INTERNATIONAL DYSLEXIA ASSOCIATION — LONG ISLAND BRANCH

THERE IS NO FINISH LINE

Literacy Across a Lifetime

BY LONG ISLAND EDUCATORS, FOR LONG ISLAND EDUCATORS

What does it take to keep a child reading for life?

Your colleagues. Your classrooms. Strong Core Tier 1 literacy for the NY Inspires / MTSS-I era.

OPENING & CLOSING KEYNOTE



The Literacy Bicycle

Nicole Moriarty, Ed.D.

Founder, The Teaching and Learning Collective

Every part has to work together, or the bike doesn't move. From a toddler's first stories to an adult who reads for a lifetime, Nicole traces the whole ride — and asks the question no framework should skip: *what is all of this for?*

> **She opens the day by putting you on the bike. She closes it by showing you where the road leads.**

25+ years in PreK-12 · a mom who rode alongside her own kids

SESSIONS LED BY YOUR COLLEAGUES

The Organized Reader
Executive function for independent readers

Have No Fear
Classrooms that embrace risk-taking

Playing with Words
Using theater to enhance literacy

Reread with Purpose
Familiar read-alouds that build SEL

When They Believe They Can
Mindsets that sustain lifelong reading

+ 9 more sessions at lidyslexia.com

SPECIAL GUEST · LAUREN KAUFMAN

One formula. Every learner.

A first look at her simple formula for designing learning that opens access to all.

SPECIAL GUEST · DR. LORRAINE M. RADICE

Pump up the front wheel.

Her famous read-aloud adventure builds comprehension and vocabulary for our youngest learners.

WHEN
Monday, November 16, 2026
Doors open 7:45am · Keynote 8:30am

WHERE
Best Western Premier
333 South Service Road
Plainview, NY 11803

REGISTRATION
Fee: $90 per person
CTLE credits offered

You'll leave with practices you can use the next day, a shared picture of a strong Tier 1 literacy, and a network of Long Island colleagues doing this work.

Questions?
info@lidyslexia.com

International Dyslexia Association – Long Island Branch
323 Concord Street, Dix Hills, NY 11746

PO PAYMENT THROUGH YOUR SCHOOL DISTRICT: IDALIB

Or individual attendees, **SAVE YOUR SEAT at LIDYSLEXIA.COM**

Or Scan QR

INTERNATIONAL DYSLEXIA ASSOCIATION — LONG ISLAND BRANCH

THERE IS NO FINISH LINE

Literacy Across a Lifetime

CONFERENCE PROGRAM·MONDAY, NOVEMBER 16, 2026

Best Western Premier Plainview–Long Island Hotel · 333 South Service Road, Plainview, NY

OPENING KEYNOTE · 8:30–9:15 AM

The Literacy Bicycle: Reading as a Developmental Journey

NicoleMoriarty,Ed.D. · Founder, The Teaching & Learning Collective

Literacy development stands on the same footing as child development itself — not a checklist of milestones, but a continuously unfolding process with its own stages, pacing, and individual variation. Nicole follows the reader from birth to adulthood and introduces the Literacy Bicycle: every part has to work together, or the reader doesn't move. Woven through are the dispositions — curiosity, persistence, flexible thinking, metacognition — that let learners put developing skills to use, and the case that an integrated, multicomponent Tier 1 lens is more urgent now than ever.

SPECIAL GUEST · LAUREN KAUFMAN

One formula. Every learner. A first look at her simple formula for designing learning that opens access to all.

THE DAY AT A GLANCE

7:45am	Registra tio n
8:30–9:15	Opening Keynote
9:25–10:25	**Session 1 · BUILD**
10:35–11:35	**Session 2 · EXPAND**
11:35–12:25	Lunch
12:25–1:25	**Session 3 · DEEPEN**
1:35–2:35	**Session 4 · TRANSFER**
2:45–3:15	Closing Keynote

Everyone moves through the full arc together - BUILD, EXPAND, DEEPEN, TRANSFER - choosing a room within each block.

ENL LENS Sessions for multilingual learners run in Sessions 2, 3, and 4.

LOCATON
Best Western Premier
333 South Service Road, Plainview, NY 11803.
Phone: (516) 694-6500

CLOSING KEYNOTE · 2:45–3:15 PM

14,000 Hours

·**Nicole Moriarty, Ed.D.**

We have roughly 14,000 hours with the learners in front of us. What are we doing with that time? Nicole reframes everything the day has covered — BUILD, EXPAND, DEEPEN, TRANSFER, and every session in between — not as a curriculum to complete, but as finite, irreplaceable time with a developing human being. There is no finish line, only the choice of what to do with the hours we're given.

FOLLOW THE LEARNER FORWARD

BUILD
Foundations that make skilled reading possible

EXPAND
Growing capacity as students read to learn

DEEPEN
Engaging complexity, perspective & evidence

TRANSFER
Literacyforlifebeyond the classroom

REGISTER HERE:
https://lidyslexia.com/events/conference-workshops/

SESSION 1

BUILD

9:25–10:25 AM

Foundations that make skilled reading possible

IN THIS STRAND Oral language, phonological awareness, phonics, fluency, vocabulary, early comprehension, writing, and the identification of and intervention for dyslexia and other reading difficulties.

ROOM: *To be announced*

Building Literacy Through Play at Any Level

Sara Ortiz, Jennie Fahey & Jocelyn Greene

Director of Curriculum, Instruction and Learning, Mineola UFSD

Participants will learn by playing! This hands-on session shares games and play-based activities that build targeted literacy skills — from phonological awareness to vocabulary, comprehension, and writing. Come ready to interact, and leave with ideas you can embed the very next day, plus videos of the games to bring back to your team.

Birth–PreK · Elementary · Middle School

ROOM: *To be announced*

Reread with Purpose: Using Familiar Read-Alouds to Build Social-Emotional Learning

Molly Drake

Teacher, Long Beach Schools

What if your classroom's favorite read-alouds became powerful tools for social-emotional learning? Explore simple ways to use rereading, intentional questioning, and meaningful conversation to help young children explore emotions, empathy, friendship, problem-solving, and perspective-taking — deepening comprehension with books you already know and love.

Birth–PreK · Elementary

ROOM: *To be announced*

SPECIAL GUEST

Read, Think, Talk: Building Vocabulary and Comprehension Through Interactive Read Alouds

Dr. Lorraine M. Radice

Assistant Superintendent for Curriculum and Instruction, Valley Stream UFSD 13

Plan vocabulary instruction and meaningful questioning that deepen comprehension of complex texts. Examine text complexity, choose words for explicit instruction, and map purposeful stopping points and high-quality questions — then experience a simulated interactive read-aloud as learners before applying it to your own planning.

Elementary · Middle School

ROOM: *To be announced*

ALSO IN SESSION 3

The Organized Reader: Executive Function Strategies for Stronger, More Independent Readers

Randall Klein & Carly Furino

PALS Support Services

Strong readers rely on executive function to plan, sustain attention, organize and hold information in mind, manage cognitive load, and notice when meaning is lost. Explore the connection between executive functioning, metacognition, and literacy — and leave with concrete tools to help students approach texts with intention, respond flexibly when stuck, and become more strategic, independent readers.

Across the lifespan

SESSION 2

EXPAND

10:35–11:35 AM

Growing capacity as students read to learn

IN THIS STRAND The knowledge, language, vocabulary, morphology, fluency, comprehension and writing capacities students need as they move from learning to read to reading to learn.

ROOM: *To be announced*

Word Learning That Moves the Needle:From Morphology to Meaning, Vocabulary, and Comprehension

Trici Broderick

Reading Teacher/Literacy Coach, Rockville Centre School District

This interactive session introduces morphology and its impact on literacy development. Explore how understanding roots, prefixes, and suffixes strengthens vocabulary, word recognition, spelling, and comprehension — and discover practical ways to bring morphology into everyday instruction.

Elementary · Middle School

ROOM: *To be announced*

From Data to Instruction: Rethinking Reading Assessment Within MTSS, K–8

Jennifer Wiener

Assistant Program Coordinator for Literacy, Nassau BOCES

Assessment should do more than tell us which students are struggling. Using the GUIDE framework — Gather Evidence, Understand the Data, Identify the Need, Design the Response, Evolve & Adapt — move from multiple sources of literacy data to targeted instruction, intervention, and progress monitoring in phonological awareness, decoding, fluency, language, and comprehension.

Elementary · Middle School

ROOM: *To be announced*

ENL LENS

Building Multilingual Literacy: Oral Language & Fluency

Dr. Cristian R. Solorza

Instructor, Bank Street College of Education

Oral language and fluency are foundations for literacy development, particularly for multilingual learners. Engage with research-informed strategies that build language, strengthen fluency, and leverage students' full linguistic repertoires to support meaning-making and literacy growth.

Across the lifespan

ROOM: *To be announced*

Have No Fear: Creating Classrooms That Embrace Intellectual Risk-Taking

Laurie Bocca

English Teacher, Garden City UFSD · Adjunct Professor

When students worry about being wrong or judged, they hold back their ideas. Explore how to build classrooms where students feel safe, valued, and ready to think deeply — encouraging curiosity, welcoming different perspectives, and supporting the dialogue that strengthens the oral language skills behind reading comprehension.

High School · College

SESSION 3

DEEPEN

12:25–1:25 PM

Engaging complexity, perspective & evidence

IN THIS STRAND Complex ideas, disciplinary texts, multiple perspectives, argument, evidence, and the metacognitive processes that support independent learning.

ROOM: *To be announced*

ALSO IN SESSION 1

The Organized Reader: Executive Function Strategies for Stronger, More Independent Readers

Randall Klein & Carly Furino

PALS Support Services

Strong readers rely on executive function to plan, sustain attention, organize and hold information in mind, manage cognitive load, and notice when meaning is lost. Explore the connection between executive functioning, metacognition, and literacy — and leave with concrete tools to help students approach texts with intention, respond flexibly when stuck, and become more strategic, independent readers.

Across the lifespan

ROOM: *To be announced*

The Writing Revolution® in Action: Explicit Writing Instruction Across Content Areas

Diana Beltrani

Program Coordinator for Humanities, Nassau BOCES

What does explicit writing instruction look like across grades and content areas? Drawing on The Writing Revolution® and the Hochman Method®, experience strategies for sentence-level and longer writing — how to model them, connect them to content, and adapt them. Leave with classroom examples and a plan for an upcoming lesson.

Across the lifespan

ROOM: *To be announced*

ENL LENS

Distinguishing Language Acquisition from Learning Differences: Multi-Tiered Evaluation and Literacy Planning for English Language Learners

Catherine Shanahan

Principal, Mineola UFSD

A systematic protocol for evaluating, supporting, and monitoring English Language Learners within MTSS. Learn to tell whether persistent reading, writing, and speaking challenges reflect typical language acquisition or signal a disability, evaluate performance across WIDA levels, and write goals that embed neurological and bilingual progressions.

Elementary

ROOM: *To be announced*

SPECIAL GUEST

Literacy for Every Learner: One Lesson, Many Pathways Across Content Areas

Lauren Kaufman

Director of Literacy K–12, Garden City Public Schools

Personalizing literacy learning doesn't require a separate lesson for every learner. Through the lenses of content, process, and product, explore a framework for building multiple pathways within one shared lesson while holding high expectations. Experience it as a learner, apply it to a sample lesson, and leave with strategies you can use tomorrow without adding to your workload.

Elementary · Middle School · High School

SESSION 4

TRANSFER

1:35–2:35 PM

Literacy for life beyond the classroom

IN THIS STRAND Using literacy beyond the classroom - to evaluate information, communicate effectively, navigate digital and media environments, participate in civic life, and keep learning.

ROOM: *To be announced*

Literacy in Action: Authentic Literacy Learning with Media Literacy

This session connects literacy to the ways students encounter information and communicate in the world around them, showing how media literacy creates authentic opportunities within content-area instruction for students to interpret, evaluate, and create meaning.

ROOM: *To be announced*

When Readers Believe They Can: Building the Mindsets That Sustain Literacy Across a Lifetime

Jennifer Maichin

Assistant Principal for Student Support Services, Harborfields High School

How students see themselves as readers shapes how far they go. This session explores the mindsets that help learners persist through challenge, and how everyday classroom experiences can build the confidence and willingness to keep growing — sustaining literacy development across a lifetime.

Across the lifespan

ROOM: *To be announced*

ENL LENS

Playing with Words: Using Theater to Enhance Literacy

Amy Eckelmann, Ed.D.

TESOL, Rockville Centre School District · Professor, Molloy University

This interactive workshop examines the intersection of dramatic pedagogy and literacy development. Explore research showing how theatrical engagement strengthens vocabulary, reading comprehension, and critical thinking — then experience it firsthand through dramatic activities, and leave with strategies ready for your classroom.

Elementary · Middle School · High School

ROOM: *To be announced*

The Programs for Readers Who Struggle

Dr. Connie Russo

President, International Dyslexia Association – Long Island Branch

This session will explore research-based teaching approaches to support struggling readers, including those with related language-based learning disabilities. The presentation will highlight the importance of early identification, appropriate instruction, and access to resources that help learners strengthen their reading and writing skills.

CTLE CREDIT

CTLE credit can be granted. If needed, forms will be completed at conference

THANK YOU

To our presenters, for sharing their work and their journeys - and to the International Dyslexia Association - Long Island Branch, for bringing us together.