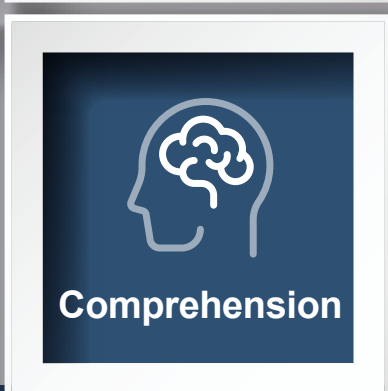
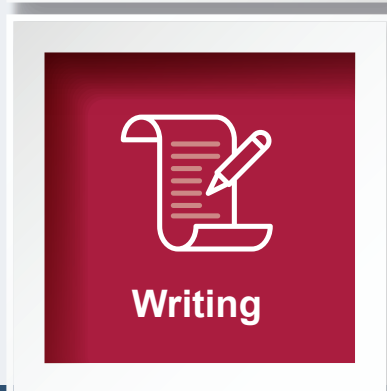
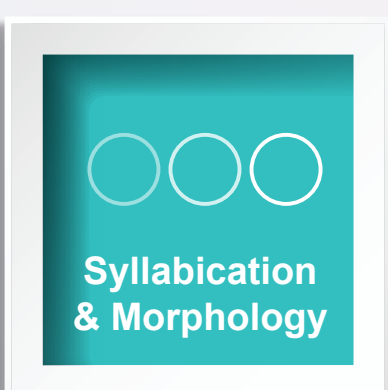
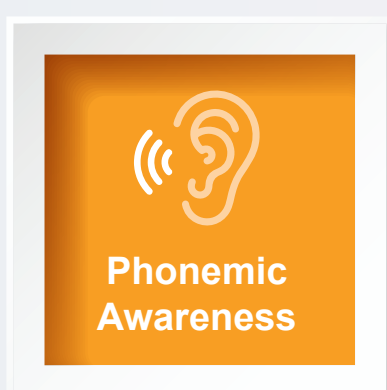


PNW BOCES, and the Rose Institute for Learning and Literacy, along with the Department of Literacy and English Education at Manhattanville College, have partnered to offer this conference

Making Sense of the Science of Reading: Rebalancing Literacy Instruction for all Students

*Wondering what the science of reading is all about
and how to apply it to your classroom?*

*Looking for ways to provide all students with culturally
and cognitively responsive instruction?*



The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.

The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty.

After more than a year of teaching under the most challenging circumstances, let's come together to rethink, recommit, and reimagine literacy learning for all students. Join us in a one-day event to bridge research with practice to give all children learning experiences that lead to strong skill development and joyful literacy lives.

NOVEMBER 2, 2021 | 8:45 AM – 3:00 PM
ELECTION DAY (VIRTUAL) LITERACY CONFERENCE

[CLICK HERE TO REGISTER](#)

All attendees will participate in the listed keynotes and workshops

KEYNOTE

From Simple to Advanced: Understanding Frameworks for the Science of Reading

DR. MOLLY NESS

In this opening session, we will explore the evolution from the Simple View of Reading to the Advanced View of Reading. Underpinning the science of reading, we will delve into Gough and Tunmer's framework and its contribution. We will then examine its recent reframing to better understand instructional implications.

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.

WORKSHOPS

Syl•lab•i•ca•tion and Morph•ology

DAWN NIEMAN, M.S. F/OGA

This session will guide teachers to categorize syllables and divide words into syllables prior to building and dissecting Latin-derived words based upon their prefix, root, and suffix. The session will also demonstrate how to impart this information to students.

Dawn M. Nieman, an experienced classroom teacher, having immersed herself in the Orton-Gillingham Approach, now trains teachers across the country in the approach in a variety of settings, including public and private schools, as well as universities. Dawn continues to tutor students, and she creates teaching materials to help those recently trained to work with students. Her most recent creation is a workbook entitled, *Phonics Fixer*. She is visiting instructor to the Rose Institute for Learning and Literacy at the Manhattanville College School of Education.

What Matters Most in Reading Comprehension?

DR. KATIE EGAN CUNNINGHAM

What is the science of reading comprehension instruction, and how can we apply that science to support students to read with joy and purpose? In this interactive workshop participants will learn how to plan instruction to help build students' knowledge, in combination with research-based strategies.

Dr. Katie Egan Cunningham is a former elementary classroom teacher and literacy specialist. She has been a Professor of Literacy and English Education at Manhattanville College for the past 10 years. Katie is the author of *Start with Joy: Designing Literacy Learning for Student Happiness* and *Story: Still the Heart of Literacy Learning*, both published by Stenhouse Publishers. She is co-author of *Literacy Leadership in Changing Schools*, published by Teachers College Press, and co-author of *The Classroom Bookshelf*, a weekly *School Library Journal* blog dedicated to children's and young adult literature.

Writing Success for All Students: Supported Practice Students Need

DR. MARY COAKLEY-FIELDS

This workshop focuses on sentence-level and paragraph-level writing instruction through guided writing. Using Joan Sedita's (2019) *Writing Rope* as a framework, participants will learn strategies for teaching the interrelated aspects of writing: critical thinking, syntax, text structure, and writing craft.

Mary Coakley-Fields is an assistant professor in the Department of Literacy and English Education at Manhattanville College and a Professional Development School (PDS) liaison from Manhattanville's School of Education to the Bedford Central School District. Her work centers on creating inclusive and culturally responsive literacy instruction, content-area literacy, and reading-writing connections. Her writing has been published in several journals.

Reading with Your Ears? - The Secret Powers of Phonological Awareness

AMY HALPERT, MPS, CIT/OGA

What if you were told that you could improve your students' ability to read unfamiliar words without showing them a single printed letter? Phonological awareness, a purely auditory and oral skill, is one of the most powerful predictors of a successful transition from language to decoding printed words. This workshop will demystify this superpower, unpack its importance and provide an array of engaging, interactive take-home tools for instruction.

Amy Halpert is a special education and elementary education teacher in private practice, providing literacy support to students from kindergarten through high school. She has advanced training in the Orton-Gillingham approach to reading intervention and works closely with struggling readers. Amy also is a special education attorney, and the parent of four children with very different learning profiles. Amy's children have inspired her interest and deep engagement in the field of education.

CLOSING KEYNOTE

Book Joy: Selecting and Using Children's Literature to Support All Readers

DR. KATIE EGAN CUNNINGHAM

What is book joy and how do we create it in our classrooms? In this closing keynote, participants learn new considerations for how to select and use children's literature to align with the science of reading, while supporting the joy of learning. Dr. Katie Egan Cunningham will spotlight specific text selections for read-alouds and small group instruction, including the role of decodable texts.

CLOSING REMARKS

Dr. Shelley B. Wepner, Dean, School of Education, Manhattanville College

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Lynn Allen, Ed.D.
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All local BOCES provide professional development and support services and you should check with your local BOCES to see what is offered. These offerings are not intended to take the place of similar offerings provided by your own BOCES.