

PLAIN TALK ABOUT LITERACY AND LEARNING® 2024 SCHEDULE

Wednesday

7:45 a.m. to 8:00 a.m. - Welcome

8:00 a.m. to 9:00 a.m. - Keynote Speaker: John Hodge

Grand Ballroom (1st floor)

9:00 a.m. to 9:30 a.m. - Break

9:30 a.m. to 10:40 a.m. - Breakout Session 1 (All 3 Floors)

Grand Ballroom A

Kareem Weaver & Devika Sood

Science of Reading... Now What?

Grand Ballroom D

Doug Fisher

Vocabulary: How to be Intentional in your Instruction

Churchill A

Lucy Hart Paulson

Do You Want to Play with Me? What Playful Learning Looks Like in Early Childhood Settings

Churchill B

Jorge Valenzuela

Tools for Helping Students Connect Passion to Purpose Within the Curriculum

Churchill C

Pam Kastner

Building Stronger Readers through Spelling

Churchill D

Devin Kearns

The Causes of Word Reading Difficulties: Including and Beyond Dyslexia

Jefferson Ballroom

Mary Dahlgren

Maximizing the Use of Sound Walls in the Classroom: A Practical Guide

St. James Ballroom

Daryl Michel

Improving my Craft as an Instructional Coach to Enhance Student Learning

Magazine

Nicole Kingsland Ormandy

Cultivating Comprehension Through Cross-Language Connections

Camp

Laura Stewart

The Many Facets of Reading Comprehension: Where Does Strategy Instruction Fit?

Jackson

Nancy Young

Flying Up the Ladder: Ensuring Advanced Readers Soar

PLAIN TALK ABOUT LITERACY AND LEARNING® 2024 SCHEDULE

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10:40 a.m. to 11:05 a.m. - Break

11:05 a.m. to 12:15 p.m. - Breakout Session 2 (All 3 Floors)

Grand Ballroom A

Maryanne Wolf, Melissa Orkin

The Future of Fluency: Instructional Strategies that Reflect the Reading Circuit

Grand Ballroom D

Doug Fisher

Interactive Read-Alouds Done Right

Churchill A

Pamela Snow

The Language House: Developing Language and Literacy Skills from Infancy to Young Adulthood

Churchill B

Jorge Valenzuela

Building Confident Educators 101: The Art of Differentiating Instruction

Churchill C

Amy Siracusano

The Not So Simple View of Writing

Churchill D

Katie Pace Miles

Not Everything is a Triangle: Distributing Reading Intervention Services Equitably

Jefferson Ballroom

Nicole Patton Terry, Carmen Conner, Benny Bolden

Leadership Matters to Implementing Evidence-Based Practices in Schools & Classrooms

St. James Ballroom

John Bennetts

High-Impact Coaching Practices
(WILL BE REPEATED)

Magazine

Alana Mangham

Lighting the Way: Shining a Spotlight on Spelling Miscues through Error Analysis

Camp

Kristin Gigliotti

Beyond Decoding: The Importance of Phonics for Vocabulary and Comprehension Instruction

Jackson

Kim St. Martin

How to Integrate Social, Emotional, Behavior (SEB) and Reading Supports

PLAIN TALK ABOUT LITERACY AND LEARNING® 2024 SCHEDULE

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12:15 p.m. to 1:15 p.m. - Lunch in the Grand Salon (1st floor)

1:15 p.m. to 2:35 p.m. - Breakout Session 3 (All 3 Floors)

Grand Ballroom A

Panel: Julie Washington, Lucy Hart Paulson, Elsa Cardenas-Hagan, Kareem Weaver, Maryanne Wolf
What's Next or Needed in the Science of Reading

Grand Ballroom D

Lorraine Hammond

Raising the Literacy Rates of All Students: It's Not About Zip Code, It's About Instruction

Churchill A

Lindsay Kemeny

7 Ways to Transform Your Reading Instruction

Churchill B

Rebecca Silverman

Supporting Literacy Within an MTSS Framework: A Focus on Tier 2 Intervention

Churchill C

Jason Borges and Carlyne Quintna

NYC READS: Large Scale Implementation of Science Based Reading Instruction

Churchill D

Nicole Patton Terry

Jefferson Ballroom

Stephanie Stollar

Tier 1 Instruction is Risk Reduction

St. James Ballroom

Mary Dahlgren

Sounds of Play: Integrating Phonemic Awareness and Sound Walls in Early Childhood

Magazine

Sonia Cabell

Writing into Literacy: Supporting Young Children's Early Writing in Preschool and Kindergarten

Camp

Pam Kastner

Unlocking the Power of Words: Integrating Word-Meaning Instruction within Word-Reading Instruction

Jackson

Daryl Michel

Turning to One Another Through Conversation: Being Present, Staying Curious, Having Empathy

PLAIN TALK ABOUT LITERACY AND LEARNING® 2024 SCHEDULE

Wednesday

2:35 p.m. to 3:10 p.m. - Break, Beverages Served (All 3 Floors)

3:10 p.m. to 4:20 p.m. - Concurrent Block 4 (All 3 Floors)

Grand Ballroom A

Linnea Ehri

How Children Learn to Read and Spell Words: Phases of Development and Orthographic Mapping

Grand Ballroom D

Jan Hasbrouck

"Is She on Grade Level?" Taking Another Look at Reading Levels

Churchill A

Lindsay Kemeny

Making Reading Fluency Your Next Move

Churchill B

Pam Austin

Steppin' Up to Summarizing

Churchill C

Ricky Robertson

When Stress Becomes Contagious

Churchill D

Linda Farrell

Effective Vocabulary Instruction: Throw Away the Dictionary

Jefferson Ballroom

Kim Richardson

Mastering the Art of Inquiry: A Deep Dive into Coaching Question

St. James Ballroom

Amy Siracusano

What Does the Sentence Have to Do With Building Skilled Writers?

Magazine

Mattilyn Karst-Batson

Camp

Margie Gillis

Transforming How Reading is Taught: The Critical Role School Leaders Play

Jackson

Devin Kearns and Jason Borges

Data-Based Individualization: An Approach to Intensive Intervention for Students with Academic Difficulties

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7:45 a.m. to 8:00 a.m. - Welcome

8:00 a.m. to 9:00 a.m. - Keynote Speaker: John Hattie
in the Grand Ballroom (1st floor)

9:00 a.m. to 9:30 a.m. - Break

9:30 a.m. to 10:40 a.m. - Breakout Session 1 (All 3 Floors)

Grand Ballroom A

Linnea Ehri, Katie Pace Miles, Nicole Kingsland Ormandy

Alphabetic Phase Theory: Instructional Strategies to Facilitate Development

Grand Ballroom D

Julie Washington

The Structure of a Reading Revolution

Churchill A

Leslie Bailey, Camille Zaunbrecher

Adolescent Literacy: High School Interventions

Churchill B

Sonia Cabell

Strive-for-Five Conversations to Build Language Comprehension in Preschool Through First Grade

Churchill C

Rachel Eggleston

The Bilingual Brain: Morphological Awareness & Dyslexia in Bilingual Learners

Churchill D

Kristin Anderson

Student Self-Efficacy: Charting the Course to Success

Jefferson Ballroom

Deedee Wills

What Should Small Group Look Like?

St. James Ballroom

Pati Montgomery

How to Use Data to Build a Productive School Climate

Magazine

Tricia Ebarvia

Creating Space and Support for Critical Conversations

Camp

John Bennetts

High-Impact Coaching Practices
(REPEAT)

Jackson

Andria Slipp

Linking Reading Comprehension and Executive Function: A Pathway to Improved Instruction

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10:40 a.m. to 11:05 a.m. - Break

11:05 a.m. to 12:15 p.m. - Breakout Session 2 (All 3 Floors)

Grand Ballroom A

Joan Sedita

The Writing Rope: A Framework for Explicit Writing in All Subjects

(WILL BE REPEATED)

Grand Ballroom D

John Hattie, Heath Peine

Harness the Power of Feedback

Churchill A

Leslie Bailey, Camille Zaunbrecher

Adolescent Literacy: High School Interventions

(REPEAT)

Churchill B

Molly Ness

Building Comprehension and Metacognition Through Think-Alouds

Churchill C

Pamela Snow

Closing the School to Prison Pipeline: The Role of Structured Explicit Literacy Teaching

Churchill D

Antonio Fierro

Phonology, Cross-Linguistic Connections, and the English Learner

Jefferson Ballroom

Doug Fisher

Building a Restorative Community in Your Classroom

St. James Ballroom

Jan Hasbrouck

Reading Fluency: Essential for Comprehension

Magazine

Carolyn Strom

Building Capacity, Not Compliance: Connecting Scientific Principles with Early Reading Practices

Camp

Ken Kirby

SoR: One District's Journey of "Next Best Steps"

Jackson

Megan Lorio

Creating Your Parent-Teacher Playbook

PLAIN TALK ABOUT LITERACY AND LEARNING® 2024 SCHEDULE

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12:15 p.m. to 1:15 p.m. - Lunch in the Grand Salon (1st Floor)

1:15 p.m. to 2:35 p.m. - Breakout Session 3 (All 3 Floors)

Grand Ballroom A

Anita Archer

Scaffolding Reading Comprehension: Applying What We Know to Informative Passages

Grand Ballroom D

Lorraine Hammond

Teaching Writing Is Like a Magician's Hat: You Have to Put Something in to Get Anything Out

Churchill A

Michael Hunter

Helping Older Struggling Readers- Part 1

Churchill B

Margie Gillis

The Syntax Attuned Education: Supporting Students' Ability to Comprehend and Write Sentences

Churchill C

Deb Glaser

The Daily Morpheme: Creating Morphological Awareness in Every Content Area

Churchill D

Doug Fisher

The Power of Positive Social-Emotional Development

Jefferson Ballroom

Kim Richardson

Unpacking Peak Productivity: Mastering Self-Management in Coaching

St. James Ballroom

Tricia Ebarvia

Unpacking Multitudes: Exploring Students' Understanding of Identity through Writing

Magazine

Denise Eide

Is it Time to Rethink the Definition of Phonics?

(REPEAT)

Camp

Karen Kehoe

Talking to Families about Dyslexia: Where Do I Start?

Jackson

Julie Washington

Language Variations

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3:10 p.m. to 4:15 p.m. - Breakout Session 4 (All 3 Floors)

Grand Ballroom A

Anita Archer

Getting Them All Engaged: Inclusive Active Participation

Grand Ballroom D

Joan Sedita

The Writing Rope: A Framework for Explicit Writing in All Subjects
(REPEAT)

Churchill A

Michael Hunter

Helping Older Struggling Readers- Part 2

Churchill B

Tiffany Hogan

Language Comprehension and DLD: The Other Side of the Simple View of Reading

Churchill C

Laura Lee, Kevin Smith, Kristin Walters

SoR Beyond Third Grade: Coaching Upper Grade Teachers in Evidence-Based Literacy Practices

Churchill D

Denise Eide

Is it Time to Rethink the Definition of Phonics?
(WILL BE REPEATED)

Jefferson Ballroom

Jennifer Hasser

A Symphony of Sounds: Utilizing Sound Walls K-12

St. James Ballroom

Elsa Cardenas-Hagan

Language Proficiency for English Learners: The Journey Towards Comprehension

Magazine

Rachel Giannini

Reading To Littles (Birth to Five)

Camp

Kelly Bendheim, Amy Rhyne

From State to Student: Aligning Systems to Impact Literacy Outcomes

Jackson

Judi Dodson

Teaching Beyond Decodables

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Friday

8:00 a.m. to 8:15 a.m. - Welcome

8:15 a.m. to 9:15 a.m. - Keynote Speaker: Maya Payne Smart - Inside America's Reading Crisis: How You Can Help and Why You Should in the Grand Ballroom (1st Floor)

9:15 a.m. to 9:45 a.m. - Break

9:45 a.m. to 10:55 a.m. - Breakout Session 1

<p>Grand Ballroom A Dan Willingham Getting Children to Read in an Era of Distraction</p>	<p>Grand Ballroom D Nancy Hennessey, Julia Salamone Fact Not Fiction: The Science of Reading Includes Comprehension Instruction</p>
<p>Churchill A Terrie Noland Unlock the Leader Within You: Guiding Principles of Courageous Literacy Leadership</p>	<p>Churchill B Tiffany Hogan Language Comprehension and DLD: The Other Side of the Simple View of Reading (REPEAT)</p>
<p>Churchill C Carolyn Denton Practical Applications of the Science of Reading for Students with Dyslexia</p>	<p>Churchill D Krystal Hardy Allen Moving Beyond Discussion: How to Practically Center Inclusion, Equity, & Diversity within Schools</p>
<p>Jefferson Ballroom Kristin Anderson The Catalysts and Inhibitors of Workplace Wellbeing: Cultivating the Conditions for Humans to Thrive and Not Merely Survive</p>	<p>St. James Ballroom Courtney Teague The Uncommon Coach: Coaching with Influence</p>
<p>Magazine Rachel Giannini Reading with Littles (K-2)</p>	
<p>Jackson Amy Elleman How to Get your Students to Work Harder to Understand Difficult Text (And Still Like You)</p>	

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12:00 p.m. to 1:10 p.m. - Concurrent Block 2 (All 3 Floors)

Grand Ballroom A

Dan Willingham

How have Digital Technologies Affected Reading?

Grand Ballroom D

Susan Lambert

Exploring How Language Powers Literacy

Churchill A

Jason Borges, Devin Kearns

Churchill B

Linda Farrell

From Assessment to Instruction: Three Case Studies

Churchill C

Carolyn Denton

Reading Interventions for Students with ADHD and Reading Difficulties

Churchill D

Antonio Fierro

Moving Towards a Community of Effective Practices for English Learners

Jefferson Ballroom

Heidi Beverine-Curry

Data-Driven Six Step Lesson Plan for Decoding, Spelling, and Fluency

St. James Ballroom

Brittney Bills

Leading Literacy: Considering the Model for Managing Complex Change in your Efforts