

THE 8TH ANNUAL CONFERENCE OF THE READING LEAGUE  
OCTOBER 15 - 17, 2024 • CHARLOTTE, NORTH CAROLINA

TUESDAY, OCTOBER 15

TIME	LOCATION	SESSION INFORMATION
1:15 - 4:15 pm	E219CD	RTI Revisited: Where Are We Now? (Limited seats available)
3:00 - 4:15 pm	E219AB	Altheria Caldera, Maria Murray, and the Educators of Color Conference Community All Means All: The Intersection of SoR and Culturally and Linguistically Responsive Literacy Instruction
4:15 - 7:00 pm	Richardson Ballroom Pre-Function	Early Check-In
5:00 - 7:00 pm	Richardson Ballroom	Exhibition Hall - Sponsor/Networking Area

WEDNESDAY, OCTOBER 16

TIME	LOCATION	SESSION INFORMATION
7:00 - 8:45 am	Hall B	Check-In and Breakfast
9:00 - 10:30 am	Crowne Ballroom	The Reading League Opening and Keynote by Zaretta Hammond Leveraging the Science of Reading for Liberatory Education

FLOOR LEVEL KEY  
Level 1 (Hall B) - Meals  
Level 2 (Crowne Ballroom, Richardson Ballroom and E-W# rooms) Exhibition Area, Keynote and Breakout Sessions








- COMPASS POINTS
- Language Variations and English Learners
  - Building and District Administration
  - Policymakers and State Leaders
  - Learning Challenges, Dyslexia, Intervention and Assessment
  - Educators: Foundational Skills
  - Educators: Language Comprehension and Writing
  - Adolescents
  - Educator Preparation
  - Additional Compass Point Topics

TIME	LOCATION	SESSION INFORMATION
10:45 am - 12:00 pm SESSION 1	E219AB	Florencia Salvarezza and Eria Cotto Pidgeon Spanish 101 for Emergent Bilingual Teachers: Lessons From Teaching Spanish Reading
	E219CD	Melissa Orkin and Elizabeth Norton When Practice Isn't Enough: Providing Explicit, Systematic Fluency Instruction In Upper Elementary
	E220ABCD	Amy Siracusano Developing Proficient Writers: What Does the Sentence Have to Do With it?
	E220EF	Kymyona Burk and Casey Sullivan Taylor Closing the Implementation Gap: Strengthening the Bridge Between Policy and Practice
	W206AB	Molly Ness The More you Read, the More you Know: Best Practices for Comprehension Instruction
	W207ABC	Wesley Hoover The Simple View of Reading: Definitions, Criticisms, and Contrasts
	W209CDEF	Ryan Lee-James From Language to Liberation: Knowledge and Practice for Each Child and Every Educator
12:00 - 1:30 pm	Hall B	Lunch and Networking
1:30 - 2:45 pm SESSION 2	E219AB	Jamey Peavler Building Your Scientifically-Based ELA Block
	E219CD	Jasmine Rogers Real Talk, No Classroom is Monolingual: Embracing Black Language in Structured Literacy Lessons
	E220ABCD	Devon Gadow Avoiding the "Implementation Gap": The Critical Role of School and District Leaders in Translating the Science of Reading Into Classroom Change
	E220EF	L. Rhyne, A. Rhyne, R. Fofaria, C. Walters, N. Hennessy, and M.Campbell North Carolina Literacy: How Statewide Initiatives and Nonprofit Grassroot Efforts are Working Together to Impact Student Outcomes
	W206AB	Karen Kehoe Talking to Families About Dyslexia: Where Do I Start?
	W207ABC	Carolyn Strom Understanding the Early Reading Brain: Building Capacity, not Compliance
	W209CDEF	Lauren Taylor and Ameer Baraka Undiagnosed: The Ugly Side of Dyslexia






















## WEDNESDAY, OCTOBER 16 *(continued)*

TIME	LOCATION	SESSION INFORMATION
3:00 - 4:15 pm SESSION 3	E219AB	 <b>Kay Wijekumar and Kacee Lambright</b> <i>The Science of Reading Comprehension: Powerful Learning With Knowledge Acquisition and Transformation</i>
	E219CD	 <b>Danielle “Nell” Thompson</b> <i>The Language Foundations of Reading: From Research to Practice</i>
	E220ABCD	 <b>Stephanie Stollar</b> <i>Tier 1 Instruction Is Risk Reduction</i>
	E220EF	 <b>Anita Archer</b> <i>Explicit Instruction: Key to Academic Achievement</i>
	W206AB	 <b>Cammie McBride</b> <i>Supporting Multilingual Learners in the Classroom</i>
	W207ABC	 <b>Alex Shelton</b> <i>Supporting Secondary Students’ Literacy Outcomes Using Evidence-Based, Culturally and Linguistically Responsive Instruction</i>
	W209CDEF	 <b>Joy Chadwick and Jodi Nickel</b> <i>Structured Teacher Education for Structured Literacy: How We Changed Our Literacy Courses</i>
4:15 - 4:45 pm	Hall B	<b>Snack Break and Networking</b>
4:45 - 6:00 pm SESSION 4	E219AB	 <b>Tracy Weeden and Catherine Scott</b> <i>Foundations of Literacy: A Comprehensive Approach</i>
	E219CD	 <b>Margaret Goldberg</b> <i>Differentiation Done Right</i>
	E220ABCD	 <b>Lyn Stone</b> <i>Trick or Treat? What ‘Tricky’ Words Show us About the Whole System</i>
	E220EF	 <b>Nyshawana Francis-Thompson</b> <i>Accelerate Philly: A District’s Journey Adopting High Quality Instructional Resources</i>
	W206AB	 <b>T. Serry, J. Buckingham, L. Hammond, and P. Snow</b> <i>Teacher Preparation: Pushing Uphill from Down Under: An Australian Perspective</i>
	W207ABC	 <b>Linda Farrell and Michael Hunter</b> <i>Help! My Student Is Stuck at Sound-by-Sound Reading</i>
	W209CDEF	 <b>Journal Authors</b> <i>Come Meet Authors of The Reading League Journal</i>
6:00 - 8:00 pm	Richardson Ballroom	<b>Evening Reception</b>

## THURSDAY, OCTOBER 17

TIME	LOCATION	SESSION INFORMATION
7:00-8:00 am	Hall B	<b>Breakfast and Networking</b>
8:15 - 9:30 am SESSION 5	E219AB	 <b>Tiffany Hogan</b> <i>Language Comprehension and Developmental Language Disorder: Considerations for MTSS</i>
	E219CD	 <b>Michelle Elia</b> <i>Mitigating the Matthew Effect for Struggling Adolescent Readers</i>
	E220ABCD	 <b>Holly Lane</b> <i>The Science of Reading: How Can I Tell if What I’m Doing Is Really Backed by the Science?</i>
	E220EF	 <b>Ellen Kappus</b> <i>Learn to Implement an Evidence-Based 7-Step Vocabulary Instructional Routine</i>
	W206AB	 <b>Ramona Pittman, Malatesha Joshi, and Emily Binks-Cantrell</b> <i>Bridging the Science of Reading and African American Students’ Reading Success</i>
	W207ABC	 <b>Sharon Vaughn</b> <i>Embedding and Aligning: Expanding Our Thinking on Improving Treatment Effects for Students With Reading Difficulties</i>
	W209CDEF	 <b>Elizabeth Stevens and Christy Austin</b> <i>Understanding the Orton Gillingham Meta-Analysis: How Does This Fit Within the Science of Teaching Reading?</i>

## THURSDAY, OCTOBER 17 *(continued)*

TIME	LOCATION	SESSION INFORMATION
9:45 - 11:00 am SESSION 6	E219AB	 <b>Anita Archer</b> <i>Applying What We Know to Informative Passages</i>
	E219CD	 <b>Dale Webster</b> <i>Language Support for Multilingual Learners During a Phonics Lesson Sequence</i>
	E220ABCD	 <b>Nancy Young, Kymyona Burk, Jan Hasbrouck, and Laura Stewart</b> <i>All Means All – But How?</i>
	E220EF	 <b>Elsa Cárdenas-Hagan</b> <i>Structured Literacy: What Every Educator Should Know</i>
	W206AB	 <b>Steven Dykstra</b> <i>Understanding How Trauma and Stress Impact Student Performance</i>
	W207ABC	 <b>Julie Washington</b> <i>The Structure of a Reading Revolution</i>
	W209CDEF	 <b>Sonia Cabell</b> <i>Content-Rich Literacy Instruction in the Primary Grades</i>
11:15 am - 12:45 pm	Crowne Ballroom	<b>Keynote by Linnea Ehri and Barbara Foorman:</b> <i>Clarifying Concepts in the Science of Reading and Their Application in Practice</i>
12:45 - 2:00 pm	Hall B	<b>Lunch and Networking</b>
2:15 -3:30 pm SESSION 7	E219AB	 <b>Kristen Wynn</b> <i>Avoiding Literacy Missteps: A Framework for Aligning Instructional Practices to the Science of Reading</i>
	E219CD	 <b>Jessica Toste</b> <i>Word Connections: Multisyllabic Word Reading Intervention for Students in the Intermediate Grades</i>
	E220ABCD	 <b>Edward Rangel and Chrissy Franz</b> <i>Literacy Adelante: An Indiana School's Data-Informed Journey to Improved Foundational Skills in K-3 Classrooms</i>
	E220EF	 <b>Pam Kastner, Erin Eighmy, and Tambra Isenberg</b> <i>Getting Started with Structured Literacy in Grades 3-5</i>
	W206AB	 <b>Nancy Hennessy</b> <i>So, How is Knowledge Both the Result of and Vehicle for Constructing Comprehension?</i>
	W207ABC	 <b>Malatesha Joshi and Emily Binks-Cantrell</b> <i>Why Are Our Children not Reading on Grade Level?</i>
	W209CDEF	 <b>Eiman Abdulrahman, Andrew Aligne, and Roger Roberts</b> <i>Literacy as a Child Health Issue: Pediatricians as Allies in Promoting the Science of Reading</i>
3:45 - 5:00 pm SESSION 8	E219AB	 <b>Laura Heneghan</b> <i>10 or so Things to Know About Education Law and Reading</i>
	E219CD	 <b>Katie Pace Miles</b> <i>Orthographic Mapping and Phase Theory: Translating Research to Guide Practice</i>
	E220ABCD	 <b>Michelle Hosp</b> <i>ABCs of CBM: Why and How to Use CBMs</i>
	E220EF	 <b>Steven Dykstra</b> <i>Implicit Learning Should Never be the Plan (But it Should Always be the Goal)</i>
	W206AB	 <b>Antonio Fierro and Julie Washington</b> <i>Translanguaging and Building on the Linguistic Assets of All Students</i>
	W207ABC	 <b>Carol Tolman</b> <i>Teaching With Specificity in Mind: A Case Study Approach</i>
	W209CDEF	 <b>Jan Hasbrouck</b> <i>"Is She on Grade Level?" Taking Another Look at How We Discuss Reading Levels K-3</i>
5:00 - 5:30 pm	Main Exit	<b>The Reading League Closing Celebration</b>