

30th Annual SERRRA Conference
January 12-14, 2022

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

C.C. Bates

Teaching Foundational Literacy Skills During Interactive Writing

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

Rachael Gabriel

Teaching with Integrity in the Science of Reading Era

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.

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.

Katie Kurumada, Embracing the Power of Language Variation Throughout the Reading Recovery Lesson (Reading Recovery, Eton, 80)

Reading Recovery students bring language experiences that may not always align with the “language of school.” In this session, we will explore ways to build on students’ unique language understandings throughout our lessons, to word towards “cultivating the genius that already lies within students and teachers” (Muhammad, 2020, p. 13).

Wanda Mangum, Interactive Read Aloud Comes Alive! (Classroom, Pembroke, 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.

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, Somerset, 110)

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.

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.

Tracee Farmer, Reciprocity: It's More Than Letters and Words (Reading Recovery, Somerset, 110)

Reciprocity is more than item knowledge. Clay wrote that "teaching proceeds on the assumption that each [reading, writing, talking] produces learned responses that facilitate new responding in other areas" (Clay, 2016). Explore how to teach for reciprocity at the processing level across the lesson series to support acceleration.

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.

Wanda Mangum, Interactive Read Aloud Comes Alive! (Classroom, Pembroke, 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.

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 present difficulties for the teacher. The session will reflect on teaching and learning that will result in a plan of action.

Jeff Williams, Capturing and Holding the Brain's Attention for Literacy Learning (Reading Recovery, Hampton, 115)

Children who struggle with literacy learning often also struggle with aspects of attention. This session explores ways Reading Recovery teachers capture and sustain the attention of the brain by examining Clay's work and relevant research to identify prompts, procedures, and perspectives necessary for setting the learning trajectory back on track.

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

Nancy Anderson, Boost Independence and Agency with Effective Teaching for Self-Monitoring (Reading Recovery, Kensington, 270)

A hallmark of early reading is self-monitoring. Young children who are at risk of literacy failure may become dependent on the teacher monitoring their reading. This session will explore how to help children become agentive, independent problem-solvers through building a system of self-monitoring. Specific teaching moves and ways of monitoring teaching will be demonstrated.

Alice Ensley, Annotation and Agency: Close Reading in the Primary Grades (Classroom, Pembroke, 80)

Many of our young readers begin to struggle when they get to texts that are more complex and have increased vocabulary demands. Session participants will explore the instructional contexts of shared and close reading. They will see examples of how intentional teaching in these areas can help students learn vocabulary-solving strategies that the students can then apply in their guided and independent reading.

Mary Fried, Navigating the Bumpy Road to Reach a Self-Extending System
(Reading Recovery, Windsor, 300)

In this session, we will explore Clay's perspective of a self-extending system. What is it? How do we help children on their journey of literacy learning to reach a SXS? And, what are some of the roadblocks Reading Recovery teachers should recognize and try to '*find a way to get around the roadblock and to establish or re-establish accelerated learning*', (Clay, 2006, p.168).

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.

Katie Kurumada, What We Can Learn from Marie Clay: Reading Recovery Teachers as Advocates (Reading Recovery, Oxford, 80)

We are undoubtedly in a challenging time for literacy education. Marie Clay's early career and experience starting Reading Recovery has a lot to teach us about advocacy. This presentation will align Clay's work with challenges we face today, so that we may have more productive conversations with stakeholders and challengers.

Pamela 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.

Jamie Lipp, Purposeful Planning Throughout the Reading Recovery Lesson: Why, how and what now? (Reading Recovery, Hampton, 115)

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.

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

Jeff Williams

The Important Role of Executive Functions in Becoming Literate

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.

Tracee Farmer, Importance of Initiation (Reading Recovery, Eton, 80)

What is initiation and why is it important? How do you teach for it? How can you tell if initiation is happening? Using case studies in this interactive session, explore across the lesson the generative power of the child's initiating problem-solving in reading and writing.

Mary Fried, The Quest for Accelerated Gains in Writing (Reading Recovery, Hampton, 115)

The quest for accelerated gains in writing begins with the first steps taken in early lessons. This session will lead Reading Recovery teachers to explore Clay's guidance on reciprocity, flexibility, and independence in writing. There will be opportunities to analyze writing examples and to discuss highly effective teaching interactions using video examples.

Rachael Gabriel, Reading as a Policy Problem and Solution (Classroom, Kensington, 270)

This session explores recent trends in state legislation related to literacy instruction as both a continuation of historic trends and an opportunity for new directions in advocacy and practice.

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.

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

Nancy Anderson, Connecting Reading and Writing: A Toolbox for Acceleration

(Reading Recovery, Windsor, 300)

The reciprocal relationships between reading and writing serve as the foundation for acceleration in literacy processing for our most at-risk learners. This session aims to help teachers build a concrete procedural toolbox for daily targeted teaching. Learn how to authentically and intentionally connect what children know across reading and writing in your daily lessons.

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.

Alice Ensley, Switch it Up! Creating Genre Flexibility in Writers’ Workshop

(Classroom, Pembroke, 80)

Once our young writers become familiar with the common genres in writing (narrative, opinion, and informational) they are ready to explore choosing genre to match their intended purpose and audience. This session will outline a unit of study used in second-grade that builds genre knowledge and flexibility. Videos, work samples, and unit of study will be shared.

Pamela 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.