

Supporting Struggling Readers: Grades 2-6



9:00 – 3:00 each day, August 12 – 16, 2019

Academy at King Edward School,
Edmonton

The Diagnostic Reading Tool - 2

The Diagnostic Reading Tool - 2 (DRT-2) and Intervention workshops allow teachers the opportunity to understand how to:

- Use the DRT-2 to assess the five pillars of reading for struggling readers
- Provide the necessary interventions to respond to these needs

***Adapting reading
instruction for students who
find it difficult to learn,
leads to success!***

The **five full days** of workshops will help teachers to increase skills in assessing, planning for, and instructing struggling readers from grades 2-6. Teachers will learn how to assess for strengths and weaknesses. Using the five pillars of reading, teachers will explore ways to:

- Adapt instruction for students who struggle
- Make instruction more explicit
- Provide systematic carefully sequenced instruction
- Increase opportunities for practice
- Apply skills and strategies in meaningful text

Teacher's endorsement:

"I consider myself fortunate to have been able to benefit from the expertise of Joanne Heckbert. A consummate professional, Joanne is highly skilled in coaching teachers on how to use effective lessons, methods, techniques and resources that support struggling readers. I have been teaching for over 15 years but spending one week with Joanne revolutionized my program and made my lessons more intentional and far more effective. Her expertise will equip the seasoned teacher and the beginning teacher alike."

Rhonda Van Lent, Kindergarten Teacher, EPSB

During the first day, participants will be provided with the **DRT-2 Teacher Manual**, **DRT-2 Student Stimulus Booklet** and a **DRT-2 Recording Booklet**. After being trained, teachers will be free to photocopy the applicable pages from the Recording Booklet to test and record their own students' results.

Teachers have found the DRT-2 to be easy to administer with good instructions, scripts, examples, and recording of a student's responses. It is ready for immediate use. The results are recorded on a Summary Sheet for each student.

The remainder of the day will be spent on learning about considerations for programming for weaknesses in **phonemic awareness** – the first pillar.

The focus of the second day will be first to practice administering the DRT-2 to a struggling reader and report those results in an Assessment and Intervention Report. Next, the participants will learn how to adapt programming for **phonics** weaknesses. Skills, strategies, and appropriate materials will be explored to try to accelerate student progress.

The third day, participants will first tutor the student they assessed for an hour in the areas of phonemic awareness and phonics and report on their first Intervention Lesson. The rest of the day will focus on **fluency**, tying the testing results to programming for weak fluency skills.

On the fourth day, participants will once again work with their student for an hour in the area(s) of weakness within the first three pillars – phonemic awareness, phonics, and fluency – and report on their second Intervention Lesson. The remainder of the day will focus on **vocabulary** and **sentence structure**. Teachers will be presented with options for increasing vocabulary and sentence structure knowledge.

Finally, on the fifth day, participants will again work with their students for an hour on weaknesses identified on the DRT-2, following which they will complete their report for the instructors to share with the students' parents. The last part of the day will focus on **comprehension** – first, teaching students to self-monitor their understanding, and then work on systematic and explicit teaching of comprehension strategies so that students have good literal and inferential skills.

Course Instructors



Joanne Heckbert, M.Ed. is a reading specialist with considerable experience in assessment and working with students with reading difficulties and their parents. She has taught in the regular classroom and in highly specialized environments and regularly consults to school boards, providing expert support on assessment and programming for students who struggle with reading and writing.

She currently coordinates the Right to Read Program for the Learning Disabilities Association of Alberta and is the reading specialist for this program.

She has been instructing the Supporting Struggling Readers course in various areas of Edmonton during the school year and the summer for several years.



Paddy Zadunayski, M.Ed. was the Coordinator of Literacy & New Teacher Supports for Pembina Hills Public Schools.

Paddy worked for the division for more than 30 years. Her classroom experience spans from grades one to nine. She has been a school based administrator, working as the associate principal of a large elementary school for five years. Paddy also served as an AISI Lead Teacher responsible for providing in-services for K-6 English and French Immersion teachers and as the Literacy and Assessment Coach for subsequent AISI projects.

Paddy holds a B.Ed and an M.Ed in Elementary Education. In her masters, her studies were focused on Early Literacy Development, with a specialization in reading assessment and support.