10th Annual Kansas Reading Recovery®
& Early Literacy Conference

“Responsive Teaching for Successful Literacy Learning”

Hosted by the Jones Institute for Educational Excellence

Memorial Union, ESU  February 25, 2008
Registration  7:45-8:30 am  Lobby

Welcome  8:30-8:35 am  Colonial Ballroom

Connie Briggs, Associate Professor of Elementary Education, Texas Woman’s University

Keynote Address  8:35-10:00 am  Colonial Ballroom

David Booth  “Teaching in Reverse”

Learn to use your observations of past literacy events to create your plans and strategies for literacy learning in future teaching/learning sessions.

Break  10:00-10:30 am

Concurrent Session 1  10:30-11:45 am

David Booth  Colonial Ballroom

“What Do 22 Boys Have to Tell Us about Literacy?”

In this session, we will observe 22 boys interviewed on film about their reading lives, and draw from their comments the strategies and resources that they feel to be significant in their literacy learning.

Beth Swenson  Flint Hills Room


Beth will share her experience in designing RtI plans with Reading Recovery as a cornerstone and using models and tools for small group and classroom teaching that are theoretically consistent with Reading Recovery instruction.

Did You Know?

The 2004 revised Individuals With Disabilities Improvement Act (IDEIA) addresses the need for Early Intervening Services (EIS) and children’s Response to Intervention (RTI). The IDEIA provides school districts with the discretion to use up to 15% of their federal special education funds on professional development for teachers and on qualifying EIS. Reading Recovery, as an effective intervention with scientifically-based reading research, is an excellent example of an EIS.
Lisa Campbell Ernst is nationally recognized for her picture books and stories for young people. Among her many honors are a Parent’s Choice Award, Booklist’s “Pick of the List,” and a Horn Book Honor Book Award. She has written and illustrated over 20 picture books, including *Stella Louella’s Runaway Book*, which won the Children’s Choice Award in Kansas, and the ever-popular *Sam Johnson and the Blue Ribbon Quilt*. She lives with her husband and two daughters in Kansas City, Missouri.

**Betsy Kaye** is a trainer of teacher leaders at Texas Woman’s University and a faculty member in TWU’s Department of Reading. She has been involved with Reading Recovery since 1988. Before joining the university, she worked as a Reading Recovery teacher, special education teacher and classroom teacher. Betsy’s research interests include early intervention and systematic observation of early reading.

**Lotta Larson** teaches Language Arts Methods to pre-service teachers at Kansas State University. Her research involves how to best assist teachers as they integrate technology and children’s literature into their classrooms to meet the needs of a wide range of learners.

**Allyson Matczuk** is the trainer/coordinator for the Western Canadian Institute of Reading Recovery and the Early Literacy Intervention Consultant for Manitoba Education, Citizenship and Youth in Winnipeg, Canada. She has worked in the classroom at every grade level and as a Reading Recovery teacher/teacher leader throughout the region.

**Beth Swenson** is a Literacy Collaborative district trainer in Brainerd, MN. Beth is currently the director of an approved Response to Intervention model that uses Literacy Collaborative and Reading Recovery in the state of Minnesota. Beth helped develop a tool called North Star that uses the observation survey as a progress monitoring tool.

**Lisa Campbell Ernst**

“Journeys On and Off the Path: Creating Books”

An exploration of the art and science of making books. “The creation of a story and its art is both mysterious imagining and roll-up-your-sleeves work. That combination—the journey forward one moment, back, then forward again—is what thrills me and makes the adventure irresistible.”

**Allyson Matczuk**

“Writing for Success: Building on Strong Beginnings in the Writing Process”

Allyson will discuss “working systems” as a way to understand literacy processing, the types of working systems that support young children to read fluently, comprehend text and problem solve in reading and writing, and how to help children develop these systems in Reading Recovery lessons.

**Janet Behrend**

“Sequential and Spatial Processing in Learning to Look at Print”

In this session, Janet will present research on visual perception that provides insight into processing print information and the rationale behind Reading Recovery procedures.

**Lotta Larson**

“Integrating Technology to Motivate and Engage Young Readers”

Discover how to motivate and engage your students by integrating technology into your current reading program. This presentation will provide the tools and confidence you’ll need to use computer software and Internet-based resources, including electronic story books and interactive activities, in your reading classroom. Extensive handouts with current resources and practical tips will be provided.

**Beth Swenson**

“Going Deeper with RtI: Using the Observation Survey as a Progress Monitoring Tool”

This session will discuss the use of data to help teachers quickly close the achievement gap. Beth uses North Star Educational Tools to graph observation survey data to form a road map for teaching in both Reading Recovery and the classroom.
Lisa Campbell Ernst  
“Journeys On and Off the Path: Creating Books” – Repeat session

An exploration of the art and science of making books. “The creation of a story and its art is both mysterious imagining and roll-up-your-sleeves work. That combination—the journey forward one moment, back, then forward again—is what thrills me and makes the adventure irresistible.”

Allyson Matczuk  
“There Is No Wishing and Hoping in Reading Recovery: Arranging for Success”

This session will explore the underpinnings of Marie Clay’s words in *Literacy Lessons Designed for Individuals* that admonish teachers to arrange for success in both reading and writing. We will look at ways cycles of effective processing build towards successful outcomes.

Connie Briggs  
“Implementing a Successful Reading Recovery Program” (For administrators)

Reading Recovery is most successful when implemented within a comprehensive design for literacy learning school wide. This session will focus on the essential components needed to ensure exemplary instruction in literacy learning and the importance of a systems approach.

Betsy Kaye  
“Increasing Complexity in Writing: Are We Missing the Boat?”

Reading Recovery students’ writing should be as varied and complex as that produced by the better children in the average group of their classrooms. This session explores how to help young learners meet this challenge and capitalize on the reciprocal benefits writing provides children for tackling complexities they encounter in reading.

Janet Behrend  
“Analyzing Running Records for Strategic Activity”

The analysis of running records should include inferences about the strategic activity inside the child’s head as he reads. This session presents a framework for such analysis.

Janet Behrend is a Reading Recovery trainer on staff at the Center for Literacy at the University of Arkansas at Little Rock. She worked in the Kansas City, MO, school district for 23 years as a classroom teacher, Title I teacher/instructional facilitator, district reading resource teacher, and Reading Recovery teacher leader.

Drawings  
3:45 pm  
Lobby

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

Speaker Biographies

David Booth, keynote speaker, is professor emeritus at the Ontario Institute for Studies in Education at the University of Toronto where he teaches graduate courses in education and literacy education. For over 40 years David has been involved in education as a classroom teacher, language arts consultant, professor, speaker and author. He has authored many teacher reference books and textbooks in all areas of language development: early literacy, reading, writing, speaking and listening, drama, and media.

Janet Behrend is a Reading Recovery trainer on staff at the Center for Literacy at the University of Arkansas at Little Rock. She worked in the Kansas City, MO, school district for 23 years as a classroom teacher, Title I teacher/instructional facilitator, district reading resource teacher, and Reading Recovery teacher leader.

Connie Briggs, professor of reading at Texas Woman’s University in Denton, TX, teaches graduate and undergraduate courses and serves as a comprehensive literary consultant to area schools. Connie is president of the North American Trainers Organization and past president of the Reading Recovery Council of North America. She was director of the Kansas Regional Reading Recovery Training Center at ESU from its inception in 1998 until December 2007.