

THE 8TH ANNUAL CONFERENCE OF THE READING LEAGUE

OCTOBER 15 - 17, 2024 • CHARLOTTE, NORTH CAROLINA

FLOOR LEVEL KEY

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

TUESDAY, OCTOBER 15

TIME	LOCATION	SESSION INFORMATION
1:15 - 4:15 pm	E219CD	<i>RTI Revisited: Where Are We Now? (Limited seats available)</i>
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	A Concourse	Early Check-In
5:00 - 7:00 pm	Richardson Ballroom	Welcome Reception Hosted by The Reading League Chapters

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

WEDNESDAY, OCTOBER 16

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

TIME	LOCATION	SESSION INFORMATION
10:45 am - 12:00 pm SESSION 1	E219AB	■ Eira Cotto Pidgeon <i>Spanish 101 for Emergent Bilingual Teachers: Lessons From Teaching Spanish Reading</i>
	E219CD	■ Melissa Orkin and Elizabeth Norton <i>When Practice Isn't Enough: Providing Explicit, Systematic Fluency Instruction In Upper Elementary</i>
	E220ABCD	■ Amy Siracusano <i>Developing Proficient Writers: What Does the Sentence Have to Do With it?</i>
	E220EF	■ Kymyona Burk and Casey Sullivan Taylor <i>Closing the Implementation Gap: Strengthening the Bridge Between Policy and Practice</i>
	W206AB	■ Molly Ness <i>The More you Read, the More you Know: Best Practices for Comprehension Instruction</i>
	W207ABC	■ Wesley Hoover <i>The Simple View of Reading: Definitions, Criticisms, and Contrasts</i>
	W209CDEF	■ Ryan Lee-James <i>From Language to Liberation: Knowledge and Practice for Each Child and Every Educator</i>

12:00 - 1:30 pm	Hall B	Lunch, Networking, and Author Signings (Zaretta Hammond, Nancy Hennessy, Ameer Baraka, Anita Archer, Lyn Stone, Pam Snow)
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1:30 - 2:45 pm SESSION 2	E219AB	■ Jamey Peavler <i>Building Your Scientifically-Based ELA Block</i>
	E219CD	■ Jasmine Rogers <i>Real Talk, No Classroom is Monolingual: Embracing Black Language in Structured Literacy Lessons</i>
	E220ABCD	■ Devon Gadow and Meredith Cotter <i>Avoiding the "Implementation Gap": The Critical Role of School and District Leaders in Translating the Science of Reading Into Classroom Change</i>
	E220EF	■ L. Rhyne, A. Rhyne, R. Fofaria, C. Walters, N. Hennessy, and M. Campbell <i>North Carolina Literacy: How Statewide Initiatives and Nonprofit Grassroot Efforts are Working Together to Impact Student Outcomes</i>
	W206AB	■ Karen Kehoe <i>Talking to Families About Dyslexia: Where Do I Start?</i>
	W207ABC	■ Carolyn Strom <i>Understanding the Early Reading Brain: Building Capacity, not Compliance</i>
	W209CDEF	■ Lauren Taylor and Ameer Baraka <i>Undiagnosed: The Ugly Side of Dyslexia</i>

WEDNESDAY, OCTOBER 16 *(continued)*

TIME	LOCATION	SESSION INFORMATION
3:00 - 4:15 pm SESSION 3	E219AB	Kay Wijekumar and Kacee Lambright <i>The Science of Reading Comprehension: Powerful Learning With Knowledge Acquisition and Transformation</i>
	E219CD	Danielle "Nell" Thompson <i>The Language Foundations of Reading: From Research to Practice</i>
	E220ABCD	Stephanie Stollar <i>Tier 1 Instruction Is Risk Reduction</i>
	E220EF	Anita Archer <i>Explicit Instruction: Key to Academic Achievement</i>
	W206AB	Cammie McBride <i>Supporting Multilingual Learners in the Classroom</i>
	W207ABC	Alex Shelton <i>Supporting Secondary Students' Literacy Outcomes Using Evidence-Based, Culturally and Linguistically Responsive Instruction</i>
	W209CDEF	Joy Chadwick and Jodi Nickel <i>Structured Teacher Education for Structured Literacy: How We Changed Our Literacy Courses</i>

4:15 - 4:45 pm *Hall B* **Networking Break**

4:45 - 6:00 pm SESSION 4	E219AB	Tracy Weeden and Catherine Scott <i>Foundations of Literacy: A Comprehensive Approach</i>
	E219CD	Margaret Goldberg <i>Differentiation Done Right</i>
	E220ABCD	Lyn Stone <i>Trick or Treat? What 'Tricky' Words Show us About the Whole System</i>
	E220EF	Nyshawana Francis-Thompson <i>Accelerate Philly: A District's Journey Adopting High Quality Instructional Resources</i>
	W206AB	T. Serry, J. Buckingham, L. Hammond, and P. Snow <i>Teacher Preparation: Pushing Uphill from Down Under: An Australian Perspective</i>
	W207ABC	Michael Hunter <i>Help! My Student Is Stuck at Sound-by-Sound Reading</i>
	W209CDEF	Zaretta Hammond <i>Five Ways to Use Word Study to Build Knowledge and Increase Comprehension</i>

6:00 - 8:00 pm *Richardson Ballroom* **Evening Reception**

THURSDAY, OCTOBER 17

TIME	LOCATION	SESSION INFORMATION
7:00-8:00 am	<i>Hall B</i>	Breakfast and Networking

8:15 - 9:30 am SESSION 5	E219AB	Tiffany Hogan <i>Language Comprehension and Developmental Language Disorder: Considerations for MTSS</i>
	E219CD	Michelle Elia <i>Mitigating the Matthew Effect for Struggling Adolescent Readers</i>
	E220ABCD	Holly Lane <i>The Science of Reading: How Can I Tell if What I'm Doing Is Really Backed by the Science?</i>
	E220EF	Ellen Kappus <i>Learn to Implement an Evidence-Based 7-Step Vocabulary Instructional Routine</i>
	W206AB	Ramona Pittman, Malatesha Joshi, and Emily Binks-Cantrell <i>Bridging the Science of Reading and African American Students' Reading Success</i>
	W207ABC	Sharon Vaughn <i>Embedding and Aligning: Expanding Our Thinking on Improving Treatment Effects for Students With Reading Difficulties</i>
	W209CDEF	Elizabeth Stevens and Christy Austin <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	E219AB	Anita Archer <i>Applying What We Know to Informative Passages</i>
	E219CD	Jessica Toste <i>Word Connections: Multisyllabic Word Reading Intervention for Students in the Intermediate Grades</i>
	E220ABCD	Nancy Young, Kymyona Burk, Jan Hasbrouck, Laura Stewart, and Christy Austin <i>All Means All – But How?</i>
	E220EF	Elsa Cárdenas-Hagan and Dale Webster <i>Structured Literacy: What Every Educator Should Know</i>
	SESSION 6	
	W206AB	Steven Dykstra <i>Understanding How Trauma and Stress Impact Student Performance</i>
	W207ABC	Julie Washington <i>The Structure of a Reading Revolution</i>
	W209CDEF	Sonia Cabell <i>Content-Rich Literacy Instruction in the Primary Grades</i>
11:15 am - 12:45 pm	Crowne Ballroom	Keynote by Linnea Ehri and Barbara Foorman: <i>Clarifying Concepts in the Science of Reading and Their Application in Practice</i>
12:45 - 2:00 pm	Hall B	Lunch, Networking, and Author Signings (Nancy Young, Jan Hasbrouck, Elsa Hagan, Michelle Hosp, Sonia Cabell, Lindsay Kemeny)
2:15 -3:30 pm	E219AB	Kristen Wynn <i>Building a Solid Literacy Infrastructure to Improve Outcomes for All Students</i>
	E219CD	Dale Webster <i>Language Support for Multilingual Learners During a Phonics Lesson Sequence</i>
	E220ABCD	Edward Rangel and Chrissy Franz <i>Literacy Adelante: An Indiana School’s Data-Informed Journey to Improved Foundational Skills in K-3 Classrooms</i>
	E220EF	Pam Kastner, Erin Eighmy, and Tambra Isenberg <i>Getting Started with Structured Literacy in Grades 3-5</i>
	SESSION 7	
		W206AB
	W207ABC	Malatesha Joshi and Emily Binks-Cantrell <i>Why Are Our Children not Reading on Grade Level?</i>
	W209CDEF	Eiman Abdulrahman, Andrew Aligne, Todd Porter, and Robert Rogers <i>Literacy as a Child Health Issue: Pediatricians as Allies in Promoting the Science of Reading</i>
3:45 - 5:00 pm	E219AB	Laura Heneghan <i>10 or so Things to Know About Education Law and Reading</i>
	E219CD	Katie Pace Miles <i>Orthographic Mapping and Phase Theory: Translating Research to Guide Practice</i>
	E220ABCD	Michelle Hosp <i>ABCs of CBM: Why and How to Use CBMs</i>
	E220EF	Steven Dykstra <i>Implicit Learning Should Never be the Plan (But it Should Always be the Goal)</i>
	SESSION 8	
	W206AB	Antonio Fierro and Julie Washington <i>Translanguaging and Building on the Linguistic Assets of All Students</i>
	W207ABC	Carol Tolman <i>Teaching With Specificity in Mind: A Case Study Approach</i>
	W209CDEF	Jan Hasbrouck <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	The Reading League Closing Celebration