



# SUMMER WORKSHOP SERIES



## The Science of Reading: How to Successfully Use Reading Assessments to Inform Instruction

June 26, 2023 9:00 AM - 12:00 PM  
June 27, 2023 9:00 AM - 12:00 PM

The first step in designing an effective reading intervention plan and goals is the administration of a comprehensive, diagnostic reading assessment. This workshop will review the essential features of a reading assessment and how the findings from this evaluation can be used to prescribe curriculum decisions, establish goals and accommodations, and develop a successful intervention. Participants will emerge with an understanding of language-based learning deficits, and tools for determining if a student is at risk for reading issues

INSTRUCTOR: Amy Halpert

[CLICK HERE TO REGISTER](#)

## Vocabulary Instruction (Grades 3-5)

July 12, 2023 9:00 AM - 3:00 PM

This workshop will work on building strategies to teach and increase student's academic vocabulary based on research-based methods for grades 3-5. Participants will learn about the importance of teaching vocabulary, what tiered vocabulary is, as well as methods for creating vocabulary instruction that can be sustained through reading, writing and the content areas. Participants will study morphology and its application for vocabulary instruction as well.

INSTRUCTOR: Victoria Davis

[CLICK HERE TO REGISTER](#)

## Bringing the Science of Reading into Social Studies Instruction (Grades 6-8)

July 13, 2023 9:00 AM - 11:30 AM

Many Middle School Social Studies teachers find that their students need extra support in reading and writing. Research shows that when vocabulary, morphology, and comprehension strategies are integrated into Social Studies instruction, students' comprehension of the Social Studies content also increases. This workshop addresses research and key components of the Science of Reading and their application in Social Studies classrooms. Participants will come away with Social Studies-specific examples, strategies, and materials to support integrating reading instruction into Social Studies instruction.

INSTRUCTOR: Dr. Mary Coakley-Fields

[CLICK HERE TO REGISTER](#)

## Bringing the Science of Reading into Science Instruction (Grades 6-8)

July 13, 2023 12:30 PM - 3:00 PM

Many Middle School Science teachers find that their students need extra support in reading and writing. Research shows that when vocabulary, morphology, and comprehension strategies are integrated into Science instruction, students' comprehension of the Science content also increases. This workshop addresses research and key components of the Science of Reading and their application in Science classrooms. Participants will come away with Science-specific examples, strategies, and materials to support integrating reading instruction into Science instruction.

INSTRUCTOR: Dr. Mary Coakley-Fields

[CLICK HERE TO REGISTER](#)

## Writing Success for All Students (Grades 3-8)

July 18, 2023 9:00 AM - 3:00 PM

All students deserve explicit instructional opportunities to become skilled writers. In this workshop, participants will learn evidence-based instructional strategies that support students to write with competence and confidence, starting across grade levels. This workshop will address the teaching of writing skills from prewriting, oral composition, handwriting, spelling connections, sentence-level writing and paragraph-level writing. Participants will come away with examples, strategies, and materials for teaching and assessing writing.

INSTRUCTOR: Dr. Mary Coakley-Fields

[CLICK HERE TO REGISTER](#)

## Leveled Literacy Versus Decodables and How and Why to Shift

July 20, 2023 9:00 AM - 12:00 PM

This workshop will explore and look at the differences between leveled text and decodables. Participants will delve into how these texts could impact your teaching in relations to skills, scope and sequence, and accelerating outcomes. This workshop will provide practical solutions and shifts to assist teachers in incorporating these texts in their literacy instruction.

INSTRUCTOR: Judy Boksner

[CLICK HERE TO REGISTER](#)

## Elkonin Boxes, Spelling Boxes, and Word Work and How They Align to the Gradual Release Model

July 26, 2023 9:00 AM - 12:00 PM

Elkonin boxes are a powerful tool used in literacy to strengthen phonemic awareness and phonics. Spelling boxes focus on orthographic mapping and phonics. "Trick words" will be addressed with an emphasis on recognizing that many parts of these words are regular and phonetic. This workshop will emphasize a gradual release of responsibility approach to using these useful tools to accelerate student outcomes and transference of skills learned in isolation.

INSTRUCTOR: Judy Boksner

[CLICK HERE TO REGISTER](#)

## Science of Reading for Administrators

July 27, 2023 9:00 AM - 12:00 PM

The Science of Reading has garnered a lot of attention across educational discourse. This workshop will help school leaders understand the term, and its evolution from the fields of language, literacy, and psychology. This workshop will:

- Define the Science of Reading
- Explain the Simple View of Reading as a theoretical framework for the Science of Reading
- Unpack Scarborough's Reading Rope and the subskills in effective literacy instruction
- Emphasize the Science of Reading as foundational for supporting struggling readers and students identified with specific reading difficulties/disabilities
- Outline classroom applications of the Science of Reading and how it translates into evidence-based practices

INSTRUCTOR: Dr. Molly Ness

[CLICK HERE TO REGISTER](#)

## INSTRUCTORS

**Amy Halpert MPS, CIT/AOGPE, C-SLDI, JD**, founded Sky Bound Learning to provide comprehensive reading assessment and intervention to struggling readers ages preschool through high school, and offers literacy consultative/dyslexia advocacy services. She is an Associate-level Orton-Gillingham Practitioner through the Academy of Orton-Gillingham and a Structured Literacy Dyslexia Interventionist through the International Dyslexia Association. Amy is an Adjunct Professor in the Literacy and English Language Department at Manhattanville College and a Connecticut Surrogate Parent, representing students with no identifiable parent or guardian in special education matters.

**Victoria Davis** is an elementary school teacher for the New Rochelle School District. She has taught grades 2-5 over a span of thirty years. She is an adjunct instructor at Manhattanville College in the School of Education, teaching classes in literacy, social studies and curriculum. She is pursuing an associate standing with the Orton Gillingham Academy. Victoria is trained in PAF, and other research-based reading programs. She has written an article about Read Alouds and continues to work, refining her craft as an educator.

**Dr. Mary Coakley-Fields** is an associate professor in the department of Literacy and English Education at Manhattanville College and a Professional Development School (PDS) liaison to the Bedford Central School District. Drawing on her years as a classroom teacher in public and private schools, her current work centers on creating inclusive and culturally responsive literacy instruction, content-area literacy and teacher inquiry. Her writing has been published in journals such as *The Reading Teacher*, *Reading Horizons* and *The New York Spectrum of Language and Literacy*.

**Judy Boksner** has over 25 years of New York City Education experience as an educator, coach, and reading specialist and works with teachers and children all throughout areas in Brooklyn and the Bronx. She has extensive training in evidence-based methodologies such as Orton Gillingham, Wilson's Foundations, and The Hochman Method, also known as The Writing Revolution. Judy's work may be seen and followed on her show *The Literacy View* YouTube channel and podcast where Judy and her co-host Faith Borkowsky discuss and interview some of the leading voices in education about shifting to evidence and science aligned practices to accelerate student outcomes.

**Dr. Molly Ness** began her teaching career as a Teach for America Corps member and 6th grade teacher in Oakland, California. She is an associate professor at Fordham University. With four published books and numerous peer-reviewed articles, her research focuses on reading comprehension, teachers' instructional decisions, and dyslexia. In 2019, Molly began the *End Book Deserts* podcast to bring attention to the issue of book access and equity. Molly serves on the Board of Directors for the International Literacy Association and on the elementary advisory panel for Penguin Random House.

### CENTRAL ADMINISTRATION

Harold A. Coles, Psy.D.  
INTERIM DISTRICT SUPERINTENDENT

James M. Ryan, Ed.D.  
CHIEF OPERATING OFFICER

Lynn Allen, Ed.D.  
ASSISTANT SUPERINTENDENT

Neil Boyle  
ASSISTANT SUPERINTENDENT

Todd Currie  
ASSISTANT SUPERINTENDENT

Louis T. Riolo  
ASSISTANT SUPERINTENDENT

### BOARD MEMBERS

Richard Kreps  
PRESIDENT

Tina Mackay  
TRUSTEE

Jennifer Rosen  
TRUSTEE

Michael Simpkins  
TRUSTEE

Catherine Lilburne  
VICE PRESIDENT

Mary Cay Nilsen  
TRUSTEE

Frank Schneckner  
TRUSTEE