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

Stephanie Harvey
Author, educator, & president, Stephanie Harvey Consulting, Denver, CO
From Striving to Thriving Writers: Strategies to Jump Start Writing
Monday, 3:00-4:30 pm
with Sara Holbrook & Michael Salinger, authors & educators, Mentor, OH
Learn pre-write strategies, model teacher moves that lead to well written texts, and complement any existing writing program or work as standalone lessons. 
Sponsored by Scholastic Education

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.

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 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.

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.

SEE PAGE 20 FOR FULL SESSION DESCRIPTION

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