

FEATURED SPEAKERS

▣ Ticketed Sessions Open to Reading Recovery-Trained Professionals Only ▣
Classroom Literacy Sessions Open to All Attendees, No Ticket Required

Revvng Up Writing ▣

Sunday 1:30–3:00 pm
Monday 8:30–10:00 am

Sue Duncan

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



We do writing every day with children. Are we creating the strongest possible processes in that time? Explore making the most of the writing time through videos and examples.

Meeting the Challenges of Higher Levels of Complexity ▣

Monday 8:30–10:00 am
Tuesday 10:30 am–Noon

Mary Fried

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



In later lessons at higher levels of difficulty, children are expected to respond faster, integrate more sources of information, and become more and more independent. Explore how teaching interactions both support the child and foster increasing independence when children are challenged with the increasing demands of complexity in reading and writing

Individual Learners, Unique Routes to Literacy ▣

Sunday 1:30–3:00 pm
Monday 3:00–4:30 pm

Betsy Kaye

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



Through careful observation and reflection, Reading Recovery teachers continually revise their "personal theories" about a child's processing. These theories guide their teaching. Learn to use lesson data to hypothesize about children's problem solving and recognize when alternate paths are needed.

Powerful Teaching During Writing ▣

Sunday 3:30–5:00 pm
Monday 1:00–2:30 pm

Lea McGee

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



Writing comprises one-third of every Reading Recovery lesson, but most teachers spend very little time preparing and planning for this portion of the lesson, especially compared to the planning and preparation for introducing and teaching the new book. This session prepares Reading Recovery teachers to avoid 10 common ineffective procedures during the writing portion of the lesson and transform them into powerful teaching opportunities.

Language Learning in Reading Recovery ▣

Monday 8:30–10:00 am
Monday 3:00–4:30 pm

Cynthia Rodríguez

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



Interactions during the Reading Recovery lesson can foster oral and written language development. These exchanges, guided by the teacher, are factors in the students' subsequent success. Explore how teachers support and accelerate oral and written language development. Share examples from students.

In-The-Head Activity: What Does It Mean? ▣

Sunday 3:30–5:00 pm
Monday 1:00–2:30 pm

Mary Rosser

*Reading Recovery
trainer, University of
Maine, Orono, ME*



In *Literacy Lessons Part 2*, 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. Further develop your understandings of how to support learners during the process of connecting up and integrating the elaborate networks of strategic activities which increase speed of processing during the reading and writing of continuous texts. Bring *Literacy Lessons Part 1* and *Part 2*.

CLASSROOM LITERACY SESSIONS

Making Guided Reading Appropriate for Informational Text

Sunday 1:30–3:00 pm
Sunday 3:30–5:00 pm

Nell Duke

*associate professor,
Michigan State University, East
Lansing, MI*



If informational text is different than other kinds of text, then so too should guided reading of informational text be different. Duke presents strategies for making guided reading appropriate for the purpose, features, and nature of informational text.

Quality Instruction for English Language Learners: Not Just 'Good Teaching'

Sunday 3:30–5:00 pm
Tuesday 10:30 am–Noon

Kathy Escamilla

*professor, University of Colorado
at Boulder, Boulder, CO*



Explore six major issues with regard to literacy instruction and English language learners. Discuss instructional implications and strategies along with each issue, including: 1) a new theory about literacy in a second language, 2) simultaneous bilinguals, 3) interlanguage vs. interference, 4) the false dichotomy of social and academic language, 5) background knowledge and cultural schema, and 6) creating a 'best practice' literacy program for second language learners.

Creating Classroom Cultures of Thinking and Understanding

Monday 8:30–10:00 am
Monday 3:00–4:30 pm

Debbie Miller

author, Littleton, CO



Explore the importance of modeling strategies for comprehension, teacher-talk that moves children forward, selecting books that give students something to think about, and authentic responses that serve as a means to comprehension as well as a measure.