Session Descriptions

Wednesday Pre-Conference for all educators, 1:00 - 4:30 PM
Jan Richardson, Consultant, Author, former Reading Recovery Teacher Leader: Analyzing and Accelerating Struggling Readers
In this interactive session, we will analyze a variety of assessments to develop an acceleration plan that improves strategic processing, fluency, phonemic awareness, comprehension, phonics, and writing. You will leave this session with hope and research-based techniques for helping all readers, especially those who struggle.

Thursday

8:30 – 9:45 AM Keynote: Peter Johnston, Professor Emeritus, Author, Consultant: Engaged, Self-Extending, Literate Communities
Marie Clay taught us the importance of a self-extending system in individual children's literacy development. We will consider what a self-extending system might mean at the level of the classroom learning community, including building such communities, their relationship to children's literate engagement, and to our teaching priorities. Apprenticing students into literacy is easier if we recognize the significance of student engagement and what that requires, treat literacy and learning as social practices, and take seriously the fact that the teacher is not the only source of learning in the classroom.

Session #1

10:15 – 11:45 AM

Lisa Burkett, Literacy Coach (General) "The Interactive Read Aloud: Joyful Reading, Artful Listening, and Powerful Thinking"
Interactive Read Alouds are a powerful reading strategy. This session will focus on how to plan Interactive Read Alouds. Video examples and practical tips will be shared. Using a template provided, participants will work together to create an Interactive Read Aloud.

 (Repeat general session)

Cliff Johnson, Reading Recovery Trainer, *Emeritus* (RR) "Having a Good Literacy Processing System: The Key to Accelerated Progress in Reading and Writing"
As Reading Recovery Teachers, Teacher Leaders, and Trainers, we need a deep understanding of the term *'literacy processing'*, which is the theory of reading and writing with which we work.

This presentation will be about the kinds of literacy processing which should be developed in each of the Reading Recovery lesson components.
 (*Repeat RR session*)

Betsy Kaye, Reading Recovery Trainer (RR) "30 Minutes of Powerful Teaching"
Reading Recovery's lesson framework calls for children to be highly engaged with reading and writing in expertly designed and delivered 30-minute lessons. Do you find your lessons running long? This session will cover five key concepts that are critical to ensuring that your half-hour with students is powerful and efficient.
(*Repeat RR session*)

Andrea Overton, Reading Recovery Teacher Leader (RR) "Powerful Writing Moves"
In this session, we will look at writing and how we can make it more powerful for our students. We will study running records, reading vocabulary, writing vocabulary, and word work to determine how to have the most impact in writing. We will also look at our level of support during writing.

Jan Richardson, Consultant, Author, former Reading Recovery Teacher Leader (General) "Teaching Comprehension During Guided Reading"
Guided reading provides an ideal opportunity to foster reading comprehension as students read a progression of increasingly complex texts that require the active use of strategies. Topics include selecting texts that support a focus strategy, scaffolding for surface and deeper understanding, and guiding students as they write about what they read.

Annette Torres, Reading Recovery Trainer (RR) "Fostering Accelerated Progress for English Language Learners in Reading Recovery"
In this session we will discuss how to design Reading Recovery instruction to effectively address the needs of emergent bilingual students (English Language Learners). Participants will learn about the language development of bilingual students and explore specific ways to analyze and reflect on lesson records to better understand how to support their students.

Jeff Williams, Reading Recovery Teacher Leader (RR): "Bringing Our 'A' Game: Teaching for Acceleration"
This session will examine the need for acceleration as defined by Clay and explore how teachers can work to become "dexterous and deliberate" to create the conditions necessary to maximize acceleration and produce self-extending systems in both reading and writing.

Session #2

1:00 – 2:30 PM

Michelle Dufresne, Author and Literacy Consultant (General) "What Should I Teach Next? Using Running Records to Plan Next Steps
It is easy to get bogged down teaching students specific items and lose sight of the big picture. In this interactive session, we will explore how to use running records and other data to guide your teaching decisions during guided reading and foster flexible problem-solvers

Todd Hartman, Reading Recovery Teacher Leader (RR) "Preparing Reading Recovery Students for Classroom Writing Expectations"
Interventionists must know classroom writing expectations. Our students' writing needs to become as varied as children making good progress. Knowledge of the school's curriculum helps us make better decisions about discontinuing lessons. (LLDFI 2nd ed., 26, 85) This session describes Reading Recovery teachers designing lessons to meet classroom writing expectations.

Betsy Kaye, Reading Recovery Trainer (RR) "30 Minutes of Powerful Teaching"
Reading Recovery's lesson framework calls for children to be highly engaged with reading and writing in expertly designed and delivered 30-minute lessons. Do you find your lessons running long? This session will cover five key concepts that are critical to ensuring that your half-hour with students is powerful and efficient.
(*Repeat RR session*)

Maryann McBride, Reading Recovery Teacher Leader (RR) "Higher Level Texts"
Children in Reading Recovery have to be able to read in higher levels in order to discontinue but more importantly to continue to be successful back in the classroom. How do we prepare them to read these higher-level texts? This session will explore the role of high frequency words, problem solving unknown words and fluency.

Annie Opat, Reading Recovery Trainer (RR) "Shaping Our Language to Facilitate Independent Learning"
Monitoring our language is paramount to the successful learning of each Reading Recovery student. This session explores the scale of help and how our language promotes self-extending systems in reading and writing.

Lisa Pinkerton, Marie Clay Endowed Chair in Reading Recovery and Early Literacy, Reading Recovery Trainer (RR) "Developing the Brain's Activity on Text: An In-Depth Study"
Strategic activity resides at the core of Marie Clay's Literacy Processing Theory. Participants will study Clay's writing about strategic activity in LLDI chapter 5. Just as RR teachers must help

children to become active and constructive processors of information, participants will actively engage in a collaborative exploration of strategic activity. (Be sure to bring Clay's text.)

Pat Scharer, Professor, Reading Recovery Trainer (General) "What's New in Children's Books for K-2?"
This session will feature illustrations of children's books published in 2018 and recommended for K—2 classrooms and school libraries. A bibliography will be provided.

Session #3

3:00 – 4:30 PM

Michelle Dufresne, Author and Literacy Consultant (General) "Why did the character say that: Digging Deeper into Comprehension Using Character Traits
Characters, their actions, feelings and character traits play a key role in the development of plot. In this session, we will learn how to build character study as a comprehension focus into your guided reading lessons in order increase students deeper understanding of text. Some short video clips will be used as examples.

JaNiece Elzy, Reading Recovery Trainer (RR)- "Record of Oral Language: From Assessment to Instruction"
Oral language, reading, and writing are interconnected processes. In this session, we will explore the Record of Oral Language assessment, including why it was created and how to use the assessment to guide instruction in all aspects of the Reading Recovery lesson.

Mary Fried, Reading Recovery Trainer (RR) "Promoting Flexibility and Independence in Writing"
Clay (2015b p. 16) states: "*The goal is to have independent writers able to get to new words in many different ways.*"- Expectations from the teacher and teaching moves to promote both acceleration and independence will be explored through the use of procedures, student examples, and video segments.

Pam Grayson, Reading Recovery Teacher Leader, *retired* (RR) "The Power of 'Making it Easy' to Succeed in Reading the New Text"
When reading a new text, how can we "make it easy for the child to be successful at getting the message," and at the same time, make it a powerful opportunity for the construction of an integrated processing system.

Hope Griffin, Reading Recovery Teacher Leader (General) "The Art of Collaboration: How Reading Recovery Teachers, Classroom Teachers, and Special Educators Can Combine Their Superpowers to Support All Children in Small Group Accelerated Learning"
In this session, educators will explore how to build relationships, share specific expertise, and learn about how all of the varied layers of classroom expertise can support all children, but especially struggling readers. There will be a focus on intricately collaborated small group instructional practices.

Noel Jones, Reading Recovery Trainer, *Emeritus* (RR) "Improving as a Teacher"
Good teaching consists of an informed teacher, observing carefully, analyzing teacher/learner interactions, and basing their teaching decisions on the basis of reflection. This session will present a Progression of Progress that can be helpful to teachers toward teaching/learning improvement.

Deb Rich, Reading Recovery Trainer, Partnerships in Comprehensive Literacy Trainer (General) "Vocabulary: Which Words Do I Teach?"
There is a reciprocal relationship between vocabulary and reading comprehension. Selecting the most beneficial words to teach can be powerful. This session will address ways to scaffold students' vocabulary development during small group instruction.

Friday

8:30 – 9:45 AM Keynote: Patricia Scharer, Professor, Reading Recovery Trainer - What's the Fuss About Phonics and Word Study?
This keynote will focus on significant issues (and misunderstandings!) about the role of phonics and word study in elementary classrooms. We will explore underlying beliefs about phonics and word study instruction as well as key research informing how phonics and word study should be taught in K-6 classrooms.

Session #4

10:00 – 11:30 AM

Lisa Burkett, Literacy Coach (General) "The Interactive Read Aloud: Joyful Reading, Artful Listening, and Powerful Thinking"
Interactive Read Alouds are a powerful reading strategy. This session will focus on how to plan Interactive Read Alouds. Video examples and practical tips will be shared. Using a template provided, participants will work together to create an Interactive Read Aloud.
 (Repeat general session)

Pam Grayson, Reading Recovery Teacher Leader, *retired* (RR) "Prompting for Strategic Processing in Reading Higher Level Text"
In this session, we will explore the ways in which teachers record and analyze student actions as well as teacher prompts in an effort to teach for independent strategic processing.

Cliff Johnson, Reading Recovery Trainer, *Emeritus* (RR) "Having a Good Literacy Processing System: The Key to Accelerated Progress in Reading and Writing"
As Reading Recovery Teachers, Teacher Leaders, and Trainers, we need a deep understanding of the term '*literacy processing*', which is the theory of reading and writing with which we work. This presentation will be about the kinds of literacy processing which should be developed in each of the Reading Recovery lesson components.
(Repeat RR session)

Peter Johnston, Professor Emeritus, Author, Consultant (General) "Helping Children Put Their Best Food Forward"
At the beginning of the year, most teachers encounter children who do not behave and achieve as we might wish or to behave in ways that make it difficult for others to enjoy their company or learn with them. These children often find themselves going down the hall for one reason or another so that they miss important parts of classroom community life. They are not able to put their best foot forward. This session is about changing their lives (and everyone else's).

Betsy Kaye, Reading Recovery Trainer (RR Teacher Leader) "A Closer Look at 'Learning to Look'"
Reading involves complex visual decision-making, yet a novice must first learn *how* to attend to print and *what* to look for. This session is designed to tease out the challenges related to processing visual information on-the-run and teaching children who need help learning to look at print.

Annie Opat, Reading Recovery Trainer (RR) "Providing a Clear Focus: Learning to Look at Print Effectively"
Unraveling the mystery of the written code is often challenging for our Reading Recovery students. This session focuses on visual perception, early literacy learning, and how we can

increase the child's attention to visual information

Jeff Williams, Reading Recovery Teacher Leader (RR): "Analyzing Running Records to Lift Processing"
Teachers will learn to analyze running records beyond MSV and accuracy rate, using a tool based upon McGee and Fried's 2015 research, to illuminate powerful teaching needed for lifting levels of processing and problem-solving

Session #5

12:00 – 1:30 PM

JaNiece Elzy, Reading Recovery Trainer (RR)- "Scaffolding or Rescuing? Using Predictions of Progress"
Offering the right amount of support that makes it "easy to learn" is much easier said than done. In this session, we will explore the complexity of scaffolding, learn how to differentiate it from rescuing, and discuss how regularly reviewing and revisiting predictions of progress can be a helpful guide.

Mary Fried Reading Recovery Trainer (RR) "Learning from Children Who Challenge Our Teaching"
This session will focus on teaching as a problem-solving activity. Case study examples and videos of lesson segments will offer opportunities for close observation, analysis, and joint problem solving using Clay's **Literacy Lessons Designed for Individuals.**

Todd Hartman, Reading Recovery Teacher Leader (RR) "Be a Literacy Matchmaker for Early Readers"
match·mak·er /maCHˌmākər/ (noun) a person who arranges relationships between others, either informally or, in certain cultural communities, as a formal occupation.
As teachers of students acquiring literacy, we must arrange a meaningful relationship between students and reading through thoughtful book choice and tailored introductions that are much more than picture walks.

Maryann McBride, Reading Recovery Teacher Leader (RR) "The Power of Writing"
Clay says that many aspects of Reading are closely tied to Writing. This session will explore how to use writing to provide clear, easy and memorable examples from which to teach.

Lisa Pinkerton, Marie Clay Endowed Chair in Reading Recovery and Early Literacy, Reading Recovery Trainer (General) "Interactive Read-Aloud: The Bedrock of the Literacy Block"

Interactive Read-Aloud (IRA) is the foundation of a vibrant literacy community, one that fosters book joy and develops strategic thinking. Participants will engage in and explore the instructional art form of IRA. An extensive book list of high quality fiction and informational picture books will be shared.

Deb Rich, Reading Recovery Trainer, Partnerships in Comprehensive Literacy Trainer (RR) "Powerful Teaching Decisions: Developing Inner Control"

Developing the child's independence is a major focus in Reading Recovery. Using Clay's guidance, participants will explore behaviors that signal the development of inner control and examine teaching decisions that permit the child to initiate successful activity. Participants should bring *Literacy Lessons Designed for Individuals 2ⁿᵈ ed.*

Annette Torres, Reading Recovery Trainer (General) "Bilingual Means Two! Capitalizing on Children's Native Language"

In this session, we will discuss how to use children's native language and funds of knowledge in multilingual instructional settings to promote student progress in literacy.