

# 2009 MARRE Session Descriptions

Pre-Conference: Sunday 1:00 – 5:00

Robert Schwartz – Reading Recovery Strand

## ***So you think it's simple, think again -- Teaching in Reading Recovery***

Oversimplification is a characteristic of learning in complex and ill-structured domains. We will explore issues related to professional development and children's literacy learning over time in Reading Recovery. Participants will engage in analysis of video clips to support their professional learning. Presenters

Linda Dorn – Classroom Teacher Strand

## ***Meeting the Needs of Struggling Readers with Interventions That Work***

This session will describe how teachers can implement a comprehensive intervention model for reversing the reading failures of struggling readers. A special focus will be placed on small group interventions for students in grades 2-5. Details for implementing the small group interventions will be provided, including word study activities, writing samples, and lesson planners.

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KEYNOTE – Monday 8:30 – 10:00

Susan Zimmerman

## ***The Heart of Comprehension: It's All About Making Meaning!***

If we want literate students, reading must be a joyful adventure, not a chore. Reading is an “action sport” and there are specific, research-based strategies that make reading come alive and are critical to understanding. This presentation takes the participants on a journey into their own minds, exploring the visible and invisible sides of reading, providing a snapshot of the comprehension strategies, and stressing that reading is all about making meaning.

KEYNOTE – Tuesday 8:30 – 10:00

Lester Laminack

## ***Let Common Sense Be Our Guide: I Have a Dream For America's Schools***

In the over-focused rush to raise scores, to boost achievement it is possible that we have overlooked our true focus as educators. Are we changing the very definition of childhood in this nation? Have we lost our common sense and shifted our focus away from raising children, from leading them to be good and kind and civil human beings who think for themselves? Let's explore what it may mean to return to common sense in our schools where every decision is weighed against this single question: “Is this good for children?”

# READING RECOVERY BREAKOUT SESSIONS

Wanda Curole – Tuesday 10:30 – 12:00

## ***The Keys to Acceleration***

Clay says, “When a child looks at a written code and tries to make something of it, this is a new experience for his brain which can already deal with oral language. The new task is about learning to recognize the visual symbols and making some invisible links to how we speak. How do we bring these things together?” This session will explore the major theoretical underpinnings of a theory for acceleration and what we do to help support a child’s developing processing system.

Cindy Gordinier – Monday 10:30 – 12:00

## ***Pick a little, Talk a Little***

Knowledge of a child’s oral language development can assist the teacher in shaping an instructional program to promote oral language development, at the same time advancing the child’s literacy development through oracy instruction. Group and collaborative oral activities are very helpful for children with limited English as they provide opportunities for reinforcement, modeling and reflection. This session is intended to support teachers working with children as a resource to develop, and extend pupils’ oral language skills and usage. The session will provide activities for learners, give ideas for teachers to develop their own resources and highlight some of the materials available on the web. Active participation throughout the session will be encouraged.

Pamela Grayson – Tuesday 10:30 – 12:00 & 1:30 – 3:00

## ***Powering Up Reading with Writing***

When generating an idea, composing a sentence, and getting the words on paper are aligned with work the child is doing in reading texts, the writing component in our lesson becomes powerful!

Karen James – Monday 10:30 – 12:00

## ***Thinking Before, During, and After Reading***

We will consider the influence of thinking about texts in specific ways in preparation for and independence in reading.

Karen James – Monday 1:30 – 3:00

## ***Random Acts of Looking and Solving***

Students who are struggling often apply a haphazard approach to solve text. This session will focus on supporting more efficient solving.

Clifford Johnson – Monday 10:30 – 12:00 & 1:30 – 3:00

### ***The Ins and Outs of Breaking and Taking Words Apart***

Explore the **ins** and **outs** of breaking words and taking words apart in reading using theory and procedures related to Literacy Lessons Part 2: Section 1 *Learning to Look at Print*; Section 3: *Reading continuous texts, whole stories and informational books*.

Sarah Johnson – Monday 1:30 – 3:00

### ***Writing in Reading Recovery Lessons***

“If a child is to work within the average band of his class his writing needs to become as varied and complex as that produced by the better children in the average group in his classroom.” (Clay, LL2, pp. 67-68). This session will explore ways that Reading Recovery Teachers can maximize learning during the writing portion of the lesson. Examples from Reading Recovery lessons will be shared and discussed. Literacy Lessons, Parts 1 and 2 will be referenced along with *Change Over Time* and *By Different Paths to Common Outcomes*.

Gayla Kolb – Tuesday 10:30 – 12:00

### ***Purpose-Driven Lesson Records: The Link between Effective Teaching and Acceleration***

Do your daily lesson records offer little when it comes to analysis and decision making - too much, too little, too late? Is your analysis on autopilot or road blocked? Do you find yourself saying, “Record keeping is not my forte?” If so, this session will provide fresh and engaging perspective on what it means to stay on the cutting edge of keeping good records and making instructional decisions that promote acceleration. A blend of video analysis, participant engagement and group sharing will provide this session’s format.

Gayla Kolb – Tuesday 1:30 – 3:00

### ***Processing System in Action: Under Construction or Available?***

Teachers’ understanding of *change over time* in the development of a literacy processing system is critical to the design and delivery of individual literacy lessons that make it possible for a child to read and write increasingly more complex text. This session with the use of video clips, participant interaction and a framework for analyzing literacy behaviors will explore related concepts including assembly of working systems, the power of contingent teaching and the amazing mechanisms of feed forward-feedback to achieve the goal of acceleration. Construction zone in action!

Mary Lose – Tuesday 10:30 – 12:00

***Considering Nonverbal Communication in Reading Recovery Teaching***

This session will examine the role of nonverbal communication and its relationship to verbal communication in early literacy contexts with reference to Clay's work in Reading Recovery. Elements of nonverbal communication are illustrated using transcripts of child-teacher interactions within select lesson activities with an analysis of their relevance for the particular child's learning. Recommendations are presented to teachers pertaining to the impact nonverbal communication may have on the efficiency and effectiveness of their interactions with children.

Mary Lose – Tuesday 1:30 – 3:00

***In Their Words and Actions: Teachers Responding Flexibly to RtI***

Foundational to a successful RtI approach is emphasis on instruction delivered by skilled teachers who respond flexibly to students' abilities and needs. The presenter will showcase profound shifts in teachers' understanding and approaches to instructing struggling learners in an RtI approach that invests in teacher expertise with benefits for children, teachers, and schools.

Maryann McBride – Monday 10:30 – 12:00

***Texts: Read All About it!***

Dr. Clay stated that Reading Recovery Teachers have to expert sequencers of text for their students. This is critical element in helping children to accelerate in Reading Recovery. This session will explore how to make texts, select texts and introduce texts to young readers.

Maryann McBride – Monday 1:30 – 3:00

***It only works one way, but which way?***

This session will focus on identifying students with serial order confusions and procedures for assisting them in controlling serial order and conducting visual analysis needed for successful reading and writing of text.

Melinda McDill – Tuesday 1:30 – 3:00

***What, When, & How: Word Work in Reading Recovery Lessons***

This session will explore word work in Reading Recovery Lessons focusing on change over time. Video clips will be used to show word work in action!

Mary Rosser – Monday 10:30 – 12:00

***In-the-head activity: What does it mean?***

In *Literacy Lessons Designed for Individuals*, Part 2, Clay tells us that the brain's activities are complex. She encourages teachers to think of the learner as building a neural network, or system, for working on written language that becomes smart enough to extend itself.

In this session participants will have the opportunity to further develop understandings of how to support learners during the process of connecting up and integrating the elaborate networks of strategic activities which increase speed of processing during the reading and writing of continuous texts.

Mary Rosser – Monday 1:30 – 3:00

***Roaming Around the Known: Promoting Powerful Processing from the Start***

In this session participants will have the opportunity to explore a repertoire of teaching practices which power literacy learning from the beginning of a child's program in Reading Recovery. Participants will view, discuss and analyze video clips of teaching which supports secure, constructive, independent literacy learning as the basis for a child's continued success in reading and writing.

Julie Schaefer – Tuesday 10:30 – 12:00

***Good night....sleep tight....don't let the book bugs bite!***

My "Debugging Journey" continues beyond my initial presentation at MARRE 2007. With the help of Literacy Lessons, research articles, colleagues and my Reading Recovery students....I am certainly still learning. I am excited to share my new understanding of what 'bugs' look like in higher level texts by exploring higher level book examples. Together we will discover how to support these 'bugs' once we have identified them through lesson video examples. Ultimately we will learn how to make the first reading of a new book as successful as possible. Please join me in this "Debugging Journey!"

# CLASSROOM TEACHER BREAKOUT SESSIONS

Rena Comer & Ronda Seboldt – Tuesday 1:30 – 3:00

## ***Spice Up Your Groups....Push-In!***

Are your pull-out groups not making much progress? Not sure what to do? Are you wondering where your next lesson is going to come from? Well...all you need is a little R & R, escape to the world of push-in. R & R will help relieve your stress by sharing basic reading and writing strategies that will help your students gain the necessary tools to become independent readers and writers. Walk away with a packet full of amazing ideas to start using immediately.

Melissa Dempsay – Monday 10:30 – 12:00 & 1:30 – 3:00

## ***Writer's Workshop – The Early Years***

This session will focus on Writer's Workshop in an early childhood classroom, kindergarten classroom and first grade classroom. Examples from Katie Wood Ray's books: *Already Ready* and *About the Authors* will be discussed. Children's stories and published work will also be displayed. The importance of multiple interactive read alouds, conferencing, sharing and spotlighting will also be covered. We will have ideas for mini lessons and examples of what books that can teach craft. Other professional books that are pioneers in Writer's Workshop will also be referenced. As Katie Wood Ray said at the 2008 MARRE Conference: "We are just going to make books! All kids like to make things." Come, see and hear what writing is like in the early years.

Michele Dufresne – Monday 10:30 – 12:00

## ***Maximizing Learning Opportunities***

This session will explore how to make powerful teaching decisions to best maximize children's opportunities to learn. Participants will examine video clips from one student over time and work together to consider what teaching moves would create the clearest, easiest and most memorable example for strengthening and extending the student's literacy learning.

Michele Dufresne – Monday 1:30 – 3:00

## ***Working with Words on the Run: Meeting the Challenges of Different Text Levels***

In this session we will consider the challenges students will encounter at different levels of text and helpful ways we can encourage visual analysis of words in reading in order to build an efficient processing system. Text and video clips of students working on word solving will be shared.

Carrie Kleinsorge – Tuesday 10:30 – 12:00

***Working With the Hard to Reach (2<sup>nd</sup> – 5<sup>th</sup> Graders)***

The children that don't get all the literacy help they need in the first two years of school often fall behind in grades 2-5. This session will focus on what can be done to ensure good literacy instruction for all the 'tricky' students. There will be examples of reading and writing activities from the classroom, small group, and individual sessions. We will explore several avenues to help support these needy students. I will be using materials from Linda Dorn, Timothy Raskinski, Lester Laminack, Pat Pavelka, and others to support what is working in highly effective classrooms. Come and share your successes and concerns with me.

Lester Laminack – Tuesday 10:30 – 12:00

***Unwrapping the Read Aloud: Making Every Read Aloud an Intentional Act***

Let's explore the art and function of read-aloud experiences in the elementary classroom. We will consider three broad intentions for making read alouds an essential part of every day. Lester will also demonstrate the art of reading aloud well with specific attention to tone, intensity, pacing and mood.

Lester Laminack – Tuesday 1:30 – 3:00

***Where Do Ideas Come From?***

An examination of the spark that ignites a story: a flash of inspiration, a family event, an aroma wafting by, a passing event, a connection to a text.

Sherre Marek – Monday 1:30 – 3:00

***Getting to Be a Reader – Securing Early Behaviors for Acceleration***

How do you get kids to look at print, use 1:1 matching, and a small core of known words and letters early in the year? The presenter will use video examples and procedural ideas for your most struggling emergent readers in small group and 1-1 interventions.

Kristen Painter – Tuesday 10:30 – 12:00

***Reading Like a Writer***

Great authors remind us often that the path to their success has rested upon the fact they are readers. This session will examine exactly what it is we can learn about writing from reading. Participants will use new and well-loved text to understand the usage of various writing techniques in the form of craft as well as convention.

Kristen Painter – Tuesday 1:30 – 3:00

### ***Stretching Each Writer***

If we believe we are teaching *writers* – not pieces of writing – then our writing conferences must not only open possibilities but our teaching must have lasting impact. We must ensure that the teaching pushes a writer forward. Participants will examine the structure of a conference as well as tips for how to decide what to teach during the conference. Additionally, some time will be spent on effectively taking notes about the conferences as well as organizing those notes.

Jocelyn Schluss – Tuesday 1:30 – 3:00

### ***I can't read this map?***

Trying to read a map can sometimes be very frustrating! The information is all there, you just can't seem to make sense of it. Running records can be that frustrating map as you teach small guided reading groups. If you already know how to take a running record, you just aren't always sure what to do with the information you have collected, then we can work to read that map together.

Karen Thom – Tuesday 10:30 – 12:00

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FOUR  de Guided Reading

### ***Audience: Primary Classroom Teachers***

We will study two stages – the “Grand Start” (text levels 1-5) and the “Climb through the Mountains: (text levels 10-16). Your students will all be wearing the “yellow jersey” if you know how to support your students at different stages of guided reading. We'll study text demands, selection, story orientations, comprehension, fluency and word work.

Susan Zimmerman – Monday 10:30 – 12:00 & 1:30 – 3:00

### ***Mosaic of Thought: What is Essential in Teaching Comprehension?***

How do you create a climate of inquiry in your classroom? How do you push your students' thinking deeper? How can you strengthen the reading/writing connection in your classroom? This interactive session begins with a look at the critical elements of a reader's workshop. Participants will actively explore the comprehension strategies, think-alouds, quick writes, double entry journals, and coding texts. The goal is to have each participant leave with practical ideas to take back to the classroom, and a deeper appreciation of the need to create a climate of inquiry in the classroom.

## ADMINISTRATOR BREAKOUT SESSIONS

Karen Scott & Sherre Marek – Monday 10:30 – 12:00

### ***Every Child, Every Day, Whatever It Takes***

Learn how the Ozark Missouri Public Schools has implemented a comprehensive literacy program with Reading Recovery as the foundation. Through aligned leadership the focus is on the success of all students. Regular classroom teachers, reading interventionists, Reading Recovery teachers, and special education teachers work together to implement the *Partnerships in Comprehensive Learning Model* (PCL) and the *Comprehensive Intervention Model* (CIM). This district is currently training a strategic processing coach (SPED) who will work with the Reading Recovery teacher leader and the PCL coach trainer to ensure fidelity and best instructional practices for all children.

Panel of Administrators & Reading Recovery Teacher Leaders – Monday 1:30 – 3:00

### ***Reading Recovery Town Hall Meeting***

Have you ever wondered about the effect that Reading Recovery has on the cost of educating a student? Can Reading Recovery Professional Development benefit classroom teachers? Does Reading Recovery fit into RtI? Full implementation – what does that mean for the academic achievement of a school system; can that affect AYP? Come to the Reading Recovery Town Hall Meeting and hear superintendents, principals, classroom teachers and a Reading Recovery Teacher Leader discuss these very important topics.

