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# The Thirty-Sixth Annual VIRTUAL FALL CONFERENCE

## LANGUAGE COMPREHENSION

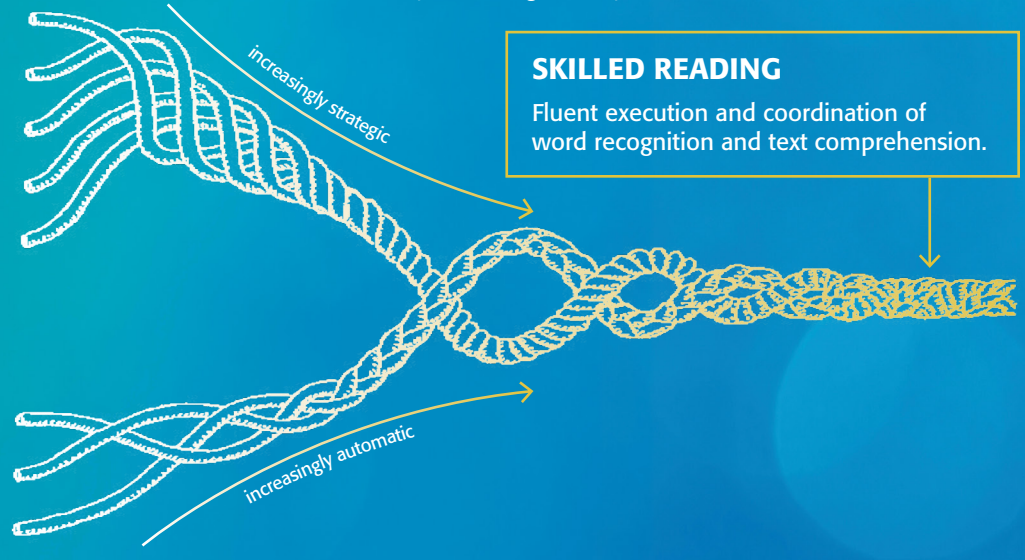
- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

## WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound, correspondences)
- SIGHT RECOGNITION (of familiar words)

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

(Scarborough, 2001)



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.) Handbook for research in early literacy, New York, Guilford Press.

# “Securing the Strands for Skilled Reading”

## #UntilEveryoneCanRead

NJ Professional  
Development Hours  
Provider #254  
IMSLEC  
Continuing Educations Credits  
Dyslexia Credit Hours Upon  
Approval by Your District Using  
the Conference Professional  
Development Certificate

## KEYNOTE ADDRESS

### **A Cautionary Tale: The Complexity of Comprehension Demands an Informed Instructional Approach.**

Nancy Lewis Hennessy, M. ED., LDT-C  
Literacy Consultant, The Consulting Network.

**Handouts Will Be Available to download on website—  
[nj.dyslexiaida.org](http://nj.dyslexiaida.org)**

# VIRTUAL CONFERENCE OVERVIEW

## Friday, October 1, 2021

**8:00 a.m.** Welcome: Patricia Barden, M.A., OG-TT, Co-Director of Children's Dyslexia Center of Tenafly, Past President NJIDA Fall Conference Chair

**8:10 a.m.** President's Address: Dawn Dennis, M.A., OG-TT, CDT

**8:20 a.m.** Introduction of Keynote: Emerson Dickman, JD, Law Office of Emerson Dickman

**8:30 a.m. Keynote Address: A Cautionary Tale: The Complexity of Comprehension Demands an Informed Instructional Approach, Nancy Lewis Hennessey, M. ED, LDT-C, Literacy Consultant, The Consulting Network**

Whether reading eye or ear, building meaning from text is complex and multidimensional. The informed educator understands that comprehension is the orchestrated product of multiple language and cognitive processes and skills. This knowledge calls the design of an aligned blueprint for comprehension instruction. This framework, based in the science, acknowledges the importance of developing language and literacy skills as well providing opportunity for acquiring knowledge. It prompts the educator to consider the role of word meaning, sentence comprehension, background knowledge and necessary inferences. Simultaneously, the blueprint guides the identification and implementation of strategies and activities essential to the development of these processes and skills. The science demands that we recognize the complexity of comprehension and that our instruction is informed by this understanding.

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**10:10-10:20 a.m.** Morning Break

**10:20-12:00 p.m.** Morning Session

### Session 1: Focus on Fluency

**Audience:** Educators, LDT/Cs, Elementary School, Middle School

**Speaker:** Georgette C. Dickman M.A.,LDT/C, OG-TH/T, SL/DS Children'sDyslexiaCenter Tenafly-Co-Director:  
Fairleigh Dickinson  
University/Center for Dyslexia Studies, Curriculum Coordinator/Adjunct Professor

**Description:** This presentation will focus on fluency in the reading process. Research and theoretical basis of fluency will be reviewed including assessing fluency will be reviewed including assessing fluency and activities that foster fluent reading.

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**12:00 p.m.-12:30 p.m.** Lunch

**12:30 p.m.-2:10 p.m.** Afternoon Sessions

### Session 2: Oral Language and its Relationship to Literacy

**Audience:** Educators, LDT/Cs, Parents

**Speaker:** Lydia H. Soifer, Ph.D.

Language and Literacy Specialist, Assistant Professor of Pediatrics, Albert Einstein College of Medicine.

**Description:** Babies start learning to read the moment they are born. Reading and writing skills are built on a foundation of the amazing complexity of understanding and use of sounds, word, sentences, and intonation of the language to which we are exposed. While understanding and speaking are generally automatic and natural ways of engaging with language, as a rule reading and writing must be directly taught. Insights into the ways in which the components of aural/oral language contribute to the development and achievement of literacy will be presented. Participants will learn how each aspect of language is related to literacy on the oral-written continuum, as well as where the differences lie, and how the language teachers use influences student learning.

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## Friday, October 1, 2021 *(Continued)*

2:20 p.m.-4:00 p.m.

### Session 3: Morphemes: Building Blocks for Effective Vocabulary Instruction

**Audience:** Parents, Educators, Psychologists/Social Workers, Individuals with Dyslexia, Elementary School, Middle School, High School, College, and Adult.

**Speaker:** Marcia Kierland Henry, Ph. D., Professor Emerita San Jose State University

**Description:** Morphemes, the meaning units within words such as prefixes, suffixes, bases and roots, provide strategies for students to acquire fluent decoding and spelling of polysyllabic words as well as enhancing vocabulary. These morphemes differ based on word origin (Anglo-Saxon, Latin and Greek). Frameworks for instruction, along with numerous instructional strategies and activities will be presented.

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4:30 p.m.-6:10 p.m.

### Session 4: Can Sound Walls Benefit my Dyslexic Students

**Audience:** Educators, General Audience, Preschool, Elementary

**Speaker:** Mary Ellis Dahlgren, Ed.D., President of Tools 4 Reading.

**Description:** Phonological difficulties are the deficit core of dyslexia. We have a speech sound system that is different from our phonics system. Understanding the phonetics of language is something that is overlooked when teaching phonemic awareness skills. How do we represent a phoneme in memory? A sound wall is designed to teach students about the articulation of phonemes to make extracting them easier and more efficient for the process of segmenting, blending, and manipulating. If sounds are stored inaccurately or unidentified it will cause a breakdown in both reading and spelling. We are going to explore how to establish and build a sound wall in your classroom along with daily activities to use as a reference point for making a connection from speech to print.

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## Saturday, October 2, 2021

9:00 a.m.-12:30 p.m.

### Session 5: Paragraph and Essay Writing: Valuable Tools and Strategies

**Audience:** Educators, LDT/Cs, Administrators, Individuals with Dyslexia, General Audience, All ages

**Speaker:** Judy Shapiro MS, LDT/C, OG-TH/T  
Adjunct Professor, Fairleigh Dickinson University

#### Abbreviation Key

**Audience:** Parents (pa), Educators (ed), LDTs (lc), Physicians (ph), Administrators (ad), Psychologists/Social Workers (psw), Individuals with Dyslexia (id), General Audience (ga)

**Age Group:** Preschool (P), Elementary School (E), Middle School (M), High School (H), College (C), Adults (A)

**Description:** What does the struggling writer do when asked to write a paragraph or an essay? How can we help at the organizational and more granular level? Examine, viewmodeling, and practice expository writing strategies for the struggling student.

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## For FDU graduate credit you must attend all Friday sessions and Saturday session – 12.5 Hours

### EDUC6624 OG Topics (1 Graduate Credit) Topic: “Strands for Skilled Reading”

If interested in taking course for one graduate credit through FDU, contact Grace Hottinger at [graceh@fdu.edu](mailto:graceh@fdu.edu) or **201-692-2816**. There will be a graduate tuition fee of \$175 paid to FDU in addition to NJIDA conference fee and a required written assignment. Deadline for registration with FDU for graduate credit is Wednesday 9/29/21. Late registrations will not be available.

### Professional Development Hours

**IMSLEC:** Attendees will earn 1 hour of PD credit for every hour of instructional time.

### NJ PROFESSIONAL DEVELOPMENT HOURS

Certificate toward the 100-hour requirement will be provided after the conference via email within 10 business days of 10/2.

All sessions will be recorded and available for 30 days if you have registered for them.

## Conference Registration

**THE DEADLINE FOR REGISTRATION on [Eventbrite](#) is September 25, 2021. Late registrations cannot be accepted for the virtual conference.**

For questions, email [njida@msn.com](mailto:njida@msn.com).

**Zoom links will be sent out via email to each registered attendee 24 hours ahead of scheduled session date and time. Check your spam/junk folders ahead of contacting NJIDA if you do not receive your session(s) zoom link(s). Please log in to the session 15 minutes ahead of scheduled time for housekeeping details. All sessions will be recorded. If you have registered for a session and are not able to attend live, you will receive the link for that recorded session within 72 hours of that session time.**

Registration Fee		
<b>\$125</b> Friday Only All Sessions	<b>\$150</b> Friday and Saturday All Sessions	<b>\$75</b> Saturday only
<b>You can take all sessions for this one price or any combination there after. If you register and pay for a session that you cannot attend live, you will receive the link to that recorded session within 72 hours of session date and time.</b>		

**PD hours certificates will be emailed to registered attendees within 10 business days of October 2. Check your spam/junk folders if you do not receive them before contacting NJIDA.**

**IDA DISCLAIMER:** The International Dyslexia Association [www.interdys.org](http://www.interdys.org) supports efforts to provide instruction for individuals with dyslexia and to identify these individuals at an early age. The Association believes that multisensory teaching and learning are the best approaches currently available for those affected by dyslexia. However, the Association does not endorse any specific program, speaker or instructional materials, noting there are a number of such which present the critical components of instruction.