

Session Descriptions

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

Jan Richardson: “Teaching Phonics that Transfers”

Take the next step in differentiating phonics instruction. A short, targeted activity designed to address each student’s needs will not only teach students the skills they are ready to learn, it will also provide opportunities for them to transfer those skills to reading and writing. This presentation includes word study activities that work for emergent, early, and transitional readers

Thursday

8:30-9:45 AM Keynote: Rachael Gabriel: “*The Science and Reading Relationship*”

This session examines the roots and branches of the tangled relationships between reading and science, the role of technologies in the development of each, and the likely future of the Science of Reading as it relates to instruction and intervention.

Session #1

10:15-11:45 AM

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

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 to practice.

Jan Richardson, Inspiring Struggling Readers to Excel (Classroom)

This presentation will describe a totally new intervention based on the integrated lesson framework used in *The Next Step Forward in Guided Reading*. The flexible intervention framework for grades 1-8 offers intensive, short-term, targeted instruction in reading, writing, word study, and comprehension. Data show that most students gain the confidence, proficiency, and skills they need to accelerate and exit long-term intervention.

Jim Schnug, Responding to the Pause: Valuing What the Child is Noticing (Reading Recovery)

A child’s pauses or hesitations while reading and writing during the lesson are overt behaviors which the teacher should privilege in her teaching responses. This interactive session will provide practice identifying patterns of pauses as well as training possible teaching moves. Please bring [Literacy Lessons Designed for Individuals](#) (2016).

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

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 and anecdotal notes about your students to this session so you can create a guided reading lesson using this powerful structure.

Angie Bennett, Now You're Talking: The Role of Oral Language and How to Enhance it with Our Students (Classroom)

Do you have low-language or ESL students who are reluctant to talk? In this session, we will talk about what is getting in the way and explore strategies to get conversations going.

Session #2

1:00 – 2:30 PM

Jeff Williams, Orthographic Mapping in Reading Recovery (Reading Recovery)

Clay's literacy processing theory was based upon much of the same research findings being recommended today. This session will explore the importance of orthographic mapping and demonstrate how and where this happens across RR lesson components, procedures, and prompts. (Session repeated on Friday)

Maryann McBride, Getting Power in the First 20 Lessons (Reading Recovery)

Clay reminds us that the first 20 lessons are critical and set the stage for further progress. How do we make sure this will happen? This session will help teachers identify areas of strength and use them to lay a solid foundation. (Session repeated on Friday)

Tracee Farmer, Book Introductions: One Size Doesn't Fit All, (Reading Recovery)

Clay wrote that every child is "entitled to an introduction" (2015, Clay, p. 335), but what might that include? As a group, we will explore options for how to tailor book introductions and teach during the first reading to meet the needs of individual students.

Lisa Pinkerton, The Power of Interactive Read Aloud (Classroom)

Interactive Read Aloud (IRA) is one of the most flexible and powerful instructional art forms. IRA develops critical and creative thinking; engages students in collaborative conversations; and fosters vibrant learning communities. This interactive session will show how inquiry-based IRA promotes book joy, all while covering a multitude of standards.

Angie Bennett, Are you Really Tuning In? Power Moves to Extend Oral Language in the Classroom (Classroom)

Do your students have trouble reading new books? Do they struggle with writing? The issue may be related to their oral language. In this session, we will discuss the power moves that extend oral language. You will walk away with tips and tricks about how to think differently about ways to introduce new books to your students and how to expand their writing.

Session #3

3:00 – 4:30 PM

Maryann McBride, What's Missing in Your Word Work? (Reading Recovery)

This section is meant as a small amount of time, but it also occurs across the lesson sequence. This session will explore ways to track it and plan for it using lesson records.

Lester Laminack, It's in the Details (Classroom)

I've been taken by the way children are using details. It seems that in many of the classrooms I have visited children are thinking of detail as a way to make their writing longer. It's as if they are thinking that a string of adjectives and physical descriptions scattered throughout the text makes it stronger. That has prompted me to return to my stash of picture books with attention to how writers use details. Let's revisit a few familiar texts with attention to where the details matter and consider how that can inform our writing instruction.

Jamie Lipp, Lessons Learned from the Science of Reading Movement (Reading Recovery)

The current educational climate has been increasingly challenging to navigate. As we move forward as educators, join me to consider the important implications that may inform our teaching, learning, and advocacy.

Lisa Aker, Building Literacy Across the Day (Classroom)

Teachers in this session will discuss how to maximize literacy instruction in all subjects by addressing complex comprehension strategies like summarizing, inferencing, asking questions, synthesizing, and writing using evidence-based strategies that build disciplinary/content area knowledge. Teachers will leave with strategies they can use across their day in multiple subjects.

Sanjuana Rodriguez, Using Diverse Read-Alouds to Build Classroom Community (Classroom)

This session will focus on the importance of diverse literature in the classroom to build classroom community. The session will include strategies for selecting diverse and inclusive books that fill gaps in representation in the classroom library. Book titles, resources, and strategies will be provided that can help teachers build a classroom community all year long.

Friday

8:30 – 9:45 AM Keynote: Lester Laminack "What if?"

So many innovations and inventions have their origins in the burst of creative thinking that follows this simple question- "What if?" In these times of challenges, regulations and new laws that limit access to information, and the pressures on public education, let's dream a bit. Let's pause to imagine and envision and think toward a tomorrow focused on a simple question: "Will this be good for children?"

Session #4

10:00 – 11:30 AM

Rachael Gabriel, Metaphor and Meaning in Policy and Advocacy (General Audience)

This session presents an overview of techniques for resisting and supporting policy issues with examples of each from recent state policy campaigns. Participants will analyze and draft their own talking points using the patterns and templates identified for communicating across parties.

Jeff Williams, Orthographic Mapping in Reading Recovery (Reading Recovery)

Clay's literacy processing theory was based upon much of the same research findings being recommended today. This session will explore the importance of orthographic mapping and demonstrate how and where this happens across RR lesson components, procedures, and prompts. (Session Repeated on Thursday)

Jim Schnug, Losing Your Way While Roaming Around the Known (Reading Recovery)

The initial ten lessons of a child's Reading Recovery program are the time when acceleration begins, yet some teacher practices may stymie that growth. This interactive session will outline potential RAK 'hazards' as well as model possible routes toward effective interactions with the child. Please bring *Literacy Lessons Designed for Individuals* (2016).

Tracee Farmer, Contingent Word Work, (Reading Recovery)

To support acceleration, teachers need to select word work that can be transferred to reading and writing. It is about more than procedures. What data might impact what is selected? How does word work support processing and independent problem-solving? We will examine these questions and more in this interactive session.

Lisa Pinkerton, Building Genre Agency in Writer's Workshop (Classroom)

Agency is critical for developing students' writing identity. However, it is challenging to balance test prep with student control over genres and topics during writers' workshop. Therefore, this interactive session will support teachers in engaging and empowering writers by developing their independence and voice, while covering a multitude of standards.

Session #5

12 Noon – 1:30 PM

Maryann McBride, Getting Power in the First 20 Lessons (Reading Recovery)

Clay reminds us that the first 20 lessons are critical and set the stage for further progress. How do we make sure this will happen? This session will help teachers identify areas of strength and use them to lay a solid foundation. (Session repeated on Thursday)

Jamie Lipp, Familiar Reading: The Foundation for Successful Lessons, (Reading Recovery)

It is with intention that familiar reading is the first component of the Reading Recovery lesson. Together we will examine the practice of familiar reading to ensure we have unlocked the power and purpose to lay the groundwork for successful lessons.

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

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 and emphasis on preparation that promotes conversations versus a question/answer IRA (Inquire/Respond/Assess) format! Bring an interactive read aloud to create a lesson using the new structure.

Lisa Aker, Executive Function and Small Group Instruction (Classroom)

This session will discuss the role of executive function and how it connects to literacy instruction. Teachers will leave with a deeper understanding of executive function skills like working memory, inhibitory control, and cognitive flexibility, as well as how to scaffold these skills in their classroom instruction.

Sanjuana Rodriguez, Exploring Children's Names and Cultural Identities in the Early Literacy Classroom (Classroom)

This session will focus on how teachers can use children's names and other classroom activities to center and honor students' identities. Book titles, classroom examples, resources, and strategies will be provided that can help teacher engage in culturally sustaining practices that can honor students' lives in the early literacy classroom.