

**SEVENTH ANNUAL
 Suzanne W. Cole**

Reading Recovery and Early Literacy Institute

Thursday, May 18, 2023, 8:00 am – 3:00 pm, Hutchinson Center 80 Belmont Avenue, Belfast



**Keynote Address – One Child, One Teacher, One Lesson
 with Betsy Kaye**



Knowledgeable teachers working with children in highly individualized lessons are key to Reading Recovery's success. Reading Recovery and Literacy Lessons teachers continually deepen their connections between theory and practice with each student they teach, in professional learning sessions, and in collaboration with colleagues. This session explores the ways teachers can combine their knowledge of Clay's theory, students' individual learning histories, and effective practices to support students' literacy learning.

Dr. Elizabeth "Betsy" Kaye is an Associate Professor in the Department of Reading at Texas Woman's University where she serves as a Reading Recovery trainer and teaches undergraduate and graduate students. She has been involved with Reading Recovery for more than 30 years and has also been a classroom teacher and a special education teacher. Betsy has published several articles about literacy teaching and assessment in journals such as *The Journal of Reading Recovery* and *The Reading Teacher*. She has also worked with a team to develop professional learning packages about Marie Clay's Observation Survey of Early Literacy Achievement for the Reading Recovery Council of North America. Betsy currently serves as the U.S. Representative to the Board of the International Reading Recovery Trainers Organization.

CONFERENCE SCHEDULE

8:00 – 8:45	Registration/Visit Vendors	11:40 – 1:30	30 Years of RR in Maine Celebration Luncheon
8:45 – 10:00	Welcome and Keynote Address		Guest Speaker: Melanie Ellsworth
10:00 – 10:15	Break/Visit Vendors		
10:15 – 11:30	Featured Sessions	1:30 – 2:45	Featured Sessions II
11:30 – 11:40	Transition	2:45 – 3:00	Closing Remarks/Drawings

Alison Weber from AlRan Books; Karen Cook, representative for Booksource and Crabtree; Beth Fuller, representative for Okapi and Capstone; Amy Muser from Mary Ruth Books; and Reading Reading Books will be available at the conference with books for sale.

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

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

_____ **We Do Teach Phonics! Supporting Students' Complexity and Efficiency with Phonology and Orthography**
 Betsy Kaye

_____ **"Read it Fast" Will Not Do - Exploring the Use of Familiar Reading in Accelerating Student Progress**
 Anne Jordan

_____ **The Primacy of Language: Attending to Oral Language for Early Acceleration**
 Matt Morrison

_____ **Reading Recovery and the Science of Reading: It's not Either/Or**
 Sharon Greaney & Jennifer Ladd

_____ **Who's the Boss? How to Support Executive Function in Reading Recovery**
 Jaime Gilman

_____ **Who's the Boss? How to Support Executive Function in Reading Recovery (Repeated session)**
 Jaime Gilman

_____ **Interactive Writing: Teaching Early Literacy Skills in Whole Group, Small Group and Intervention Groups**
 Julie Royal & Jodi Smith

_____ **Adjusting Teaching: Scaffolding with Dictated Writing and Controlled Texts**
 Natalie Peabbles

Name _____ Email _____

School: _____ School Billing Email: _____

Registration fee : \$150.00 (Includes Continental breakfast and lunch) Dietary Restrictions: _____

Enclose: Check/money order (Make payable to the University of Maine.) Purchase order

**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**

Session Descriptions

Featured Sessions I (Morning)

We Do Teach Phonics! Supporting Students' Complexity and Efficiency with Phonology and Orthography

Betsy Kaye

This session explores the ways teachers can facilitate children's growing sophistication with phonological and orthographic analysis in reading and writing. Using videos and lesson examples, participants will learn how to ensure students take on more complexity and work in ways that are generative to future, independent learning.

The Primacy of Language: Attending to Oral Language for Early Acceleration

Matt Morrison

Before children speak, they listen. Before children read, they speak. Vygotsky reminds us that language reflects thought, while Clay tells us that control of sentence structure is essential in the early stages of learning to read. In this session we will explore the role oral language plays for early readers and the importance of attending to language structures.

Who's the Boss? How to Support Executive Function in Reading Recovery

Jaime Gilman

In Reading Recovery, we set the conditions for our students to construct a strategic processing system, but we can't do it for them. Through video clips and discussion, participants will learn how to use Clay's lesson procedures to support executive function skills and create self-regulated learners.

Interactive Writing: Teaching Early Literacy Skills in Whole Group, Small Group and Intervention Groups

Julie Royal & Jodi Smith

In this session participants will be able to review the components of an Interactive Writing lesson and view video in three different settings. We will explore the rationale and framework to strengthen our understanding of teaching early literacy behaviors within an interactive writing lesson.

Featured Sessions II (Afternoon)

"Read it Fast" Will Not Do - Exploring the Use of Familiar Reading in Accelerating Student Progress

Anne Jordan

How many times have you watched the minutes ebb away while anxiously worrying about fitting in the running record? In this session, we will explore how to maximize the first ten minutes to facilitate acceleration within a student's familiar reading because, as Clay tells us, "It is the quantity of successful reading that builds the assured independence of the competent reader"(LLDI, p. 113).

Reading Recovery and the Science of Reading: It's not Either/Or

Sharon Greaney & Jennifer Ladd

As the reading wars rage some will tell you there is no middle ground. However, we argue that there are more similarities than differences. As Reading Recovery trained teachers, we follow the child and do whatever it takes to find success, including strategies which incorporate the Science of Reading research.

Who's the Boss? How to Support Executive Function in Reading Recovery (Repeated session)

Jaime Gilman

In Reading Recovery, we set the conditions for our students to construct a strategic processing system, but we can't do it for them. Through video clips and discussion, participants will learn how to use Clay's lesson procedures to support executive function skills and create self-regulated learners.

Adjusting Teaching: Scaffolding with Dictated Writing and Controlled Texts

Natalie Peabbles

It is the teacher who matches the texts she selects and the stories she encourages a child to write. Dictated sentences and controlled texts are useful when working with students who require support in securing what is known. At times, these resources will enable the child to orchestrate both processes in a more efficient way. Participants will explore how the resources we use and decisions we make support our most struggling readers and addresses the specific challenges they encounter.