

Rochester Area Literacy Council PRESENTS....

**February 8 – LIVE LOCAL LITERACY!**

Registration Form DUE by February 5

**Saturday, February 8, 2020**  
**9:00 to 12:00 p.m.**

**French Road School**

**488 French Road**

**Brighton, NY 14618**

Return this completed form to

[Karen\\_Speciale@eastiron.monroe.edu](mailto:Karen_Speciale@eastiron.monroe.edu)

or Karen Speciale, 600 Pardee Road,  
Rochester, NY 14609

- Light Breakfast Treats Provided
- RALC is a NYSED CTLE Provider

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Email Address (required) \_\_\_\_\_

District/Position \_\_\_\_\_

**RALC Member: FREE    Non-member Fee: \$10.00    Student Fee: \$5.00**

Method of Payment: \_\_\_\_\_ Personal check (*made out to RALC*)  
\_\_\_\_\_ District Purchase Order # \_\_\_\_\_  
\_\_\_\_\_ PayPal (please add \$1.50 for S&H)

**NOTICE:** In the event of a cancellation due to weather, you will be notified through email.

**PLEASE bring your confirmation email with CTLE forms to check-in the morning of the event.**

**Please indicate your FIRST CHOICE (1<sup>st</sup>), SECOND CHOICE (2<sup>nd</sup>), and an ALTERNATE CHOICE (Alt.)**

**These sessions MAY be presented twice, if enrollment shows the need.**

\_\_\_ **1. What Educators Need to Know About Dyslexia: Definition, Prevention, and Treatment** (*for K-12 Parents, Teachers, Coaches, Administrators*)

- Presented by Dr. Mary Lion, 1<sup>st</sup> Grade Teacher, Williamson Central School District

- Dyslexia, a specific reading disability, affects an estimated 1 in every 5 children in the United States. Children with this disability require specialized instruction to help prevent and remediate this condition about which many educators are unaware. This session will discuss early identification, its emotional impact on students who are diagnosed, prevention and treatment, and definitions. The information in this session is vital to help educators and parents understand the importance of early identification in hopes of lessening the emotional effects and improving the chances of a child with dyslexia becoming a competent reader. Be sure to come prepared with a device to play a game of Kahoot! to test your own knowledge of what students with dyslexia need to succeed.

\_\_\_ **2. Reading Engagement for All** (*for K-12 Teachers*)

- Presented by Cindy Schwind, Reading Specialist, Greece CSD

- In this session, teachers will walk away with 20 ways to promote reading engagement in their classrooms. The Next Generation Standards state that we grow lifelong readers yet every year we get some students who do not like to read. What can we do about it? During this hour, we will talk about ways to create a community of readers!

\_\_\_ **3. Getting Kids to Read and Write Nonfiction: A Children's Author's Perspective** (*for Elementary Teachers*)

- Presented by Kevin Kurtz, Children's Author

- Kevin Kurtz is a nonfiction children's author ([www.kevkurtz.com](http://www.kevkurtz.com)) who regularly talks to elementary students about nonfiction. Kevin will share some of his observations about what works when engaging kids with nonfiction. He will also lead participants through a condensed version of the writing nonfiction workshop he does with elementary students to share some of his teaching methods.

\_\_\_ **4. Global Children's Literature Book Tastings: Exploring Meaningful Ways to Promote Diverse Perspectives** (*for K-12 Teachers, Librarians, School Counselors, Administrators*)

- Presented by Dr. Kathleen Olmstead & Dr. Kathleen Colantonio-Yurko, Assistant Professors of Literacy, The College at Brockport, SUNY

- Stories are intrinsic to students' development of positive self-identities and worldviews, yet we know only some stories are represented in our classrooms today. While many educators question "whose stories count?" (Cunningham, 2015, p 21), it is widely acknowledged that the diversity of texts on our bookshelves does not align with the diversity of languages, cultures and lived experiences of our students. This needs to change – all students deserve life-affirming texts. Drs. Olmstead & Yurko conduct global children's literature "book tastings" and explore meaningful ways to promote diverse perspectives and equity in literacy education (Labadie, Wetzels & Rogers, 2012).

**5. Fostering Advanced Literacies in the Classroom** (for K-12 Educators, Administrators)

- Presented by Christine Treasure, Director of School Improvement, Monroe 1 BOCES
- When the Next Generation Learning Standards in English Language Arts were released, Dr. Nonie Lesaux, PhD from Harvard University and Emily Phillips Galloway, EdD from Vanderbilt University, developed a series of briefs designed to aid NY educators in implementing the standards. In this session, we will explore information from the briefs – specifically around the four hallmarks of instructional practice – and participants will reflect upon the ways in which they can and do utilize these practice to support student literacy learning.

**6. How Now Brown Cow? The Importance of Phonemic Awareness** (for K-5 Teachers, Reading Teachers, Special Educators, Interventionists)

- Presented by Kelly Keenan, K-12 Instructional Coach & Betsy Fitzpatrick, K-12 Instructional Coach for Inclusive Education, Brockport Central School District
- Are phonics skills keeping your students from progressing along the continuum of literacy? Are your students' spelling skills lagging? Research suggests phonemic awareness training improves students' reading and spelling skills. Come explore the subskills of phonemic awareness and leave equipped to assess and address these skills in your reading instruction. We will examine the connection between phonics and phonemic awareness, as well as the differences.

**This session will be offered once for each grade level group (select your appropriate grade level)**

**7. Elementary grades K-5 Presentation: Literacy and Social Studies Integration Through the Lens of the History of Segregation & Resistance to Racist Policy in Rochester**

- Presented by Shane Wiegand, 4<sup>th</sup> Grade Teacher, Rush Henrietta Central School District
- In Rochester and in the US, individual and systemic racism have deep historical roots and continue to create significant issues leading to huge disparities in income, wealth, and health. Federal and local policies from the 1930s-1960s laid the foundation for NY being the most segregated state in the country by race. In order to ameliorate these issues, we have to understand how they came to be, learn about those who resisted and empower our students to participate in building a more equitable Greater Rochester Area. In this workshop you will be given an overview of this history using many primary and secondary sources. Participants will explore how to incorporate this information/resources into your literacy classroom.

**8. Secondary grades 6-12 Presentation: Literacy and Social Studies Integration Through the Lens of the History of Segregation & Resistance to Racist Policy in Rochester**

- Presented by Shane Wiegand, 4<sup>th</sup> Grade Teacher, Rush Henrietta Central School District
- In Rochester and in the US, individual and systemic racism have deep historical roots and continue to create significant issues leading to huge disparities in income, wealth, and health. Federal and local policies from the 1930s-1960s laid the foundation for NY being the most segregated state in the country by race. In order to ameliorate these issues, we have to understand how they came to be, learn about those who resisted and empower our students to participate in building a more equitable Greater Rochester Area. In this workshop you will be given an overview of this history using many primary and secondary sources. Participants will explore how to incorporate this information/resources into your literacy classroom.