

**New Hampshire
Speech-Language-Hearing
Association**
**New Hampshire
International Dyslexia
Association**

Louisa Moats
Digging for Meaning:
Teaching Text Comprehension

Friday October 9, 2009
8:00 – 4:00



The Grappone Conference Center
70 Constitution Avenue,
Concord, NH 03301
Tel. 603-225-0303

REGISTRATION

NHSLHA/NHIDA Members **non-Members**
\$175 **\$225**

PLEASE SPECIFY

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Mail with check or Purchase Order:
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*Conference confirmation will be emailed to you if you have registered by Sept 25, 2009



Friday October 9, 2009

Digging for Meaning: Teaching Text Comprehension

Presenter: Louisa Moats

Time: 8:00 AM – 4:00 PM

Agenda:

8-8:30: *Registration & Continental Breakfast*

8:30-10:30: Why Don't Students Comprehend?

10:30-10:45: *Break*

10:45-12:00: Anticipating Challenges in Phrase and Sentence Comprehension

12:00-1:00: *Lunch*

1:00-2:30: Anticipating Challenges in Comprehension of Narrative and Expository Texts

2:30-2:45: *Break*

2:45-4:00: Fostering Comprehension Through Close Reading

Dr. Moats has been a teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. She began her professional career as a neuropsychology technician and teacher of students with learning disabilities. She earned her Master's degree at Peabody College of Vanderbilt and her doctorate in Reading and Human Development from the Harvard Graduate School of Education.

Dr. Moats spent four years as site director of the NICHD Early Interventions Project in Washington, DC. This longitudinal, large-scale project was conducted through the University of Texas, Houston under the direction of Barbara Foorman. It investigated the causes and remedies for reading failure in high-poverty urban schools. Dr. Moats spent the previous fifteen years in private practice as a licensed psychologist in Vermont, specializing in evaluation and consultation with individuals of all ages who experienced learning problems in reading and language.


In addition to LETRS, Dr. Moats' books include Speech to Print: Language Essentials for Teachers (Brookes Publishing); Spelling: Development, Disability, and Instruction (York Press); Straight Talk About Reading (with Susan Hall, Contemporary Books), and Basic Facts About Dyslexia (with Karen Dakin, International Dyslexia Association). She is well known for authoring the American Federation of Teachers' "Teaching Reading *is* Rocket Science."

Dr. Moats is currently Consultant Advisor to Sopris West Educational Services for Literacy Research and Professional Development. She is focusing on the improvement of teacher preparation and professional development. She is Vice President of the International Dyslexia Association.

Learner Objectives:

- Understand the relationship between the surface code, text base, and mental model in comprehension
- Anticipate the language structures that may be difficult for students to interpret, including phrases, sentences, and cohesive references
- Anticipate why students may fail to make inferences and use these insights to guide question-generation
- Adopt a format for planning the instruction of any text

Description: We will analyze the challenges of written language processing at the word, phrase, sentence, paragraph, and discourse levels so that teachers can better anticipate what can be done to foster close reading of text and the construction of a mental model.



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This program is offered for 6 CEUs at an intermediate level; professional level.