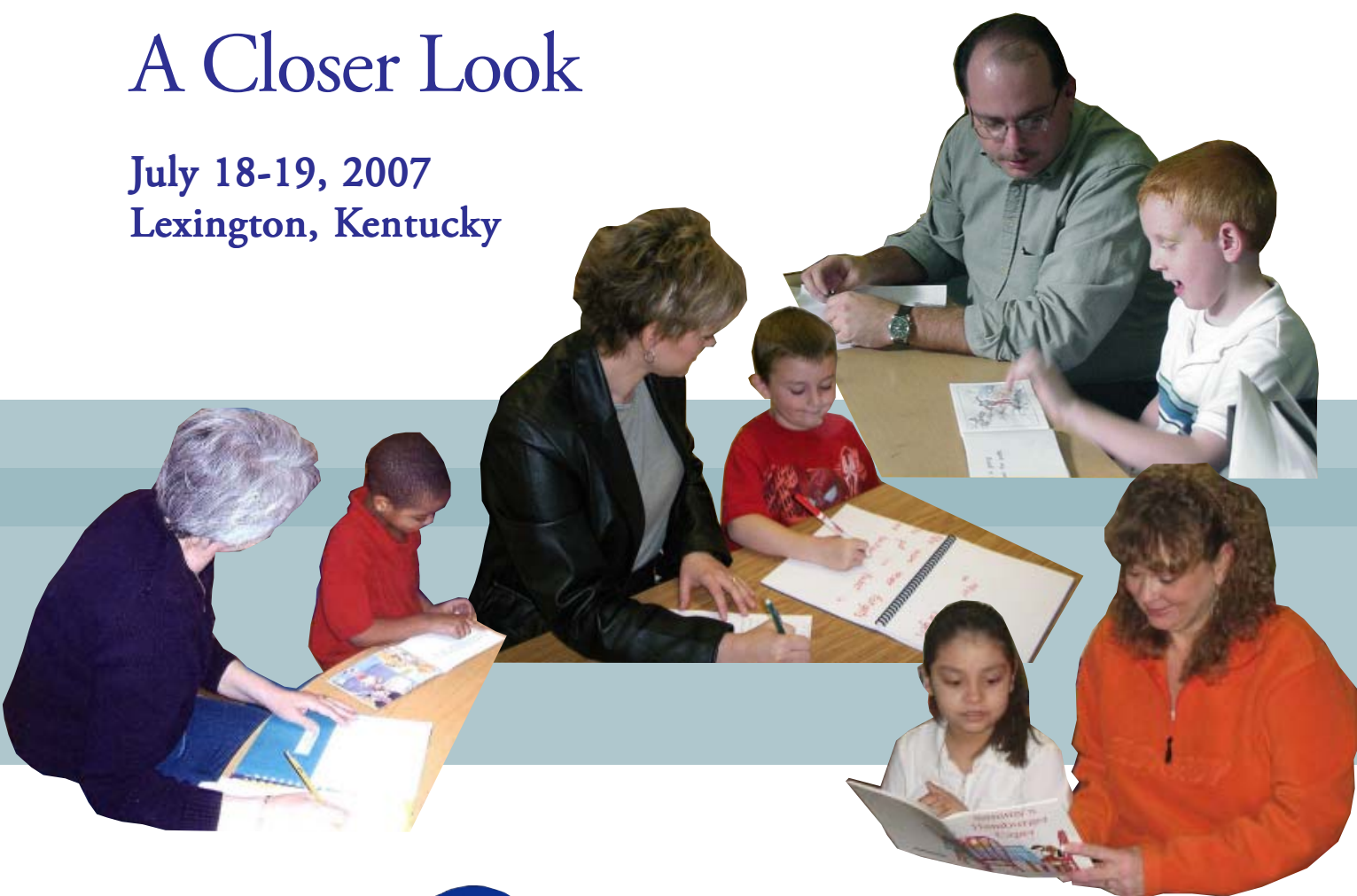


The 2007 Statewide
Reading Recovery[®] Conference:
*Literacy Lessons Designed for
Individuals:*
A Closer Look

July 18-19, 2007
Lexington, Kentucky



Reading Recovery[®] Center
University of Kentucky

Conference Overview

Wednesday, July 18

Noon - 1 p.m.	Registration & Vendors Open
1 - 2:30 p.m.	Welcome & Opening Remarks by Dr. Judy Embry and Dr. Salli Forbes (BGBR2)
2:45 - 4:15 p.m.	Concurrent Sessions
4:15 - 5 p.m.	Break
5 - 6 p.m.	Social Networking Mixer (BGBR2)
6 p.m.	Vendors Closed

Thursday, July 19

7:30 - 8:30 a.m.	Registration & Vendors Open
8:30 - 10 a.m.	Concurrent Sessions
10:15 - 11:45 a.m.	Concurrent Sessions
Noon - 1:30 p.m.	Legislative Luncheon (BGBR2): Legislators from your area may be joining us for lunch. Keynote by Dr. Billie Askew: <i>What will it take to prevent literacy failure in our schools?</i> Awards
1:45 - 3:15 p.m.	Concurrent Sessions
4 p.m.	Vendors Closed

Featured Presenters



Dr. Billie J. Askew, Professor Emerita, Texas Woman's University

Dr. Askew is Professor Emerita at Texas Woman's University, having previously served as a member of the reading faculty and Director of the Reading Recovery Center at the university. She is a past-president of the Reading Recovery Council of North America and the North American Trainers Group. She is the co-editor of *Stirring the Waters: The Influence of Marie Clay*.



Dr. Judy Embry, Trainer/Director, Reading Recovery Center, University of Kentucky

Dr. Judy Embry has been the trainer and director of the Reading Recovery Center at the University of Kentucky for the past six years. She is an active literacy advocate on the national level and is chairperson of the Advocacy Committee of the Reading Recovery Council of North America. She is the co-author of A Site Coordinator's Guide to the Effective Implementation of Reading Recovery.



Dr. Salli Forbes, Reading Recovery Trainer, Emeritus

Salli Forbes is a Reading Recovery Trainer Emeritus and former Director of Reading Recovery at Purdue University, The University of Iowa, and National-Louis University. She has published articles on topics including reading assessment, self-correcting, and phrased, fluent reading. She is co-editor of *Research in Reading Recovery*-Volume Two. She is the Chair of the Communications Committee of the Reading Recovery Council of North America and Editor of the Implementation Section of the Journal of Reading Recovery. She continues to work with Reading Recovery children and teachers at Mississippi Bend Area Education Agency in Bettendorf, Iowa.



Lucy Gettman, Director of Government Relations, Reading Recovery Council of North America



Francisco X. Gómez-Bellengé, Director, National Data Evaluation Center

Francisco X. Gomez-Bellenge holds degrees in anthropology from the University of Arizona and Case Western University, with Ph.D. coursework in education at Cleveland State University. His background includes experience in both research and education. He is involved in a variety of research projects with university faculty and the NDEC staff.

Conference Map

Lexington Convention Center

Level Three



Itinerary Planner

Please use the session descriptions and the information below to plan which sessions you will attend during each time slot. Please select a first, second, and third choice. Please note that all rooms have limited seating. All sessions will fill on a first-come, first-served basis. Additionally, please do not enter a session with a “session full” sign on the door.

Wednesday, July 18: 2:45 -4:15 p.m.

Concurrent Sessions

First Choice: _____

Second Choice: _____

Third Choice: _____

TB1: **Change Over Time: For Children and Teachers**, Dr. Billie Askew

TB2: **Together We Can**, Vikki Hall, Michelle Ligon

TB3: **Connections Through Assessment**, Vickie Slone

TB4: **Working Your Way Through Word Work**, Cindy Goldstein

TB5: **Reaching Destinations While Roaming**, Linda Napier

TB6: **The Power of Writing-Fostering Change During Writing**, Danna Duff, Donna Singleton

TB7: **Using Reading Recovery Reports to Prove Student Outcomes**, Francisco X. Gómez-Bellengé

TB8: **What Page are You On? Collaboration and Communication**, Kathryn Mattingly, Debra Nally, Jackie Reed

Presentation Descriptions

Wednesday, July 18: 2:45 -4:15 p.m.

Change Over Time: For Children and Teachers: TB1

Strand: Change over time

Dr. Billie Askew

Participants will explore necessary changes in children to ensure accelerated progress across the lessons. We will also examine changes in our behaviors as teachers across the lessons. Relying on the new procedures and the rationales behind them, we will focus on our decisions and teaching moves for a successful and short-term intervention for each child.

Connections Through Assessment: TB3

Strand: Assessment

Vickie Slone

This session will revisit the procedures for administering the *Observation Survey*, examine the *Observation Survey* summary and make connections with predictions of progress. Participants will use the *Observation Survey* and *Literacy Lessons*, Part I to effectively plan a path to meet students' needs.

Together We Can: TB2

Strand: Literacy Groups

Michelle Ligon
Vikki Hall

This session will focus on Franklin County's Four Day Plan. This framework provides guidance for Reading Recovery teachers to adapt Reading Recovery strategies for small group literacy instruction in grades K/1.

Working Your Way Through Word Work: TB4

Strand: Word Work

Cindy Goldstein

In this session participants will explore the planned word work section of the Reading Recovery Lesson from roaming to later lessons, as described in *Literacy Lessons*. Included will be discussion and video clips demonstrating how to introduce various levels of word work in the sequence to students.

Presentation Descriptions

Wednesday, July 18: 2:45 -4:15 p.m.

Reaching Destinations While Roaming: TB5

Strand: Roaming

Linda Napier

This session focuses on getting the most out of roaming. It features innovative ideas and activities along with video clips to demonstrate usage. Emphasis is also given to the importance of daily notekeeping during roaming lessons.

The Power of Writing--Fostering Change Over Time: TB6

Strand: Writing

Danna Duff
Donna Singleton

In this session, participants will examine change over time within the writing component utilizing *Literacy Lessons* and video clips. The relationship of oral language, reading and writing (reciprocity) will be emphasized.

Using Reading Recovery Reports to Prove Student Outcomes: TB7

Strand: Using Data Effectively

Francisco X. Gómez-Bellengé

A brief overview of evaluation research is followed by a review of the National Data Evaluation Center School Data Summaries, with an emphasis on how to interpret and use the data. We will also discuss using national data to inform local evaluations. The presentation will close by examining some other aspects of evaluation that might apply in the context of a school that has Reading Recovery.

What Page Are You On? Collaboration and Communication Practices: TB8

Strand: Communication

Kathryn Mattingly
Debra Nally
Jackie Reed

To maximize a child's reading success, everyone needs to be on the same page. This session will discuss the Reading Recovery teacher's role in enhancing collaboration and communication practices.

Itinerary Planner (cont.)

Thursday, July 19: 8:30 to 10 a.m.

First Choice: _____

Second Choice: _____

Third Choice: _____

TB1: **The Eyes Have It**, Dr. Judy Embry, Lindy Harmon

TB2: **Book Orientation & First Reading: Choreographing the Dance**, Marla Smith

TB3: **Begin with the End in Mind: Planning for Powerful Roaming Sessions**, Lisa Shaw
(This session is from 8:30 to 11:45 a.m.)

TB4: **Washington, D.C. in the Year of the Pig**, Lucy Gettman

TB5: **Poised for Success: Making the Most of Roaming**, Mary Beth Stevens, Margie Linde

TB6: **Discontinuing: The Decision to End Individual Support**, Debbie Rush, Carla Hinkle

TB7: **Staying on the “Write” Track**, Sherry Sharp, Shannon Boothe, Dana Cruze

TB8: **Fluency**, Victoria Terstegge, Wanda Brooks, Cathy Simms

Presentation Descriptions

Thursday, July 19: 8:30 to 10 a.m.

The Eyes Have It: TB1

Strand: Visual scanning

Dr. Judy Embry
Lindy Harmon

This session will focus on visual perception and its impact on visual scanning across all lesson components. Participants will learn about the latest findings in brain research using examples.

Book Orientation & First Reading: Choreographing the Dance: TB2

Strand: Book Introductions

Marla Smith

This session will examine the role of the story orientation between the teacher and the child before the first reading. Interactions during the first reading of the book and possible teachings will also be discussed. Video clips will be used for demonstration. (For first or second year Reading Recovery teachers.)

Begin with the End in Mind: Planning for Powerful Roaming Sessions: TB3

Strand: Roaming

Lisa Shaw
Kathi Haley

Analyze Observation Surveys, set priorities and generate activities for roaming around the known sessions. Session will be hands on, collaborative and include discussion with colleagues.

Washington, D.C. in the Year of the Pig: TB4

Strand: Advocacy

Lucy Gettman

2007 is the Chinese Year of the Pig. Will Congress and the White House bring home the bacon for literacy, or just dish out the pork? Get up-to-the-minute information on federal funding, NCLB and other opportunities for Reading Recovery and learn how to have an impact.

Presentation Descriptions

Thursday, July 19: 8:30 to 10 a.m.

Poised for Success: Making the Most of Roaming: TB5

Strand: Roaming

Mary Beth Stevens
Margie Linde

According to Dr. Clay at the end of the period called roaming around the known, "...the child will feel comfortable with a small body of knowledge and confident to use this as a spring board for trying new things when the instruction starts" (LL1 p. 32). During this session participants will explore the expanded section about roaming in Dr. Clay's *Literacy Lessons*, Part One. Reading Recovery teachers will gain an in-depth understanding of the theory behind roaming as well as practical applications they can use to optimize their student's reading, writing, and oral language development.

Discontinuing: The Decision to End Individual Support: TB6

Strand: Discontinuing

Debbie Rush
Carla Hinkle

Looking closely at the child's self-extending system -are they ready for classroom success?

Staying on the "Write" Track: TB7

Strand: Writing

Sherry Sharp
Shannon Boothe
Dana Cruze

Using *Literacy Lessons*, Part II, Section 6 "Writing" participants will discuss the section and view clips on the writing portion of the lesson.

Fluency: TB8

Strand: Fluency

Victoria Terstegge
Wanda Brooks
Cathy Simms

Participants will define fluency, examine the components necessary to create fluent readers and discuss strategies that can incorporate the teaching of fluency into Reading Recovery and guided reading lessons.

Itinerary Planner (cont.)

Thursday, July 19: 10:15 to 11:45 a.m.

First Choice: _____

Second Choice: _____

Third Choice: _____

TB1: **Fluency**, Dr. Salli Forbes

TB2: **Teaching with Meaning in Mind**, Stacy Carmichael, Catherine Piatt

TB4: **It's About the Ears: Hearing and Recording Sounds in Words**, Theresa Foutch, Trista Wheatley

TB5: **Reaching All Students Through Small Literacy Group Instruction**, Shawn Veech, Stefanie Bryan

TB6: **Achieving Congruity Across Instructional Settings**, Andrea Cole, Pam Dexter, Alicia Kelley, Paula McLin

TB7: **Recent Research and the Scientific Basis of Reading Recovery**, Francisco X. Gómez-Bellengé

TB8: **Kids Digital Publication: From Roaming to Discontinuing**, Mark Condon, Shannon Henderson

Presentation Descriptions

Thursday, July 19: 10:15 to 11:45 a.m.

Fluency: TB1

Strand: Fluency

Dr. Salli Forbes

In Reading Recovery, there is a strong emphasis on teaching for fluency and phrasing in oral reading. In the 30-minute Reading Recovery lesson, the majority of time is devoted to students' reading of continuous text. While it is important for children to read and use problem-solving skills on a new, challenging text every day, Reading Recovery teachers also make extensive use of rereading texts. Teachers select texts carefully to encourage fluency.

Teaching with Meaning in Mind: TB2

Strand: Comprehension

Stacy Carmichael
Catherine Piatt

When the reader reads for meaning, he is finding and using information from many sources. This session will address ways to facilitate comprehending across the lesson components. Frameworks for thinking about the book introduction and conversations to promote comprehending before, during and after the reading text will be provided. Ways to help children think about the story, and anticipate structure will be demonstrated. Participants will have opportunities to practice procedures and apply frameworks.

It's About the Ears - Hearing and Recording Sounds in Words: TB4

Strand: Sounds in Words

Theresa Foutch
Trista Wheatley

In this session, participants will explore Section 7: Hearing and Recording Sounds in Words. The focus will be on the why and how of using Elkonin Boxes in a Reading Recovery lesson.

Reaching All Students Through Small Group Literacy Instruction: TB5

Strand: Literacy Groups

Shawn Veech
Stefanie Bryan

Learn how to utilize a pragmatic four-day Early Literacy lesson plan designed to effectively and efficiently meet the needs of all students. Get practical ideas based on Reading Recovery practices. (K-1 focus)

Presentation Descriptions

Thursday, July 19: 10:15 to 11:45 a.m.

Achieving Congruity Across Instructional Settings: TB6

Strand: Communication

Andrea Cole,
Pam Dexter,
Alicia Kelley,
Paula McLin

This session explores the interplay of a complex triad (Reading Recovery-classroom-home) and its relationship to student learning.* Although Dr. Clay has always emphasized the necessity of *good* classroom instruction in addition to Reading Recovery, *Literacy Lessons* (Part I) further elucidates the classroom teacher's role in a child's program, specifically near the end of the lesson series. Using experiences as Reading Recovery teachers and *Literacy Lessons* (I and II), participants will work interactively to consider ways to achieve greater procedural, theoretical, and linguistic congruity across instructional settings and the role this might play in supporting student learning.

Recent Research and the Scientific Basis of Reading Recovery & The What Works Clearinghouse Report: TB7

Strand: Using Data Effectively

Francisco X. Gómez-Bellengé

This presentation will provide a brief overview of the What Works Clearinghouse Report on Reading Recovery. This will be followed by a discussion of the different components of the evidence base for Reading Recovery, including the theoretical basis of Reading Recovery; a definition of scientific research; scientific studies of Reading Recovery; evaluation studies of Reading Recovery; longitudinal studies and recent research.

Kids Digital Publication: From Roaming to Discontinuing: TB8

Strand: Reale Books

Mark Condon,
Shannon Henderson

The connection between reading and writing is best understood as a cycle, with books read by children who are inspired to then write books for their own audiences. With the availability of computers, digital cameras, color printers and the Internet, this "Book Cycle" has become reality. Come see the impact of children using all of these to read, create, and publish REAL books. You'll be invited to consider their value, both in roaming activities and as a celebration of discontinuing.

Itinerary Planner (cont.)

Thursday, July 19: 1:45 to 3:15 p.m.

First Choice: _____

Second Choice: _____

Third Choice: _____

TB1: **Working Your Way Through Word Work**, Cindy Goldstein

TB2: **School Teams: Monitoring for Continuous Progress**, Karen Birdwhistell

TB3: **Just for the Record**, Bev Clarke, Amy Smith

TB4: **The Role of Serial Order in the Reading Process**, Sheila Poore

TB5: **When in Roam**, Shannon Cox, Anita Gardner, Jessica Coghill, Twila Godsey

TB6: **Book Introductions and a Good First Reading**, Emily Greene, Kim Willhoite

TB7: **Reading with Meaning-Reading for Meaning**, Karen Lyons-Robb

Presentation Descriptions

Thursday, July 19: 1:45 to 3:15 p.m.

Working Your Way Through Word Work: TB1

Strand: Word Work

Cindy Goldstein

In this session participants will explore the planned word work section of the Reading Recovery Lesson from roaming to later lessons, as described in *Literacy Lessons*. Included will be discussion and video clips demonstrating how to introduce various levels of word work in the sequence to students.

School Teams: Monitoring for Continuous Progress: TB2

Strand: School Teams

Karen Birdwhistell

In *Literacy Lessons*, Part 1, Section 6, Dr. Clay describes the role of the school team in monitoring for continuous progress after the series of Reading Recovery lessons is completed. This session will focus on ways the school literacy team can provide support for the student once his/her Reading Recovery intervention is completed. The “two positive outcomes” of Reading Recovery will be explored.

Just for the Record: TB3

Strand: Record-keeping

Bev Clarke

Amy Smith

After viewing a recording of an actual lesson, participants will discuss observations of the interaction between teacher and child. Presenters will guide the group in determining useful notes to record.

The Role of Serial Order in the Reading Process: TB4

Strand: Serial Order

Sheila Poore

Dr. Clay teaches us that students who don't accelerate may have serial order difficulties that have not been addressed through our teaching. This session focuses on serial order as an essential component of the reading process.

Presentation Descriptions

Thursday, July 19: 1:45 to 3:15 p.m.

When in Roam: TB5

Strand: Roaming

Shannon Cox
Anita Gardner,
Jessica Coghill,
Twila Godsey

Tired of doing the same old thing during roaming? Join us for a look at ideas to freshen up your roaming sessions: focusing on letter and word work, writing, and book suggestions.

Reading With Meaning- Reading For Meaning: TB7

Strand: Comprehension

Karen Lyons-Robb

Are you teaching students to read words or teaching them to read stories? Explore ways to help your students use meaning and make meaning during text reading.

Book Introductions and a Good First Reading: TB6

Strand: Book Introductions

Emily Greene,
Kim Willhoite

Using video clips and Clay's *Literacy Lessons*, participants will focus on choosing books that will provide new opportunities to problem solve, varying the text introductions based on the child's current performance within the program, determining the amount of teacher help needed during the first reading, and focusing teaching points after the first reading in order to increase the effectiveness of the new book leading to more strategic reading.



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