> <i>Robert Katulak</i>	6.7 (1/2) Melrose  <b>Active Participation is the Key to Learning Vocabulary</b> <i>Linda Queiruga</i>	2.3 (2/2) Oak Alley  <b>Motivating Reluctant Readers with Recorded Comic Books</b> <i>Jennifer Queiruga-Swingle</i>	4.4 (2/2) Jasperwood  <b>Managing the Carbo Recording Method®</b> <i>Barbara Hinds</i>	7.1 (1/2) Versailles  <b>Differentiated Instruction: Good Recipes for Classroom Instruction</b> <i>Doxey/Nickels/Walters</i>	10.1 (1/2) Elmwood  <b>Using Reading Styles to Improve Test Scores</b> <i>Jill Haney</i>	6.5 (1/2) Magnolia  <b>Charm a Child—An Affective Tool for Reading Strategies</b> <i>Bynum/Coughlin</i>
	2.4 (1/2) Durham  <b>Sight Words That Stick</b> <i>Janet Martin</i>	<b>SHADED SESSIONS</b> are the most basic reading styles training. Attend as many shaded sessions as possible, if you have not attended NRSI trainings.					

*Lunch*

















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# Monday, July 12, 2010 (continued)








2:00-3:00	2.7 (1/1) Warwick  <b>Colored Overlays: Individual Assessment from See It Right® Part I</b> <i>Dorothy Henson-Parker</i>	7.5 (1/1) Versailles  <b>Power of 2: Inclusion Strategies</b> <i>Doxey/Nickels/Walters</i>	7.3 (2/2) Melrose  <b>Fast and Fun Activities to Improve Comprehension</b> <i>Linda Queiruga</i>	3.2 (1/2) Jasperwood  <b>Identifying Students' Strengths Using the Individual RSI® Profile</b> <i>Barbara Hinds</i>	8.2 (1/2) Elmwood  <b>Styles Across the Curriculum</b> <i>Jill Haney</i>	10.2 (2/2) Magnolia  <b>Power Up with the Power Reading Assessment Kit &amp; CDs</b> <i>Augustine/King</i>	5.6 (2/2) Durham  <b>7 Great Ways to Learn Vocabulary K-12</b> <i>Kay Douglas</i>
	8.1 (2/2) Oak Alley  <b>How to Manage a Reading Lab or Resource Room</b> <i>Janet Martin</i>	3.1 (1/3) Belle Chasse  <b>Demonstration of the RSI</b> <i>Foley/Queiruga-Swingle</i>					
3:00-3:15	<i>Break</i>						
3:15-4:15	2.7 (1/1) Warwick  <b>Colored Overlays: Individual Assessment from See It Right® Part II (must attend Part I)</b> <i>Dorothy Henson-Parker</i>	5.4 (1/2) Melrose  <b>Reading on the Move: Reaching Your Kinesthetic Kids</b> <i>Miller/Sullivan</i>	9.1 (2/2) Jasperwood  <b>Color-Coded Multiplication and Division</b> <i>Jennifer Queiruga-Swingle</i>	2.5 (2/2) Rosedown  <b>How to Teach NRSI's Letterville® Phonics Program</b> <i>Janet Martin</i>	5.7 (1/2) Magnolia  <b>Why Donald Ray Enjoyed His Reading Today</b> <i>Chloe Brown</i>	11.1 (1/1) Durham  <b>Writing for Publication</b> <i>Bob Cole</i>	6.4 (2/2) Belle Chasse  <b>Motivational Concerns of Struggling Readers</b> <i>Bob King</i>
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# Tuesday, July 13, 2010








7:30-8:30	3.1 (2/3) Jasperwood  Demonstration of the RSI						Foley/Queiruga-Swingle		
8:30-10:00	0.4 (1/1) Napoleon Ballroom						Telling Stories on Paper		Steven Kellogg
10:00-10:30	<i>Break</i>								
10:30-11:30	2.8 (1/1) Durham  <b>Colored Overlays: New Group Assessment From See It Right® Part I</b> <i>Dorothy Henson-Parker</i>	6.7 (2/2) Melrose  <b>Active Participation is the Key to Learning Vocabulary</b> <i>Linda Queiruga</i>	1.5 (1/1) Oak Alley  <b>Facilitating School- Wide Reading Styles</b> <i>Robert Katulak</i>	10.3 (1/2) Belle Chasse  <b>Radical Reading + Technology = Daily Assessment</b> <i>Loos/Martin/Rockwell</i>	2.2 (1/2) Rosedown  <b>Using the Power of Power Reading®</b> <i>Kissel/Starks</i>	3.2 (2/2) Magnolia  <b>Identifying Students' Strengths Using the Individual RSI® Profile</b> <i>Barbara Hinds</i>	3.1 (3/3) Jasperwood  <b>Demonstration of the RSI</b> <i>Foley/Queiruga-Swingle</i>		
	8.2 (2/2) Elmwood  <b>Styles Across the Curriculum</b> <i>Jill Haney</i>								
11:30-11:45	<i>Break</i>								
11:45-12:45	2.8 (1/1) Durham  <b>Colored Overlays: New Group Assessment From See It Right® Part II (must attend Part I)</b> <i>Dorothy Henson-Parker</i>	6.6 (1/2) Belle Chasse  <b>Tackling That Textbook—Oh, My!</b> <i>Kay Douglas</i>	1.4 (1/1) Melrose  <b>Starting With a Reading Lab</b> <i>Linda Queiruga</i>	1.3 (2/2) Oak Alley  <b>Creating School/District- Wide RTI Programs Based on the Carbo Program</b> <i>Robert Katulak</i>	1.8 (1/2) Jasperwood  <b>Tips and Tools to Build Family Partnerships</b> <i>Benton/Brantley/Speed</i>	2.2 (2/2) Rosedown  <b>Using the Power of Power Reading®</b> <i>Kissel/Starks</i>	6.1 (2/2) Magnolia  <b>Designing Brain Compatible Environments</b> <i>Barbara Hinds</i>		
	4.2 (1/1) Warwick  <b>Tools and Tips for Making Great Carbo Recordings</b> <small>(Bring Power Reading Samples to session)</small> <i>Augustine/King</i>			<b>SHADED SESSIONS</b> are the most basic reading styles training. Attend as many shaded sessions as possible, if you have not attended NRSI trainings.					
12:45-2:00	<i>Lunch</i>								

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# Tuesday, July 13, 2010 (continued)

2:00-3:00	2.1 (2/2) Elmwood  <b>How to Use Power Reading® Online</b> (For Teachers)  <i>Carbo/Hinds/Queiruga</i>	1.7 (1/1) Melrose  <b>Starting a Reading Styles Program: A Guide for School Leaders</b>  <i>Judy Gaspard</i>	6.3 (1/2) Oak Alley  <b>LEAD AND READ— See, Hear, Say and Track to Better Reading!</b>  <i>Entrichell/Martin</i>	1.8 (2/2) Jasperwood  <b>Tips and Tools to Build Family Partnerships</b>  <i>Benton/Brantley/Speed</i>	5.1 (1/2) Rosedown  <b>Designing Hands-On Activities for Power Paks</b>  <i>Favre/Kissell/Starks</i>	6.6 (2/2) Belle Chasse  <b>Tackling That Textbook—Oh, My!</b>  <i>Kay Douglas</i>	8.3 (1/2) Magnolia  <b>Easy and Fun Management Techniques</b>  <i>Jennifer Queiruga-Swingle</i>
		8.5 (1/2) Warwick  <b>What Does a Secondary Class Period Look Like?</b>  <i>Jill Haney</i>	4.3 (1/2) Durham  <b>Carbo Recording Method: More Ways to Use it</b>  <i>Dotti Augustine</i>				
3:00-3:15	<i>Break</i>						
3:15-4:15	5.2 (1/2) Belle Chasse  <b>What's Fun About Comprehension?</b>  <i>Kay Douglas</i>	7.6 (1/2) Melrose  <b>Dive into Success with Reading Styles</b>  <i>Dolly Brown</i>	6.3 (2/2) Oak Alley  <b>LEAD AND READ— See, Hear, Say and Track to Better Reading!</b>  <i>Entrichell/Martin</i>	5.1 (2/2) Rosedown  <b>Designing Hands-On Activities for Power Paks</b>  <i>Favre/Kissell/Starks</i>	5.4 (2/2) Elmwood  <b>Reading on the Move: Reaching your Kinesthetic Kids</b>  <i>Miller/Sullivan</i>	5.7 (2/2) Magnolia  <b>Why Donald Ray Enjoyed His Reading Today</b>  <i>Chloe Brown</i>	4.5 (2/2) Durham  <b>Continuum of Modeling Reading Methods (Elementary)</b>  <i>Dotti Augustine</i>
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# Wednesday, July 14, 2010








8:30-9:00	Napoleon Ballroom <b>Final Drawing for Power Reading® Online™ &amp; Steven Kellogg's Illustrations</b>						
9:00-9:15	<i>Break</i>						
9:15-10:15	10.3    (2/2)    Versailles  <b>Radical Reading + Technology = Daily Assessment</b> <i>Loos/Martin/Rockwell</i>	1.2    (1/1)    Melrose  <b>Q &amp; A for Principals and Administrators</b> <i>Carbo/Hinds/Queiruga</i>	8.5    (2/2)    Oak Alley  <b>What Does a Secondary Class Period Look Like?</b> <i>Jill Haney</i>	7.6    (2/2)    Rosedown  <b>Dive into Success with Reading Styles</b> <i>Dolly Brown</i>	8.3    (2/2)    Elmwood  <b>Easy and Fun Management Techniques</b> <i>Jennifer Queiruga-Swingle</i>	2.4    (2/2)    Magnolia  <b>Sight Words That Stick</b> <i>Janet Martin</i>	6.11    (2/2)    Warwick  <b>Rediscover Reading with Novels</b> <i>Martinez/Weppler</i>
	5.2    (2/2)    Durham  <b>What's Fun About Comprehension?</b> <i>Kay Douglas</i>	4.3    (2/2)    Jasperwood  <b>Carbo Recording Method®: More Ways to Use it</b> <i>Doti Augustine</i>					
10:15-10:30	<i>Break</i>						
10:30-11:30	7.1    (2/2)    Versailles  <b>Differentiated Instruction: Good Recipes for Classroom Instruction</b> <i>Doxey/Nickels/Walters</i>	6.5    (2/2)    Rosedown  <b>Charm a Child—An Affective Tool for Reading Strategies</b> <i>Bynum/Coughlin</i>	5.3    (2/2)    Elmwood  <b>Writing with Style!</b> <i>Jennifer Queiruga-Swingle</i>	10.1    (2/2)    Oak Alley  <b>Using Reading Styles to Improve Test Scores</b> <i>Jill Haney</i>	8.6    (1/1)    Magnolia  <b>"Stylin" with Learning Centers: Getting Started</b> <i>Barbara Hinds</i>	6.10    (2/2)    Durham  <b>Pre- Reading Strategies for Grades 6-12</b> <i>Kay Douglas</i>	
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