PLAIN TALK About literacy And learning

WHERE MAGIC HAPPENS

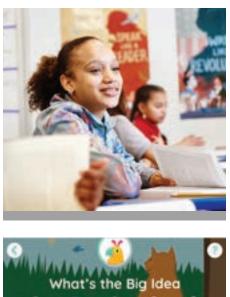
Presented by

THE CENTER ______

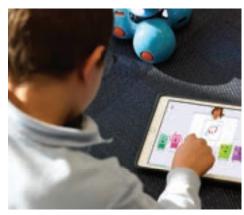
MARCH 8-10, 2023 HILTON NEW ORLEANS RIVERSIDE











The Science of Reading isn't just a label, it is our *promise*.



Amplify is the original Science of Reading company—we've been doing it for decades!

Built on over 20 years of Science of Reading experience, our comprehensive early literacy suite ensures that research-based and data-driven literacy practices are at the heart of everything you do.

Our Science of Reading-aligned programs include:

AmplifyCKLA AmplifyCaminos

High-quality K–5 curriculum to build strong foundations

AmplifyELA

High-quality middle school core curriculum to extend the Science of Reading journey

Boost Reading

Digital remediation and enrichment for K–5

mCLASS mCLASSLectura

Gold-standard universal screening and data to power your instruction



TABLE OF CONTENTS

Institute Information	Page 1
About The Center for Literacy & Learning	Page 3
Agenda At-A-Glance	Page 8
Detailed Agenda Wednesday, March 8 Pages 15-27 Thursday, March 9 Pages 28 - 36 Friday, March 10 Pages 37 - 42	Page 15
Meet the Speakers	Page 43
About the Sponsors and Exhibitors	Page 78
Restaurant Recommendations	Page 93
Map of Meeting Rooms	Page 97

INSTITUTE INFORMATION

Founded in 1992, The Center for Literacy & Learning is an educational non-profit whose mission is to advance literacy and learning through evidence-based practices in the classroom, home, and community. The Center works toward helping close the achievement gap by providing educators with customized professional learning that is designed to empower educators in recognizing, assessing, and responding to the multiple needs of diverse learners. Our proven and research-based methods are built on the Science of Reading that has resulted in positive change in schools and communities. Each year, The Center hosts the Plain Talk about Literacy and Learning Institute, one of the nation's premier literacy conferences, bringing together leading experts and attracting education professional staff, with experts in the areas of learning differences, evidence-based teaching strategies, and reinforcing the capability of teachers. In addition, The Center believes that empowering families and bridging the gap between classroom and home is essential to supporting students' at-home learning.

SERVICE DESK

The Center for Literacy & Learning service desk is located at the registration counter on the 1st floor. Institute staff will be available to assist you with any needs that may arise.

Service hours

Tuesday 4:00pm - 8:00pm Wednesday 7:00am - 4:15pm Thursday 7:00am - 4:45pm Friday 7:00am - 1:15pm

HOTEL MEETING ROOM MAP

A map of the Plain Talk meeting rooms is located on page __of this program book.

BATHROOMS

1

Bathrooms are located near the escalators on all three floors and between the Jefferson Ballroom and St. Charles Ballroom on the 3rd floor.

MEETING ROOM CAPACITY

Every effort has been made to anticipate audience size for each individual session. However, there may be times when there are more people who wish to attend a session than seating allows.

Please select alternative choices for each time slot on your Agenda-at-a-Glance on pages __ of the program. This will allow you to quickly locate an alternate session if your first choice is full.

Local fire codes and safety requirements prohibit standing or sitting in the aisles. We thank you in advance for your cooperation on this matter.

ROOM TEMPERATURE

Hotel meeting rooms often tend to be cold. Please bring a sweater or jacket to ensure your comfort.

ROOM MONITORS

Throughout Plain Talk, you may notice individuals wearing name tag ribbons that identify them as "staff." These individuals are available to answer your questions, provide directions, and serve as room monitors.

ELECTRONIC HANDOUTS

Plain Talk handouts are available on the app and the Attendee Hub website. (Note: Not all speakers provided handouts.)

EVALUATIONS

Your feedback is important to the planning of future Institutes. Please take time to complete polls and surveys in the app as well as the evaluation form that will be emailed to you after the Institute. Once completed, your name will be entered into a drawing for prizes!

MEALS

<u>Wednesday & Thursday:</u> Breakfast Breakfast will be served beginning at 7:00 am on the first floor in the Grand Salon

<u>Friday</u>- no breakfast will be served. The hotel will have a cash bar drip coffee at the Spirits Bar

<u>Wednesday, Thursday & Friday:</u>

Lunch & Jazz Brunch Lunch & Brunch will be served in Grand Salon & Grand Ballroom, 1st Floor

INSTITUTE INFORMATION

CERTIFICATES OF ATTENDANCE

You will receive an electronic copy of your certificate of attendance after the event. Your program and handouts may be needed to secure credit. It is the sole discretion of your school, school district, state education agency, or professional organization to determine whether Plain Talk's sessions are acceptable for continuing education.

ALTA (Academic Language Therapy Association) and CERI (Center for Effective Reading Instruction) members, will be able to use their certificates from Plain Talk sessions towards their CEU hours for renewal requirements.

PHONE COURTESY

Please set your phone on "silent" or "vibrate" and place it in your pocket or another soft location where the vibration will not be distracting to others. Feel free to use mobile apps to tweet or post on Facebook.

EXHIBITORS

Be sure to allow yourself ample time to visit the exhibits located on all three floors. Please review the Exhibitor section of the app and this program book for a listing of exhibitors, their contact information, and brief descriptions of their products and services. An exhibitor's participation does not represent the endorsement of any product or service by the Institute or by The Center for Literacy & Learning.

A LITTLE EXTRA FUN

- Make sure to stop by the 360 Photo booth on Thursday from 8:00am to 2:00pm on the 3rd floor past the exhibitors to capture your time at Plain Talk in a very unique way.
- You can always stop by the Step and Repeat photo booth/selfie station that will be up throughout the conference on the 3rd floor near the exhibitors. Don't forget to tag **#PlainTalkNOLA** when posting pictures.
- New this year! We will have an Idea wall on the 1st floor. Make sure to visit it every day and contribute to the conversation!
- We also have an Audio Guestbook! 2023 Plain Talk magical moment phone line. Dial in information: (727) 761-3888 Event Code: 413882

A WORD ON SAFETY AND SECURITY

Unfortunately, losses can occur whenever large numbers of people meet. Please exercise precautionary measures against injury, theft, and loss. Neither the Plain Talk Institute nor The Center for Literacy & Learning is responsible for any injuries or losses that occur in conjunction with Plain Talk.

INTERNET IN MEETING SPACE

Network Name: PlainTalkNOLA **Access Code:** PT23Heggerty

Internet Access Sponsored by



PLAINTALKNOLA APP

To make Plain Talk as social as possible, download the

Plain Talk app, sponsored by **TOOS**



To download the app, visit the appropriate app store and search for the CVENT APP or scan the QR code:

Once you download the Cvent app, search for Plain Talk About Literacy and Learning 2023.



Enter your information. You will receive a code via the email address listed in your registration, or via a text message.

In order to stay up to date with all the happenings before and during Plain Talk, <u>please select "allow notifications"</u> <u>when you log in.</u>

SOCIAL MEDIA

Join the conversation or share your thoughts about Plain Talk on Instagram, Twitter, Facebook, and our app! Plain Talk 2023 will post on Instagram @my_cll, tweet from @cll_teach, and will post on our facebook.com/mycll.org. For Instagram, Twitter and Facebook, use the hashtag **#PlainTalkNOLA**. Be sure to check regularly, as there will be contests throughout the Institute. For 30 years, The Center for Literacy & Learning has worked with educators across the country towards closing the achievement gap by providing programs that empower educators in recognizing, assessing and responding to the needs of all learners.

PROGRAMS

Louisiana Reads!

Promotes at-home reading opportunities through literacy awareness, book distribution, and direct service to families. The goal is to bridge the gap between classroom instruction and at-home learning. Our family literacy engagement model can be customized to your school community, across any state.

Early Childhood

The Center's programs provide support and assistance to early childhood providers. Specialists work with teachers face-to-face or virtually to develop curriculum, engage in teacher-child interactions, collect data onindividual children's development, and guide educators through preparing students to become kindergarten ready.

Literacy Coach Program

The Center partners with school systems to provide literacy coaches with support to educators. Our Literacy Specialists provide services for early childhood through 12th-grade literacy coaches in schools and across school districts to ensure all students receive high-quality literacy instruction.

Cornerstones

This Early Childhood Ancillary Certificate program provides childcare center teachers with continuing education and credentials focused on the practical application of knowledge and skills resulting in improved teacher effectiveness and increased high-quality early learning experiences for children.

Growing Reading Brains

This Science of Reading training empowers educators by focusing on foundational reading skills for grades Pre-K to 12. This curriculum-neutral program empowers educators through the application of evidence-based literacy practices necessary for student growth and success.

Plain Talk About Literacy and Learning®

Plain Talk About Literacy and Learning[®] is a three-day institute providing the latest in evidence-based reading research and learning strategies. It is one of the nation's premier literacy conferences, attracting over 2,000 education professionals each year from across the globe.

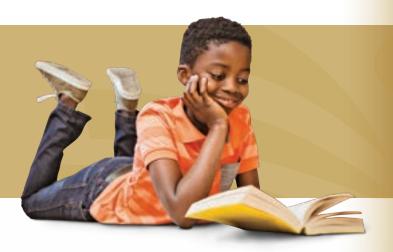
Lit Academy

A two-day learning event that will provide literacy leadership teams with intensive, collaborative, and application-based workgroup sessions focused on implementing the science of reading literacy plans.



Learn more about The Center's wrap-around literacy services as we improve life outcomes for all.

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Everyone is empowered through literacy.

mycll.org

ABOUT THE HOST, THE CENTER FOR LITERACY & LEARNING

Founded in 1992, The Center for Literacy & Learning is an educational non-profit whose mission is to advance literacy and learning through evidence-based practices in the classroom, home, and community. The Center works toward helping close the achievement gap by providing educators with customized professional learning that is designed to empower educators in recognizing, assessing, and responding to the multiple needs of diverse learners. Our proven and research-based methods are built on the Science of Reading that has resulted in positive change in schools and communities. Each year, The Center hosts the Plain Talk about Literacy and Learning Institute, one of the nation's premier literacy conferences, bringing together leading experts and attracting education professionals from all levels. The Center surrounds itself, through our board of directors, advisory boards, and professional staff, with experts in the areas of learning differences, evidence-based teaching strategies, and reinforcing the capability of teachers. In addition, The Center believes that empowering families and bridging the gap between classroom and home is essential to supporting students' at-home learning.

PROFESSIONAL STAFF



Dr. John E. Wyble, CAE Chief Executive Officer



DeJunne' Clark Jackson President



Jennifer Armond Client Success Specialist



Courtney Babin Senior Literacy Content & Training Specialist



Julie Brandt Literacy & Learning Specialist, Early Childhood



Alicia Gehrls Literacy & Learning Specialist, K-12



Janee' Butler Senior Literacy Content & Training Specialist



Miranda Gremillion Literacy Engagement Specialist



Michael Duarte Director of Special Projects



Andrea Harrell Literacy & Learning Specialist, K-12



Danielle Fontenot Vice President of Program Development



Morgan Hilliard Vice President of Advancement

ABOUT THE CENTER FOR LITERACY & LEARNING

PROFESSIONAL STAFF



Denise Howell Director of Program Design & Implementation



Liza Kostreva Director of Professional Learning



Carolin Purser, PhD Vice President of Strategy



Megan Willis Director of Communications



Tyre' Jenkins, EdD Literacy & Learning Specialist, K-12



Pamela Marshall Literacy & Learning Specialist, K-12



Ryan Roberts Director of Advocacy



Alex Wyble Special Assistant to the President



Monique Jolla Director of Family & Community Initiatives



Kelly Morris Literacy & Learning Specialist, K-12



Ashley Robinson Literacy & Learning Specialist, Early Childhood



LJ Young Office Manager



Jennifer Kelly eLearning & Development Specialist



Cindy Phillips Vice President of Operations



Lindsey Vicknair Senior Literacy Content & Training Specialist

ABOUT THE CENTER FOR LITERACY & LEARNING

BOARD OF TRUSTEES

Our Board of Trustees is comprised of a governing board of 15 elected or appointed to direct the policies of The Center for Literacy & Learning.

OFFICERS

CHAIRMAN Ronnie Slone Founder and President, The Slone Group

SECRETARY Janet Connell Founder and President, Quality Support Coordination, Inc.

MEMBERS

Kelvin Adams, Ph.D.

Glenny Lee Buquet Former Member, La. Board of Elementary and Secondary Education Education Activist

Dr. Rebecca Silverman Associate Professor Stanford Graduate School of Education

Arlinda Westbrook Deputy Superintendent, New Orleans Police Department Director of the Public Integrity Bureau

Kathy Riedlinger Lusher Charter School CEO

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TREASURER Scott Howard Retired, Founder and President, New Orleans – Regions Bank

> Joan Coulter Community Activist

Meg Marino, M.D. Pediatric Emergency Medicine Specialist

Holly Sharp, CPA, CFE, CFF Shareholder and Director, LaPorte Sehrt Romig Hand

The Honorable Robin D. Pittman Judge, Orleans Parish

Rev. Lawrence Houston Principal, St. Peter Claver Catholic School



PLAIN TALK ABOUT LITERACY AND LEARNING INSTITUTE

DATES: January 31st-February 2nd, 2024 | LOCATION: Hilton Riverside New Orleans

MARK YOUR CALENDARS FOR FUTURE PLAIN TALK INSTITUTES:

January 31 - February 2, 2024 February 12 - 14, 2025 March 11 - 13, 2026 February 24 - 26, 2027 January 26 - 28, 2028 January 31 - February 2, 2029

ABOUT THE CENTER FOR LITERACY & LEARNING

WILLIAM VAN CLEAVE SCHOLARSHIP FOR EXCELLENCE IN LITERACY INSTRUCTION



On Tuesday, April 20, 2021, the literacy world unexpectedly lost an amazing educator and great friend to many. William Van Cleave presented at Plain Talk About Literacy and Learning[®] from 2014 to 2021, with over 2,170 educators choosing to attend his sessions. His high level of enthusiasm, energy, and passion for working with teachers made him a highly-effective presenter. His interactive sessions were always filled with joy and laughter. William made learning fun regardless of who the student was, and the impact he had across the world is immeasurable. His passion was infectious, and his kindness was genuine.

While he presented on many topics, William always said that syntax was his superpower. His colleagues would tell you that he had many superpowers. As a way to

honor them all, we have created the William Van Cleave Memorial Scholarship Fund that, through a selection process, will afford chosen educators the opportunity to attend Plain Talk About Literacy and Learning[®]. The goal of the William Van Cleave Scholarship for Excellence in Literacy Instruction is to offer funding to individuals to attend The Center for Literacy & Learning's annual Plain Talk about Literacy and Learning[®] Institute. Scholarships will be awarded to educators who have done outstanding work developing skills in students in the area of reading instruction, writing instruction, dyslexia, and/or structured literacy.

CONGRATULATIONS TO THIS YEAR'S SCHOLARSHIP RECIPIENTS!



Jodi Hausmann, Montana



Aaron Jura, Louisiana



Camille Kilmek, California

No one does more to advance literacy than teachers.

At Lexia, we understand the important role teachers play in literacy education, which is why we support every teacher.

We now offer two professional learning solutions, LETRS® and Aspire™, to serve teachers of students from early childhood through adolescents.

When a teacher can help a child become a better reader, writer, and speaker, a better future follows.

That's why Lexia is all for literacy.









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AGENDA AT-A-GLANCE

WEDNESDAY, MARCH 8, 2023

Breakfast 7:00 am - 7:45 am

Welcome and Introductions 7:50 am - 8:10 am

Dr. John Wyble, CEO, and DeJunne' Clark Jackson, President of The Center for Literacy & Learning National Anthem by Hope Grant from YoungSTARZ NOLA Student Introducers: Mjor Smith and Simon Bickhma from Homer Plessy-Treme School

Keynote 8:10 am - 9:10 am

Relentless Hamish Brewer

Break & Exhibitor Time 9:10 am - 9:30 am

Thought Leader 9:30 am - 10:30 am

- The Skill, Will, and Thrill of Comprehension Doug Fisher St. Charles Ballroom
- Moving from a Reactive to a Proactive Model in Education: How a Neurobiological Framework of Typical and Atypical Reading
 Development Can Inform Educational Practice and Policy Nadine Gaab Churchill B
- Literacy is the Bridge to Equity: The Journey Towards a Comprehensive, Evidence-Based and Equitable Approach for English
 Learners Elsa Cardenas-Hagan Churchill D
- Covid Learning Loss: The Urgent Need for Research-Aligned Tutoring Katie Pace Miles Jefferson Ballroom
- The Expectation Gap: 'For Whom the Bell Tolls' Kareem Weaver Churchill C

Break 10:30 am - 10:50 am

Breakout Session | 10:50 am – 12:05 pm

- What's New and What's Enduring in Reading Instruction? **Doug Fisher St. Charles Ballroom**
- Words to the World: The Psychological Processes that Turn Ink into Ideas Devin Kearns Commerce
- Dyslexia: What Does it Take to Scale Literacy Responsibly and Sustainably for All? Tracy White-Weeden & Rebecca Tolson
 Churchill B
- Spelling Instruction that Sticks Michael Hunter Camp
- The Writing Rope: A Framework for Explicit Writing Joan Sedita Churchill C
- Literacy Rich Environments Rachel Giannini Churchill A
- The Power of How: Bridging Knowledge to Practice with Instructional Routines Pam Kastner Jackson
- The Science of Reading Plus English Language Development: Best Practices for Serving Your English Learner Population Kerri
 Whipple Churchill D
- Providing Reading Interventions for Students in Grades 4-9: What Research Tells Us Anita Archer Jefferson Ballroom
- The Power of Sustained Professional Learning to Enhance Student Growth: Focus, Focus, Focus Daryl Michel Royal
- Creating a Culture of Collaboration: The mission IS possible! DeJunne' Clark Jackson Fulton
- Nurturing Teachers and their Students: Creating a safe space for teaching and learning Ana Dodson and Judi Dodson Magazine

Grand Ballroom, 1st Floor

Grand Ballroom, 1st Floor

Grand Salon & Grand Ballroom, 1st Floor

2nd and 3rd Floors

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2nd and 3rd Floors

AGENDA AT-A-GLANCE

WEDNESDAY, MARCH 8, 2023

Lunch 12:05 pm - 1:20 pm

Grand Salon & Grand Ballroom, 1st Floor

Breakout Session II 1:20 pm - 2:35 pm

- From Assessment to Instruction: 3 Case Studies Linda Farrell Fulton
- Addicted to Complexity: The Importance of Synthesis and Usability Within Reading Initiatives Kareem Weaver Jefferson
 Ballroom
- Foundational Reading Instruction: Three Approaches and How Nora Chahbazi Churchill D
- Adolescent Literacy: Effective Classroom and Intervention Practices Joan Sedita Camp
- Advanced Readers- Are They Being Served? Nancy Young Magazine
- What is the "PHuss" about Phonemic Awareness and What Do We Need to Know? Lucy Hart Paulson Churchill C
- The Role of Background Knowledge in Reading Comprehension Susan Lambert Churchill B
- "Is She on Grade Level?": Taking Another Look at Reading Levels Jan Hasbrouck Jackson
- Spelling and Writing Development Among English Learners Elsa Cardenas-Hagan St. Charles Ballroom
- Improving Organizational Policies and Procedures to Support Effective Implementation Caryn Ward Commerce
- REPEAT: The Power of How: Bridging Knowledge to Practice with Instructional Routines Pam Kastner Royal
- Sight Word Instruction in the 21st Century Janee' Butler Churchill A

Break & Exhibitor Time 2:35 pm - 3:00 pm

Breakout Session III 3:00 pm - 4:15 pm

- Effective Tutoring: A Powerful Partnership with Preservice Teachers to Meet the Moment Katie Pace Miles Jefferson Ballroom
- Literacy P.O.W.E.R for the New Teacher lantha Ussin Churchill A
- Skill and Thrill: Demystifying Effective Phonics Lessons Laura Stewart Camp
- Integrating Dialect into Literacy Instruction Carla Burrell Stanford & Julie Washington Churchill B
- How To Lead From Where You Are: Igniting Literacy Change in Your Current Role Terrie Noland Royal
- The Science of Reading: Moving Away from Ambiguity to Real Classroom Practices Mary Dahlgren & Antonio Fierro St. Charles
 Ballroom
- Teaching Beyond Decodables Judi Dodson Churchill C
- Using Assessment Data to Boost ALL Students' Growth and Achievement Lyn Sharratt Commerce
- Making Words Stick Lyn Stone Churchill D
- The Hidden Message in Student Orthography and What You Can Learn Through Spelling Alana Mangham Jackson
- Literacy Wraparound Success Danielle Fontenot, Liza Kostreva, Carolin Purser Magazine
- The Building Blocks of Literacy & its Connection to CLASS Courtney Babin & Lindsey Vicknair Fulton

9

2nd and 3rd Floors

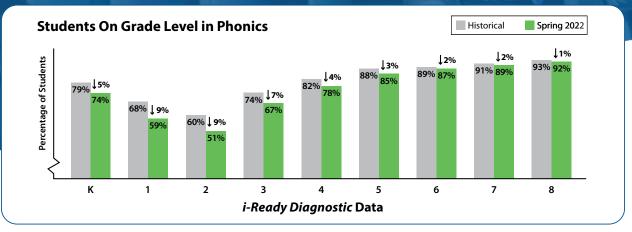
2nd and 3rd Floors

✤i-Ready Learning

Curriculum Associates

Accelerate Achievement in Crucial Foundational Skills with *i-Ready Learning*

Across grade levels, student performance in Phonics dipped during the pandemic, and it is not recovering.

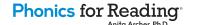


Explicit, Systematic Instruction for Students at All Levels

Grades K–2

- Routine-based foundational skills program
- Engaging grade-level materials that are 100 percent readable
- Regular formative assessment that drives scaffolding decisions
- Embedded professional development for teaching foundational skills





Grades 3–12

- Authored by reading expert Dr. Anita Archer
- Effective, efficient, and appealing for older learners
- Easy-to-follow teacher script that reduces teacher planning time and allows you to leverage the staff you have available



Visit us at Booths #1 and #35 or online at CurriculumAssociates.com/Programs.

AGENDA AT-A-GLANCE

THURSDAY, MARCH 9, 2023

Breakfast 7:00 am - 7:45 am

Welcome and Introductions 7:50 am – 8:10 am

Dr. John Wyble, CEO, and DeJunne' Clark Jackson, President of The Center for Literacy & Learning Second Line Band by Young Audience Second Line Band Student Introducers: Amelia Sy & Rayna Krochman from Homer Plessy-Treme School

Keynote 8:10 am - 9:10 am

Literacy for Diverse Society Zaretta Hammond

Break & Exhibitor Time 9:10 am - 9:30 am

Thought Leader 9:30 am - 10:30 am

- Neurodiversity and Dyslexia: A Lived Narrative Grounded in Psychological Science Tim Odegard Churchill D
- Using SEL to Guide Students From Passion to Purpose Jorge Valenzuela St. Charles Ballroom
- What if I Told You There Was No "Complex Code"? Lyn Stone Churchill C
- Whole Child, Whole Process Yaacov Petscher Churchill B
- Translanguaging and Dialect Variation: Reducing the Cognitive Load Julie Washington Jefferson Ballroom

Break & Exhibitor Time 10:30 am - 10:50 am

Breakout Session | 10:50 am - 12:05 pm

- Building Word Wealth: The Power of Word Study to Accelerate Learning Zaretta Hammond St. Charles Ballroom
- ELs and Reading Science: The Top 5 Things Every Teacher Should Know and Can Do Tomorrow Antonio Fierro Churchill C
- Teaching Phonemic Awareness in 2023: Teaching PA to Support Decoding Jane Ashby Camp
- The Ladder of Reading and Writing: Who? When? Why? How? Jan Hasbrouck & Nancy Young Jefferson Ballroom
- Choosing and Using Decodable Texts Wiley Blevins Jackson
- The Science of Instruction: Not just What to Teach BUT How to Teach Anita Archer Churchill B
- Language Comprehension: One of Two Essential Components of Reading Comprehension Maria Murray Fulton
- Creating Your Parent-Teacher Playbook Megan Lorio Commerce
- High Impact Instructional Coaching Practices John Bennetts Magazine
- How to Eliminate Three Cueing and Sight Words Denise Eide Churchill D
- Using Screener Data to Guide Implementation of Effective Intervention Supports Emily Solari, Carlin Conner, Alisha Demchak Churchill A
- Beyond Topsoil Teaching: Tending to the Roots of Reading in the Brain Carolyn H. Strom Royal

Lunch 12:05 pm - 1:20 pm

Grand Salon & Grand Ballroom, 1st Floor

11

Grand Salon & Grand Ballroom, 1st Floor

Grand Ballroom, 1st Floor

2nd and 3rd Floors

2nd and 3rd Floors

Grand Ballroom, 1st Floor

AGENDA AT-A-GLANCE

THURSDAY, MARCH 9, 2023

Breakout Session II 1:20 pm - 2:35 pm

- **REPEAT:** How to Eliminate Three Cueing and Sight Words **Denise Eide Royal**
- Fact: The Science of Reading Includes Comprehension! Nancy Hennessy Churchill B
- Science of Reading and the Reading Brain Tim Odegard St. Charles Ballroom
- Tier 1 Instruction is Risk Reduction Stephanie Stollar Churchill D
- From Literacy to Multiliteracies: Valuing Multimodalities in Language Development Margo Gottlieb Jackson
- Making the Shift: Transforming Early Literacy from Policy to Practice Kymyona Burk & Casey Sullivan-Taylor Magazine
- Achieving Adolescent Reading Proficiency: Phonics to Comprehension Janee' Butler Churchill A
- The Heavy Hitters of Intermediate Literacy: Multisyllabic Decoding and Morphology Laura Stewart Fulton
- REPEAT: Using Screener Data to Guide Implementation of Effective Intervention Supports Emily Solari, Carlin Conner, Alisha **Demchak Commerce**
- Developing Proficient Writers: What does the sentence have to do with it? Amy Siracusano Jefferson Ballroom
- Using Family Assets to Support Literacy and Foster Family Engagement Klem-Mari Cajigas Camp
- Strategies for Activating SEL Across the Curriculum Jorge Valenzuela Churchill C

Break & Exhibitor Time 2:35 pm - 3:00 pm

Breakout Session III 3:00 pm - 4:45 pm

The Truth About Reading Documentary Screening Grand Ballroom

More Science. More Structure. More Impact.

After a one-week training with IMSE, educators are ready to teach Structured Literacy and make an impact with students day one.

VISIT IMSE.COM FOR MORE INFORMATION.



2nd and 3rd Floors

2nd and 3rd Floors



multi-sensory education

12

FRIDAY, MARCH 10, 2023

Welcome and Introductions 8:00 am - 8:10 am

Dr. John Wyble, CEO, and DeJunne' Clark Jackson, President of The Center for Literacy & Learning Student Introducers: Carmelo Flectcher, Cruz Talbot, Jr. & Perry Davis, IV from Delta Eagles Football Team

Keynote 8:10 am - 9:10 am

The State of American Literacy Malcolm Mitchell

Break & Exhibitor Time 9:10 am - 9:30 am

Breakout Session I 9:30 am - 10:45 am

- Beyond the Basics: The Science of Reading, Knowledge, and Comprehension Dan Willingham & Sonia Cabell St. Charles Ballroom
- The Catalysts and Inhibitors of Workplace Wellbeing: Cultivating the Conditions for Humans to Thrive and Not Merely Survive **Kristin Anderson Churchill D**
- The Benefits of Using a Sound Wall for ALL Students Mary Dahlgren & Rhonda Ayers Jefferson Ballroom
- Revisiting RTI: Where Are We Now? Heidi Beverine-Curry Churchill C
- Language: The Critical Foundation of Reading Danielle Thompson Churchill A
- REPEAT: Developing Proficient Writers: What does the sentence have to do with it? Amy Siracusano Royal
- STOP! In the Name of LEARNING! Providing Corrective Feedback Pam Austin Fulton
- From the Sound Up: Cross-Language Connections to Accelerate Foundational Literacy Skills Nicole Kingsland Magazine
- REPEAT: Tier 1 Instruction is Risk Reduction Stephanie Stollar Commerce
- Morphological Awareness: What Does it Look Like in K-3 Classrooms? Deb Glaser Churchill B

Jazz Brunch 10:45 am - 12:00 pm

Fontainebleau High School Jazz I Band

Breakout Session II 12:00 pm - 1:15 pm

- Teaching Students How to Avoid Distraction Dan Willingham Churchill C
- Content-Rich Literacy Instruction in the Primary Grades Sonia Cabell Churchill D
- Understanding and Addressing Word-Level Reading Problems David Kilpatrick St. Charles Ballroom
- Improving Comprehension through Building Vocabulary and Knowledge Amy Elleman Jefferson Ballroom
- Literacy as a Human Right- Our Collective Moonshot Tracy White-Weeden Churchill B
- Morphological Awareness and the Adolescent What Teachers Can Do About It Deb Glaser Churchill A
- What Instructional Feedback Should Principals Provide to Educators to Enhance Reading Achievement? Pati Montgomery & **Angie Hanlin Fulton**

AGENDA AT-A-GLANCE

13

2nd and 3rd Floors

2nd and 3rd Floors

Grand Salon, 1st Floor

Grand Ballroom, 1st Floor

Grand Ballroom, 1st Floor



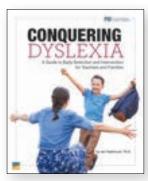


Expert Guidance. Unrivaled Teacher Support.

Professional Books, Programs, Webinars, and Podcasts to Improve Teaching and Increase Student Learning

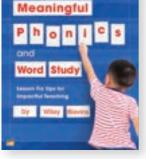


Professional Learning



Research-Based Guidance to Help Students Become Skilled, Confident Readers

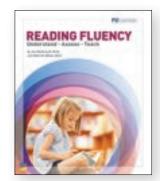




High-Impact Ideas for Systematic Instruction That Is Engaging and Thought-Provoking



Wiley Blevins, Ed.M.



Practical Insight into Development of This Complex and Essential Skill





Deborah Glaser, Ed.D.

Jan Hasbrouck, Ph.D.

Explicit, Systematic, and Spiraled by Design



Decodable Fluency Builders Builds Fluency, Develops Comprehension, and Applies Phonics Skills



Benchmark Phonics Comprehensive Multimodal Program for Tiers 1 & 2



Benchmark Phonics Intervention Intensive Multimodal Intervention Program for Tier 3



WEDNESDAY, MARCH 8, 2023

Welcome and Introductions 7:50 am - 8:10 am

Dr. John Wyble, CEO of The Center for Literacy & Learning

Keynote 8:10 am - 9:10 am

Relentless Hamish Brewer

Sometimes you have to hear the things you don't want to hear to move forward, improve, and get results. Hamish will take you on a hard-hitting journey that will challenge you to rethink your practices, disrupt the norm and change the game. Find out if you have or are willing to go one more round and if you're ready to advocate for every single stakeholder. Find out if you're willing to take your organization to the next level.

Break & Exhibitor Time 9:10 am - 9:30 am

Thought Leader 9:30 am - 10:30 am

The Skill, Will, and Thrill of Comprehension Doug Fisher St. Charles Ballroom

Topic(s): Comprehension

Reading and understanding what you are reading is arguably the most critical skill we can provide learners. However, we have focused on the skills of reading. These skills are essential and include a range of literacy processes, such as decoding, vocabulary, activating background knowledge, and cognitive strategies. However, more is needed to ensure that students read (and write) well. Beyond the skills of reading, students need to experience the will of reading. The will of reading requires that teachers focus on motivation and engagement, goal setting, choice in reading, and relevance. Creating the will to read gives students reasons to practice the skills they are taught and choose to read on their own. However, more than skill and will is required to change students' literacy achievement. Thrill is required. The thrill of comprehension comes when a reader gets to act upon the world. Reading should not be a passive consumer experience but rather an active producer experience. We want students to answer the question, "what does the text inspire me to do?" The whole point of comprehension is to take action in the world and to make the world better. In this session, we describe the three phases of skill, will, and thrill and provide participants with actionable ideas they can use in their classrooms.

Moving from a Reactive to a Proactive Model in Education: How a Neurobiological Framework of Typical and Atypical Reading Development Can Inform Educational Practice and Policy Nadine Gaab Churchill B Topic(s): Policy

Learning trajectories are shaped by the dynamic interplay between nature and nurture, starting in utero and continuing throughout the lifespan. Learning differences are often not identified until childhood or adolescence, but diverging trajectories of brain development may be present as early as prenatally. Furthermore, children's experiences and their interactions with their environment have long-lasting influences on brain development and future outcomes. This talk will focus on learning differences in reading acquisition and will present results from our longitudinal behavioral and neuroimaging studies that characterize differences in learning to read as a complex outcome of cumulative risk and protective factors interacting within and across genetic, neurobiological, cognitive, and environmental levels from infancy to adulthood. Results are discussed within an early multifactorial framework of learning differences, emphasizing screening, early identification, and preventive strategies. Finally, the implications of these findings for contemporary challenges in educational and clinical practice and policy are discussed.

15

Grand Ballroom, 1st Floor

2nd and 3rd Floors

DETAILED AGENDA

Grand Ballroom, 1st Floor

Literacy is the Bridge to Equity: The Journey Towards a Comprehensive, Evidence-Based and Equitable Approach for English Learners **Elsa Cardenas-Hagan Churchill D**

Topic(s): ELL; Research; Equity & Inclusion

Teachers are often challenged with how to best achieve high levels of literacy among all students, including those who are English learners. This session will describe the research for developing language and literacy skills among this diverse population of students. We will discuss current issues among advocates for the Science of Reading and those who support equitable and differentiated instruction for English learners. Participants will have the opportunity to learn the critical features of a comprehensive, collaborative, and evidence-based approach to literacy among English learners. Participants will learn strategies to implement in the classroom to ensure literacy and equity for English learners.

Covid Learning Loss: The Urgent Need for Research-Aligned Tutoring Katie Pace Miles Jefferson Ballroom Topic(s): Equity & Inclusion; Policy; Leadership

Students are experiencing Covid learning loss at the same time that more educators are embracing the science of reading and structured literacy practices. Educators need to understand that transitioning to the science of reading alone will not ensure that our most vulnerable students will rebound from the impacts of our unstable education system over the last 2+ years. In this presentation, Dr. Miles will explain that we need to deal with Covid learning loss using research-aligned tutoring while shifting schools/districts to full implementation of a reading science/structured literacy approach. Dr. Miles will review the Covid learning loss findings and discuss ways administrators, teachers, and advocates can take action, including implementing research-aligned tutoring.

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The Expectation Gap: 'For Whom the Bell Tolls' Kareem Weaver Churchill C

Topic(s): Equity & Inclusion; Leadership; Adolescent Literacy; Parent Engagement

This session will examine the impact of expectations on the timing and cadence of literacy instruction, assessment, and support. We will explore how the Expectation Gap is embedded within materials, unpack the mindset that produced it, and consider the ongoing implications of its residue within the education system for students, their families, and educators. This session is designed to illuminate the beliefs which undermine the health of our students' learning experiences and present structured literacy and its infrastructure as an effective counterbalance. Bring your cell phone (on mute) and prepare to explore these dynamics at the state and local levels.

Break & Exhibitor Time 10:30 am - 10:50 am

Breakout Session | 10:50 am - 12:05 pm

2nd and 3rd Floors

What's New and What's Enduring in Reading Instruction? Doug Fisher St. Charles Ballroom

Topic(s): Research; Phonics; Comprehension

Research in reading dates to 1865 and is the oldest form of educational research. Knowledge of best practices has continued to evolve over the last 157 years. In this session, we use Hollis Scarborough's reading rope as the organizer. We will explore both word recognition and language comprehension and their reciprocal nature. Readers must develop the skills necessary to quickly and accurately recognize words. Thus, we turn our attention to phonological awareness, decoding, and sight word recognition. In addition, we expand on the reading rope by adding specific strands of fluency and alphabetics as essential components of word recognition. Language comprehension instruction must take place at the same time as the building of foundational skills. Thus, we add a focus on vocabulary development as well as morphological awareness.

Words to the World: The Psychological Processes that Turn Ink into Ideas Devin Kearns Commerce

Topic(s): Phonics; Phonological Awareness; Vocabulary

Reading starts when the reader looks at printed words. Reading ends when the reader pronounces the word and knows its meaning. What happens in the middle? In this session, I use a conceptual model of reading called the lexical quality hypothesis to explain how readers turn unfamiliar printed words into ideas. The model helps us understand

- why teaching sound-spellings are important,
- when sound-spellings are not helpful,
- why phonograms (word families) may have value,
- how knowledge of meaningful parts of words (morphemes) support reading, and
- how word meaning plays a role in the decoding process.

I will then provide you with information to consider about how your practices might be adapted to align with the framework and note the important limitations of psychological models of reading. Understanding the lexical quality hypothesis will lead you to think differently about how we learn words and how you teach children to do it.

Dyslexia: What Does it Take to Scale Literacy Responsibly and Sustainably for All? **Tracy White-Weeden & Rebecca Tolson Churchill B**

Topic(s): Dyslexia; Equity & Inclusion; Leadership

Join the presenters for a robust discussion about the science of reading research, and how to meet the needs of students with dyslexia. Key features of what evidence-based practices are, as well as what unaligned practices look like in classrooms will be surfaced to inform your strategic leadership moves. Hear about success stories where phases of work focused on the prevention of reading failure, as well as alignment of intervention services have created a literacy ecosystem where every scholar can become a skilled reader regardless of student group or zip code. Current research will be presented to ensure participants have a basic understanding of this common reading disability.

Spelling Instruction that Sticks Michael Hunter Camp

Topic(s): Spelling; Adolescent Literacy

With typical spelling instruction, students receive a list of words to study at the beginning of the week. They complete a few activities during the week and take a test at the end of the week. While this works for some students, others consistently fail the spelling test, and their failure to grasp basic spelling principles is evident in their writing. Effective spelling instruction starts with matching sounds to letters and moves to understanding morphology. Students learn to spell better when the emphasis is on spelling patterns. Students who are not natural spellers need instruction that teaches explicit pronunciation of the word, ties spelling to the pronunciation, and, when appropriate, focuses on meaningful word parts. This session includes focused activities and practices that lead to accurate spelling, not only on Friday's spelling test but also in students' written assignments.

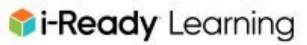
The Writing Rope: A Framework for Explicit Writing **Joan Sedita Churchill C** Topic(s): Writing

This workshop includes an overview of The Writing Rope model for writing instruction (Sedita, 2019). Many teachers do not recognize that effective writing instruction must address multiple components, represented as strands in a rope in this model. An explanation with references to research findings will be provided for the five strands:

- 1. Critical Thinking (generating ideas and information; stages of the writing process),
- 2. Syntax (syntactic awareness; sentence elaboration; punctuation),
- 3. Text Structure (narrative, informational, opinion; paragraph structure; patterns of organization),
- 4. Writing Craft (awareness of task, audience, and purpose; word choice; literary devices),
- 5. Transcription (spelling and handwriting fluency).

This workshop addresses writing instruction across grades 3-12.

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Literacy Rich Environments Rachel Giannini Churchill A

Topic(s): Early Childhood, Parent & Family Engagement, Curriculum

In this session, participants unpack components of a literacy-rich classroom. From the basic components of literacy to engaging parents with home literacy activities, this session has it all. As an additional bonus, this session contains activities to link SEL learning with literacy-rich activities.

The Power of How: Bridging Knowledge to Practice with Instructional Routines **Pam Kastner Jackson** Topic(s): Comprehension; Phonics

Instructional routines are research-based, powerful tools for bridging knowledge to practice resulting in increased student learning. This session's design and delivery emphasize translating research to practice for practitioners using an I Do-We Do-You Do model. Come prepared to engage with a partner in embedded practice opportunities with instructional routines aligned to word recognition and language comprehension skills. Participants will leave with a tool kit of instructional routines and resources.

The Science of Reading Plus English Language Development: Best Practices for Serving Your English Learner Population Kerri Whipple Churchill D

Topic(s): ELL Policy

Most English Learners (ELs) learn to read similarly to monolingual English speakers...with a few instructional additions. In addition to literacy support, educators must provide English Language Development (ELD) to EL students to close the achievement gap and help ELs reach the goal of English proficiency. This session will help you understand how to implement SOR instruction in a way that supports your ELs. We will use Scarborough's Reading Rope to illustrate the instructional adjustments needed for each strand to ensure ELs can access learning goals.

Providing Reading Interventions for Students in Grades 4-9: What Research Tells Us **Anita Archer Jefferson Ballroom** Topic(s):Adolescent Literacy; Intervention

Do you have intermediate and secondary students that are not reading accurately and fluently with good comprehension? In this session, Dr. Archer will review the major recommendations of the Educator's Practice Guide released by the Institute of Education Sciences in May of 2021. These evidence-based recommendations include:

- 1. building students' decoding skills so they can read complex multi-syllabic words,
- 2. providing purposeful fluency-building activities, and
- 3. utilizing several research-validated comprehension practices.

Gain insights into the research on reading interventions for older, struggling readers. Dr. Archer will provide practical examples for each of these recommendations.

The Power of Sustained Professional Learning to Enhance Student Growth: Focus, Focus, Focus **Daryl Michel Royal** Topic(s): Coaching; Professional Learning; Vocabulary

Learning about and implementing a new skill or strategy in the complex context of a classroom takes time. Joyce and Showers (1982) suggested that it would take approximately 20-30 hours to study theory, 15-20 demonstrations or more, 10-15 times to practice with colleagues or small groups of teachers, and ongoing support if the goal is to build the highest level of skill in teachers and long-term use. Thus, a 1-day professional development workshop (which sometimes gets condensed to even less time) is unlikely to result in meaningful change. And, if minimal time is devoted to additional study, demonstrations, or practice, then "stressing fidelity diminishes teachers" (Knight, 2022); you don't learn simply by being told what to do. Rather, plan for sustained professional learning that includes a clear purpose, modeling and demonstration, active engagement, and opportunities for self-reflection. Join me as I share a professional learning plan based on a student-focused goal (i.e., academic vocabulary) and understand how teachers, instructional coaches, or administrators can use the Student-Focused Coaching Collaborative Problem-Solving Process (Hasbrouck & Michel, 2022) to design a plan to maximize teacher skills and knowledge and enhance student learning.

Creating a Culture of Collaboration: The mission IS possible! **DeJunne' Clark Jackson Fulton** Topic(s): Family Engagement; Equity & Inclusion

The mission is simple. Equip students with the literacy skills necessary to be successful learners through the use of evidencebased reading instructional practices. Empower parents and families with the knowledge essential to become well-informed participants in the decision-making process. Provide educators with the appropriate tools and information critical to effectively teach and reach students. Hearing and assembling the experiences of each of these stakeholders is critical to building a collaborative and inclusive education culture. Each stakeholder plays a vital role in the discovery, identification, and intervention stages of literacy development. When a student struggles, the collaborative can come together to find solutions, working toward the common and agreed-upon goal – student success!

Nurturing Teachers and their Students: Creating a safe space for teaching and learning **Ana Dodson and Judi Dodson Magazine** Topic(s): SEL

Today, more children than ever are coming to school with significant social and emotional vulnerabilities, having experienced the chronic stress and trauma related to the pandemic. Teachers have also experienced pandemic-related stress. Research has shown that a heightened and sustained stress level prevents students from learning. We must address the social and emotional needs of our students, and it is equally important that we address the needs of our teachers so they may better serve their students and cope with the difficulties they face teaching today. Now, more than ever, finding a balance between social, emotional, and academic needs is critical. This interactive workshop will cover research-based strategies for supporting your students' social and emotional needs. You will learn simple, fun, and effective ways to integrate and facilitate emotional literacy, self-regulation, and empathy into your daily classroom schedule. These strategies can help transform traditional instruction into trauma-informed instruction. Making space in our busy schedules to build relationships and connections will create a sense of belonging for your students. These connections can become a powerful tool that can help students heal. Connecting with students does not cost money and can create a classroom climate that can change a child's life and allow them to open themselves to learning.

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Breakout Session II 1:20 pm - 2:35 pm

2nd and 3rd Floors

From Assessment to Instruction: 3 Case Studies Linda Farrell Fulton

Topic(s): Assessment & Data

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How do successful teachers know what their students need for focused, differentiated instruction? The answer always starts with a strong assessment, no matter what the subject. After working with struggling readers and their teachers for more than 20 years, Linda will present three case studies describing the assessment process she uses with students who have word recognition difficulties. She will also show how to use the assessment data to develop pinpointed instruction. The assessments shown are available online at no cost. Participants will leave with confidence, as they learn to use these assessments to pinpoint students' reading difficulties and immediately begin implementation to improve students' reading skills.

Addicted to Complexity: The Importance of Synthesis and Usability Within Reading Initiatives **Kareem Weaver Jefferson Ballroom** Topic(s): Leadership; Policy; Curriculum

Complexity has become a demigod within education, to the detriment of both students and educators. School systems, publishers, content creators, professional development providers, university programs, foundations, and state departments of education must shift thinking toward usability. Leaders must intentionally push for synthesis and evidence of results with their materials and policies. This low-hanging fruit is counterintuitive but provides the most significant opportunity for impact. There are specific, tangible things that reduce the load on educators, increasing the likelihood of quality implementation and student learning. This session will examine the mindsets behind what becomes elevated, adopted, and funded, explore the impact on adults and students, and share potential solutions.

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Foundational Reading Instruction: Three Approaches and How **Nora Chahbazi Churchill D** Topic(s): Curriculum

Speech to Print...Print to Speech...Balanced Literacy... These are the main approaches to foundational reading instruction. How are they similar and different, and what do instructional practices in each look like when teaching students? If you'd like to clarify and streamline your understanding of these three methodologies, including examples of activities used to teach learners, this is the session for you!

Adolescent Literacy: Effective Classroom and Intervention Practices Joan Sedita Camp

Topic(s): Adolescent Literacy; Comprehension; Vocabulary

Participants will develop an understanding of the literacy instruction needs of students in grades 5-12. We will explore causes of difficulty for older students, including dyslexia and executive function, and recommendations for interventions that target individual student needs. Topics include adolescent literacy defined, research on effective reading/writing instruction across multiple tiers of instruction, and teaching strategies for content literacy in all subjects (vocabulary, comprehension, and writing about content).

Advanced Readers- Are They Being Served? Nancy Young Magazine

Topic(s): Equity & Inclusion; Gifted Students; Curriculum

Equity in education aims to provide appropriate learning opportunities for every student every day. With current literacy efforts becoming increasingly focused on improving instruction for those students for whom learning to read is more challenging, might we be unwittingly hindering educational progress for those who began kindergarten already reading? In this session, Nancy will present an overview of the research, indicating that many of our early readers need to be more effectively supported. She will suggest that educator knowledge of how to extend and accelerate instruction is essential to serve the needs of culturally, linguistically, and economically diverse students who are advanced readers.

What's the "PHuss" about Phonemic Awareness and What Do We Need to Know? Lucy Hart Paulson Churchill C Topic(s): Phonological Awareness; Early Childhood

Phonemic awareness is a vital foundation in learning to read and write. Developmental research across several decades has determined a developmental skill progression beginning before birth. With advances in neuroimaging, science has established a deeper understanding of these critical phonological and phonemic foundations. This session describes:

- 1. the facts of phonological and phonemic awareness skills within the scope of phonological processing along with the interconnected nature of phonological representation and phonological sensitivity
- 2. phonological and phonemic awareness skill development and age expectations
- 3. a Phew Phun strategies to help students develop these essential skills.

"Is She on Grade Level?": Taking Another Look at Reading Levels Jan Hasbrouck Jackson

Topic(s): Assessment & Data; Policy; Parent, Family, Community Engagement

Parents, caregivers, and educators want to know about students' reading levels. Parents typically want reassurance that their child is making adequate progress or, if not, what appropriate interventions are being provided. Educators frequently use this information to discuss students' placement in instructional programs and determine their progress over time. Historically, "grade level" has been the most well-understood terminology for these discussions. "Your child is on grade level in reading." "This student is reading two grades above her level," etc. Since the mid-1990s, students' reading level is often discussed in terms used by the widely implemented "guided reading" programs where levels are reported as A-Z+, where bands of these "gradient text levels" are assigned to grade level equivalents (e.g., Levels E-J are for grade 3). This session reviews the pros and cons of using "grade level" or "gradient level" to communicate students' level of progress or proficiency in reading. Using terminology aligned with the concept of reading development over time (Chall's reading "stages," Ehri's "phases," and Kilpatrick's "levels") will be suggested as a more valuable and justifiable way to have these critical conversations at least in the earliest stages of reading development.

The Role of Background Knowledge in Reading Comprehension Susan Lambert Churchill B

Topic(s): Comprehension; Curriculum; Vocabulary

Reading comprehension, both as a process and product, relies on the reader's background knowledge and vocabulary. While wordlevel automaticity plays a critical role in reading comprehension, it alone is insufficient for comprehending complex texts. During this session, participants will explore the connection between knowledge and comprehension and experience how increasing knowledge improves reading outcomes.

Spelling and Writing Development Among English Learners **Elsa Cardenas-Hagan St. Charles Ballroom** Topic(s): ELL; Research; Writing

Written language is a high-level skill that can be very challenging when learning a second language. This session will describe the research on spelling and writing development among English learners. Participants will learn evidence-based practices such as cross-linguistic connections for developing spelling and writing skills among English learners. An error analysis approach will also be provided with several case studies. Learn how errors can inform instruction for this diverse population of students.

Improving Organizational Policies and Procedures to Support Effective Implementation Caryn Ward Commerce Topic(s): Leadership; Policy

In our mission to effect meaningful change, we must simultaneously focus on selecting and implementing evidence-based practices. Within the field of implementation science, robust infrastructure supports are required to implement evidence-based literacy practices effectively. Participants will deepen their knowledge of the needed organizational and competency procedures and processes, assess their current use of best practices within their organizational processes, and access tools and resources to support the development of enabling conditions and policies for implementation.

REPEAT: The Power of How: Bridging Knowledge to Practice with Instructional Routines **Pam Kastner Royal** Topic(s): Comprehension; Phonics

Instructional routines are research-based, powerful tools for bridging knowledge to practice resulting in increased student learning. This session's design and delivery emphasize translating research to practice for practitioners using an I Do-We Do-You Do model. Come prepared to engage with a partner in embedded practice opportunities with instructional routines aligned to word recognition and language comprehension skills. Participants will leave with a tool kit of instructional routines and resources.

Sight Word Instruction in the 21st Century Janee' Butler Churchill A

Topic(s): Sight Words

The science of reading has gained significant traction in education and is still informing how teachers facilitate reading instruction in the classroom. Knowing what we know about the science of reading, the focus will be on where "sight words" or high-frequency word instruction fits in the equation for young novice learners. This session will be a conversation starter for district leaders, school leaders, and K-3 educators on how and when students should be exposed to "sight words" and high-frequency word instruction. While there are many questions to center the discussion around, many educators ask, "Where exactly do "sight words" or irregularly spelled words fit into the scope and sequence of SOR?" And beyond scope and sequence, how do educators and school leaders build the capacity of their educators in sight word instruction? The intention is to transform the lens and current practices of all stakeholders involved in any curriculum's execution of high-frequency word instruction. In this session, instructional leadership teams and teachers will learn to better align curricula efforts in teaching "sight words" with the science of reading. Through a more strategic design, stakeholders will leave with an understanding of what instructional practices are best in terms of developmental appropriateness and how to approach word walls and sound walls in K-3 structured literacy classroom.

Break & Exhibitor Time 2:35 pm - 3:00 pm



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Breakout Session III 3:00 pm - 4:15 pm

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2nd and 3rd Floors

Effective Tutoring: A Powerful Partnership with Preservice Teachers to Meet the Moment Katie Pace Miles Jefferson Ballroom Topic(s): Equity & Inclusion; Learning Differences; Phonics

Dr. Miles will explain how in the fall of 2020 she launched an early literacy tutoring initiative in her graduate and undergraduate courses to try to support underserved students in her community. This project has grown into CUNY Reading Corps, which trains hundreds of education majors who are serving thousands of students across NYC. Dr. Miles will explain the details of the programming, from curriculum to fidelity oversight, so that other schools or universities can replicate the model to support students in need of literacy intervention. Dr. Miles will also share preliminary data on the effectiveness of the program overall, and more specific outcomes based on tutor profiles and instructional mode.

Literacy P.O.W.E.R for the New Teacher lantha Ussin Churchill A

Topic(s): New Teacher; Adolescent Literacy; Comprehension

Teachers, especially beginning teachers, need the tools to take literacy instruction from basic and ho-hum to highly engaging and impactful. Every lesson needs more than "sit and get." With every lesson, teachers need to give students an EXPERIENCE where "magic happens." After 15 years as a middle school ELA model teacher, Ms. Ussin can help new teachers do just that. Every school year, Ms. Ussin sees students go from not wanting to read anything to wanting to consume just about everything. She found that their interest is wrapped up in (1) her investment in them as people, and not just students, (2) her unique delivery of state standards and curriculum, and (3) the daily implementation of her signature P.O.W.E.R. Teaching Tools. In this session, participants will learn to use P.O.W.E.R. Teaching Tools to genuinely connect with their students and tap into their unique style of teaching to create and deliver transformative literacy instruction.

Skill and Thrill: Demystifying Effective Phonics Lessons Laura Stewart Camp

Topic(s): Phonics; Curriculum; Fluency

Let us bring the "thrill to the skill" as we explore effective phonics teaching! Even though many educators know that effective phonics lessons should be explicit and systematic, not all phonics lessons are created equal. What defines effective phonics lessons? In this session, we will highlight scientific research insights about phonics instruction and demonstrate each component of the lesson. The lesson will incorporate teaching the phonics pattern with manipulatives and developing the student's understanding of word sorting and reading. Participants will incorporate encoding with sound-spelling mapping and word chains, providing fluency practice at the word and phrase level, and supporting students in applying their newly acquired skills in passage reading with a transfer-to-text process.

Integrating Dialect into Literacy Instruction Carla Burrell Stanford & Julie Washington Churchill B

Topic(s): Equity & Inclusion; Phonological Awareness; Phonics

The impact of language variation on reading, writing, and spelling is well-documented. Children who are dense speakers of dialect often struggle with early reading acquisition and later comprehension of text. When young children are learning to read, integration of the phonology, morphology, and syntax of their language communities is important for supporting the development of early reading skills. This session will present strategies for the integration of African American English (AAE) into the reading, writing, and spelling instruction of African American children who are learning to read.

Literacy Wraparound Success Danielle Fontenot, Liza Kostreva, Carolin Purser Magazine

What does an effective literacy model of excellence look like in Louisiana? The speakers will focus on what we know from research and evaluations about effective practices, and how The Center for Literacy & Learning applies them in Louisiana, with appropriate modifications. The talk will include an overview of the multilevel and multi-pronged approach The Center for Literacy & Learning has used to effect transformative change in Louisiana. The speakers will share promising evidence, quantitative and qualitative, collected from across the state about what works with The Center's approach, and the next steps for partners across the state and the nation.

How To Lead From Where You Are: Igniting Literacy Change in Your Current Role **Terrie Noland Royal** Topic(s): Leadership

If you have asked yourself, "How do I get others on board with the Science of Reading?", this session will speak directly to you. Leadership is not about title or position; leadership is about who you are and how you react and respond based on your core values. In a time of change in the literacy landscape, there is no better time than now to exercise leadership qualities and characteristics that will allow you to deepen your influence and ignite passion and purpose for those around you. This session will inspire you to lead large so that no student goes unnoticed or unserved. Attendees will get practical strategies on how to:

- Lead Up Educators influencing administrators
- Lead Across Educators/Administrators influencing colleagues
- Lead Down Administrators influencing educators

The Science of Reading: Moving Away from Ambiguity to Real Classroom Practices Mary Dahlgren & Antonio Fierro St. Charles Ballroom

Topic(s): ELL; Science of Reading

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Has the term 'science of reading' taken on a life of its own, meaning different things to different people? To some, the term is synonymous with findings anchored around the tenets of scientific research, while to others, the science of reading summons a reductionist view of the world of reading. This session will address the findings that should be uncontroversial and the practices and knowledge base, including the components of reading and writing, that a teacher can immediately put into classroom use.

Teaching Beyond Decodables Judi Dodson Churchill C

Topic(s): Fluency; Comprehension; Phonological Awareness

This session will focus on the benefit of teaching developed and still developing readers using both word recognition and oral language comprehension. The reciprocity between these two components of reading will support effective instruction that leads to successful comprehension. When we develop language, we give students pegs on which to hang their word recognition skills, and when we build word recognition skills, we give students access to the words that will open the world of comprehension. In this session, we will go beyond the theory (Hulme, 2012) and help you learn how to enhance your literacy lessons by integrating language with word recognition even as you teach beginning decodable texts. Using emotional literacy to teach the language of feelings will deepen connections between the reader and the text. The more we deepen engagement and connection alongside the teaching of foundational skills, the more we will motivate our students to read and engage in the practice that is needed to make reading fun, meaningful, and effortless.

Using Assessment Data to Boost ALL Students' Growth and Achievement Lyn Sharratt Commerce

Topic(s): Assessment & Data; Leadership; Research

Data today is instruction tomorrow! Leaders and teachers need to know what that looks like and how to do it - in ALL elementary and secondary classrooms. In this session, I will unpack the 'Assessment Waterfall Chart' with examples, evidence, and voices of leaders, teachers, and students captured on video to support that 'assessment literacy is at the heart of the system and school improvement' (CLARITY, Sharratt, Corwin, 2019). You will see, hear and have 'talk time' to consider how learning intentions, success criteria, descriptive feedback, peer- and self-assessment, and individual goal-setting come to life through 'Bump-It-Up Walls'! This ongoing 'formative assessment process' reflects "CLARITY: What Matters MOST in Learning, Teaching and Leading" and the new "Putting FACES on the Data: What Great Leaders and Teachers Do!" (Sharratt & Fullan, Corwin, 2012, 2022). Join me in this interactive session to learn from and with each other!

Making Words Stick Lyn Stone Churchill D

Topic(s): Spelling; Writing

Do you have students who spell phonetically but don't leap into deeper orthography? What is the origin of this, the implications for their writing development, and what can be done about it? In this session, Lyn ties together the strands of writing with practical, ready-to-use ideas. With the help of demonstration videos and samples of free texts used at her busy tutoring practice, gain insight into how to make words stick so that your students become increasingly automatic and strategic writers.

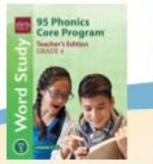
The Hidden Message in Student Orthography and What You Can Learn Through Spelling Alana Mangham Jackson Topic(s): Spelling; Phonological Awareness

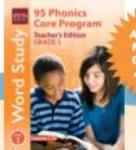
What can I learn from my student's writing? Why did they misspell the word and what are my next steps to support them? Have you ever asked yourself these questions? As a former classroom teacher, I loved teaching writing, but choosing the correct sound and symbol can be confusing for students. When it came to conferencing with students on orthography/spelling errors, I had no idea those errors offered me a hidden message that I could use to guide my instruction and unlock a student's growth as they develop to be a skilled reader and writer. In order to read and write, we must first become phonologically aware by acquiring the ability to understand that words are made up of smaller sounds or phonemes. Join me as we analyze spelling through sound/symbol awareness and take a closer look at the areas of need your students may encounter. The session will unlock ideas to strengthen your conversations and support your students' spelling and writing.

The Building Blocks of Literacy & its Connection to CLASS **Courtney Babin & Lindsey Vicknair Fulton** Topic(s): Early Childhood

The Science of Reading is a culmination of thousands of research studies over the last 40+ years and gives us an understanding of how the brain learns to read and write. In most cases, our early childhood students are not reading paragraphs and writing complete sentences. What does the Science of Reading look like in early childhood classrooms, and how does it fit in with the CLASS tool? Get ready to roll up your sleeves and engage in an interactive session in which you will gain an in-depth understanding of the building blocks of literacy. This presentation focuses on providing application-based activities that can be implemented in early learning centers and school sites to build literacy skills from infancy to second grade. Participants will engage in discussions and will gain an understanding of different strategies that can be implemented into their instruction to build literacy skills within their classrooms.

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THURSDAY, MARCH 9, 2023

Welcome and Introductions 7:50 am - 8:10 am

Dr. John Wyble, CEO of The Center for Literacy & Learning

Keynote 8:10 am - 9:10 am

Literacy for Diverse Society Zaretta Hammond

Our strength as a nation rests in our diversity – including our linguistic diversity. Leveraging that strength requires ensuring every student can become a powerful reader, writer, and thinker. How can we achieve this goal in light of the learning loss so many experienced during the pandemic? Our collective task is to reimagine literacy instruction given the promise of the science of reading and culturally responsive practice. During this presentation, Ms. Hammond will provide ways to craft new narratives about supporting our most vulnerable students to regain lost ground and practical ways to reimagine literacy instruction inside our classrooms, across all subjects, and beyond the school building.

Break & Exhibitor Time 9:10 am - 9:30 am

Thought Leader 9:30 am - 10:30 am

Neurodiversity and Dyslexia: A Lived Narrative Grounded in Psychological Science **Tim Odegard Churchill D** Topic(s): Policy; Equity & Inclusion; Dyslexia

Dyslexia is increasingly discussed in terms of neurodiversity – a social movement that recasts brain-based learning differences not as disabilities but as differences that come with inherent advantages. This presentation provides an overview of neurodiversity and discusses how advocates fit dyslexia within this perspective. The presentation is grounded in the experiences of an individual with dyslexia who parents a child with dyslexia. It is also tethered to the perspective gained from first-hand experience as a reading interventionist, an established research scientist, and an editor of peer-reviewed research journals. From these lived experiences, the presentation highlights the potential promises and pitfalls of adopting a neurodiversity perspective for dyslexia when this conversation is grounded in what has been learned from psychological science.

Using SEL to Guide Students From Passion to Purpose **Jorge Valenzuela St. Charles Ballroom** Topic(s): SEL

Participants will be inspired to consider evidence-based strategies for helping their learners discover and pursue their passions for academic, social, and emotional success. Additionally, education coach Jorge Valenzuela will model high-yielding strategies for boosting learner engagement and developing higher-order thinking skills across the curriculum. There will also be a discussion about how teachers can improve their own well-being.

What if I Told You There Was No "Complex Code"? Lyn Stone Churchill C

Topic(s): Writing; Spelling; Phonics

The notion that English writing contains a 'complex code' has been something of an accepted part of educational folklore ever since phonics became popular, yet linguists don't use this terminology at all. Why is that and what are the implications for teaching reading and writing? In this session, Lyn talks about what graphemes really are (hint: they're not simply symbols for sounds), how words are formed, how word parts can and should be analyzed if we want them to stick in students' minds and the resultant casualties of myths about the alphabetic code. Terminology and metalanguage are key drivers of change for the better in literacy education. Lyn's job, and the bulk of this session, involves hunting down rogue terms and assumptions and bringing them into line with how the writing system and best practice truly work. In turn, the full range of novice and/or struggling students get a better deal. The notion of a "complex code" alongside such mythical beasts as "split digraphs" and "syllable types" are in Lyn's sights. Come and find out what she suggests instead.

2nd and 3rd Floors

Grand Ballroom, 1st Floor

Grand Ballroom, 1st Floor

DETAILED AGENDA

Whole Child, Whole Process Yaacov Petscher Churchill B

Topic(s): Research; Trauma/SEL; Dyslexia; Assessment & Data

It is widely recognized that children construct knowledge through various contexts, with much of that early building process occurring through participation in home, neighborhood, and school environments. Increased attention to the intersections among these environmental contexts has resulted in new calls for whole-child approaches in schools. Recommendations from such approaches include greater outreach from schools to families. However, it is vague to suggest greater outreach without understanding the families themselves and the implications of a whole-child approach for screening/early identification of students at-risk for dyslexia and associated interventions. In this session, we describe the emerging science on the intersection of trauma, behavior, and reading development, how the science informs a risk-resilience approach to dyslexia, and how to build prevention models of reading risk to serve all students in early elementary school.

Translanguaging and Dialect Variation: Reducing the Cognitive Load **Julie Washington Jefferson Ballroom** Topic(s): Equity & Inclusion; Research; Early Childhood

Historically, the mismatch between oral language and text has been implicated in the reading struggles of African American children. Empirical evidence supports this hypothesis, suggesting that effective reading instruction must consider the linguistic variation presented by African American children who are learning to read. Unfortunately, a common response to this mismatch has been to change the oral language productions of African American children to match the language of the text. Translanguaging approaches encourage children to bring their full linguistic repertoires to literacy learning, and teachers to adapt their instruction to include children's language differences. This session presents translanguaging as a more culturally responsive and effective strategy for integrating language variation into our teaching practices, allowing children to use their linguistic strengths to support the reading acquisition.

Break & Exhibitor Time 10:30 am - 10:50 am

Breakout Session I 10:50 am - 12:05 pm

2nd and 3rd Floors

Building Word Wealth: The Power of Word Study to Accelerate Learning **Zaretta Hammond St. Charles Ballroom** Topic(s): Adolescent Literacy; Vocabulary; Spelling; Equity & Inclusion

Despite the ongoing debate around phonics instruction versus comprehension instruction, we still need to remember essential elements that bridge the two: word recognition and vocabulary development, which we know as word study. We usually reduce these two elements to boring vocabulary lists and spelling tests. Word knowledge disparities among economically disadvantaged children have long been a concern of literacy researchers. Knowing how words work is a vital skill in liberatory education. We must rediscover word study's power in reinforcing and extending reading and writing skills. During this breakout session, we will explore the foundations of building " word wealth" in grades 4-9, including - How to spark intellectual curiosity for word study using the science of learning:

- Review the design principles of compelling, culturally responsive word study grounded in the science of reading
- Understand processes for setting up word-learning routines to coach students for independent word learning
- Create your learning agenda to build your skill, will, and knowledge of effective vocabulary development

ELs and Reading Science: The Top 5 Things Every Teacher Should Know and Can Do Tomorrow Antonio Fierro Churchill C Topic(s): ELL; Equity & Inclusion

With over 5 million English learners in schools across the country, most teachers are either already working with a few or will be soon. The field has made great strides in identifying the most effective type of instruction for English learners, but there is still more to learn. This session will address what the field has known since the National Literacy Panel on Language-Minority Children and Youth Report was published almost 20 years ago and how teachers can use this information to serve their students better.



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Teaching Phonemic Awareness in 2023: Teaching PA to Support Decoding Jane Ashby Camp Topic(s): Phonological Awareness; Early Childhood; Dyslexia

Understanding the role of phonemic awareness (PA) in learning to read could be the most important scientific discovery to impact reading instruction in the past 40 years. PA is relatively easy for students to learn when taught explicitly and systematically. Most importantly, PA is essential for learning to decode words, recognize words, and spell. Teaching PA explicitly and systematically can help all children master this foundational skill and improve their decoding. Based on an open-access guide for teachers, this workshop describes the developmental sequence of PA, provides a free PA screener for small group instruction, and models instructional routines for teaching PA. Demonstrations illustrate the nuts and bolts of PA instruction in segmenting, blending, and deleting sounds. We discuss how coordinating PA instruction with phonics concepts can facilitate learning to decode and spell. Teachers, please bring questions about teaching PA for the 20-minute Q&A at the end of the session.

The Ladder of Reading and Writing: Who? When? Why? How? Jan Hasbrouck & Nancy Young Jefferson Ballroom Topic(s): Differentiation; Equity & Inclusion

From the first day of kindergarten, most teachers know their classroom's wide range of instructional needs. Referring to the Ladder of Reading & Writing infographic (Young, 2021), Nancy Young and Jan Hasbrouck will advocate that applying researchbased practices necessitate systematically designed programming based on student needs rather than a "one-size-fits-all" approach. While recognizing that research continues to evolve, Nancy and Jan will ask attendees to think about the WHO, WHEN, WHY, and HOW of planning for instruction and materials to meet the needs of every student. They will draw attention to the continuum of ease in learning to read and write and its effect on the delivery of instruction in classrooms. The importance of considering various aspects of individual students, including psychological and environmental factors, will be discussed. There will be time for discussion and questions at the end of the session.

Choosing and Using Decodable Texts **Wiley Blevins Jackson** Topic(s): Phonics

Participants will explore why decodable texts are an important phonics practice tool and how to enhance their use to build decoding fluency PLUS comprehension, writing, syntax, and vocabulary skills.

The Science of Instruction: Not just What to Teach BUT How to Teach Anita Archer Churchill B Topic(s): Instruction; SoR

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, the Science of Reading must be wedded to the Science of Instruction to optimize students' learning gains. Only with solid instruction will we have strong outcomes. In this session, Dr. Archer will remind participants of nine essential elements of effective and efficient instruction and how to apply elements to various literacy content.

Language Comprehension: One of Two Essential Components of Reading Comprehension <mark>Maria Murray Fulton</mark> Topic(s): Comprehension; Vocabulary; Background Knowledge

Language comprehension is critically essential for reading comprehension. After attending this session, educators will have a deeper understanding of two of its primary underlying elements, as seen on Scarborough's Rope-- background knowledge and vocabulary. Participants will be able to describe the importance of knowledge for learning and memory. Instruction to both provide and activate background knowledge and teach vocabulary will be highlighted.

High Impact Instructional Coaching Practices **John Bennetts Magazine** Topic(s): Coaching

Time is one of the most precious resources for teachers and coaches. This session will explore a few high-impact instructional coaching practices and mindsets that maximize impact while saving time for coaches and teachers. These shifts focus on growing the skillset of anyone responsible for developing teachers and teacher leaders!

Creating Your Parent-Teacher Playbook Megan Lorio Commerce

Topic(s): Family Engagement; Equity & Inclusion

Parent-teacher partnership plays an influential role in advancing student learning. During this session, learn about evidence-based practices for collaborating with families to impact wide-ranging student literacy learning outcomes meaningfully. Discover innovative strategies to effectively scale and sustain family engagement efforts to promote equity and access for all students. This session will highlight high-quality family engagement practices that foster inclusive communication to build authentic partnerships between teachers and families. Participants will learn actionable strategies to partner with families to support student learning. The session will also provide opportunities for participants to collaborate to discover new and innovative family engagement action plans by identifying key, evidence-based strategies to employ. Attendees will leave with completed action plans that will facilitate their ability to advance their family engagement work.

How to Eliminate Three Cueing and Sight Words Denise Eide Churchill D

Topic(s): Curriculum; Phonics; Spelling

As we learn more about the Science of Reading, podcasts like "Sold a Story" and movies such as "The Truth about Reading" are helping to bring forward a focused conversation around classroom practices. This session will explore why many teachers and programs blend cueing and whole-word memorization with phonics. Together we will discover how you can eliminate cueing and sight words and replace them with fun, engaging activities that empower students with the ability to decode and build their confidence as readers and writers. We will discuss new research that shows how accurate rules explain high-frequency words, vocabulary found in children's books, and academic vocabulary. Denise will model a method for teaching spelling analysis that helps students orthographically map words and develop the skills needed to analyze all words. This session will equip you with the phonograms and rules that unlock 98% of English words and inspire you with new ways to get your students fired up about reading and writing. You will leave this workshop with free resources to help you answer students' questions about decoding and spelling, as well as some free learning activities to try in your classroom.

Using Screener Data to Guide Implementation of Effective Intervention Supports Emily Solari, Carlin Conner, Alisha Demchak Churchill A

Topic(s): Assessment & Data; Learning Differences; Instructional Supports

Currently, the Virginia Literacy Partnerships (VLP) team at the University of Virginia (UVA) is undergoing a rigorous, state-wide revision to improve early literacy screening for reading difficulty and disability. The VLP team is revising the early language and literacy screener so that it is vertically aligned, allowing for measurement of growth across time (PreK-Grade 3) and includes assessment of decoding and language abilities. A team of professionals at the VLP office is also creating professional development materials to support the revised screener, including materials for digesting and using screener data effectively at both the administrator and instructor levels. Additionally, the team has created instructional protocols that act as sample lesson plans, with accompanying videos, which identify target skill areas based on screener results. In this session, we will briefly describe the process of revising the screener, including descriptions of subtests piloted to assess code-based and language skills. We will then focus on explaining how to use screener results to guide targeted instruction. We will include support for using screener data at both the classroom and individual student levels and provide information for accessing freely available resources that can support targeted intervention for struggling readers.

Beyond Topsoil Teaching: Tending to the Roots of Reading in the Brain **Carolyn H. Strom Royal** Topic(s): Educational Neuroscience Research: Instruction

How does what we know about the developing brain apply to how we teach beginning readers? What do critical findings from cognitive neuroscience mean for literacy instruction in the early years? What are some of the concrete implications for classroom, district, and home-based practices? These questions will be at the heart of this session. This session will focus on the science behind early reading and spelling development and how to share the neuroscience of reading development through accessible, visual storytelling frameworks. This session will be interactive, and participants will leave with actionable insights, frameworks, and methods to apply in their work with early readers, families, and reading teachers.

Lunch 12:05 pm - 1:20 pm

Grand Salon & Grand Ballroom, 1st Floor

Breakout Session II 1:20 pm - 2:35 pm

2nd and 3rd Floors

REPEAT: How to Eliminate Three Cueing and Sight Words **Denise Eide Royal**

Topic(s): Curriculum; Phonics; Spelling

As we learn more about the Science of Reading, podcasts like "Sold a Story" and movies such as "The Truth about Reading" are helping to bring forward a focused conversation around classroom practices. This session will explore why many teachers and programs blend cueing and whole-word memorization with phonics. Together we will discover how you can eliminate cueing and sight words and replace them with fun, engaging activities that empower students with the ability to decode and build their confidence as readers and writers. We will discuss new research that shows how accurate rules explain high-frequency words, vocabulary found in children's books, and academic vocabulary. Denise will model a method for teaching spelling analysis that helps students orthographically map words and develop the skills needed to analyze all words. This session will equip you with the phonograms and rules that unlock 98% of English words and inspire you with new ways to get your students fired up about reading and writing. You will leave this workshop with free resources to help you answer students' questions about decoding and spelling, as well as some free learning activities to try in your classroom.

Fact: The Science of Reading Includes Comprehension! Nancy Hennessy Churchill B

Topic(s): Comprehension; Vocabulary; Proficient Reading

Let us directly address the fiction that the Science of Reading is specific to word recognition alone. We will explore the research on the complexity of comprehension and how it provides practitioners with the foundation for designing a blueprint for reading comprehension instruction. Then, experience instructional tools based on the science that effectively develop the language processes and knowledge necessary for making meaning of the text and expressing understanding. Leave knowing that the evidence exists for reading comprehension!

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Science of Reading and the Reading Brain Tim Odegard St. Charles Ballroom

Topic(s): Research; Policy; Leadership

The growing movement around the Right to Read has led to a groundswell of interest in the Science of Reading (SOR) and legislation across the country. It has also led to considerable conflict, dissent, and misinformation about the scientific basis of reading and effective reading practices grounded within a consensus from empirical research. This presentation provides a straightforward and approachable overview of the science of reading. Attendees will gain a basic understanding of the science of reading and how it is defined. They will also get an overview of how reading develops and works in the brain. Finally, the session will highlight best practices for K-3 reading instruction based on the Science of Reading.

Tier 1 Instruction is Risk Reduction Stephanie Stollar Churchill D

Topic(s): Assessment/Data; Curriculum

Research suggests that most reading failure is preventable in the primary grades through early screening, practical instruction, and intensifying intervention as needed – the central elements of the Multi-Tiered Systems of Support approach to educational service delivery. However, many schools fail to realize the critical role of classroom reading instruction as the key contributor to the power of prevention. When too many students are at risk, even well-resourced intervention systems are quickly overwhelmed, and intensive intervention is unlikely. This session will explore how to use universal screening data to clarify student needs and design a universal system of reading support that reduces risk, increases intervention effectiveness, and improves reading outcomes for all students.

From Literacy to Multiliteracies: Valuing Multimodalities in Language Development Margo Gottlieb Jackson Topic(s): ELL; Equity & Inclusion; Assessment & Data

Literacy has always been the heart of education and a primary marker of success in school. Although the pendulum of teaching pedagogies and practices tend to sway, the prevailing conceptualization of literacy has remained steadfast. Overall literacy is

- 1.text bound and dependent on print;
- 2. reflective of standard language; and

3. monoglossic (where language is divorced from context and monolingualism is valued over multilingualism) and monocultural. This normalized view of literacy is challenged by bilingual/multilingual communities that envision biliteracy as an ultimate goal in seeking educational equity. Spurred by the New London Group (1996), educators have taken the multilingual turn (May 2014) to witness the advantages of building strong identities around multilingual learners' assets while pushing toward student agency and empowerment. As a result, we are beginning to see a shift in literacy practices to those more accepting of the strengths of the whole student and implementing multilingual, multimodal pedagogies with positive results for students. This session touches on the rationale and meaning of multiliteracies, the role of multimodalities in teaching and learning, and strategies for classroom assessment. The session also includes built-in reflection and interactive activities.

Making the Shift: Transforming Early Literacy from Policy to Practice **Kymyona Burk & Casey Sullivan-Taylor Magazine** Topic(s): Policy; Leadership

An adopted policy only sometimes translates into an effective policy. However, a well-written early literacy policy that is strategically implemented can transform early literacy outcomes and ensure that every child has the opportunity to learn to read. In this session, we will explore the fundamental principles of a comprehensive early literacy policy and discuss bold implementation strategies to foster stakeholder buy-in to achieve systemic change. We will also dig deeper into model policies focusing on educator preparation programs, curriculum, and dyslexia.

Strategies for Activating SEL Across the Curriculum Jorge Valenzuela Churchill C

Topic(s): Curriculum; Equity & Inclusion; SEL & Academics

In this session, K-12 educators will consider the SEL of students when making instructional decisions. Using the research-informed 'Equity and SEL Integration Framework,' they will learn to create relevant learning experiences that focus on preparing students for learning by incorporating high-yielding teaching strategies creatively. Additionally, they will learn how to activate SEL in everyday lessons to keep learning at the forefront.

Achieving Adolescent Reading Proficiency: Phonics to Comprehension **Janee' Butler Churchill A** Topic(s): Adolescent Literacy; Comprehension; Phonics

N LOUGH

While the Science of Reading has made great strides in early literacy spaces, upper elementary to secondary literacy has been hard to imagine. This session will specifically address the gap in literacy skills in adolescent spaces and how to sufficiently close the literacy gap when students interact with adolescent literacy content without the proper literacy knowledge. Literacy leaders and educators will engage in phonics instruction concepts and advanced phonics engagement to achieve fluent readers and to propel learners into comprehensive literacy instruction. The intention is to equip participants with sufficient content knowledge to manage the literacy demands in adolescent spaces, focusing on combating students' inability to access grade-level text and emphasizing the challenges of cognitive shifts in literacy instruction. All literacy leaders and educators will leave with actionable steps to implement effective advanced literacy instruction to foster proficient readers in fourth through twelfth grade.

The Heavy Hitters of Intermediate Literacy: Multisyllabic Decoding and Morphology Laura Stewart Fulton Topic(s): Morphology; Vocabulary; Upper Elementary

As students move into the upper elementary grades, there is a notable difference in the types of words they are to read and understand. Not only do students need to be adept at decoding multisyllabic words, but they must also have strategies for unlocking the meanings of unfamiliar words. To equip our students with the rigorous demands of complex text, we must bring out the "heavy hitters" of Intermediate Word Work: Multisyllabic Decoding Routines and Morphology. This session will showcase efficient instruction to get the job done: replicable, reliable routines to teach students to fearlessly attack big words while building morphological understandings to accelerate vocabulary growth. These are critical years to continue laying a solid foundation for lifelong literacy. Teaching foundational skills should not end in third grade. We must expand the foundation with more evidence-aligned tools to move students into the sophisticated text demands they will meet in school and beyond.

REPEAT: Using Screener Data to Guide Implementation of Effective Intervention Supports **Emily Solari, Carlin Conner, Alisha Demchak Commerce**

Topic(s): Assessment & Data; Learning Differences; Instructional Supports

Currently, the Virginia Literacy Partnerships (VLP) team at the University of Virginia (UVA) is undergoing a rigorous, state-wide revision to improve early literacy screening for reading difficulty and disability. The VLP team is revising the early language and literacy screener so that it is vertically aligned, allowing for measurement of growth across time (PreK-Grade 3) and includes assessment of decoding and language abilities. A team of professionals at the VLP office is also creating professional development materials to support the revised screener, including materials for digesting and using screener data effectively at both the administrator and instructor levels. Additionally, the team has created instructional protocols that act as sample lesson plans, with accompanying videos, which identify target skill areas based on screener results. In this session, we will briefly describe the process of revising the screener, including descriptions of subtests piloted to assess code-based and language skills. We will then focus on explaining how to use screener results to guide targeted instruction. We will include support for using screener data at both the classroom and individual student levels and provide information for accessing freely available resources that can support targeted intervention for struggling readers.

Using Family Assets to Support Literacy and Foster Family Engagement Klem-Mari Cajigas Camp Topic(s): ELL; Equity & Inclusion, Parent, Family & Community Engagement

Regardless of parents' English language proficiency or educational backgrounds, all families engage in cultural and linguistic practices that can be positive assets in their children's literacy development. The affirmation of these practices by educational professionals can foster rich family engagement. In this presentation, participants will learn to identify families' cultural and linguistic traditions, discuss ways to affirm those practices in the classroom and at school, and understand how to foster family engagement when families recognize themselves as their child's first and most important teacher.

Developing Proficient Writers: What does the sentence have to do with it? **Amy Siracusano Jefferson Ballroom** Topic(s): Writing; Adolescent Literacy; Assessment/Data

Sentences are the building blocks of all composition. In order to convey the intended meaning, sentences must be crafted accurately, and sentence structure must vary to keep writing interesting. Too often, instruction at the sentence level is hurried and more emphasis is placed on paragraph composition. With learning about crafting sentences, paragraphs are smooth, exciting, and need more specificity of meaning. Instruction in sentence construction should be carried on throughout elementary school and beyond. This session addresses (1) how to implement direct, systematic, and practical teaching of sentences and (2) developing a sequence of sentence instruction across grade levels based on state standards. Participants in this session will leave with instructional approaches and a sample framework for teaching students how to compose various types of sentences.

Break & Exhibitor Time 2:35 pm - 3:00 pm

Breakout Session III 3:00 pm - 4:45 pm

No POSTON

2nd and 3rd Floors

The Truth About Reading Documentary Screening Grand Ballroom

From Emmy-Award^{*} winning director Nick Nanton comes a new eye-opening documentary film, The Truth About Reading. Literacy experts from across America, including Emily Hanford of Sold a Story: How Teaching Kids to Read Went So Wrong and Lacey Robinson of UnboundEd, emphasize the seriousness of the illiteracy crisis and share how the implementation of science and evidence-based practices can transform lives and ensure that every child learns how to read. The documentary highlights the stories of David Chalk and John Corcoran, two men who didn't learn how to read and write until they were adults. Following their stories gives a glimpse into the hard truth of how illiteracy and sub-literacy impede a person's ability to truly thrive. While the film illustrates the painful reality of life for individuals impacted by illiteracy, it also reminds viewers that the issue is not one that affects just a few struggling readers, but one that affects countless children and adults and weakens the very fabric of our society. Filled with powerful emotion, a deep sense of urgency, and an overarching spirit of hope, The Truth About Reading brings light to a hidden crisis and compels audiences to take action to end illiteracy once and for all.





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FRIDAY, MARCH 10, 2023

Welcome and Introductions 8:00 am - 8:10 am

Dr. John Wyble, CEO of The Center for Literacy & Learning

Keynote 8:10 am - 9:10 am

The State of American Literacy Malcolm Mitchell

The ability to read proficiently is foundational to learning. The disruption in education caused by the COVID-19 pandemic has impacted access to quality instruction, remediation, and intervention and heightened the barriers that already existed to advancing students' literacy skills. Here is what we know: Children who struggle to read often drop out of school, live in poverty, interact with the criminal justice system, and have a decreased life expectancy compared to same-aged, more literate peers. If reading proficiently impacts the quality of life, we are forced to ask how to get communities of children reading to a better future.

Break & Exhibitor Time 9:10 am - 9:30 am

Breakout Session | 9:30 am - 10:45 am

Beyond the Basics: The Science of Reading, Knowledge, and Comprehension Dan Willingham & Sonia Cabell St. Charles Ballroom

Topic(s): Research; Curriculum; Equity & Inclusion

Some educators are concerned that "the science of reading" is too narrow, and scientists who study reading agree that the conversation has too often focused on foundational skills to the exclusion of all else. To address this issue, a group of 14 reading scientists working through the non-profit Knowledge Matters Campaign released a statement emphasizing knowledge-building's importance in reading instruction. This session's presenters were part of this group of 14. In this session, we will briefly summarize the scientific evidence for the importance of knowledge to reading comprehension, provide some background and context for the statement and what we hope its impact will be, and answer questions from and engage in conversation with attendees.

The Catalysts and Inhibitors of Workplace Wellbeing: Cultivating the Conditions for Humans to Thrive and Not Merely Survive **Kristin Anderson Churchill D**

Topic(s): Leadership

The well-being of district and school leaders is as imperative as the overall flourishing of those for whom they are responsible in the system (educators and students). Emotionally well leaders generate systems and espouse practices that foster the wellness of their stakeholders. Compared to the general population, educational leaders experience lower levels of general well-being and more severe consequences of a lack of overall health, including increased stress and burnout. This session will highlight 2022 research on what contributes to and takes away from the emotional wellness of educational leaders and provide strategies to improve one's overall flourishing/diminish languishing. Participants will be able to:

- Understand that one's well-being is complex and cannot be adequately attended to with surface activities.
- Know that well-being spans eight domains.
- Understand what emotional well-being is and why it's essential.
- Articulate the components necessary for emotional flourishing in the workplace.
- Determine practical strategies for increasing their ability to flourish within their roles.

Revisiting RTI: Where Are We Now? Heidi Beverine-Curry Churchill C

Topic(s): Leadership; Assessment & Data; Dyslexia

In the world of elementary reading, Response to Intervention (RTI) has been the hottest topic in schools for years. Like many initiatives, it was a promising, evidence-based idea that struggled to be effective when enacted in schools. What are the origins of RTI? What was the intent? Why didn't it live up to its promises? What can we learn from the past, and what about RTI can we salvage to help readers thrive in today's unique contexts?

Grand Ballroom, 1st Floor

2nd and 3rd Floors

Grand Ballroom, 1st Floor

The Benefits of Using a Sound Wall for ALL Students **Mary Dahlgren & Rhonda Ayers Jefferson Ballroom** Topic(s): Phonological Awareness; Dyslexia; ELL; Early Childhood

Using a sound wall in your classroom can transform instruction. Because of the science of reading, we are becoming more aware of the role of phonetics and phonology in beginning reading and spelling. While learning to speak happens long before learning to read, teaching how speech maps to print has only sometimes been a part of general classroom instruction. Developing phonemic awareness to a prescribed level must happen before developing automatic sight word reading. Explicitly teaching the sounds, how they are produced in the mouth, attending to what is happening with your tongue, teeth, and lips, and the flow of air makes learning more concrete. We will examine the 44 speech sounds, how to introduce them and build a sound wall with consonants and vowel phonemes, and discuss strategies for engagement as part of daily practice. These are some stepping stones to orthographic mapping so all students can become fluent and proficient readers.

Language: The Critical Foundation of Reading Danielle Thompson Churchill A

Topic(s): Early Childhood; Developmental Differences; Assessment & Data

When learning to read, distinguishing between decoding and comprehension is critical. According to the Simple View of Reading, reading for meaning depends on two separate skills: decoding and language comprehension. In this session, I will review recent work that supports the Simple View of Reading. In addition, I will present less widely recognized evidence that the development of decoding also depends upon early language skills. Early language and speech problems in preschool place children at risk in learning to decode when they enter school. This evidence has important implications for the teaching of reading and the identification and prevention of reading problems.



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REPEAT: Developing Proficient Writers: What does the sentence have to do with it? **Amy Siracusano Royal** Topic(s): Writing; Adolescent Literacy; Assessment & Data

Sentences are the building blocks of all composition. In order to convey the intended meaning, sentences must be crafted accurately, and sentence structure must vary to keep writing interesting. Too often, instruction at the sentence level is hurried and more emphasis is placed on paragraph composition. With learning about crafting sentences, paragraphs are smooth, exciting, and need more specificity of meaning. Instruction in sentence construction should be carried on throughout elementary school and beyond. This session addresses (1) how to implement direct, systematic, and practical teaching of sentences and (2) developing a sequence of sentence instruction across grade levels based on state standards. Participants in this session will leave with instructional approaches and a sample framework for teaching students how to compose various types of sentences.

STOP! In the Name of LEARNING! Providing Corrective Feedback Pam Austin Fulton

Topic(s): Instructional Feedback

COLOR DO

Intentional, explicit feedback is a powerful strategy to enhance teaching and learning. When teachers pause or STOP to provide corrective feedback in response to student errors or misconceptions, the opportunity to provide targeted and precise correction hones instructional delivery and creates a climate in which students recognize that mistakes are part of the learning process. This interactive session will provide examples of corrective feedback for evidence-based literacy instruction with opportunities to practice instructional delivery to enhance teaching and learning.

From the Sound Up: Cross-Language Connections to Accelerate Foundational Literacy Skills **Nicole Kingsland Magazine** Topic(s): ELL; Phonological Awareness; Early Childhood

English learners typically enter the classroom as experts in their home language's phonology, or speech sound system. Research proves that teachers who leverage the connections between students' native language and English accelerate students' acquisition and understanding of the second language. Therefore, to facilitate second language acquisition, teachers are responsible for exploring cross-language transfers between the sound structures of the two languages, affirming the similarities, and explicitly teaching the differences throughout their high-quality phonemic awareness instruction. This interactive session will engage attendees in examining cross-language transfers and planning effective phonemic awareness instruction for English learners across varying stages of second language acquisition. The session intends to illustrate that this practice is both manageable and necessary in order to establish a solid foundation that supports literacy development in English learners.

REPEAT: Tier 1 Instruction is Risk Reduction **Stephanie Stollar Commerce**

Topic(s): Assessment & Data; Curriculum

Research suggests that most reading failure is preventable in the primary grades through early screening, practical instruction, and intensifying intervention as needed – the central elements of the Multi-Tiered Systems of Support (MTSS) approach to educational service delivery. However, many schools fail to realize the critical role of classroom reading instruction as the key contributor to the power of prevention. When too many students are at risk, even well-resourced intervention systems are quickly overwhelmed, and intensive intervention is unlikely. This session will explore how to use universal screening data to clarify student needs and design a universal system of reading support that reduces risk, increases intervention effectiveness, and improves reading outcomes for all students.

Morphological Awareness: What Does it Look Like in K-3 Classrooms? Deb Glaser Churchill B

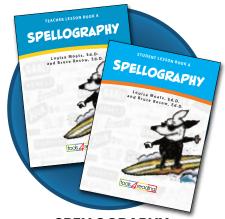
Topic(s): Morphology; Vocabulary

Have you ever paused to consider what it means to teach morphological awareness? What does it look and sound like when you are teaching morphological awareness? And how does this instruction differ as students pass through the word recognition phases? Come to this session if you are curious and want to learn more about teaching morphological awareness. Suppose you want to gain a deeper appreciation for how the language brain integrates morphological awareness to enhance word recognition, vocabulary development, language and reading comprehension, oral language skills, spelling, and writing. In that case, this is your session to attend. We will discuss how to think about morpheme awareness across the early grade levels through language variation and how to jump in and learn with your students. Participants will leave with a deeper understanding of and appreciation for this instruction and tools they can implement immediately with their students.

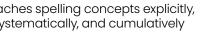




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Breakout Session II 12:00 pm – 1:15 pm

Teaching Students How to Avoid Distraction Dan Willingham Churchill C

Topic(s): Research; Attention/ Distraction

Surveys show that many experienced teachers feel that students are more easily distracted today than they were twenty or even ten years ago. Although we all know correlation is not causation, many observers feel that digital technologies carry at least some blame. These implications led to a two-fold early literacy development project in a small town in Livingston, Montana, USA. In this project, the public education system decided to review and update its assessment protocols and instruction based on the presented evidence. The project's initial phase addressed system change and assessment changes focused on early decoding skills but not language. They also focused on equipping educators with the knowledge and tools to teach evidence-based reading instruction. Some students made significant progress through the pandemic, but many still needed to make gains. At this point, the public education district decided to implement a new screener and instruction for language. The language screening tool screened all 3.5 to 5-year-old children, and the triage of data from parents, educators, and assessments guided the school in equipping educators with everyday language routines and a language intervention tool. This session will discuss the details and progress of this project and how it could support many others in doing this work. About one-third of this talk will review data on what has happened to children's ability to concentrate in the last twenty years. The remaining two-thirds will focus on strategies you can teach children to use that will enable them to stay on task.

Content-Rich Literacy Instruction in the Primary Grades Sonia Cabell Churchill D

Topic(s): Adolescent Literacy; Comprehension; Research; Vocabulary

To become good readers, students must systematically build knowledge of the social and natural world. National interest in instructional approaches integrating content knowledge and literacy in elementary grades has been growing. This talk focuses on the research of content-rich literacy instruction, particularly in the primary grades. The presenter will offer research-based practices to improve students' vocabulary, comprehension, and knowledge. These practices include:

- Systematically integrating science and social studies topics into literacy instruction.
- Using conceptually coherent text sets to build understanding.
- Engaging in discussion and writing focused on building knowledge.
- Teaching relationships among words.

Understanding and Addressing Word-Level Reading Problems David Kilpatrick St. Charles Ballroom

Topic(s): Learning Differences; Dyslexia; Phonics; Phonological Awareness

While most children develop word reading skills without great difficulty, a significant proportion do not develop these skills easily. Research has provided helpful information about how word-level reading skills develop and why some students struggle. Too often, teachers address such reading difficulties without understanding the underlying cognitive and linguistic components foundational to reading and which components need to be addressed in their students. This session will help you better understand these foundational components of how reading works and why some students struggle. This understanding will help you to focus on the key skills that struggling readers need to improve. Teachers can improve these students' skills, resulting in enhanced word-level reading.

Literacy as a Human Right- Our Collective Moonshot Tracy White-Weeden Churchill B

Topic(s): Equity & Inclusion; Leadership

To have a place at the table of plenty in a 21st-century knowledge economy and information age, children and adults must be taught to unlock the structure of the English language. The stakes are incredibly high, and the school-to-prison pipeline is a potentially grim reality when the systems we inherited fail the most vulnerable among us. As a literacy ally, what can your part be to influence from the middle as part of a literacy movement with a resolute focus on reading success for all?

2nd and 3rd Floors

Grand Salon, 1st Floor

Improving Comprehension through Building Vocabulary and Knowledge **Amy Elleman Jefferson Ballroom** Topic(s): Adolescent Literacy; Comprehension; Research; Vocabulary

Reading comprehension is a complex behavior that requires the coordination of multiple cognitive and academic skills. Despite decades of research, progress remains stagnant for U.S. adolescent students on national and international reading achievement tests. In this session, we will consider why students struggle with reading comprehension and action steps to take to alleviate this issue. Vocabulary, knowledge, and inference generation are critical drivers of reading comprehension. In this session, we will discuss the latest research in reading comprehension and effective strategies for supporting vocabulary and knowledge acquisition for elementary and middle school students. Literacy educators will learn how to design practical comprehension lessons that support students' vocabulary and knowledge acquisition. They will also learn how to support students in constructing deeper and more meaningful representations of texts by teaching students how to use their background knowledge to generate inferences. Literacy educators will leave the session with practical, research-supported strategies and essential resources to add to their comprehension teaching toolbox.

Morphological Awareness and the Adolescent - What Teachers Can Do About It **Deb Glaser Churchill A** Topic(s): Adolescent Literacy; Vocabulary; Writing

Have you ever paused to consider what it means to teach morphological awareness? And how this aspect of literacy can fit into your instruction? Come to this session if you are curious and want to learn more about how to include morphological awareness as a part of your vocabulary and writing assignments. Gain a deeper appreciation for how the reading brain integrates morphological awareness to enhance vocabulary, comprehension, oral language skills, spelling, and writing. We will discuss how to consider morpheme awareness when teaching the adolescent, through dialect, and how to jump in and learn right along with your students. Participants will leave with a deeper understanding and appreciation for this instruction and tools they can implement right away with their students. Come be mesmerized by morphological awareness... it's the new awareness!

What Instructional Feedback Should Principals Provide to Educators to Enhance Reading Achievement? **Pati Montgomery &** Angie Hanlin Fulton

Topic(s): Leadership; Curriculum; Adolescent Literacy

No POSTON

Leadership in schools is critical when raising reading achievement. Pati Montgomery and Angie Hanlin will co-present on the instructional feedback principals should be able to provide to teachers. This presentation will be based on the Wallace Foundation's research and the work Pati has done in hundreds of schools across the country. As schools shift from a balanced literacy focus or want to increase outcomes in an already established Science of Reading school, principals are often unclear or perhaps intimidated about what types of feedback they should provide to teachers. Yet instructional feedback by evaluators is a crucial element in increasing literacy scores. How much should principals know about the Science of Reading? What are the key factors when observing classroom teachers' literacy blocks? We will dig into some critical instructional components that should be a part of a principal's "toolbox."

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Kristin Anderson

Dr. Kristin Anderson is an educator, researcher, founder, and CEO of The Brilliance Project. Through her research and consultancy over her 20-plus-year career, Kristin has helped thousands of educators, leaders, and aspiring world-changers transform their potential and unleash their personal power through the lens of education. Kristin's early career was spent working with students from marginalized and disadvantaged backgrounds, often outcast from mainstream school systems. This formative experience exposed the duality of education in both its capacity to fortify and lift the human spirit, as well as isolate the oppositional factors that actively disable it. These insights invoke the redemptive themes of her current-day work, such as building trust, hope, and belief through personal efficacy, and a specialized focus on adult learning that embraces the

lifecycle of the whole educator along with their wellbeing. Kristin has worked within instructional and leadership roles across a diverse range of K-12 settings. She has developed professional learning programs for Edison Schools, The Leadership and Learning Center, and Corwin, and is known as the person who brought Visible Learning to North America. In parallel, she has completed advanced degrees from Sterling College, the University of Denver, the University of Colorado, and Vanderbilt University. In recent years, Kristin has collaborated with global leaders to design, implement, and evaluate professional learning frameworks, and has led large-scale development initiatives for sustainable impact through education. Kristin's approach is anchored in her understanding of behavioral and decision science, balanced with her practical and humanizing implementation of research in real-world settings. She has delivered keynotes, workshops, and extensive professional learning on various topics in teaching, learning, and leadership across the Americas, Europe, Asia-Pacific, and Africa. Kristin is the author of Data Teams Success Stories Volume 1, Real Time Decisions, Getting Started with Rigorous Curriculum Design, and a soon to be published book on Educator Wellbeing. She currently resides in Thousand Oaks, California with her family.



Anita Archer

Anita Archer, Ph.D., serves as an educational consultant to state departments and school districts on explicit instruction and literacy. She has presented in all 50 states and many countries including Australia and is the recipient of ten awards honoring her contributions to education. Anita has served on the faculties of three universities including the University of Washington, the University of Oregon, and San Diego State University. She has co-authored numerous curriculum materials including Phonics for Reading (Curriculum Associates), a three-level intervention program, REWARDS (Voyager/Sopris), a five component literacy intervention program, and a best-selling textbook titled Explicit Instruction: Effective and Efficient Teaching (Guilford Publications).



Jane Ashby

Dr. Ashby joined the Mount St. Joseph University (MSJ) faculty this year to help develop the doctoral program in Reading Science. She holds advanced degrees in reading education (Ed.M., Harvard) and Psychology (M.S., Ph.D., University of Massachusetts). Early in her career, she taught urban young adults who were struggling readers, tutored children with reading difficulties, and performed reading assessments at Boston Children's Hospital. More recently, she engaged teachers in Ohio and Vermont in long-term professional learning. Jane's mission is to provide a bridge between research knowledge and practice knowledge, integrating these two areas to support teachers' ability to understand and teach their struggling readers.



Pam Austin

Pam Austin has worked as a professional learning facilitator manager with over 14 years of experience in training and supporting districts in various literacy and numeracy interventions in addition to delivering LETRS professional development sessions. Her goal is to aid teachers in changing the lives of students so that they not only become proficient and successful in literacy but also as life-long readers. Pam has over 33 years of experience as an educator, previously working as a literacy specialist at the Center for Development and Learning (CDL) now Center for Literacy and Learning by supporting SRCL school districts with diagnostic evaluations, observations, and targeted support based on school-specific literacy needs. Previously, she was as an elementary teacher, a reading interventionist for at-risk students, a school-based reading

coach; and a central office field literacy facilitator. As a field literacy facilitator, Pam provided literacy support to principals, school-site facilitators, and teachers for 10 to 12 schools in the district. In collaboration, she developed, planned, presented, and facilitated a variety of literacy-related professional development sessions for elementary and middle school school-site facilitators and teachers.



Rhonda Ayers

Rhonda Ayers is a literacy consultant with a passion for empowering teachers with knowledge, skills, and strategies for teaching students to read. She earned both a bachelor's degree and a master's degree from Troy University in Troy, Alabama. She is an experienced educator with over 28 years of experience in the field of education. Rhonda has served as a classroom teacher for grades K-3, a local and district level reading coach, an adjunct instructor for Troy University College of Education, and an Alabama Reading Initiative Regional Literacy Specialist. In addition to being a Tools4Reading consultant, Rhonda is a former national LETRS facilitator and remains a certified Dyslexia Awareness Trainer for the state of Alabama.



Courtney Babin

Courtney Babin, M.Ed., is a Senior Literacy Content and Training Specialist at The Center for Literacy & Learning. Courtney started her career in education in a small elementary school in central Louisiana. As a third-grade teacher, Courtney saw the gap in literacy and the need for foundational reading skills in the early elementary years. This led Courtney to teaching Kindergarten to ensure foundational literacy skills were being taught, practiced, and mastered in lower elementary. During this journey, she quickly realized that teachers' skills, training, and implementation are essential to ensure student academic success. After many years as a classroom teacher, Courtney climbed the leadership ladder, serving as a cooperative learning coach, data team leader, mentor teacher, master teacher, and instructional coach. During these

leadership roles, she provided support, modeling, and coaching to educators. During her teaching career, Courtney received her master's degree in curriculum and instruction and is now pursuing her Doctorate in Higher Education. After a decade in education, her desire to ensure educators are well informed and trained in evidence-based practices led her to The Center for Literacy & Learning. Courtney's efforts to increase teacher efficacy are evident, as she trains educators in Growing Reading Brains, one of The Center's professional development courses. She also developed Early Childhood Growing Reading Brains, which takes educators on a journey to building the foundational skills necessary for literacy development. Courtney advocates for educators to learn about and implement evidence-based practices, as teachers have a profound influence on student achievement.



John Bennetts

John brings over a decade of school-based experience to his work. Currently, John lives in Providence, RI, and works with Readsters as an educational consultant supporting rural and urban schools across the country. He has taught at the elementary and middle school levels. In addition to his teaching experience, he has served as principal and an assistant principal at both the elementary and middle school level in rural and urban settings. His primary responsibility in these administrative positions was instructional coaching. John also worked as a K-12 literacy specialist at the Rhode Island Department of Education. His work in schools focuses on shifting the practices of leaders and teachers to ensure research-based practices are implemented in an effective, sustainable manner in order to maximize long-term results for students. As a result of

John's experience, he not only understands what needs to change but also how to drive that change. He loves coaching others. His coaching prioritizes the development of strong relationships and narrows the focus for school leaders and teachers to drive meaningful and lasting change.



Heidi Beverine-Curry

Dr. Heidi Beverine-Curry is a co-founder and Chief Academic Officer for The Reading League, where she oversees the Professional Development Department and designs, supervises, and delivers educator learning opportunities for over 60 partnering school districts. Heidi is frequently invited to speak about the Science of Reading and has presented widely at conferences and events across the US and internationally. Before working for The Reading League full-time in 2019, Heidi spent 21 years working in public schools where she made use of her certifications in Elementary Education, K-12 Special Education, and K-12 Reading Education. When Heidi began her doctoral coursework in Reading Education in 2006, she became a champion for evidence-aligned literacy instruction and has led a number of successful reform efforts. Heidi was an adjunct professor at Syracuse University and SUNY Oswego, where she specialized in teaching clinical reading intervention coursework.



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Wiley Blevins

Wiley Blevins is an author, educational consultant, and researcher. He completed his graduate work at Harvard Graduate School of Education. He has taught both in the United States and South America. Wiley has written over 16 books for teachers, including A FRESH LOOK AT PHONICS, PHONICS FROM A TO Z, and MEANINGFUL PHONICS AND WORD STUDY. He has authored several phonics and reading programs and wrote the phonics brief by the International Literacy Association (Meeting the Challenges of Early Literacy Phonics Instruction). Wiley's current focus is on adaptive technology, differentiated professional development, and children's literature. Wiley has written over 90 children's books and is Associate Publisher at Reycraft Books, a new imprint focused on publishing books by authors and illustrators from under-represented groups.



Hamish Brewer

Hamish Brewer is a powerful and positive disruptor who transcends the status quo and typical norms in leadership and education. Mr. Brewer is a globally recognized advocate who built his reputation on results and performance, becoming affectionately known as the Relentless, Tattooed Skateboarding Principal with his galvanizing message to "Be Relentless" and his high-octane delivery style.

Mr. Brewer served as an award-winning principal at both the secondary and elementary school levels. Recognized as the NAESP Nationally Distinguished Principal and Virginia Principal of the Year, he was also honored with the VAESP School Bell Award and ASCD Virginia Impact Award.

Hamish was named a Northern Virginian of the year by Northern Virginia Magazine and Principal of the Year for the online national publication – Education Dive. Prince William County Public Schools named Hamish the school division's Principal of the Year and Hamish was recently recognized by Omega U as the Principal of the Year.

Under his leadership, his elementary school was recognized as a Nationally Distinguished Title 1 School, and Hamish has since gone on to turn around one of the toughest middle schools in the state of Virginia. Mr. Brewer is a highly sought-after international keynote speaker – motivating and inspiring audiences around the world, including being recognized as a TEDx speaker.

Originally from New Zealand, Hamish earned his first degree from the University of Auckland. Mr. Brewer is currently a doctoral student at Virginia Tech University. Hamish is the best-selling author of "Relentless – Disrupting The Educational Norm, published in 2019.

Mr. Brewer currently consults with businesses and organizations around the world on leadership, culture, organizational performance change and improvement. As a Beachheads advisor to the New Zealand Trade Enterprise, he assists New Zealand businesses with their growth and advises them on strategic development in the North American marketplace.

Mr. Brewer previously served at the state level as the Federal Relations Coordinator on the Board of Directors with the Virginia Association of Elementary School Principals and was a lead fellow of NAESP's Center for Innovative Leadership. He is a school turnaround and school improvement specialist, working with some of the most at-risk students in the United States. Mr. Brewer was highlighted as a Hometown Hero by Fox 5 in Washington, DC.





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Kymyona Burke

Dr. Kymyona Burk is the Senior Policy Fellow for Early Literacy at the Foundation for Excellence in Education (ExcelinEd). In this role, Dr. Burk supports states pursuing a comprehensive approach to K-3 reading policy by assisting state leaders in building new or improving existing K-3 reading policies, with a heavy focus on supporting successful policy implementation. For ExcelinEd, she directly supports twenty-three states and Washington D.C. in what is called the Early Literacy Network, which includes state education agency literacy leaders. Since beginning her national work with ExcelinEd in 2020, Dr. Burk has worked with Advocacy Directors and policymakers to pass or strengthen early literacy legislation in fourteen (14) states across the country. Dr. Burk most recently served as the Executive Director for the Office of Teaching and Learning in the

Jackson Public School District (JPSD) where she provided the leadership and vision for all aspects of the JPSD's instructional programs including curriculum, instruction, and professional learning. She is also the former K-12 State Literacy Director for the Mississippi Department of Education (MDE), leading the state-level implementation of the Literacy-Based Promotion Act (2013), which aims to ensure that all students are proficient readers by third grade. Under her state literacy leadership from 2013-2019, MS's 4th graders increased 10 scale score points in reading on the National Assessment of Educational Progress (NAEP), improved to 29th in the national rankings, tied the national average for the first time, and was the only state to make significant gains in 4th grade reading. Her experience also includes teaching, coaching, and training. She currently serves as a National Advisory Member for The Path Forward for Teacher Preparation and Licensure, an advisor to the Alabama Literacy Taskforce, and a member of the NCTQ Reading Expert Advisory Panel for Teacher Preparation Standards. She is also a former Board Member of The Reading League. Dr. Burk received a Doctorate in Early Childhood Education, Specialist in Secondary Education/English, Master of Science in Educational Leadership, Master of Arts in Teaching English, and Bachelor of Arts in Political Science from Jackson State University.



Janeé Butler

Janeé Butler, M.Ed., is a Senior Literacy Content & Training Specialist at The Center for Literacy and Learning. Born and raised in New Orleans, Janeé's goal has been to bring equitable education throughout the Greater New Orleans area. She started her career in education in the early childhood sector. As a first-grade teacher, Janee' quickly made a name for herself by maintaining high student achievement scores in reading instruction. In addition, Janee' led her teams as a content specialist in foundational reading skills. Her experience as a first-grade teacher earned her a wealth of knowledge in targeted literacy instruction as she sought to develop her capacity in literacy beyond her K-2 experience in the classroom. That pursuit led her to the cognitive processes in reading instruction, equipping her with a knowledge base in dyslexia and the science

of reading. Later Janee' received her master's degree in educational leadership, allowing her to fulfill roles as a reading interventionist, instructional coach, curriculum expert, and reading specialist. In hopes of propelling her mission of increasing teacher efficacy in teaching reading, Janeé is a doctoral student pursuing her Ph.D. in General Psychology with an Emphasis in Cognition and Instruction. Janee's efforts to ensure all educators are equipped with the necessary practice to improve their reading pedagogy are seen in her work in content creation and training educators in the science of reading through The Center's professional development course, Growing Reading Brains (GRB) K-3. Janeé continues to move the needle in teacher training through her collective content development of GRB-Adolescent Literacy and GRB-English Language Learners and the newly updated GRB- K-3 course. She has the honor of serving on the Louisiana Department of Education's Early Literacy Commission and lending her voice on other advisory panels and spaces for policy in literacy instruction. After over ten years in education, Janeé has a passion for reimagining education for every child, advocating for evidence-based practices in reading instruction supporting the cognitive demands in the brain.



Sonia Cabell

Sonia Cabell, Ph.D., is an associate professor of reading education in the School of Teacher Education and the Florida Center for Reading Research at Florida State University. Before receiving her Ph.D. at the University of Virginia, she worked as a second-grade teacher and literacy coach. Dr. Cabell's research focuses on early literacy instruction, with a particular interest in the prevention of reading difficulties. She has authored over 70 publications, including research articles, books, book chapters, and early childhood language and literacy curricula. She has served as Principal Investigator or co-Principal Investigator on federally funded research projects totaling approximately \$10 million dollars. Dr. Cabell has been an advisor or consultant for a variety of national organizations and state departments of education.



Klem-Marí Cajigas

Klem-Marí Cajigas has been with Nashville Public Library since 2012, after more than a decade of academic training in Religious Studies and Ministry, including doctoral work at Vanderbilt University. As the Family Literacy Coordinator for Bringing Books to Life!, Nashville Public Library's award-winning early literacy outreach program, she delivers family literacy workshops to a diverse range of local communities. She has also presented for several national organizations, including the National Center for Families Learning, the Public Library Association, and Bank Street College of Education. In 2021, she was named a Library Journal Mover and Shaker. Born in Puerto Rico, Klem-Marí is bilingual, bicultural, and proudly Boricua.



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Nora Chahbazi

Nora Chahbazi is the founder of EBLI: Evidence-Based Literacy Instruction, a comprehensive system of evidence-aligned teacher training and student lessons for reading, spelling, and writing instruction in whole class and remediation settings. Formerly a Neonatal ICU nurse, Nora shifted her life's work to creating and refining EBLI, training teachers, teaching learners of all ages and ability levels, and advocating for high-level literacy for all after teaching her own daughter to read in 1997. She is a volunteer literacy consultant for DNA Films and the team creating and producing The Truth About Reading documentary.



Carlin Conner

Carlin Conner, Ph.D. is a Senior Research Scientist at the University of Virginia in the School of Education. She received her Ph.D. from Southern Methodist University in 2020. Her research interests include literacy assessment and interventions, with a focus on children who are culturally and linguistically diverse and children with disabilities. Carlin is currently leading a team of researchers to revise the PreK-Grade 3 language and literacy screener used across Virginia to identify students with and at risk for reading difficulty. Carlin has also spent time as both a special education teacher and special education instructional coach.



Mary Dahlgren

Mary Ellis Dahlgren, Ed.D., is the founder and President of Tools 4 Reading. She is an experienced educator with over 35 years in the field of education having served as a dyslexia therapist, elementary classroom teacher, international literacy consultant, and author. 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. She was also a national trainer for the distinguished teacher curriculum Language Essentials for Teachers of Reading and Spelling (LETRS) for 18 years. Mary is also the President of The Reading League Oklahoma Chapter. Her passion is to help everyone involved in reading instruction feel equipped and confident in providing the highest quality instruction possible.



Alisha Demchak

Alisha Demchak is a doctoral student in the Curriculum, Instruction, and Special Education department at the University of Virginia under the advisement of Dr. Emily Solari. Her research interests include early reading development and effective ways to train and support teachers to implement evidence-based instruction for all students.



Ana Dodson

Ana Dodson was born in Peru and raised in Colorado. She is currently in her final year as a doctoral student in School Psychology, a school psychology intern at a K-8 school in Denver, and working part-time in a private clinical practice. She is a graduate of Colorado College and received two master's degrees from the University of Colorado in Educational and School Psychology. Ana was a reading support teacher for students who struggled to read for four years before entering her doctoral program. She currently serves on the boards of Peruvian Hearts - of which she is the founder and the Colorado Association of School Psychologists and is a former board member of the International Dyslexia Association – Rocky Mountain Branch. Ana has a deep interest in working with children who have experienced trauma and has had training in EMDR, and is certified as a child

specialist in EMDR. She teaches a class through Tools 4 Reading designed for teachers about social-emotional activities they can use in their classrooms. The information and activities in the class are research-based, with a focus on traumasensitive instruction. Ana is currently in the process of writing a book on that topic that will be published by Tools 4 Reading in 2023. Sharing research-based information about social-emotional well-being for students that is easily accessible to teachers is a strongly held value for Ana.



Judi Dodson

Judi is the Trainer Relations and Learning Consultant for Tools 4 Reading. In addition, she is a national LETRS trainer, and literacy consultant, and teaches classes and speaks at conferences on topics related to the role of language in learning to read, vocabulary and oral language, instructional choices that can change and develop the reading brain, and social and emotional development and the impact of trauma on learning. Before beginning her literacy consulting work, she worked for 20 years as a special educator in Colorado. Judi is the author of 50 Nifty Activities for Reading Instruction and 50 Nifty Activities for Speaking and Listening: for Oral Language and Comprehension. She is currently working on the upcoming supplemental reading series for developing readers called, Venture Town Readers, which will be published by Tools 4 Reading later

.this year Judi's second area of passion is global education for young women. She is the president of Peruvian Hearts, a non-profit organization dedicated to the education, mentorship, and development of leadership for young women in Peru. Judi believes that literacy is a social justice, equity, and inclusivity issue and this adds passion to her work with teachers and students.



Denise Eide

Denise is the president and founder of Logic of English, a mission-driven publisher that empowers students of all ages to become fluent readers and spellers. Denise is passionate about providing all students access to evidence-based literacy education. When her sons struggled to learn to read, Denise discovered that one of the core instructional tools used to help students with dyslexia is to teach them how English really works. Upon seeing her sons go from nonreaders to reading chapter books within months, she decided to write Uncovering the Logic of English, an award-winning book about reading. She continues her life work of sharing the power of knowing how English works by speaking, writing, and publishing.



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Amy Elleman

Dr. Elleman has extensive experience as a teacher and administrator serving students with learning and behavior difficulties. Dr. Elleman earned a B.S. in Psychology at the University of Maryland in Heidelberg, Germany. She earned her M.Ed. and Ph.D. at Vanderbilt University where she became interested in the early identification and treatment of reading comprehension difficulties. Dr. Elleman's research focuses on the examination of factors central to reading comprehension. Her current research includes investigating individual differences in vocabulary acquisition for students with learning difficulties, conducting meta-analyses of comprehension studies conducted over the last century, and examining the impact of knowledge and inference instruction for students with reading comprehension difficulties. Dr. Elleman currently serves as

the director of the Middle Tennessee State University (MTSU) Literacy Studies Ph.D. Program, an interdisciplinary program dedicated to teaching doctoral students how to translate literacy research to practice.



Linda Farrell

Linda Farrell is a founding partner at Readsters in Alexandria, Virginia. She works with schools to help design and implement effective reading instruction in all grades. — Linda was an English teacher in the late 1970s. However, it wasn't until 15 years later that she learned to teach struggling readers. That happened when she was an investment banker and volunteered to teach adults to read. Through her experiences teaching adults to read, Linda realized that most older struggling readers need explicit phonemic awareness, phonics, and vocabulary instruction at the most basic levels. In 2000 she left investment banking to pursue her mission, which is for all children to learn to read in the early grades. — Linda was one of the original National LETRS Trainers for 7 years. Linda coauthored several publications, including Phonics Plug-In, Practice Packets for

Reading Confusions, Phonics Blitz and Boost, the Diagnostic Decoding Surveys, Teaching Reading Essentials Program Guide and Coach's Guide (coauthored with Dr. Louisa Moats), and DIBELS: the Practical Manual. — Over the past few years, Linda has spent part of her time working in Africa designing and writing materials to teach children in rural Africa how to read in seven languages she doesn't even speak!



Antonio Fierro

Dr. Fierro is the Chief Academic Advisor for Tools 4 Reading. He is a former Texas State Teacher of the Year and was a member of the LETRS cohort of literacy consultants led by Dr. Louisa Moats for almost 20 years. Dr. Fierro also helps lead the Mississippi Momentum Project, assisting university and college faculty throughout the state with the implementation of Reading Science in their college coursework. He has contributed to several literacy curricula for English learners and, along with Tools 4 Reading President Dr. Mary Dahlgren, co-authored Kid Lips, a curriculum that teaches the articulatory features of English phonemes to young children with additional support for English learners. His areas of interest include early literacy instruction, improving the learning experience of pre-service teacher candidates, and the research and practice that impacts English learners. He

is also dedicated to advancing the knowledge base and understanding of dyslexia and other reading disabilities as his son, Antonio Jr., has dyslexia. Dr. Fierro currently sits on the national board of The Reading League.



Douglas Fisher

Douglas Fisher is a Professor and Chair of Educational Leadership at San Diego State University and a leader at Health Sciences High & Middle College having been an early intervention teacher and elementary school educator. He is the recipient of an International Reading Association William S. Grey citation of merit, an Exemplary Leader award from the Conference on English Leadership of NCTE, as well as a Christa McAuliffe award for excellence in teacher education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design as well as books, such as The Teaching Reading Playbook, Rigorous Reading, and Text Complexity.



Danielle Fontenot

Danielle Fontenot, Vice President of Program Development for The Center, is an educator with over a decade of experience as a classroom teacher, reading interventionist, and school administrator. Danielle holds a Bachelor of Business Administration and a Master of Elementary Education. In addition, she is CLASS certified and an active member in the following organizations, Louisiana Society of Association Executives, Louisiana Association for the Education of Young Children, Child Care Association of Louisiana, Ellevate Louisiana, The Reading League Louisiana, and The Louisiana Reading Association. As the first female college graduate from her mother and father's extended families, Danielle has worked in various public and private entities. Her most prized time outside of education was working as a Family Advocate for USMC families, where she served as a

liaison between families and the Command. Danielle believes in advocating for parents and guardians, especially in situations where they are unfamiliar with the appropriate practices, to ensure their children receive the best possible educational services available. This core belief aligns with The Center's mission "to advance literacy and learning through evidence-based practices in the classroom, home, and community".



Nadine Gaab

Nadine Gaab is an associate professor of Education at Harvard University. Her work focuses on typical/atypical learning trajectories from infancy to adolescence with a special emphasis on language/reading development and the role of the environment in shaping these trajectories. Her work is at the intersection of developmental psychology, learning sciences, neuroscience, EdTech, and educational policy within a learning disability framework. Her research laboratory employs longitudinal behavioral and neuroimaging studies to characterize differences in learning as a complex outcome of cumulative risk and protective factors interacting within and across genetic, neurobiological, cognitive, and environmental levels from infancy to adolescence. Her theoretical work focuses on multifactorial frameworks of learning differences with an emphasis on early

identification and 'preventive education'. One important key aspect of her work is the translation of research findings to address contemporary challenges in educational practice and policy. She is the 2019 recipient of the Learning Disabilities Association America Award for her work on learning disabilities. Furthermore, she has received the Norman Geschwind Memorial lecture 2020 and the Alice Garside Award from the International Dyslexia Association for outstanding leadership in advancing the science and advocacy of dyslexia. She also received the Allan Crocker Award for advocacy on behalf of children with reading disabilities and efforts around the passage of the Massachusetts screening legislation. She is currently an associate editor for the Journal of Learning Disabilities, Scientific Studies of Reading, and Developmental Science. Furthermore, she is the co-founder of EarlyBird Education, a gamified platform system for identifying children at-risk for language-based learning disabilities.



Rachel Giannini

Rachel Giannini is a childhood specialist, an early childhood advocate, and a video blog host. She currently splits her time as a public speaker, early childhood commentator, and curriculum designer. Rachel can be seen as Agent R in Spy School on Hellosaurus and heard as the host of the hit podcast Teachers, Toddlers, and Tissues. Rachel's writing, expertise, and videos have appeared in Vox, The New York Times, Too Small To Fail, HuffPost, Child Care Exchange, and Chicago Parent. In addition, Rachel has an MFA in Museum Education from the University of Illinois and is a volunteer hospital magician for Open Heart Magic.

Deborah Glaser

Dr. Glaser is a consultant, author, and teacher educator beloved for enriching teachers' knowledge of reading and for her proven instructional methods. Following her teaching career, she directed the educational arm of a non-profit dyslexia learning center where she developed programs to teach teachers and students. She was an original National LETRS trainer, is a policy advisor to the National Council on Teacher Quality, and regularly contributes to the evaluation of university programs that prepare our teachers to teach reading. Dr. Glaser is the author and co-author of five books. Her most recent contributions to the field are Morpheme Magic: Lessons to Teach Morphological Awareness, Morphemes for Little Ones: Brining the Magic of Language to K-3 Classrooms, and the online reading course The Reading Teacher's Top Ten Tools: Instruction that Makes a Difference, now hosted by Tools 4 Reading.

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Margo Gottlieb

Margo Gottlieb, Ph.D., has devoted her professional career to collaborating with educators of multilingual learners. As a teacher, consultant, and mentor, she has worked with universities, organizations, governments, states, school districts, and schools. Dr. Gottlieb has been a Fulbright Scholar, has participated in national advisory boards and task forces, and has presented across the U.S. and 25 countries. Margo has authored, co-authored, and edited 20+ books largely dedicated to equitable assessment for multilingual learners.



Elsa Cardenas-Hagan

Elsa Cardenas-Hagan, Ed.D., CCC/SLP, CDT, CALT, QI, is a bilingual speech and language pathologist, a certified academic language therapist and a qualified instructor. Elsa is the President of the Valley Speech Language and Learning Center in Brownsville, Texas and a research associate with the Texas Institute for Measurement, Evaluation and Statistics at the University of Houston. She has spent the last 23 years working in national research projects sponsored by the National Institute for Child Health and Human Development, the Institute of Education Sciences, a research arm of the United States Department of Education and the Office of Special Education Programs. Each national project was related to the development of language and literacy skills among Spanish-speaking English learners. She has worked with teams of researchers designing

assessments and interventions for English learners who struggle with reading. Elsa is currently the Chairperson of the National Joint Committee on Learning Disabilities, a Past Vice-Chairperson of the International Dyslexia Association, a board member of the Academic Language Therapy Association, Southwest Regional Education Laboratory and Texas Comprehensive Center at the American Institutes for Research. She has written many scholarly articles, curricular programs, and book chapters related to the oracy and literacy development among English learners. Her book entitled: Literacy Foundations for English learners: A Comprehensive Guide to Evidence-Based Instruction was recently released and listed as a best seller by the publisher.



Zaretta Hammond

Zaretta Hammond, M.A. is a national consultant and author of Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor for Culturally and Linguistically Diverse Students (Corwin, 2015). She is a former high school and community college expository writing instructor. For the past 20 years, she has supported schools and other institutions in deepening their understanding and application of culturally responsive practices. She currently runs the Culturally Responsive Education by Design Online PLC, a 6-month intensive, inquiry-based professional learning experience to build instructional capacity to use culturally responsive tools and practices effectively. Zaretta is a strong literacy advocate who sits on the Board of Trustees for the Center for the Collaborative Classroom. She is also a member of the advisory board for the Consortium for Reading Education (CORE).

Angie Hanlin



Rollins Center

for Language & Literacy

Angie Hanlin is a dedicated and passionate leader for change in schools and classrooms. She currently serves as the superintendent at the School District of Thorp in Thorp, Wisconsin where she works tirelessly to positively transform teacher practice and student achievement. 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 over 20 years of experience in education where she has served in the roles of a classroom teacher, curriculum coordinator, instructional coach, professional

development coordinator where she worked to train and coach teachers on research-based instructional practices and strategies, and as a building principal at Matthews Elementary in the New Madrid County R-1 School District. She has received numerous awards for her performance in the classroom and as a school leader and has found a new passion for working with building leaders to promote systems to improve literacy for all students. The Matthews Elementary staff was able to dramatically transform their school and reach proficiency levels of 100%!! Angie received the 2019-2020 Outstanding Rural Administrator Award from MARE (Missouri Association of Rural Educators). She is now on a journey of literacy improvement, systems & structure work, and school district transformation with the amazing staff, students and community members at the School District of Thorp.

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Jan Hasbrouck

Jan Hasbrouck, Ph.D. is an educational consultant, author, and researcher. She served as Executive Consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Jan worked as a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later became a professor at Texas A&M University. She has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers, specialists, and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Jan's research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and

journals. She is the author and coauthor of several books including "Conquering Dyslexia", "Reading Fluency", "The Reading Coach: A How-to Manual for Success", and "Educators as Physicians", along with several assessment tools. Jan works with the McGraw Hill publishers as an author of their "Wonders" and "Wonder Works" reading and intervention programs. She also enjoys her volunteer work at her grandson's K-8 school in Seattle.



Nancy Hennessy

Nancy Hennessy, M. Ed. Nancy Hennessy is an experienced teacher and administrator who currently works as a literacy consultant. While in public schools, she provided leadership for innovative programming for students and professional development for educators. Nancy has designed and delivered keynote addresses and multiple virtual and live professional learning events including workshops, podcasts, and training courses on the science of reading & structured literacy. Most recently, reading comprehension has been her focus. She is the author of the book, The Reading Comprehension Blueprint: Helping Students Make Meaning of Text. Nancy has also written the chapter, Working with Word Meaning: Vocabulary Instruction, in Multisensory Teaching of Basic Skills (4th edition). While serving as a national trainer for Language Essentials

for Teachers of Reading and Spelling, she co-authored LETRS, Digging for Meaning: Teaching Text Comprehension (2nd edition) with Louisa Moats. Nancy is a past president of the International Dyslexia Association (IDA) and a recipient of the International Dyslexia Association's Margaret Byrd Rawson Lifetime Achievement Award.



Michael Hunter

Michael Hunter, M.Ed., is a founding partner of Readsters. Michael found his passion for teaching struggling readers by volunteering to teach adults to read in Washington DC. In 2001, Michael left his job as president of a concrete construction company to pursue a career helping students learn to read using the most effective methods available. Michael is co-author with his business partner, Linda Farrell, of Phonics Plug-In ONE, the Practice Packets to Fix Common Confusions, Phonics Blitz and Phonics Boost lessons, and the Diagnostic Decoding Surveys. Michael presents professional development workshops nationally and advises schools and districts on implementation of effective reading instruction. He also continues to create assessments, lessons and other materials to help beginning and struggling readers. He enjoys working with and

learning from struggling readers of all ages whenever he finds time. Michael's work has even taken him to the Republic of Gambia and Rwanda in Africa to train and advise on early reading instruction for the Global Partnership for Education.



DeJunne' Clark Jackson

DeJunne' Clark Jackson, M.A., M.A.T., M.Ed., CALT, LDT, serves as President of The Center for Literacy & Learning. She is also President of The Reading League Louisiana, the state leader of Decoding Dyslexia Louisiana, and the founder of Learning Fundamentals Educational Therapy & Consulting. DeJunne' has the honor of serving on the Louisiana Department of Education's Dyslexia Bulletin Workgroup, Early Literacy Commission, and Special Education Advisory Panel. She is the co-author of The Speech Language Pathologist's Guide to Dyslexia. DeJunne', among other achievements, is a Certified Academic Language Therapist and nationally credentialed AET Educational Therapist. As a former classroom teacher and school counselor, DeJunne' has had the opportunity to work with a myriad of students with general and specific needs. She is most

impassioned about the advocacy she's curated surrounding dyslexia awareness, early identification, and remediation. DeJunne' specializes in training and awareness development for parents, educators, and employers surrounding neurodiversity and equity, offering proven cooperative strategies and methods for inclusivity. Her transformative resources help everyday people gain the knowledge baseline needed to affect change. DeJunne' has been very fortunate to spread awareness in a number of podcasts, at conferences, and at education summits. Her mission is simple -- equip, empower, and educate.



Pam Kastner

Pam Kastner, Ed.D., is an educational consultant at the Pennsylvania Training and Technical Assistance Network (PaTTAN) Harrisburg, where she serves as the State Lead for Literacy in Pennsylvania. Dr. Kastner along with the PaTTAN literacy team leads state-wide literacy initiatives which include professional learning in the science of reading and structured literacy; onsite training, coaching, and consultation; a virtual literacy resource hub; and an international literacy conference. Dr. Kastner is an adjunct professor at Mount Saint Joseph University in the Reading Science Program where she teaches in the Masters' and Doctoral Programs. Dr. Kastner has the honor of serving as the President of The Reading League Pennsylvania, The Reading League Journal's Practitioner Editorial Board, and is a member of The Science of Reading: A Defining Movement coalition.



Devin Kearns

Devin Kearns, Ph.D. is an associate professor of Special Education in the Neag School of Education at the University of Connecticut (UConn). He is a research scientist for the Center for Behavioral Education & Research and Haskins Laboratories. Dr. Kearns has a Master's degree in Elementary Literacy from Loyola Marymount University and a Ph.D. in Special Education from Vanderbilt University. He is an affiliated faculty member for the UConn Institute for Brain and Cognitive Sciences (IBACS) and the UConn Institute for Collaboration on Health, Intervention, and Policy.



David Kilpatrick

David A. Kilpatrick, Ph.D., is a Professor Emeritus of Psychology for the State University of New York at Cortland. He is a New York State certified school psychologist with 28 years of 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 co-editor of a third, Reading Development and Difficulties: Bridging the Gap Between Research and Practice. Dave is also an associate editor of The Reading League Journal.



Nicole Kingsland

Nicole Kingsland is the Manager of Content Design & Development through AIM Institute for Learning and Research. In constant collaboration with leading experts, Nicole produces professional learning courses aligned to the Science of Reading and works with teachers across the country to facilitate their transfer of knowledge to classroom practice. Nicole was previously an Elementary and Special Education teacher, where she wrote curriculum and served as a mentor teacher for colleagues and student teachers. She holds an M.S. in Special Education and a CERI Structured Literacy Classroom Teacher certificate.



Liza Kostreva

Liza Kostreva serves as the Director of Professional Learning for The Center for Literacy & Learning. After receiving her B.A from Barnard College, Liza discovered her passion for early literacy and equity in education while teaching PK-4th grade special education in New Orleans at John Dibert Community School (now Phillis Wheatley Community School). Liza remained a dedicated educator at Wheatley for nearly a decade and honed her early literacy skill set in her roles as a kindergarten teacher, grade-level leader, and instructional coach. She earned her M.Ed in Early Childhood Education from Johns Hopkins University and deepened her knowledge of best practices in literacy instruction in order to improve student achievement and support teacher capacity to implement structured-literacy-aligned practices. Shortly after graduation, she became

the literacy coach for all PK-2nd grade teachers and spearheaded a program that earned the school the inaugural Models of Excellence Award in Early Literacy from the Louisiana Department of Education. Liza joined the team at The Center as a Literacy Specialist in order to continue to spread the impact of the science of reading across Louisiana. She continues to dedicate her career to ensuring that all students receive high-quality, evidence-based literacy instruction. Liza is thrilled and honored to be speaking at the 2023 Plain Talk about Literacy and Learning conference.



Susan Lambert

Susan Lambert is the Chief Academic Officer, Elementary Humanities at Amplify and the host of Science of Reading: The Podcast. Her career, including classroom teacher, building administrator, and district-level leader, has been focused on creating high-quality learning environments using evidence-based practices. She has worked in public, private, and charter schools both nationally and internationally. Susan holds a B.Ed, M.Ed, advanced coursework in Educational Policy, and is currently pursuing her Ed.D.



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Megan Lorio

Megan Lorio is the Managing Editor at Family Engagement Lab. In this role, she supports content strategy and development for Family Engagement Lab's family engagement tool, FASTalk. Prior to being in this role, she began her career as a Kindergarten teacher, teaching in public and charter schools in Washington D.C. and New York City. After moving to New Orleans, she became a founding Kindergarten teacher at Bricolage Academy, a charter school focused on advancing educational equity and creating innovators. She then served as an administrator at Bricolage, offering instructional and curriculum support to teams of teachers, Pre-Kindergarten-5th grade. She is passionate about providing equitable and meaningful learning opportunities for students and families and is thrilled to be pursuing that passion through her work at Family Engagement Lab.

Alana Mangham

Alana Mangham, M.S., is a literacy specialist and consultant currently living in Alexandria, LA with her three sons. She has held positions with Heggerty as a literacy specialist and was a LETRS District Success Manager for Lexia, serving the central United States region. She also spent two years as a Literacy Specialist at The Center for Literacy & Learning, a member of Louisiana's Early Literacy Commission in 2019-2020, and Bulletin 1903 workgroup. She has taught in New York City and Louisiana as a classroom teacher and spent seven years at the district level supporting schools in both urban and rural areas. At the district level, her work as the Rapides Parish ELA curriculum specialist gained national attention and was documented by EAB in " Narrowing the Third Grade Reading Gap." She has been an Education Week guest alongside Dr. Louisa Moats and

most recently presented with the CAO of Heggerty, Alisa VanHekken. Alana was featured on Amplify's Science of Reading podcast and published an article in the May/June 2020 issue of The Reading League's Journal. Alana has extensive experience delivering professional development to educators and leaders from every background. She studies top educational researchers and uses their wisdom to provide meaningful learning sessions practical to classroom settings. Alana is excited to share her passion for literacy, marrying facts of science, research, and field experiences with a fun, applicable, no-nonsense approach



Daryl Michael

Daryl Michel, PhD, is the founder of Be A Change, LLC, and a lifelong educator who is passionate about engaging with others to learn, teach, and inspire. Daryl began his career in the teaching profession in 1994 and has held teaching or instructional coaching and leadership positions for The University of Texas at Austin's Meadows Center for Preventing Educational Risk and Institute for Public School Initiatives, WestEd, Johns Hopkins University, Concordia University, and the Northside Independent School District. He is the co-author of Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration.



Katie Pace Miles

Katharine Pace Miles, Ph.D. is an associate professor at Brooklyn College, City University of New York (CUNY). Dr. Miles's research interests include orthographic mapping, high-frequency word learning, reading interventions, and literacy instruction that is both developmentally appropriate and grounded in the science of reading. Dr. Miles is the academic advisor for Reading Rescue, an evidence-based intervention for first and second-grade students. She is the author of Reading Ready, an explicit and systematic word reading curriculum for kindergarten and first-grade students. Dr. Miles is also the co-founder and principal investigator of CUNY Reading Corps, which improves preservice teacher training and provides free high-dosage tutoring to historically underserved NYC students.



Malcolm Mitchell

Malcolm Mitchell is a native of Valdosta, Georgia. As a high school senior, he was an Under Armour All-American and went on to finish in the top ten all-time receivers during his playing career at the University of Georgia (UGA). During his freshman year in college, Malcolm developed a love of reading. Initially, reading was a challenge, however, through perseverance, books became an avenue for expanding his curiosity, creativity, and learning. In 2015, Malcolm authored and published a children's book, "The Magician's Hat" and created a youth literacy initiative called Read with Malcolm. After graduating from UGA with a degree in Communications in 2016, Malcolm was drafted by the New England Patriots, becoming a Super Bowl Champion in February 2017. During his time in the NFL, he established a 501c3 organization, Share the Magic Foundation, with a sole

purpose: to transform children's lives through literacy. Share the Magic Foundation's mission is to inspire young people to read by bringing book ownership to students in Title I schools and under-resourced communities. Among Malcolm's numerous awards and accomplishments both on and off the field, he considers discovering a lo love of reading one of his greatest achievements.



Patriciai Montgomery

Pati Montgomery is a national educational consultant specializing in principal and school leadership development. Previously, she was the Executive Director of Literacy for the Colorado Department of Education where she was responsible for the implementation of the READ Act. In 2015 Pati formed Schools Cubed, an educational consulting group that works with districts across the country to create high-achieving school systems. A former teacher, principal, and district administrator, Pati has worked with principals across the country on effective school practices. Her work is steeped in a background and a belief that ALL students can attain high achievement. Pati Montgomery is the lead author of the book entitled, The Principal's Primer for Raising Reading Achievement. The book is a guide for principals and school leaders that highlights efficient systems and structures necessary for school-wide improvement in literacy performance.



Maria Murray

Dr. Maria S. Murray is the President and CEO of The Reading League. Before founding The Reading League, Dr. Murray was an associate professor at the State University of New York at Oswego, where she taught literacy assessment and intervention courses for ten years. She received her Ph.D. in Reading Education from Syracuse University, where she served as project coordinator for Dr. Benita Blachman's numerous federally-funded early reading intervention grants. Dr. Murray is passionate about the prevention and remediation of reading difficulty and consistently strives to increase educator and stakeholder knowledge and the connections between research and practice.



Terrie Noland

For 25 years, Dr. Terrie Noland has put her energy into leadership and literacy; first as a teacher and administrator, and now as a national non-profit Literacy Leader. Terrie mentors leaders about the latest research around the science of reading. She hosts a podcast, Learning Ally Literacy Leadership, to build a community of literacy champions. Recognized as a national thought leader, Terrie speaks to crowds to hear captivating stories, leadership principles, research, and best practices in Literacy, which she always delivers with humor, and inspiration. Terrie is a Certified Academic Language Practitioner and has a Ph.D. in Literacy. She is Maxwell Leadership Certified and a member of the President's Advisory Council. She hosts the Spotlight Learning Series by Learning Ally and builds communities of educators to lead large in Literacy. Terrie's passion runs deep for children and she is truly an advocate for them and the educators who serve them.



Tim Odegard

Tim Odegard is a Developmental Cognitive Psychologist whose research focuses on memory and language. To date, he has published over 60 research articles and book chapters. His research has incorporated experimental methods, neuroimaging, and other approaches to understanding memory and language development. His research in reading characterizes the incidence and identification rates of different reading difficulties in school-age children. Also, he studies optimal conditions to support the implementation of literacy instruction for the betterment of all students in the primary grades and beyond. In addition to being a research scientist, Tim is a reading therapist. He completed a two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children in Dallas during his NIH-funded National Research Service Award. He has

committed himself to a life of service to improve educational opportunities for students in literacy. Currently, Tim serves as the editor-in-chief of the Annals of Dyslexia and as a consulting editor for the Journal of Learning Disabilities. He is a past board member and VP of the Academic Language Therapy Association (ALTA). He is a past Vice President of the Texas Dyslexia Licensure Advisory committee. Tim has served as a member of the International Dyslexia Association's (IDA) Educational Training Initiative and an editor for Perspectives on Language and Literacy. Wait, there is more. He has also served as a member of the Understood parent advisory committee and the AIM research advisory board. And that is just the highlight reel. He received the Innovator Award as an Outstanding MSLE Professional from the International Multisensory Structured Language Education Council, the Luke Waits Service Award from ALTA, the Roland H. Waters Teaching Award from the University of Arkansas, and the Research Excellence Award from the University of Texas, Arlington. Tim has extensive experience directly working with and supporting public schools' efforts at multiple levels. For example, he chaired the foundational literacy skills working group for the Haskins Global Literacy Hub Policy Summit, served as a technical consultant for a review of kindergarten (K) to second-grade core curriculum and intervention in Arkansas, and served as a consultant for Kentucky's foundational literacy skills and reading disabilities work. Dr. Odegard is also a contributing author to the IDA knowledge and practice standards.

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Lucy Hart Paulson

Dr. Lucy Hart Paulson, Ed.D., CCC-SLP, is an author and literacy specialist with a mission of bringing research to practice. She is also a speech-language pathologist with many years of experience working with educators and with young children and their families in a wide range of educational settings. In addition, Lucy was an associate professor teaching and conducting research in the areas of language and literacy development and disorders. She provides professional development using a broad-based perspective blending areas of language and literacy together resulting in effective, appropriate, and engaging language-based literacy instruction and intervention for all children. Finally, Lucy is the co-author of the Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators, 2nd Edition, Building Early Literacy and Language

Skills, a resource and activity guide for young children, and also for Good Talking Words, 2nd Edition, a social communication skills program for young children.



Yaacov Petscher

Dr. Yaacov Petscher is a Professor of Social Work at Florida State University, an Associate Director of the Florida Center for Reading Research, and the Director of the Quantitative Methodology and Innovation Division at FCRR. Yaacov's work is focused on measurement, causal modeling, the study of individual differences in reading using complex methodologies, and the development of screening assessments and computer adaptive tests. He is the recipient of the 2011 Rebecca Sandak Young Investigator Award from the Society for the Scientific Study of Reading, the 2012 Article of the Year Award from Assessment for Effective Intervention, the 2014 Dina Feitelson Research Award from the International Literacy Association, the 2014 Educational Researcher of the Year Award from the Florida Educational Research Association, and

a 2017 FSU Innovator Award from Florida State University. He has co-authored nearly 200 peer-reviewed articles, book chapters, and technical reports and co-edited The Fluency Construct and Applied Quantitative Analysis in Education and the Social Sciences books.



Carolin Purser

Carolin Maney Purser provides leadership, planning and implementation of all program evaluation, data analysis, and reporting activities for The Center for Literacy & Learning. She collaborates with staff, stakeholders, and collaborative partners in designing, developing, executing, analyzing, and reporting quantitative and qualitative data. She has utilized her research and evaluation to document ongoing progress, effectiveness, and support the improvement of current and new programs at The Center.

Dr. Purser has expertise in frequentist, Bayesian, and qualitative research methods. She has worked on data and evaluation projects addressing housing disparities in Louisiana, mental health access in public schools, substance abuse prevention and treatment, and workforce training.

These projects involved collaboration with multidisciplinary researchers, practitioners, and government agencies. Her work in grant-funded and collaborative applied research projects has helped her maximize rigor of the design, data collection, and analysis in all research and evaluation endeavors, while being mindful of the resources and limitations.



Joan Sedita

Joan Sedita is the founder of Keys to Literacy, a literacy professional development organization based in MA. Joan has been in the literacy field for over 40 years as a teacher, administrator, and teacher trainer. She has authored multiple literacy professional development programs, including The Key Comprehension Routine, The Key Vocabulary Routine, Keys to Beginning Reading, Keys to Content Writing, and Keys to Early Writing. Joan is also the creator of The Writing Rope framework for writing instruction. Beginning in 1975, she worked for 23 years at the Landmark School, a pioneer in the development of literacy intervention programs. Joan was one of the three lead trainers in MA for the Reading First Program and was a LETRS author and trainer. Joan received her M.Ed. in Reading from Harvard University and her B.A. from Boston College.



Lyn Sharratt

Lyn Sharratt is a highly accomplished practitioner, researcher, author, and presenter. She coordinates the doctoral internship program in the Leadership, Higher, and Adult Education department at the Ontario Institute for Studies in Education, University of Toronto. Lyn has worked in four school districts across Ontario, Canada as a school superintendent, superintendent of curriculum and instruction, administrator, curriculum leader, and as a K-10 Classroom and Special Education teacher. Lyn has taught all elementary grades and secondary-aged students in inner-city and rural settings. She has analyzed and commented on public policy for a provincial trustee organization, the Ontario Public School Boards' Association; has taught pre-service education at York University, Masters' and Doctoral students at University of Toronto and Nipissing University;

and led in-service Professional Development in a provincial teachers' union head office. Lyn is a widely published researcher and author. She is the lead author, with Michael Fullan, of Realization: The Change Imperative for Increasing District-Wide Reform (Corwin, 2009) and Putting FACES on the Data: What Great Leaders Do! (Corwin, 2012, published in English, Spanish, and Arabic). Lyn is the lead author of Good to Great to Innovate: Recalculating the Route K-12, (Corwin, 2015), and Leading Collaborative Learning: Empowering Excellence (Corwin, 2016). CLARITY: What Matters MOST in Learning, Teaching, and Leading (Corwin Press, 2019) is Lyn's fifth book that reflects all of her work across the globe from 2009-2019. Most recently, Lyn has published the new Putting FACES on the Data: What Great Leaders and Teachers Do! (Corwin, 2022) with Michael Fullan. As well as an author and practitioner working in remote and urban settings worldwide, Lyn sits on the "Expert Evaluation Committee for System and School Improvement", Melbourne Graduate School of Education, Australia; is an Advisor for International School Leadership with the Ontario Principals' Council; is an Author Consultant for Corwin Publishing, USA; and consults internationally, working with system, school, and teacher-leaders to ensure ALL students can read, write and think critically. Check out her latest online Professional Learning platform: https://claritylearningsuite.com



Amy Siracusano

Amy Siracusano, MS Ed., worked in public education for over 20 years before becoming a national literacy consultant. Her career has included many positions: classroom teacher, learning specialist, Title I teacher, vice principal, literacy specialist for the board of education, and adjunct professor. She has presented nationally on various literacy topics including assessment, dyslexia, reading, and writing. Amy is a member of Decoding Dyslexia Maryland, on the board of directors for The Reading League, an affiliate of Readsters, LLC, a National LETRS Professional Learning Facilitator, an Acadience Training Specialist, and a Teacher Preparation and Literacy Review Specialist for The Barksdale Reading Institute. She is determined to support national efforts in making sure teachers are equipped with deep knowledge of language systems and teaching approaches to ensure all

students leave second grade with proficient reading and writing skills. Amy lives in Southern Maryland with her husband Joe and their two daughters: Lucia (15) and Isabella (13).

Emily Solari

Emily Solari, Ph.D., is the coordinator and professor in the Reading Education program in the Department of Curriculum Instruction and Special Education at the University of Virginia. She received her Ph.D. from the University of California, Santa Barbara in Special Education, Disabilities, and Risk Studies with an emphasis on Human Development. Emily's scholarship has focused on the prevalence, predictors, and underlying mechanisms that drive reading development with the goal of developing and testing the efficacy of targeted interventions to prevent and ameliorate reading difficulties. Her work has included intervention development and trials with students who have early profiles of reading difficulties, individuals diagnosed with autism, and English language learners. Her work has been particularly focused on translating the science of reading by engaging

with practitioners and policymakers to leverage scientific evidence to improve practice in school settings. Emily is currently the PI for several research grants. She serves as the Editor-In-Chief of The Reading League Journal, a new journal dedicated to translating specific reading research findings for a practitioner audience; she is also an Associate Editor for the Journal of Learning Disabilities and Remedial and Special Education. Emily serves on various state and national-level executive boards including the Council for Exceptional Children's Division of Learning Disabilities and The Reading League's Virginia Chapter.



Carla Burrell Stanford

Carla Burrell Stanford is an educator with more than 25 years of experience working with children from diverse socioeconomic backgrounds who live in urban, suburban, and rural areas. During these years, she realized she lacked the knowledge to unlock the code to best teach children to read. Carla sought out training in structured literacy, which was life-changing. In 2013, Carla cofounded the nonprofit Reading is Essential for All People (REAP), which aims to provide teachers with training in the Science of Reading and has trained over 1,500 teachers. In 2020, Carla felt her teaching skills were needed in classrooms, so she began teaching reading in a school that serves children experiencing homelessness. Carla's students were African American (AA) and spoke African American English (AAE). She realized she needed to learn more about AAE and how children

who speak AAE learn how to read so that she could offer her students the best teaching possible. Fortunately, this journey to gain more knowledge resulted in Carla pursuing a Ph.D. in Education at the University of California, studying with Dr. Julie Washington. Carla is currently working with Dr. Julie Washington on several projects, all of which are helping her gain experience and knowledge in instructing children who speak AAE to read.



Laura Stewart

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. Before joining 95% Group, Laura was the Chief Innovation Officer with The Reading League and the Chief Academic Officer for Professional Development at Highlights for Children. Laura 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. She hosted the podcast "Teaching, Reading, and Learning: The TRL Podcast." Laura serves on several advisory boards and is a certified LETRS (Language Essentials for Teachers of Reading and Spelling) facilitator. Laura's position as the

Chief Academic Officer at 95% Group suits her perfectly, as her passion is empowering educators to positively impact ALL students and ultimately change the course of literacy achievement in this country.



Stephanie Stollar

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. As a board member for the Innovations in Education Consortium, she collaboratively plans the annual MTSS Innovations in Education Conference. Dr. Stollar has worked as a school psychologist, an educational consultant, and as Vice President for Professional Learning for Acadience Learning Inc. She has provided professional development, conducted research, and published in the areas of assessment, early intervention, and collaborative problem solving. She is passionate about improving educator knowledge and

aligning school systems to prevent reading failure. You can follow Stephanie Stollar Consulting and the Reading Science Academy on Facebook, YouTube, Twitter, Instagram and LinkedIn, and contact her at www.readingscienceacademy.com



Lyn Stone

Lyn is an educational linguist and author. She lives and works in Victoria, Australia where she runs her teacher training and specialist tutoring practice, Lifelong Literacy. Her goal is to help educators awaken linguistic curiosity in their students using creative, engaging tools and strategies that are based upon scientific consensus as to what constitutes best practice. Lyn creates researchinformed professional development seminars, both online and face-to-face, for teachers and other education professionals. She is a sought-after public speaker and regularly makes appearances at conferences, on TV, and on live radio and recorded podcasts. Lyn has extensive classroomteaching experience and is regularly employed by schools on a contractual basis to provide specialist literacy education for groups of at-risk students as well as science of learning-aligned

training for teachers. Her occasional podcast about the lives of prominent education professionals, Loves, Hates, and Passions, can be found on Spotify. Her three books, Spelling for Life, Language for Life, and Reading for Life have attracted worldwide acclaim and have enjoyed places on various bestseller lists.



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Carolyn Storm

Dr. Carolyn Strom is a clinical professor and classroom researcher whose work focuses on improving early literacy outcomes for young children. Specifically, her work centers on bridging the divide between scientific research and instructional practice. She collaborates widely with school districts and curriculum developers. Currently, she is working on an initiative with preschool and early elementary teachers called 'Cortex in the Classroom,' which centers on the practical application of reading science and educational media in early childhood. Carolyn has published her work in The Reading Teacher, The Reading League Journal, and The Handbook of Learning Disabilities. As a state-certified reading specialist and former public elementary school teacher, Dr. Strom has spent the last two decades working at the intersection of research and practice.

She currently directs the literacy program at New York University and maintains a clinical practice where she works with children who have dyslexia and related reading difficulties.



Casey Sullivan Taylor

Casey Sullivan Taylor is the Policy Director for Early Literacy for ExcelinEd. A former reading teacher, interventionist, and literacy coach, Casey previously served as an Early Literacy Consultant at the North Carolina Department of Public Instruction where she worked to implement the Excellent Public Schools Act, North Carolina's comprehensive early literacy policy. Prior to this, she supported the implementation of Mississippi's Literacy-Based Promotion Act as an Assistant State Literacy Coordinator at the Mississippi Department of Education. Casey earned a Bachelor of Science degree in Psychology from William Carey University, a Master of Arts in Intercultural Communication/Missiology from Southwestern Baptist Theological Seminary, and a Specialist in Education degree from William Carey University.



Danielle Thompson

Danielle M. Thompson, PhD CCC-SLP, is a coach and guide, teacher of educators, a servant leader, and, insatiably curious about all things that make people's lives better. She is an agent of positive change working to help educators and leaders re-think, unlearn, and up-level paradigms, knowledge, and individual impact. Before becoming a research scientist and applying her curious mind in the literacy transformation space, she spent a decade working as a PreK-12 Speech Language Pathologist and Educator in rural at-risk environments from the Dominican Republic to Alaska and Mississippi in public schools, Head Starts, and private practice. Currently, she is the President and Founder of The Transformative Reading Teacher Group, President of The Reading League Montana and the Founder and guiding voice of The Big Sky Literacy Summit.



Rebecca Tolson

Rebecca Tolson is Vice President of Literacy Initiatives for Neuhaus Education Center. Tolson has a PhD in Curriculum & Instruction from the University of Akron and is a member of Academic Therapy Association at the level of Qualified Instructor and Certified Academic Language Therapist and a Certified Dyslexia Therapist through the International Dyslexia Association. Tolson began her career in education as a fifth-grade teacher and later transitioned to teaching both children and adults with learning disabilities. She specializes in using Structured Literacy techniques as intervention for dyslexia and dysgraphia. Tolson is an instructor in the Masters of Dyslexia Therapy program at Walsh University.

lantha Ussin



lantha Ussin, MAT, taught for 15 years with the Richmond County School System in Augusta, Georgia, prior to her retirement in May 2021. lantha was repeatedly named a highly qualified middle grades ELA instructor and model teacher. She is a three-time author with her most recent book, Your Classroom or Their Playground: Classroom Management Observations and Conversations, being the pride of her career. lantha deems this book necessary for every pre-service and beginning teacher. Over time, after watching an overwhelming number of new teachers leave the profession within five years of hire due to a lack of support and adequate training, she was compelled to leave the classroom to teach new teachers how to stay. Shortly after retirement, lantha birthed Ms. Ussin Teaches, LLC, and has since been on a mission to educate, empower, and

equip new teachers with what they need to be successful in their classrooms, which ultimately leads to their students' academic success. When she's not speaking or facilitating engaging, interactive workshops for educators, lantha is diligently at work with her doctoral studies and devising a master plan to retain passionate, knowledgeable teacher leaders.



Jorge Valenzuela

Jorge Valenzuela is a nationally recognized performance and education coach, author, and speaker at Lifelong Learning Defined. He got his start in education and has helped countless educators improve their leadership and instructional innovation skills. Jorge specializes in emphasizing core instruction and is a trusted deliverer of reputable professional training in team building, projectbased learning, STEM pathways, and SEL integration across the curriculum. He partners with superintendents and provides professional development on behalf of ASCD. Corwin, Instructional Innovation Partners, and Solution Tree. He has authored several books and is the Lifelong Learning Defined podcast host.



Lindsey Vicknair

Lindsey Vicknair, MAT-EI, is a Senior Literacy Content and Training Specialist at The Center for Literacy and Learning. Lindsey holds a B.S. in Communication Sciences and Disorders, and it was while working as a Speech-Language Pathologist Assistant that she fostered her love for young learners. She then went on to earn her Master's Degree in Special Education - Early Intervention and began her career in education as an Early Interventionist. Her classroom teaching career brought her to the Early Childhood Master Teacher position in her south Louisiana school district, and this opened her eyes to the gap in literacy skills and the true importance of early childhood education.

Her years in education and desire to be to other teachers what she wished she had while in the classroom, led her to The Center for Literacy and Learning. Starting as an Early Literacy Specialist, and now as a Senior Literacy Content & Training Specialist, she works to ensure educators are informed and well-trained in foundational reading skills and evidencebased literacy practices.

Lindsey holds a Level III teaching certificate and Educational Leader certification in the state of Louisiana, is a PD Specialist with the Council for Professional Recognition, is a Level 3 FastTrack Trainer with Louisiana Pathways, and is a reliable Infant, Toddler, and Pre-K CLASS Observer with Teachstone. In her work at The Center for Literacy and Learning she has assisted in the development of Early Childhood Growing Reading Brains, which takes educators on a journey to building the foundational skills necessary for literacy development and its connection to the CLASS tool. It is important to her that educators and families know the "why" behind the what, and that is what she is working towards each day.



Caryn Ward

Caryn Ward, PhD, is the Director of the National Implementation Research Network (NIRN) and Implementation Division Lead at Frank Porter Graham Child Development Institute within The University of North Carolina at Chapel Hill. Dr. Ward provides intensive, informed implementation supports to state and local education systems nationally through her work as the Director of the State Implementation and Scaling-up of Evidence-based Practices Center, a leader within the Region 7 Comprehensive Center, and the Principal Investigator for the Effective Implementation Cohort funded by Bill & Melinda Gates Foundation. In addition, she co-leads the development of several implementation capacity measures and fidelity measures.



Julie Washington

Julie Washington, Ph.D., is a Professor in the School of Education at the University of California – Irvine (UCI). Dr. Washington directs the Learning Disabilities Research Innovation Hub funded by the National Institutes of Health, Eunice Kennedy Shriver National Institute on Child Health and Human Development. She is also the director of the Dialect, Poverty, and Academic Success lab at UCI. Currently, Dr. Washington's research is focused on the intersection of literacy, language variation, and poverty. In particular, her work focuses on understanding the role of cultural dialect in assessment, identification of reading disabilities in school-aged African American children, and disentangling the relationship between language production and comprehension in development of reading and early language skills for children growing up in poverty.

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Kareem Weaver

Kareem Weaver is a Co-Founder and Executive Director of FULCRUM (Full and Complete Reading is a Universal Mandate), which partners with stakeholders to improve reading results for students. He is the Oakland NAACP's 2nd Vice President and Chair of its Education Committee; his advocacy is featured in the upcoming film The Right to Read. Mr. Weaver previously served as New Leaders' Executive Director of the Western Region and was an award-winning teacher and administrator. He has undergraduate degrees from Morehouse College and a master's in Clinical-Community Psychology from the University of South Carolina. Mr. Weaver believes in the potential of all students, the brotherhood of man, and the importance of service above self. His educational heroine, for literacy instruction, is the late Marva Collins.



Kerri Whipple

Kerri Whipple is the Director of Literacy at the South East Education Cooperative, one of seven Educational Service Agencies in North Dakota. She has worked at the district, regional, and state levels coordinating EL programs in North Dakota while serving on various statewide literacy and language committees. Kerri is passionate about educational equity and has provided technical assistance, preschool through high school coaching support, and professional learning opportunities in the areas of literacy and language for 20 years in the states of North Dakota, Minnesota, and South Dakota. Kerri holds both her Undergraduate degree in Elementary Education and her Master's degree in Reading Education from University of North Dakota, and was recently accepted as a doctoral student in the Reading Science program at Mount St. Joseph University.



Tracy White-Weeden

Dr. Tracy White-Weeden is a seasoned leader dedicated to advancing literacy success for all and academic excellence for children. She brings 28 years of experience to a calling of shaping dynamic systems-change so that children are well prepared for the realities of a 21st-century knowledge economy. White is also a relentless literacy advocate who frames literacy as a fundamental human right that transforms the family tree when evidence-based practices are scaled responsibly. Her life's work has been to position literacy success for all as a moral imperative that creates a place at the table for every child and adult, regardless of zip code or country of origin.



Daniel Willingham

Daniel Willingham earned his B.A. from Duke University in 1983 and his Ph.D. in Cognitive Psychology from Harvard University in 1990. He is currently a Professor of Psychology at the University of Virginia, where he has taught since 1992. Until about 2000, his research focused solely on the brain basis of learning and memory. Today, all of his research concerns the application of cognitive psychology to K-16 education. He writes the "Ask the Cognitive Scientist" column for American Educator magazine and is the author of several books including Raising Kids Who Read, The Reading Mind, and most recently Outsmart Your Brain. His writing on education has appeared in nineteen languages. In 2017 he was appointed by President Obama to serve as a Member of the National Board for Education Sciences.

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Nancy Young



Nancy Young is a Canadian educational consultant providing professional development in reading and writing instruction for an international audience. Her specialty areas include differentiation of literacy instruction and the use of skill-based movement to augment learning. A certified classroom teacher, Nancy is currently studying for her Doctor of Education (Ed.D.) degree focusing on the learning needs of young students who are gifted with co-occurring ADHD. Nancy is the creator of the Ladder of Reading & Writing, an infographic widely recognized as a valuable tool in helping educators and parents understand the wide continuum of ease as children learn to read and write. Nancy is the author of Secret Code Actions[™] (Teacher and Parent Editions), a unique resource she created to enhance any foundational reading and spelling program by weaving in FUN skill-based movements. Nancy's website is www.nancyyoung.ca

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Sounds-Write is a proven speech-to-print phonics program based on the science of reading, designed by teachers, for teachers.

This course has made me feel confident and excited about teaching phonics. I have already started using the lessons and can straight away see how the stripped-back approach, consistency of script, gestures and repetition make such a difference. I wish I knew all of this 20 years ago! - Jo, Teacher

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Heggerty is a literacy education company providing the #1 phonemic awareness curriculum and, new for 2023, the Bridge to Reading, Foundational Skills Curriculum for preschool and elementary classrooms. Founded nearly 20 years ago by Dr. Michael Heggerty, a reading instruction pioneer, we provide digital and print curriculum, classroom resources, and professional development to help educators empower the next generation of readers. The Heggerty curriculum can be found worldwide and we are proud to partner with more than half of all school districts in the U.S. to transform the way children learn to read.

Email: hello@heggerty.org Website: www.heggerty.org

Institute for Multi-Sensory Education



multi-sensorv

IMSE is an education pioneer and the leading provider of Structured Literacy solutions based on the Science of Reading that incorporates the Orton-Gillingham methodology and all five pillars of literacy to empower teachers from day one. IMSE's unmatched training and classroom programs deliver measurable growth for all students, enabling equity in literacy learning.

Email: info@imse.com Website: Imse.com

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Find out more at acadiencelearning.org





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The Instructional Coaching Group (ICG) provides research-based professional development so instructional coaches, teachers, and administrators can have successful coaching programs and reach goals with students. Developed by Jim Knight, ICG partners with schools and districts through virtual and in-person workshops, intensive institutes, an annual conference, and asynchronous courses to develop new coaching programs and improve existing coaching programs. Learn more at instructionalcoaching.com.

Email: hello@instructionalcoaching.com Website: www.instructionalcoaching.com

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Email: info@KendoreLearning.com Website: kendorelearning.com

Keys to Literacy

Keys to Literacy provides practical, engaging professional development to PreK-12 educators throughout the U.S. We provide research-based instructional practices for reading and writing. Educators and schools can access our professional learning through live-virtual or onsite training, facilitated online courses, or asynchronous online courses. We offer initial training, implementation coaching, and administrator training. Courses include: Keys to Beginning Reading, Key Comprehension Routine, Key Vocabulary Routine, Keys to Early Writing, Keys to Content Writing, and Understanding Dyslexia.

Email: info@keystoliteracy.com Website: www.keystoliteracy.com

Language Circle Enterprises

The Project Read[®] curriculum is an integrated language arts program designed to respect diverse learning profiles. The research-based and student-tested Project Read[®] programs are proven by performance and regarded by reputation for 50 years. Principles of the Project Read[®] instruction include direct, multisensory skill instruction and applying knowledge across curriculum content areas. Project Read[®] curriculum offerings include Phonics, Written Expression, and Reading Comprehension applicable for students grades K through 12.

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Letterland is a phonemic awareness, phonics, spelling, and handwriting program (PK-G3). Students learn sounds and phonics patterns through story-based characters that are visually embedded in letters. Letterland uses a structured, systematic phonics sequence aligned with Orton-Gillingham practices. Foundational reading skills are taught using a multi-sensory approach to activate learning through visuals, music, movement, art, and role-play. Research shows that this engaging and motivating curriculum allows students to quickly progress to word building, reading, and writing.

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Lexia Learning, a Cambium Learning Group company, is a structured literacy expert. For over 35 years, the company has focused solely on literacy, and today provides a full spectrum of solutions for both students and teachers. With robust offerings for differentiated instruction, personalized learning, assessment, and professional learning, Lexia helps more learners read, write and speak with confidence. For more information, visit www.lexialearning.com

All for Literacy. Because Literacy Can and Should be for All.

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Website: logicofenglish.com

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MOUNT ST. JOSEPH UNIVERSITY* Reading Science Program

Mount St. Joseph University Department of Education

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Improving Literacy 2 Silber Way Boston, MA 02115

National Center on Improving Literacy

The National Center on Improving Literacy (NCIL), operated by Boston University's Wheelock College of Education and Human Development with funding from the United States Department of Education, is a partnership among literacy experts, university researchers, and technical assistance providers from the University of Oregon, Florida State University, and RMC Research Corporation.

Our Mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacyrelated disabilities, including dyslexia.

Website: improvingliteracy.org/ Email: <u>nciliteracy@gmail.com</u>



Orton-Gillingham International

Orton-Gillingham International (O-GI) is an organization that places the effective Yoshimoto Orton Gillingham (Y-OG) method into the hands of educators. O-GI provides Basic, Advanced, Early, and Teen Literacy instruction, training, certification, resources, and consultation to ensure excellent outcomes for educators and their students. This SOR training provides the tools essential for student success in the full classroom, intervention, and special education training. We support leadership to ensure success.

Website: www.ortongillinghaminternational.org



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Phonic Books Ltd is a specialist publisher of decodable books for beginner, emergent, and older readers, founded in 2006 by three special needs teachers passionate about teaching all children to read. With a reputation for quality and effectiveness, the range has extended from the initial 10 titles to over 270 today and continues to grow, catering to students in Pre-K and Kindergarten to older readers in Middle School.

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Schools Cubed

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Sounds-Write is a proven speech-to-print phonics program based on the science of reading, designed by teachers, for teachers.

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The APPLE Group/Connections: OG in 3D

he Apple Group is a 501(c)(3) non-profit committed to teaching everyone to read. For the past 25 years, The APPLE Group has trained thousands of educators in multisensory structured literacy and has worked with school districts, universities, and legislators throughout the country teaching the science of reading. Accredited by The International Dyslexia Association at the Accredited Plus level, The APPLE Group provides training in Connections: OG in 3D, a comprehensive, structured literacy curriculum.

Email: info@applegroupdyslexia.com Web: www.applegroupdyslexia.com

THE CENTER *for* Literacy & Learning

3500 North Causeway Blvd., Suite 1240 Metairie, LA 70002 Phone: (833) 792-1874



103 Wyoming Street, Second Floor Syracuse, NY 13204 Phone: (315) 362-2026

The Center for Literacy & Learning

The Center for Literacy & Learning is a Louisiana-based nonprofit, we provide wrap-around literacy services in the classroom, home, and community so that we can improve life outcomes for all. The Center's professionals have special expertise in the areas of literacy, evidence-based teaching strategies, learning differences, tailored intervention, and building the capacity of teachers. We tackle real-time issues such as ways to move smoothly into instruction that meets the demands of state and local standards, remediating struggling readers, differentiating instruction, and building and sustaining collective collaborative capacity.

Plain Talk About Literacy and Learning[®], an annual three-day national institute focused on evidence-based research, strategies, and tactics is an information disseminating event for The Center for Literacy and Learning.

Email: learn@mycll.org Website: mycll.org

The Reading League

The Reading League (TRL) is a national education nonprofit led by educators and reading experts dedicated to promoting knowledge to reimagine the future of literacy education and accelerate the global movement toward reading instruction rooted in science. Our purpose is to increase knowledge of science-based approaches to teaching reading as well as research that demystifies how people learn to benefit the lives of millions of students. We train and support educators and school leaders. By extension, we also serve parents, specialists, and researchers.

Email: info@thereadingleague.org Website: www.thereadingleague.org



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The Rollins Center for Language & Literacy

Cox Campus, a FREE online learning community, is a part of a success story that began in 1938 with the Atlanta Speech School and subsequently the Rollins Center for Language & Literacy. In partnership with top experts like Dr. Margie Gillis, Dr. Deborah Glaser, Dr. Laura Justice, and Dr. Laura Rhinehart, Cox Campus brings science-backed practices front and center to classrooms. Our team works with schools, districts, and state agencies to customize professional development plans that radically improve teaching practices and ultimately achieve literacy and justice for every child.

Email: info@coxcampus.org Website: coxcampus.org



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Tools 4 Reading

Since its founding in 2010, Tools 4 Reading has empowered educators with the knowledge, skills, and resources necessary to ground literacy instruction in the science of reading. Our resources and professional learning experiences are easy to implement and designed to improve literacy instruction with any core reading program. Tools 4 Reading products and training include Kid Lips, Kid Lips Instructional Guide, Sound Wall Solutions, Phoneme/Grapheme Cards, The Reading Teacher's Top 10 Tools, and more.

Email: info@tools4reading.com Website: www.tools4reading.com

University of Florida Literacy Institute



0810 Norman Hall Gainesville, FL 32611 Email: UFLI@coe.ufl.edu Website: ufliteracy.org The UF Literacy Institute (UFLI, pronounced "you fly") believes that learning to read is one of the most important skills a child will ever learn, and teaching children to read is one of the most important jobs a teacher will ever have.

The team at UFLI works to positively impact the lives of teachers and their students through transformative teacher and reader development programs, including UF's Graduate Certificate in Dyslexia and UFLI Foundations, an explicit and systematic phonics program.

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Whole Phonics

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Wilson Language Training

Wilson Language Training[®] is a leading provider of professional learning and research-based reading and spelling curricula for all ages. Its multisensory structured literacy programs, Fundations[®], Just Words[®], and the Wilson Reading System[®], give educators the highly effective resources they need to help their students become fluent, independent readers.

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Visit https://www.zaner-bloser.com/reading/overview.php to learn more about the Superkids solutions, and our K-2 resources based on the science of reading, or contact us today.

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- 15. Tommy's Cuisine 746 Tchoupitoulas Street
- 16. Hilton New Orleans Riverside 2 Poydras Street



Suggestions from The Center

Walking Distance to the Hilton Riverside Hotel:

	Peche 800 Magazine Street	Must Order Item? Everything is amazing but if I had to choosethe Tuna dip!!	
	www.pecherestaurant.com	Why do you recommend this restaurant? This is one of Donald Link's restaurants, local chef, the freshest seafood, and just plain DELICIOUS!	
	Mr. Ed's Bar and Grill 512 Bienville Street mredsrestaurants.com/oyster-bar	Must Order Item? Charbroiled Oysters Rockerfeller	
2	Drago's Seafood Restaurant 2 Poydras St	Must Order Item? Drago's Original Charbroiled Oysters and the Flour De Lis Shrimp	
	dragosrestaurant.com	Why do you recommend this restaurant? Drago's is conveniently located at the Hilton, but it is also home to the original charbroiled oyster. Since 1969, the restaurant has served some of the best seafood in New Orleans with over 900 dozen oyster orders in a day.	
	Coterie Restaurant & Oyster Bar 135 Decatur Street coterienola.com	Must Order Item? Oysters! Shrimp and grits! Gumbo!	COLUMN TO A
		Why do you recommend this restaurant? Local Cajun owners and chefs: sports bar atmosphere	
	Gordon Biersch Brewery Restaurant 200 Poydras St	Must Order Item? Garlic Fries & Beer Burger	
	gordonbierschrestaurants.com	Why do you recommend this restaurant? The atmosphere and the in house brewed beer.	
	Cochon Butcher 930 Tchoupitoulas St	Must Order Item? All the Meats	
	cochonbutcher.com	Why do you recommend this restaurant? It's a great casual lunch or dinner spot with truly delicious food. Also a Donald Link restaurant - local restauranteur.	
	Seaworthy 930 Tchoupitoulas St seaworthynola.com	Must Order Item? Cajun Caviar, whole fried fish, cauliflower steak, seafood tower	
	Grand Isle 575 Convention Ctr. Blvd	Must Order Item? Shrimp Po-boy, crab dip	
	grandislerestaurant.com	Why do you recommend this restaurant? Fresh fish, local owners, GREAT atmosphere	



Suggestions from The Center

Walking Distance to the Hilton Riverside Hotel:

Mister Apple 201 N Peters St misterapple.net

Nola Caye 898 Baronne Street nolacaye.com

Tujagues 429 Decatur Street tujaguesrestaurant.com

Royal House 441 Royal St royalhouserestaurant.com

Ruby Slipper Cafe 200 Magazine St rubybrunch.com

Galatorie's 209 Bourbon St galatoires.com

Cafe Du Monde 813 Decatur St cafedumonde.com Must Order Item? pecan caramel apple, chocolate-covered strawberries

Why do you recommend this restaurant? I discovered this place years ago on one of my daughter and I many trips to New Orleans, it has become a favorite and a must stop on every visit!

Walking Distance or Car Ride

Must Order Item? Crispy Chicken Wings

Why do you recommend this restaurant? The mango, pineapple hot sauce is one of a kind and is bursting with flavor

Why do you recommend this restaurant? The restaurant recently moved from its previous location and the iconic sign still hangs in front of the old location

Must Order Item? French Onion Soup/Chargrilled Oysters

Must Order Item? You can't go wrong with "The Peacemaker," and try two different styles of Eggs Benedict!

Why do you recommend this restaurant? The atmosphere is super fun, the service is great, and the food comes out quickly!

Must Order Item? Meuniére Amandine with your favorite fish

Why do you recommend this restaurant? This location will forever be mentioned as a part of New Orleans culinary history. Jacket is required for men at this restaurant, and reservations are generally necessary, so please plan accordingly.

Must Order Item? Beignets and Cafe au lait Why do you recommend this restaurant? It is a beautiful walk from the hotel to the cafe along the river, but approximately 20 minutes in duration



Suggestions from The Center

Car Ride Distance from the Hilton Riverside

Tacos & Beer 1622 St Charles Ave facebook.com/tacosneworleans/

Merils

424 Girod St emerilsrestaurants.com/meril

Port of Call 838 Esplanade Avenue portofcallnola.com

Superior Seafood & Oyster Bar 4338 St. Charles Avenue superiorseafoodnola.com

Willa Jean 611 O'Keefe Ave willajean.com Must Order Item? everything is great, haven't had a bad experience with any menu items Why do you recommend this restaurant? Casual/fun place for anyone who enjoys Mexican food & a margarita. Also voted the best burger in NOLA. Great ambiance and people of all ages welcomed. Locally owned. A unique selection of food on the menu.

Must Order Item? Short Ribs! And any Nightly Special

Why do you recommend this restaurant? The atmosphere and food are fabulous

Why do you recommend this restaurant? Order a cheeseburger with a Windjammer to wash it down!

Why do you recommend this restaurant? This is a New Orleans staple - huge hamburgers and delicious drinks!

Must Order Item? Oysters & any seafood item

Why do you recommend this restaurant? Local favorite. Many seafood options to enjoy and also offer additional menu items.

Must Order Item? CORNBREAD! BBQ Shrimp toast, Biscuits and the Salted Honey Latte



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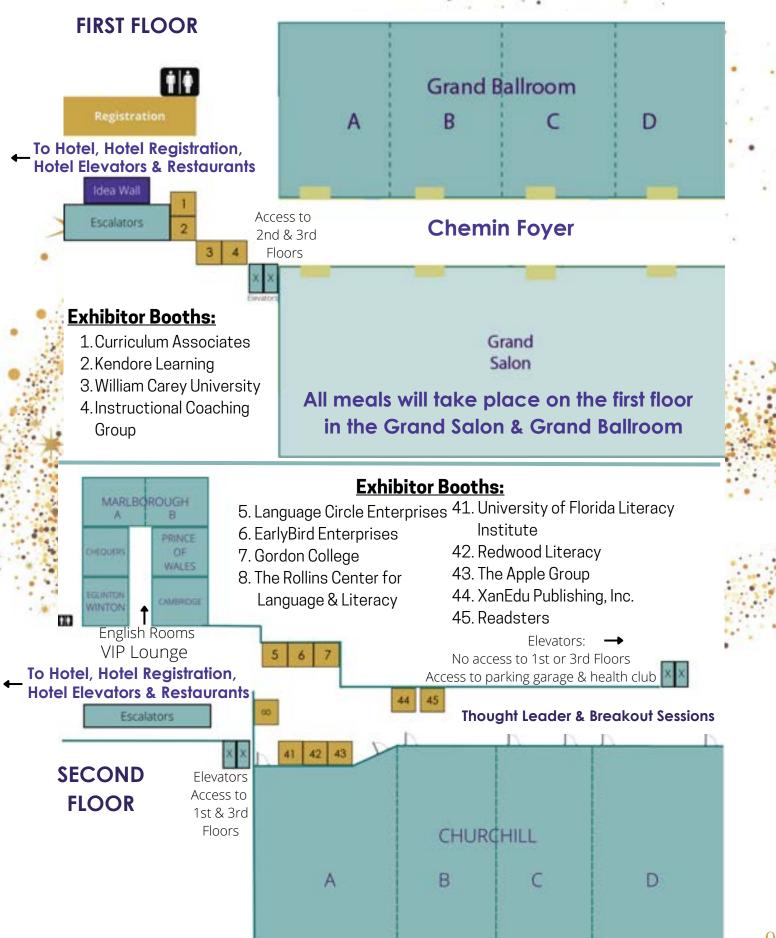


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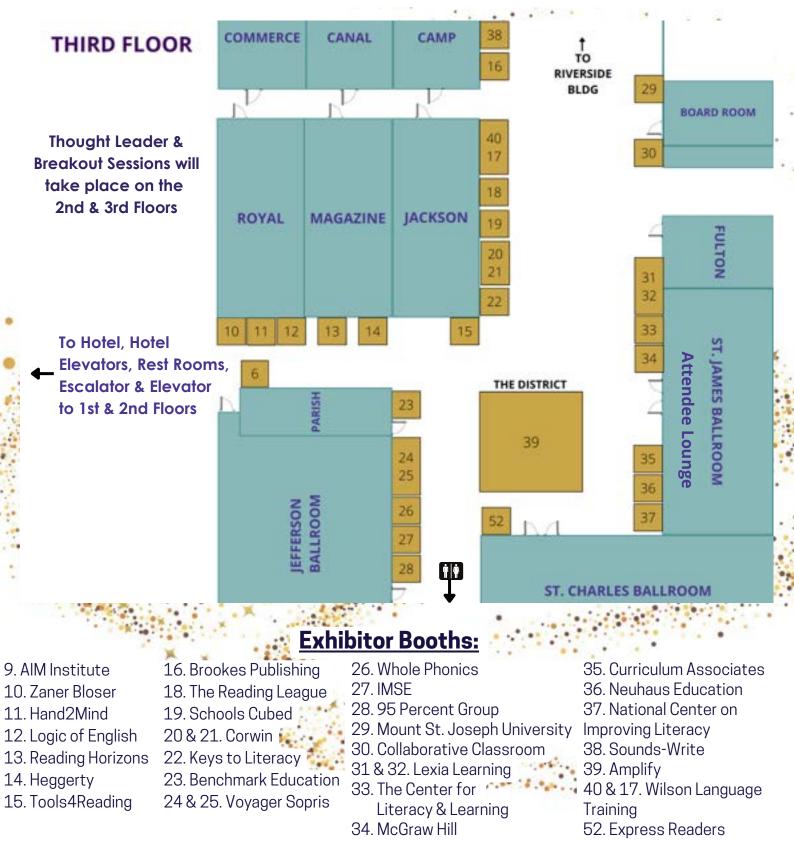
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Hilton Riverside Conference & Exhibitor Booth Map



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