2022 PaTTAN LITERACY SYMPOSIUM

Tuesday Jun 14, 2022

Time	Session Title	Session Description	Presenter
8:30 -9:45	**KEYNOTE:** **What Do Phonemes Have to Do With It?**	*Current debates about the role of phoneme awareness instruction are, unfortunately, creating confusion where there needs to be clarity. We will revisit these questions: Why is phoneme awareness challenging? How is phoneme awareness distinct from, but related to, both word recognition and spelling? How can we select appropriate activities for students whose PA is underdeveloped? What do those activities look like?*	*Louisa Moats*
10:00 - 11:15	01. Morphological Awareness: What is It? How to Teach It!	Have you ever paused to consider what it means to teach morphological awareness? And what it looks and sounds like when you are teaching morphological awareness? And how does this instruction differ as students pass through the word recognition phases? Come to this session if you are curious and want to learn more about teaching morphological awareness. (3-12)	Dr. Deb Glaser
10:00 - 11:15	02. Secondary Leadership in Developing MTSS at the Secondary Level	The Burgettstown team of administrators will share their experiences with implementing intervention at the secondary level surrounding an MTSS framework. (6-12)	Burgettstown Area School District
10:00 - 11:15	03. Breaking Barriers: How School Leaders Can Prioritize Practices That Maximize Literacy Learning	This session is intended to assist leaders, administrators, and the educators responsible for instructional design with sifting through the mass of perspectives and data to select action items that are most likely to improve student literacy achievement. In this session, we'll discuss research-informed priority practices that aim to maximize accelerated literacy learning. (k-5)	Jess Surles, Boston University
10:00 - 11:15	04. Structured Literacy Among English Learners: What Every Teacher Should Know	This session will address the evidence-based practices for incorporating intentional oral language strategies within Structured Literacy lessons. Participants will learn the cross-linguistic features of several languages and how to design reading instruction which integrates first and second language knowledge. Strategies will be modeled and practiced for ease of implementation. (k-5)	Elsa Cardenas-Hagan, Ed.D.

PaTTAN LITERACY SYMPOSIUM

10:00 - 11:15	05. Nurturing Teachers and their Students: Creating a Safe Space for Teaching and Learning	This workshop will address hands-on activities and strategies for supporting students and each other with care and connection. We have some extra tools at our disposal as teachers of literacy and language. When we are successful in teaching students to read well, they will have the ability to develop perspective from the characters and situations they read about. That perspective opens the door to empathy. Our society needs more perspective taking and empathy right now and we can work toward that as teachers of reading. Language allows us to identify and express our emotions. Our use of language to assist us in our efforts to connect with our students can transform traditional instruction into "trauma informed" instruction. Language and connection have the power to heal. Connecting with students does not cost money, and can create a climate and culture that can change a child's life. (k-5)	Judi Dodson
10:00 - 11:15	06. Advancing the Science of Reading in Higher Education	This session will include a panel of teacher preparation educators who will discuss how they include the Science of Reading and Structured literacy in their programs. (All)	Panel Including: Esther Lindstrom, Kathleen Biddle, & Lori Severino
10:00 - 11:15	07. The Writing Rope: A Framework for Evidence-Based Writing Instruction	This training includes an overview of The Writing Rope model for writing instruction (Sedita, 2019). Many teachers do not recognize that effective writing instruction must address multiple components, represented as strands in a rope in this model. An explanation with references to research findings will be provided for the five strands: 1) Critical Thinking (generating ideas and information, stages of the writing process), 2) Syntax (syntactic awareness, sentence elaboration, punctuation), 3) Text Structure (narrative, informational, opinion; paragraph structure; patterns of organization, 4) Writing Craft (awareness of task, audience, purpose; word choice; literary devices, 5) Transcription (spelling and handwriting fluency). This workshop addresses writing instruction across grades 4-12.	Joan Sedita
10:00 - 11:15	08. The Syntax	This session presents research on syntax and explains its critical role in comprehending complex text. Armed with this understanding, educators learn how to teach their students the functions of sentence parts—words, phrases, and clauses—in order to show them how to unpack the meaning of sentences they encounter in text. (k-5)	Dr. Margie B. Gillis
12:30 - 1:45	09. Teaching reading using a speech-to-print approach: A new twist of the Reading Rope	Whether you're a classroom teacher, classroom aide, literacy coach or consultant, interventionist or other specialist, this two-part course will empower you with a purposeful understanding of speech-to-print instruction and give you specific and practical ideas that have a powerful impact on 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 useful ideas that you can immediately put into action to quickly observe positive changes in your students' learning. (k-3)	Dr. Jan Wasowicz PhD CCC-SLP BCS/SL

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12:30 - 1:45	10. Social-Emotional Implementation and Literacy	There is a dire need to improve the educational experience of minoritized students to ensure equitable outcomes for students in schools. As a result, educators are encouraged to center social-emotional support within academic learning to improve the outcomes for students, particularly minoritized students. Classrooms that are designed to promote students' academic growth and social-emotional development better support students' learning and development. Therefore, this session will discuss conceptual and practical ways to integrate social-emotional learning into classroom instruction.	Dr. Kamontá Heidelburg, PhD, NCSP
12:30 - 1:45	11. A Classwide Reading Intervention that Works	Come learn about a class-wide reading intervention for grades 2-8 that will raise the reading proficiency of your students. Lindsay implemented this class-wide intervention and her class median score of 50 words correct per minute improved to 64 words correct per minute in just 2 weeks. Come learn how you can apply this intervention in your classroom and listen as Lindsay shares her tips, mistakes, and questions as she applied research to her practice this past year. Leave with specific strategies and resources to implement this research-based intervention in your classroom. (2-8)	Lindsay Kemeny
12:30 - 1:45	12. Stop the Stall, Move Fragile Adolescent Readers Forward	Join reading intervention author, Marilyn Sprick. Explore what it takes to help older students move out of the reading doldrums to reading with confidence and motivation. Listen to and hear the difference as intervention students take pride in their improvements. (6-12)	Marilyn Sprick
12:30 - 1:45	13. ECRI - A School's Journey in Systematic Equitable Reading Outcomes for All Students	A team from Easterly Parkway Elementary in State College, PA will share its journey to student literacy success through Enhancing Core Reading Instruction (ECRI). The team will share the past, present, and future of our transition to systematic and explicit instruction. A discussion and review of data including how our diverse community of learners are benefitting from the newly formed MTSS processes. (k-2)	The State College Area School District
12:30 - 1:45	14. The Arc of Vocabulary: Oral Language Links to Comprehension for the Classroom Teachers	In this workshop, we will examine the arc of language development and its impact on reading comprehension. We will start by grounding ourselves in a research base for understanding the contribution language makes to reading comprehension. We will then learn about instructional approaches that address the need for us to enhance oral language for our students. We cannot simply tell children to talk more. We need to create a climate that nurtures oral expression and supports the development of speaking and active listening for students. We will learn and practice highly engaging activities that can make a difference for reading comprehension through planning intentional and meaningful opportunities for speaking and listening throughout the school day. (k-12)	Judi Dodson

Time	Session	Description	Presenter(s)
12:30 - 1:45	15. Introduction to See the Sound - Visual Phonics©	See the Sound - Visual Phonics© is a multi-sensory approach to teaching reading, language, and writing skills. It is a system which associates each sound in our language with a hand gesture graphic symbol. See the Sound - Visual Phonics© links speech sounds to our other senses in a natural progression. The mouth movements for each phoneme are then mirrored in a hand gesture. The gesture in turn is reflected in a written symbol. This session will provide an overview of the strategy and validating research. a sample of the gestures and written symbols will be shared. Upon completion, participants will not be qualified to implement the strategy in instruction. (k-3)	Sue Ann Houser
12:30 - 1:45	16. Spelling: Visible Language to Inform Instruction and Intervention	This session highlights the importance of spelling to literacy development and how it can be analyzed to inform instruction and intervention. The integration of phonology, orthography, and morphology will be used to analyze student spelling inventory results.Participants will analyze classroom and individual student spelling to determine the types of errors students made and engage with a tool that school teams can use to drive analysis and target instruction and intervention. Classroom and individual analysis of spelling inventory results will guide participants in drawing conclusions for core and individual instruction to accelerate learning. (k-5)	Erin Eighmy, Tambra Isenberg & Pam Kastner
2:00 - 3:15	17. Coaching Components For The Post-COVID Era: Face 2 Face; Flipped or Mixed!	In this session, IU consultants will explain the idea of using coaching models including face-to-face, "flipped", and a hybrid approach to coaching a roll-out and scale-up of ECRI routines and other evidence-based practices. Participants will walk through the benefits, challenges, and problem-solving strategies of coaching district leaders and teachers along their ECRI journey by using a PLC format. (k-2)	Erin Hamilton, Erin McManamon, & Heather Spotts
2:00 - 3:15	18. Secondary Reading - Implementing High-Leverage Practices	Can we improve the reading of students in secondary schools? Absolutely! Begin by bringing this adage to life: "Every day, in every class, we read, we write, we speak. Every day, in every class, we read, we write, we speak." Next, focus on evidence-based, high-leverage practices: 1) actively teaching vocabulary in all classes, 2) having students respond deeply to text, 3) challenging students to compare and contrast items, and 4) having students read orally (e.g., partner reading, team reading, choral reading, cloze reading) to increase fluency (e.g., accuracy, rate, expression). (5-12)	Anita Archer
2:00 - 3:15	19. Facilitator Training - Parent Workshop on Early Reading Skills	Read by 4th, the Philadelphia partner of the national Grade Level Reading network, is committed to strengthening literacy instruction in Philadelphia schools….and homes. The research is clear that a good connection between classroom and home is what really helps children learn to read. So Rb4 partners, led by Drexel University and AIM Institute for Learning and Research, developed an interactive workshop for parents of K-3 students, on Early Reading Skills – Phonological Awareness, Phonics and Fluency. Attendees will learn about all aspects of this interactive workshop, and explore how to deliver it in their communities, including how to access the PPT and videos, all activities to be used during the workshop, as well as materials for parents to take home. (k-2)	Lori Severino and Nicole Kingsland

2:00 - 3:15	20. Teaching Morphological Awareness - What Does it Look Like for Grades K-2?	Morphological Awareness is emerging as the new Awareness for teachers to pay attention to. First we had phonological awareness, now morphological awareness! What is a teacher to make of this? This session will remove some of the mystery around this concept and help teachers in the early grades understand what this means for their instruction. Morphology is closely tied to oral language and orthography in the early grades. Teachers will gain appreciation for their own morphological awareness and gain techniques to develop their students' knowledge and awareness too. (k-2)	Dr. Deb Glaser
2:00 - 3:15	21. Enhancing Your Core Reading Program Instruction (K-2)	The purpose of this session is to describe how to use instructional routines to enhance the delivery of your core reading instruction in a multi-tiered system of Tier 1 and Tier 2 support. Systematic strategies and teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first, and second grade will be described and will be directly relevant to practitioners implementing multi-tiered systems and response to intervention models. (k-2)	Jess Surles, Boston University
2:00 - 3:15	22. Making Connections: Communication and Literacy with AAC Users	Learning to read can be challenging, particularly for many students who use augmentative and alternative communication (AAC). Yet, reading and writing are connected to the symbolic representation, vocabulary, and strategies that comprise their AAC systems. Integrating comprehensive literacy instruction amid teaching students to use AAC not only builds literacy skills but also facilitates the development of language, fosters communication, and promotes social interaction. This session is designed to help participants make connections between literacy, language, and the use of AAC. (k-12)	Tammy Thompson-Cooke
2:00 - 3:15	23. Teaching Spelling to Intermediate Poor Spellers: Never Too Late	A substantial number of intermediate students are poor spellers who would benefit from explicit, structured language teaching. How should those lessons be structured? What specific skills should be targeted? What kind of practice is likely to help? Examples of lessons and activities will be shared. (3-5)	Louisa Moats
2:00 - 3:15	24. Weighing the Hog Doesn't Make it Fatter: Linking Assessment to Instruction in a MTSS Model	This session will help elementary teachers, coaches and administrators identify the essential questions about reading performance, and select the most efficient ways to answer them. Multi-Tiered Systems of Support (MTSS), the framework for implementing the science of reading, requires a coordinated system of assessment for four main purposes; screening, diagnostic, progress monitoring, and outcome evaluation.Assessments should be used for the purpose for which they were designed. Each assessment purpose is linked to specific instructional decisions in the MTSS model, such as supplementing core reading instruction, forming small groups, and intensifying intervention. Participants will gain knowledge of how the four purposes of assessment link to instruction within MTSS for the benefit of all students. (k-5)	Stephanie Stollar

Wednesday Jun 15, 2022

Time	Title	Session Description	Presenters
8:30-9:45	25. Distinguishing Between Difference, Disorder, and Disadvantage	Speech-language pathologists (SLPs), educators, and other practitioners have consistently noted the diagnostic challenge observed when attempting to distinguish between the typical linguistic variation of African American English (AAE) speakers, the clinical indicators of language disorder and language delay based on the impact of being reared in poverty. As the development of literacy skills is dependent upon strong language foundations, the early identification and intervention for students with true language and literacy weaknesses is critical. We will discuss evidence-based assessment and treatment practices that practitioners can utilize when working with speakers of AAE and other non-mainstream dialects. (k-5)	Dr. Lakeisha Johnson
8:30-9:45	26. How and When To Use Decodable Readers for Maximum Effectiveness	Teachers often ask us how to include decodable readers during phonics instruction. This session answers that question. Teachers will learn how decodable texts are critical for beginning phonics instruction, when to start using decodable text, when it is appropriate to move away from decodable text, and how to track students' progress with decodable texts. Teachers will also learn the importance of using decodable text to practice a new advanced phonics pattern when it is taught, even though students are capable of reading grade level text independently. There is a brief discussion of the difference between decodable and leveled texts. (k-3)	Linda Farrell
8:30-9:45	27. Effective Vocabulary Instruction: Throw Away the Dictionary	Virtually all experts in the field of teaching vocabulary agree that using the dictionary to teach word meanings is ineffective. So, what does work? We demonstrate a way to teach vocabulary in which students hear the word, say the word, see the word, and use the word, all without a dictionary. Through active participation, participants learn how to (1) have students create their own meaningful definitions, (2) get the word and meaning into long-term memory, and (3) spell the word (in grades where spelling the word is appropriate). The instructional techniques are explicit and multi-sensory, and they connect speech, print, and meaning. (3-12)	Michael Hunter
8:30-9:45	28. Language Structures and Verbal Reasoning: Missing Links in Close Reading Lessons	Gough and Tunmer's Simple View of Reading (SVR) identifies two major components of reading comprehension: word recognition and language comprehension. Join Dr. Tolman to experience the 'why' behind the need for direct, explicit instruction for language structures and cohesive ties, two of the many strands that intertwine to enable close reading. (k-5)	Carol Tolman, Ed.D.

8:30-9:45	29. The Role of Executive Skills in Literacy Development	Executive skills are task-oriented skills that underlie students' ability to learn. They are brain-based skills such as task initiation, sustained attention, working memory, planning, organization, and goal-directed persistence that are absolutely critical to school success. Although seldom taught explicitly, many educators now see that students who are strong in these skills are more successful than those who aren't. This workshop will introduce the 11 executive skills featured in the "Smart but Scattered" model and will describe how they support literacy development. (k-5)	Peg Dawson, Ed.D.
8:30-9:45	30. Transitioning from Word Walls to Sound Walls: Why We Should and How To Do It	The presenters will discuss descriptive research that Dr. Miles has conducted which demonstrates some of the issues with word walls. Dr. Dahlgren will then discuss how sound walls and accompanying instructional methods should be used to articulate and distinguish between sounds and to strengthen sound-to-letter correspondences. The presenters will also share data on three action research projects that demonstrate the effective use of sound walls. (k-2)	Mary Dahlgren & Katharine Pace Miles
8:30-9:45	31. Literacy Leader: Using Your Special Education Data Report (SEDR) to Improve Reading Outcomes	This session will be geared towards administrators/educators who oversee and/or influence the K-12 literacy program within their Local Education Agency (LEA). Attendees will explore and/or be exposed to the most recent Pennsylvania State Educational Data Report (PA SEDR), as well as, their own respective local State Educational Data Report (SEDR) in order to address and/or interpret their current/future needs regarding programming for students with disabilities. Additional guidance and/or resources will be provided to support Individual Education Plan (IEP) teams and overall student success. (k-12)	Nichole Kopco
8:30-9:45	32. Too Important To Fail: Implementing Literacy Instruction Changes During the Pandemic	During this session participants will be engaged in a discussion regarding the changes made in the instruction of reading by the Northgate School District during the pandemic. Information will be shared regarding the Pennsylvania Dyslexia Pilot and how this was critical in moving these efforts forward. The critical aspects of the change process will be shared and pitfalls will be discussed. (k-2)	Dr. Chris Caton
10:00-11:15	33. Syllables or Morphemes? When to Teach Which and Why	Many students learn to read one-syllable words with relatively little difficulty, but they find it much harder to read polysyllabic words (with more than one syllable). This presentation includes (a) an explanation why polysyllabic word reading is difficult based on reading science and (b) easy-to-implement research-based strategies to help students read those long words using information about syllables and morphemes. (k-12)	Dr. Devin M. Kearns, Ph.D.

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10:00-11:15	34. Inference: Multiple Contributions to Comprehension	Comprehension involves creating a meaningful representation of the text within the reader's mind. The skilled reader builds this mental model by intertwining background knowledge with the semantics, syntax, structure of the text. Inference plays a critical role in integrating and constructing this representation at successive levels of understanding including the meaning of words, sentences and what is implied in the text. Let's explore inference, its multiple contributions to comprehension and related instructional implications and applications. (k-12)	Nancy Hennessy, M.Ed.
10:00-11:15	35. Using Sound Walls to Encode Irregular Words	This session will provide participants with an overview of how to effectively use sound walls while teaching irregular words, with a focus on orthographically encoding words. (k-2)	River Valley Area School District
10:00-11:15	36. First Step in MTSS for Reading? Flip the Triangle Right Side Up	Effective MTSS implementation starts with a strong core. This interactive session will demonstrate how to use reading data to identify classwide needs in tier 1 and classwide interventions that can be used to address them. All practices will be supported with research data and can be implemented the next day. (k-12)	Matthew Burns
10:00-11:15	37. Experience Dyslexia: A Simulation	Many have read about Dyslexia, including the neurological basis, demographics, warning signs, and interventions, but few have experienced it. This session provides hands-on activities that mimic problems associated with beginning reading, visual-motor, writing, auditory discrimination, and arithmetic. Those who have attended this Simulation have walked away with a new understanding not found in literature. "Being a teacher, I was able to gain a better understanding of the level of frustration students experience while reading, writing, and listening. The various simulations made me reflect on how I interact with students. I am more aware of how 'good intentions' could cause students to feel sad, inferior, and anxious." (k-12)	Christine Seppi, Dr. Denise Morelli, & Maria Paluselli
10:00-11:15	38. Embracing the Scientific Revolution in Reading: And Dragging Your Colleagues Along With You	This presentation will focus on issues related to translating research to practice regarding scientific findings of reading acquisition and reading difficulties. First, a summary of the most important findings will be briefly presented. This will be followed with some thoughts on "science" when it is applied to reading research and why some have been reluctant to adopt these findings. Finally, some suggestions will be made about how to help our colleagues "get on board" with the idea of applying scientific findings to reading instruction and intervention. (k-5)	David Kilpatrick

Time	Session	Description	Presenter
10:00-11:15	39. Writing to Learn: Short Writing in the Content Areas	To promote growth in writing in the upper grades, students must write short products often not just long products seldom. This session will focus on short writing in all domains that will foster learning content while improving writing skills. Emphasis will be placed on using frames and think sheets to scaffold writing of summaries, arguments, comparisons, and explanations in a variety of domains. (4-12)	Anita Archer
10:00-11:15	40. Culturally Responsive Teaching in the Literacy Classroom	This session will prepare educators to provide culturally responsive instruction. With this knowledge base, educational professionals will discuss the importance of design and meaningful delivery of culturally responsive evidence-based practices in literacy, intended to support all students within an MTSS framework. (k - 12)	Kirsten DeRoche & Lauren Lutz
11:30-12:45	*KEYNOTE* *Literacy as a Human Right*	*In a knowledge economy, the human right of the 21st Century is literacy. What is at stake for children who fall through the cracks in systems without a strategically designed literacy safety net in place? What do parents and other community stakeholders deserve to know about this high stakes imperative? What are the coordinated systems that lay a blue print to successfully develop skilled readers, writers, and critical thinkers? What is possible when we ensure children become literate for a lifetime, regardless of zip code or student group?*	*Keynote: Tracy White Weeden*
2:00-3:15	41. Beyond the Simple View: Exploring Implications for Instruction	The simple view of reading is now well known to many practitioners interested in understanding the science of reading. In the model, word recognition (decoding in the first version) means linking letters and sounds to read words. That is true—but incomplete. Quick, accurate pronunciation of words also depends on knowing word meanings. How can this be? The first goal of this presentation is to explain how word meaning fits into the triangle (connectionist) model of reading (Seidenberg & McClelland, 1989) and relates to the principle of self-teaching (Share, 1995). The second goal is to explain how strong link between word meaning and word reading does not support the "psycholinguistic guessing game" in whole language (Goodman, 1967): It adds to the data that it is entirely wrong. The third goal is to describe the implications of these data for instruction. (k-4)	Dr Devin M. Kearns
2:00-3:15	42. Supporting Students' Comprehension and Calibration When Reading in Print and Digitally	What difference does reading digitally have on what students understanding (comprehension) and how well they judge their performance (calibration)? In this session, Singer Trakhman and Alexander will first overview the research on reading comprehension across print and digital mediums and the consistent finding that reading on paper is more effective than reading on screen. The presenters will then share their most recent research that highlights an effective intervention intended to improve students' comprehension and calibration when they are reading digitally. Singer Trakhman and Alexander will close the session by sharing practical guidelines for teachers and students on effective use of print and digital mediums for improved learning and performance. (k-12)	Dr. Lauren Singer Trakhman & Dr. Patricia Alexander

Time	Session	Description	Presenter
2:00-3:15	43. Coaching for Teachers for Student Success: An Overview of Student-Focused Coaching	Coaching has become a popular model in schools to provide professional development and support to improve the instructional skills of teachers, and the academic skills and behavioral outcomes of students. Unfortunately, few teachers who are being given the role of "coach" are receiving sufficient training or support to adequately perform this challenging role. This situation is often complicated by the fact that few administrators clearly understand this new role or how to provide the essential support that coaches will need to be successful. This session for coaches AND administrators begins with the basics: The research-based rationale for coaching (WHY provide coaching?), WHO makes a good coach, and WHAT are the key tasks that help make coaching successful. The essential difference between coaching and supervision is discussed. Various models of coaching are presented along with an overview of the research-based model of Student-Focused Coaching (SFC; Hasbrouck & Michel, 2022; Hasbrouck & Denton, 2005 & Hasbrouck & Denton, 2009). (k-12)	Dr. Jan Hasbrouck, Ph.D.
2:00-3:15	44. Spelling Instruction that Sticks	With typical spelling instruction, students are given a list of words to study at the beginning of the week. They complete a few activities during the week and take a test at the end of the week. While this works for some students, others consistently fail the spelling test, and their failure to grasp basic spelling principles is evident in their writing. Effective spelling instruction starts with matching sounds to letters and moves to understanding morphology. Students learn to spell better when spelling patterns are emphasized. Students who are not natural spellers need instruction that specifically teaches pronunciation of the word, ties spelling to the pronunciation, and that, when appropriate, focuses on meaningful word parts. This session includes focused activities and practice that lead to accurate spelling not only on Friday's spelling test but also in students' written assignments. (k-5)	Linda Farrell
2:00-3:15	45. Strong Roots: Morphological Awareness in Spanish-English Bilinguals	In this session, we will review the research findings related to morphological awareness in Spanish-English bilingual learners. We will also review evidence-based instructional practices for developing cross-linguistic morphological awareness in Spanish-English bilinguals, with the goal of enhancing emergent bilinguals' vocabulary knowledge and language comprehension. (3-12)	Polly Treviño
2:00-3:15	46. Literacy Leaders: A Key Lever for Literacy Equity	Educational initiatives to improve reading outcomes by implementing the findings from the science of reading are being established in school systems across the country. In order for those initiatives to be sustainable and successful, multiple stakeholders must ensure that the roles they play are fully committed to the effort. This presentation will focus on the stakeholder role of the literacy leader in a school system such as building principals, curriculum directors, and superintendents. A case study of a successful implementation will be highlighted. Without knowledgeable, committed leadership, educators cannot fully implement the practices needed for transformation. But together, educators and leaders can create equitable access to literacy practices that are grounded in the science of reading for the sake of their student, ensuring that the initiative they embark upon is impactful and sustainable. (k-12)	Maria Murray & Stephanie Finn

PaTTAN LITERACY SYMPOSIUM

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2:00-3:15	47. Providing Reading Interventions for Students in Grades 4-9: What Research Tells Us	Do you have intermediate and secondary students that are still not reading accurately and fluently with good comprehension?In this webinar, Dr. Archer will review the major recommendations of the Educator's Practice Guide recently released by the Institute of Education Sciences. These recommendations include: building students' decoding skills so they can read complex multi-syllabic words; providing purposeful fluency-building activities; and utilizing a number of research-validated comprehension practices.Join us on this webinar and gain insights into the research on reading intervention for older struggling readers. (4-9)	Anita Archer
2:00-3:15	48. Literacy for All: Literacy Instruction and Students with Significant Cognitive Disabilities	Literacy is a set of skills that opens a world of possibilities for all students, including students with significant cognitive disabilities. Despite the functionality of literacy, schools experience challenges when developing and implementing literacy instruction for students with significant cognitive disabilities. This session will begin the discussion about what literacy instruction looks like for this group of students by discussing the definition of literacy, examining the research literature, and providing questions to help guide the development of literacy instruction. (k-12)	Kristin Starosta
3:30-4:45	49. The Immense Canvas of Reading Comprehension	Attempts to define reading comprehension in terms of a narrow band of generic skills has done children a disservice for decades. This session will detail an alternative approach that is better aligned with evidence from research and, crucially, that leads to more joyful authentic experiences with the written word. (3-12)	Christopher Such
3:30-4:45	50. Culturally Adapting Evidence-Based Reading Interventions to Support Black Students	Because of the unique cultural differences of racially and ethnically minoritized students the effects of colorblind interventions (i.e., those without adaptations to fit the unique identities of the target population) may not be effective for Black students. Thus, culturally responsive interventions should be used to support Black students in schools. This session will discuss how to make cultural adaptations for interventions using Bernal's (1995) Ecological Validity Framework. Participants will have the opportunity to discuss cultural considerations when selecting/planning reading interventions, identify cultural adaptions to evidence-based reading interventions, and describe how cultural adaptions propel equity in schools. (k-5)	Dr. Kamontá Heidelburg, PhD, NCSP

3:30-4:45	51. Spelling in a Complex Orthography: Can knowing better really help do better?	Some people take to spelling like ducks to water. Others barely achieve proficiency. We are all somewhere on that scale. If we, as educators, know a great deal about the writing system, will that make even those at the less fortunate end of the scale better spellers? Lyn argues 'yes'. In this address, Lyn shows, through practical demonstration, the benefits of systematically teaching the orthographic patterns of written English. Drawing on principles of cognitive load theory, linguistic analysis and her vast experience in varied educational settings, Lyn offers suggestions for implementing high quality spelling lessons into everyday classroom instruction. (k-2)	Lyn Stone
3:30-4:45	52. Focused Oral Reading Practice	Teachers often ask us how to include decodable readers during phonics instruction. This session answers that question. Teachers will learn how decodable texts are critical for beginning phonics instruction, when to start using decodable text, when it is appropriate to move away from decodable text, and how to track students' progress with decodable texts. Teachers will also learn the importance of using decodable text to practice a new advanced phonics pattern when it is taught, even though students are capable of reading grade level text independently. There is a brief discussion of the difference between decodable and leveled texts. (k-5)	Michael Hunter
3:30-4:45	53. Achieving Quality SOR Instruction – What Does It Take?	While there is a growing research-based consensus that supports addressing our nation's literacy crisis through instruction aligned with the Science of Reading (SoR) - there is also growing recognition of the complexity of the solution. What does it take? To begin, both pre-service and in-service teachers and leaders need to gain knowledge in the SOR. Teacher preparation must align with the SOR. But even with knowledge of the SOR, school leaders and teachers need ongoing coaching and support to master the complexities of implementation – in nearly every aspect of school and classroom design. In addition, student teachers prepared in the SOR, need field experience in schools that have quality SOR instruction in place. The solution is a collaboration between a university preparing teachers, and elementary schools committed to advancing quality SOR instruction. Learn about a collaboration between Read by 4th partners, Saint Joseph's University, two Mastery Charter Schools, and AIM Institute. Saint Joseph's prepares preservice teachers in the SOR, and the K-2 Mastery teachers and leaders have taken SOR-aligned courses from AIM Institute. With the knowledge in place, school and classroom design are then guided, over time, by the Dynamic Early Literacy Framework (DELF). The DELF rubric supports schools in assessing areas of growth related to seven drivers: Leadership, Assessment, Curricula, Instructional Practices, Supervision, Coaching & PD, and Family Engagement. (k-5)	Reading Panel: Jaclyn Galbally PhD., Nancy Scharff, M.Ed., Christina Grayson, M.Ed., and Suruchi Keenheel

Time	Title	Session Description	Presenters
3:30-4:45	54. But I've Tried Everything: What to Do When the Intervention Didn't Work	But, I've already tried that? Every participant has heard that at a problem-solving team meeting from a frustrated teacher. Many intervention intensification efforts are not successful because they do not address what the student actually needs. This session will demonstrate a data-based framework to intensify reading interventions based on the Taxonomy for Intervention Intensification. Participants will leave with intervention strategies and decision-making processes that are research-based and can be implemented the very next day. (k-5)	Matthew Burns
3:30-4:45	55. MTSS for Reading in Secondary Schools: Organizational Needs and Challenges	In this session we will consider the organizational and content needs for MTSS for reading in middle and high school, starting from an understanding of the differing reading needs of secondary students. The session will focus on different models, useful assessments, and effective materials. (6-12)	Linda Diamond
3:30-4:45	56. SRSD (Self Regulated Strategy Development) To Enhance Reading and Writing	Teaching students self-regulation in reading and writing can help them take a big step towards becoming better overall learners and communicators. This session will focus on the strategies at the core of the evidence-based teaching approach called Self-Regulated Strategy Development (SRSD). SRSD is a scientifically validated framework for explicitly teaching academic strategies to students. SRSD has been shown to help develop student ownership and confidence while allowing them to take responsibility for their own learning. This structured, yet flexible approach is complementary to any curriculum. The use of SRSD has also been proven effective with Kindergarten to college students as well as students of all abilities. When it comes to reading and writing, self-regulation allows students to manage tasks and monitor progress, among other key skills. (3 - 8)	Tanya Lewis

Thursday	Jun 16, 2022		
Time	**Title**	**Session Description**	**Presenters**
8:45-10:00	57. Fonemas & Phonemes: Comparing Spanish and English Sound Systems to Support Emergent Bilinguals	In this session, we will compare and contrast the sound inventories of Spanish and English to understand emergent bilinguals' phonological development. We will also explore the implications of these similarities and differences for phonemic awareness, decoding, and encoding instruction for Spanish-English emergent bilinguals. (k-12)	Dr. Polly Trevino

8:45-10:00	58. Syntax: Somewhere between Words and Text	Emphasis on sentence-level instruction is critical to bridge the word–to-text gap for reading and writing. Readers must derive meaning from individual sentences in order to attain text-level comprehension (Scott, 2009). Writers must compose sentences to convey meaning through the text they produce. Additionally, the sentence is the linguistic environment that determines the meaning of many words making the relationship between syntax and vocabulary important to reading comprehension. This session explores these relationships, including words with multiple meanings, word meanings altered by morphological markers, word order implications, and word functions. Instruction can capitalize on and foster these connections through a purposeful selection of words, text, and instructional activities. By utilizing effective instructional practices at the sentence level, teachers can facilitate text comprehension and writing based on the text material use in their instructional settings. (k-5)	Nancy Chapel Eberhardt
8:45-10:00	59. Making Connections Between Digital Literacy Programs and Classroom Literacy Instruction	Digital education programs implemented during COVID-19 school closures continue to be used in the classroom as a complement to teachers' instruction. The bulk of educators who participated in a 2020 survey about the effectiveness of digital learning largely reported a positive impact on student performance; however, fewer participants believed that digital learning tools made instructors more effective (source: schoology.com, 2020; n=16,906 survey participants). While digital learning reports may not suggest explicit instructional techniques, data from the programs can inform instructional method selection and efforts to differentiate instruction. This interactive presentation will take you on a journey of considering early literacy assessment findings, using the "Assessment of Literacy and Language"; analyzing early literacy content in digital programs, using WORD Force; and leveraging those findings as well as student performance data to generate ideas for early literacy classroom instruction. (k-2)	Jaumeiko Coleman
8:45-10:00	60. The Role of Executive Skills in Literacy Development	Executive skills are task-oriented skills that underlie students' ability to learn. They are brain-based skills such as task initiation, sustained attention, working memory, planning, organization, and goal-directed persistence that are absolutely critical to school success. Although seldom taught explicitly, many educators now see that students who are strong in these skills are more successful than those who aren't. This workshop will introduce the 11 executive skills featured in the "Smart but Scattered" model and will describe how they support literacy development. (k-5)	Peg Dawson, Ed.D.

Time	Session	Description	Presenter
8:45-10:00	61. Reading Ready: A Simple, Sree, and Effective Emergent Word Reading Approach	Dr. Miles will present on her explicit and systematic word reading curriculum for emergent readers. This research-based and easy to administer program is free and has been used in NYC Dept. of Education as a Covid-19 response intervention. The intervention sessions involve multi-modal phonemic awareness, letter knowledge, word analysis, and decodable sentence reading activities. Since summer 2021, her team has trained over 100 NYC DOE staff and over 230 preservice teachers to conduct the 20 minute sessions 3-5x a week with mostly first grade striving readers. Another group of DOE staff and preservice teachers will be trained this coming summer. Preliminary results show student growth in phoneme blending and nonword reading skills. An accompanying manual for caregivers and plans to train caregivers/community members will also be discussed. (k-2)	Katharine Pace Miles
8:45-10:00	62. The Many Facets of Reading Comprehension: Where Does Strategy Instruction Fit?	Reading comprehension is multifaceted, and as such requires a multifaceted instructional approach. While teaching strategies is only one aspect of that instruction, is it important? YES! This session will address the need for brief instruction that engages students in strategic actions designed to develop monitoring skills and flexibility in navigating text in order to create that "mental model" of understanding. Specifically, we will examine: What leading experts have concluded about comprehension strategy instruction's limitations and benefits: what processes, when to teach, and how; The gradual release approach ("I do, we do, you do") in strategy lessons; The importance of utilizing Think-Alouds; and A model lesson in teaching inference. (3-8)	Laura Stewart
8:45-10:00	63. Science of Reading Professional Development is SOR-ing in PA	The PaTTAN MTSS/Literacy team is partnering with the National Center for Improving Literacy to design a Science of Reading course to meet the need for free, accessible Science of Reading teacher training and practice in Pennsylvania. This session will detail and update the development of the course. (k-3)	Dr. Pam Kastner, Jeanie Hertzler, & Andra Bell
8:45-10:00	64. Instructionally-Relevant Diagnostic Assessment of Comprehension	Students may struggle with reading comprehension for a variety of reasons, including difficulty with word recognition, lack of background knowledge, trouble drawing inferences, low levels of word knowledge, slow reading rate, and others. Although universal screening can identify the students who are not comprehending, more in-depth, diagnostic assessments are needed to guide next steps for instruction. This session will provide a framework for conducting an instructionally-relevant diagnostic assessment of reading comprehension. Diagnostic assessment will be defined and differentiated from screening and progress monitoring assessment. A case study will be used to illustrate how the Simple View of Reading can guide the selection of assessment questions and assessment tools that can inform classroom instruction and intervention. (k-12)	Stephanie Stollar

Time	Session	Description	Presenter
10:15 - 11:30	65. Classroom Setup is Kind of a Big Deal!	Equitable literacy space in your class is a thing and it is important. The concept of mirrors, windows, and sliding glass doors will be used to emphasize the significance of a diverse classroom library. In addition, culturally responsive practices will be identified to increase literacy engagement. Finally, a nuanced analysis of reality pedagogy will offer examples of opportunities for student investment in their own learning.(k-12)	Dr. Amira Hill-Yancy
10:15 - 11:30	66. Power UP Storybook Reading: Engage in Purposeful and Interactive Read Alouds	Interactive reading builds oral language and literacy. Reading aloud to and with children is a powerful and engaging experience that serves a variety of purposes. Story reading fosters language development, story comprehension and literacy skills from preschool through primary grades. Multiple reads of children's literature develop oral-language skills and cultivate vocabulary development, content knowledge and exposure to the complexities of sentence structures and nuances of language. You will learn strategies to encourage active listening, spark questions, and promote and extend conversations. It is the purposeful talk and reading experiences that can jumpstart the career of a successful reader. (k-2)	Lynn Kuhn
10:15 - 11:30	67. Word Generation: Effective Implementation to Support Academic Vocabulary and Student Discourse	This session will explore best practices in vocabulary instruction. Participants will be equipped to utilize the Word Generation materials to support the vocabulary development and discourse skills of all students in grades 4 through 8 through instruction in face-to-face, remote, and hybrid settings.	Michelle Trostle
10:15 - 11:30	68. Promising New Evidence for Improving Alphabet Instruction	In this session, key findings and questions from a published analysis (Roberts, 2021)of four Randomized Controlled Trial studies comparing generic approaches including the use of Embedded Pictograph Mnemonics to teaching beginning alphabet knowledge to preschool students will be presented. Conventions and policy prioritize letter name recognition and capital letter formation, yet until recently very few studies compared generic instructional approaches (e.g. letter order, teaching letter names first versus letter sounds, contextualization, associated images) to letter learning, or, provided conceptual frameworks for procedures or student engagement. Relevance for practitioners and implications for the students who tend to become the most underserved in literacy will be discussed. (k-2)	Robert Meyer

10:15 - 11:30	69. Translating Science to Practice, and What to do when the Science Runs Out	We all want to follow the best science, but not all science is created equal, and science doesn't answer every question we have. Other treating professions, including medicine and mental health, are faced with the same dilemma: how do we translate an incomplete and imperfect science into practice? Recognizing and understanding the limitations of an always evolving science can prepare us for the inevitable times that science doesn't quite answer every question, and even those times the science seems to change. Enjoy this lively, Math-Free, discussion of how science works to guide practice, how we can learn from other professions that face many similar challenges, and how to think about all this with an open mind and a level head so you can be a more effective consumer of science. (K-12)	Steven P. Dykstra, PhD
10:15 - 11:30	70. Teaching Summarizing to Support Comprehension and Develop Writing Skills	Participants in this workshop will learn why summarizing has been identified through research as highly effective for developing both comprehension and writing. Practical suggestions for explicit teaching of summary writing based on text and non-text sources will be shared, including scaffolds. (4-12)	Joan Sedita
10:15 - 11:30	71. Implementing MTSS Strategies During the Impossible	Jamie Smith and April Egal were part of a secondary ELA team that implemented new strategies and interventions with their 8th grade during the most chaotic school year and saw student growth. This presentation will feature how they implemented a new Writing Curriculum, Classwide Intervention and Targeted Interventions and will save not only (6-12)	Burgettstown Area School District
10:15 - 11:30	72. Unpacking the Science of Reading Defining Guide	What is meant by the phrase "the science of reading"? This interactive session will explore The Science of Reading: A Defining Guide, through presentation and discussion of: The definition of the science of reading and why it matters; What is and what is not included in the definition of scientifically-based research; The theoretical foundations of reading development, reading processes and reading instruction; Instructional practices that do and do not align with reading science; A framework for implementation that transfers research into better student outcomes (k-5)	Stephanie Stollar
11:45- 1:00 *KEYNOTE*	*Do the Best You Can Until You Know Better & Closing Remarks*	*Do the best you can until you know better.* *When you know better, do better. Maya Angelou* *This quote reflects why we attend the Pennsylvania Training and Technical Assistance (PATTAN) Conference; to gather information on high-leverage practices drawn from the Science of Reading and the Science of Instruction, so that we can implement those practices to improve the learning and lives of the children we serve.* *In this end-note, Dr. Archer will focus on these highly effective practices, some are old (Gold) and some are new (Silver), but none of them should be forgotten. This Endnote is designed to summarize and wrap up our great conference.*	*End Note: Anita Archer*