

President's Message

Honoring a Rich Legacy of Commitment to All Learners



RRCNA President Karen Scott

Reading Recovery® theory underlies both my personal and professional practices. My journey with Reading Recovery began over 25 years ago when my school superintendent charged a colleague and me to investigate possible initiatives to support literacy growth. Our district population had increased poverty and diversity. Literacy scores were declining for the subgroups. As we observed many possible innovations, we discovered Reading Recovery. The results were significant for our young learners. Soon we had the opportunity to meet a dynamic young trainer, Linda Dorn, and the journey began. We

Linda was always willing to step forward and be innovative. She ignited my desire to grow, collaborate, and listen to others in my network of literacy colleagues.

embraced Reading Recovery and comprehensive literacy. It changed the trajectory of learning for children, teachers, and administrators, and this continued in the two districts where I worked.

Reading Recovery became the theory that became our belief system. Linda ensured we understood that Reading Recovery was more than a program — rather a system of change. It provided us the opportunity to see ourselves as a community of learners. Professional development was continuous and systematic. Often Linda would remind us of the work of Marie Clay and the impact Marie continued to have in our lives.

In the introduction to *Changing Minds, Changing Schools, Changing Systems*, Dorn noted that “minds of educators can be changed only through authentic, mutual experi-

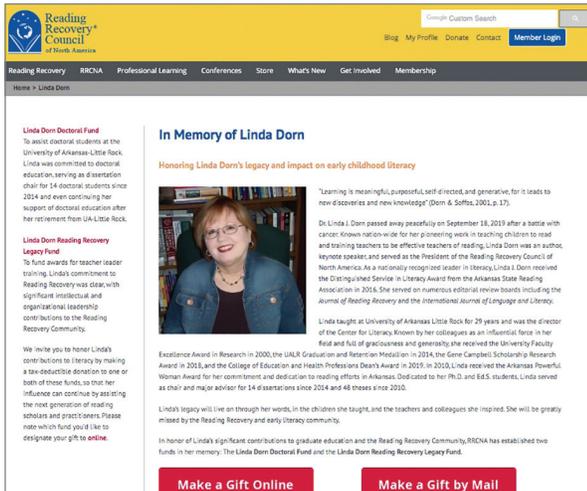
ences that are grounded in relevant events” (2015, p. 6). She ensured we studied, we asked questions, we observed, and we networked. We always studied our practices and knew that when we collaborated, we were better.

In *Shaping Literate Minds* (Dorn & Soffos, 2001) we find Eisner’s words: “Humans do not enter the world with minds but with brains. The task of education, acculturation and socialization is to convert brains into minds. Brains are born and minds are made and one of the privileges of the teaching profession is to have an important part to play in the shaping of minds” (p. ii).

Linda Dorn certainly played an important part in shaping our minds — mine especially. Her excitement for learning and results were contagious. Linda was always willing to step forward and be innovative. She ignited my desire to grow, collaborate, and listen to others in my network of literacy colleagues.

As we worked, learned, and grew with Linda’s support, we built our understanding of Reading Recovery and comprehensive literacy that formed the foundation of our systematic approach. We knew that we must have a common commitment and understanding at all levels of education in the district and school. Reading Recovery and the classroom did not stand alone. We focused our learning on ensuring we had common language and practices. Early on we had the recognition that special education, general education, and interventions must align with the same focus if acceleration was going to occur.

Secondly, Linda helped us understand that we must maintain high expectations for all learners — children, teachers, and administrators. Professional development was not an event; it was continuous. It went without a doubt that with these high expectations we also needed to hold ourselves accountable. As a learning entity, it was also important for us to develop a culture of teaching and learning focused on a team approach to problem solving.



The screenshot shows a webpage with a yellow header for the Reading Recovery Council of North America. The main content area is titled "In Memory of Linda Dorn" and features a portrait of Linda Dorn. Text on the page describes her legacy and the impact of her work. At the bottom, there are two red buttons: "Make a Gift Online" and "Make a Gift by Mail".

The Linda Dorn Reading Recovery Legacy Fund will support the training of Reading Recovery teacher leaders. A second fund, administered by RRCNA, will assist doctoral students at the University of Arkansas at Little Rock.

No one was an island — rather it was how we developed our common language and practices. Linda always demonstrated and provided the understanding that collaboration around our learners was essential. Reading Recovery theory is who we were. It was our belief system.

Recently I have had the opportunity to participate as a member of the Reading Recovery Network Improvement Science Hub (outgrowth of our work with Anthony Bryk and the Carnegie Foundation; *see related story on page 38 in this issue*). As I have worked with this group, I am constantly reminded of Linda Dorn's focus on learning and growing. I have learned to consider how this work has contributed to greater conversations among the members of the Reading Recovery network. We are taking the time to observe our practices and consider how we can with

intentionality and precision improve in small ways so that we can later grow in bigger ways. I am always reminded of the example Linda would offer regarding the pebble in the pond. We are starting small with the intent of impacting *big*. I know that my work with the Hub is also paying respect to Linda.

As a network of dedicated educators, we must continue our commitment to children and teachers — just like Linda constantly demonstrated. It is with a great deal of gratitude and pride I share with you the opportunity to contribute to the Linda Dorn Reading Recovery Legacy Fund that will support the training of Reading Recovery teacher leaders.

Linda's work was built on the foundation of Reading Recovery. She served in many volunteer roles throughout the years, including president of RRCNA in 2009–2010. As current president of the Council, I invite you to join me in honoring her by visiting the website and making a gift.

“The goal of teaching is to create the conditions where learners have the knowledge and motivation to extend their own learning to higher and higher levels” (Dorn & Soffos, 2001, p. 105). Linda created these conditions for us as learners. The challenge we have is to continue her legacy. This is how we honor her and our 35th year of Reading Recovery in the United States.

Dorn, L. (2015). Meaningful change: Wisdom from seeing the whole. In L. J. Dorn, S. Forbes, M. A. Poparad, & B. Schubert (Eds.). *Changing minds, changing schools, changing systems: A comprehensive literacy design for school improvement*. Los Angeles: Hameray Publishing Group.

Dorn, L. J., & Soffos, C. (2001). *Shaping literate minds*. Portland, ME: Stenhouse.

**You're invited
to tell us what
you think!**

**Please join us for the Annual RRCNA Membership Meeting
Monday, February 11, 2020 • 4:30-5:30 PM**

During the National Reading Recovery & K-6 Literacy Conference

**Share your thoughts with fellow members, elected representatives,
and staff. You might even win one of dozens of door prizes!**

Executive Director's Message

Building an Even Stronger Sense of Community



RRCNA Executive Director Billy Molasso

I've had an incredible welcome to the Reading Recovery® community! As you may know, I joined RRCNA this past August as the new executive director at Jady Johnson's retirement. I'm thankful for the leadership Jady has shown the organization and look forward to building on her success in this role.

The sincere dedication of our members to help struggling readers improve their literacy skills is impressive. Engaging in thoughtful conversations with key leaders, participating in four different behind-the-glass sessions, and reading as much as I can get my hands on about early childhood literacy has already shown me the level of professionalism and dedication Reading Recovery teachers have to have to make the magic happen with the first graders sitting next to them.

Our community has a lot to celebrate as we enter our 35th year of Reading Recovery in North America. Our intervention continues to be impactful on our students, and we have data as a true evidence-based program to demonstrate it. Our community explores opportunities to enhance our work with different populations, from IPLÉ and DLL, to Literacy Lessons,™ to continually improving our daily

practice of Reading Recovery with students who need that extra enthusiasm and support. Our leadership structures are filled with strong, pas-

The sincere dedication of our members to help struggling readers improve their literacy skills is impressive.

sionate, and dedicated professionals who truly believe in the work of the organization and Reading Recovery.

In the past several weeks, I've shared some of my early observations with staff and RRCNA leadership. Together, we hope to build even stronger relationships with you and with the larger early literacy community.

I am excited to learn more about our work, identify ways that I can help strengthen RRCNA, and allow our leaders to do what they do best — advocate and advance skill development for struggling readers across North America.

I look forward to meeting you at my first National Reading Recovery & K-6 Literacy Conference in Columbus in just a few months.



Just after completing his first NATG meeting in Columbus in September, Billy visited Texas Woman's University in Denton to learn how teacher leaders and trainers are trained.

Twitter Chats: Powerful Professional Development

Not so long ago, it was hard to imagine that one of the hottest platforms for teacher professional development would be Twitter. Today, it's not only a great place to find Reading Recovery and early literacy educators to add to your professional learning network, but it's a great place for powerful PD — especially with Twitter chats.

RRCNA hosts monthly 1-hour Twitter chats, usually every third Sunday at 7 pm, EST, focused on a specific topic and led by special guest experts like Katie Keier, Pam Koutrakos, Colby Sharp, Tammy Mulligan and Clare Landrigan, Tanny McGregor, Gravity Goldberg, Maria Nichols, C.C. Bates, Jamie Lipp, and more.

If you aren't quite sure how to jump in, you can simply observe the conversation (or "lurk and learn" as we like to call it) by typing "#rrchat" into your Twitter search bar and then hitting "latest." All of our chats are archived so if you don't have time to join live, you can read the entire conversation online, usually the next day. Just log in to your Members Only Resources page and click on Learning Library, then Twitter Chat Archive.



Conferring to Empower Readers
How Problem Solving Beside Readers Increases Independence and Confidence
Sunday, December 1, 7 pm, EST

 **Penny Kittle**
Author, Teacher, & Literacy Advocate
@pennykittle
2020 National Conference Middle Grades Institute Speaker

 #rrchat

Invite your colleagues to join you for a conversation with Penny Kittle in December.

We hope you'll join a chat and find out why so many early literacy professionals are turning to Twitter to expand their PLNs and PD opportunities. Check the What's New page on the website and be sure to follow RRCNA on Facebook, Twitter, and Instagram.

Inquiry, Innovation, and Improving Instructional Strength

Highlights

- Sessions focus on improvement science, collaborative inquiry, the use of data including on-demand reports and site reports, new exit descriptors, and more
- IDEC update
- Session for new teacher leaders
- Session for DLL teacher leaders



Tuesday-Friday
June 16-19

DoubleTree Hotel Oak Brook
Chicago, IL

2020 Reading Recovery Teacher Leader Institute

Registration information available in late December

WHO SHOULD ATTEND

REQUIRED PROFESSIONAL DEVELOPMENT FOR READING RECOVERY TEACHER LEADERS.
READING RECOVERY TRAINERS • READING RECOVERY SITE COORDINATORS

Questions? Email conferenceinfo@readingrecovery.org

Teacher Leader Scholarships

Support Training for Four

Generous donors and advocates contributed a total of \$50,000 to help train new teacher leaders for the 2019–2020 school year. Teacher Leader Scholarships are granted to school districts that have demonstrated a commitment

to Reading Recovery and selected a suitable teacher leader candidate. Pioneer Valley Books donated \$20,000. Hameray Publishing Group/Yuen Family Foundation and MaryRuth Books each donated \$15,000.

Hameray Publishing Group and the Yuen Family Foundation

The Hameray Publishing Group/Yuen Family Foundation has supported the training of 23 Reading Recovery teacher leaders through this scholarship program. The Hameray Publishing Group is dedicated to publishing innovative literacy materials for today’s educators. Combining a sound research-based approach with cutting-edge classroom solutions, Hameray has developed literacy materials for struggling readers as well as those reading at grade level. The Yuen Family Foundation is a private charitable organization.



MaryRuth Books

MaryRuth Books, Inc. is a publishing company committed to helping children become happy, successful readers. Every element in their “not as simple as they look” books is designed to maximize success for beginning readers and encourage their emerging reading skills. Leveled titles help teachers and parents choose books that offer the right amount of support and challenge to enable young readers to continually progress. Loved by children and endorsed by educators worldwide, the titles are staples in reading libraries, used by Reading Recovery, and favorites of elementary school classroom teachers.



Douglas County School District, Castle Rock, CO



Meg Dyck is training at Texas Woman’s University. Meg brings 22 years of teaching experience and a master’s degree from the University of Tennessee. She is currently the literacy intervention team lead for the Douglas County School District. Meg has had the opportunity to see district needs from a big picture perspective. She has spent much of the year supporting, coaching, and providing professional development to teachers and teams. As a teacher leader, Meg will continue to grow relationships with district and school leaders while providing ongoing support in schools.

RSU9, Mt. Blue Regional School District, Farmington, ME



Jennifer Ladd is training at the University of Maine Orono. She brings 24 years of teaching experience and has a master’s degree in educational leadership from the University of Maine Farmington. Recently, Jennifer was involved in revising literacy teaching based on data; assisting teachers in collating and interpreting the data relative to the needs of the students. She is looking forward to leading the Mt. Blue district as a Reading Recovery site that supports all teachers working with struggling literacy students. All of the elementary schools in the Mt. Blue Regional School district are Title I schools.

Pioneer Valley Books

Pioneer Valley Books is dedicated to producing the highest-quality books for early literacy learners. Their books have been carefully written to support students in gaining control over early reading behaviors and in becoming strategic in their approach to print. Books have highly supportive pictures, carefully selected reading vocabulary, and easy sentence structure, and they are specifically designed to help children gain fluency and independence in their reading.



Anderson County Schools, Anderson, TN



Jill Scott is training at Georgia State University in Atlanta. Jill brings 17 years of experience to her training and has a master's degree in curriculum and instruction from the University of Georgia. She has an open-door policy allowing other teachers to observe her lessons in a way that facilitates literacy conversations with other professionals and has found this to be a valuable learning experience for all involved. Jill would like to increase opportunities for second-grade teachers to collaborate with Reading Recovery professionals and benefit additional at-risk students. For 23 years, Anderson County Schools have implemented Reading Recovery and has nine elementary schools, eight of which are Title I schools.

Washakie County School District 1, Worland, WY



Sharee Barrus is training at Saint Mary's College in California. Sharee brings 13 years of teaching experience as well as a master's degree in reading curriculum and instruction from the University of Wyoming. She plans to work collaboratively to create a system

for staff to discuss instructional best practices and student learning. She had the opportunity to share success stories, interpret and explain data to the Rotary Club that allowed them to understand how the Reading Recovery intervention changes students lives, and she looks forward to sharing with many others. The district is a high poverty district with 55% of elementary students receiving free or reduced lunch.

Grants Help Fund Conference Attendance

Generous donors have contributed 18 grants of \$1,000 each to help offset the cost of registration, travel, meals, and hotel for the National Conference in Columbus. Grants will be awarded to Reading Recovery teachers, teachers-in-training, teacher leaders, university trainers, or administrators who support the implementation of Reading Recovery.

Applicants must be current members of RRCNA to qualify. This funding is available through the generosity of the Tenyo Family Foundation (10 grants), Teacher Leader Professional Development (2 grants), RR Books, Blueberry Hill Books, SongLake Books, Rose Mary Estice Memorial Fund, Debby Wood Professional Development Fund and the Minnesota Literacy Scholarship Fund. **Watch the website for award announcements.**

Geri Stone Memorial Fund grants will also be awarded to help offset the cost of attendance or other professional development conferences, books, and more.



Funds for two Teacher Leader Professional Development Grants were raised during a silent auction of original work by Annie Opat, Reading Recovery trainer at Emporia State University. An anonymous match of \$500 brought the total raised during the 2019 Teacher Leader Institute to \$1,669.

2019 Teacher Leader Institute

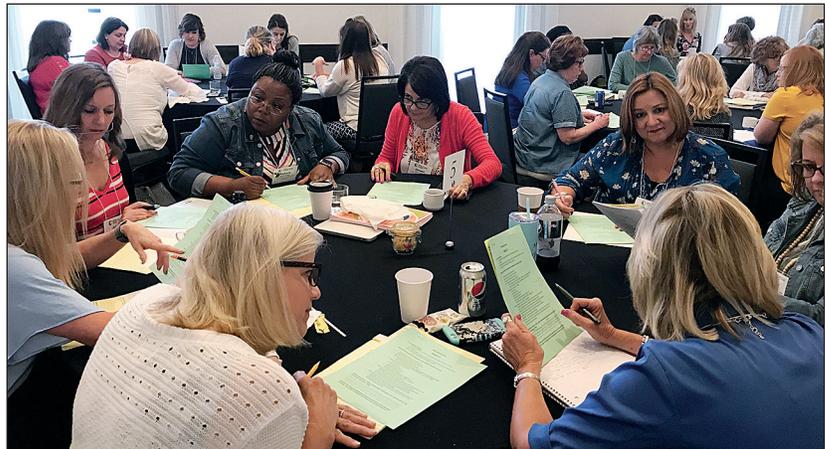
BTG: Transforming Our Practice

Teacher leaders and trainers focused on behind-the-glass lessons at the June 11-14, 2019 Teacher Leader Institute held in Greenville, SC.

Transforming Our Practice: Windows of Opportunity for Reflection and Learning was the theme chosen by planning co-chairs Lisa Pinkerton, Lori Taylor, and Lindy Harmon.

In the opening session on Wednesday, Mary Fried focused on change over time in leading and learning during behind-the-glass lessons, including constructing chains of reasoning. Two sequential working sessions built on these concepts: *Introducing the Behind-the-Glass Lesson: Different Moves for Different Groups* and *Leading the Behind-the-Glass Discussion: Pitching the Discussion to Different Groups*.

Lisa Pinkerton led Thursday's general session, *Facilitating the Discussion Circle: Everyone Leaves with a Lift*, and incorporated small-group interaction around the role of the discussion circle in supporting the learning of



Teacher leaders engage in collegial interactions during working sessions that focused on behind-the-glass discussions.

everyone engaged. The day ended with individual and group reflection, action plan development, and UTC planning.

The final day of the Institute began with an IDEC update by Jeff Brymer-Bashore, followed by a focus on the use of technology referencing the most recent edition of the Reading Recovery standards and guidelines. The general and concurrent sessions

provided examples of ways to balance in-person and virtual visits and included the use of distance learning to enhance coaching. These sessions were led by trainers C.C. Bates, Adria Klein, and Deb Rich; and teacher leaders Christy Germany, Nancy Rogers-Zegarra, Shari Hansen, Gail Hunter, Tiffany McConneelee, Janelle Williams, Maryann McBride, Jaime Dawson, and Paulette Moore.



At the opening reception, the newest members of the teacher leader community were introduced by trainers representing Clemson University, Georgia State University, National Louis University, Saint Mary's College, Shippensburg University, The Ohio State University, University of Arkansas at Little Rock, and University of Northern Iowa.

Let's Celebrate!

35 YEARS




Reading Recovery Council of North America

Celebrating Literacy **SUCCESS!**

Main Website Success Stories Timeline Share A Story

SUCCESS STORIES
from
Reading Recovery

Reading Recovery Success Stories Watch later Share

My daughter struggled with reading & gave up on trying until...

Honoring Your Success

Reading Recovery changes futures for students, teachers, schools, and educators around the world. These brief stories are living evidence of successful teaching and learning. Share your story and help celebrate the many faces of Reading Recovery!

SHARE YOUR STORY

Success Stories

More than 2.4 million students in North America have had Reading Recovery lessons. While scientific research studies report large positive effects on children's literacy performance, the essence of Reading Recovery lessons is personal. The below stories embody the Reading Recovery spirit through promoting individuals and the power of reading.

Visit the newly designed success site to scroll through the photos and videos and submit your own stories. The timeline is also being updated with content and photos. A toolkit featuring banners, logos, press release templates, and more are also available for you in RRCNA Member Resources.

We're officially kicking off the 35th anniversary at the upcoming National Reading Recovery & K-6 Literacy Conference coming up February 9-12, in Columbus. Look for congratulatory videos from parents, kids, and others to be shared before each general session. Videos and photos celebrating the 35th anniversary will also be featured on the redesigned Creating Literacy Success website.

A special luncheon will be held from noon-1:30 pm on Sunday, February 9, at the Hyatt Regency Hotel during the Conference. All attendees are invited to join this luncheon celebration with special guest speaker Gay Su Pinnell. Pre-register for the luncheon (\$20 ticket required) when you register for the Conference.



Make an impact on early literacy by making a donation to the Fund Challenge at the Conference this February. Your gift will support RRCNA's mission, including advocacy for federal reading policy and adequate school funding, teacher professional development, and early literacy resources.

New this year, the fund booth will feature interactive giving with fun prizes!

Your gifts to the Annual Fund Challenge will be matched up to \$10,000 with a donation from Pioneer Valley Books.





National Reading Recovery & K-6 Literacy Conference

February 8-11, 2020 in Columbus, Ohio

Powerful Professional Development for You and Your Literacy Team | Classroom & EL Teachers | Interventionists
 Literacy Coaches & Specialists | Title I Teachers & Coordinators | Curriculum & Language Arts Specialists | Building & District Administrators

Learn with these and other outstanding speakers

KEYNOTE SPEAKERS



SUNDAY
Adria Klein



MONDAY
Douglas Reeves



TUESDAY
Nikki Grimes

New! Middle Grades Institute
for Grades 5-8 Educators

with Penny Kittle



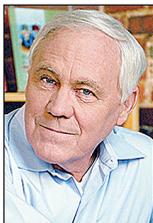
Leadership Institute
for Administrators & Leadership Teams

with Jenny Donohoo

FEATURED AND OTHER SPEAKERS



Kylee Beers



Robert Probst



Kathy Collins



Matt Glover



Stephanie Harvey



Ralph Fletcher



Aerial Johnson



Mary Fried



K. Journey Swafford



Allyson Matczuk



James Schnug



Leslie McBane



Jamie Lipp



Cheri Slinger



Jeffery Williams



Jan Richardson



Celebrate 35 years of Reading Recovery excellence in North America



Join us for an anniversary luncheon with special guest speaker **Gay Su Pinnell** on Sunday, February 9 from noon–1:30 pm at the Hyatt Regency Hotel. Pre-register for the luncheon (\$20 ticket required) when you register online for the Conference. Space is limited.

FEATURED SESSIONS

READING RECOVERY

- Mary Fried *Power Start: The First Six Weeks of Lessons*
- Allyson Matczuk *The Emergent Writer: Developmental Perspectives and a Teacher on the Cutting Edge*
- K. Journey Swafford *Developing Flexibility in Working with Words in Writing*

CLASSROOM LITERACY

- Ralph Fletcher *Engaging Boy Writers AND Helping Students Write Nonformulaic Nonfiction*
- Stephanie Harvey *From Striving to Thriving Writers: Strategies to Jump Start Writing AND From Striving to Thriving: How to Grow Confident, Capable Readers*
- Aeriale Johnson *For Want of Utterance: Teaching Literacy for Liberation*

INSTITUTES

READING RECOVERY

- James Schnug, Mary Fried, & Leslie McBane *Good Teaching Equals Acceleration... Or Does It?*
- Jamie Lipp, Cheri Slinger, & Jeffery Williams *Writing in the Reading Recovery Lesson: Process to Product and Everything in Between*

CLASSROOM LITERACY

- Kylene Beers & Robert Probst *Notice and Note in the Elementary Grades: How to Create Engaged and Skilled Readers*
- Kathy Collins & Matt Glover *Nurturing Meaning Making, Reading Identities, and Language Composition*

LEADERSHIP INSTITUTE

— Jenny Donohoo
Quality Implementation: Leveraging Collective Efficacy to Make ‘What Works’ Actually Work in Schools

MIDDLE GRADES INSTITUTE

— Penny Kittle
Planning to Engage and Empower Readers and Writers

Flexible Registration Options

Register for a Saturday Institute, the entire Conference, and/or a partial Conference on a weekday or weekend. And find out how your administrator could attend for FREE!

Get more information and register online at www.rrcna.org/conferences

Register by December 15 and SAVE!

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DEDICATED TO TEACHERS



Silver Sponsor



Bronze Sponsor



Friend Sponsors



In-Kind Sponsors

- Scholastic Education
- Pioneer Valley Books
- Experience Columbus

The Last Word

Our readers say The Last Word column in *The Journal of Reading Recovery* is one of their favorite things to read. **We need more of your great Reading Recovery stories.** So take a minute to share one of your favorite moments with all our readers. Just send a quick email to vfox@readingrecovery.org.

Angela Surber has been sending stories for The Last Word for many years — so many great stories that we've only been able to share a few. Here are some other gems the Reading Recovery/CIM Interventionist in Guyton, Georgia, has sent along. Thanks, Angela!

Pay Attention!

Zac is a sweet boy who is always willing to do as asked. We were early in his lesson series and he'd just finished reading the first book of the day's lesson. I praised his good reading and asked him to choose another book to read. Zac chose a book, opened it to the first page and stopped. As I made a note on my record sheets about the first book, I asked him to go ahead and start reading. Again, silence. Since the first word was "Here," I thought maybe he didn't know the word when it was the first word in the story and not in the middle or end of a sentence as he'd read before, so I gave him the word. More silence. Again, I told him the word and asked him to read. Then, just as sweetly and innocently as he could, he said matter-of-factly, "I know the word. I'm just waiting for you to pay attention." I assured him that sometimes I had to write down the good things he was doing and I was always paying attention!

Back in the Day

Today I was reading *Red Socks and Yellow Socks* by Joy Cowley (first published 1987) with Laurie. When we got to the page that reads "They hung them on the line. Red socks and yellow socks." she paused and said, "That's because back when this book was written, they didn't have washer and dryers."

Different Meanings

Today I told Landon that we were going to meet a new family after he put his story away. As he put his envelope in his bag he asked, "What time are they coming? Am I going to still be here?" I then had to explain that I meant a new family in a book, not someone coming to the school to see us. Our new book was *The Photo Book* by Beverly Randell (Rigby PM Collection).

Sounds Good to Me

C.A.P. Test #10 "What's wrong with this?"
(Lines are reversed)

Tiffany: "I don't know. (pause) You read it awesome, like smooth and really neat."

Fully Charged!

As Ethan was reading a familiar book, his reading got slower and slower. I commented that it sounded like his battery was dying. I then modeled a sentence to show him how his reading needed to sound. His response: "That sounds fully charged!"