Day One

"You Touch the Future; You Teach" – *Mark Weakland*

Dyslexia, a condition brought about by differences in brain wiring, can manifest as strengths in creativity and reasoning but great difficulties with learning to read, write, and spell. The condition cannot be "cured" but with the right supports, children with dyslexia can become successful students and adults. Whether you are teaching in-person or online, we gather together in this conference to learn more ways to help students who have or may have dyslexia, and to celebrate the job we are already doing: creating hope-filled, positive futures through our teaching.

MORNING SESSIONS • 9:40 am - 12:10 pm

Choose ONE Full Morning Session OR TWO 70-Minute Sessions • *One mid-morning break*

Full Morning Session • 9:40 am – 12:10 pm

A-1: Making Best Use of Structured Literacy to Help Students with Dyslexia – *Marsha Geller*

Research suggests Structured Literacy as a recommended approach for all students and emphasizes it as a necessary approach for students with dyslexia. Examine what makes Structured Literacy different from other reading approaches. Discover the elements that must be included in a Structured Literacy reading approach and the instructional methods that guide it. Explore a teaching sequence and specific activities you can implement right away in your in-person or online teaching.

Team Discount

ONE DAY
One Person: $289

BOTH DAYS
One person: $479

Team of 3+: $459 per person when enrolled at the same time

First 70–Minute Morning Sessions
9:40 – 10:50 am

CHOOSE ONE: A-2 or A-3

A-2: Strengthening Phonemic Proficiency: Beyond Onset and Rime – *Andrew Stetkevich*

Though essential for reading fluency, many students with dyslexia have extreme difficulty developing and mastering phonemic awareness with instant automaticity. Discover complex phonemic proficiency tasks and activities that support fluent word recognition and spelling. Explore chaining routines for your in-person or online instruction, involving substitution, deletion, and addition of phonemes in words. Support students' orthographic mapping of letter sequences in words to attain true word level reading fluency.

A-3: Highly Effective Instructional Techniques for Students with Dyslexia – *Mark Weakland*

Learn seven instructional techniques useful for teaching any content and especially helpful to students who have or may have dyslexia. Practice classroom activities that incorporate techniques such as multi-modal teaching, multi-sensory instruction, and instant error correction. Discover the power of distributed practice and descriptive reinforcement for effectively delivering content. Handwriting instruction and its implications for students with dyslexia will also be discussed.

Second 70–Minute Morning Sessions
11:00 am – 12:10 pm

CHOOSE ONE: A-4 or A-5

A-4: Explicit Vocabulary Instruction: Accelerate Reading Fluency and Comprehension – *Andrew Stetkevich*

Building vocabulary so that decoded words can more easily be translated into reading words with automaticity is essential for students with dyslexia. Otherwise, automaticity in decoding, expression, and phrasing may be adversely affected. Discover explicit strategies and routines to help students with dyslexia learn and retain vocabulary for easier retrieval during reading tasks. Walk away with strategies that you can apply immediately in your in-person or online instruction across content areas.

A-5: Dyslexia: Roots, Clues, and Characteristics – *Mark Weakland*

Learn the fundamentals of how reading arises in the brain, basic elements of the reading process, skill deficits students who have dyslexia often exhibit, and why these skill deficits occur. Discover assessment methods and screeners you can use to start identifying students who may have dyslexia. Explore rapid naming tasks, phonemic deletion tasks, students' response to intervention, surprising discrepancies that exist between intelligence and achievement, family history, and more!

Lunch break • 12:10 – 1:10 pm

... *"Outstanding! I can use everything tomorrow."* ...

Day One

AFTERNOON SESSIONS • 1:10 - 3:40 pm

Choose ONE Full Afternoon Session OR TWO 70-Minute Sessions
One mid-afternoon break

Full Afternoon Session • 1:10 – 3:40 pm

B-1: Advanced Phonics: Age-Appropriate Strategies for Grades 3-6 Students with Dyslexia – *Andrew Stetkevich*

Upper elementary students with dyslexia often require continued instruction in phonemic proficiency, phonics, decoding, spelling, and fluency. Explore engaging, age-appropriate structured literacy routines specifically for grades 3-6 students with dyslexia. Discover reading strategies that help students master sound blending phonics skills. Teach spelling by reasoning rather than by rote, help students decode longer words, and utilize a 5-day fluency routine to develop accuracy, automaticity, prosody, and vocabulary – whether you're teaching in-person or online.

First 70–Minute Afternoon Sessions 1:10 – 2:20 pm

CHOOSE ONE: B-2 or B-3

B-2: Matching Your Reading Instruction to the Needs of Your Students with Dyslexia – *Marsha Geller*

Examine various reading instruction approaches and their emphasis on meaning versus decoding. Some students with dyslexia require reading instruction and materials that strengthen comprehension skills, while others require those that enhance decoding skills. Still others need both. View text examples and discuss which learners benefit from each instructional approach. Learn how to better to match your in-person or online reading instruction to the needs of your students with dyslexia.

B-3: Dyslexia: A Spotlight on Spelling – *Mark Weakland*

Students with dyslexia often have great difficulty with spelling. Whether you're teaching in-person or online, explore best practice spelling instruction, including spelling inventories that provide a big picture, quizzes and formative assessments, lists and group differentiation, systematic and explicit instruction, and engaging, effective activities. Learn how to create a weekly master spelling list useful for differentiated activities and lists. Discover spelling strategies that flow from reading strategies and ones especially helpful to students with dyslexia.

Second 70–Minute Afternoon Sessions 2:30 – 3:40 pm

CHOOSE ONE: B-4 or B-5

B-4: Why "Easy Readers" are So Difficult for Students with Dyslexia and What to Do About It – *Marsha Geller*

Whether students have dyslexia or not, we often use leveled text with struggling readers. Examine why leveled texts, even those texts designated as "beginning" levels, are so difficult for our students with dyslexia. Discover the differences between decodability and readability and determine what is necessary for student success. Gain new ways of thinking about text complexity and what to do about "easy readers" – whether working in-person or virtually with students.

B-5: Creating a Co-Taught Tier I Program for Students with Dyslexia – *Mark Weakland*

Students with dyslexia can benefit greatly from the strongest Tier I program possible. Learn how to build this program – whether teaching in-person or online to create a co-taught, homogeneously grouped core-reading program, specifically designed to accelerate the reading achievement of 15 to 20 struggling students during "regular" reading time. Discuss progress monitoring, classroom motivation systems, guided and independent reading routines, what to do with the basal series, and tips for co-teaching.

Day Two

MORNING SESSIONS • 9:00 – 11:40 am

Choose ONE Full Morning Session OR TWO 75-Minute Sessions
One mid-morning break

Full Morning Session • 9:00 – 11:40 am

C-1: Orthography: From Letters to Chunks to Words – *Mark Weakland*

Successful reading requires developing a "brain dictionary" of correct letter sequences of English words, but students with dyslexia often struggle with this. Practice over a dozen activities for use in-person or online that help students store letters, patterns, and whole words in their semantic, phonological, and orthographic lexicons. Explore how word spellings connect to sound and meaning and discover why brain plasticity gives hope for overcoming reading deficits brought on by dyslexia.

First 75–Minute Morning Sessions 9:00 – 10:15 am

CHOOSE ONE: C-2 or C-3

C-2: Strengthening Your Reading Interventions for Students with Dyslexia – *Marsha Geller*

Explore how two reading models can enhance the instructional decisions you make regarding the reading needs of your students with dyslexia. One model reveals the important skill "strands" for developing strong readers, focusing us on students' strengths and weaknesses in determining which interventions will lead to the most beneficial reading outcomes. A second model can help us better determine our instructional priorities. Maximize instructional time and student learning whether teaching in-person or online.

C-3: UDL: Accelerate the Learning of Students with Dyslexia
– *Andrew Stetkevich*

Universal Design for Learning (UDL) principles can promote independence and engagement for students with dyslexia. Gain hands-on, student-friendly strategies for anticipating and addressing potential learning barriers. Explore practical teaching and learning options that align with UDL principles to accelerate the learning of students with dyslexia – whether working in-person or online. Receive a ready-made reference guide to FREE, low- and high-tech UDL-aligned instructional support tools you can use immediately.

Second 75–Minute Morning Sessions 10:25 – 11:40 am

CHOOSE ONE: C-4 or C-5

C-4: Working Around Word Finding Difficulties in Your Reading Instruction
– *Marsha Geller*

Word finding difficulties often co-occur in students with dyslexia and can go unrecognized, causing frustration for students and teachers. Learn how to informally assess word finding. Many students present with decoding difficulties, but in closer examination also show WF difficulties that impact their oral reading. Gain ways to determine when reading errors are truly decoding errors or simply retrieval errors, and how to work around WF difficulties in your in-person or online reading instruction.

C-5: Semantics Strategies: Help Students with Dyslexia Make Meaning from Text – *Andrew Stetkevich*

Help students with dyslexia understand text through hands-on, multisensory semantics strategies. Explore ways to assist students with making inferences based upon oral and written evidence, using visual icons to interact with text while reading, identifying main ideas as presented in fiction and expository passages, and accessing free online tools to help make text comprehensible. Experience the strategies firsthand in simulations so you can easily incorporate them into your in-person or online instruction.

11:40 am – 12:40 pm • Lunch Break

… "I am excited to try all these new ideas with my students!" …

Day Two

AFTERNOON SESSIONS • 12:40 - 3:20 pm

Choose TWO 75-Minute Afternoon Sessions • *One mid-afternoon break*

First 75–Minute Afternoon Sessions 12:40 -1:55 pm

CHOOSE ONE: D-1, D-2 or D-3

D-1: The Importance of Developing Phoneme Proficiency in Students with Dyslexia – *Marsha Geller*

Learn how and why we must go beyond basic phonemic awareness skill development to develop phoneme proficiency in our students with dyslexia. Phoneme proficiency leads to improvement in decoding, sight word recognition, fluency, and ultimately reading comprehension. Examine the components that will make your interventions successful. Explore how to assess phoneme proficiency and easy-to-implement strategies that develop this critical skill – whether you are teaching in-person or online.

D-2: Strengthening Your Diagnostic Expertise to Help Students with Dyslexia – *Andrew Stetkevich*

Let's strengthen our diagnostic expertise since diagnostic teaching is an important component of Structured Literacy approaches! We'll analyze and discuss oral reading error patterns by listening to authentic oral reading audio clips of elementary students. We'll determine next steps for reading instruction based upon identified patterns of errors exhibited on the audio clips. A comprehensive fluency checklist will be provided to help chart observations as part of ongoing diagnostic assessment.

D-3: Phonology: Basic to Advanced, Younger to Older, Word to Phoneme – *Mark Weakland*

Students with dyslexia often have deficits phonologically and phonemically analyzing words, greatly impacting storage of letters, patterns, and whole words in their "brain dictionaries." Explore why it is critical to aggressively teach phonology to an advanced level. Practice more than a dozen activities and strategies for helping students develop advanced phonological awareness. Activities span a continuum from word to phoneme, expanding from basic levels to advanced, and can be modified for use with younger and older students – whether in-person or online.

Second 75–Minute Afternoon Sessions 2:05 – 3:20 pm

CHOOSE ONE: D-4, D-5 or D-6

D-4: Orthographic Mapping: Why It Is So Important and How to Develop It – *Marsha Geller*

Recent research highlights the need for developing Orthographic Mapping skills in all students, especially those with dyslexia. Examine how Orthographic Mapping relates to phonemic awareness, how it's different from phonics, and what improving Orthographic Mapping abilities can mean for our students with dyslexia. Explore what Orthographic Mapping really is, how it relates to becoming a proficient reader, and activities you can easily incorporate into any reading program to develop this critical skill – whether teaching in-person or online.

D-5: Morphology Instruction: Unlock the Function and Meaning of Words – *Andrew Stetkevich*

Addressing morphology (the internal structure of words) early is essential in developing proficient readers and writers. Learn explicit, structured morphology teaching methods that help students with dyslexia better understand and use words. Integrate morphology early in your literacy instruction to help your students make sense of language. View and analyze morphology lesson video clips. Gain sample teaching resources you can easily incorporate into your in-person or online reading and writing lessons.

D-6: Promoting Extended Reading and Building Fluency in Students with Dyslexia – *Mark Weakland*

Fluency is critical for reading, but for many students with dyslexia it is a difficult element to develop. Explore why numerous researchers stress the practice of "multiple opportunities for extended text" and why some emphasize accuracy over rate. Discover activities and routines for use whether teaching in-person or online for helping students with dyslexia build accuracy, rate and prosody. Explore connections between motivation and reading, and the pros and cons of leveled and unleveled browsing bins.