

Literacy for All: Equitable Practices for Reading & Dyslexia



Session Descriptions

Literacy for All, Opening Session

Winifred Winston, State Leader, Decoding Dyslexia Maryland

The opening session will briefly describe Decoding Dyslexia Maryland's mission, introduce chapter leaders by school district and provide an overview of the [Reading & Dyslexia Handbook bills HB 718 & SB 575](#), introduced by Delegate Eric Luedtke & Senator Katie Fry Hester. The bills were originally part of the 2019 Ready to Read Act and will provide critical guidance for school communities implementing the Ready to Read Act in 2020.

Education: Reading & Dyslexia 2020

House Majority Leader, Eric Luedtke; Chair, House Revenue Subcommittee, Ways & Means Committee

Delegate Luedtke is the sponsor of the 2020 Reading and Dyslexia Handbook and the sponsor of the Ready to Read Act of 2019 which requires all Kindergarten students to be screened for reading difficulties and receive intervention to prevent reading difficulties. Delegate Luedtke is also a key legislative leader involved reforming education funding and programs by passing and implementing the Kirwan Commission recommendations.

Implementing Strong Screening, Instruction, and Interventions for Reading

Sarah Sayko, M.Ed., National Center on Improving Literacy (NCIL), Deputy Director

The Keynote session will describe the resources NCIL can provide to schools and parents and the evidence base that supports screening, instruction, and intervention to increase literacy achievement for students who struggle to read and students with dyslexia. Participants in the session will benefit from information about national efforts to improve achievement for students with dyslexia and access to resources for effectively implementing evidence-based literacy practices in school settings.

Screening for Dyslexia and Reading Difficulties

Kelli Cummings, Ph.D., NCSP, Assistant Professor of Special Education at the University of Maryland, College Park/NCIL, Scott Szczerbiak, Director of Special Education and Cortney Dvorak, Supervisor of Instruction/Reading, St. Mary's County Public Schools

Figuring out which children may be at risk for reading difficulty before the onset of reading struggles is a primary goal of Maryland's reading screening requirements. Many local school districts are reviewing reading screening protocols and establishing "response to screening" frameworks. This session will discuss the characteristics of strong reading screening assessments and investigate the pre-literacy and early literacy areas (or behaviors) that are predictive of future reading success. Attendees will hear from [St. Mary's County Public Schools and NCIL](#) about the universal reading screening partnership to identify at risk readers and students with dyslexia. Attendees will be better prepared to understand how to choose and implement a strong screening measure with the goal to prevent reading failure.

Reading Instruction and Supplemental Interventions to Support Equitable Literacy Development

Jess Surles, M.Ed., NCIL Literacy Coach

This session will share evidence-based reading practices that can be used in response to screening to address students who show risks for reading difficulties or dyslexia. The session will address the critical nature of core instruction and the essential components of reading that are central to early literacy development and reading success. It will describe and model how to deliver evidence-based instruction and will leverage effective intervention practices, identified by the Institute for Education Sciences (IES) and NCIL, to support struggling readers and students with dyslexia. The session will also examine students who demonstrate substantial need for reading intervention that has not been successfully remediated through high quality, explicit core instruction and supplementary supports. By the end of this session, participants will understand how and why (a) using evidence-based practices during reading instruction and intervention can support students with dyslexia, and (b) using evidence-based practices to deliver reading instruction can lead to higher literacy outcomes for all children, including students with dyslexia.

Family and School Partnerships that Create Positive Student Outcomes

Sarah Sayko, M.Ed., NCIL Deputy Director

This session will describe how to support students with or at risk for dyslexia and other literacy-related disabilities through collaboration among schools, families, and communities. As children's first teachers, families play a critical role in a comprehensive approach through four key actions: learn, advocate, partner, and support. Yet, families often need improved access to evidence-based information to fulfill these roles. This session will explain these four roles and describe how they are situated within a comprehensive system of literacy-related services to increase literacy outcomes for every

student. As a student moves through the system, it will be the cumulative quality of the adult-directed activities across time that will be most strongly determine whether the student attains full literacy skills.

About Us

The National Center on Improving Literacy (NCIL) is a partnership among literacy experts, researchers, and technical assistance providers at the University of Oregon, Florida State University, and RMC Research Corporation. Authorized by the Every Student Succeeds Act and funded by the U.S. Department of Education, the goal of NCIL is to improve access to and use of evidence-based approaches to screen, identify, and treat students with literacy-related disabilities, including dyslexia. NCIL is tasked with collaborating with researchers, technical assistance providers, state and local education agencies, families and advocacy groups, and community agencies, among other stakeholders concerned with PreK-12 literacy achievement.

Decoding Dyslexia Maryland (DDMD) is a volunteer, grassroots network of parents, students and educators. Founded in 2012, DDMD has 15 regional and local chapters and a three-pronged mission to raise **awareness** about struggling readers and dyslexia; **empower** parents, educators and students to support struggling readers and students with dyslexia and **educate** policymakers on best practices to support struggling readers and students with dyslexia.

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DECODING DYSLEXIA MARYLAND

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ADDITIONAL RESOURCES

[Ready to Read Act of 2019](#)

[Presenter Biographies](#)

[Literacy for All Agenda](#)