I've been attending this Conference for the past 15 years. Each of those years has provided me with opportunities to learn from the most knowledgeable educators in the country (and world). As a Reading Recovery teacher, I find this Conference to be the ultimate in professional development!

-Reading Recovery teacher, 2017 Conference Attendee

**Constructing Knowledge: Learning Through Language**

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

Salli Forbes, Reading Recovery trainer, University of Northern Iowa, Cedar Falls, IA

In Reading Recovery, language is the heart of the learning process. Instruction of children is carried out in a “dialogic interchange,” learning through language and action. Teachers also learn to teach through dialogic language that describes their observations of children and develops their understanding. Explore learning through language for both Reading Recovery students and teachers.

**Focusing on Fluency: An Integral Part of an Efficient Literacy Processing System**

Jaime Dawson, Reading Recovery teacher leader, Spartanburg School District Three, Spartanburg, SC

Explore facets of fluency and create a plan of action to support children as they learn to read fluently. Intended audience: Beginning Reading Recovery teachers.

**Reading Recovery & Literacy Lessons Teachers Respond to and Work with Dyslexic Children**

Mary Anne Doyle, Reading Recovery trainer, University of Connecticut, Storrs, CT

From the University of Kentucky, Lexington, KY:

- Judy Embry, director of Reading Recovery & Comprehensive Intervention Model (CIM)
- Lindy Harmon, Reading Recovery trainer

Schools must comply with legislative initiatives to identify and instruct children with dyslexia or related learning difficulties. The contributions Reading Recovery and Literacy Lessons teachers make to a district’s efforts to comply with these state laws are explored. Case studies demonstrate instruction that is responsive to learners’ needs and comprehensive in scope.

**Essential Nature of Meaning in Reading: The Importance of the Message Getting**

Sue Duncan, Reading Recovery trainer, Georgia State University, Atlanta, GA

Reflect on how to support children to use meaning while reading and to think about children making meaning and comprehending text as they read.

**Lessons Too Long, Something’s Wrong!**

Sue Duncan, Reading Recovery trainer, Georgia State University, Atlanta, GA

Explore the history of why we have a 30-minute lesson and examine some of the reasons that lessons might get too long.

**Juggling Sounds and Spelling: An Effective Processing System for Writing**

Lorianne Fitzgerald, Reading Recovery teacher leader, Delaware City Schools, Delaware, OH

Examine teaching decisions and interactions during writing that support students’ independence as they learn how to attend to both phonology and orthography in order to problem solve words of growing complexity.

**Conversations Count**

Jennifer Flight, Reading Recovery trainer, Canadian Institute of Reading Recovery, Winnipeg, MB Canada

How do we use conversations to teach more powerfully? Explore “sustained shared thinking” to support children in learning more about using language for speaking, reading, and writing.

**Deconstructing Fluency**

Salli Forbes, Reading Recovery trainer, University of Northern Iowa, Cedar Falls, IA

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

Recognizing that a child is not reading fluently is only the first step in teaching for fluency. Specific examples are shared to help teachers identify exact underlying causes and strengthen them in ways that support the literacy processing system over time. For in-training or new Reading Recovery teachers.

**Powerful Teaching Decisions: Acceleration Through Reciprocity**

From University of Northern Iowa, Cedar Falls, IA:

- Salli Forbes, Reading Recovery trainer & professor
- Deb Rich, Reading Recovery trainer & assistant director

Explore teaching decisions that provide optimal opportunities for reciprocal learning throughout the activities of a Reading Recovery lesson and across the child’s series of lessons.

**Monitoring: Change Over Time in Teaching and Learning**

Mary Fried, Reading Recovery trainer, The Ohio State University, Columbus, OH

Monitoring is a critical strategic activity firmly embedded in Clay’s literacy processing theory. Teaching for monitoring as children make progress up the scale of difficulty in text reading is the focus.

**Building ‘Old Friends’: Extending a Strong Reading and Writing Vocabulary**

Teresa Fruth, Reading Recovery/Literacy Lessons teacher leader, Ashland University, Ashland, OH

Investigation into building a strong reading and writing vocabulary through procedures across the lesson, and assisting when it is hard. Are you building for variety and complexity? Come and analyze.
The Reading Recovery Teacher: Part of the Team
Heather Good, Reading Recovery teacher leader,
Wright State University, Dayton, OH
Explore methods for Reading Recovery teachers to collaborate with school personnel as a way to be more integrated within the school community, to ensure student success, and improve or sustain implementation.

The Power of “Making it Easy:” Success in the New Text
Pamela Grayson, retired Reading Recovery teacher leader,
Burlington, NC
The goal is to “make it easy for the child to be successful at getting messages from texts,” while providing powerful opportunities for the construction of an integrated processing system.

Fostering Connections Between Writing and Reading Across the Lesson ◆
From Denton ISD, Denton, TX:
Marcia Kellum, Reading Recovery teacher leader
Denise Evans, Reading Recovery teacher
Focus on writing and its role in fostering and strengthening the development of letter and word knowledge throughout a child’s lesson and series of lessons.

Self-Correction to Inform Contingent Teaching in Reading Recovery Lessons
Mary Lose, Reading Recovery trainer & director, Reading Recovery Center of Michigan, Oakland University, Rochester, MI
Self-corrections reveal sources of information used and neglected, informing decision making and interactions that support and extend the child’s current competence (contingent teaching). Lesson videos and running records used as illustrations.

Who’s Neglecting Structure? ◆
Leslie McBane, Reading Recovery teacher leader,
South-Western/Dublin Site, Columbus, OH
Language structure is a source of information available to children reading continuous text, but how often do we neglect its contribution? Through video and running record analysis, rediscover structure’s importance.

Moving On Up the Text Levels ◆
Maryann McBride, Reading Recovery teacher leader,
Clemson University, Clemson, SC
Focus on the needs of students at each text level by examining how text and teachers support students and what students need under control to be successful.
Finding Balance: Teaching to Support a Strong Literacy Processing System
Kelly McDermott, Reading Recovery teacher leader, Boston Public Schools, Boston, MA

Explore the idea of ensuring balance in our teaching so that students consistently integrate all three sources of information and build a strong processing system.

New Book Introductions: Planning Deliberately for Children’s Problem Solving During the First Read
Lea McGee, Reading Recovery trainer emerita, Sarasota, FL
Discuss ways to plan new book introductions at levels 6-12 that promote children’s supported and independent strategic actions, especially problem-solving of unknown words, during the critical period of mid-learning.

Exploring Strategic Activity: Strengthening the Child’s Ability to Search for Information
Lisa Patrick, Reading Recovery trainer, The Ohio State University, Columbus, OH
Explore how to develop, support, and strengthen the child’s ability to search flexibly for information from different sources to problem solve the meanings of text.

The Role of Motivation in Literacy Learning
Kimberly Reynolds, Reading Recovery teacher leader, Dublin City Schools, Dublin, OH
Foster motivation to enhance teaching through student work samples and videos. See how emotions, high expectations, goal setting, and self-regulation influence positive learning experiences.

From Simple to Flexible, Complex Problem Solving: Teaching Matters
Lea McGee, Reading Recovery trainer emerita, Sarasota, FL
Examine running records to identify evidence of changes in problem-solving actions from simple to complex in children’s errors. Observe teaching prompts and video clips of teaching designed to promote higher levels of flexible, complex problem solving.

Owning a Map is Not the Same as Charting a Course: PoP
Kathryne Salinas, Reading Recovery teacher leader, Lamar CISD, Richmond, TX
How can we use predictions of progress (PoP) to drive our teaching decisions and get our children where they need to go faster? Let’s chart a course for each child.

Familiar Reading – More Than Just a Warm-up!
Braedan Schantz, Reading Recovery teacher leader, Wright State University, Dayton, OH
Harness the power of familiar reading across a child’s program through the use of carefully chosen texts and purposeful instruction both inside and outside the lesson!

Building “Islands of Certainty:” The Importance of a Reading Vocabulary
James Schnug, Reading Recovery trainer, The Ohio State University, Columbus, OH
The child must develop a reading vocabulary. Why? This study session expands thinking and practices, emphasizing how “islands of certainty” lead to strategic action. Please bring LLDI.

Examining Change Over Time in a Child’s Strategic Processing
Whendy Smith, Reading Recovery teacher leader, Central Maine Training Site at Benton, Benton, ME
Focus on the changes that can be observed mid-series of lessons and how to foster independence and accelerated learning as the child reads Text Levels 5-12.

Neighbors Helping Neighbors
Wearing our green T-shirts as a symbol of Insperity’s unified commitment to the community, employees dedicated 56,605 volunteer hours to worthy causes last year.

insperity.com | 800-465-3800

Neighbors Helping Neighbors
Wearing our green T-shirts as a symbol of Insperity’s unified commitment to the community, employees dedicated 56,605 volunteer hours to worthy causes last year.

insperity.com | 800-465-3800

Neighbors Helping Neighbors
Wearing our green T-shirts as a symbol of Insperity’s unified commitment to the community, employees dedicated 56,605 volunteer hours to worthy causes last year.

insperity.com | 800-465-3800

Neighbors Helping Neighbors
Wearing our green T-shirts as a symbol of Insperity’s unified commitment to the community, employees dedicated 56,605 volunteer hours to worthy causes last year.

insperity.com | 800-465-3800

Neighbors Helping Neighbors
Wearing our green T-shirts as a symbol of Insperity’s unified commitment to the community, employees dedicated 56,605 volunteer hours to worthy causes last year.

insperity.com | 800-465-3800