

Session Descriptions by Speaker
30th Annual SERRRA Conference
January 12-14, 2022

Speaker name, Session Title, Strand (Classroom or RR) Room, Total room capacity
Description

Wednesday Pre-Conference Session 1-4:30 p.m.

C.C. Bates, Teaching Foundational Literacy Skills During Interactive Writing

This session examines how the creation of text during IW supports print referencing—phonological awareness, letter-sound knowledge, orthographic mapping, comprehension, monitoring, and phrased and fluent reading. Join C.C. to learn how IW supports the reading development of K-2 and striving 3-5 readers through the writing of authentic and meaningful text.

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

Rachael Gabriel, Teaching with Integrity in the Science of Reading Era

This keynote address explores teaching with integrity as the integration of elements that are often held in tension with one another: word-level skills and meaning-focused instruction, evidence and experience, theory and practice, research and wisdom.

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

Jeff Williams, The Important Role of Executive Functions in Becoming Literate

Knowing about executive function (EF) skills is pertinent to the work of literacy teachers across intervention and classroom settings because EF skills impact literacy development. This keynote will define EF skills broadly and focus on a few specific skills and explore how they are fostered in Reading Recovery and classrooms.

Lisa Aker, Working with Words (Classroom, Hampton, 115)

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.

Lisa Aker, What should I say? How to pick a prompt? (Classroom, Somerset, 110)

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.

Sue Duncan, Too Hard, Too Easy, or a Just Right Book? (Reading Recovery, Hampton 115)

Explore how to think about finding and 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.

Mary Fried, *Navigating the Bumpy Road to Reach a Self-Extending System* (Reading Recovery, Hampton, 115)

In this session, we will explore Clay's perspective of a self-extending system. What is it? How do we help children on their journeys of literacy learning to reach a SXS? And, what are some of the road-blocks RR 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.

Mary Fried, *The Quest for Accelerated Gains in Writing* (Reading Recovery, Kensington, 270)

The quest for accelerated gains in writing begins with the first steps taken in early lessons. This session will lead RR 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.

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.

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.

Rachael Gabriel, *Reading as a Policy Problem and Solution* (Classroom, Hampton, 115)

This session explores recent trends in state legislation related to literacy instruction as both a continuation of historic trends and 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.

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.

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.

Pamela Wills Lancaster, It's All About the Talk: Rethinking the Role of Classroom Talk to Enhance Understanding (Classroom, Somerset, 110)

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.

Jamie Lipp, Purposeful Planning Throughout the Reading Recovery Lesson: Why, how and what now? (Reading Recovery, Windsor, 300)

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.

Jamie Lipp, Writing in the Guided Reading Lesson: From Optional to Optimal (Classroom, Kensington, 270)

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.

Wanda Mangum, Interactive Read Aloud Comes Alive! (Classroom, Somerset, 110)

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.

Wanda Mangum, Guided Reading: Powerful Small Group Instruction to Accelerate Reading Growth, (Classroom, Somerset, 110)

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.

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.