

TRANSFORMING LITERACY: READING SUMMIT 2022

A Response to the Science of Reading Initiative



June 9, 2022

7:45

Registration

8:15

Welcome

8:30

Keynote: Dr. Nell Duke
Orchestrating Effective Early Literacy Instruction

10:00

Breakout Session 1

11:15

Breakout Session 2

12:15

Lunch
Sponsored by Newsela

1:00

Wiley Blevins
Phonics and Science of Reading

2:10

Celena Larkey
More *Ands*, Fewer *Buts*:
Bridging Best Practices to Teach Literacy

3:00

Panel with Literacy Leaders:
Leading the Work

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Session Details

8:30 Keynote: Dr. Nell Duke: Orchestrating Effective Early Literacy Instruction

Classroom teachers who are especially effective in developing early literacy "orchestrate" (Turner, 2005) a wide range of effective educational practices. In this presentation, Duke will describe this orchestration. She will identify instructional practices that enjoy considerable support in research as well as instructional practices to be avoided because they have not been shown to be effective. She will highlight ways in which we can marshal effective practices to work toward equity in early literacy.

10:00 and 11:15 Breakout Sessions

Celena Larkey: We Need to Talk About 'Readers' and ALL that Word Encompasses

While knowing how to read and identifying as a reader are two different things, they are not opposites. What's more, teachers know that learning to read is but one part of becoming literate. How then do we, as practicing professionals, hold tight to what we know really matters in the teaching of reading? This session is for teachers and educators interested in thinking about the whole of literacy, both productive and receptive, and keeping children's needs firmly centered in our daily teaching practices. Celena will share the subtle shifts of readers' work expected along the stages of a reading progression reading alongside the systemic stages of foundational literacy production and phonics development.

Kristie Speirs Neumeister, Ph.D and Ginny Burney, Ph.D: Differentiating Language Arts Content for High Ability Learners

For maximum effectiveness, language arts curriculum designed for high ability learners needs to be appropriately differentiated to develop conceptual understanding and higher-level thinking skills and allow opportunities for enrichment and acceleration. In this session, the presenters will share examples of curricular materials including vocabulary, grammar, and writing resources as well as full units of study designed for high ability learners, K-10th grade.

Kelly Williams: Aligning Current Practices with the Science of Reading: Implications for Assessment, Instruction, and Intervention

In this session, participants will learn how to align current school and classroom practices with the Science of Reading (SoR) in the areas of assessment, instruction, and intervention. This session will emphasize how practices aligned with SoR can be implemented within the context of existing frameworks (e.g., Response to Intervention [RTI]/Multi-Tiered Systems of Support [MTSS]) and state and federal legislation (e.g., Indiana's Dyslexia Screening and Intervention Act, Indiana's Article 7 Special Education Rules, Every Student Succeeds Act, Individuals with Disabilities Education Act).

1:00 Wiley Blevins: Phonics and the Science of Reading

This session will cover 4 guideposts for incorporating phonics into the curriculum using key Science of Reading concepts and detail the role phonics plays in early reading instruction.

2:10 Celena Larkey: More *Ands*, Fewer *Buts*: Bridging Best Practices to Teach Literacy

This session unpacks the structures behind differing reading instruction frameworks and seeks to establish commonalities between them. During the session, you'll discuss a brief synopsis behind varied reading philosophies and current pushes for classroom practices. Celena will share suggestions for how to find opportunities and connectedness, in big ways and small, that engage readers as well as unpack literacy content.