

# 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.

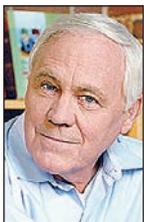
## Open to All Attendees



### 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.

Read featured and Institute speaker biographies on the Conference website at [www.rrcna.org/conferences](http://www.rrcna.org/conferences)

## 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.