

FIFTH ANNUAL Suzanne W. Cole Reading Recovery and Early Literacy Institute

Thursday, May 20, 2021, 9:00 am – 3:00 pm

This year's conference will be fully virtual via Zoom



Keynote Address - Forever Changed: Lessons from Reading Recovery by Lori L. Taylor, Ph.D.



Teachers who have completed training in Reading Recovery® often say it was the most rigorous and life-changing learning year of their career. Most would agree that they learned more about children's emergent literacy development and reading/writing process than from years of experience in teaching or other forms of professional development. Most of us easily recognize what we learned about children, text, and the processing of the young learners sitting next to us during our training year and subsequent ongoing professional development. Upon reflection, we might also recognize the impact Reading Recovery has had upon our own learning journey. Together, we will examine research findings and personal experience that describe the influence of Reading Recovery on who and how we are teachers and learners.

Lori L. Taylor, Ph.D., is a Reading Recovery® Trainer Emeritus. Having worked as a Reading Recovery teacher, teacher leader, and later as a trainer through the University of Maine, Lori has worked within and alongside Reading Recovery for more than 24 years. Additionally, during her 35 years working in education, Lori has worked as a special education teacher, classroom teacher, literacy specialist and literacy coach. She has recently returned to the classroom at Camden-Rockport Elementary School. Lori's professional areas of interest include emergent literacy curriculum, teacher professional development and nonverbal communication in teaching and learning.

CONFERENCE SCHEDULE

9:00 - 10:15	Welcome and Keynote Address
10:30 - 12:00	Featured Sessions I
12:00 - 1:00	Lunch
1:00 - 2:30	Featured Sessions II
2:45 - 3:00	Closing Remarks and Scholarship Awards

Featured Sessions I Indicate first (1) and second (2) choice

- _____ **Staying on the Path: Drafting and Crafting Predictions of Progress**
Jaime Gilman
- _____ **Scaffolding Writing About Reading**
Sharon Greaney
- _____ **Promoting Reciprocity: Connections Between Book Introductions, Familiar Reading and the Process of Composing a Story**
Angela Hoch and Julie Royal
- _____ **Rediscovering Roaming: Expanding the Teachers' Known**
Matt Morrison

Featured Sessions II Indicate first (1) and second (2) choice

- _____ **Did You Hear That? Fostering the Organization of Auditory Perception in Early Lessons**
Jodi Smith
- _____ **Hi Ho! Hi Ho! It's off to Word Work We Go! Seven Features of Word Work**
Jennifer Ladd
- _____ **Developing Stronger Links: Fostering the Coordination of Sensory Input to Scaffold Student Attention to Print**
Natalie Peabbles
- _____ **Understanding Student Resiliency: What Educators Need to Know**
Anne Jordan

Name	Email
School	School District

Registration fee : \$75.00

Enclose: ☐ Check/money order
☐ Purchase order

**Make payable to the
University of Maine.**

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

**Return to: RR & Early Literacy Institute, Attn: Katherine Wing University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766
PHONE 207/581-2493 • FAX 207/581-9052 • katherine.wing@maine.edu**

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Session Descriptions

Featured Sessions I

Staying on the Path: Drafting and Crafting Predictions of Progress

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 day-to-day teaching decisions.

Scaffolding Writing About Reading

Sharon Greaney, Reading Recovery Teacher Leader

Writing about reading supports phonics and decoding, enhances comprehension and helps readers think more deeply about the text. In this session, we'll examine ways teachers can scaffold students' learning by choosing the approach and content we use.

Promoting Reciprocity: Connections Between Book Introductions, Familiar Reading and the Process of Composing a Story

Angela Hoch and Julie Royal, Reading Recovery Teacher Leaders

How do we support struggling students toward accelerated growth in fast, efficient processing during reading and writing? In this session we will explore video clips, lesson records, writing journals and Clay's texts to consider the use of literary elements and language structures in promoting a self-extending system of literacy learning.

Rediscovering Roaming: Expanding the Teachers' Known

Matt Morrison, Reading Recovery Teacher Leader

During Roaming Around the Known, it is the goal of every Reading Recovery teacher to gain as much information and insight about a child's processing as possible. But what can we do to ensure we achieve this with all children? Using James Schnug's (2015) article "Promoting Discovery During Roaming Around the Known" as a touchstone, we will explore how to maximize our opportunities to cultivate the mindset of tentative and sensitive observation in ourselves. If our students are to accelerate, we must remain open, contingent, and alert throughout the entire lesson series. Roaming Around the Known is the gift Clay gave us to rediscover this mindset and practice it moment by moment so as to carry it forward when lessons begin.

Featured Sessions II

Did You Hear That? Fostering the Organization of Auditory Perception in Early Lessons

Jodi Smith, Reading Recovery Teacher Leader

This session will explore the role of auditory perception when monitoring for meaning in early lessons. Participants will have an opportunity to view videos of change over time in auditory development and consider the teacher's role in building a foundation for acceleration.

Hi Ho! Hi Ho! It's Off to Word Work We Go! Seven Features of Word Work

Jennifer Ladd, Reading Recovery Teacher Leader

"Sounds, words, or letters receive focused attention in one part of the lesson that must appear to the learner as a temporary change of pace from the text activities." (Change Over Time, pp. 222) Though word work may occur away from continuous text, it is connected to many aspects of strategic processing. In this session, participants will explore the power of word work in seven areas.

Developing Stronger Links: Fostering the Coordination of Sensory Input to Scaffold Student Attention to Print

Natalie Peabbles, Reading Recovery Teacher Leader

Students who are having particular difficulties frequently need to make stronger links in coordinating and aligning their speaking, pointing, and looking behaviors through active participation and movement. This integration of sensory input reinforces the appropriate feedback for processing and engages all areas of the brain. In this session, participants will explore how to create conditions that lead to changes in a student's ability to attend and coordinate reading and writing behaviors.

Understanding Student Resiliency: What Educators Need to Know

Anne Jordan, Reading Recovery Teacher Leader

Resilience is a complex topic that applies to all ages and many situations. In this session, participants will have the opportunity to explore the concept of resilience and its application to education. Drawing on research, we will further explore strategies and resources to power student learning.