7th Annual Suzanne W. Cole Reading Recovery and Early Literacy Institute Conference Schedule

University of Maine College of Education, School of Learning & Teaching

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

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### CONFERENCE SCHEDULE

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<th>Time</th>
<th>Featured Sessions I</th>
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<td>9:00 – 9:30</td>
<td>We Do Teach Phonics! Supporting Students' Complexity and Efficiency with Phonology and Orthography Betsy Kaye</td>
<td>&quot;Read it Fast&quot; Will Not Do - Exploring the Use of Familiar Reading in Accelerating Student Progress Anne Jordan</td>
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<td>10:15 – 10:30</td>
<td>Interactive Writing: Teaching Early Literacy Skills in Whole Group, Small Group and Intervention Groups Julie Royal &amp; Jodi Smith</td>
<td>Adjusting Teaching: Scaffolding with Dictated Writing and Controlled Texts Natalie Peabody</td>
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**Keynote Address – One Child, One Teacher, One Lesson with Betsy Kaye**

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

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**CONFIRMATION WILL BE EMAILED PRIOR TO THE CONFERENCE**

Refunds are NOT available but please feel free to forward your registration to a friend.

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**Registration fee: $150.00 (Includes Continental breakfast and lunch)**

**Dietary Restrictions:**

- **Name:**
- **Email:**
- **School:**
- **School Billing Email:**
- **Registration fee:** $150.00 (Includes Continental breakfast and lunch)
- **Dietary Restrictions:**
  - [ ] Gluten Free
  - [ ] Vegetarian
  - [ ] Vegan
  - [ ] Other

**Enclose:**

- [ ] Check/money order (Make payable to the University of Maine.)
- [ ] Purchase order

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Session Descriptions

Featured Sessions I (Morning)

We Do Teach Phonics! Supporting Students' Complexity and Efficiency with Phonology and Orthography
Betsy Kaye
This session explores the ways teachers can facilitate children’s growing sophistication with phonological and orthographic analysis in reading and writing. Using videos and lesson examples, participants will learn how to ensure students take on more complexity and work in ways that are generative to future, independent learning.

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

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

Interactive Writing: Teaching Early Literacy Skills in Whole Group, Small Group and Intervention Groups
Julie Royal & Jodi Smith
In this session participants will be able to review the components of an Interactive Writing lesson and view video in three different settings. We will explore the rationale and framework to strengthen our understanding of teaching early literacy behaviors within an interactive writing lesson.

Featured Sessions II (Afternoon)

"Read it Fast" Will Not Do - Exploring the Use of Familiar Reading in Accelerating Student Progress
Anne Jordan
How many times have you watched the minutes ebb away while anxiously worrying about fitting in the running record? In this session, we will explore how to maximize the first ten minutes to facilitate acceleration within a student’s familiar reading because, as Clay tells us, "It is the quantity of successful reading that builds the assured independence of the competent reader"(LLDI, p. 113).

Reading Recovery and the Science of Reading: It's not Either/Or
Sharon Greaney & Jennifer Ladd
As the reading wars rage some will tell you there is no middle ground. However, we argue that there are more similarities than differences. As Reading Recovery trained teachers, we follow the child and do whatever it takes to find success, including strategies which incorporate the Science of Reading research.

Who's the Boss? How to Support Executive Function in Reading Recovery (Repeated session)
Jaime Gilman
In Reading Recovery, we set the conditions for our students to construct a strategic processing system, but we can't do it for them. Through video clips and discussion, participants will learn how to use Clay's lesson procedures to support executive function skills and create self-regulated learners.

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