

## **Welcome to Literacy Transformations, *Research to Practice***

Melody K. Ilk, M.A.

[melodyilk@yahoo.com](mailto:melodyilk@yahoo.com)

303-619-6316

[www.literacytransformations.com](http://www.literacytransformations.com)

I am a literacy consultant with numerous years of successful work in districts and schools around the country. I have a very strong history of involvement in implementation of scientifically based reading practices at the local, state, and national levels. As a result, these schools have shown significant gains in reading achievement and instructional effectiveness at all tiers of instruction. In order for these achievements to occur, I believe my strength in working with schools is the ability to analyze school achievement data and culture, and align what school systems, structures, and professional development would best move a school forward. It is key to adjust and align this support based on individual school need.

I have expertise in working with schools from all walks of impact including numerous Title 1 schools, most with high mobility rates and large numbers of second language learners. I have also been very successful with schools on improvement plans to increase reading achievement and/or schools in need of refining core instruction or intervention systems and structures in tier 3. Schools I have worked with have been awarded Distinguished Title School of the Year for the state of Colorado for closing the achievement gap. In addition, several schools have been awarded Centers of Excellence for similar achievements. One school was also showcased by the state special education office for achieving such low numbers of students in the unsatisfactory range on state assessments.

I am also coauthor of the text, *The Principal's Primer for Raising Reading Achievement*, Longmont, Co: Sopris West Educational Services. Text: Montgomery, P., Ilk, M., Moats., L. (2013) I had the pleasure of writing this text with premier reading researcher, Dr. Louisa Moats and Pati Montgomery, former director of the Office of Literacy for the state of Colorado.

Over the last 3 years, I have had the pleasure of working with 5 Early Literacy Grant schools in Colorado during the first cohort. I am happy to report, all have done extremely well! I have a deep understanding of the grant requirements and can help move your school forward. I can provide references from these schools on request.

I would greatly appreciate the opportunity to be involved in improving the quality of reading instruction within your school or district! We cannot continue to fail our nation's children!

Please visit my website at: [www.literacytransformations.com](http://www.literacytransformations.com).

## Services and Training Topics for Professional Development

- LETRS: *Language Essentials for Teachers of Reading and Spelling*, Developed by Dr. Louisa Moats, Dr. Carol Tolman, Nancy Hennessey. *Language Essentials for Teachers of Reading and Spelling-LETRS*, is a series of 12 modules which include how students learn to read and write, the reasons why some children fail to learn to read, and the instructional strategies best supported by scientifically-based research. The 12 modules address each component of reading instruction—phoneme awareness; phonics, decoding, spelling, and word study; oral language development; vocabulary; reading fluency; comprehension; and writing—and foundational concepts that link these components. Instruction in assessment and evaluation of student performance includes Screening, Progress Monitoring, and Diagnostic Assessment. Modules 10, 11, and 12 are focused on intermediate through high school levels.
- The Principal’s Primer for Raising Reading Achievement (author and trainer)  
Description: This professional development and text is a “how to” manual for principals who are dissatisfied with their students’ reading achievement and who want to improve the overall performance of an elementary or middle school population. It explains in very practical terms exactly how a principal can lead a school to implement scientifically-based reading research, multi-tiered reading instruction and achieve optimal results, especially with students from economic, social, or educational disadvantage. To this end, the book gives a series of specific steps for a principal to follow as he or she leads a school forward.
- Scientifically-Based Reading Research and the Reading Brain
- In-class modeling of instruction across grade levels and tiers of instruction.
- Explicit and Systematic Instruction Across the 5 Components of Reading - Phonemic Awareness, Beginning and Advanced Phonics Including Morphology, Vocabulary, Fluency, and Comprehension.
- Development and Design of Multi-tiered Comprehensive Assessment Plans
- Development and Design of Multi-tiered School Structures and Systems for Effective Instructional Delivery - Do School Structures and Systems Meet the Needs of our Students?
- Data Analysis and Instructional Alignment - Effective Use of Screening, Progress Monitoring and Diagnostic Data for Instructional Planning
- Using Data To Make Decisions About Intervention – Do We Have the Right Student in the Right Intervention?
- Critical Scaffolds for Tier 2 and 3 Struggling Readers
- Development of School Leadership for Raising Reading Achievement
- Using Data to Plan District and School-wide Professional Development
- Differentiating and Managing Instruction in Whole and Small Group Reading Instruction
- Engaging Students in the Reading Classroom