



# A Legacy of Literacy:

## 20 Years of Reading Recovery in Michigan



Reading Recovery® Council  
of Michigan 2011 Institute

NOVEMBER 17-18, 2011 • SOMERSET INN, TROY, MICHIGAN

### Institute At-A-Glance

#### Wednesday, November 16, 2011

4:00–8:00 p.m. Registration Open

#### Thursday, November 17, 2011

6:30 a.m.–4:00 p.m. Registration Desk Open  
7:00–8:15 a.m. Early Bird Session: *I'm Not the One with the Accent! Speaking English in the USA*  
7:00–8:15 a.m. Breakfast: Muffins and Coffee  
8:30–9:15 a.m. Welcome and Announcements  
9:15–10:15 a.m. **Opening Keynote Presentation: Drs. Bill Hogarth & Lyn Sharratt**  
10:00–6:30 p.m. Exhibits Open  
10:30–12:00 p.m. Administrator Academy  
10:30–12:00 p.m. Breakout Sessions  
12:00–1:00 p.m. Luncheon  
1:15–2:45 p.m. Breakout Sessions  
1:15–4:30 p.m. Administrator Academy  
3:00–4:30 p.m. Breakout Sessions  
4:30–6:30 p.m. Welcome Reception

#### Friday, November 18, 2011

6:30 a.m.–3:00 p.m. Registration Desk Open  
7:00–8:15 a.m. Early Bird Session: *What can you hear that might help?*  
7:00–8:15 a.m. Breakfast: Muffins and Coffee  
8:00–1:15 p.m. Exhibits Open  
8:30–10:00 a.m. Breakout Sessions  
10:15–10:45 a.m. Announcements  
10:45–11:45 a.m. **Keynote Presentation: Mary Rosser**  
12:00–12:45 p.m. Luncheon  
1:00–2:30 p.m. Breakout Sessions  
2:30 p.m. Institute Adjourns



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## Keynote Speakers

*Photo & Bio  
to come*

**Dr. Bill Hogarth**, Retired Director of Education

**Dr. Lyn Sharratt**, Sharratt Educational Group

### ***“Realizing” Literacy Success for all Students, K-12***

Two dynamic, strategic and innovative leaders, Drs. Lyn Sharratt and Bill Hogarth, share their data-driven successes in raising all students’ literacy achievement, K – 12. Participants will learn how to build capacity to achieve “Realization” - full implementation - through scrutiny of the 14 Parameters which align our Moral Imperative: “all students will read by the end of Grade One!” They will encourage you to commit to systematically using evidenced-based interventions and a powerful, embedded professional development model to accelerate the pace of cultural and classroom change. Through continuous self-assessment of the 14 focus areas, it becomes clear what makes a difference in increasing all learners’ achievement!

*Photo & Bio  
to come*

**Mary Rosser**, University of Maine

### ***Language, Literacy and Learning: How Teacher Knowledge Contributes Towards Achievement, Acceleration, and Success for ELL Students***

In *A Right to Learn* (1997) Darling Hammond asserts that in order to educate students for contemporary society, schools need to teach for understanding and teach for diversity. This session will explore the types the theoretical paradigms, bodies of knowledge and practices that effective teachers draw upon when they educate for achievement, acceleration and success for all students.



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## **Agenda**

### **Thursday, November 17, 2011: Early Bird Session**

**7:00-8:15 a.m.**

***I'm Not the One with the Accent! Speaking English in the USA***, Michal Taylor

Both children who are English Language Learners, and children who are native English speakers but whose home use of English does not match well with formal school language, are entering our schools. There are four universal aspects of literacy that may be strengths for these children. This session will examine each aspect and how we can foster them in our Reading Recovery lessons.

### **Thursday, November 17, 2011: Welcome & Opening Keynote**

**8:30-9:15 a.m.**

***Welcome and Announcements***

**9:15-10:15 a.m.**

***"Realizing" Literacy Success for all Students, K-12***, Bill Hogarth & Lyn Sharratt

Two dynamic, strategic and innovative leaders, Drs. Lyn Sharratt and Bill Hogarth, share their data-driven successes in raising all students' literacy achievement, K – 12. Participants will learn how to build capacity to achieve "Realization" - full implementation - through scrutiny of the 14 Parameters which align our Moral Imperative: "all students will read by the end of Grade One!" They will encourage you to commit to systematically using evidenced-based interventions and a powerful, embedded professional development model to accelerate the pace of cultural and classroom change. Through continuous self-assessment of the 14 focus areas, it becomes clear what makes a difference in increasing all learners' achievement!



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### Thursday, November 17, 2011: Administrators' Academy

#### 10:30-12:00 p.m.

**Administrators' Round Table**, Bill Hograth & Lyn Sharratt

Do you have lots of questions and no place to go for answers? Here is an opportunity to discuss with Drs. Lyn Sharratt and Bill Hogarth “what works?”; “what doesn’t work?” and “what could we do differently?” in making systemic changes at state, district and school levels to ensure that ALL students increase their Literacy achievement.

#### 1:15-2:00 p.m.

**Scaling up Reading Recovery in Michigan under the USDE i3 Award**, Mary Lose

Oakland University (OU) is participating in a five-year \$54 million Investing in Innovation (i3) federal grant with Ohio State University and 14 other partner universities. Learn about the research base for this award and how Michigan elementary schools can partner with OU to support teachers in providing instruction to struggling readers in 1:1 and small group instructional settings. Included is information for Michigan schools and Reading Recovery regional sites currently participating in the i3 grant opportunity.

#### 2:00-2:45 p.m.

**Making a Wonderful Life: Administrators and Early Intervention**, Robert Schwartz

Decisions have consequences. We all know adults who have struggled with literacy their entire lives. Administrators can ensure that a highly skilled teacher is there to change this path, even with cost effectiveness as part of the decision process

#### 3:00-4:30 p.m.

**Administrators are invited to attend one of the regular breakout sessions. See sessions and descriptions under 3:00–4:30 p.m.**



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## Thursday, November 17, 2011: Breakout Sessions

**10:30 a.m.-12:00 p.m.**

### **Mary Ann Doyle's SESSIONS CANCELLED**

**Writing: Making Every Interaction a Teaching Move**, Floretta Thornton-Reid

This Session will explore the theory and practice to support expanding the power of instructional interactions during writing to ensure that each interaction is a teaching move.

**Between the Covers: An exploration of the gifts that stories offer**, Allyson Matczuk

Every day in the Reading Recovery lesson, children have the opportunity to read a new book. As the children are oriented to the story and as they read, do teachers always make use of all that a text has to offer? This session will explore the structure of the story, language, and features of a book that are sometimes overlooked by those who are familiar with text materials. Samples of texts will be used to discover and re-discover the gifts that are available.

**What can you hear that might help?**, Ann Ballantyne

This session explores the relationships between listening, seeing and saying in the development of early literacy competence. We will examine procedures and activities in Literacy Lessons Designed for Individuals that are designed to foster awareness of 'sounds you expect to see' and how these help to build effective literacy processing.

**Working with Students from Diverse Backgrounds: Building on Language and Literacy Practices**, Catherine Compton-Lilly

Reading Recovery's attention to individual students requires teachers to tune into not only the literacy strengths of individuals but also the social and cultural ways of being that they bring to school. In this session, we will explore case studies of children from various backgrounds and highlight some of the important lessons these children can teach us about what they know and how they learn. Attention will be paid to language, culture, interactional styles, and home literacy practices.



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### Thursday, November 17, 2011: Breakout Sessions

#### 10:30-12:00 p.m. continued

#### **For Reading Recovery, Literacy Lessons®, and Literacy Support Teachers-in-Training**

#### ***Learning the 'Rules of the Road' to Early Literacy Learning*, Clifford Johnson**

In her book, *Literacy Lessons Designed for Individuals*, Clay reminds us of how important it is for the beginning reader to learn how to attend to print in an organized way. This session will explore ways of assisting children in early lessons to organize their attention to print according to the rules of direction, orientation, and sequence necessary for reading and writing English text.

#### 1:15-2:45 p.m.

#### **Mary Ann Doyle's SESSIONS CANCELLED**

#### ***Writing for Success: Building on strong beginnings in the writing process*, Allyson Matczuk**

Students come to their lesson series with unique profiles as writers. From the first day--through Roaming Around the Known and in the first lessons out of the known, children's knowledge of themselves as writers and teachers' understandings of them as learners can be optimized. This helps to ensure each child's lesson series is individually designed and delivered so that it builds on strengths. By following the progress of two children and by looking at observations and writing samples we will see how different two pathways into writing can be.

#### ***Talking About Diversity with Colleagues from Around the World*, Catherine Compton-Lilly**

Cathy Compton-Lilly will share insights about how teachers from five countries (USA, Canada, England, Australia, & England) understand and address student diversity in the teaching of reading. The presentation will focus on various ways of conceptualizing diversity and the impact these understandings have on children's learning. The words of practitioners and academics in all five countries will be presented and recommendations for working with diverse students will be offered.



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### Thursday, November 17, 2011: Breakout Sessions

#### 1:15-2:45 p.m. continued

##### **Motivation + Thoughtfulness = Engaged Readers**, Michal Taylor

Cultivating the will to read and write is multifaceted. Some characteristics of engaged readers include the perception of one's self as a competent reader, choice of texts and topics, the role of praise and rewards, and teacher involvement. This session will look out how the design of Reading Recovery lessons foster this agency in the child to become a self-sustaining reader and writer.

##### **Teaching for Meaning and Comprehension During Reading Recovery Lessons**, Clifford Johnson

As Reading Recovery professionals we are often challenged to respond to the criticism that "RR does not teach comprehension." During this session, the speaker will talk about the Reading Recovery lesson and the processes and procedures used by the teacher to help children construct meaning from text. This will be contrasted with the popular confusion regarding the difference between teaching reading as a meaning making process and measuring comprehension as a product of reading. This session will challenge the conventional wisdom of what it means to read for meaning and to comprehend text.

#### 3:00-4:30 p.m.

##### **Early, Early, Early**, Floretta Thornton-Reid

During this session, participants will examine teacher decision making that supports the learner building efficient, effective literacy processing behaviors during early lessons, particularly Roaming Around the Known

##### **Literacy Learning - Powered by the Known**, Ann Ballantyne

Starting with what the child knows establishes a fundamental principle of learning and teaching in Reading Recovery. This session will explore the many different ways that we can use the child's known to support accelerated learning throughout the series of lessons.



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## Thursday, November 17, 2011: Breakout Sessions

### 3:00-4:30 p.m. continued

#### ***Contingent Responding in Early Lessons: Support for the Development of an Effective Literacy Processing System***, Mary Lose

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 Recovery lessons, in particular the teacher’s arrangement of opportunities for the child’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 a powerful literacy processing system for children.

#### ***Yes, We Teach Phonics and So Much More!***, Connie Briggs

This session will look at how Reading Recovery professionals teach phonemic awareness and phonics within the framework of the Reading Recovery lesson.

## Friday, November 18, 2011: Early Bird Session

### 7:00-8:15 a.m.

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***Writing: Making Every Interaction a Teaching Move***, Floretta Thornton-Reid

This session will explore the theory and practice to support expanding the power of instructional interactions during writing to ensure that each interaction is a teaching move.

***What's Fluency Got to Do With It? Theory to Practice***, Connie Briggs

This session will address the importance of fluent reading and the complexity that is involved. How phrased and fluent reading contributes to good processing and how good processing contributes to building an even stronger and efficient processing system will be discussed.



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## Friday, November 18, 2011: Breakout Sessions

### 1:00-2:30 p.m.

#### ***Discovering the Essence of Story Through Rich Book Introductions***, Mary Rosser

Stories and storybooks are places where children weave together the many threads of information and experiences they draw upon to make sense of their world and to create meaning from texts. Through discussions with teachers they explore and unite with the people, places, events and language of literature.

In this presentation participants will have the opportunity to view, analyse and discuss video clips of child/teacher interactions, which guide students in discovering the essence of story through rich book introductions.

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