500 W. Wilson Bridge Road, Suite 250
Worthington, OH 43085

Please share with all K-8 educators

Go to www.rrcna.org/conferences and join the community.

Learn with these and other outstanding speakers

KEYNOTE SPEAKERS

Adria Bloom
Douglas Reeves
Nikki Grimes

Leadership Institute
for Administrators & Leadership Teams
Quality Implementation: Make ‘What Works’ Actually Work in Schools

Leadership Institute
for Administrators & Leadership Teams
Quality Implementation: Make ‘What Works’ Actually Work in Schools

New! Middle School Institute for Grades 5-8 Educators
Engage and Empower Readers and Writers

Jenni Donohoo

4 days 100+ sessions 140 speakers 60+ exhibitors

2020 National Reading Recovery & K-6 Literacy Conference • February 8-11 in Columbus, Ohio

Powerful professional development that transforms literacy instruction and practices to increase student achievement

• National literacy leaders, including 3 keynote and 6 featured speakers, who support research-based instructional practices

• Over 100 sessions addressing quality literacy instruction for classroom, coaching, intervention, and leadership; topics include reading, writing, diverse learners, comprehensive literacy, EL, vocabulary, word study, phonemic awareness, comprehension, differentiated instruction, social-emotional learning, and more

• Proven strategies for struggling readers in intervention and classroom settings

• Practices that maximize the potential of your school teams by building their expertise in literacy instruction and coaching

• Preconference and Leadership Institutes — In-depth explorations of topics and interactive discussions in a full-day format, including a NEW Institute for middle school educators, Grades 5–8

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K-6 Classroom and Title I Teachers

• Accelerating Struggling Readers
• Assessing to Guide Instruction
• Reading/Writing Workshop
• Vocabulary Development
• Deepening Comprehension
• Fostering Independent Readers & Writers
• Dyads
• Strengthening Teacher Decision Making
• Supporting EL Students
• Differentiated Learning
• Reading & Writing Across the Content Areas
• Phonological Awareness
• Oral Language
• Interactive Conversations
• Phonics Instruction
• Guided Reading & Writing
• Children’s Literature
• Word Study/Word Knowledge
• Fiction & Nonfiction Texts
• Power of Planning Records
• Diverse Learners in the Classroom
• Building Classroom & School Community
• Literacy Instruction & Socio-Emotional Learning
• Technology

School and District Administrators

• Culture of Continuous Improvement
• Teacher Expertise to Support All Learners
• Comprehensive Literacy Plan
• Dyalysis
• Strengthen Tier 1 Instruction
• Practice-based Evidence
• Early Literacy Intervention
• Collaborative Data Inquiry
• Culture of Continuous Improvement
• University Partnerships
• Leadership Institute (Saturday)

EL Teachers

• Language Development through Conversation
• Purposeful Talk
• Intentional Teacher Responses
• Environments that Promote Risk Taking
• Powerful Planning Record Analysis
• Block Selection

Light your conference experience with the Leadership and Preconference Institutes

Erect in 1 of 5 Preconference Institutes or the Leadership Institute offered on Saturday, Feb. 8, from 9:00 am-3:30 pm. These full-day Institutes provide a unique opportunity to be involved in an in-depth exploration of topics and include interactive discussions. See pages 7-9 for descriptions.

For all K-6 classroom educators:

Notice and Note in the Elementary Grades:
How to Create Engaged and Skilled Readers
— Kylena Bears & Robert Probst

Nurturing Meaning Making, Reading Identities, and Language Compositions
— Kathy Collins & Matt Glover

For Reading Recovery-Trained professionals:

Good Teaching Equals Acceleration: On Dots
— James Schnug, Mary Fried, & Leslie McBane

Writing in the Reading Recovery Lesson:
Process to Product and Everything in Between
— Jama Lipp, Cherry Stinger, & Jeffrey Williams

NEW!

Institute for Grades K-8 educators
Planning to Engage and Empower Readers and Writers
— Penny Wander

Author, teacher, & literacy advocate, Plymouth State University, Plymouth, NH

SPECIAL INTEREST MEETINGS

___ I will attend the 1st time Attendee Orientation, Sunday, Feb. 9, 8:45-9:30 am (no additional cost)

___ I will attend the Site Coordinators Meeting, Sunday, Feb. 9, 8:00-9:30 am, $10 fee, bags & coffee

___ I will attend the Descubriendo la Lectura (DLL) Meeting, Sunday, Feb. 9, 8:00-9:30 am, $10 fee, bags & coffee

___ I will attend the Literacy Lessons Meeting, Sunday, Feb. 9, 8:00-9:30 am, $10 fee, bags & coffee

___ I will attend the Literacy Coaches Meeting, Sunday, Feb. 9, 8:00-9:30 am, $10 fee, bags & coffee

OPTIONAL CONFERENCE EVENTS

Day Event

___ I will attend the 35th Anniversary Celebration Luncheon, Sunday 12:00-1:30 pm (ticket is additional $20)

___ I will attend the Administrator Luncheon, Monday 11:45 am-1:00 pm (ticket is additional $10)

Evening Event

___ I will attend the Shopping Trip on Monday from 5:00-9:00 pm (no additional cost; no ticket required)

Keynote General Sessions

All registrants are welcome to attend the Keynote General Sessions included in Conference Package you select: Adria Klein on Sunday, Feb. 9, 10:00 am-noon; Douglas Reeves on Monday, Feb. 10, 10:30-11:45 am; and Nikki Grimes on Tuesday, Feb. 11, 10:30-11:45 am.

SESSION CHOICES

List the title of the session you would like to attend in each time period and include your second choice in case that session is full. Session choices for each timeslot can be found in the Conference Registration booklet.

Sunday, 1:30 pm

1st Choice _________________________

2nd Choice _________________________

Monday, 8:30 am

1st Choice _________________________

2nd Choice _________________________

Monday, 1:00 pm

1st Choice _________________________

2nd Choice _________________________

Monday, 3:00 pm

1st Choice _________________________

2nd Choice _________________________

Tuesday, 8:30 am

1st Choice _________________________

2nd Choice _________________________

Lunch (no extra charge) I would like a box lunch

__________ Sunday

__________ Monday

Dietary Restrictions ____________________

— Vegetarian or Vegan
— Gluten-Free or Dairy-Free
— Kosher
— Diabetic

Medical dietary restrictions: ________________________________________________________________________

Session options will be available during the Conference.

ACCELERATING LITERACY ACHIEVEMENT FOR ALL STUDENTS

Personalize your learning experience • Flexible registration options

See complete descriptions for all Conference sessions inside

2020 National Conference Prices

<table>
<thead>
<tr>
<th>RRCNA Member</th>
<th>All Others</th>
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<td>Early paid before Dec. 10</td>
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2020 Preconference and Leadership Institute Prices

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<th>Leadership</th>
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<td>$320</td>
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If you require assistance with the online registration process, please contact the Conference Office at conferencinfo@readingrecovery.org or call 614-310-7340 or 614-310-7339.
You are invited to attend the 2020 National Reading Recovery & K–6 Literacy Conference in Columbus

I invite you to interact with peers from around the world at the nation’s premier K-6 literacy conference. This professional learning experience offers more than 100 sessions and 140 speakers across 4 days. You will gain new knowledge in theoretical understanding and practical applications to enhance the learning of the students in your schools.

Our inspiring and motivating keynote speakers are Douglas Reeves, Adria Klein, and children’s author, Nikki Grimes. Joining them are respected featured speakers Ralph Fletcher, Stephanie Harvey, Aeriale Johnson, Mary Fried, Allyson Matczuk, and K. Journey Swafford.

Full-day Saturday Institutes complement the Conference content and offer rich interactive discussions:

- Four Institutes for K-6 educators with speakers Kylene Beers, Robert Probst, Kathy Collins, Matt Glover, James Schnug, Mary Fried, Leslie McBane, Jamie Lipp, Cheri Slinger, and Jeffery Williams
- A new Institute with Penny Kittle designed to enhance learning for middle school educators (Grades 5-8)
- A special Leadership Institute led by Jenni Donohoo for administrators and leadership teams

Sessions provide engaging opportunities for classroom teachers, literacy coaches, Reading Recovery teachers, intervention specialists, administrators, site coordinators, and teacher preparation professionals. And since this is the 35th year of Reading Recovery in North America, be prepared to celebrate with us during the Conference.

See you in February!

Karen J. Scott, president and conference chair
Reading Recovery Council of North America

Conference sponsored by the Reading Recovery Council of North America
2020 NATIONAL CONFERENCE

Keynote Speakers

SUNDAY

Adria Klein
Reading Recovery trainer, Saint Mary’s College, Moraga, CA

Looking Back and Moving Forward: Literacy Learning in the 21st Century

Clay cautions: “Strong forces work against change. Most innovations never are tried because we have so much invested in the status quo” (Partners in Learning). We will explore how teachers, school, and district leadership teams can move from best practices to possible next practices and empower our students to be future ready. We can start with the question of what have our students taught us and how we can become more student-centered in all our work.

Adria Klein, Ph.D., is the trainer and director of the Reading Recovery Center at Saint Mary’s College of California. She is also a professor emeritus of reading education at CSU San Bernardino where she was chair of the Department of Elementary and Bilingual Education. Dr. Klein is the author of four professional texts and many scholarly articles. Her most recent book is Meaningful Reading Assessment co-authored with Peter Afflerbach. She has also authored several children’s books. As a senior consultant for the nonprofit New Teacher Center, she was a principal investigator for a Hewlett Foundation-funded grant on oral language development for PreK-Grade 8.

MONDAY

Douglas Reeves
Founder, Creative Leadership Solutions, Boston, MA

The E-Squared Solution: Equity and Excellence Right Now

When students are struggling with reading, they don’t want to hear that, “We’ve got some good ideas, but it will take five to seven years to make them happen.” Our students and teachers need to have change that happens right now, with immediate and clear impact on student results and educational equity. A roadmap for teachers, administrators, and policymakers at every level to make change happen is illustrated.

Douglas Reeves, PhD, is the author of more than 30 books and 100 articles on educational leadership. His newest book, The New Model of Change, provides a clear roadmap for teachers, administrators, and policymakers at every level to make change happen. Twice named to the Harvard University Distinguished Authors Series, he has received many national and international honors for his contributions to education. His volunteer work includes FinishTheDissertation.org, providing free and non-commercial support for doctoral candidates around the world, and The SNAFU Review that publishes essays, poetry, stories, and artwork of disabled veterans.

TUESDAY

Nikki Grimes
Children’s author & poet, Corona, CA

The Power of Poetry

From poems that bring reluctant readers to the page, to novels-in-verse that persuade students to abandon risky behavior, or dissuade them from desperate acts like suicide, Grimes has witnessed, and shares, the power of poetry. Explore how verse can be used to entice students to read, motivate them to write, and enhance the culture of the classroom by creating a sense of community.

Diverse Sessions to Tailor Your Learning

For 35 years this Conference has provided outstanding professional development. We are excited to offer a 2020 program that builds efficacy to enable the highest-quality literacy instruction. Diverse sessions allow you to tailor your learning to your needs and those of your school or district. Create your own unique experience. Flexible online registration options allow you to register for the entire or partial Conference, and/or a Preconference or Leadership Institute.

Classroom Literacy Strand provides a wide variety of sessions plus 3 Preconference Institutes to meet the diverse needs of educators. These enriching sessions are for classroom and Title I teachers, literacy and curriculum specialists, interventionists, and all other educators.

- Grades K-2: 15 sessions – see pages 17-18
- Grades K-6: 26 sessions – see pages 19-21
- Grades 3-6: 7 sessions – see page 21
- Preconference Institutes – see pages 7-8

Reading Recovery Strand offers 2 Preconference Institutes and 30 in-depth sessions for Reading Recovery teachers, teacher leaders, and trainers. Sessions include both concurrent and study session formats for all levels of expertise and experience. See pages 14-16 and page 7.

Leadership in Literacy Strand includes the Leadership Institute and 10 thought-provoking sessions on administrative topics to meet the needs of school and district level administrators and their teams, and other literacy leaders. See pages 9 and 12.

Literacy Coaching Strand offers 8 powerful sessions for literacy coaches to acquire more tools to foster ongoing growth for teachers by helping them become more reflective and knowledgeable about their instruction. See page 13. (See page 10 for a special interest group meeting for coaches offered on Sunday.)

Children’s Literature Strand consists of 5 diverse sessions by literature experts sharing the best in children’s books and addressing the role books play in the lives and learning of children. See page 22.

Preconference Institutes explore literacy topics with in-depth and interactive discussions. These full-day Institutes are on Saturday, Feb. 8. See page 7.

NEW THIS YEAR! The full-day Middle Grades Institute is designed specifically for Grades 5-8 educators. Penny Kittle leads an exploration of classroom structures that place volume, choice, modeling, and feedback at the center of instruction. See page 8.

Leadership Institute for Administrators and Teams presented by Jenni Donohoo. This full-day Institute on Saturday, Feb. 8, examines leadership practices that foster collective efficacy in support of deeper implementation of evidence-based practices. See page 9.

Graduate Credit Hours/Certificate of Attendance
Earn 1 semester hour of graduate credit through Ashland University for 12.5 clock hours of attendance. See page 23 for details. Additionally, a certificate of attendance is offered for up to 17.5 clock hours. See page 23.

WE CAN’T WAIT TO SEE YOU AT THE CONFERENCE!
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Pioneer Valley Books
Experience Columbus

The Exhibit Hall had steady foot traffic throughout the Conference. We collected a great number of contacts from attendees who stopped by our booth. It was a wonderful show for us!

— 2019 Exhibitor

The Conference Planning Committee expresses appreciation to the sponsors that have provided special support for this Conference!

Exhibitor List as of September 1

Benchmark Education
Blueberry Hill Books, Inc.
Booksource
Collaborative for Teaching and Learning
Follett School Solutions
Hameray Publishing Group, Inc.
Heinemann
Lindie Lou Adventure Series (Pina Publishing)
MaryRuth Books, Inc.
NWEA
Okapi Educational Publishing, Inc.
Pioneer Valley Books
Read Naturally, Inc.
Reading Reading Books, LLC
Richard C. Owen Publishers, Inc.
Scholastic Education
School Mate® Publishing
Seedling/Continental
Shining Readers
Solution Tree
SongLake Books
Stenhouse Publishers
Townsend Press

★ STAR SUPPORTER of the 35th Anniversary of Reading Recovery in North America

Exhibit Hall Hours
Saturday 3:00-6:00 pm
Grand Opening and Reception: Exclusive Time with Exhibitors

Sunday 8:00 am-5:30 pm; Monday 8:00 am-5:30 pm
No Exhibits on Tuesday
2020 NATIONAL CONFERENCE
Master Schedule

FRIDAY, February 7
5:00 pm – 8:00 pm Conference Registration Center Open—Third Floor Regency Foyer

SATURDAY, February 8
8:00 am – 6:30 pm Conference Registration Center Open—Third Floor Regency Foyer
9:00 am – 3:30 pm Preconference & Leadership Institutes—Hyatt Regency
3:00 pm – 6:00 pm Exhibits Grand Opening and Reception—Battelle Hall South

SUNDAY, February 9
7:30 am – 5:30 pm Conference Registration Center Open—Third Floor Regency Foyer
8:00 am – 5:30 pm Exhibits Open—Battelle Hall South
8:00 am – 9:30 am Special Interest Group Meetings (ticket purchase required; page 10)
8:45 am – 9:30 am First-Time Attendee Orientation—See page 10
10:00 am – Noon Conference Opening Session—Battelle Hall North
Excellence in Literacy Leadership Award Presentation
KEYNOTE ADDRESS by ADRIA KLEIN*

Noon – 1:30 pm Box Lunch—Battelle Hall South
35th Anniversary Celebration Luncheon (ticket purchase required; page 16)
1:30 pm – 3:00 pm Concurrent Sessions
3:30 pm – 5:00 pm Concurrent Sessions

MONDAY, February 10
7:30 am – 4:00 pm Conference Registration Center Open—Third Floor Regency Foyer
8:00 am – 5:30 pm Exhibits Open—Battelle Hall South (final day)
8:30 am – 10:00 am Concurrent Sessions
10:30 am – 11:45 am General Session—Battelle Hall North
KEYNOTE ADDRESS by DOUGLAS REEVES*

4:45 pm – 5:45 pm RRCNA Annual Membership Meeting and Reception

TUESDAY, February 11
8:00 am – Noon Conference Registration Center Open—Third Floor Regency Foyer
8:30 am – 10:00 am Concurrent Sessions
10:30 am – 11:45 am General Session—Battelle Hall North
KEYNOTE ADDRESS by NIKKI GRIMES*

11:45 am Conference Adjourns

* Each keynote speaker will sign books immediately following the keynote presentations.

CONFEREE HIGHLIGHTS
Attending Has Its Rewards
• gain deep professional learning to build expertise in literacy instruction
• maximize the potential of your school teams
• network with your peers and international literacy leaders
• earn up to 17.5 clock hours for professional development

Keynote Speakers see page 2
Adria Klein
Douglas Reeves
Nikki Grimes

Featured Speakers see page 6
Ralph Fletcher
Mary Fried
Stephanie Harvey
Allyson Matczuk
Aeriale Johnson
K. Journey Swafford

Preconference Institutes see page 7
Expand your Conference learning experience with a full-day in-depth exploration of a focused topic.
Kylene Beers & Robert Probst
Kathy Collins & Matt Glover
James Schnug, Mary Fried, & Leslie McBane
Jamie Lipp, Cheri Slinger, & Jeffery Williams

NEW! Institute for Grades 5-8 Educators see page 8
Planning to Engage and Empower Readers and Writers with Penny Kittle

Leadership Institute see page 9
Quality Implementation: Leveraging Collective Efficacy to Make ‘What Works’ Actually Work in Schools with Jenni Donohoo

Special Interest Groups see page 10
NEW! TIME! On Sunday morning, several professional communities will meet to enhance their learning and build collaboration: Reading Recovery site coordinators, Descubriendo la Lectura professionals, literacy coaches, and Literacy Lessons™ educators. A First-Time Attendee Orientation will also be held. Pre-registration required.

Celebrate Reading Recovery’s 35th Anniversary
Join us for a special luncheon on Sunday. see page 16

Free Registration for Administrators see page 17
**Featured Speakers**

### K-6 Classroom Literacy Sessions — OPEN TO ALL —

**Ralph Fletcher**  
*Author & educational consultant, Lee, NH*  
**Engaging Boy Writers**  
Sunday 3:30-5:00 pm  
Explore reasons for boys’ difficulties in the writing classroom and ways we can widen the circle.  
*Sponsored by Scholastic Education*

**Helping Students Write Nonformulaic Nonfiction**  
Monday 8:30-10:00 am  
Look at ways we can help our students write strong, lively nonfiction that reflects the best nonfiction we see and enjoy in the world around us.  
*Sponsored by Scholastic Education*  
*SEE PAGE 19 FOR FULL SESSION DESCRIPTIONS*

**Stephanie Harvey**  
*Author, educator, & president, Stephanie Harvey Consulting, Denver, CO*  
**For Want of Utterance: Teaching Literacy for Liberation**  
Sunday 1:30-3:00 pm; Monday 1:00-2:30 pm  
How do we teach children English language arts in ways that center their unique ways of being in the world? Deepen your understanding of the pillars of freedom and delve into instructional strategies that support the growth of compassionate intellectuals who change the world.  
*SEE PAGE 20 FOR FULL SESSION DESCRIPTION*

### Reading Recovery Sessions — TICKETED —

**Mary Fried**  
*Reading Recovery emeritus trainer, The Ohio State University, Columbus, OH*  
**Power Start: The First Six Weeks of Lessons**  
Sunday 1:30-3:00 pm; Tuesday 8:30-10:00 am  
“For those children who are ‘recommended,’ I suspect that what is going wrong is going wrong in the first six weeks of their lessons” (Marie M. Clay, 1993). Clay’s words will echo throughout this session along with demonstrations, student videos, and an analysis of teaching interactions that can make a powerful difference.

**Allyson Matczuk**  
*Reading Recovery trainer, Canadian Institute of Reading Recovery, Winnipeg, Manitoba, Canada*  
**The Emergent Writer: Developmental Perspectives and a Teacher on the Cutting Edge**  
Sunday 3:30-5:00 pm; Monday 1:00-2:30 pm  
Writing holds great potential that will link to reading development provided teachers are able to match instruction with sensitive observation of the individual’s learning. When working with 6-year-old children, teachers must be mindful of the developmental aspects of the assembly of working systems. Assessment of the emergent writer’s strengths leads to teaching on the cutting edge of the child’s learning.

**Aeriale Johnson**  
*2nd-grade teacher & literacy specialist, San Jose, CA*  
**For Want of Utterance: Teaching Literacy for Liberation**  
Sunday 1:30-3:00 pm; Monday 1:00-2:30 pm  
How do we teach children English language arts in ways that center their unique ways of being in the world? Deepen your understanding of the pillars of freedom and delve into instructional strategies that support the growth of compassionate intellectuals who change the world.  
*SEE PAGE 20 FOR FULL SESSION DESCRIPTION*

**K. Journey Swafford**  
*Reading Recovery trainer, Georgia State University, Atlanta, GA*  
**Developing Flexibility in Working with Words in Writing**  
Sunday 1:30-3:00 pm; Monday 8:30-10:00 am  
Reading Recovery students must become proficient writers who are able to work flexibly to solve unknown words and transcribe their composed messages. They need to build a core of known words, be able to hear and record sounds in words, to see and use relationships in and among word parts and words and to develop orthographic knowledge. Examine lesson records, running records, writing samples and videos to consider how teachers are facilitating this flexibility.

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Read featured and Institute speaker biographies on the Conference website at www.rrcna.org/conferences
SATURDAY, FEBRUARY 8

Preconference Institutes

February 8 – 9:00 am-3:30 pm — Online Registration Required

Earn professional development hours by attending one of these sessions. Institutes complement the Conference content and include sessions for literacy professionals and Reading Recovery-trained educators. They offer engaging and interactive discussions, and audience participation is encouraged. Lunch is included.

See pages 8 and 9 for Grades 5-8 Educators and Leadership Institutes.

Open to All Attendees

Notice and Note in the Elementary Grades: How to Create Engaged and Skilled Readers

Kylene Beers
Author & educator, The Woodlands, TX
Robert Probst
Author & professor emeritus, Georgia State University, Marathon, FL

Bob and Kylene will share the Notice and Note signposts as they have been adapted for elementary grades. They’ll also share pre- and post-reading strategies that build engagement and encourage higher level thinking of fiction and nonfiction. Classroom videos as well as hands-on practice will help you be ready to return to your school to share these strategies with colleagues and students. With their hallmark humor and deep understanding of the elementary reader, this is sure to be a day you don’t want to miss.

Nurturing Meaning Making, Reading Identities, and Language Composition

Kathy Collins
Author & educational consultant, Durham, NH
Matt Glover
Author & educational consultant, Cincinnati, OH

Reading development doesn’t start with decoding words. Young children create meaning from books long before they read conventionally. Even after children start to decode we should support their reading of texts they can’t read conventionally. When we view children as readers and nurture what they’re doing before they can read conventionally, we’re helping them develop healthy reading habits and identities as well as a disposition toward meaning making and joyful engagement with all books.

Open to Reading Recovery-Trained Only

Good Teaching Equals Acceleration… Or Does It?

From Columbus, OH:
James Schnug
Reading Recovery trainer, The Ohio State University
Mary Fried
Reading Recovery emeritus trainer, The Ohio State University
Leslie McBane
Reading Recovery teacher leader, South-Western City Schools

Review theory and procedures that foster acceleration for most children. We will also present video case studies when good teaching is present, yet acceleration isn’t occurring. Timely and targeted changes in teaching as we attempted to recapture acceleration will be described. The session ends with a summary of the collegial process that challenged our understanding and practices.

Writing in the Reading Recovery Lesson: Process to Product and Everything in Between

Jamie Lipp
Reading Recovery trainer, The Ohio State University, Columbus, OH
Cheri Slinger
Reading Recovery teacher leader & early literacy consultant, Central Ohio
Jeffery Williams
Reading Recovery teacher leader, Solon City Schools, Solon, OH

Writing accounts for a powerful one-third of Reading Recovery lessons that strongly supports reading growth through reciprocity. Take an in-depth look at each contributing component of the writing segment, examining and exploring possibilities from every angle. Additional focus given to related topics of analyzing assessments to inform instruction, writing during roaming, building writing vocabulary, composing, constructing, flexibility in word solving, and classroom connections.

Read featured and Institute speaker biographies on the Conference website at www.rrcna.org/conferences
NEW! Middle Grades Institute

Planning to Engage and Empower Readers and Writers

Penny Kittle  
Author, teacher, & literacy advocate. Plymouth State University, Plymouth, NH

Moving students beyond compliant reading and writing and into engaged reading and writing takes focused planning. How can we create a volume of practice that improves reading, writing, speaking and listening? Study a balance of opportunities for students to demonstrate independence and increased proficiency across a lesson, a unit, and a year.

Consider classroom structures that place volume, choice, modeling, and feedback at the center of our instruction and work with other educators to:

- consider the balance of independent reading, book clubs, and core texts over the course of a year
- consider the balance of writing discourses and opportunities for students to demonstrate agency and independence
- collect engaging seeds for writers’ notebooks
- practice modeling revision moves that improve a text
- plan book clubs centered on essential questions and select books across a range of complexity
- invite students to generate thinking in response to their reading
- create opportunities for digital composition across the school year
- design practices to improve reading fluency, poetry performance, and TED-talk style presentations
- find sentences, passages, and whole texts that will mentor our students in specific writing craft and editing moves across genres
- design assessments that ask students to cite evidence of their learning

Penny Kittle believes that intentional teaching in a reading and writing workshop brings the greatest student investment and learning in a classroom. A teacher and K-12 literacy coach in public schools for 34 years, she currently teaches freshman composition at Plymouth State University in New Hampshire. She is the co-author of 180 Days: Two Teachers and the Quest to Engage and Empower Adolescents with Kelly Gallagher, and the author of Book Love and Write Beside Them, winner of the James Britton Award. She also co-authored two books with her mentor, Don Graves, and co-edited (with Tom Newkirk) a collection of Graves’ work, Children Want to Write. Penny is president of the Book Love Foundation and was given the Exemplary Leader Award from NCTE’s Conference on English Leadership.

Conference Discount Options — Plan Ahead and Save!

- RRCNA members pay reduced fees and are eligible to apply for National Conference Professional Development Grants. Join or renew at www.rrcna.org before you register.
February 8 – 9:00 am-3:30 pm — Online Registration Required

The full-day Leadership Institute is for school and district administrators and leadership teams. Lunch is included.

Quality Implementation: Leveraging Collective Efficacy to Make ‘What Works’ Actually Work in Schools

Jenni Donohoo  
Author & consultant, Praxis-Engaging Ideas, Inc., Amherstburg, Ontario, Canada

Successful educational reforms are defined by deep levels of implementation of what is known to work best in systems, schools, and classrooms. When educators share a sense of collective efficacy, it results in the deeper implementation of high-leverage leadership and instructional practices. According to John Hattie’s Visible Learning Research, collective teacher efficacy is what matters the most in raising student achievement. System and school leaders’ efforts toward successful change reforms are better served by strategically and intentionally considering how to foster collective efficacy throughout the enactment and assessment of change initiatives. A foundation is provided for understanding collective efficacy, its impact on student achievement, and the consequences associated with collective efficacy. Participants examine leadership practices that foster collective efficacy in support of deeper implementation of evidence-based practices.

Learning Intentions:
• know how to leverage collective efficacy in order to achieve quality implementation of evidence-based practices in schools
• describe how our actions and decisions can have a major impact on student achievement
• understand influences on a staff’s beliefs about their ability to impact student results
• examine ways to foster efficacy beliefs through four research-based leadership practices
• develop an action plan for fostering collective teacher efficacy in their schools/districts


All administrators and teams are encouraged to attend these sessions. See page 12 for speakers and descriptions.

Administrator Luncheon Monday, February 10 — 11:45 am-1:00 pm

For school and district administrators and their leadership teams, this luncheon provides time for peer-to-peer discussions. A required $10 ticket can be purchased when you register for the Conference.
These meetings provide a casual setting for informal dialogue on mutual issues, sharing of ideas, building collaboration and networking with your peers from around the country. Please indicate your attendance when you register online. Bagels and coffee will be available in your group’s designated meeting room. Join your peers for an insightful discussion.

Special Interest Group Breakfast Meetings

Sunday, Feb. 9 • 8:00–9:30 am

Pre-registration and a $10 ticket are required.

These meetings provide a casual setting for informal dialogue on mutual issues, sharing of ideas, building collaboration and networking with your peers from around the country. Please indicate your attendance when you register online. Bagels and coffee will be available in your group’s designated meeting room. Join your peers for an insightful discussion.

Site Coordinators Breakfast Meeting
Site coordinators and other administrators are critically important in building, maintaining, and sustaining Reading Recovery. This gathering provides opportunities for you to learn what others are doing to make their implementations successful and offers creative ideas to help you build support.

Descubriendo la Lectura (DLL) Breakfast Meeting
For trained DLL teachers, teacher leaders, and trainers.

Literacy Coaching Breakfast Meeting
For practicing literacy coaches.

Literacy Lessons™ Breakfast Meeting
For trainers and trained Literacy Lessons teachers, teacher leaders, and trainers. Literacy Lessons is designed to reach young children (generally Grades 1–4) in special education or ESL settings who are not eligible for Reading Recovery. Specialists use Reading Recovery instructional procedures to design individual lessons for their students with the goal of accelerating their learning.

First-Time Attendee Orientation
Sunday, Feb. 9 – 8:45–9:30 am

We invite you to join us if this is your first time attending the Conference and you want to learn what’s new including how to use the Conference mobile app to connect with colleagues, exhibitors, and speakers. Ask questions, network, and discover exhibitor deals. Before you arrive, download and review the Orientation Guide and Conference mobile app from the Conference website. We are looking forward to welcoming you to Columbus at this free event!

Team Attendance Meeting Spaces Available
Schools and districts are encouraged to send teams to the Conference. This allows multiple sessions to be attended during each time band and a wealth of new learning to be obtained and shared. Meeting rooms are available at the end of each day for your team to debrief and plan. To reserve your meeting room, contact us at conferenceinfo@readingrecovery.org.

Excellence in Literacy Leadership Award presented by the Reading Recovery Teacher Leaders

This award is given to individuals who have displayed a strong commitment to expand Reading Recovery and maintain its high standards, and who have made significant contributions to implementation beyond the local level. During the General Session on Sunday, Feb. 9, help us recognize the recipients of this prestigious national award.

2019 Recipients and nominating teacher leaders: Mary Grassi, Title I Director, Cambridge Public School District, Cambridge, MA; Teacher Leaders Karen Tili and Linda Fugate; Dr. Karen J. Scott, Executive Director of Elementary Learning, Ozark School District, Ozark, MO.
Grant Opportunities

Donors fund 18 grants for RRCNA members to attend this year’s National Conference

All grants will be awarded through a national competition, administered by the Reading Recovery Council of North America, to assist with Conference and Preconference registration, travel, hotel, and meal expenses associated with attending the Conference. Expenses in excess of the grant amount will be the responsibility of the grant recipient or the school district. Each professional development grant is valued at $1,000 and is available to support attendance of Reading Recovery teachers, teacher leaders, and administrators who are members of RRCNA.

Completed application materials must be emailed by Sept. 27, 2019
For details and application, visit the RRCNA website or email ljohnston@readingrecovery.org

PROFESSIONAL DEVELOPMENT GRANT SPONSORS
— RRCNA Membership is required for all grants —

Tenyo Family Foundation has funded 10 National Conference grants. Founded by the late Sophie Tenyo, the foundation supports charitable, religious, scientific, literary, and educational endeavors for the public welfare and well-being of mankind.

Teacher Leader Professional Development Grants are funded by the generosity of trainers and teacher leaders during the Teacher Leader Institute. This year’s attendees donated funds for 2 teacher leader grants.

SongLake Books hand selects and organizes books from a variety of companies into leveled book sets for guided reading and Reading Recovery. Collections include a wide variety of fiction and nonfiction genres, are culturally diverse and gender fair, and especially target at-risk readers.

RR Books offers a variety of fiction and nonfiction leveled books specifically designed for beginning readers with a goal of providing quality, affordable books for young children.

Blueberry Hill books are written by a certified Reading Recovery teacher and are carefully designed to enhance a child’s strategic thinking and develop comprehension skills. Recurring characters inhabit stories filled with humor and excitement in the leveled storybooks.

Rose Mary Estice Memorial Fund was established in memory of Rose Mary Estice, one of the original Reading Recovery teachers trained at The Ohio State University in 1984-85. Rose Mary provided leadership as a teacher leader and clinical trainer during the early days of Reading Recovery. Priority will be given to Ohio applicants who are currently teaching Reading Recovery or in training.

Debby Wood Professional Development Grant was established in memory of Debby Wood, teacher leader in Prince George’s County, MD. Debby received an RRCNA grant to attend the National Conference and always looked forward to excellent professional development. Priority given to Maryland applicants.

Minnesota Literacy Scholarship Fund was established in memory of Reading Recovery teacher leader Diane Holum. This award honors her commitment and passion for literacy and learning. Available to Minnesota residents only.

Additional grants are awarded through the Geri Stone Memorial Scholarship Fund established by the Reading Recovery Council of Michigan, family members, and friends to remember the leadership of Geri Stone. This fund provides financial awards to help continue her work and RRCNA’s vision.

Possible Sources for Funding Your Conference Registration

Funding for your Conference participation may be available through funds your school receives from the Every Student Succeeds Act (ESSA) as well as Title II A and Title IV funding. Additionally, some organizations like parent-teacher organizations, foundations, state and local government, corporations, local community organizations, and associations may fund teacher professional development.
Leadership in Literacy

What a great way to champion literacy at our school! The keynote speakers did outstanding presentations. This recharged my batteries for the rest of the school year.

— School Administrator, 2019 Conference Attendee

Time, Time, Time — The #1 Challenge for Teachers and Administrators

Douglas Reeves, founder, Creative Leadership Solutions, Boston, MA

Dr. Reeves challenges the notion that "We don't have the time!" In fact, he responds, we all have the same amount of time — the question is how we use it. Learn practical time-saving strategies for busy teachers and leaders.

Breaking the Silo: Actionable Strategies for Spreading Reading Recovery Influence

From Sheridan County School District #2, Sheridan, WY: Mitch Craft, assistant superintendent; Judith Dougherty, teacher leader; Krista Garriffa, literacy coordinator; Paige Sanders, principal

When Reading Recovery theory and practice permeate a school, great things happen for students. Learn strategies for pushing Reading Recovery out of its silo in your district.

Reading Recovery Teachers Build Literacy Expertise: Every Teacher Every School

From Sarasota County Schools, Sarasota, FL: Lisa Fisher, Reading Recovery teacher leader; Laura Kingsley, assistant superintendent for academics

Positioning Reading Recovery teachers as literacy experts, collaborating and training EVERY primary teacher in EVERY school, has had successful results. Learn about the steps taken and lessons learned.

Get in the Game! Be a Literacy Championship School!

Ellen Sanford, Reading Recovery teacher leader, Oconee County Schools, Seneca, SC

From school organization to literacy practices. What are the non-negotiables for literacy success? Be a champion for literacy success...every day, every class, every child!

Re-informing Perceptions of Dyslexia: The Necessity of Inclusive Policy Implementation

George Hruby, executive director, Collaborative Center for Literacy Development and associate research professor, University of Kentucky, Lexington, KY

Rachael Gabriel, associate professor of literacy education, University of Connecticut, Storrs, CT

Connie Briggs, Reading Recovery trainer, Texas Woman’s University, Denton, TX

Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin-Milwaukee, Waukesha, WI

K. Journey Swafford, Reading Recovery trainer, Georgia State University, Atlanta, GA

Jo Worthy, professor of curriculum & instruction, The University of Texas at Austin, Austin, TX

The literate well-being of students, their families, and our communities is our common goal. Public debates about literacy education are about more than dyslexia, decoding skills, or even reading instruction in schools. Explore a comprehensive view of reading development and instruction based on full engagement with available research on reading development, instruction, and intervention.

Using Literacy as Leverage for Transformation

From Fayette County Public Schools, Lexington, KY: LeeAnn Lewellen, instructional coach & Reading Recovery teacher; Meredith Ramage, principal; Michelle Tudor, assistant principal

Transform your high poverty schools by instilling a love of literacy among staff and students. Professional development, team planning, and data serve as the catalyst for continued change, higher student outcomes, and staff retention.

Creating a Comprehensive Approach to Literacy

From Troy School District, Troy, MI: Kris Piotrowski, Reading Recovery teacher leader; Natalie Haasbroek, literacy curriculum & instruction specialist; Kristine Griffel, assistant superintendent for elementary; Rich Machek, superintendent; Jo O’Brien, literacy curriculum & instruction specialist; Lisa McDonald, teacher

Leverage your university partnerships to systematically incorporate Clay's complex theory of the literacy processing system to all elements of your comprehensive literacy plan.

The Leadership Team: Steering the Course for Sustaining Reading Recovery and Comprehensive Literacy Implementation

From Ozark RVI School District, Ozark, MO: Craig Carson, assistant superintendent of schools; Karen Scott, retired executive director of elementary learning; Linda Fugate, Reading Recovery teacher leader

Comprehensive literacy/Reading Recovery has been implemented for over 13 years in the Ozark School District. The leadership team shares how they have developed and sustained the implementation.

Strong District Leadership + Strategic Structural Support = Reading Recovery Success

From Cleveland Metropolitan School District, Cleveland, OH: Nicole Vitale, executive director of early childhood and literacy; Greg Adkins, principal, Hannah Gibbons Elementary

Learn how to build a strong, district-wide Reading Recovery program that incorporates comprehensive primary frameworks, tiered supports, data collection, targeted professional development, teacher supports, and collaboration on all leadership levels.

Dyslexia: Critical Perspectives, Policy, Advocacy, Research, and Instruction

Debra Zarling, PK-5 literacy coordinator/Reading Recovery site coordinator, Valley Area Reading Recovery Consortium, Oshkosh Area School District, Oshkosh, WI

Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin-Milwaukee, Waukesha, WI

Explore how to change the narrative by examining what educators need to know and do: critically analyze dyslexia research, identify misleading information, explore reasons children struggle to read, and examine how expert, responsive instruction helps children overcome obstacles. Implications and action steps are offered for literacy professionals.

See page 9 for details on Saturday’s Leadership Institute for administrators and leadership teams.
Coaching for Independence: A Framework for Guiding Conversations About Teaching Decisions
Robin Griffith, associate professor, Texas Christian University, Fort Worth, TX
We teach for independence in literacy lessons. We should also coach for independence. Help teachers reflect on and make informed teaching decisions using a framework for powerful coaching conversations.

Planning with Intention: Creating Meaningful, Engaging Professional Development for Teachers
Danielle Gruhler, associate professor of literacy, Kent State University, Kent, OH
Planning meaningful professional development that engages teachers in pedagogically impactful ways requires that literacy coaches plan intentionally-making critical, creative choices regarding various professional and practical considerations.

Coaching for Transformation: Deep Listening & Language that Facilitates Productive Conversations
Sherry Kinzel, literacy coach trainer, The Ohio State University, Columbus, OH
Ever wonder about what to say while coaching? Join us in practicing the art of deep, intentional listening and selecting clarifying & probing questions that push your teachers to think deeply.

The Coach and the Coachee — Making the Most of the Experience
From Fayette County Public Schools, Lexington, KY
LeeAnn Lewellen, instructional coach
Caitlyn White, classroom teacher
Kelsey Wharton, classroom teacher
Maximize relationships to facilitate strong teaching and improve student outcomes. Various literacy learning and coaching models illustrate the power of using data, keen observation, and collaborative goal setting to accelerate learning and inform teaching.

Coaching for Responsive Teaching Throughout Small-Group Reading Instruction
Jamie Lipp, instructional specialist & Reading Recovery trainer, The Ohio State University, Columbus, OH
Learn to guide literacy coaches to cultivate and grow teacher understandings around the responsive use of assessment data to inform and enhance small-group reading instruction.

Clarity in Coaching Conversations
Denise Morgan, professor of literacy education, Kent State University, Kent, OH
Enrique Puig, director, UCF Morgridge International Reading Center and Toni Jennings Exceptional Education Institute, University of Central Florida, Orlando, FL
Explore the decisions coaches can make to structure effective coaching conversations.

Generative Coaching Language: Prompting Reflection Around Best Practices
Wendy Reed, Literacy Collaborative trainer, The Ohio State University, Columbus, OH
Consider intentional and generative ways that coaching language invites teacher reflection. Novice to more experienced coaches will benefit from constructing language stems to prompt reflection around literacy practices.

Differentiated and Responsive Coaching: One Size Does NOT Fit All!
Jacqueline Wissman, district literacy coach trainer, South-Western City School District, Columbus, OH
Build conversations around ways to differentiate coaching interactions in response to diverse teacher and building needs. Explore possible coaching moves to support new, experienced, and reluctant teachers.
Each year this conference gives me so many pieces of valuable information to share and implement into my teaching. I feel that I leave excited to take on new learning and refreshed as a teacher. The professionalism of this conference exceeds my expectations each year. — Reading Recovery Teacher, 2019 Conference Attendee

The Power of the Practice Page ◆
C.C. Bates, Reading Recovery trainer, Clemson University, Clemson, SC
Focus on the use of the practice page, its benefits, and the ways it promotes reciprocity.

Too Hard, Too Easy, or a Just Right Book?
Sue Duncan, Reading Recovery trainer, Georgia State University, Atlanta, GA
Explore how to think about finding an ideal text for a child beginning with finding a readable text to get a child underway and how to think about choosing “just right” books over time.

Plan of Action Road Map: Get Uncomfortable and Make a Shift!
Kellie Ehlers, Reading Recovery teacher leader, Worthington City Schools, Worthington, OH
Expect and plan for powerful incremental shifts in teaching and learning. Teach with intentional by adjusting your teaching to ensure that a child’s strategic behaviors lead to accelerative learning. Examples of reading included.

Activating Oral Language: Why, When, and How ◆
JaNiece Elzy, Reading Recovery trainer, National Louis University, Chicago, IL
Dominique McCotter, Reading Recovery teacher leader, Champaign Unit 4 Schools, Champaign, IL
Rosie Leal, Reading Recovery teacher leader, Valley View School District 365U, Valley View, IL
Clay emphasizes the importance of oral language. This study session unpacks how to utilize this resource and why it is critical to fostering greater acceleration and independence.

Power Start: The First Six Weeks of Lessons Li ◆
Mary Fried, Reading Recovery emeritus trainer, The Ohio State University, Columbus, OH
“For those children who are ‘recommended,’ I suspect that what is going wrong is going wrong in the first six weeks of their lessons” (Marie M. Clay, 1993). Clay’s words will echo throughout this session along with demonstrations, student videos, and analysis of teaching interactions that can make a powerful difference.

How Technology Can Serve Us in Reading Recovery ▲
Christy Germain, Reading Recovery teacher leader, San Juan USD, Citrus Heights, CA
Technology can progress monitor students’ behaviors in reading, set teaching goals, and facilitate collaboration between the classroom teachers, Reading Recovery teachers, and other RTI personnel. Utilize shared space (Google G Suite) to view documents and lessons for advocacy.

I’ve Run Out of Time … Again!
Heather Good, Reading Recovery teacher leader, Wright State University, Dayton, OH
Do you ever have trouble getting your lesson done in 30 minutes? Consider the why as well as look at strategies to improve lesson flow and timing.

The New Book: ‘Read with Success’
Pamela Grayson, Reading Recovery teacher leader, Mid-Atlantic Reading Recovery, Shippensburg University, Shippensburg, PA
In discussing book choice, Dr. Clay includes the words ‘facilitative,’ ‘motivating,’ ‘challenge the child’s processing system,’ ‘assist,’ and ‘read with success.’ In the end, isn’t it more about the child than the book?

The Gen Z Factor
Kathryn Hardman, Reading Recovery teacher leader, Prince George’s County Public Schools, Bowie, MD
Generation Z is the demographic cohort following millennials. The issues these students bring to school are unique and require intentional, deliberate instruction and careful thought to rise to these challenges.

Re-informing Perceptions of Dyslexia: The Necessity of Inclusive Policy Implementation
George Hruby, executive director, Collaborative Center for Literacy Development and associate research professor, University of Kentucky, Lexington, KY
Rachel Gabriel, associate professor of literacy education, University of Connecticut, Storrs, CT
Connie Briggs, Reading Recovery trainer, Texas Woman’s University, Denton, TX
Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin-Milwaukee, Waukesha, WI
K. Journey Swafford, Reading Recovery trainer, Georgia State University, Atlanta, GA
Jo Worthy, professor of curriculum & instruction, The University of Texas at Austin, Austin, TX
The literate well-being of students, their families, and our communities is our common goal. Public debates about literacy education are about more than dyslexia, decoding skills, or even reading instruction in schools. Explore a comprehensive view of reading development and instruction based on full engagement with available research on reading development, instruction, and intervention.
Oral Language: Always a Resource for Literacy Learning
Elizabeth Kaye, Reading Recovery trainer, Texas Woman’s University, Denton, TX
Learn to capture and build upon all children’s language strengths and help them apply their language knowledge to be a resource for reading and writing.

Running Records as Formative Assessment with English Learners to Support Both Language and Literacy
Adria Klein, Reading Recovery trainer, Saint Mary’s College, Moraga, CA
Language-related approximations differ from errors; they often reveal patterns from oral language development and serve as a second lens of analysis of running records to help guide instruction. Clay states: “I think a problem arises when you think of a running record as an assessment, with a score (% correct), or yielding a ‘pass’ on a book level” (Rogers & Mosley Wetzel, 2014). How can we think about running records as a tool to gather information and observe patterns rather than to assess performance?

What Makes a Successful Book Introduction? Scaffolding for Powerful Learning Opportunities
Mary Lose, Reading Recovery trainer, Oakland University, Rochester, MI
The ‘just right’ book and a carefully crafted introduction help the child use several sources of information, construct meaning, and problem solve while maintaining fluency. Videos and transcripts are used as illustrations.

Adjusting Teaching: Benefits for English Language Learners
Allison Matczuk, Reading Recovery trainer, Canadian Institute of Reading Recovery Western Region, Winnipeg, Manitoba, Canada
When thinking about ways to adjust Reading Recovery lessons and classroom instruction for children who are learning about standard English as they are learning to read and write, teachers must be observant of some individual differences. Explore ways to adjust teaching based on unique student experiences.

The Emergent Writer: Developmental Perspectives and a Teacher on the Cutting Edge
Allison Matczuk, Reading Recovery trainer, Canadian Institute of Reading Recovery Western Region, Winnipeg, Manitoba, Canada
Writing holds great potential that will link to reading development provided teachers are able to match instruction with sensitive observation of the individual’s learning. When working with 6-year-old children, teachers must be mindful of the developmental aspects of the assembly of working systems. Assessment of the emergent writer’s strengths leads to teaching on the cutting edge of the child’s learning.

Familiar Reading is a Workout—Not a Warm Up
Leslie McBane, Reading Recovery teacher leader, South-Western City Schools, Columbus, OH
How familiar are YOU with the teaching and learning potential of familiar reading? Are you maximizing its impact? Learn how to make these first few minutes count throughout the lesson series.
Hard to Teach for Me!
Maryann McBride, Reading Recovery teacher leader, Clemson University, Clemson, SC
Examine procedures that bring about a change in a child’s processing system. Reflect on the teaching and learning that leads to a plan of action.

Fostering a Mindset for Problem Solving ◆
Kelly McDermott, Reading Recovery teacher leader, Boston Public Schools, Roxbury, MA
Explore how teaching needs to foster a mindset for problem solving that builds in complexity in reading, writing, and word work over a series of lessons.

Fostering Book Joy in Reading Recovery Students
Lisa Pinkerton, Reading Recovery trainer, The Ohio State University, Columbus, OH
We teach students how to read, but do we also teach students to love reading? Explore fostering book joy in readers throughout the lesson framework and series.

I Gave the Record of Oral Language, Now What? ◆
Kimberly Reynolds, Reading Recovery teacher leader, Dublin City Schools, Dublin, OH
Explore how to use Clay’s Record of Oral Language to support students during reading, writing, and conversations for powerful learning shifts.

Making the Most of Every Minute: Lessons in Being Constructive ◆
Debra Rich, Reading Recovery trainer, Saint Mary’s College, Moraga, CA
Maximizing each child’s learning requires the ‘right’ teaching at the ‘right’ time. Delve deeply into Clay’s design of the Reading Recovery lesson framework to improve student success.

Monitoring and Flexible Problem Solving: Count on the Cut-up!
Braedan Schantz, Reading Recovery teacher leader, Wright State University, Dayton, OH
Explore how monitoring and flexible problem solving in reading and writing can be observed, taught, and reinforced during the cut-up. What did your student learn from the cut-up today?

Developing Flexibility in Working with Words in Writing ◆
K. Journey Swafford, Reading Recovery trainer, Georgia State University, Atlanta, GA
Reading Recovery students must become proficient writers who are able to work flexibly to solve unknown words and transcribe their composed messages. They need to build a core of known words, be able to hear and record sounds in words, to see and use relationships in and among word parts and words and to develop orthographic knowledge. Examine lesson records, running records, writing samples and videos to consider how teachers are facilitating this flexibility.

Help! What Can I Do for Word Work?
K. Journey Swafford, Reading Recovery trainer, Georgia State University, Atlanta, GA
Reading Recovery students must learn how to solve unknown words flexibly and efficiently in order to process increasingly complex texts. Consider how that efficiency is fostered throughout the lesson series. Running records, lesson records, and video tapes of continuous text reading and writing are examined and word and letter work opportunities for students are explored.

Know When to Hold ‘Em: The Power of Deliberate Pause
Lori Taylor, Reading Recovery trainer, University of Maine, Orono, ME
Consider opportunities provided for the child when the teacher intentionally suspends talk or action. Lesson videos and transcripts are used to examine timing of interactions.

Dyslexia: Critical Perspectives, Policy, Advocacy, Research, and Instruction
Debra Zarling, PK-5 literacy coordinator/Reading Recovery site coordinator, Valley Area Reading Recovery Consortium, Oshkosh, WI
Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin–Milwaukee, Waukesha, WI
Explore how to change the narrative by examining what educators need to know and do: critically analyze dyslexia research, identify misleading information, explore reasons children struggle to read, and examine how expert, responsive instruction helps children overcome obstacles. Implications and action steps are offered for literacy professionals.

Special Luncheon Celebrates 35 Years of Reading Recovery in North America
Please join us as we celebrate 35 years of helping struggling first-grade students become successful readers and writers. No other early intervention has matched Reading Recovery’s record of documented student success, long-term implementation in schools, high research ratings from USDE’s What Works Clearinghouse, and continuous data collection on more than 2.4 million students.

All Conference attendees are invited to this luncheon celebration with special guest speaker Gay Su Pinnell on Sunday, Feb. 9 from noon–1:30 pm at the Hyatt Regency Hotel. Pre-register for the luncheon ($20 ticket required) when you register for the Conference.
Revisiting and Reviving Interactive Writing
C.C. Bates, associate professor, Clemson University, Clemson, SC
Are you looking for one activity that supports reading and writing? Interactive writing does it all and more! This session covers the how, when, and why questions related to interactive writing.

Using Writing Pre-Assessments to Fine Tune Teaching and Differentiate Instruction
From Charlotte Country Day School, Charlotte, NC:
Tara Bosley, reading specialist and literacy coach
Mollie Gaffney Smith, literacy consultant
Learn how to use data gleaned from writing pre-assessments (‘on demands’) to plan minilessons, determine strategy groups, and set goals for students within a writing workshop unit.

In the Beginning, There was Literacy
Teresa Carter, associate professor, Erskine College, Due West, SC
Revisit our literacy beginnings with songs, print, shared reading, read-alouds, and writing encouraging teachers to take back their literate classrooms.

Integrating Early Literacy Skills Across the Day Through Shared Experiences
Kelsey Corter, kindergarten teacher, PS59 Beekman Hill International School, New York, NY
Rather than isolated components, phonological awareness and other early literacy skills interact as children learn, talk, and play. We’ll re-imagine a school day, filled with powerful shared opportunities for integrating these skills.

Nurturing Identity, Empathy, and Social Advocacy Through Literacy
Kelsey Corter, kindergarten teacher, PS59 Beekman Hill International School, New York, NY
Children develop a sense of self, others, and the world through literacy—making the foundational years critical. Leave with a toolkit of ideas to implement immediately across the day.

Supporting Language Development Through Shared Reading
Debra Crouch, literacy consultant, Temecula, CA
How do students develop language through shared reading? Consider how repeated readings, strong discussion, and independent revisits to a known text support language learners in K-2 classrooms.

Teaching with Engagement, Energy, and Inspiration
Connie Dierking, instructional staff developer, Pinellas County Schools, Largo, FL
A research-based, child-centered classroom doesn’t just happen by accident. Discover a process for using literacy to build a classroom base that promotes joy, diversity, and energy.

Guiding Guided Reading: Teacher as Decision Maker
Robin Griffith, associate professor, Texas Christian University, Fort Worth, TX
Moving beyond ‘doing’ guided reading to ‘guiding’ guided reading requires informed teaching decisions. Explore a framework that guides teaching decisions related to text selection, introductions, and prompting for agentive reading.

Guided Writing in Kindergarten
Carolyn Helmers, kindergarten teacher, Forest Hills School District, Cincinnati, OH
Daily guided writing in kindergarten provides opportunities for students to develop oral language, phonological awareness, phonics skills, word learning, and writing mechanics in a supportive environment that leads to independence.

Writing in the Guided Reading Lesson: Optional or Optimal?
Jamie Lipp, instructional specialist, The Ohio State University, Columbus, OH
Writing instruction strongly supports reading instruction, but is often taught as a separate entity. Explore how writing can be a manageable, powerful addition to your guided reading lessons.

Intervention: Considering the Human Spirit
Jenny McFerin, Literacy Collaborative university trainer, The Ohio State University, Columbus, OH
When the emotional well-being of students is considered alongside the goal of accelerated learning, growth occurs in young readers.
Shared Reading and Interactive Writing: The Stepping Stones Toward Independence
From Beavercreek City Schools, Beavercreek, OH:
Amber Salyers, Title I teacher
Jen Barrett, kindergarten teacher
Shared reading and interactive writing are vital pieces of the balanced literacy framework. Learn the value of gradually releasing your students from a highly supportive environment toward independence.

Embedding Comprehension Strategies Across The Curriculum
From Orange City Schools, Pepper Pike, OH:
Amy Shiever, literacy coach
Megan Roberto, second grade inclusion teacher
Embedding comprehension strategies across the curriculum makes learning meaningful, engaging, and accessible. When teachers create opportunities for students to see that learning is connected rather than isolated, it boosts learning.

You Have to Know Them to Grow Them: Responsive Teaching in Small-Group Instruction
Karen Wilhelm, Title I reading interventionist, Washington Local Schools, Toledo, OH
Carla Castator, supervisor of literacy programs, Hamilton City Schools, Hamilton, OH
Explore ways to be responsive to your students needs during small-group literacy intervention using Marie Clay’s literacy processing theory and Reading Recovery practices to accelerate growth.

Concise, Engaging, and Powerful Reading Minilessons in the K-2 Classroom
Nicole Woodruff, Literacy Collaborative university trainer, The Ohio State University, Columbus, OH
Explore planning and implementing concise, yet powerful, reading minilessons including management, literary analysis, skills and strategies, and writing about reading. Photos and classroom videos shared.
This conference gave me confidence that I am doing many things right, while offering great insight on improvements and new strategies to try in my classroom.
— K-6 Educator, 2019 Conference Attendee

Engage, Empower, Achieve: Supporting Constructive Collaboration with Student Talk
Barbara Andrews, author & literacy consultant, Lewisville, TX
Learn effective ways to encourage collaborative academic conversations to maximize the quality of students’ discussions and adapting lessons to meet the needs of diverse students.

Word Walk: Developing Vocabulary Through Rich Discussion and Extension Activities
Katherine Beaubat, associate professor of education, Notre Dame of Maryland University, Baltimore, MD
Katrin Blamey, associate professor of education & early elementary education coordinator, DeSales University, Center Valley, PA
Word Walk describes an instructional procedure for explicit vocabulary instruction in the context of storybook reading. It’s designed specifically for children in Grades PK-2.

Create Dynamic Literacy Learning Environments Through Powerful Peer Relationships
Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin-Milwaukee, Waukesha, WI
Merry Komar, 3rd-grade teacher, School District of Waukesha, Waukesha, WI
Learn to encourage peer relationships that build safe environments, positively impact literacy learning, and promote intellectually stimulating classrooms.

A Closer Look: Getting to Know Our Students as Writers
Lynne Dorfman, co-director PA Writing & Literature Project, West Chester University, West Chester, PA
Diane Dougherty, literacy consultant, Downingtown, PA
Writing workshop success depends on knowing students through their writing and conversations. View conferences and practice responding with specific structures. Quick formative assessment tips are shared.

Beyond Digital Worksheets — Integrating Technology in Authentic Ways That Engage
Johnny Downey, media specialist
Angie Garber, learning design specialist
Many digital resources are simply replacing a paper worksheet. Learn how to enhance classroom literacy instruction by implementing the SAMR model to design, develop, and infuse technology into teaching and learning.

Engaging Boy Writers
Ralph Fletcher, author & education consultant, Lee, NH
Evidence shows that boys are struggling in the writing classroom. This problem has intensified with the more restrictive, academic tone so prevalent in school writing. Explore reasons for boys’ difficulties in this area and ways we can widen the circle and create boy-friendly writing classrooms. Sponsored by Scholastic Education

Helping Students Write Nonformulaic Nonfiction
Ralph Fletcher, author & education consultant, Lee, NH
The Common Core State Standards prompted an intense interest in expository writing. Alas, much of the writing being produced by students follows a rigid formula, with little room for the student’s voice. Look at ways how we can help our students write strong, lively nonfiction that reflects the best nonfiction we see and enjoy in the world around us. Sponsored by Scholastic Education

The Right Tools: Choosing the Best for Your Students
Towanda Harris, author & education consultant, Union City, GA
Learn how to make informed choices about resources and practices, based on the unique needs and strengths of each student. Determine how/if a resource is working by using checkpoints as guides. Discover how to leverage the educators in your building to ensure that additional strategies are provided to support the learner on their literacy journey.

From Striving to Thriving: Strategies to Jump Start Writing
From Mentor, OH:
Sara Holbrook, author & educator
Michael Salinger, author & educator
Help all learners find success in writing. Learn pre-write strategies, model teacher moves that lead to well written texts, and complement any existing writing program or work as standalone lessons. By teaching essential writing elements using simple frameworks that level up to the sophistication of the student, students create short texts that are also useful as formative assessments. Explore three classroom-tested strategies and the overarching process used to implement them. Sponsored by Scholastic Education

From Striving to Thriving: How to Grow Confident, Capable Readers
Stephanie Harvey, author, educator, & president, Stephanie Harvey Consulting, Denver, CO
Whenever a child reads even slightly below benchmark, we call for an intervention. The best intervention is often a good book a child can and wants to read. How about a new approach—volume-based intervention. Access plus time plus choice equals volume. We need to bookmatch relentlessly, provide expert research-based literacy instruction, build classroom libraries containing compelling texts, and allow plenty of time for kids to just plain read. Sponsored by Scholastic Education

Ways to Increase Student Empowerment and Engagement with Reading Workshop
Emily Hermann, assistant director, K-2 Program Development, Lakota Local Schools, Liberty Township, OH
Come explore ways to increase student empowerment and engagement within a reading workshop framework. Topics include, learning progressions, student goal setting, leading choice seminars, and offering student-led seminars.
Use Your Voice: Talking Our Way Into More Peaceful Learning Communities
From Mentor, OH:
Sara Holbrook, author & educator
Michael Salinger, author & educator
Learn the benefits of and strategies for building communication skills among students in the classroom as it helps increase literacy fluency, decreases bullying, and builds confidence as students become comfortable speaking up for themselves. Talking and listening doesn’t come naturally to all students, particularly in this age of technology. Sponsored by Scholastic Education

Re-informing Perceptions of Dyslexia: The Necessity of Inclusive Policy Implementation
George Hruby, executive director, Collaborative Center for Literacy Development and associate research professor, University of Kentucky, Lexington, KY
Rachael Gabriel, associate professor of literacy education, University of Connecticut, Storrs, CT
Connie Briggs, Reading Recovery trainer, Texas Woman’s University, Denton, TX
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K. Journey Swafford, Reading Recovery trainer, Georgia State University, Atlanta, GA
Jo Worthy, professor of curriculum & instruction, The University of Texas at Austin, Austin, TX
The literate well-being of students, their families, and our communities is our common goal. Public debates about literacy education are about more than dyslexia, decoding skills, or even reading instruction in schools. Explore a comprehensive view of early literacy classrooms that reflect the democratic ideals espoused in our nation’s founding documents? How do we create community-centered schools, our spheres of influence, and the power that we wield as educators? How do we foster the intellectual growth of all students so that they can tap into the power that being literate has to set them free? Investigate these questions, deepen your understanding of the pillars of freedom, and delve into instructional strategies that support the growth of compassionate intellectuals who change the world.

For Want of Utterance: Teaching Literacy for Liberation
Aeriale Johnson, 2nd-grade teacher & literacy specialist, San Jose, CA
How do we teach children English language arts in ways that center their unique ways of being in the world? How do we create literacy classrooms that reflect the democratic ideals espoused in our nation’s founding documents? Can we foster the intellectual growth of all students so that they can tap into the power that being literate has to set them free? Investigate these questions, deepen your understanding of the pillars of freedom, and delve into instructional strategies that support the growth of compassionate intellectuals who change the world.

Using Running Record Analysis to Inform Early Literacy Instruction for English Learners
Stephanie Ledger, ESL/ELD early literacy resource teacher, Waterloo Region District School Board, Kitchener, Ontario, Canada
Through running record analysis, explore the unique early literacy needs of English learners and the impact of primary language transference, oral language, and literacy gaps.

Read-Aloud Power: Using Picture Books to Layer Literacy and Life Lessons
JoEllen McCarthy, book ambassador, Queens, NY
Using a framework for reading-writing connections, explore titles and tips to adopt or adapt that can strengthen and support more caring and responsive classroom communities of readers, writers, and thinkers.

When Independent Writing Isn’t Independent: Writing Collaboratively with Students
Leah Mermelstein, author & consultant, Hoboken, NJ
Collaborative writing is a missing link to creating independent writers. Learn how to utilize three distinct types of collaborative writing to support all students towards independence.

Collaborative Writing that Transforms English Learners’ Self-Perceptions and Empowers Their Voices
Lesley Morgan, Title III EL specialist, Bridgeport, WV
Identify collaborative writing activities that provide opportunities for English learners to find their voice in the classroom while increasing literacy and English language development.

Reading and Writing that Float on a Sea of Talk
Maria Nichols, author & consultant, Ramona, CA
Purposeful talk helps children build bigger ideas as readers, and craft thoughtful texts as writers. Explore strategies for launching and facilitating talk, deepening comprehension, and propelling readers into writing workshop.

Let Me Take A Selfie! Understanding My Role in Equity Literacy
Katrice Quitter, education consultant, Hamilton County ESC, Cincinnati, OH
Educators play an integral role in creating and maintaining equitable and inclusive learning spaces. Reflect about who you are, your perspectives, and how to be a catalyst for change.

Time, Time, Time — The #1 Challenge for Teachers and Administrators
Douglas Reeves, founder, Creative Leadership Solutions, Boston, MA
Dr. Reeves challenges the notion that “We don’t have the time!” In fact, he responds, we all have the same amount of time — the question is how we use it. Learn practical time-saving strategies for busy teachers and leaders.

Next Step Forward in Guided Word Study and Phonics
Jan Richardson, author & literacy consultant, Richland Center, WI
Michelle Dufresne, author & literacy consultant, St. Augustine, FL
Increase the power of your guided reading lessons by including short, developmentally appropriate word study activities that are based on student assessments and linked to the guided reading text. Sponsored by Pioneer Valley Books
I always learn so much, meet so many awesome educators and get the chance to meet many of the literacy leaders that have shaped my understanding of how children learn to read and write. I highly recommend this conference to teachers of any level of experience!
— 3-6 Educator, 2019 Conference Attendee

Grades 3-6 Classroom Literacy

Using Mentor Texts to Scaffold Writers
Clare Landrigan, author & educator, Waban, MA
The right book at the right time can make all of the difference in our writing instruction. Learn how mentor texts serve as an additional teacher in the classroom.

Empowering Intermediate Readers Through Shared Reading
From Broward County Public Schools, Ft. Lauderdale, FL
Laura McCarthy, staff developer
Lisa Krucker, staff developer
Discover empowerment of shared reading. Learn routines that create safe spaces for learners to read increasingly challenging text with appropriate support while developing both literacy and social-emotional skills.

Supporting Students When Reading Informational Text
Jolene Reed, assistant professor, Sam Houston State University, Huntsville, TX
Promote ways of helping children bridge reading skills as they focus on the structure and content of nonfiction text.

Talking Essay: Social Arguments to Make a Difference in the World
From South-Western City Schools, Grove City, OH
Andrea Woerlein, literacy coach
Lisa Watson, teacher
Share the implementation process and classroom examples of how to engage students in talking essays and scaffold them to lift their level of thinking.
The Delicacy of Dreams: The Power of Imagination
Nikki Grimes, children’s author & poet, Corona, CA
As a child, Gabriella was discouraged from daydreaming, especially in the classroom. But was she doing something wrong? That’s one of the questions asked in *Words with Wings*, a novel about daydreaming. Explore the power of daydreams, and the ways flights of fancy, when harnessed, can enhance the reading and writing experience.

Best New Books for Grades 3-6
Lisa Pinkerton, Reading Recovery trainer, The Ohio State University, Columbus, OH
This engaging session showcases outstanding new books for cultivating reading joy in Grade 3-6 students. An extensive list of titles highlights a variety of genres, formats, themes, and awards.

What’s New in 2019 for K-2 Readers?
Patricia Scharer, professor emeritus, The Ohio State University, Columbus, OH
Discover quality children’s literature of many genres published in 2019. A bibliography is provided.

I was a little hesitant to come to the conference as a library media specialist. I wondered if there would be any sessions beneficial to my job. Boy, was I pleasantly surprised! The sessions I attended were outstanding and highly informative!
— Library Media Specialist, 2019 Conference Attendee

Build Your Stack™ with NCTE
Franki Sibberson, president, National Council of Teachers of English, Hilliard, OH
Lynsey Burkins, chair, Build Your Stack Committee, National Council of Teachers of English, Westerville, OH
A fast-paced session in which a panel of teachers will share great books so that you can Build Your Stack™ and find books to add to your classroom library.

New Children’s Literature to Teach, Inspire, and Engage Diverse Learners
From Madeira City Schools, Cincinnati, OH
Fran Wilson, 2nd-grade teacher & ELA instructional leader
Nicole Prater, 2nd-grade teacher
Discover newly published books and learn classroom-tested ideas to teach across the curriculum and promote culturally responsive classrooms. Children’s work and classroom charts demonstrate ways to differentiate.
Conference Facts to Help You Plan

Administrators The Leadership Institute led by Jenni Donohoo is on Saturday, Feb. 8. The topic is Quality Implementation: Leveraging Collective Efficacy to Make ‘What Works’ Actually Work. In addition, during each day of the conference there are sessions that focus on leadership. See page 9 for more information. On Monday, Feb. 10, the Administrator Luncheon allows you to network with schools and district level peers ($10 ticket required). See page 9 for details. Administrators could qualify to attend the Conference for free. See page 17 for information and full details on the website.

Attire Casual and comfortable with layers to suit room temperature variations.

Author Book Signings Keynote and featured speakers offer book signings throughout the Conference. Book signings may also take place in the Exhibit Hall at exhibitor booths where books are available for purchase. See Conference mobile app or www.rrcna.org/conferences for a schedule.

Clock Hours of Attendance Earn up to 17.5 professional development clock hours for attending a Leadership Preconference Institute (3.5 hours) and the Full Conference (12 hours). RRCNA is a recognized professional development provider and provides attendees with a Certificate of Attendance listing clock hours of Institute and Conference sessions. The certificate serves as documentation for professional development that may be applied towards teaching license renewal. Be sure to check with your district for information about specific clock hour requirements in your state.

Evenings To facilitate further networking of Conference attendees, no evening sessions will be scheduled. Please see Optional Conference Events for more information.

Exhibits Examine the latest publications and newest educational products available. Publishers and other vendors display their products on Saturday, Feb. 8, 9:00-6:00 pm (Grand Opening and Reception – exclusive time with exhibitors); Sunday, Feb. 9, 8:00 am-5:30 pm; and Monday, Feb. 10, 8:00 am-5:30 pm. There are no exhibits on Tuesday. See the Conference mobile app for exhibitor booth locations and product descriptions.

Getting to Columbus Visit www.ExperienceColumbus.com for driving directions. Visit www.flycolumbus.com for information on flying into John Glenn Columbus International Airport (formerly Port Columbus International Airport). Airport Transportation: Taxis are available on demand (no reservation required) in the ground transportation area of the airport terminal. Airport shuttles available include Columbus Transportation and Arch Transportation. The COTA AirConnect bus provides direct service between the airport and Downtown Columbus, serving downtown hotels and the Greater Columbus Convention Center.

Graduate Credit Hours Ashland University offers 1 semester hour of graduate credit for attending 12.5 hours of conference sessions. The cost per semester hour is $180 and is paid directly to Ashland University. Contact the Ashland University Columbus Center in advance for further details at 614-794-4850 or 877-557-9497. An Ashland University representative will be onsite on Sunday, Feb. 9 and Monday, Feb. 10.

Hotel Reservations RRCNA has contracted with four hotels in downtown Columbus. Each are either connected to or adjacent to the facilities where all sessions take place. Reserve your room by Jan. 23, 2020. Each official Conference hotel works directly with RRCNA regarding Conference schedule changes, attendee updates, and special guest events. Make a hotel reservation at www.rrcna.org/conferences. This online reservation system gives you actual hotel room availability and an immediate confirmation. You must have a credit card and an email address to utilize this reservation system. Thank you in advance for booking at one of the Conference hotels. By doing so, you are helping to keep the room rates and registration fees lower. For more details about the hotels, see page 25.

Location The 2020 National Reading Recovery & K-6 Literacy Conference sessions are held at the Greater Columbus Convention Center and the Hyatt Regency Hotel (Conference headquarters hotel), 350 North High Street, Columbus, OH. Located in downtown Columbus, the conference is adjacent to all official conference hotels and within walking distance to many restaurants and attractions. Visit www.ExperienceColumbus.com for more details.

Meals A box lunch on Sunday and Monday is included in the Conference registration fee. All other meals are on your own. A name badge and tickets are required for meals.

Membership Meeting RRCNA members and prospective members are invited to attend the annual RRCNA Membership Meeting on Monday, Feb. 10 from 4:45-5:45 pm. Come meet the Council staff, Board of Directors, and Committee chairs. All attendees are welcome to offer feedback and ask questions about RRCNA membership. Snacks and refreshments are served, and dozens of door prizes will be awarded!

Social Media Join us on Facebook, Twitter, and Instagram and participate in conversations related to the Conference. Like our page and have immediate access to updates, take advantage of special offers, and interact with literacy educators, speakers, and RRCNA staff. Click on the icons at the bottom of our website or go to www.facebook.com/LiteracyConference. Follow the Conference on Twitter and Instagram @rrcna_org and #nccbus.

Website Register online, download the Conference mobile app, make your hotel reservations, get updates and more information on speakers, find local information and maps, and view videos on the Conference website at www.rrcna.org/conferences.

Optional Conference Events

35th Anniversary of Reading Recovery in North America Luncheon Join us as we celebrate 35 years of Reading Recovery in North America’s schools. Conference attendees are invited; pre-registration and a ticket are required. There is a $20 charge for the Sunday luncheon. Sign up when you register for the Conference. See page 16.

Annual Shopping Trip to Polaris Fashion Place, a premier shopping complex in Columbus, is on Monday from 5:00-9:00 pm, leaving from the Convention Center connector. A free shuttle bus runs every 45 minutes. A name badge is required to board the bus. Space is limited, sign up when you register for the Conference.

Events and Attractions Close to the Convention Center

Downtown Dining and Local Transportation Options Visit the Conference website at www.rrcna.org/conferences or visit www.ExperienceColumbus.com.

Short North Arts District starts right across the street from the convention center on High Street. The Short North neighborhood is filled with restaurants, bars, shops, and art galleries. Explore on foot or take the free CBUS circulator. Visit www.shortnorth.org for more information.

Arena District One of downtown’s most popular neighborhoods features sports, entertainment, restaurants, and bars. It’s located just 1 block west of the Hyatt Regency. Visit www.arenadistrict.com for more information.

Theater District Catch the free CBUS circulator and head south on High Street to find several theaters offering performances. Options include Application Pending and Alice. Visit www.capacal.com/calendar for more information.

North Market is home to dozens of unique, independent merchants, and farmers who deliver personal service. Find fresh and prepared foods, gifts, and much more. The historic public market, located between High and Park Streets, is open Sun-Mon. 10:00 am-5:00 pm and Tues-Sat. 9:00 am-7:00 pm. Visit www.northmarket.com for more information.

Brewery District Historic German Village Hop on the CBUS to German Village, an historic neighborhood that can best be appreciated on foot to experience the ambiance, unique architecture, brick-paved streets, antique shops, a massive bookstore, and craft and gift stores. For more information visit https://germanvillage.com/explore/

Visit www.ExperienceColumbus.com for more things to do.
REGISTRATION PROCESS—PLEASE READ CAREFULLY PRIOR TO REGISTERING ONLINE

To register as a member, use your RRCNA username and password. If you would like to join RRCNA or renew your membership, you need to do so before beginning the registration process. To receive the RRCNA member discount rate, you must provide your membership number. If you have forgotten your membership number, you can find it on the label of any RRCNA mailing or call RRCNA at 614-310-7323. If you are not an RRCNA member, you can log in and register as a guest. For assistance, please email conferenceinfo@readingrecovery.org or call 614-310-7340 or 614-310-7339.

Session selection is required. Review session descriptions on pages 7-22 and the day/time they are offered on the schedule on pages 26-27 then make a selection for each time slot.

We have provided a Conference Registration Worksheet on pages 28-29 for your convenience. Once you have completed your worksheet, go to www.rrcna.org/conferences to complete your online registration. Please note, you will not be able to make any session changes once you have completed your online registration. It is highly recommended that you retain your worksheet for future reference.

Does your district need to approve the funds? Visit www.rrcna.org/conferences to download forms and letters that detail how this Conference is a value in terms of both cost and professional development. Upon approval from your school district, follow the instructions above to complete your online registration.

PAYMENT INFORMATION
Payment must be received prior to Dec. 15, 2019, in order to be eligible for the early rates. If not paid in full by the commencement of the Conference, full payment will be required onsite; credit cards and checks are accepted. Session selections cannot be confirmed until full payment has been received. Carefully review the registration fees, discount dates, and cancellation/refund policies. FederaID # 31-1429018.

Credit Cards
We accept VISA, MASTERCARD, AMEX, and DISCOVER for online registration.

Purchase Orders
Credit cards and checks are the preferred method of payment. If you must use a purchase order (PO), please have the number available when completing the online registration process. We also require a hard copy of your PO. You can upload the PO during the online registration process, scan and email it to conferenceinfo@readingrecovery.org, or fax it to 614-310-7342. If we do not have a copy of your PO on file at the Conference office, you will be required to pay with a credit card or check. A purchase order is a commitment to pay but does not constitute an actual payment: a check or credit card payment must be received prior to the commencement of the Conference for your registration to be considered paid. It is your responsibility to submit your invoice to your school district for immediate processing. The Conference office does not submit invoices to school districts. Please ensure the PO and invoice numbers are referenced on check payments, and make the check payable to RRCNA.

Individual Checks
Print your invoice and mail it with a check, payable to RRCNA, to the address below:

RRCNA – NATIONAL CONFERENCE
500 West Wilson Bridge Road, Suite 250
Worthington, OH 43085

2020 NATIONAL READING RECOVERY & K-6 LITERACY CONFERENCE DATES AND FEES

Preconference & Leadership Institutes: Saturday, Feb. 8, 2020
Full Conference: Sunday, Feb. 9–Tuesday, Feb. 11, 2020
Full Conference registration includes admission to the Conference and all general and concurrent sessions held Feb. 9–11, 2020. Note: Saturday sessions are not included in a Full Conference registration.

Discount Options
1. Be a current RRCNA member or renew your membership. This must be done prior to registering. (Dues are $75)
2. Register and submit payment by Dec. 15, 2019. (POs do not qualify as payment.)
3. See page 11 for possible professional development grants and criteria.

Preconference and Leadership Institute Registration Fees
The Preconference and Leadership Institutes (see pages 7-9) are held on Saturday, Feb. 8 from 9:00 am-3:30 pm (lunch included). Early rate applies to registrations with payment received by Dec. 15, 2019. (POs do not qualify as payment)

<table>
<thead>
<tr>
<th></th>
<th>RRCNA Members Early</th>
<th>RRCNA Members Regular</th>
<th>All Others Early</th>
<th>All Others Regular</th>
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<tr>
<td>Preconference Institutes</td>
<td>$240</td>
<td>$285</td>
<td>$320</td>
<td>$365</td>
</tr>
<tr>
<td>Leadership Institute</td>
<td>$290</td>
<td>$345</td>
<td>$365</td>
<td>$415</td>
</tr>
</tbody>
</table>

Conference Registration Fees
Sessions are held Sunday, Feb. 9–Tuesday, Feb. 11.
Early rate applies to registrations with payment received by Dec. 15, 2019. (POs do not qualify as payment)

Meals included in the Full Conference registration fee are Sunday and Monday box lunch. Partial registration includes meal(s) for the day(s) you are registered.

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<thead>
<tr>
<th></th>
<th>RRCNA Member Early</th>
<th>RRCNA Member Regular</th>
<th>All Others Early</th>
<th>All Others Regular</th>
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</thead>
<tbody>
<tr>
<td>Full Conference (Sun.–Tues.)</td>
<td>$435</td>
<td>$495</td>
<td>$515</td>
<td>$585</td>
</tr>
<tr>
<td>Sunday Only</td>
<td>$295</td>
<td>$395</td>
<td>$370</td>
<td>$440</td>
</tr>
<tr>
<td>Sunday/Monday</td>
<td>$380</td>
<td>$445</td>
<td>$455</td>
<td>$525</td>
</tr>
<tr>
<td>Monday/Tuesday</td>
<td>$380</td>
<td>$445</td>
<td>$455</td>
<td>$525</td>
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</table>
Session Selection
Session selection is required during the online registration process. This is an added feature to ensure that you are not closed out of your selections. Room capacity is based on the number of people registered. Session selection is not guaranteed until the registration is paid in full. A Conference Registration Worksheet can be found on pages 28-29 or on the Conference website for your convenience. It is highly recommended that you complete the worksheet and keep a copy for future reference. Please note, you will not be able to make any session changes once you have completed your online registration.

Exhibit Hall-Only Registrations
One-day passes to the Exhibit Hall are available for $25 for RRCNA members and $50 for all others. For more information, email asummers@readingrecovery.org or call 614-310-7337.

RRCNA Membership and Discount
To thank RRCNA members for their support, all current members receive a discount on Conference registration. If you have forgotten your membership number you can look it up online or find it on the label of any RRCNA mailing you have received. You can also call the RRCNA office at 614-310-7323. Please note: expired members wishing to renew their membership in order to receive the member discount must do so before registering for the Conference. To renew your membership, log in and click on My Profile, then under Billing Info, click on Pay Membership Dues/ Fees.

Cancellation, Transfers, and Refunds
Refunds will be given if written notice is postmarked by Dec. 15, 2019; no phone calls will be accepted. There will be a $50 administrative fee charged for all refunds. If you must cancel your registration, you can transfer it to another person by notifying the Conference office by email at conferenceinfo@readingrecovery.org or fax 614-310-7342 by Jan. 24, 2020. Please note that submission of this registration is a commitment to pay if the Conference is held, regardless of weather conditions. No-shows will be invoiced and subject to collections for the full amount. Unpaid registrations (including no-shows) will necessitate barring registration from future Reading Recovery conferences and institutes sponsored by RRCNA. Refunds will not be given after Dec. 15, 2019.

Hotel Accommodations and Reservations

We thank you in advance for booking at one of the official Conference hotels. The official hotels receive special updates from the Conference organizers and plan activities specifically for our attendees. All Conference hotels are located in downtown Columbus and are either connected or adjacent to the facilities where sessions take place. They are within walking distance to many restaurants and attractions. These hotels are serviced by the COTA Air Connect bus providing transportation to and from the airport for $2.75 each way.

1. Click the hotel link at the bottom of your online confirmation or visit the Conference website at www.rrcna.org/conferences to make a reservation. You must have a credit card and an email address to utilize this reservation system. Acknowledgement and confirmation is sent immediately.

2. If you do not have a credit card to make a room reservation, please contact Experience Columbus’ Housing Bureau directly at Housing@ExperienceColumbus.com.

3. The RRCNA discounted hotel rates are available through Jan. 23, 2020, after which room rates and availability are subject to change.

4. All changes and cancellations must be submitted through the online reservation system. The online system will be shut down at 5:00 pm EST, Jan. 23, 2020.

5. Once you have made a reservation, direct all questions, changes, and cancellations for the Crowne Plaza, Drury, or Hampton hotels to Housing@ExperienceColumbus.com until housing closes at 5 pm EST on Jan. 23, 2020. For the Hyatt, call 614-280-3051.

Hotel Cancellation Policies
Each hotel has its own cancellation policy; most require deposits and charge for a cancelled room night. Read the hotel’s deposit and cancellation policies carefully prior to reserving your room; additional fees may apply. After 5:00 pm EST on Jan. 23, 2020, all changes need to be made directly with your hotel. The hotel you choose will not have your reservation in their system until after Jan. 23, 2020. RRCNA staff does not have access to the Housing Office database.

Hotel Taxes
To help you plan expenses and to ensure a smooth checkout, please note the current hotel tax rate is 17.5% and is not included in the daily room rate. Parking is noted below. Attendees are responsible for contacting their hotels in advance to discuss eligibility for tax exemptions and request the forms required by the hotel. Your confirmation will include the hotel contact information.

Official Conference Hotel Locations, Room Rates, and Daily Parking Rates

<table>
<thead>
<tr>
<th>Hotel Name</th>
<th>Address</th>
<th>Room Rates</th>
<th>Parking</th>
</tr>
</thead>
<tbody>
<tr>
<td>HYATT REGENCY*</td>
<td>350 N. High St. - Sessions Held Here</td>
<td>$153 – $173 (no breakfast)</td>
<td>Valet $28/overnight, $20/day; hourly available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$156 – $221 (with breakfast buffet)</td>
<td></td>
</tr>
<tr>
<td>CROWNE PLAZA*</td>
<td>33 E. Nationwide Blvd.</td>
<td>$154 – $153</td>
<td>Valet $28/overnight; $16/day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$164 – $219</td>
<td>Parking: $28/overnight, $20/day; hourly available</td>
</tr>
<tr>
<td>DRURY INN*</td>
<td>88 E. Nationwide Blvd.</td>
<td>$143 – $153</td>
<td>Valet Only Parking: $25/day &amp; overnight</td>
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<tr>
<td></td>
<td></td>
<td>$143 – $183</td>
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* connected to Convention Center ** across from Convention Center

For Conference program or registration questions call 614-310-7340 or 7339 or email conferenceinfo@readingrecovery.org
PRELIMINARY CONFERENCE SCHEDULE (SUBJECT TO CHANGE)

SUNDAY 10:00 am to Noon

GENERAL SESSION—Adria Klein
Looking Back and Moving Forward: Literacy Learning in the 21st Century

SUNDAY 1:30 pm to 3:00 pm

Reading Recovery
Power Start: The First Six Weeks of Lessons
Mary Fried

What Makes a Successful Book Introduction?
Scaffolding for Powerful Learning Opportunities
Mary Lose

Making the Most of Every Minute: Lessons in Being Constructive
Debra Rich

Developing Flexibility in Working with Words in Writing
K. Journey Swafford

Leadership in Literacy
Reading Recovery Teachers Build Literacy Expertise:
Every Teacher Every School
Lisa Fisher

Using Literacy as Leverage for Transformation
LeeAnn Lewellen

K-2 Classroom Literacy
Nurturing Identity, Empathy, and Social Advocacy Through Literacy
Kelsey Corter

K-6 Classroom Literacy
Engage, Empower, Achieve: Supporting Constructive Collaboration with Student Talk
Barbara Andrews

Beyond Digital Worksheets - Integrating Technology in Authentic Ways that Engage
Johnny Downey

For Want of Utterance: Teaching Literacy for Liberation
Aerial Johnson

Next Step Forward in Guided Word Study and Phonics
Jan Richardson

3-6 Classroom Literacy
Using Mentor Texts to Scaffold Writers
Clare Landrigan

Supporting Students when Reading Informational Text
Jolene Reed

Literacy Coaching
Clarity in Coaching Conversations
Denise Morgan

Generative Coaching Language: Prompting Reflection Around Best Practices
Wendy Reed

Children’s Literature
Best New Books for Grades 3-6
Lisa Pinkerton

SUNDAY 3:30 pm to 5:00 pm

Reading Recovery
How Technology Can Serve Us in Reading Recovery
Christy Germany

The Gen Z Factor
Kathryn Hardman

The Emergent Writer: Developmental Perspectives and a Teacher on the Cutting Edge
Allyson Matczuk

Hard to Teach for Me!
Maryann McBride

Monitoring and Flexible Problem-Solving: Count on the Cut-up!
Braedan Schantz

Dyslexia: Critical Perspectives, Policy, Advocacy, Research, and Instruction
Debra Zarling

Leadership in Literacy
Creating a Comprehensive Approach to Literacy
Kris Piotrowski

Dyslexia: Critical Perspectives, Policy, Advocacy, Research, and Instruction
Debra Zarling

K-2 Classroom Literacy
Revisiting and Reviving Interactive Writing
C.C. Bates

Teaching with Engagement, Energy, and Inspiration
Connie Dierking

K-6 Classroom Literacy
A Closer Look: Getting to Know Our Students as Writers
Lynne Dorr

Engaging Boy Writers
Ralph Fletcher

Use Your Voice: Talking Our Way Into More Peaceful Learning Communities
Sara Holtbrook & Michael Salinger

Collaborative Writing that Transforms English Learners’ Self-Perceptions and Empowers Their Voices
Lesley Morgan

Examining the Myths that Underlie the Struggle of Learning to Read
Barbara Schubert

3-6 Classroom Literacy
Empowering Intermediate Readers Through Shared Reading
Laura McCarthy

Literacy Coaching
Differentiated and Responsive Coaching: One Size Does NOT Fit All!
Jacqueline Wissman

Children’s Literature
Build Your Stack™ with NCTE
Franki Sibberson

MONDAY 8:30 am to 10:00 am

Reading Recovery
The Power of the Practice Page
C.C. Bates

Activating Oral Language: Why, When, and How
JaNiece Elzy

I’ve Run Out of Time… Again!
Heather Good

Fostering Book Joy in Reading Recovery Students
Lisa Pinkerton

Developing Flexibility in Working with Words in Writing
K. Journey Swafford

Leadership in Literacy
Breaking the Silo: Actionable Strategies for Spreading Reading Recovery Influence
Mitch Craft

Get in the Game! Be a Literacy Championship School!
Ellen Sanford

K-2 Classroom Literacy
in the Beginning, There was Literacy
Teresa Carter

Concise, Engaging and Powerful Reading Minilessons in the K-2 Classroom
Nicole Woodruff

K-6 Classroom Literacy
Helping Students Write Nonformulaic Nonfiction
Ralph Fletcher

The Right Tools: Choosing the Best for Your Students
Towanda Harris

The Social Media Connection: Collaboration to Support Teaching and Learning
Braedan Schantz

What Should I Teach Them Next?
Michal Taylor

3-6 Classroom Literacy
Talking Essay: Social Arguments to Make a Difference in the World
Andrea Wuerlein

Literacy Coaching
Planning with Intention: Creating Meaningful, Engaging Professional Development for Teachers
Danielle Gruhler

Children’s Literature
What’s New in 2019 for K-2 Readers?
Patricia Scharer

SESSION KEYS
- Reading Recovery
- Leadership in Literacy
- K-2 Classroom Literacy
- K-6 Classroom Literacy
- Literacy Coaching
- Children’s Literature
- 3-6 Classroom Literacy
- Featured Session
- Study Session
- Ticketed Session
- Technology Session
Check for Updates at www.rrcna.org/conferences

MONDAY 10:30 am to 11:45 am

GENERAL SESSION—Douglas Reeves
The E-Squared Solution: Equity and Excellence Right Now

MONDAY 1:00 pm to 2:30 pm

Reading Recovery
Too Hard, Too Easy, or a Just Right Book? Sue Duncan
Re-informing Perceptions of Dyslexia: The Necessity of Inclusive Policy Implementation George Hruby
Oral Language: Always a Resource for Literacy Learning Elizabeth Kaye
The Emergent Writer: Developmental Perspectives and a Teacher on the Cutting Edge Allyson Matczuk
Familiar Reading is a Workout — Not a Warm Up Leslie McBane
Fostering a Mindset for Problem Solving Kelly Mc Dermott

Leadership in Literacy
Re-informing Perceptions of Dyslexia: The Necessity of Inclusive Policy Implementation George Hruby
Time, Time, Time — The #1 Challenge for Teachers and Administrators Douglas Reeves

K-2 Classroom Literacy
Integrating Early Literacy Skills Across the Day Through Shared Experiences Kelsey Corter
Intervention: Considering the Human Spirit Jenny McFerin
Embedding Comprehension Strategies Across the Curriculum Amy Shiever
You Have to Know Them to Grow Them: Responsive Teaching in Small-Group Instruction Karen Wilhelm

K-6 Classroom Literacy
Re-informing Perceptions of Dyslexia: The Necessity of Inclusive Policy Implementation George Hruby
For Want of Utterance: Teaching Literacy for Liberation Aeriale Johnson
Using Running Record Analysis to Inform Early Literacy Instruction for English Learners Stephanie Ledger
Read Aloud Power: Using Picture Books to Layer Literacy & Life Lessons JoEllen McCarthy
Time, Time, Time — The #1 Challenge for Teachers and Administrators Douglas Reeves

3-6 Classroom Literacy
Teaching Test-Taking as a Genre Lori Black
5 Ways to Transform and Strengthen Student-Led Book Club Discussions Sonja Cherry-Paul

Literacy Coaching
Coaching for Responsive Teaching Throughout Small-Group Reading Instruction Jamie Lipp

MONDAY 3:00 pm to 4:30 pm

Reading Recovery
You Almost Have It Teresa Fruth
The New Book: ‘Read with Success’ Pamela Grayson
Making Roaming Around the Known Count from Day 1 to 10 Joseph Kassick
Running Records as Formative Assessment with English Learners to Support Both Language and Literacy Adria Klein
Adjusting Teaching: Benefits for English Language Learners Allyson Matczuk

Leadership in Literacy
The Leadership Team: Steering the Course for Sustaining Reading Recovery and Comprehensive Literacy Implementation Craig Carson

K-2 Classroom Literacy
Using Writing Pre-Assessments to Fine Tune Teaching and Differentiate Instruction Tara Bosley
Guided Writing in Kindergarten Carolyn Helmers
Writing in the Guided Reading Lesson: Optional or Optional? Jamie Lipp
Shared Reading and Interactive Writing: The Stepping Stones Toward Independence Amber Salyers

K-6 Classroom Literacy
From Striving to Thriving Writers: Strategies to Jump Start Writing Sara Holbrook & Michael Salingar
Ways to Increase Student Empowerment and Engagement with Reading Workshop Emily Hermann
When Independent Writing Isn’t Independent: Writing Collaboratively with Students Leah Mermelstein
Reading and Writing that Float on a Sea of Talk Maria Nichols

Literacy Coaching
Coaching for Independence: A Framework for Guiding Conversations about Teaching Decisions Robin Griffith
The Coach and the Coachee — Making the Most of the Experience LeeAnn Lewellen

Children’s Literature
The Delicacy of Dreams: The Power of Imagination Nikki Grimes

Study Sessions
90-minute single topic program designed to allow participants to share in an in-depth investigation directed by presenters. Participant interaction is encouraged.

TUESDAY 8:30 am to 10:00 am

Reading Recovery
Plan of Action Road Map: Get Uncomfortable and Make a Shift! Kellie Ehlers
Power Start: The First Six Weeks of Lessons Mary Fried
I Gave the Record of Oral Language, Now What? Kimberly Reynolds
Help! What Can I Do for Word Work? K. Journey Swafford

Leadership in Literacy
Strong District Leadership + Strategic Structural Support = Reading Recovery Success Nicole Vitale

K-2 Classroom Literacy
Supporting Language Development Through Shared Reading Debra Crouch
Guiding Guided Reading: Teacher as Decision Maker Robin Griffith

K-6 Classroom Literacy
Word Walk: Developing Vocabulary Through Rich Discussion and Extension Activities Katherine Beauchat
Create Dynamic Literacy Learning Environments Through Powerful Peer Relationships Kathryn Champeau

3-6 Classroom Literacy
The Power of Genre: Connecting Reading and Writing with Balanced Literacy Jennifer Donnersbach

Literacy Coaching
Coaching for Transformation: Deep Listening & Language that Facilitates Productive Conversations Sherry Kinzel

Children’s Literature
New Children’s Literature to Teach, Inspire, and Engage Diverse Learners Fran Wilson

TUESDAY 10:30 am to 11:45 am

GENERAL SESSION—Nikki Grimes
The Power of Poetry
CONFERENCE REGISTRATION WORKSHEET

REGISTRATION IS ONLINE ONLY. Complete this form before registering online to streamline the process. Retain a copy for future reference.

You will not be able to change your sessions after you have completed your online registration.

Attendee RRCNA Member # (if applicable) __________
Attendee first name_____________________________________ Attendee last name____________________________
Attendee mailing address _____________________________________________________________________________
Attendee primary phone ______________________ Attendee cell phone _____________________
Attendee school email _______________________________ Attendee personal email ___________________________
Organization/school district ___________________________________________________________________________
Billing address ______________________________________________________________________________________
Payment type: Credit Cards and Checks Preferred. If you must use a PO, the number is required: _______________
Note: the completed PO form must be uploaded when you register online.
This is my first time attending the conference: NO ____ YES ____
Did you preregister (registered and paid before July 1)? NO ____ YES ____ If yes, enter special registration code: _____
(Special registration codes were emailed to all registrants who preregistered before July 1. If you preregistered and did not receive a special code from the RRCNA Conference office, please call 614-310-7340.)
Are you a Keynote, Featured, Preconference Institute, or concurrent session LEAD presenter? NO ____ YES ____
If yes, enter special registration code: ________ (Special registration codes were emailed to the types of presenters listed above. If you are such a presenter and did not receive a special code, please call 614-310-7340).

I am a
____ RR/DLL Teacher
____ RR/DLL Teacher Leader
____ RR/DLL Trainer
____ RR Professional-In-Training
____ RR Site Coordinator
____ Literacy Lessons Teacher/TL
____ K-2 Classroom or Title I Teacher
____ 3-6 Classroom or Title I Teacher
____ 7-8 Classroom or Other Educator
____ Literacy Coach/Coordinator
____ Superintendent
____ Principal
____ Special Education Professional
____ Curriculum Specialist
____ Other Administrator:
____ Other Educator:

CONFERENCE PACKAGES
Choose one – Includes General Sessions and Concurrent Sessions (see fees on next page)
_____ Full Conference (Sunday-Tuesday)  _____ Sunday/Monday  _____ Sunday only  _____ Monday/Tuesday

PRECONFERENCE INSTITUTES (choose one)
Saturday 9:00 AM-3:30 PM — Institutes are not included in Conference Package fee (see fees on next page)
_____ Kylene Beers and Robert Probst (open to all K-6 educators)
_____ Kathy Collins and Matt Glover (open to all K-6 educators)
_____ Penny Kittle (open to all middle school educators, Grades 5-8)
_____ Jamie Lipp, Cheri Slinger, and Jeffery Williams (open to Reading Recovery & Literacy Lessons professionals only)
_____ James Schnug, Mary Fried, and Leslie McBane (open to Reading Recovery & Literacy Lessons professionals only)

LEADERSHIP INSTITUTE for School Administrators and Leadership Teams
Saturday 9:00 AM-3:30 PM — Institute is not included in Conference Package fee (see fees on next page)
Accelerating literacy achievement for ALL students
Personalize your learning experience • Flexible registration options

Learn from literacy experts!
K-6 Classroom and Title I Teachers
see pages 7 & 12
• Accelerating Struggling Readers
• Assessment to Guide Instruction
• Reading/Writing Workshop
• Vocabulary Development
• Deepening Comprehension
• Fostering Independent Readers & Writers
• Dyslexia
• Strengthening Teacher Decision Making
• Supporting ELL Students
• Differentiated Learning
• Reading & Writing Across the Content Areas
• Phonological Awareness
• Oral Language
• Interactive Conversations
• Phonics Instruction
• Guided Reading & Writing
• Children’s Literature
• Word Study/Word Knowledge
• Fiction & Nonfiction Texts
• Power of Planning Records
• Diverse Learners in the Classroom
• Building Classroom & School Community
• Literacy Instruction & Socio-Emotional Learning
• Technology

School and District Administrators
see pages 9 & 12
• Culture of Continuous Improvement
• Teacher Expertise to Support All Learners
• Comprehensive Literacy Plan
• Dyslexia
• Strengthening Tier 1 Instruction
• Practice-based Evidence
• Early Literacy Intervention
• Collaborative Data Inquiry
• Culture of Continuous Improvement
• University Partnerships
• Leadership Institute (Saturday)

EL Teaching
• Language Development through Conversation
• Purposeful Talk
• Intentional Teacher Responses
• Environments that Promote Risk Taking
• Powerful Running Record Analysis
• Block Selection

Literacy Coaches
see page 13
• Tapping into Your District’s Expertise
• Intentional Coaching for Focused Instruction
• Coaching for Independence
• Impact Through Coaching
• Power of Coaching Conversations
• Coaching Around the Reading Process
• Staff Professional Development Experiences
• Coaching Model and Framework
• Relationships & the Culture of Literacy
• Coaching for Transformation

Reading Recovery-Trained Professionals
see pages 14-16
• Strategic Processing/Monitoring
• Scaffolded Teacher Decision Making
• Teacher & Student Problem Solving
• Comprehension
• Oral Language Development/EL
• Phonological & Phonemic Awareness
• Change Over Time in Learning & Teaching
• Running Records
• Reprocity
• Writing
• Word Work/Vocabulary Development
• Collaboration
• Hard for Me to Teach
• Teaching for Independence & Acceleration
• Reflective & Responsive Teaching
• Emotion, Motivation, Engagement
• Technology
• Roaming
• Book Introductions
• Familiar Reading

Teachers of Special Populations
• Struggling Readers
• Problem Solving & Teacher Decision Making
• Oral Language
• Collaboration
• Acceleration in Learning
• Vocabulary Development
• Technology
• Language Structures
• Vocabulary Development
• Mentor Tasks
• Supporting Language Development & Literacy Learning

Extend your Conference learning experience with the Leadership
and Preconference Institutes

Enroll in 1 of 5 Preconference Institutes at the Leadership Institute offered on Saturday, Feb. 8, from 9:00 am–1:30 pm. These full-day Institutes provide a unique opportunity to be involved in an in-depth exploration of topics and include interactive discussions. See pages 7-9 for descriptions.

For all K-6 classroom educators:

Notice and Note in the Elementary Grades:
How to Create Engaged and Skilled Readers
— Kylene Beers & Robert Probst

Notice and Notice in the Reading Recovery Lessons:
Good Teaching Equals Acceleration ...
— Demme MT

Writing in the Reading Recovery Lesson:
Process to Product and Everything in Between
— Jenna Lipp, Cher Stinger, & Jeffrey Williams

NEW!
Institute for Grades K-8 educators
Planning to Engage and Empower Readers and Writers

Penny Kittle
Author, teacher, & literacy advocate, Plymouth State University, Plymouth, NH

Leadership Institute for all school and district administrators and teams
Quality Implementation: Leveraging Collective Efficacy to Make ‘What Works’ Actually Work in Schools
— Jeni Donohoo
Author & consultant, Prairie-Engaging Ideas, Inc., Amherstburg, Ontario, Canada

OPTIONAL CONFERENCE EVENTS

Day Event

I will attend the 35th Anniversary Celebration Luncheon, Sunday 12:00-1:30 pm (ticket is additional $20)

I will attend the Administrator Luncheon, Monday 11:45 am-1:00 pm (ticket is additional $10)

Evening Event

I will attend the Shopping Trip on Monday from 5:00-9:00 pm (no additional cost; no ticket required)

Keynote General Sessions
All registrants are welcome to attend the Keynote General sessions included in Conference Package you select: Adria Klein on Sunday, Feb. 9, 10:00 am-moon; Douglas Reeves on Monday, Feb. 10, 10:30-11:45 am; and Nikki Grimes on Tuesday, Feb. 11, 10:30-11:45 am.

SESSION CHOICES
List the title of the session you would like to attend in each time period and include your second choice in case that session is full. Session choices for each timeslot can be found in the Conference Registration booklet.

Saturday, 1:30 pm
1st Choice _________________________ 2nd Choice _________________________

Sunday, 3:30 pm
1st Choice _________________________ 2nd Choice _________________________

Monday, 8:30 am
1st Choice _________________________ 2nd Choice _________________________

Monday, 1:00 pm
1st Choice _________________________ 2nd Choice _________________________

Monday, 3:00 pm
1st Choice _________________________ 2nd Choice _________________________

Tuesday, 8:30 am
1st Choice _________________________ 2nd Choice _________________________

Lunch (no extra charge) I would like a box lunch ____ Sunday _____ Monday

Dietary Restrictions ___ Vegetarian or Vegan ___ Gluten-Free or Dairy-Free ___ Kosher ___ Diabetic

Medical dietary restrictions:

Accommodations Needed Special physical requirements. Please specify:

CONFERENCE INVESTMENT

2020 National Conference Prices

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<th>Conference Package</th>
<th>Preconference or Leadership Institute</th>
<th>35th Anniversary Luncheon</th>
<th>Optional Administrator Luncheon</th>
<th>Optional Special Interest Meetings</th>
<th>RRCNA Membership Renewal</th>
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If you require assistance with the online registration process, please contact the Conference Office at conferenceinfo@readingrecovery.org or call 614-310-7340 or 614-310-7339.

IMPORTANT! Complete this worksheet before registering and retain a copy for future reference. You will not be able to change sessions after you have registered online.
Go to www.rrcna.org/conferences and join the community.

Please share with all K-8 educators

Learn with these and other outstanding speakers

KEYNOTE SPEAKERS

Adria Bloom
Douglas Reeves
Nikki Grimes

Leadership Institute for Administrators & Leadership Teams

Quality Implementation: Make ‘What Works’ Actually Work in Schools

New! Middle School Institute for Grades 5-8 Educators

Engage and Empower Readers and Writers

Powerful professional development that transforms literacy instruction and practices to increase student achievement

• National literacy leaders, including 3 keynote and 6 featured speakers, who support research-based instructional practices
• Over 100 sessions addressing quality literacy instruction for classroom, coaching, intervention, and leadership; topics include reading, writing, diverse learners, comprehensive literacy, EL, vocabulary, word study, phonemic awareness, comprehension, differentiated instruction, social-emotional learning, and more
• Proven strategies for struggling readers in intervention and classroom settings
• Practices that maximize the potential of your school teams by building their expertise in literacy instruction and coaching
• Preconference and Leadership Institutes — In-depth explorations of topics and interactive discussions in a full-day format, including a NEW Institute for middle school educators, Grades 5–8

K-6 EDUCATORS WHO SHOULD ATTEND

Classroom Teachers | Literacy Coaches & Specialists
Building & District Administrators | Title I Teachers & Coordinators
Interventionists & EL Teachers | Curriculum & Language Arts Specialists
Reading Recovery-Trained Professionals

2020 National Reading Recovery & K-6 Literacy Conference • February 8-11 in Columbus, Ohio