

# Supporting Struggling Readers Gr 2-6--3 days

Presented By: Paddy Zadunayski

## Date(s):

Wednesday, November 20, 2019  
9:00 AM - 3:30 PM

Wednesday, January 15, 2020  
9:00 AM - 3:30 PM

Thursday, January 16, 2020  
9:00 AM - 3:30 PM

## Session Location:

Central Alberta Regional Consortium  
8 Page Avenue, Red Deer, AB

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## Registration Fee:

\$300.00

**Audience:** Teachers

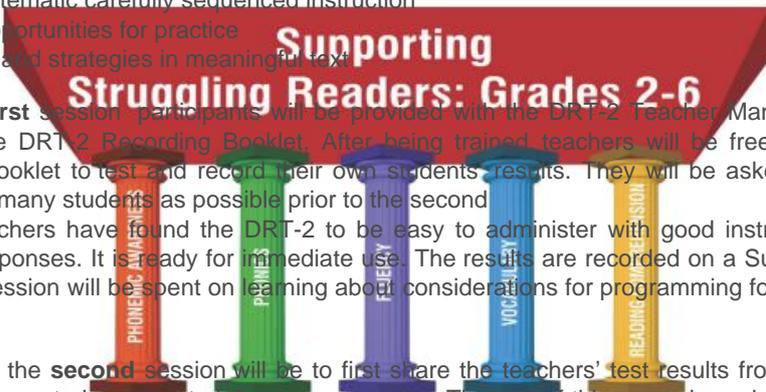
**Grade Level:** 2-6

## About the Session:

The three full days of workshops will help teachers to increase skills in assessing, planning for, and instructing struggling readers from grades 2-6. **The Diagnostic Reading Tool 2 (DRT-2) and Intervention workshops allow teachers the opportunity to understand how to:**

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



### Supporting Struggling Readers: Grades 2-6

During the **first** session participants will be provided with the DRT-2 Teacher Manual, DRT-2 Student Stimulus Booklet and two copies of the 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. They will be asked to administer the applicable sections of the DRT-2 to as many students as possible prior to the second session. 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 this first session will be spent on learning about considerations for programming for weaknesses in phonemic awareness (the first pillar).

The focus of the **second** session will be to first share the teachers' test results from the DRT-2 and to learn how to interpret the results for these students and to inform programming. The rest of this second session will be devoted to addressing weaknesses in phonics (the second pillar) and in fluency (the third pillar). Skills, strategies, and appropriate materials will be explored to try to accelerate student progress.

During the **third** session, the focus will be on vocabulary (the fourth pillar), sentence structure and text comprehension (the fifth pillar), tying the testing results to programming for weaknesses in these areas.

## About the Presenter(s):

**Paddy Zadunayski**

**Paddy Zadunayski's** classroom experience spans from grades one to nine and she has served as a school-based administrator. She holds a B.Ed and an M.Ed in Elementary Education. Her masters' studies focused on Early Literacy Development, with a specialization in reading assessment and support.

Paddy was previously the Coordinator of Literacy for Pembina Hills Public Schools. In this role, her responsibilities included planning professional development opportunities and providing instructional coaching. Currently, she is working as a presenter for Edmonton Regional Learning Consortium and for the Learning Disabilities Association of Alberta.