

# Reading Recovery

## STRAND SESSIONS

### **I** Making the Invisible Visible: The Role of Meaning in Effective Literacy Processing

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

Meaning is the most important source of information for literacy learners; however, it may be hard to value 'invisible' information over 'visible' letters on the page. Understand the critical role of meaning as the guiding force of strategic activity and explore how reading and writing weave together to support effective comprehension instruction that engages learners.

### **■** Revealing, Teaching, Telling

*Evelyn Arthur, Reading Recovery teacher leader, Adams County Ohio Valley Schools, West Union, OH*

"You know that" has never been enough! Explore teaching interactions through various levels of prompting support: *revealing, teaching* through demonstration, and *telling* at appropriate points throughout the lesson.

### **I** Celebrating an Extraordinary Journey

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

*Barbara Watson, Reading Recovery trainer, Auckland, New Zealand*

We celebrate the legacy of Marie Clay by tracing her journey that changed literacy education around the world — from her first teaching experiences to our visions for the future. Drawing on international contributions to the book *Boundless Horizons*, we focus on the extraordinary impact and longevity of Reading Recovery in North America — a journey that continues after 25 years!

### Reading and Writing: Teaching for Reciprocal Gains

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

Explore how to teach for accelerated progress in reading and writing by attending to the common elements by increasing control over ideas and story meaning, language structure, vocabulary growth, letter-sound linking; and speedy pick-up of visual information.

### Planning Effective Book Orientations

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

An effective orientation takes the 'bugs' out of the text before reading and prepares the child for a successful first encounter. Participants use essential elements of book orientations to evaluate and write book orientations.

### **■** What is the Author's REAL Message

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

Explore the meaning of books from level 1 to level 16. The meaning of the author's message and the child's use of the picture are often very different.

**■** Denotes Study Session    **I** Denotes Ticketed Session

### **■** Analyzing Running Records: Responding to Changes

*Susan Burroughs, Reading Recovery teacher leader, Toronto District School Board, Toronto, ON, Canada*

Deeper analysis of running records can provide valuable information helping teachers stay on the cutting edge of children's learning and make powerful teaching decisions as students develop increasingly effective processing systems.

### Reflections on the Life and Legacy of Marie Clay

*Jenny Clay, author, New Zealand*

*Mary Anne Doyle, Reading Recovery trainer, University of Connecticut, Storrs, CT*

This informal session presents discussion of the life and legacy of Marie Clay as shared in *Memories of Marie, Reflections on the Life and Work of Marie M. Clay*. By describing the development and publication of her book, Jenny Clay, author and daughter of Marie, will share insights and inspiring reflections from an international collection of colleagues and friends. Mary Anne Doyle will add detail of Marie's international influence and her remarkable planning for the ongoing success of Reading Recovery around the world. The session will conclude with opportunity for Jenny to sign your copies; books will not be sold at this session.

### Literacy Intervention with Special Education Students

*Lynn Curran Sargent, Reading Recovery teacher leader, Western Maine Reading Recovery, Oxford, ME*

Explore the successes achieved when using *Literacy Lessons Designed for Individuals* to promote accelerated literacy learning for students in special education. Videoclips and examples of student learning and progress are shared.

### The Power of Our Words Across the Reading Recovery Lesson

*From the Bentonville Public Schools, Bentonville, AR:  
Sandra Dennison, Reading Recovery teacher leader  
Linda Holman, Reading Recovery teacher*

Use scaffolding techniques and gradual release model to promote self-regulated learners. Examine how our words and support will change over time to facilitate acceleration of the literacy learner.



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## STRAND SESSIONS CONTINUED

### **I** Comprehension: What Do We Understand?

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

Clay (2001) states, 'Comprehension is involved in all reading and writing of continuous text, even a one sentence message.' Explore teaching and learning actions for ensuring and advancing comprehension, which are embedded in Reading Recovery procedures and teaching conversations during Reading Recovery lessons.

### **Midyear Entry — Spring Success!**

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

Great strengths! Big gaps! Examine the characteristics of children who begin their lessons midyear, and the teaching decisions that accelerate their progress. Focus on developing an efficient visual processing system.

### **Fluency... Teach for It!**

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

Explore the role of fluent reading in the Reading Recovery lesson and throughout a student's program. Explore the why, when, and how of fluent reading. Videos are used for demonstrations.

### **Teaching for Independence in Writing**

*Jackie Heinz, Reading Recovery teacher leader, Central Wisconsin Reading Recovery Consortium, Wisconsin Rapids, WI*

Use of direct teaching, demonstrating, prompting, confirming, and praises to build independent writers.

### **Designing Efficient and Effective Lessons**

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

How to plan for efficient and effective lessons, fitting it all into 30 minutes.

### **■ Random Acts of Attending and Solving**

*Karen James, Reading Recovery teacher leader, Little Rock Schools, Little Rock, AR*

Students who are struggling often have a random, even haphazard, approach of looking at text and solving text quandaries. Look at patterns in student behavior and subsequent teaching to promote effective and flexible solving.

### **Running Records: A 'GPS' for Driving Instruction**

*Gaynell Jamison, Reading Recovery teacher leader, Monticello Schools, Monticello, AR*

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

Running records are a guide to the processing system that a student is using/neglecting on the reading task. Clay's Observation Survey provides the navigation system that drives the teacher's instruction for the learner.

### **■ The Ins and Outs of Breaking and Taking Words Apart**

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

Explore the ins and outs of breaking words and taking words apart in reading using theory and procedures related to *Literacy Lessons Part 2*: section 1 and section 3.

### **Attending to Word Learning: Refining the Focus**

*Noel Jones, Reading Recovery trainer emeritus, University of North Carolina Wilmington, Wilmington, NC*

Word learning in Clay's theory occurs continuously and throughout lessons. However, special attention is needed to help many children learn how to learn words and to help most children learn how words work.

### **■ Fostering Student Success from the Start**

*From Little Rock Schools, Little Rock, AR:  
Tina Jordan, Reading Recovery teacher  
Karen James, Reading Recovery teacher leader*

Utilize teacher-made books to solidify and extend knowns, and teach language structure to support text reading.

### **■ Lesson Records: What Do I Write?**

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

This session is designed to assist Reading Recovery teachers in taking lesson record notes that help them reflect on their teaching.

### **Processing Systems in Action: Under Construction or Available**

*Gayla Kolb, Southeast Missouri State University, Cape Girardeau, MO*

Examine children's problem-solving activities through video analysis of early reading behaviors with keen observation, note taking, and instructional conversations among colleagues. Extend teachers' understandings of working systems and change over time in self-regulation.

### **Contingent Support for Word Solving in Writing and the Links to Reading**

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

Using *Literacy Lessons Part 2*, section 7 and section 11, examine the Reading Recovery teacher's contingent support for the child's word solving in writing within a series of lessons and the reciprocal links that foster accelerative progress in reading.

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

**Concurrent Session** (all other sessions): 90-minute single topic program in a lecture-type format. Audience participation generally is limited to question and answer sessions at the discretion of the presenters.

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## STRAND SESSIONS CONTINUED

### **Tell Me a Story: Crafting Conversations**

*Leslie McBane, Reading Recovery teacher leader, Warren Regional Reading Recovery, Warren, OH*

According to Marie Clay, 'The more children engage in telling stories, the more command they get over language' (1998). Explore the return that children's storytelling provides in the writing portion of the lesson.

### ■ **The Quest for a Readable Text**

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

From the administration of the Observation Survey to the conclusion of a child's series of lessons, a Reading Recovery teacher must be an expert chooser and sequencer of text. Explore how and why.

### ■ **Level 12 and Holding: Why and What To Do**

*Paulette Moore, Reading Recovery teacher leader, York Schools One, York, SC*

Why do some children slow down around text level 12? What strategic activities must be secure for upper text level reading? Videoclips and running record examples are included.

### **Discovering the Essence of Story Through Rich Book Introductions**

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

Storybooks are places where children weave together the threads of information and experiences they draw upon to make sense of their world and to create meaning from texts. Analyze and discuss videos of child/teacher interactions demonstrating rich book introductions.

### ■ **Section 13: Not a Daily Requirement**

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

Section 13 is not a daily requirement, but how and when do we use it? Examine the rationales, running records, and teaching interactions over time to better understand attending words in isolation.

### **Acceleration by Learning to Look at Print**

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

Study teaching procedures for looking at print to support searching, self-monitoring, and self-correction behaviors.

### **Teaching Decisions to Foster Acceleration**

*Maribeth Schmitt, Reading Recovery trainer, Purdue University, West Lafayette, IN*

Teachers make better decisions if they observe what the child is doing to process information, helping the teacher build on strengths, foster new learning, and promote increased acceleration as the child learns to self-regulate.

### ■ **So You Think It's Simple, Think Again!**

*Robert Schwartz, Reading Recovery trainer, Oakland University, Rochester, MI*

*Lynn Mangold, Reading Recovery teacher leader, Walled Lake Consolidated Schools, Walled Lake, MI*

Oversimplification is a characteristic of learning in complex, ill-structured domains. Explore children's literacy learning over time in Reading Recovery. Engage in analysis of videoclips to support professional learning.

### ■ **Planning Book Introductions for ELL Students**

*Magdalena Spurlock, Reading Recovery/DLL teacher, Fort Bend ISD, Sugar Land, TX*

Develop rich successful book introductions that prepare English language learners for their first encounter with the text. Videos show examples of how teacher/student interaction affects the child's approach to novel text.

### **I Reaching the Outer Limit**

*Floretta Thornton-Reid, Reading Recovery trainer, Georgia State University, Atlanta, GA*

Clay (2005) reminds us 'there is no relaxation of challenges posed' as the teacher constantly moves toward the outer limits of the zone of proximal development (ZPD). Explore using the nuances of complex observation as well as teacher-child interactions to support reaching the ZPD outer limits as a child learns to write words and messages.

### ■ **Responding to Movement in the Right Direction**

*Janice Van Dyke, Reading Recovery trainer, Central Canadian Institute of Reading Recovery, Thornhill, ON, Canada*

What can teachers look for in running records of children's reading behavior that indicates progress? Explore what movement in the right direction and responsive teaching might look like using running record analysis and videoclips.

### **The Journey to Fast Processing**

*Susan Vincent, Reading Recovery teacher leader, Forest Hills Training Site, Cincinnati, OH*

Clay stated students' progress depends on the teacher's astute judgment about when to slow up and attend to detail and when to call for quick responding. Learn to make teaching decisions that lead to fast processing.

### **A Closer Look at Discontinuing**

*From The University of South Dakota, Vermillion, SD:  
Garreth Zalud, Reading Recovery trainer  
Mary Collins, Reading Recovery teacher leader  
Janet Petersen, Reading Recovery teacher leader*

*Diane Stevens, Reading Recovery teacher leader, Fremont Public Schools, Fremont, NE*

A guidesheet outlining the process of discontinuing a child's series of lessons, as described in *Literacy Lessons Part 1*, is discussed. Accompanying videos further illustrate the process.

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