



THE READING LEAGUE
ADVANCING EVIDENCE IN PRACTICE



A RISING TIDE LIFTS ALL BOATS

The Reading League 3rd Annual Conference

THURSDAY, OCTOBER 17 & FRIDAY, OCTOBER 18, 2019

Syracuse, New York

The Superkids[★] Reading Program

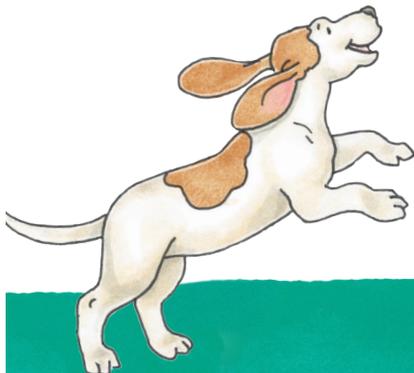
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THE READING LEAGUE
ADVANCING EVIDENCE IN PRACTICE

THE READING LEAGUE THIRD ANNUAL CONFERENCE

THURSDAY, OCTOBER 17 & FRIDAY, OCTOBER 18, 2019

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SPECIAL THANKS TO:

The Oncenter, Erin McKenna Nowak Design & Illustration, Greg Tripoli of the Onondaga Historical Association, and Empire Specialty Printing

WELCOME



“When you know better, you do better.”

Dear Conference Attendees,

Welcome to The 3rd Annual Conference of The Reading League. We hope your time here will fuel your desire to build the **awareness, understanding, and use** of the scientific evidence base that informs the most effective reading instruction and assessment. This year’s theme, ***A Rising Tide Lifts All Boats***, is a double-layer metaphor. First, it refers to all of us - the teachers, administrators, researchers, and others who are speaking up and joining forces to spread the word about the evidence base. It also refers to our students. When our instruction is evidence-aligned, we reach more learners and everyone benefits.

This year’s conference features two remarkable keynote speakers whose individual voices have lifted us all. You will also hear from outstanding presenters who represent multiple perspectives within our profession. We have enthusiastically curated dozens of sessions that will capture your curiosity, grow your knowledge,

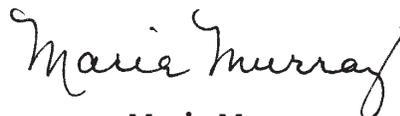
and sharpen your practice. We invite you to connect with one another throughout these days. To support the development of these professional networks, we have included a virtual platform, the Topi app, designed to help you extend conversations beyond the conference sessions.

The Reading League has flourished because of the strong sense of purpose we all share. Our first conference theme was *Effective Reading Instruction Begins With You*, and featured an image of a droplet of water creating a ripple. Our second conference theme was *Effective Reading Instruction Begins With Us*, and depicted a quickly-building wave. Now the tide is rising, and we have nearly tripled the size of our conference since its inception. Let’s continue to inspire, strengthen, and lift each other - and in turn, our students. Thank you for sailing into Syracuse, and for the impact you are having on the lives of others.

Sincerely,



Jorene Cook
Board Chair



Maria Murray
CEO & President



Michelle Storie
Conference Chair





OFFICE OF THE MAYOR
MAYOR BEN WALSH

Dear Friends,

Welcome to the Third Annual Conference of The Reading League!

Today, we celebrate those who are educating and raising the minds of our nation’s future. We welcome your willingness to open the conversation in shaping and evolving how we work as teachers, role models, and community leaders. It is our hope that we can continue to inspire others to initiate change, regardless of size or institution, and improve the educational well-being of New York’s learning communities. We are grateful for the care and guidance you give to our children and their futures.

Please accept my wishes for continued success in the field of education; it gives us great pleasure to have you be a part of it.

Sincerely,

Ben Walsh
Mayor



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J. Ryan McMahon II
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Ann Rooney
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Brian J. Donnelly
Deputy County Executive

Mary Beth Primo
Deputy County Executive, Physical Services

Dear Dr. Murray:

On behalf of all the residents of Onondaga County, welcome to the educators from around the world to Central New York that are taking part in “A Rising Tide Lifts All Boats” conference.

This annual conference The Reading League hosts is a great opportunity for experts to gather to share research that will elevate the learning skills of all those who attend.

While you are visiting Onondaga County, I hope you find time to enjoy the many attractions, recreational and cultural activities, wonderful museums, and a variety of interesting amenities which Syracuse and Onondaga County have to offer. First time visitors will soon feel at home with the warm and friendly people who live here.

Best wishes to all the attendees for a most successful, enjoyable and memorable conference!

Sincerely,

J. Ryan McMahon, II
Onondaga County Executive

United States Senate

WASHINGTON, DC 20510

July 31, 2019

It is my sincere pleasure to welcome you to The Reading League's third annual "A Rising Tide Lifts All Boats" conference. Thank you for taking the time to attend this conference and thus advancing the awareness, understanding and use of evidence-based reading instruction.

Since 2016 The Reading League has welcomed teachers, administrators and educators of all kinds, from around the world to come together to share their knowledge and learn about reading, writing and related topics to further help their students. Conferences like this are especially important today. Unfortunately, in just the United States alone more than 30 million adults cannot read, write or do basic math above a third-grade level. I believe conferences like the "A Rising Tide Lifts All Boats" will help reduce this number and ensure our future generations can read and write effectively.

In closing, I welcome you all to The Reading League's third annual conference and commend your efforts to improve the education of students. Please enjoy your time in Syracuse, New York and I look forward to hearing about the outstanding work that has transpired at this conference.

Sincerely,



Charles E. Schumer
United States Senator



KIRSTEN GILLIBRAND
NEW YORK



UNITED STATES SENATOR

October 17, 2019

Dear Friends,

It gives me great pleasure to welcome you to the Third Annual Conference of The Reading League.

As teachers, you shape our nation's future by educating our children. Your dedication to teaching is evident through your willingness to discuss, share, and advocate for new ideas in the educational field. Your efforts exemplify the positive contributions individuals can make to their communities. It is my hope that your efforts inspire others to take part in actions large and small, public and private, to enhance the well-being of the New York community.

Thank you for caring for our children and their futures. Please accept my wishes for a great event and many more years of continued success.

Sincerely,



Kirsten Gillibrand
United States Senator



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Dear Dr. Murray,

I write to express my support for The Reading League and the educators participating in this year's annual conference in Syracuse, New York.

I applaud efforts by The Reading League to bring educators an awareness and understanding of evidence-based reading instruction methods and to boost literacy skills in the U.S. This year's conference plays an integral role in this effort by providing educators from around the world with a forum in which they can exchange research, knowledge, and experiences on how to effectively elevate literacy in the classroom.

I commend your mission to boost literacy rates. I wish the participants at this year's conference all the best as they work to close the gap between research and practice for reading instruction.

Sincerely,

John M. Katko
Member of Congress, NY-24

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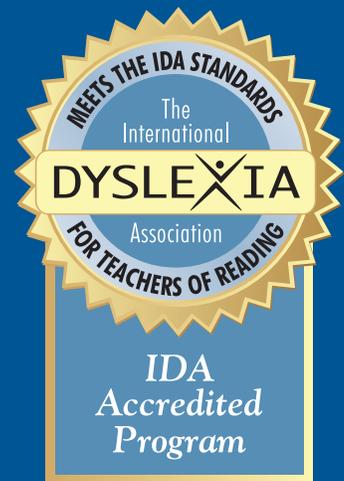
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CONFERENCE SCHEDULE

THURSDAY, OCTOBER 17, 2019 • 7:00 AM - 4:00 PM

7:00-8:30 REGISTRATION & BREAKFAST | GALLAGHER HALL & EXHIBITION HALL A
Registration sponsored by Mount St. Joseph University
Conference bags sponsored by Tools 4 Reading
Breakfasts sponsored by Really Great Reading and Heggerty Phonemic Awareness
Special Syracuse Welcome and Innovation History sponsored by Really Great Reading

8:30-10:00 WELCOME & KEYNOTE PRESENTATION | GALLAGHER HALL
Welcome and Announcements, Dr. Maria Murray and Dr. Jorene Cook
Special Remarks, Juli Boeheim, Jim and Juli Boeheim Foundation
Keynote Introduction, Dr. Heidi Beverine-Curry
Keynote Presentation, Emily Hanford

Keynote Presentation sponsored by Zaner-Bloser/Superkids

10:15-11:30 BREAKOUT SESSIONS #1 | DOWNSTAIRS BALLROOMS & BREAKOUT ROOMS

11:30-12:45 LUNCH | EXHIBITION HALL A
Lunch sponsored by Readsters and Amplify

1:00-2:15 BREAKOUT SESSIONS #2

2:15-2:45 AFTERNOON REFRESHMENT BREAK AND AUTHOR SIGNING
GALLAGHER HALL

Authors Nancy Young and Dr. Pam Snow will be available to sign copies of their books at the author signing table near The Reading League information booth. Author books available for purchase.

Break sponsored by Sound Reading and SPELL-Links to Reading & Writing

Author Signing sponsored by Great Minds

2:45-4:00 BREAKOUT SESSIONS #3

VENDOR TABLES OPEN FROM 7:00 AM - 4:30 PM

SPONSOR OF THE DAY: WILSON LANGUAGE TRAINING



Ballroom Breakout Sessions sponsored by 95 Percent Group and Logic of English

Breakout Room Sessions sponsored by Acadience Learning, Heggerty Phonemic Awareness, Sound Reading, SPELL-Link, 95 Percent Group

Photography sponsored by AIM Institute for Learning and Research

Additional Sponsorship by Top Ten Tools

Emily Hanford is a senior producer and correspondent for American Public Media. Ms. Hanford sent shockwaves across the US and around the globe when her September 2018 audio-documentary, *Hard Words: Why Aren't Kids Being Taught to Read?*, brought much needed mainstream attention to the importance of teacher knowledge of the science of reading. Her August 2019 follow-up audio-documentary, *At A Loss For Words: How a Flawed Idea is Teaching Millions of Kids to be Poor Readers*, delves deeper into the reading instructional crisis and continues this important conversation. Ms. Hanford has been working in public media for more than two decades as a reporter, producer, editor, news director, and program host. Her work has won numerous honors, including a duPont-Columbia Award, a Casey Medal, and awards from the Education Writers Association and the Associated Press. In 2017, she won the Excellence in Media Reporting on Educational Researcher Award from the American Educational Research Association, and in 2018 she won the public service award from the Education Writers Association for *Hard Words*. Emily is based in the Washington, D.C. area.



KEYNOTE PRESENTATION EMILY HANFORD

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THURSDAY SESSIONS



SPONSOR OF THE DAY:



BREAKOUT SESSIONS #1 | 10:15-11:30 AM

OVERCOMING TEACHER RESISTANCE TO THE SCIENCE OF READING: THE ROLE OF PROFESSIONAL LEARNING

Dr. Lorraine Hammond, Associate Professor at School of Education at Edith Cowan University

Ballroom East

Aligning teachers' instructional practice with the science of reading is a complex process and simply insisting that teachers use empirically-based approaches is not enough. As Snow and Juel (2013) assert, "doing a good, responsive job of explicit phonics teaching...requires very high levels of teacher skill, which will only develop with extensive pre-service and in-service support" (p. 733). Such support needs to be positive and intensive in order to deal with the mastery of new ideas and information, the development of new skills and the adjustment of attitudes and beliefs (Caine & Caine, 2010). This is particularly the case in teaching reading. Scientific research about how reading is acquired (Seidenberg, 2017) jars with other approaches such as 'whole language approach' (Moats, 2014), an 'intentional' approach to phonics and the 'balanced' approach. How to support teachers when taking up an evidence-based approach to teaching reading will be outlined in this session drawing upon research (Hammond, 2015; Scarparolo & Hammond, 2016; Hammond & Moore, 2018) on effective professional development models in Australian schools.

VOCABULARY AND ENGLISH LANGUAGE LEARNERS: TEACHING THE LEXICAL QUALITIES THROUGH THE LENS OF SCARBOROUGH'S ROPE MODEL

Christine Quesada, ELA Instructional Coach, Rio Rancho Public Schools, New Mexico
Dr. Anthony Fierro, Literacy Consultant, Former Texas State Teacher of the Year

Ballroom West

Of the nearly five million students attending public schools across the country, almost 10 percent are learning to speak English. Students are faced with the daunting task of deepening their proficiency in English, trying to develop a lexicon of academic language, and still study and learn their core content areas in a language that, in most cases, is significantly different from their native tongue. As teachers of English learners, the knowledge base that we possess is the most important factor that allows us to properly address their needs and differentiate their instruction.

Aside from being teachers of reading, writing, science, or math, we are teachers of language. Teachers of language embrace the development of literacy through the lens provided by research. In this session, we highlight Scarborough's Reading Rope Model and how it provides the framework and the evidence to properly teach the lexical qualities of words. These lexical qualities, which include phonological awareness, orthography, semantics, and syntax, are solidly embedded within the subskills found in Scarborough's Model.

WRITING WITH TIERS

Dawn Durham, Donna Halpin, and Jeanie Hertzler
Educational Consultants with the Pennsylvania Training and Technical Assistance Network

MR 1&2

Practitioners often struggle to find the time and resources to provide meaningful writing instruction to students. Growing proficient writers is a daunting task that includes multiple factors which may result in student challenges. This session will help educators gain insight into explicit writing instruction across all three tiers. Participants will expand their continuum of resources to enhance writing outcomes in an effort to meet the needs of all students.

Dr. Tanya Serry, La Trobe University, Senior Lecturer and Discipline Lead, Speech Pathology

MR 3

Findings from the “Building Better Readers” study, a Randomized Control Trial (RCT) conducted in nine primary schools in Australia will be shared. From 753 Year 1 students (second year of school) screened for reading difficulties, we identified 236 low-progress readers and randomly allocated them to either ‘Usual Learning Support’ or ‘MiniLit’ intervention groups at each school. MiniLit is an early and intensive, 20-week intervention program that adopts a systematic and explicit phonics approach. Analysis revealed that intervention students had superior reading accuracy, but not comprehension or fluency compared to Usual Learning Support students, either immediately or six months post-intervention. Nevertheless, compared to Usual Learning Support, intervention students scored significantly better on Letter Sound Knowledge, Phoneme Awareness, and Regular and Non-word Reading.

SYNTAX: THE BRIDGE BETWEEN WORDS AND TEXT

Nancy Chapel Eberhardt, Educational Consultant at 3T Literacy Group

MR 4&5

Dr. Margie Gillis, President of Literacy How, Inc.

Awareness and use of knowledge of the eight grammatical elements, each of which serves a specific meaning-based function, contributes to reading comprehension. Syntax, the way in which these elements are arranged to create meaning, builds a bridge from word-by-word to phrase-based and ultimately sentence-level reading. Emphasis on syntax is critical to build word-to-phrase awareness, which contributes to more fluent and more comprehensible reading.

The Common Core State Standards and the Knowledge and Practice Standards emphasize the importance of reading with understanding. With this mandate comes a greater need to negotiate the meaning of sentence-level structures to bridge the word-to-text understanding gap. Readers must derive meaning from individual sentences in order to attain text-level comprehension. By utilizing effective instructional practices at the sentence level, teachers can facilitate text comprehension.

The purpose of the session is to provide an overview of these eight building blocks and how their functional roles contribute to comprehension. Furthermore, the session explores strategies that focus on the role of syntax in reading comprehension, including fluency, and how to teach these strategies using explicit, multi-sensory instruction.

BRINGING EVIDENCE-BASED RESEARCH INTO THE CLASSROOM: THE LEARNING OVATIONS STORY

Dr. Sarah Siegal, Director of Research, Practice, and Policy, Learning Oventions, Inc.

MR 6

Amanda Jacobs, Director of School Outcomes, Learning Oventions, Inc.

Learning Oventions and their A2i professional literacy support system for teachers is the result of a unique partnership between leading research universities, the U.S. Department of Education, and teachers, focused on bringing evidence-based research and practice into classrooms across the nation. After 13 years of rigorously-tested research and development, A2i is now serving over 18,000 students in 114 schools, with real life lessons and implications for all teachers seeking to improve literacy instruction and produce better student outcomes.

This session will:

- 1) Show how researchers and teachers partnered to develop an evidence-based resource that helps teachers individualize instruction and ensure more students are reading at grade level by the end of 3rd grade.
- 2) Show how that research was used to partner with the U.S. Department of Education to develop A2i into a tool that could be scaled up and used to support teachers in classrooms across the nation.
- 3) Influence classroom practice by sharing early implementation lessons from teachers currently using A2i, with emphasis on the role of professional development and coaching from Learning Oventions Literacy Outcomes Specialists.

This session addresses essential professional knowledge and evidence-based practices for early childhood teachers related to critical skills lying at the root of reading ability: phonological awareness and grapheme-phoneme knowledge. While efforts exist to better educate K-12 teachers on the science of reading and the robust evidence base, early childhood teachers are often overlooked for a variety of reasons; thus, this information remains largely inaccessible. Yet, early childhood teachers, particularly those who work with our increasingly diverse (or “at risk”) students, have the potential to make a truly significant difference in the lives of young children; they are in a position to prevent reading problems before they start. This session will focus on insights developed out of a research-practice partnership between university faculty and Head Start classrooms that supports novice early childhood teachers in learning the neuroscience and educational research related to the development of phonological awareness and letter-sound knowledge. Participants will learn about the frameworks used to make the science of reading accessible to early childhood educators, as well as understand how concrete methods and evidence-based practices have played out in classrooms.

TOPIC WEBS, TWO-COLUMN NOTES AND SUMMARY: KEYS TO GRADES 4-12 COMPREHENSION

Joan Sedita, Founder, Keys to Literacy**MR 9&10**

This workshop will present practical instructional practices for teaching a set of comprehension strategies to students in grades 4 to 12. A top-down topic web is a graphic organizer that helps students see the “big picture.” Taking two-column notes while reading or listening helps students monitor their comprehension, and summarizing supports critical thinking skills. The three strategies can be used to support reading and listening comprehension before, during, and after a lesson in any content area. This kind of strategy instruction is aligned with the research consensus that recommends teaching a small set of comprehension strategies as a routine and embedding that instruction in content areas using classroom reading material. Participants will learn how to teach these strategies using a gradual release of responsibility model (I, We, You). Suggestions for scaffolds will be included to support instruction of students who struggle with literacy skills, and multiple classroom examples of students using the strategies will be shared. Connections to related Common Core literacy standards will be made.

**BREAKOUT SESSIONS #2 | 1:00-2:15 PM**

MORPHEMES ARE MESMERIZING

Dr. Deb Glaser, Author and President, The Reading Teacher's Top Ten Tools**Ballroom East**

Morphology is all the buzz in reading circles, but many teachers are still unsure about what morphology is, why it is important, and how to teach it. Word recognition is dependent upon phonological, orthographic, and morphological language structures - do you include all three in your instruction? This session will present compelling research about morphology and its relationship to the development of multiple literacy skills. Through active participation with words during the session, teachers will discover ways to build their own knowledge about morphology. They will learn teaching processes designed to engage all students, grades K-5, in creative exploration of words, and create curiosity about words, their meanings, and their etymology. Come be a word nerd with me!

Dr. Julie Washington, Professor and Chair, Department of Communication Sciences Disorders, Georgia State University

BALLROOM WEST

This presentation focuses on the impact of poverty and sociolinguistic differences on the identification and diagnosis of reading disabilities in African-American children. The intersection of these three areas (poverty, reading and dialect variation) complicate significantly the identification of reading disabilities in African American children. This relationship will be discussed and the difficulty with finding valid and reliable assessments will be highlighted.

DELIVERING ON THE PROMISE OF LITERACY FOR ALL THROUGH TEACHER KNOWLEDGE, DATA AND LEADERSHIP: ONE SCHOOL'S JOURNEY

Laura Stewart, National Director, The Reading League
Angie Hanlin, Building Principal, Matthews Elementary, Missouri

MR 1&2

In rural Missouri, the expectations weren't high for the children of this community, and in 2014, only 13% of Matthew's Elementary third-grade students were reading at proficient or advanced levels. Today, that number is 95%. This session focuses on three key questions that guided this transformation: Leadership: How do we create a culture of shared commitment and expectations in order to enact the systems, structures and strategies needed to produce a high-performing school? Teacher Knowledge: What is the evidence-base of reading and how do we use that to guide our instruction, including what to do AND what to stop doing? Data: How do we enact a laser-like focus on data and establish data-based decision making every day? It wasn't magic and it wasn't easy; it started with a unwavering belief that all children, regardless of their circumstances, can learn to read. Join us to hear about specific actions taken throughout this remarkable five-year journey.

3D BRIDGE FROM PHONEMIC AWARENESS TO READING: EFFECTIVE WAYS TO TEACH ESSENTIAL SKILLS IN THE CLASSROOM

Mary-Margaret Scholtens, Executive Director; Cherry Frierson, Co-Founder;
Kelly Fowler, Director of Outreach and Training; The APPLE Group, Inc.

MR 3

We know that phonemic awareness is necessary for reading. We know that students learn more effectively when they are engaged. What if we combined that kind of learning into 3D instruction? Add a new level to any phonemic awareness or Structured Literacy lesson by teaching in three dimensions. Phonemic objects aren't just for teaching initial consonant sounds anymore. Learn how to teach blending, segmenting, manipulating, and substituting--phonemic proficiency needed for success in orthographic mapping.

I do, we do, you do? Take that DO to the next level with an engaging, interactive, three dimensional learning component as you provide a 3D Bridge from Phonemic Awareness to Reading. Participants will not only see and hear how to teach foundational reading skills in 3D, they will get hands-on experience during the presentation. Participants will also receive their own take-home phonemic objects and brainstorming list, so they can begin building their own collections.

WHAT YOU NEED TO KNOW ABOUT AN EFFECTIVE PHONICS LESSON

Dr. Susan Hall, CEO and Cofounder, 95 Percent Group

MR 4&5

Not all phonics lessons were created equal. Even though many educators know that effective phonics lessons should be explicit and systematic, exactly what does that look like? In this session, the presenter will highlight scientific research insights about phonics instruction and then demonstrate what each component of the lesson looks like. The lesson will incorporate teaching the phonics pattern with manipulatives, developing the student's understanding with word sorting and reading, incorporating encoding with phoneme-grapheme mapping (PGM) and word chains, providing fluency practice at the word and phrase level, and supporting students applying their newly acquired skill in passage reading with a transfer to text process. For each section of the lesson, we will study the instructional routine. Participants will receive a handout that includes a procedure for each step including pattern identification, word sorting, PGM, and word chaining.

Most classrooms consist of children with varying backgrounds and a wide range of reading skills. A small number of children begin kindergarten already reading. Others learn to read steadily once school begins. For some children, however, mastering the skills needed to decipher the written code and read independently is particularly challenging. Using the Ladder of Reading (Nancy Young), I will address two factors that affect children as they learn to read: 1) The range of ease when learning to read, to perform a task that humans are not born to do naturally; and 2) The reading instruction provided in the general classroom to address reading skill development. The instructional needs of those who do not learn to read easily will be summarized and the advantages of such instruction for advanced readers elaborated upon. Attendees will learn that explicit and systematic teaching of language structure can empower all children with greater knowledge. The presentation will include strategies for teachers, including the use of code-based movement activities, to show educators how intellectually engaging and fun the learning journey can be for all!

ERASING THE MISERY OF READING AND SPELLING MULTISYLLABIC WORDS

Dr. Amy Vanden Boogart, Director of Curriculum and Product Development, Really Great Reading
Juliet Sealine, Implementation Specialist, Really Great Reading

MR 7&8

Do you have students who skip, guess at, or just give up when they encounter long, complex words in printed texts? Does their comprehension suffer when they are unable to read those words? There are some very functional, simple techniques you can teach students to use for reading and spelling multisyllabic words, allowing them to better comprehend what they read. This session demonstrates explicit, scaffolded teaching of multisyllabic word decoding with various multisensory techniques, including a manipulative that is easy to access or create for use with students of all ages and grades. This “Lose the Rules” approach teaches students to ask simple questions to break words down into individual syllables, helping them become fluent and efficient decoders of all syllable types. Participants will also learn a similar set of strategies for spelling multisyllabic words syllable by syllable. Additionally, participants will learn a scope and sequence in which to teach powerful, multisyllabic word decoding and spelling, and they will receive a list of words that are effective for teaching the scope and sequence in various content areas.

USING SPELLING ERROR ANALYSIS TO PINPOINT UNDERLYING DEFICITS AND PAVE THE WAY TO READING AND WRITING SUCCESS

Dr. Jan Wasowicz**MR 9&10**

Spelling errors are a window into the reading and writing brain and underlying language systems. Individuals use multiple linguistic processes for word-level reading and spelling including phonological awareness, orthographic knowledge and pattern awareness, vocabulary knowledge and semantic awareness, morphological awareness and knowledge, and lexical word forms stored in long term memory. This session demonstrates how a lack of knowledge and skill in any one of these areas of word study will manifest as a very specific pattern of misspelling in an individual’s writing. Learn how to systematically analyze an individual’s spelling errors so you can turn a misspelled word into a teachable moment in the classroom, and for students who struggle, you can precisely identify underlying linguistic deficits, create a targeted intervention plan, and document student progress in specific skill areas over time. Bring samples of your students’ misspellings!

BREAKOUT SESSIONS #3 | 2:45-4:00 PM

BEYOND BLENDING AND SEGMENTING: ADVANCED PHONEMIC AWARENESS FROM AWARENESS TO PROFICIENCY

Dr. Pamela Kastner, State Lead Consultant for Literacy

Ballroom East

PaTTAN (Pennsylvania Training and Technical Assistance Network)

Despite decades of empirical evidence pointing to phonemic awareness as the most powerful determinant of the likelihood of reading success or failure (Adams, 1990), consistent implementation of evidence-aligned instructional practices has often been as elusive as phonemes themselves. In this session, participants will learn why it is not only essential to ensure students are phonemically aware but also phonemically proficient - moving beyond blending and segmenting skills to advanced phonemic awareness skills. Advanced phonemic skills require phonemic manipulation and include deletion, substitution, and reversal of phonemes and support the development of a large sight word vocabulary leading to skilled reading. This session places a heavy emphasis on how to most effectively implement daily, explicit, systematic instruction in phonemic awareness to advanced levels. Participants will be actively engaged in multisensory instructional practices throughout the session. Classroom videos of instruction in phonemic awareness and implementation resources will be offered to bridge the research-to-practice divide. Finally, research outcomes from a recent study on advanced phonemic awareness will also be shared with participants.

BENCHMARKS? CUT SCORES? NORMS? OH, MY!

Dr. Jan Hasbrouck, Educational Consultant, Author, Researcher, Gibson, Hasbrouck, & Associates **Ballroom West**

Schools have learned that using assessment data can help them increase the academic success of their students. Data from benchmark/screening and progress monitoring assessments can be powerful aids for identifying students in need of assistance, and for making decisions about the effectiveness of an intervention. Educators are being asked to use assessments that have specific benchmarks or cut scores to guide their decision-making, but different assessments have very different benchmarks and cut scores. Why? Which norms and benchmarks should be trusted? This session will sort through the confusions around ORF assessments such as DIBELS, Acadience, AIMSweb, easyCBM, etc.

SO YOU CAN READ...BUT WHAT ABOUT WRITING?

Lyn Stone, Director, Lifelong Literacy Education Consultancy

MR 1&2

With high quality initial instruction, the majority of children can learn to read, regardless of diagnosis. But what about writing? Achievement of accurate, fluent written expression requires instruction and practice far beyond that needed for reading. Partly as a result of this, the value of high quality, early writing instruction can be neglected or downplayed in primary school, leading to large populations who fail to develop appropriate levels of written expression. Teaching all children to write is hard. They can't just eventually "pick it up," regardless of instructional method, like they can sometimes with reading. For example, there doesn't seem to be a large "Writing Recovery" industry; if there were, based on the balanced literacy belief system, it would go out of business. You can't make fake progress in writing. In this presentation, Lyn lists the components of fluent writing and offers insights on how to maximize a child's chances of achieving this lofty goal. Lyn also looks into ways in which current practice in schools can be geared towards getting all children to improve their writing skills, as well as where to draw the line and fall back on technology.

WE CAN'T WAIT: HOW ONE SCHOOL EMBRACED EVIDENCE-BASED PRACTICES AND LED THEIR DIVISION

Ellen Frackelton, Kindergarten Teacher; Rachel Samuels, Student Support Teacher (2-5)

MR 3

Ellen Turner, Student Support Teacher (K-2); Tammy Williams, Reading Specialist

from Clara Byrd Baker Elementary School

What to do when district leaders are slow to change? Learn how a group of teachers took it upon themselves to advance evidenced-based practices in their school. In 2016, an LLI-trained student support teacher, reading specialist and two Reading Recovery teachers began to learn and read about evidence-based practices and it changed their careers and their im-

pact on their school. While they use to hold professional developments on miscue analysis and running records, now they are providing their teachers with professional development on syllable types, phonemic awareness and the Simple View of Reading. In this session, they will share about their journey and also provide examples of how they've advanced evidenced-based practices in their school.

THREADS IN THE QUILT OF SUCCESS: WHY LANGUAGE AND LITERACY DEVELOPMENT AND SOCIAL-EMOTIONAL LEARNING ARE INEXTRICABLY TIED

Dr. Brandi Kenner, Director of Research and Implementation, Chan Zuckerberg Initiative (CZI)

MR 4&5

The term “Social-emotional Learning” has recently become a hot topic in the K-12 education sector. Educators, researchers, philanthropists and policy makers grapple with finding solutions to determine how we can best ensure development of the “Whole Child.” However, Social-emotional Learning is often treated as an isolated set of skills or competencies separate and apart from other areas of child development. This talk presents the case for language and literacy development being one of the most critical foundations and mechanisms for Social-emotional Learning and overall success in school and life.

WHAT A DIFFERENCE A MORPHEME CAN MAKE: WORDS WITH SPELLING CONNECTIONS HAVE MEANING CONNECTIONS

Dr. Nancy Cushen White, CALT-QI, BCET, CDT-IDA, Clinical Professor - Division of Adolescent and Young Adult Medicine, Department of Pediatrics, UCSF

MR 6

Explicit instruction in orthography (spelling) that integrates phonology, phonics, morphology, and etymology is also effective for teaching word identification, vocabulary, content knowledge, and reading comprehension. Pronunciation of morphemes often varies when spelling does not: decision→decisive; sign→signature. We never know the pronunciation of a morpheme until it lands in a word: define→definition→infinite→definite→finish→finite. Good readers notice meaningful parts of words—and make connections between words related in meaning—and spelling. Pattern recognition reduces the load on memory and facilitates retrieval of linguistic information [Berninger, Carlisle, Moats, Nagy]. Related words that share structural elements at the morpheme level activate memory, especially when spelling reveals these connections: science→conscious→conscientious→conscience→omniscient.

SUPPORTING WORKING MEMORY IN THE CLASSROOM

Judie Caroleo, Director of Consulting Operations, 95 Percent Group

MR 7&8

This session is designed to define working memory, examine how working memory impacts literacy skills, examine current research, and share research-based working memory intervention approaches that can be used by educators, across grade levels to improve student reading performance. Working memory can determine our potential to learn and is a much more powerful predictor than IQ scores. By taking a closer look at the working memory life cycle, types, benefits, and limitations, attendees will develop the required background knowledge to recognize working memory failure, offer appropriate support, and reduce its impact on the development of critical phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.

GETTING ‘IN TOUCH’ WITH PHONEMES: THE UTILIZATION OF A MULTISENSORY DEVELOPMENTAL TEACHING HIERARCHY

Shira Naftel, Founder & Educational Consultant at It’s a Teachable Moment

MR 9&10

The development of phonological awareness and the ability to identify, manipulate and remember strings of speech sounds is essential for becoming a proficient reader. Speech is perceived as an unsegmented, continuous stream of sound. Spoken words are comprised of speech sounds that form a co-articulated unit. As such, there is no acoustic division between one speech sound and the next. In order to perceive phonemes, the brain must translate an unsegmented acoustic signal into segments (Moats, 2000). For those who struggle with the development of phonological awareness, translating the unsegmented acoustical signal into segments is difficult. Concretely representing a sequence of sounds has been shown to be efficacious in supporting the development of phonological awareness. As sequences of sounds are tracked, beginning with three-dimensional tokens, students can perceive phonemes concretely, something that is not always possible using only oral phonological awareness training exercises (Lindamood & Lindamood, 2011). Research studies suggest that a developmental teaching hierarchy, progressing incrementally from three-dimensional tokens to oral-only phonological awareness training activities (for automaticity/fluency), help to bridge a perceptual gap for students (Kilpatrick, 2017).

CONFERENCE SCHEDULE

FRIDAY, OCTOBER 18, 2019 • 7:00 AM - 4:00 PM

7:00-8:30 **BREAKFAST** | EXHIBITION HALL A

Breakfasts sponsored by Really Great Reading and Heggerty Phonemic Awareness

8:30-10:00 **WELCOME & KEYNOTE PRESENTATION** | GALLAGHER HALL

Welcome and Announcements, Dr. Michelle Storie
Special remarks and Keynote Introduction, Laura Stewart
Keynote Presentation, Dr. Maryanne Wolf

Keynote Presentation sponsored by Voyager Sopris

Presentation of the Benita A. Blachman Award, Dr. Shiela Clonan
Award sponsored by Acadience Learning

10:15-11:30 **BREAKOUT SESSIONS #1** | DOWNSTAIRS BALLROOM & BREAKOUT ROOMS

11:30-12:45 **LUNCH** | EXHIBITION HALL A

Lunch sponsored by Readers and Amplify

12:15-12:45 **AUTHOR SIGNING** | GALLAGHER HALL

Authors Dr. David Kilpatrick and Lyn Stone will be available to sign copies of their books at the author signing table near The Reading League information booth. Author books available for purchase.

Author Signing sponsored by Great Minds

1:00-2:15 **BREAKOUT SESSIONS #2**

2:15-2:45 **AFTERNOON REFRESHMENT BREAK AND AUTHOR SIGNING**
GALLAGHER HALL

Dr. Maryanne Wolf will be available to sign copies of her book, *Reader, Come Home: The Reading Brain in a Digital World*, at the author signing table. Book available for purchase.

Break sponsored by Sound Reading and SPELL-Links to Reading & Writing

2:45-4:00 **BREAKOUT SESSIONS #3**

VENDOR TABLES OPEN FROM 7:00 AM - 4:30 PM



Ballroom Breakout Sessions sponsored by 95 Percent Group and Logic of English

*Breakout Room Sessions sponsored by Acadience Learning, Heggerty Phonemic Awareness,
Sound Reading, SPELL-Link, 95 Percent Group*

Photography sponsored by AIM Institute for Learning and Research

Additional Sponsorship by Top Ten Tools

Dr. Maryanne Wolf is a scholar, a teacher, and an advocate for children and literacy around the world. She is the Director of the newly created Center for Dyslexia, Diverse Learners, and Social Justice at the UCLA Graduate School of Education and Information Studies. Previously, she was the John DiBiaggio Professor of Citizenship and Public Service and Director of the Center for Reading and Language Research in the Eliot-Pearson Department of Child Study and Human Development at Tufts University. She is the author of *Proust and the Squid: The Story and Science of the Reading Brain* (2007), *Dyslexia, Fluency, and the Brain* (2001), *Tales of Literacy for the 21st Century* (2016), and *Reader, Come Home: The Reading Brain in a Digital World* (2018).

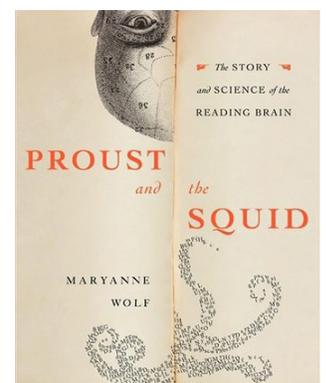
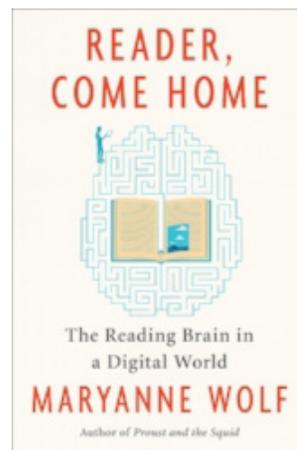
Dr. Wolf will describe how the plastic reading brain emerged for our species and how it is changing in a digital world. Topics will include the development of reading in children, the beauty and challenges in dyslexia, and new research on how digital technology is changing the development and maintenance of deep reading processes across the life span. Dr. Wolf's talk will be of profound interest in our current climate of computer-assisted reading instruction and computer-based reading assessment.



KEYNOTE PRESENTATION DR. MARYANNE WOLF



KEYNOTE SPONSORED BY:





BENITA A. BLACHMAN AWARD

FOR

ADVANCING EVIDENCE INTO PRACTICE

The Benita A. Blachman Award for Advancing Evidence into Practice was developed in honor of Dr. Benita Blachman, Professor Emeritus, Syracuse University. Beginning her career as a special education teacher and reading specialist, Dr. Blachman was dedicated to studying the science of reading, including the educational and neurophysiological impact of evidence-based interventions. Her research focused on factors that predict reading achievement and on early intervention to prevent reading failure. Her work was widely cited in the National Reading Panel Report (2000) that helped to establish an evidence-based model for early reading intervention.

As a professor in the School of Education at Syracuse University for 35 years, Dr. Blachman influenced the next generation of educators through her research and frequently recruited graduate and post-graduate students to serve in roles necessary for executing her studies. Many founding members of The Reading League had the privilege to study under and work alongside her. It is no small coincidence that we remained in touch and ultimately joined together. Where we were once striving to make a difference in our respective work environments, reuniting to advance the knowledge and passion we gained from Benita's tutelage was the inspiration for The Reading League. It is for this reason that we conceived of the idea for the Benita A. Blachman Award.



It is with great pride that we honor Dr. Maryanne Wolf as this year's recipient of the Benita A. Blachman award.

In addition to authoring over 160 scientific publications, her groundbreaking book, *Proust and the Squid: The Story and Science of the Reading Brain* brought the neuroscience of reading to the forefront of practice. Her most recent book, *Reader, Come Home: The Reading Brain in a Digital Culture* offers a timely examination of the promise and the peril of navigating print and digital texts.

Dr. Wolf's many awards include the highest honors from International Dyslexia Association and The Dyslexia Foundation; Distinguished Researcher of the Year for Learning Disabilities in Australia; Distinguished Teacher of the Year from the American Psychological Association; and the Christopher Columbus Award for Intellectual Innovation for co-founding Curious Learning: A Global Literacy Initiative, with deployments in Africa, India, Australia, and rural United States.

Dr. Wolf is an eminent author, researcher and educator whose work has had worldwide impact. With her extraordinary contributions to reading research and her dedication to ensuring that educators across the world understand the reading brain, Dr. Wolf exemplifies the true spirit of this award.

BENITA A. BLACHMAN AWARD SPONSORED BY:





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FRIDAY SESSIONS



BREAKOUT SESSIONS #1 | 10:15-11:30 AM

WHAT'S KNOWLEDGE GOT TO DO WITH IT?

Lorraine Griffith, Content Architect, Great Minds

Ballroom East

Cathy Schmidt, Title Editor and Author, Great Minds

Erin Rasp, 1st Grade Teacher, Country Heights Elementary School

The more educators know about the role of knowledge in reading instruction the more equitable reading instruction will be. The research is clear: explicit phonics instruction, paired with access to knowledge-building content is essential for learning to read and reading to learn. This interactive session illustrates why explicit phonics instruction paired with access to knowledge-building text is critical for emerging readers, and how prioritizing knowledge building in the classroom helps close the achievement gap.

Lorraine Griffith, an experienced teacher and curriculum developer, will foreground the session with research to define the current literacy landscape and describe the problems facing schools today. Cathy Schmidt, ELA and professional learning content specialist, will facilitate audience discussion and share her experience supporting implementation of high-quality curricula in elementary grades. Erin Rasp, a current 1st grade teacher in Kentucky will answer the question, "What difference does it make when you're building knowledge alongside decoding skills?" Participants will emerge with specific classroom content and strategies that ensure all students are reading to learn while learning to read.

BEYOND THE SCIENCE: HOW WE COULD WIN EVERY BATTLE, BUT STILL LOSE THE WAR FOR SO LONG

Dr. Steven Dykstra, Psychologist, Milwaukee, Wisconsin Mental Health System

Ballroom West

With all the facts, all the science, and all the best counter arguments, Whole Language and Balanced Literacy nonetheless prospered and continue to do so in many places. Understanding how that happened helps us bring it to an end. Drawing on everything from the science of mass marketing, to social movements, sexism, and why it is sometimes better to be wrong with the group than right all by yourself, Dr. Dykstra will explain how the impossible became widespread, and what we can learn looking backward that might help us forge a different future.

FOCUSED ORAL READING: A NEW APPROACH TO FLUENCY

Linda Farrell, Founding Partner, Readsters

MR 1&2

Michael Hunter, Founding Partner, Readsters

Students who need to improve fluency may need to practice for accuracy, rate, or both. This workshop covers how to: 1) use data to identify students who can benefit from fluency practice; 2) diagnose whether practice is needed for accuracy, rate, or both; 3) determine the appropriate grade level for passages to begin practice, and 4) structure focused practice and feedback so students quickly improve accuracy, then rate. Participants will receive tools for separately tracking improvement in accuracy and rate as students move from accurate reading in easier passages to accurate reading at their grade level. They also receive tracking charts for students who still need to improve rate after they achieve accuracy.

**Dr. Danielle Thompson, National Education Consultant,
Montana Literacy Institute and The Transformative Reading Teacher Group**

MR 3

There is a general consensus that preschool adds value to children’s lives, especially high-quality preschools subscribing to these success secrets – start early (infancy to 3), support parents, foster rich interactions between children and between adults and children, and reach the most economically disadvantaged. In this talk, you’ll learn about two economically-disadvantaged preschool programs serving the same community with dramatically different results. While they validate how evidence-aligned practices improve teacher practices and student outcomes, they also suggest we have more work to do in shifting the paradigms around preschool social emotional learning, language, and literacy instruction.

WORD WALK: AN ENGAGING VOCABULARY STRATEGY FOR YOUNG CHILDREN

**Dr. Katherine Beauchat, Associate Professor, School of Education at Notre Dame of Maryland University
Dr. Katrin Blamey, Associate Professor, De Sales University**

MR 4

This session will describe an instructional procedure for explicit vocabulary instruction in the context of storybook reading designed specifically for young children. The presenters will present the research base for the vocabulary protocol, called Word Walk. In addition, presenters will discuss how to implement the instructional sequence and outcomes of using the protocol with preschool children from diverse backgrounds, including a large population of children learning English as a second language. Attendees will leave the session with the knowledge of how to plan and implement a new vocabulary instructional sequence in their early elementary classrooms.

COLLABORATIVELY ADVANCING TEACHER KNOWLEDGE IN LITERACY: LIVE AND ONLINE

**Janna Osman, Vice President for Advanced Learning, Stern Center for Language and Learning
Dr. Jennifer White, Learning Innovation Specialist; Professor in Disability & Psychoeducational Studies,
Stern Center for Language and Learning; University of Arizona**

MR 5

Transforming classrooms to implement structured literacy is critical to increasing students’ reading, writing, and spelling success. Helping teachers extend their practice to incorporate structured literacy is an integral part of this process. In this presentation, we will address how knowledge of evidence-based best practices can be combined with effective leadership to promote systems change. We will describe how a collaborative professional development program in structured literacy not only increased children’s reading outcomes, but also reduced special education costs. A scalable and sustainable model will be described which includes: an online comprehensive reading course; teacher conversations within communities of practice; and both live and online coaching.

LET THE GAMES BEGIN: GAMES TO BUILD DECODING SKILLS AND MORPHOLOGICAL AWARENESS

**Sarah Golden, Coordinator of Language Arts, Windward School - Manhattan Campus
Jill Fedele, Coordinator of Middle School Language Arts**

MR 6

An explicit, structured, multi-sensory approach to teaching decoding and encoding is a vital component of instruction and can be used in both large and small group settings, as well as when working one-on-one with a child. Furthermore, the continued reinforcement of decoding and morphological skills in motivating and engaging ways is essential for internalization and mastery. This presentation highlights direct instruction strategies that can be used in any setting for the teaching and reinforcement of decoding and morphological awareness skills. Educators will be introduced to a multisensory skill-based spelling lesson format, as well as techniques for teaching decoding and word meaning through spelling. Additionally, a variety of engaging and interactive activities for multisensory structured language lessons that can be used to reinforce understanding and use of newly introduced and acquired skills will be presented.

**Dr. Stephanie Stollar, Director of Professional Development, Acadience Learning, and Adjunct Faculty
in Reading Science, Mount St. Joseph University**

MR 7&8

Dr. Amy Murdoch, Reading Science Program Director, Mount St. Joseph University

Dr. Beth Corbo, Assistant Professor in Reading Science, Mount St. Joseph University

Recent media coverage has brought renewed attention to the lack of teacher training on the science of reading in undergraduate and graduate education programs. Although the International Dyslexia Association (IDA) has articulated the knowledge and practice standards for teachers of reading, few states have teacher exams that include reading science and even fewer teacher training programs that include the science of reading in their course syllabi. This session will describe how one university is partnering with a large urban district and with an assessment company to train students to use assessment data in coursework and practicum experiences. Information will be shared about how students are supported and supervised to use Acadience Reading (formerly DIBELS Next) for early screening of dyslexia (and other reading difficulties), to plan diagnostic assessment, and to conduct ongoing progress monitoring of tutoring effectiveness. The possibilities for replicating the process in other universities will be shared.

ABRACADABRA! MAKING TRICKY IRREGULAR HIGH-FREQUENCY WORDS STICKY WITH HEART WORD MAGIC

**Dr. Amy Vanden Boogart, Director of Curriculum and Product Development, Really Great Reading
Julie Sealine, Implementation Specialist, Really Great Reading**

MR 9&10

Did you know that literate adults have a library of 30,000 to 70,000 words they can read automatically, accurately, and effortlessly? These words are considered “sight words” because we instantly recognize them by sight. What does it take for a word to get anchored in our sight word memory? Why is it difficult for some students to recognize words instantly? Are there instructional methods that can have a greater impact than others? How many sight/high frequency words should we teach? This session will answer these questions and more as participants learn the missing piece that can make tricky irregular high-frequency words “sticky.” Participants will leave the session armed with a brand new, FREE teaching tool that will help make the tricky parts of high-frequency words “sticky” for students of all ages!



BREAKOUT SESSIONS #2 | 1:00-2:15 PM

ALL STUDENTS READING BY THE END OF GRADE 3: ONE DISTRICT’S JOURNEY FROM BALANCED LITERACY TO EVIDENCE-BASED INSTRUCTION AND INTERVENTION

**Kim Harper, Supervisor of Literacy, K-12, Bethlehem Area School District
Heather Bennett-Knerr, Principal, Clearview Elementary School
Michael Alogna, Principal, Freemansburg Elementary School**

Ballroom East

Bethlehem Area School District (PA), a diverse district (enr. 13,709), embarked on an ambitious plan to ensure all students read on grade level by the end of grade 3. Using lessons learned from the success of Lincoln Elementary School, a Focus School, the district saw the percentage of kindergarteners on-track to meet future reading goals increase from 47% to 88% in its first year of providing teachers with training and support on the science of reading and using data to inform instruction. Participants will learn how our improved outcomes were realized through improved structures, processes, and instruction.

Dr. Mary Dahlgren, President, Tools4Reading

Ballroom West

Dawn Durham, Educational Consultant, PaTTAN (Pennsylvania Training and Technical Assistance Network)

In order to provide evidence-based instruction teachers have to understand the connection between Ehri’s phases of reading development and the implications for classroom practice. Armed with this knowledge, practitioners are able to provide explicit instruction in the sound-symbol correspondence and how the process of orthographic mapping builds a student’s sight vocabulary. The use of a sound wall as an instructional tool augments instruction through speech and articulation directly connecting oral language to printed language. For our beginning readers, direct instruction in this connection permits the building of our circuitry in the reading brain developing fluent and automatic word recognition.

DECISIONS, DECISIONS, DECISIONS: FINDING THE RIGHT STARTING POINT FOR INTERVENTIONS

Kristen Wells, Assistant State Literacy Coordinator, Mississippi Department of Education

MR 1&2

Jill Hoda, Assistant State Literacy Coordinator, Mississippi Department of Education

This session focuses on understanding and applying the Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990) to accurately identify interventions to match the needs of struggling readers. During this session, participants will explore the Diagnostic Assessment Decision Tree, a process designed to pinpoint the lowest deficit skill after a diagnostic assessment is administered. In addition, participants will get a firsthand look at the Universal Screener Companion Guide and other resources created by the Mississippi Department of Education and the Mississippi Reading Panel.

WHAT IS SCIENTIFICALLY-BASED READING RESEARCH? BECOMING A WISE CONSUMER

Dr. Richard Sparks, Professor Emeritus, Mount St. Joseph University

MR 3

Despite requirements that prospective and in-service teachers complete coursework in reading, most educators leave these courses with little knowledge of how children learn to read and of the evidence-based methods for teaching reading skills. Likewise, teachers learn little about the structure of the English language. Teacher education programs should be where teachers learn this knowledge. Notwithstanding the large body of scientific evidence demonstrating best practices for reading instruction, university schools of education fail to acknowledge the evidence. In this session, the presenter will explain the reasons why teacher education programs ignore the growing scientific consensus in reading research. Education schools’ rejection of the evidence results from a relativistic, or constructivist, view of knowledge. He will describe the differences between scientific (empirical) and constructivist (relativist) views of evidence, and then explain how teachers can evaluate claims of knowledge about reading theories and practices with the quality control mechanisms--peer review, replication, converging evidence--used in scientific research to become wise consumers of research.

WEAVING ACADEMIC DISCOURSE THROUGH TEXT COMPREHENSION: USING STUDENT-TO-STUDENT DIALOGUE TO FOSTER ORAL LANGUAGE AND READING COMPREHENSION

Sara Tellman Veloz, Owner and Independent Educational Consultant and Instructional Coach, Buckerfield Educational Consultant, Inc.

MR 4&5

Academic conversations - structured and purposeful conversations about educational content - develop an oral language base for reading comprehension. While the importance of oral language as a foundation for written language is frequently suggested, reading comprehension instruction often overlooks this component in lesson design. The use of purposely-designed academic conversations before, during, and after a text is read is an effective way to address this instructional need. This session focuses on student partnerships for academic conversations, a preparation process for teachers to use to maximize academic conversations in their instructional plans, and ways to incorporate different types of academic conversations into reading comprehension instruction.



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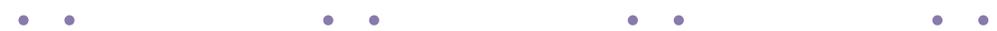


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Despite the tremendous production of research on the phonological nature of beginning reading instruction and also the vital line of research on word reading frequency and fluency, the traditional scope and sequence and major activities for many phonics instruction programs have not changed significantly for over 100 years. Based on modern research in both phonemic awareness and orthographic learning, I propose just 3 adjustments to traditional phonics instruction that will support faster reading acquisition--both in phonological decoding and orthographic mapping. Instructional video examples, as well as research evidence, will flesh out these adjustments. Practitioners, researchers, leaders, and students may benefit greatly from this perspective on the nature of our code and reading acquisition that integrates contemporary research findings to develop an approach to phonics instruction for the 21st century.

USING SPEECH-TO-PRINT ACTIVITIES THAT LEVERAGE ORAL LANGUAGE FOR MORE EFFECTIVE LITERACY OUTCOMES

Dr. Jan Wasowicz, Founder, President, and CEO, Learning by Design, Inc.**MR 7&8**

Oral language is the foundation of reading, writing, and spelling and the key to literacy success for all students. This session provides a conceptual framework for and hands-on experience with activities that leverage students' biological wiring for oral language to achieve greater outcomes in reading, writing, and spelling. Practice activities that functionally integrate phonology and other oral language skills with orthography and other written language skills. Gain a new-found level of confidence in your ability to deliver speech-to-print, multi-linguistic word study instruction that benefits all students.

UTILIZING ONLINE LEARNING AND PROFESSIONAL COMMUNITIES OF PRACTICE TO BUILD TEACHER KNOWLEDGE

Deborah Lynam, Director of Partnership and Engagement, AIM Institute for Learning and Research**MR 9&10****Dr. Tim Odegard, Chairholder, Murfree Chair of Excellence in Dyslexia Studies, Professor of Psychology, Middle Tennessee State University**

This session will provide an update on teacher training efforts underway to equip educators with the knowledge and practical skills needed to implement evidence-based reading instruction in the classroom. The session will compare traditional modes of teacher training to online variants and highlight the potential that online platforms hold to bring about more robust changes in teacher knowledge and practice relative to traditional stand-and-delivery training formats. In doing so, the audience will learn about various standards for literacy teachers and the implications of these standards for teachers, their knowledge and their practices.

**BREAKOUT SESSIONS #3 | 2:45-4:00 PM**

SNAKE OIL OR GOOD OIL? DISCERNING QUALITY IN INTERVENTIONS FOR CHILDREN WITH LANGUAGE-LEARNING DIFFICULTIES

Dr. Pamela Snow, Professor, La Trobe University - Victoria, Australia**Ballroom East**

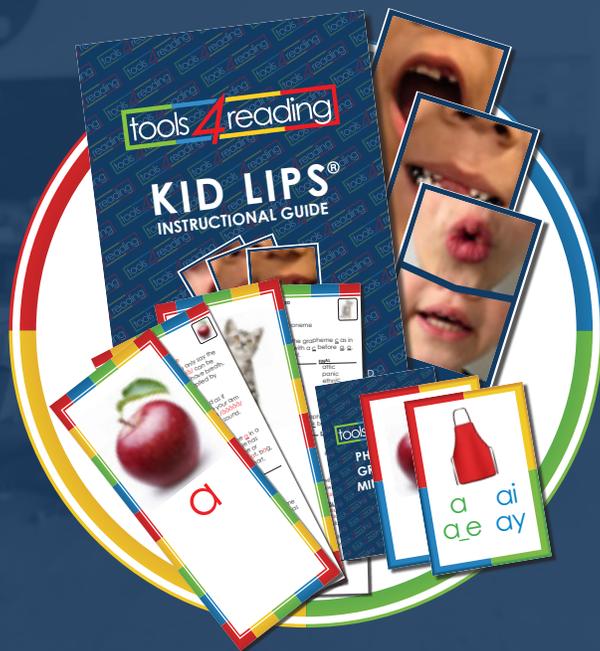
It is difficult to estimate the true numbers of children with special developmental needs. However, schools are required to make reasonable adjustments to accommodate the needs of all children and ensure that educational and therapeutic approaches are maximally effective. This presentation will focus on the complex intervention "market-place" faced by parents, teachers, and clinicians who seek to support children who struggle with various developmental processes, including language acquisition, learning to read, and acquiring socially and culturally appropriate behavioral skills. Key topics covered will include: what is meant by "evidence-based" practice, what are the "levels of evidence" that apply to published research and why are they important, what is the role of evidence in contemporary education research, what does it mean to say an intervention "has a research base" to support it, what should parents, teachers and clinicians look for (and avoid) when assessing interventions, what are the red flags that suggest caution should be exercised before engaging with an approach, and how can clinicians navigate their way through the ethical dilemmas posed by practitioners (including colleagues) who engage in approaches for which the evidence-base is weak or contested?



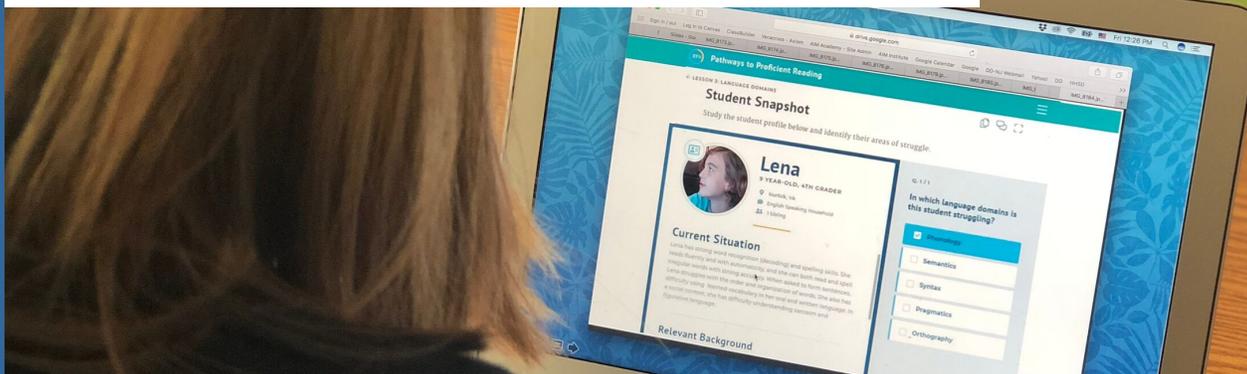
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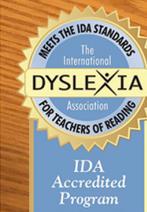
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**Dr. David Kilpatrick, Professor of Psychology, Author / Researcher,
State University of New York at Cortland**

Ballroom West

You've likely heard that phonemic awareness (PA) is important for reading. However, it is often not clear why. Most readers were never taught PA, yet they became good readers. Some advocates of phonics instruction, as well as advocates of balanced literacy, downplay the importance of PA for reading instruction. Many people are unclear about the concept of "advanced PA." In this session, David Kilpatrick will clearly lay out why highly developed PA (i.e., "phonemic proficiency") is a hallmark of skilled readers, whether a student is taught it or not. He will also show us why struggling readers do not develop these skills without direct intervention. Their lack of this critical skill results in continuously sounding out words over and over again. The overall goal of this session is to show how the research has linked proficiency in phonological skills to automatic word-level reading.

LANGUAGE STRUCTURES AND VERBAL REASONING: MISSING LINKS IN CLOSE READING LESSONS

**Dr. Carol Tolman, Literacy Consultant, National and International LETRS Co-Author,
Lead LETRS Trainer, LETRS**

MR 1&2

Gough and Tunmer's Simple View of Reading identifies two major components to reading comprehension: word recognition and language comprehension. This presentation focuses on language comprehension; specifically, on the areas of language structure and verbal reasoning, two often-ignored components of instruction crucial to the support of close reading. Increasing students' awareness of how to analyze sentence types, develop sentence sense, and predict complex sentence structures is key to supporting their understanding of what they read. Additionally, marking text to identify pronouns and their references, along with appreciating the use of transition words, allows for a deeper understanding of paragraph structures. Language structures and verbal reasoning will be the focus of this interactive, hands-on session, abolishing the ineffective yet common practice of testing, testing, and more testing. It is the direct instruction of multiple components of comprehension that supports more accurate, automatic processing of text. This workshop brings these components to life for educators and provides them with activities and approaches supported by the science of our field.

UNDERSTANDING ENGLISH ORTHOGRAPHY

Amy Siracusano, Literacy Integration Specialist, Maryland State

MR3

This session will provide participants with an understanding of the structure of the English language including: the layers of English, six syllable types, orthographic spelling patterns and rules. Participants will understand the importance of systematic and explicit decoding and spelling instruction and leave with strategies they can use in their classrooms to support all learners.

HELP! MY STUDENT IS STUCK AT SOUND-BY-SOUND READING

Michael Hunter, Founding Partner, Readsters

MR 4&5

Teachers are often puzzled by their students who can orally segment and blend phonemes, know letter names and sounds, yet continue to read many words by sounding out each letter, then blending the sounds into a word. Most of these students are in 1st, 2nd, or 3rd grades, with a few in 4th grade or higher. The core problem with most of these students is that they have not learned or mastered complete phonemic awareness, which David Kilpatrick explains so well in his book, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. In this session, participants will (1) learn why these students don't progress to whole word reading, (2) learn how to help these students move to whole word reading, (3) practice activities to help students progress, and (4) receive materials they can use with these students.

Chelsea Stinson, M.S. Inclusive Special Education, Doctoral Student at Syracuse University

MR6

English learners (ELs) with identified language impairments have limited or contingent access to more rigorous, evidence-based instruction. Further, only basic oral communication skills are prioritized in their individualized and general education programs. This suggests that ELs with identified language impairments might be prevented from progressing in their language and literacy development, in part because their EL status functions as a tracking mechanism. Ultimately, these inequities signal a need for increased collaboration among speech-language pathologists (SLPs) and English as a New Language (ENL) teachers, who receive extensive training in language development, acquisition, and instruction. This workshop engages participants in an investigation of the questions surrounding the entanglement of second language acquisition, language impairments, and literacy. Participants will investigate assessment approaches and tools, score and interpret assessment results, and draw conclusions related to the support needs of ELs with disabilities related to language and literacy. Ultimately, the presenter emphasizes the importance of collaboration and collegiality between SLPs and ENL teachers in assessing and supporting specific language and literacy needs of ELs.

PROJECT READY! A COMPREHENSIVE EARLY INTERVENTION PROGRAM TO CLOSE THE READINESS GAP

Dr. Amy Murdoch, Reading Science Program Director, Mount St. Joseph University

MR 7&8

This presentation describes the results of a research project involving the implementation of a preschool literacy program that emphasizes language, alphabetic skills, and knowledge development. The project was implemented with children living in poverty who are dual language learners and involved classroom instruction, intervention, assessment, family education, and teacher professional development. This session explores implementing structured literacy in preschool, early literacy assessment and early identification, and MTSS in preschool.

THE WHYS AND HOWS OF COACHING: FROM PASSIVE CONSUMERS TO GOURMET OMNIVORES

Dr. Margie Gillis, Literacy How, Inc.

MR 9&10

Many teachers are expected to teach their students reading skills; however, most teachers are unprepared to accomplish this task. As a profession, we must consider how to better prepare and support teachers to teach reading – particularly for those students who are most vulnerable. The cognitive coaching model that Literacy How uses to provide embedded professional development will provide the context and backdrop for this presentation. In Costa and Garmston’s 2015 book, they elaborate on cognitive coaching as “a nonjudgmental, developmental and reflective model.” They describe cognitive coaches as individuals “who develop their identities as mediators, committed to serving others in acquiring the dispositions and capacities of self-directed learners.” Literacy How’s mantra, ‘One teacher at a time,’ illustrates the imperative to establish a rapport with each individual teacher whom we coach. For general and special education teachers, administrators, reading specialists and coaches, this session will present the research behind and some tools for supporting research and evidence-based literacy instruction enhanced with embedded professional development.

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SPEAKER BIOGRAPHIES



Michael Alogna is the principal of Freemansburg Elementary School in the Bethlehem Area School District, Bethlehem, Pennsylvania. He obtained his Master's in Educational Leadership and Principal Certification from East Stroudsburg University.

Over the past fifteen years, Michael has taught and held administrative positions in elementary schools. He recently finished his doctoral coursework in East Stroudsburg University's Educational Leadership Program. For his dissertation, Michael is researching the portrayal of teachers in newsprint. Michael's passion for providing high quality educational opportunities to students was born from his own learning struggles; a principal once wrote on his report card, "You are on the path to no return."



Dr. Katherine Beauchat currently works as an Associate Professor in the School of Education at Notre Dame of Maryland University. She is responsible for teaching undergraduate and graduate level courses in education, including early literacy and

language development, assessments for reading instruction, and children's and adolescent literature. She has co-authored peer-reviewed journal articles on storybook reading and vocabulary development in early childhood settings and three professional texts, *Starting Strong: Evidence Based Early Reading Practices*, *The Building Blocks of Preschool Success* and *Effective Read-Alouds for Early Literacy*. In addition, she has presented research on developing young children's literacy at national and international conferences, including the Literacy Research Association (LRA), the International Literacy Association (ILA) and the National Association for the Education of Young Children (NAEYC).



Heather Bennett-Knerr is the principal of Clearview Elementary School in the Bethlehem Area School District, Bethlehem, Pennsylvania. She holds a Master's of Education from DeSales University. Heather obtained her Principal Certification from Penn State University.

She has held a variety of elementary teaching and administrative positions in both the Allentown and Bethlehem School Districts. Heather participated in the Center for Developing Urban Education Leaders at Lehigh University. During that time, Heather co-taught two courses to future urban administrators. Heather continues to define herself as an administrator with high expectations for her staff and students with a continued focus on leading with the heart and mind.



Dr. Katrin Blamey currently works as an Associate Professor at De Sales University in Center Valley, Pennsylvania. In her role as assistant professor, she is responsible for teaching undergraduate and graduate level courses in education, including literacy,

early childhood, child development, educational psychology, and creative arts. She has authored peer-reviewed journal articles on storybook reading and vocabulary development in early childhood settings and three professional texts, *Starting Strong: Evidence Based Early Reading Practices*, *The Building Blocks of Preschool Success* and *Effective Read-Alouds for Early Literacy*. In addition, she has presented research on developing young children's literacy at national conferences, including the Literacy Research Association and the National Association for the Education of Young Children.



Judie Caroleo is 95 Percent Group's Director of Consulting Operations. Before joining 95 Percent Group, Judie was Director of Instruction at the Reading ASSIST Institute and has more than 20 years of experience in classroom instruction, program development, implementation, assessment,

and professional development. Judie has been a certified trainer for LETRS and Next STEPS in Literacy Instruction. Prior to her current position, she played a key role in implementing research based instruction in elementary classrooms in New Jersey, where she served as a Classroom Interventionist from 1992 to 2003. Judie has supported the implementation of multiple RTI initiatives in Delaware, New Jersey, Maryland, and Pennsylvania.



Nancy Chapel Eberhardt is currently an educational consultant with 3T Literacy Group. Her professional experiences include special education teacher, administrator, and professional development provider. Nancy also contributed as author and co-author to

the development of the curriculum LANGUAGE!, a comprehensive literacy intervention curriculum, including Categories and Sortegories. She co-authored *Rtl: The Forgotten Tier* with Joanne Allain. Nancy is currently working with Margie Gillis to develop the Literacy How Professional Learning Series to support a Structured Literacy plan of study for teachers. She also is a member of IDA's Perspectives Parent/Practitioner Publications Committee for which she has been co-theme editor for four recent issues and contributed an article, *Syntax: Somewhere Between Words and Text*, as well as multiple book reviews.



Prior to joining the Reading Science faculty at Mount St. Joseph University, **Dr. Beth Corbo** taught for Cincinnati Public Schools, focusing mostly on Language Arts within a variety settings and grade levels. During her time with CPS, Dr. Corbo became

fascinated and inspired by the transformational capacity of learning to read. She pursued her Reading Certification, along with her Master's degree from Xavier University and then her Doctoral degree in Literacy from the University of Cincinnati. Dr. Corbo's research interests focus on the development of language skills and the relationship between literacy and language development. She has studied the academic language skills of children along with the development of children's academic writing skills.



Nancy Cushen White, Ed.D. is a Clinical Professor, Department of Pediatrics, Division of Adolescent and Young Adult Medicine, at UCSF. For 40+ years, she has taught students in general/special education classrooms at public/private schools, provided

psycho-educational assessment and literacy intervention, trained pre-/in-service teachers and practitioners, developed curricula, and been involved in policy. She is particularly well-known for her expertise and training of teachers in the Slingerland Multisensory Structured Language Approach (Structured Literacy). She has received notable awards from organizations such as the Slingerland Institute for Literacy (2000—Beth and John Slingerland Award), UC Berkeley Extension (2002—Honored Instructor Award), International Dyslexia Association (IDA—2007—Margaret Byrd Rawson Lifetime Achievement Award), International Multisensory Structural Language Educational Council (IMSLEC—2014—Etoile DuBard Award of Excellence), Academic Language Therapy Association (ALTA—2016—Dr. Lucius Waites Award of Service, and Northern CA Branch-International Dyslexia Association (IDA—2019—Extraordinary Leadership and Accomplishment on behalf of individuals with Dyslexia). She continues to publish, present workshops, and serve on numerous boards and advisory boards such as the National Joint Committee on Learning Disabilities (NJCLD) and the CA Assembly Bill 1369 Dyslexia Guidelines Writing Group.



Mary Dahlgren is a seasoned educator with over 25 years of experience. She has served as a dyslexia therapist, elementary classroom teacher, international literacy consultant and author. She is a national trainer for the distinguished teacher curriculum Language Essentials for Teachers of Reading and

Spelling (LETRS). Dahlgren has presented at numerous conferences, nationally and internationally, and is an accomplished speaker and presenter with the ability to engage an audience and understand

their needs, while also moving them into new thinking around current research and how to apply this knowledge in a classroom setting. She is also a coach who knows how to guide teachers to reflect on their instruction and focus on what students may need rather than what is next in the curriculum. She is the author of a highly successful phonics tool kit which includes Kid Lips and Phoneme-Grapheme Instructional Cards for elementary, special education, and English language learner teachers.



Dawn Durham is an educational consultant with the Pennsylvania Training and Technical Assistance Network (PaTTAN). She holds a Master's of Education degree in Teaching and Curriculum from Penn State University in addition to certifications in Elementary Education from Millersville University, Reading

Specialist from Penn State University, and Teaching English as a Second Language from Drexel University. Dawn has held a variety of positions in the school setting during her years in the field as a classroom teacher, interventionist, instructional coach, and now educational consultant. As a Certified Local LETRS trainer, Dawn is determined to provide evidence-aligned professional development to practitioners. She is a current doctoral student at Gwynedd Mercy University where she is pursuing a degree in Leadership in Special Education with her scope of work concentrated around teacher education. Most recently, Dawn has presented at the International Research Methods Summer School, Limerick, Ireland on her dissertation research.



Dr. Steve Dykstra is a psychologist from Milwaukee, Wisconsin, who has worked in mental health systems serving children for 31 years. Along the way he wandered into the world of reading and literacy because so many of the children he encountered

were struggling to read, and so many of the adults trying to help, like him, seemed lost. Bringing a bold style and scientific sensibility to these issues, he expected to solve the problem and be home in time for dinner. Years later, the struggle continues and he continues to keep learning and sharing and struggling and pushing forward. As bold as ever, and always rooted in science, he has many stories to share.



Linda Farrell is a founding partner at Readsters, located in Alexandria, VA. She has the career of her dreams, which is helping children, adolescents, and adults learn to read. She works nationally in schools helping teachers implement instruction

that ensures all students learn to read. She often works in the classroom modeling effective instruction and coaching teachers. She presents workshops all over the country about effective in-

struction for beginning and struggling readers. She has written curricula and assessments for early readers and struggling readers. She was a National LETRS Trainer for seven years. Linda has even worked in two countries in West Africa helping children learn to read in languages she doesn't even speak!



Jill Fedele earned a Bachelor's degree from the School of Education and Human Development from Binghamton University and completed her Master of Science degree in Special Education at Long Island University. She also holds an IMSLEC certification.

Ms. Fedele is currently the Coordinator of Middle School Language Arts at The Windward School. She has worked at The Windward School for more than 20 years in her present role, as Director of Reading, and as a classroom teacher. Along with mentoring teachers and creating curriculum, Ms. Fedele presents staff development workshops locally and at national conferences on topics that include strategies for analyzing documents and writing document-based essays, writing a research paper, planning and teaching both narrative and expository texts, developing and using graphic organizers, teaching read alouds, Orton-Gillingham based instruction for decoding and morphological awareness, vocabulary instruction, and expository writing strategies.



Dr. Antonio A. Fierro is a former Texas State Teacher of the Year and a member of the national LETRS (Language Essentials for Teachers of Reading and Spelling) cohort of literacy consultants led by Dr. Louisa Moats. Dr. Fierro has over 25 years of experience

having served as an early childhood ESL/Bilingual teacher, a district ESL/Bilingual specialist, a state master trainer of the Texas Reading Academies, and a senior reading analyst with Reading First. As the regional reading director for West Texas, he was responsible for the professional development of educators of twelve area school districts. Dr. Fierro was instrumental in developing and delivering sessions for West Texas on the science of reading and was responsible for the implementation of the first dyslexia centered curriculum and screening protocol. Dr. Fierro has contributed to several literacy curricula for English learners and has co-authored *Kid Lips*®, a curriculum that teaches the phonetics of our language to young children. His areas of interest include early childhood education, phonetics, phonological awareness, and research that impacts English learners. Dr. Fierro is also dedicated to advancing the knowledge base and understanding of dyslexia and other reading disabilities as his teenage son, Antonio Jr., has dyslexia.



Kelly Fowler is a Certified Dyslexia Therapist and a Qualified Instructor of *Connections: OG in 3D*. After earning a degree in elementary education and beginning her teaching career, she was chosen to begin training as a Certified Academic Language Therapist through LEAD in 1997. She has over 4000 hours of

experience in dyslexia therapy. Kelly is an expert in school-based dyslexia therapy and whole class science-based reading instruction. She serves on the Center for Effective Reading Instruction Review Team to accredit universities and training centers that teach the IDA Knowledge and Practice Standards. She is the instructor of several courses at The APPLE Group in Jonesboro, Arkansas, where she serves as the Director of Outreach and Training, in addition to her busy private practice in dyslexia therapy and testing. Kelly is the co-author of the *APPLE Group Dyslexia Screener*. She presents workshops both locally and nationally on themes related to dyslexia, phonological awareness, and the science of reading. She works closely with school districts and universities who are working to implement science-based reading, and with parents as an advocate for dyslexic children.



Ellen Frackelton, Rachel Samuels, Ellen Turner and Tammy Williams have worked together as Clara Byrd Baker Elementary School's Literacy Team since 2015. They all hold their Masters' Degrees from either The College of William and Mary or Old Dominion University. Ellen Turner has Master's Degrees in both Elementary Education and Administration and Leadership. Ellen Frackelton, Rachel Samuels, Tammy Williams have their Master's in Curriculum and Instruction with a Literacy emphasis. Rachel holds certification in Teaching of English to Speakers of Other Languages. Ellen Frackelton has her Special Education certification. They've all earned their National Board Certification in Literacy and are trained in Orton-Gillingham instruction. Between them they have 75 years of experience in public education. Tammy was named Williamsburg Reading Teacher of the Year in 2017, Rachel in 2018, and Ellen Frackelton in 2019. Rachel then went on to become the Virginia Reading Teacher of the Year in 2019. They are passionate about building teachers' understanding of evidenced-based practices in their school and community.



Cherry Frierson began teaching kindergarten in 1967, founding the first desegregated kindergarten in Jonesboro, AR. A classroom teacher and educational therapist in private practice, she co-founded The APPLE Group in 1997. She is the co-author of *Con*

nections: *OG in 3D* and has trained thousands of teachers in effective, structured, sequential, multisensory teaching. She is the author of *CONNECTIONS*, *Science-Based Spelling, Levels 1-4*, formerly *Teach Me HOW to Spell*, multisensory, science-based, leveled spelling manuals. She served as Creative Consultant to Jane Sheehy-Linari, author of several manuals on multi-sensory teaching, and as Learning Disability Consultant and Product Designer for Kaplan Early Learning Company. Cherry leads Arkansas DOE-approved professional development for licensed Arkansas teachers and administrators and has served as an Arkansas Early Childhood Professional Development System Trainer. She was the recipient of the Arkansas Federation of the Council for Exceptional Children 2013 Business Award. She has taught master's level reading courses and her material was submitted to obtain IDA university accreditation. She serves on many boards and as an education consultant to many districts implementing science-based reading.



Dr. Margie Gillis is a Certified Academic Language Therapist who became interested in reading while at the University of Connecticut where she studied with Isabelle Liberman. In 2009, she founded Literacy How, Inc. to provide professional development opportunities for teachers on how best to implement

research-based reading practices in the classroom. As president of Literacy How and as a Research Affiliate at Haskins Laboratories, Margie creates new opportunities to empower teaching excellence. In 2010, Margie founded the Anne E. Fowler Foundation to continue the work of her mentor, Anne Fowler. The Foundation supports scholarships for teachers for graduate work in reading and language development. She is the co-founder and former president of Smart Kids with Learning Disabilities, the former president of the CT Branch of the International Dyslexia Association, a board member of the Dyslexia Society of CT and New Alliance Foundation, and a professional advisor for Understood and ReadWorks.



As a 6th grade language arts teacher, **Dr. Marnie Ginsberg** realized that her students were, on average, reading 2 years below grade level. She was deeply troubled because, despite having a Master's in education, she had no idea how to solve their word-reading challenges. After extensive searching for

solutions, Marnie began a private reading tutoring and consulting business, and then studied literacy further through doctoral studies at the University of North Carolina. At UNC in 2005, she developed a unique K-2 reading intervention, the Targeted Reading Intervention, that provides webcam-based PD and coaching to teachers who deliver efficient, evidence-based instruction to struggling readers in their classrooms. Funding from I.E.S. allowed this intervention to be

tested over 7 years in a series of quasi-experimental studies which were published in journals with good effects, such as the *Elementary School Journal*, *Journal of Educational Psychology*, and *Learning Disability Quarterly*. Springboarding from the insights of this project, in 2013 Marnie founded Reading Simplified--the Easy Button for the teaching of reading. Today ReadingSimplified.com offers online professional learning to teachers and parents worldwide to streamline reading instruction and accelerate all students' achievement.



Deborah R. Glaser, Ed.D., received her doctorate in Curriculum and Instruction with specific focus on reading and school reform from Boise State University. She is an educational consultant, author, and professional development provider with expertise in reading assessment and proven instructional meth-

ods. Dr. Glaser's 40 years in education has been spent as a classroom and learning disability instructor and as an administrator with the Lee Pesky Learning Center, in Boise Idaho, where she developed remedial programs for individuals with dyslexia. She is a policy advisor to National Council on Teacher Quality assisting with the evaluation of university reading teacher preparation programs. Dr. Glaser is author of the *LETRS Modules, Foundations: An Introduction to Language and Literacy* (co-authored with Dr. Louisa Moats) and *ParaReading: A Training Guide for Tutors*. Other publications include *Reading Fluency: Understanding and Teaching this Complex Skill* (co-authored with Dr. Jan Hasbrouck) and *Next STEPS in Literacy Instruction: Connecting Assessment to Effective Interventions* (co-authored with Dr. Susan Smartt). She is the author of the online reading course *The Reading Teacher's Top Ten Tools: Instruction that Makes a Difference*, www.readingteacherstoptentools.com.



Sarah Golden earned her Bachelor's degree in Psychology and completed her Master of Science degree in Childhood General and Special Education at Bank Street College of Education in New York City and holds an IMSLEC certification. Ms. Golden is currently the Coordinator of Language Arts for both

the lower and middle schools at The Windward School's Manhattan Campus. In addition to mentoring teachers and developing curriculum for grades 1-9, Ms. Golden presents professional development workshops on various topics including Orton Gillingham based instruction for decoding and morphological awareness, narrative and expository lesson planning and instruction, using read alouds as an instructional tool, the development and use of graphic organizers, the research behind direct instruction, and instructional strategies for teaching vocabulary. She has worked at The Windward School for over 10 years in her present role, as well as a classroom teacher in language arts, social studies, and study skills. She is also on the

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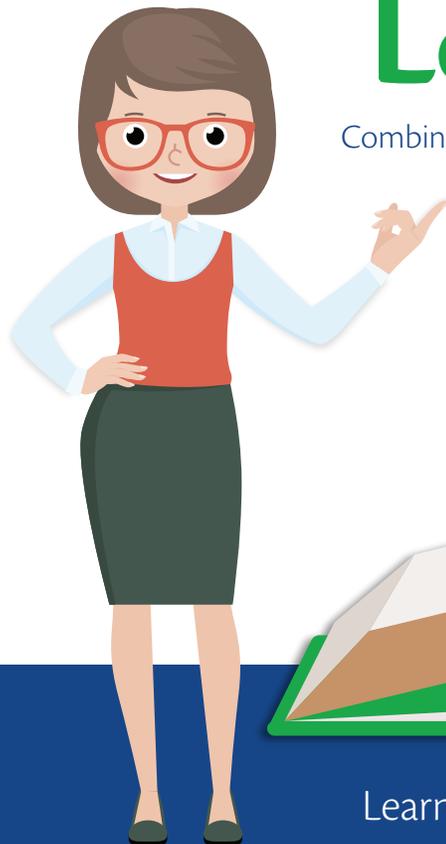
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Lorraine Griffith has most recently worked as Content Architect for an ELA curriculum Wit & Wisdom, with the non-profit, Great Minds in Washington, DC. In one rural Title One public school for almost 30 years, she began as a substitute teacher, teacher assistant, and finally classroom teacher in grades K, 4, and 5. She spent her last few years in reading remediation. During her teaching years, she worked as a consultant for the early days of Core Knowledge and taught as an adjunct in a university education program.



Susan Hall, Ed.D. is co-founder and CEO of 95 Percent Group, a company focused on helping educators identify and address the needs of struggling readers. Susan is a nationally recognized leader in RTI and data analysis and is a certified trainer of DIBELS® and LETRS®. She is the author of eight books including *Implementing Response to Intervention*, *Jumpstart RTI*, *I've DIBEL'd, Now What?*, and *10 Success Factors for Literacy Intervention: Getting Results with MTSS in Elementary Schools* (ASCD 2018). Susan co-authored three publications with Louisa Moats: *Straight Talk About Reading*, *Parenting a Struggling Reader*, and *LETRS Module 7, 2nd edition*.



Donna M Halpin has earned a master's degree in Educational Leadership and Educational Development and Strategies from Wilkes University in Wilkes Barre, PA. She has been an Educational Consultant for the past 12 years and is currently Consultant for PaTTAN, PA Training and Technical Assistance Network, as the Eastern Regional Lead for MTSS. Her instructional focus for MTSS has been in the areas of Literacy and Behavior. Donna is a certified LETRS trainer and Acadience Mentor. She has presented at the APBS International Behavior Conference, PaPBS Implementer's Forum, National Mental Health Conference and the PA Title 1 Conference.



Dr. Lorraine Hammond is an Associate Professor in the School of Education at Edith Cowan University, in Western Australia. She has worked and researched in the area of early literacy, explicit, direct instruction and learning difficulties since 1990. In 2016, Lorraine was recognized by the Australian Government with a University Teaching Award for outstanding tertiary teaching. In 2017 the Australian Council for Educational Leadership

acknowledged her exemplary work in schools promoting high impact instruction. Presently, Lorraine is the President of Learning Difficulties Australia and the Chair, Deputy Chair and Board Member of three high performing Western Australian schools.



Angie Hanlin is a dedicated and passionate leader for change in schools and classrooms. She currently serves as building principal at Matthews Elementary where she works tirelessly to positively transform teacher practice and student achievement. Using a leadership model from Schools Cubed, she has successfully established a system and structure for reviewing, analyzing, and using data to drive instruction and intervention to the highest level. She bases her career on the belief that ALL students can learn and perform at high levels of achievement when they are given highly engaging, research-based instructional practices and targeted, specific interventions. She creates a growth mindset among her students, staff, and community and uses character education to shape and sustain a positive culture of collaboration and growth that is focused on learning. Angie has served her school district in the role of curriculum coordinator, instructional coach and professional development coordinator where she worked to train and coach teachers on effective instructional practices and strategies. She has received numerous awards for her performance in the classroom and has found a new passion for working with building leaders to promote systems to improve literacy for all students.



Kim Harper has served as Supervisor of Literacy and Humanities, K-12, for the Bethlehem Area School District, Bethlehem, Pennsylvania, since 2014. Prior to that, she was Assistant Principal for Curriculum & Instruction and a 9th-grade English teacher at Freedom High School in the Bethlehem Area School District. She holds a Master of Science in Classroom Technology from Wilkes University and earned her Supervisor of Curriculum & Instruction and Principal Certifications from Lehigh University. Her primary responsibility is coordinating the district's Reading By Grade 3 (RBG3) initiative which was featured in Emily Hanford's award-winning documentary, *Hard Words: Why Aren't Kids Being Taught to Read*.



Dr. Jan Hasbrouck is an educational consultant, author, and researcher, working with schools in the U.S. and internationally. She worked as a reading specialist and coach for 15 years and later became a professor. Dr. Hasbrouck currently works with the Behavioral Research and Teaching Group at the University of Oregon and continues to collaborate with researchers on projects related to assessment and intervention. She is the author and

co-author of several books, and her research in reading fluency, academic assessment and interventions, and coaching has been widely published. Dr. Hasbrouck is a member of the author team for *Wonders*, a K-6 core reading program published by McGraw Hill Education.



Jeanie Hertzler is an educational consultant with the Pennsylvania Training and Technical Assistance Network (PaTTAN) in Pittsburgh, Pennsylvania. She has served as an educational consultant in both a local intermediate unit and the state-level PaTTAN system for a total of 10 years. Jeanie is a Pennsylvania certified elementary teacher, a K-12 Reading Specialist, and has a Master's in Literacy. Jeanie is a Certified Local Language Essentials for Teachers of Reading and Spelling (LETRS) trainer and an Acadience Reading Mentor. She loves her consulting work and enjoys guiding school teams as they strive to improve literacy efforts.



Jill Webb Hoda has served in the field of education for 19 years. Her experience as a classroom teacher includes teaching Pre-Kindergarten and Kindergarten through third grade, as well as K-2 Alternative Education, lead teacher, literacy collaborative model teacher, faculty advisor, and teacher mentor. She has been privileged to teach in Mississippi, Delaware, and Ohio. She is credited with starting a pilot, full-day kindergarten program in inner-city Wilmington, Delaware. Mrs. Hoda previously served as a Literacy Coach, Regional Literacy Coordinator, and currently serves as one of the Mississippi Department of Education's Assistant State Literacy Coordinators. In her role, she provides on-going support to promote grade-level reading to teachers, administrators, literacy coaches, and professional guidance and resources to regional literacy coordinators. She is the co-creator of Passport to Literacy and Passport to Literacy Boost, a PreK-2nd grade literacy professional development for teachers, a member of the MS Early Learning Guidelines Committee, and a former committee member for MS College and Career Readiness Standards for ELA.



Michael Hunter is a founding partner of Readsters. Michael found his passion for teaching struggling readers as a volunteer teaching adult nonreaders. He is now dedicated to helping teachers teach all students to read. Michael has co-authored instructional materials with his business partner, Linda Farrell. Michael presents workshops and advises schools nationally. His work with schools includes coaching and modeling in the classroom. This work with students and teachers keeps Michael's skills fresh. This work also continues to inform the creation of additional teaching materials for beginning readers and struggling readers of all ages.

Michael's work at Readsters has even taken him to Africa to consult on early reading instruction.



Amanda Jacobs, Director of School Outcomes, is responsible for implementing the A2i technology at scale. With a Master's degree in both Special Education and Education Administration, Amanda has been a school principal at both the elementary and secondary levels; previously was a KIPP founding Learning Specialist, Relay Resident Supervisor, and classroom teacher with an emphasis on special education as well as a general education in K-12th grade. She currently resides in Phoenix, AZ and has utilized A2i to drive literacy outcomes in South Phoenix.



Dr. Pam Kastner is an educational consultant at the Pennsylvania Training and Technical Assistance Network (PaTTAN) Harrisburg, where she serves as the State Lead Consultant for Literacy. Dr. Kastner leads Pennsylvania's Dyslexia Screening and Early Literacy Intervention Pilot Program extension. Dr. Kastner is currently part of a research team investigating the impact of explicit instruction in advanced phonemic awareness on student literacy outcomes. Dr. Kastner serves on the statewide Multi-tiered System of Supports (MTSS) team working extensively in the area of literacy, effective instruction, formative assessment, and professional learning communities. Dr. Kastner has served in a number of leadership capacities at the District level and served as a Pennsylvania Distinguished Educator for the Pennsylvania Department of Education. Dr. Kastner is a certified Language Essentials for Teachers of Reading and Spelling (LETRS) trainer and a certified reading specialist.



Brandi B. Kenner, Ph.D. is currently Director of Research and Implementation for the Chan Zuckerberg Initiative's (CZI's) Education Initiative. In this role, she collaborates with and leads cross-functional teams to strategize and develop scalable solutions in the Education Reform and Cognitive & Developmental Science sectors. Her work is focused on developing research-to-practice pipelines, anchored in human development and a re-definition of student success that takes into account all aspects of a child's health, wellbeing and learning. She's also responsible for managing a robust portfolio of research-related philanthropic investments. Prior to joining CZI, Dr. Kenner served as Director of Research and Innovation for the Atlanta Speech School, as well as Chief of Research, Innovation & Learning for the organization's professional learning arm – The Rollins Center for Language & Literacy (Rollins). Dr. Kenner holds expertise in cognitive development, language and literacy acquisition, symbolic development, the intersection of so-

cial-emotional learning and literacy, organizational development, program evaluation and experimental research and methodology. She has founded several schools and educational programs, and provides consultation to start-ups, social enterprises and non-profits with social change-driven missions. Brandi holds a Ph.D. in Psychology: Cognition & Development from Emory University, a Master of Education degree in Behavior and Learning Disabilities (with a focus in reading disabilities) from Georgia State University, and a Bachelor's degree with foci in Elementary Education and Sociology from the University of Michigan, Ann Arbor.



Dr. David A. Kilpatrick, is a professor of psychology for the State University of New York College at Cortland. He is a New York State certified school psychologist with 28 years experience in schools. He has been teaching courses in learning disabilities and educational psychology since 1994. David is a reading researcher and the author of two books on reading, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*, and is a coeditor of a third, *The Science of Reading Development and Reading Difficulties: Bridging the Gap Between Research and Practice* (forthcoming 2019).



Deborah Lynam is the Director of Partnerships & Engagement at AIM Institute for Learning & Research. She is currently chair of the NJ State Special Education Advisory Council and also serves on the Family Engagement Advisory Board for the National Center on Improving Literacy. She is a founding member of Decoding Dyslexia–NJ. Deborah served on the NJ Department of Education's Dyslexia Handbook Committee and is an IMSLEC certified Orton Gillingham Teacher.



Dr. Murdoch is the Reading Science Program Director, Graduate Education Chair in the School of Education, and an Associate Professor at Mount St. Joseph University. Under Dr. Murdoch's leadership, the Reading Science graduate program became one of the first programs in the nation to receive accreditation from the International Dyslexia Association. Dr. Murdoch holds a Ph.D. in School Psychology with a focus on Early Literacy. Prior to joining the Mount St. Joseph faculty eleven years ago, she worked as a reading consultant at the Special Education Regional Resource Center providing training and consultation to school districts around reading instruction, assessment, and supporting children with disabilities. Dr. Murdoch also worked in Cincinnati Public Schools as the director of a number of large reading grants, including the Reading First grant. Her research and service work has focused on helping

schools and families implement research-based practices in reading instruction, intervention, family involvement, and assessment. Dr. Murdoch has presented and published her work at local and national conferences and publications. She also continues to work with area schools helping them implement research-based reading practices within a Response to Intervention model. Dr. Murdoch has served on state and national level committees around dyslexia and reading and currently serves on the boards of Cincinnati Children's Hospital's Reading & Literacy Discovery Center and the Ohio Valley Branch of the International Dyslexia Center.



Shira Naftel, M.Ed., founder of It's a Teachable Moment, is an educational consultant who for the past 22 years has worked with school administrators, teachers, students and parents in Monsey, New York. She has many years of training and experience with Lindamood-Bell Learning Processes, the Slingerland® Approach and Equipped for Reading Success (D. Kilpatrick). Mrs. Naftel engages the use of multisensory techniques to enhance educational outcomes in the areas of reading, spelling and language comprehension. She has dedicated 18 summers to organizing and teaching a four-week practicum course, under the auspices of the Slingerland® Institute for Literacy, to empower teachers to meet the needs of their students. Mrs. Naftel is known for her practical, clear and engaging presentation style. Organizational affiliations include: Everyone Reading/Presenter, The Center for Effective Reading Instruction (CERI)/Structured Literacy Dyslexia Interventionist, The Reading League/Member and Presenter, International Dyslexia Association (IDA)/Member and Slingerland Institute for Literacy/Member and Certified Slingerland Instructor of Teachers.



Dr. Tim Odegard, CALP, is a professor of psychology and holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at Middle Tennessee State University, leading the efforts of the Tennessee Center for the Study and Treatment of Dyslexia. His research in the area of reading strives to identify factors that predict the response of individuals with dyslexia and related specific reading disabilities to intensive interventions and leverage this information to improve intervention efforts. He serves as the Associate Editor of *Annals of Dyslexia* and on the editorial board of *Perspectives on Language and Literacy*. He has worked with students with reading disabilities, having completed a two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children in Dallas during his postdoctoral fellowship.



Janna Osman, M.Ed. is the Vice-President for Advanced Learning at the Stern Center for Language and Learning. As an educational leader in VT, she is committed to improving outcomes for all learners, birth through higher education. She utilizes effective, research-supported practices to provide professional

learning for educators, using literacy and social communication as a change agent across an MTSS system. Her goal and the Stern Center's mission is for learners of all ages and backgrounds to experience personal accomplishment in a world where education allows learners to reach even higher levels of success. Her transformation work in schools builds professional knowledge to enable all children to benefit from the opportunities that literacy affords. Prior to the Stern Center, she was the Vermont Department of Education Learning Disabilities Consultant, where her work included development of regulatory procedures for learning disabilities and implementation of the Responsiveness to Instruction and Intervention model. Earlier in her career, she worked as a special educator and as adjunct faculty at St. Michael's College.



Christine Quesada is an English Language Arts Instructional Coach in Rio Rancho Public Schools in New Mexico. She holds an MA in Language, Literacy and Sociocultural Studies from the University of New Mexico and a BA in Economics and International Studies from Texas A&M University. She has thirteen

years of classroom experience with children in first and second grade. Christine has been an instructional coach for the last four years, with three of those years at the district level focusing specifically on reading foundational skills. In addition, she supports teachers and students in Bilingual Multicultural Education Programs. She has been working closely with teachers on implementing effective instruction in foundational skills and vocabulary. Christine is currently a board member of the Southwest Branch of the International Dyslexia Association (SWIDA) and is on the implementation committee for the New Mexico Dyslexic Student Early Interventions law signed this year. As a member of this committee, she is working in collaboration with the New Mexico PED to create a Literacy Early Identification and Intervention Handbook and to provide teachers with professional learning in Structured Literacy. Christine is also a Consortium on Reading Excellence (CORE) Literacy Trainer for her school district.



Erin Rasp is a literacy coach and interventionist at Country Heights Elementary School in Davies County, Kentucky as well as a Wit & Wisdom PD facilitator for Great Minds. She has been an educator for ten years, having taught fifth grade ELA and first grade before becoming a coach and intervention-

ist. Besides pursuing her passion of teaching reading, she leads her school's Standards Based Grading and data tracking committees and is a member of the PBIS Core Team. She holds a Bachelor's degree from Bellarmine University, a Master's degree in teacher leadership from University of the Cumberlands, and her Rank I in administration from Western Kentucky University.



Catherine Schmidt is an ELA Content and Professional Development Specialist. She works supporting districts, states and partners in implementing the Common Core State Standards in ELA. She also serves as a Title Editor and Author with Great Minds, working with a team to develop the Geodes Library.

Catherine previously taught in the Washoe County School District in Reno, Nevada where in 2011 she co-founded the Core Task Project, an innovative grassroots professional learning model for aligning instruction to the Standards and Shifts. Subsequent to teaching elementary grades, Catherine served as a literacy trainer and district implementation specialist. She holds a Bachelor's degree in Economics from the Pennsylvania State University and teaching certification coursework and Master's degree from Sierra Nevada College.



Mary-Margaret Scholtens is the co-founder and Executive Director of The APPLE Group, Inc., which has provided science-based training since 1997. She has a bachelor's degree in elementary education/reading diagnosis and remediation and a Master's degree in reading. She is the co-author of *Connections: OG in 3D*, a multisensory, structured, sequential, science-based

reading curriculum for dyslexia intervention and Structured Literacy classroom curriculum. Her training was commended by IDA, earning an IDA university accreditation. She is a member of the Evidence Based Reading Instruction Advisory Team, "made up of national experts who are focused on improving the reading outcomes of students nationwide by embedding the systematic and scientific-based reading instruction throughout our education system." She has worked in Arkansas to help pass several science of reading laws in 2013, 2015, and 2017. She serves on the Advisory Board of the International Foundation for Effective Reading Instruction, the Executive Committee of the Coalition for Reading Excellence, and is the 2016 National Right to Read Foundation Patrick Groff Teacher of the Year recipient for her work in evidence-based, structured literacy.



Julie Sealine, M.S., is an Implementation Specialist for Really Great Reading. She began her career as an instructor at the Horace Mann Laboratory School at Northwest Missouri State University, teaching students from kindergarten all the way through

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pre-service teachers. After moving to Iowa, she spent years in Iowa public schools as a teacher and reading specialist. She also provided professional development and consulting for the Iowa Department of Education throughout the state. Now with Really Great Reading, Julie is honored to be able to continue working with teachers and students to grow decoding skills in schools across the nation. She is a member of The Reading League.



Joan Sedita is the founder of Keys to Literacy, a literacy professional development organization based in MA. For over 35 years, Joan has been an experienced educator and nationally recognized teacher trainer. She has authored multiple literacy professional development programs, including *The Key Comprehension Routine*, *The Key Vocabulary Routine*, *Keys to Content Writing*, *Keys to Early Writing*, and *Keys to Close Reading*. Beginning in 1975, she worked for 23 years at the Landmark School, a pioneer in the development of literacy intervention programs. As a teacher, principal, and director of the Outreach Teacher Training Program at Landmark, Joan developed expertise, methods, and instructional programs that address the literacy needs of students in grades K-12. Joan was one of the three lead trainers in MA for the Reading First Program and is a LETRS author and trainer. She is also an adjunct instructor at Endicott College. Joan received her M.Ed. in Reading from Harvard University and her B.A. from Boston College



Dr. Serry is a Speech Pathologist, Senior Lecturer and Discipline Lead in Speech Pathology at La Trobe University (Melbourne, Australia) who has taught in Speech Pathology and Audiology programs for the past 19 years. She is the Editor of the *Australian Journal of Learning Difficulties*. Dr. Serry's research and teaching is focused on language and literacy and learning difficulties among students from the early years through to tertiary students, as well as students experiencing social disadvantage. Dr. Serry's research and teaching centers on how to facilitate greater collaboration between educators, parents, speech pathologists and psychologists. Dr. Serry is currently leading a 2-year program of Professional Learning workshops on Learning Difficulties and Dyslexia for the Department of Education in Victoria, Australia.



Dr. Sarah Siegal received her Master's Degree from Florida State University where she was funded through the Predoctoral Interdisciplinary Research Training (PIRT) Fellow program, part of the Florida Center for Reading Research. Following the completion of her Master's, Sarah joined the Developmental Psychology Graduate Program and the Institute for the Science of

Teaching & Learning at Arizona State University where she completed her Doctoral degree. Her research has focused on educational technology, literacy instruction, and classroom observation. She has co-authored a number of book chapters and research papers as well as worked on the design and development of the A2i software platform and online professional development.



Amy Siracusano, MS Ed., is a Literacy Integration Specialist in Maryland. Amy has been in public education for more than 20 years as a classroom teacher, Learning Specialist, Title I teacher, and administrator. She has taught teacher prep at the university level and in-service courses on reading instruction. She has presented at numerous state and national conferences. In her current position she focuses on instructional coaching, curriculum writing, and professional development to improve reading instruction in grades K to 5. She was co-chair of the Maryland State Department of Education literacy work group, which recommended revisions to the four required reading courses for teacher certification. Amy was a member of the Governor's Dyslexia Task Force, which spearheaded drafting the Ready to Read Act that will now require screening for all kindergarteners in Maryland.



Dr. Pamela Snow is a Professor at La Trobe University in Victoria, Australia. She is a registered psychologist, having qualified originally in speech-language pathology. Her research has been funded by nationally competitive grant schemes and spans various aspects of risk in childhood and adolescence, e.g., the oral language skills of high-risk young people (youth offenders and those in the state care system), the role of oral language competence as an academic and mental health protective factor in childhood and adolescence, and applying evidence in the language-to-literacy transition in the early years of school. In 2017 Pamela co-authored the text *Making Sense of Interventions for Children with Developmental Disorders* with Dr. Caroline Bowen and is the author of *The Snow Report* blog.



Dr. Richard L. Sparks received his Ed. D. from the University of Cincinnati. He is Professor Emeritus at Mt. St. Joseph University in Cincinnati, Ohio, where he taught courses in reading science, learning disabilities, educational assessment, and research/statistics. Prior to earning his doctorate, Dr. Sparks was a classroom special education teacher in Cincinnati Public Schools. He is an Orton-Gillingham trained specialist. His research interests are reading/reading disabilities (dyslexia), foreign (second) language learning, individual differences in language learning, secondary and

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postsecondary learning disabilities, and hyperlexia. His most recent research has focused on application of the Simple View of Reading to foreign (second) language reading skills. He has published extensively in native language (L1), second and foreign language (L2), and learning disabilities (LD) journals, and has presented peer-reviewed papers at numerous national and international conferences in the United States, Canada, Israel, Netherlands, Italy, Hong Kong/Macau, and the United Kingdom. He is a Co-Editor of a recently published book, *Language Aptitude: Advancing Theory, Testing, Research, and Practice*. He also serves as a Consulting Editor for the *Journal of Learning Disabilities* and on the Editorial Board of *Annals of Dyslexia*. Dr. Sparks has a private practice in which he conducts psychoeducational evaluations and serves as a disability consultant for professional organizations including the National Board of Medical Examiners, ACT Board, Law School Admissions Council, and state boards of law examiners. He is a certified trainer for the Language Essentials for Teachers of Reading and Spelling (LETRS) program and has conducted over 200 LETRS sessions since 2009.



Laura Stewart is an educator and organizational leader. She has served as a classroom teacher, building and district administrator, adjunct professor, and director of numerous professional development initiatives around the country, including directing the Reading First initiative in the state of Wisconsin.

She also served as the Vice President of Professional Development for the Rowland Reading Foundation, and was the Chief Academic Officer for Professional Development at Highlights for Children. Laura's current role is as the National Director of The Reading League fits her perfectly, as her passion is empowering educators to positively impact ALL students and ultimately change the course of literacy achievement in this country. She presents nationally and internationally and has written for numerous organizations and publications, including co-authoring *The Everything Guide to Informational Text K-2; Best Texts, Best Practices*. Laura is on the advisory board of the International Foundation of Effective Reading Instruction. She also serves on the Illinois governor's Task Force for At-Risk Youth. Laura is a certified LETRS (Language Essentials for Teachers of Reading and Spelling) trainer.



Chelsea Stinson, M.S. Inclusive Special Education, holds a B.S. in TESOL and Linguistics from SUNY Oswego and is a current PhD student at Syracuse University. Her work focused on assessment and support for English learners with complex learning needs and disabilities in inclusive settings, as well as the social and policy contexts of ELL education. A former ENL teacher, she

continues her engagement with schools and communities through independent educational consulting and technical assistance.



Dr. Stephanie Stollar is the Director of Professional Development for Acadience Learning. Her work focuses on the use of direct assessment tools to improve reading instruction for all students. She has worked as an educational consultant, an assistant professor and a school psychologist. She has conducted research, presented, and published in the areas of early childhood, systems change, assessment, and RtI/MTSS.



Lyn Stone is a linguist and author and runs Lifelong Literacy, a specialist education consultancy in Australia. Lyn's training includes Lindamood LiPS, Spalding, Cued Articulation, Read Write Inc. and Auslan, all of which help her and her staff bring literacy to children and adults with learning difficulties. Lyn also writes courses, trains teachers and consults with schools and the media on matters of literacy and language. She is particularly active in dyslexia advocacy, and is a key member of Code Read Dyslexia Network, an Educational Professional Member of the Australian Dyslexia Association, and a Speech Pathology Industry Advisory Board Member at the Graduate School of Health, University of Technology, Sydney. Her three books, *Spelling for Life*, *Language for Life* and *Reading for Life* have been well received by educators worldwide.



Dr. Carolyn Strom is a Clinical Professor of Early Literacy and Innovation at NYU Steinhardt School of Education. She is also a teacher educator and classroom researcher whose work focuses on early reading and spelling development, particularly among young children living in poverty. Currently, she is leading an initiative for New York City preschool teachers called 'Cortex to Classroom,' which centers on the practical application of reading science and learning technologies in early childhood. Dr. Strom is a state-certified reading specialist and was a 1st and 2nd grade teacher for ten years. She has a PhD in Early Literacy from New York University, a Master's degree in Reading from the University of Southern California and an undergraduate degree from the University of Pennsylvania.



Sara Tellman Veloz' career in education spans over twenty years. She spent the first twelve years teaching in a large urban school district in Northern California. Equipped with a Baccalaureate degree in Child Development, a Master's degree in Education

with emphasis in Literacy, a teaching credential specializing in cross cultural education, and additional authorizations in literacy and English language learning, Sara has developed extensive experience teaching in diverse classrooms. Outside the classroom, Sara has developed experience in curriculum design, professional development, and instructional coaching. She presently serves as a member of the editorial board for the journal, *Perspectives of Language and Literacy*, a publication of the International Dyslexia Association. In 2003, Sara participated with a team of teachers and curriculum designers in developing a revised edition of LANGUAGE!, a successful reading intervention curriculum. Currently, Sara works nationally and internationally as an independent education consultant and instructional coach for her own company, Buckerfield Educational Consulting, Inc. and for the Consortium of Reaching Excellence in Education, Inc. (CORE).



Dr. Danielle M. Thompson, CCC-SLP, is a national educational consultant, teacher of teachers and, insatiably curious about all things that make children's and teachers' lives better. As a Speech Language Pathologist and teacher, she taught and assessed PreK, elementary and middle school students

for 10 years in at-risk environments - public schools, Head Starts, and private practice - before going on to study LETRS, become a National LETRS trainer, obtain her doctorate, and work on several district and state literacy initiatives. Currently, she is serving as the founder and co-lead trainer for the Montana Literacy Institute; a contributing K-3 reading foundations content author for the Rollins Foundation's Cox Campus; a reading foundations course author for the Montana Dyslexia Task Force; the founder and CEO of the Transformative Foundation; an editorial board member for The Reading League Journal; and, the lead consultant of The Transformative Reading Teacher Group. While many may call her a nerd with a happiness problem, it is safe to say, she cares most about maximizing educational potential at every level in schools, clarifying what this looks like, and inspiring leaders, teachers, families and students into new layers of change and transformational practices. If Danielle isn't working in classrooms with teachers and students, she is pondering and studying, translating research into practice, doing small research projects, and building useful tools that support teachers as they transform instruction through personal change, focus, and deliberate practice.



As a national and international presenter, **Dr. Carol Tolman** draws on her more than 25 years of experience in the public school system, with 13 of those years spent designing and implementing an innovative reading clinic and academic support collaborative for academically challenged high school students.

Awarded a doctorate in educational psychology, she continued to spearhead many successful, long-term literacy initiatives. Within

higher education, Dr. Tolman organized and delivered curriculum for the Massachusetts Licensure Program and conducted a four-year project for the Maryland Department of Education supporting literacy knowledge for professors. She is the author of Perspectives articles, "*Working smarter, not harder: What teachers of reading need to know and be able to teach*," and "*The relationship between teacher knowledge and effective RTI: When we know better, we do better*." Along with Susan Smartt and Marty Hough, Carol co-authored the chapter, *Effective Phonics Instruction in Fundamentals of Literacy Instruction and Assessment, Pre-K – 6*, Second Edition. As co-author with Dr. Louisa Moats of *LETRS Module 1* (2nd ed.), *LETRS Module 10* (2nd ed.), and *LETRS 2nd ed. Presenter's Kits*, Dr. Tolman presided over the LETRS Leadership Board. Recently, Carol and Dr. Moats created the LETRS (3rd ed.) texts, on-line, and face-to-face professional development courses and Trainer-of-Trainer models in support of local capacity at the school, district, and state levels both here and in Australia.



Dr. Amy Vanden Boogart, is the Director of Curriculum and Product Development for Really Great Reading. She manages the development of foundational reading skills curricula (print and online) for emerging and struggling readers, creates and tests new assessments, software, and workshops,

and trains educators to help them maximize student success. Amy is also an adjunct professor at George Washington University, where she teaches graduate-level literacy courses. Amy began her career as an elementary teacher. She is a member of The Reading League and the International Dyslexia Association, the Secretary of the Board of Directors of the DC Capital Area Branch of the International Dyslexia Association, and a member of the editorial board of the International Dyslexia Association's Perspectives on Language and Literacy publication.



Dr. Julie A. Washington, is the Chair and Professor in the Department of Communication Sciences and Disorders in the College of Education and Human Development at Georgia State University in Atlanta.

She specializes in language development and disorders in high-risk populations; early literacy and language interactions; African-American Child English; and African-American student achievement. Washington's work focuses on understanding cultural dialect use in African-American children with a specific emphasis on the impact of dialect on language assessment, literacy attainment, and academic performance. Washington is a co-director of the Center for Research on the Challenges of Acquiring Language and Literacy at Georgia State. Currently, Washington is a principal investigator on the Georgia Learning Disabilities Research Innovation Hub, funded by the National Institutes of Health – Eunice Kennedy

Shriver National Institute of Child Health and Human Development. This research initiative is focused on improving early identification of reading disabilities in elementary-school-aged African-American children who speak cultural dialects, and includes a focus on children, their families, teachers and communities. Washington earned a Bachelor of Arts degree in English from Spelman College, and her Master of Science and Doctor of Philosophy degrees in Speech and Language Pathology from the University of Michigan.



Dr. Jan Wasowicz, CCC-SLP has more than 40 years of experience as a language, literacy, and learning specialist. She has worked with students who have language-based reading, writing, and spelling problems in a variety of educational settings, including public schools, Head Start programs, and private practice. Dr. Wasowicz is frequently invited to speak about best practices in literacy assessment and instruction at national, state, and local meetings and has taught numerous undergraduate and graduate courses, holding faculty positions at Northwestern University, Elmhurst College, Rush–Presbyterian–St. Luke’s Medical Center, and Governors State University. She has authored articles appearing in scholarly journals, is the inventor of the Earobics® software, is co-author of *SPELL-2* and *SPELL-Links to Reading & Writing* and is lead moderator of the SPELLTalk professional listserv. Dr. Wasowicz is an ASHA-certified and IL-licensed speech-language pathologist, and she holds a professional educator license with multiple endorsements from the State Teacher Certification Board of Illinois. She is the founder, president and CEO of Learning By Design, Inc., publisher of the SPELL-2 assessment software and the SPELL-Links to Reading & Writing word study curriculum. She maintains a private practice in Evanston, IL.



Kristen Wells’ service in the field of education spans 15 years. Her experience in the classroom includes teaching 1st and 2nd grade, as well as serving as a Kindergarten through 5th grade Intervention Specialist. She has also spent several years as a new teacher mentor. Ms. Wells previously served as a literacy coach for the Mississippi Department of Education (MDE), a Regional Literacy Coordinator, and currently serves as an Assistant State Literacy Coordinator. She is the co-creator of the “Passport to Literacy” and “Passport to Literacy Boost” PreK-2nd grade literacy professional development training for teachers. During the 2016-2017 school year, she co-produced the MDE’s Literacy Focus of the Month in Action instructional videos featuring literacy coaches and students in Mississippi classrooms. During the 2017-2018 school year, she began working with coaches to increase the rigor and consistency of writing instruction in kindergarten through sixth grade classrooms through

the development and implementation of writing galleries. Currently, she serves as a member of the Mississippi Reading Licensure Task Force and the Governor’s Task Force for Teacher Preparation in Early Literacy Instruction.



Dr. Jennifer White has spent the past twenty years devoted to increasing literacy success in students as a teacher, reading specialist, special education director, consultant, and researcher. She is currently a professor in the Disability and Psychoeducational Studies at the University of Arizona, where she completed her doctorate in special education. She also serves as the Learning Innovation Specialist at the Stern Center for Language and Learning in Vermont. Her work focuses on combining evidence-based reading practices, coaching strategies, and technology to support the reading instruction of teachers.



Nancy Young B.A., M.Ed. (Special Education) is a consultant working with educators and families across Canada. Her main focus is building awareness of the need for, and supporting implementation of, evidence-based reading/spelling/writing instruction in schools. Nancy’s areas of specialty include dyslexia, ADHD, giftedness, and ELL. Nancy is a certified Structured Literacy Teacher (Center for Effective Reading Instruction) and is a member of the International Dyslexia Association and the Society for the Scientific Study of Reading. Passionate about the need for educators and parents to understand that learning the secrets of the written code can be both intellectually engaging and fun for all, Nancy is the author of *Secret Code Actions™* (Teacher Edition and Parent Edition), a resource presenting creative ways to weave physical movement into code-based instruction and practice. Nancy is also the creator of the Ladder of Reading infographic. Her website is www.nancyyoung.ca.

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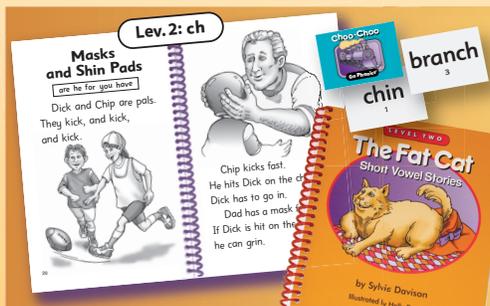
Monica H., 1st grade teacher - WI

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PLEASANT T. ROWLAND FOUNDATION

The Pleasant T. Rowland Foundation is pleased to honor and congratulate Dr. Maryanne Wolf for her lifelong commitment and contributions to the study of the reading brain.

Reading is at the heart
of all achievement.

Without it, the American
dream is out of reach.

With it, anything is possible.

Pleasant T. Rowland

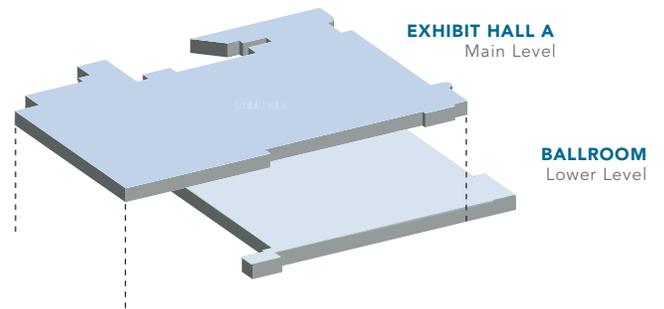
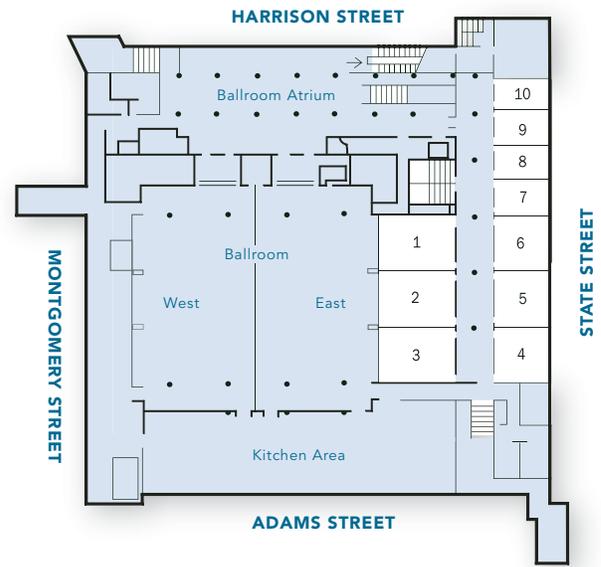
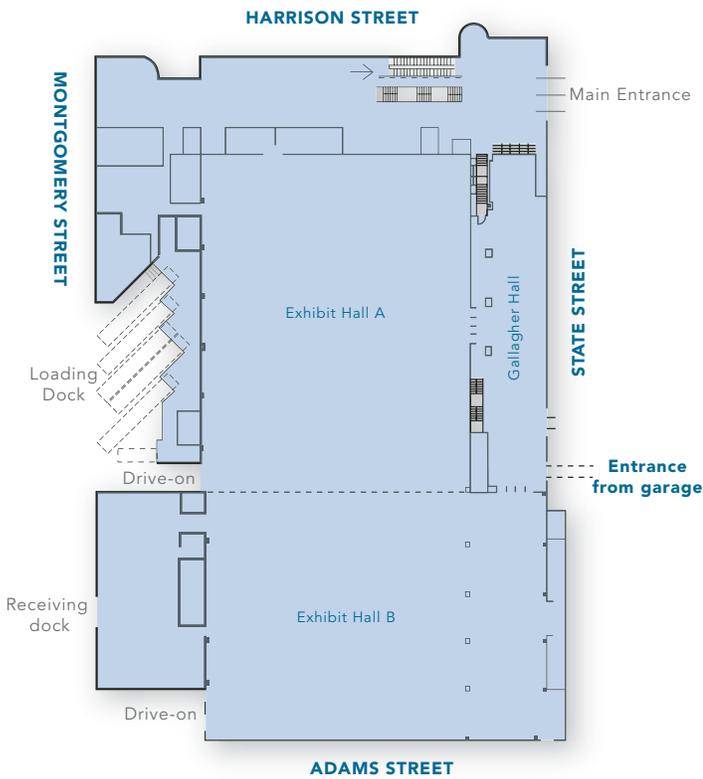
Pleasant Rowland is a noted educator, business leader, and philanthropist whose career began as a primary-grade teacher. Her lifelong interest in teaching children to read grew from her classroom experience and ultimately led to her authorship of reading and language arts programs used widely for more than 40 years in schools throughout the country. She is the author of *Beginning to Read, Write and Listen*, *The Addison-Wesley Reading Program*, *Superkids* and is creator of *American Girl*.



CONVENTION CENTER

Main Level

Lower Level



WELCOME TO SYRACUSE



WWW.VISITSYRACUSE.COM

A comprehensive guide to all things Syracuse, including hot dining spots downtown. There are over 70 restaurants in Downtown Syracuse from which to choose. Go to this interactive guide to select by location and food preference: <https://www.visitsyracuse.com/restaurants>

Another great resource for Downtown information: <https://www.downtownsyracuse.com>

KNOW ON-THE-GO

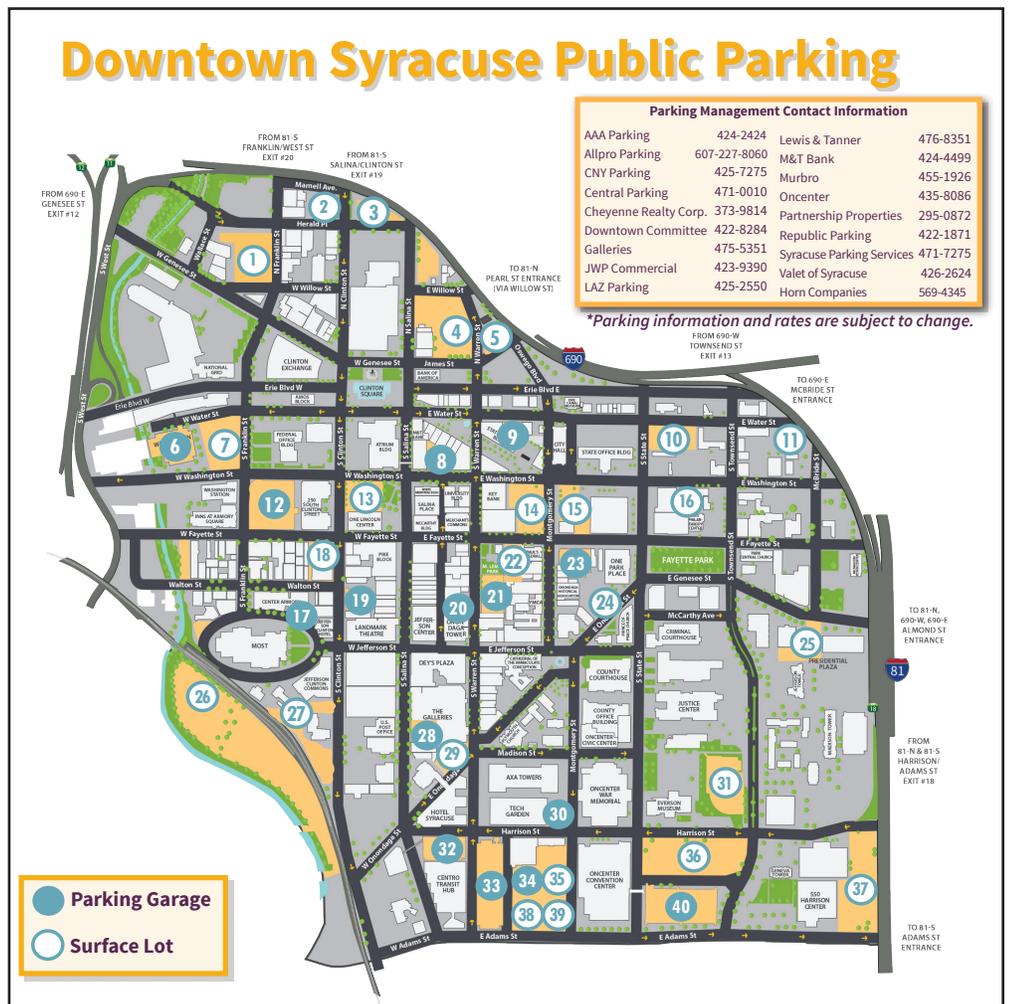
Bus schedule available at the bus information desk in main lobby.

Parking is \$5.00 per day. Pay by credit card or cash for garage parking. Cash only for the lot.

ATM available in Gallagher Hall.

Bathrooms are located in Gallagher Hall (women's only) or the downstairs Atrium (both men's and women's).

For additional information or questions about the conference, go to The Reading League information area in Gallagher Hall. While there you can also purchase your conference T-shirt, favorite The Reading League merchandise, including words walls and author books.



Stay connected to conference news and colleagues with Topi, our conference app



SIGN IN WITH ACCESS CODE:

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EXTRACURRICULAR ACTIVITIES:

Whether you're looking for a late-night spot to grab some grub, relax with a glass of vino, or your down for a pub crawl, you'll rate these spots an A+—and visit a few of our favorite downtown neighborhoods, too!



HEART OF DOWNTOWN: South Salina and South Warren are the main streets in this Syracuse neighborhood designated as the Heart of Downtown. On these and surrounding streets you'll find a multitude of apparel and accessory shops, along with eateries and pubs.

- **OTRO CINCO** | otro5cinco.com | 206 S. Warren St.
Otro Cinco knows how to put an urban upscale spin on Spanish and Mexican food. This neighborhood gem is known for signature cocktails and all around great food! People of all ages enjoy the chic atmosphere. At Alto, they take pride in their fresh ingredients obtained locally to produce staple dishes including homemade salsa, guacamole, cornbread, soups and sauces.
- **WOLFF'S BEIRGARTEN** | wolffsbiergarten.com | 106 Montgomery St.
An authentic German Biergarten, Wolff's originated in Albany, NY, opening in Syracuse in 2015. An award-winning German restaurant, Wolff's Biergarten specializes in three things: the finest German, Belgian, and Czech beers, quality sausages, and soccer—televising live games from across the globe.



ARMORY SQUARE: A historic landmark in downtown Syracuse, you'll find many dining options, coffee shops, and specialty retail. While many of the dining options are featured in the Dine Around, there are a few other places to stop by.

- **FUNK 'N WAFFLES** | funknwaffles.com | 307-313 S. Clinton St.
A collaboration of music and food, Funk n' Waffles is a locally owned restaurant whose menu focuses mainly on assortments of different kinds of waffles. Featured on The Food Network's "Diners, Drive-Ins and Dives," episode "Far Out": Host Guy Fieri tried two savory waffles: The Chicken & Waffles (buttermilk waffles with a half dozen organic wings and hot sauce) and The Jive Turkey (stuffing waffle with smoked turkey, garlic mashed potatoes, cranberry sauce and gravy). What will you try?
- **BLUE TUSK** | bluetusk.com | 165 Walton St.
Another popular hangout in Armory Square, the Blue Tusk was established in 1995, during what it calls the "Great Craft Beer Revolution." With more than 69 beers on tap on a given day, the Blue Tusk is a "beer-lover's hangout with a lengthy brew list, basic pub grub and charcuterie in a convivial setting."
- **AL'S WINE & WHISKEY LOUNGE** | alswineandwhiskey.com | 321 S. Clinton St.
Add Al's Wine & Whiskey Lounge to your list if you're looking for the widest selection of wine and whiskey from around the world right in downtown Syracuse! Described as a "clubby hangout with a cool vibe," you'll enjoy live music, games, and good food.



CLINTON SQUARE: As the center of the city, this area is bustling with outdoor markets and festivals during the summer and fall seasons, and ice skating during the winter months. A short walk from the centerpiece of downtown Syracuse are several bars and restaurants.

- **PRESSROOM PUB** | pressroompub.com | 220 Herald Place
Located in historic Harold Square in Downtown Syracuse, PressRoom Pub brings new life to the former home of the Harold Journal. It's a new local gem with 90% of all beer, liquor and food served coming from right here in NYS. Great food, cold beer, excellent entertainment and super hospitality is what you'll find at the PressRoom Pub.
- **APIZZA REGIONALE** | apizzaregionale.com | 260 W. Genesee St.
If pizza is what you crave, Apizza Regionale is where you need to go! At Apizza, their specialty is using the finest locally sourced in-season ingredients, to create a pie that is the perfect relationship between Naples and New York style pizza. As an accompaniment, Apizza offers a full bar with a dynamic wine list, regional beers, and hand-crafted cocktails.



TIPPERARY HILL: Located on the west side of the city, is Syracuse's Irish neighborhood where you'll find Burnett Park Zoo, popular pubs, and the only green-over-red traffic light in the United States!

- **COLEMAN'S IRISH PUB** | colemansirishpub.com | 100 S. Lowell Ave.
Established as a working man's saloon in 1933, Coleman's has since tripled in size, however maintaining its small pub atmosphere with reminders of Ireland everywhere you look. Coleman's is the official host of Green Beer Sunday, the kick-off to the St. Patrick's Day season, featuring the world's shortest parade and a tanker truck filled with imported green beer.

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Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an Initial Reissuance.

A separate form must be completed for each training.

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I:			
First Name:	Last Name:	Middle Initial:	
Date of Birth: _____ / _____ / _____	Last 4 Digits of the Social Security Number: _____		
Section II			
Name of Venue: <u>Oncenter Downtown Syracuse</u>			
Street Address: <u>800 S. State St.</u>	City: <u>Syracuse</u>	State: <u>NY</u>	Zip Code: <u>13202</u>
CTLE Activity Title: <u>The Reading League 3rd Annual Conference</u> <small>(Indicate title/subject/grade level, etc.)</small>			
Select One or More Areas of Activity: <input checked="" type="checkbox"/> Pedagogy <input checked="" type="checkbox"/> Content <input checked="" type="checkbox"/> English Language Learning			
CTLE Date(s): from: <u>10 / 17 / 2019</u> to <u>10 / 18 / 2019</u> <small>(mm) (dd) (yyyy) (mm) (dd) (yyyy)</small>		Number of hours awarded <u>10.5</u>	
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name: <u>The Reading League</u>			
Print Name of Authorized Certifying Officer: <u>Maria Murray</u>			
Signature of Authorized Certifying Officer: <u>Maria Murray, Ph.D.</u>			<small>Digitally signed by Maria Murray, Ph.D. DN: cn=Maria Murray, Ph.D., ou=The Reading League, ou=The Reading League, email=thereadingleague@gmail.com, c=US Date: 2018.07.26 11:21:32 -0400</small>
Approved Provider Identification Number: <u>23245</u>		Date: <u>10/18/19</u>	
Email: <u>info@thereadingleague.org</u>		Phone #: <u>315-247-9950</u>	

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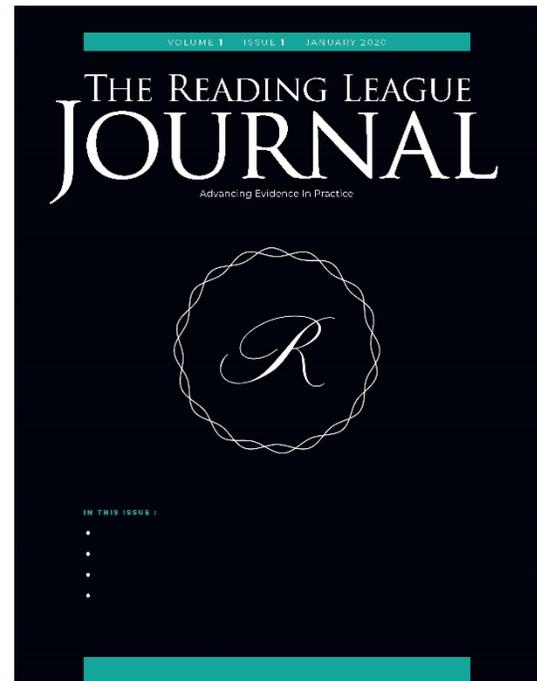
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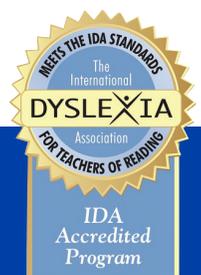
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