<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>7:45-8:30 am</td>
<td>Registration, refreshments and vendor displays</td>
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<td>8:30-8:35 am</td>
<td>Welcome and introductions – Kanza Room</td>
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<td>8:35-9:30 am</td>
<td>Keynote Address – “Making the Invisible Visible: The Role of Meaning in Effective Literacy Processing” – Nancy Anderson – Kanza Room</td>
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<td>9:30-10:00 am</td>
<td>Break – Refreshments, book signing, vendor displays and transition to concurrent sessions</td>
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| 10:00-11:15 am | Betsy Kaye – “Lesson Records: Tools for Responsive Teaching” in the Greek Room  
Brad Sneed – “Destination Imagination: The Fine Art of Picture Book Illustration” in the Flint Hills Room  
Marsha Schmidt – “Looking to Check; Looking to Solve” in the PDK Room  
| 11:15 am-12:45 pm | Lunch – “Illustrating The Boy Who Was Raised by Librarians” – Brad Sneed – Webb Lecture Hall |
| 12:45-2:00 pm | Nancy Anderson – “Letters, Sounds and Words: Teaching for Efficient Visual Processing” in the Kanza Room  
Suzanne DeWeese – “Running Records Analysis” in the Greek Room  
Heather Caswell – “Reading Partnerships: Deepening Comprehension by Setting New Knowledge” in the Flint Hills Room  
Annie Opat – “An Exploration of My Training Year: An Awareness of Constructing New Knowledge” in the PDK Room |
| 2:00-2:15 pm | Break – refreshments, book signing, vendor displays and transition to concurrent sessions |
| 2:15-3:30 pm | Betsy Kaye – “Lesson Records: Tools for Responsive Teaching” in the Greek Room  
Brad Sneed – “Destination Imagination: The Fine Art of Picture Book Illustration” in the Flint Hills Room  
Heather Caswell – “Reading Partnerships: Deepening Comprehension by Setting New Knowledge” in the Flint Hills Room  
Annie Opat – “An Exploration of My Training Year: An Awareness of Constructing New Knowledge” in the PDK Room  
Marsha Schmidt – “Looking to Check; Looking to Solve” in the PDK Room |
Registration  7:45-8:30 am   Lobby
Welcome       8:30-8:35 am   Kanza Room

Dr. Michael Lane, President, Emporia State University

Keynote Address  8:35-9:30 am   Kanza Room
Nancy Anderson
“Making the Invisible Visible: The Role of Meaning in Effective Literacy Processing”
Meaning is the most important source of information for literacy learners; however, it may be hard to value “invisible” information over “visible” letters on the page. Understand the critical role of meaning as the guiding force of strategic activity and explore how reading and writing weave together to support effective comprehension instruction that engages learners.

Break        9:30-10:00 am   Lobby
Refreshments, book signing and vendor displays

Annie Opat, newly-appointed 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. Annie is currently in Reading Recovery training at Texas Woman’s University and is excited to learn how to best help struggling readers read and write.

Marsha Schmidt’s entire teaching career has been helping children, K-8, who find learning to read a challenge. In 2000, she trained as a Reading Recovery teacher, discovering a passion for learning and helping the earliest literacy learners. Marsha is currently a Reading Recovery Teacher Leader in Newton, where she resides with her husband, Rod, and two young adult daughters who love to read.

Brad Sneed grew up near Newton, Kansas. An artist from an early age, what he really wanted to be when he grew up was a cowboy or a football player. Deciding his odds of making a living were better as an artist, he went to the University of Kansas to study illustration. After graduation, Brad began illustrating his first picture book, Grandpa’s Song. Twenty years later, having illustrated more than 20 picture books, Brad lives in Prairie Village, Kansas with his wife and daughter. He can’t imagine a better job than illustrating and writing picture books...although sometimes he still daydreams of being a cowboy or a football player!

What Works?
The US Department of Education’s What Works Clearinghouse confirmed Reading Recovery as the highest rated program in assisting young students who are struggling with learning to read and write. After the latest review of research, Reading Recovery remains the only beginning reading program to receive high ratings across all four domains evaluated: alphabetics, fluency, comprehension, and general reading achievement. To read the report go to:
http://ies.ed.gov/ncee/wwc/reports/beginning_reading/reading_recovery/

Make plans to attend!
Betsy Kaye
Kanza Room
“Lesson Records: Tools for Responsive Teaching”
Reading Recovery teachers design instruction that is fine-tuned to the individual learner; therefore, keeping excellent records of their teaching and children’s responses is key. This interactive session will help teachers take lesson record notes that allow them to reflect on their teaching and support the child’s accelerative learning.

Brad Sneed
Greek Room
“Destination Imagination – the Fine Art of Picture Book Illustration”
This presentation focuses on the step-by-step process of illustrating a picture book. Roles of the author, editor, art director, and illustrator are explained. Cooperation of those involved in the creative process is stressed, as well as the notion that in order to excel, practice and perseverance are essential. The presentation wraps up with Brad answering questions and drawing a picture.

Marsha Schmidt
Flint Hills Room
“Looking to Check; Looking to Solve”
For some children, learning to look at print does not come easily. This session will focus on Clay’s procedures from Literacy Lessons, for teaching children how to look at print to 1) check responses for accuracy; and 2) solve unknown words. Presentation will include video clips on taking words apart, Literacy Lessons, pt. 2, pp. 42-45.

John Hall
PDK Room
“How to Get a Gorilla Out of Your Bathtub”
John Hall shares simple, practical and active ways to make reading dynamic for young students, combining dialog and live practice to explore techniques to help books come alive in the minds of children. John will also share a potpourri of innovative ways for incorporating children’s writing into the classroom environment. As evinced by the above title, he is totally serious all of the time, so please plan on sitting up straight, taking no breaks and definitely not having any fun whatsoever!

Lunch
11:15 am-12:45 pm
Webb Lecture Hall
Brad Sneed “Illustrating The Boy Who Was Raised by Librarians”
Presentation of the School District Commendation Certificates
Concurrent Session Two  
12:45-2:00 pm

Nancy Anderson  
Kanza Room
“Letters, Sounds, and Words: Teaching for Efficient Visual Processing”
It is very easy to become overly focused on item learning related to letters, sounds, and words in a child's Reading Recovery lessons. This session will explore the role of visual information in an efficient strategic processing system and ways to analyze records in order to capture and describe children's strengths. Specific teaching moves from videos will be demonstrated that support teaching to children's strengths while untangling confusions.

Suzanne DeWeese  
Greek Room
“Running Records Analysis”
This presentation builds upon the conventions used when taking a running record of text reading. It will support teachers in extending their skills in interpreting running records in order to analyze a child's reading behaviors.

Heather Caswell  
Flint Hills Room
“Writing: The Forgotten Literacy Link”
Students are spending less time writing--less time thinking. During this session, strategies will be shared enabling teachers to create an authentic writing environment, despite the daily scheduling challenges. Participants will engage in authentic writing activities utilizing the writing process as well as crossing curricular boundaries.

John Hall  
PDK Room
“How to Get a Gorilla Out of Your Bathtub” (repeat session)
John Hall shares simple, practical and active ways to make reading dynamic for young students, combining dialog and live practice to explore techniques to help books come alive in the minds of children. John will also share a potpourri of innovative ways for incorporating children's writing into the classroom environment. As evinced by the above title, he is totally serious all of the time, so please plan on sitting up straight, taking no breaks and definitely not having any fun whatsoever!

Break  
2:00-2:15 pm  
Lobby
Refreshments, book signing and vendor displays

Concurrent Session Three  
2:15-3:30 pm

Betsy Kaye  
Kanza Room
“Lesson Records: Tools for Responsive Teaching” (repeat session)
Reading Recovery teachers design instruction that is fine-tuned to the individual learner; therefore, keeping excellent records of their teaching and children's responses is key. This interactive session will help teachers take lesson record notes that allow them to reflect on their teaching and support the child's accelerative learning.

Brad Sneed  
Greek Room
“Destination Imagination – the Fine Art of Picture Book Illustration” (repeat session)
This presentation focuses on the step-by-step process of illustrating a picture book. Roles of the author, editor, art director, and illustrator are explained. Cooperation of those involved in the creative process is stressed, as well as the notion that in order to excel, practice and perseverance are essential. The presentation wraps up with Brad answering questions and drawing a picture.

Heather Caswell  
Flint Hills Room
“Reading Partnerships: Deepening Comprehension by Partnering Nonfiction and Fiction”
Reading partnerships allow students to become powerful collaborators. By combining nonfiction and fiction text, partnerships begin to independently use reading strategies for deeper comprehension. One teacher will share her process of developing and sustaining reading partnerships.

Annie Opat  
PDK Room
“An Exploration of My Training Year: An Awareness of Constructing New Knowledge”
Although Annie is a reading specialist with 12 years of experience and a doctorate degree, she realizes literacy is very complex and learning never ends! Annie is currently training to be a university trainer for Reading Recovery and will share some of the highlights of her training experiences at Texas Woman's University, including the importance of early intervention and how changes in Annie's teaching affect the learning of her students.

Drawings  
3:30 pm  
Lobby
Books and gifts for primary teachers! You must be present to win.