CONFERENCE SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00</td>
<td>Registration/Breakfast/Vendors</td>
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<tr>
<td>8:45</td>
<td>Welcome and Keynote address</td>
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<tr>
<td>10:00</td>
<td>Break/Visit vendors</td>
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<tr>
<td>10:30</td>
<td>Application Sessions: Using information from the keynote address in our teaching</td>
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<tr>
<td>11:15</td>
<td>Lunch (provided) and Recognition Ceremony</td>
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<tr>
<td>12:30</td>
<td>Concurrent sessions</td>
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<tr>
<td>2:00</td>
<td>Closing remarks/drawings</td>
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Alison Weber from AlRan Books; Amy Musser from Mary Ruth Books, Beth Fuller representative for Okapi and Capstone; Karen Cook, representative for Heinemann and Stenhouse, and Reading Reading Books will be available at the conference with books for sale.

FOURTH ANNUAL
Suzanne W. Cole
Reading Recovery and Early Literacy Institute
Thursday, May 23, 2019, 8:00 am – 2:30 pm, Hutchinson Center, 80 Belmont Avenue, Belfast

Keynote address: What to Teach? Focusing on Domain Contingency During Text Reading by Dr. Mary K. Lose
Examine “intensive contingent teaching” (Clay, 2015) – what to teach, when, and at what level of support – while also fostering child strategic action and independence. Lesson videos and transcripts will be used as illustrations with particular emphasis on the domain contingency during text reading.

Dr. Mary K. Lose is Professor of Reading and Language Arts and Director of the Reading Recovery Center of Michigan at Oakland University. She is a strong advocate for the institutional decision-making and policy required to ensure that every child who needs Reading Recovery receives it. In her 45-year career in education, Mary has instructed and continuously supported literacy leaders, who prepare early literacy teachers, who in turn provide the critical instruction to the children most in need of their expertise. Her research concentrates on the theory behind effective practice in literacy intervention work with young children and the acceleration of learning through contingent teaching, the foundation for which is informed teacher decision-making. She has published in the major journals in her field. The leaders, teachers, and children who have been partners in Mary’s learning, teaching, research and service provide inspiration for the work she values and enjoys so much.

CONFIRMATION WILL BE EMAILED PRIOR TO THE CONFERENCE
Refunds are NOT available but please feel free to forward your registration to a friend.

Concurrent Sessions:
Please indicate your 1st and 2nd choices below (see attached sheet for descriptions)

- Pondering Prompting: Further Consideration of the Scale of help for Recommended Action Students
- The Way Forward: Reading Recovery Teachers as Literacy Leaders
- Writing: Daily Opportunities to Discover the Interrelationship of Three Language Systems
- Staying on the Path: Drafting and Crafting Predictions of Progress
- Linking Multi-Sensory Behaviors with Teaching and Learning across settings

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Pondering Prompting: Further Consideration of the Scale of Help for Recommended Action Students, with Anne Jordan, Reading Recovery Teacher Leader
When students have a slower processing speed than usual or show characteristics of difficulty in their literacy learning, can re-thinking the scale of help and teacher prompting promote better success? In this session participants will examine the language of prompting to promote systematic learning when it appears a student might be recommended for further action. Current topics in brain research will be discussed.

The Way Forward: Reading Recovery Teachers as Literacy Leaders, with Matt Morrison, Reading Recovery Teacher Leader
Your school needs you! Whether at the administrative level where decision makers are shaping curriculum or at the classroom level where teachers are working with students, your colleagues can benefit from your literacy expertise. In this session, we will explore how to overcome barriers, cultivate advocates, and set goals. You will leave having explored your leadership style and how to maximize it your school.

Writing: Daily Opportunities to Discover the Interrelationship of Three Language Systems, with Angela Hoch and Julie Royal, Reading Recovery Teacher Leaders
High progress learners are able to compose ideas easily, while fluently and flexibly getting those ideas on paper. How do we support our struggling students toward accelerated growth in writing? In this session participants will explore video clips, lesson records and Clay’s text for ways to support a self-extending system in writing and enhance writing instruction by building conditions for acceleration.

Staying on the Path: Drafting and Crafting Predictions of Progress, with Jaime Gilman, Reading Recovery Teacher Leader
Predictions of progress can help us stay on a child’s path to a self-extending processing system, but are we using them to their full potential? In this session participants will explore how to draft and revise thoughtful, long-term predictions to inform our day-to-day teaching decisions.

Linking Multi-Sensory Behaviors with Teaching and Learning Across Settings, with Natalie Peabees and Tiffany Twitchell, Reading Recovery Teacher Leaders
Multisensory teaching: why is it a powerful approach to learning and instruction? Research shows teaching strategies that guide students in linking eye, ear, voice and hand bolster literacy learning. Participants will explore ways in which multisensory approaches can be incorporated into daily teaching across instructional settings for students who struggle to make accelerated progress.