

The nation's premier
K-6 literacy
conference



OFFICIAL CONFERENCE PROGRAM

2019 National Reading Recovery
& K-6 Literacy Conference

FEBRUARY 9-12 | COLUMBUS, OHIO

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Reading Recovery® Council
of North America

Don't miss Lucy's keynote: **Holding Fast to What Matters Most**—Monday, 10:30–11:45 AM in Battelle Hall North and her session: **Reimagining Phonics Instruction**—Monday, 1:00–2:30 PM

State-of-the-Art Units, Tools, and Methods for Teaching Powerful **Reading** and **Writing Workshops**

LUCY CALKINS & TCRWP COLLEAGUES

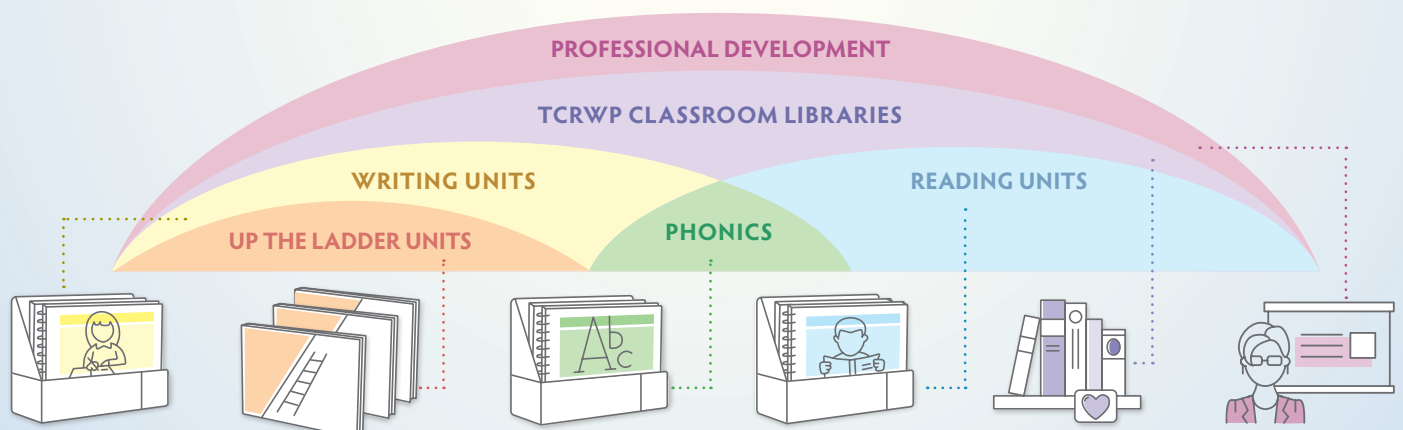
UNITS OF STUDY

Reading ♦ Writing ♦ Phonics

“Over the years, teachers have repeatedly told me that workshop teaching has given them new energy, clarity, and compassion, reminding them why they went into teaching in the first place. I understand what these teachers mean, for it has done all this—and more—for me as well.”

—LUCY CALKINS

Lucy Calkins and her Teachers College Reading and Writing Project colleagues aim to prepare students for any reading and writing task they will face and to turn kids into life-long, confident readers and writers who display agency and independence. Lucy and her colleagues have drawn on their more than 30 years of research and work in thousands of schools across the country and around the world to develop curriculum resources, instructional methods, and professional learning opportunities to support teachers as they work together and with their students toward these important goals.



Writing Units, Grades K–8

Built on best practices and a proven framework developed over decades of work, the writing units support explicit instruction, provide rich opportunities for practice, and help teachers use learning progressions to set students on trajectories of growth.

Up the Ladder Units, Grades 4–6

These new units give less experienced upper-grades writers opportunities to engage in repeated successful practice across a gradually increasing progression of challenges.

Phonics Units, Grades K–2

These lean, engaging units provide explicit instruction in high-leverage phonics skills and strategies and support transfer of phonics into reading and writing workshop.

Reading Units, Grades K–8

The reading units offer a framework for teaching the skills and strategies of proficient reading. Performance assessments and learning progressions help teachers monitor progress, lead small group instruction, and set next-step goals.

TCRWP Classroom Libraries, Grades K–8

Each of the Classroom Libraries has been thoughtfully designed to lure kids into reading and move them up levels of complexity. Grade-level libraries are available in on level and below benchmark collections. Specific library shelves support particular units of study.

Professional Development

The Project is one of the world's premiere providers of professional learning, offering a wide range of professional development services. For details, visit readingandwritingproject.org or call (212) 678-3104.

A Message from the RRCNA President



Welcome to the 2019 National Reading Recovery & K-6 Literacy Conference

You will see firsthand that this Conference consistently delivers an important balance of theory and practice. Our collection of speakers and sessions promises to continue the tradition of providing high-impact professional development for every member of your school literacy team.

There is literally something for everyone. Our keynote speakers C.C. Bates, Lucy Calkins, and children's author Gail Carson Levine will challenge and inspire us. Featured speakers including Jan Richardson, Nell Duke, Maria Nichols, Mary Fried, Mary Lose, and James Schnug, promise to deepen our understandings of high-quality literacy across many settings. And, as an added bonus, you may be participating in our Preconference Institutes with speakers Gay Su Pinnell and Irene Fountas, Adria Klein, Mary Fried, or Sue Duncan, going deeper into literacy learning in both intervention and classrooms. You may even be working with your team in the full-day Leadership Institute led by Cathy Toll.

The Official Conference Program and Conference Mobile App will help you explore topics, locate exhibitors, stay connected, and discover things beyond the conference halls in Columbus. I encourage you to re-connect with colleagues and friends and, most importantly, to design an individual professional development experience that is meaningful to your needs.

May your Conference experience be nothing less than transformative as we all grow our capacity to help children become readers and writers, inspired to lead literate lives.

Jeffery Williams, president and conference chair
Reading Recovery Council of North America

Special Thanks to Our Sponsors

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In Kind Sponsor: Experience Columbus

The Conference Planning Committee expresses sincere appreciation to the companies that have provided special support for this Conference. Revenue from sponsors is included in the overall Conference budget and helps to maintain registration fees at the lowest level possible. The sponsors' support has helped us to keep this the nation's premier Reading Recovery and K-6 literacy conference!

Quick Index

Airport & Transportation Services	6
Annual RRCNA Membership Meeting & Reception	6
Author Book Signings	2
Call for 2020 Session Proposals	6
Certificate of Attendance	6
Concurrent Sessions	
Leadership Sessions Overview	14
Sunday Overview	18
Sunday Concurrent Sessions	20-23
Monday Overview	27
Monday Concurrent Sessions	28-33
Tuesday Overview	34
Tuesday Concurrent Sessions	36-37
Conference Mobile App	6
Conference Welcome	1
Dining & Entertainment	38-39
Directors, Conference Planning Committee & Staff	8
Evaluations	6
Exhibitors	40-43
Featured Speakers	10
Handouts	6
Hotel Telephone Numbers	6
Keynote Speakers	9
Leadership Awards	18
Leadership Institute	17
Master Conference Schedule	4
Meals & Refreshment Breaks	7
Meeting Rooms & Entrance Policy	7
Meeting Room Maps & Locator	44-45
Parking	7
Photography	7
Preconference Institutes	17
RRCNA Membership & Products Center	7
Reading Recovery Fund Booth & 2018 Challenge Donors	7, 47
Read-In for Black History Month	2
Recording Devices	7
Registration Center	7
Room Monitors	7
Scholars	12-13
Session Schedule Grid	48+
Session Types	7
Speaker Index	46
Sponsors	1
Sunday Special Events	19
Tickets	7
Ticket Exchange	7
Word of Caution	7
Worship Services	7

Special Conference Author Book Signings

Gail Carson Levine

Monday, February 11, 4:30 pm-5:00 pm

Madison following session

Tuesday, February 12, 11:45 am-12:15 pm

Battelle Hall North following keynote

Gail Carson Levine delights in writing fantasy for children. Her first book, *Ella Enchanted*, a Newbery Honor Book and later a movie, provides a window into her rich creativity. Her other books include *Ever*, a New York Times bestseller; *Fairest*, a Best Book of the Year for Publishers Weekly and School Library Journal, and a New York Times bestseller; *Dave at Night*, an ALA Notable Book and Best Book for Young Adults; *The Wish*; *The Two Princesses of Bamarre*; *A Tale of Two Castles*; and the six *Princess Tales* books. She is also the author of the nonfiction books *Writing Magic: Creating Stories That Fly* and *Writer to Writer: From Think to Ink*, as well as the picture books *Betsy Who Cried Wolf* and *Betsy Red Hoodie*.



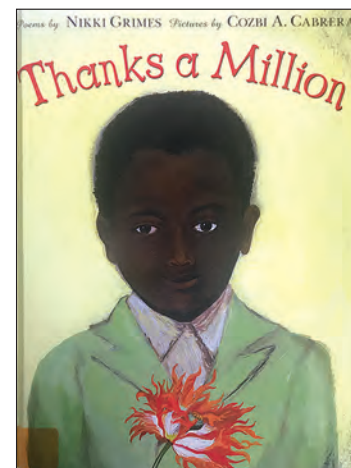
Books may be purchased at Kaeden Publishing, Booth 307, Saturday-Monday. The Monday book signing will take place in Madison immediately following her concurrent session. The Tuesday book signing will take place in the back of Battelle Hall North immediately following her keynote.

Additional Book Signings

Additional authors may be available to sign their books at individual exhibitor booths. Check with exhibitors and on the Conference Mobile App for schedules.

Read-In for Black History Month

Make literacy a significant part of Black History Month by participating in the African American Read-In on Monday at 10:30 am in Battelle Hall North. Poems from Nikki Grimes' book, *Thanks a Million*, will be read by John Page, general manager of the Greater Columbus Convention Center, as we join over a million other readers across the U.S.



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Master Conference Schedule

Conference at a Glance

All General Sessions will take place in Battelle Hall North. The Exhibits will be in Battelle Hall South. Enter both locations through the Third Floor Regency Foyer.

Keynote Sessions—page 9
C.C. Bates
Lucy Calkins
Gail Carson Levine

Featured Speakers—pages 10

Exhibits Open Saturday-Monday
pages 40-43

Leadership Sessions
page 14

Essential Conference Information
pages 6-7

Speaker Index
page 46

Schedule by Session and Room
starts on page 48

African American Read-In—page 2
Monday at 10:30 am in Battelle Hall North.

Author Book Signing—page 2
Meet the authors, including Gail Carson Levine, and have your books signed.

Evaluations
Use the Conference App to give us your feedback each day on the sessions you attended. Watch your email on February 14 for the Overall Evaluation. Certificate of Attendance is available after completion of the Overall Evaluation form. **Earn up to 17.5 hours toward professional development units.**

Earn Graduate Credit for the Conference. Visit the Ashland University table on the Third Floor Regency Foyer.

RRCNA Membership Meeting
Monday at 4:45 pm, Delaware

FRIDAY, FEBRUARY 8

5:00 pm – 8:00 pm Conference Registration Center Open—Third Floor Regency Foyer
5:00 pm – 8:00 pm RRCNA Membership & Products Center Open—Third Floor Regency Foyer

SATURDAY, FEBRUARY 9

8:00 am – 7:00 pm Conference Registration Center Open—Third Floor Regency Foyer
8:00 am – 7:00 pm RRCNA Membership & Products Center Open—Third Floor Regency Foyer
9:00 am – 3:30 pm Leadership and Preconference Institutes (see page 17)
3:00 pm – 6:30 pm Exhibits Grand Opening & Reception—Battelle Hall South

SUNDAY, FEBRUARY 10

7:30 am – 5:30 pm Conference Registration Center Open—Third Floor Regency Foyer
7:30 am – 5:30 pm RRCNA Membership & Products Center Open—Third Floor Regency Foyer
8:00 am – 5:30 pm Exhibits Open—Battelle Hall South
8:45 am – 9:30 am First-Time Attendee Orientation—Franklin (see page 19)
10:00 am – Noon Conference Opening Session—Battelle Hall North
Excellence in Literacy Leadership Award Presented by the Reading Recovery Teacher Leaders
KEYNOTE ADDRESS by C.C. BATES
Noon – 1:30 pm Box Lunch—Battelle Hall South & Mezzanine
Special Interest Group Meetings (see page 19)
1:30 pm – 3:00 pm Concurrent Sessions
3:00 pm – 3:30 pm Refreshment Break—Battelle Hall South
3:30 pm – 5:00 pm Concurrent Sessions

MONDAY, FEBRUARY 11

7:30 am – 4:00 pm Conference Registration Center Open—Third Floor Regency Foyer
7:30 am – 4:00 pm RRCNA Membership & Products Center Open—Third Floor Regency Foyer
8:00 am – 4:30 pm Exhibits Open—Battelle Hall South
8:30 am – 10:00 am Concurrent Sessions
10:00 am – 10:30 am Break
10:30 am – 11:45 am General Session—Battelle Hall North
KEYNOTE ADDRESS by LUCY CALKINS
11:45 am – 1:00 pm African-American Read-In
Box Lunch—Battelle Hall South & Mezzanine
11:45 am – 1:00 pm Administrators Luncheon—Hayes (Special Ticket Required)
1:00 pm – 2:30 pm Concurrent Sessions
2:30 pm – 3:00 pm Refreshment Break—Battelle Hall South
3:00 pm – 4:30 pm Concurrent Sessions
4:45 pm – 5:45 pm RRCNA Annual Membership Meeting/Reception—Delaware
5:00 pm – 7:00 pm Shopping Trip Sponsored by Experience Columbus

TUESDAY, FEBRUARY 12

8:00 am – Noon Conference Registration Center Open—Third Floor Regency Foyer
8:00 am – Noon RRCNA Membership & Products Center Open—Third Floor Regency Foyer
8:30 am – 10:00 am Concurrent Sessions
10:00 am – 10:30 am Coffee Break—Battelle Hall North
10:30 am – 11:45 am General Session—Battelle Hall North
KEYNOTE ADDRESS by GAIL CARSON LEVINE
11:45 am – 12:15 pm Gail Carson Levine Book Signing—Battelle Hall North
Noon Conference Adjourns

MARIE CLAY'S

WORK FOR A

new generation

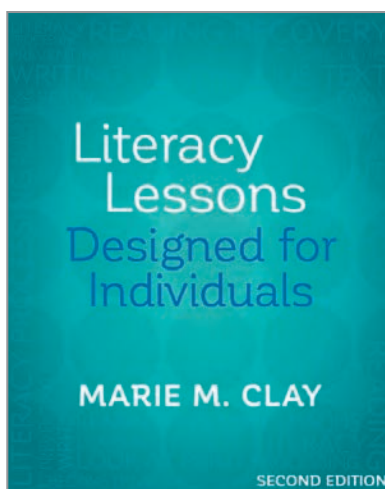
Heinemann is proud to be the US distributor of Marie Clay's work. To influence new generations of teachers, the Marie Clay Literacy Trust is refreshing her most important books. Marie's words remain untouched, while the Trust has updated references and surrounding features as appropriate.



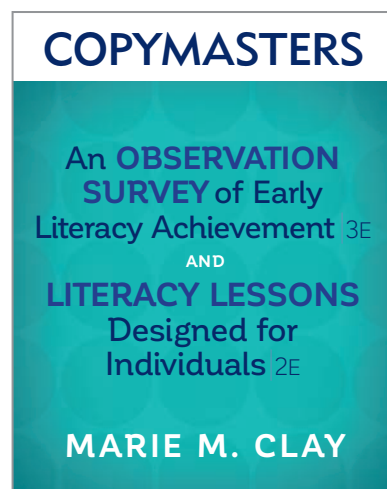
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General Information



Airport and Transportation Services – Airport and Local

Airport shuttles are operated by Columbus Transportation and Arch Transportation; taxis are available through Yellow Cab and Blue Cab; and the AirConnect bus is run by COTA. Reservations required for discounts. See the Conference Mobile App. Taxis are available on demand (no reservation required) along Nationwide Boulevard and High Street on a 24-hour basis. Free local transportation: C-Bus #Catchthebus (look for circular blue signs along High Street). <http://www.cota.com/CBUS.aspx>.

Annual RRCNA Membership Meeting & Reception

All Reading Recovery Council of North America (RRCNA) members are invited to attend the annual Membership Meeting & Reception on Monday from 4:45–5:45 pm in the Delaware Room. Meet the Council staff, board of directors, and committee chairs, and learn about the many benefits of RRCNA membership including the new e-Learning Center! All attendees are welcome to ask questions or offer feedback on membership benefits and services. Dozens of door prizes will be awarded!

Author Book Signings – see page 2

Keynote speaker Gail Carson Levine will sign her books on Monday at 4:30 pm in Madison immediately following her session, "How the Sausage is Made, a Conversation with Gail Carson Levine", and on Tuesday at 11:45 am after her keynote presentation in Battelle Hall North. Additional authors may also be available to sign their books at individual exhibitor booths. Check with exhibitors for schedules or reference the Conference Mobile App for more book signing details.

Call for Session Proposals for the 2020 National Conference

You are invited to present a session at the Conference! Next year's National Reading Recovery & K-6 Literacy Conference will be held February 8-11, 2020 in Columbus, OH. Mark your calendar now and plan to attend. Submit your session proposal form by May 10, 2019. See inside back cover for more information.

Certificate of Attendance

Earn up to 17.5 professional development clock hours. A certificate of attendance will be available at the end of the online Overall Conference Evaluation survey (emailed to you on February 14). The link will also be available in the app after the Conference concludes. After completing the survey, you will have the option to print the certificate for submission to your professional development office. It is at the discretion of your school district and local professional development committee whether this documentation is acceptable for continuing educational units.

Credit: Graduate Hours

One semester hour of graduate credit is available through Ashland University for attending 12.5 hours of conference sessions. The cost per semester hour is \$180 and paid directly to Ashland University. Registration will take place in the Third Floor Regency Foyer near the escalators on Sunday and Monday from 7:30 am–1:30 pm. Please contact Ashland University Columbus Center for further details at 614-794-4850 or 877-557-9497.

Conference Mobile App, Social Media, and WiFi

Free Wi-Fi will be available in Battelle Hall, Convention Center meeting space, and Hyatt meeting rooms thanks to **Pioneer Valley Books**. Access code for Wi-Fi in the Convention Center and Hyatt meeting areas is **Network: NCCBUS, Passcode: 2019READ**. Relax and connect with your colleagues in the Attendee Hub located on the second floor across from Starbucks. Charging stations are available in this area. Share on social media by liking our Facebook page at www.facebook.com/LiteracyConference and on Twitter and Instagram, [rrcna_org](https://twitter.com/rrcna_org), [#nccbus](https://www.instagram.com/nccbus).

Stay connected with the Conference Mobile App. Onsite assistance is available at the Registration Desk on the third floor. We thank **Benchmark Education** for their sponsorship of the app.

Dining Shopping and Entertainment

The Conference is conveniently located near a variety of restaurants, eclectic neighborhoods, boutiques, art galleries, and other entertainment within easy walking distance. See page 38 for more information about free shuttles to Polaris Mall (Monday) and more entertainment options.

Evaluations – Completing Session & Overall Conference Evaluations

Each time you submit a Session Evaluation in the app you will be entered into a raffle for one of four \$25 cash prizes! If you are registered for the entire Conference, you will attend 6 concurrent sessions. If you complete an evaluation for each of those 6 sessions, your name will be entered into the drawing 6 times! (You must be logged in to the app to have your name entered into the drawing.) To complete your session evaluations, tap the Evaluations icon or the Schedule icon on the app home screen. On your session's app page, scroll down to the "Surveys" header and tap Session Evaluation.

On Thursday, February 14, you will be mailed a link to complete the **Overall Conference Evaluation** online survey. When completed, you can download or print your **Certificate of Attendance**. To show our thanks, after you complete the Overall Conference Evaluation, your name will be entered in a drawing for one of four \$50 cash prizes. You can also access the **Overall Evaluation link** in the app after the Conference concludes.

Exhibits and Exhibitors

Experience the latest publications and newest educational products available!

Battelle Hall South hours:

Saturday 3:00 pm – 6:30 pm — Grand Opening & Welcome Reception
 Sunday 8:00 am – 5:30 pm
 Monday 8:00 am – 4:30 pm
 Tuesday no exhibits

Please see pages 40-43 for a complete listing of exhibitors, phone numbers, web addresses, booth numbers, exhibitor map, and brief descriptions of products and services. Refer to your Conference Mobile App for the most up-to-date exhibitor information. The Conference Planning Committee thanks the exhibitors for their participation. The exhibitors' involvement helps support the Conference but does not represent endorsement by the committee or RRCNA of any exhibitor's products or services.

First Time Attendee Orientation on Sunday

If this is your first time at this Conference, you are welcome to attend a fast-paced and fun orientation on Sunday at 8:45 am in Franklin.

Handouts

Some (but not all) Conference speakers have provided their handouts to post in the Conference Mobile App, while other speakers provide them at the Conference only. Prior to the Conference, registrants were encouraged to print handouts from the app. Be sure to bring your handouts to your sessions. Handouts will be available after the Conference in the Conference Mobile App for a limited time, based on the speaker's preference.

Hotel Telephone Numbers

Hyatt Regency 614-463-1234; Crowne Plaza 614-461-4100; Hampton Inn 614-559-2000; Drury Inn 614-221-7008; ; Red Roof Plus+ Hotel 614-224-6539, Sheraton Columbus Downtown at Capitol Square 614-365-4500; Hyatt Place Columbus/OSU 614-280-1234; and Hilton Columbus Downtown 614-384-8600.

Lost Items

The Conference Registration Center will hold any items found until the end of the conference.

Maps and Meeting Room Locator

See pages 44-45 and the Conference Mobile App.

General Information



Meals and Refreshment Breaks

Refreshment breaks and box lunches will be served in Battelle Hall South on Sunday and Monday. If you are attending a Special Interest Group Meeting on Sunday, be sure to pick up your box lunch in Battelle Hall South before attending the meeting. A name badge and a lunch ticket are required for each lunch. Also, restaurants are open in the Food Court. If you pre-ordered a special lunch, pick it up in the Battelle North Foyer (through the glass doors). On Tuesday, coffee will be served at 10:00 am in Battelle Hall North (general session room).

Meeting Rooms and Entrance Policy

Please attend the sessions you selected when you registered for the Conference — see your schedule ticket. Room assignments are based on the registered selections. Most sessions are full. If you wish to attend a different session, the entrance policy allows scheduled attendees to gain admission first. When a session is full, a room monitor will check your schedule ticket to ensure you are registered for that session. If seats are available 10 minutes after the session begins, room monitors will allow other attendees to take a seat. All seats are released 10 minutes after a session begins. Local fire codes prohibit sitting on the floor or adding chairs to any rooms. Thank you for your cooperation. **Children and Nursing Mothers** — RRCNA does not permit the attendance of children in sessions. Infants who are nursing are the only exception. If an infant becomes noisy, as a courtesy to others, please take the child out of the session right away. Due to fire marshal regulations, strollers cannot block any doors or be positioned near Fire Exits or in the main aisles of the session rooms. A Nursing Mother's room is available in the connector to the Convention Center, under the escalator (see page 45). A room is also available at the Hyatt, inquire at the hotel front desk.

Parking

The Convention Center has three major parking lots: East Surface Lot \$10/day (across from Red Roof Inn); South Garage \$12/day (off Nationwide Blvd. between the Hyatt and Drury Inn); West Vine St. Garage \$12/day (off of Vine Street behind Hilton Hotel); and Goodale Garage (E. Goodale off N. High St.).

Photography

Photographs may be taken of participants during the Conference and used by RRCNA for promotional purposes during or after the Conference.

Reading Recovery Fund Booth

Contribute \$25 or more during the Conference and receive a professional development DVD. Your donation will be matched dollar for dollar with funds from the Trika Smith-Burke bequest. See page 47.

Reading Recovery — How Can I Learn More?

Are you an administrator or educator who would like to learn more about Reading Recovery? Stop by the Conference Office Counter at the Registration Center and you will be connected with an experienced school administrator or Reading Recovery-trained professional.

Read-In for Black History Month

Make literacy a significant part of Black History Month by participating in the African American Read-In on Monday at 10:30 am in Battelle Hall North. John Page, general manager of the Columbus Convention Center, will read poems and we'll join over a million other readers participating across the U.S.

Recording Devices

Recording devices of any sort are not permitted in the session rooms. Audio and video recording of presenters, including mobile phone recording, is not allowed.

Registration Center Hours — Third Floor Regency Foyer

Friday 5:00–8:00 pm; Saturday 8:00 am–7:00 pm; Sunday 7:30 am–5:30 pm; Monday 7:30 am–4:00 pm; Tuesday 8:00 am–noon.

Room Monitors

Individuals wearing a grey vest and a white carnation are available to answer your questions, check tickets, and serve as room monitors. Their responsibility is to ensure the smooth operation of the Conference by helping everyone comply with the fire code and safety requirements of the Convention Center, the Hyatt, and the City of Columbus. Please follow their requests. Thank you for your cooperation.

RRCNA Membership & Products Center

The Membership & Products Center is located in the Third Floor Regency Foyer. Stop by to meet Council staff, board members, and volunteers, to join RRCNA, renew your membership, or to purchase Council publications and products. Check out our newest products, and don't miss bargains on selected items including T-shirts and tumblers, note cards, tote bags, posters, mouse pads, apparel, mugs, timers, and more!

Membership & Products Center hours: Friday 5:00–8:00 pm; Saturday 8:00 am–7:00 pm; Sunday 7:30 am–5:30 pm; Monday 7:30 am–4:00 pm; Tuesday 8:00 am–noon.

School Administrator Sessions and Monday Luncheon

All administrators are welcome to attend the Leadership in Literacy sessions held Sunday–Tuesday. The Administrator Luncheon will be held on Monday and includes a presentation specifically for administrators by author and professor, Adria Klein. A special ticket is required (inquire at the Conference Registration Center). See the entire list of sessions and room locations on page 14.

Session Types

Concurrent Session: 90-minute single topic program in a lecture-type format with some audience participation. **Study Session:** 90-minute single topic program, focused on a Reading Recovery topic, designed to allow participants to share in an in-depth investigation directed by presenters. Participant interaction encouraged.

Special Interest Group Meetings on Sunday

These lunch meetings provide a casual setting for informal dialogue on mutual issues, sharing of ideas, and networking with your peers from around the country. Pick up your box lunch in Battelle Hall South and join your colleagues in your group's meeting room for an insightful and collegial discussion. See page 19 for more information.

Tickets

Tickets are required for lunches. Please refer to the tickets you received at check-in and have the appropriate ticket detached and ready to submit. Reading Recovery featured speaker sessions are for Reading Recovery-trained professionals only and are the only ticketed sessions.

Ticket Exchange

The Ticket Exchange is located at the Conference Registration Center at the Speaker Counter in the Third Floor Regency Foyer. You must have a Reading Recovery Featured Speaker ticket in order to exchange a ticket. If you have a ticket you will not use, please turn it in so that another person may use it. **Hours are Saturday 4:00–5:30 pm; Sunday Noon–1:00 pm.**

Word of Caution

Be sure to exercise adequate precautionary measures with your belongings. However, if you have lost an item, please check at the Conference Registration Center (Third Floor Regency Foyer).

Worship Services

A flyer with worship service times and nearby locations is available at the Conference Registration Center (Third Floor Regency Foyer).

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Keith Lyons, University of Kentucky, Lexington, KY

Leslie McBane, South-Western City Schools, Columbus, OH

Maeghan McCormick, Jackson County ISD, Jackson, MI

Jenny McFerin, The Ohio State University, Columbus, OH

Mary Lou Petters, Charleston County School District, Ravenel, SC

Kim Reynolds, Dublin City Schools, Dublin, OH

Sharon Ritchey, Jackson Local Schools, Canton, OH

Kathryne Salinas, Lamar CISD, Rosenberg, TX

Braedan Schantz, Wright State University, Dayton, OH

Torey Schmidt, Sheridan County School District #2, Sheridan WY

Cheryl Steger, Gahanna-Jefferson Public Schools, Gahanna, OH

Janine Stutt, York Region District School Board, Newmarket, Ontario, Canada

Michal Taylor, Oakland University, Rochester, MI

Nicole Vitale, Cleveland Metropolitan School District, Cleveland, OH

Jackie Wissman, South-Western City Schools, Grove City, OH

Nikki Woodruff, The Ohio State University, Columbus, OH

Carissa Hershey

Communications Manager

Amy Summers

Conference Manager

Steve Potts

Conference Program Specialist

Linda Johnston

Executive Assistant

Carol Lang

Membership Assistant

Keynote Speakers

SUNDAY



C.C. Bates

Associate professor of literacy education and director, Clemson University Reading Recovery and Early Literacy Training Center for South Carolina, Clemson, SC

Intentional Teaching and Learning

February 10 at 10:00 am-Noon – Battelle Hall North

What does it mean to be intentional in our teaching and professional lives? C.C. explores how the close observation of students supports deliberate teaching and accelerated progress and examines ways teachers can be purposeful about reflective practice and collaboration.

About our keynote speakers . . .

C.C. Bates, Ph.D., is an associate professor of literacy education, a Reading Recovery trainer, and director of the Clemson University Reading Recovery and Early Literacy Training Center for South Carolina. Her work has been published in journals such as *The Reading Teacher*, *Young Children*, and *The Journal of Reading Recovery*. She began her career in education as a kindergarten and first-grade teacher. She is a former Newton County Teacher of the Year and was a semifinalist for Georgia Teacher of the Year.

MONDAY



Lucy Calkins

Author, professor and founding director, Teachers College Reading and Writing Project, Columbia University's Teachers College, New York, NY

Holding Fast to What Matters Most

February 11 at 10:30 am-11:45 am – Battelle Hall North

Lucy will remind you of what matters most in the teaching of reading, drawing on anecdote and insight to help us sort through priorities and crystalize our vision of possibilities. Expect a speech that helps you sift through the clutter to find the main idea.

Lucy Calkins, Ph.D., is the founding director of the Teachers College Reading and Writing Project at Columbia University in New York. She is the author or co-author of two scores of books including *Units of Study for Teaching Reading (Grades K-5)*; *Units of Study in Opinion, Information, and Narrative Writing (Grades K-5)*; *Units of Study in Argument, Information, and Narrative Writing (Grades 6-8)*; and the newly released *Leading Well: Building Schoolwide Excellence in Reading and Writing*. Her *Pathways to the Common Core* was one of the Top 10 New York Times best-selling educational books of 2013. She is the Richard Robinson Professor of Children's Literature at Teachers College, Columbia University, where she codirects the Literacy Specialist Program.

TUESDAY



Gail Carson Levine

Children's author, New York, NY

Dragons and Fairies and Elves, Oh My!

February 12 at 10:30 am-11:45 am – Battelle Hall North

As a child, Gail Carson Levine pored over fairytales—the original grim Grimm ones—untroubled by sizzling slippers or evil uncles and enthralled by flying carpets, talking birds, and fairy power. She will explain the tales' continued appeal to her adult writer's eye and to today's readers who look to these stories for themes that will guide them through the world they inhabit now.

Gail Carson Levine delights in writing fantasy for children. Her first book, *Ella Enchanted*, a Newbery Honor Book and later a movie, provides a window into her rich creativity. Her other books include *Ever*, a New York Times bestseller; *Fairest*, a Best Book of the Year for Publishers Weekly and School Library Journal, and a New York Times bestseller; *Dave at Night*, an ALA Notable Book and Best Book for Young Adults; *The Wish*; *The Two Princesses of Bamarre*; *A Tale of Two Castles*; and the six *Princess Tales* books. She is also the author of the nonfiction books *Writing Magic: Creating Stories That Fly* and *Writer to Writer: From Think to Ink*, as well as the picture books *Betsy Who Cried Wolf* and *Betsy Red Hoodie*.

Featured Speakers

K-6 Classroom Literacy Sessions



Nell Duke

Professor of literacy, language, & culture, University of Michigan, Ann Arbor, MI

Project-Based Instruction for Literacy and Social Studies

Monday 8:30-10:00 am, Taft A-B
Monday 1:00-2:30 pm, Taft A-B

Social studies is terribly neglected in U.S. elementary education — but it doesn't have to be. Nell demonstrates how units can simultaneously address standards in literacy and social studies and be highly engaging for students. Sample units as well as a detailed framework for unit design are provided.



Jan Richardson

Author & literacy consultant, Richland Center, WI

Making Decisions in a Guided Reading Lesson

Sunday 1:30-3:00 pm, Regency Ballroom
Monday 3:00-4:30 pm, Regency Ballroom

During a guided reading lesson, teachers set individual goals and make on-the-spot decisions that impact student progress. Learn how analyzing student behaviors and prompting for strategic actions are the keys for making sound instructional decisions. Take the next step in improving your small-group reading instruction.

Sponsored in part by Pioneer Valley Books.



Maria Nichols

Author & director of school innovation, San Diego Unified School District, San Diego, CA

Talk Matters! Supporting English Language Learners in the Dialogic Classroom

Sunday 3:30-5:00 pm, Harrison
Tuesday 8:30-10:00 am, Harrison

Explore strategies for developing supportive communities that encourage collaboration and offer emotional “safe ground” for language risk-taking. Learn how to immerse EL children in making meaning through oral language, design instruction making thoughtful text choices, and engage in teacher facilitation moves that support EL students.

Reading Recovery Sessions

TICKETED



Mary Fried

Reading Recovery emerita trainer, The Ohio State University, Columbus, OH

Promoting Flexibility and Independence in Writing

Sunday 3:30-5:00 pm, Franklin
Tuesday 8:30-10:00 am, Regency Ballroom

In *Change Over Time* Clay states, “The goal is to have independent writers able to get to new words in many different ways.” Focus on the concepts of promoting independence and constructing a foundation for a self-extending system during writing. Expectations from the teacher and teaching moves to promote both acceleration and independence will be explored through the use of procedures, student examples, and video segments.

TICKETED



Mary Lose

Reading Recovery trainer & director, Reading Recovery Center of Michigan, Oakland University, Rochester, MI

What to Teach? Focusing on Domain Contingency During Text Reading

Sunday 1:30-3:00 pm, Union A-C
Monday 3:00-4:30 pm, Union A-C

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 used as illustrations with particular emphasis on the domain contingency during text reading.

TICKETED



James Schnug

Reading Recovery trainer, The Ohio State University, Columbus, OH

He Who Hesitates Might Be Noticing

Monday 8:30-10:00 am, Franklin
Monday 1:00-2:30 pm, Union A-C

Why might the child hesitate at points in his reading and writing? What might he be noticing that caused him to pause? Using case studies in this interactive study session, explore across the lesson the accelerative power that could be realized when the Reading Recovery teacher observes and responds to these hesitations.



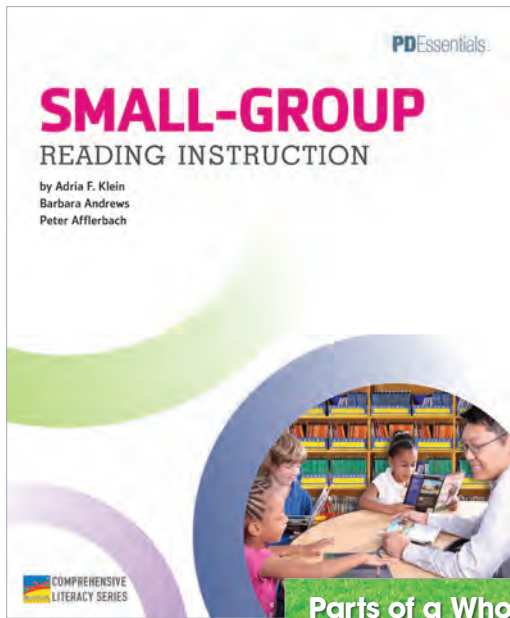
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Reading Recovery Scholars

Teacher Leader Training Scholarships

Scholarships are granted to schools that have demonstrated a commitment to continue Reading Recovery and selected an excellent teacher leader candidate. For the 2018-19 school year, six teacher leaders in four states are in training thanks to funding from these generous supporters.

Hameray Publishing Group/Yuen Family Foundation is dedicated to publishing innovative literacy materials for today’s educators by combining a sound research-based approach with cutting edge classroom solutions. The Yuen Family Foundation—a private charitable organization—in conjunction with Hameray Publishing Group contributed \$30,000 to fund two teacher leader scholarships. The recipients are **Rachel Chappell**, Sarasota County Schools, Sarasota, FL, training at National Louis University, FL, and **Peggy Phillips**, Lexington School District One, Lexington, SC, training at Clemson University.



Pioneer Valley Books is dedicated to producing the highest-quality books for early literacy learners. Their books have been carefully written to support students in gaining control over early reading behaviors and in becoming strategic in their approach to print. Pioneer Valley Books provided one \$15,000 teacher leader scholarship. The recipient is **Mary Vreeman**, Hillsborough County Public Schools, Tampa, FL, training at National Louis University, FL.



MaryRuth Books offers instructional, clever books that provide reading practice using photos and illustrations to facilitate word recognition and engage the young reader. MaryRuth Books is the proud publisher of the Danny series of children’s books that not only provide reading practice but also support the development of a lifelong love of reading. MaryRuth Books provided one \$15,000 teacher leader scholarship. The recipient is **Mallory Turner**, Effingham County Schools, Springfield, GA, training at Georgia State University.



A Private Donor contributed \$30,000 to fund two teacher leader scholarships. The recipients are **Michelle Brown**, Branson School District, Branson, MO, training at University of Arkansas at Little Rock, and **Katherine Herring**, Chesterfield County School District, Chesterfield, SC, training at Clemson University.



Grant recipients gathered during the 2018 National Conference

— Another Benefit of RRCNA Membership —



National Conference Professional Development Grants

All members are eligible to apply for annual \$1,000 grants to help fund your registration, travel, hotel, and meal expenses associated with National Conference attendance. Watch for details!

Reading Recovery Scholars

Professional Development Grants

Grants of \$1,000 were awarded by these donors to Reading Recovery professionals to help with National Conference attendance costs.

Private Donors donated 12 National Conference grants. The grant recipients are **Elvi Cabrone**, Vancouver School District #39, Vancouver, British Columbia, Canada; **Analese Cravens**, Jefferson County Public Schools, Louisville, KY; **Gretchen Gerhardt**, Halifax Regional Centre for Education, Halifax, Nova Scotia, Canada; **Lisa Greif**, Mount Vernon Community School District, Mount Vernon, IA; **Nicole Harrison**, Vancouver School District #39, Vancouver, British Columbia, Canada; **Brittani Hoesche**, Lincoln Public Schools, Lincoln, NE; **Jodi Kerns**, Northwest Area Iowa Education Agency, Sioux City, IA; **Lynn Newmyer**, Rochester Community Schools, Rochester Hills, MI; **Carolyn Pridemore**, Southern Boone R1, Ashland, MO; **Wendy Rodrigues**, New Haven Unified School District, Union City, CA; **Amy Traylor**, Graham Local School District, St. Paris, OH; and **Jennifer Wicklow**, Fargo Public Schools, Fargo, ND.

Tenyo Family Foundation donated 10 National Conference grants. Founded by the late Sophie Tenyo, the foundation supports charitable, religious, scientific, literary, and educational endeavors for the public welfare and well-being of mankind. The grant recipients are **Jessica Bach**, Southern Boone County Schools, Ashland, MO; **Wendy Benson**, San Juan Unified School District, Citrus Heights, CA; **Lori Evans**, Cleveland Metro School District, Cleveland, OH; **Kellie Kelly**, LaRue County Schools, Hodgenville, KY; **Nancy Lane**, LaRue County Schools, Hodgenville, KY; **Sandy Meyer**, Carrollton-Farmers Branch ISD, Dallas, TX; **Mary Jane Pelletier**, Maine School Administrative District #54, Norridgewock, ME; **Michelle Ruggie**, Clover School District, Clover, SC; **Janine Stutt**, York Region District School Board, Aurora, Ontario, Canada; and **Briare Wynn**, York Region District School Board, Aurora, Ontario, Canada.

Pioneer Valley Books provided 4 grants. The recipients are **Jennifer Lewis**, Graham Local School District, Saint Paris, OH; **Cortney Pratorius**, Carrollton-Farmers Branch ISD, Dallas, TX; **Lonydea Todd**, Jefferson County Public Schools, Louisville, KY; and **Trisha Warner**, McLean County Unit District No. 5, Normal, IL.

KEEP BOOKS is designed as a school/home program that addresses the need for inexpensive but interesting books for young children to read at home. The grant recipient is **Rebecca Fritz**, Fayette County School District, Lexington, KY.

SongLake Books hand selects and organizes books from a variety of companies into leveled book sets for guided reading and Reading Recovery. Collections include a wide variety of fiction and nonfiction genres, are culturally diverse and gender fair, and especially target at-risk readers. The grant recipient is **Andrea LeFever**, Sarasota County Schools, Sarasota, FL.

RR Books offers a variety of fiction and nonfiction leveled books specifically designed for beginning readers with a goal of providing quality, affordable books for young children. The grant recipient is **Valerie Gillombardo**, Cleveland Metropolitan School District, Cleveland, OH.

Blueberry Hill Books were written by a certified Reading Recovery teacher and carefully designed to enhance a child's strategic thinking and develop comprehension skills. Recurring characters inhabit stories filled with humor and excitement in the leveled storybooks. The grant recipient is **Trudy Puckett**, Willard Public Schools, Springfield, MO.

Debby Wood Professional Development Grant was established in memory of Debby Wood, teacher leader in Prince George's County, MD. The grant recipient is **Sheila Bieler**, Prince George's County Public Schools, Hyattsville, MD.

Dr. Julie Olson Literacy Professional Development Grant was established in honor of Dr. Julie Olson, retired director of ISD 196 elementary education and Reading Recovery site coordinator, to honor her commitment and passion for Reading Recovery, literacy and learning. The grant recipient is **Becky Dirksen**, ISD 196, Rosemount, MN.

Minnesota Professional Development Grant was established in memory of Diane Holum, former Reading Recovery teacher leader, to honor her commitment and passion for Reading Recovery and literacy and learning. The recipient is **Mataya Theis**, ISD 196, Rosemount, MN.

Teacher Leader Professional Development Grant was funded by the generosity of trainers and teacher leaders during the 2018 Teacher Leader Institute. The grant recipient is **Michele Barnes**, San Juan Unified School District, Citrus Heights, CA.

Rose Mary Estice Memorial Fund was established in memory of Rose Mary Estice, one of the original Reading Recovery teachers trained at The Ohio State University in 1984-85. An ardent supporter, Rose Mary provided leadership during the early days of RRCNA and continued to serve in many capacities throughout her career. The grant recipient is **Abby Chrismier**, Buckeye Valley Local Schools, Delaware, OH.

Geri Stone Memorial Fund Grants

The Geri Stone Memorial Fund was established to remember the leadership of Geri Stone, who passed away in 2002. Geri Stone was one of Michigan's first Reading Recovery teachers and served as the Reading Recovery teacher leader for the Livonia, Farmington, and Utica Public School Systems. The fund provides financial awards to help continue the work of Geri Stone and of RRCNA's vision to "ensure that children who struggle in learning to read and write gain the skills for a literate and productive future." The grant recipients are **Lois Bailey**, South Adams Schools, Berne, IN; **Cynthia Craft**, San Diego County Office of Education, San Diego, CA; **Jaime Dawson**, Spartanburg District 3, Spartanburg, SC; **Carla Ginn**, Trimble County School District, Milton, KY; **Julie Maderer**, Elba Central School District, Elba, NY; and **Nancy Radley**, Shelburne Community School, Shelburne, VT.

Leadership in Literacy Sessions

For superintendents, principals, curriculum directors, site coordinators, school board members, and other administrators. These sessions are coded as LiL. Build and sustain collaboration by successfully creating collective cultures utilizing all available resources including data, assessments, interventions, human capital, and professional development to assure student achievement.

SUNDAY 1:30-3:00 PM

Leveraging Reading Recovery Implementation and Expertise to Support All Learners

Harrison

From York Region District School Board, Newmarket, Ontario, Canada:
Dee Dee Verlinde, Reading Recovery coordinator
Janine Stutt, administrator of Reading Recovery

SUNDAY 3:30-5:00 PM

Effective Implementation of Reading Recovery: Lessons Learned from the i3 Research

Garfield

Connie Briggs, professor & Reading Recovery trainer, Texas Woman's University, Denton, TX

MONDAY 8:30-10:00 AM

Improving the Principal's Literacy IQ Through Professional Development

Hayes

From Sheridan County School District #2, Sheridan, WY:
Judy Dougherty, Reading Recovery teacher leader
Mitch Craft, assistant superintendent
Paige Sanders, principal
Kristie Garriffa, literacy coordinator

MONDAY 1:00-2:30 PM

The Dyslexia Challenge: How Should Reading Recovery Professionals Respond

Taft C-D

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

Using Reading Recovery to Promote Early Literacy Intervention in First and Third Grade

Ohio Center B-C

From Cleveland Metropolitan School District, Cleveland, OH:
Nicole Vitale, executive director of early childhood and literacy (PK-12)
Jessica Baldwin, executive director of special education services

MONDAY 3:00-4:30 PM

Literacy Lessons: What You Need to Know and Why

Knox

Lindy Harmon, Reading Recovery trainer, University of Kentucky, Lexington, KY
From Jefferson County Public Schools:
Allison Henry, Reading Recovery teacher leader
Amy Goodenough, Reading Recovery teacher leader
Heather Cicchiello Wright, Reading Recovery teacher leader

Creating a Culture of Continuous Improvement Through Collaborative Data Inquiry

Grant-Harding

From Fayette County Public Schools, Lexington, KY:
Michael Price, principal
Stephanie Urbanek, principal

TUESDAY 8:30-10:00 AM

Wonderfully Disturbing Messages from Reading Recovery

Franklin

James Schnug, Reading Recovery trainer, The Ohio State University, Columbus, OH

Come Sail Away: Reading Recovery at the Helm

Marion

From West Street Elementary, Sanborn, NY:
Elizabeth Scully, Reading Recovery teacher and interventionist
Theron Mong, principal
Carly Dunlap, classroom teacher
Antoinette DiBellonia, Reading Recovery teacher leader, Orleans Niagara BOCES
Jennifer Golias, TOSA for professional development facilitation, Niagara Wheatfield Central School

Administrators Luncheon

Monday 11:45 am-1:00 pm — Hayes

All school administrators are welcome to attend. Special ticket required and can be purchased at the Conference Registration Center prior to 9:00 am on Monday (\$10 cash only).

Going Beyond Engagement to Empowerment

Adria Klein, Ph.D., Reading Recovery trainer and center director, Saint Mary's College of California, Moraga, CA

Engagement is about a teacher's actions; empowerment is what the students can do for themselves. How do we move toward a school culture that focuses on empowering students?

Luncheon sponsored by Scholastic Education



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Saturday Overview

- 8:00 am – 7:00 pm Conference Registration Center Open Third Floor Regency Foyer
- 8:00 am – 7:00 pm RRCNA Membership & Products Center Open Third Floor Regency Foyer
- 9:00 am – 3:30 pm Leadership & Preconference Institutes Hyatt
- 3:00 pm – 6:30 pm Exhibits Grand Opening & Reception Battelle Hall South

Beat the Rush!

Conference Registration Center Open Until 7:00 pm



Exhibit Hall Grand Opening & Reception

3:00 pm - 6:30 pm

Leadership and Preconference Institutes

Saturday 9:00 am – 3:30 pm

ALL SESSIONS ARE TICKETED — SEE TICKET FOR ROOM LOCATION

Administrators and Coaches: Partnerships for Effective Literacy Instruction

Cathy Toll

Author and chair, Department of Literacy & Language, University of Wisconsin, Oshkosh, WI



Guided Reading: Responsive Teaching Across the Grades K-5

Gay Su Pinnell

Author and professor emerita, The Ohio State University, Columbus, OH

Irene Fountas

Author and professor, Lesley University, Cambridge, MA



Problem Solving Together: Learning from Children Who Challenge Our Teaching



Mary Fried

Reading Recovery emerita trainer, The Ohio State University, Columbus, OH

Lisa Pinkerton

Reading Recovery trainer, Marie Clay Endowed Chair in Reading Recovery and Early Literacy, The Ohio State University, Columbus, OH

Kim Reynolds

Reading Recovery teacher leader, Dublin/South-Western Schools, Dublin, OH

Jennifer Layne

Reading Recovery teacher leader, Marion, OH

Oral Language, Reading and Writing: Scaffolding Connections for All Learners Including a Focus on English Language Learners

Adria Klein

Author and program director, Saint Mary's College, Moraga, CA



Becoming an Efficient User of Visual Information Before Discontinuing: What Does It Take?

Sue Duncan

Reading Recovery trainer and executive director, Reading Recovery Program in the Early Childhood and Elementary Education Department, Georgia State University, Atlanta, GA



Sunday Overview

7:30 am – 5:30 pm	Conference Registration Center Open	Third Floor Regency Foyer
7:30 am – 5:30 pm	RRCNA Membership & Products Center Open	Third Floor Regency Foyer
8:00 am – 5:30 pm	Exhibits Open.	Battelle Hall South
8:45 am – 9:30 am	First-Time Attendee Orientation	Franklin
10:00 am – Noon	Conference Opening Session	Battelle Hall North
	Presiding: Jeffery Williams, RRCNA President	
	Greetings from RRCNA: Jady Johnson, RRCNA Executive Director	
	Excellence in Literacy Leadership Award Presented by the Reading Recovery Teacher Leaders	
	Reading Recovery Fund: Annie Opat, RRCNA Development Committee Chair	
	KEYNOTE ADDRESS by C.C. BATES	
Noon – 1:30 pm	Box Lunch	Battelle Hall South & Mezzanine
Noon – 1:30 pm	Special Interest Group Lunch Meetings	(see page 19)
1:30 pm – 3:00 pm	Concurrent Sessions	Hyatt
3:00 pm – 3:30 pm	Refreshment Break	Battelle Hall South
3:30 pm – 5:00 pm	Concurrent Sessions	Hyatt

Excellence in Literacy Leadership Award Presented by the Reading Recovery Teacher Leaders

Reading Recovery teacher leaders from across the country nominate individuals to receive this annual prestigious award. It is given to recipients who display a strong commitment to expand and maintain Reading Recovery’s high standards and who make significant contributions to its implementation beyond the local level.



Mary Grassi
Title I Director at
Cambridge Public School
District in Massachusetts

Mary has been integral to the growth of Reading Recovery for the past 25 years. Her efforts have helped create a strong model that allows for layers of intervention in response to literacy needs of all children.



Dr. Karen Scott
Executive Director of
Elementary Learning at Ozark
School District in Missouri

Completing her 43rd year as an educator, Dr. Scott has provided progressive leadership to Missouri school districts and shared her passion for Reading Recovery with literacy professionals across the country.

Sunday Special Events

Special Interest Meetings

Noon to 1:30 pm

Pick up your box lunch in Battelle Hall South and then join your colleagues. These lunch meetings provide a casual setting for informal dialogue on mutual issues, sharing of ideas, and networking with your peers from around the country. See room maps on pages 44-45.

Descubriendo la Lectura

Teachers, Teacher Leaders, and Trainers

Clark

Facilitating: RRCNA Board DLL Representative Kathyne Salinas, DLL teacher leader, Richmond, TX

Literacy Coaches

Union D-E

Facilitating: Denise Morgan, chair, Conference Literacy Coaching Strand and professor of literacy education, Kent State University; and Enrique Puig, director, Morgridge International Reading Center, University of Central Florida

Pre-registration required for this meeting.

Literacy Lessons

Windows

Facilitating: RRCNA Board Representatives Lindy Harmon, Reading Recovery trainer, University of Kentucky; and Allison Henry, Reading Recovery teacher leader, Jefferson County Public Schools

Pre-registration required for this meeting.

Reading Recovery Site Coordinators

Champaign

Please join us and special guest, Billie Askew, to talk about your needs and suggestions for updating the RRCNA Site Coordinator's Guide.

Facilitating: Deb Zarling, site coordinator, Oshkosh Area School District; Steve Foreman, site coordinator, Zanesville School District; and Vicki Fox, RRCNA director of communications.



First Time Attendee Orientation

8:45 am – Franklin

Learn how to get the most from your Conference experience and the Mobile App at this fast-paced and fun orientation. Ask questions and meet others who are exploring the Conference for the first time and discovering all it has to offer. Coffee provided.

Facilitating: Conference Committee Members Carrie Williams, Reading Recovery teacher, Upper Arlington School District; Susan Vincent, lecturer, Miami University-Hamilton; and Carolyn Helmers, teacher, Forest Hills School District

Team Meeting Places Available

If your school or district has sent a team to the Conference and would like to debrief and plan at the end of the day, meeting rooms are available at no cost. To reserve your meeting room, go to the Conference Office counter at the Conference Registration Center, by noon each day. The number of rooms is limited; please request them early.

Concurrent Sessions Sunday 1:30-3:00 PM

Featured Speakers



Jan Richardson
Author & literacy consultant, Richland Center, WI

Making Decisions in a Guided Reading Lesson
Regency Ballroom

During a guided reading lesson, teachers set individual goals and make on-the-spot decisions that impact student progress. Learn how analyzing student behaviors and prompting for strategic actions are the keys for making sound instructional decisions. Take the next step in improving your small-group reading instruction.

Sponsored in part by Pioneer Valley Books.

Facilitating: Jamie Lipp, Reading Recovery trainer, The Ohio State University, Columbus, OH

Also offered Monday 3:00-4:30 pm, Regency Ballroom

TICKETED



Mary Lose
Reading Recovery trainer & director, Reading Recovery Center of Michigan, Oakland University, Rochester, MI

What to Teach? Focusing on Domain Contingency During Text Reading
Union A-C

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 used as illustrations with particular emphasis on the domain contingency during text reading.

Facilitating: Pamela Grayson, Reading Recovery teacher leader, Mid-Atlantic Reading Recovery, Burlington, NC

Also offered Monday 3:00-4:30 pm, Union A-C



Sponsor of the Reading Recovery Strand

Word Walk: An Engaging Vocabulary Strategy for Young Children (K-2)
 Fairfield

Katherine Beauchat, associate professor, Notre Dame of Maryland University, Baltimore, MD
Katrin Blamey, associate professor, DeSales University, Center Valley, PA
 Explore an instructional procedure for explicit vocabulary instruction in the context of storybook reading.

Develop Readers Through Engagement, Encouragement, and Explicit Teaching (K-6)
 Eisenman-Trott

From the Ohio Writing Project, Miami University, Oxford, OH:
Kari Croucher, literacy lab instructor
Kristen Lazuta, reading & language arts teacher
 Reflect on your current practices and plan for future teaching following a model of engagement, encouragement, and explicit teaching.

Clever Writers Become Critical Readers: Teaching Writing Skills First Transforms Reading Comprehension (3-6)
 Taft C-D

Colleen Cruz, director of innovation, Teachers College Reading and Writing Project, Columbia University, New York, NY
 Explore specific reading skills and learn instructional strategies on how to teach students first through their writing counterpart.

Practical Tips: Maximizing Minutes for Shared Reading and Interactive Read-Aloud (K-2)
 Taft A-B

From Gahanna-Jefferson Public Schools, Gahanna, OH:
Lindsay Dexter, instructional coach
Connie Tate, kindergarten teacher
 Join a kindergarten teacher and instructional coach as they share a responsive planning tool to make shared reading and interactive read-aloud accessible.

Literacy Lessons: Working with Special Education and English Learner Students (RR) ♦
 Grant-Harding

From Fayette County Public Schools, Lexington, KY:
Amy Emmons, Reading Recovery teacher leader
Catherine Piatt, ELL/Literacy Lessons teacher
Robyn Brislin, special education/Literacy Lessons teacher
 Examine instructional practices used with special education and EL students and explore individual adaptations within the Literacy Lessons framework. Video clips and lesson records will guide the discussion.

Concurrent Sessions Sunday 1:30-3:00 PM

From Simple to Complex Sentences (RR)

Ohio Center B-C

Lorianne Fitzgerald, Reading Recovery teacher leader, Delaware City Schools, Delaware, OH

Explore both theory and practice as we work to build complexity in students' daily writing across the lesson series.

Help! This Child is Hard for Me to Teach (RR)

Delaware

Heather Good, Reading Recovery teacher leader, Wright State University, Dayton, OH

Examine why a child may not be making progress, as well as actions a teacher can take to foster acceleration within lessons and through collaboration.

Fluent, Flexible, and Fast with Higher Level Text (RR) ♦

Franklin

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

Using video examples and records, explore what is needed for readers to be successful at higher text levels. Fluency, flexibility, and fast processing are discussed.

Facilitating Professional Learning (LCO)

Morrow

Denise Morgan, professor of literacy education, Kent State University, Kent, OH

Enrique Puig, director, Morgridge International Reading Center, University of Central Florida, Orlando, FL

Explore adult learning theories and interactive ways to engage faculty in professional learning experiences. The focus is on what a coach should know and can do to facilitate teacher learning.

A Multicultural Literacy Education for All (K-6)

Madison

Carlotta Penn, Reading Recovery trainer, The Ohio State University, Columbus, OH

Literacy instruction should engage all learners and equip students to thrive in a diverse society. An overview of multicultural education and recommendations on teaching from multicultural texts are examined.

Best New Books for Grades 3-6 (LIT)

Garfield

Lisa Pinkerton, Reading Recovery trainer, The Ohio State University, Columbus, OH

Discover new outstanding books for cultivating reading joy in Grade 3-6 students. An extensive list of titles highlights a variety of genres, formats, themes, and awards.

English Learners: Breaking Barriers by Building Bridges (RR)

Marion

*From York Region District School Board, Newmarket, Ontario, Canada: Michelle Sharratt, Reading Recovery teacher leader
Briare Wynn, Reading Recovery teacher*

Explore how to strengthen the literacy processing system of English Learners. Student samples and videos used to investigate barriers facing ELs and strategies to support accelerated learning.

Coaching Around the Reading Process (LCO)

McKinley

Wendy Sheets, Literacy Collaborative trainer, The Ohio State University, Columbus, OH

Understanding the reading process through the lens of strategic activity is foundational for teachers within every reading context. Explore strategic actions and coaching around understanding this process.

Leveraging Reading Recovery Implementation and Expertise to Support All Learners (LiL)

Harrison

*From York Region District School Board, Newmarket, Ontario, Canada: Dee Dee Verlinde, Reading Recovery coordinator
Janine Stutt, Administrator of Reading Recovery*

Examine long-term effects of Reading Recovery in a large school district. Discover how to utilize Reading Recovery capacity, strengthen literacy leadership, and support effective decision making.

Taking Action to Ensure Readers Thrive All Year Long — Even in Summer! (K-6)

Knox

Kari Yates, author, consultant, program manager, Moorhead Area Public Schools, Moorhead, MN

Preventing summer reading loss starts today. Explore teacher actions starting immediately to ensure all readers stay engaged and thrive all through the calendar year.

Concurrent Sessions Sunday 3:30-5:00 PM

Featured Speakers



Maria Nichols

Author & director of school innovation, San Diego Unified School District, San Diego, CA

Talk Matters! Supporting English Language Learners in the Dialogic Classroom

Harrison

Explore strategies for developing supportive communities that encourage collaboration and offer emotional “safe ground” for language risk-taking. Learn how to immerse EL children in making meaning through oral language, design instruction making thoughtful text choices, and engage in teacher facilitation moves that support EL students.

Facilitating: Adria Klein, Reading Recovery trainer, Saint Mary's College, Moraga, CA

Also offered Tuesday 8:30-10:00 am, Harrison

TICKETED



Mary Fried

Reading Recovery emerita trainer, The Ohio State University, Columbus, OH

Promoting Flexibility and Independence in Writing

Franklin

In *Change Over Time* Clay states, “The goal is to have independent writers able to get to new words in many different ways.” Focus on the concepts of promoting independence and constructing a foundation for a self-extending system during writing. Expectations from the teacher and teaching moves to promote both acceleration and independence will be explored through the use of procedures, student examples, and video segments.

Facilitating: Braedan Schantz, Reading Recovery teacher leader and faculty associate, Wright State University, Dayton, OH

Also offered Tuesday 8:30-10:00 am, Regency Ballroom

Using Technology to Increase Communication and Improve Student Outcomes (RR, K-6) ▲

Eisenman-Trott

*From Southern Boone School District, Ashland, MO:
Jessica Bach, Reading Recovery teacher
Carolyn Pridemore, Reading Recovery teacher
Liz Austin, Title I reading intervention & literacy coach*

Various digital tools are shared that will increase communication between home, classroom, intervention teachers, and students in order to improve student outcomes.

The Power of Known Words (RR)

Regency Ballroom

C.C. Bates, associate professor of literacy education, Clemson University, Clemson, SC

Known words allow children to make generative connections that encourage flexibility and accelerative progress. Explore the expansion of children’s reading and writing vocabularies in early, mid, and higher-level texts and understand how word automaticity supports literacy development.

Facilitating: Leslie McBane, Reading Recovery teacher leader, South-Western/Dublin Site, Dublin, OH

Effective Implementation of Reading Recovery: Lessons Learned From the i3 Research (LiL)

Garfield

Connie Briggs, professor & Reading Recovery trainer, Texas Woman's University, Denton, TX

Information from the federal i3 study identifies conditions for exemplary implementation of Reading Recovery and support of a school's comprehensive approach for literacy learning. Qualitative findings about variation in teaching children will also be addressed.

Engagement, Expectations, and Response: Guided Reading that Nurtures Student Learning (K-2)

Union A-C

Debra Crouch, literacy consultant, Okapi Publishing, Temecula, CA
Exploring student and teacher engagement, expectations, and responses offers insight into designing effective instruction to nurture student learning.

Deconstructing the Data: What Your Readers Need Now (K-6)

Fairfield

*From Northern Elementary, Richmond, KY:
LeeAnn Lewellen, school-based instructional specialist
Shawna Wilkins, classroom teacher
Kelsey Wharton, classroom teacher*

In order to support struggling readers in the classroom, teachers must first know what the reader needs and what choices to make to best support the reader.

Concurrent Sessions Sunday 3:30-5:00 PM

Understanding the Role of Oral Language Development in Early Reading (RR) ◆

Grant-Harding

From Fargo Public Schools, Fargo, ND:

Kristi Lien, Reading Recovery teacher

Susan Kenien Peterson, Reading Recovery teacher leader

Investigate the importance of oral language development in relation to early reading. Explore how the analysis of running records and the Record of Oral Language are used to inform teaching.

A Case Study: From Simple to Complex Processing (RR) ◆

Ohio Center B-C

Scott Mackin, Reading Recovery teacher leader, Merrill Area Public Schools, Merrill, WI

Follow one student's reading action chains from simple to complex by analyzing running records, lesson records, and video clips, and the information gained from McGee and Fried's 2015 study "Change Over Time."

Crack the Code on Academic Vocabulary (K-6)

Taft A-B

Kristi McCullough, literacy consultant, Warren, IN

Research shows that a student's vocabulary is among the greatest predictors of reading comprehension. Recognize and select general-academic words, shift teacher talk, and provide direct instruction with hands-on strategies.

Responsive Teaching: Strong Running Record Analysis (K-6)

Delaware

From Worthington City Schools, Worthington, OH:

Abby Miller, student achievement coach

Trish Laughman, student achievement coach

Analyzing running records during guided reading helps you assess students and what they need next. Explore how to use running records to determine what your student needs next.

Fostering a Culture of Literacy Through Relationships (LCO)

Morrow

From Southeast Primary School, Ravenna, OH:

Michelle Rentsch, primary literacy coach

David Fesemyer, principal

Relationships ensure lasting results. Foster a culture of literacy with students, teachers, and parents that changes literacy philosophy and supports successes and challenges.

Play-Based Learning Centers with a Focus on Content Standards (K-2)

Hayes

Shelly Schaub, Literacy Collaborative trainer, The Ohio State University, Columbus, OH

Kindergarten and first-grade students learn through play! Infuse content standards into play-based centers that encourage inquiry, choice, and authentic learning.

Why NOT Sound-it-Out? (K-2)

Taft C-D

Robert Schwartz, professor emeritus, Oakland University, Rochester, MI

Word recognition instruction is important, contentious, and often damaging for struggling beginning readers. Examine how to move beyond the researcher's debate with productive approaches to learning and instruction.

New Children's Literature to Inspire, Teach, and Engage Diverse Learners (LIT)

McKinley

From Madeira City School District, Cincinnati, OH:

Fran Wilson, 2nd-grade teacher & ELA instructional leader

Nicole Prater, 2nd-grade teacher

Discover new literature and learn classroom-tested ideas for using it to teach standards and foster a culturally responsive classroom. Student work and classroom charts will show 'how to' differentiate.

Meeting Rooms

There are many sessions taking place concurrently. While every effort has been made to anticipate the audience size, there may be times when there are more people who wish to attend a session than there is room available. Please attend the sessions you selected when you registered for the Conference – **see your schedule ticket**. Some sessions are full and a room monitor will be checking schedule cards. **If you wish to make a change to your schedule, the entrance policy allows already-registered attendees to gain admission first. If seats are available 10 minutes after the session begins, room monitors will allow you to take a seat. Local fire codes prohibit sitting on the floor or adding chairs to any rooms. Audio and video recording of presenters by Conference attendees is not permitted.** Thank you for your cooperation.

- ▣ Ticketed Session
- ◆ Study Session
- ▲ Technology Session

Key to Strand Codes

- (RR) = Reading Recovery
- (K-2) = Grades K-2 Classroom Literacy
- (3-6) = Grades 3-6 Classroom Literacy
- (K-6) = Grades K-6 Classroom Literacy
- (LIT) = Children's Literature
- (LIL) = Leadership in Literacy
- (LCO) = Literacy Coaching



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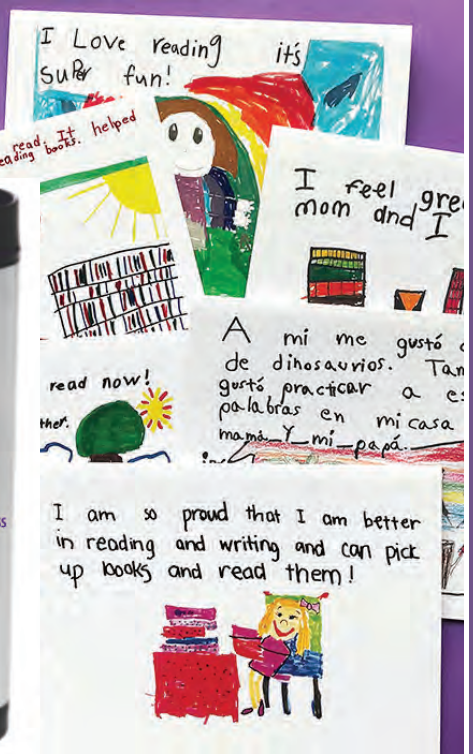
Features the 2005 Clay article — *Stirring the Waters Yet Again*

VOLUME 3

Features the Frank R. Vellutino article — *“Learning to Be Learning Disabled:” Marie Clay’s Seminal Contribution to the Response to Intervention Approach to Identifying Specific Reading Disability*



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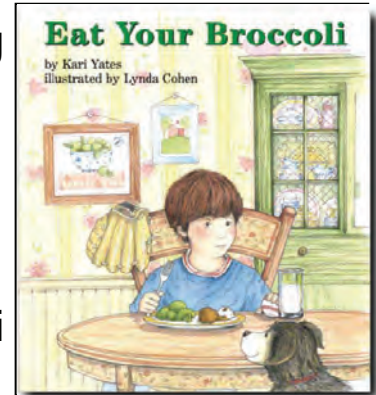
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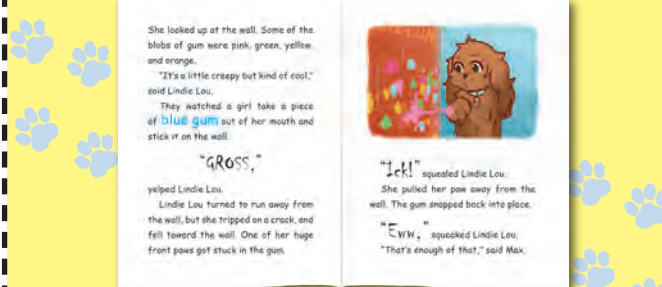
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Monday Overview

7:30 am – 4:00 pm	Conference Registration Center Open	Third Floor Regency Foyer
7:30 am – 4:00 pm	RRCNA Membership & Products Center Open	Third Floor Regency Foyer
8:00 am – 4:30 pm	Exhibits Open.	Battelle Hall South
8:30 am – 10:00 am	Concurrent Sessions	Hyatt
10:00 am – 10:30 am	Break	
10:30 am – 11:45 am	General Session	Battelle Hall North
	Presiding: Jeffery Williams, RRCNA President	
	African American Read-In: John Page, General Manager, Greater Columbus Convention Center	
	Reading Recovery Fund: Annie Opat, RRCNA Development Committee Chair	
	Keynote Introduction: Amy Smith, RRCNA Vice President	
	KEYNOTE ADDRESS by LUCY CALKINS	
Noon – 1:30 pm	Box Lunch	Battelle Hall South & Mezzanine
Noon – 1:30 pm	Administrators Luncheon.	Hayes (special ticket required)
	<i>Sponsored by Scholastic Education</i>	
1:00 pm – 2:30 pm	Concurrent Sessions	Hyatt
2:30 pm – 3:00 pm	Refreshment Break	Battelle Hall South
3:00 pm – 4:30 pm	Concurrent Sessions	Hyatt
4:30 pm – 5:00 pm	Gail Carson Levine Book Signing	Madison
4:45 pm – 5:45 pm	RRCNA Membership Meeting and Reception	Delaware
5:00 pm – 7:00 pm	Shopping Trip <i>sponsored by Experience Columbus</i>	(see page 38)



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RRCNA Membership Meeting & Reception

Monday, 4:45 pm – Delaware

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Concurrent Sessions Monday 8:30-10:00 AM

Featured Speakers



Nell Duke
*Professor of literacy, language, & culture,
 University of Michigan, Ann Arbor, MI*

Project-Based Instruction for Literacy and Social Studies
Taft A-B

Social studies is terribly neglected in U.S. elementary education — but it doesn't have to be. Nell demonstrates how units can simultaneously address standards in literacy and social studies and be highly engaging for students. Sample units as well as a detailed framework for unit design are provided.

Facilitating: Susan Vincent, lecturer, Miami University-Hamilton, Hamilton, OH

Also offered Monday 1:00-2:30 pm, Taft A-B

TICKETED



James Schnug
*Reading Recovery trainer, The Ohio State University,
 Columbus, OH*

He Who Hesitates Might Be Noticing
Franklin

Why might the child hesitate at points in his reading and writing? What might he be noticing that caused him to pause? Using case studies in this interactive study session, explore across the lesson the accelerative power that could be realized when the Reading Recovery teacher observes and responds to these hesitations.

Facilitating: Amy Smith, Reading Recovery teacher leader, Madison County Schools, Richmond, KY

Also offered Monday 1:00-2:30 pm, Union A-C

Speaking and Listening: The Forgotten Pieces of the Literacy Puzzle (K-2)

Harrison
Connie Dierking, instructional staff developer, Pinellas County Schools, Largo, FL

Use a structured approach for teaching oral language that includes promoting a language-rich environment, teaching and extending vocabulary, developing speaking, listening, and auditory memory.

Improving the Principal's Literacy IQ Through Professional Development (LiL)

Hayes
*From Sheridan County School District #2, Sheridan, WY:
 Judy Dougherty, Reading Recovery teacher leader
 Mitch Craft, assistant superintendent
 Paige Sanders, principal
 Kristie Garriffa, literacy coordinator*

Knowledgeable principals are essential for improving schoolwide literacy. Explore one district's process for ensuring that principals develop the expertise necessary to lead authentic literacy improvement.

How Technology Can Make Your Reading Recovery Life Easier (RR) ▲

Garfield
*Christy Germany, Reading Recovery teacher leader, San Juan USD, Citrus Heights, CA
 Adria Klein, Reading Recovery trainer, Saint Mary's College, Moraga, CA*
 This beginning level session is designed to assist Reading Recovery and Literacy Lessons teachers and teacher leaders in how to make Reading Recovery life easier through technology.

Prompting for Strategic Processing in Reading Higher Level Text (RR)

Union A-C
Pamela Grayson, Reading Recovery teacher leader, Mid-Atlantic Reading Recovery, Burlington, NC

Explore the ways in which teachers record and analyze student actions, as well as teacher prompts in an effort to promote independent strategic processing.

Help Intermediate Readers Find Independence and Joy in Reading (3-6)

Grant-Harding
Sherry Kinzel, Literacy Collaborative trainer, The Ohio State University, Columbus, OH

Independence and joy of reading are attainable for all readers in your class! You'll learn why independence is essential and how it can be achieved...with joy.

Concurrent Sessions Monday 8:30-10:00 AM

Using Running Records to Inform Early Literacy Instruction for English Learners (K-6)

Knox

Stephanie Ledger, ESL/ELD early literacy resource teacher, Waterloo Region District School Board, Waterloo, Ontario, Canada

Through running record analysis, explore the unique early literacy needs of English learners and the impact of first language transference, oral language, and literacy gaps.

Powerful Language Interactions During Writing: Supporting Strong Literacy Processing Systems (RR)

Delaware

Mary Lose, Reading Recovery trainer & director, Reading Recovery Center of Michigan, Oakland University, Rochester, Michigan

Examine powerful language interactions during writing – warm and friendly conversations and succinct prompting – that afford the child opportunities to extend his literacy processing system by using language, learning about language, composing messages, and constructing words. Lesson videos and transcripts used as illustrations.

Intentional Teacher Moves in Response to English Learner Needs (K-6)

Madison

From New Haven Unified School District, Union City, CA:

Bee Medders, classroom teacher

Wendy Rodrigues, classroom & Reading Recovery teacher

Case studies show how to be intentional and systematic. Address specific EL needs using formative assessment tools and teacher moves to develop oral language and transference to reading and writing.

Using Strategic Action to Strengthen Reading and Writing in Literacy Lessons (RR) ◆

Ohio Center B-C

Kim Reynolds, Reading Recovery teacher leader, Dublin City Schools, Dublin, OH

Jennifer Layne, Reading Recovery teacher leader, Delaware-Marion City Schools, Marion, OH

Explore teaching decisions that provide optimal reading and writing opportunities for student success with a focus on special education and English learners. Videos and student work are examined.

What to Do When Kids Just Don't Get It: Prompting for Deeper Understanding During Guided Reading (K-6)

Regency Ballroom

Jan Richardson, author & literacy consultant, Richland Center, WI

Michele Dufresne, author & literacy consultant, St. Augustine, FL

Proficient readers must comprehend complex texts, yet many students struggle to make inferences and answer questions about deeper meaning. Focus on how to use small-group instruction to strengthen young readers' understanding of fiction and informational text.

Create a Schoolwide Guided Reading Community with Results (LCO)

McKinley

From Jackson Local Schools, Massillon, OH:

Sharon Ritchey, literacy coach & Reading Recovery teacher leader

Jennifer Michael, literacy coach & Reading Recovery teacher

Explore the challenges and triumphs of creating a schoolwide shift from whole to small-group literacy instruction. Dive into our professional development models, lesson framework, and our district's growth.

What's New in 2019 for K-2 Readers? (LIT)

Morrow

Patricia Scharer, professor emerita, The Ohio State University, Columbus, OH

Are you looking for some great new books for your K-2 classroom? Learn about recently published books guaranteed to entice and engage your readers, writers, and thinkers. A list of titles will be provided.

Building Strategic Activity Through Guided Reading in the K-2 Classroom (K-2)

Taft C-D

Nikki Woodruff, Literacy Collaborative primary trainer, The Ohio State University, Columbus, OH

Guided reading is a powerful context that requires keen observations of reading behaviors. Learn to use data to teach for strategic actions before, during, and after reading.

Nurturing Thriving Reading Lives from the Start: Conferring with Readers in the K-2 Classroom (K-2)

Eisenman-Trott

Kari Yates, author, consultant, program manager, Moorhead Area Public Schools, Moorhead, MN

Explore tools, teacher moves, and practices to help you make the most of time spent conferring with youngest readers.



Sponsor of the K-6 Classroom Literacy Strand

Concurrent Sessions Monday 1:00-2:30 PM

Featured Speakers



Nell Duke

Professor of literacy, language, & culture, University of Michigan, Ann Arbor, MI

Project-Based Instruction for Literacy and Social Studies

Taft A-B

Social studies is terribly neglected in U.S. elementary education — but it doesn't have to be. Nell demonstrates how units can simultaneously address standards in literacy and social studies and be highly engaging for students. Sample units as well as a detailed framework for unit design are provided.

Facilitating: Lynne Dorfman, adjunct professor, Arcadia University, Glenside, PA

TICKETED



James Schnug

Reading Recovery trainer, The Ohio State University, Columbus, OH

He Who Hesitates Might Be Noticing

Union A-C

Why might the child hesitate at points in his reading and writing? What might he be noticing that caused him to pause? Using case studies in this interactive study session, explore across the lesson the accelerative power that could be realized when the Reading Recovery teacher observes and responds to these hesitations.

Facilitating: Teresa Fruth, Reading Recovery teacher leader, Mansfield City Schools, Mansfield, OH

Reimagining Phonics Instruction (K-6)

Regency Ballroom

Lucy Calkins, author, professor and founding director, Teachers College Reading and Writing Project, Columbia University's Teachers College, New York, NY

Lucy will help you imagine a phonics curriculum that is characterized by joy and energy. Learn about ways to support the alignment of reading, writing, and phonics instruction. Expect this workshop to be a game changer!

Facilitating: Cheryl Steger, Reading Recovery teacher leader, Gahanna-Jefferson Public Schools, Gahanna, OH

Digitizing the Literacy Block (K-6) ▲

Marion

*From Anderson Community Schools, Anderson, IN:
Ryan Glaze, assistant superintendent of secondary instruction
Christy Moore, district elementary literacy coach*

How do we incorporate one-to-one devices into the workshop model while maintaining authentic literacy practices? Leave the session with a format for blended learning implementation, including resources.

Build Capacity with a Job-Embedded, Peer Observation Coaching Project (LCO)

Knox

Robin Griffith, associate professor, Texas Christian University, Fort Worth, TX

Explore lessons learned from a 3-year job-embedded, peer observation coaching project. Understand the structure of the project, as well as coaching moves that facilitated teacher growth.

The Dyslexia Challenge: How Should Reading Recovery Professionals Respond (LiL)

Taft C-D

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

Reading Recovery professionals gain knowledge and understanding of the issues associated with the current trend of labeling children as dyslexic when they exhibit literacy difficulties.

Stop and Jot! (K-2)

Eisenman-Trott

*From Beaufort County Schools, Chocowinity, NC:
Lauren Johnson, literacy specialist
Lisa Silva, literacy specialist*

Use the 'stop and jot' method to teach comprehension strategies during guided writing. Build comprehension as students progress from early to transitional readers.

Concurrent Sessions Monday 1:00-2:30 PM

The Diversity Dilemma: Choosing Reading Materials for Marginalized K-3 Students (K-2)

Garfield

From *SongLake Books, Tully, NY:*

Carol Levine, literacy consultant & president

Sarah English, vice president of sales and operations

Learn dimensions of diversity, why diversity matters, and resources for matching books to diverse races, cultures, ethnicities, and lifestyles. Over 200 books from more than 20 publishers are cited.

Build Literacy Expertise in Your School Through Intentional Coaching Experiences (LCO)

Harrison

From *The Ohio State University, Columbus, OH:*

Jamie Lipp, Reading Recovery trainer

Jenny McFerlin, Literacy Collaborative trainer

Classroom teachers, reading specialists, and instructional coaches can work together in a variety of coaching experiences to support student achievement and teacher growth.

Old Friends: Using What is Known to Solve in Reading and Writing (RR)

Franklin

Leslie McBane, Reading Recovery teacher leader, South-Western City Schools, Columbus, OH

Marie Clay calls known words and the regularities of language 'old friends.' Explore the role of known information as a support for solving new words in reading and writing.

Teaching (only) from Correct and Partially Correct Responding (RR)

Fairfield

Kelly McDermott, Reading Recovery teacher leader, Boston Public Schools, Roxbury, MA

Planning and reflecting in a deliberate manner to ensure we are teaching mostly (if not only) from student's correct and partially correct responding.

Conversations That Inspire and Instruct Student Writers (K-6)

Grant-Harding

Leah Mermelstein, CEO & president, Read-Write-Connect, Hoboken, NJ

Use conversations to inspire and instruct student writers. Leave with many ways to interject conversation into writing workshops.

Who Owns the Learning? Engaging Hearts and Minds Through Purposeful Talk (K-6)

Delaware

Maria Nichols, author & director of school innovation, San Diego Unified School District

What is the relationship between compelling texts, purposeful talk, and student agency? Explore student centered teaching and learning that engages children's hearts and minds as it builds strong literate abilities.

Powerful Teaching Decisions: Developing the Child's Independence (RR) ♦

McKinley

Debra Rich, Reading Recovery trainer, University of Northern Iowa, Cedar Falls, IA

Developing the child's independence is a major focus in Reading Recovery. Using Clay's guidance, examine teaching decisions that provide opportunities for the child to initiate successful activity. *Participants should bring *Literacy Lessons Designed for Individuals*, 2nd Edition, to the session.

Is Writing the Cinderella of Your Reading Recovery Lesson? (RR)

Morrow

K. Journey Swafford, Reading Recovery trainer, Georgia State University, Atlanta, GA

Participants have opportunities to reflect upon aspects of writing (audience, roaming, reading/writing reciprocity, writing about reading) as they view Reading Recovery student writing samples.

Using Reading Recovery to Promote Early Literacy Intervention in First and Third Grade (LiL)

Ohio Center B-C

From *Cleveland Metropolitan School District, Cleveland, OH:*

Nicole Vitale, executive director of early childhood and literacy (PK-12)

Jessica Baldwin, executive director of special education services

High-quality early literacy instruction is the key to building a solid learning foundation for all students. Reading Recovery can be used as a tool to provide early intervention.

Concurrent Sessions Monday 3:00-4:30 PM

Featured Speakers



Jan Richardson
Author & literacy consultant, Richland Center, WI

Making Decisions in a Guided Reading Lesson
Regency Ballroom

During a guided reading lesson, teachers set individual goals and make on-the-spot decisions that impact student progress. Learn how analyzing student behaviors and prompting for strategic actions are the keys for making sound instructional decisions. Take the next step in improving your small-group reading instruction.

Sponsored in part by Pioneer Valley Books.

Facilitating: Cheri Slinger, educator and early literacy consultant, South-Western/Dublin Site, Dublin, OH



Mary Lose
Reading Recovery trainer & director, Reading Recovery Center of Michigan, Oakland University, Rochester, MI

What to Teach? Focusing on Domain Contingency During Text Reading
Union A-C

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 used as illustrations with particular emphasis on the domain contingency during text reading.

Facilitating: Kim Reynolds, Reading Recovery teacher leader, Dublin City Schools, Dublin, OH

Let Your Data Work for You: Powerful Student-Centered Lessons (K-2)

Fairfield

Mary Ann Colbert, literacy educator, School District of Palm Beach County, West Palm Beach, FL
Enid Martinez, literacy consultant, EM Literacy LLC, New York, NY
 Use your data to identify strengths and needs of all your students to strategically design units of study in your reading workshop.

Cultivating a Community of Joyful Writers Through Independent Writing Projects (K-2)

Eisenman-Trott

Kelsey Corter, kindergarten teacher, PS59 Beekman Hill International School, New York, NY
 Independent writing projects strengthen children's writing identities as well as bring joy, collaboration, and innovation to writing workshop. Learn practical ways to implement and plan non-genre-specific units of study.

Another Seven Studies with Important Implications for Classroom Practice (K-6)

Taft A-B

Nell Duke, professor of literacy, language, and culture, University of Michigan, Ann Arbor, MI
 Seven studies returns! Nell will again select seven recent research studies in literacy that are worthy of our attention, explaining each study and its implications for classroom practice. Come get some help staying abreast of the latest literacy research.

Flexibility in Problem Solving — More than Sound it Out (K-2)

Franklin

From Wright State University, Dayton, OH:
Heather Good, faculty associate
Braedan Schantz, faculty associate
 Discover how students can use other sources of information in efficient ways while reading and different ways to problem solve in writing. It's about having multiple ways to attack words.

Literacy Lessons: What You Need to Know and Why (LiL)

McKinley

Lindy Harmon, Reading Recovery trainer, University of Kentucky, Lexington, KY
From Jefferson County Public Schools, Louisville, KY:
Allison Henry, Reading Recovery teacher leader
Amy Goodenough, Reading Recovery teacher leader
Heather Cicchiello Wright, Reading Recovery teacher leader
 The Literacy Lessons professional learning model can shift teacher expectations for acceleration within special populations in your schools. Case studies of special education and English learner students are shared.

Concurrent Sessions Monday 3:00-4:30 PM

The Composing Conversation — Avoiding Roadblocks on the Path to Writing (RR)

Harrison

Jamie Lipp, Reading Recovery trainer, The Ohio State University, Columbus, OH

Writing is a critical part of the Reading Recovery lesson. Explore various ways to improve conversations with students to ensure an efficient path from composing to constructing.

Red Flags! A Call to Action for Teachers (RR)

Taft C-D

Allyson Matczuk, Reading Recovery trainer, Canadian Institute of Reading Recovery Western Region, Winnipeg, Manitoba, Canada

What are the red flags Reading Recovery teachers should notice when working with individual students? What, when, and how should they take action in order to respond effectively?

In a Rut? Re-energize Your Teaching! (RR) ◆

Ohio Center B-C

Paulette Moore, Reading Recovery teacher leader, York One School District, York, SC

Reading Recovery teachers explore how to select and use appropriate procedures and prompting language to meet the unique needs of individual students.

Creating a Culture of Continuous Improvement Through Collaborative Data Inquiry (LiL)

Grant-Harding

*From Fayette County Public Schools, Lexington, KY:
Michael Price, principal
Stephanie Urbanek, principal*

When student literacy levels don't match student performance on classroom and state assessments, then what? Learn how to identify, implement, and assess a data-based action plan.

Stop Waiting for the Change -- Be the Change! (LCO)

Hayes

Denise Rowe, Literacy Collaborative district trainer & coach, Newark City Schools, Newark, OH

Learn how one district stopped waiting for the change and became the change through a systems approach of layering professional development and coaching designed to impact literacy instruction.

Literate Identities: The Power of Classroom Interactions (K-6)

Marion

Wendy Sheets, Literacy Collaborative trainer, The Ohio State University, Columbus, OH

Explore the importance of classroom interactions as learners construct identities as readers and writers. Let's consider the role of talk, literacy practices, and positioning.

Collaboratively Preparing for Independent Writing in the Classroom and Beyond (RR) ◆

Morrow

Janice Van Dyke, Reading Recovery trainer, Canadian Institute of Reading Recovery Central Region, Ontario, Canada

Explore Reading Recovery and classroom writing competencies and behaviors in preparation for discontinuing. Discuss classroom monitoring priorities that extend learning after Reading Recovery.

Harmonizing Technology and Literacy (K-6) ▲

Garfield

Sara Wagner, intermediate literacy coach, Graham Local Schools, Saint Paris, OH

Wondering how to balance technology with literacy? Authenticity is key. Participants will use the SAMR framework (developed by Dr. Puentedura) to reflect on their classroom technology use regarding literacy.

How the Sausage is Made, a Conversation with Gail Carson Levine (LIT)

Madison

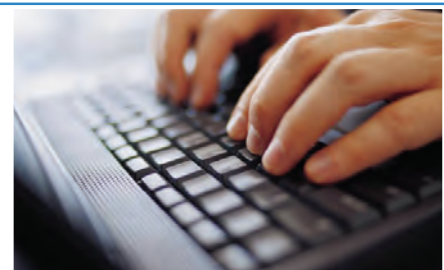
Gail Carson Levine, children's author, New York, NY
Gail will discuss writing her picture book, *Betsy Who Cried Wolf*; idea generation; how she progresses from "once upon a time" to "happily ever after;" and her summer writing workshop that emphasizes feedback, constructively given and openly received. Plenty of time for questions.

Facilitating: Carlotta Penn, postdoctoral researcher and Reading Recovery trainer, The Ohio State University, Columbus, OH

Conference Evaluation and Certificate of Attendance

The **Overall Conference Evaluation** will be emailed to you on Thursday, February 14. It will also be available on the Mobile App. Session evaluations are also available on the Mobile App. As we strive to improve the Conference each year, your feedback is important!

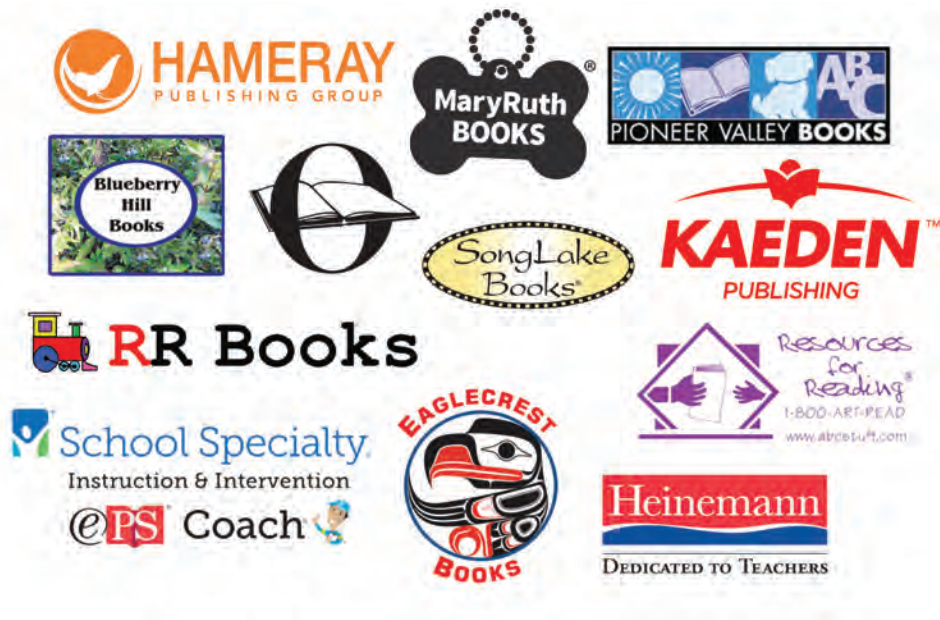
To thank you, we're offering cash prizes in a drawing among those who complete the evaluations. You will have the option of downloading a Certificate of Attendance at the end of the evaluation.



**Check your email on
Thursday, February 14**

Tuesday Overview

8:00 am – Noon	Conference Registration Center Open	Third Floor Regency Foyer
8:00 am – Noon	RRCNA Membership & Products Center Open	Third Floor Regency Foyer
8:30 am – 10:00 am	Concurrent Sessions	Hyatt
10:00 am – 10:30 am	Coffee Break	Battelle Hall North
10:30 am – 11:45 am	General Session	Battelle Hall North
	Presiding: Jeffery Williams, RRCNA President.	
	Reading Recovery Fund: Annie Opat, RRCNA Development Committee Chair	
	Keynote Introduction and Invitation to the 2020 National Conference: Karen Scott, RRCNA President Elect	
	KEYNOTE ADDRESS by GAIL CARSON LEVINE	
11:45 am – 12:15 pm	Book Signing by Gail Carson Levine.	Battelle Hall North
Noon	Conference Adjourns	



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RRCNA offers a special associate membership level to companies that provide top-quality goods and services to the Reading Recovery community. Our associate members support Reading Recovery through generous sponsorships, grants, donations, and by exhibiting at Reading Recovery conferences throughout North America. When you visit their booths at the next conference, be sure to say “thank you for all you do for Reading Recovery!”



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Diane Esolen Dougherty • Kari Yates



Not Light, But Fire
How to Lead Meaningful Race Conversations in the Classroom
Matthew R. Kay

Who's Doing the Work? Lesson Sets
Stepping back, so readers can move forward
Jan Burkins and Kim Yaris

Little Readers, Big Thinkers
Teaching Close Reading in the Primary Grades
Amy Stewart

Spark!
Quick Writes to Kindle Hearts and Minds in Elementary Classrooms
Paula Bourque

Super Spellers Starter Sets
Classroom Resource
Mark Weakland

Brain Words
How the Science of Reading Informs Teaching
J. Richard Gentry and Gene P. Ouellette

Patterns of Power
Inviting Young Writers Into the Conventions of Language, Grades 1-5
Jeff Anderson and Whitney La Rocca

To Know and Nurture a Reader
Conferring with Confidence and Joy
Kari Yates and Christina Nosek

The Art of Comprehension
Exploring Visual Texts to Foster Comprehension, Conversation, and Confidence
Trevor Andrew Bryan

Teach Writing Well
How to Assess Writing, Invigorate Instruction, and Rethink Revision
Ruth Culham

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Concurrent Sessions Tuesday 8:30-10:00 AM

Featured Speakers



Maria Nichols

Author & director of school innovation, San Diego Unified School District, San Diego, CA

Talk Matters! Supporting English Language Learners in the Dialogic Classroom
Harrison

Explore strategies for developing supportive communities that encourage collaboration and offer emotional “safe ground” for language risk-taking. Learn how to immerse EL children in making meaning through oral language, design instruction making thoughtful text choices, and engage in teacher facilitation moves that support EL students.

Facilitating: Kay Honish, Reading Recovery teacher leader, Oshkosh Area School District, Oshkosh, WI



TICKETED

Mary Fried

Reading Recovery emerita trainer, The Ohio State University, Columbus, OH

Promoting Flexibility and Independence in Writing
Regency Ballroom

In *Change Over Time* Clay states, “The goal is to have independent writers able to get to new words in many different ways.” Focus on the concepts of promoting independence and constructing a foundation for a self-extending system during writing. Expectations from the teacher and teaching moves to promote both acceleration and independence will be explored through the use of procedures, student examples, and video segments.

Facilitating: Jeffery Williams, Reading Recovery teacher leader and K-12 literacy coach, Solon City Schools, Solon, OH

Reaching Struggling Readers Using Interactive Read-Alouds and Shared Reading (3-6)

Taft C-D

Lori Black, intermediate & middle school literacy coach, Graham Local Schools, Saint Paris, OH

Interactive read-alouds and shared reading passages are ideal techniques for teachers of all contents, not just ELA classes. Take home ideas to incorporate right away.

Changing Learning Trajectories: Accelerating Literacy Learning and Social and Emotional Growth (K-6)

Hayes

Kathryn Champeau, adjunct professor & reading specialist, University of Wisconsin-Milwaukee, Milwaukee, WI

Merry Komar, 2nd/3rd-classroom teacher, School District of Waukesha, Waukesha, WI

Laurie McCarthy, 1st/2nd-grade multiage classroom teacher, Muskego-Norway School District, Muskego, WI

Learn the theories, research, and effective practical classroom strategies necessary to create the conditions for accelerated literacy learning and overall well-being of struggling learners. Engage in a mindset shift.

Everyone is a Teacher: The Power of Writing Conferences (K-6)

Fairfield

Lynne Dorfman, codirector PA Writing & Literature Project, West Chester University, West Chester, PA

Diane Dougherty, literacy consultant, Teachers Leading & Learning Together, Downingtown, PA

Conferring is the heart of any writing workshop. Video clips of conferences in action, recordkeeping and management techniques, and a bibliography of professional resources are provided.

Building Firm Foundations: Boosting Reflective Capacity Among Coaches and Teachers (LCO)

McKinley

Brittany Galbreath, Literacy Collaborative coach, Hamilton City Schools, Hamilton, OH

Sherry Kinzel, Literacy Collaborative trainer, The Ohio State University, Columbus, OH

A first-year coach and her trainer share their journey of thinking analytically about teaching and learning, and then engage in reflective practice to support teachers.

Concurrent Sessions Tuesday 8:30-10:00 AM

Developing Phonological Awareness and Phonics Skills Through Real Writing Opportunities (K-2)

Union A-C

Carolyn Helmers, kindergarten teacher, Forest Hills School District, Cincinnati, OH

Meaningful writing provides valuable learning opportunities for kindergarten writers. Develop oral language, phonological awareness, phonics skills, word learning, and writing mechanics that lead to independent writing.

The New Book Introduction: What's the Plan and Level of Support? (RR)

Ohio Center B-C

Andrea Overton, Reading Recovery teacher leader, Anderson School District Five, Anderson, SC

In planning the new book introduction, the teacher learns how to hypothesize and predict student responses and anticipates how to use the scale of help in the first reading.

Compelling Close Reads: Multidimensional Learning to Meet ALL Students' Needs (K-6)

Morrow

From Worthington City Schools, Worthington, OH:

Julie Payne, instructional coach

Lindsey Danhoff, 3rd-grade classroom teacher

Examine how one rich text can offer endless possibilities to engage students in meaningful conversation, practice success/soft skills, and deeply address academic standards in literacy, science, and social studies.

Reinventing Author/Illustrator Studies (K-6, LIT)

Grant-Harding

Lisa Pinkerton, Literacy Collaborative trainer, The Ohio State University, Columbus, OH

Explore a unique approach for discovering engaging and prolific picture book authors and illustrators. Much like the branches of a family tree, we will uncover how one book can lead to another and share an extensive book list.

Activate! Accelerate! Strong Teaching in the First Weeks of Lessons (RR)

Delaware

Braedan Schantz, Reading Recovery teacher leader, Wright State University, Dayton, OH

Analyze teaching decisions in the first few weeks of a child's program to prevent routinized teaching and get a shift in the child's processing from Day 1!

Wonderfully Disturbing Messages from Reading Recovery (RR, LiL)

Franklin

James Schnug, Reading Recovery trainer, The Ohio State University, Columbus, OH

Reading Recovery's messages continue to wonderfully disturb how teachers and administrators provide effective early literacy intervention. Learn what Schnug considers to be the salient messages that effectively challenge and re-adjust any teacher's and administrator's response to struggling first graders.

Come Sail Away: Reading Recovery at the Helm (LiL)

Marion

From West Street Elementary, Sanborn, NY:

Elizabeth Scully, Reading Recovery teacher & interventionist

Theron Mong, principal

Carly Dunlap, classroom teacher

Antoinette DiBellonia, Reading Recovery teacher leader, Orleans Niagara BOCES, Medina, NY

Jennifer Goliass, TOSA for professional development facilitation, Niagara Wheatfield Central School, Sanborn, NY

Examine the integration of Reading Recovery tenets and language as it steers Tier I classroom instruction through training and collaboration as a literacy anchor to create vibrant K-2 learning environments.

Elevating Writing Instruction with Technology and Mo Willems (K-2) ▲

Knox

Joseph Stahl, kindergarten teacher, West Clermont Local Schools, Cincinnati, OH

Sandi Beam, associate professor, Cincinnati Christian University, Cincinnati, OH

Technology is becoming more prevalent in the early childhood classroom. Elevate your writing instruction by utilizing technology with an academic focus while utilizing mentor texts.

Accelerating Progress with ALL Readers Through Classroom Instruction (K-2)

Taft A-B

Susan Vincent, lecturer, Miami University-Hamilton, Cincinnati, OH

Students receive the majority of their instruction from their classroom teacher. Explore techniques that accelerate learning throughout the literacy block, including writing and reading workshops, word work, and small-group formats.

Dining and Entertainment

The National Conference is conveniently located near eclectic neighborhoods, boutiques, art galleries, and other entertainment within easy walking distance. See the Conference Mobile App for a variety of downtown restaurants and area maps or visit www.experiencecolumbus.com.

SHOPPING TRIP

Free Shuttles to the Area's Largest Retail Center, Polaris Fashion Place — Monday Only!

Polaris Fashion Place is a 2-level indoor shopping center featuring 180 stores including Saks Fifth Avenue, H&M, J.C. Penney, Macy's, and Von Maur, and an outdoor promenade which includes Forever 21 and Barnes & Noble. Six full-service restaurants include Cheesecake Factory, California Pizza Kitchen, Brio Tuscan Grill, Molly Woo's Asian Bistro, and Benihana. A list of specials is available to Conference attendees. To receive your list, visit the Guest Reception Desk just inside the grand entrance doors.



We thank Experience Columbus for sponsoring the shopping trip!

Free shuttle bus will run every 45 minutes on Monday only — *Space is limited; first come, first served.*

NAME BADGE REQUIRED FOR SHUTTLE SERVICE

5:00 pm–7:00 pm: Shuttles leave from Convention Center East Connector for Polaris Fashion Place

7:30 pm–9:15 pm: Shuttles return from Polaris Fashion Place (look for valet drop off by Molly Woos) and return passengers to the Convention Center

OTHER OPTIONS AND ATTRACTIONS

ARENA DISTRICT is a lively urban village adjacent to the Convention Center featuring trendy restaurants, brewpubs, concert venues, live entertainment, and a movie complex.

Cher: Here We Go Again Tour

Sunday, February 10 at 7:30 pm
Nationwide Arena, 200 W. Nationwide Blvd.
Call 1-833-215-5121 for ticket information

Columbus Blue Jackets vs. Washington Capitals

Tuesday, February 12 at 7:00 pm
Nationwide Arena, 200 W. Nationwide Blvd.
Call 614-645-2657 for ticket information

NORTH MARKET

Open since 1876, local merchants offer ethnic cuisine as well as unique gifts and products. This historic public market is located between High and Front Streets, one block west of the Convention Center. Sunday–Monday, 10:00 am–5:00 pm; Tuesday–Saturday, 9:00 am–7:00 pm.

SHORT NORTH ARTS DISTRICT

Located one block north of the Convention Center on High Street, this historic, culturally rich neighborhood is known for great art galleries, unique boutique stores, and a variety of restaurants and shops.

TEACHER TRIVIA NIGHT

Sunday, February 10 from 5:00 pm–9:00 pm, Big Bar on 2, Second Floor Atrium, Hyatt Regency

DOWNTOWN COLUMBUS offers plenty to see and do. Check the Mobile App for attractions, restaurants, and entertainment options.

Broadway in Columbus presents Hamilton

January 29 – February 17
Ohio Theater, 39 E. State St.

Three Ways to Buy Tickets

1. Order online at ticketmaster.com
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COSI

The Center of Science and Industry (COSI) is a hands-on science museum experience that is fun for all ages. Check out the teachers' website at www.mytraveladventure.org. For more information go to www.cosi.org/visit

Downtown Columbus Brewery Tour

Check website for event times:

<http://columbusbrewadventures.com/> or call 614-619-6464

Columbus Winter Beerfest

February 8-9 from 8:00 pm–11:30 pm, at the Greater Columbus Convention Center: <http://www.columbusbeerfest.com/winter/buy-tickets/>

Stretch Your Body and Mind

Free Chair Yoga Classes for All Conference Attendees

Regardless of experience, this class is for everyone and you won't need a mat or special workout clothes. Chair yoga is a general term for practices that modify yoga poses so that they can be done while seated in a chair.

In addition to a good stretch, chair yoga participants also enjoy other health benefits of yoga, including improved muscle tone, better breathing habits, reduction of stress, better sleep, and a sense of well-being. If you'd prefer to bring your yoga mat, you are welcome to do so. All the chair yoga poses can be done on the floor as well. Cathy Moore and Frank Wilgus, RYT200 certified yoga instructors, look forward to helping you stay focused and energized throughout the Conference!

SUNDAY and MONDAY 7:15 am–8:00 am
Regency Ballroom Balcony — *Space is limited; first come, first served.*



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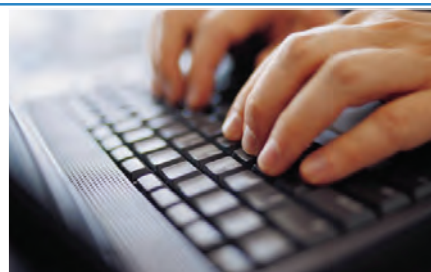
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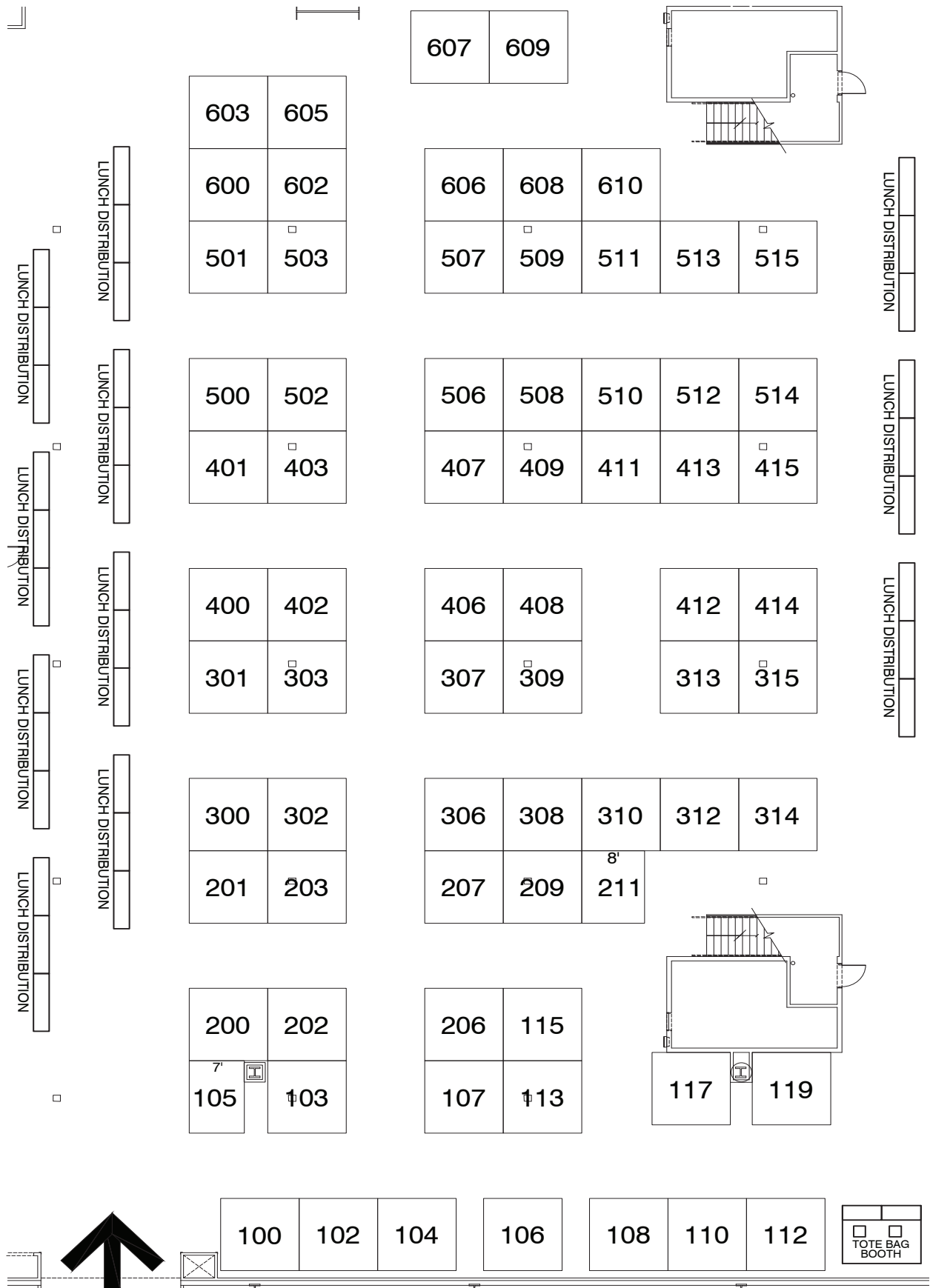
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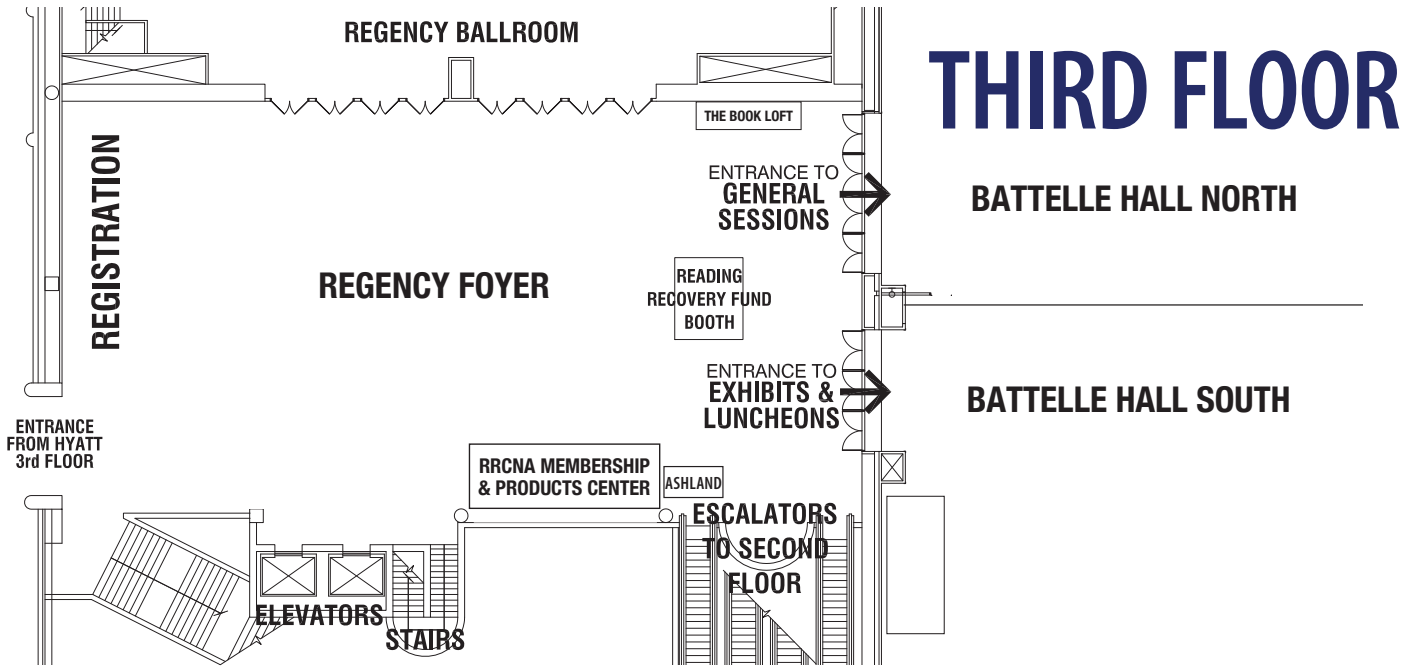


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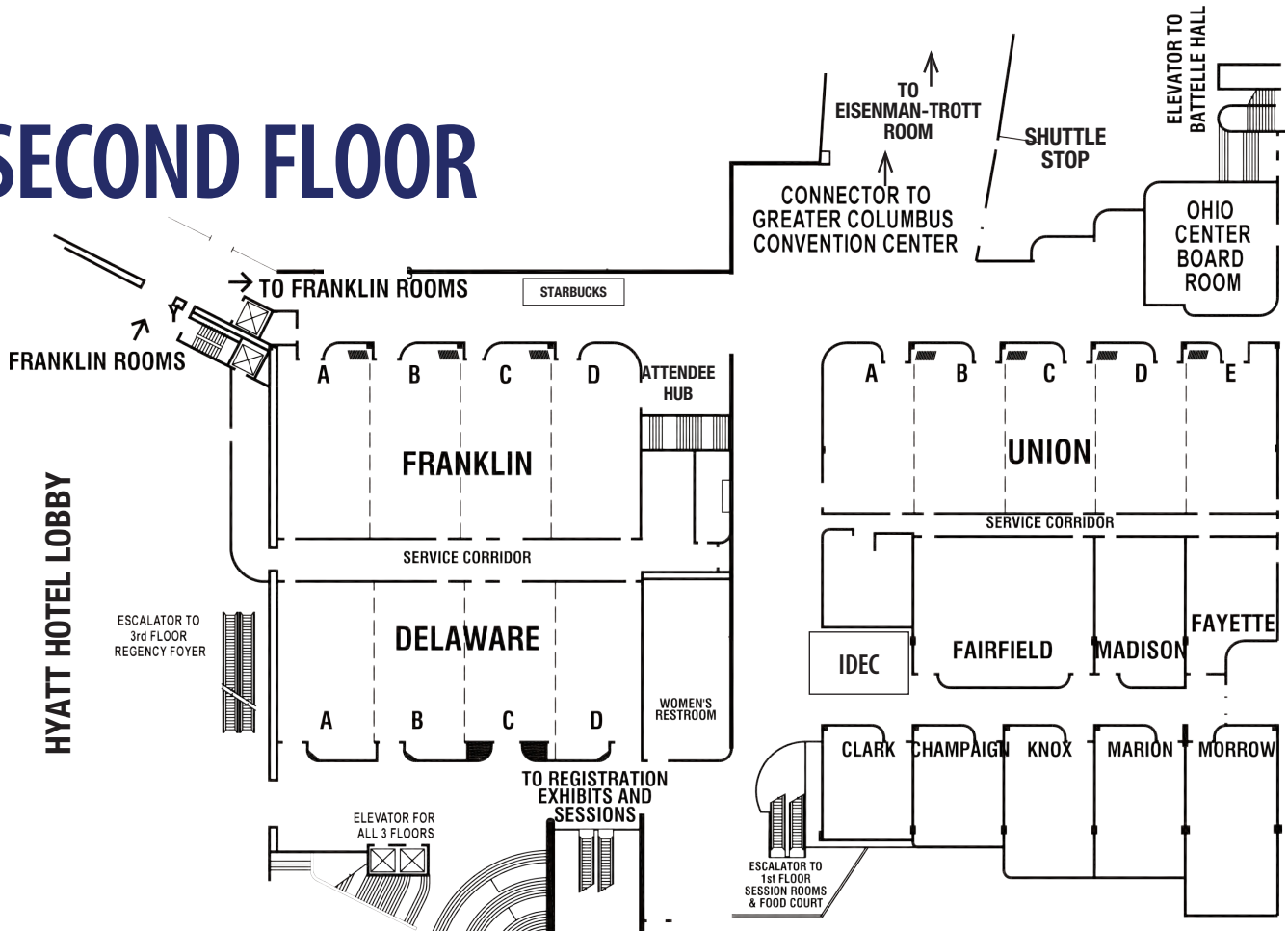
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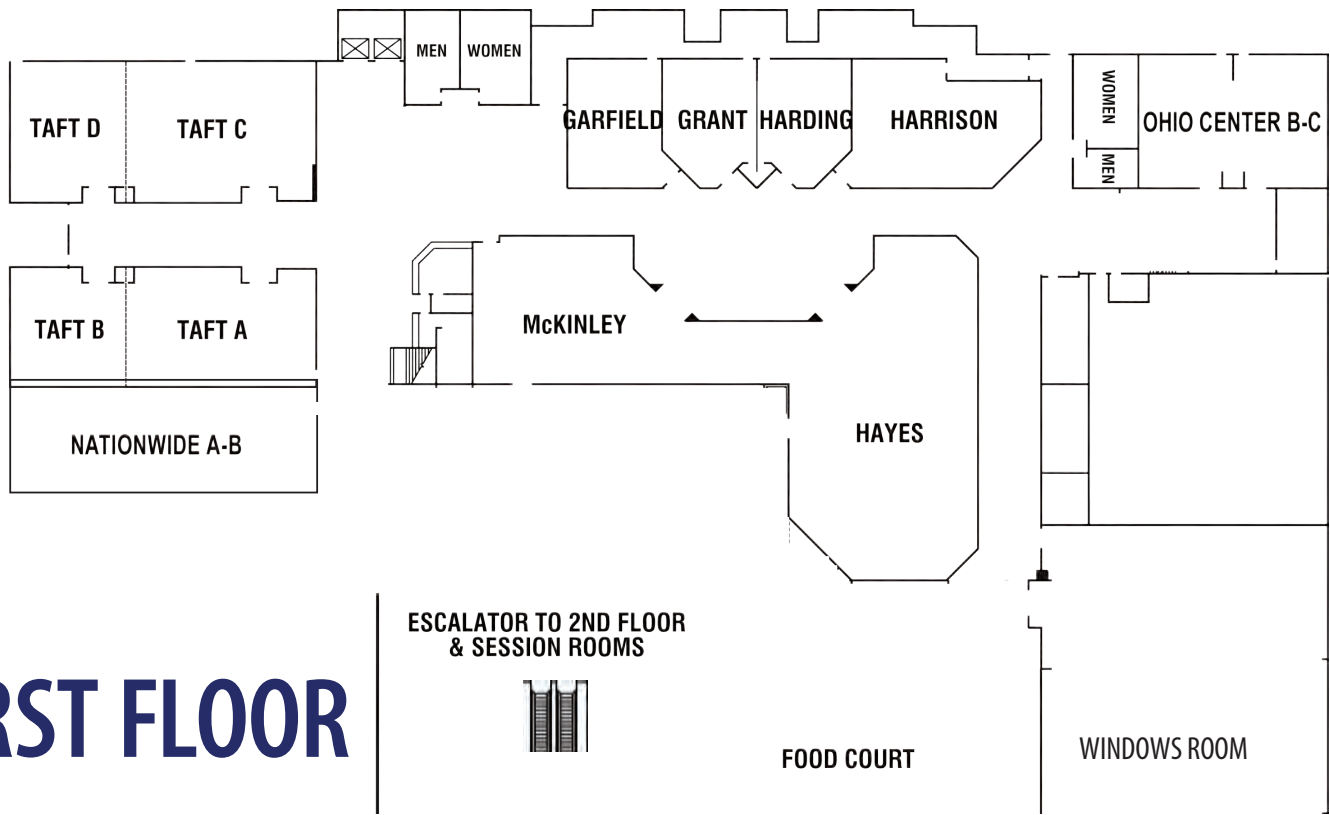


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Hyatt Regency Room Locator

FIRST FLOOR



MEETING ROOM LOCATOR

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 Harrison
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 McKinley
 Nationwide
 Ohio Center B-C
 Taft
 Windows Room

SECOND FLOOR (Main Level)

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 Clark
 Delaware
 Fairfield
 Fayette
 Franklin
 Knox
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 Union A-C

THIRD FLOOR

Battelle Hall North – General Sessions
 Battelle Hall South – Exhibits, Lunches
 Regency Ballroom
 Regency Foyer Registration
 Membership & Products Center
 Reading Recovery Fund Booth
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Connector to Convention Center

Eisenman-Trott Room
 in the Convention Center at the top of the escalators and right

Mother's Nursing Room next to elevator



Austin, Liz - 22	Fesemyer, David - 23	Mackin, Scott - 23	Ritchey, Sharon - 29
Bach, Jessica - 22	Fitzgerald, Lorianne - 21	Martinez, Enid - 32	Rodrigues, Wendy - 29
Baldwin, Jessica - 14, 31	Fountas, Irene - 17	Matczuk, Allyson - 33	Rowe, Denise - 33
Bates, C.C. - 9, 22	Fried, Mary - 10, 17, 22, 36	McBane, Leslie - 31	Sanders, Paige - 14, 28
Beam, Sandi - 37	Galbreath, Brittany - 36	McBride, Maryann - 21	Schantz, Braedan - 32, 37
Beauchat, Katherine - 20	Garriffa, Kristie - 14, 28	McCarthy, Laurie - 36	Scharer, Patricia - 29
Black, Lori - 36	Germany, Christy - 28	McCullough, Kristi - 23	Schaub, Shelly - 23
Blamey, Katrin - 20	Glaze, Ryan - 30	McDermott, Kelly - 31	Schnug, James - 10, 14, 28 30,37
Briggs, Connie - 14, 22	Golias, Jennifer - 14, 37	McFerin, Jenny - 31	Schwartz, Robert - 23
Brislin, Robyn - 20	Good, Heather - 21, 32	Medders, Bee - 29	Scully, Elizabeth - 14, 37
Calkins, Lucy - 9, 30	Goodenough, Amy - 14, 32	Mermelstein, Leah - 31	Sharratt, Michelle - 21
Champeau, Kathryn - 36	Grayson, Pamela - 28	Michael, Jennifer - 29	Sheets, Wendy - 21, 33
Cicchello Wright, Heather - 14, 32	Griffith, Robin - 30	Miller, Abby - 23	Silva, Lisa - 30
Colbert, Mary Ann - 32	Harmon, Lindy - 14, 32	Mong, Theron - 14, 37	Stahl, Joseph - 37
Corter, Kelsey - 32	Helmets, Carolyn - 37	Moore, Christy - 30	Stutt, Janine - 14, 21
Craft, Mitch - 14, 28	Henry, Allison - 14, 32	Moore, Paulette - 33	Swafford, K. Journey - 31
Crouch, Debra - 22	Johnson, Clifford - 14, 30	Morgan, Denise - 21	Tate, Connie - 20
Croucher, Kari - 20	Johnson, Lauren - 30	Nichols, Maria - 10 22, 31, 36	Toll, Cathy - 17
Cruz, Colleen - 20	Kenien Peterson, Susan - 23	Overton, Andrea - 37	Urbanek, Stephanie - 14, 33
Danhoff, Lindsey - 37	Kinzel, Sherry - 28, 36	Payne, Julie - 37	Van Dyke, Janice - 33
Dexter, Lindsay - 20	Klein, Adria - 14, 17, 28	Penn, Carlotta - 21	Verlinde, Dee Dee - 14, 21
DiBellonia, Antoinette - 14, 37	Komar, Merry - 36	Piatt, Catherine - 20	Vincent, Susan - 37
Dierking, Connie - 28	Laughman, Trish - 23	Pinkerton, Lisa - 17, 21, 37	Vitale, Nicole - 14, 31
Dorfman, Lynne - 36	Layne, Jennifer - 17, 29	Pinnell, Gay Su - 17	Wagner, Sara - 33
Dougherty, Diane - 36	Lazuta, Kristen - 20	Prater, Nicole - 23	Wharton, Kelsey - 22
Dougherty, Judy - 14, 28	Ledger, Stephanie - 29	Price, Michael - 14, 33	Wilkins, Shawna - 22
Dufresne, Michele - 29	Levine, Gail Carson - 2, 9, 33	Pridemore, Carolyn - 22	Wilson, Fran - 23
Duke, Nell - 10, 28, 30, 32	Levine, Carol - 31	Puig, Enrique - 21	Woodruff, Nikki - 29
Duncan, Sue - 17	Lewellen, LeeAnn - 22	Rentsch, Michelle - 23	Wynn, Briare - 21
Dunlap, Carly - 14, 37	Lien, Kristi - 23	Reynolds, Kim - 17, 29	Yates, Kari - 21, 29
Emmons, Amy - 20	Lipp, Jamie - 31, 33	Rich, Debra - 31	
English, Sarah - 31	Lose, Mary - 10, 20 29, 32	Richardson, Jan - 10, 20, 29, 32	



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2019 Conference Session Schedule

	Regency Ballroom	Delaware	Eisenman-Trott	Fairfield	Franklin	Garfield	Grant-Harding	Harrison	Hayes
SUNDAY	GENERAL SESSION KEYNOTE: C.C. Bates Intentional Teaching and Learning								
	Making Decisions in a Guided Reading Lesson ★ Richardson K-6	Help! This Child is Hard for Me to Teach Good RR	Develop Readers Through Engagement, Encouragement, and Explicit Teaching Croucher K-6	Word Walk: An Engaging Vocabulary Strategy for Young Children Beauchat K-2	Fluent, Flexible, and Fast with Higher Level Text ◆ McBride RR	Best New Books for Grades 3-6 Pinkerton LIT	Literacy Lessons: Working with Special Education and English Learner Students ◆ Emmons RR	Leveraging Reading Recovery Implementation and Expertise to Support All Learners Verlinde LiL	
	The Power of Known Words Bates RR	Responsive Teaching: Strong Running Record Analysis Miller K-6	Using Technology to Increase Communication and Improve Student Outcomes ▲ Bach RR, K-6	Deconstructing the Data: What Your Readers Need to Know Lewellen K-6	Promoting Flexibility and Independence in Writing T★ Fried RR	Effective Implementation of Reading Recovery: Lessons Learned from the i3 Research Briggs LiL	Understanding the Role of Oral Language Development in Early Reading ◆ Reading RR	Talk Matters! Supporting English Learners in the Dialogic Classroom ★ Nichols K-6	Play-Based Learning Centers with a Focus on Content Standards Schaub K-2
MONDAY	What to Do When Kids Just Don't Get It: Prompting for Deeper Understanding During Guided Reading Richardson K-6	Powerful Language Interactions During Writing: Supporting Strong Literacy Processing Systems Lose RR	Nurturing Thriving Reading Lives from the Start: Confering with Readers in the K-2 Classroom Yates K-2		He Who Hesitates Might Be Noticing T★ Schnug RR	How Technology Can Make Your Reading Recovery Life Easier ▲ Germany RR	Help Intermediate Readers Find Independence and Joy in Reading Kinzel 3-6	Speaking and Listening: The Forgotten Pieces of the Literacy Puzzle Dierking K-2	Improving the Principal's Literacy IQ Through Professional Development Dougherty LiL
	GENERAL SESSION KEYNOTE: Lucy Calkins Holding Fast to What Matters Most								
	Reimagining Phonics Instruction Calkins K-6	Who Owns the Learning? Engaging Hearts and Minds Through Purposeful Talk Nichols K-6	Stop and Jot! Johnson K-2	Teaching (Only) from Correct and Partially Correct Responding McDermott RR	Old Friends: Using What is Known to Solve in Reading and Writing McBane RR	The Diversity Dilemma: Choosing Reading Materials for Marginalized K-3 Students Levine K-2	Conversations That Inspire and Instruct Student Writers Mermelstein K-6	Build Literacy Expertise in Your School Through Intentional Coaching Experiences Lipp LCO	
Making Decisions in a Guided Reading Lesson ★ Richardson K-6		Cultivating a Community of Joyful Writers Through Independent Writing Projects Corter K-2	Let Your Data Work for You: Powerful Student-Centered Lessons Colbert K-2	Flexibility in Problem Solving – More Than Sound it Out Good K-2	Harmonizing Technology and Literacy ▲ Wagner K-6	Creating a Culture of Continuous Improvement Through Collaborative Data Inquiry Price LiL	The Composing Conversation – Avoiding Roadblocks on the Path to Writing Lipp RR	Stop Waiting for the Change – Be the Change! Rowe LCO	
TUESDAY	Promoting Flexibility and Independence in Writing T★ Fried RR	Activate! Accelerate! Strong Teaching in the First Weeks of Lessons Schantz RR		Everyone is a Teacher: The Power of Writing Conferences Dorfman K-6	Wonderfully Disturbing Messages from Reading Recovery Schnug RR, LiL		Re-inventing Author/Illustrator Studies (K-6) Pinkerton LIT	Talk Matters! Supporting English Learners in the Dialogic Classroom ★ Nichols K-6	Changing Learning Trajectories: Accelerating Literacy Learning and Social & Emotional Growth Champeau K-6
	GENERAL SESSION KEYNOTE: Gail Carson Levine Dragons and Fairies and Elves, Oh My!								

CONCURRENT AND STUDY SESSION DESCRIPTIONS

Concurrent Session — 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.

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. (denoted with ◆)

ALL SESSIONS ARE HELD IN THE HYATT

Knox	Madison	Marion	McKinley	Morrow	Ohio Center B-C	Taft A-B	Taft C-D	Union A-C
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SUNDAY GENERAL SESSION: Battelle Hall North – 10:00 am

1:30 pm to 3:00 pm	Taking Action to Ensure Readers Thrive All Year Long – Even in Summer Yates K-6	A Multicultural Literacy Education for All Penn K-6	English Learners: Breaking Barriers by Building Bridges Sharratt RR	Coaching Around the Reading Process Sheets LCO	Facilitating Professional Learning Morgan LCO	From Simple to Complex Sentences Fitzgerald RR	Practical Tips: Maximizing Minutes for Shared Reading and Interactive Read-Aloud Dexter K-2	Clever Writers Become Critical Readers: Teaching Writing Skills First ... Cruz 3-6	What to Teach? Focusing on Domain Contingency During Text Reading Lose RR	1:30 pm to 3:00 pm
3:30 pm to 5:00 pm				New Children's Literature to Inspire, Teach, and Engage Diverse Learners Wilson LIT	Fostering a Culture of Literacy Through Relationships Rentsch LCO	A Case Study: From Simple to Complex Processing Mackin RR	Crack the Code on Academic Vocabulary McCullough K-6	Why NOT Sound-it-Out? Schwartz K-2	Engagement, Expectations, and Response: Guided Reading That Nurtures ... Crouch K-2	3:30 pm to 5:00 pm
8:30 am to 10:00 am	Using Running Records to Inform Early Literacy Instruction for English Learners Ledger K-6	Intentional Teacher Moves in Response to English Learner Needs Medders K-6		Cretae a Schoolwide Guided Reading Community with Results Ritchey LCO	What's New in 2018 for K-2 Readers? Scharer LIT	Using Strategic Action to Strengthen Reading and Writing in Literacy Lessons Reynolds RR	Project-Based Instruction for Literacy and Social Studies Duke K-6	Building Strategic Activity Through Guided Reading in the K-2 Classroom Woodruff K-2	Prompting for Strategic Processing in Reading Higher-Level Text Grayson RR	8:30 am to 10:00 am

MONDAY GENERAL SESSION: Battelle Hall North – 10:30 am

1:00 pm to 2:30 pm	Build Capacity with a Job-Embedded, Peer Observation Coaching Project Griffith LCO		Digitizing the Literacy Block Glaze K-6	Powerful Teaching Decisions: Developing the Child's Independence Rich RR	Is Writing the Cinderella of Your Reading Recovery Lesson? Swafford RR	Using Reading Recovery to Promote Early Literacy Intervention in First and Third Grade Vitale LIL	Project-Based Instruction for Literacy and Social Studies Duke K-6	The Dyslexia Challenge: How Should Reading Recovery Professionals Respond Johnson LIL	He Who Hesitates Might Be Noticing Schnug RR	1:00 pm to 2:30 pm
3:00 pm to 4:30 pm		How the Sausage is Made, A Conversation with Gail Carson Levine Carson Levine LIT	Literate Identities: The Power of Classroom Interactions Sheets K-6	Literacy Lessons: What You Need to Know and Why Harmon LIL	Collaboratively Preparing for Independent Writing in the Classroom and Beyond Van Dyke RR	In a Rut? Re-energize Your Teaching! Moore RR	Another Seven Studies with Important Implications for Classroom Practice Duke K-6	Red Flags! A Call to Actoin for Teachers Matzuk RR	What to Teach? Focusing on Domain Contingency During Text Reading Lose RR	3:00 pm to 4:30 pm
8:30 am to 10:00 am	Elevating Writing Instruction with Technology and Mo Willems Stahl K-2		Come Sail Away: Reading Recovery at the Helm Scully LIL	Building Firm Foundations: Boosting Reflective Capacity Among Coaches and Teachers Galbreath LCO	Compelling Close Reads: Multidimensional Learning to Meet ALL Students' Needs Payne K-6	The New Book Introduction: What's the Plan and Level of Support? Overton RR	Accelerating Progress with ALL Readers Through Classroom Instruction Vincent K-2	Reaching Struggling Readers Using Interactive Read-Alouds and Shared Reading Black 3-6	Developing Phonological Awareness and Phonics Skills Through Real ... Helmers K-2	8:30 am to 10:00 am

TUESDAY GENERAL SESSION: Battelle Hall North – 10:30 am

- Ticketed Session
- Featured Speaker
- Study Session
- Technology Session

READING RECOVERY	GRADES K-2 CLASSROOM LITERACY	GRADES 3-6 CLASSROOM LITERACY	GRADES K-6 CLASSROOM LITERACY	LEADERSHIP IN LITERACY	LITERACY COACHING	CHILDREN'S LITERATURE
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PLEASE NOTE: AUDIO AND VIDEO RECORDING OF ANY CONFERENCE PRESENTER BY ATTENDEES IS NOT PERMITTED



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Sunday Keynote – Adria Klein

Professor, Reading Recovery trainer, and program director for early intervention at Saint Mary's College of California. Dr. Klein is nationally and internationally renowned for her work with school districts supporting literacy instruction for striving readers, English language learners, and others. A self-described “reader/writer, teacher/learner, lover of books,” she likes to read as much as she likes to write, and particularly likes to read and write with her grandson, Max.



Monday Keynote – Douglas Reeves

Founder of The Leadership and Learning Center and recognized leadership expert. Dr. Reeves has worked with teachers and educators, businessmen, nonprofits, and government organizations throughout the world. Many of his books focus on turning theory into practice in classrooms. He has twice been named to the Harvard University Distinguished Authors Series. He received the Parents Choice Award for his writing and was named the Brock International Laureate for his contributions to education.



Tuesday Keynote – Nikki Grimes

Accomplished, *New York Times* best-selling author and award-winning poet of children's and adult verse. Nikki's work has been honored with numerous awards including the 2016 Virginia Hamilton Literary Award and the 2006 NCTE Award for Excellence in Poetry for Children. In 2017, Nikki was presented with the Children's Literature Legacy Award for her “substantial and lasting contribution to literature for children.” She has worked with educators and other groups in the U.S. and internationally.



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