Reading Recovery

> *Love this conference! I gained knowledge to return to my school and provide professional development for the staff, especially in the areas of guided reading/writing, comprehension, and vocabulary."*
>
> *— Reading Recovery teacher and 2013 Conference attendee*

Supporting Readers' Oral Language Diversity ◆

Paula Bennet, Reading Recovery trainer, New York University, New York, NY

Oral language is a powerful contribution to literacy development. Discuss language diversity and how to help children use what they know as they learn to read and write.

Fluency Development: Change Over Time ◆

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

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

How do the components of phrased and fluent reading impact comprehending, and its development over time. Listen to audio recordings of children's reading as they become more proficient with text of increased complexity.

Making the Most of Opportunities: Selecting the Clearest, Easiest, Most Memorable Examples

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

Explore the idea of noticing and capitalizing on what the child can do to extend the processing system, using examples, running records, and videos.

Structure is an Important Source of Information That Can Be Hard for Both Children and Teachers to Work With T

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

Structure provides an important source of information that assists children to solve words in reading. Explore the use of structure and why this is difficult for some learners, and how as teachers we can be more supportive of children learning to use structure in both reading and writing.

Linking Language Development & Literacy Success

Cathy Duvall, Reading Recovery teacher leader, Fort Bend ISD, Sugar Land, TX

Explore the reciprocal links between oral language, reading, and writing in accelerating learning. Get helpful tips to have conversations that flow, raise student's language development AND achieve reading and writing success.

Teaching and Learning with Story Books and Informational Text T

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

Clay stresses the importance of young children learning to read and write using continuous texts and the teacher's responsibility for the selection of the books. This session helps teachers explore how book selection and the introduction of the new book not only can inspire learning but also reveal specific teaching issues that may be interfering with learning.

Teaching for Independence

Pamela Grayson, Reading Recovery teacher leader, Asheville City Schools, Asheville, NC

Identifying the part of a task a child does with some independence helps us structure the teaching on the next new learning.

The Art of Conversation to Support Reading and Writing ◆

From The Ohio State University, Columbus, OH:
Sinead Harmey, Reading Recovery teacher leader
Katherine Brownfield, graduate research associate

Using genuine conversation as a model of interaction, explore the opportunities and challenges of the writing process and cut-up sentence, with particular attention to what processing needs to be noticed.

Transforming the Identities of Students in Reading Recovery

From the University of Kentucky, Lexington, KY:
Lindy Harmon, Reading Recovery trainer
Judy Embry, Reading Recovery trainer

Reading Recovery supports a self-regulated problem-solving process that can change how the child sees himself as a learner and how others view him. Learn how Reading Recovery supports this transformation.

Developing Complexity and Variety in Writing

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

Clay states: "The messages composed are more complex and varied." Reading Recovery develops control of language conventions and vocabulary within argumentative, informative and narrative texts as defined by Common Core State Standards.

Refining Teacher Talk to Support Learning

Betsy Kaye, Reading Recovery teacher leader/trainer emerita, Little Rock Schools, Little Rock, AR

Choosing the most helpful prompts and types of support is challenging. Learn how to keep language precise and concise while shifting your level of support as children's competencies grow.

Reading Recovery and Classroom Writing ◆

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

Common Core State Standards set the expectation for students to write using evidence from literary and informational texts. Explore links between writing in Reading Recovery and first-grade classrooms.

Reading Recovery

Fostering Acceleration in Daily Interactions

Tonya Leija, Reading Recovery teacher leader, Spokane Public Schools, Spokane, WA

Using transcripts and videos of teacher and student interactions, we'll analyze which teacher and student moves fostered increased acceleration in learning.

Sharpening Our Skills: Contingent Teaching ◆

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

Reading Recovery teachers use a contingent teaching framework to analyze, reflect, and improve their teaching interactions to foster children's self-regulation and control over literacy processing. Video clips and transcripts included.

Predictions of Progress: A Map for Roaming ◆

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

Do your Predictions of Progress (POP) inform daily decision making from Roaming onward? Learn how to craft POPs that support targeted, intensive teaching beginning with the first weeks of lessons.

Working with Children at Higher Text Levels ◆

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

Instruction at higher levels must maintain a balance of challenge and familiarity. Examine texts, processing demands, and common issues that surface when children and teachers are working in higher level text.

Teaching Strategic Actions: Connecting Book Introductions with New Book First Reads

Lea McGee, Reading Recovery trainer, The Ohio State University, Columbus, OH

Learn to identify which essential strategic actions (in early, mid, and late lessons) a particular child needs to learn. Share a method of framing book introductions so that teaching this essential strategic action occurs at a specific location in the new book.

More Power from the Reading Recovery Lesson ◆

Paulette Moore, Reading Recovery teacher leader, York School District One, York, SC

Field-year Reading Recovery teachers and teachers in-training explore five key ways to get powerful results from Reading Recovery lessons. Videos are used for analysis and discussion.

Reading Recovery

Change Over Time in Concepts About Print

Annie Opat, Reading Recovery trainer, Emporia State University, Emporia, KS

Concepts About Print (C.A.P.) begins with keen observation of the child's strategic activity in reading and writing. Observations from C.A.P. predictions of progress, lesson, and running record analyses are examined to propagate accelerated literacy growth.

Process Over Product: Understanding Individual Oral Language Resources ◆

Mary Ann Poparad, Reading Recovery trainer, National Louis University, Lisle, IL

Children have degrees of knowledge about how language works. Careful analysis of reading behaviors, language usage, and responsive teaching reveal a learner's current understandings and misconceptions about language syntax and vocabulary.

Prompting to Visual Features ◆

Jenny Samoly, Reading Recovery teacher leader, Warren City Schools, Warren, OH

Having trouble with the visual prompts found on pages 111 and 132 in Clay's *Change Over Time*? Explore why and what might be missing.

Getting it Known in Roaming

James Schnug, Reading Recovery trainer in-training, New York University, New York, NY

Use Clay's Scale of Knowing and her idea of "ingenious innovations" to help you promote fluency and flexibility on a range of "known" by designing powerful Roaming lessons.

The Changing Face of Reading Recovery

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

In 1984, Reading Recovery created new avenues for educators to successfully reach struggling readers in the first grade. Strengthen your effectiveness by exploring the key elements that sustain Clay's work as it still changes children's lives.

Teaching for a Sequencing Problem

Cheri Slinger, Reading Recovery teacher leader, Dublin City Schools, Dublin, OH

Clay says "attending to print in a strictly left-to-right order" must be learned. Identify evidence of sequencing issues and teach for shifts using procedures from "Learning to Look at Print and Particular Problems."

Familiar Writing as a Concept for Accelerating Student Learning ◆

John Smith, Reading Recovery trainer, University of London, London, England

Children's writing performance must accelerate comparably with reading by discontinuing. Lesson procedures are linked with theoretical concepts to illustrate how the lesson's writing component is maximized to promote independent and "familiar" writing.

Attempting a New Book with Help ◆

Janice Van Dyke, Reading Recovery trainer, Canadian Institute of Reading Recovery, Thornhill, Ontario, Canada

Explore *Literacy Lessons Designed for Individuals* Section 9 and examples of helpful teaching during and after the first reading of a book.

Powerful Teaching During Text Reading ◆

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

Clay says our teaching during text reading should be brief, memorable, and directed at not just errors, but also successes. Make the most of your teaching opportunities during familiar reading, running records, and the new book.

Book Introduction: A To and Fro Conversation ◆

Rita Vonada, Reading Recovery teacher leader, Unified School District #489, Lincoln, KS

Suzanne DeWeese, Reading Recovery teacher leader, Emporia State University, Emporia, KS

Explore the balance of conversations between Reading Recovery teachers and students during book introductions through videos and lesson records.

Being Deliberate: Comprehension & Reading Recovery

From Solon City Schools, Solon, OH:
Jeff Williams, Reading Recovery teacher leader
Sharon Ritchey, Reading Recovery teacher leader

Reading Recovery lessons are designed and implemented so that all roads lead to comprehension. Explore how comprehension is built deliberately through the lesson framework, teaching and prompting, materials used, and by use of time.