

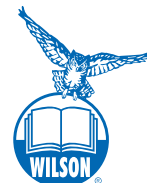
The 2nd Annual Essential Adolescent Literacy Conference *Addressing Literacy for Students in Grades 4-12*

Tuesday, May 1, 2012, Bedford, NH

Sponsors: Keys to Literacy (KTL), New England League of Middle Schools (NELMS), Plymouth State University College of Graduate Studies (PSU), Southeastern Regional Education Service Center (SERESC), Wilson Language Training® (WLT)



Plymouth State University



Who Should Attend? Instructional Leaders, Reading/Literacy Specialists, Classroom Teachers, Special Educators, Pre-service and Graduate Educators and Students.

What are the Essential Topics that this Conference will address?

- Overview of Adolescent Literacy Research
- Alignment to the Literacy Common Core Standards
- Assessment Planning to Drive Instruction
- Content Literacy Instruction: Vocabulary; Active Reading; Summarization
- Word Study and Fluency Instruction for Struggling Readers
- Vocabulary and Comprehension Instruction for Struggling Readers
- Writing Skills: Preparing Students for College and Career
- Literacy Planning for Tiered Instruction
- Strategies to help Students Comprehend Difficult Text

Schedule Tuesday, May 1, 2012:

8:00-8:55am Registration, Continental Breakfast

9:00-10:30am Morning Sessions A, B, C, D

Session A: Adolescent Literacy Overview- What Research Tells Us

Presenter: Joan Sedita, Founding Partner, Keys to Literacy

Description: A recent report from the Carnegie Corporation's Council for Advancing Adolescent Literacy, *Time to Act*, notes, "Good early instruction does not inoculate students against struggle or failure later on." Fortunately there has been growing recognition that literacy planning must also focus on upper grades. This workshop will define adolescent literacy and review the most recent research about how to improve literacy achievement for students in grades 4-12. Up-to-date resources on adolescent literacy will be identified, including essential reports, practice guides, and websites.

Session B: Literacy in the Content Areas: In-Depth Instruction of Essential Content Vocabulary

Presenter: Shauna Cotte, Keys to Literacy

Description: In order to increase vocabulary knowledge in grades 4-12, all teachers need to combine both direct and indirect instructional practices throughout the school day. Content teachers in particular can play a big part in teaching subject-specific vocabulary that is essential to learning math, science, history, and other subjects. This workshop will focus on how to select specific content words to teach, and then how to teach those words in-depth. We will review Beck's three-tiered model for classifying and selecting words. We will also review three kinds of templates that can be used to teach everything about a word: Frayer, Concept Definition Map, and Two-Column Notes. Participants will also learn how to teach students to generate "user friendly" definitions.

Session C: Word Study and Fluency Instruction for Struggling Adolescent Readers

Presenter: Barbara Wilson, Wilson Language Training

Description: The underlying cause(s) for why some students struggle to comprehend grade-level material may be weaknesses in decoding, fluency, vocabulary knowledge, background knowledge, or comprehension strategies. This session will examine an efficient screening model to identify students beyond grade 3 with a word-level deficit who therefore require intervention in that area of reading. It will also present key instructional strategies to increase both the word-level proficiency and the fluency of these struggling adolescent readers.

Session D: Tiered Instruction for Adolescent Literacy: Lessons from a Pittsburgh Pilot Program

Presenter: Demetra Kontoulis, Literacy Coordinator and Consultant, Pittsburgh Public Schools

Description: This session addresses the nuts and bolts of developing and implementing a literacy plan for tiered instruction in middle and high schools. Based on a project started in 2009 in Pittsburgh, the presenter will review the Exploration, Adoption, Initial Implementation, and On Going Implementation phases of a model for addressing adolescent literacy in 37 schools. The project addresses the following considerations: scheduling, student identification and placement, teachers and staffing, and teacher professional development and support. The presenter will share a literacy assessment plan and models for grouping students for interventions based on individual needs. She will also explain how they increased instructional time for Tiers I, II and III literacy instruction, and the lessons learned as the project moved from its first to second year of implementation. Now in its third year, the project is still a work in progress, but the schools have begun to see gains in student literacy skills.

10:30-10:45 am Break, Move to Second Morning Sessions

10:45-12:15 pm Morning Sessions E, F, G, H

Session E: Adolescent Literacy and Alignment to the Common Core

Presenter: Joan Sedita, Keys to Literacy

Description: The Common Core State Standards place a significant emphasis on literacy instruction that is embedded in content instruction for grades four and up. This workshop will begin by defining content literacy and why content teachers are needed to improve student literacy skills. Next, we will review specific Common Core literacy standards that content teachers should be aware of from all of the key standard categories (i.e., Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards).

Session F: Literacy in the Content Areas: Active Reading-Teaching Students to use Topic Webs and Two-Column Notes

Presenter: Shauna Cotte, Keys to Literacy

Description: Many students need explicit instruction and modeling to learn how to actively read content text. This workshop will review two comprehension strategy activities that help students see the big picture about what they are reading and be active while they are reading in order to find main ideas and details. Participants will learn how to use and teach students to use a top-down topic web as a graphic organizer that can be used before, during and after reading. They will also learn about two-column notes and how they can be used to help students be more meta-cognitive while reading.

Session G: Vocabulary and Comprehension Instruction for Struggling Adolescent Readers

Presenter: Barbara Wilson, Wilson Language Training

Description: It is clear that delayed development of reading skills limits written text exposure and therefore negatively affects vocabulary and comprehension growth. The result is that the struggling readers' vocabularies and background knowledge become more and more discrepant, and it becomes increasingly difficult for them to narrow the gap. This session will provide teachers with specific tools and techniques to teach vocabulary and comprehension to adolescent students who are struggling readers. It will also present suggestions for how classroom teachers can differentiate instruction to address the needs of these struggling students in their classroom.

Session H: Tiered Instruction for Adolescent Literacy: Lessons from a Pittsburgh Pilot Program

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12:15-1:30pm Lunch at SERESC, Browse Sponsor Tables, Move to Afternoon Sessions

1:30-3:15pm Afternoon Sessions I, J, K, L

Session I: Assessment Planning to Drive Instruction

Presenter: Joan Sedita, Keys to Literacy

Description: An effective plan for improving literacy skills for all the students in upper elementary grades, middle school, or high school must include a literacy assessment plan. This workshop will present a model for an assessment plan that begins with comprehension assessment as initial screening for all students, and progressively adds additional layers of assessment for struggling readers to determine their strengths and weaknesses in other components of reading such as fluency and decoding. The workshop will not recommend a specific set of assessments, but will mention several examples of assessments that can be used at each stage of the assessment process.

Session J: Literacy in the Content Areas: Writing about Content Using Summary

Presenter: Shauna Cotte, Keys to Literacy

Description: There is a growing understanding that when students write about what they are reading and learning, they comprehend it better and are able to remember the information longer. This workshop will review how summarizing can be used as a reading comprehension and writing strategy. The workshop will define summary, explain how it is different from other writing tasks, and present a model for how to write a summary. A summary template will be introduced that can be used as a scaffold to help students who struggle with summary writing.

Session K: From Common Core to Real Life: Writing Skills that Matter

Presenter: Fred Wolff, Sponsored by SERESC

Description: The focus of the Common Core is to prepare students for their lives in college and/or careers. Regardless of one's career path, writing skills are often the determining factor in "employability and promotability." Because most educators spend their lives in the realm of education, we often are not aware of the writing requirements in other careers, especially in mathematics and the sciences. This session will examine the types and amount of writing required in various fields, the writing skills employees need, and how closely classroom instruction is aligned with those necessary skills. Additionally, sections of the presenter's book *The Write Direction: A New Teacher's Practical Guide to Teaching Writing and its Connection to the Workplace* will be utilized.

Session L: What Teachers Can Do to Help Students Comprehend Difficult Text

Presenter: Saundra Kent, Sponsored by SERESC

Description: The presenter, a former science teacher and SERESC NHREADS Consultant, will begin by reviewing differences in text structure, and then describe tools for helping students who are having difficulty comprehending material that is challenging because of text organization and vocabulary. Mapping, graphic organizers, pre-, during, and after reading strategies will be applied to middle and high school science content.

Shauna Cotte Shauna Cotte, M.Ed., is a senior trainer at Keys to Literacy, a literacy professional development organization based in MA. Shauna received a M.Ed. in Reading Curriculum Development and Instruction from Boston College and a B.S. in Education from Framingham State College. Shauna is a licensed reading specialist. She has taught at the upper elementary and middle school level and has been both a content-area teacher and a language arts/reading teacher. Shauna has collaborated with curriculum coordinators, administrators and special educators to design and implement various research-based curriculum initiatives at both a school-wide and district-wide level. Over the past three years, Shauna has delivered literacy professional development to teachers at over 100 schools in New England and throughout the country.

Saundra (Sandy) Kent has a BS in Chemistry and an M.S.T in Biology. She has taught science at the middle, high school and post-secondary levels, has participated on statewide committees to promote science education and has won many awards for her work including NH Secondary Science Teacher of the Year (1990,1993) Presidential Award for Excellence in Mathematics and Science Teaching (1993). Since leaving her teaching position, Sandy has served as a consultant for state assessment, worked on science content standards, supported teachers seeking Highly Qualified Teacher status, led an effort as a NH Reading Excellence Across the Disciplines (NHREADS) consultant to promote content area comprehension, differentiated instruction, and project based learning.

Demetra Kontoulis graduated from the University of Pittsburgh with a B.S. in Elementary and Special Education, and an M. Ed. in Special Education. Additional certifications include Special Education Supervision and Instruction, Reading, Wilson I, Wilson II, and Wilson Trainer. Demetra began her teaching career with the Pittsburgh Public Schools in 1978 by opening one of the first 12 classrooms in the district for students with Learning Disabilities, and continued to teach students with Learning Disabilities at the Elementary, Middle and High School level until moving into an administrative position with the Pittsburgh Public Schools in 1996. As an administrator she has held various positions in the Special Education Department's central office as an Instructional and Curriculum Consultant and Coordinator. Her responsibilities have included curriculum and classroom instructional support, and coordinating and designing professional development programs for teachers and paraeducators. She has been awarded several grant projects to support these efforts. Most recently, she has also taken on the role as Wilson Language In-District Trainer. Outside of the school district, Demetra has presented several workshops at local, state, and national conferences. She has also been an adjunct staff member at Allegheny Community College, and the University of Pittsburgh.

Joan Sedita is the founding partner of Keys to Literacy, a literacy professional development organization based in MA. For over 35 years, Joan has been an educator and nationally recognized teacher trainer. Beginning in 1975, she worked for 23 years at the Landmark School, a pioneer in the development of literacy intervention programs. As a teacher, principal, and director of the Outreach Teacher Training Program at Landmark, Joan developed expertise, methods, and instructional programs that address the literacy needs of students in grades 4-12. Joan was one of the three lead trainers in MA for the Reading First Program and is a LETRS author and trainer. She is also an adjunct instructor at Endicott College and Fitchburg State University. Joan has authored several professional development programs: *The Key Comprehension Routine*, *The Key Vocabulary Routine*, and *The ANSWER Key to Open Response*. Joan received her M.Ed. in Reading from Harvard University and her B.A. from Boston College.

Barbara A. Wilson, Barbara A. Wilson, M.S.Ed. is the *co-founder* of Wilson Language Training. She has authored three multisensory structured language programs based on reading research and the principles of Orton-Gillingham: Wilson Reading System®, Wilson Foundations® and Wilson Just Words®. Barbara has written several articles and chapters on literacy instruction, including a chapter entitled, “Instruction for Older Students with a Word-Level Reading Disability” which can be found in the third edition of “Multisensory Teaching of Basic Language Skills,” edited by Judith Birsh. In early 2004, Barbara was invited to the White House to speak to the President’s Domestic Policy Advisor on Education regarding the issue of adolescent literacy.

Fred Wolff was a classroom teacher for 19 of his 24 years in public education. One of the original teachers to become involved in the New Hampshire Writing Project in 1979, he has directed a number of published anthologies of student writing. In 1992, he was awarded a Distinguished Teacher Award from the White House Commission on Presidential Scholars. In 1997, he received a Fulbright Scholarship to study education in Japan. More recently, he produced and wrote the script for *Telling their Stories*, an hour long documentary aired on PBS about Holocaust survivors living in New Hampshire. He helped launch the Student Writers Academy at the University of New Hampshire. His first book, *The Write Direction*, was published by Pearson (2009). He holds a Doctorate in Curriculum and Teaching from Boston University.

About Conference Sponsors

Keys to Literacy Founded by Joan Sedita in 1998, Keys to Literacy has an exclusive focus on literacy. Keys to Literacy offers consulting, professional development and publications related to: literacy planning, research-based reading and writing instruction, and comprehension and vocabulary strategies in the content classroom.

New England League of Middle Schools With 500 member schools in six New England states, NELMS is committed to offering quality professional development, advocacy for the important and unique middle years, networking, colleague support and educational services.

Plymouth State University’s College of Graduate Studies has accredited graduate degree and certificate programs to match your personal and professional aspirations. Visit plymouth.edu/graduate for additional information.

SERESC The Southeastern Regional Education Service Center (SERESC) is a nonprofit center for educational support whose mission is to “Engage, Support and Inspire Learning”.

Wilson Language Training® is dedicated to providing educators with the resources they need to help their students become fluent, independent readers. Wilson is a provider of research-based reading and spelling curricula partnering with universities and colleges, public and private schools, as well as clinics and adult education centers across the country to deliver teacher education linked to student achievement.

The Essential Adolescent Literacy Conference Registration Form

A Completed Registration Form is Required. You may register online at www.seresc.net/events. OR

 **FAX:** 603.206.6897

 **EMAIL:** rknight@seresc.net

 **MAIL TO:** Robin Knight, SERESC
29 Commerce Drive
Bedford, NH 03110

ATTENDEE INFORMATION *(Payment or P.O. must accompany form.)*

Name: _____ Job Title: _____

School/Organization Name: _____

Address: _____

Day Phone: _____ Evening Phone: _____

Email Address: _____

Contact information is used for notification of confirmation, directions, cancellation, postponement or any changes. You are not registered unless you receive a confirmation letter. Confirmation is made via email. Directions are included with confirmation.

SESSION SELECTIONS *(Must Accompany Registration)*

Session Selection – Morning 9:00-10:30 am

- A** Overview/Research
- B** Content Literacy-Vocabulary
- C** Struggling Readers-Word Study/Fluency
- D** Literacy Planning for Tiered Instruction

Session Selection – Morning 10:45-12:15 pm

- E** Literacy Alignment to Common Core
- F** Content Literacy-Topic Webs/Notes
- G** Struggling Readers-Vocab/Comprehension
- H** Literacy Planning for Tiered Instruction

Session Selection – Afternoon 1:30-3:15 pm

- I** Assessment Planning to Drive Instruction
- J** Content Literacy-Summary
- K** Writing Skills: College and Career
- L** Comprehending Difficult Text

Alternate 1st Morning Selection A B C D

Alternate 2nd Morning Selection E F G H

Alternate Afternoon Selection I J K L

FEES AND PAYMENT INFORMATION *(Please include completed registration form with payment.)*

SEE: \$160 Registration End

Date **Monday, April 23, 2012**

SPECIAL OFFER: Register and Pay by April 9 for the Early Registration Cost of \$135.00

Signed PO or payment must be received by April 9, 2012 for early registration

- Check/Money Order** enclosed (Payable to: SERESC)
- Purchase Order #** _____ (please attach Purchase Order)
- Credit Card:** VISA MASTERCARD

Card #: _____ Exp. Date: _____ / _____

Cardholder Name (Please print in blue or black ink) _____

Cardholder Signature: _____ Date: _____ / _____

CANCELLATION/REFUND POLICY

- Cancellation should be made in writing. A full refund will be made for cancellations postmarked, or sent via email, 7 days before the event.
- No refunds will be given for requests received after 7 days before the event, or for "no shows".
- Yes! We do accept substitution of another person at our conferences. 24 hour advanced notification is appreciated.
- All received registrations, whether by Purchase Order, Online Registration, Fax or Mail, are subject to Cancellation/Refund Policy. Cost of registration fee is still liable whether payment is paid or unpaid, if no notice of cancellation is received at least 7 days prior to the event

Questions? Contact Robin Knight using the information above or text (603)661-4947.