



Fundations® Conference

July 13–14, 2023

Session Titles and Descriptions

THURSDAY, JULY 13

Connecting the Dots: Science of Reading, Structured Literacy, and Wilson Programs

Featured Speaker: Barbara Wilson

Everywhere you turn, you hear the terms “science of reading” or “structured literacy.” What exactly do they mean and how do they relate to your instruction? It may seem that these refer to something new, but in this session, Barbara will share the origin and history of these terms as well as take you through the International Dyslexia Association's Structured Literacy (SL) "map" in detail. Barbara will provide key connections to your WRS and Foundations work so that you will be able to confidently describe the components of SL that you bring to your Wilson instruction.

The Role of Reading Fluency Within Structured Literacy

Featured Speaker: Jan Hasbrouck

The National Reading Panel report identified fluency as “a critical component of skilled reading ... often neglected in classroom instruction.” Fluency is included as an essential foundational skill in most state reading standards. Reading fluency is now a BIG part of teaching and assessing, but it remains misunderstood. This session provides an updated and functional definition of reading fluency and how it should be included with a structured literacy implementation. This session will also clarify the role of curriculum-based measures (CBM) of oral reading fluency (ORF), often used to screen students and monitor their overall progress in reading: What do these measures really tell us, and how should they be used appropriately? The updated compiled ORF norms (Hasbrouck & Tindal, 1992; 2006; 2017) will be discussed. This session provides an opportunity to reflect on how fluency supports reading comprehension and how it should fit into a comprehensive and effective reading program for all students across all Tiers of instruction.

Rethinking Assessment and Intervention for Reading Comprehension

Featured Speaker: Hugh Catts

The poor performance of American students on state and national tests of reading comprehension is a well-recognized educational challenge and one that is difficult to address. Poor comprehension represents a multifactorial problem that is impacted by numerous reader, text, and task factors. Among the reader factors, the role of background knowledge has been particularly absent in conceptualizations of comprehension problems. Also, the specifics of what is read and for what purpose is typically given little consideration. To address these issues, a multidimensional model of reading comprehension is reintroduced, and its implications for the identification, assessment, and intervention of comprehension problems will be discussed.



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Structured Literacy Among English Learners: What Every Educator Should Know

Featured Speaker: Elsa Cardenas-Hagan

Structured Literacy is a term that describes a comprehensive and evidence-based approach for literacy instruction. It includes foundational skills of reading and writing in addition to the development of oral language and comprehension in an explicit and systematic manner. Large-scale research studies have been conducted among English learners for close to 25 years. Every educator must understand the research and its implications for effective practices in the classroom. This session will describe the research and evidence-based practices necessary for the successful development of literacy among English learners. A demonstration of effective literacy instruction for English learners that builds upon first language and literacy knowledge for the development of second language literacy will be modeled and practiced. Participants will learn how to address cross-linguistic features in every lesson and thus implement an asset-based approach to instruction.

FRIDAY, JULY 14

The Words That Matter Most

Featured Speaker: LeDerick Horne

During this session, LeDerick Horne will share the key moments of his life story that helped him grow from being in a self-contained special education classroom to becoming a renowned poet, speaker, and advocate for people who learn differently. Drawing from his book “Empowering Students with Hidden Disabilities: A Path to Pride and Success,” LeDerick will provide the audience with evidence-based practices that help students develop positive identities as people who learn differently. This presentation will motivate and inform participants interested in improving the outcomes of students with learning challenges, and the keynote will end with a performance of LeDerick’s original spoken-word poetry.

Beyond 80% @ 80%

Presenter(s): Wilson Conference Presentation Team

Discover concrete ways to bolster student outcomes while intentionally using data to inform instruction. Practice careful analysis of student performance on Unit Tests and recognize the critical role teachers play as they enhance their craft and use data from formative assessments to make key instructional decisions for their class and individual students. Get a sneak peek of the new FUN HUB[®] Unit Test Tracker!



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Beyond the Foundations[®] Lesson: Making SoR Connections Throughout the Day

Presenter(s): Wilson Conference Presentation Team

In this session, participants will collaborate with other science of reading professionals to: Determine ways to plan for additional practice opportunities during ELA time that are beyond the Foundations lesson; explore ways to make connections between what is taught during structured literacy lessons to the rest of the school day; and seek out teachable moments to reinforce taught skills and concepts, ensuring students see the value and FUN in what they are learning while creating an environment of emotionally sound learning.

Five-in-Five Foundations[®] Teacher Slam

Presenter(s): Contest Winners

Hear from our Five-in-Five Foundations Teacher Slam contest winners as they share how they make Foundations even more FUN in their classrooms! Take home some *fantastic* ideas to ensure your students learn to read in an engaging, enjoyable, and encouraging environment!