

PRE-K TO GRADE 6 LITERACY CONFERENCE

A DAY OF INTERACTIVE LEARNING FOR
ELEMENTARY EDUCATORS



FRIDAY, JUNE 1, 2018 | 8:30AM-3PM

EDCO CONFERENCE CENTER | 36 MIDDLESEX TURNPIKE, BEDFORD, MA

Geared towards elementary classroom teachers, reading specialists and coaches, special education educators, curriculum coordinators, and administrators, and featuring breakouts presented by engaging New England literacy experts.

Cost: \$175 Early Bird Until April 1 (\$200 Thereafter)

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SCHEDULE

8-8:30am:	Registration; Continental Breakfast
8:30-10:15am:	Session 1 (A, B, C, D, E, F)
10:30am-12:15pm:	Session 2 (G, H, I, J, K, L)
12:15-1:15pm:	Lunch (Provided)
1:15-3pm:	Session 3 (M, N, O, P, Q, R)



Tweeting at or about the conference? Use hashtag [#EarlyLitPD](#)

SESSION 1

A. Managing Readers Workshop: Planning and Facilitating, Time Management (Grades K-4)

Presenter: Maureen Fennessy, M.Ed.

Participants in this session will learn how to effectively implement a workshop model to allow for small group instruction. We will explore options for managed independent learning, effective student routines, and essential teacher routines to ensure success.

B. A Guide to Reading: How to Help Children with Dyslexia Acquire This Essential Skill (Grades PK-6)

Presenter: Nancy Duggan, M.S.C.

Reading is a complex skill, impacted by phonological processing, underlying language skills, and other factors. When students are behind their peers in any of the Essential Components of Reading Instruction (ECORI), the skill is more difficult to acquire. In these cases, early identification and intervention determined with scientifically-based reading research can be highly beneficial. In this session we will explore the science behind learning to read and the rights each student has to ensure they have the opportunity to acquire this essential life skill.

C. Phonemic Awareness & Phonics Instruction Using Letterland (Grades PK-2)

Presenter: Joan Sedita, M.Ed.

This session provides an overview of research-based instructional practices for teaching phonemic awareness and phonics to young children that are explicit, systematic, and multi-sensory. Participants will learn activities from the Letterland phonics program for teaching how letters represent the 44 sounds in the English language and phonics patterns to support word recognition and spelling. Letterland is a Pre-K to Grade 2 program for teaching these skills through stories based on characters that are visually embedded in letters that includes visuals, songs, and actions.

D. Reading Assessments: Are You Getting the Correct Data to Inform Intervention? (Grades K-6)

Presenter: Leandra Elion, M.Ed.

The data we gather about our students' reading can be our best instructional map, but not if it just sits in a spreadsheet. Data can be sorted, analyzed, linked and visually presented in charts and graphs to guide our teaching. In this interactive session, participants will learn how to use the tools in spreadsheet programs, like google sheets and Excel, to reveal learning needs and instructional decisions. The session will move through three stages of analysis and discussion: range of instructional strategies, analyze student data, and align analysis to best instructional strategies. *BYOD (Bring your own device) with Google Sheets or Excel installed.*

E. Keys to Content Writing: Writing From Sources (Grades 3-6)

Presenter: Lisa Klein, M.Ed.

Common Core reading and writing standards emphasize writing tasks that are based on text sources. This session will share a combination of comprehension and writing instructional practices that help students successfully write from sources, including: annotating text for relevant information, gathering information into two-column notes, turning notes into sentences and paragraphs.

F. Research Based Practices for Handwriting, OT Embedded in Reading Instruction (Grades PK-2)

Presenters: Michelle Goldner, M.S. and Anne Korwan, M.S.

Handwriting is more than just writing letters. It requires strength, stability, planning, fine motor skill and so much more! This workshop will provide an overview of these underlying skills but more importantly, ways to target them while still addressing curriculum standards. Specific strategies to use during handwriting instruction will be addressed. Hands-on activities will also be included and resources will be available for use in your own classrooms.

SESSION 2

G. Keys to Teaching Early Comprehension Skills (Grades K-3)

Presenter: Lisa Klein, M.Ed.

This workshop will present a set of foundational comprehension skills that teachers can teach using existing reading and read aloud material used during literacy instruction block and content areas such as science and social studies. Skills covered will include main idea/categorizing, topic web graphic organizer, and two-column notes that incorporate pictures for the youngest students and words as student learn to read.

H. What's New for Assessing Literacy and Language? (Grades PK-2)

Presenter: Sally Grimes, M.Ed.

This workshop will provide an overview of assessment information and recent contributions to the field in the areas of language and literacy for 4 to 7 year olds, thus helping teachers understand children's strengths and weaknesses so teachers can "meet them where they are" when providing instruction.

I. Keys to Content Comprehension (Grades 3-6)

Presenter: Joan Sedita, M.Ed.

Participants will learn how to teach students a set of comprehension strategies that can be used in any content area. Suggestions and classroom examples will be shared for teaching a topic-web graphic organizer, two-column notes, and summarizing to support critical thinking and comprehension of content area reading.

J. Phonological Awareness and Phonics Strategies Embedded in Your Literacy Block (Grades PK-2)

Presenter: Kim Michel, M.Ed.

During this session participants will interact with researched based strategies used to teach phonological awareness and phonics skills. The main goal of the session is to develop an action plan to integrate effective strategies into current literacy instruction. This interactive session will guide participants through analyzing and choosing strategies wisely in order to ensure instructional time is used effectively. Too much time teaching how to use a strategy or using an ineffective strategy means less time for learning skills. Walk out with a clear focus and basket of effective strategies.

K. Oral Language and Print Knowledge: Using Read Aloud to Teach Foundational Literacy Skills (Grades PK-3)

Presenter: Margaret Rodero, M.Ed.

This session will provide suggestions for how to effectively use read aloud of model text in primary classrooms to teach students basic literacy skills including print concepts, text features (title, heading, etc.), and text structure (introduction, body, conclusion, transitions, sentence/paragraph structure, patterns of organization). They will also learn how to use read aloud to provide rich, oral language opportunities to expose children to academic vocabulary.

L. Principles of Effective Literacy Instruction (Grades K-3)

Presenter: Eleni Steadman, M.S., CCC-SLP

The purpose of the session is to provide an overview of the principles of effective instruction that should be evident in all tiers of instruction. The content of the session will focus on the instructional design features of explicit instruction and the importance of alignment between tiers of instruction. Participants will be given the opportunity to learn explicit teaching routines that can be used to enhance tier 1 and tier 2 instruction and to link the components of effective instruction to current practices in the classroom.

SESSION 3

M. Strategies to Support Student Achievement of Rigorous Literacy Standards (Grades PK-6)

Presenter: Nancy Boyles, Ed. D.

What challenges do students face in achieving rigorous literacy standards? And how can our instruction maximize their performance? This session will take a close look at standards-based expectations for students from the late elementary grades through middle school, and identify teaching practices and resources to meet these needs for all learners. Handout will include a list of specific expectations aligned to Depth of Knowledge for all Reading standards.

N. Expanding Vocabulary and Developing Word Consciousness (Grades PK-2)

Presenter: Margaret Rodero, M.Ed.

Children enter school with a wide variety of exposure to the English language and a range in the amount of vocabulary they know and use. This session will provide research-based instructional practices for growing the vocabulary of all children, including suggestions for previewing unfamiliar vocabulary before read aloud and reading, selecting specific academic words worth teaching in-depth, how to incorporate practice with new words in context, activities for learning new words, and providing a word-conscious classroom.

O. Language Interventions for Dual Language Learners and Others Who Struggle with Language (Grades PK to 3)

Presenter: Sally Grimes, M.Ed.

This workshop will provide a “nuts and bolts” set of interventions for children who need a significant amount of oral language development. The strategies are hands-on and differentiated to meet individual student needs. Dialogic Reading and activities such as Talking Table, Listening Center, 30-Second Conversation, and Describing Hierarchy will be practiced by participants.

P. Academic Vocabulary Instruction (Grades 3-6)

Presenter: Joan Sedita, M.Ed.

This workshop will share a vocabulary routine for teaching vocabulary that incorporates a combination of direct and indirect instructional practices identified in the research as most effective for teaching academic vocabulary. Participants will learn teaching activities that address previewing, teaching new words in relation to known words (i.e., semantic mapping, categorizing, semantic feature analysis, scaling), templates for learning specific words (i.e., Frayer, Concept Definition Map, Two-Column Notes), and how to use word parts to figure out the meaning of unfamiliar words.

Q. A Model of Literacy Assessment That Drives Instruction (Grades K-6)

Presenter: Darci Burns, Ph.D.

The purpose of the session is to provide an overview of how to utilize assessment data within a multi-tiered instructional model. The content of the session will focus on building a comprehensive assessment framework, establishing routines and structures that support a data meeting process and linking data to instruction. Participants will be given the necessary tools to evaluate current assessment practices, build a multi-tiered assessment framework and determine an instructional focus, group students for instruction and match the appropriate instructional program.

R. Keys to Early Writing: Basic Text Structures (Grades K-3)

Presenter: Lisa Klein, M.Ed.

This session will present teaching suggestions for the following basic, primary writing skills: syntactic awareness and sentence-writing, basic paragraph structure, transition words. Participants will also learn developmentally appropriate teaching suggestions for teaching introductions, body development, and conclusions for opinion, informational and narrative writing that are aligned with Common Core K-3 writing standards.

PRESENTER BIOS

Nancy N. Boyles, Ed. D., is Professor of Reading Emerita from Southern Connecticut State University where she also served as Graduate Reading Program Coordinator. The author of several books, Dr. Boyles currently consults throughout the country regarding best practices in literacy instruction, especially as they apply to the Common Core State Standards.

Darci Burns, Ph.D., is the Executive Director of HILL for Literacy. In addition, she has served as the Director of Connecticut K-3 Literacy Initiative for the past five years. Dr. Burns received her doctoral degree at the University of Oregon with a specialization in English-language learners, instructional design and research methodology. She is the author of the Intergenerational Literacy Tutoring Program (ILTP) manual, co-author of *Leading Literacy Change* and several articles on interventions for English-language learners and the implementation of multi-tiered systems of supports.

Nancy Duggan, M.S.C., is a school counseling professional and an Orton-Gillingham reading therapist. Her current focus as the Executive Director of Decoding Dyslexia MA is to raise awareness about dyslexia and promote instruction based on research specific to dyslexia. She strives to enable parents and policy makers to be informed about the Essential Components of Reading Instruction (ECORI) and early screening for dyslexia based on reading research and neuroscience.

Leandra Elion, M.Ed., currently teaches in various educational settings. She has taught literacy to students of all ages, from preschool to high school. Elion has been a literacy coordinator for a public-school district and has worked for the MA Department of Elementary and Secondary Education in their Special Education Planning and Policy Department. She also works with teachers and interns at Brandeis and Tufts universities, and is a Lecturer in Education and Special Education at Tufts. Elion has a M.S. in Special Education and an M.Ed. in Reading.

Maureen Fennessey, M.Ed., is the Director of Language Arts and Social Studies for the Lynnfield Public Schools. Throughout her career, she has served as a classroom teacher, reading specialist, and teacher trainer. Fennessey participated in Literacy Leadership training at Boston University, and earned her M.Ed as a Consulting Teacher of Reading from Lesley University.

Michelle Goldner, M.S., has been an occupational therapist in the Reading Public Schools since 2001. In her time there, she initiated the development of the “OT Inclusion Program” which brought OT lessons into each kindergarten and first grade classroom across the District. Although she primarily works with students with learning disabilities, Goldner prides herself on her role of supporting classroom teachers with meeting the needs of regular education students. She has a Master of Science degree from Tufts University’s Boston School of Occupational Therapy.

Sally Grimes, M.Ed., has served in a variety of positions in her 35 years in the fields of reading, language, and learning disabilities. She has taught at levels ranging from Head Start to graduate school, performed clinical evaluations, and served as Director of Admissions at Landmark School. Her Master’s Degree is from the Harvard Graduate School of Education in the areas of Reading and Human Development. She is certified in Massachusetts as a WIDA trainer of trainers and in the area of Social Emotional Learning.

PRESENTER BIOS

Lisa Klein, M.Ed., is a trainer for Keys to Literacy. Her career began in 1995 at the Landmark School for students with learning disabilities. Throughout her career, Lisa has served as a classroom teacher, literacy trainer, and reading specialist. Klein has provide literacy professional development to thousands of teachers in schools and districts across the country. Lisa received her M. Ed In Reading from Rivier College and her M.A. in Elementary Education and Special Education.

Anne Korwan, M.S., has been an occupational therapist in the Reading Public Schools since 2004. While there, she developed the Occupational Therapy Screening Tool which is used to monitor fine motor development among kindergarteners, and which has been used to guide the lesson plans of the OT Inclusion Program. Korwan also worked with a district speech therapist to develop and carry out a SPOT (SPeech-OT co-treatment) skills group curriculum based in the “Social “Thinking” principles, that targets fine motor skills, self-regulation and co-regulation through group projects. She earned her Master of Science degree from Tufts University’s Boston School of Occupational Therapy.

Kim Michel, M.Ed., is the Director of Commonwealth Learning Online Institute. She began her career as a substantially separate classroom teacher before moving on to become a learning center director. As Director of Commonwealth Learning Online Institute, Michel develops and provides online professional learning for educators at the graduate level. She is well versed in approaches and programs for teaching reading, including: Orton-Gillingham, RAVE-O, LiPS®, Lindamood Bell Visualizing and Verbalizing®, Project Read: Phonics and Comprehension, Foundations, and Lively Letters. Over the last 5 years Michel has traveled nationally presenting at various conferences.

Margaret Rodero, M.Ed., is a trainer for Keys to Literacy. She began her career as an educator in Needham, MA as a teacher in the Elementary Interactive Spanish program, where she pioneered distance learning technology and language acquisition. After receiving her M.Ed in Curriculum & Instruction with a specialization in literacy from Lesley University, she served as a second-grade classroom teacher. Rodero also worked for Simmons College for twelve years as a supervisor of student teachers, and has taught graduate courses in literacy instruction. Over the past two years, she has been a literacy coach for a statewide early literacy project sponsored by the MA Department of Elementary and Secondary Education.

Joan Sedita, M.Ed., is the founder of Keys to Literacy and author of its literacy professional development programs. Since 1975 she has been a literacy educator and nationally recognized teacher trainer. Sedita has authored numerous books, articles, and professional development programs. She worked for 23 years at the Landmark School for students with learning disabilities, was one of three lead trainers for the MA Reading First Program, and was a national LETRS author/trainer. Sedita provides literacy consulting to numerous state departments of education, literacy organizations, and districts across the country. She received her M.Ed in Reading from Harvard University.

Eleni Steadman, M.S., CCC—SLP, is the Director of Professional Development and Outreach at HILL for Literacy. She coordinates all training activities for the organization, including a statewide MTSS literacy project. In addition, she provides training to districts throughout MA. In a partnership with the University of Oregon’s Center on Teaching and Learning, Steadman serves a lead trainer for Enhancing Core Reading Instruction. A Speech-Language Pathologist and Certified Reading Specialist, she earned a her M.S. in Communication Sciences and Disorders from the Institute of Health Professions, an academic affiliate of the Massachusetts General Hospital.