

PRECONFERENCE INSTITUTES

Saturday, February 7 – 9:00 am–3:30 pm – Preregistration Required

Extend your Conference learning experience by enrolling in a Preconference Institute

Institutes provide in-depth explorations of topics and include interactive discussions and audience participation

INSTITUTES 1–3 OPEN TO READING RECOVERY-TRAINED PROFESSIONALS ONLY

1 Searching Questions

Ann Ballantyne, Reading Recovery trainer, New York University, New York, NY

Explore searching as strategic activity initiated by the child to solve problems in reading and writing. Investigate teachers' questions about searching using theoretical and observational 'texts' — making extensive use of video of children's reading and writing activity. Examine guidance provided in Reading Recovery procedures that can foster the child's active searching and problem solving.

2 ChangeOver Time in Teaching and Learning During Reading

Mary Fried, Reading Recovery trainer, The Ohio State University, Columbus, OH

*From Upper Arlington/South-Western Site, Columbus, OH:
Valerie Griesheimer, Reading Recovery teacher leader
Cheri Slinger, Reading Recovery teacher leader*

Clay's procedures and the child's progress in learning across a series of lessons are generally classified as early, mid, and late. This session offers observations via videos and in-depth analysis of change over time in teaching and learning during familiar reading and the reading of yesterday's new book.

3 Exploring Theory and Practice: Analyzing All the Errors to Improve the Strategic Processing of Young Readers

Patricia Kelly, Reading Recovery trainer, San Diego State University, San Diego, CA

Mary Anne Doyle, Reading Recovery trainer, University of Connecticut, Storrs, CT

Examine students' running records to investigate the way young readers are working on print, determine instructional needs, and consider effective teaching for strategic processing. Focus on both theoretical understandings that inform our practices and careful interpretation of all reading behaviors.

INSTITUTES 4–8 OPEN TO ALL ATTENDEES

4 Too Easy, Too Hard, Just Right . . .

How to Customize Book Selection and Introductions

Nancy Anderson, Reading Recovery trainer, Texas Woman's University, Denton, TX

Janet Bufalino, Reading Recovery trainer, Shippensburg University of Pennsylvania, Shippensburg, PA

Explore three ideas: text difficulty/level, careful observation and analysis of reading and writing behaviors, and thoughtful analysis of texts in order to plan individualized learning opportunities. Included are opportunities to explore new books from the Book List, analyze videos and transcripts of book introductions and teaching/learning interactions, and engage in self-evaluation of teaching practices.

5 Developing as a Writer:

Writing Process and Instructional Practices

Diane DeFord, professor, Swearingen Literacy Chair, University of South Carolina, Columbia, SC

Maryann McBride, literacy specialist, Clemson University, Clemson, SC

Explore the evolutionary changes that take place in writing (K–6) and instructional practices that support and extend writers in the classroom setting. Examine common issues that may cause writers to struggle.

6 When Readers Struggle: Teaching That Works

Irene Fountas, professor, Lesley University, Cambridge, MA

Gay Su Pinnell, professor emeritus, The Ohio State University, Columbus, OH

Learn about key factors in teaching a highly effective supplementary small-group intervention at Levels A–N. Includes videos of children in lessons that consist of reading, writing, and word study, and a focus on language that supports strategic actions.

7 Beyond Words: Deepening Comprehension Through Literary and Artistic Appreciation

James Ransome, illustrator and author, Rhinebeck, NY

Lesa Cline-Ransome, author, Rhinebeck, NY

Jonda McNair, assistant professor, Clemson University, Clemson, SC

From The Ohio State University, Columbus, OH:

Patricia Scharer, professor

Barbara Kiefer, Charlotte Huck professor of children's literature

Discover how James and Lesa Ransome create stories and illustrations for their award-winning books. Learn how your classroom library can reflect our multicultural world including wonderful new 2008 titles. Help your students appreciate the talents of authors and illustrators in ways that enhance their comprehension. See page 21.

8 Bridges to Independence:

Guided Reading with Nonfiction (K–5)

Tony Stead, author and literacy consultant, Victoria, Australia

A practical workshop that looks at effective ways to organize and implement guided reading with informational texts. Issues addressed include forming groups, selecting focuses for instruction, monitoring students' progress, and setting up learning engagements for the other children while guided reading is in progress.

**Preregistration For All Preconference Institutes Required.
Full Conference Fees Additional — See Page 23.**

	RRCNA Member	Non-Member
If paid before Dec. 1, 2008	\$175	\$225
If paid after Dec. 1, 2008	\$210	\$260

**All Preconference Institute Attendees Gain
EARLY ACCESS TO THE EXHIBIT HALL**