

11-18-2017

## Letting Students Speak: Making the Classroom Student-Centered through Multimodal Projects

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### NSUWorks Citation

Lutkewitte, Claire, "Letting Students Speak: Making the Classroom Student-Centered through Multimodal Projects" (2017). *CAHSS Faculty Presentations, Proceedings, Lectures, and Symposia*. 2481.  
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# PROGRAM >>

## THE FIRST CHAPTER

St. Louis, MO

NOVEMBER 16-19

NCTE



# SATURDAY, NOVEMBER 18 >>

6:30– 8:45 A.M.

222, 223, 226, & 227

## ALAN Breakfast Assembly on Literature for Adolescents of NCTE

### Rick Riordan

Former middle school English and history teacher

**Rick Riordan's** books and series for both young readers and adults have won numerous awards. He is author of the Percy Jackson series, the Kane Chronicles, the Magnus Chase series, and more.

**ALAN President:** Laura Renzi, West Chester University, PA

**ALAN Award Winner:** Neal Shusterman, Simon & Schuster

**Hipple Award Winner:** Lois Stover, Marymount University, VA

ALAN  
Assembly on Literature for Adolescents of the NCTE



**7:30–8:45 A.M.**

## **NCTE Awards Presentation**

**224 & 225**

Join us for a complimentary light breakfast before we celebrate recipients of NCTE's highest honors as they receive their awards.

**Chair:** Jocelyn A. Chadwick, NCTE President, Harvard Graduate School of Education, Cambridge, MA

### **Presentation of the NCTE Advancement of People of Color Leadership Award**

**Recipient:** Alfredo Celedón Luján, Monte del Sol Charter School, Santa Fe, NM

### **Presentation of the Distinguished Service Award**

**Recipient:** Peter Smagorinsky, The University of Georgia, Athens

### **Presentation of the James R. Squire Award**

**Recipient:** Sonia Nieto, professor Emerita, University of Massachusetts, Amherst

### **Presentation of the George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language**

**Recipient:** Richard Sobel, author of *Citizenship as Foundation of Rights: Meaning for America* (Cambridge UP 2016), Northwestern University, Evanston, IL

### **NCTE Public Doublespeak Award**

**Recipient:** Kellyanne Elizabeth Conway, Counselor to the President of the United States

### **Presentation of the NCTE National Intellectual Freedom Award**

**Recipient:** Joan Bertin, former Executive Director of the National Coalition Against Censorship, New York, NY

**Honorable Mentions:** Christina Berchini, University of Wisconsin, Eau Claire;

SAGA 6 (Straight and Gay Alliance)—Emma Lookabaugh, Liam Grahman, Claire Jenkins, Toby Louthier, Dylan Carden, Karissa Red Bear—Mt. Horeb, WI

### **Presentation of the NCTE Early Career Educator of Color Leadership Awards**

**2016–2017 Recipients:** Steven Arenas, Westview High School, Avondale, AZ

Patrick L. Harris, Achievement Prep Elementary School, Washington, DC

Sahar Shafqat, Albert Lane Technical Prep High School, Chicago, IL

Raven Jones Stanbrough, Michigan State University, East Lansing

Trinity Thompson, Harlem Village Academies, New York, NY

Renee Wilmot, Church Hill Academy, Richmond, VA

**2017–2018 Recipients:** Eliza Braden, The University of South Carolina, Columbia

Guadalupe Bueno, PS 23Q @Lifeline Center for Child Development, Queens Village, NY

José Luis Cano, Texas Southmost College, Brownsville

Anthony Celaya, Dobson High School, Mesa, AZ

Sirrita Darby, Detroit Leadership Academy, Detroit, MI

Shirley Alvarez Fung, Fullermeadow and HoweManning, Middleton, MA

### **Presentation of the David H. Russell Award for Distinguished Research in the Teaching of English**

**Recipient:** *Personal Narrative, Revised: Writing Love and Agency in the High School Classroom* (Teachers College Press 2016) by Bronwyn Clare LaMay, Downtown College Prep, San José, CA

### **Presentation of the Nuestra Gente Award**

**Recipient:** Melisa Garcia, University of New Mexico, Albuquerque

### **Presentation of the Excelencia in Teaching Scholarship**

**Recipient:** Rita Kamani-Renedo, International High School, Prospect Heights, Brooklyn, NY

# SATURDAY GENERAL SESSION»

8:00–9:15 A.M.

EXHIBIT HALL 1

## Jacqueline Woodson

### A Conversation with Jacqueline Woodson

Two schools in the Missouri area—Lift for Life Academy and Gateway STEM High School—worked with two Woodson texts: *Brown Girl Dreaming* and *Another Brooklyn*. Because Woodson has been out of the country, I collaborated with teachers Mr. Thomas Devitt and Ms. Tina Lombardo—along with colleagues in the ninth-grade level—to provide resources and to work with students each week. These two books appealed to the teachers because they felt their students would find relevance in them and, at the same time, challenge the students because of Woodson’s unique narrative style, her references, and most of all, her narrative ability to immerse and engage young readers.

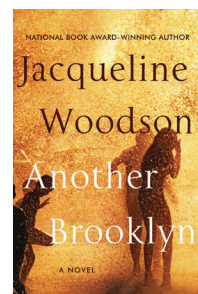
I found the students to be excited, eager to question, and *driven* to complete the books. Students believed and felt they had *voice* and significance as they experienced the texts. NCTE’s participation, too, had a critical impact: many students are yet saying they believe we *do* care about them. And we do. Working with the teachers and students allowed us to experience the verisimilitude of Woodson’s themes, symbols, and most importantly, her works’ relevance to *Generation Z*—our students—in the United States.

This session will involve Woodson responding to written queries from the students to her. We will see the students’ images and names, as well as some prerecorded student comments.

Jocelyn A. Chadwick  
NCTE President  
2017 Program Chair



Bestselling author of more than two dozen award-winning books for readers of all ages, Jacqueline Woodson’s most recent novel, *Another Brooklyn*, was a *New York Times* bestseller and a National Book Award finalist. In it, she illuminates the formative time when childhood gives way to adulthood and renders a powerful, indelible, and fleeting friendship that unites four young lives. Woodson was named the Young People’s Poet Laureate by the Poetry Foundation and is a four-time Newbery Honor winner, a four-time National Book Award finalist, and a two-time Coretta Scott King Award winner.



# THE SCREENING ROOM: FILMS AT NCTE

10:30 A.M.–6:30 P.M.

## Now Screening at NCTE 2017 G

370

*Sponsored by the Media and Digital Literacies Collaborative*

Now Screening at NCTE screens recent feature films and award-winning short films. We also include some student-made films, offering teachers creative ways to have their own students create films. All films featured at the screenings can become springboards for classroom study. Teaching tips and materials for films screened will be provided. For information, visit our website at <http://convention.ncte.org/2017-convention/whats-happening/ncte-screening-room/>.

**Co-Chairs:** Stephanie Fleck, Barrington High School, IL  
Christina Anker, Adlai E. Stevenson High School, Lincolnshire, IL  
Sarah Heldt, Barrington High School, IL

**Consultants:** Frank Baker, Media Literacy Clearinghouse, Columbia, SC  
Laura Brown, Adlai E. Stevenson High School, Lincolnshire, IL  
Mary Christel, TimeLine Theater, Chicago, IL  
William Kist, Kent State University, Akron, OH  
Jane Nickerson, Gallaudet University, Washington, DC

**Facilitators:** Thomas C. Crochunis, Shippensburg University, Shippensburg, PA  
Chrissy Fahrforth, Heartland Elementary, Geneva, IL  
Jolene Heinemann, Barrington High School, IL  
Jennifer Walsh, Barrington High School, IL

*Annotations for the films were compiled by the Media and Digital Literacies Collaborative using information found on the webpage for each film.*

SATURDAY

10:30–11:50 A.M.

## Midsummer in Newtown M S C T E

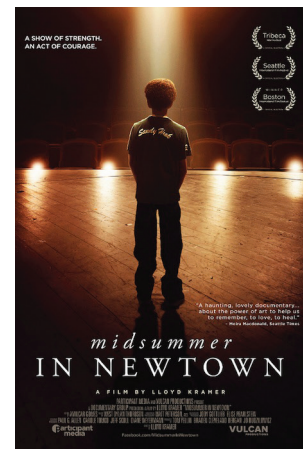
A poignant reminder that there is heroism in simply living each day. *Midsummer in Newtown* is a testament to the transformative force of artistic expression to pierce through the shadow cast by trauma. In the wake of the Sandy Hook tragedy, one grieving couple honors their daughter through music, while community children find their voice through a rock-pop version of *A Midsummer Night's Dream*.

**Director:** Lloyd Kramer

**Producers:** Tom Yellin, Braden Cleveland Bergan, and Jo Budzillowicz

**Participant Media and Vulcan Productions:**

<http://www.vulcanproductions.com/our-work/midsummer-in-newtown/>





# THE SCREENING ROOM: FILMS AT NCTE

11:55 A.M.–12:40 P.M.

SC TE Rainbow

## The Bad Kids (excerpt)

Located in an impoverished Mojave Desert community, Black Rock Continuation High School is one of California's alternative schools for students at risk of dropping out. Every student here has fallen so far behind in credits that they have no hope of earning a diploma at a traditional high school. Black Rock is their last chance.

*The Bad Kids* is an observational documentary that chronicles one extraordinary principal's mission to realize the potential of these students whom the system has deemed lost causes. The film follows Principal Vonda Viland as she coaches three at-risk teens—a new father who can't support his family, a young woman grappling with sexual abuse, and an angry young man from an unstable home—through the traumas and obstacles that rob them of their spirit and threaten their goal of a high school diploma.

As Principal Viland's educational approach unfolds throughout *The Bad Kids*, viewers are offered a practical model for how public education can address and combat the crippling effects of poverty in the lives of American schoolchildren.

**Directors:** Keith Fulton and Lou Pepe, Good Docs

<http://www.thebadkidsmovie.com/>

<https://ca.pbslearningmedia.org/collection/the-bad-kids-educator-toolkit>



12:45 P.M.–1:45 P.M.

SC

## BaddDDD Sonia Sanchez (excerpt)

*BaddDDD Sonia Sanchez* is a new feature documentary offering unprecedented access to the life and work of renowned poet and activist Sonia Sanchez. An essential guru in the Black Arts Movement of the 1960s, the documentary reveals how Sanchez has been a continuing presence in American culture for nearly 60 years using her art to confront injustice and to lift up humanist themes. The film examines the artistic and political movements she embraced and influenced. Deemed “a lion in literature’s forest” by Maya Angelou, Sonia Sanchez helped transform the university landscape, advocating for inclusion of African American studies in curricula. She revolutionized poetry through her usage of street language and a unique performance style and is widely considered to be a foremother of today’s hip-hop spoken word movement. The film is rich with readings of her work accompanied by live music. There are lively appearances and commentaries by Sanchez’s contemporaries Ruby Dee, Amiri Baraka, John Bracey Jr., Haki Madhubuti, and Nikki Giovanni, as well as the newer voices of Talib Kweli, Ayana Mathis, Jessica Care Moore, Bryonn Bain, and Questlove.

**Filmmakers:** Barbara Attie, Janet Goldwater, and Sabrina Schmidt Gordon, California Newsreel



1:50 P.M.–1:55 P.M.

G E S M C

### Soar

"A precocious young girl makes a new friend when a tiny boy pilot drops out of the sky on a broken flying machine. Now she must race against time to return him home, before her new friend becomes stranded on Earth forever." In only four minutes, filmmaker Alyce Tzue brings to life the ideas of invention, imagination, and friendship through incredible visuals and music. This short film has a wide range of appeal as a teaching tool, especially in the areas of creative writing and visual literacy from elementary to postsecondary classrooms. Its brevity allows multiple viewings and close readings for a variety of ages as well (and it can be viewed online!).

**Writer/Director/Animator:** Alyce Tzue

**Producer:** Anson Yu

<https://vimeo.com/148198462>



2:00 P.M.–2:15 P.M.

M S C TE Rainbow

### Ilse

This documentary was chosen as an Editor's Pick in *The Atlantic*, where author Nadine Ajaka writes: "Ilse Cruz was brought into the United States by her mother when she was 4 years old, and has no memories of her native Mexico. She also doesn't feel truly American—because she's undocumented. 'American culture and Mexican culture, they're both a part of who I am but I can't understand either one fully,' she says. As a high school senior, the discouraging realities of Cruz's legal status have begun to set in: She's wary of ever leaving the country to visit Mexico, she's not sure if she can go to college, or apply for federal aid to make it possible. In this short documentary, *Ilse*, we follow along as Cruz navigates the process of attempting to be in the United States legally. 'When you're not at least a resident, you don't get as much opportunities as you could,' she says. 'I want to get past college, and knowing that one day my dreams would be cut short because I can't do something that I want to do, it just sucks.'"

**Filmmakers:** Leah Varjacques and Katherine Nagasawa

<https://www.theatlantic.com/video/index/516900/the-life-of-an-undocumented-high-school-senior/>

<http://leahvarjacques.com>

<http://www.katherinenagasawa.com>



2:15 P.M.–2:55 P.M.

G S C

### The White Helmets

"To save a life is to save all of humanity." Netflix describes their film as "They search for survivors among the wreckage as bombs continue to fall. These ordinary men are extraordinary heroes." To many of our students, the crisis in Syria is a faraway conflict they hear about in the news. In Netflix's Oscar Award-winning documentary, the impact of the war in Syria is shown at the human level—bringing voices of men, women, and children to the forefront of the narrative. *The White Helmets* won the 2017 Documentary (Short Subject) Oscar. The Screening Room thanks the Academy of Motion Picture Arts and Sciences for their assistance in securing the film for the convention.

**Directors:** Orlando von Einsiedel and Joanna Natasegara

Netflix Original

**Netflix.com**

<http://oscar.go.com/nominees/documentary-short/the-white-helmets>



SATURDAY



# THE SCREENING ROOM: FILMS AT NCTE

3:00 P.M.–4:05 P.M.

**S C** Rainbow

## Our Mockingbird

*“A lens to view race, class, gender and justice—then and now”*

*Our Mockingbird* is a feature-length documentary that uses Harper Lee’s 1960 novel *To Kill a Mockingbird* as a lens to view race, class, gender and justice—then and now. Woven through *Our Mockingbird* is the story of two extraordinarily different high schools in Birmingham, Alabama, who collaborate on a remarkable production of the adapted play, *To Kill a Mockingbird*. Together these diverse voices reveal that as a country we have made progress but are still struggling with the issues of race, class, and justice addressed in the novel.

**Producer/Director:** Sandra Jaffee, Bullfrog Films  
**<http://www.bullfrogfilms.com/catalog/omock.html>**  
**<http://www.ourmockingbird.com/for-educators/>**



4:05 P.M.–4:50 P.M.

**S C** Rainbow

## Truth Underground

Three spoken word poets struggle through poverty, discrimination, PTSD, and abandonment to prove the power of the word. CJ Suitt grew up poor and Black in Chapel Hill, one of North Carolina’s wealthiest, mostly White communities. His high school English teacher inspired him to write and speak poetry, and through it he found his identity as a Black male. Kamaya Martin’s life seemed perfect until her father left, leaving her mother with four kids and bills she couldn’t pay. Once an A student in Atlanta and the apple of her father’s eye, she languished at Durham’s Northern High School until a program offered through Sacrificial Poets taught her spoken word poetry and led to international team competitions in Chicago and Philadelphia. Jeremy Berggren—a marine veteran trained in mortuary sciences—lost his best friend and fellow soldier to suicide. Haunted by what he knows about war and military life, Jeremy takes his country to task and calls for veteran support through his art. The 19th-century poet John Keats said, “truth is beauty.” And beauty is harsh.

**Director:** Gerret Warner  
**Producers:** Jessie Warner and Mimi Gredy, Warner & Company  
**<http://www.truthunderground.net>**  
**<http://www.warnerco.com>**



5:00 P.M.–6:30 P.M.

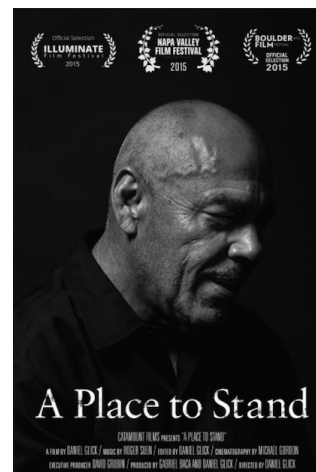
**G S C**

## A Place to Stand

Abandoned by family and condemned by the government, the illiterate Jimmy Santiago Baca had little to live for when he entered Arizona State Prison. Yet beyond the rage and desperation, he found a new center—the quiet strength of poetry. For the first time ever, Jimmy had a future. And he blazed its trail with a fire that still burns today. Inspired by the award-winning autobiography, and featuring exclusive new details about this momentous transformation, *A Place to Stand* is a captivating saga of human redemption.

Special Note: Attendees will have the opportunity for a brief Q & A with the filmmakers directly following the film.

**Director:** Daniel Glick  
**Producers:** Gabriel Baca and Daniel Glick, Catamount Films  
**<http://aplacetostandmovie.com/>**



## FEATURED SESSION

**F.01 A State Affiliate's Quest to Bolster Teacher Voices:  
Connecting with State-Level Politicians and  
Curriculum Directors**

G

**131 & 132***Sponsored by the Texas Council of Teachers of English Language Arts*

Have you wondered how to influence curricular decisions that impact students? Join members of the Texas affiliate (TCTELA), board of education, and education agency to learn how teachers' voices were heard during the ELAR standards revisions. Ask questions about the process. Create a plan for effecting change within your state.

**Presenters:** Donna Bahorich, Texas State Board of Education Chair  
Amy Blakely, TCTELA Executive Director, Austin, TX  
Margaret Hale, University of Houston; TCTELA President, Houston, TX  
Diane Miller, TCTELA President-Elect, Houston, TX  
Kim Pinkerton, TCTELA Past President, Murphy, TX  
Bradley Vasil, Texas Education Agency, Austin, TX  
Dawn Westfall, SBOE ELAR TEKS Revision Committee Member, Houston, TX

**F.02 "Ugh, I hate writing!": Harnessing  
the Power of Multicultural Literature  
to Generate Authentic and  
Enjoyable Writing Spaces**
G  
C  
E**161***Sponsored by the Elementary Section*

An inservice teacher and teacher educators will share how they were able to harness the power of multicultural literature as a means to build connections between students' identities and school literacy practices and create equitable writing opportunities in early childhood and elementary settings. Mentor texts will be shared.

**Presenters:** Eliza Braden, University of South Carolina, Columbia  
Julia López-Robertson, University of South Carolina, Columbia  
Jennifer Morrison, University of South Carolina, Columbia

**F.03 Why Middle Matters: Teacher  
Voices: Engaging Students beyond  
the First Chapter**

M

**130***Sponsored by the Middle Level Section Steering Committee*

Why Middle Matters: Join middle level educators from various states as they share lesson plans and ideas in roundtable discussions. In this Middle Level-sponsored session, learn how teachers are keeping their students engaged and take away ideas that you can apply to your own classroom.

**Chair:** Amy Gutierrez Baker, West Jefferson Middle School, Conifer, CO

**Presenters:** Cheryl Golden, Seneca Ridge Middle School, Sterling, VA  
Michelle M. Kaprinski, Van Wyck Junior High WCSD, Wappingers Falls, NY  
Missy Springsteen-Haupt, Clarion-Goldfield-Dows Middle School, Clarion, IA  
Mary Ann Stillerman, The Walker School, Marietta, GA  
Traci Teaff, Eldorado Middle School, TX  
Noah Waspe, West Elementary School, Athens, OH

**F.04 Foodways Literacies and Language Learning**

**M**  
**S**  
**C**  
**TE**

**102**

*Sponsored by the College Section Steering Committee*

**Rainbow** This panel explores the transnational migrations of Mexican foodways connected to multilingual, transnational, and cross-cultural issues in the humanities. The panelists each explore how food-based pedagogies situate different literacies, spaces, identities, funds of knowledge, and ways of translanguaging community advocacy.

**Presenters:** Lucia Dura, The University of Texas at El Paso, “Multimodal Recipe-Writing to Bridge Home and School Literacies”  
Santos Ramos, Michigan State University, East Lansing, “Teaching Cultural Literacies with Food Memoir”  
Consuelo Salas, University of North Carolina at Charlotte, “Food-Based Pedagogies: Opening the Classroom Space”

**F.05 Sticks and Stones and the Power of Words: Teaching Issues of Free Speech through American Texts**

**G**

**231**

*Sponsored by the Standing Committee Against Censorship*

Today’s students face unprecedented challenges to free speech and thought as they encounter fake news, media bias, and censorship. Join this interactive session exploring teaching and discussion strategies that prompt critical thinking and understanding through focus on primary American documents ranging from the First Amendment to the Pledge of Allegiance.

**Chair:** Barry Gilmore, Hutchison School, Memphis, TN, “Tackling Tough Topics at School: Connecting First Principles and Nonfiction Texts”  
**Presenters:** Clay Francis, Hutchison School, Memphis, TN, “Discussion Strategies for Examining First Principles in American Historical Documents from the Pledge to the Constitution”  
Jonathan Rogers, Journalism Education Association, Iowa City, IA, “Student Speakers from 45Words.org”  
**Respondent:** ReLeah Cossett Lent, writer/consultant, Atlanta, GA, “Tying It Together: Censorship, First Principles, and Classroom Practice”

**F.06 NCTE Author Session: Teaching Reading in the Writing Classroom**

**M**  
**S**  
**C**

**151**

Authors of a new NCTE book, *Deep Reading: Teaching Reading in the Writing Classroom*, will introduce some key ideas from their book and conduct an active inquiry with participants in the session into approaches to teaching reading in the context of writing instruction.

**Chair:** Sheridan Blau, Teachers College, Columbia University, New York, NY  
**Presenters:** Sheridan Blau, Teachers College, Columbia University, New York, NY  
Kelly Cecchini, Manchester High School, CT  
Jason Courtmanche, University of Connecticut, Storrs  
Patrick Sullivan, Manchester Community College, CT

**F.07 Asian/Asian American Caucus Open Forum**

**G**

**143**

We invite all educators to join this community of members who support one another on scholarship by and/or about Asian and Asian American language practices, rhetorics, and literacy education.

**Co-Chairs:** Betina Hsieh, California State University Long Beach  
Jung Kim, Lewis University, Romeoville, IL  
Iswari Pandey, California State University, Northridge

**F.08 Black Caucus Open Forum**

**G**

**141**

This open meeting provides a space for NCTE members interested in issues of ELA relevant to Black students, communities, knowledges, experience, and textual expressions. It explores issues of equity in ELA that sit at the intersection of policy, practice, and research to highlight and interrupt systems of disparity that devalue Black bodies, lives, and perspectives.

**Co-Chairs:** David E. Kirkland, New York University, NY  
Elaine Richardson, The Ohio State University, Columbus

**F.09 Latinx Caucus Open Forum****G** 142

We welcome educators to join the open meeting to learn more about our history, membership, and future directions of the Caucus. The meeting is a space for educators committed to issues of equity and justice pertaining to the lives and ways of knowing of Latinx students, families, and communities to network and share resources.

**Co-Chairs:** Tracey Flores, The University of Texas at Austin

Sandra L. Osorio, Illinois State University, Normal

**F.10 Day of Early Childhood Opening Session: Building Bridges to Empowerment: Intersectional and Transectional LGBTQ+ Voices in Classroom Spaces and Beyond**
**G****LGBTQ 240 & 241**

**Rainbow** *Sponsored by the Genders and Sexualities Equality Alliance (GSEA) of NCTE*

This session focuses on intersectional and transectional identities, narratives, and curricula within LGBTQ+ and ally communities to ignite agency inside and outside classrooms. Using diverse, creative approaches, the keynote speakers and roundtable leaders will engage attendees in conversations fostering bridges of empowerment leading to substantive changes in schools and society.

**Chair:** Nicole Sieben, SUNY College at Old Westbury, NY

**Opening Speakers:** Jaimie Hileman, Trans Education Service LLC, St. Louis, MO, “The Front Lines for Trans and LGBTQIA Visibility and Acceptance in 2017”  
Sayer Johson, Metro Trans Umbrella Group, St. Louis, MO, “The Front Lines for Trans and LGBTQIA Visibility and Acceptance in 2017”

**Closing Speakers:** Jocelyn A. Chadwick, NCTE President, Harvard Graduate School of Education, Cambridge, MA, “Building Bridges to Empowerment within NCTE”

Representative from PROMO, Missouri’s statewide organization advocating for LGBT equality

**Roundtable 1: Keynote Extensions: The Front Lines for Trans and LGBTQIA+ Visibility and Acceptance in 2017**

Jaimie Hileman, Metro Trans Umbrella Group, St. Louis, MO  
Sayer Johson, Metro Trans Umbrella Group, St. Louis, MO

**Roundtable 2: Queer Familial Cultural Capital: Undergraduates Analyze LGBTQ YA Literature**

Summer Melody Pennell, Truman State University, Kirksville, MO

**Roundtable 3: YAL LGBT in the Classroom: Building a Bridge**

Judith Hayn, University of Arkansas at Little Rock

**Roundtable 4: Being Born in the Wrong Gender: Thinking about the Availability of Current Transgender Children’s Books**

Tadayuki Suzuki, State University of New York, Cortland  
Darren Diuguid, McKendree University, Lebanon, IL

**Roundtable 5: Who Is Missing in LGBT-Themed Young Adult Literature?**

Lisa Hazlett, University of South Dakota, Vermillion  
Ann Marie Smith, University of Texas of the Permian Basin, Odessa, TX

**Roundtable 6: Reading LGBTQ-Themed YA Literature as Professional Development**

Paula Greathouse, Tennessee Technological University, Cookeville

Brooke Eisenbach, Lesley University, Cambridge, MA  
Joan Kaywell, University of South Florida, Tampa

**Roundtable 7: Stonewall Award-Winning Books: Perspectives from LGBTQ Youth**

Roxanne Henkin, The University of Texas at San Antonio  
Marcos Antuna, The University of Texas at San Antonio  
Janis Harmon, The University of Texas at San Antonio

**Roundtable 8: Exploring LGBTQ+ Literacy Studies and Possibilities for the Work Ahead**

S. Adam Crawley, The University of Georgia, Athens  
Toby Emert, Agnes Scott College, Decatur, GA  
Craig Young, Bloomsburg University of Pennsylvania

**Roundtable 9: How Childhood Innocence Discourses Reinforce Cis/Heteronormativity through Children’s Literature**

Scott Ritchie, Kennesaw State University, Kennesaw, GA

**Roundtable 10: Intersections of Identity: LGBTQ Students of Color, Advocacy, and Representation in the Secondary English Classroom**

Danielle Lee, St. John’s University, Bayport, NY

**Roundtable 11: Queering Adaptation: Beyond Literary Forms**

Briana Asmus, Western Michigan University, Kalamazoo  
Christopher Nagle, Western Michigan University, Kalamazoo

**Roundtable 12: Cultivating and Obstructing Conversations about Sexualities and Genders beyond Heterosexual Hegemony: Interactional Dynamics in a High School English Course**

Ryan Schey, The Ohio State University, Columbus

**Roundtable 13: Theory IS Reality: Reading YA LGBTQ Literature with Preservice Teachers**

Emily Meixner, The College of New Jersey, Ewings

## F.11 Giving Shape to Our Worlds: Teachers Recapturing Agency and Voice through Writing



232

### *Sponsored by the CEE Commission on Writing Teacher Education*

Featuring panelists from two websites dedicated to educators' stories, this session focuses on storytelling as "informed advocacy." Panel members will share their work and invite participants to write about their own experiences. The session will also include brainstorming, questions, and discussion related to advocating for the teaching profession through publication.

**Chair:** Mark Letcher, Lewis University, Romeoville, IL

**Presenters:** Bob Fecho, Teachers College, Columbia University, New York, NY, "What's Your STORRI?: Sharing, Celebrating, and Learning through Our Wobble Moments"

Lora Hawkins, Teachers College, Columbia University, New York, NY, "What's Your STORRI?: Sharing, Celebrating, and Learning through Our Wobble Moments"

Lindsay Jeffers, Western Michigan University, Kalamazoo, "Changing Perceptions: Why Public Audiences Need to Hear Teachers' Stories"

Michael Sherry, University of South Florida, Tampa, "Informed Advocacy: Balancing Inquiry and Inspiration"

Amber Warrington, Boise State University, ID, "Changing Perceptions: Why Public Audiences Need to Hear Teachers' Stories"

**Respondents:** Sarah Hochstetler, Illinois State University, Normal

Kristen Hawley Turner, Drew University, Madison, NJ

## F.12 Tigers Feeding Chickens



152

### *Sponsored by the Bread Loaf Teacher Network*

We gave our kids knives, shovels, tillers, pruners, and chickens and formed a community of critical thinkers, writers, chefs, carpenters, gardeners, and teachers. We want to share with you an English class called Food Lit., a book called *Tigers Feeding Chickens*, and a literacy that looks and tastes like Home. Our students will be on hand to share, too.

**Presenters:** Joseph Franzen, St. Bonaventure University, Allegany, NY, and Cuba-Rushford Public School, NY  
Brent Peters, Fern Creek Traditional High School, Louisville, KY, and Middlebury Bread Loaf Teacher Network

### **Student Presenters:**

Elijah Estes, Fern Creek Traditional High School, Louisville, KY  
Keilen Frazier, Fern Creek Traditional High School, Louisville, KY  
Conner Galvan, Fern Creek Traditional High School, Louisville, KY  
Karen Larios, Fern Creek Traditional High School, Louisville, KY  
Milo Quinn, Fern Creek Traditional High School, Louisville, KY  
Nelli Richards, Fern Creek Traditional High School, Louisville, KY  
Chad Vanover, Fern Creek Traditional High School, Louisville, KY

## F.13 Meet the NCTE Editors



120 &amp; 121

Participants will have the opportunity to meet journal editors, explore the publishing possibilities available with the NCTE journals program and with assembly journals, and discuss specific article prospects with the editors. Submission guidelines will be available for all NCTE journals.

**Chair:** Kurt Austin, National Council of Teachers of English, Urbana, IL

### **Editors:**

#### ***The ALAN Review***

Ricki Ginsberg, Colorado State University, Fort Collins, coeditor

Wendy Glenn, University of Colorado Boulder, coeditor

Danielle King-Watkins, University of Connecticut, Storrs, coeditor

#### ***College Composition and Communication***

Jonathan Alexander, University of California, Irvine

#### ***College English***

Melissa Iannetta, University of Delaware, Newark

#### ***English Education***

Tara Star Johnson, Purdue University, West Lafayette, IN

#### ***English Journal***

Toby Emert, Agnes Scott College, Decatur, GA, incoming coeditor

R. Joseph Rodríguez, The University of Texas at El Paso, incoming coeditor

#### ***The Journal of Children's Literature***

Donna Sayers Adomat, Indiana University Bloomington, coeditor

Karla J. Möller, University of Illinois at Urbana-Champaign, coeditor

Angela Wiseman, North Carolina State University, Raleigh, coeditor



**Language Arts**

Jonda C. McNair, Clemson University, SC, coeditor  
 Kelly Wissman, University at Albany, NY, coeditor

**ReadWriteThink.org**

Lisa Storm Fink, National Council of Teachers of  
 English, Urbana, IL

**Research in the Teaching of English**

Gerald Campano, University of Pennsylvania,  
 Philadelphia, incoming coeditor  
 Amy Stornaiuolo, University of Pennsylvania,  
 Philadelphia, incoming coeditor  
 Ebony Elizabeth Thomas, University of Pennsylvania,  
 Philadelphia, incoming coeditor

**Talking Points**

Sally Brown, Georgia Southern University, Statesboro,  
 coeditor  
 Deborah MacPhee, Illinois State University, Normal,  
 coeditor

**Teaching English in the Two-Year College**

Holly Hassel, University of Wisconsin–Marathon County

**Voices from the Middle**

Sara Kajder, The University of Georgia, Athens, coeditor  
 Shelbie Witte, Oklahoma State University, Stillwater,  
 coeditor

**F.14 Igniting Instruction—Round 1**

**G** 105

An Ignite is the haiku of presentations. In each of these high-energy talks, the speaker's 20 presentation slides will advance automatically every 15 seconds. When the five minutes are up, so is the talk. These speakers will share their freshest ideas to fire up your imagination and illuminate new ways to kindle a passion for reading, writing, collaborating, creating, and thinking in your students.

**Presenters:** Jason Augustowski, Riverside High School, Leesburg, VA  
 William Bass II, Parkway School District, St. Louis, MO  
 Jason Griffith, Arizona State University, Tempe  
 Sandy Hayes, Becker Middle School, MN  
 Matthew Johnson, Ann Arbor Public Schools, MI  
 Nick Kremer, Columbia Public Schools, MO & University of Missouri, Columbia  
 Christopher Lehman, The Educator Collaborative, Astoria, NY  
 Nancy Steineke, Illinois Writing Project, Brookfield, IL  
 Dave Stuart, Cedar Springs Public Schools, MI  
 Shelli Tabor, Northview Public Schools, Grand Rapids, MI

**F.15 MISSOURI STRAND: Responsive Teaching: The Best Lesson Plan Is the Student Sitting Right in Front of You!**

**E** 160

Are you prepared for when your students shift your instruction down a different path? In this session, you will discover how to effectively observe your students and then turn your instruction in the direction they take you, even if it isn't planned!

**Presenters:** Katie McClain, Rockwood School District, Eureka, MO

Theresa Meyer, Rockwood School District, Eureka, MO  
 Amy Orr, Rockwood School District, Eureka, MO  
 Stefanie Steffan, Rockwood School District, Eureka, MO  
 Lynn White, Rockwood School District, Eureka, MO

**F.16 The Magic of Multigenre: Voice, Passion, Empowerment**

**S**  
**C** 267

This session will illuminate the magic of multigenre. Panelists share their insights, best practice, and dilemmas from recent experience teaching high school seniors and first-year college students to write multigenre research papers.

**Chair:** Lisa Miller, Granite City High School, IL

**Respondent:** Mariana Romano, Evanston, IL

**Presenters:** Jennifer Connolly, Southwestern Illinois College, Belleville & Granite City High School, IL, "The Magic Unleashed"

Tom Romano, Miami University, Oxford, OH, "Fearless Writing through Multigenre"



## F.17 Reclaiming Voices of Youth within Increasingly Hostile School Climates

S

264

As schools become increasingly challenging spaces for youth from historically marginalized populations, educators need to continuously develop pedagogies outside normative ways of doing schooling. This panel highlights different approaches to literacy learning and pedagogy that step outside the bounds of traditional schooling and foreground the voices and youth literacies.

**Presenters:** Antero Garcia, Stanford University, CA, “Dungeons, Dragons, and Youth Identities: Civic Literacies of Gaming in an Era of Terror and Discrimination”  
 Noah Asher Golden, Chapman University, Orange, CA, “Resisting Deficit Models in Nontraditional Settings: Grounding Alternative Education in Humanizing Critical Literacies”  
 Robert Petrone, Montana State University, Bozeman, “Repositioning ‘At-Risk’ Students’ Experiences with the Trauma of Normative Schooling Practices”  
 Nick Rink, Buffalo Hide Academy, Browning, MT  
**Respondent:** Ernest Morrell, University of Notre Dame, South Bend, IN

## F.18 Empowering Our Instruction: Voice, Choice, and Feedback Methods

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106

In this panel presentation, several methods of teaching will be shared, including collaborations across universities, flipped learning, digital assessment strategies, and incorporating a “bus tour” to learn about community diversity. All approaches are based on empowering students and building authentic experiences into the curriculum.

**Presenters:** Nicole Damico, University of Central Florida, Orlando, “A Successful Cross-University Collaboration Using Google Docs as a Platform for Providing Feedback”  
 Amy Piotrowski, Utah State University, Vernal, “Flipped Learning for Preservice Teachers”  
 Katie Rybakova, Thomas College, Waterville, ME, “The Implementation of a Themed Bus Tour for Students to Engage in Critical Thinking ‘On the Road’ AND An Investigation into the Uses of Screencasted Feedback to Provide Differentiated Assessment”

## F.19 Empower Your Student Writers Using Effective Feedback and Tech Tools

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262

Effective feedback grows the writer rather than improving a piece of writing. Balancing directive and facilitative feedback, teachers help students develop promising ideas. Descriptive feedback requires students to look at others’ work, discovering what is there. With Google platform tools and powerful feedback methods, students become excited to meet personalized writing goals.

**Presenters:** Carol Ann Cavanaugh, Hopkinton Public Schools, MA  
 Julie Matson, Westborough High School, MA  
 Cheryl Tucker, Westborough High School, MA

## F.20 Insights into Diverse Readers as Meaning Makers: Eye Movement and Miscue Analysis

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150

This session explores how diverse readers transact with authentic texts. Participants will gain insights into (1) connections between eye movement and strategies that readers (elementary to adult) employ to make meaning; (2) connections between expected responses (miscues) and observed responses; and (3) connections between reading strategies and instructional strategies.

**Presenters:** Judith Franzak, Salisbury University, Salisbury, MD  
 Gray Jack, Salisbury University, Salisbury, MD  
 Koomi Kim, Salisbury University, Salisbury, MD  
 Katherine MacDonald, Salisbury University, Salisbury, MD  
 Ariana Sala, Salisbury University, Salisbury, MD

## F.21 Challenging Deficit Perspectives: Reading and Writing behind Bars

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104

This panel presentation will challenge deficit perspectives of those incarcerated as six teachers share their experiences reading and writing behind bars. Curriculum and pedagogy that expands literacy instruction in correctional facilities will be shared, and the voices of students and teachers will be validated.

**Presenters:** Deborah Appleman, Carleton College, Northfield, MN, “Word by Word: Teaching Poetic Economy behind Bars”

Karen Gavigan, University of South Carolina, Columbia,  
“Creating a Community of Writers: Using Graphic  
Novels”

Janie Goodman, University of South Carolina, Columbia,  
“Hearing the Voices of Teachers and Incarcerated  
Adolescents: Professional Development within the  
South Carolina Department of Juvenile Justice”

Victoria Oglan, University of South Carolina, Columbia,  
“Hearing the Voices of Teachers and Incarcerated  
Adolescents: Professional Development within the  
South Carolina Department of Juvenile Justice”

Mary Styslinger, University of South Carolina, Columbia,  
“Reading Buddies: A School-University Partnership”

Peter Williamson, Stanford University, CA, “My Page for  
English B: Literacy and Learning with Incarcerated  
Youth”

## F.22 Igniting Kids’ Curiosity and Passion with Student-Directed Inquiry Circles

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220

In this interactive session, Stephanie Harvey, Harvey “Smokey” Daniels, and Sara Ahmed will define and demonstrate student-directed inquiry circles. Attendees will engage directly in a personal mini-inquiry project, as well as view classroom videos, examine samples of kids’ work, and join in recurring discussions with speakers and peers.

**Presenters:** Sara Ahmed, NIST International School, Bangkok, Thailand, “From Inquiry Circles to Social Comprehension”

Harvey “Smokey” Daniels, author and consultant, Lamy, NM, “Taking Student-Directed Inquiry School-Wide”

Stephanie Harvey, Stephanie Harvey Consulting, Denver, CO, “Content Literacy and Student-Directed Inquiry”

## F.23 Progressing Along with Undergraduate Preservice Teachers—Fostering Cultural Awareness with Multiculture Children’s Literature

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Rainbow

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This panel presents action research on two international graduate teaching assistants’ struggles and progressions in instructing an undergraduate course. This presentation focuses on how they negotiate their bicultural identities while preparing and delivering the class to undergraduate preservice teachers, fostering their multicultural awareness along the way.

**Presenters:** Lin Deng, University of Florida, Gainesville  
Rongrong Dong, University of Florida, Gainesville  
Buyi Wang, University of Florida, Gainesville

## F.24 Voracious Readers, Passionate Writers: Using Popular Series as Mentor Texts to Inspire Student Research & Writing Across the Curriculum

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145

Beloved series can be all-consuming for elementary and middle school readers, and they can inspire young writers, too! In this session, six popular series authors share the research and writing process behind their books, exploring strategies for turning kids’ read-under-the-desk enthusiasm into excitement for research and writing across the curriculum.

**Chair:** Teresa Bunner, Wake County Public School System, Cary, NC

**Tradebook Authors:** Christina Diaz Gonzalez, Scholastic Inc.

Elizabeth Eulberg, Bloomsbury

Varian Johnson, Scholastic Inc.

Kate Messner, Bloomsbury

Jennifer Nielsen, Scholastic Inc.

Linda Urban, Houghton Mifflin Harcourt

## F.25 The Power of Reading in Community: *Brother, I’m Dying*, Community Partnerships, and Championing Student Accomplishments

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261

In this panel presentation, teachers from different schools, librarians, professors, and a museum educator in a midsize city will discuss the collaborative and innovative ways they used community involvement and art integration with secondary students in a community-wide reading program of Edwidge Danticat’s immigration memoir, *Brother, I’m Dying*. They will reflect on how authentic audiences increased student engagement.

**Presenters:** Anne Harrison, Herrick District Library, Holland, MI, “Community Librarians Should Be a Teacher’s Best Friend”

Rob Kenagy, Hope College, Holland, MI, “Teaching Immigrant Stories: Listening and Learning”

Connie Locker, Holland Museum, Holland, MI, “Out of the Classroom and into the Museum”

William Moreau, Hope College, Holland, MI, “Don’t Just Talk about It, Do It: Leading Book Groups in the Community”

Abbey Stroop, Herrick District Library, Holland, MI, “Community Librarians Should Be a Teacher’s Best Friend”

## F SESSIONS / 10:30–11:45 A.M.

Deborah Vriend Van Duinen, Hope College, Holland, MI, “The Power of Place-Based Literacy: Reading Classic Literature in Community”  
 Jay Woods, Holland Public Schools, MI, “Student Engagement in a Community-Wide Reading Program”  
 Joy Zomer, Hamilton Community Schools, Holland, MI, “Student Engagement in a Community-Wide Reading Program”

## F.26 **Geeking Out, Tuning In: Using Fandom to Encourage Engagement, Creativity, and Community**

G

266

Fandom can change our students and the world. We'll demonstrate how to leverage the power of fandom to transform literacy by embedding it within our instruction, creating transformative works, and sharing students' work with authentic audiences. Don't throw away your shot to engage students' interests and restore your passion.

**Chair:** Eti Berland, Saul Silber Memorial Library, Chicago, IL

**Presenters:** Jennifer Billingsley, Cedar Lake Branch Library, Cedar Lake, IN

James Kennedy, 90-Second Newbery Film Festival, Chicago, IL

Aaron Zenz, author, Two Lions, Spring Lake, MI

## F.27 **Image, Sound, and Story: Literacy for a Visual Culture**

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125

This engaging and interactive session will model the groundbreaking work educators in the ReNEW Schools in New Orleans, LA, are doing to bring the skills and content of Image, Sound, and Story into English language arts instruction. Through curriculum samples, lesson plans, and student work, participants will experience first-hand how the skills of visual communication can influence reading and writing literature, nonfiction, and persuasive texts. With accessible technology and engaging content, participants will understand how close-reading and critical thinking skills can be developed and applied in a culture dominated by the moving image.

**Chair:** Emily Keating, Jacob Burns Film Center, Pleasantville, NY

**Presenters:** Jennie Moctezuma, ReNEW Schools, New Orleans, LA

Laura Shanteler, ReNEW Cultural Arts Academy, New Orleans, LA

## F.28 **From Book Love to Book Action: Empowering Adolescent Readers through Independent Reading (Or: I Have a Classroom Library. . . Now What?!**

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Rainbow 124

This workshop is for teachers who want to deepen their independent reading practice. Teachers share strategies, materials, and resources for creating whole-class and independent reading experiences designed for transfer; building text complexity for young men of color; and using authentic accountability to create transformative reading experiences for diverse students.

**Presenters:** Tricia Ebarvia, Conestoga High School, Berwyn, PA, “Bridging Independent and Whole-Class Reading”

Kate Flowers, Santa Clara High School, CA,

“Response That Matters: How to Use IR Authentic Accountability to Motivate and Empower Students”

Kimberly Parker, Cambridge Rindge and Latin School, Cambridge, MA, “Kid-Created Canons: How to Build IR Text Complexity with Young Men of Color”

## F.29 **Recapture Our Voices: The Joy of the Thing**

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242

It's time to recapture our own love of story. This session is designed to tap into the insights of authors both for teachers and with a goal of empowering and equipping students to recognize the “on-ramps” for pleasure reading and to become the designers of that reading path.

**Chair:** Barb Langridge, Howard County Central Library, Columbia, MD

**Tradebook Authors:** Laurie Halse Anderson, Macmillan Children's Publishing Group

M. T. Anderson, Candlewick Press

Tonya Bolden, Abrams Books for Young Readers

Nick Eliopoulos, Disney Worldwide Publishing

Zack Loran Clark, Disney Worldwide Publishing

Jason Reynolds, Simon & Schuster

Renée Watson, DreamYard Project, New York, NY & Bloomsbury Children's Books

**F.30 In Search of Hope for Kids from Hard Places: How the Right Story Can Be Both a Window AND a Mirror**

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**276**

Join authors Matt de la Peña, Kimberly Brubaker Bradley, Lynda Mullaly Hunt, and Kat Yeh, along with moderator Andria Amaral, to discuss how the right stories can be mirrors, windows, and inspiration for middle grades and young YA readers.

**Tradebook Authors:** Kimberly Brubaker Bradley, Listening Library & Penguin Random House  
Matt de la Peña, Random House Children's Books  
Lynda Mullaly Hunt, Nancy Paulsen Books, an imprint of Penguin  
Kat Yeh, Little, Brown and Company  
**Presenter:** Andria Amaral, Charleston Public Library, SC

**F.31 Writing Our Way to Resilience: Lessons from the Visual Arts and Authors Who Write about Resilient Artists**

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**229**

This session will explore the possibilities of applying lessons from the visual arts—and authors who write about visual artists—to the teaching of writing. Conversation will focus on the life of Vincent van Gogh as seen through the eyes of two authors who have written new books about him.

**Co-Chairs:** Jennifer Buehler, Saint Louis University, MO  
Lois Stover, Marymount University, Arlington, VA  
**Tradebook Authors:** Deborah Heiligman, Macmillan Children's Publishing Group  
Barb Rosenstock, Random House Children's Books

**F.32 Recapturing Our Voices in Nonfiction: Using Matrices to Inspire Personalized Language in Informational Writing**

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**162**

The presenters will demonstrate how to use a matrix to evoke voice in nonfiction writing when reporting on content-area research. Participants will use observations and notes to create an original composition and speculate on how to apply the approach in their own classrooms. Modifications for other genres will be discussed.

**Presenters:** Allen Koshewa, Shanghai American School, Shanghai, China  
Katie Parkhurst, Shanghai American School, Shanghai, China  
Beth Rohrbeck, Shanghai American School, Shanghai, China

**F.33 Doing Research: Empowering Teachers and Students**

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This panel—of interest to middle/high school teachers and college-level instructors—is about doing research in the Internet and social media age. The session focuses on supporting high school and college students in research-based writing, including from 9th- and 10th-grade English to 12th-grade Advanced Placement to college composition.

**Chair:** Leslie S. Rush, University of Wyoming, Laramie

**Presenters:** Jennifer Day Barnett, Green Hope High School, Cary, NC, “Doing Research with 9th Grade Students”

Nate Boleen, South Fort Myers High School, FL, “Doing Research with 12th Graders and College Students”

Lisa Scherff, McREL International, Honolulu, HI, “Doing Research with 10th Graders through ‘Genius Hour’”

Ben Strauss, Mariner High School, Cape Coral, FL, “The Advanced Placement Research Class”

**Respondent:** Doug Hesse, NCTE Past President, University of Denver, CO

**F.34 Girl Power in Our Own Voice: Multicultural Authors on Mirrors, Windows, and Empowering Young Readers**

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**Rainbow**

**103**

“#OwnVoices” authors, whose writing is rooted in their own cultural identity and experiences, discuss how books starring strong, diverse females can empower and validate readers of all backgrounds, particularly girls. Sample lesson plans and a book list will offer educators critical classroom tools for promoting student empathy and empowerment.

**Tradebook Authors:** F. Isabel Campoy, Del Sol Books  
Debbi Michiko Florence, Farrar, Straus and Giroux & Macmillan  
Sundee Frazier, Scholastic Inc.  
Andrea Wang, Albert Whitman & Company

### F.35 Teaching Empowerment and Agency through Photovoice and Graphic Novels

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Rainbow

122

This panel will describe approaches to using graphic novels and photovoice to teach students about cultural competency and bias.

**Chair:** Joanne Marciano, Michigan State University, East Lansing

**Presenters:** Lavern Byfield, Southern Illinois University, Carbondale, "A Picture Is Worth 1,000 Words: Photovoice as an Act of Empowerment, Agency, and Critical Consciousness"

Eman El-Ayins, Southern Illinois University, Carbondale, "A Picture Is Worth 1,000 Words: Photovoice as an Act of Empowerment, Agency, and Critical Consciousness"

Leah Hooper, Southern Illinois University, Carbondale, "A Picture Is Worth 1,000 Words: Photovoice as an Act of Empowerment, Agency, and Critical Consciousness"

Crystal Shelby-Caffey, Southern Illinois University, Carbondale, "A Picture Is Worth 1,000 Words: Photovoice as an Act of Empowerment, Agency, and Critical Consciousness"

Rachel Wurster, Virginia Tech University, Blacksburg, "Teaching Cultural Awareness and Sensitivity through the Use of Graphic Novels"

### F.36 Teaching *Gatsby* in the Age of Trump

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230

Using select informational print and multimedia texts, students can unpack the connections between the Age of Trump and *The Great Gatsby*: income inequality, nativism, cheating, bullying, and more. This interactive workshop will offer teachers innovative text pairings and classroom activities that promote engagement and allow students to discover the relevance of *Gatsby*.

**Presenters:** Susan Chenelle, University Academy Charter High School, Jersey City, NJ  
Audrey Fisch, New Jersey City University, Jersey City

### F.37 Multicultural Content, Pedagogy, and Dialogue: Preparing Teachers to Shape the Future of Literacy Education

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Rainbow

280

This panel explores three studies in preK–12 teaching and learning environments. The

studies examined the role of teachers using critical pedagogy, critical literacy, and the outcome for students lacking these implementations. This session intends to empower educators to apply knowledge gained to improve academic and social outcomes for all.

**Presenters:** Tarryn McGhie, The University of Nevada, Las Vegas

Rebekah Piper, Texas A&M University–San Antonio  
Myah Stanford, Winthrop University, Rock Hill, SC

### F.38 What Matters Most about Reading and Writing

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#### FERRARA THEATRE

Join us as we explore critical issues in reading and writing. Chair Lester Laminack will ask two well-respected leaders in the field, Lucy Calkins and Kyleene Beers, to share their thoughts about issues such as choice reading, leveling books, drafting and revising, and state-mandated tests. Bob Probst will close with summary thoughts.

**Chair:** Lester Laminack, author/consultant, Asheville, NC

**Presenters:** Kyleene Beers, Reading and Writing Project, Teachers College, Columbia University, New York, NY, "What Really Matters about Reading"

Lucy Calkins, Teachers College, Columbia University, New York, NY, "What Really Matters about Writing"

**Respondent:** Robert Probst, Marathon, FL

### F.39 Of Wishes and Walls—Reclaiming Voices of Refugee and Immigrant Youth

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Rainbow

In 2016, teachers and youth attending Connecticut Writing Project–Fairfield summer programs collaborated with artist Rick Shaefer and Fairfield University Art Museum to debut Refugee Trilogy, three large charcoal drawings: land-crossing, water-crossing, and border-crossing. Inspired by the work, they wrote and recorded podcasts that became part of the artist's exhibition.

**Discussion Leader:** Jessica Baldizon, Cesar Batalla School, Bridgeport, CT, "Three Years of Refugee Work"

**Presenters:** Bryan Ripley Crandall, Fairfield University, CT, "The Idea Gets Planted"

William King, Bassick High School, Bridgeport, CT, "A Call to Collaborate"

David Wooley, Westhill High School, Stamford, CT, "Hip Hop and Narratives"



## F.40 Be the Change: Take Students from Text to Action

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126

Participants engage in activities from a unit moving students from text to action, using their voices to effect change. After reading about characters faced with fleeing their homes, students developed feasible projects with all steps outlined related to the refugee and water crises both locally and around the world.

**Chair:** Ashby Rushing, The Potomac School, McLean, VA

**Presenters:** Kathy Ascenzi, Williamsburg Middle School, Arlington, VA

Jenni Ashley, The Potomac School, McLean, VA

Beth Bailey, The Potomac School, McLean, VA

Whitney Field, Williamsburg Middle School, Arlington, VA

## F.41 Theme, Mood, and . . . Grammar? Seriously? Language Use as an Integrated Feature of Thematic Units

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Traditional language study, particularly grammar instruction, has paradoxically de-voiced both teachers and students. This interactive session shares strategies that participants can use to integrate generative language and grammar instruction within the thematic units that they already teach. More broadly, we explore how to teach grammar through an applied, use-based lens.

**Presenters:** Darren Crovitz, Kennesaw State University, GA

Michelle Devereaux, Kennesaw State University, GA

## F.42 Connecting Our Teaching to Our Communities: Giving Voice to Students and Igniting Their Passion

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127

It is vital that students take information learned in the classroom and connect it with the real world. This roundtable will address ways teachers and students connect with their communities through literacy in various ways to help students capture their voices and teachers expound upon their agency.

**Chair:** Tonya Perry, The University of Alabama, Birmingham

**Roundtable 1: Connecting with the Real World: The Importance of Allowing Students to Explore Social Justice Issues outside of the Classroom**

Brandon Hatcher, Irondale Middle School, Moody, AL

## Roundtable 2: Reading Instruction in the Middle School Classroom

Tamera Carter, Ira Simmons Middle School, Hoover, AL

## Roundtable 3: Using Hip Hop in Debate

Dana Jacobson, Clay-Chalkville High School, Birmingham, AL

## Roundtable 4: Birmingham Project: Civil Rights Movement: Research, Primary Sources, and Mokuhauihau

Wendie Burbridge, R.F. Pumpus Middle School, Hoover City Schools, AL

## Roundtable 5: Building a Culture of Literacy from an Administrative Perspective

Jameka Thomas, Bessemer City Middle School, AL

## Roundtable 6: Creating High School Literacy Centers and Finding Student Voice

Tonya Perry, The University of Alabama, Birmingham

## Roundtable 7: How the Visual Literacies of Theater Impact Students and Communities

Terry Harbison, Red Mountain Writing Project, Birmingham, AL

## Roundtable 8: Teachers Helping Teachers

Cynthia Crenshaw, Glen Iris Elementary School, Birmingham, AL

## Roundtable 9: Adolescent Females and the Collaborative Learning Environment

Britani May, The University of Alabama, Birmingham & Red Mountain Writing Project, Birmingham, AL

## Roundtable 10: The Personal Narrative

Sharonica Nelson, Bessemer City Schools, AL

## Roundtable 11: Making a Difference in My Community Using Literacy

Kristie Williams, G. W. Carver High School, Birmingham, AL

## Roundtable 12: Creating High School Literacy Centers

Michele Sims, The University of Alabama, Birmingham

## F.43 Cultivating Writing in Multiple Contexts

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This session examines supporting writing for a variety of purposes and contexts.

**Chair:** RC Atchisson, author, St. Louis, MO

**Presenters:** Huy Chung, University of California, Irvine, "Tales of Possibilities: Cultivating Academic Writing Capacity in Mainstream Secondary Students and English Learners through the Pathway Project Professional Development Program"

Kaitlyn Erehart, University of Missouri, Columbia, "When Writers Lean on Other Writers: A First-Year Teacher's Story of Immersing Students in Nonfiction"



## F SESSIONS / 10:30–11:45 A.M.

Lauren Godfrey, University of California, Irvine, “Tales of Possibilities: Cultivating Academic Writing Capacity in Mainstream Secondary Students and English Learners through the Pathway Project Professional Development Program”

Katherine O’Daniels, University of Missouri—St. Louis, “Critical Professional Practice through Poetry: (Re) Shaping the Classroom Space”

Carol Booth Olson, University of California, Irvine Writing Project, “Tales of Possibilities: Cultivating Academic Writing Capacity in Mainstream Secondary Students and English Learners through the Pathway Project Professional Development Program”

Rachel Stumpf, University of California, Irvine, “Tales of Possibilities: Cultivating Academic Writing Capacity in Mainstream Secondary Students and English Learners through the Pathway Project Professional Development Program”

#### F.44 POSTER SESSION: Bridging Silos and Crossing Boundaries with Shared Voices, Agency, and Mission



Rainbow



Whether we are partnering with community or collaborating across the disciplines in the name of language and literacy, we make a difference in the lives of our students. See how stretching beyond traditional boundaries increases the authenticity and impact of teaching and learning.

##### Poster 1: Japanese American Family Experiences from 1939 to 1945

Janine Fujioka, Laney College, Oakland, CA

##### Poster 2: Global Collaboration through iTunes U: Understanding Holocaust Literature Collaboratively

Casey Cohen, String Theory Schools, Philadelphia, PA

##### Poster 3: Improving Writing Complexity and Confidence: Using a Heuristic to Guide Textual Analysis Across Disciplines

Angela Thomas, New York City Department of Education, NY

##### Poster 4: Agentic Goals for First-Year Writing via the ePortfolio

Laquana Cooke, West Chester University of Pennsylvania  
Shannon Mrkich, West Chester University of Pennsylvania  
Jordan Schugar, West Chester University of Pennsylvania

##### Poster 5: Inspiring Voice and Autonomy through the Creation of Hybrid Texts

Lisa Ciecierski, Penn State Erie, PA

##### Poster 6: English Teacher Uses James Moffett to Invite Student Participation in the Hard Sciences

Dorell Thomas, Teachers College, Columbia University, New York, NY

##### Poster 7: Listen Up! The Power of Audiobooks

William Weil, Tales2go, Bethesda, MD

##### Poster 8: Making Connections with Primary Sources and Historical Fiction

Kristin Westphal, Collinsville High School, IL

##### Poster 9: Mastering Digital and Visual Literacy

John Hayward, Naperville Central High School, IL

##### Poster 10: A Digital Room of One’s Own

Leah Shull, Chester County Schools, Henderson, TN

##### Poster 11: Developing a Professional Learning Community through Twitter

Jeff Whittingham, University of Central Arkansas, Conway

##### Poster 12: Strengthening Our Shine: Exploring Spirituality and Healing in Diverse Sociocultural Contexts through Spoken Word and Hip-Hop Pedagogy

Anna Pirsch, Hunter College, City University of New York, NY

Moira Pirsch, Columbia University, Teachers College, New York, NY

#### F.45 Exhibitor Session: Connecting students with Language Arts and the Digital World



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Meet Passport®, EMC’s state of the art digital learning environment that is uniquely designed for your language arts classroom. Learn how you can use Passport to engage all of your students with not only content but media literacy and communication tools. Leave with ideas you can implement in your classroom immediately!

**Presenter:** Stacy Courtright, EMC School, Tempe, AZ

## **G.01 NCTE Research Awards Session**



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The Purves and Promising Researcher Awards will be presented during this session. The Purves, Promising Researcher, and Russell Award recipients will also present on their research.

**Chair:** Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

### **Alan C. Purves Award**

**Recipient:** Katherine K. Frankel, Boston University, MA, "The Intersection of Reading and Identity in High School Literacy Intervention Classes" (August 2016)

**Honorable Mention:** Sara Staley and Bethy Leonardi, University of Colorado Boulder, "Leaning In to Discomfort: Preparing Literacy Teachers for Gender and Sexual Diversity" (November 2016)

**Introduction:** Sarah W. Beck, New York University, NY

### **Promising Researcher Award**

**Recipient:** Lamar Johnson, Michigan State University, East Lansing

**Honorable Mention:** Jon M. Wargo, Boston College, MA

**Introduction:** April Baker-Bell, Michigan State University, East Lansing

### **David H. Russell Award for Distinguished Research in the Teaching of English**

**Recipient:** *Personal Narrative, Revised: Writing Love and Agency in the High School Classroom* (Teachers College Press, 2016) by Bronwyn Clare LaMay, Downtown College Prep, San Jose, CA

**Introduction:** Thomas Newkirk, University of New Hampshire, Durham

## **G.02 Why Middle Matters: Student-Led Roundtables—Expanding Horizons/Increasing Awareness with Diverse Books**



**131 & 132**

### ***Sponsored by the Middle Level Section Steering Committee***

Diverse books provide readers a means for expanding their awareness of the lives led by people outside their own range of experience. Join roundtable discussions, led by middle level students, addressing the impact of diverse books on their understanding of the world. Authors may drop by as surprise guests.

**Co-Chairs:** Alice Hays, Arizona State University, Tempe  
James Blasingame, Arizona State University, Tempe

### **Roundtable Leaders:**

Debra Baker and middle level students from Wydown Middle School, Clayton, MO

Emily O'Brien and middle level students from Premier Charter School, St. Louis, MO

Elizabeth Porter and middle level students from Hawthorn Leadership School for Girls, St. Louis, MO

**Respondent:** Darby Simpson, Arizona State University, Tempe

## **G.03 Critical Issues in English Education: Research by CEE Research Initiative Award Winners**



**125**

### ***Sponsored by the Conference on English Education***

In this roundtable session, the recipients of the annual Research Initiative grants and Graduate Student Research Award, sponsored by the Conference on English Education (CEE), present their award-winning research on current issues in the fields of literacy and English teacher education.

**Chair:** Mollie Blackburn, The Ohio State University, Columbus

### **Roundtable 1: Examining the Effects of a Practice-Embedded Educational Research Collaborative on Critical Text Production in Middle School**

Nadia Behizadeh, Georgia State University, Atlanta

### **Roundtable 2: Transforming English Teacher Education via Critical Participatory Research with Youth**

Limarys Caraballo, Queens College—CUNY, Queens, NY

Danielle Fillipiak, Teachers College, Columbia University, New York, NY

Jamila Lyiscott, Teachers College, Columbia University, New York, NY

### **Roundtable 3: Exploring Connected Learning as a Framework for Transformative Digital Literacy Teacher Education**

Nicole Mirra, Rutgers University, Brooklyn, NY

### **Roundtable 4: The Intersectionality of Critical Literacy in Literacy Education**

Bianca Nightengale-Lee, University of Louisville, KY

### **Roundtable 5: Jump-Starting Career-Long Learning: How Prospective Teachers Are Prepared for Participatory Online Professional Development**

Luke Rodesiler, Indiana University-Purdue University Fort Wayne

## G.04 How to Say Less So Readers Can Do More: Developing Agentive Readers

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240 & 241

When students encounter a difficult spot in their reading, what should we do? While instinct tells us to explain or “scaffold” with words, oftentimes saying more means students think less. Shift the language of reading instruction by adjusting conventional prompts, reframing scaffolding, and giving students ways to support themselves.

**Chair:** Gravity Goldberg, Gravity Goldberg, LLC, South Nyack, NY

**Presenters:** Jan Burkins, Burkins and Yaris Consulting, Athens, GA

JoAnne Duncan, Ellensburg School District, WA  
Kim Yaris, literacy consultant, Wellington, FL

**Respondent:** Renee Houser, Growing Educators, Los Angeles, CA

## G.05 The Next Chapter for Conventions of Language: Author's Purpose, Craft, and Mentor Texts for Elementary Writers

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161

Explore ways to harness language conventions to purposefully activate meaning in both comprehension and composition. Author's purpose is why, and author's craft is how. A principal, a literacy coach, and a writer staff developer will share how we can take language conventions from right and wrong to thinking and purpose.

**Chair:** Jeff Anderson, trade book author, San Antonio, TX, “Language Conventions as Patterns of Power: An Invitational Process”

**Presenters:** Whitney LaRocca, Pattison Elementary, Katy, TX, “Interactive Imitation with Primary Writers: A Practical Application”

Jessie Miller, Katy ISD, TX, “Supporting and Sustaining a Culture of Curiosity about Conventions”

## G.06 Social Media, Fanfiction, Literature, and Literacy

G

266

Social media that involves popular culture provides exciting ways to engage students with literacy skills and young adult literature.

**Chair:** Candy Holloway, Fort Zumwalt School District, O'Fallon, MO

**Presenters:** Kamshia Childs, Texas Southern University, Houston, “Changing the Language: Using Social Media and Popular Culture to Teach Traditional Literacy Skills”

Sharee Langenstein, Southeast Missouri State University, Cape Girardeau, “(Re)igniting Readers' Passion and Agency: Online Fanfiction as YAL”

Shauna Wight, Southeast Missouri State University, Cape Girardeau, “(Re)igniting Readers' Passion and Agency: Online Fanfiction as YAL”

## G.07 “Getting It Right”: Using Our Voices and Our Agency to Uphold Our Mission

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220

In this session, four critical language scholars of color will highlight the critical and transformative language work that teachers and students are doing in classrooms and communities. Participants will leave this session with social justice approaches to teaching language and literacy that support linguistically marginalized students of color.

**Presenters:** April Baker-Bell, Michigan State University, East Lansing, “‘I Can Switch My Language, but I Can't Switch My Skin': What English Teachers Must Understand about Linguistic Racism”

Lamar Johnson, Michigan State University, East Lansing, “‘Loving Blackness to Death': (Re) Imagining ELA Classrooms in a Time of Racial Chaos”

Alice Lee, Illinois State University, Normal, “Reclaiming Both Teacher and Student Voices: Envisioning a Classroom for AAL-Speaking Students”

Danny Martinez, University of California, Davis, “Talking Right and Talking White: Black and Latinx Youth Language Ideologies on the Usefulness of ‘Good English’”

## G.08 Critical Literacy: Engaging Children in Quality Picturebooks and Igniting Political Work through Stories

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143

When teachers engage in critical literacy practices, they create equitable learning spaces for students to explore issues of power, transformation, and action. In this presentation, the presenters will examine teaching practices that sanction political thinking and social justice work in early childhood. In addition, participants will have the opportunity to engage in critical literacy

with a lens on gender as they examine picturebooks for quality and various gendered messages. Student work samples and lessons from a kindergarten classroom will be shared, and participants will learn techniques for engaging students in critical literacy through discussion, writing, drawing, and drama.

**Chair:** Nilufer Guler, Avila University, Kansas City, MO

**Presenters:** Christie Angleton, University of Louisville, KY, “Critical Literacy and Gender: Reflective Tools for Choosing High-Quality Picturebooks”

Dana Frantz Bentley, Buckingham Browne & Nichols School, Cambridge, MA, “Sanctioning the Story: Igniting Political Work with Young Children”

Meredith Labadie, Crestwood Elementary, St. Louis, MO, “Engaging Young Students in Critical Literacy”

Brooke Langston-Demott, University of North Carolina at Wilmington, “Critical Literacy and Gender: Reflective Tools for Choosing High-Quality Picturebooks”

Emily Zuccaro, University of Louisville, KY, “Critical Literacy and Gender: Reflective Tools for Choosing High-Quality Picturebooks”

## G.09 Digital Literacy as a Platform for Student Agency and Helping Children Write and Publish



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This session highlights in-field mini-case studies that detail the literacy experiences of diverse children using technology as a platform for student agency. In addition the presenters will share how they address the CCSS that require kindergarten students to “explore a variety of digital tools to produce and publish writing.”

Strands: Early Childhood, Rainbow, WLU

**Chair:** Liisa Moilanen Potts, EdReports.org, Auburn, WA

**Presenters:** Zachary Adams, Zeeland Public Schools, MI, “Paper, Pencils, Crayons, and iPads: Helping Kindergartners Write and Publish Using Digital Tools”

Sally Brown, Georgia Southern University, Statesboro, “Digital Literacy Engagements as Platforms for Student Agency”

Teunis Donk, Hope College, Holland, MI, “Paper, Pencils, Crayons, and iPads: Helping Kindergartners Write and Publish Using Digital Tools”

Megan Economos, Georgia Southern University, Statesboro, “Digital Literacy Engagements as Platforms for Student Agency”

Alexandria Hutchison, Hope College, Holland, MI, “Paper, Pencils, Crayons, and iPads: Helping Kindergartners Write and Publish Using Digital Tools”

## G.10 Empowering Students and Prompting Knowledge Construction through Literature Conversations



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Rainbow

A researcher and a classroom teacher will share ways that preschoolers and their teacher constructed knowledge through participation in literature conversations in the social context of the preschool classroom. In addition, the presenters will demonstrate how children’s literature about refugees can be intertwined with bibliotherapy to provide the mirrors, windows, and doors that all students need to confirm identity, experience difference, and generate acceptance and understanding.

**Chair:** Russell Mayo, University of Illinois at Chicago

**Presenters:** Ayana Fletcher-Tyson, Vanderbilt University, Nashville, TN, “Empowering Students and Promoting Understanding: Using Bibliotherapy and Children’s Literature about Refugees in the Classroom”

Katie Goetz, Vanderbilt University, Nashville, TN, “Empowering Students and Promoting Understanding: Using Bibliotherapy and Children’s Literature about Refugees in the Classroom”

Aliceyn Heasley, Vanderbilt University, Nashville, TN, “Empowering Students and Promoting Understanding: Using Bibliotherapy and Children’s Literature about Refugees in the Classroom”

Cassandra Mattoon, Metcalf Laboratory School—Illinois State University, Normal, “Early Literature Conversations: Literary Knowledge Construction in the Social Environment of the Preschool Classroom”

Laura Piestrzynski, Vanderbilt University, Nashville, TN, “Empowering Students and Promoting Understanding: Using Bibliotherapy and Children’s Literature about Refugees in the Classroom”

Sherry Sanden, Illinois State University, Normal, “Early Literature Conversations: Literary Knowledge Construction in the Social Environment of the Preschool Classroom”

Jillian Wiedrich, Vanderbilt University, Nashville, TN, “Empowering Students and Promoting Understanding: Using Bibliotherapy and Children’s Literature about Refugees in the Classroom”

## G.11 Transforming Learning Spaces with Digital Technologies: Pitfalls and Possibilities

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How can we cultivate a critical stance toward new media while also honoring opportunities to use it productively in our classrooms? This panel will share stories of teachers who have successfully used internetworked technologies to engage students with the world while also teaching them to think critically about online activity.

**Chair:** Julie Vu, Eagle Mountain–Saginaw ISD, Fort Worth, TX

**Presenters:** Sara Mullins, Eagle Mountain–Saginaw ISD, Fort Worth, TX

Margaret Robbins, Mount Vernon Presbyterian School, Atlanta, GA

## G.12 Building a Statewide Professional Learning Community

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In this session, the presenters will share the details of building a statewide professional learning community (PLC) from the ground up and provide you the important details and considerations to take back to your own community/state in order to successfully implement this practice, including how to offer renewal units for teachers. Session participants will engage in a hands-on practice PLC to see how the PLC functions, learn about the tools that make it successful, and have a chance to ask questions.

**Chair:** Beverly Ann Chin, University of Montana, Missoula

**Presenters:** Christy Mock-Stutz, Montana Office of Public Instruction, Helena, MT, “Advocating for Partnerships”

Bridgett Paddock, Skyview High School, Billings, MT, “Fostering Teacher Collaboration and Communication”

**Respondent:** Sue Stolp, Bozeman Public Schools, MT

## G.13 Mission Possible! Real, Practical, Marketable: Technology and Writing Skills for the Future

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Rainbow

122

Increasingly technological and diverse educational environments demand equity and access for low-income, minority, and rural

students. Students produce digitally based products, navigate academic resources, and communicate appropriately in Edmodo to achieve college and workplace readiness. Attendees will see how this project was successfully replicated in Pennsylvania with a markedly different population.

**Chair:** Rachel Stokes, Greenville High School, SC

**Presenter:** James Garner, Decatur High School, AR

## G.14 Eight Great American Novels That Ignite Our Passion for Teaching

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This roundtable session will celebrate novels from American literature that inspire us as educators. Facilitators and attendees will engage in critical conversations about how our passion for these novels can help us propel students toward lifelong learning through innovative teaching strategies.

**Co-Chairs:** Heather Barto Wiley, R. J. Reynolds High School, Winston-Salem, NC

Alan Brown, Wake Forest University, Winston-Salem, NC

Joan F. Mitchell, Wake Forest University, Winston-Salem, NC

**Speaker:** Bruce M. Penniman, University of Massachusetts Amherst

**Roundtable 1: *Of Mice and Men* by John Steinbeck**

**Moderator:** Chris Crowe, Brigham Young University, Provo, UT

**Discussant:** Sheryl Long, Salem College, Winston-Salem, NC

**Roundtable 2: *To Kill a Mockingbird* by Harper Lee**

**Moderator:** Lindsay Schneider, West Forsyth High School, Clemmons, NC

**Discussants:** Lisa Scherff, McREL International, Honolulu, HI

Robert Ciarrocca, Cranford High School, NJ

Elizabeth Anne Murray, The University of Alabama, Tuscaloosa

**Roundtable 3: *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie**

**Moderator:** Pamela Henderson-Kirkland, R. J. Reynolds High School, Winston-Salem, NC

**Discussants:** Caitlin Murphy, The Ohio State University, Columbus

Alan Brown, Wake Forest University, Winston-Salem, NC

**Roundtable 4: *The Great Gatsby* by F. Scott Fitzgerald**

**Moderator:** Jennifer Rossuck, Randolph School, Huntsville, AL



**Discussants:** Elizabeth Shults, Briarwood Christian High School, Birmingham, AL  
Joan F. Mitchell, Wake Forest University, Winston-Salem, NC  
Bruce Penniman, University of Massachusetts Amherst

**Roundtable 5: *Their Eyes Were Watching God* by Zora Neale Hurston**

**Moderator:** Heather Barto Wiley, R. J. Reynolds High School, Winston-Salem, NC

**Discussants:** Kate Youngblood, Ben Franklin High School, New Orleans, LA

Elizabeth Kennard, Davie County High School, Mocksville, NC

Julia Means, Oldham County High School, LaGrange, KY

**Roundtable 6: *Fahrenheit 451* by Ray Bradbury**

**Moderator:** Mark A. Lewis, Loyola University Maryland, Baltimore

**Discussants:** Justin Corazza, Cranford High School, Cranford, NJ

Stephen Langford, R. J. Reynolds High School, Winston-Salem, NC

Carl Young, North Carolina State University, Raleigh

**Roundtable 7: *Speak* by Laurie Halse Anderson**

**Moderator:** Nikel Bussolati, Wando High School, Mount Pleasant, SC

**Discussants:** Danielle King-Watkins, University of Connecticut, Storrs

Rachel Koval, Nashville Prep, TN

Angelique Reynolds, Stafford High School, VA

**Roundtable 8: *The Color Purple* by Alice Walker**

**Moderator:** Victor Malo-Juvera, University of North Carolina, Wilmington

**Discussants:** Tiffany Newsome, University of North Carolina, Wilmington

Linda Spears-Bunton, Florida International University, Miami

**G.15 Capturing Digital Literacies in Action: Using Video to Study Students' Out-of-School Literacies**  
**G** 124

What can we learn when we take a closer look at students' digital lives and literacies? In this roundtable session, presenters will share research projects that utilize video, including teens' self-made videos and screen recordings. Presenters will share video clips to spark conversations about students' digital and out-of-school literacies.

**Co-Chairs:** Tara Anderson, University of North Carolina at Chapel Hill

Lauren Zucker, Fordham University, New York, NY

**Roundtable 1: #PLLTheory: Literacy Practices of Adolescents' Online Fandom**

Summer Melody Pennell, Truman State University, Kirksville, MO

**Roundtable 2: Who I Am Is More Than Words on a Page: The Story of a High School Film Club**

Nichole Barrett, University at Buffalo, NY

**Roundtable 3: A Book Club for the 21st Century: Adolescents' Engagement with Reading Communities through YouTube**

Tara Anderson, University of North Carolina at Chapel Hill

**Roundtable 4: "Do I Really Sound Like That?": Using Swivl Video to Study Reflective Practice in Preservice Teachers**

Amy Piotrowski, Utah State University, Vernal

Katie Rybakova, Thomas College, Albion, ME

**Roundtable 5: Lights, Camera, Remix: Using Movie-Making to Analyze, Understand, and Modernize Classic Literature**

Stephanie Loomis, Georgia State University, Atlanta

**G.16 Interrogating White Privilege in the Trump Era**  
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Rainbow 231

Using texts such as Bambara's "The Gift," the documentary *13th*, and Geller's "Anti-Racism Work," presenters discuss teaching about race with a variety of student populations: all-white classrooms, students in an urban community college, and a Pennsylvania campus with a classroom of mostly, but not exclusively, rural Appalachian students.

**Chair:** Christy Goldsmith, University of Missouri, Columbia

**Presenters:** Leslie Boudouris, Jefferson College, Hillsboro, MO, "America is not racist: A Feminist Analysis of Intersectionality in an All-White Classroom"

Catherine Lamas, East Los Angeles College, CA, "The Inherent Equity of Our Success"

Itzi Meztli, Slippery Rock University, Slippery Rock, PA, "Reclaiming 'Race' in Trump's Era of Making America 'White' Again: Interrogating 'White Lash/Privilege' in First-Year Composition"



## G.17 Using Writing and Videos to Address and Take Action on Climate Change

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267

Given the gravity of climate change effects, presenters will describe use of different types of writings—legal briefs, anthologies, letters, social media posts, and petitions—as well as use of videos to influence audiences’ attitudes regarding the need for collective action to preserve the planet for current and future generations.

**Chair:** Allen Webb, Western Michigan University, Kalamazoo

**Presenters:** Richard Beach, University of Minnesota, Minneapolis, “Fostering Students’ Use of Rhetorical Appeals to Gain Audience Identification for Addressing Climate Change”

Tiphani Davis, Morgantown High School, WV, “Bringing Climate Change Home: Student Voices on Climate Change and Community”

Patricia L. Hans, Ridgewood High School, NJ, “Arguing for Clean Air and Water: Holding the State Accountable”

Lindsay Jeffers, Western Michigan University, Kalamazoo, “Soapbox Videos for Public Awareness about Climate Change”

Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI, “Discussing, Writing, and Taking Action on Climate Change”

## G.18 Preparing Culturally Responsive English Teachers In and beyond Hispanic-Serving Institutions

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261

English teacher-educators must prepare critically conscious teachers who will work with diverse student populations. This session describes efforts to give a central position to Latinx issues and texts by academic and creative writers in the south Texas borderlands. Session participants receive copies of assignments and activities.

**Presenters:** David Bowles, University of Texas Rio Grande Valley, Edinburg, “Writing for Young Adults in the Rio Grande Valley”

Amy Cummins, University of Texas Rio Grande Valley, Brownsville, “Rethinking English Teacher Preparation: Innovation in the Borderlands”

Myra Infante Sheridan, The University of Nevada, Las Vegas, “Preparing Monolingual Preservice Teachers to Teach English Language Learners”

## G.19 Mind the Gap

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In this interactive session, a vision for elementary–middle school vertical articulation will be shared to address the diverse needs of literacy development. Participants will follow the journey of a reader, discuss the process of vertical articulation in “minding the gap,” and become empowered to find their voice in advocating for students’ needs at all levels of the transition.

**Presenters:** Lori Katz, Clay Middle School, Carmel, IN  
Steffy McCourt, Clay Middle School, Carmel, IN  
Elizabeth Wegner, Clay Middle School, Carmel, IN

## G.20 Professional Development Models of Literacy Learning

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This discussion will focus on practices that foster professional development in literacy learning.

**Chair:** Jillian Friedman, Lake Eola Charter School, FL

**Presenters:** Dawn Finley, St. John Vianney High School, Saint Louis, MO, “What Happens in the Classroom: How Classroom Culture Impacts Learning”

Colleen Gannon, University of Maryland, College Park, “Inquiry as the Vehicle for Change: The Voice of a Professional Learning Community”

Alida Hudson, Tomball ISD, TX, “Watching Our Language: Literacy Coaching Conversations with Teachers”

Margaret Peterson, University of Maryland, College Park, “Inquiry as the Vehicle for Change: The Voice of a Professional Learning Community”

Bethanie Pletcher-Leerkamp, Texas A&M University–Corpus Christi, “Watching Our Language: Literacy Coaching Conversations with Teachers”

Elizabeth Singleton, University of Maryland, College Park, “Inquiry as the Vehicle for Change: The Voice of a Professional Learning Community”

## G.21 Disciplinary Literacy in Action, Schoolwide and Content-Specific: Science, Social Studies, ELA

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260

For many years, literacy in the content areas has been little more than the incorporation of reading strategies schoolwide. A shift toward discipline-specific literacy invites teachers to

utilize reading, writing, thinking, and doing as customized tools to support content-area instruction. Find out how secondary teachers are enthusiastically making this transition.

**Chair:** ReLeah Cossett Lent, writer/consultant, Atlanta, GA

**Presenters:** Janet Anderson, Barrington 220 School District, IL

Kathleen Duffy, Barrington 220 School District, IL

Caroline Milne, Barrington High School, IL

Nick Yeager, Barrington High School, IL

**Respondent:** Marsha Voigt, Barrington 220 School District, IL

## G.22 A Writer's Wheelhouse: Explorations in the Teaching of Writing

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Writing instruction will be approached in a variety of innovative ways, including using discussion, integrating reading, and developing writerly identities.

**Chair:** Sarah Hochstetler, Illinois State University, Normal

### Roundtable 1: Collaborative Learning: Using the Voices of Others to Develop Voices of Our Own

Britani May, University of Alabama at Birmingham—Red Mountain Writing Project

### Roundtable 2: Reflections on Advocacy in Writing Methods: Developing Preservice Teachers' Writerly Identities through Discourse Analysis

Alison Bright, University of California, Davis

Sarah Hochstetler, Illinois State University, Normal

### Roundtable 3: We're in This Together: A Design Experiment in Multimodal Composition

Fawn Canady, The University of Nevada, Las Vegas

Kymerly Martin, The University of Nevada, Las Vegas

& Clark County School District, Henderson, NV

Chyllis Scott, The University of Nevada, Las Vegas

## G.23 Google Tour Builder: There's Always a Story to Tell

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Let Google Tour Builder tell your story! In this session, you will learn how to use the many features of Google Tour Builder as a platform for digital storytelling. Taking advantage of the ability to use pictures, video, and narration, we will create captivating visual representations to tell our stories.

**Presenters:** Leslie Fagin, Griffin Spalding County School System, GA

Robin Harris, Griffin Spalding County School System, GA

## G.24 Advocating for Change: Writing about Contemporary Native American Realities

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Rainbow

162

Native Americans are often depicted in the nostalgic past tense, but vibrant communities exist in the United States and elsewhere. This teaching demonstration uses contemporary realities of Indigenous culture—protest, art, sports, politics, film, poetry, etc.—as ways to frame writing assignments for secondary and postsecondary classrooms.

**Presenters:** Laura Bolf-Beliveau, University of Central Oklahoma, Edmond

Timothy Petete, University of Central Oklahoma, Edmond

## G.25 Finding Our Voices in Informational Text Yesterday, Today, and Tomorrow

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145

In the past, nonfiction writing was often thought of as dry and factual. Today's nonfiction is written with voice and includes a variety of compelling text structures. In this session, participants will learn how to use various types of mentor texts to teach K-12 students to write accurate nonfiction that is interesting and inviting.

**Chair:** Lisa Eickholdt, Georgia Gwinnett College, Lawrenceville, GA

**Presenters:** Allison Marchetti, Trinity Episcopal School, Richmond, VA

Rebekah O'Dell, St Michael's School, Richmond, VA

Lola Schaefer, independent author and consultant, Dawsonville, GA

Stacey Shubitz, Balanced Literacy Consulting, Harrisburg, PA

## G.26 Content Literacy for Real: Becoming Literate Mathematicians

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265

A third-grade teacher and a literacy coach illustrate how they translated tools and structures for knowing readers and writers such as the Burke interview, miscue analysis, and a workshop model into mathematics instruction.

**Presenters:** Kendall Donald, Dutch Fork Elementary School, Irmo, SC

Sally Somerall, Dutch Fork Elementary School, Irmo, SC

## G.27 Revitalizing Writing: Using Project-Based Learning for Inquiry, Inspiration, and Innovation

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104

In this interactive workshop, presenters will demonstrate how engaging students in project-based learning revitalizes traditional approaches to writing, develops 21st-century skills, and motivates learners. Participants will engage in a project-based learning experience; explore student work; and investigate writing strategies promoting inquiry, collaboration, and problem-solving.

**Presenters:** Margaret Bokelman, Cumberland Valley School District, Mechanicsburg, PA  
Julie Hussey, Cumberland Valley School District, Mechanicsburg, PA  
Susan Van Zile, Cumberland Valley School District, Mechanicsburg, PA

## G.28 Clearing Paths for Middle Level Readers with LGBTQIA Literature

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LGBTQ 102

More LGBTQIA youth are coming out in middle school, yet too few see books depicting queer characters in their classrooms and school libraries. This session will introduce attendees to must-read middle grade LGBTQIA literature, as well as ideas for teaching these texts.

**Presenters:** Katherine Mason Cramer, Wichita State University, KS  
Keely PJ Tolbert, Truesdell Middle School, Wichita, KS

## G.29 Sister ACT: Activist Curriculum by Teachers

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Rainbow

This panel showcases the work, voice, and agency of secondary students and teachers as they interact with intersectional feminist issues in the ELA classroom. Many avoid or shy away from these issues, but attendees will receive advice on how to talk about feminist issues with secondary students from secondary students.

**Presenters:** E. Sybil Durand, Arizona State University, Tempe  
Samantha Gorgan, La Joya Community High School, Avondale, AZ  
Fernando Hurtado, La Joya Community High School, Avondale, AZ  
Michelle Salcido, La Joya Community High School, Avondale, AZ

Fernando Sanchez, South Mountain High School, Phoenix, AZ

**Respondent:** Felipe J. Baez, Tolleson Union High School District, AZ

## G.30 Conversation, Community, and Conflict-Resolution: Preparing Students to Use Voice as Agency

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105

The speakers will demonstrate how artifacts, memoir and personal narrative writing, and urban debate programs could be used to affirm and value the lives and experiences of marginalized students.

**Chair:** Bob Fecho, Teachers College, Columbia University, New York, NY

**Presenters:** Patrick Harris, Aiton Elementary School, Washington, DC, "That Ain't Fair!: Building Racial Pride and Practicing Social Justice Daily in Early Childhood Classrooms"

Raven Jones Stanbrough, Michigan State University, East Lansing, "I Meant What I Said . . . : Using Debate to Affirm the Voices of African American Students"

Trinity Thompson, Harlem Village Academies, New York, NY, "The Things I Carry: Personal Narratives as Culturally Relevant Pedagogy in Low and Mixed Income Communities"

**Respondent:** Kimberly Parker, Cambridge Rindge and Latin School, Cambridge, MA

## G.31 Assessment 2.0: Using Digital Tools to Level Up the 21st-Century Writer

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This panel discussion will demonstrate how middle, secondary, and postsecondary teachers take student writing to the next level through digital assessment and feedback tools (Kaizena, Screencastify, Goobric, and TurnItIn) that provide concrete and measurable data. Participants will leave with strategies to engage 21st-century learners in leveling up their writing.

**Presenters:** Elizabeth Crawford, Kenton Ridge High School, Springfield, OH  
Katie Kraushaar, Hixson Middle School, Webster Groves, MO  
Emma Otheguy, New York University, NY & Lee & Low Books  
Carissa Peck, Mater Dei Catholic High School, Chula Vista, CA

### G.32 Learning Argumentation through Diagramming

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151

Participants will engage in argument diagramming, a practice that makes the elements of argumentation and the relationship among those elements apparent. Participants will then utilize what they learn about argument diagramming to consider the benefits of the practice on the creation of their own written arguments.

**Presenters:** Sara DeMartino, Institute for Learning, University of Pittsburgh, PA  
Allison Escher, Institute for Learning, University of Pittsburgh, PA  
Anthony Petrosky, University of Pittsburgh, PA

### G.33 Reclaiming the Rural: Innovations in Teaching English in Rural Contexts

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Join a discussion about how secondary English teachers utilize the unique features of their rural teaching contexts to engage their students in powerful, place-based literacy learning. Presenters will discuss specific activities and units of study they have developed, and audience members will leave with practical ideas to implement.

**Co-Chairs:** Robert Petrone, Montana State University, Bozeman  
Allison Wynhoff Olsen, Montana State University, Bozeman

**Presenters:** Catherine Dorian, Fort Benton Public Schools, MT, “Living in an Identity Bowl: Teaching Students to Explore the Complexities of the Self in a Small, Rural Town”  
Erin Knoll, Page County Public Schools, Luray, VA, “Rural Gifts: Place-Based Language Arts for Low-Income Rural Gifted Students”  
Alyssa Price, Fort Benton Public Schools, Fort Benton, MT, “Every Student Succeeds: Developing a Personalized Learning Curriculum within a Rural Language Arts Classroom”

**Respondent:** Amy Azano, Virginia Tech, Blacksburg

### G.34 Un-Writing: Identifying, Interpreting, and Imitating Language

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152

Our writing students were settling for “good enough” compositions as opposed to advancing their skills. Desperate to help students identify the moves writers make when putting language to its best use, Un-Writing was born. Deconstructing mentor texts in this way engages students at various levels of differentiated linguistic tasks.

**Presenters:** Pamela Bihlmaier, Gretna High School, NE  
Theresa Huttman, Gretna High School, NE  
Jennifer Long, Gretna High School, NE  
Patrick White, Gretna High School, NE

### G.35 NWP Promising Practices in Urban Spaces: Learning Together while Teaching, Engaging, and Involving Student Voices in Their World

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120 & 121

Connecting students, teachers, schools, and communities impacts student learning. Becoming active participants together in this learning process and applying the learning to the world engages students as involved global citizens. National Writing Project (NWP) sites from various urban areas discuss civically engaged writing practices in schools and communities, giving voice and building agency for students.

**Chair:** Tonya Perry, The University of Alabama, Birmingham

#### Roundtable 1: Developing Students’ Nonstandard Voices through Lyrical Debate

Dana Jacobson, Clay-Chalkville High School, Birmingham, AL

#### Roundtable 2: Voices from the West Side: Getting Urban Voices Out in the World

Heather Coffey, University of North Carolina at Charlotte Writing Project  
Cindy Urbanski, University of North Carolina at Charlotte Writing Project

#### Roundtable 3: Making Noise, Making Change: Mobilizing Marginalized Youth for Educational Justice

Cindy O’Donnell-Allen, Colorado State University, Fort Collins

#### Roundtable 4: Ubuntu! Refugee Youth, Teachers, and the Fairfield University Art Museum

Bryan Ripley Crandall, Fairfield University, CT

**Roundtable 5: Kid Writing: A Story Start Makes a Difference**

Diane Waff, University of Pennsylvania, Philadelphia

**Roundtable 6: Providing Voice, Choice, and Ownership via Personalized Learning**

Sarah Woodard, Collegiate Prep Academy, Denver Public Schools, CO

**Roundtable 7: Community Writers in the City: When Kids Write Their Worlds**

Tonya Perry, The University of Alabama, Birmingham

**Roundtable 8: Creating a Culture of Empathy and Civic Engagement**

Darshna Katwala, Nassau Community College, Garden City, NY

**Roundtable 9: Writing Palooza**

Debra Gurvitz, National Louis University, Chicago Campus, Northbrook, IL

**Roundtable 10: Student Advocacy and Voice through Op-Eds and Drama**

Shaun Mitchell, Central High School, Bridgeport, CT

**Roundtable 11: "A Vital Necessity": Using Writing to Find Voice and Take Action in Pittsburgh**

Laura J. Roop, University of Pittsburgh, PA

**Roundtable 12: Inspiring Artists and Scientists through Writing**

Benjamin Koch, The Adelson Educational Campus, Las Vegas, NV

Tiffany Nay, Judith D. Steele Elementary School, Las Vegas, NV

**Roundtable 13: We've Got the Power: Writing for Civic Action**

Katy Smith, Northeastern Illinois University, Chicago, IL

**Roundtable 14: Students' Effort to Improve Communities Advance Their Literacy Skills**

Steven Zemelman, Illinois Writing Project, Evanston, IL

**G.36 Diversity and Survivance: Culture, Poetic Inquiry, and Multimodal Projects**

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Rainbow 103

Speakers will address preservice projects exposing potential teachers to diverse student populations and preparing current teachers to use poetic inquiry to resist colonization.

**Chair:** Reshma Ramkellawan-Arteaga, Teachers College, Columbia University, New York, NY

**Presenters:** Sanjuana Rodriguez, Kennesaw State University, GA, "Preparing Preservice Teachers for a Diverse Society: Using Multimodal Projects for Cultural Awareness"

Natasha Thornton, Kennesaw State University, GA, "Preparing Preservice Teachers for a Diverse Society: Using Multimodal Projects for Cultural Awareness"

**G.37 Standards-Based Grading in the Contemporary Classroom: Why Points and Percentages Are a Thing of the Past**

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264

Presenters will share their transition from traditional ("What is my grade?") to standards-based grading ("How can I do this better?"), a system committed to student learning, authentic assessment, and communicating performance clearly. Participants will reflect on making the change to standards-based grading, including student mastery, rubrics, exemplars, and digital tools.

**Presenters:** Beth Adkins, Licking Valley High School, Newark, OH

Eric Comeras, Licking Valley High School, Newark, OH  
Caraline Johnston, Licking Valley High School, Newark, OH

Wes Miller, Licking Valley High School, Newark, OH  
Amanda Suttle, Licking Valley High School, Newark, OH

**G.38 Asking the Tough Questions: Teaching Literature and Nonfiction through Critical Literacy to Recapture Our Voices, Agency, and Mission**

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263

Presenters will describe how asking difficult/purposeful questions can help students actively construct meaning while examining literary and nonfiction texts. Participants will learn strategies to help students to develop critical literacy, disrupt notions of what is viewed as "normal/just/fair/acceptable," and reclaim their voices as agents of change in the world.

**Presenters:** Wendy Farkas, Northern Michigan University, Marquette, "Exploring the -isms in Nonfiction Texts"

Elsie L. Olan, University of Central Florida, Orlando, "Examining Oppression (and Microaggressions) in Young Adult Literature"

Kia Jane Richmond, Northern Michigan University, Marquette, "Exploding the Myth of Mental Illness in Popular Fiction"



### G.39 Teacher Education in the Digital Age



242

As technology becomes a larger part of society, teacher education programs must continue to keep pace. This session examines three different ways programs are doing this.

**Chair:** Chuck Jurich, University of North Carolina, Wilmington

**Presenters:** Jamie Caudill, Georgia Gwinnett College, Lawrenceville, GA, “Nontraditional Students and Technological Proficiency in the Teacher Education”

Kathryn Pole, University of Texas at Arlington, “Engaging Teacher Candidates with Literature Discussion: Online Book Club across Diverse Platforms”

Christine Reilly, Georgia Gwinnett College, Lawrenceville, GA, “Nontraditional Students and Technological Proficiency in the Teacher Education”

Peggy Semingson, The University of Texas at Arlington, “Engaging Teacher Candidates with Literature Discussion: Online Book Club across Diverse Platforms”

William Sewell, Dakota State University, Madison, SD, “Not Just for Show: Designing the Preservice E-Portfolio to Support First-Year Teachers”

Marva Solomon, Angelo State University, San Angelo, TX, “Engaging Teacher Candidates with Literature Discussion: Online Book Club across Diverse Platforms”

### G.40 Slow the Roll, Stop the Action, and Insert a Reading Filter through 3-D Interactive Notebooking



230

Many of us and our students are skilled scanners and surfers. To ramp up reading engagement and deepen thinking, consider slowing brain roll. Immerse yourself in fresh, standards-anchored strategies via interactive notebooking scaffolds to help students gain a more critical, thoughtful, and rewarding relationship with text and connection to authors.

**Presenters:** Amme Davis, Boerne ISD, TX  
Robert Stremme, Eastern University, St. Davids, PA  
Judith Youngers, Dinah Zike Academy, Comfort, TX

### G.41 Working with Marginalized Writers



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This session will provide strategies for helping different groups of marginalized writers develop their individual voices.

**Presenters:** Earl Aguilera, Arizona State University, Tempe, “Supporting the Transitional Literacies of First-Generation College Students: A Practitioner Perspective”

Anthony Albright, North Dakota State University, Fargo, “Hearing Veteran Voices: Building a Listening Culture”

Marissa King, Kendall-Whittier Elementary School, Tulsa, OK, “Self-Annotation: A Course Practice to Champion Student Effort”

Geraldine Lopez, New Jersey City University, Jersey City, “Supporting the Transitional Literacies of First-Generation College Students: A Practitioner Perspective”

Frances Pistoresi, University of Phoenix, Tempe, AZ, “Lifting Voices: Freire and Mindset in College-Level Developmental English Class”

Karen Sheriff LeVan, Hesston College, Hesston, KS, “Self-Annotation: A Course Practice to Champion Student Effort”

### G.42 *To Kill a Mockingbird*: Revisiting a Classic



262

*To Kill a Mockingbird* is one of the most widely taught books in American schools. Its hero, Atticus Finch, embodies courage and morality. But one missing lesson is people's right to protest social injustices. This session will allow participants to redefine the novel's relevance and recapture the missing voices.

**Presenters:** William Fritz, Adlai E. Stevenson High School, Lincolnshire, IL

David Noskin, New Trier High School, Winnetka, IL

Eric Stewart, New Trier High School, Winnetka, IL

### G.43 Exhibitor Session: Newsela PRO in the Classroom

140

**Sponsored by Newsela**

A Newsela Educator Specialist will present five easy ways to help Newsela PRO come to life in the classroom for all classroom teachers.

**Presenter:** Nicole Boyle, Newsela



# SATURDAY LUNCHEONS >>

12:30–2:15 P.M.

## EXHIBIT HALL 1

### Children's Book Awards Luncheon

The winners of the 2017 Charlotte Huck Award for Outstanding Fiction for Children, the Orbis Pictus Award for Outstanding Nonfiction for Children, and the Award for Excellence in Poetry for Children will speak at this luncheon.

**Presiding:** Kathryn F. Whitmore, University of Louisville, KY

**Speakers:** Marilyn Nelson, Penguin Books for Young Readers, "Excellence in Poetry for Children Award Recipient"

Jason Reynolds, Atheneum Books for Young Readers, imprint of Simon & Schuster, "Charlotte Huck Award for Outstanding Fiction for Children Recipient"

Melissa Sweet, Houghton Mifflin Harcourt Books for Young Readers, "Orbis Pictus Award for Outstanding Nonfiction for Children Recipient"



Marilyn Nelson



Jason Reynolds

### 2017 AWARD RECOGNITION

#### Orbis Pictus Award for Outstanding Nonfiction for Children

**Presenter:** Cyndi Giorgis, Award Committee Chair, University of Nevada, Las Vegas

**Recipient:** Melissa Sweet for *Some Writer! The Story of E. B. White*, Houghton Mifflin Harcourt Books for Young Readers

#### Charlotte Huck Award for Outstanding Fiction for Children

**Presenter:** Barbara Kiefer, Award Committee Chair, The Ohio State University, Columbus

**Recipient:** Jason Reynolds for *Ghost*, Atheneum Books for Young Readers, an imprint of Simon & Schuster

#### Award for Excellence in Poetry for Children

**Presenter:** Karen Hildebrand, Award Committee Chair, Delaware City Schools, OH

**Recipient:** Marilyn Nelson, Penguin Books for Young Readers



Melissa Sweet

### 2018 AWARD ANNOUNCEMENTS:

#### Orbis Pictus Award for Outstanding Nonfiction for Children

**Presenter:** Mary Ann Cappiello, Award Committee Chair, Lesley University, Cambridge, MA

#### Charlotte Huck Award for Outstanding Fiction for Children

**Presenter:** Erika Thulin Dawes, Award Committee Chair, Lesley University, Cambridge, MA

12:30–2:15 P.M.

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## Secondary Section Luncheon

**Presiding:** Shekema Silveri, IFE Academy of Teaching & Technology, East Point, GA

**Speaker:** Daniel José Older, Scholastic Inc.

**Daniel José Older** is the author of *Shadowshaper* as well as several books for adults, including the popular Bone Street Rumba urban fantasy series. Older also successfully petitioned to change the World Fantasy Award trophy to reflect the actual diversity of authors in the genre.

### AWARD RECOGNITION

**High School Teachers of Excellence Award**

**Paul and Katie Farmer *English Journal* Writing Award**

**Recipient:** Nicole Boudreau Smith, Stevenson High School, Lincolnshire, IL, "A Principled Revolution in the Teaching of Writing" (May 2017)



John Midgley

Daniel José Older

12:30–2:15 P.M.

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## CCCC/College Section Luncheon

**Presiding:** Clancy Ratliff, University of Louisiana at Lafayette

**Introducing Speaker:** Linda Adler-Kassner, University of California, Santa Barbara

**Speaker:** Laurie Gries, University of Colorado Boulder

Assistant professor at the University of Colorado Boulder, **Laurie Gries** regularly teaches courses in digital storytelling, visual rhetoric, circulation studies, and advanced composition. Her book *Still Life with Rhetoric: A New Materialist Approach for Visual Rhetorics* won the 2016 Advancement of Knowledge Award and the 2016 Research Impact Award issued by CCCC.



Laurie Gries

## H.01 Recapturing the YA Voice in Literature: Culture, Family, and Identity

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*Sponsored by the CEE Commission on the Study & Teaching of Adolescent Literature*

In this conversation session, award-winning author Benjamin Alire Sáenz discusses the craft of recapturing the young adult voice in literature. Afterward, attendees rotate through three 15-min. roundtables of their choice to discuss culturally rich YA books that explore issues of identity and family.

**Chair:** Kelly Byrne Bull, Notre Dame of Maryland University, Baltimore

**Speaker:** Benjamin Alire Sáenz, Houghton Mifflin Harcourt Books for Young Readers

**Roundtable 1: Culture, Family, and Identity of Biracial Protagonists: *Mexican WhiteBoy's* Danny and Uno**

Victor Malo-Juvera, University of North Carolina Wilmington

**Respondents:** Lisa Hazlett, University of South Dakota, Vermillion

Ann Marie Smith, University of Texas of the Permian Basin, Odessa

**Roundtable 2: Dichotomous Family Cultures in *When I Was the Greatest***

Kelly Wallace, University of Tennessee, Knoxville

**Respondent:** Sean Connors, University of Arkansas, Fayetteville

**Roundtable 3: Images of Family and Culture in *Anya's Ghost*: How One Graphic Novel Creates a Young Adult Identity**

Emily Wender, Indiana University of Pennsylvania, Indiana, PA

**Respondent:** Terri Suico, Saint Mary's College, Notre Dame, IN

**Roundtable 4: Blended Families: Rivalries, Revolutions, and Reunions**

Emily Pendergrass, Vanderbilt University, Nashville, TN

**Respondent:** Kristen Pastore-Capuana, University at Buffalo, NY

**Roundtable 5: Caught between Two Worlds: *Watched* by Marina Budhos**

Katie Thomas, University of Tennessee, Oak Ridge

**Respondent:** Jody Polleck, Hunter College, New York, NY

**Roundtable 6: Questioning the Culture of Skinny**

Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI

**Respondent:** Katie Sluiter, Wyoming Public Schools, Zeeland, MI

**Roundtable 7: Bumps and Bruises: Feminine Strength, Voice, and Identity in Victoria Jamieson's *Roller Girl***

Robert Prickett, Winthrop University, Rock Hill, SC

**Respondent:** Chelsea Bergmann, Great Falls High School, SC

**Roundtable 8: Culture & Identity in *Last Night I Sang to the Monster***

Judith Hayn, University of Arkansas at Little Rock

**Respondent:** Autumn Dodge, St. John's University, New York, NY

**Roundtable 9: The March for Civil Rights Told in a Graphic Novel Voice**

Jeffrey Kaplan, University of Central Florida, Orlando

**Respondent:** Michelle Falter, North Carolina State University, Raleigh

**Roundtable 10: *Aristotle and Dante Discover the Secrets of the Universe*: Culture, Family, and Identity**

Travis Reyes, Arlington Public Schools, VA

**Respondent:** Kelly Byrne Bull, Notre Dame of Maryland University, Baltimore

**Roundtable 11: Finding Permanence: Immigration, Family, and Cultural Identity in *The Sun Is Also a Star***

Ricki Ginsberg, Colorado State University, Fort Collins

**Respondent:** Wendy Glenn, University of Colorado Boulder

**Roundtable 12: Examining the Relationship between Family, Religion, and Culture in *Amelie Sarn's I Love, I Hate, I Miss My Sister***

Steffany Comfort Maher, Western Michigan University, Kalamazoo

**Respondent:** Kate Kedley, University of Iowa, Cedar Rapids

**Roundtable 13: Exploring Identity in *Gabi, A Girl in Pieces*: How Family and Culture Affect Latina Identity**

Shelly Shaffer, Eastern Washington University, Cheney

**Respondent:** Marshall George, Hunter College-CUNY, New York, NY

**Roundtable 14: Addressing Divorce to Move Forward in *The Statistical Probability of Love at First Sight***

William Williams, Concord University, Athens, WV

**Respondent:** E. Sybil Durand, Arizona State University, Tempe

**Roundtable 15: Finding, Defining, and Claiming Your Identity as an Adolescent**

Steven Bickmore, The University of Nevada, Las Vegas

**Respondent:** Alice Hays, Arizona State University, Tempe

## H.02 Dialogue and Difference: Bridging Reservation, Rural, and Urban Classrooms with Digital Exchanges



Rainbow 260

### *Sponsored by the Bread Loaf Teacher Network*

Tewa Pueblo Native students in New Mexico, rural White students in Illinois, and Asian Pacific American students in California affirm communities, push comfort zones, introduce outside perspectives, validate voices, and build cross-cultural connections through email and video exchanges. Consequently, students think critically about race, socioeconomic class, gender, and region.

**Presenters:** Janine Fujioka, Laney College, Oakland, CA  
Laura Kaye Jagles, Pueblo of Pojoaque Education Department, Santa Fe, NM  
Amber Robins, Carrollton High School, IL

## H.03 Centering Students' Voices through Diverse Writing Genres



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Session presenters share ways of centering and honoring youth voices through personal narrative, poetry, and blog writing.

**Presenters:** Bronwyn LaMay, National Writing Project, Oakland, CA, "Personal Narrative, Revised: Writing Love and Agency in the High School Classroom"  
Cody Miller, PK Yonge Developmental Research School, University of Florida, Gainesville, "Reclaiming Student Voices: Writing Poetry to Explore Multicultural Literature"  
Mary Ellen Oslick, Stetson University, DeLand, FL, "Reclaiming Student Voices: Writing Poetry to Explore Multicultural Literature"  
Nora Peterman, University of Missouri-Kansas City (MO) "'With my Prima': Collective Resistance and (Re)Imagination in Latinx Teens' Response to Transmediated Young Adult Literature"  
Mario Worlds, University of Florida, Gainesville, "Reclaiming Student Voices: Writing Poetry to Explore Multicultural Literature"  
Kate Yurko, SUNY Brockport, NY, "Reclaiming Student Voices: Writing Poetry to Explore Multicultural Literature"

## H.04 Sports Culture as a Site of Inquiry and Research in the ELA Classroom



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As a site of inquiry, the sports world provides students with vast opportunities for practicing research skills such as asking questions, finding and evaluating resources, reading and comparing texts, and presenting findings. This session features three distinct approaches teachers can implement to facilitate inquiry and research into sports culture.

**Co-Chairs:** Luke Rodesiler, Indiana University-Purdue University Fort Wayne, Fort Wayne, IN  
Jeff Wilhelm, Boise State University, Boise, ID

**Presenters:** Lisa Beckelhimer, University of Cincinnati, OH, "Buzkashi, Barrel Racing, and Billiards: Researching Cultural Context in Sports"  
Dawan Coombs, Brigham Young University, Provo, UT, "What's a Buckeye? Identifying Sources and Evaluating Evidence in Sports Inquiries"  
Thomas C. Crochunis, Shippensburg University, PA, "Envisioning Native American Distance Runners: Collaborating to Examine Media and Genres"

**Respondent:** Robert Petrone, Montana State University, Bozeman

## H.05 Igniting Instruction—Round 2



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An Ignite is the haiku of presentations. In each of these high-energy talks, the speaker's 20 presentation slides will advance automatically every 15 seconds. When the five minutes are up, so is the talk. These speakers will fire up your imagination and illuminate new ways to kindle a passion for reading, writing, collaborating, creating, and thinking in your students.

**Presenters:** Susan Barber, Northgate High School, Newnan, GA  
Tricia Ebarvia, Conestoga High School, Berwyn, PA  
Lisa Storm Fink, ReadWriteThink.org at NCTE, Urbana, IL  
Ryan Goble, Glenbard Township High School District, Glen Ellyn, IL  
Sandy Hayes, Becker Middle School, MN  
Donalyn Miller, The Book Whisperer, Inc., Bedford, TX  
Amy Rasmussen, Lewisville High School, TX  
Alan Lawrence Sitomer, Scholastic Inc.  
Tracy Sprague, West High School, Torrance, CA  
Brian Wyzlic, Brandon School Division, Manitoba

## H.06 Breaking Sexual Taboos around Sexuality and Gender in Middle Grade Fiction

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LGBTQ

Three middle grade authors discuss how their books treat sexual awakening, including discovery of sexual orientation, in a way appropriate for a middle school audience. These books face censorship (silent and not), but have the power to spark empathy, tolerance, inclusiveness, self-awareness and self-acceptance.

**Presenter:** Joan Kaywell, University of South Florida, Tampa

**Tradebook Authors:** Barbara Dee, Aladdin, an imprint of Simon & Schuster  
Shannon Hitchcock, Scholastic Inc.  
Karen Romano Young, Chronicle Books

## H.07 Exploring Self-Efficacy, Agency, Growth Mindset, and Identity in the Early Childhood Classroom, and Using the Narratives of Black Artists to Promote Cultural Identity

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In this session the presenters will showcase how the works of intergenerational Black artists and authors can be used to foster awareness and understanding with children. In addition, they will share how they celebrate student identities and voices as they create spaces for inquiry and empowerment through advocacy, literacy, and play in a diverse setting.

**Chair:** Kathryn Otoshi, KO Kids Books, Novato, CA

**Presenters:** Cam DeCock, Mount Eagle Elementary School, Alexandria, VA, “We Are ‘Can-Do’ Kids: Exploring Self-Efficacy, Agency, Growth Mindset, and Identity in the Early Childhood Classroom”  
Althea Goldberg, Fairfax County Public Schools, Alexandria, VA, “We Are ‘Can-Do’ Kids: Exploring Self-Efficacy, Agency, Growth Mindset, and Identity in the Early Childhood Classroom”  
Raven Jones Stanbrough, Michigan State University, East Lansing, “‘B is for Black!’: Using The Narratives of Black Artists and Authors to Teach the Alphabet and Promote Cultural Identity”  
Katie Keier, Fairfax County Public Schools, Alexandria, VA, “We Are ‘Can-Do’ Kids: Exploring Self-Efficacy, Agency, Growth Mindset, and Identity in the Early Childhood Classroom”  
Jordan Wright, Fairfax County Public Schools, Alexandria, VA, “We Are ‘Can-Do’ Kids: Exploring Self-Efficacy, Agency, Growth Mindset, and Identity in the Early Childhood Classroom”

## H.08 Harnessing the Power of Multicultural Literature and Critical Literacy to Generate Authentic and Enjoyable Writing Spaces That Bring Writers Back into the Writing Workshop

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Writing workshop provides an opportunity for teachers to open the curriculum to lives of students. The goal of this workshop is for teachers to use writing workshop as a platform for students to think critically and to write narrative, information, and poetry texts to take social action in their world. Participants will witness, through video clips, one early childhood classroom where writers drive the workshop. In addition, the presenters will share how they were able to harness the power of multicultural literature as a means to build connections between students’ identities and school literacy practices and create equitable writing opportunities.

**Chair:** Mary Warner, San José State University, CA

**Presenters:** Brian Kissel, University of North Carolina, Charlotte, “Bringing Writers Back into the Workshop: Early Childhood Writers Guide Mini-Lessons, Lead Conferences, Drive the Author’s Chair, and Self-Reflect on Their Learning”  
Kristina Kyle, Hong Kong International School, “Harnessing the Power of Critical Literacy in the Balanced Literacy Framework to Build Critical Authors in Writing Workshop”  
Lauren Ruud, American School of Paris, France, “Harnessing the Power of Critical Literacy in the Balanced Literacy Framework to Build Critical Authors in Writing Workshop”

## H.09 Creating Spaces for Authentic Meaning Making in the Reading Workshop

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In this session, participants will learn about a framework for effectively conferring with readers. In addition, participants are invited to co-construct meaning through responsive play as they engage in cooperative, small-group readings and playful responses to children’s stories.



**Chair:** Sam Bommarito, Missouri State Council  
International Literacy Association

**Presenters:** Tori Flint, University of Louisiana at  
Lafayette, "Responsive Play: Play as Reader  
Response in the Classroom"

Hannah Schneewind, LitLifePD.com, "The Power,  
Promise, and Purpose of Reading Conferencing"

Jennifer Scoggin, LitLifePD.com, "The Power, Promise,  
and Purpose of Reading Conferencing"

## H.10 Searching History: Asking Tough Questions, Seeking Hidden Answers, and Finding Authentic Voices

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This interactive session will address how to authentically use biographies and historical fiction to teach history and writing. It will address how to motivate students to ask tough questions, do research to seek out answers, and ultimately to find authentic voices in the past and in the present.

**Presenters:** Laurie Halse Anderson, Macmillan  
Children's Publishing Group  
Martha Brockenbrough, Macmillan Children's  
Publishing Group  
Melanie Koss, Northern Illinois University, DeKalb

## H.11 Critical Literacy: Teaching with and through a Critical Literacy Framework

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In this session, the presenter will discuss the power of critical literacy and ways to plan and instruct with a critical literacy framework.

**Presenters:** Molly Wiebe, The University of Texas at  
Austin

## H.12 A Re-Awakening: Making Meaning through Meaningful Making

101

This session will demonstrate ways in which teachers might tap into students' imaginations by offering them invitations to create in the study of literature. With a focus on Kate Chopin's *The Awakening*, presenters will engage participants in several strategies designed to identify and open possibilities for multimodal text-inspired creation.

**Presenters:** Nathan Blom, Special Music School, New  
York, NY

Adele Bruni Ashley, Teachers College, Columbia  
University, New York, NY

Jackie Osborn, Singapore American School, Singapore

Ann Marie Russell, Singapore American School,  
Singapore

Brian Veprek, Teachers College, Columbia University,  
New York, NY

## H.13 Tearing Down Walls

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As discrimination walls grow in our country, it is important that teachers give students a voice and words to empower them as agents of change. This needs to begin with our young learners. This session will explore how this can be done using literature, conversations, and social action.

**Presenters:** Elizabeth Chambers, Indiana University at  
Fort Wayne

Ann Mennonno, Plainfield Community School  
Corporation, IN

Ashley Molina, Indianapolis Public Schools, IN

Karla Reilly, Indianapolis Public Schools, IN

Hiedi Rollins, Indianapolis Public Schools, IN

Amy Wackerly, Indianapolis Public Schools, IN

## H.14 Engaging Empathy in the Secondary Classroom: Strategies for Traditional Texts, Art, and Service-Learning

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Teachers will learn how to reinvigorate their classrooms through an empathy curriculum incorporating art and service-learning. We will offer strategies, texts, and experiences for developing an understanding of empathy, engaging empathy through both traditional texts and art, and extending an empathy curriculum through service-learning.

**Presenters:** Julie Griggs, Bentonville Public Schools, AR  
Heather Hooks, Bentonville High School, AR  
Brooke Pierson, Bentonville High School, AR

### H.15 Crossing Multiple Thresholds: Three Groups of Student Writers

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This session offers teaching practices in first-year composition, ESL composition, and second-year composition. Pedagogical strategies presented will be threshold concepts, peer-to-peer assessment, and scaffolding activities.

**Presenters:** Marcy Nicholas, Penn State University, York, “The Consolations and Desolations of Framing FYC with Threshold Concepts”

Brice Particelli, Pace University, New York, NY, “Peer-Assessment in the Composition Classroom: A Small Study of the Pedagogical Implications of Peer-to-Peer Grading in Second-Year Composition Classrooms”

Nugrahenny Zacharias, Miami University, OH, “English or Cultural Name? A Sustained Content Approach in Writing Argumentative Essays”

### H.16 Visual Voices: Incorporating African American Picturebook Illustrations into Instruction

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Join us in examining images from children’s picturebooks created by African American illustrators, and articulate ways illustrators communicate African American identity, history, and culture. Learn ways of including African American picturebook art with students of all ages and ethnicities to validate African American visual voices in the fight for equality.

**Presenters:** Brenda Dales, Miami University, Oxford, OH  
Jason Shaiman, Miami University Art Museum, Oxford, OH

### H.17 Mindfulness as Pedagogical Practice

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This panel will focus on mindfulness in writing courses and a summer bridge program at different universities. The presenters show ways that mindfulness can foster teacher and student agency and establish physically and mentally healthier academic practices.

**Chair:** Heather Bouwman, University of St. Thomas, St. Paul, MN

**Presenters:** Zane DeZeeuw, Western Kentucky University, Bowling Green, “Advocating for Healthier Composition Students: A Mindful Approach”  
Rebecca Dierking, Truman State University, Kirksville, MO, “Advocating for Healthier Composition Students: A Mindful Approach”  
Sheila Kennedy, Lewis University, Romeoville, IL, “Bridging Mindfulness: Contemplative Learning Practices as Agency for Teachers and Students”  
Donna Strickland, University of Missouri, Columbia, “Advocating for Healthier Composition Students: A Mindful Approach”

### H.18 Partnering with Pen Pals: Making Global Connections to Promote Literacy and Provide Grammar Instruction

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126

Do you hate teaching grammar? Well, you’re not alone. Learn how to stop teaching isolated grammar lessons by adopting sentence patterns as an integrated and authentic approach to improving your students’ writing. This session will explore best practices, as well as some pitfalls, for teaching grammar in context as students connect and communicate with international pen pals to improve student literacy. Participants will leave with valuable resources to start their own meaningful pen pal project.

**Chair:** Barbara Wahlberg, Cranston Public Schools, RI

#### Roundtable 1: Changing English: Shifting to Workshop Instruction to Support Diverse Adolescents

Thea Williamson, The University of Texas at Austin

#### Roundtable 2: I Hate Teaching Grammar! How Sentence Patterns Saved Me from Passive Verbs and Run-On Sentences

Dawn Whipple, Georgia Southern University, Statesboro

#### Roundtable 3: I Used to Hate English: Helping Students Build Strong Personal and Literacy Identities through Creative Writing and Craft Analysis

Reed Dickson, Pima Community College, Tucson, AZ

#### Roundtable 4: Writing as if No One Is Reading

Jason Armstrong, Robbinsville High School, Bensalem, PA

### H.19 Raising Our Voices through Documentaries, Storying, Curation, and Challenging Censorship

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Are you searching for innovative methods to use with your students? English educators will share strategies applicable to both preservice teachers and secondary students. These methods help students reconsider and take ownership of their literacy practices, both in and beyond the classroom.

**Chair:** Denise N. Morgan, Kent State University, Kent, OH

**Presenters:** Mark Letcher, Lewis University, Romeoville, IL  
Lauren McClanahan, Western Washington University, Bellingham

Ambika Raj, California State University, Los Angeles  
Krista Stonerock, Ohio Christian University, Circleville

**Respondent:** Denise N Morgan, Kent State University, Kent, OH

### H.20 Teaching Literature That Breaks Down Boundaries: Why Is It Still So Important in High Schools around the World?

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Drawing on the new work and ideas generated by a project of the International Federation for the Teaching of English (IFTE), the presenters will outline their argument for the continued value of teaching literature in schools around the world.

**Chair:** Cal Durrant, Australian Association for the Teaching of English Murdoch University, Perth, Australia

**Presenters:** Andy Goodwyn, University of Bedfordshire, Bedford, United Kingdom, “Engaging Students and Widening Horizons”  
Louann Reid, Colorado State University, Fort Collins, “International Perspectives on English Teacher Education”

**Respondent:** Lisa Scherff, McREL International, Honolulu, HI

### H.21 Engendering Student Identity Discovery through Writing and Multimodal Projects

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Presenters use digital and multimodal approaches to teaching writing to multilingual learners.

**Chair:** Maria Clinton, San Jose Area Writing Project, San Jose, FL

**Presenters:** Chris Bacon, Boston College, MA, “‘It’s Like Close Reading for Identity’: Poetic Discourse, Lived Realities, and Writing with Multilingual Learners”  
Xiaochen Du, University of Florida, Gainesville, “Understanding ‘I’ and ‘Me’: A Digital Multimodal Storytelling Project with an Adolescent ELL”  
Audrey Friedman, Boston College, Attleboro, MA, “‘It’s Like Close Reading for Identity’: Poetic Discourse, Lived Realities, and Writing with Multilingual Learners”

Tairan Qiu, The University of Georgia, Athens, “Understanding ‘I’ and ‘Me’: A Digital Multimodal Storytelling Project with an Adolescent ELL”

### H.22 Make Them Think and Speak: Strategies for Teaching Argumentation and Debate in the Classroom

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This presentation will discuss the benefits of and offer suggestions for teaching argumentation in the classroom. Suggestions will be provided of ways to incorporate debates, speaking opportunities, and mock trials. The presenters will also offer ways that formal argumentation can be linked to literature and tied into existing lesson units.

**Presenters:** Josh Hamilton, University of North Texas, Denton  
April Walker, University of North Texas, Denton

### H.23 Empathy Literacy: A Critical Practice Explored across Grade Levels

E

130

Presenters share how they have taken on the challenge with students and preservice teachers across grade levels using varying perspectives to engage participants in conversations about empathy in the language arts. Attendees will be introduced to and invited to discuss picturebooks that foster empathy understanding, children's storying, and digital storytelling.

**Presenters:** Amanda Deliman, Indiana University, Bloomington, "Exploring Empathy Literacy through the Use of Picturebooks"

Christina Ivanova, Indiana University Kokomo, "Digital Storytelling: Revealing Lived Experiences as Methods of Future Praxis"

Carmen Medina, Indiana University, Bloomington, "Creating Empathy through an Understanding of Children's Rights to Their Stories with Teacher Candidates"

Leslie Rowland, Indiana University, Bloomington, "Creating Empathy through an Understanding of Children's Rights to Their Stories with Teacher Candidates"

Gustave Weltsek, Indiana University, Bloomington, "Creating Empathy through an Understanding of Children's Rights to Their Stories with Teacher Candidates"

### H.24 Critical Disciplinary Literacy

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Disciplinary literacy is essential for students' overall academic achievement, yet teachers often wrestle with meaningful instructional approaches. This session will discuss practical and theoretical classroom applications.

**Chair:** Laura Ripple, Galeton Area School District, PA

**Presenters:** Jeanne Dyches, Iowa State University, Ames, "Infusing Critical Language Pedagogy into Disciplinary Literacy Practices"

Jessica Hatcher, North Carolina State University, Raleigh, "Infusing Critical Language Pedagogy into Disciplinary Literacy Practices"

Jodi Holschuh, Texas State University, San Marcos, "Bringing English Disciplinary Literacy to the Classroom"

Jodi Lampi, Northern Illinois University, DeKalb, "Bringing English Disciplinary Literacy to the Classroom"

Todd Reynolds, University of Wyoming, Laramie,

"Bringing English Disciplinary Literacy to the Classroom"

Leslie S. Rush, University of Wyoming, Laramie, "Bringing English Disciplinary Literacy to the Classroom"

### H.25 Transmedia Storytelling: Transforming Today's Literature into a New Tomorrow through the Arts

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122

A professor, an administrator, and two English teachers will share how they used transmedia storytelling to give students and themselves voice and agency. After discussing individual settings and arts-based projects, they'll demonstrate how classes transported transmedia stories through time and space via digital communication and collaboration with an independent bookstore.

**Presenters:** Tamera Dilmore, Credit Accrual and Recovery for Everyone Program, Oswego, NY, "Responding to Young Adult Literature through Art and Transmedia Storytelling"

Keri Frazer, Sodus CSD, Sodus, NY, "Responding Critically to the Broadway Musical *Hamilton* through Transmedia"

Sharon Kane, SUNY Oswego, NY, "Bringing Ada Lovelace to Class through Transmedia Storytelling"

Robyn Proud, Oswego CiTi BOCES, Mexico, NY, "Responding to SLJ's Battle of the Kids' Books through Transmedia Storytelling"

### H.26 Teaching for Transfer and Agency: The Rhetorical Approach

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265

By teaching texts rhetorically, we prepare students to be adaptive thinkers and communicators who can transfer their learning to new tasks and settings. This interactive session explores rhetorical approaches to literature, grammar, and composition that empower ALL students to read and write across the diverse contexts of today and tomorrow.

**Presenters:** Meline Akashian, Temecula Valley High School, CA, "Teaching Grammar and Style for Transfer"

Jennifer Fletcher, California State University Monterey Bay, Seaside, "Teaching Literature for Transfer"

Nelson Graff, California State University Monterey Bay, Seaside, "Integrating Oral and Written Communication in a Teaching for Transfer Stretch Curriculum"

## H.27 Full STEAM Ahead: Using Nonfiction in Interdisciplinary Learning

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A panel discussion with award-winning nonfiction authors Sarah Albee, Jennifer Swanson, and Nancy Castaldo, moderated by Fulbright Distinguished Teacher Marjorie Light. See newly released books and STEAM lessons, and discover how other teachers have incorporated these nonfiction texts into classroom learning.

**Chair:** Marjorie Light, Missisquoi Valley Union High School, Highgate, VT & US-UK Fulbright Commission

**Tradebook Authors:** Sarah Albee, Random House Children's Books & Crown Publishing  
Nancy Castaldo, Houghton Mifflin Harcourt  
Jennifer Swanson, Jacksonville, FL

## H.28 Put Me In, Coach! Giving Instructional Coaches the Tools They Need to Support Teachers and Students

G

266

For our students to recapture their voices, agency, and mission, they must have teachers who are critically literate and empowered. This session will provide instructional coaches with a variety of approaches for supporting teachers as adult learners in the process of planning instruction that engages their students in powerful literacy.

**Presenters:** Katherine Grindon, Kentucky Department of Education, Louisville  
Jennifer Miescke, Jefferson County Public Schools, Louisville, KY

## H.29 Utilizing Children's and Young Adult Literature in Teacher Education

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This collection of papers engages children's and young adult literature to show how teachers select books, work with students, and reflect on their own perspectives.

**Chair:** Mike Metz, University of Missouri, Columbia, MO

**Presenters:** James Gilligan, San Francisco State University, CA  
Kristin McIlhagga, Oakland University, Rochester, MI  
Paul Morris, San Francisco State University, CA  
Courtney Shimek, The University of Georgia, Athens

## H.30 Creating an Environment of Social Justice in the English Classroom

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124

As English teachers, we have the ability to facilitate powerful and meaningful classroom discussions that teach social justice and help transform our students into more conscientious, empathetic, and critical thinkers. This roundtable session will give participants resources, discussion tips, and book titles to start a discussion of social justice in their classrooms.

**Roundtable Leaders:** Brooke Eisenbach, Lesley University, Cambridge, MA  
Jennifer Farnham, Florida Virtual School, Ponte Vedra, FL  
Tara Kelly, University of North Florida, Jacksonville

## H.31 Taking Time to Make Time: "Winning Space" in the Era of Educational Surveillance

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143

As educational surveillance increases, teachers must "win space" to implement structures and routines that create conditions for deep learning. Drawing on research and practice, this panel shares strategies for winning space by reorganizing class time around hallmarks of powerful classroom cultures: growth-oriented reflexivity, powerful teacher feedback, and meaningful student choice.

**Chair:** Jeffrey Austin, Skyline High School, Ann Arbor, MI  
**Presenters:** Christopher Erickson, Ann Arbor Public Schools, MI, "Winning Writing Space through Student Choice and Agency"  
Kristal Jaaskelainen, Skyline High School, Ann Arbor, MI, "Beyond Pretest and Posttest: Using Feedback and Reflexivity to Win Space"



### H.32 As a (Back) Matter of Fact: Using Author and Illustrator Notes, Timelines, Bibliographies, and Recommended Reading as Tools for Bolstering Informational Literacy



231

Great nonfiction includes rich back matter detailing how and why—and from which sources—those stories have been told. By exploring the author/source relationship displayed in those pages, writers of all ages can further their knowledge as well as emulate it in their own work.

**Chair:** Pernille Ripp, The Global Read Aloud & Oregon School District, Madison, WI

**Tradebook Authors:** Chris Barton, Lerner Publishing  
Tonya Bolden, Abrams Books for Young Readers  
Jason Chin, Macmillan Children's Publishing Group  
Gail Jarrow, Calkins Creek/Boyd's Mills Press

### H.33 Improving Childhood Literacy through an Elementary-College Partnership



151

In a typical elementary school, with overcrowded classrooms and overworked teachers, how can teachers give individualized attention to struggling students? To help solve this problem, an elementary school has partnered with college students who assist in literacy efforts. We will describe this successful partnership, encouraging participants to imagine similar partnerships.

**Chair:** Susan Crisafulli, Franklin College, Franklin, IN

**Presenters:** Callista Buchen, Franklin College, Franklin, IN, "Facilitating Learning: The Structure of the Literacy Partnership"

Susan Crisafulli, Franklin College, Franklin, IN, "Identifying a Community Need: The Development of the Literacy Partnership"

Katie Smith, Northwood Elementary, Franklin, IN, "Measuring Effectiveness: The Success of the Literacy Partnership"

### H.34 Developing and Complicating Multilingual Refugee Youths' Notions of Identity in a Post-Melting Pot American Classroom



Rainbow

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Working with refugee youth, a teacher's instructional practices and students' iterative and dialogic writing regarding culture and identity centered around two questions: (1) how, and in what ways, do refugee youth find voice to express their identities?, and (2) in what ways do they frame their cultural and linguistic capital?

**Presenters:** Laura Kennedy, Michigan State University, East Lansing

Rae Oviatt, Michigan State University, East Lansing

### H.35 Fostering a Culture of Literacy: Practices That Engage, Motivate, and Fulfill Our Mission



232

Join this interactive discussion of classroom practices that address our core mission: to engage and excite young readers and writers. Share and discover strategies for boosting student motivation using examples from several schools that have turned from old, tired practices to a vibrant culture of literacy that welcomes all learners.

**Chair:** Gravity Goldberg, Gravity Goldberg, LLC., South Nyack, NY, "Using Mindsets and Moves to Create Truly Independent Readers"

**Presenters:** Barry Gilmore, Hutchison School, Memphis, TN, "10 Steps toward a Culture of Literacy: Making Old Practices New Again"

ReLeah Cossett Lent, writer/consultant, Atlanta, GA, "Three Essential Factors for Engagement and Motivation: Inquiry, Autonomy, Relevance"

Elizabeth Martin, Allen Academy, Bryan, TX, "How One School Built a Culture of Literacy from Scratch—and What's Next"

### H.36 Providing the Pieces to the Literacy Puzzle through ESOL Strategies

S

Rainbow 144

Using part of JFK's inaugural speech, our co-teaching team will model how ESOL strategies offer the missing piece to the literacy puzzle for all learners. Participants will become students who experience differentiated learning that addresses a range of literacy levels, and leave with templates for scaffolding reading and writing.

**Presenters:** Sandy Strock, Questar III BOCES, Castleton, NY  
Jessa Waterhouse, Questar III BOCES, Castleton, NY

### H.37 A Novel Novel, Or, Innovative Approaches to Storytelling

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142

Authors Booki Vivat, Dan Poblocki, Lauren Magaziner, and Tae Keller discuss how they experiment with format to create NEW groundbreaking and exciting storytelling methods. These books—all paradigms of creative risk—encourage lifelong interdisciplinary learning, as well as engage and empower students, particularly reluctant readers.

**Tradebook Authors:** Tae Keller, Random House  
Lauren Magaziner, Penguin & HarperCollins  
Dan Poblocki, Scholastic Inc. & Random House  
Booki Vivat, HarperCollins Children's Books

### H.38 Culturally Responsive Teaching: A Moral Responsibility, a Professional Commitment

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Rainbow

160

How do teachers create responsive classrooms that meet the needs of ethnically diverse students? What strategies can be employed for partnerships characterized by respect and a deep sense of trust that leads to achievement? Attendees will explore strategies for acting in the best interest of culturally and linguistically diverse students.

**Presenters:** Nancy Bingham, Hurst Euleless—Bedford Independent School District, TX  
Valinda Kimmel, Hurst Euleless—Bedford Independent School District, TX  
Sharron Segue, Hurst Euleless—Bedford Independent School District, TX  
Melina Wouters, Hurst Euleless—Bedford Independent School District, TX

### H.39 Refreshing and Renewing Reading in the Secondary Classroom

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104

In this age of testing and accountability, with its increased focus on reading for information, teachers need strategies to teach and advocate for self-selected reading. Four authors of young adult fiction will share research-based strategies to inspire teachers to reignite a lifelong love of reading in their older students.

**Presenters:** Patricia Bailey, Albert Whitman & Company  
Leah Henderson, Simon & Schuster and Atheneum Books for Young Readers  
McCall Hoyle, Chestatee High School, Gainesville, GA  
Alexandra Ott, Aladdin, an imprint of Simon & Schuster

### H.40 Authentic, Personalized, and Transformative: Using Writer's Workshop in the "Real World"

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145

Participants will step into the student role to experience growth-centered techniques to improve assessments, conferences, and feedback. In this interactive session, participants will discover and practice using tools that validate student voices and make the classroom a real-world arena where students' skills and perspectives are honored, encouraged, and supported.

**Presenters:** Dawn Finley, St. John Vianney High School, St. Louis, MO  
Diana Hammond, Kirkwood High School, St. Louis, MO  
Dominic Pioter, Kirkwood High School, St. Louis, MO  
Gwyndolyn Savens, Webster Groves High School, St. Louis, MO

#### H.41 Making Space for Design and Agency in Test-Centered Schools: A Conversation among Writing Workshop Teachers across Grade Levels



161

In this session, teachers—working with first-, fourth-, seventh-, and ninth-grade writers in urban, test-centered schools—will share their strategies, challenges, and successes in teaching writing in ways that foreground student agency and design. The session will also include reflections on engaging in this work across grade levels.

**Chair:** Charlotte L. Land, The University of Texas at Austin

**Presenters:** Gloria Adams-Hanley, Austin Independent School District, TX

Alison Eike, Lanier High School, Austin, TX

Haylee Lavender, J. Houston Elementary School, Austin, TX

Barbara McKinnon, J. Houston Elementary School, Austin, TX

#### H.42 No More Culturally Irrelevant Teaching!



242



After explaining the problems with culturally irrelevant teaching, K–4 teachers share examples from their practice as they explain the need for culturally relevant teaching across settings, highlighting culturally relevant strategies, tools, and approaches.

**Presenters:** Alicia Boardman, Northern Parkway School, Uniondale, NY

Carmen Llerena, P.S. 75–The Emily Dickinson School, New York, NY

Jessica Martell, Central Park East II, New York City Public Schools, NY

Abigail Salas, P.S. 75–The Emily Dickinson School, New York, NY

Mariana Souto-Manning, Teachers College, Columbia University, New York, NY

#### H.43 MISSOURI STRAND: Show Me Truth: Media Literacy and the True/False Film Fest



141

Columbia (Missouri) is the home of True/False, an annual festival featuring critically acclaimed documentaries that blur the line between objectivity and subjectivity within nonfiction filmmaking. This session will showcase former True/False films and present media literacy strategies that can be used to help students better discern “the truth” in multimedia journalism.

**Presenters:** Allison Coffelt, True/False Film Festival, Columbia, MO

Nick Kremer, Columbia Public Schools, MO & University of Missouri, Columbia

#### H.44 Exhibitor Session: Engaging All Readers: Elementary Classrooms



140

**Sponsored by Newsela**

Elementary educators will review the highlights of Newsela and learn about new features that improve the reading experience for early learners.

**Presenter:** Nicole Boyle, Newsela

## FEATURED SESSION

**I.01 Reimagining the Canon's Engaging with the Modern:  
How Generation Z Are Affecting Our Literature**

E M S C

**131 & 132**

Is traditional canonical literature still relevant and are preK-12 educators adequately prepared to teach it? How is the canon affected by today's new media forms? This panel will offer new insights into supporting the changing canon's continued place in the classroom and its role in shaping our students' lifelong literacy.

**Chair:** Sara Kajder, The University of Georgia, Athens

**Presenters:** Jalissa Bates, Baton Rouge Charter Academy at MidCity, LA

Resa Crane Bizzaro, Indiana University of Pennsylvania, Indiana, PA

Cheryl Golden, Loudoun County Public Schools, Sterling, VA

Shenika Hankerson, University of Michigan, Ann Arbor

Dixie Keyes, Arkansas State University, Jonesboro

Logan Manning, Alternatives in Action High School, Oakland, CA

Ashlee Meredith, New Kent High School, VA

Jazmen Moore, Oak Park and River Forest High School, Oak Park, IL

R. Joseph Rodriguez, The University of Texas at El Paso

Kristen Sheehan, The Benjamin School, North Palm Beach, FL

Jessica Sheffield, Aldine ISD, Houston, TX

Nicole Sieben, SUNY College at Old Westbury, NY

Winona Siegmund, Stafford High School CGS, Fredericksburg, VA

Jasmine Tisby, Bethune Academy, Houston, TX

Jeanette Toomer, Medgar Evers College, CUNY, Brooklyn, NY

Kelly E. Tummy, Harris County Department of Education, Houston, TX

Ting Yuan, CUNY, College of Staten Island, NY

SATURDAY

**I.02 Why Middle Matters: Middle Level  
Mosaic**

M

**276**

***Sponsored by the Middle Level Section  
Steering Committee***

Middle level educators, don't miss the capstone to our #whymiddlematters sessions! This year's Mosaic will feature resources and conversation around the #weneeddiversebooks movement along with founder Ellen Oh and a panel of authors from the new *Flying Lessons & Other Stories* middle grade anthology!

**Co-Chairs:** Shanetia P. Clark, Salisbury University, MD  
Jason Griffith, Arizona State University, Tempe

**Tradebook Authors:** Soman Chainani, Random House  
Children's Books

Matt de la Peña, Random House Children's Books

Meg Medina, Random House Children's Books

Ellen Oh, #WeNeedDiverseBooks Campaign & Random  
House Children's Books

**Respondent:** James Blasingame, Arizona State  
University, Tempe

**I.03 Creating Dialogue across Generations of Scholars: Revolutionary Scholarship for and with Latinx Students, Families, and Communities**

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Rainbow

**120 & 121*****Sponsored by the Latinx Caucus***

This workshop facilitates cross-“generational” dialogue between graduate student/early-career researchers and mid-career/senior researchers within the Latinx Caucus as well as general NCTE members. Simultaneously, the session will provide graduate students and early scholars with mentorship on specific work. This session is open to anyone who is interested in Latinx issues in education.

**Co-Chairs:** Tracey Flores, The University of Texas at Austin

Sandra L. Osorio, Illinois State University, Normal

**Speaker:** Mariá Fránquiz, University of Utah, Salt Lake City

**Presenters:** Antero Garcia, Stanford University, CA  
Juan Guerra, University of Washington, Seattle  
Renee Moreno, California State University, Northridge

**I.04 Ramon Veal Seminar**

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**123**

***Sponsored by the Conference on English Education***

The Ramon Veal Seminar matches beginning researchers with established mentors to help cultivate their research ideas and develop manuscripts. It is designed to support both university and classroom-teacher inquiries.

**Presenters:** Cindy O'Donnell-Allen, Colorado State University, Fort Collins

Peter Smagorinsky, The University of Georgia, Athens

Michael W. Smith, Temple University, Philadelphia, PA

**I.05 The Arts for Action and Meaning Making Today, Tomorrow, and Forever: An Invitation to Think, Play, Move, and Feel**

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**240 & 241**

***Sponsored by the Conference on English Education: Commission on Arts and Literacies***

Unlike traditional roundtables that are focused on presentations and brief discussions, this session is an invitation to play, think, move, and feel through a variety of different art

forms. Attendees will grapple with ideas about literacy, advocacy, voice, agency, and their own personal missions through interactive mini-workshops.

**Chair:** Katherine Macro, Buffalo State College, NY

**Roundtable 1: Using Creative Drama to Play with Shakespeare**

Katherine Macro, Buffalo State College, NY

**Roundtable 2: Drawing for Thinking, Memory, and Note-Taking**

Michelle Zoss, Georgia State University, Atlanta

**Roundtable 3: Stealing from the Dadaists: Processing Informational Texts with Found Poems**

Toby Emert, Agnes Scott College, Decatur, GA

**Roundtable 4: Songwriting in the Classroom: Connections to Literature**

Timothy Duggan, Northeastern Illinois University, Skokie

**Roundtable 5: Floorstorming: Building Background Knowledge through Visual Displays**

Alisha White, Western Illinois University, Macomb

**Roundtable 6: Picturing Writers: Using Photography to Support Writing**

Michael DiCicco, Northern Kentucky University, Highland Heights

Tammie Sherry, Northern Kentucky University, Highland Heights

**Roundtable 7: Composite Storytelling: An Arts-Based Approach to Written Composition**

Kay W. Cowan, University of Tennessee at Chattanooga

**Roundtable 8: The Visual Arts and Comprehension**

Jessica Dickerson, University of Tennessee at Chattanooga

**Roundtable 9: Using Drama to Support Student Comprehension**

Katie Howell, University of Tennessee at Chattanooga

**Roundtable 10: Music: An Arts-Based Approach to Visualization, Comprehension, and Retention**

Alexandra Fugatt, University of Tennessee at Chattanooga

Mary Page Pearson, University of Tennessee at Chattanooga

**Roundtable 11: The Visual Arts and Vocabulary Development**

McKenzie Fox, University of Tennessee at Chattanooga

**Roundtable 12: Phonological Awareness: Music as a Teaching Tool**

Kaitlyn Macri, University of Tennessee at Chattanooga

**Roundtable 13: Being the Book: Readers Theater for Student Engagement**

Pauline Schmidt, West Chester University, PA



**Roundtable 14: How Visual/Verbal Media from Idea Bundles Support 6th-Grade Male Writers in an Art Class**

S. Rebecca Leigh, Oakland University, Rochester, MI

**Roundtable 15: Augmented Reality: Enhancing Literacy Instruction with Aurasma**

Pamela Hartman, Ball State University, Muncie, IN

Jessica Berg, Ball State University, Muncie, IN

Branddon Schuler, Ball State University, Muncie, IN

Hannah Fulton, Ball State University, Muncie, IN

**Roundtable 16: Movie Trailers as “Productive Constraints” for Creative Interpretations of Shakespeare Plays**

Laura Turchi, University of Houston, TX

**Roundtable 17: It’s Time to Stop Censoring Children’s Literature! Using Art to Talk Back**

Sara Bangert, Indiana University, Indianapolis

Chris Leland, Indiana University-Purdue University,

Indianapolis

**Roundtable 18: Dramatizing at the Center and Edges of “The Other Side” to Create Spaces to Recapture Voice and Agency**

Peggy Rice, Ball State University, Muncie, IN

**Roundtable 19: Structure Sings: Techniques for Getting Students to Write Songs**

Christian Goering, University of Arkansas, Fayetteville

**Roundtable 20: Using Music to Strengthen Students’ Textual Understanding**

Seth D. French, University of Arkansas, Fayetteville

**I.06 Nuts & Bolts for New and Early Career Teachers**

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130



Rainbow

***Sponsored by the CEE Commission to Support Early Career English Language Arts Teachers***

This CEE Commission to Support Early Career ELA Teachers session opens with words of wisdom from nationally known leaders, and follows with a 30-minute, small-group discussion on various topics hosted by experts in the field. Teachers in their first five years are especially encouraged to attend.

**Chair:** Anna J. Small Roseboro, consultant/author/mentor, Grand Rapids, MI

**Presenters:** Leila Christenbury, Virginia Commonwealth University, Richmond, VA, “The First Steps of the Journey: Your First Years as an ELA Teacher”

Carol Jago, University of California, Los Angeles, “We Can’t Teach What We Don’t Do: Why English Teachers Must Continue to Be Avid Readers”

**Roundtable 1: Connected Literacy: Using Social Media to Enhance Reading and Writing Practices**

Alex Corbitt, The Bronx School of Young Leaders, NY

**Roundtable 2: Smart, Effective Ways to Respond to Student Writing**

Patricia Dunn, Stony Brook University, NY

**Roundtable 3: Exploring the Rewards and Challenges of Using Young Adult Literature as a Novice Teacher**

Steven Bickmore, The University of Nevada, Las Vegas

**Roundtable 4: What Are the Concerns of Beginning English Teachers?**

Thomas M. McCann, Northern Illinois University, DeKalb

**Roundtable 5: Too Much Information! Teaching Informational Texts**

Ken Lindblom, Stony Brook University, NY

**Roundtable 6: Hip-Hop Literacies**

Lauren Kelly, Rutgers University Graduate School of

Education, New Brunswick, NJ

**Respondent:** Jim Burke, Burlingame High School, San Francisco, CA

**I.07 The Vision of ALAN: Rationales and Strategies for Using Young Adult Literature in Secondary Classrooms**

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***Sponsored by the Assembly on Literature for Adolescents of NCTE (ALAN)***

The Assembly on Literature for Adolescents of NCTE (ALAN) promotes communication and cooperation among those interested in young adult literature (YAL). This ALAN-sponsored session focuses on YAL merits and offers roundtables related to YAL research, YAL and controversy/censorship, and creative YAL use in the classroom.

**Co-Chairs:** Mark Letcher, Lewis University, Romeoville, IL  
Kellee Moye, Hunter’s Creek Middle School, Orlando, FL

**Roundtable Leaders:** Lois Buckman, Anderson Public Library, SC

Ricki Ginsberg, Colorado State University, Fort Collins

Wendy Glenn, University of Colorado Boulder

Teri Lesesne, Sam Houston State University, Huntsville, TX

Daria Plumb, Traverse City West Senior High School, MI

Lisa Scherff, McREL International, Honolulu, HI

Lois Stover, Marymount University, Arlington, VA

### I.08 From “Literacy” to “Humanacy”: How We Can Openly Advocate That “English” Is Fundamentally for the Living of Meaningful and Purposeful Human Lives

G

220

#### *Sponsored by the Assembly for Expanded Perspectives on Learning*

Come hear how two award-winning teachers bring their students to see the composing of their own life stories as lying at the heart of “English,” and how helping our students find the “whys” of their own and others’ lives can provide the personal energy to tackle whatever “hows” they are confronted with, in school or beyond it.

**Presenters:** Jon Stansell, Belmont College, OH, “Life 101: When English Class Affects Personal Lives”  
Bruce Novak, The Foundation for Ethics and Meaning, Indiana, PA, “Deep Reading for Deep Living: A Method for Evoking Personal Transformation through the Deeply Engaged Reading of Literature”

**Respondent:** Yvonne Siu-Runyan, Northern Colorado University, Greeley

### I.09 Publishing with NCTE

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This session will provide prospective authors with ideas and strategies for putting together a book or lesson plan proposal, working with an editor, and negotiating the publication process at NCTE. Senior staff from the Books Program and ReadWriteThink.org will share insights and advice about all aspects of the publishing process, from the proposal stage to publication.

**Presenters:** Kurt Austin, National Council of Teachers of English, Urbana, IL  
Lisa Storm Fink, ReadWriteThink.org at NCTE, Urbana, IL  
Bonny Graham, National Council of Teachers of English, Urbana, IL

### I.10 Boosting Agency, Engagement, and Independence: Getting Students to Take Ownership of Their Own Literate Lives

E

102

How can you angle your writing workshop to boost student ownership? This panel will explore how teachers can use writing workshop structures to increase agency, engagement, and independence. You’ll leave

with ideas about how to teach two specific units to support independence: student-led writing units and inquiry projects.

**Presenters:** Katie Clements, Teachers College Reading and Writing Project, Columbia University, New York, NY, “The Power and Challenges of Choice and Ownership: Exploring Teacher and Student Roles within Independent Writing Projects”

Jen DeSutter, Teachers College Reading and Writing Project, Columbia University, New York, NY, “The Power of Inquiry and Its Reciprocity with Literacy: A Case Study”

Mike Ochs, Teachers College Reading and Writing Project, Columbia University, New York, NY, “Theory into Practice: Concrete Tips for Boosting Agency, Engagement, and Independent Transfer in Reading and Writing”

### I.11 Building on Students’ Own Archival, Rhetorical, and Linguistic Resources

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C

266

Students can engage history, writing, and local communities through the composition of digital archives and multimodal projects in the classroom. Presenters in this session will share course designs and student work and show ways that this work helps students with metacognitive, archival, and civic thinking about their own lives.

**Chair:** Debra Brown, Wake County Schools, Raleigh, NC

**Presenters:** David Holmes, Pepperdine University, Seaver College, Malibu, CA, “Citizens of Color and for Color: Teaching Whiteness and Cross-Racial Democracy”  
Amy Lueck, Santa Clara University, CA, “Composing Our Own Archives”

Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL, “Letting Students Speak: Making the Classroom Student-Centered through Multimodal Projects”

### I.12 The Little Lab for Big Imaginations: A 3rd–6th-Grade Summer Writing Institute

E

101

This presentation will highlight The Little Lab for Big Imaginations, a weeklong summer writing institute designed to help students in grades 3–6 compose like authors. The Little Lab is a community writing space, where young students write, read, speak, listen, perform, and most important, have fun during the summer.

**Presenters:** Ryan Colwell, Fairfield University, CT  
Bryan Ripley Crandall, Fairfield University, CT

**I.13** **MISSOURI STRAND: Amplifying Student Voices: Connecting ELA Classrooms and Communities through Storytelling**

**S**

**260**

How do teachers create opportunities for student stories to be heard outside of the classroom? How can the telling of personal stories unite students from disparate communities? KC Storytellers pushes the narrative model as a way to build community through story and in spaces outside of classrooms.

**Presenters:** Brian Dolezal, Sumner Academy of Arts and Science (KC Storytellers), Kansas City, KS  
Nicole Higgins, Duke University, Durham, NC  
Katie Kline, University of Central Missouri, Warrensburg  
Paul Richardson, Alta Vista High School, Kansas City, MO

**I.14** **Changing the Narrative: An Exploration of Texts, Identities, and Literacies in K-16 Classrooms**

**G**

**Rainbow**

**163**

This panel explores research-based teaching practices that teachers can use to engage a diverse student body with a variety of texts, with the purpose of building strong connections to students' identities and communities and thus ensure deeper literacies. Presenters will provide practical suggestions based on their classroom experiences and engage participants in hands-on activities.

**Chair:** Vivian Yenika-Agbaw, Pennsylvania State University, State College

**Presenters:** Erika Chody, Harmony Science Academy, Austin, TX, "Seeing Our Students as Full, Not Empty: Reclaiming an Appreciative Lens"  
Megan Hedgecock, Region 13 Education Service Center, Austin, TX, "Seeing Our Students as Full, Not Empty: Reclaiming an Appreciative Lens"  
Rene M. Rodriguez-Astacio, Pennsylvania State University, State College, "Celebrating Queerness: Reclaiming Queer Voices through an Examination of Queer-Themed Literature in K-16 Classrooms"  
Yamil Sarraga-Lopez, Pennsylvania State University, State College, "The Power of Our Words: Examining Literature on Writing and Storytelling as Vehicles of Individual and Cultural Representation"

**I.15** **Preparing Today's Students for Tomorrow: Exploring the Flipped Method's Potential in English Language Arts**

**G**

**CE**

**124**

This roundtable session of teachers and teacher educators introduces new ways to conceive the flipped method in English language arts and use it to impact learning. Attendees can choose from presentations on theories, current methods for flipping, strategies for technology infusion, or emerging practice and research.

**Co-Chairs:** Clarice Moran, Kennesaw State University, GA  
Carl Young, North Carolina State University, Raleigh

**Roundtable 1: Using Tech to Make Time for Text: Flipping in the ELA Classroom**

Deborah Brown, Research Triangle High School, Durham, NC

**Roundtable 2: Flipping *The Great Gatsby*: Examining the Potential for Flipped Literature Units to Prepare Today's Students for Tomorrow**

Shelly Shaffer, Eastern Washington University, Cheney

**Roundtable 3: Using Web-Based Tools for Flipped ESL Learning in the Korean Language Education System**

YunJoon "Jason" Lee, Busan National University of Education, Seoul, Korea

**Roundtable 4: Flipping the Flip: Using Student-Created Videos to Activate Prior Knowledge**

Natascha Brooks, Wake County Public Schools, Cary, NC  
Anthony Romano, Wake County Public Schools, Cary, NC

**Roundtable 5: Transforming the Traditional: Ground-Up Strategies to Empower the Flipped English Model**

Keith Lindsay, Wake County Public Schools, Cary, NC

**Roundtable 6: Explore-Flip-Apply: Using Inquiry in a Flipped English Classroom**

Troy Cockrum, Oldenburg Academy, Oldenburg, IN

**Roundtable 7: Inversion Conversion: First Steps to Flipping Middle School Language Arts**

Erica Speaks, Wake County Public Schools, Raleigh, NC

**Roundtable 8: Motivation and the ELA Flipped Classroom**

Rae Schipke, Central Connecticut State University, West Hartford

**Respondent:** Troy Hicks, Central Michigan University, Mt. Pleasant

**I.16 “We’ve Been Doing It Your Way Long Enough”: Moving beyond the Whiteification of Curriculum in Early Childhood Classrooms**

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The need is great to educate new generations who can speak back to racial, linguistic, and cultural discrimination. This presentation focuses on early childhood practices that attempt to do so by countering the reification of Whiteness—recapturing and normalizing voices, histories, languages systemically and historically silenced, misrepresented, or tokenized.

**Presenters:** Janice Baines, Carver-Lyon Elementary School, Columbia, SC

Susi Long, University of South Carolina, Columbia  
Carmen Tisdale, Columbia, SC

**I.17 Storytelling: Reclaiming Our Voices, Bridging Home and School Literacies, and Intersecting Technology and Play**

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Rainbow **280**

Stories are important tools for learning about each other’s lives. The presenters will describe how they engage and learn from each other, children, and families through story to create more equitable and inspiring learning spaces for children and families. In addition, participants will learn how to harness the capacity of storytelling through the use of technology and play to strengthen our students’ voices and agency as readers and writers in grades preK–5.

**Chair:** Julia López-Robertson, University of South Carolina, Columbia

**Presenters:** Katherine Cunningham, Manhattanville College, Purchase, NY, “Storytelling Animals: Literacies at the Intersection of Technology and Play”  
Nicole Enger, Center for Achievement, Richland School District Two, Columbia, SC, “Telling Stories in School: Reclaiming Our Voices through Our Stories”  
Quinne Evans, Richland School District Two Child Development, Columbia, SC, “Telling Stories in School: Reclaiming Our Voices through Our Stories”  
Victoria Fantozzi, Manhattanville College, Purchase, NY, “Storytelling Animals: Literacies at the Intersection of Technology and Play”

Tammy Frierson, Richland Two, Columbia, SC, “Telling Stories in School: Reclaiming Our Voices through Our Stories”

Sabina Mosso-Taylor, Jackson Creek Elementary, Columbia, SC, “Telling Stories in School: Reclaiming Our Voices through Our Stories”

**I.18 Urban Literacy Teachers as Anti-Racists Advocates**

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A collective of urban educators will present data about units of study that explored issues of racial justice and equity. The presenters will share their process of creating and sustaining a professional learning community that advocates for racial literacy and is charged with developing literacy curriculum responsive to the sociopolitical challenges in our society.

**Chair:** Detra Price-Dennis, Teachers College, Columbia University, New York, NY

**Presenters:** Annie Heo, PS 139, Brooklyn, NY

Noelle Mapes, East Village Community School—PS M315, New York, NY

Christian Moya, Citizens of the World, New York, NY

Selena Nardelli, East Village Community School—PS M315, New York, NY

Zoe Plantevain, PS 199 Manhattan, New York, NY

Christina Shak, The Imagination School, San Mateo, CA

Charlotte Vinson, The Young Women’s Leadership School of the Bronx, New York, NY

**I.19 Culturally Relevant Literacy Teaching: It’s Critical!**

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This workshop introduces culturally relevant ways for teaching language and literacy in kindergarten–2nd grade. Participants will be invited into classrooms where diverse children’s experiences, strengths, and expertise are supported and valued.

**Presenters:** Jessica Martell, Central Park East II, New York City Public Schools, NY

Mariana Souto-Manning, Teachers College, Columbia University, New York, NY

## I.20 Recapturing Assessment: Student Voices in Aiding Our Mission

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Join us for an energetic session led by nine high school students—"The #bowtieboys"—and three powerhouse educators representing all levels. This high-speed presentation will feature twelve roundtable leaders in a "speed dating" discussion focused on recapturing assessment and shifting from high-stakes testing to collaborative, engaging, and authentic assessment.

**Chair:** Jason Augustowski, Riverside High School, Leesburg, VA, "Students as Allies"

### Roundtable 1: Creating an Environment That Fosters Communication

Jack Selman, Riverside High School, Leesburg, VA

### Roundtable 2: The English Classroom: A Room Full of Ideas

Sean Pettit, Riverside High School, Leesburg, VA

### Roundtable 3: Leveraging Student Voices to Create a "Collective Classroom"

Dawson Unger, Riverside High School, Leesburg, VA

### Roundtable 4: Specialization of Student Learning toward Their Futures

Ryan Beaver, Riverside High School, Leesburg, VA

### Roundtable 5: Using Multigenre Texts to Engage Readers

Kellen Pluntke, Riverside High School, Leesburg, VA

### Roundtable 6: Building REAL Rapport

Ryan Hur, Riverside High School, Leesburg, VA

### Roundtable 7: Assessment in Action: Viewing Learning from a Shared Lens

Mary Howard, literacy author/consultant, Broken Arrow, OK

### Roundtable 8: Social Media & Digital Writing in the Classroom

Sam Fremin, Stone Bridge High School, Ashburn, VA

### Roundtable 9: AGENCY: Producing a Lasting Effect

Ben Hawkins, Stone Bridge High School, Ashburn, VA

### Roundtable 10: Bloom's Taxonomy of Tomorrow

Joseph O'Such, Riverside High School, Leesburg, VA

### Roundtable 11: Diverse YA and Motivating Students through Collaborative Reading Projects

Cindy Minnich, Upper Dauphin Area High School, Millersburg, PA

### Roundtable 12: Inspiring Preservice Teachers through the Pleasure of Working Alongside their Students

Katie Dredger, James Madison University, Harrisonburg, VA

## I.21 Literacies of the 21st Century

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The presenters in this panel will discuss emerging literacies of the 21st century, how technology plays an integral part in their instruction, and why they are becoming integral parts of ELA. Panelists will share strategies for teaching these literacies and specific projects they use to teach and assess the skills.

**Presenters:** Casey Cohen, String Theory Schools, Philadelphia, PA

Don Goble, Ladue School District, St. Louis, MO

Katharine Hale, Arlington Public Schools, VA

Jessica Herring, Benton Schools, AR

Lawrence Reiff, Roslyn Public Schools, AL

Jordan Schugar, West Chester University, PA

Kristin Ziemke, Big Shoulders Fund, Chicago, IL

## I.22 Stop Grading: Empower Your Students to Evaluate Their Own Learning

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Inviting our students to evaluate their own learning is a powerful path to student agency. Rather than letting students depend on the numbers in the grade book to tell them what they know and don't know as readers and writers, teach them how to meaningfully determine this for themselves.

**Chair:** Sarah Zerwin, Fairview High School, Boulder, CO

**Presenters:** Tracy Brennan, Colorado Language Arts Society, Boulder, CO

Paul Bursiek, Boulder, CO

Jay Stott, Fairview High School, Boulder, CO

## I.23 Fake News: Teaching Students to Find the Truth in Today's Media

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The proliferation of fake news has afforded teachers the opportunity to deepen instruction regarding ways to help students navigate and make sense of current information about their world. General strategies and specific lessons regarding ways to teach fake news, source information, bias, and multiple viewpoints will be discussed and shared.

**Chair:** Jill Adams, Metropolitan State University of Denver, CO

**Presenters:** Maria Altman, St. Louis Public Radio, St. Louis, MO

Gloria Eastman, Metropolitan State University of Denver, CO

Todd Reimer, Metropolitan State University of Denver, CO



## I.24 The Resistance Is Real: Strategies for Encouraging Reluctant Readers

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126

Hear from expert practitioners who have developed meaningful methods of encouraging reluctant readers to locate their love of a good text. Session activities include strategies for creating your own literary mystery using ultraviolet flashlights to see clues, walking through online challenges, and perusing puzzles of all kinds—all designed to help get students thinking creatively beyond the text.

**Chair:** Kerri Flynn, Washington High School, MO

### Roundtable 1: “I Will Not Read *Beowulf*!”: Teaching Literature to Young Adults Today, Tomorrow, and Forever

Leilya Pitre, Southeastern Louisiana University, Baton Rouge

### Roundtable 2: A Puzzling Endeavor: Adventuring Far beyond the Text

Carol Willis, Northland Preparatory Academy, Flagstaff, AZ

### Roundtable 3: Creating Lifelong Readers through a Community of Engaged Voices: Students, Teachers, and YA Books

Michael Anthony, Muhlenberg School District, Reading, PA

### Roundtable 4: Literature Is Always Relevant: Increasing Secondary Students’ Social Emotional Skills through Novel Reading in the Age of Nonfiction

Kristina ByBee, Arizona State University, Tempe

### Roundtable 5: Project LIT Community: One High School’s Journey to Change Lives through Reading

Jarred Amato, Maplewood High School/Project LIT Community, Nashville, TN

## I.25 Innovations in Teaching the Youth Lens in Secondary English Classes

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142

This panel showcases how four English teachers go about integrating the new “Youth Lens” into their teaching of English in middle and high school contexts. Presenters will discuss specific activities and units of study they have developed, and audience members will leave with practical ideas to implement.

**Chair:** Mark A. Lewis, Loyola University Maryland, Baltimore

**Presenters:** Anah Austin, Iowa City Community School District, IA

Jennifer Cupp, Mount Everett Regional High School, Sheffield, MA

Jess Harris, Iowa City Community School District, IA

Lee Kibbie, University of Iowa, Iowa City

**Respondents:** Robert Petrone, Montana State University, Bozeman

Sophia Sarigianides, Westfield State University, MA

## I.26 Get Lit Rising

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Be moved by internationally recognized student poets from the Get Lit—Words Ignite program, and then learn about the ways you can help your own students use poetry to find their voice and their place in the world. This session will move you emotionally, so bring extra tissues.

**Chair:** Brian Wyzlic, Brandon School Division, Brandon, Manitoba

**Presenters:** Diane Luby Lane, Get Lit—Words Ignite, Los Angeles, CA

Get Lit Players, students sponsored by Simon & Schuster

**Respondent:** Jillian Heise, BALB Literacy Consulting, Milwaukee, WI

## I.27 Community Building and Classroom Inquiry to Empower Students and Promote Social Justice: Experiences of a Study Group for Urban Teachers of English Language Arts

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Panel participants are members of a study group that formed in 2015 to support early career writing teachers. Our shared desire to empower students inspired extended collaboration and inquiry projects in four urban classrooms related to power, race, and literacy. We will present insights from individual inquiry projects and invite discussion.

**Discussion Leader:** Jessica Rubin, The University of Texas at Austin

**Presenters:** Nicole Harbert, Del Valle High School, TX

Tiffany Lepa, Del Valle High School, TX

Tamas O'Doughda, Del Valle High School, TX

Holland White, Del Valle High School, TX

## I.28 A Writer Writes: Ecological Writing in the Classroom

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Ecological writing is inspired by a forest's life—relational, chaotic, intertwined, inside-out, ever-changing. Participants are invited to bring their whole lives into an interactive demonstration where they respond in writing to a series of images, texts, and dialogue. Through the demonstration, participants become both the experience and the meaning of the lesson.

**Presenters:** Tamara Ellis Smith, Random House  
Katie Mather, Richmond, VT

## I.29 Switching Codes: Voice, Identity, and Multilingual Text in the Classroom

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This session, open to monolingual and multilingual participants, reinforces the richness of our students' voices as they negotiate multiple languages. We will introduce dynamic ways to teach texts that rely on "code switching" as a literary technique, exploring a variety of multilingual and postcolonial texts and media resources.

**Presenters:** Margaret George, Lycée Français de New York, NY  
Elizabeth Hollow, Lycée Français de New York, NY  
Joelle Reilly, Lycée Français de New York, NY

## I.30 Learning from Poems: How Studying Poetry Can Strengthen Writing in All Genres

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Students can strengthen their writing in all genres by studying poems. In this session, join classroom teachers and children's poets to learn specific strategies for bringing poetry to the forefront of writing instruction. Discover ways and resources to find ideas, learn about point-of-view, study structure, and explore craft . . . all through poems.

**Chair:** Amy Ludwig VanDerwater, Wordsong, an imprint of Boyds Mills Press

**Presenters:** Jeannine Atkins, Atheneum, an imprint of Simon & Schuster  
Emily Callahan, Quality Hill Academy, Kansas City, MO  
Kim Doelee, East Grand Rapids Middle School, MI  
Irene Latham, Lerner Publishing  
Mary Anne Sacco, Manhattan New School/PS 290, New York, NY

**Respondent:** Katie Wood Ray, Heinemann

## I.31 Mastering Evidence-Based Writing: Success with Struggling Students through Voice, Agency, and Mission

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145

Join this panel as they explore using research to write fiction, tap the power of research-based writing instruction to master short-response writing, and incorporate research writing into instruction. This session demystifies research writing and its pivotal role for every purpose of writing. Examples of mentor texts, take-away tools, and strategies will be a core part of the panel's presentation.

**Chair:** Amber White, North Branch Area Schools, MI

**Presenters:** Ruth Culham, The Culham Writing Company, Portland, OR, "Blending Research, Passion, and Practice in Evidence-Based Writing"  
Alan Lawrence Sitomer, Scholastic Inc., "The Art and Science of Evidence-Based Writing"

## I.32 Supporting Critical Reading of Diverse Picturebooks with Visual Thinking Strategies

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This session focuses on teachers' uses of Visual Thinking Strategies (VTS) to scaffold students' critical reading of diverse literature. Presenters will share student work and insights about supporting students' VTS and share their strategies for sharing and responding to diverse picturebooks with middle and secondary students.

**Presenters:** Misha Franks, Columbia Public Schools, MO  
Daryl Moss, Columbia Public Schools, MO  
Selena Van Horn, California State University, Fresno  
Angie Zapata, University of Missouri, Columbia

## I.33 Justifying National Significance and Implementation of Montana's Indian Education for All Initiative

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Educators nationwide are invited to join a discussion about the Indian Education for All (IEFA) initiative unique to Montana's statewide curriculum and relevant to all 21st-century educators. Presenters will discuss IEFA benefits, and attendees will leave with practical ideas about how Indigenous perspectives can contribute to a nuanced curriculum.

**Presenters:** Catherine Dorian, Fort Benton Public Schools, MT  
Alyssa Price, Fort Benton Public Schools, MT

**I.34 The Value of Voice****S****265**

Participants in this session will hear from a variety of practitioners who actively utilize student voice and dialectical discussion to promote student voice and critical thinking.

**Chair:** Bruce Chipman, Tatnall School, Wilmington, DE

**Presenters:** JoAnn Gage, Mount Vernon High School, IA  
Andrew Giorgi, New Hope-Solebury High School, PA  
Jennifer Paulsen, Cedar Falls Community Schools, IA  
Tara Sanders, New Hope-Solebury High School, PA

**I.35 Reclaim Your ELA Mojo: Creating Analytical Text Lenses to Evoke Imagination, Writing, Discussion, and Inquiry**
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This session explores a 10th-grade team's use of their agency and passion to masterfully craft high-interest reading "pathways" for complex texts to incite analysis, writing, discussion, imagination, and inquiry. Discover how pathways lead students to claiming their voices and how to adapt this framework to other texts.

**Presenters:** Namisha Joiner, Dr. Richard Izquierdo Health Science Charter School, Bronx, NY  
Dana Rasamny, Dr. Richard Izquierdo Health Science Charter School, Bronx, NY  
Jillian Williams, Dr. Richard Izquierdo Health Science Charter School, Bronx, NY

**I.36 Children Finding Their Voices through Imagination, Creativity, and Storying: Learning from David Wiesner**
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Caldecott-winner David Wiesner shares his elementary experiences/artwork, his composing processes, and how he continues to nurture his own imagination. Then kindergarten, first, and third graders' teachers whose students studied David's work show how the students used David's ideas to stretch their imaginations and develop their voices.

**Chair:** Prisca Martens, Towson University, MD

**Presenters:** Michelle Doyle, Pot Spring Elementary School, Timonium, MD  
Laura Fuhrman, Pot Spring Elementary School, Timonium, MD  
Jenna Loomis, Seventh District Elementary School, Parkton, MD  
Ray Martens, Towson University, MD  
Elizabeth Soper, Pot Spring Elementary School, Timonium, MD  
Robbie Stout, Franklin Elementary School, Reisterstown, MD  
David Wiesner, Houghton Mifflin Harcourt Children's Book Group

**I.37 Counting on Meaning in Mathematics and Reading/Writing Workshops**
**E****E****103**

This presentation will explore the potential for the pedagogy of teaching and learning in reading/writing workshops to inform teaching practices in mathematics. Participants will experience a "mini" math workshop to make tangible connections between meaning-making strategies in reading/writing workshops and problem-solving strategies in mathematics.

**Presenters:** Susan Adamson, Butler University, Indianapolis, IN  
Courtney Flessner, Indiana University, Indianapolis  
Ryan Flessner, Butler University, Indianapolis, IN

### I.38 Reconceptualizing Instructional Conversation and Writing about Literature as Dialogic Literary Argumentation

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“Dialogic literary argumentation” is a way of exploring conflicting perspectives and tensions in understanding literature. Dialogic literary argumentation asks: “How might this text be read?” And, “how might it be read in the future?” In this session, we discuss empirical and theory-generating studies of teachers implementing dialogic literary argumentation.

**Co-Chairs:** George Newell, The Ohio State University, Columbus

David Bloome, The Ohio State University, Columbus

**Presenters:** John Brady, The Ohio State University, Columbus, “Shifting from a Text-Based Close Reading Approach to a Social Justice Orientation”  
Subeom Kwak, The Ohio State University, Columbus, “Creating Tensions in Understanding a Character’s Motives: Moving toward a More Complex Understanding of Literary Texts”

Matthew Seymour, The Ohio State University, Columbus, “Shifting from a Text-Based Close Reading Approach to a Social Justice Orientation”

Theresa Siemer Thanos, The Ohio State University, Columbus, “Creating a Disposition of Open-Mindedness”

### I.39 Connecting Disciplinary Content to Rediscover the Relevance in the Classics

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This presentation describes English curriculum developed with biology and chemistry teachers that includes hands-on activities used when reading classics like *The Great Gatsby*, *The Crucible*, and others to create metaphors, understand complex ideas, and make connections between disciplinary content. This content is then used to construct argumentative writing.

**Presenters:** Scott Honeycutt, East Tennessee State University, Johnson City

Huili Hong, Towson University, MD

Karin Keith, East Tennessee State University, Johnson City

Renee Moran, East Tennessee State University, Johnson City

### I.40 Navigating a Landscape of Fake and Real: Creating Authentic ELA Experiences That Transfer

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It has been 19 years since the debut of the fake Internet site for the Pacific Tree Octopus, yet we are still grappling with fake vs. real in today’s news. This interactive, multimedia session highlights strategies to integrate thoughtful decision making to strengthen instruction for critical analysis in ELA and content areas.

**Presenters:** Cynthia Merrill, University of New Hampshire, Durham  
Susannah Richards, Eastern Connecticut State University, Windham

### I.41 Maintaining Momentum: Moving from Venting to Voicing a Vision for Leadership

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This session explores the effects of revolving door reform and provides guidance focused on maintaining momentum and consistency during times of inconsistent (and inevitable) changes. Panelists will share their narratives and practical steps to take when leading change or advocating for consistency when faced with obstruction.

**Chair:** Josh Flores, Mustang Public Schools, OK, “Emphasizing and Establishing the Purpose of Voice”

**Presenters:** Crag Hill, University of Oklahoma, Norman, “Transitioning Preservice Teachers from Passive Objects of Standards to Agents of Standards-Informed Instruction”

Lara Searcy, Northeastern State University, Tahlequah, “Standards of Advocacy”

### I.42 Resilience, Resistance, and Empathy: Studying Strength through Literacy



122

This session focuses on helping students reach audiences beyond the classroom; helping students realize resistance and resilience; and using young adult literature that portrays characters who are refugees in the English classroom.

**Chair:** Darlene Castelli, St. Louis, MO

**Presenters:** Janine Darragh, University of Idaho, Moscow, "Using Young Adult Literature That Portrays the Refugee Experience in the English Classroom"  
Nicole Erb, EAA of Michigan, Detroit, "Hear My Voice: Showcasing Student Opinions in Letters to Politicians"

Matthew Homrich-Knieling, Cesar Chavez Academy Middle School, Detroit, MI, "The Resilience & Resistance Project: Lessons from Reading and Celebrating Author-Activists of Color with Latinx Youth"

### I.43 Literature Teaching across Continents, Countries, and Contexts: How Teachers in Different Places Are Keeping Literature Teaching Alive during These Difficult Times

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This international symposium will describe the current state of literature teaching in the USA, the UK, Australia, and Europe, including the gap between official expectations and the actual practice of teachers. The presenters will provide evidence that good literature teaching continues in each country despite difficult teaching environments.

**Presenters:** Larissa McLean Davies, University of Melbourne, Australia  
Judith Franzak, Salisbury University, MD  
Andy Goodwyn, University of Bedfordshire, Bedford, United Kingdom  
Michael Moore, Georgia Southern University, Statesboro  
Annmarie Sheahan, University of New Mexico, Albuquerque  
Don Zancanella, University of New Mexico, Albuquerque

### I.44 Poetry in a Chocolate Bar: Finding Beautiful Language in Everyday Life

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In this session we will look at labels as inspiration for literature, examining texts found on items such as chocolate bar wrappers, coconut water bottles, energy bars, coffee, tea, and other typical consumables from our everyday lives. Poems written by kindergarten to university students in the US (California, Massachusetts, New Jersey, Texas, and Washington) and Nicaragua will be shared. Participants will engage in a found poem exercise using these kinds of texts. Exemplar labels and other handouts will be provided.

**Presenters:** Jenn Manak, Rollins College, Winter Park, FL  
Janet Wong, Pomelo Books

### I.45 Recapturing Our Voices: Sharing Stories about Bullying and Using Literacy to Help Our Students Reimagine and Make Change in Their Worlds

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In this session, we explore the role of microaggressions in bullying. Two literacy projects will be highlighted: eighth-grade students identifying microaggressions in the Stonewall books and the Chili Queens, and girls using literacy to confront bullying in a community center program. Together we offer concrete strategies to make real change.

**Presenters:** Aurelia de Silva, San Antonio Writing Project, TX  
Roxanne Henkin, The University of Texas at San Antonio  
Rebecca Palomo, The University of Texas at San Antonio  
Anita Pickett, Woodlawn Academy, SAISD, San Antonio, TX



## I.46 POSTER SESSION: Agency in Action: Social Justice, Equity, and Civic-Mindedness

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### 2ND FLOOR ATRIUM

Refusing to be complacent in times where societal stressors are stretching us to our limits emotionally and intellectually, these educators are making a difference in their classrooms and beyond.

#### POSTER 1: Do the Right Thing: Reading Global Literature on Social Justice

Rachel Meyer, Hemispheres, The University of Texas at Austin

#### POSTER 2: Teaching Literature for Social Justice

Jessica Gallo, University of Nevada Reno  
Bailey Herrmann, University of Wisconsin-Oshkosh

#### POSTER 3: Here's Looking at You, Kids: Urgency of Dystopian Text in the Secondary Classroom

Michael Soares, Illinois State University, Normal

#### POSTER 4: Making the Foreign Familiar: Teaching Empathy through Picture Books

Stephanie Hendrix, Bangor High School, ME

#### POSTER 5: Williams Bay Reads: The Wonder Project

Kay Connley, Williams Bay School District, WI  
Emily Snyder, Williams Bay School District, WI

#### POSTER 6: HBCU Students Consuming and Creating Literature from Personal Experiences: A Pilot Study

Zelda Lockhart, North Carolina Central University, Durham

#### POSTER 7: If You Build It, They Will Come: A New Approach to Book Drives

James Muchmore, Western Michigan University, Kalamazoo

#### POSTER 8: Civic-Mindedness: Cultivating Critical Inquiry Tools for an Engaged Life

Sara Fryar, Berryville School District, AR  
Jennifer Penaflorida, University of Arkansas, Fayetteville

#### POSTER 9: Creating an Inclusive Classroom of Ideas and Cultural Differences: Initiating Change in a Sensitive Classroom

Summer Garrison, Texas A&M University–San Antonio  
Lauren Morgan, Texas A&M University–San Antonio

## I.47 Exhibitor Session: Cultivating Close Reading

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140

### *Sponsored by Newsela*

A Newsela Educator Specialist will share close reading strategies that can be used across all subject areas, including how to monitor student success with literacy.

**Presenter:** Nicole Boyle, Newsela

## IJ.01 2017 Orbis Pictus and Charlotte Huck Honor Book Award-Winning Authors and Illustrators Share Their Stories and Insights

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### *Sponsored by the Orbis Pictus and Charlotte Huck Award Committees*

The 2017 Orbis Pictus and Charlotte Huck Honor Book authors and illustrators will share stories of their journey to produce their nonfiction and fiction titles and provide insight into their process. Participants will learn of the research, illustrative techniques, and the construction of ideas in creating these award-winning books.

**Co-Chairs:** Cyndi Giorgis, Arizona State University, Tempe

Barbara Kiefer, The Ohio State University, Columbus

**Tradebook Authors:** John David Anderson, Walden Pond Press & HarperCollins Publishers

Lulu Delacre, Children's Book Press

Candace Fleming, Macmillan Children's Publishing Group

Susan Goodman, Bloomsbury

Steve Jenkins, Houghton Mifflin Harcourt

E.B. Lewis, Bloomsbury

Eric Rohmann, Macmillan Children's Publishing Group

**Committee Members:** Maria V. Acevedo, University of Massachusetts Boston

Bettie Parsons Barger, Winthrop University, Rock Hill, SC

Mary Ann Cappiello, Lesley University, Cambridge, MA

Desiree Cueto, Western Washington University, Bellingham

Denise Dávila, The University of Nevada, Las Vegas

Jeanne Gilliam Fain, Lipscomb University, Nashville, TN

Daryl Grabarek, *School Library Journal*, New York, NY

Jennifer Graff, The University of Georgia, Athens

Mary Lee Hahn, Daniel Wright Elementary School, Dublin, OH

Joyce Herbeck, Montana State University, Bozeman

Detra Price-Dennis, Teachers College, Columbia University, New York, NY

Seemi Aziz Raina, University of Arizona, Tucson

Marianne Richardson, The Heritage School, Newnan, GA

Scott Riley, Singapore American School, Singapore

Stacey Ross, Austin ISD, TX

Erika Thulin Dawes, Lesley University, Cambridge, MA

Julie Waugh, Hong Kong International School, Repulse Bay

## FEATURED SESSION

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**J.01 Action Research: A Tool to Recapture Our Voices, Agency, and Our Mission****131 & 132**

In an era when educators are managing a constellation of school reform initiatives, teachers and other school leaders need a systematic way to generate questions about problems of practice and specific tools to gather information about the students and colleagues with whom they work. Action research can lead to new and profound understandings about students, particularly when we capitalize on social media to reflect with and invite other professionals to undertake action research. Come, interact, and share with fellow educators who are asking and exploring and researching how we can discover and create instructional strategies that our students can utilize for lifelong literacy.

**Chair:** Cornelius Minor, Reading and Writing Project, Teachers College, Columbia University, New York, NY

**Presenters:** Tricia Ebarvia, Conestoga High School, Berwyn, PA

Kate Flowers, Santa Clara High School, CA

Chris Hall, Oyster River Middle School, Durham, NH

Aeriale Johnson, Joseph and Olinga Gregory Elementary, Kalskag, AK

Ellin Oliver Keene, author/consultant, Denver, CO

Anna G. Osborn, Columbia Public Schools, MO

Hollis Scott, Montair Elementary School, CA

Tiana Silvas-Brunetti, PS 59, New York, NY

**J.02 Water Is Life: Standing Rock, #NoDAPL, and Literacy Education**  
**127**
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***Sponsored by the College Section Steering Committee***

The Standing Rock movement offers us a critical moment for exploring Indigenous sovereignty, treaty and land rights issues, environmentalism, and linguistic and cultural resurgence. A collaboration between high school and college literacy educators, this panel will show how students and teachers are responding to this social and environmental injustice.

**Chair:** Clancy Ratliff, University of Louisiana at Lafayette

**Presenters:** Jesse Bien, Flandreau Indian School, Flandreau, SD, "Young Voices: Native Students Voice Concerns and Opinions on #NoDAPL in a Roundtable Discussion"

Melissa Borgia-Askey, Thiel College, Greenville, PA, "Whose Land Is It Anyway? Exploring Global Indigenous Peoples and Their Land Rights Issues"

Thien Ho, Flandreau Indian School, Flandreau, SD, "Youth Speaks: Native American High School Students Share Their Perspective on Standing Rock and #NoDAPL through Visual Narratives and Literacy"

Kenlea Pebbles, Michigan State University, Mount Pleasant, "The Power of Social Media Images in Standing Rock: Rhetorical Sovereignty through Pictures"

**J.03 SCOA Town Hall**  
**274**

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***Sponsored by the Standing Committee on Affiliates***

This town hall will allow affiliate leaders to interact with the SCOA Regional Liaisons on issues of interest and concerns for them in their roles. Affiliate leaders can bring any type of question for consideration, and the assembled participants will share responses.

**Chair:** Jean Boreen, Northern Arizona University, Flagstaff  
**Committee Members:** Curtis Bobbitt, University of Great Falls, MT

Lawrence Butti, LIU-CW Post/New York State English Council, Greenvale, NY

Marge Ford, ALAN, Campbell, OH

Dixie Keyes, Arkansas State University, Jonesboro

Tracy Kriesse, West Ridge Middle School, Austin, TX

Julie Rucker, Tift County High School, Tifton, GA

Cheryl Simonds, Carbondale Community High School, IL

Stacey Takanishi, Hawai'i Department of Education, Honolulu

## J.04 Choosing Great Books: Texts That Teach Life & Literacy Lessons

G

120 &amp; 121

*Sponsored by the Conference on English Leadership*

The books we place in students' hands should reflect the world in which we live. The panelists will guide teachers through a process of selecting books to curate classroom libraries and design curriculum that includes diverse texts. Attendees will then move into grade-level roundtables to collaborate and practice their review of additional texts.

**Chair:** Heather Rocco, School District of the Chathams, Chatham, NJ

**Presenters:** Chad Everett, Horn Lake Middle School, MS  
Christopher Lehman, The Educator Collaborative, Astoria, NY

JoEllen McCarthy, The Educator Collaborative, Northport, NY

Kristine Mraz, New York City Board of Education, NY  
Pernille Ripp, The Global Read Aloud/Oregon School District, Madison, WI

Dana Stachowiak, The University of North Carolina Wilmington

### ELEMENTARY LEVEL

**Roundtable 1:** Christina Nosek, Nixon Elementary School, Stanford, CA

**Roundtable 2:** Heather Rocco, School District of the Chathams, Chatham, NJ

### MIDDLE LEVEL

**Roundtable 1:** Emily Meixner, The College of New Jersey, Ewing

**Roundtable 2:** Anna J. Small Roseboro, consultant/author/mentor, Grand Rapids, MI

### SECONDARY LEVEL

**Roundtable 1:** Kate Baker, Southern Regional High School, Manahawkin, NJ

**Roundtable 2:** Christopher Bronke, Downers Grove North High School, IL

**Roundtable 3:** Natalie Croney, Bowling Green High School, KY

**Roundtable 4:** Janice Schwarze, Downers Grove North High School, IL

**Roundtable 5:** Elsie L. Olan, University of Central Florida, Orlando

### COLLEGE LEVEL

**Roundtable 1:** Josh Flores, Mustang Public Schools, OK

**Roundtable 2:** Tom Scott, University of Wisconsin, Milwaukee

**Roundtable 3:** Rebecca Sipe, Eastern Michigan University, Ypsilanti

**Roundtable 4:** Yolanda Stewart, Columbus City Schools, OH

## J.05 Sharing Our Voices: Preparing Teacher Educators for Today, Tomorrow, Forever

TE



240 &amp; 241

*Sponsored by the CEE-GS (Graduate Strand)*

In this roundtable session, English education graduate students will present and discuss their current work. This session seeks to foster an environment of collaboration, bringing together researchers and educators, to energize, nurture, and sustain novice teacher educators' desires "to think, write, speak, listen, and act critically."

**Co-Chair:** Meghan Barnes, The University of North Carolina, Charlotte

Mandie Dunn, Michigan State University, East Lansing

**Roundtable Leaders:** Jonathan Allred, University of Arkansas, Fayetteville, "Cultivating a Desire for Reading through Student Choice and Reading Time in Class"

Jane E. Baber, The University of Oklahoma, Norman, "I Can't Draw': Preservice Teachers' Perceptions of Self as Agents of Creativity"

Chris Bacon, Boston College, Chestnut Hill, MA, "An Identity Discourse Framework for Writing and Multilingual Learners"

Christopher Bass, University of Illinois, Chicago, "Enabling Pedagogy through Neurodiverse Texts in the English Language Arts Classroom"

Nichole Barrett, University at Buffalo, NY, "I Joined a High School Film Club: The Impact of Digital Video Composition on Students' Identity"

Helen Bentley, Purdue University, West Lafayette, IN, "Longitudinal Study of Changes in Perceptions of Student Identity in an Alternative School"

Brennan Davis, University of South Carolina, Columbia, "Conversations with Chris: Discussing Racial Diversity in a Professional Book Club"

Rachael Debnam-O'Dea, North Carolina State University, Durham, "Text Selection for American High School Students: An Examination of Differing Perspectives and Their Impact on Classroom Practice"

Mandie Dunn, Michigan State University, East Lansing, "I Don't Hold Conversations with 25 People': The Complexity of Enacting Dialogic Pedagogies in English Language Arts Classrooms"

Nicolette Filson, North Carolina State University, Raleigh, "Reasons for and Challenges with Implementing Social Justice Education in ELA"

Seth D. French, University of Arkansas, Fayetteville, "Gamification Simplified: Practical Means of Engaging Students Equitably"

## J SESSIONS / 4:30-5:45 P.M.

Merideth Garcia, University of Michigan, Ann Arbor, "Teens and Technology Integration in Two High School ELA Classrooms"

Heidi Hadley, The University of Georgia, Athens, "Boys Will Be Boys: Masculinity Construction in Middle School Required Novel Reading"

Sara Hoeve, Calvin College, Hudsonville, MI, "Growth Mindset Writing Pedagogical Framework"

Melissa Horner, Park City High School, Billings, MT, "When Oppression 'Doesn't Exist': Student Responses to a Social Justice Curriculum"

Amber Jensen, George Mason University, Alexandria, VA, "Rhetorical Roots of Teacher Dispositions: A Quintilian Approach to Defining, Evaluating, and Fostering Dispositions in Teacher Education"

Ashley Johnson, Michigan State University, Grand Rapids, MI, "Making Space for Dialogism: Teachers and Students Negotiating Purposes in High School English Classrooms"

Dani Kachorsky, Arizona State University, Phoenix, "Comics as an Avenue to Authorship for High School Students"

Kira LeeKeenan, The University of Texas at Austin, "Expanding Our Repertoire of Language for Response: Findings from Four Teachers' Collaborative Examination of Student Work"

Stephanie Loomis, Georgia State University, Atlanta, "Empowering Teachers to Assert Their Professional Expertise without Getting Fired"

Russell Mayo, University of Illinois, Chicago, "Mutuality in the Writing Center: Peer Tutoring, Affinity Space, and Everyday Anarchism"

Lakeya Omogun, The University of Texas at Austin, "Reading with Purpose and Responding with Action: Critical Literacy in a Harlem Classroom"

Chea Parton, The University of Texas at Austin, "Growing Trees and Other Metaphors for Mentoring Preservice Teachers"

Charlotte Roberts, North Carolina State University, Raleigh, "Reasons for and Challenges with Implementing Social Justice Education in ELA"

Ileana Cortes Santiago, Purdue University, West Lafayette, "Consejos after a Transformative Journey: What I Learned about the Literacy Classroom from Engagement and Advocacy with Midwest Latino/a Families and Educators"

Ryan Schey, The Ohio State University, Columbus, "LGBT-Inclusive Literacy Events in a Secondary English Language Arts Classroom"

Lara Searcy, Northeastern State University, Tahlequah, OK, "How English Teacher Educators Utilize the Secondary English Methods Course to Prepare English Teacher Candidates for Today's Classroom"

Kate Sjostrom, University of Illinois, Chicago, "A Narrative Inquiry into Writing Teacher Identity Development"

Lauren Zucker, Fordham University, New York, NY, "Adolescents' Out-of-School Digital Reading Practices"

**Respondents:** Meghan Barnes, The University of North Carolina, Charlotte

Alan Brown, Wake Forest University, Winston-Salem, NC

Kelly Byrne Bull, Notre Dame of Maryland University, Baltimore

Michelle Falter, North Carolina State University, Raleigh

Charles Gonzalez, University at Buffalo, NY

Heidi Hallman, University of Kansas, Lawrence

Alice Hays, Arizona State University, Tempe

Crag Hill, University of Oklahoma, Norman

Lindy Johnson, The College of William and Mary, Williamsburg, VA

Mark Letcher, Lewis University, Romeoville, IL

Sheryl Long, Salem College, Winston-Salem, NC

Allison Wynhoff Olsen, Montana State University, Bozeman

Amy Piotrowski, Utah State University, Logan

Margaret Robbins, Mount Vernon Presbyterian School, Atlanta, GA

Shelly Shaffer, Eastern Washington University, Cheney

Nicole Sieben, SUNY College at Old Westbury, NY

Theresa Siemer Thanos, The Ohio State University, Columbus

## J.06 YA Lit Is Complex! Authors and Teachers Reframe the Conversation about Young Adult Literature and Text Complexity



130

***Sponsored by the Assembly on Literature for Adolescents of NCTE (ALAN)***

This session brings together YA authors and classroom teachers to reframe the conversation about young adult literature and text complexity. Keynote speeches and roundtable discussions will illustrate how complexity can be found and made when we position YA texts as worthy of textual analysis and serious literary study.

**Co-Chairs:** Jennifer Buehler, Saint Louis University, St. Louis, MO

Cathy Fleischer, Eastern Michigan University, Ypsilanti

**Tradebook Authors:** Amy Sarig King, Penguin

Angie Thomas, HarperCollins

Tim Tingle, Cinco Puntos

Matt de la Peña, Random House Children's Books

Jason Reynolds, Simon & Schuster

Laurie Halse Anderson, Macmillan Children's Publishing Group

Julie Murphy, HarperCollins

M. T. Anderson, Candlewick Press

**Roundtable Leaders:** Carrie Melnychenko, Huron High School, Livonia, MI  
 Ricki Ginsberg, Colorado State University, Fort Collins  
 Kellee Moye, Hunter's Creek Middle | Orange County, FL, Orlando, FL  
 Daria Plumb, Traverse City West Senior High School, Bellaire, MI  
 Renee Stites, O'Fallon Township High School District 203, IL  
 Elizabeth Scanlon, Cypress Creek High School, Orlando, FL  
 Beth Shaum, St. Frances Cabrini, Ann Arbor, MI  
 Jennifer Walsh, Forsythe Middle School, Ann Arbor, MI

**J.07 Navajo Voices in Action: Teaching and Learning with Indigenous Youth Leaders**

G

Rainbow

264

*Sponsored by the Bread Loaf Teacher Network*

What do Indigenous youth want for their communities and for themselves? How can English language curricula provide avenues of success for the literacy needs and aspirations of Indigenous youth? In this presentation, three Navajo Nation high school leaders will address critical strategies for social change, youth development, education, and advocacy.

**Chair:** Ceci Lewis, Bread Loaf Teacher Network/ Cochise College, Sierra Vista, AZ

**Presenters:** Amber Billie, Navajo Community Health Outreach Program (student), Gallup, NM  
 Mikki Metteba, Navajo Community Health Outreach Program (student), Gallup, NM  
 Jaden Redhair, Navajo Community Health Outreach Program (student), Gallup, NM

**Respondents:** Damián Baca, University of Arizona, Tucson  
 Rex Lee Jim, Navajo Nation, Rock Point, AZ

**J.08 Taking It Apart and Putting It Back Together: The AP Synthesis Essay and Critical Literacies**

S  
C

144

*Sponsored by the College Board*

Critics of AP Language and Composition have argued that students do not learn to analyze or evaluate sources, a vital outcome of most composition programs. This panel provides insights into test development, exam scoring, and curricular resources that demonstrate how critical literacies are vital to the AP exam and curriculum.

**Chair:** Brandon Abdon, The Advanced Placement Program, Cincinnati, OH, "Developing the AP Language Exam and Curriculum"

**Presenters:** Martha Davis, Norwalk High School, IA, "Teaching Synthesis as Critical Reading and Writing"  
 Michael Neal, Florida State University, Tallahassee, "Synthesis and College Composition as Assemblage"

**J.09 The "Good," the "Bad," and the "Illegal": 3rd-Grade Thinking about Race and Author/Illustrator Choices**

E  
TE

122

*Sponsored by the Center for Expansion of Language and Thinking (CELT)*

In this session, we share how a literature study of Rachel Isadora's *Rapunzel* generated a contentious discussion in which third graders grappled with race; real and pretend; right and wrong; and authors', illustrators', and children's rights to create characters as they imagine them.

**Presenters:** Christie Angleton, University of Louisville, KY  
 Katherine Warren, J. B. Atkinson Academy, Louisville, KY  
 Kathryn F. Whitmore, University of Louisville, KY

SATURDAY



**J.10** **Day of Early Childhood Closing Session: “They tie up the swings so we can’t use them!”: Critical Race, Place, and Talk in Afrocentric Curriculum in a Second-Grade Classroom**



105

In this interactive session, two members from NCTE’S Professional Dyads and Culturally Responsive Teaching cohort share how they created curriculum that contributed to children’s critical consciousness, developed critical literacy practices, and generated further inquiries.

**Presenters:** Janelle Henderson, J. B. Atkinson  
Academy, Louisville, KY  
Tasha Tropp Laman, University of Louisville, KY

**J.11** **MISSOURI STRAND: Art as Protest and Human Rights: Intertwining Literacy and Visual Art**



262

Studying and creating art as protest gives students a powerful and authentic vehicle to think and learn about human rights issues in our world today. Participants will hear from two middle school teachers who use essential questions to bridge art and literacy curricula in a culminating year-end project.

**Presenters:** April Fulstone, Wydown Middle School, Clayton, MO  
Edward Kastner, Wydown Middle School, Clayton, MO

**J.12** **Hearing, Finding, and Sharing Voice**



280

How do we hear others’ voices—through text, through sound, through music? And how do we foster student voices? These presentations address those questions.

**Chair:** James McCaffrey, Trumbull High School, CT  
**Presenters:** Pamela Lindstrom, Virginia Tech, Blacksburg, “Write-a-Mins: Using Others’ Voices to Find Our Own”  
Janelle Mathis, University of North Texas, Denton, “Music and Literacy Learning: Giving Voice to Teaching with and through the Arts”

**J.13** **The Art of Literacy: Integrating the Arts as a Method of Literacy Development and Critical Discourse Analysis**



150

The purpose of this session is to involve participants in a review of literature on arts integration in literacy classrooms to strengthen critical analytical practices in students. Participants will examine a variety of elements of the arts and be led through analytical exercises to demonstrate critical questioning and discourse analysis.

**Presenters:** Cherie Edwards, Virginia Tech, Blacksburg  
Tanji Reed Marshall, Liaison Educational Partners, LLC, Ashburn, VA

**J.14** **Gender in Middle Grade Literature: Navigating Voice and Agency as Writers and Teachers**



102

In this session, middle grade authors and gender studies scholars will explore gender issues in reading, writing, teaching, and publishing middle grade fiction. Discussion will include ideas to help teachers and students better understand and work with intentional and unintentional messages about gender found in books for young people.

**Chair:** Holly Hassel, University of Wisconsin–Marathon County, Wausau  
**Presenters:** Tricia Clasen, UW-Rock County, Janesville, WI, “Gendered Communication Patterns in Relationships”  
Mike Grosso, Clarion Books, an imprint of Houghton Mifflin Harcourt, “Writing Outside Your Gender”  
Bridget Hodder, Farrar, Straus and Giroux, “Issues in Marketing/Publishing”  
Robin Yardi, Carolrhoda Books, Minneapolis, MN, “Gendered Fantasy Tropes”

**J.15** **Urban Literacies in Middle School: Giving Students Voice and Agency inside and outside of the Classroom**



220

Urban middle school students see the world/ words through their own literacy practices— literacy practices of reading, writing, and beyond—practices that uplift, connect, illuminate what they bring to school and/ or use out of school. Understanding these literacy practices allows us to teach our

students more effectively and gives them (and ourselves) voice and agency. This session will showcase sports, music, digital, community, and poetic literacies.

**Chair:** Tonya Perry, The University of Alabama, Birmingham, "I Got Notes": Digital Work of Urban Middle School Youth"

**Presenters:** Jamal Cooks, San Francisco State University, CA, "This Is the Way We Roll: Urban Literacies in Sports"

Bryan Ripley Crandall, Fairfield University, CT, "Writing Our Lives and Getting Acoustic: Success at a High-Need Middle School through Supporting Effective Educator Development"

Marcelle Haddix, Syracuse University, NY, "Writing Our Lives"

### J.16 Engaging the Imagination: Gaming and Assemblage



161

This session examines how a study of fighting games and assemblage can help students better understand narrative and composing.

**Chair:** Ally Hauptman, Lipscomb University, Nashville, TN

**Presenters:** Matthew Kilian McCurrie, Columbia College, Chicago, IL, "Research Writing as Assemblage: Reimagining Composing and Authorship"

John Misak, New York Institute of Technology, Old Westbury, "Kombat and Story: How Fighting Games Encourage Players to Imagine and Investigate Narrative"

### J.17 Creating Engaged Writers in Elementary Education



101

This panel will discuss innovative approaches to working with culturally and linguistically diverse populations.

**Presenters:** Colette Bennet, West Haven Public Schools, West Haven, CT, "Chapter and Voice: A Train-the-Trainer Writing Program for Grades K-5"

Cassie Brownell, Michigan State University, East Lansing, "Bringing Meaning to Writing: Creating Engaged Writers with Culturally Sustaining Writing Instruction"

Trisha D'Amore, West Haven Public Schools, CT, "Chapter and Voice: A Train-the-Trainer Writing Program for Grades K-5"

Justin Haas, Elmwood Elementary School, Lansing, MI, "Bringing Meaning to Writing: Creating Engaged Writers with Culturally Sustaining Writing Instruction"

Linda Jackson, author, Southaven, MS, "Writing and Remembering in Black and White"

James Jensen, Sayre Language Academy, Chicago, IL, "Bringing Meaning to Writing: Creating Engaged Writers with Culturally Sustaining Writing Instruction"

Lauren Salmoe, William H. Ray Elementary School, Chicago, IL, "Bringing Meaning to Writing: Creating Engaged Writers with Culturally Sustaining Writing Instruction"

Corabel Shofner, author, Nashville, TN, "Writing and Remembering in Black and White"

### J.18 Opening Multicultural Windows in Children and Young Adult Literature: Resistance, Agency, and Embracing Voices in Your Language Arts Classroom



267

This presentation illustrates the use of Latinx and world literature to elicit critical discussions with English learners to recapture students' rich cultural literacies while opening the door to current worldviews. We use the creative reading dialogue and the critical multicultural analysis to engage and expand students' thinking about the world.

**Presenters:** Johanna Esquivel, New Mexico State University, Las Cruces

Anita Hernandez, New Mexico State University, Las Cruces

Ida Madrid, Hermosa Heights Elementary, Las Cruces, NM  
Jose Montelongo, New Mexico State University, Las Cruces

### J.19 Visualizing and Remixing Student Voices: Facilitating Literary Engagement for Today and Tomorrow



145

**Sponsored by the Studies in Literacies and Multimedia Assembly (SLAM)**

This session examines how adolescents compose multimodal responses to young adult literature in order to craft more authentic voices in the classroom and implement facets of visual literacy. We offer practical examples that range from lower-tech textual responses to higher-tech responses and share strategies for this work in classrooms.

**Presenters:** Steven Bickmore, The University of Nevada, Las Vegas

Jennifer Dail, Kennesaw State University, GA

Shelbie Witte, Oklahoma State University, Stillwater

**J.20 “Hey, Can You Find Me a Book?”  
E Reclaiming Student Reading  
Engagement through the Use of  
Popular Culture Texts**

**106**

Popular culture texts are in high demand, but access to these texts can be limited, and some educators may be hesitant to introduce popular culture texts into the classroom. This presentation will spark ideas and discussion of ways to engage elementary-aged students through the use of popular culture texts.

**Presenter:** Melinda Butler, Sam Houston State University, Huntsville, TX

**J.21 Beyond Levels: Choosing Texts  
E to Scaffold Instruction for  
Engagement and Agency**

**232**

Texts instruct and inspire students to develop reading identities. Unfortunately, text levels have become such a dominant factor in classrooms that many readers describe their identity by their level. This session considers how teachers can use purposeful text selection to scaffold instruction to develop instead of deny a reader's agency.

**Presenters:** Dorothy Barnhouse, literacy consultant and author, Brooklyn, NY  
Clare Landrigan, Teachers for Teachers, Boston, MA  
Tammy Mulligan, Teachers for Teachers, Lexington, MA  
Terry Thompson, Northeast Independent School District, San Antonio, TX

**J.22 Representation Matters: Critical  
S Conversations on Culture,  
Rainbow Ethnicity, and Place-Based  
Literacies**

**126**

Join us as we engage in critical conversations on the implications of representation (or the lack thereof) in literature. Conversation topics include the only existing place-based Bosnian-American literacy program here in St. Louis (home of the largest Bosnian population outside Bosnia); a celebration of Black female heroines in Afro-Futurist YA literature; and multicultural characters in the British literature canon.

**Chair:** Keisha McIntyre-McCullough, Miami Dade County Public Schools, FL

**Roundtable Leaders:** Katie Dredger, James Madison University, Harrisonburg, VA, “Pride, Prejudice, and Race: Diversity in British Literature for Young Adults”

Brian Jennings, Affton High School, St. Louis, MO, “Bosnian American Studies: Love (and Leverage) the Community You’re With”

Cynthia Smith, Capital High School, Charleston, WV, “Finding Authentic Voices in Poetry: Using African American Poetry to Teach Students about the Color Line”

S. R. Toliver, The University of Georgia, Athens, “I, Too, Can Live Long and Prosper—Young Adolescent Women of Color as Futuristic Heroines”

**J.23 Arts as Literacy: Using Art to  
S Engage Students in Analyzing  
Authors’ Literary Choices**

**163**

This interactive session shares an innovative lesson that voices the need for visual art in the ELA classroom as a model for being attentive to the choices literary authors make in terms of setting. Designed to also prepare teachers to use visual arts to build students’ essential literacy skills, foster engagement, and provide space for students’ voices, this session provides a pragmatic understanding of the basics of visual art, including providing the knowledge and resources to adapt the activities to various levels and topics.

**Chair:** Darlene Castelli, St. Louis, MO

**Presenters:** Heather Barto Wiley, R. J. Reynolds High School, Winston-Salem, NC, “Arts as Literacy: Fostering Passion and Engagement through Visual Art”

Aidan Brett, Temple University, Philadelphia, PA, “Using Art to Engage Students in Analyzing Authors’ Literary Choices”

Pamela Henderson, R. J. Reynolds High School, Winston-Salem, NC, “Arts as Literacy: Fostering Passion and Engagement through Visual Art”

Joan F. Mitchell, Wake Forest University, Winston-Salem, NC, “Arts as Literacy: Fostering Passion and Engagement through Visual Art”

Lindsay Schneider, West Forsyth High School, Clemmons, NC, “Arts as Literacy: Fostering Passion and Engagement through Visual Art”

**J.24 Critical Civic Literacy for English Learners: Reading and Writing for Authentic Purposes (M-S)**

**M**  
**S**

**Rainbow 263 STRAND: RAINBOW**

The Common Core State Standards call for students to develop arguments based on the analysis of multiple texts. This session demonstrates how to incorporate the standards to further develop the English proficiency of English learners by engaging them in authentic Critical Civic Literacy.

**Presenters:** Clara Lee Brown, University of Tennessee, Knoxville  
Robin Schell, University of Tennessee, Knoxville  
Natalia Ward, University of Tennessee, Knoxville

**J.25 Multimodal Scientific Writing in the Elementary Classroom**

**E**

**261**

Themes will be presented from an elementary teacher's use of multimodal writing in science. Multimodal writing opens meaningful spaces for all students, including those with learning challenges, to compose in nontraditional ways. We will describe the theoretical underpinnings to her curricular decisions, name valuable resources, and demonstrate inquiry notebook practices.

**Presenters:** Catherine Lammert, The University of Texas at Austin, "Disciplinary Underpinnings of Multimodal Writing in Science"  
Emily Riordan, Leander Independent School District, TX, "Challenges and Successes of Facilitating Multimodal Writing in Science"

**J.26 Beyond Formula: Exploring Essays to Empower Students**

**M**  
**S**  
**TE**

**151**

Students need to discover that essays are written because they allow us to wrestle with ideas, to share our unique voices, and to examine how what we think connects us to each other. We will share strategies for reading and writing essays that empower students—without relying on a formula.

**Presenters:** Kimberly Campbell, Lewis and Clark Graduate School, Portland, OR  
Kristi Latimer, Tigard High School, OR  
Jodi Mello, Tigard High School, OR  
Emily Willis, Tigard High School, OR

**J.27 Closing the Gap: A Middle Grade Co-Teaching Reading and Writing Intervention**

**M**  
**S**

**266**

Middle grade students often enter language arts classrooms unable to fluently read grade-level texts or write effective essays. This session examines a department-wide co-teaching model that not only raised test scores, but helped transform reader identities and students' ability to achieve while preparing them for the next level.

**Presenters:** Sara Barber, Salem Junior High School, UT  
Caroline Howard, Salem Junior High School, UT  
Amy Huhtala, Salem Junior High School, UT  
**Respondent:** Dawan Coombs, Brigham Young University, Provo, UT

**J.28 Reclaiming Grading, Reclaiming Our Craft**

**M**  
**S**  
**C**

**142**

In this hands-on demonstration, participants will reclaim their craft as English educators by reclaiming grading. This session focuses on promoting teachers' and students' agency through nontraditional assessment and grading practices. Strategies will include alternative assessment and grading practices, how to reinvent your gradebook, and ways to communicate with administrators and teachers.

**Chair:** Christina Ponzio, Michigan State University, East Lansing  
**Presenters:** Benjamin Briere, Birmingham Public Schools, MI  
Amy Matthusen, East West School of International Studies, Flushing, NY

**J.29 Beyond Empathy: Experiential Literacy Strategies for a Critical English Education**

**M**  
**S**

**242**

A key component to recapturing our voices, agency, and mission is to honor the experiential potential of literature. This interactive session for middle and high school teachers features strategies such as conducting empathy check-ins, using artwork as mentor texts, and promoting teen activism through underground student newspapers.

**Chair:** Anthony Celaya, Arizona State University, Tempe  
**Presenters:** Shanetia P. Clark, Salisbury University, MD  
Jason Griffith, Arizona State University, Tempe  
**Respondent:** Alex Corbitt, The Bronx School of Young Leaders, NY

### J.30 Creating Responsive and Responsible Readers

M

#### FERRARA THEATRE

Join these speakers as they share strategies that help students become responsive and responsible readers. In particular, they will share strategies that build engagement, develop comprehension, and help students identify fake news. It's a fast-paced, interactive, strategy-centered session, one in which participants will leave with practical ideas they can implement immediately and thoughts about the state of reading they can consider with colleagues.

**Chair:** Kylene Beers, Reading and Writing Project, Teachers College, Columbia University, New York, NY, "Setting the Stage for Responsive and Responsible Reading"

**Presenters:** Robert Probst, Marathon, FL, "Developing Responsive Readers"

Linda Rief, Oyster River Middle School, Durham, NH, "Developing Responsible Readers"

**Respondent:** Penny Kittle, Kennett High School, North Conway, NH, "What Happens Next with Responsive and Responsible Reading"

### J.31 Educating the Teacher Educator: Recapturing Our Mission as Learners

TE



231

This presentation explores how three teacher educators' experiences as learners in somewhat unconventional situations reshaped their taken-for-granted assumptions about teaching and learning while influencing their understandings of and approaches to secondary English teacher preparation.

**Presenters:** Marshall George, Hunter College-CUNY, New York, NY

Lisa Scherff, McREL International, Honolulu, HI

Melanie Shoffner, Purdue University, West Lafayette, IN

### J.32 Research Strand Roundtable

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S

TE

275

This session examines how technology can be used to develop agency and transformation in literacy instruction.

Strands: Research

**Chair:** Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

#### Roundtable 1: Beyond Multiple Perspectives: New Directions in Crafting Meaning in Reading and Writing in Secondary Language Arts Classrooms

Mollie Blackburn, The Ohio State University, Columbus

David Bloome, The Ohio State University, Columbus

George Newell, The Ohio State University, Columbus

Stephanie Power-Carter, Indiana University, Bloomington

#### Roundtable 2: Challenging Our Assumptions: Developing Sociocultural Awareness and Understanding Among Preservice Teachers Working with English Language Learners

Mary C. Hutchinson, Pennsylvania State University, State College

#### Roundtable 3: OUR Classroom Library: Student Voice and Choice as Literacy Leaders

Marcy Wilburn, University of Texas at San Antonio

#### Roundtable 4: Pillar or Pliers: How Two BFFs Negotiate the Authority of Privilege

Suki Mozenter, Stanford University, CA

#### Roundtable 5: Responding to the Voices of Students on the Margins for Critical Dialogue and Literacy Renewal: Talk around Multimodal Text in Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*

Tiffany Nyachae, University at Buffalo, NY

#### Roundtable 6: Spatializing Songwriting as Stance-Taking toward Social Justice in an After-school Literacy-and-Songwriting Curriculum

Alecia Beymer, Michigan State University, East Lansing

#### Roundtable 7: The Peer Tutoring Experience in the High School Writing Center

Tommy Jolly, Georgia State University, Atlanta

#### Roundtable 8: Ties That Bind: Reintegrating Reading and Literacy, Schooling and Community

Susan Cridland-Hughes, Clemson University, Greenville, SC

Jung Kim, Lewis University, Romeoville, IL

#### Roundtable 9: Youth Participatory Action Research as a Site of (Re)Storying for Students of Color

Vaughn Watson, Michigan State University, East Lansing

Chauntel Byrd, Michigan State University, East Lansing

Regina Deloach, Michigan State University, East Lansing

Sarah Jackson, Michigan State University, East Lansing

Jewel Pugh, Michigan State University, East Lansing

Terry Flenbaugh, Michigan State University, East Lansing

Rae Oviatt, Michigan State University, East Lansing



### J.33 ELA Pedagogies for the Critical Examination of Race, Racism, and Whiteness in K-12 and Teacher Education Contexts



230

Presenters will describe specific practices for teaching K-12, university, and teacher education students about race, racism, and whiteness in ELA contexts. Specific strategies include exploratory essays, readers theater, playbuilding, improvisational theater, journaling, and textual analysis.

**Presenters:** Christina Berchini, University of Wisconsin Eau Claire, "Developing Racial Literacy: Using Readers Theater to Critically Address Race and Racism in Classroom Discourse and Curriculum"  
Carlin Borsheim-Black, Central Michigan University, Mount Pleasant, "Shifting from Fear to Commitment: Strategies for Preparing English Teacher Candidates for Teaching about Racism through Literature"  
Sophia Sarigianides, Westfield State University, MA, "Shifting from Fear to Commitment: Strategies for Preparing English Teacher Candidates for Teaching about Racism through Literature"  
Samuel Tanner, Pennsylvania State University, Altoona, "Toward a Second Wave of Critical Whiteness Pedagogy in English Language Arts"

**Respondent:** Timothy Lensmire, University of Minnesota, Minneapolis

### J.34 Building an Anti-Oppressive Classroom Culture with Teachers



152

This session demonstrates how the individual power and knowledge of teachers can be marshaled through co-design to create change within traditional English teacher practice. Through an interactive workshop, the speakers will share pedagogy from a co-designed methods course, specifically examining the complexities of developing an anti-oppressive classroom culture with teachers.

**Presenters:** Mary Kelly, University of Colorado Boulder  
Melia Repko-Erwin, University of Colorado Boulder

### J.35 Talking about Culture and Identity: Four Perspectives on Literature Discussion Groups



125

Powerful literature about diverse characters provides a context for learning about and learning through critical conversations. Four teacher-researchers adopted different lenses for analyzing and learning from small-group literature discussions highlighting identity and multicultural understanding. Roundtable presentations will include presenting their work and engaging participants in discussion.

**Chair:** Kathryn Mitchell Pierce, Saint Louis University, MO

#### **Roundtable 1: The Role of Classroom Talk in Students' Identity Development and Multicultural Awareness**

Heba Mostafa, Saint Louis University, MO

#### **Roundtable 2: Discourse Analysis Strategies for Classroom Teachers: Learning to Recognize and Support Student Learning through Talk**

Carol Gilles, University of Missouri, Columbia

#### **Roundtable 3: Nurturing Accountable Talk about Identity: Three Students Navigate the Social and Cognitive Challenges of Literature Discussion Groups**

Laurie Finken Keller, The Wilson School, St. Louis, MO

#### **Roundtable 4: Unpacking Critical Conversations about Issues of Equity and Justice in Literature and Our Lives**

Kathryn Mitchell Pierce, Saint Louis University, MO

### J.36 Stories from Stagville: Lessons in Empathy



162

In this interactive session, presenters share students' multimedia projects inspired from archival photographs, letters, and interviews. Each student focused on a formerly enslaved individual in North Carolina, exploring his/her life through multiple perspectives. Students create art based on facts—historic fiction with the power to illuminate histories and foster empathy.

**Presenters:** Adrian Gariboldi, Duke University, Durham, NC

Katie Hyde, Duke University, Durham, NC

Lisa Lord, Shepard Middle School volunteer, Durham, NC

### J.37 Fake It 'Til You Make It: Rhetoric in the Era of Fake News

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276

Join this panel of experts as they explore the rhetoric of disillusionment in an era of alternative facts and fake news. Learn strategies to help students navigate through the tangled web of muddled media and intelligence.

**Chair:** Jeff Wilhelm, Boise State University, ID

**Presenters:** Deborah Appleman, Carleton College, Northfield, MN, “Fake News Is Bad News: Using Critical Literacy to Teach Our Students to Be Critical Readers Today, Tomorrow, Forever”

Glenda Funk, Highland High School, Pocatello, ID, “Fake at First Sight: Recapturing Satire and Parody in Critiquing News Sources”

Debbie Greco, Highland High School, Pocatello, ID, “Fake at First Sight: Recapturing Satire and Parody in Critiquing News Sources”

Cherylann Schmidt, J. P. Case Middle School, Flemington, NJ, “Fake at First Sight: Recapturing Satire and Parody in Critiquing News Sources”

Ami Szerencse, Schurr High School, Montebello Unified School District, CA, “Fake at First Sight: Recapturing Satire and Parody in Critiquing News Sources”

### J.38 Creating Agents of Change: Navigating through and Responding to LGBTQ Literary Texts

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LGBTQ

123

In this roundtable presentation, speakers explore themes, characters, and responses to a variety of LGBTQ literary texts. Convention participants will gain insight into preparing their students to be agents of change.

**Chair:** Leah Van Vaerennewyck, Lesley University, Cambridge, MA

**Presenters:** Jen Cheveallier, P.K. Yonge Developmental Research School, University of Florida, Gainesville, “Pages and Politics: Teaching Literature to Develop Political Consciousness in Secondary ELA”

Jessica Doneff, Kirkwood High School, St. Louis, MO, “The Ambiguous Catalyst: Using Literary Catalyst Figures as Change Agents for Student Identity Formation and Awareness”

Simao Drew, Kirkwood High School, St. Louis, MO, “The Ambiguous Catalyst: Using Literary Catalyst Figures as Change Agents for Student Identity Formation and Awareness”

Ilisa Lieberman, Florida International University, Miami, “Navigating Bullying through Literature Circles”

Cody Miller, P.K. Yonge Developmental Research School, University of Florida, Gainesville, “Pages and Politics: Teaching Literature to Develop Political Consciousness in Secondary ELA”

Jon Mundorf, P.K. Yonge Developmental Research School, University of Florida, Gainesville, “Pages and Politics: Teaching Literature to Develop Political Consciousness in Secondary ELA”

Linda Spears-Bunton, Florida International University, Miami, “Navigating Bullying through Literature Circles”

Kate Yurko, SUNY Brockport, NY, “Pages and Politics: Teaching Literature to Develop Political Consciousness in Secondary ELA”

### J.39 Teaching the Literature of Missouri

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141

In this session, graduate students and a professor from the University of Missouri, Columbia, will explore teaching ideas for some of their favorite pieces of literature written by authors from Missouri. Each presenter will address their selection from a different lens, from place-based education to understanding identity.

**Presenters:** Christy Goldsmith, University of Missouri, Columbia

Amy Lannin, University of Missouri, Columbia

Erin Small, University of Missouri, Columbia

### J.40 Oh, That's Me! Finding Your Voice in Character Creation

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103

Whether it's Pigeon's desire to drive that bus or Eleanor's reluctant, yet inevitable, falling in love, readers experience—Oh, that's me!—when a character's Voice echoes their own. Our activity-focused panel of authors, teachers, illustrator, and school director will dissect characters' Voices and share ways student writers can discover their own.

**Presenters:** Lindsay Barrett George, author/illustrator, White Mills, PA

Kim Briggs, author/educator, Pocono Pines, PA

Jan Cheripko, author/educator, Bethany, PA

Alison Green Myers, author/educator, Hawley, PA

**J.41** **Sharing Our Voices in Online Communities of Practice: Using Social Media to Reframe Issues and Tell Our Stories**

**G**

**260**

Teacher activist groups are using social media in online conversations, forming communities of practice where they are sharing narratives, reframing current issues in education, and taking action. We share stories collected from teachers and studies of how these online communities function. Participants are invited to share stories and experiences.

**Chair:** Alan Flurkey, Hofstra University, Hempstead, NY

**Presenters:** Debra Goodman, Hofstra University, Hempstead, NY, “Teachers Advocating for Change in the Face of Corporate Education Reform Policies”  
Elizabeth Lynch, Hofstra University, Hempstead, NY, “Online Social Networks: Digital Activist Groups as Communities of Practice”

**J.42** **Direct Action 101 for English Teachers and Teacher Educators: How to Organize for Equity in a Testing-Saturated Culture**

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**143**

In this session, equity-oriented English teachers and teacher educators will come together to organize a unified campaign, from multiple positions and in multiple platforms, that promotes equity, critical thinking, creativity, and joy—and that works against the current, corporate-sponsored, high-stakes testing culture that marginalizes and disenfranchises P-16 students and teachers.

**Chair:** Deborah Bieler, University of Delaware, Wilmington

**Presenters:** Deborah Bieler, University of Delaware, Wilmington  
Noah Asher Golden, Chapman University, Orange, CA

**J.43** **Assemblages of Racial Literacy Over Space and Time**

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**229**

This panel centers from the often-neglected perspectives of teachers of color, Black male students, and interracial families in order to expand and extend ideas of racial literacy away from a stage-oriented, dichotomous process. We employ the metaphor of the Spirograph to explore multiple tangents where identity markers continually shape our racializations.

**Presenters:** Ranita Cheruvu, William Paterson University, Wayne, NJ, “Racial Literacy in Motion: Reading and Writing Race with Teachers of Color”  
Keisha McIntosh Allen, University of Maryland, Baltimore County, “A Matter of Survival: Engaging Racial Literacy to Read and Write the World”  
Kindel Nash, University of Maryland, Baltimore County, “Racial Literacies in an Interracial Bahá’í Family”

**J.44** **The Responsible Change Project: 8th Graders and University Students Collaborating to Promote Voice and Agency through Literacy Development**

**G**



**265**

In this presentation, we share more about how a collaboration between a group of 8th-grade students and university students in a service-learning course enabled both groups to better understand issues facing adolescents and their own ability to make change.

**Presenters:** Heather Coffey, UNC Charlotte Writing Project  
Steve Fulton, Kannapolis Middle School, NC

## J.45 Erase the Space: Teaching Productive Public Discourse in the 21st Century



160

Healthy public discourse is key to democracy, and evidence abounds of the need to teach students critical, substantive, and respectful engagement in conversations that matter. A panel of educators from Ohio's chapter of the Bread Loaf Teacher Network presents collaborative work on using the English classroom to repair public discourse.

- Presenters:** Gregory Booth, Sheridan High School, Northern Local Schools, Thornville, OH, "Fostering Empathy and Multi-perspectivism through Analyzing and Constructing Narratives"
- Derek Burtch, Liberty High School, Olentangy Local Schools, Lewis Center, OH, "Elevating the Deliberative Exchange through Online Contact Zones"
- Claudia Eschelbach, Marion-Franklin High School, Columbus City Schools, OH, "Teaching Information Literacy in the Era of Fake News, Social Media, and Frayed Attention Spans"
- Amelia Gordon, South High School, Columbus City Schools, OH, "Elevating the Deliberative Exchange through Online Contact Zones"
- Gary Metzenbacher, East High School, Columbus City Schools, OH, "Teaching Information Literacy in the Era of Fake News, Social Media, and Frayed Attention Spans"
- Christopher Moore, Liberty High School, Olentangy Local Schools, Lewis Center, OH, "Framing the Teaching of Argument to Prioritize Critical Thinking and Understanding"
- Andrea Vescelius, Olentangy Orange High School, Columbus, OH, "Framing the Teaching of Argument to Prioritize Critical Thinking and Understanding"

## J.46 CEE Commissions Meetings 2



124

*Sponsored by the Conference on English Education*

All interested CEE and NCTE members are invited to attend the CEE commissions of their choice.

### Roundtable 1: CEE Commission on Social Justice in Teacher Education Programs

**Co-Chair:** Briana Asmus, Western Michigan University, Kalamazoo

**Co-Chair:** Chaz Gonzalez, University at Buffalo, NY

### Roundtable 2: CEE Commission on New Literacies, Technologies, and Teacher Education

**Co-Chair:** Amy Piotrowski, Utah State University, Logan

**Co-Chair:** Katie Rybakova, Thomas College, Waterville, ME

### Roundtable 3: CEE Commission on the Study and Teaching of Adolescent Literature

**Chair:** Kelly Byrne Bull, Notre Dame of Maryland University, Baltimore

### Roundtable 4: CEE Commission on the Teaching of Poetry

**Co-Chair:** Bonner Slayton, Moore-Norman Technology Center, Norman, OK

**Co-Chair:** Danny Wade, Washburn University, Topeka, KS

### Roundtable 5: CEE Commission on English Methods Teaching and Learning

**Co-Chair:** Heidi Hallman, University of Kansas, Lawrence

**Co-Chair:** Kristen Pastore-Capuana, University of Buffalo, NY

### Roundtable 6: CEE Commission on Writing Teacher Education

**Co-Chair:** Patricia Dunn, Stony Brook University, NY

**Co-Chair:** Jim Fredricksen, Boise State University, Boise, ID

### Roundtable 7: CEE Commission on Arts and Literacies

**Co-Chair:** Katherine Macro, Niagara University, NY

**Co-Chair:** Michelle Zoss, Georgia State University, Atlanta

### Roundtable 8: CEE Commission on Dismantling the School-to-Prison Pipeline

**Co-Chair:** David E. Kirkland, New York University, New York

**Co-Chair:** sj Miller, New York University, New York

### Roundtable 9: CEE Commission to Support Early Career English Language Arts Teachers

**Co-Chair:** Anna J. Small Roseboro, consultant/author/mentor, Grand Rapids, MI

**Co-Chair:** Claudia Marschall, Buffalo, NY

**SIG.01 Assembly on Literature for Adolescents Master Class**

**G**

**130**

*Sponsored by the Assembly on Literature for Adolescents of NCTE (ALAN)*

The Assembly on Literature for Adolescents of NCTE (ALAN) is presenting its first Master Class on Young Adult Literature.

**Chair:** Laura Renzi, West Chester University, PA

**Presenter:** Laurie Halse Anderson, Macmillan Children's Publishing Group

**SIG.02 Authoring Identities: Teaching Writing to Detained Youth**

**G**

**106**

*Sponsored by the Gender and Literacy Assembly (GALA)*

This session will explore the complex role of writing in the lives of young adults in juvenile detention centers. It will provide a framework for teaching writing that is grounded in research, encourages youth to be creative meaning-makers, and underscores the power of writing as a way for youth to amplify their beliefs and life experiences.

**Chair:** James Cercone, SUNY at Buffalo State, NY

**Presenter:** Kristine Pytash, Kent State University, OH

**SIG.03 Studies in Literacy and Multimedia (SLAM) Assembly Business Meeting**

**G**

**120 & 121**

*Sponsored by the Studies in Literacies and Multimedia Assembly (SLAM)*

Please join the Studies in Literacy and Multimedia (SLAM) Assembly for an open business meeting featuring Richard Beach (Professor Emeritus of English Education, University of Minnesota) discussing teaching and climate change. This is an opportunity to connect with other teachers, educators, and advocates engaging in transformative instruction.

Free resources will be shared!

**Chair:** Robyn Seglem, Illinois State University, Normal

**Speaker:** Richard Beach, University of Minnesota, Minneapolis

**SIG.04 Apps and Tools for Engaged Learning and Activism**

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**125**

*Sponsored by the Assembly on Computers in English (ACE)*

Assembly on Computers in English (ACE) promotes cooperation among individuals who have an interest in technology infusion into English language arts and literacy instruction. Join us at the SIG meeting to share app ideas and resources for engaged learning and activism. Look for us in the NCTE Connected Community at <http://ncte.connectedcommunity.org/ace>.

**Chair:** Ewa McGrail, Georgia State University, Atlanta, "Apps and Tools for Engaged Learning and Activism"

**Presenter:** J. Patrick McGrail, Jacksonville State University, AL, "Apps and Tools for Engaged Learning and Activism"

**SIG.05 Early Childhood Education Assembly Business Meeting**

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**105**

*Sponsored by the Early Childhood Education Assembly (ECEA)*

The Early Childhood Education Assembly provides a home for all who work with young children. We look forward to engaging in dialogue as we seek to support teachers of young children with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities

**Chair:** Erin Miller, University of North Carolina, Charlotte

**Co-Chair:** Michele Myers, University of South Carolina, Columbia

**Committee Members:** Tara Lencl, Teachers College, Columbia University, New York, NY  
Bilal Polson, Northern Parkway School, Uniondale, NY



## SIG.06 Justice, Representation, and Nonfiction Children's Literature in the University Classroom

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### *Sponsored by the Children's Literature Assembly (CLA)*

The 24th annual Children's Literature Assembly Master Class focuses on selecting, evaluating, and teaching "diverse" nonfiction children's literature in university-level classes. After brief opening remarks, attendees engage in a moderated discussion about the possibilities and potential pitfalls that arise when utilizing diverse nonfiction texts in university children's literature courses.

**Chair:** Thomas Crisp, Georgia State University, Atlanta

**Roundtable Leaders:** Amina Chaudhri, Northeastern Illinois University, Chicago

Denise Dávila, The University of Nevada, Las Vegas

Rachel Kamin, North Suburban Synagogue Beth El, Highland Park, IL

Jamie Campbell Naidoo, University of Alabama—SLIS, Tuscaloosa

Ruth Quiroa, National Louis University, Lisle, IL

Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

Vivian Yenika-Agbaw, Pennsylvania State University, University Park

**Presenters:** Thomas Crisp, Georgia State University, Atlanta, "Welcome, Brief History of the CLA Master Class, Session Overview"

Roberta Gardner, Georgia State University, Atlanta, "Current Trends and Issues in Nonfiction Children's Literature"

Suzanne Knezek, University of Michigan—Flint, "The Need to Consider Diversity and Representation in Nonfiction Children's Literature"

## SIG.07 Secondary School Writing Centers

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229

### *Sponsored by the International Writing Centers Association (IWCA)*

The International Writing Centers Association (IWCA) invites current and prospective writing center directors to connect with each other at this interactive SIG. We will focus on how professional international, regional, and local networks can prepare, connect, and support writing center directors as we advocate for our programs and positions.

**Co-Chairs:** Jeffrey Austin, Skyline High School, Ann Arbor, MI

John Nordlof, Eastern University, St. Davids, PA

**Presenter:** Betsy Roche, Fossil Ridge HS, Ft. Worth, TX

## SIG.08 Grammar Instruction on Fleek!

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123

### *Sponsored by the Assembly for the Teaching of English Grammar (ATEG)*

How can you make grammar instruction on fleek? Join ATEG to find out! Julia Evans will discuss ways for teachers to help students incorporate interesting content and strong mechanics, Jeremy Hyler will discuss technology-infused strategies that can help students differentiate between formal and informal writing while learning grammar skills, Sherry Saylor will offer a low-tech grammar solution to the problem of engaging college students who must take a basic reading and writing class, and Sean Ruday will explore the possibilities of the passive voice.

**Chair:** Sean Ruday, Longwood University, Farmville, VA

**Presenters:** Julia Evans, Longwood University, Farmville, VA

Jeremy Hyler, Fulton Schools, Greenville, MI

Sherry Saylor, Prince George's Community College, Largo, MD

### SIG.09 GSEA Assembly Annual Business Meeting

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LGBTQ 124

#### *Sponsored by the Genders and Sexualities Equality Alliance (GSEA)*

This NCTE GSEA Assembly Annual Business Meeting is an open meeting for all GSEA members and non-GSEA members of NCTE interested in learning more about the assembly and the work that we do within NCTE and beyond. We welcome all attendees to participate in our meeting to join us in our mission and goals for inclusivity and intersectionality.

**Chair:** Nicole Sieben, SUNY College at Old Westbury, NY

### SIG.10 Voices of Teachers in Appalachia: Discussion and Business Meeting for ALCA

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231

#### *Sponsored by the Assembly for Literature and Culture of Appalachia (ALCA)*

Too often the voices of Appalachia are ignored, misrepresented, or silenced. Join us as we discuss ways educators, students, writers, and artists make their own distinctive voices heard. ALCA, the Assembly for Literature and Culture in Appalachia, amplifies these voices through a discussion and organizational meeting.

**Chair:** April Asbury, Radford University, VA

**Co-Chair:** James Tyler Chadwell, West Virginia University and George Mason University

**Presenters:** Judy Byers, Fairmont State University, WV  
John Hambly, Radford University, VA

### SIG.11 Assembly for Research (NCTEAR) Meeting and Reception

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230

#### *Sponsored by the Assembly for Research (NCTEAR)*

The NCTEAR SIG session will include time to network with colleagues, discuss the future and current business of NCTEAR, and review the highlights for the upcoming conference March 16–18, 2018. All members and nonmembers are welcome.

**Co-Chairs:** Huili Hong, Towson University, Towson, MD  
Tonya Perry, The University of Alabama, Birmingham

### SIG.12 English as a Second Language Assembly (ESLA) Business Meeting

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104

#### *Sponsored by the English as a Second Language Assembly (ESLA)*

The purpose of the English as a Second Language Assembly (ESLA) is to encourage interchange among teachers of English at all levels on issues in bilingual education and English as a second language. This session will provide information about the ESL Assembly and how to connect with their members.

**Chair:** Clara Lee Brown, The University of Tennessee, Knoxville

### SIG.13 Introducing the Global Society of Online Literacy Educators (GSOLE)

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122

#### *Sponsored by the Global Society of Online Literacy Educators (GSOLE)*

During its initial SIG meeting, the Global Society of Online Literacy Educators (GSOLE) will introduce its mission to NCTE, report on its accomplishments for 2017 and its plans for 2018, and prompt conversation about how GSOLE and NCTE can work to benefit each other.

**Chair:** Kevin DePew, Old Dominion University, Newport News, VA

## SIG.14 Unleashing American Literature: Using Innovative Approaches to Galvanize Students of Today

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**Sponsored by the Assembly on American Literature (AAL)**

How can we unleash the creativity and passion that mark our best endeavors as teachers of American Literature to galvanize today's students? In this session teachers will share innovations and strategies designed to energize students by finding new avenues to approach American texts whose provocative questions continue to challenge us.

**Chair:** Tracey Hughes, Maret School, Washington, DC  
**Roundtable Leaders:** David Curtis, Belmont University, Nashville, TN, "Autobiography of Benjamin Franklin"  
 KaaVonnia Hinton-Johnson, Old Dominion University, Norfolk, VA, "Jacqueline Woodson's *Brown Girl Dreaming*"  
 Teresita Hunt, Cane Ridge High School: MNPS District, Nashville, TN, "Literary Artists of the Harlem Renaissance"  
 Mabel Khawaja, Hampton University, Hampton, VA, "Harriet Jacobs's *Incidents in the Life of a Slave Girl*"  
 Mildred Pearson, Eastern Illinois University, "Literary Artists of the Harlem Renaissance"  
 Susan Teson, Clayton High School, St. Louis, MO, "Zora Neale Hurston's *Their Eyes Were Watching God*"

## SIG.15 The Future of Hope in the Age of Trump: Now We're REALLY "The Ones We've Been Waiting For"!

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127

**Sponsored by the Assembly for Expanded Perspectives on Learning (AEPL)**

"If we're really going to change things . . . , it's going to start at the grass-roots level and with our children." —Barack Obama, 1995

"Let us not grow weary in doing good, for in due season we shall reap if we do not lose heart." —Galatians 6:9, quoted by Hillary Rodham Clinton, November 9, 2016

What can we do in our classrooms to promote our students' faith in the power of deep democracy? Their hope that there will be better times for our country and the world? And, above all, further the acts of love that

may eventually have the power to bring the world back together in a time in which it seems to be dramatically falling apart? Please join us for an exploration of practices of the literacy of liberation and SOULful justice that can sustain us through the envisionment of a better world than the one that now surrounds us!

**Chair:** Bruce Novak, The Foundation for Ethics and Meaning, Indiana, PA

**Presenter:** Vajra Watson, University of California, Davis

## SIG.16 NCTE Collaborative Roundtables

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274

**Sponsored by the NCTE Collaboratives**

NCTE Collaboratives are groups established by members who have a passion for a particular topic or field within our professional community. This roundtable session will give collaborative members and others with an interest in joining an NCTE Collaborative a chance to meet, network, and learn about new initiatives and studies.

**Chair:** Leah Zuidema, NCTE Vice President, Dordt College, Sioux Center, IA  
 Contemporary Literacies, Popular Culture, and Out-of-School Spaces Collaborative: Hannah Gerber, Sam Houston State University, Huntsville, TX  
 Language Collaborative: Mary C. Hutchinson, Pennsylvania State University, Center Valley  
 Reading Collaborative: Michael Shaw, St. Thomas Aquinas College, Sparkill, NY

# SATURDAY EVENING EVENTS

8:00–10:00 P.M.

120 & 121

## Fountain of the Muse

The annual Fountain of the Muse roundtable is a workshop and open mic poetry and short prose reading of original work. The event welcomes first-time readers as well as established writers to participate together in totally relaxed, small-group workshops and open mic readings. Those who wish to listen and enjoy the company of conference poets and prose writers are also welcome to join the gathering. Roundtable workshoping and writing will begin at 8:00 p.m. with open mic readings beginning at 9:00 p.m. Writers who want a careful look at their original work should bring eight copies of no more than two pages of poetry or prose for small-group response. Preregistration is not necessary. There is a forty-line or two-page maximum for open mic reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.

**Co-Chairs:** Bonner Slayton, Moore Norman Technology Center, Norman, OK  
Danny Wade, Washburn University, Topeka, KS

8:00–10:00 P.M.

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## Swapping Ground: Story Games, Story Wonder, and Story Connections

*Sponsored by the Storytelling SIG*

Join us as Kevin Cordi shares about new direction in storytelling and introduces our feature: Emmy-Award winner **Bobby Norfolk** and celebrated teller and teaching artist **Sherry Norfolk**. They will jazz, delight, and entertain. Open mic to follow.

Bobby won three Emmy Awards as the host of the CBS TV show *Gator Tales* and also hosted the Emmy-nominated series *Children's Theater at Bobby's House*. Sherry is an internationally acclaimed performer, consultant, teaching artist, workshop leader, and keynote speaker and widely published author on story and teaching.

**Chair:** Kevin Cordi, Ohio Northern University, Ada

**Speakers:** Bobby Norfolk, performing and teaching artist, Springboard to Learning, St. Louis, MO

Sherry Norfolk, performing and teaching artist, Springboard to Learning, St. Louis, MO



**Bobby Norfolk**



**Sherry Norfolk**