



Session Descriptions

Thursday, January 16, 2025

Thursday Opening Session for all educators, 5:30 – 7:00 PM

Eric Litwin: “The Power of Joyful Reading”

Eric Litwin is the author of the original *Pete the Cat* books and the *Groovy Joe* series. Join him for a super fun evening with interactive songs, stories, and movement. He will use positivity and resilience as he works with us to create literacy “playgrounds.”

Friday, January 17, 2025

9:00 – 10:00 AM Keynote: Kelly Cartwright “Literacy as Social Justice: Leveraging Reading Science to Support Students with Reading Difficulties”

What can the science of reading tell us about meeting the needs of our neediest students? The Active View of Reading (AVR), based in the scientific evidence on reading instruction, is a powerful heuristic means for identifying targets of intervention to meet learners’ needs.

Session #1

10:15 – 11:30

Lisa Akers (General) “The Reading and Writing Connection”

In this session, teachers will learn how to leverage different types of writing in their small groups to foster decoding, encoding, and orthographic mapping, as well as support children’s overall writing instruction. You will leave with strategies that you can take straight to your classroom.

Jan Richardson (General) *“Balancing Phonics, Fluency, Flexibility”*

Phonics skills are important, but strategic reading is even more important for building flexibility and fluency. Teachers must keep readers centered on constructing meaning while they decode unfamiliar words with increasing automaticity.

Jamie Lipp (Interventionists) *“Orchestration and Integration: Moving Beyond Item Knowledge”*

Many children enter intervention lessons with high-item knowledge. Often this high-item knowledge does not specifically translate into higher text reading and writing abilities. Together we will evaluate how to build on this strength to support the strong integration skills needed for success.

Jeff Williams (Interventionists) *“Using Writing to Fuel Acceleration”*

The writing component of the lesson is unique in early interventions and represents an opportunity for acceleration. This session explores current understandings about the importance of writing and how writing fosters acceleration and examines ways to move learners forward.

Session #2

11:45 AM – 1:00 PM

Kelly Cartwright (General) *“Why Can’t My Best Word Readers Understand Text? Science-Based Instructional Strategies for Supporting Active Comprehension”*

Excellent decoders are not always excellent comprehenders. Despite strong phonemic awareness, phonics, fluency, and vocabulary skills, some struggle to coordinate these things to comprehend texts. In this session, we will dig a bit deeper to explore essential thinking skills, called executive skills, that form the foundation for successful reading comprehension.

Lisa Akers (General) *“Nonfiction 101”*

Do your students struggle with nonfiction? In this session, we will focus on evidence-based strategies that teachers can use in their small group reading or content area reading lessons that will help foster student comprehension of nonfiction texts. You will leave with strategies that you can take straight to your classroom.

Jamie Lipp (Interventionists) *“Read, Write, Roam!”*

Roaming Around the Known should be an intentional time with each student to not only build relationships, but to capitalize on all that is already known. Come and explore roaming as a purposeful practice to set the stage for successful lessons.

Maryann McBride (Interventionists) *“What’s Next? Using the ORA (Oral Reading Analysis) for Planning Instruction”*

You have carefully recorded a child’s oral reading of a text. You have thought about how the child is decoding and what information the child is using and neglecting. Now how will you use this information and other observations to plan for instruction, especially when selecting the new book and designing word work.

Session #3
2:00 – 3:15 PM

Jan Richardson (General) *“Tips for Teaching Vocabulary”*

Vocabulary plays a critical role in a child’s ability to comprehend and write increasingly complex text. In this session, we will examine the research on vocabulary acquisition and explore engaging and effective techniques for expanding word knowledge during whole- and small-group reading and writing instruction.

Jeff Williams (Interventionists) *“Orthographic Mapping and Interventions”*

Current reading initiatives focus much attention on the concept of orthographic mapping. This session explores the importance of orthographic mapping within a literacy processing theory and demonstrates how and where this happens across RR lesson components, procedures, and prompts.

Maryann McBride (Interventionists) *“Using Letter, Blend, and Vowel Books to Teach Decoding and Plan for Word Work in Reading and Writing”*

This session will focus on how we can use these tools to make sure each child is learning to decode using these phonics elements that are part of the state’s curriculum.