

Science of Reading Summer Institute powered by Really Great Reading for

Harford County Public Schools

June 17-18, 2024

Setting: In-Person

Audience: PreK-3 Grade Teachers and Building Administrators

Draft Schedule:

June 17, 2024

Keynote Session	
Best Practices for Multilingual Learners (1 hour)	
Concurrent Session AM	Break Out Session AM
Reading Starts with your Ears for PreK and K Teachers	Erasing the Misery of Reading Spelling Multisyllabic Words
Break Out Session PM	Break Out Session PM
Top Ten Things Administrators Need to Know About the Science of Reading to Lead the Charge	Harford County Informational Session

June 18, 2024

Keynote Session	
Bringing the Science of Reading Home and Engaging Families (1 hour)	
Concurrent Session AM	Break Out Session AM
Word Wizardry: Dual Coding & Semantic Reasoning in Vocabulary Instruction	Abracadabra! Making Tricky Irregular High-Frequency Words Sticky with Heart Word Magic!
Break Out Session PM	Break Out Session PM
Abracadabra! Making Tricky Irregular High-Frequency Words Sticky with Heart Word Magic!	Erasing the Misery of Reading Spelling Multisyllabic Words

Concurrent Session Summaries

Best Practices for Multilingual Learners

Discover best practices to create an inclusive and dynamic language learning atmosphere that caters to diverse learners. This conference session offers a comprehensive exploration of key strategies aimed at enhancing language acquisition in diverse learning environments. This session equips educators with actionable strategies and insights to optimize language instruction, fostering a more engaging and effective learning environment for students from varied linguistic backgrounds.

Learning Objectives: (Do not include in program, internal use only)

- *Comprehensible Input: Understand the importance of providing accessible and understandable content to promote language development effectively.*
- *The Affective Filter: Discover strategies to lower barriers and create a conducive learning environment for enhanced language acquisition.*
- *Total Physical Response (TPR): Learn about the effectiveness of TPR techniques in improving comprehension and retention in language learning.*
- *Translanguaging Insights: Gain a deeper understanding of translanguaging, dispel misconceptions, and explore ways to leverage it for improved language learning outcomes.*
- *Review and integrate the core concepts discussed, emphasizing the critical role of Comprehensible Input in tandem with The Affective Filter, Total Physical Response, and Translanguaging.*
- *Discover best practices to create an inclusive and dynamic language learning atmosphere that caters to diverse learners.*

Top Ten Things Administrators Need to Know About the Science of Reading to Lead the Charge

Wondering why so many districts and schools are turning to the Science of Reading? Be the leader that your district/school needs for this journey! We are thrilled to offer a Science of Reading workshop geared entirely toward building and district leaders. Our one-hour workshop explores what the Science of Reading is, why it is the most effective way of teaching reading, and how to begin your journey. Participants will leave with straightforward ways to identify red flags and roadblocks and actionable next steps, including:

- Walkthrough checklist for Science of Reading practices
- Science of Reading curriculum evaluation guidelines
- Teacher knowledge surveys to determine where to begin your professional growth plan

Change starts with administrators' leadership, and we are passionate about helping you start your journey!

Concurrent Session Summaries

Abracadabra! Making Tricky Irregular High-Frequency Words Sticky with Heart Word Magic!

Did you know that literate adults have a library of 30,000 to 70,000 words they can read automatically, accurately, and effortlessly? These words are considered "sight words" because we instantly recognize them by sight. What does it take for a word to get anchored in our sight word memory? Why is it difficult for some students to recognize words instantly? Are there instructional methods that can have a greater impact than others? How many sight words should we teach? This session will answer these questions and more as participants learn the missing piece that can make tricky irregular high-frequency words "sticky." Participants will leave the session armed with a FREE, research-based teaching tool that will help make the tricky parts of high-frequency words "sticky" for students of all ages!

Erasing the Misery of Reading and Spelling Multisyllabic Words

Navigating through lengthy, complex words can be a challenge for adolescent learners. When faced with multisyllabic words, many students resort to guessing or skipping, hindering their reading fluency and comprehension. This session is designed to equip educators with practical and engaging strategies tailored to adolescent learners, enabling them to confidently read and spell longer words.

Participants will explore effective teaching methods that empower students to tackle multisyllabic words using straightforward techniques. Through explicit instruction and hands-on activities, educators will learn how to incorporate multi-sensory approaches and engaging manipulatives that resonate with learners of varying abilities and grades.

Join us to explore and practice these functional strategies, empowering adolescent learners to conquer the challenge of reading and spelling multisyllabic words effectively.

Learning Objectives: (Do not include in program, internal use only)

- *Demonstrate explicit, scaffolded teaching of decoding multisyllabic words using multi-sensory techniques suitable for adolescent learners.*
- *Implement a "Lose the Rules" approach that encourages students to break down complex words into syllables, fostering fluency and decoding proficiency.*
- *Learn strategies for teaching the spelling of multisyllabic words syllable by syllable*
- *Acquire a scope and sequence for teaching powerful decoding and spelling strategies, along with a word list catering to various content areas.*
- *Actively engage in practical activities to apply functional strategies for teaching complex words*

Concurrent Session Summaries

Word Wizardry: Dual Coding & Semantic Reasoning in Vocabulary Instruction

Word meaning is pivotal in learning to decode and comprehend. This presentation reviews several frameworks (e.g., Lexical Quality Hypothesis, Simple View, Scarborough's Rope, and the Triangle Model), emphasizing the relationship between print and vocabulary meaning. Attendees will discover multiple new vocabulary learning activities that can be immediately incorporated into instruction ensuring strong orthographic mapping.

Learning Objectives: (Do not include in program, internal use only)

In this dynamic presentation, attendees will discover multiple new vocabulary learning activities that can be immediately incorporated into instruction. Leading up to these activities, the presenters will quickly guide attendees through a "big picture" overview of the Simple View of Reading (Gough & Tunmer, 1986), the Reading Rope (Scarborough, 2001), and the Lexical Quality Hypothesis (LQH) (Perfetti & Hart 2001, 2002). According to the LQH, three aspects of a word (orthography, phonology, and meaning), combine to form a word's identity. The higher the quality of a reader's word representations, or the more readers know about a word's "identity," the better able a reader is to identify that word (Perfetti, 2017). All three of these scientifically backed models point to the pivotal role of addressing word meaning. This is especially true when combined in the early years with the equally important power of word recognition (KPS 1.3). The presenters will then guide participants through an overview of the Triangle Model, the bottom part of the four-part processing system originally documented by Seidenberg and McClelland in 1989. The Triangle Model includes the Orthographic and Phonological Processors (primarily involved in phonics instruction) and the Meaning Processor (which is often neglected until later years) (KPS 1.2). Explicit instruction that addresses all three triangles simultaneously should result in students creating strong mental dictionaries and a deep knowledge of words (KPS, 1.1; KPS 1.3).

Reading Starts with Your Ears

One of the major skills underlying the successful decoding of printed words is a purely auditory and oral skill. It may not be 'reading with your ears' in the literal sense, but the sounds we hear in words are what allow us to ultimately pull the print off the page with our eyes when we decode. The session will review the importance of phonological and phonemic awareness as young children are preparing to and beginning to read words. The presenter will then connect research to practice, providing participants with a multitude of fun and developmentally appropriate games and activities that can be used to build students' phonological and phonemic awareness throughout the school day.

Learning Objectives: (Do not include in program, internal use only)

Outcomes: While participating in "Reading Starts with Your Ears" educators will:

- Understand the power of oral language in building foundational literacy skills.*
- Explore deep, rich research about how words are stored.*
- Learn key phonemic awareness routines to promote word level reading and storage.*
- Preview sample activities and manipulatives to engage students in word play.*

Participants will be provided:

- Instructional routines for Beginning Sound Isolation, blending and segmentation.*

- *Continuums for phonological and phonemic skills and blending*
- *Samples lessons and word lists to provide direct instruction and practice for students.*
- *Practical solutions for incorporating phonemic awareness into daily activities*