

# 50th Everyone Reading Conference

on Dyslexia and Related Learning Disabilities



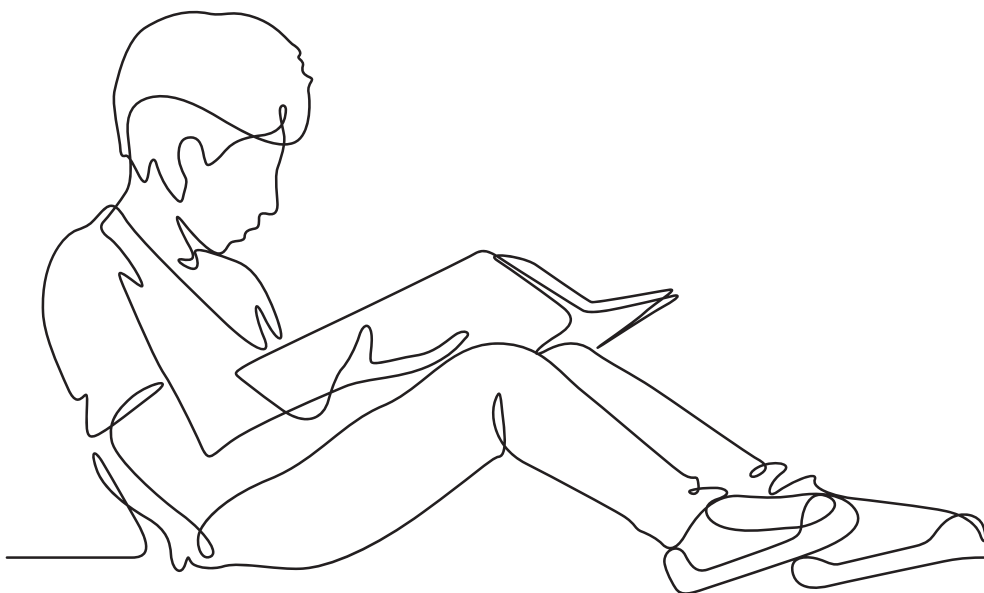
CUNY Graduate Center  
365 Fifth Avenue, New York, NY, 10016  
March 13 - 14, 2023

## Mission Statement

To strive to lessen, and eventually eliminate, the stigma associated with dyslexia and LD. We also work to demonstrate to the community that dyslexia and LD can affect anyone—including people with average and above-average intelligence.

## What We Do Statement

As the leading resource for dyslexia and related learning disabilities, Everyone Reading instructs educators, tutors children and supports parents. We provide professional development, information, tools, support and research.



Monday, March 13, 2023

## David C. Banks, Chancellor New York City Department of Education

### Keynote Address



David C. Banks is Chancellor of the New York City Department of Education, the largest school system in the nation. Appointed on January 1, 2022, he is the former President and CEO of the Eagle Academy Foundation, and the founding principal of The Eagle Academy for Young Men, the first school in a network of innovative all-boys public schools in New York City and Newark, N.J.

David is a lifelong New Yorker, born in Brooklyn, and proud graduate of New York City public schools, attending P.S. 161 in Brooklyn and Hillcrest High School in Queens. After a year working as a school safety officer, he began his first teaching job at P.S. 167 in his childhood neighborhood on Eastern Parkway. From there, he went on to become a founding principal at the Bronx School for Law, Government and Justice, and later at the Eagle Academy for Young Men.

David's vision of education emphasizes a partnership between schools and communities based on the guiding principles of academic excellence, leadership, and character development.

Monday, March 13, 2023

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**8:00 - 9:00 AM**  
**Check-in and Late Registration**

**9:00 – 9:30 AM - Proshansky Auditorium (Concourse)**

**Keynote Address:**

**David C. Banks, Chancellor New York City Department of Education**

**10:00 – 10:30 AM (Rooms C204 & C205)**

**Coffee, Exhibits and Networking**

Please visit our sponsors and exhibitors in the lobby. THE EXHIBITIONS AND COFFEE WILL BE AVAILABLE ALL DAY. VISIT ANYTIME!

**10:30 – 11:40 AM**

**M01 - New York State Legislation – The Latest News**  
**New York State Assembly Member JoAnne Simon -**  
**Proshansky Auditorium**

**M02 – Acceleration: An Approach to Closing Early**  
**Literacy Learning Gaps - Room C201**

**Siobhan Dennis, Ph.D., Director of Administrator**  
**Relations; Dr. Julia Carlson, Vice President of**  
**Research; Ms. Lena Kim, Program Design Specialist,**  
**Wilson Language Training**

This presentation will explore an approach to acceleration implemented with students who experienced gaps in literacy. Lessons learned and impact on achievement will be shared.

**M03- How and When To Use Decodable Readers for**  
**Maximum Effectiveness - Room C202**

**Linda Farrell, Readsters**

Learn how Decodable and Leveled texts differ and walk away with practical information for using decodable texts.

**M04 – Morphology: What, Why, and How?- Room C203**  
**Janice Kohler-Curtis, MAT, Doctoral Student, Reading**  
**Science Program, Mount St. Joseph University, Chief**  
**Academic Officer, Step By Step Learning**

This session will include a brief history of the English language, an explanation of its connection to vocabulary and spelling, and activity ideas to use with your class.

**M05 – Building Fluency in Readers: Achieving the**  
**Pace, Accuracy and Prosody that Lead to Successful**  
**Comprehension of Text - Segal Theater (1st Fl.)**

**Esther Klein Friedman, Ph.D.**

This presentation will provide a scientific context for the role of fluency and fluency building in reading. Several high-

leverage instructional methods will be presented.

**M06 – Erasing the Misery of Reading and Spelling**  
**Recital Hall (1st Fl.)**

**Scott DeSimone, Founder; Suzanne Clarkson,**  
**Implementation Specialist, Really Great Reading**  
**Company, LLC**

This session demonstrates explicit, scaffolded teaching of multisyllabic word decoding with various multisensory techniques. Teach students to read and spell multisyllabic words using functional, simple techniques.

**M07 – Not Your Grandma’s Library - Room 8400**

**Melinda Greenblatt, MLS; Anne Saidman, MLS; Karen**  
**Wellington, MLS, MyLibraryNYC Outreach Librarians,**  
**Queens Public Library**

Libraries are a force for literacy, but they are seldom mentioned in the conversation about reading. Learn how library resources can raise levels of test scores and joy.

**M08 - The More You Know, the Better You Read**  
**Tamika Reece, ReadWorks - Room 8201**

Building background knowledge and vocabulary is critical to comprehension. Learn how to integrate knowledge and vocabulary building into reading instruction using a free, research-based routine. **Free Product Presentation**

**M09 – Scanning Pens Literacy Tools Line Up**  
**Skylight Room (9th Fl.)**

**Jack Churchill, Founder, Scanning Pens**

Learn ways students are using the Reader2 to help meet literacy goals. Scanning Pens are helpful in bridging gaps between paper & digital curriculum. **Product Presentation**

**11:40 AM – 12:10 PM**

**Coffee, Exhibits and Networking**

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**12:10 – 1:20 PM**

**M10 – Developmentally-Appropriate Early Literacy**  
**Instruction - Recital Hall (1st Fl.)**

**Molly K. Ness, Ph.D., VP Academic Content, Learning**  
**Ally; Andrew Fletcher, M.S. Ed., Director, Strategic**  
**Partnerships, New York City Public Schools; Katharine**  
**Pace Miles, Ph.D., Associate Professor, Brooklyn**  
**College, CUNY**

As conversations about the science of reading abound, we must keep in mind what young readers and writers are ready for. This session focuses on supporting emergent

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and beginning readers in early childhood/primary classrooms in engaging, developmentally appropriate, and research-supported ways.

***M11 – Best Practices for Vocabulary Word Selection***  
**Room C201**

**Susan J. Chambrè, Ph.D.**

This session provides conceptual frameworks about vocabulary word selection as well as vocabulary tools and techniques. Attendees will explore vocabulary differences between fiction and non-fiction texts and practice selecting words to teach their students.

***M12 – Using Decodable Text to Teach All Five Pillars of Reading*** - **Room C202**

**Jill Lauren, MA; Learning Specialist and Author; Abby Hanrahan, MA, Teacher, Eagle Hill School**

Two veteran learning specialists will demonstrate ways to use various levels of decodable text to enhance the instruction of the five pillars of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. **Decodable text from three publishers will illustrate instructional recommendations.**

***M13 – Game-Based Instruction Helps Struggling Readers Succeed*** **Room C203**

**Linda Silbert, Ph.D., Founder; Frances Cicogna, Associate, Strong Learning, Inc.**

Children learn best through play! Play Go Fish and more using our SuperDeck cards to see how easy it is to help struggling readers succeed. **Product Presentation.**

***M14 – Language-Based Learning Disabilities and the Neuropsychological Evaluation*** - **Segal Theater (1st Fl.)**  
**Melody O’Neil, M.S. Ed.**

This session for teachers focuses on identifying students with language-based learning disabilities (LBLD); understanding the differences between LBLD and a non-verbal learning disability (NVLD); and understanding/interpreting the evaluation process including neuropsychological, educational, and speech-language testing.

***M15 - What a Difference a Morpheme Can Make!! Words with Spelling Connections Have Meaning Connections*** - **Room 8400**

**Nancy Cushen White, Ed.D., Clinical Professor-Pediatrics-UCSF; Certified Dyslexia Therapist**

Explicit spelling instruction that integrates phonology,

orthography, morphology-etymology is effective for teaching word identification, vocabulary, content knowledge, and reading comprehension.

***M16 – Strategies for Approaching Multisyllabic Words with Older Students*** - **Skylight Room (9th Fl.)**

**Kim Collins, Director of Academics, IMSE; Laura Sabido, Director of Instruction, IMSE (Institute for Multi-Sensory Education)**

Older students are inundated with multisyllabic words. This hands-on session will present strategies for attacking multisyllabic words through both syllable division and morphemic analysis.

***M17 – Involving Paraprofessionals in Basic Reading Instruction and Remediation*** - **Room 8201**

**Mary A. Wing, Ed.D., Retired Director of Literacy Interventions NYCDOE; Ashley Lund, Paraprofessional**

The benefits of involving well-trained paraprofessionals in basic reading instruction.

***M18 – Setting a New Vision and Plan for Literacy Instruction in NYC Public Schools***

**Jason Borges, Executive Director of NYCPS Literacy Collaborative - Proshansky Auditorium**

By 2027, all NYCPS schools will implement evidence-based literacy practice and foster a whole-school culture that ensures all students become proficient, thriving readers. The presentation will discuss the necessary drivers and process that the New York City Public Schools will undertake to reach these goals.

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**1:20 – 1:50 PM**

**Coffee, Exhibits and Networking**

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**1:50 – 3:00 PM**

***M19 – The Right to Read Documentary***  
**Proshansky Auditorium**

The **Right to Read** shares the stories of three American families, a courageous activist, and a state senator who fight to provide our youngest generation with the most foundational indicator of life-long success: the ability to read.

# Monday, March 13, 2023

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## **M20 – Catch It Early: Advice from Adult Dyslexics**

**Room C201**

**Elizabeth Williams Auricchio, Ph.D.; Sandra Gubar, Adult with Dyslexia; Dwight Primiano; Helen Diane Foster; Zoe Vorisek**

A panel of adults with dyslexia will discuss the benefit of early detection of learning disabilities, based on their personal experiences.

## **M21 – Leveled Out – What To Do When Students Are “Stuck” in Leveled Texts - Room 8201**

**Abigail Helfat, Ed.M.**

Why do so many kids get “stuck” on a level in guided reading groups? It is not a matter of student motivation! Attendees will learn to assess student skills to inform teaching, understand the difference between decodables and leveled texts and make sure all students are learning the essential skills and moving forward.

## **M22 – Literacy and Dyslexia: Dropping the Jargon**

**Room C203**

**Debbie Meyer, COO, Dyslexia Alliance for Black Children; Sharon Hanna, Founder, Dyslexia Pathways Plus**

Do you need to explain structured literacy instruction to non-academics? Do you need to explain dyslexia to parents? We will help you to drop the jargon to do that!

## **M23 – Starting off Right! Phonological Awareness and Phonics for Beginning and Struggling Readers**

**Segal Theater (1st Fl.)**

**JoAnn Lense, LCSW**

Phonological skills and phonics are essential to early reading and writing development. This hands-on session will focus on the direct link between reading success and critical phonological awareness and phonics instruction. The presenter will review the continuum of skills to be included in all reading curriculums and techniques and strategies to teach these skills.

## **M24 – CUNY Reading Corps: Bridging the University to Practice Divide - Recital Hall (1st Fl.)**

**Katharine Pace Miles, Ph.D., Associate Professor, Brooklyn College; Andrew Fletcher, M.S. Ed., Director, Strategic Partnerships, New York City Public Schools; Erin Croke, Ph.D., Director of Literacy Initiatives, CUNY Central Office of Academic Affairs**

City University of New York’s use of Reading Rescue and Reading Ready has improved preservice teacher training and outcomes for first- and second-grade striving readers.

## **M25 – SIPPS: Accelerative & Appropriate Foundational Skills Instruction for Older Students**

**Room C202**

**Vivett Dukes, M.A., NY Manager of Educational Partnerships; Kim Still, M. Ed., Director of Sales Enablement, Collaborative Classroom**

In this session, participants will experience evidence-based instructional routines, lesson structures and aligned texts for accelerating the foundational reading skills of older students. **Product Presentation.**

## **M26 - Differentiation in the Mainstream Environment Room 8400**

**Joshua Kigel, Director of Quest and Special Studies, Dwight School**

Students with high-incidence disabilities in general education classrooms are more dependent on teachers’ pedagogical skills. Relevant research about learning and the brain can improve their experience.

## **M27 – Sounds In Motion: Improving Auditory Perception/Phonemic Awareness**

**Skylight Room (9th Fl.)**

**Stephanie Kuhnel, M.S., CCC-SLP, Speech-Language Pathologist; Holly Thomas, M.A., CCC-SLP, Assistant Head, Gillen Brewer School**

SOUNDS IN MOTION is an interventional program that pairs gross motor kinesthetic movements with phonemes to develop auditory perception, phonemic awareness, articulation and early literacy skills. **Product Presentation**

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**3:00 – 3:30 PM**

### **Coffee, Exhibits and Networking**

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**3:30 – 4:40 PM**

### **M28 – Right to Read Film – Continued**

**Proshansky Auditorium**

### **M29 – Everyone Can Participate: Redefining Literacy with 21st Century Tools - Recital Hall (1st Fl.)**

**Mark Surabian, Founder, ATHelp; Ptahra Jeppe, Esq., Disability Civil Rights Attorney**

This session will explore how Assistive Technologies (AT) can complement interventions by accelerating literacy outcomes. Such tools also sustain student engagement in grade level learning tasks while these long-term interventions are pursued.

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***M30 – Teaching Phonological and Phonemic Awareness - Room C202***

**Michael Hunter, Readsters**

Explore the phonological skills continuum and learn teaching strategies, most with manipulatives, for each layer of the continuum: syllables, onset-rime, phoneme awareness, and phoneme manipulation.

***M31 – Affirming Black English in the Academic Environment - Room C203***

**Jasmine Rogers, Ed.D., Education Policy & Leadership, Spring 2023, Adjunct Faculty, Teacher Education, AMERICAN UNIVERSITY, Washington, D.C.**

Discussing attitudes and beliefs toward using Black English, this session highlights the cognitive strengths of bilingual students as educators develop linguistically responsive structured literacy environments.

***M32 – Who You Gonna’ Call? A Neuropsychologist! Segal Theater (1st Fl.)***

**Shahal Rozenblatt, Ph.D., Clinical Neuropsychologist; Elizabeth Axel, Ph.D., Clinical Neuropsychologist; Shoshana May Brodie, Psy.D., Neuropsychology Postdoctoral Fellow in Psychiatry at Weill Cornell Medicine**

How does a neuropsychological evaluation benefit children with dyslexia? By identifying cognitive deficits underlying reading weakness, impact of co-morbid disorders, and determination of intervention.

***M33 – Talking About Art: Learn Vocabulary from Picasso & Renoir - Room 8400***

**Gema Álava, Founder, HexagonsGlobal.com**

Humans have been communicating through art, using art to tell stories, share information and heighten emotions. In this workshop, artist and museum educator Gema Álava will help you hone your observation skills and descriptive language as you examine and discuss works of art.

***M34 – Irregular Word Instruction for All Ages Room 8201***

**Amy Gulley, M.Ed., Literacy and Curriculum, CALT, IDA CDS**

Teaching the spelling of irregular words doesn't have to be rote memorization. Let's equip students with strategies to learn to spell irregular words.

***M35 – Libraries and Communities as Literacy Solutions - Room C201***

**Marion Waldman, Executive Director, Teach My Kid to Read; Beth Bevars, Director, Lodi Whittier Library; Laurie Puhn Feinstein, J.D., Board President, Teach My Kid to Read**

An overview of TMKTR's (Teach My Kid to Read) work with public libraries and the data points and evaluation tools TMKTR implements to demonstrate the worth of creating community literacy solutions.

# Reception in Honor of Ptahra Jeppe, Esq.

**Monday, March 13, 2023 – 5:00 – 7:00 pm**



**Ptahra Jeppe, Esq.**

**Ptahra Jeppe** is a Special Education Attorney in New York City. She received her J.D. magna cum laude with a curricular focus in Disability Law & Policy and an M.S. Ed. in Disability Studies from Syracuse University College of Law. Ptahra also received her B.A. magna cum laude with departmental honors from Adelphi University.

Ptahra has extreme dyslexia and a personal understanding of the barriers faced by people with disabilities. After being diagnosed with dyslexia in the third grade, she experienced almost every educational environment that the New York City Department of Education and was eventually enrolled in the Churchill School.

Prior to law school, Ptahra worked as Program Director at Everyone Reading (formerly the New York branch of the International Dyslexia Association) and Served as Chief of Staff to New York State Assemblymember Jo Anne Simon.





# The Gow School



A coed college-prep boarding and day school for students, grades 6-12, with dyslexia and similar language-based learning disabilities. Gow provides not just another opportunity to try again, but a real opportunity to succeed.



3-6 average class size



Orton-based remediation



100% College acceptance



## GOW

SUMMER PROGRAMS

The Gow School Summer Program is for students who have been experiencing academic difficulties, or have been diagnosed with dyslexia or specific learning disabilities. Five weeks of learning and fun for ages 8-16.

**June 25 - July 29, 2023**

The best way to get to know Gow is to visit!

Call 716.687.2001 or visit

[gow.org/summer-programs](http://gow.org/summer-programs) to learn about the admissions process and schedule your visit!



Morning Academics



Afternoon Activities



Weekend Adventures

## Dr. Amy Murdoch Dr. Stephanie Stollar

### Embracing the Science of Reading in Higher Education

This presentation describes national efforts by universities across the nation to align teacher preparation programs with the science of reading. This knowledge must be delivered through systematic coursework. Many institutions of higher education are now making coordinated efforts to move their programs in this direction. The presenters will share examples from programs around the country, including the new formation of an alliance of higher education faculty as they move their coursework to the science of reading.

**Dr. Amy Murdoch** is an Assistant Dean & Associate Professor at Mount St. Joseph University. She started and directs MSJ's Reading Science graduate and doctoral programs. She is currently involved in two large research projects: one is on preschool literacy and involves the creation of a free, research-based instructional program with a focus on language and knowledge development. The second has the goal of better understanding early identification and the early support of children with Dyslexia and those at risk for reading problems (preschool-grade 3).

**Dr. Stephanie Stollar** is the founder of Stephanie Stollar Consulting LLC and the creator of The Reading Science Academy. Dr. Stollar is a part-time assistant professor in the online reading science program at Mount St. Joseph University, and a founding member of a national alliance for supporting reading science in higher education. Dr. Stollar has worked as a school psychologist, an educational consultant, and as Vice President for Professional Learning for Acadience Learning Inc. You can follow Stephanie Stollar Consulting and the Reading Science Academy on Facebook, YouTube, Twitter, Instagram and LinkedIn, and contact her at [stephaniestollar@gmail.com](mailto:stephaniestollar@gmail.com).



**Dr. Amy Murdoch**



**Dr. Stephanie Stollar**

**Tuesday, March 14, 2023**

**8:00 -9:00 AM**  
**Check-in and Late Registration**

**9:00 – 10:00 AM - Proshansky Auditorium (Concourse)**

**Keynote:**  
**Embracing the Science of Reading in Higher Education**

Dr. Amy Murdoch and Dr. Stephanie Stollar

**10:00 – 10:30 AM (C204 & C205)**

**Coffee, Exhibits and Networking**

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**10:30 AM – 11:40 AM**

**T01 – A Behavioral View of Reading Instruction and Intervention - Proshansky Auditorium**  
**Kenneth U. Campbell, Founder; Colin Campbell, President, Great Leaps**

The speakers will present a behavioral and philosophical overview of reading instruction. They will show how Great Leaps owes its success to understanding the motivations and needs of the students. It is critical to enable students to generalize their successes and see relevance in their learning.  
[Product Presentation](#)

**T02 –Using Choice Boards in ELA and Math in Grades K – 12 - Room C201**

**Gina Riley Ph.D, Program Leader and Clinical Professor, Adolescent Special Education Generalist Program; Kathy Furlong Silverio, MSW, Med, Clinical Professor; Virginia Gryta, Graduate Program, Hunter**

Choice Boards give students options in assignments and can be used for assessment purposes. We will review what choice boards are and how they can be used in ELA and Math classes. Participants will create choice boards for immediate use.

**T03 – Catching Up and Getting Ahead Virtually**  
**Room C202**

**Helen Amsterdam; Elena Behar Lazarova; Maryse Crevecoeur; Anthony Di Modica**

CUGA: Learn how we taught basic decoding to struggling fourth graders in fifteen sessions over ZOOM. Students acquired the skills needed to become successful readers.

**T04 – The Science behind the Letter Sounds: A Process of Discovery - Room C203**

**Shira Naftel, M. Ed., Educational Consultant/Doctoral Candidate, Mount St. Joseph University, Science of Reading Program**

This session highlights neurological and behavioral research validating the imagery-language connections for teaching reading to all children, including those with dyslexia and autism spectrum disorders.

**T05 – Inside Geodes@: Readable Texts for Grades K-2**  
**Segal Theater (1st Fl.)**

**Megan Faughnan**

This session will introduce participants to Geodes, uniquely readable texts for emerging readers that build students' language comprehension and word recognition at the same time. [Product Presentation \(Great Minds\)](#)

**T06 – Social and Emotional Learning and Positive Pandemic Outcomes - Recital Hall (1st Fl.)**

**Michele Heimbauer, MA CCC-SLP, Associate Director; Amber DeBono, Ph.D., Director of Research; Jaclyn Baharestani, LMSW, Special Projects Coordinator, Winston Innovation Lab, Winston Preparatory School**

In stark contrast to national testing reports, Winston Preparatory School students continued to make significant progress during and after the pandemic. Join us to learn how.

**T07 – A Community Model for Tutoring - Room 9105**  
**Leah Galione, GNV Bridge Literacy Director**

Utilizing university students and volunteers, over the past year, GNV Bridge remediated more than 100 students struggling with reading. Program data and implementation questions will be answered.

**T08 –The Language-Literacy Connection - Room 8400**  
**Elizabeth Doherty, CCC-SLP, A/AOG**

This workshop will serve as an introduction for educators seeking to better understand the influence of oral language skills on decoding and reading comprehension.

**T09 - Science, Structure, Success: Orton-Gillingham in the Contemporary Classroom - Skylight Room (9th Fl.)**

**Ann Edwards, Accredited Training Fellow of the Academy of Orton Gillingham; Jillian Edwards, Program Director**

Learn how to take principles of The Orton-Gillingham Approach into the classroom.

# Tuesday, March 14, 2023

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## 11:40 AM – 12:10 PM

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### Coffee, Exhibits and Networking

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## 12:10 PM – 1:20 PM

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### **T10 – Chasing Childhood Film** **Proshansky Auditorium**

Chasing Childhood is a feature length documentary that explores how free play and independence have all but disappeared from kids' lives, supplanted by relentless perfectionism leading to record rates of anxiety and depression, a situation. Free play, unsupervised by adults, is critical for developing essential life skills: grit, independence, and resourcefulness.

Chasing Childhood explores how and why helicopter parenting became the norm in many communities across the United States. The film features experts and advocates in the area of free play including Julie Lythcott-Haims, former Stanford Dean and author of How to Raise an Adult, and Peter Gray, biological psychologist.

### **T11 – Prevention, Identification and Remediation of Reading Delays: Recent Research - Room C202** **Elena Behar Lazarova M.S., W.D.P., Doctoral Candidate; Brent Watkins. Doctoral Candidate, Johns Hopkins University**

It takes years for literacy research to impact policy, curriculum, and pedagogy. In this session, we share the recent findings that really make an impact

### **T12 – Building Essential Research Skills with Students with Learning Disabilities - Room C203** **Maya Berrol-Young, M.Sc. Candidate at Hunter College School of Education; NYCDOE Special Education Teacher at the Facing History School**

An application of inclusive research practices to secondary ICT classroom settings to support the process of students with learning disabilities gaining essential research skills.

### **T13 – Multi-Sensory Math: Teaching a Foundational Understanding of Numbers - Segal Theater (1st Fl.)** **Anne Bode, M.Ed.; Rachel Arbesfeld, M.Ed, Math Specialist**

Research demonstrates that all students, especially those with dyscalculia, benefit from using concrete/spatial materials with interconnected language to build mathematical understanding and skill in computation.  
[Product Presentation](#)

### **T14 – The (Not So) Simple View of Writing** **Recital Hall (1st Fl.)** **Amy Siracusano, M.S. Ed.**

Participants will learn that transcription skills (handwriting, spelling, keyboarding) are as critical as composition skills (sentence level instruction) in developing proficient writers.

### **T15 – The Challenges of Implementing the Science of Reading (SOR) and Decodable Books in K1-2** **Skylight Room (9th Fl.)** **Faith Borkowsky, M.S., Educational Consultant**

It is a huge undertaking to start fresh, create a unified vision and work out logistics. One district in New York has done just that! [Product Presentation](#)

### **T16 – Five Paragraph Essay: A New and Effective Process - Room 9105** **Russell Van Brocklyn, Michael Cannon, BA, MBA, Educational Consultant, DyslexiaClasses.com**

Learn a new, research-based process for LD students on how to write a basic sentence through a 5-paragraph essay, quickly and efficiently [Product Presentation](#)

### **T17 - National Science Foundation AI Project to Help Students with Dyslexia - Room C201** **Marty Schultz, objectiveEd**

BuddyBooks, an NSF project, combines AI BuddyReading + 1M Bookshare books so students read longer, improve fluency, and provide data-driven accountability. [Product Presentation](#)

### **T18 - Structured Literacy and MTSS: Alignment Makes Sense - Room 8400** **Dee Rosenberg, Wilson Language**

This session will define the Science of Reading (SoR) and the key components and principles of Structured Literacy (SL), which are grounded in the science of reading. This session will also look at the impact of aligning Tier1 SL instructional practices with those in Tier 2, as well as provide guidance for intensifying instruction for the most challenged reader.

**1:20 – 1:50 PM**

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**Coffee, Exhibits and Networking**

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**1:50 – 3:00 PM**

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**T19 – Chasing Childhood Film – Continued  
Proshansky Auditorium**

**T20 – Exploring Principles of Universal Design to Create Flexible Learning Opportunities - Room C201**  
Kristen L.Hodnett, Clinical Professor; Virginia Gryta, Lecturer

Together, we will identify the principles of Universal Design and discuss how to apply these principles in our practice, creating flexible learning opportunities for all.

**T21 – Reading Intervention and the Five Pillars of Structured Literacy - Segal Theater (1st Fl.)**  
Laurie Carmon, National Sales Consultant, Voyager Sopris

Join our expert to explore the advantages of using Voyager Passport for K-5 small group reading intervention after valid assessment. Digital samples will be provided. **Product Presentation**

**T22 – Leveraging Linguistic Assets: Engaging Emerging Bilinguals - Recital Hall (1st Fl.)**  
Cristy Cuellar-Lazcano, Program Manager and Literacy Consultant, Literacy Trust

We will consider the various assets of multilingual learners and their stages of language acquisition. Learn about the four critical domains of language and plan for actionable instructional strategies.

**T23 – Mastering Advanced Vocabulary, Rhyming with “My Fair Lady” - Room C202**  
Anthony J. Fasano, Ph.D.

The linguistic principles of English are helpful in teaching advanced vocabulary. Rhyming patterns of popular musicals can help unlock the mystery of English syntax, grammar and spelling.

**T24 – Improving Reading Comprehension: Methods for Teaching Text Analysis - Room C203**  
Jennifer Gensior, MPS, MEd, Literacy, Curriculum, and Instructional Consultant & Literacy Specialist for Lower Hudson Regional Partnership Center; Leah Perl Med, Middle School General Studies Principal, Yeshivat Noam

Referring to strategies from three professional texts, we will share an explicit instructional approach to teaching reading comprehension.

**T25 – Elevating Structured Literacy Instruction through Clinical Practicum Trainings**  
Skylight Room (9th Fl.)

Abigail Klein, Manager at the DC Reading Clinic of District of Columbia Public Schools; Jacqueline Roche, Manager at the DC Reading Clinic of District of Columbia Public Schools

The DC Reading Clinic empowers teachers to meet students’ foundational literacy needs. Learn how our programs are helping reverse trends of reading failure in DC.

**T26 - Sound Walls: A Big Boost for Early Literacy**  
Room 8400  
Katie Shelton, M.Ed.

We will explore how to utilize Sound Walls in a primary classroom. We will discuss the research and how to apply it to empower students.

**3:00 – 3:30 PM**

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**Coffee, Exhibits and Networking**

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**3:30 – 4:40 PM (Proshansky Auditorium)**

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**Closing Considerations**

Anita Archer, Ph.D.

## Anita Archer, Ph.D.

### The Science of Instruction: Not just What to Teach BUT How to Teach

A great deal of attention is currently being placed on the content of reading programs, ensuring that programs match the Science of Reading research. However, to optimize students' learning the Science of Reading must be wedded to the Science of Instruction. Only with strong instruction will we have strong outcomes.

In this session, Dr. Archer will remind participants of essential elements of effective and efficient instruction and how those elements can be applied to a variety of literacy content.

Anita Archer, Ph.D. Dr. Anita Archer serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards. Dr. Archer has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is internationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Dr. Mary Gleason including the REWARDS reading and writing intervention programs (Voyager/Sopris). Dr. Archer is also the senior author of a three-level intervention program for struggling readers in 3 – 9 grades, Phonics for Reading. Dr. Archer wrote a textbook on explicit instruction with Dr. Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching* (Guilford, 2011).



Anita Archer, Ph.D.



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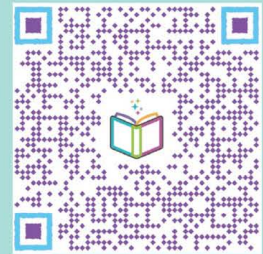


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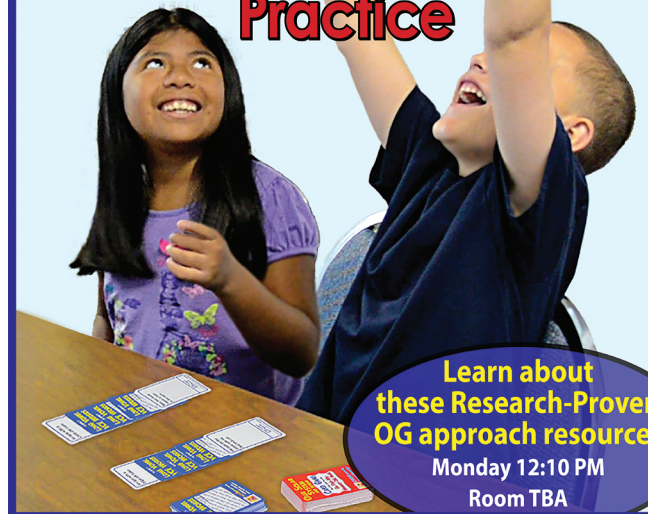
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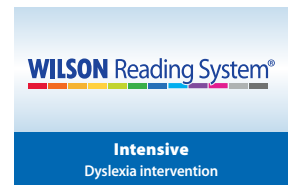
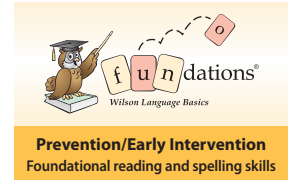
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- Dyslexia
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- The Orton-Gillingham Approach
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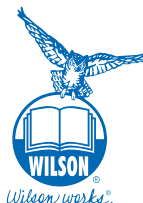


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