



2023 Detailed Session Descriptions

Listed chronologically by scheduled presentation date and time.

NOTE most slots have two concurrent sessions being presented

June 21, 2023 - Laramie High School

8:45 - 9:00 am Welcome and Announcements

9:00 - 10:15 am Keynote: Comprehension and Writing: Where Do They Fit Into the Science of Reading by Dr. Natalie Wexler

BREAK 10:15 - 10:30 am

10:30 - 11:45 am How Writing Can Revolutionize Education by Dr. Natalie Wexler

We hear a lot about the Science of Reading, but most of it focuses on problems with phonics instruction. That's important, but science also tells us that if we want children to become literate, we need to change our approaches to comprehension and writing as well. Instead of test prep and drills on skills like "finding the main idea," schools can engage kids in deep dives into topics and have them write about what they're learning, building the knowledge and analytical abilities that fuel comprehension. An increasing number of schools are doing just that, with promising results

10:30 - 11:45 am District & Building Leadership's Impact on Successful Literacy Initiatives by Dr. Stacey Kern, Chuck Kern, Tanya Wall, Amy Bentsen, & Danielle McKee

The role of district and school leadership is an essential factor often overlooked in successfully implementing literacy initiatives. This presentation will take attendees through our district's journey to improve literacy instruction. A few sites visited along the way will be the "reading wars," curriculum adoption, "LETRS" training (PK-5), "Reading Apprenticeship" training (6-12), the role of PLCs, and more. District and building-level leaders will share "lessons learned," and make available resources attendees can take back to their schools.

10:30 - 11:45 am Incorporating Science of Reading and Maintaining the Fun! By Wendy Daniels & Tami BeBee-Schwartz

Engage in professional development fun while embedding the foundations of Science of Reading in the Early Childhood classroom. Leave with ideas and templates for differentiated activities in Phonemic Awareness and Oral Language development.

10:30 - 11:45 am For Adolescents Who Struggle With Reading: Improving Complex Comprehension via the Science of Reading by Dr. Emily Hayden

National and international data suggest many adolescents cannot read at a sufficient level. Only 31% of eighth graders were classified at or above proficient in reading on the most recent national assessments (National Center for Education Statistics, 2022), and this percentage has

decreased since 2019 scores. Because secondary content relies heavily on students' abilities to read and make sense of text independently, students reading below grade level can fall behind quickly. This presentation will share reading intervention techniques designed for students in grades 6-9 who are reading at least two years below grade level.

LUNCH 11:45 am - 1:00 pm

1:00 - 2:15 pm Not Just Phonics: The Role of Knowledge in Reading Comprehension by Susan Lambert

While word-level automaticity plays a critical role in reading comprehension, alone it is not sufficient for comprehension of complex texts. Reading comprehension, both as process and product, relies on the reader's background knowledge and vocabulary. During this session, participants will explore the connection between knowledge and comprehension and experience how increasing knowledge improves reading outcomes.

1:00 - 2:15 pm Disciplinary Literacies: Supporting Comprehension in the Classroom Dr. Cynthia Brock, Cami Kostreva, & Faith Howard

This presentation begins with a brief overview of disciplinary literacy. Next, the presenters share current disciplinary literacy work in three Wyoming contexts. First, Cami Kostreva shares the work FCSD#1 is doing to empower high school teachers to use their expertise as content specialists to improve literacy. Removing the pressure and expectations of being "reading teachers," content teachers learn to engage students in authentic literacy practices as a means to achieve deeper understanding and application of content through instruction rooted in disciplinary literacy. Second, Faith Howard shares an example of disciplinary literacy in a 9th grade English classroom at SCSD#1. Drafted from elements in Kylene Beers' (2023) *When Kids Can't Read What Teachers Can Do*, and using a Project-Based Learning model, students worked collaboratively in this unit to address the question, "At what point do students develop negative perceptions of literacy, and how can we modify these perceptions?" Third, Cindy Brock provides an example of a disciplinary literacy unit of instruction implemented with sixth graders during ACSD#1 summer school. Focused on history, and centered on the work of Spires and her colleagues (2020), the 6th grade disciplinary unit addressed the following inquiry question: What historical events and cultural practices have shaped relationships among the Northern Arapaho, the Eastern Shoshone, and other Wyoming citizens? Finally, the three presenters revisit the concept of disciplinary literacy and provide time for audience questions and discussion.

1:00 - 2:15 pm The Architecture of a Robust Read-Aloud: Building Vocabulary, Content Knowledge, Comprehension, and Community by Taren Hendricks

Would it be a game-changer for your classroom if you could build background knowledge, content, and vocabulary, focus on comprehension and writing standards, all while building community and engagement? What if I told you that all of those components can be addressed within robust read alouds? This session is for any PK-5 educator who feels the pressure of limited instructional time. In addition, that same educator is also pressed with effectively covering standards, supporting social-emotional learning, fostering language development, and keeping students engaged. You will walk away with a concrete framework to develop your own interactive read aloud with any rich text of your choice. You will also leave with strategies that can be implemented tomorrow to get your students talking, critically thinking, writing, and learning!

BREAK 2:15 - 2:30 pm

2:30 - 3:45 pm Keynote: The Science of Reading: What Does It Really Mean? By Susan Lambert

Science of reading, the hottest new expression in education, is more than just a catchy phrase. States, national educational organizations, and other education entities support the concept. There is real science behind what it takes to develop reading and writing proficiency, decades of research to guide us in organizing literacy instruction. And while national reading scores highlight significant gaps, with little change over the past few decades, many are viewing this phrase as just a passing fad. This session will introduce participants to the research along with practical next-step recommendations to ensure all students have access to effective literacy instruction.

June 22, 2023 - Laramie High School

8:45 - 9:00 am Welcome and Announcements

9:00 - 10:15 am Keynote: Literacy for English Learners: What's "Reading Science" Got to Do With It? by Dr. Claude Goldenberg

BREAK 10:15 - 10:30 am

10:30 - 11:45 am Igniting a Science of Reading Movement in Your School or District by Dr. Brittney Bills

Are you considering how you can start creating a movement around the Science of Reading in your district? If so, this session is for you. In this session we will explore practical strategies that districts can use to facilitate positive momentum toward a Science of Reading movement.

10:30 - 11:45 am Emerging Literacy: Seeing, Understanding and Supporting Literate Children by Nikki Baldwin

Participants will explore culturally inclusive practices and tools to help them see, understand and support young children's literacy development. They will identify and practice experiences that foster children's literacy capabilities and scaffold their literacy engagement and learning.

10:30 - 11:45 am Vocabulary Instruction that "Sticks" by Dr. Norene A. Bunt

This session will address vocabulary instruction as a major component of the science of reading and how vocabulary knowledge contributes to helping students become strategic readers. Selecting vocabulary words for instruction, techniques for explicit instruction including "word busting" strategies and using context to determine meaning, will also be emphasized. Ways to integrate phonics, writing, and language arts skills within vocabulary instruction will be discussed. A variety of activities and graphic organizers to support students' multiple exposures to words and interactions with vocabulary words will be modeled, as well.

10:30 - 11:45 am Powerful Literacy Interventions that Support the Older Reader by Marine Freibrun, MEd & Andreia Simon, MEd

This session will focus on the deliberate practice of teachers to plan meaningful and effective instruction that supports upper elementary and secondary students with developing literacy skills. We will focus on high-leverage instructional strategies and best practices for literacy intervention that honors and supports older readers. Participants will leave with ready-to-implement strategies to support students and engage them in their own learning. Core objectives of our session include:

- Systematic and explicit foundational skills intervention
- Uniquely-designed intervention needs for students in grades 4–12
- Research-based scope and sequence for accelerative learning
- The importance of assessment placement for students' instructional point of need-Text

selections for older readers that support their mastery of literacy skills

LUNCH 11:45 am - 1:00 pm

1:00 - 2:15 pm I Have My Universal Screener Data, Now What? By Tiffany Stolte

This presentation will dive into: 1. Which students need to be diagnostically assessed 2. Which diagnostic assessments to use 3. How to read the diagnostic assessment results 4. What next?

1:00 - 2:15 pm DIY Morphology -- Ways to Build Morphological Awareness Into Your Current ELA Block by Dr. Julie Klingerman

Research has identified the effectiveness of building morphological awareness to illuminate students' understanding of meaningful word parts -- an integral part of literacy instruction in a morphophonemic language! Morphological awareness enhances word recognition, spelling, vocabulary, and overall comprehension for all students, particularly for those in the intermediate grades. For older, struggling students, a systematic approach to morphology instruction can help close the "proficiency gap" in an engaging, multi-sensory manner.

Unfortunately, many ELA curricula do not include MA into daily instruction and practice. Teachers of older students, whether regular education or interventionists, will learn practical ways to effectively integrate morphology instruction into their current ELA or content-area classes. Research-based resources, tips, and strategies will be shared to help teachers develop and implement a morphological awareness plan designed to improve literacy proficiency for students in grades 3 and up.

1:00 - 2:15 pm What About Secondary? Key Research Based Strategies to Develop Adolescent Literacy in the Classroom by Dr. Todd Reynolds & Dr. Leslie Rush

Many discussions about the sciences of reading focus on primary grades, but what happens when students get to secondary? How can secondary teachers in all disciplines help their students develop and enhance literacy practices? In this presentation, we will draw from recent research from Reading Research Quarterly, Handbooks on reading and comprehension research and adolescent literacy, What Works Clearinghouse, and more. From these resources, we will present a synthesis of some of the top research-based strategies that secondary teachers can use in their classrooms to enhance their students' literacy skills.

BREAK 2:15 - 2:30 pm

2:30 - 3:45 pm Keynote: What Does it Mean to Embrace the Science of Reading? By Dr. Brittney Bill

June 27, 2023 - Virtual

8:30 - 10:00 Keynote: Reading and Social Justice: We HAVE to Get This Right! By Jan Hasbrouck

Decades of compelling evidence from multiple disciplines informs us about how children learn to read and how to effectively provide instruction. Despite this, 2/3 of students in this country cannot read proficiently. The impact of this failure on our society is profound. Fewer students finish school, and many struggle with anxiety and depression. Students with low levels of literacy become our adults unlikely to thrive or even minimally succeed in our increasingly complex world. Is there a solution that can be realistically implemented in our schools? Yes! Let's focus on HOW to help our students succeed in reading—and in life!

10:15 - 11:45 am Striving Writers by Debbie Hunsaker & Justine Alberts

Learning Target: Participants will understand how to assess writing of students against the standards, identify needed instruction and support, and match strategies and instruction to further grow students on the writing continuum. Success Criteria: I can create/use simple assessment strategies to assess and measure students' performance in writing. I can use assessment results to identify student skill deficits in writing. I can identify strategies and create mini-lessons/instruction to teach students writing. I can learn about ways to improve student writing. I can walk away with at least 2 or 3 new ideas to use with my students during the 2023-2024 school year.

10:15 - 11:45 am Harnessing the Power of Writing by Deonne Arrington

Would you like to learn instructional practices for teaching writing across all subjects in grades 3-12? This session is just what you need! This session will engage participants in research-based best practices for writing instruction that can be integrated into any subject and aligned to state literacy standards. Participants will learn practical strategies for teaching writing skills, how to use writing to support content learning, and how to provide scaffolds to students who need support.

10:15 - 11:45 am LETRS Lessons: How Do We Get the Most Out of LETRS And Plan For Sustainability by Kelly Storebo

This session will offer attendees the opportunity to hear from Wyoming educators about their LETRS work and how they have navigated, supported, and sustained this critical professional development opportunity. The presenter will facilitate a discussion about LETRS work in their districts and offer attendees the opportunity to ask questions of the panel. This will be an opportunity to share successes, challenges, and build a Wyoming LETRS community.

1:00 - 2:30 pm Striving Readers- A How-To on Planning, Teaching, and Assessing Reading Instruction by Kathi Tiefenthaler

Come learn about scaffolding whole group reading instruction and targeting small group instruction to meet student needs and maximize your instructional effectiveness? This session will provide a step by step process on grouping students based on the stages of reading development using student reading data. Participants will also walk away with some instructional strategies to support the needs of students during whole group and small group reading instruction.

1:00 - 2:30 pm Reading, Writing, and Discussion in ALL MS and HS Classrooms With ALL Students by Debbie Hunsaker

Everyone has a role in literacy at the Secondary level. The way you "set the table" for building knowledge and skills is through the instruction of reading, writing, and discussion in the disciplines. It is a matter of teaching your students "how to" read, write, and discuss Science, Social Studies, Technology, Arts, Math and scaffolding for students that need extra support. Learning Target: Participants will understand how to implement reading, writing, and discussion strategies to increase student engagement and knowledge of content.

Success Criteria:

- I can learn and see examples of strong unit plans that identify essential questions, learning targets, success criteria, literacy strategies, and scaffolds.
- I can see examples of lesson plans and how the learning targets and success criteria are chunked out and aligned with the literacy strategies and scaffolds.
- I can learn about literacy strategies and choose the ones I will implement with my students.
- I can learn about scaffolds that will provide extra support for students to reach grade level standards and choose which ones to use with my students.
- I can walk away with at least 2 or 3 new ideas to use with my students during the 2023-2024 school year.

1:00 - 2:30 pm Strategies For Implementing Interventions in a General Education Secondary Classroom by Marge Pesch

The presentation will focus on the implementation, reflection, and logistics of implementing fluency, comprehension, and word reading interventions in a secondary ELA classroom.

2:45 - 4:15 pm One Grade Level's Journey to Put the Science of Reading Into Action by Danielle Parker & Jana Otte

Working together, the 3rd Grade and Title 1 Teachers in one school, put into action their growing knowledge about the Science of Reading to help grow all students in their grade level in the area of literacy. From looking at data, to executing differentiated groups, to reevaluating progress, we will walk you through one look at how we implemented Science of Reading practices to leverage growth with our students.

2:45 - 4:15 pm MTSS in the Elementary School by Crystal Lenhart

Examine structures, systems, and strategies to create and implement an effective multi-tiered system of support that will meet the needs of every child in your school.

2:45 - 4:15 pm Improving Reading in Secondary Schools by Dr. Stephany Anderson, EdD

Stephany will share how all secondary content area teachers in her district are working together to use reading, writing, and discussion in discipline-specific ways to promote critical thinking, support interdisciplinary inquiry, and increase secondary students' reading achievement. As the secondary literacy coach, she is guiding every middle and high school teacher through disciplinary literacy workshops focused on teaching tier 3 vocabulary, increasing students' academic discussions in class, and creating authentic inquiry supported by focused text sets. Teachers are co-planning and observing each other to improve instruction that has been proven to improve literacy for 6th-12th grade students.

4:30 - 5:00 pm Moderated Discussion

June 28, 2023 - Virtual

8:30 - 10:00 am Aligning PreK-3rd Grade School Library Programming to The Science of Reading by Michelle Ottoes

Based on LETRS' research and methods, you will learn how to add fun, focused strategies that little (PreK-3rd grade) library users will love. Participants will take away renewed energy and solid SoR knowledge in defense of the literacy value of read-alouds. Modeled and shared will be a SoR read-aloud template, a storytime planning worksheet, and themed, SoR-infused lessons for each grade level (PreK-3rd) including read-alouds, felt stories, finger plays, rhymes, music and movement.

8:30 - 10:00 am Best Practices for Teaching High-Frequency Words K-2 by Carrie Cole, M ED. & Tanya Peshovich

The memorization of a large number of high-frequency words (often called "sight words") is an instructional approach that is often used in many early reading programs. This session will discuss the latest research on high-frequency word learning from Dr. Katie Pace Miles and Dr. Linnea Ehri, with specific connections to orthographic mapping. The differences between sight words, high-frequency words, and irregular words will be addressed, as well as considerations for aligning the introduction of high-frequency words to a systematic phonics scope and

sequence. Educators will walk away with new knowledge and interactive instructional routines aligned to structured literacy principles that they can immediately implement into their classrooms, bolstering student mastery of high-frequency words, all to build automaticity and fluency.

8:30 - 10:00 am Comprehension-The Heart and Goal of Reading by Dr. Norene A. Bunt

Participants will learn about best practices for teaching the comprehension component of the science of reading and how to integrate comprehension efficiently within the literacy block. In addition, resources will be provided that will assist participants in readily implementing research-based strategies to support the comprehension of text.

10:15 - 11:45 am Young Authors Contest: Writing With a Real World Experience by Dr. Kris Frey & Jill Felbeck-Jones

A literacy review of publications presented by the International Literacy Association provides evidence of the value of creative writing with writers at all levels of competence. Young Authors competitions provide a platform for young writers to experience the value of writing through various genres. Join us to learn about the Wyoming State Literacy Association and the Young Authors State-wide Competition and ways that you can engage students in the writing process using technology.

10:15 - 11:45 am Spelling Instruction That Sticks: Developing Student Encoding Skills Through Word Chaining by Carrie Cole, M ED.

Word chaining is an approach for improving student encoding and spelling that provides hands-on manipulation of letters to create, read, and manipulate new words--all while building students' advanced phonemic awareness skills and solidifying discrete phoneme-grapheme connections that connect directly back to the overall literacy lesson. Participants will walk away with an understanding of how to use word chaining in the classroom as an interactive and engaging method for spelling to dramatically increase students' spelling ability and confidence.

10:15 - 11:45 am Unlocking the Silos: Embracing Disciplinary Literacies to Help Students' Literacy Practices by Dr. Todd Reynolds & Dr. Leslie Rush

In middle school and high school, students focus more in depth on specific disciplines, like English, Math, History, Science. However, each discipline has its own literacies. The disciplines differ on how they view text, or evidence, or even the nature of reading and writing. Because of these differences, it is necessary to clearly articulate disciplinary literacies in the classroom. In this presentation, we will provide some background on disciplinary literacies, as well as some research-based findings from English, Science, Math, and History. Then, we will go into more depth in disciplinary literacy in English, explaining how it differs from other disciplines, and how teachers can incorporate a heuristic to enhance student-led interpretations of literary texts.

1:00 - 2:30 pm Implementing Structured Literacy Approach at the K-3 Level by Crystal Lenhart

Hear how one Wyoming school has implemented thoughtful, research-based changes to instruction and assessment to align with Wyoming's K-3 Literacy Legislation.

1:00 - 2:30 pm PHoundations of Literacy by Amanda Karaffa

If you have ever found yourself confused by the PH pieces of the Structured Literacy puzzle, this session is for you! We will explore critical PH terminology that directly relates to best practices in foundational skills instruction and beyond. Participants will leave with a firm grasp on these terms and how corresponding instructional activities can be applied to the tenets of Structured Literacy.

1:00 - 2:15 pm Literacy Coaching 101 by Kelsey Walker & Taren Hendricks

As new literacy coaches last year, we wish we had a coaching toolkit to guide us in our work. In this session, participants will create their own go-to coaching toolkit for the upcoming school year. This presentation will focus on the nuts and bolts of literacy coaching in all grade levels, K-12. We will discuss how to find teachers to coach, how to have productive coaching conversations, and how to conduct coaching cycles with teachers. We will show videos from our coaching sessions with teachers and provide suggestions for additional resources and training to support future literacy coaching endeavors.

2:45 - 4:15 Keynote: Oral and Written Language: Understanding the Differences and Implications for Teaching by Claude N. Goldenberg

<https://home.edweb.net/webinar/teach2read20221207/>

4:30 - 5:00 pm Moderated Discussion