

## Embracing Literacy Conference Session Crosswalk Recorded Sessions:

All recorded Embracing Literacy sessions are 1.5 hours, free, on demand webinars. Most include a copy of the slides. Districts may combine sessions to meet the training requirements for each role and within each Competency area. Districts are asked to ensure sessions chosen provide a well rounded training. Districts may design professional development plans to include team discussion, webinar study, professional learning communities, etc. This time may be included in the total time requirements. For example, two sessions equal a total of 3 hours; districts may add 30 minutes of in house work with the information to meet the 3.5 hours of required time. Districts are responsible for keeping records of training plans and specific staff who have been trained. Please make us aware of any technical issues. Please contact Kim Lane at 307-777-7673, [kim.lane@wyo.gov](mailto:kim.lane@wyo.gov)

### Competency 1: Essential Knowledge, Practice, and Responsibility

- [Delivering on the Promise of Literacy for All, Stewart](#) (Comp 1.1, 1.2, 1.3)
- [Steps on the Widespread Adoption of the Science of Reading, Russell](#) (Comp 1.1, 1.4)
- [I am Learning About the Science of Reading, Now What, Storebo and Hunter](#) (Comp 1.4, 1.5)
- [Instructional Decisions in the Early Grades, Pzinski](#) (Comp 1.2, 1.4, 1.5)
- [The Science of Reading: What it is, How it Works, Hasbrouck](#) (Comp 1.1, 1.2, 1.3)
- [Building a Strong Foundation to Help every Student Become a Reading, Hasbrouck](#) (Comp 1.1, 1.2, 1.3)
- [Structured Literacy Instruction Works for All Students, Gillis](#) (Comp 1.1, 1.2, 1.3)
- [Using Data to Inform Instruction, Stollar](#) (Comp 1.4)
- [Applying What we have Learned About the Reading Science to the Content Areas, Pzinski](#) (Comp 1.1, 1.3)
- [Orthographic Mapping and Foundational Reading and Writing Skills, Fleming](#) (Comp 1.1, 1.2, 1.3)
- [Teaching is Reading is Rocket Science, Moats](#) (Comp 1.1, 1.2, 1.3)
- [The Connection Between Language Development and Reading, Moats](#) (Comp 1.1, 1.2)
- [Discovering the Science of Reading, Hanford](#) (Comp 1.1)
- [What is Structured Literacy, Spear-Swerling](#) (Comp 1.1)
- [The Dyslexia Brain, Yeatman](#) (Comp 1.1, 1.2, 1.3)
- [Structured Literacy in the Classroom: Bridging from why to how, Kuhn Comp](#) (1.1, 1.2, 1.3)
- [Disrupting the Status Quo: Why and How to Initiate Scientifically based Reading Instruction, Russell](#) (Comp 1.1, 1.4)
- [A Practical Guide to Dyslexia and Accommodations for K-12 Educators, Fleming](#) (Comp 1.1, 1.2, 1.3)
- [Reading and Social Justice: We Have to Get This Right!, Hasbrouck](#) (Comp 1.3)
- [MTSS in the Elementary School, Lenhart](#) (Comp 1.4, 1.5)

## Competency 2 : Assessment - Identify and Respond

- [Using Data to Inform Instruction, Stollar](#) (2.1,2.2)
- [Technical Adequacy 101: The Practical Use of Statistics, Research, and Science to Make Better Assessment Decisions, Dykstra](#) (2.1, 2.2)
- [Assessment and Instruction Through the Hourglass Figure, Tolman](#) (2.1, 2.2)
- [I Have My Universal Screener Data, Now What?, Stolte](#) (Comp 2.1, 2.2)
- [Implementing Structured Literacy Approach at the K-3 Level, Lenhart](#) (Comp 2.2)

## Competency 3 : Instruction - Implementation and Differentiation

- [A Layered Model of Effective Comprehension Instruction, Duke](#) (Comp 3.5, 3.2, 3.7)
- [Phonics Knowledge: What, Why, and How, Beverine-Curry](#) (Comp 3.1, 3.4)
- [Teacher Talk: Developing Oral Language to Bolster Reading Comprehension and Written Expression, Beverine-Curry](#) (Comp 3.6)
- [Let's Unlock Children's Oral and Written Expression: a Structured Literacy Approach, Haynes](#) (Comp 3.1, 3.5, 3.8)
- [Reading Fluency: Research and Practice, Reutzel](#) (Comp 3.1, 3.5)
- [Embracing Speech to Print Structured Literacy: Spelling Matters Much More than you May Think, Wasowicz](#) (Comp 3.1, 3.5)
- [The Magic is in the Instruction The Critical elements of Explicit Instruction, Archer](#) (Comp 3.1)
- [Phonological Awareness: Assessment and Practice, Kilpatrick](#) (Comp 3.2, 3.3)
- [Words, Words, Words: Explicit vocabulary Instruction for Everyone, Archer](#) (Comp 3.1, 3.2, 3.6)
- [Fluency: Teaching the Missing Link to Proficient Reading, Rasinski](#) (Comp 3.1, 3.5, 3.6)
- [Syntax Matters: The Link Between Sentence Writing and Sentence Comprehending, Van Cleave](#) (Comp 3.8)
- [Morphology Matters: An Exploration of Bases and affixes to Build Spelling, Vocabulary, and comprehension, Van Cleave](#) (Comp 3.4, 3.5, 3.6)
- [Language Structures and Verbal Reasoning: Missing Links in Comprehension Instruction, Tolman](#) (Comp 3.5, 3.7)
- [Phoneme Proficiency: What, Why, and How?, Beverine-Curry, 2021](#) (Comp 3.3)
- [Supporting Language and Literacy Development for Dual Language Learners, Scherdan](#) (Comp 3.2)
- [Phonemic Awareness: the use of Articulatory Gestures to Enhance Reading and Spelling, Tolman](#) (Comp 3.3)
- [The Writing Rope: A Framework for Evidence-Based Writing Instruction, Sedita](#) (Comp 3.8)
- [Integrating Reading and Spelling, Stolte](#) (Comp 3.1, 3.2, 3.4)
- [The Science of Writing K-2: Accelerate Overall Literacy Development with an Evidence Based Framework, Laud](#) (Comp 3.8)
- [Morphology as a Word Learning Component in Content Classrooms, Yassenchock](#) (Comp 3.5, 3.6)
- [The Science of Writing in 3-6: How Focusing on Writing Can Accelerate Overall Literacy Development](#) (Comp 3.8)
- [Implementing The Structured Phonics Small Group Lesson, Cole, 2022](#) (Comp 3.3, 3.4, 3.1, 3.2)
- [Striving Writers, Hunsaker & Alberts](#) (Comp 3.8)
- [Harnessing the Power of Writing, Arrington](#) (Comp 3.8)
- [Striving Readers: A How-To on Planning, Teaching, and Assessing Reading Instruction, Tiefenthaler](#) (Comp 3.1, 3.2)
- [Best Practices for Teaching High-Frequency Words K-2, Cole & Peshovich](#) (Comp 3.5, 3.1)
- [Comprehension - The Heart and Goal of Reading, Bunt](#) (Comp 3.7)
- [Spelling Instruction That Sticks, Cole](#) (Comp 3.1, 3.4)

#### **Competency 4 : Intervention and Remediation**

- [Literacy for Students with Significant Intellectual Disabilities, VanOrman](#) (Comp 4.3)
- [Trauma Informed Instruction: the Place of Language and Literacy in Trauma Recovery, Dykstra](#) (Comp 4.3)
- [The Impact of Dialect on Language and Literacy Acquisition in Children Growing up in Poverty, Washington](#) (Comp 4.3)
- [Rejuvenating your understanding of Improving Reading Comprehension, Vaughn & Fletcher](#) (Comp 4.2)
- [Understanding Educational Evaluations What Parents and Teachers Need to Know](#) (Comp 4.1)
- [Neurobiology and the Brain: Effects of Early Reading, Steinhoff](#) (Comp 4.2)
- [Error Analysis: What Students' Misspellings Tell Us About Instructional Needs, Tolman](#) (Comp 4.1)