<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:45-8:30 am</td>
<td>Registration - Alumni Lounge</td>
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<tr>
<td>8:30-8:40 am</td>
<td>Welcome and Introductions – Preston Family Room</td>
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<tr>
<td>8:40-9:45 am</td>
<td>Keynote Address – &quot;Selecting and Introducing Texts in Support of a Literacy Processing System&quot; – Mary K. Lose – Preston Family Room</td>
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<tr>
<td>9:45-10:00 am</td>
<td>Break – transition to concurrent sessions – Preston Family Room</td>
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<tr>
<td>10:00-11:15 am</td>
<td>Suzanne DeWeese &amp; Rita Vonada – &quot;New Book Introductions: A Guided Orientation&quot; – Greek Room and Debra Schapaugh – &quot;Questioning to Promote Close Examination&quot; – Blue Key Room</td>
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<tr>
<td>11:15 am-12:30 pm</td>
<td>Lunch – &quot;Tales of a First Grade Writer&quot; – Clare Vanderpool – Webb Hall 2</td>
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<td>12:30-1:45 pm</td>
<td>Marsha Schmidt – &quot;Beyond Guessing – to Solving&quot; – Greek Room and Mary K. Lose – &quot;Contingent Responding in Early Reading Lessons&quot; – Blue Key Room</td>
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<tr>
<td>1:45-2:00 pm</td>
<td>Break – transition to concurrent sessions – Blue Key Room</td>
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<td>2:00-3:15 pm</td>
<td>Clare Vanderpool – &quot;Moon Over Manifest: The Story Behind the Story&quot; – Veterans Hall of Honor and Mary K. Lose – &quot;Contingent Responding in Early Reading Lessons&quot; (repeated session) – Blue Key Room and Annie Opal – &quot;Building Inner Control through Writing&quot; – Blue Key Room</td>
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<tr>
<td>3:15 pm</td>
<td>Conference At-A-Glance – Alumni Lounge</td>
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Annie Opat, director of Reading Recovery at ESU, was a reading specialist at Chapman Elementary for 12 years. She obtained multiple degrees from Kansas State University including a bachelor of fine arts, and a Ph.D. in curriculum and instruction. Her research interests combine art and reading—exploring the ways in which art can be used to help struggling readers.

Debra Schapaugh has spent her career teaching in Kansas and for the past 18 years has been supporting literacy development for K-6 students in Title I. As a reading specialist and an NBCT, discovering and acting on what causes a student to grow as a reader is her passion. Debra shares professional learning opportunities in her district and through the KSDE Common Core summer academies. Debra teaches at Bergman Elementary, USD 383, Manhattan, Kansas.

Marsha Andres Schmidt, a Reading Recovery Teacher Leader at Newton USD 373, received her undergraduate degree in Elementary & Special Education at Bethel College in North Newton, Kansas. She earned her Reading Specialist and Master’s Degree from Wichita State University. Trained as a Reading Recovery Teacher Leader in 2005, Marsha enjoys working with children, classroom teachers, and providing professional development for Reading Recovery teachers.

Clare Vanderpool is the Newbery Award winning author of Moon Over Manifest, her debut novel. She is the first debut author in thirty years to win the Newbery Medal. Clare started reading at age five and writing at age six, when her first poem was published in the school newspaper. She has recently published her second novel, Navigating Early. Clare likes writing historical fiction and her books have unique characters and a strong sense of place. She lives in Wichita, Kansas, with her husband and their four children.

Rita Vonada has been in education for 45 years and has taught from preschool to college levels. Rita has a BA in education with a music minor, a MA in Reading/Counseling, Special Education Certification, and completed her Teacher Leader training at Ohio State University. Rita is currently the teacher leader for the western half of Kansas—more miles than teachers.

Please be sure to visit the exhibitor displays.

We thank the Memorial Union Bookstore and Stop Falling Productions for their support.
Speaker Biographies

Christine Baska is a Reading Recovery teacher at Tonganoxie Elementary, USD 464. She is a veteran of 25 years in the classroom, teaching 1st-3rd grade, and a certified reading specialist. Christine is currently in training at Emporia State University to become Reading Recovery Teacher Leader.

Betsy Bunnel is a Reading Recovery Teacher Leader for USD 365, Garnett, KS. She has a Master of Science in Elementary Reading from ESU and a Master of Science in Educational Leadership from Pittsburg State University. Her instructional focus is on primary reading, emphasizing moving the struggling reader to an average or above reader.

Elizabeth Dobler is a professor of reading and language arts at Emporia State University, where she teaches undergraduate and graduate classes, along with supervising interns at the Topeka Professional Development Schools. Previously Elizabeth was a classroom teacher for 14 years. Elizabeth has recently published a digital multimedia textbook, Teaching the Language Arts: Forward Thinking in Today's Classrooms.

Suzanne DeWeese is a Reading Recovery Teacher Leader and Literacy Resource Specialist at the Jones Institute for Educational Excellence at Emporia State University. Suzanne has 28 years of elementary classroom experience. She taught first grade in the Neodesha Public Schools and Oklahoma City Public Schools. She received her Ph.D. in Curriculum and Instruction from Kansas State University.

Mary K. Lose, Ed.D. is Associate Professor in the Department of Reading and Language Arts and Director of the Reading Recovery Center of Michigan at Oakland University (OU). Dr. Lose's research interests focus on dissemination and implementation of early literacy intervention policies, teachers' professional development, and contingent teaching. She has published in professional journals including The Elementary School Journal, The Reading Teacher, The Clearing House, Principal, Teaching PreK – 8, The Journal of Reading Recovery, and Reading Research Quarterly. Her article, “A Child’s ‘Response to Intervention’ Requires a Responsive Teacher of Reading” was reprinted in two books published in 2010 by the International Reading Association. Dr. Lose is the principal investigator at OU on the Investing in Innovation (i3) federal grant to scale up Reading Recovery in the United States in collaboration with Ohio State University and 19 partner universities. In 2002, Dr. Lose was a Fellow of the Marie Clay Literacy Trust, observing teaching and learning in New Zealand Schools. Of all of her professional experiences, she finds working with teachers and their students the most interesting and rewarding of all.

Concurrent Session One 10:00-11:15 am

Suzanne DeWeese & Rita Vonada
Preston Family Room
“New Book Introductions: A Guided Orientation”
Writing offers students the opportunity to learn more about language through meaningful message construction and slow analysis. Beginning Reading Recovery teachers explore examples of student writing and ways to enhance the writing experience.

Elizabeth Dobler
Greek Room
“Let the Reader Beware: Evaluating the Quality of Digital Children’s Books”
User-friendly digital publishing tools promote writing, but also call into question the quality of digital books available for children. This hands-on session focuses on an informal assessment tool created by teachers to evaluate the quality of digital books. iPads with preloaded digital books will be available for attendees to evaluate. Seating is limited.

Debra Schapaugh
Blue Key Room
“Questioning to Promote Close Examination” (Common Core and Early Literacy)
What learning progressions do our young learners need to meet the demands of close reading? In this session we will examine the concept of “close examination/observation” and parallel this notion to the aspects and habits associated with the dispositions of close reading, while at the same time advancing oral language development.

Betsy Bunnel
Veterans Hall of Honor
“The ‘Infamous’ Word Work”
As we strive to become more efficient and effective at teaching each child, let’s delve into the word work portion of a Reading Recovery lesson and see how we can use Dr. Clay’s book to help us.

Lunch 11:15 am-12:30 pm Webb Hall Two

Ken Weaver, Dean, The Teachers College, Emporia State University
Clare Vanderpool, “Tales of a First Grade Writer”
A look into the early influences in Clare Vanderpool’s writing life - teachers, books, and a very special library.
### Concurrent Session Two 12:45-2:00 pm

#### Marsha Schmidt
**Preston Family Room**

**“Beyond Guessing – to Solving”**

Help children become problem solvers by learning to look at print, the power of self-monitoring early in lessons, taking words apart, and observing problem solving in lessons.

#### Mary K. Lose
**Greek Room**

**“Contingent Responding in Early Reading Lessons: Support for the Development of an Effective Literacy Processing System”**

Teaching the lowest-performing learners is difficult. Because no two children ever respond quite the same, teachers of the lowest-performing children must be the most tentative, skilled and responsive in their interactions with children” (Lose, 2007). In this session we will explore contingent responding on the part of the teacher in early reading lessons, in particular the teacher’s arrangement of opportunities for children’s learning and her use of language. Lesson transcripts and video recorded examples will help us reflect on the decisions we make in support of the development of an effective literacy processing system for children.

#### Debra Schapaugh
**Blue Key Room**

**“Influencing Vocabulary Development in our Young Learners” (Common Core and Early Literacy)**

In this session, we will review areas within the Common Core Standards that address vocabulary. We’ll also examine what we can do to influence vocabulary development by exploring the notion of “noticing and owning” the power of words. Student understanding of the power of word choice is foundational to moving vocabulary forward.

#### Christine Baska
**Veterans Hall of Honor**

**“Advocacy & Expansion of Reading Recovery in Your School/District”**

Reading Recovery has sustained itself because teachers know that it works. In this session, a panel from Tonganoxie will discuss expanded implementation of Reading Recovery.

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### Concurrent Session Three 2:00-3:15 pm

#### Clare Vanderpool
**Preston Family Room**

**“Moon Over Manifest - The Story Behind the Story”**

A powerpoint presentation showing how family photographs, newspaper articles, historical research, and a lot of daydreaming played a part in the writing of *Moon Over Manifest*.

#### Mary K. Lose
**Greek Room**

**“Contingent Responding in Early Reading Lessons: Support for the Development of an Effective Literacy Processing System” (repeated session)**

Teaching the lowest-performing learners is difficult. Because no two children ever respond quite the same, teachers of the lowest-performing children must be the most tentative, skilled and responsive in their interactions with children” (Lose, 2007). In this session we will explore contingent responding on the part of the teacher in early reading lessons, in particular the teacher’s arrangement of opportunities for children’s learning and her use of language. Lesson transcripts and video recorded examples will help us reflect on the decisions we make in support of the development of an effective literacy processing system for children.

#### Annie Opat
**Blue Key Room**

**“Building Inner Control through Writing”**

Writing offers students the opportunity to learn more about language through meaningful message construction and slow analysis. Beginning Reading Recovery teachers explore examples of student writing and ways to enhance the writing experience.

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### Drawings 3:15 pm **Alumni Lounge**

Books and gifts for primary teachers! You must be present to win.

### Investing in Innovation

Emporia State University is one of 20 partners in the federal Investing in Innovation (i3) grant designed to scale up Reading Recovery—an intervention that works. With the help of the i3 grant, over 2,085 teachers across the U.S. have been trained, and 27 teachers have trained through ESU in the past two years.