

Reading Recovery



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 intentionality 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 📅★

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.

You Almost Have It ◆

Teresa Fruth, Reading Recovery teacher leader, Ashland University/Mansfield City Schools site, Mansfield, OH

Learn how partially correct responses can foster independence and help us build a positive learning environment, from the ‘partially known’ on the Observation Survey to throughout the lesson.

How Technology Can Serve Us in Reading Recovery ▲

Christy Germany, 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

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.

★ **Featured Session**
see page 6

◆ **Study Session**

📅 **Ticketed Session**
see page 6

▲ **Technology Session**

Reading Recovery

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

Allyson 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 📖✎

Allyson 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.

INSPIRING REAL TEACHERS

“My students’ journeys as readers will take a much broader path than my own—constructed by our experiences, our curiosity, and our vision of what literature truly is.”

Julie Kwon Jee

High School English teacher
17 Years Teaching • Heinemann Reader for over 19 Years

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DEDICATED TO TEACHERS

Reading Recovery

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.

