



2021 Detailed Session Descriptions

Listed chronologically by scheduled presentation date and time.
NOTE most slots have two concurrent sessions being presented

July 6, 2021

9 – 10:30 a.m. KEYNOTE: Structured Literacy Instruction Works for ALL Students
– Dr. Margie Gillis

Teaching reading effectively, especially to students experiencing difficulty, requires considerable knowledge and skill. Structured Literacy instruction prevents students from struggling unnecessarily when they are learning to read and write. This session will describe this systematic and engaging approach that includes six elements of language and critical pedagogical principles. Whether you're a general education classroom teacher, a reading interventionist, or a special educator, this session is designed for you! Learn more about the core components of comprehensive literacy and some key instructional strategies to explicitly teach phonemic awareness, phonics, fluency, vocabulary, morphology, syntax, and comprehension.

10:45 a.m. – 12:15 p.m. A Layered Model of Effective Comprehension Instruction
– Dr. Nell Duke

We don't have to decide between developing word reading and developing comprehension or between building content knowledge and teaching comprehension strategies. In this presentation, Duke describes a layered model of effective comprehension instruction that gets us beyond either-ors and toward aligning classroom instruction with research.

10:45 a.m. – 12:15 p.m. Reaching Struggling Adolescent Readers
– Jackie O'Briant and Val Hudson

We will be sharing our experience and evidence-based strategies that have helped older students who struggle with reading.

1:30 - 3 p.m. Using Data to Inform Instruction
– Dr. Stephanie Stollar

This presentation will focus on collecting direct assessment data on students for the purpose of preventing reading failure and intervening on reading difficulties in K-3.

**1:30 – 3 p.m. Literacy for Students with Significant Intellectual Disabilities
– Leslie Betchel VanOrman**

With the 2004 reauthorization of the Individuals with Disabilities Education Act, the expectation that all students must receive an education aligned with state educational standards was solidified. Since that time we have learned a great deal about how students with significant intellectual disabilities can learn to read and write. Over the past two years, the Wyoming Department of Education has been supporting educators across the state in learning strategies that can ensure that students with intellectual disabilities have improved literacy outcomes.

July 8, 2021

**9 – 10:30 a.m. Let’s Unlock Children’s Oral and Written Expression:
A structured literacy approach
– Dr. Charles Haynes**

Do you have children in your classes or at home who struggle with reading comprehension and with oral as well as written expression? This interactive session outlines structured word, sentence, “micro-discourse” and text-level strategies for supporting children’s personal sequence narratives (stories) as well as their expository (factual) writing. Concrete examples will be provided and the audience will periodically be asked to engage and experience the concepts. Teachers, home-educators, and specialists will gain techniques they can implement immediately in their teaching. The methods described are appropriate for typically developing children in grades 3-5, as well as for older students who are English Language Learners or have dyslexia and related language learning difficulties.

**9 – 10:30 a.m. Reading Fluency: Research & practice
– Dr. Ray Reutzel**

This presentation defines reading fluency, describes scientific research findings, curricular elements, research-based instructional practices with classroom examples and assessment tools to promote reading fluency in grades K-3.

**10:45 a.m. – 12:15 p.m. A Practical Guide to Dyslexia and Accommodations for K-12 Educators
– Heather Fleming**

This session will empower you with practical knowledge about Dyslexia in the classroom, Pre-K-12, across content areas and instructional settings. You will leave the session with a clear understanding of what Dyslexia is, what it is not, and how to recognize its signs in the classroom. We will discuss ways to distinguish signs of Dyslexia from a lack of effort or attention. Additionally, you will be empowered with information about the why, what, and how of K-12 classroom accommodations so that you can more easily support your struggling readers across instructional settings. Finally, we will touch on ideas for how to discuss reading difficulties with families.

**10:45 a.m. – 12:15 p.m. Applying What We Have Learned About Reading Science to the Content Areas
– Erin Pzinski**

How can teachers make better use of their time while strengthening instruction in the content areas? Join this session to take a look at ways to view learning in the content areas through the lens of reading science.

**1:30 - 3 p.m. Orthographic Mapping and Foundational Reading and Writing Skills
– Heather Fleming**

Skilled reading is a complex process that requires children to possess and weave together a variety of foundational literacy skills. We will discuss the role of Orthographic Mapping in skilled reading development. You will leave with an understanding of the instructional practices that support orthographic mapping and why these practices are a critical part of empowering children to become skilled readers and spellers.

**1:30 - 3 p.m. Every Child Ready to Read: How your local library can support early education
– Beth Cook and Mynda Camphouse**

Every Child Ready to Read® (ECRR) is a parent education initiative designed by the Public Library Association and the Association of Library Services to Children. Early learning and preschool education is vital for children to succeed in school and ECRR aims to teach parents and caregivers how to support early literacy development. In this session you will learn more about this program, how you can encourage the adults in your students' lives to support their child's early learning and how your local library may support the child, adults and educators in these efforts. Be prepared to actively practice your read aloud and singing skills as we give you tips and tricks from library storytimes!

July 13, 2021

**9 – 10:30 a.m. Phonic Knowledge: What, why, and how?
– Dr. Heidi Beverine-Curry**

Do you know a digraph from a diphthong? How about the six major syllable types of English? This session will help you brush up on your own knowledge of phonics and give you a tool to assess the phonic knowledge of your students. Participants also will learn how to analyze the data so that it can inform instructional focus.

**9 – 10:30 a.m. Reading Fluency: Research & practice (REPEAT)
– Dr. Ray Ruetzel**

This presentation defines reading fluency, describes scientific research findings, curricular elements, research-based instructional practices with classroom examples and assessment tools to promote reading fluency in grades K-3.

**NOTE* This is the same session that was presented on July 8th.*

**10:45 a.m. – 12:15 p.m. Embracing Speech-to-Print Structured Literacy:
Why spelling matters much more than you may think
– Dr. Jan Wasowicz**

Our brains are biologically wired for oral language, not written language. If our brains are wired for oral language, for listening and speaking, shouldn't reading and writing instruction begin there? The answer is yes, but traditional reading programs don't leverage the biological wiring and organization of the brain. Instead, these programs begin with the written letter and teach the student to match the letter to a sound, an approach called decoding or "print to speech". A "speech-to-print" approach puts spoken language first to leverage the brain's innate, biological wiring and organization for oral language. With "speech to print", spelling is the gateway through which students learn how to read and write. Students first learn how to attend to the sound structure of spoken English words and then how to connect and combine sounds, letter patterns, and meanings to read and spell words. This is exactly how the brain works in good readers and writers and current reading science research, including brain-imaging studies, shows strong gains in reading and writing performance and added academic benefits for students receiving speech-to-print instruction vs. print-to-speech instruction. ALL students – and especially students who have or are at high-risk for reading and writing problems – can benefit from a speech-to-print approach to reading and writing. Whether you're a classroom teacher, classroom aide, literacy coach or consultant, or interventionist or other specialist, this course will empower you with specific, easy and practical ideas that can have a large impact on your students' reading and writing. You'll see how easy it is to make everyday teaching practices more effective by giving them a speech-to-print "tweak". You'll leave with practical ideas that you can immediately put into action and immediately observe a positive impact on your students' learning.

**10:45 a.m. – 12:15 p.m. I am Learning About the Science of Reading, Now What?
– Kelly Storebo and Shelley Hunter**

Many Wyoming educators are learning lots about the Science of Reading either on their own or through the LETRS training that is being offered by the state but most of our districts haven't caught up in terms of instruction and resources. In this session you will learn about steps you can take to bring what you are learning to life in your classroom, school and district. The presenter will share the journey that Laramie County School District #1 has taken over the past couple of years as we have moved from having 15 people trained in LETRS to this year training close to 150 staff members. You will also learn about resources and opportunities that have been offered to help teachers put into practice what they are learning about the kind of instruction every student needs to become a successful reader.

**1:30 - 3 p.m. Teacher Talk: Developing Oral Language to Bolster Reading Comprehension
and Written Expression
– Dr. Heidi Beverine-Curry**

Teacher time spent on deliberately developing students' oral language is money in the bank for reading comprehension and written expression. Learn how to sharpen your teacher talk, and how to strategically weave oral language development into any lesson, in any content area. Participants are encouraged to bring a copy of 2-3 lesson plans from any program/curriculum they use, in any subject, to begin to apply their new learning during the session.

1:30 - 3 p.m. Get CERlous About Structured Literacy

– Leanna Morton

Learn about becoming a Certified Structured Literacy Teacher and affect change in the lives of the students you teach. “The Center for Effective Reading Instruction (CERI) seeks to further evidence-based approaches to reading and learning so that all students acquire the highest levels of literacy and thrive” is the mission statement of CERI, an affiliate of the International Dyslexia Association. If you are taking the time to receive training in structured literacy practices, learn how you can prove to yourself and the world you know how to effectively teach reading to all readers!

July 15. 2021

9 – 10:30 a.m. Phonemic Awareness: the use of articulatory gestures to enhance reading and Engaging Reluctant Readers with the Outdoors

– Anne Jolliff

This session will cover tips on utilizing a passion for the outdoors to engage reluctant readers.

9 – 10:30 a.m. Bridging Practices: Cultivating children’s interests

– Stacy Cook-LaPointe

We will examine, learn, and build a practice from the national study, Learning across boundaries: how parents and teachers are bridging children’s interests (Takeuchi et al., 2019), which surveyed P-8th grade teachers and families on linking learning experience across home, school, and community. Using literature, children’s interest, and family engagement practices, we will build intentional plans for our classrooms!

10:45 a.m. – 12:15 p.m. Vocabulary and Language Enhancement Project (VALE) in Kindergarten and Second-Grade

– Dr. Ellen Kappus

Incorporating a consistent vocabulary instruction routine in all classrooms is challenging, but so necessary! Participants will learn the components, and effects of multifaceted vocabulary instruction which is applicable in all grades. The presenter will share findings from the VALE formative experiments in second-grade dual immersion and kindergarten. Participants experience the “quality, quantity and strategy” dimensions of the VALE formative experiments through descriptions of the published research, videos and actively engaging in the teaching of words.

**10:45 a.m. – 12:15 p.m. Vision and Reading:
Understanding ocular motor skills
– Dr. Kate Hartnett**

This course is intended for school professionals involved in identifying, managing and supporting students with reading difficulties. Participants will explore the science of eye movement during reading and develop the understanding of the relationship between vision and learning. Participants will be introduced to the three-component model of vision as it relates to reading. Concepts of vision integrity, visual efficiency and visual information processing will be explored. Participants will learn about the complexities of eye movements during reading including saccadic movement, visual fixations, convergence and accommodation and develop an understanding of when these visual systems may be impacting a student's response to intervention. This course will provide the opportunity to analyze how ocular motor skills impact student learning and demonstration of knowledge. Topics will also include strategies for identifying and applying interventions, accommodations, supplemental aids, modifications and services to support reading success for students with ocular motor difficulties.

**1:30 - 3 p.m. Disrupting the Status Quo:
Why and how to initiate scientifically-based reading instruction
– Dr. John Russell**

Schools and school districts across the U.S. have inched closer to the adoption of science-based reading instruction. This progress has been very slow in coming, and there is still a great deal to be accomplished. This presentation will present a rationale for implementing research-based instructional practices and explore initiatives that have led to successful implementation at the state and local levels.

**1:30 - 3 p.m. How Your Library Supports Local Instruction
– Beth Cook**

Did you know having a Wyoming library card in any county gives you access to hundreds of resources to support student learning, curriculum, and instruction? This session will introduce you to the robust resources Wyoming Libraries offer, including databases, articles, tutorials, and more. Learn how to access your local library services to find materials, teach research skills, connect students to test prep and even find your next great read!

July 20, 2021

**9 – 10:30 a.m. Phonemic Awareness:
The use of articulatory gestures to enhance reading and spelling
– Dr. Carol Tolman**

Phonemes are the foundational building blocks for unlocking the alphabetic principle for reading and spelling. Join Dr. Tolman as she explores the many facets of how we produce phonemes, or speech sounds, and how this production impacts decoding and encoding. Dr. Tolman will focus on not only the 'sound' of phonemes, but the 'look' and 'feel' of these sounds as they relate to reading and spelling.

9 – 10:30 a.m. Neurobiology: Early effects of development and reading
– Rebecca Steinhoff

This session will offer attendees an overview of neurobiology, and how the relationships, experiences and environments in a child’s earliest years lay the groundwork for reading success (and so much more!).

**10:45 a.m. – 12:15 p.m. Language Structures and Verbal Reasoning:
Missing links in comprehension instruction**
– Dr. Carol Tolman

Gough and Tunmer’s Simple View of Reading (SVR) identified two components to reading comprehension: word recognition and language comprehension. Join Dr. Tolman as she discusses language comprehension through the lens of syntax and cohesive ties. Increasing teachers’ awareness of how to analyze sentence types, develop sentence sense, and predict difficult sentence structures is key to supporting students’ understanding of what they hear and read. Additionally, analyzing local cohesion provides teachers with the tools to support close reading of a wide variety of texts.

10:45 a.m. – 12:15 p.m. The Cultural Sensitivity Creed for Educators
– Dr. Julie Jarvis and Veronica Miller

As Wyoming’s population becomes more diverse and specific populations continue to be under-served, the issue of understanding how to effectively communicate and connect with students from various backgrounds has become imperative. This presentation offers insight and strategies on the importance of how understanding differences is a gateway to creating connection and empowering students with the tools to code switch.

1:30 – 3 p.m. Phoneme Proficiency: What, why, and how?
– Dr. Heidi Beverine-Curry

You are likely aware of the importance of phonemic awareness, but what about phoneme proficiency? This session will help untangle a bunch of “ph” terms associated with the Science of Reading and clarify the role of phoneme proficiency in skilled reading. Participants will learn how to administer and interpret Kilpatrick’s Phonological Awareness Screening Test (PAST, available for free download at thepasttest.com), and will receive a virtual tool for teaching toward phoneme proficiency that will be modeled by the presenter.

1:30 – 3 p.m. Fostering Language and Literacy Development with our Youngest Learners
– Stephanie Rino

Before a child is born they are developing the neural connections and pathways necessary for language and literacy growth and development. After birth, it is through everyday interactions with caring and attentive adults that young children begin to “read their world”. During these early years language and literacy go hand in hand as foundational skills are developed. Join us as we discuss the first three years of life and how we can foster language and literacy development in our youngest children.

July 22, 2021

**9 - 10:30 a.m. Error Analysis:
What students' misspellings tell us about instructional needs
–Dr. Carol Tolman**

What do your students' misspellings tell us? Plenty, if we know what they mean. Join Dr. Tolman as she provides a variety of approaches to address students' knowledge of phonemic awareness, orthography, and morphology.

**9 – 10:30 a.m. Tier 2 Literacy Instruction
–Tami Bebee-Schwartz**

Tier 2 instruction is often the most challenging to plan and implement. This is the tier in which students require more repetition, feedback and review opportunities. We can efficiently incorporate instructional strategies and activities to move students to the level of automaticity. We will identify strategies to incorporate into the Tier 1 setting, as well as into small group instruction (within the Tier 1 setting), to address foundational skills deficits.

**10:45 a.m. – 12:15 p.m. Assessment and Instruction Through the Hourglass Figure
– Dr. Carol Tolman**

Gough and Tunmer's Simple View of Reading (SVR) identifies two components of reading comprehension: word recognition and language comprehension. Join Dr. Tolman as she focuses on word recognition, including an outline of the 'what' and 'why' of basic assessment tools and instructional practices. Appropriate for educators and administrators supporting students K-6, discussion will center on Tier 1 word work and spelling to support the identification and instructional practices for phonology, basic phonics, and advanced word study.

**10:45 a.m. – 12:15 p.m. Supporting Language and Literacy Development for Dual Language Learners
– Jessica Scherden**

This presentation will describe the stages of language development for dual language learners ages 3–5 years. Attendees will learn specific strategies for honoring the home language and culture of preschoolers while simultaneously encouraging language and literacy practices that promote the acquisition of English. This presentation is specifically targeted to preschool teachers who would like to build their skills in responding to culturally and linguistically diverse classroom demographics.

**1:30 - 3 p.m. Closing Panel Session
– Dr. Carolyn Strom and David & Meredith Liben**

In a moderated panel discussion, participants will hear literacy experts Dr. Carolyn Strom, David Liben, and Meredith Liben discuss how to move from understanding the research supporting the science of reading into engaging classroom practices. Panelists will cover topics applicable to the full range of students