

29th Annual SERRRA Conference
January 13-15, 2021

Wednesday Preconference: 1:00-4:30 p.m.

Ralph Fletcher, Revitalizing the Writing Classroom

In recent years, school writing has become increasingly academic and many kids feel turned off. How can we bring some of the sizzle back to the writing classroom? Topics will include the power of the mentor texts, “greenbelt writing,” expanded choice of genre, and using photographs to spark young writers.

Thursday Keynote 8:30-9:45 a.m.

Lester Laminack, Lessons from Squirrels—Let Us Be Fearless

Have you ever sat and observed the movements of squirrels? They have something to teach us. Lester will explore what it means to be fearless in our teaching.

Thursday 10:15-11:45 a.m.

Lisa Aker, What should I say? How to pick a prompt? (Classroom, Oxford, 80)

If you have ever felt overwhelmed when it comes to selecting prompts for your students in guided reading, join us to learn about how you can make more informed decisions and take the guesswork out of selecting prompts.

C. C. Bates, Using Running Records to Build a Reading Vocabulary (Classroom, Somerset, 110)

Running records can help identify children who are having trouble building a productive and generative known word vocabulary. In this session, we will analyze Running Records beyond MSC to identify children who need extra support and plan instructional next steps for individual, small group, and whole class settings.

JaNiece Elzy, Engaging Struggling Readers: Leveraging the Science of Learning for Success (Reading Recovery, Pembroke, 80)

In this session, we will examine the science of learning, specifically discussing the theme of learner variation. We will examine the role of emotion as a mediator of learning, motivation, reading self-efficacy and self-concept, and how to purposefully leverage these conceptual understandings to engage students within the Reading Recovery lesson series.

Matt Glover, Nurturing Language Composition (Classroom, Kensington, 270)

Writing consists of composing language. Students also compose language when they read unfamiliar books using the pictures. When teachers notice the differences in language

composition in each area, they can use one area to lift the level of language in another. During this session we will examine how to support children in composing more sophisticated language.

Pam Grayson, Familiar Reading: More than a warm up! (Reading Recovery, Windsor, 300)

Familiar reading may be a good warm up activity, but Clay uses the phrases: “consolidate learning, build fluency, practice integration and orchestration.” Let’s explore what that might look like in practice.

Enrique Puig, Transitioning from ABC Word Walls (K-2) to Affix Chart (3-5) (Classroom, Hampton, 115)

Transitional and coherent instruction is critical to support students’ ongoing vocabulary development. During this interactive session, participants will engage in taking a critical look at a change over time in students’ strengths and needs in developing transdisciplinary vocabulary and the role of the classroom as a resource in the learning environment.

Debra Rich, Constructing a Firm Foundation: Roaming Around the Known (Reading Recovery, Eton, 80)

Delve deeply into Clay’s design of Roaming Around the Known with demonstrations, student videos, and analysis of teaching interactions to make a powerful difference beginning with Lesson 1.

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

C. C. Bates, Using Running Records to Build a Reading Vocabulary (Classroom, Somerset, 110)

Running records can help identify children who are having trouble building a productive and generative known word vocabulary. In this session, we will analyze Running Records beyond MSC to identify children who need extra support and plan instructional next steps for individual, small group, and whole class settings.

Becca Doswell, Feedback: What a Learner Needs to Hear (Classroom, Eton, 80)

This session will focus on how using intentional language in giving feedback supports student growth. Feedback is an integral part of the learning process in order for students to meet their instructional goals. Participants will engage in providing process-oriented feedback to propel student thinking.

Sue Duncan, Too hard, too easy, or a just right book? (Reading Recovery, Oxford, 80)

Explore how to think about finding an ideal text for a child beginning with finding a readable text to get a child underway and how to think about choosing “just right” books over time.

Matt Glover, Increasing Engagement Through Choice of Genre (Classroom, Kensington, 270)

Choice increases engagement for all learners, especially reluctant writers. In writing, teachers often grapple with choice of topic, but less frequently consider choice of genre, which also impacts engagement. In this session, we will make the case for including some writing units of study that allow for choice of genre.

Jamie Lipp, Purposeful Planning Throughout the Reading Recovery Lesson: Why, how and what now? (Reading Recovery, Pembroke, 80)

Come and explore each component of the Reading Recovery lesson in terms of theory, purpose, and power to support planning for responsive teaching from start to finish in every lesson.

Maryann McBride, Hard to Teach for ME! (Reading Recovery, Windsor, 300)

This session will examine procedures that bring about changes in a child's processing system when the child presents difficulties for the teacher. The session will reflect on teaching and learning that will result in a plan of action.

Jeff Williams, Enhancing Comprehension: Notice and Note for K-4 (Classroom, Hampton, 115)

This session will explore how to teach Beers & Probst's Notice and Note signposts to young children to develop deep comprehension. Video examples show how signposts are taught in whole group, and used in small groups and with individuals in K-4 classrooms.

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

Nancy Anderson, Matching Strategic Activity and Word Work Across a Lesson (Reading Recovery, Kensington, 270)

This session focuses on an analysis of strategic activity in running records and writing and how to think about planning word work across the components of the lesson. Identifying patterns in processing, what children control, and then engaging children in connected action provides a framework for thinking about teaching. This session demonstrates how to use *Literacy Lessons Designed for individuals* by Marie Clay as a tool while considering unique processing patterns of children.

Mary Fried, Targeted Teaching and Learning While Learning and Reading (Reading Recovery, Hampton, 115)

Clay's theory of 'literacy processing' begins with the complexities of learning to read continuous text. This session will focus on the critical understandings of the how's and why's of teaching for strategic actions and strategic activities as children make successful progress in their series of lessons.

Cindy Fujimoto, Book Orientations: Change Over Time (Classroom, Eton, 80)

This session will explore elements of Clay's book orientation and how teachers prepare students for successful processing as the demands of text features change over time at varying gradients of difficulty.

Lester Laminack, Harnessing the Power of Read Aloud in Fiction and Nonfiction (Classroom, Windsor, 300)

The power of read aloud experiences is too often underrated. Join Lester for an exploration of the particular potency of well-chosen and well-loved picture books. Take a close look at the approach of fiction and nonfiction read aloud experiences.

Pamela Wills Lancaster, Reading and Writing Connections (Classroom, Somerset, 110)

This session will explore the spiraling nature between reading and writing processes and show how to present opportunities for students to engage and move between their stance as both readers and writers.

Wanda Mangum, Interactive Read Aloud Comes Alive! (Classroom, Oxford, 80)

Have you heard about the interactive read aloud structure that promotes teacher modeling, student collaboration, and deep thinking? Let's explore this unique structure that places an emphasis on preparation that promotes conversation versus a question/answer IRA (Inquire/Response/Assess) format. Bring an interactive read aloud to create a lesson using the new structure.

Lacia Wymer, Addressing a Child's Particular Difficulties in Reading Recovery: Teaching Reflections and Research Findings (Reading Recovery, Pembroke, 80)

Marie Clay asked: "Has your teaching got in the way of this child developing ways of extending his own knowledge?" (Clay, 2016, p. 166). This session will provide an analysis process, along with an analysis chart, as we problem solve around our instructional language and our teaching actions. Attendees will leave with an understanding of microethnographic discourse analysis, how the work of Bloome et al. (2005) aligns with that of Clay (2016, 2001), and practical uses for implementation in Reading Recovery teaching.

Friday Keynote 8:30-9:45 a.m.

Nancy Anderson, Sounding Out is Not Enough: Teaching for Transfer

Current and historical research clearly illustrates how children construct strategic processing systems as they learn to read and write. Learning how to read and write involves more than decoding and “sounding out” words. This session will review rigorous research and demonstrate teaching practices that support children as they build and transfer word analysis knowledge into the problem solving of continuous text.

Friday 10:00-11:30 a.m.

Lisa Aker, Working with Words (Classroom, Somerset, 110)

Are you interested in learning more about word study or word work in your classroom? This session will focus on how to make the most of your instructional time and help students apply their knowledge of words in their reading and writing.

C. C. Bates, Designing Book Introductions for Individual Students (Reading Recovery, Kensington, 270)

This session will focus on individually designed and delivered book introductions and the importance of orienting children to text. C.C. will share lesson records and videos to support the importance of making sure the introduction is tailored to the child.

Mary Fried, Understanding the Complexity of Word Analysis During Reading in Isolation (Reading Recovery, Hampton, 115)

This session will focus on word analysis: both taking words apart while reading continuous text and exploring words in isolation. Demonstrations, student examples, and video segments will be used to promote interaction and analysis.

Pam Grayson, “Lifting” Student Learning in Literacy Processing (Reading Recovery, Windsor, 300)

When a student “appears unwilling to work,” frustration can block further learning. Dr. Clay outlines procedures that enable us to “lift” student learning. Let’s explore what’s possible.

Jamie Lipp, Writing in the Guided Reading Lesson: From Optional to Optimal (Classroom, Oxford, 80)

Writing instruction strongly supports reading instruction, but is often taught as a separate entity. Come explore how writing can be a manageable **and** powerful addition to your guided reading lessons.

Enrique Puig, Assisting or Assessing: Teacher Language during Guided Reading (Classroom, Pembroke, 80)

During this interactive session, participants will view video-related guided reading lessons to analyze critical teacher language to promote forward shifts in students’ literacy acquisition. Conversations during the session will revolve around the role of teacher language as mirrors for reflection, windows for potential, or doors for opportunities during guided reading.

Lacia Wymer, Instructional Strength: Increasing our Deliberateness and Instructional Dexterity (Reading Recovery, Eton, 80)

This session will revisit the treasure trove that is in the i3 Research project. Instructional strength will be defined and video examples of deliberateness and instructional dexterity will be shared and discussed. Attendees will reflect on their own teaching and develop specific personal goals to increase their instructional strength.

Friday 12:00-1:30 p.m,

Becca Doswell, Differentiation: “Kids Differ. Teachers Matter.” (Classroom, Somerset, 110)

Drawing from Richard Allington’s quote, “Kids differ. Teachers matter.” This session will focus on differentiation through instructional decisions teachers make to keep students actively engaged in learning. Participants will gain an understanding of practical and manageable application of differentiation for their students.

JaNiece Elzy, Language as a Resource: Honoring Language Variations of African American Vernacular English (AAVE) (Reading Recovery, Pembroke, 80)

Language is foundational to the reading and writing process as literacy processes are informed by a reader’s language repertoire. This session will explore how dialectical variations of AAVE are embedded with literacy acquisition and how these language variations can be honored

Pamela Wills Lancaster, It’s All About the Talk: Rethinking the Role of Classroom Talk to Enhance Understanding (Classroom, Hampton, 115)

At the heart of shifting our focus to ensure engaging talk that enhances understanding, is creating a learning environment conducive to conversation. This session explores the considerations for how productive talk can help students become engaged, deepen understanding, and learn to develop and reconsider opinions and ideas beginning in the primary grades.

Wanda Mangum, Guided Reading: Powerful Small Group Instruction to Accelerate Reading Growth (Classroom, Oxford, 80)

Guided reading has been transformed! Let’s explore a structure that places an emphasis on selecting goals that promote deep thinking that leads to reading growth. Bring guided reading texts for your students to this session so you can create a guided reading lesson using this powerful structure.

Maryann McBride, Scaling the Scale of Help (Reading Recovery, Kensington, 270)

Clay developed the “scale of help” to assist teachers and students move to independence. This session will explore how to use the scale of help to move children to accurate and independent

problem solving. It will also support teachers in recording the use of the scale of help in their records as a means to monitor themselves.

Debra Rich, The Power of Conversation: Composing the Story (Reading Recovery, Eton, 80)

By the end of the series of Reading Recovery lessons, children should be able to convey interesting stories that are complex and varied. Explore ways to engage students in genuine conversations that develop vocabulary, increase syntactical complexity, and foster the skillful packaging of ideas.

Jeff Williams, Teaching for Executive Functioning in Reading Recovery (Reading Recovery, Windsor, 300)

This session will examine and define the hot topic of executive function development in the brain and its relationship to Reading Recovery. By paralleling Clay's theories with current brain research to demonstrate how Reading Recovery teachers teach for these skills in daily lessons and over time in a child's program.