



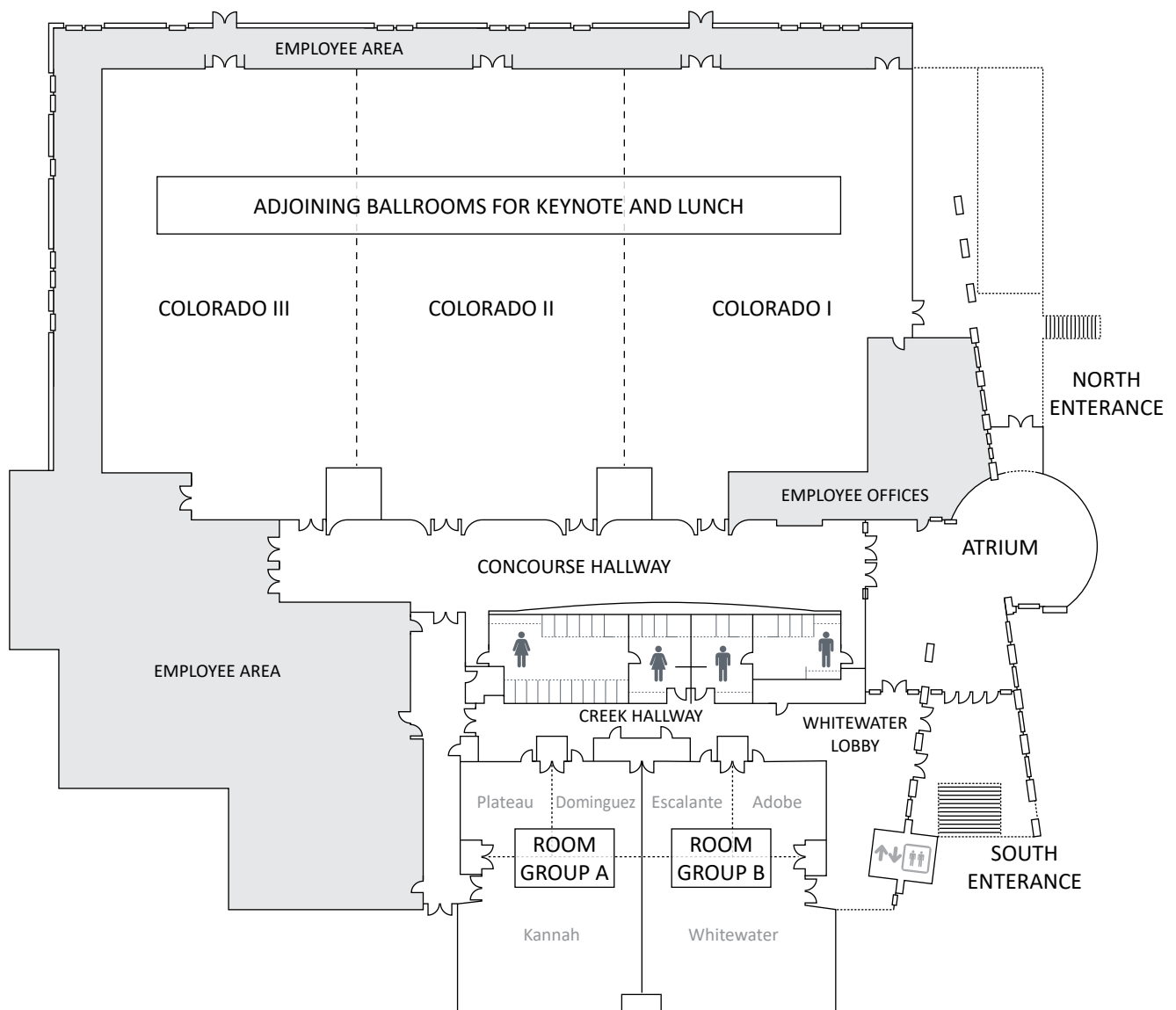
**COLORADO**  
Department of Education

# CDE READING CONFERENCE

October 10-11, 2019



Sponsored by the P-3 Literacy Team and  
Exceptional Student Services Unit



## Two Rivers Convention Center Grand Junction, Colorado

### PLEASE NOTE:

There will be a 15 minute ballroom reconfiguration process at the following times:

- 10:30 p.m. break on Thursday
- Lunch break on Thursday
- 9:15 a.m. break on Friday

Please help us make the reconfiguration swift by taking your personal belongings along as you exit the room.

# THURSDAY, OCTOBER 10, 2019

Registration  
Coffee and Tea

7:15 - 8:15 a.m.

Welcome

8:15 - 8:30 a.m.

Keynote

8:30 - 10:30 a.m.  
Adjoining Ballrooms

**Dr. Steve Dykstra**

*Why Don't They Understand  
How Wrong They Are?*

Break

10:30 - 10:45 a.m.

Please step outside for a moment  
while the ballroom is configured  
for individual meeting rooms.

## Breakout Session 1

10:45 a.m. - Noon

ROOM	SPEAKER	TITLE	MORE INFO
Colorado River I	<b>Dr. Steve Dykstra</b>	The Place for Reading and Language in Psychosocial Development	PAGE 6
Colorado River II	<b>Dr. Margie Gillis</b>	The Early Language and Literacy Initiative: A Play-Based Preschool Program	PAGE 8
Colorado River III	<b>William Van Cleave</b>	Syntax Matters: Developing Sentence Skills in Young Children	PAGE 9
Room Group A	<b>Linda Farrell</b>	Lose the Rules: Teaching Multi-Syllable Words Made Easy	PAGE 11
Room Group B	<b>Dr. Nancy Mather</b>	The Fundamentals of Dyslexia: Assessment, Part 1 Continuous, All-Day Session	PAGE 13

Lunch

Lunch provided by CDE.

Noon - 1 p.m.

Adjoining Ballrooms

THURSDAY SCHEDULE CONTINUED ON PAGE 2

## Breakout Session 2 1:15 - 2:30 p.m.

ROOM	SPEAKER	TITLE	MORE INFO
Colorado River I	<a href="#">Dr. Steve Dykstra</a>	An Introduction to Statistics and Research for People Who Hate Math	PAGE 6
Colorado River II	<a href="#">Dr. Margie Gills</a>	Grammar and Syntax: The Building Blocks of Comprehending and Writing Sentences	PAGE 8
Colorado River III	<a href="#">William Van Cleave</a>	Developing Foundational Writing Skills at the Paragraph Level	PAGE 9
Room Group A	<a href="#">Linda Farrell</a>	Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers	PAGE 11
Room Group B	<a href="#">Dr. Nancy Mather</a>	The Fundamentals of Dyslexia: Assessment, Part 2	PAGE 13

## Break 2:30 - 2:45 p.m.

## Breakout Session 3 2:45 - 4 p.m.

ROOM	SPEAKER	TITLE	MORE INFO
Colorado River I	<a href="#">Dr. Steve Dykstra</a>	The Place for Reading and Language in Psychosocial Development	PAGE 6
Colorado River II	<a href="#">Dr. Margie Gillis</a>	Literacy 101: What Every Administrator Should Know	PAGE 8
Colorado River III	<a href="#">William Van Cleave</a>	The Motor Component- Handwriting and Keyboarding in the 21st Century	PAGE 9
Room Group A	<a href="#">Linda Farrell</a>	A New Phonics Based Approach to Teaching High Frequency Words	PAGE 11
Room Group B	<a href="#">Dr. Nancy Mather</a>	The Fundamentals of Dyslexia: Assessment, Part 3	PAGE 13



# FRIDAY, OCTOBER 11, 2019

## Welcome

8 - 8:10 a.m.

## Keynote

8:10 - 9:15 a.m.  
Adjoining Ballrooms

**Dr. Margie Gillis**

*One Teacher at a Time:  
Supporting Teachers' Knowledge  
of the Science of Reading*

## Break

9:15 - 9:30 a.m.

Please step outside for a moment while the ballroom is configured for individual meeting rooms.

## Breakout Session 1

9:30 - 10:45 a.m.

ROOM	SPEAKER	TITLE	MORE INFO
Colorado River I	<b>Dr. Nancy Mather</b>	The Fundamentals of Dyslexia: Interventions, Part 1 Continuous, All-Day Session	PAGE 13
Colorado River II	<b>Anji Gallanos</b> <b>Dr. Kristie Kauerz</b>	Preschool through Third Grade in Colorado	PAGE 15
Colorado River III	<b>William Van Cleave</b>	Word Smarts: Using Morphology to Develop Vocabulary and Spelling	PAGE 10
Room Group A	<b>Linda Farrell</b>	Lose the Rules: Teaching Multi-Syllable Words Made Easy	PAGE 12
Room Group B	<b>Dr. Susan Hall</b>	10 Success Factors for Getting the Best Results From Your Literacy MTSS	PAGE 14

## Break

10:45 - 11 a.m.

FRIDAY SCHEDULE CONTINUED ON PAGE 4

## Breakout Session 2 11 a.m. - 12:15 p.m.

ROOM	SPEAKER	TITLE	MORE INFO
Colorado River I	<b>Dr. Nancy Mather</b>	The Fundamentals of Dyslexia: Interventions, Part 2	PAGE 13
Colorado River II	<b>Dr. Margie Gillis</b>	Literacy 101: What Every Administrator Should Know	PAGE 8
Colorado River III	<b>William Van Cleave</b>	Developing Foundational Writing Skills at the Paragraph Level	PAGE 10
Room Group A	<b>Linda Farrell</b>	A New Phonics Based Approach to Teaching High Frequency Words	PAGE 12
Room Group B	<b>Dr. Susan Hall</b>	Fast Track Students to Read Multi-syllable Words in Five Minutes a Day	PAGE 14

## Lunch

Lunch provided by CDE.

12:15 - 1 p.m.

Adjoining Ballrooms

## Breakout Session 3 1:15 - 2:30 p.m.

ROOM	SPEAKER	TITLE	MORE INFO
Colorado River I	<b>Dr. Nancy Mather</b>	The Fundamentals of Dyslexia: Interventions, Part 3	PAGE 13
Colorado River II	<b>Dr. Margie Gillis</b>	Grammar and Syntax: The Building Block of Comprehending and Writing Sentences	PAGE 8
Colorado River III	<b>William Van Cleave</b>	Vocabulary: Valid, Viable, and Vigorous Instruction	PAGE 10
Room Group A	<b>Linda Farrell</b>	Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers	PAGE 12
Room Group B	<b>Dr. Susan Hall</b>	10 Success Factors for Getting Best Results From Your Literacy MTSS	PAGE 14

# KEYNOTE SPEAKER - THURSDAY

## Steve Dykstra, Ph.D



Dr. Steven Dykstra is a psychologist from Milwaukee Wisconsin, where he does writing, speaking, and advocacy on the subject of reading and literacy. In his “day job” he serves children and families with a wide range of mental health and other concerns, for whom challenges to literacy are often overlooked as both cause and consequence of their circumstances. Dr. Dykstra believes knowing and sharing the history of how we got to where we are will help take us to where we need to go by giving us new insights into why we choose and behave as we do. He relies on data, humor, history, anything and everything, but especially metaphor to help us see things in new ways.

THURSDAY

### Thursday Keynote:

#### Why Don't They Understand How Wrong They Are?

**Description:** Whichever side of the reading fence you're on, it pays to take a moment and understand how our shared history put us where we are. We are all very much the product of other people's choices, which set the stage for our own. In what promises to be wide-ranging, provocative, and (hopefully) two hours, Dr. Dykstra will take you back to early 19th century Boston, forward through the protests and unrest of the late 60's, and up through modern brain imagining, with some side trips to human behavior science, math-free statistics, genetics, and bunch of other stuff. Half sermon, half treatise, and half group-therapy session (two hours is enough time for three halves) Dr. Dykstra will do his best to show us how we got here, where that is, and how we might find the courage to do better.

**Thursday: 8:30 - 10:30 a.m., Adjoining Ballrooms**

Steve Dykstra's presentation descriptions continue on page 6.

## Steve Dykstra, Ph.D

### THURSDAY PRESENTATIONS - Colorado River Room I

THURSDAY

#### The Place for Reading and Language in Psychosocial Development

**Presentation Description:** We all talk about psychosocial development, and social-emotional learning, but do we really understand what that is or how we can shape it? Dr. Dykstra will discuss three factors which make us human, form the foundation for development, how they play out in our modern world, and why reading and literacy play a central part in what we are, today.

**Breakout Session 1**  
**Thursday, 10:45 a.m. - Noon**

#### An Introduction to Statistics and Research for People Who Hate Math

**Presentation Description:** Research involves statistics and statistics are math, and that's enough to keep a lot of people away. Dr. Dykstra will help people understand statistics and research design, how they go together, and how to consume statistics and without doing math. Learn the common foundations for all statistics, why you should be a confident skeptic, and how to holes and outright lies found in a lot of research. We'll look at the biggest studies of some popular programs, and learn why effect sizes are over used and the WWC isn't everything you think it is. It'll be fun, really!

**Breakout Session 2**  
**Thursday, 1:15 - 2:30 p.m.**

#### The Place for Reading and Language in Psychosocial Development

**Presentation Description:** We all talk about psychosocial development, and social-emotional learning, but do we really understand what that is or how we can shape it? Dr. Dykstra will discuss three factors which make us human, form the foundation for development, how they play out in our modern world, and why reading and literacy play a central part in what we are, today.

**Breakout Session 3**  
**Thursday, 2:45 - 4 p.m.**





# KEYNOTE SPEAKER - FRIDAY



## Margie Gillis, Ed.D

Margie B. Gillis, Ed.D is a Certified Academic Language Therapist who became interested in reading while at the University of Connecticut where she studied with Isabelle Liberman. In 2009, Margie founded Literacy How, Inc. a non-profit organization, to provide professional development opportunities for teachers on how best to implement research-based reading practices in the classroom. As president of Literacy How and as a Research Affiliate at Haskins Laboratories, Margie creates new opportunities to empower teaching excellence.

In 2010, Margie founded the Anne E. Fowler Foundation to continue to work of her mentor Anne Fowler. The Foundation supports scholarships for teachers for graduate work in reading and language development. She is the co-founder and former president of Smart Kids with Learning Disabilities, the former president of the CT Branch of the International Dyslexia Association, a board member of the Dyslexia Society of CT and New Alliance Foundation, and a professional advisor for Understood and ReadWorks.

FRIDAY

### Friday Keynote:

#### One Teacher at a Time:

#### Supporting Teachers' Knowledge of the Science of Reading

**Description:** Most teachers, even those who are content area teachers, are expected to teach their students reading skills; however, the vast majority of these teachers are unprepared and/or unsupported to accomplish this task. As a profession, we must consider how to better prepare and support teachers to teach reading. Solutions will be proposed to address teachers' need for substantive learning opportunities to apply the science of reading.

**Friday: 8:10 - 9:15 a.m. - Adjoining Ballrooms**

Margie Gillis' presentation descriptions continue on page 8.

## Margie Gillis, Ed.D

### THURSDAY PRESENTATIONS: Colorado River Room II

THURSDAY

#### The Early Language and Literacy Initiative: A Play-based Preschool Program

**Presentation Description:** This session will describe a preschool program that teaches language and literacy skills in a play-based environment using developmentally appropriate practices. Participants will learn about three aspects of the ELLI approach – the use of complex environments, role-playing to build vocabulary and background knowledge, and invented writing to reinforce the alphabetic principle and foundational literacy skills.

**Breakout Session 1**  
Thursday, 10:45 - Noon

#### Grammar and Syntax: The Building Blocks of Comprehending and Writing Sentences

**Presentation Description:** In order to read fluently and comprehend connected text, students must know how to read and write a variety of sentences that are included in all their texts. This means that teachers must understand why grammar is important and how to teach it. Participants will learn how to support students' reading fluency and comprehension by teaching phrasing and sentence structure with a focus on oral language and written expression.

**Breakout Session 2**  
Thursday, 1:15 - 2:30 p.m.

#### Literacy 101: What Every Administrator Should Know

**Presentation Description:** This session will use the Golden Circle concept to explain the why, the how, and the what of Literacy How's coaching model. Our why – or purpose – will present the rationale for the work that we do, our how will describe the embedded coaching that we provide for teachers, and the what will explain our content – the science of teaching reading. Administrators who are expected to be instructional literacy leaders in their districts and buildings will be empowered with background knowledge and armed with suggestions for supporting their teachers.

**Breakout Session 3**  
Thursday, 2:45 - 4 p.m.



### FRIDAY PRESENTATIONS: Colorado River Room II

FRIDAY

#### Literacy 101: What Every Administrator Should Know

**Presentation Description:**  
Please see above description for Thursday, Breakout Session 3.

**Breakout Session 2**  
Friday, 11 a.m. - 12:15 p.m.

#### Grammar and Syntax: The Building Blocks of Comprehending and Writing Sentences

**Presentation Description:** In order to read fluently and comprehend connected text, students must know how to read and write a variety of sentences that are included in all their texts. This means that teachers must understand why grammar is important and how to teach it. Participants will learn how to support students' reading fluency and comprehension by teaching phrasing and sentence structure with a focus on oral language and written expression.

**Breakout Session 3**  
Friday, 1:15 - 2:30 p.m.

# BREAKOUT SPEAKERS AND SESSIONS



## William Van Cleave

William Van Cleave is in private practice as an educational consultant whose specialties include morphology and written expression. A nationally recognized speaker, he has presented on effective teaching practices at conferences and schools around the country since 1995. While his own background is in language-based learning difficulties, the strategies William promotes are effective for students of all skill levels and abilities. His high level of enthusiasm and energy, his interactive style, and his passion for working with teachers make him an effective presenter, whether he is visiting a school and sharing with its faculty or presenting at a national conference. He has provided professional development at state education conferences; dyslexia and learning disabilities conferences; E.L.L. conferences; and private and public schools, both specialized and mainstream.

## THURSDAY PRESENTATIONS: Colorado River III

THURSDAY

### Syntax Matters: Developing Sentences Skills in Young Students

**Presentation Description:** In this interactive, hands-on session, the presenter will introduce research-based strategies to develop elementary students writing skills. First, he will explore oral language activities that can help students develop their writing skills. He will outline elements of an effective sentence structure lesson and introduce effective strategies and activities designed to help students understand the way words and groups of words work together.

**Breakout Session 1**  
Thursday, 10:45 a.m. - Noon

### Developing Foundational Writing Skills at the Paragraph Level

**Presentation Description:** In this session participants will examine the structure of a paragraph, with highlighted activities designed to develop topic, supporting, and concluding sentences for struggling younger writers. Participants will take away activities they can use right away with their students.

**Breakout Session 2**  
Thursday, 1:15 - 2:30 p.m.

### The Motor Component, Handwriting and Keyboarding in the 21st Century

**Presentation Description:** In this hands on interactive workshop, Van Cleave covers the most up to date research on importance of handwriting to student learners. He then helps participants explore effective strategies to teach students good, legible handwriting . He instructs participants on proper positioning and formation with the goal automatizing students' handwriting, so they can attend to other components of written expression. Benefits of manuscript and cursive will be discussed as well.

**Breakout Session 3**  
Thursday, 2:45 - 4 p.m.

William Van Cleave's presentation descriptions continue on page 10.

# BREAKOUT SPEAKERS AND SESSIONS

## William Van Cleave

### FRIDAY PRESENTATIONS: Colorado River III

FRIDAY

#### Word Smart: Using Morphology (Bases and Affixes) to Develop Vocabulary and Spelling Skills

**Presentation Description:** An understanding of morphology, or the meaning parts that comprise words, is invaluable for developing students' vocabulary and spelling skills. In this interactive, hands-on workshop, Van Cleave engages participants in an introduction to morphemic awareness and then a study of morphology-based vocabulary strategies. Participants work with constructing and deconstructing words and how this work can impact students' literacy skills. They practice with each concept and leave with strategies they can use to build their students' vocabulary the very next day!

**Breakout Session 1**  
Friday, 9:30 - 10:45 a.m.

#### Developing Foundational Writing Skills at the Paragraph Level

**Presentation Description:** In this session participants will examine the structure of a paragraph, with highlighted activities designed to develop topic, supporting, and concluding sentences for struggling younger writers. Participants will take away activities they can use right away with their students.

**Breakout Session 2**  
Friday, 11 a.m. - 12:15 p.m.

#### Vocabulary: Valid, Viable, and Vigorous Instruction

**Presentation Description:** In this hands-on, interactive workshop, Van Cleave uses his voluminous experience to present a vast array of techniques to improve the vigor of your instruction on the vexing topic of vocabulary. Using Beck's three-tiered vocabulary model to frame his discussion, he shares techniques designed to increase depth of both your instruction and your students' understanding. Van Cleave explains the virtue of each strategy with vivid examples, and you have the opportunity to practice so that you can implement techniques with your students immediately. If you want to improve the versatility and volume of your students' vocabulary, you won't want to miss this voyage with Van Cleave.

**Breakout Session 3**  
Friday, 1:15 - 2:30 p.m.







## Linda Farrell

Volunteering to teach adult struggling readers was a natural for Linda, who is a former English teacher, school counselor, and lifelong bookworm. Linda met her mentor, Dr. Louisa Moats, while she was volunteering to teach adults to read. She has since coauthored the *Teaching Reading Essentials Program Guide and Coaches Guide* with Dr. Moats. Linda is also coauthor, with Michael Hunter, of *Phonics Blitz™* (1st Edition), *Phonics Boost™*, and the *Diagnostic Decoding Surveys*. Linda was a National LETRS Trainer with Dr. Moats for seven years. She has been presenting workshops, giving speeches, authoring publications, and developing reading assessment and instructional materials for more than ten years. To keep her skills fresh and innovative, Linda works with struggling readers of all ages whenever she gets the chance to do so.

## THURSDAY PRESENTATIONS: Room Group A

### THURSDAY

### Lose the Rules: Teaching Multi-Syllable Words Made Easy

**Presentation Description:** Learn how to teach students to easily and accurately read and spell long words. The secret is to focus on vowels, not rules. Participants will learn to use multi-sensory techniques to teach student to break words into syllables for reading and spelling. See a video of a real student who struggles with reading using the techniques. The “lose the rules” method is explicit and systematic, and it is easy for the teacher and the students. Use what you learn in this workshop to help kindergarten students read words such as *batman*, *sunset*, *picnic*, and even *penmanship*. Students in grades 1–3 can learn to easily read words such as *admonish*, *tranquilize*, and *catastrophic*.

**Breakout Session 1**  
**Thursday, 10:45 a.m. - Noon**

### Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers

**Presentation Description:** Teachers use both leveled and decodable readers for beginning reading instruction. The two types of readers are based on different instructional philosophies, sometimes at cross-purposes. Learn the specific differences between the two types of readers and how to use each effectively with beginning readers. Linda will examine and compare examples of leveled readers and decodable readers. She will also demonstrate how to use each type of reader so beginning readers develop accurate, fluent decoding while building vocabulary and background knowledge necessary for reading comprehension.

**Breakout Session 2**  
**Thursday, 1:15 - 2:30 p.m.**

### A New, Phonics-Based Approach to Teaching High Frequency Words

**Presentation Description:** High frequency words are traditionally taught separately from phonics. They may be introduced to students in the order of their frequency, grouped by subject (colors, numbers, etc.), or because they are words in a text the students are reading. While this approach may work for many students, struggling readers often have difficulty reading and spelling high frequency words such as *saw*, *was*, *where*, *were*, etc. In this session learn to organize and teach the words in any high frequency list (Dolch, Fry, etc.) using a phonics-based instructional sequence, including techniques for teaching students to read and spell the 50 or so high frequency words that don’t fit into phonics instruction because of their irregular spellings. Also, learn how to help students who struggle with confusions such as *was/saw* and *were/here*. Teachers who have used this approach to teaching high frequency words say that all students, not just struggling readers, read and spell high frequency words with much higher accuracy than using the traditional approach.

**Breakout Session 3**  
**Thursday, 2:45 - 4 p.m.**

Linda Farrell’s presentation descriptions continue on page 11.

# BREAKOUT SPEAKERS AND SESSIONS



**Linda Farrell**

## FRIDAY PRESENTATIONS: Room Group A

FRIDAY

### **Lose the Rules: Teaching: Multi-Syllable Word Made Easy**

**Presentation Description:** Learn how to teach students to easily and accurately read and spell long words. The secret is to focus on vowels, not rules. Participants will learn to use multi-sensory techniques to teach student to break words into syllables for reading and spelling. See a video of a real student who struggles with reading using the techniques. The “lose the rules” method is explicit and systematic, and it is easy for the teacher and the students. Use what you learn in this workshop to help kindergarten students read words such as batman, sunset, picnic, and even penmanship. Students in grades 1–3 can learn to easily read words such as admonish, tranquilize, and catastrophic.

**Breakout Session 1**  
**Friday, 9:30 - 10:45 a.m.**

### **A New, Phonics-Based Approach to Teaching High Frequency Words**

**Presentation Description:** High frequency words are traditionally taught separately from phonics. They may be introduced to students in the order of their frequency, grouped by subject (colors, numbers, etc.), or because they are words in a text the students are reading. While this approach may work for many students, struggling readers often have difficulty reading and spelling high frequency words such as saw, was, where, were, etc. In this session learn to organize and teach the words in any high frequency list (Dolch, Fry, etc.) using a phonics-based instructional sequence, including techniques for teaching students to read and spell the 50 or so high frequency words that don’t fit into phonics instruction because of their irregular spellings. Also, learn how to help students who struggle with confusions such as was/saw and were/here. Teachers who have used this approach to teaching high frequency words say that all students, not just struggling readers, read and spell high frequency words with much higher accuracy than using the traditional approach.

**Breakout Session 2**  
**Friday, 11 a.m. - 12:15 p.m.**

### **Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers**

**Presentation Description:** Teachers use both leveled and decodable readers for beginning reading instruction. The two types of readers are based on different instructional philosophies, sometimes at cross-purposes. Learn the specific differences between the two types of readers and how to use each effectively with beginning readers. Linda will examine and compare examples of leveled readers and decodable readers. She will also demonstrate how to use each type of reader so beginning readers develop accurate, fluent decoding while building vocabulary and background knowledge necessary for reading comprehension.

**Breakout Session 3**  
**Friday, 1:15 - 2:30 p.m.**



## Nancy Mather, Ph.D

Nancy Mather is a Professor Emerita at the University of Arizona in Tucson in the Department of Disability and Psychoeducational Studies. She has served as a learning disabilities teacher, a diagnostician, a university professor, and an educational consultant. She has published numerous articles and books and conducts workshops on assessment and instruction both nationally and internationally. Dr. Mather is a co-author of the Woodcock-Johnson IV and has co-authored two books on interpretation and application of the WJ IV. Her most recent book on dyslexia is: *Essentials of Dyslexia: Assessment and Intervention* (Mather & Wendling, 2012) and on learning disabilities: *Learning Disabilities and Challenging Behaviors* (Mather, Goldstein, & Eklund, 2015).

### THURSDAY PRESENTATIONS: Room Group B

THURSDAY

#### The Fundamentals of Dyslexia: Assessment

**Presentation Description:** This session will address the definition of dyslexia; the importance of assessing cognitive and linguistic processes, including phonological awareness, orthographic coding, and rapid automatized naming, as well as the specific achievement areas of decoding, spelling, and reading fluency. In addition, the presenter will discuss several challenges inherent in the assessment of dyslexia including: early identification of children; accurate diagnosis of twice exceptional students; and students with co-occurring disorders, such as ADHD and language impairment. (This is an extended session and includes times for breakout session 1, 2, & 3 on Thursday)

##### Part 1

##### Breakout Session 1

Thursday, 10:45 - Noon

##### Part 2

##### Breakout Session 2

Thursday, 1:15 - 2:30 p.m.

##### Part 3

##### Breakout Session 3

Thursday, 2:45 - 4 p.m.

### FRIDAY PRESENTATIONS: Colorado River Room I

FRIDAY

#### The Fundamentals of Dyslexia: Interventions

**Presentation Description:** This session will focus on the development of basic reading and spelling skills and provide examples of several evidence-based interventions to address difficulties with phonological awareness, decoding, reading fluency, and spelling. In addition, the presenter will discuss the importance of enhancing teacher knowledge of scientifically-based reading instruction. (This is an extended session and includes times for breakout session 1, 2, & 3 on Friday.)

##### Part 1

##### Breakout Session 1

Friday, 9:30 - 10:45 a.m.

##### Part 2

##### Breakout Session 2

Friday, 11 a.m. - 12:15 p.m.

##### Part 3

##### Breakout Session 3

Friday, 1:15 - 2:30 p.m.

# BREAKOUT SPEAKERS AND SESSIONS



## Susan Hall, Ed.D

Susan Hall, Ed.D, is co-founder and CEO of *95 Percent Group Inc.*, an educational company whose mission is to help teachers and administrators identify and address the needs of struggling readers. Susan is a nationally recognized leader in RTI/MTSS and is especially known for her expertise on how to use assessment data to differentiate instruction for Tiers 2 & 3. The focus of her company is on developing the foundational knowledge of teachers about reading science and providing them tools to deliver evidence-based instructional strategies.

She is the author or co-author of eight books including *I've DIBEL'd, Now What?* (2 editions), *Implementing Response to Intervention*, *Jumpstart RTI*, and *10 Success Factors for Literacy Intervention: Getting Results with MTSS in Elementary Schools*. Susan co-authored three publications with Louisa Moats: *Straight Talk About Reading*, *Parenting a Struggling Reader*, and *LETRS Module 7*, (2nd edition).

## FRIDAY PRESENTATIONS: Room Group B

FRIDAY

### 10 Success Factors for Getting the Best Results From Your Literacy MTSS

**Presentation Description:** Regardless of how long you've been implementing RTI/MTSS, many K-8 schools are not getting the full benefit from their efforts and therefore they aren't experiencing the high acceleration of student reading scores that is possible. This happens when schools leave out one or more of the critical components that lead to success. We'll discuss the 10 most important factors present in schools that are getting results from their literacy MTSS and show you how to bring these critical element to your school.

This presentation is based upon the publication, *10 Success Factors for Literacy Intervention: Getting Results with MTSS in Elementary Schools* by Susan Hall, Co-Founder and CEO, 95 Percent Group.

**Breakout Session 1**  
Friday, 9:30 - 10:45 a.m.

### Fast Track Students to Read Multi-syllable Words in Five Minutes a Day

**Presentation Description:** A key issue for struggling readers in 3rd grade and above is reading multisyllable words. Decoding is essential and impacts reading accuracy, fluency, and comprehension. In this interactive session, participants practice a four-step technique to show students how to recognize patterns, identify sounds, and apply syllable division rules. Students will be fully engaged pointing to vowels, and using hand gestures to demonstrate recognition of the syllable type.

We'll share unique gestures for each syllable type, to ensure that students can confidently conquer multisyllable words. Session participants will leave ready to introduce this practical and interactive routine to their students the very next day.

**Breakout Session 2**  
Friday, 11 a.m. - 12:15 p.m.

### 10 Success Factors for Getting the Best Results from Your Literacy MTSS

**Presentation Description:** Regardless of how long you've been implementing RTI/MTSS, many K-8 schools are not getting the full benefit from their efforts and therefore they aren't experiencing the high acceleration of student reading scores that is possible. This happens when schools leave out one or more of the critical components that lead to success. We'll discuss the 10 most important factors present in schools that are getting results from their literacy MTSS and show you how to bring these critical element to your school.

This presentation is based upon the publication, *10 Success Factors for Literacy Intervention: Getting Results with MTSS in Elementary Schools* by Susan Hall , Co-Founder and CEO, 95 Percent Group.

**Breakout Session 3**  
Friday, 1:15 - 2:30 p.m.





## Kristie Kauerz, Ed.D

Kristie Kauerz is the director of the National P-3 Center and associate clinical professor at University of Colorado Denver's School of Education and Human Development. Kristie specializes in education reform efforts that address the continuum of learning from birth through 3rd grade, integrating birth-to-five system building and K-12 reforms.

Kristie's expertise spans policy, research, and practice. Her P-3 work is anchored in collaborations with school districts, state agencies, and early learning stakeholders. Her research interests straddle the paradigmatic, pedagogical, and policy divides that exist between birth-to-five and K-12 systems. Kristie focuses on both the organizational reforms and the cognitive sensemaking necessary to build learning continua that support children's development, learning, and lifelong success.

An important aspect of Kristie's work is designing and delivering professional learning opportunities that strengthen the relationships and organizational strategies necessary to implement P-3 alignment efforts in districts, states, and communities. Kristie designed and directed the Washington P-3 Executive Leadership Certificate Program, a credit-bearing course of study that co-enrolled administrators from early learning and K-12. She has also led the National P-3 Institute since 2008.

Kristie's authorship includes numerous articles, book chapters, and reports on topics ranging from state kindergarten policies to early childhood governance to P-3 policy alignment. Kauerz was lead author on the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches, a tool used around the country to guide school, district, and community alignment efforts. She co-authored the original Washington State Early Learning and Development Benchmarks and a book on improving the early care and education teaching workforce. She is co-editor of the book Early Childhood Systems: Transforming Early Learning.

Kristie holds a B.A. in political science from Colorado College, an M.A. in international development from American University, and a doctorate in early childhood policy from Teachers College at Columbia University.

## Anji Gallanos

Anji Gallanos serves as the Preschool through Third Grade Director for the Colorado Department of Education. She will be co-presenting with Kristie.

## FRIDAY PRESENTATION: Colorado River Room II

FRIDAY

### Preschool through Third Grade in Colorado

**Presentation Description:** If educators and leaders are to make a significant impact on the readiness of our nation's future workforce, interventions and strategies to address gaps in learning and specifically reading, must begin earlier than third grade. Teachers and school leaders can make equity-focused unique supports children in this age range need to succeed. However, in some cases, programs that support children on their path to academic success are disconnected-especially for children most at risk of school failure. Preschool through third grade (P-3) alignment and coherence is a critical structure that can support cohesion in learning for students and support alignment for practitioners. This presentation will focus on how educators and leaders can support preschool through third grade students. The presenters will cover some of the important Colorado data that frames the need for consistent educational alignment, understand grade to grade transition supports and discuss practical shifts in practice that can support alignment.

#### Breakout Session 1

Friday, 9:30 - 10:45 a.m.

NOTES

## NOTES

# CONTACT US

## Exceptional Student Services Unit Structured Literacy Project (SiMR)



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Department of Education

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