

Session Descriptions

Wednesday Pre-Conference for all educators, 1:00 – 4:30 PM

Mary Howard: “Embracing a Kid-watching Culture of Collective Awe”

Over the years, we’ve seen Kid-watching fade from view or be reduced to an act of obligatory compliance scheduled on a TO DO list. In this session, Mary shares how we can re-envision the spirit of kid watching as a schoolwide priority embedded into every learning day.

Thursday

8:30 – 9:45 AM Keynote: Jan Richardson: “One Goal, Undivided, with Literacy and Acceleration for All”

Despite being caught in the middle of today’s reading wars, teachers must continue to focus what we all have in common: We believe that children absolutely must receive topnotch reading instruction that will result in proficient, engaged readers.

Session #1

10:15 – 11:45 AM

Jeff Williams (Reading Recovery) “Prompting: Responsive Teaching in Action”

Identifying the most facilitative response for a child’s actions (and when and how to deliver that response) is an art that needs to be studied and practiced by RR teachers continuously because every learner is unique. This session studies that art with examples and opportunities for practice.

Nancy Anderson (Reading Recovery) “Boost Independence and Agency with Effective Teaching for Self-Monitoring”

A hallmark of early reading is self-monitoring. Young children who are at risk of literacy failure may become dependent on the teacher to monitor 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.

K. Journey Swafford (Reading Recovery) “The Cut-Up Story: Not an optional Extra”

In this session, participants will discuss the role of the cut-up story in facilitating strategic literacy processing. Student and teacher artifacts, including video, lesson records, and writing samples will be examined. Participants should bring LLDI with them to the session.

Jaime Dawson (General) *“It All Starts with a Book”*

Let’s talk books! Students need varied, well written, accessible, and plentiful books to build an efficient literacy processing system in reading and writing. In this session we will explore a wide variety of new children’s books that will lay the foundation for learning for all readers and writers.

Lisa Aker (General) *“Working with Words in Small Groups”*

Do you want to include more explicit phonics instruction in small group lessons? This session will focus on supporting phonemic awareness and phonics in small group lessons at the emergent, early, and transitional levels. Teachers will leave with routines and strategies that support the connection between phonics and small groups. Session will be repeated Friday at 10.

Amy Smith (Reading Recovery) *“Fostering Independence to Promote Acceleration”*

Reading Recovery teachers must foster constructive, independent problem-solving from the first lesson. This session will explore processes to help teachers identify the gulf between independent and emerging learning as well as ways to respond to processing shifts to promote accelerated learning.

Allison Briceno (General) *“Using Diverse Texts to support Students’ Language, Literacy and Identity Development”*

Culturally sustaining teaching makes it easier for children to learn, as we help them connect new material to what is known – their home language, culture, and community. This session addresses how to use diverse texts to center historically marginalized students to further develop their language and literacy learning.

Session #2
1:00 – 2:30 PM

Jan Richardson (General) *“Guided Writing: Decisions that Make a Difference”*

Teacher Decision-Making is a key to success in all aspects of literacy learning. In this session, we will examine the decision made during Guided Writing that will have the most impact on student learning and success.

Jamie Lipp (Reading Recovery) *“Bridging Phonics and Phonemic Awareness in the Reading Recovery Lesson”*

The Reading Recovery lesson provides a variety of powerful opportunities for phonics and phonemic awareness instruction. This session will identify and examine these powerful teaching opportunities as they exist both in isolation and in the context of continuous reading and writing.

Katie Kurumada (Reading Recovery) *“Embracing the Power of Language Variation Throughout the Reading Recovery Lesson”*

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 work towards “cultivating the genius that already lies within students and teachers” (Muhammad, 2020, p. 13)

Becca Doswell (General) *“Differentiation: Kids Differ, Teachers Matter”*

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 applications of differentiation for their students.

Lisa Aker (General) *“Is it a Skill or a Strategy?”*

This session will focus on the difference between skills and strategies used in small group lessons and identify comprehension strategies that will have the biggest impact on students in small group instruction. Teachers will leave with resources they can use to support comprehension instruction at a variety of reading levels.

Maryann McBride (Reading Recovery) *“Making a Difference with Word Work”*

Everywhere I go, Reading Recovery teachers want to know what word work they should be doing. This session will explore how to use your power of observation and records to make this decision not only during that quick part of the lesson but in other parts, too.

Michele Myers (General) *“Revolutionary Love: Creating a Culturally Inclusive Literacy Classroom”*

In this session I will offer participants literacy practices that affirm and celebrate students’ identities, languages, and cultures—building a community of engaged, valued, and thoughtful learners. Participants will be provided guidelines for selecting diverse children’s books and ways to use those books in reading and writing lessons. Together, we will explore strategies for creating a vibrant literacy classroom community that honors the funds of knowledge that children and their families bring to school.

Session #3
3:00 – 4:30 PM

Nancy Anderson (Reading Recovery) *“Connecting Reading and Writing: A Toolbox for Acceleration”*

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 connect what children know authentically and intentionally across reading and writing in your daily lessons.

Sue Duncan (Reading Recovery) *“It’s All About Relationships”*

Helping children to see and hear relationships helps them to problem solve new words in reading and writing and is generative. This session will explore ways in which we can help children to develop this power.

Session is repeated Friday at 10

Allison Briceno (General) *“Language, Literacy and Supporting Multilingual Students”*

Language is the foundation for literacy, and both are foundations for learning. This session will explore how teachers can support multilingual students’ language and literacy development through the oral language-reading-writing connection. There will be a focus on using teacher observation to drive instruction.

Becca Doswell (General) *“Feedback: Intentional Language to Propel Student Learning”*

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

Pam Wills Lancaster (General) *“It’s All About the Talk: The Role of Classroom Talk to Enhance Understanding”*

At the heart of shifting our focus to ensure engaging talk that enhances understanding, is creating learning environments 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.

Jaime Dawson (General) *“Words, Words, and More Words: Vocabulary Development Across the Day”*

Words matter. The more you know, the farther you’ll go. Vocabulary is connected to academic achievement, and when it comes to comprehension, word meanings matter. This session will

look at what we know about vocabulary acquisition, types of vocabulary knowledge and how teachers can support vocabulary development across the day.
Session repeated on Friday at noon

Peggy Phillips (Reading Recovery) *“The Power in a Simple Word: Igniting and Empowering Early Literacy through Known Words”*

Connecting students with key known words will ignite early literacy learning and empower confident, independent readers and writers to use what they know to solve new words. We will explore how building from students’ known words can pave the way for a joyful journey of accelerated progress.

Friday

8:30 – 9:45 AM Keynote: Lisa Eickholdt “Finding Our Way Through the Fray: Teaching in a Time of Turbulence”

Now, more than ever before, teaching students to read and write is fraught with controversy. In this keynote, we’ll examine how to rise above the chaos and confusion so we can continue to do what’s best for the children in our care.

Session #4

10:00 – 11:30

Jeff Williams (General) *“Teaching for Language Development in K-2 Guided Reading”*

Within both the complex view of reading and the simple view, oral language is seen as key to comprehension. This session explores the importance of language structures with specific moves for developing and extending language and structure in guided reading settings.

K. Journey Swafford (Reading Recovery) *“Predictions of Progress: How, What and Why?”*

Do you write Predictions of Progress just after writing the Observation Survey Summary and then forget about them? Do you write them and think 'what am I doing'? Do you have the sense that they are helpful, but they haven't been so for you? If you've asked these questions about Predictions of Progress, then this might be the session for you. Come to discuss ideas for writing Predictions of Progress, sustaining them, and having them guide your teaching decisions with students. Please bring a recently completed OBS Summary, your OBS book, LLDI, and your desire to interact to this WORKSESSION.

Jamie Lipp (Reading Recovery) *“Composing, Constructing, and the Cut-Up Sentence”*

The writing section of the Reading Recovery lesson consists of three powerful and interrelated components. Explore how these three components work together to create writing opportunities that accelerate student learning.

Lisa Aker (General) *“Working with Words in Small Groups”*

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Repeat of Session from Thursday at 10 :15

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Repeat of session from Thursday at 3

Michele Myers (General) *“Reading Assessment Through a Revolutionary Lens”*

Teachers who embrace revolutionary love believe that to implement reader’s workshop, we must place readers at the heart of instruction. During this breakout session, I will invite teachers to view how I center two readers as I use my assessment data to plan instruction for and with them.

Katie Kurumada (Reading Recovery) *“What We can Learn About Advocacy from Marie Clay: Reading Recovery Teachers as Advocates”*

We are undoubtedly in a challenging time for literacy educators. Marie Clay’s early career and development of the Reading Recovery intervention 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.

Session #5

12 noon – 1:30 PM

Lisa Eickholdt (General) *“Beyond the Writing Curriculum: Building Minilesson Toolbox”*

Many teachers follow a prescribed writing curriculum, but what happens when students aren’t ready for the next lesson or need something different? In this session, we’ll examine four key moves teachers can use to determine what to teach students allowing them to supplement their current curriculum and create their own minilessons and units.

Amy Smith (Reading Recovery) *“Reciprocity Revisited”*

“Reading, writing, and talking are interwoven throughout Reading Recovery lessons...” This session will examine the role of reciprocity in literacy learning as well as teaching decisions that support the development of a flexible processing system.

Pam Wills Lancaster (General) *“Thinking Deeply About Texts: Comprehension Connections?”*

If our goal is to enhance students’ understanding and thinking about texts, how do we engage our students as active meaning-makers? This session will explore ways we can intentionally teach our youngest students to unravel layers of meaning as they notice, think deeply, and communicate understanding of text.

Peggy Phillips (Reading Recovery) *“Be Intentional: Teaching that leads to Acceleration:*

Now more than ever, due to missed learning opportunities, we need to achieve acceleration early in lessons. We will follow the learning journey of two very different learners. Participants will examine teaching videos and running records to reflect on and discuss student actions and teacher moves.

Jaime Dawson (General) *“Words, Words and More Words: Vocabulary Development Across the Day”*

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Repeat of session from Thursday at 3

Maryann McBride (Reading Recovery) *“Teaching children to search for and use Visual Information in Text”*

This session will focus on how we teach children to search for and use the visual information in text across the Reading Recovery lesson. We will examine how to use more detailed analysis of running records to identify pieces of visual information the child is using and neglecting.