A Conference for K-6 General Education and Special Education Teachers, Students of Language Disorders, Dyslexia, and English Language Learners

Science of Reading 2.0: A day-long, virtual conference focusing on key instructional approaches that have been proven to benefit literacy acquisition. Participants will be given the opportunity to access expert and state-of-the-art training in reading and writing instruction that includes tested practices to help ALL students succeed in reading and writing.

Science of Reading 2.0: Timely, Relevant Instructional Strategies

ELECTION DAY (VIRTUAL) LITERACY CONFERENCE

NOVEMBER 8, 2022  |  8:45 AM – 2:30 PM

CLICK HERE TO REGISTER

NOVEMBER 8, 2022

WORKSHOPS

Writing is on the Wall (K-2)

In the upper elementary grades, students must master the features of standard English Language, which includes academic language and writing to effectively communicate ideas. Students will engage in academic language for developing the capacity for higher-level thinking and writing skills in all content areas for grades K-2 and will include specific evidence-based techniques to add structure, coherence, and clarity to students' writing and enhance the development of critical thinking. Instructional guidelines will be shared for developing vocabulary and fluency. Participants will emerge with tools for determining if a student is at risk for reading difficulties, and appropriate accommodations if this is the case. An overview of how to plan an expository reading lesson as a springboard to writing, and a writer's workshop checklist will be included in the handouts.

Write On (3-5)

Fluency and Vocabulary are critical components when planning literacy instruction. This workshop will review the essential features of reading assessment. Participants will emerge with tools for determining if a student is at risk for reading difficulties. The workshop will focus on assessment of phonological awareness skills for emergent and early readers and the 3-5 workshop will focus on assessing phonemic awareness skills for early elementary students.

Dr. Shelley R. Wegner, Dean, School of Education, Manhattanville College

Fluency and Vocabulary: A Panel Discussion

Fluency and vocabulary instruction are needed to support readers in moving from descriptively to comprehending. Fluent readers recognize words quickly when reading them aloud or reading silently. They read words as connected phrases, expressively and with conventional pacing. Readers also need to read a strong language-comprehension base – a robust vocabulary – to comprehend the texts they read.

Representative teachers from General Education, Special Education and English Language Learning classrooms will discuss their experiences in developing vocabulary and fluency skills for their students.

Mary Coley-Paladini is an assistant professor in the department of Language and English Language at Manhattanville College. She is also the Director of the Reading Academy at the Hunterdon Development School District. Drawing on her expertise as a classroom teacher in mainstream and special education settings, as a resource room teacher, and as a language arts specialist, she has presented extensively throughout the United States and internationally on best practices in education. As a certified instructor in Multisensory Structured Language and English Language Development, she is affiliated with the International Dyslexia Association and Connecticut’s Dyslexia Training School. Mary’s research and professional career have focused on teaching evidence-based strategies to teachers and students. She is a member of the Hunterdon Development School’s Mainstreamed Reading Program.

Dr. Carolyn Strom is an early-literacy expert who works with preschool and elementary educators, families, and children to improve reading outcomes. She taught grade 6 to grade 12, in public, independent, and charter schools in New Jersey and New York City. Dr. Strom is an Adjunct Professor at Manhattanville College and a Connecticut Surrogate Parent, representing families and students in Connecticut’s Family Law. In 2023, she will earn her PhD from Hunter Island and New York University with a focus on the dispositions and needs of families and students. She is also an associate editor for the Rose Institute for Learning and Literacy at NYU, and an instructional media developer. Dr. Strom has published her work in The Reading Teacher, The Reading Langus Journal, and The Handbook of Learning Disabilities.

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Betsy MacDermott-Duffy, M.S. Ed., Director of Language Arts and Instruction at The Windsor School, has over 35 years of experience in the field of Education. As the former Director of Curriculum and Instruction at The Graham School in New York City, she was well known as a classroom teacher in mainstream and special education settings, as a resource room teacher, and as a language arts specialist. She has presented extensively throughout the United States and internationally on best practices in education. As a certified instructor in Multisensory Structured Language and English Language Development, she is affiliated with the International Dyslexia Association and Connecticut’s Dyslexia Training School. Mary’s research and professional career have focused on teaching evidence-based strategies to teachers and students. She is a member of the Hunterdon Development School’s Mainstreamed Reading Program. For more information about Ms. MacDermott-Duffy, please see her LinkedIn profile.

Tina Mackay

Writing is on the Wall (K-2)

Students in the primary grades need instruction in reading, writing, listening, and speaking. Expectations to meet rigorous writing standards begin in the early grades. By the time students graduate from high school, this session will present the strategies necessary for developing writing skills in all content areas for grades K to 2 and will include specific evidence-based techniques to add structure, coherence, and clarity to students’ writing and enhance the development of critical thinking. Instructional guidelines will be shared for developing vocabulary and fluency. Participants will emerge with tools for determining if a student is at risk for reading difficulties, and appropriate accommodations if this is the case. An overview of how to plan an expository reading lesson as a springboard to writing, and a writer’s workshop checklist will be included in the handouts.

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