

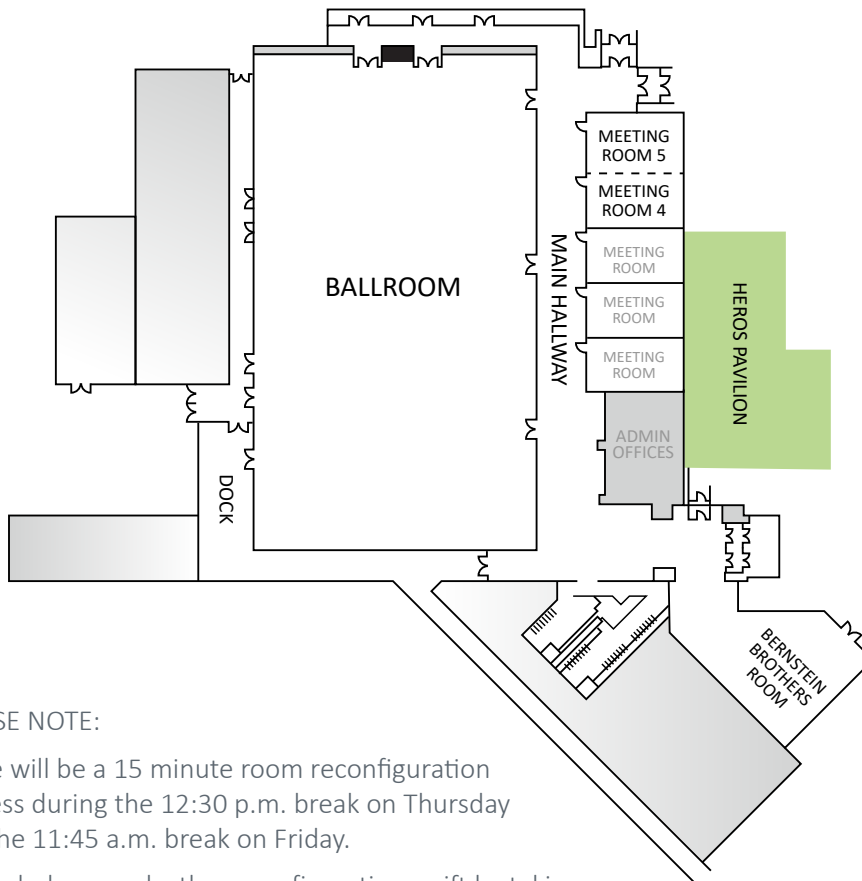


September 27-28, 2018



Sponsored by Office of Literacy and Exceptional Student Services Unit

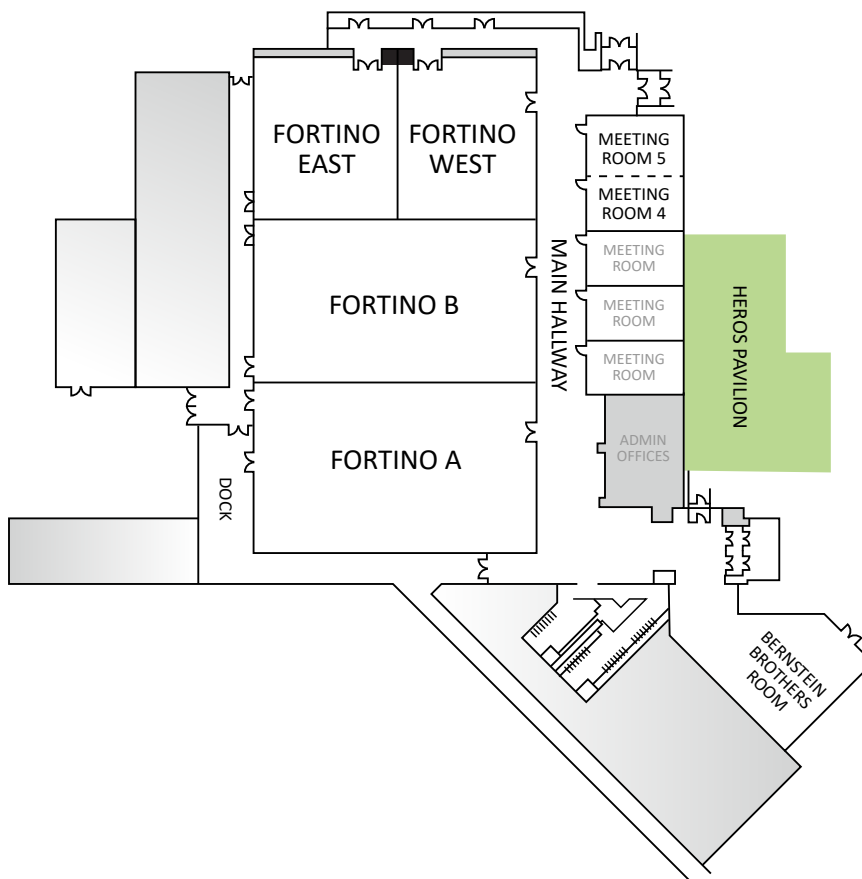
PUEBLO CONVENTION CENTER



PLEASE NOTE:

There will be a 15 minute room reconfiguration process during the 12:30 p.m. break on Thursday and the 11:45 a.m. break on Friday.

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



THURSDAY, SEPTEMBER 27, 2018

Registration
Coffee and Tea

7:15 - 8:45 a.m.

Welcome

8:45 - 9 a.m.

Keynote

9 - 11:30 a.m.
Fortino Ballroom

Dr. Anita Archer

*Explicit Instruction: An Investment with
Guaranteed Returns*

Lunch

Lunch provided by CDE.

11:30 a.m. - 12:30 p.m.
Ballroom

Break

12:30 a.m. - 12:45 p.m.

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

Breakout Session 1

12:45 - 2:15 p.m.

ROOM	SPEAKER	TITLE	MORE INFO
Fortino A	Dr. Anita Archer	The Magic is in the Instruction: Design of Instruction	PAGE 5
Fortino B	Dr. Elsa Cardenas-Hagan	Literacy Development Among English Language Learners	PAGE 8
Fortino West	Dr. Lucy Hart Paulson	Part 1: Letter Names, Sounds, or Both? What the Research Says about Alphabet Learning	PAGE 7
Fortino East	William Van Cleave	Vocabulary: Valid, Viable and Vigorous Instruction	PAGE 9
Room 4 & 5	Linda Farrell	Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers	PAGE 10

THURSDAY SCHEDULE CONTINUED ON PAGE 2

Break

2:15 - 2:30 p.m.

Breakout Session 2

2:30 - 4 p.m.

ROOM	SPEAKER	TITLE	MORE INFO
Fortino A	Dr. Anita Archer	The Magic is in the Instruction: Design of Instruction	PAGE 5
Fortino B	Dr. Elsa Cardenas-Hagan	Vocabulary Development for English Language Learners	PAGE 8
Fortino West	Dr. Lucy Hart Paulson	Part 2: Letter Names, Sounds or Both? Evidence-based Approaches for Alphabet Instruction	PAGE 7
Fortino East	William Van Cleave	The Motor Component- Handwriting and Keyboarding in the 21st Century	PAGE 9
Room 4 & 5	Linda Farrell	A New Phonics-Based Approach to Teaching High Frequency Words	PAGE 10



FRIDAY, SEPTEMBER 28, 2018

Breakout Session 1 8:30 - 10 a.m.

ROOM	SPEAKER	TITLE	MORE INFO
Fortino A	Dr. Elsa Cardenas-Hagan	Literacy Development Among English Language Learners	PAGE 8
Fortino B	Dr. Lucy Hart Paulson	What is Developmentally Appropriate about Explicit Instruction	PAGE 7
Fortino West	Dr. Anita Archer	Explicit Vocabulary Instruction	PAGE 5
Fortino East	William Van Cleave	From the Ground Up: Developing Foundational Writing Skills at the Sentence Level (Part 1)	PAGE 9
Room 4 & 5	Linda Farrell	Decodable and Leveled Readers	PAGE 10

Break 10 - 10:15 a.m.

Breakout Session 2 10:15 - 11:45 a.m.

ROOM	SPEAKER	TITLE	MORE INFO
Fortino A	Dr. Elsa Cardenas-Hagan	English Learners' Spelling and Writing Development	PAGE 8
Fortino B	Dr. Lucy Hart Paulson	If it's Developmentally Appropriate, Let's Intentionally and Playfully Teach it	PAGE 7
Fortino West	Dr. Anita Archer	Setting the Stage for Accurate and Fluent Reading: Decoding Foundation Skill K-2	PAGE 5
Fortino East	William Van Cleave	From the Ground Up: Developing Foundational Writing Skills at the Paragraph Level (Part 2)	PAGE 9
Room 4 & 5	Linda Farrell	Lose the Rules...	PAGE 10

Break 11:45 a.m. - 12 p.m.

Please step outside for a moment while the individual meeting rooms are reconfigured to the larger ballroom.

Lunch 12 - 1 p.m. Fortino Ballroom - Lunch provided by CDE

Closing Remarks 1 - 1:15 p.m.

Closing Keynote 1:15 - 2:45 p.m. **Dr. Lucy Hart Paulson** *It Matters, Everything We Say and Everything We Do*

OPENING KEYNOTE SPEAKER

Dr. Anita Archer



Anita L. Archer, PhD, is an educational consultant to school districts on explicit instruction, the design and delivery of instruction, behavior management, and literacy instruction. She has taught elementary and middle school students and is the recipient of 10 awards honoring her excellence in teaching and contributions to the field of education. Dr. Archer has served on the faculties of San Diego State University, the University of Washington in Seattle, and the University of Oregon in Eugene. She is nationally known for her professional development activities, having presented in every state over the course of her 40-year career. Dr. Archer is coauthor, with Dr. Mary Gleason, of numerous curriculum materials addressing reading, writing, and study skills.

Raised in the Pacific Northwest, Anita's primary home is in Portland, Oregon where she enjoys entertaining friends, attending symphony and opera performances, and practicing her cello (She is a beginner.) The NYC location of Anita's second home allows her to walk across the street to Lincoln Center and take in abundant musical performances.

THURSDAY

Opening Keynote:

Explicit Instruction: An Investment with Guaranteed Returns

In the recent past, we have focused on WHAT to teach for example the Big Five in reading (Phonemic Awareness, Decoding, Fluency, Vocabulary, Comprehension). However, it is equally important to examine HOW we teach if achievement is to be optimized. In this session, Dr. Archer will review the research on Explicit Instruction from the past 40 years and show how the major findings can be translated into daily practice.

Thursday: 9 - 11:30 a.m., Ballroom



PRESENTATIONS

THURSDAY

The Magic is in the Instruction: Design of Instruction

Presentation Description: The magic is in the quality of instruction. Not in the newest fad. Rather in the strength of bell-to-bell instruction, clear lesson purposes, structured lessons with an introduction, body and closure. In this session, Dr. Archer will model the teaching of knowledge, vocabulary, and strategies. When these elements are consistently and effectively used, **learning** results.

Breakout Session 1

Thursday, 12:45 - 2:15 p.m., Fortino A

THURSDAY

The Magic is in the Instruction: Delivery of Instruction

Presentation Description: Do you have any inattentive students this year? Do you have any students who don't participate with enthusiasm? If so, come to this session and revitalize yourself and your teaching with research-validated, yet easy to implement teaching procedures.

Dr. Archer will focus on the delivery of instruction including: actively engaging students in instruction, maintaining a perky pace, monitoring student responses, and providing corrective feedback. **All instructional procedures will be modeled and practiced.**

Breakout Session 2

Thursday, 2:30 - 4 p.m., Fortino A

FRIDAY

Explicit Vocabulary Instruction

Presentation Description: Words are all we have ... for understanding new concepts, building background knowledge, expressing our ideas, and understanding narrative and informative texts. In this training, Dr. Archer will expand your knowledge regarding selecting vocabulary terms for explicit instruction and effectively teaching General Academic and Domain Specific vocabulary in the primary grades.

Breakout Session 1

Friday, 8:30 - 10 a.m., Fortino West

FRIDAY

Setting the Stage for Accurate and Fluent Reading: Decoding Foundation Skills K-2

Presentation Description: According to the Simple View of Reading, two abilities are necessary for reading comprehension: **decoding**, the ability to transfer print into spoken language, and **language comprehension**, the ability to understand spoken language.

In this session, Dr. Archer will focus on **decoding** and the following component skills: print concepts, phonological awareness, phonics and word recognition, irregular word reading, sight vocabulary, and fluency. Come to this session for an update on the research for each of these components.

Breakout Session 2

Friday, 10:15 - 11:45 a.m., Fortino West



CLOSING KEYNOTE SPEAKER

Dr. Lucy Hart Paulson



Dr. Lucy Hart Paulson, Ed.D., CCC-SLP, is a speech-language pathologist and literacy specialist with many years of experience working with educators, young children, and families in public school, Head Start, private, and university settings. Lucy presents 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. She has provided professional development for a variety of audiences across the United States and internationally. Lucy is the lead 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*, a social communication skills program for preschool and kindergarten.

FRIDAY

Closing Keynote:

It Matters, Everything We Say and Everything We Do

Brain development and learning capacity in young children occur at a greater rate than at any other time in their lives. Early childhood educators have an incredible opportunity as well as a tremendous responsibility to help young learners build solid foundations impacting their school and life success. In this regard, everything we do matters! It matters what we say and what we do. It matters what tools we use and what policies we follow. It matters what we believe and what we understand. This closing keynote provides an opportunity to reflect on our instruction and programming to confirm, affirm, and possibly challenge our practices, because it matters.

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



PRESENTATIONS

THURSDAY

Part 1: Letter Names, Sounds, or Both? What the Research Says about Alphabet Learning

Presentation Description: Alphabet knowledge in kindergarten is one of the best predictors of literacy learning in the primary grades. What is your understanding of how young children learn about the alphabet and the effectiveness of instructional approaches used in teaching them? This presentation will describe the research findings on how young children typically acquire alphabet knowledge and the learning impacts of different instructional approaches. Early childhood educators will gain a deeper understanding of alphabet learning foundations and impacts of different instructional approaches on learning.

Breakout Session 1

Thursday, 12:45 - 2:15 p.m., Fortino West

THURSDAY

Part 2: Letter Names, Sounds, or Both? Evidence-based Approaches for Alphabet Instruction

Presentation Description: Diverse instructional approaches are used to teach young children about the alphabet in early childhood settings. Instruction is often based in philosophical beliefs and understandings alongside contemplations of appropriate learning expectations. What approach do you use to teach the alphabet? This session extends the discussion of alphabet learning with the empirical research on effective instructional strategies, what components should be included, and what young children can and should be learning.

Breakout Session 2

Thursday, 2:30 - 4 p.m., Fortino West

FRIDAY

Part 1: What is Developmentally Appropriate about Explicit Instruction?

Presentation Description: The standards era has placed a strong focus on academic skills and explicit instruction. How developmentally appropriate are the standards and how should we be teaching literacy skills to young children? In addition, how should play be included in early childhood settings? This session focuses on empirical research describing early literacy skill development and age expectations for learning to read and write in the early grades.

Breakout Session 1

Friday, 8:30 - 10 a.m., Fortino B

FRIDAY

Part 2: If It's Developmentally Appropriate, Let's Intentionally and Playfully Teach It

Presentation Description: Standards guide what children should be learning, and evidence-based practices guide effective assessment and instructional approaches for teaching reading and writing. Framed within developmental skill expectations, this session describes the principles for effective assessment processes and instructional approaches that support children's literacy development in the earliest stages of learning to read and write.

Breakout Session 2

Friday, 10:15 - 11:45 a.m., Fortino B

BREAKOUT SPEAKERS AND SESSIONS

Dr. Elsa Carendas-Hagan

Elsa Cárdenas-Hagan, Ed.D, is a Bilingual Speech Language Pathologist and a Certified Academic Language Therapist. She is the Director of Valley Speech Language and Learning Center in Brownsville, Texas which was established in 1993. She also works with Texas Institute for Measurement Evaluation and Statistics at the University of Houston. Dr. Cárdenas-Hagan is the author of Esperanza (HOPE), a Spanish language program designed to assist students who struggle with learning to read. Her research interests include the development of early reading assessments for Spanish-speaking students and the development of reading interventions for bilingual students. She was the co-principal investigator of a longitudinal study funded by the National Institute of Child Health and Human Development and the Institute for Education Science that examined the oracy and literacy development in English and Spanish of Spanish-speaking children. She serves as the Vice President for the International Dyslexia Association and has authored curricular programs, book chapters, and journal articles related to oracy and literacy development for English language learners.

PRESENTATIONS

THURSDAY

Literacy Development Among English Language Learners

Presentation Description: The number of English Learners in schools continues to increase. Close to 80% of these students speak Spanish in the home. Educators can benefit from learning how to be more strategic and efficient in teaching literacy to these students. This session will describe the research and evidence-based techniques for teaching the foundational skills of literacy to English language learners. A framework for instruction will be provided.

Breakout Session 1
Thursday, 12:45 - 2:15 p.m., Fortino B

Breakout Session 1
Friday, 8:30 - 10 a.m., Fortino B

FRIDAY

THURSDAY

Vocabulary Development for English Language Learners

Presentation Description: English language learners lag behind their monolingual English speaking peers in vocabulary development. This session will describe the evidence-based strategies for vocabulary instruction among English learners. Word learning strategies and meta-morphological awareness will be described, modeled and practiced.

Breakout Session 2
Thursday, 2:30 - 4 p.m., Fortino B

FRIDAY

English Learners' Spelling and Writing Development

Presentation Description: English learners are challenged by the complexity of the English language. This population of students also demonstrate additional spelling and written language stages that are not atypical but typical for second language learners. This session will describe these stages. Participants will have opportunities to practice analyzing spelling and writing samples. Strategies for instruction will also be modeled and practiced.

Breakout Session 2
Friday, 10:15 - 11:45 a.m., Fortino B

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. During his career William has tutored; taught literature, writing, and math; and held several administrative posts in schools for students who struggle. He continues to tutor privately both in person and via Skype. He received his B.A. in English and Women's Studies from The College of Wooster (1990) and earned his M.A. in English from S.U.N.Y. New Paltz (2001).

PRESENTATIONS

THURSDAY

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 1

Thursday, 12:45 - 2:15 p.m., Fortino East

THURSDAY

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 the 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 of automatizing students' handwriting, so they can attend to the other components of written expression. Benefits of manuscript and cursive will be discussed as well.

Breakout Session 2

Thursday, 2:30 - 4 p.m., Fortino East

FRIDAY

Part 1: From the Ground Up: Developing Foundational Writing Skills at the Sentence Level

Part 2: From the Ground Up: Developing Foundational Writing Skill at the Paragraph Level

Presentation Description: In this interactive, hands-on workshop, 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. Finally, he will help participants examine the structure of a paragraph, highlighting activities designed to develop topic, supporting, and concluding sentences in struggling younger writers. Participants will take away activities they can use right away with their students!

Breakout Session 1

Part 1: Friday, 8:30 - 10 a.m., Fortino East

Breakout Session 2

Part 2: Friday, 10:15 - 11:45 a.m., Fortino East

BREAKOUT SPEAKERS AND SESSIONS

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 10 years. To keep her skills fresh and innovative, Linda works with struggling readers of all ages whenever she gets the chance to do so.

PRESENTATIONS

THURSDAY FRIDAY Decodable and Leveled Readers: Using Them Appropriately with Beginners 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 1

Thursday, 12:45 - 2:15 p.m., Rooms 4 and 5

Breakout Session 1

Friday, 8:30 - 10 a.m., Rooms 4 and 5

THURSDAY FRIDAY 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

Thursday, 2:30 - 4 p.m., Rooms 4 and 5

FRIDAY 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 2

Friday, 10:15 - 11:45 a.m., Rooms 4 and 5

NOTES

NOTES



Lined writing area consisting of 30 horizontal lines.

CONTACT US

Exceptional Student Services Unit Structured Literacy Project (SiMR)



COLORADO
Department of Education

Colorado Department of Education Contacts

Ellen Hunter

Literacy Specialist
hunter_e@cde.state.co.us
303-866-6244

Barbara Johnson

Literacy Specialist
Johnson_b@cde.state.co.us
303-866-6925

In-School Literacy Coaches

Westminster - Pilot Project

Val Rolph

rolph_v@cde.state.co.us

Metro - Phase III Schools

Alida Carri

carri_a@cde.state.co.us

Metro - Phase III Schools

Sara Zaleski

zaleski_s@cde.state.co.us

Elizabeth/Colo. Springs - Phase III Schools

Tamara Viehl

Viehl_T@cde.state.co.us

Pueblo - Phase III Schools

Lynnette Bonfiglio

bonfiglio_l@cde.state.co.us

Literacy Office

Colorado Department of Education Staff Contacts

Anji Gallanos

P-3 Director
720-527-0492
Gallanos_A@cde.state.co.us

Whitney Westgaard

Literacy Data Analyst
303-866-6421
Westgaard_W@cde.state.co.us

Marisa Calzadillas

Literacy Projects Coordinator
303-866-6189
calzadillas_m@cde.state.co.us

Alex Frazier

Principal Consultant
303-866-016
Frazier_A@cde.state.co.us

Andreia Simon

Metro Region
Simon_A@cde.state.co.us
720-402-6049

Jamie Olson

Metro Region
Olson_j@cde.state.co.us
303-866-6150

CDE Regional Literacy Staff

Northwest Region

Tracy Handy

Handy_T@cde.state.co.us
720-460-8319

Northeast Regions

Tammy Yetter

Yetter_T@cde.state.co.us
720-955-8055

Pikes Peak Region

Kathy Martin

martin_k@cde.state.co.us
720-556-5089

Southwest/South Central Regions

Sarah Vance

Vance_S@cde.state.co.us
720-400-3234