

Preconference Institutes

Saturday, February 5 — 9:00 am-3:30 pm — Preregistration Required

Extend your Conference learning experience by enrolling in a Preconference Institute

Institutes provide in-depth explorations of topics and include interactive discussions and audience participation. Immerse yourself in a focused 1-day session before the Conference begins.

These comprehensive Institutes give you the opportunity to fully examine one of the following topics.

INSTITUTES 1 AND 2 OPEN ONLY TO READING RECOVERY-TRAINED PROFESSIONALS

1 Development of Children’s Problem-Solving Activities at Point of Difficulty

From *The Ohio State University, Columbus, OH:*
 Mary Fried, Reading Recovery trainer
 Lea McGee, Reading Recovery trainer

Presenters will report on their research study that examined running records to identify problem-solving activities at point of error for three different categories of text difficulty (early, mid, late). Participants will be involved in analyzing running records and videos to identify signals of processing difficulties, evidence of effective processing, and to think about teaching decisions as problem-solving actions change over time.

2 Building Reciprocity Between Reading and Writing Within the Reading Recovery Lesson

Betsy Kaye, Reading Recovery teacher leader, Little Rock Schools, Little Rock, AR
 Cynthia Rodríguez, assistant professor, Reading Department, University of North Texas-Dallas, Dallas, TX

Explore the reciprocal nature of reading and writing. Reading Recovery lesson data, videos, and Literacy Lessons® are used. Attention is given to language as a resource for learners, whether they are learning English as a first or second language!

INSTITUTES 3 AND 4 OPEN TO ALL ATTENDEES

3 Teaching Strategic Processes in Reading

Janice Almasi, Carol Lee Robertson Endowed Professor of Literacy Education, University of Kentucky, Lexington, KY
 Susan King Fullerton, associate professor, Clemson University, Clemson, SC

Students often have difficulty using strategies independently. Explore critical elements needed in the learning environment to foster independent strategy use. Participants examine and discuss learners’ strategy use and development in sample lessons. Techniques for designing lessons that gradually release responsibility for strategy use from teachers to students are also shared.

4 Building a Literacy Future for All Our Students

Beth Swenson, RTI literacy specialist, Brainerd, MN
 Robert Schwartz, professor of literacy, Oakland University, Rochester, MI
 Lynn Mangold Newmyer, Title I staff developer, Walled Lake Schools, Walled Lake, MI

When planning for response to intervention (RTI), school districts often focus on Tier 2 and Tier 3 interventions. One key to effective RTI is a strong Tier I model with built-in differentiation and interventions. Focus on the classroom aspects of RTI in a day-long journey into Tier I theory and practice. Leave with a host of new ideas and procedures to close achievement gaps for children.

Presenter biographies are available on our website at www.rrcna.org/conferences

Pre-registration is required for all Preconference Institutes. Full Conference fees are additional. See page 22.

	RRCNA Member	Non-Member		RRCNA Member	Non-Member
If paid before Dec. 1, 2010	\$175	\$225	If paid after Dec. 1, 2010	\$210	\$260

All Preconference Institute attendees gain early access to the Exhibit Hall.

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 2011 National
 Conference
 at 2009 Pricing!**

Online Only Registration!
 Please be sure to read all
 the important information
 on pages 22 and 23.