

# Reading Recovery

## The Constructive Writer

*Evelyn Arthur, Reading Recovery teacher leader, Adams County/South Region Site, West Union, OH*

Clay tells us that writing is critical for learning to read because writing prevents learners from neglecting or overlooking many things about print. Explore how the teacher supports constructive writers.

## Literacy Learning — Powered by the Known

*Ann Ballantyne, Reading Recovery trainer, New York University, New York, NY*

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

Starting with what the child knows establishes a fundamental principle of learning and teaching in Reading Recovery. Explore ways that use the child's known to support accelerated learning throughout the series of lessons.

## Finding Before Fixing

*Janet Behrend, Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR*

Awareness of mismatches and knowing how to find errors are precursors to fixing or self-correcting. Through video analysis, explore how teachers can promote independence by prompting to find the error before fixing.

## Yes, We Teach Phonics and So Much More!

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

Hear how phonology and orthography contribute to a successful literacy processing system. Children's change over time with literacy processing will highlight how Reading Recovery procedures support individual learning.

## Exploring the Intricacies of Leveled Texts

*From Texas Woman's University, Denton, TX:  
Connie Briggs, Reading Recovery trainer  
Anne Simpson, Reading Recovery trainer*

*Emily Rodgers, Reading Recovery trainer, The Ohio State University, Columbus, OH*

In the U.S., Reading Recovery professionals use leveled books for teaching lessons. Yet for identification and assessment, a standard text is used. Examine pilot data that discusses the correlation of the two practices.

## What's Fluency Got to Do With It?

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

This session will explore how fluency is both a resource and a benefit to emergent literacy learning. Theoretical understandings will be connected to practice as ways are shared to support young readers.

## Frustration #1: Why Can't They Remember?

*Janet Bufalino, Reading Recovery trainer, Shippensburg University of Pennsylvania, Shippensburg, PA*

Explore the 'whys' and 'hows' of memory. The 'whys' will include words, letters, writing sentences, stories read, and more. The 'hows' will focus on evaluating teaching and ways to teach to each child's strengths.

## Priming the Processing in Roaming Around the Known

*Michael Buonaiuto, Reading Recovery teacher leader, Cambridge Public Schools, Cambridge, MA*

The Observation Survey gives teachers information about how students look at print. How do we use this information in Roaming Around the Known? Explore how to help children look at print "without deliberately teaching new processes."

## Scaffolding: Fostering Active Learning

*Patsy Conner, Reading Recovery teacher leader, University of Arkansas at Little Rock Center for Literacy, Little Rock, AR*

Successful teachers individualize instruction with flexible scaffolds to keep students working within their ZPD. Explicit and concise prompts match the demands of a task to the student's ability to problem solve.

## Transitions in Teaching and Learning at Higher Levels of Complexity

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

Reading Recovery teachers sometimes lament, "I can get them to level 12 but I can't get them out!" This session will focus on what may be some of the problems and how the teaching and learning may need to change in different parts of the lesson framework to achieve successful processing.

## Mid-Year Entry — Spring Success!

*Sharon Gilbert, Reading Recovery teacher leader, Marion City Schools, Marion, OH*

Great strengths! Big gaps! Look at characteristics of children who begin their lessons midyear, and teaching decisions that accelerate progress. Focused attention is given to developing an efficient visual processing system.

## Working Your Way Through Word Work

*Cindy Goldstein, Reading Recovery teacher leader, Jefferson County Public Schools, Louisville, KY*

For novice Reading Recovery teachers, explore change over time of the letter/word work portion of a lesson and how to transfer that learning into real text reading and writing. Videos will be used.

## Fostering Problem Solving

*Pamela Grayson, Reading Recovery teacher leader, Chapel Hill-Carrboro City Schools, Chapel Hill, NC*

Clay defines reading and writing as "message-getting/message-sending, problem-solving activities." Explore teaching for problem solving across the Reading Recovery lesson. Theory, practice, and teaching demonstrations included.

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## “Power Up” To Support Independent Writing

*Vikki Hall, Reading Recovery teacher leader, Fayette County Schools, Lexington, KY*

*Beverly Clarke, Reading Recovery teacher leader, Russell ISD, Russell, KY*

*Margie Linde, Reading Recovery teacher leader, Bullitt County Schools, Shepherdsville, KY*

*Donna Singleton, Reading Recovery teacher leader, Kentucky Valley Educational Cooperative, Hazard, KY*

Learn how teacher behaviors affect independent student writing. Teacher leaders from five sites studied interactions between teachers and students during writing lessons. Videos model ways to power up teaching for big changes in writing.

## Beyond Breaking: Word Work Across the Lesson

*Dave Hauge, Reading Recovery teacher leader, Walnut Creek Schools, Walnut Creek, CA*

*Adria Klein, Reading Recovery trainer, Saint Mary's College, Moraga, CA*

Breaking words at the magnetic board can be related to other components of the lesson. Work at the magnetic board is illustrated and discussed using videos of Reading Recovery lessons.

## Building Up Your Students' Strength in Writing ♦

*Jacquelyn Heinz, Reading Recovery teacher leader, Wisconsin Rapids, Wisconsin Rapids, WI*

Teachers build strong and flexible writers in the Reading Recovery lesson. What should the practice page look like? What types of prompting and scaffolding develop independence in writing and links to reading?

## Keeping It Easy to Learn: Essential to Acceleration ♦

*Phoebe Ingraham, Reading Recovery teacher leader, Wright State University, Dayton, OH*

Students need support to become successful literacy learners, but how do we make it easy to learn? Analyze teaching procedures, lesson videos, and records to examine the components of teaching for accelerated learning.

## Linking Across the Lessons ♦

*Karen James, Reading Recovery site coordinator, Little Rock Schools, Little Rock, AR*

We are challenged to provide an economic use of examples and explanation to foster learning and independence through “a few items and a powerful strategy.” Videos and lesson records demonstrate linking within and across lessons.

## Maintaining Integrity While Promoting Reading Recovery

*Pamilla James, Reading Recovery teacher leader, Florence School District One, Florence, SC*

In these times of economic crisis, it is important to ensure that Reading Recovery becomes an integral part of the school culture by becoming systemic. Learn ways to make this happen at all levels.

## Exploring the Principles of Word Work in Reading Recovery ♦

*Clifford Johnson, Reading Recovery trainer, Georgia State University, Atlanta, GA*

Explore the principles that support how Reading Recovery professionals apply word work for struggling literacy learners.

## Behind the Eyes: Perceptual Processing Journeys

*Laura Juhl, Reading Recovery teacher leader, Harlem Schools #122, Machesney Park, IL*

Learn about the two journeys in visual perception that children take as they learn to process print and how these journeys enable children to become constructive in the learning process.

## When “What Can You Try?” Doesn't Work

*Betsy Kaye, Reading Recovery teacher leader, Little Rock Schools, Little Rock, AR*

Explore the complex nature and common pitfalls of teaching for strategic activity in reading. Close examination of video clips, records, and Literacy Lessons clarify ways to help children work strategically.

## Refining Lesson Records: Making Every Teaching Move Count!

*Gayla Kolb, Reading Recovery teacher leader, Lebanon R-3 Schools, Lebanon, MO*

Polish the rough places on daily lesson records by sharpening observation skills, refining note taking, and engaging in reflective practice—with one child in mind—in order to make skillful moves across the lesson to support acceleration.

## Contingent and Responsive Teaching in Reading Recovery Lessons

*Mary Lose, Reading Recovery trainer, Oakland University, Rochester, MI*

Examine Reading Recovery teachers' contingent responding that builds on student strengths, supports strategic activity, and fosters independent solving. The reciprocal links between reading and writing are analyzed using video clips and lesson transcripts.

## Familiar Reading Breeds...Success!

*Leslie McBane, Reading Recovery teacher leader, South-Western Reading Recovery Site, Columbus, OH*

*Lisa Rek, Reading Recovery teacher leader-in-training, Warren City Schools, Warren, OH*

Learn to provide powerful teaching for acceleration during familiar reading across a series of lessons. View videos and running record evidence of change over time in teaching and learning using familiar books.

## Too Low Too Long, Too Hard Too Soon ♦

*Maryann McBride, Reading Recovery teacher leader, Clemson University, Clemson, SC*

Use running records and videos to examine decision making as it applies to the level of support a teacher provides to individual students, especially during the child's first reading of the new book.

# Reading Recovery

## From Roaming to Late in Lessons: Decision Making to Scaffold Fluent Reading

Emily Rodgers, Reading Recovery trainer, The Ohio State University, Columbus, OH

Fluent reading is critical for reading development. Examine examples from one case study focusing on the presenter's teaching decisions to scaffold one student's fluent reading over time. Topics include assessing fluent reading, selecting texts, moving up a gradient of text levels, and teaching decisions.

## Problem Solving Slow Progress in Writing

Emily Rodgers, Reading Recovery trainer, The Ohio State University, Columbus, OH

Explore the reciprocal nature of reading and writing and the roles of emotion, memory, and movement as the presenter shares a case study of one student who became hard for her to teach in writing. Learn how she analyzed her teaching and the student's learning over time to support shifts in the student's processing.

## Language, Literacy, and Learning: A Basis for Achievement, Acceleration, and Success for ELL Students

Mary Rosser, Reading Recovery trainer, University of Maine, Orono, ME

Explore the dynamics of rich language environments where oral language is used to support and promote accelerated literacy learning in reading and writing, and with ELL students. Video clips demonstrate how conversations around books become the catalyst for powerful, linked student learning experience in both individual and small-group settings.

## In-The-Head Activity: What Does it Mean?

Mary Rosser, Reading Recovery trainer, University of Maine, Orono, ME

Clay tells us that the brain's activities are complex. She encourages teachers to think of the learner as building a neural network, or system, for working on written language that becomes smart enough to extend itself. Participants will have the opportunity to further develop understandings of how.

## Building a Strong Foundation

Jenny Samoly, Reading Recovery teacher leader, Cardinal Local Schools, Middlefield, OH

Follow a case study of a low repertoire student from selection to early lessons. Carol Lyons' work will be emphasized. For Reading Recovery teachers that have students entering into Reading Recovery with low scores.

## Maximizing Opportunities in Reading Recovery

Barbara Schubert, Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR

What's in your Reading Recovery toolbox? Are you keeping your tools sharp? Careful observation, intentional teaching, and thoughtful reflection ensure that teaching and learning are aligned.

## Supporting Effective Word Solving

Cheri Slinger, Reading Recovery teacher leader, South-Western and Dublin City Schools, Columbus, OH

Gain an understanding of how to help students build word-solving foundation. Learn how words work in isolation and how to transfer this learning into word solving on the run in reading and writing.

## Say That Again...Oral Language Structures

From Thames Valley District School Board, London, Ontario, Canada  
Jackie Sweeney, Reading Recovery teacher leader  
Trish Elcombe, Reading Recovery teacher leader

Join this interactive exploration of children's use of their 'home language' structures to support and facilitate the use of new 'book language' structures effectively.

## Now I (Think) I Get It — Using Multiple Sources for Understanding

Michal Taylor, Reading Recovery teacher leader, Holt/South Lyon Schools, Holt/South Lyon, MI

Comprehension is not a single entity. Readers must orchestrate information from multiple sources to comprehend at a deeper level. Examine the acquisition of comprehension from multiple perspectives.

## New Book: Ending on a High Note



Susan Vincent, Reading Recovery teacher leader, Forest Hills, Cincinnati, OH

The opportunity to read a new book is the exciting culmination of every Reading Recovery lesson. If your lessons end on a sour note, explore ways to ensure a strong, orchestrated ending.

## Supporting Acceleration with Conversation

Shari Worsfold, Reading Recovery teacher leader, Yukon Department of Education, Whitehorse, Yukon Territory, Canada

We can elicit complex and interesting compositions from our students in a "short, genuine conversation." A look at the relationship between the writing conversation and the concepts of acceleration and self-extending system.

 **Ticketed Session**  
 **Study Session**

### Concurrent Sessions

90-minute single topic program in lecture-type format. Audience participation generally limited to question and answer sessions at discretion of presenters.

### Study Sessions

90-minute single topic program designed to allow participants to share in an in-depth investigation directed by presenters. Participant interaction is encouraged.