7:00–7:45 A.M.

First-Timers’ Welcome

GRAND BALLROOM A

Set your alarm so you don’t miss this event we’re holding just for you!

Join first-time attendees and NCTE leaders for an informative session to kick off your NCTE annual convention experience. You’ll have the opportunity to hear from NCTE members Ernest Morrell and Donalyn Miller as well as connect with other NCTE members. The special gathering provides an opportunity for you to gain quick tips and strategies that will expand your knowledge of NCTE and your professional network.
FRIDAY GENERAL SESSION

8:00–9:15 A.M.

Students Raising Their Voices
GENERAL ASSEMBLY THEATER ABC

Presiding: Antero Garcia, Stanford University, CA
Kristin Ziemke, Big Shoulders Project, Chicago, IL

Friday’s General Session will be fast and full of energy. This session will be a celebration of students who are using their voices to change the world and will be facilitated by NCTE members Antero Garcia and Kristin Ziemke. Seven students ages 11 to 21 will share their passions with attendees.

Speakers at this session include students who have created movements or organizations, raising their voices to create change. After the session, books pre-signed by Marley will be on hand and she will be available for photo ops.

Marley Dias
Social activist behind #1000blackgirlbooks

Alex King
Student advocate for gun reform

Xiuhtezcalt Martinez
Indigenous climate activist and hip-hop artist

Sara Abou Rashed
Inspirational multilingual poet and author

Zephyrus Todd
Student and social media creator

Olivia Van Ledjte
Reader, thinker, and kids’ voice believer

Jordyn Zimmerman
Avid speaker and advocate for all students
C.01  Raising Student Voice—What Is Our Role in Equity and Justice in the English Classroom?

310 ABC

Reading, writing, speaking, listening, research—all literally blend in our classrooms during the formative years of our students’ lives. Instructionally, our aim is to produce critical thinkers, citizens of the world—in both career and daily living. But in addition to this instructional aim also exists how we as teachers impart and model our society’s values of equity and justice, not only through the literature we teach and writing we assign, but also through our methods of inquiry, dialectics, and, yes, even our own classroom comportment. Our students learn from us inside and outside the literature and writing. We both affect and effect them in so many ways.

Chair and Speaker: Jocelyn A. Chadwick, Harvard Graduate School of Education, Cambridge, MA
Speaker: Cornelius Minor, Teachers College Reading and Writing Project, New York, NY

C.02  TEXAS STRAND: Writing beyond the Assessment: Shifting Writing Instruction in Texas

332 F

Sponsored by the Texas Council of Teachers of English Language Arts

Assessment writing traps and constricts both teachers and students, and students must have thoughtful, engaging writing opportunities. Join this panel discussion that highlights successful avoidance of that trap. Conroe ISD and Tomball ISD will share how they moved beyond tested genres to produce real writing opportunities for students.

Panel 1: Do You Crave What We Crave? A Classroom of Engaged, Empowered, and Energized Writers
Presenters: Josh Cooper, Conroe Independent School District, TX
Alissa Crabtree, Conroe Independent School District, TX
Debbie McNeely, Conroe Independent School District, TX
Pattie Parker, Conroe Independent School District, TX

Panel 2: The Power of the Personal Narrative: Using Students’ Voice and Choice When Transitioning to Other Writing Genres
Presenters: Katie Atkins, Tomball Independent School District, TX
Jill Moreno, Tomball Independent School District, TX

C.03  Why Middle Matters: Authors Raise Their Voices for Middle Graders: Books, Identities, and Tough Conversations

362 DEF

Sponsored by the Middle Level Section Steering Committee

We all have different identities and roles. Authors and books cause conversations about them, nudging readers out of their internal thoughts to interact with the world. How can these conversations challenge our thinking? What role do students and teachers play in asking questions? Join us to explore how we begin.

Chair: Margaret Hale, University of Houston, TX
Authors: Jeff Anderson, Stenhouse Publishers
Varsha Bajaj, Nancy Paulsen Books, Penguin Random House
Donna Gephart, Delacorte Press, Penguin Random House
Lamar Giles, Penguin Random House
C.04  
**The Successful Cohabitation of Secondary ELA and Technology in the Age of Smartphones (Really, It Is Possible!)**

**351 B**

_Sponsored by the Secondary Section Steering Committee_

The ubiquitous presence of the smartphone, and technology in general, has forever altered education. What now? Technology isn’t going away—and that’s okay. Technology and ELA can successfully coexist. Join us as we interactively explore the challenges of this match and, ultimately, the needed elements of a fruitful union.

**Chair and Presenter:** Amanda Palmer, Katy Independent School District, TX  
**Presenters:**  
Alecia Beymer, Michigan State University, East Lansing  
Joshua Cabet, Roslyn Public Schools, NY  
Rebekah Gordon, Michigan State University, East Lansing  
Scott Jarvie, Michigan State University, East Lansing  
Tracy Wade, Cinco Ranch High School, Katy, TX  
Vaughn Watson, Michigan State University, East Lansing

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C.05  
**The Role of Digital Technology and Social Media in the Cultivation of Civic Engagement and Identities among Marginalized and Minoritized Youth**

**351 C**

In this session, former fellows in NCTE’s Cultivating New Voices (CNV) among Scholars of Color Program examine how linguistically and ethnically diverse communicators navigate linguistic and technological practices to accomplish their daily work, explore the power and importance of youth voice, examine the utility of digital technology and social media, and argue for the necessity to cultivate youth civic engagement in our society. They will also explore the boundaries of how students decide, write, and communicate about civic issues in online environments.

_Sponsored by Cultivating New Voices among Scholars of Color_

**Chair:** Juan Guerra, University of Washington, Seattle  
**Presenters:**  
Antero Garcia, Stanford University, CA  
Laura Gonzales, The University of Texas at Austin  
Keisha Green, University of Massachusetts, Amherst

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C.06  
**Celebrating Outstanding Writing in English Education: The Emig, Meade, and Moffett Awards**

**351 F**

_Sponsored by English Language Arts Teacher Educators (ELATE)_

English Language Arts Teacher Educators gives three prestigious awards in honor of Janet Emig, Richard A. Meade, and James Moffett. In this session the winners will present the work that earned them this tribute.

**Chair:** Mollie V. Blackburn, The Ohio State University, Columbus  
**2018 Emig Award Recipient:** Danny C. Martinez, University of California, Davis, “Re-mediating Teacher Learning: Designing English Education for Linguistic Solidarity among Black and Latinx Youth”  
**2018 Meade Award Recipient:** Donna L. Pasternak, University of Wisconsin-Milwaukee; Samantha Caughlan, independent scholar and consultant, Lansing, MI; Heidi L. Hallman, University of Kansas, Lawrence; Laura Renzi, West Chester University, PA; and Leslie S. Rush, University of Wyoming, Laramie, “Tensions in English Education”  
**2017 Moffett Award Recipient:** Jonna Kuskey, John Marshall High School, Glen Dale, WV, “Writing for a Real-World Reason”

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C.07  
**NCTE Language Collaborative Advocacy Forum for Multilingual Learners**

**352 A**

_Sponsored by the NCTE Language Collaborative_

Are you an advocate for English learners, language study, and multilingualism? If so, join NCTE’s Language Collaborative for an advocacy forum in preparation for the National Multilingual Learner Advocacy Month in April. We will share advocacy ideas, explore advocacy resources from NCTE, and answer advocacy questions you have.

**Chair:** Xenia Hadjioannou, Pennsylvania State University Harrisburg, Middletown  
**Presenters:** Mathew Espinosa, Sacramento Unified School District, CA  
Mary Hutchinson, Pennsylvania State University Lehigh Valley, Center Valley
C.08 Envisioning Our Future: Joint Session for the Committees on Anti-Racism & Bias/Diversity and Inclusivity
361 EF

Sponsored by the Standing Committee on Diversity and Inclusivity and the Committee Against Racism and Bias in the Teaching of English

How might teachers, students, and other educational leaders work together to reimagine language arts policies and practices with a focus on justice, healing, and equity? In this session, you will hear from practicing teachers who are leading the work to disrupt white supremacy and oppression within NCTE and schools.

**Chairs:** Lorena Germán, Headwaters School, Austin, TX  
Julia Torres, Project Lit, Denver, CO

**Respondents:** Susi Long, University of South Carolina, Columbia  
Jazmen Moore, Oak Park and River Forest High School, Oak Park, IL  
Tiffany Rehbein, Laramie County School District #1, WY  
Keisha Rembert, Clifford Crone Middle School, Naperville, IL  
Holly Spinelli, Somers High School, Lincolndale, NY

C.09 Notable Children’s Books in the Language Arts 2018 Awards
332 ABC

Sponsored by the Children’s Literature Assembly

Notable Children’s Books in the Language Arts (NCBLA) committee members will share brief reviews of the 30 K-8 titles selected for the 2018 list. Then, nine authors/illustrators of these NCBLA titles will entertain participant questions at roundtables. Finally, lucky attendees may win one of approximately 55 NCBLA titles to be given away!

**Committee Chair:** Diana Porter, Eastern Kentucky University, Richmond

**Committee Members:** Cynthia Alaniz, Denton Creek Elementary School, Coppell, TX  
Jane Bean-Folkes, Marist College, Poughkeepsie, NY  
Sue Corbin, Notre Dame College of Ohio, Euclid  
Jeanne Fain, Lipscomb University, Nashville, TN  
S. Rebecca Leigh, Oakland University, Rochester, MI  
Jenn Sanders, Oklahoma State University, Stillwater

**Authors:** Kwame Alexander, Candlewick  
Lesa Cline-Ransome, Holiday House  
Karen Kostyal, National Geographic  
Darcy Pattison, Mims House  
Bob Raczk, Carolrhoda Books  
Susan Stockdale, Peachtree Publishers

**Illustrators:** Raúl Colón, Peachtree Publishers  
Fred Harper, National Geographic  
Juana Martinez-Neal, Penguin Young Readers

C.10 Raising Student Voices and Understanding Our Own: The How and Why of Teaching Language Variation in the Secondary English Classroom
351 A

Sponsored by the Linguistic Society of America

We want to raise our students’ voices, but how much does our understanding of language and language variation affect whose voices are heard? In this session, teachers and linguists discuss how to empower students through teaching language, language variation, and power. Participants will leave with practical teaching applications.

**Presenters:** Michelle Devereaux, Kennesaw State University, GA  
Anne Lobeck, Western Washington University, Bellingham  
Tanji Reed Marshall, The Education Trust, Washington, DC  
Mike Metz, Western Washington University, Bellingham  
Chris Palmer, Kennesaw State University, GA  
Jillan Ratti, McMinn County High School, Athens, TN  
Chrystal Seawood-Miller, Washington, DC  
Mike Williams, Routledge and Fusion Academy, Columbia
C.11 Harnessing the Power of Inquiry: Building a Collective Understanding of the World through YA Literature and Digital Media

371 E

*Sponsored by the Studies in Literacies and Multimedia Assembly (SLAM)*

In this interactive session, you are invited to join students, their teacher, and Dashka Slater, author of *The 57 Bus*, as they collectively unpack their discoveries and learning within a multimodal, inquiry-rich unit of study resulting in work that occurred within their communities.

**Chair and Presenter:** Robyn Seglem, Illinois State University, Normal

**Presenters:** Sarah Bonner, Heyworth Community Unified School District, IL
Dashka Slater, Macmillan

**Respondent:** Sara Kajder, University of Georgia, Athens

C.12 Transforming Classrooms Into Shared Learning Spaces: Teachers and Students Together

332 E

*Sponsored by the Center for the Expansion of Language & Thinking (CELT)*

When teachers partner with students, classrooms dramatically change into shared learning spaces. This interactive session focuses on how teacher inquiry problematizes practice that can lead to changes in learning. By stepping outside the prescribed curriculum, teachers can support student interests, and teacher-student relationships are transformed and student voice is amplified.

**Presenters:** Caryl Crowell, Tucson, AZ
Faryl Kander, Jenks Public Schools, OK

C.13 Conducting the Chorus: Orchestrating Student Voice in the AP Literature Classroom

360 D

*Sponsored by The College Board*

This presentation focuses on how teachers can expand the authorial voices taught as a means of clarifying students’ voices in the AP and college classrooms. Additional topics include scaffolding assignments and using class discussion and student/teacher conferences to develop students’ confidence as writers and readers.

**Chair:** Brandon Abdon, The Advance Placement Program

**Presenters:** Kathy Keyes, Cathedral High School, Indianapolis, IN
Tarshia Stanley, Cathedral High School, Indianapolis, IN

C.14 Awakening and Activating Hope in Divisive Times

352 B

*Sponsored by the Assembly for Expanded Perspectives on Learning*

Whatever the results of the 2018 elections, our country, and our students, will stand in need of moving on from the extreme divisiveness we have recently experienced: rebuilding our moral and psychological infrastructure and finding new forms of personal and collective hope in order to eventually put this divisiveness definitively in the past. In this session, we will explore how we can bring hope to those in despair, listen firmly yet empathically to those who hate, and, perhaps most important, help dispel the widespread cynicism that has led many of our students to disengage from politics and public life.

**Presenters:**
John Creger, American High School, Fremont, CA, “The Personal Creed and the Generation of Personal Hope”
Abigail Michelini, California State University, Channel Islands, “Rhetorical Listening to Build Imaginative Bridges across Our Imagined Divides”
Bruce Novak, The Foundation for Ethics and Meaning, Indiana, PA, “A Renewed Discipline of Personal and Interpersonal Studies to Generate a New Democratic Politics of Meaning”
Nan Phifer, Oregon Writing Project, Eugene, “Finding Hope and Gratitude in Working through Sorrows”
C.15 Nuts and Bolts for New ELA Teachers
342 ABDE

Sponsored by the ELATE Commission to Support Early Career ELA Teachers

This ELATE Commission to Support Early Career ELA Teachers session—an annual tradition!—opens with words of wisdom from nationally known leaders, and follows with small-group discussions on various topics hosted by experts. Books and other door prizes will be given. Teachers in their first five years are especially encouraged to attend.

Chairs: Ken Lindblom, Stony Brook University, NY
Anna J. Small Roseboro, Grand Rapids, MI

Roundtable Leaders: Bob Dandoy, Karns City, PA
“Teachers as Lifelong Learners: Continuing Our Professional Development”
Lisa Fink, NCTE, Urbana, IL, “Learn about the Amazing Resources on ReadWriteThink”
Nicole Galante, Shared Space Professional Development, Sound Beach, NY, “Crafting Multiple Entry Points: Access to Every Lesson for Every Student”
Troy Hicks, Central Michigan University, Mt. Pleasant, “New Literacies, Old Tensions: Making Choices in a Crowded Curriculum”
David Kirkland, New York University, Steinhardt, “Engaging Vulnerable Students”
Bronwyn LaMay, Santa Clara Unified School District, CA, “Narrative Writing and Revision for Students”
Victor Malo-Juvera, University of North Carolina, Wilmington
Michele Ninacs, Buffalo State College, NY, “Writing Pedagogy in the Secondary Classroom”
R. Joseph Rodríguez, California State University, Fresno

Respondents: Jim Burke, Burlingame High School, CA
Valerie Kinloch, University of Pittsburgh, PA

C.16 Research Roundtable #1: Community and Advocacy Research
351 E

This roundtable focuses on community and advocacy research.

Chair: Rosalie Kiah, Norfolk State University, VA

Roundtable Leaders: Jennifer Albro, Johns Hopkins School of Education/Urban Teachers, Baltimore, MD
Dorian Harrison, Belmont University, Nashville, TN
Grace Lee, University of Illinois at Urbana-Champaign/Hinckley-Big Rock Middle School, Big Rock, IL
Peter Newlove, University of Colorado, Denver
Jennifer Turner, Johns Hopkins School of Education, Baltimore, MD
Vetta Vratulis, Saginaw Valley State University, MI

C.17 Coaching Partnerships Finding Teacher and Student Voices
352 DEF

Working in K–2 settings, teachers and university-based literacy partners discuss ways in which partnerships can support teachers’ refocusing on students—their strengths and their voices. Learn more about how to build the coaching relationship, create spaces for students’ diverse experiences, and develop culturally sustaining practices across literacy experiences.

Chair: Jennifer Tuten, Hunter College, CUNY

Roundtable 1: Shared Reading and Interactive Read Aloud: Discussion-Based Support for English Language Learners
Martha Gutierrez, PS 204, Bronx, NY

Roundtable 2: Literacy, Social Studies, and Students’ Questions
Roseanne Kuestedt, Hunter College, CUNY
Carly Metzger, PS 72, East Harlem, NY

Roundtable 3: Student Voices Inform, Enrich, and Enliven Vocabulary Study
Yang Hu, Hunter College/PS 38, New York, NY
Maria McAndrew, PS 38, New York, NY
Rose Pinello, PS 38, New York, NY

Roundtable 4: Talking to Learn: Supporting Small-Group Discussion
Roseanne Kuestedt, Hunter College, CUNY
Carly Metzger, PS 72, East Harlem, NY

Roundtable 5: Authentic Language Learning in Kindergarten
Kathryn Norelli, New York, NY

C.18 Reimagining Culturally Responsive Practices for Teacher Preparation: Perspectives from Teacher Educators of Color on Cultivating Diverse Preservice and Inservice Teachers
371 D

This panel presentation features four teacher educators of color and their practices on enacting culturally relevant/responsive/sustaining pedagogies (CRP) from their experiences of preparing diverse teachers in university-based teacher education programs.

Presenters: Jeffrey Cabusao, Bryant University, Smithfield, RI, “Building Bridges across Differences: Mentoring Students, Mentoring Educators”
KaaVonia Hinton, Old Dominion University, Norfolk, VA, “It Has to Start with My Students: A Biographical Vignette of a Middle School Language Arts Teacher”
C.19 Translanguaging across Space and Place: Research Forum

370 F

This session features translanguaging across contexts of space and place: shared readings with bilingual books, language and literacy practices at the border, and second language writing of multilingual students.

Chair: Sara Abou Rashed, student/poet, Columbus, OH

Presenters: Lydiah Kiramba, University of Nebraska, Lincoln
Sharon D. Matthews, Texas A&M University, College Station
Stephanie Moody, Texas A&M University, College Station
Idalia Nuñez, University of Illinois at Urbana-Champaign

C.20 #BlackVoicesMatter: Using Critical Race English Education to Center the Stories of Black Youth

370 A

In this session, the presenters will engage attendees in a focused dialogue that illustrates the responsibility of educators during this heightened increase of racial violence. Further, this presentation will engage educators in various activities that illustrate critical and justice-oriented curricular and pedagogical activities that center the stories of Black youth.

Chair: Lamar Johnson, Michigan State University, East Lansing

Presenters: Nicole Greaves, Pathways to Graduation, New York, NY
Stephanie P. Jones, Grinnell College, IA, “Critical Race English Education in Preservice Teacher Education: Preparing Preservice Teachers to Engage with Racial Trauma in ELA Classrooms”
Rossina Zamora Liu, University of Maryland, College Park, “Critical Race English Education (CREE) and Methodologies in Literacy Research: Humanizing Black Male Youth in the Writing Classroom”
Shanita Rapatulo, Pathways to Graduation, New York, NY
Tashema Spence, Pathways to Graduation, New York, NY
Jordan Yarwood, Pathways to Graduation, New York, NY

C.21 Our Roots Run Deep: Acknowledging Foundational Scholarship, Informing Workshop Practices That Center Student Voice

362 ABC

Built on a strong foundation of scholarship, the workshop model supports students as they use literacy to “discover who they are, who they might become, and the issues they care about.” Each of the three presenters on this panel will explore one important way informing common workshop practices.

Presenters: Carl Anderson, Brooklyn, NY, “Teaching Students to Navigate Choice in Writing Conferences”
Jennifer Serravallo, Heinemann, “Productive Struggle Is Where the Learning Happens: Conferring with Readers”
Katie Wood Ray, Heinemann, “Hlpg Fiv Yer Olz Tel Ther Storez: Understanding Approximation in Beginning Writing Workshops”

C.22 The Writing Lives of Teens: Raising the Voices of Youth Writers

372 DE

Six researchers collaborated to investigate the writing lives of teens in diverse settings. This presentation includes small- and whole-group discussions about the following topics: 1) Writing Identities Matter; 2) Roles of Family and Community in Youth Writing; 3) Student Voices and Surveillance; and 4) Feedback, Collaboration, and Publication Sites.

Roundtable Leaders: Annamary Consalvo, The University of Texas at Tyler
Ann David, University of the Incarnate Word, San Antonio, TX
Alison Hruby, Morehead State University, KY
Katrina Jansky, Texas State University, San Marcos
Marie LeJeune, Western Oregon University, Monmouth
Amy Vetter, University of North Carolina, Greensboro

Respondent: Lindy Johnson, College of William and Mary, Williamsburg, VA
C.23 Honoring the Refugee and Immigrant Experience: Preparing Students and Teachers to Speak Out for Equity and Justice

In C.23 Honoring the Refugee and Immigrant Experience: Preparing Students and Teachers to Speak Out for Equity and Justice, investigators social justice and equity issues for immigrant and refugee students can begin with reading acclaimed literature for children and young adults. Authors Margarita Engle and Alan Gratz along with educators share how critical literacy inquiries into award-winning *Enchanted Air* and *Refugee* can lead to social justice actions.

**Presenters:** Kelly Bull, Notre Dame of Maryland University, Baltimore
Margarita Engle, Simon and Schuster
Alan Gratz, Scholastic, Inc.
Greta Honsberger
Jessica Martin, Growing Educators, Los Angeles, CA
Joan Sattler, Notre Dame of Maryland University, Baltimore

C.24 Using a Youth Lens to Center Students’ Voices while Teaching Media Literacy, Canonical, and Young Adult Literature

This panel showcases how three English teachers utilize the Youth Lens in 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.

**Presenters:** Cassidy Brooks, Sentinel High School, Missoula, MT, “Teaching Media Literacy about Depictions of Youth”
Sophia Sarigianides, Westfield State University, MA
Dexter White, Democracy Prep, Bronx, NY, “What’s Frankenstein Got to Do with Me?: Using a Youth Lens to Motivate Students to Engage the Canon”

**Respondent:** Robert Petrone, Buffalo Hide Academy, Browning, MT

C.25 Engaging Environmental Voices for Change

This presentation introduces environmental issues in English classrooms as a topic of critical inquiry. This panel offers English teachers strategies that blend the affordances of a typical English classroom, including literary analysis, participatory action research, and speculative fiction, with an important space for inquiry into looming environmental threats to humanity.

**Presenters:** John Morrell, Bard College at Simon’s Rock, Great Barrington, MA, “Imagining Climate Change: Octavia Butler and the IPCC”
Rich Novack, Teachers College, Columbia University, New York, NY, “Critical Environmental Perspectives: YPAR Meets Ecocriticism”

C.26 Teaching Reading to Empower Writing

This hands-on and intensely interactive session will explain and demonstrate practical teaching strategies for addressing the unavoidable reality that reading is crucial to writing and that a student’s limitations as a reader necessarily limit their capacity as a writer.

**Chair and Presenter:** Sheridan Blau, Teachers College, Columbia University, New York, NY, “Writing as Envisionment”

**Presenters:** Cheryl Hogue Smith, Kingsborough Community College, New York, NY, “Interrogating Texts: Students Reading Their Own Writing”
Carol Booth Olson, University of California, Irvine, “A Cognitive Strategies Approach to Writing about Reading”

C.27 Students Developing Voice through Inquiry and Research

Two English teachers from urban and suburban high schools and a team of university researchers share how students developed voice through inquiry and research. In both the urban ninth-grade class and the suburban eleventh-grade class, students conducted inquiry and personal research based on an issue of personal significance.

**Presenters:** Aijuan Cun, University at Buffalo, SUNY, “Considering Student Learning Trajectories across Inquiry Projects”
Abigail Gloss, University at Buffalo, SUNY, “Considering Student Learning Trajectories across Inquiry Projects”
Stephen Goss, Kennesaw State University, GA, “Orienting the Inquiry Voices of Students toward Community Audiences”
Ryan Rish, University at Buffalo, SUNY, “Considering Student Learning Trajectories across Inquiry Projects”
Jeanne Skotnicki, West Senior High School, West Seneca, NY, “Supporting Students’ Voice within Inquiry and Research”

C.28 The Intersection of Literacy, Sport, Culture, and Society
340 AB

This roundtable session invites attendees to explore contemporary literacies and diverse teaching practices by using sports content and an examination of sports culture to create learning environments that empower students to think critically about issues impacting the world around them.

Co-Chairs: Alan Brown, Wake Forest University, Winston-Salem, NC
Luke Rodesiler, Purdue University, Fort Wayne, IN

Roundtable 1:
Kelli Sowerbrower, Newnan High School, GA, “The Representation of Teachers in Contemporary YA Fiction and What We Can Learn from Them”
Johnny Allred, University of Arkansas, Fayetteville, “Pencil Points: Representations of Athletes as Writers in YA Literature”
Luke Rodesiler, Purdue University, Fort Wayne, IN, and Mark A. Lewis, Loyola University, Baltimore, MD, “Into the Coach’s Box: The Representation of Coaches in Contemporary YA Fiction”

Roundtable 2:
P.L. Thomas, Furman University, Greenville, SC, “Running and Nonfiction: Haruki Murakami’s What I Talk about When I Talk about Running”
Sean P. Connors, University of Arkansas, Fayetteville, “Beyond Walden: Representations of the American Wilderness in Contemporary Outdoor Literature”
Bryan Ripley Crandall, Fairfield University, CT, “Hoops Africa: Ubuntu Matters (Literacy4Life, Too)”

Roundtable 3:
Rebekah May Degener, The Ohio State University, Columbus, “Strides toward Equality: The Commemoration of the ‘Ideal’ Athlete Identity in Wilma Unlimited and The Quickest Kid in Clarksville”
Wendy Glenn, University of Colorado, Boulder, and Danielle King-Watkins, University of Connecticut, Storrs, “Positions and Positionings of ‘Lone Wolf’ Female Athletes in Young Adult Literature”
Katherine Mason Cramer, Wichita State University, KS, “Interrogating School Sport Culture: Depictions of Queer and Ally Athletes in YAL”

Roundtable 4:
Crystal L. Beach, Buford High School, GA, and Katie S. Dredger, James Madison University, Harrisonburg, VA, “Form and Function: Reading Media Attention to Female Athletic Wear”
Jeffrey Wilhelm, Boise State University, ID, “EMPOWER Your Teaching: Using Sports as a Platform for Cultural Inquiry”

Roundtable 5:
David Pegram, Paradise Valley Community College, Phoenix, AZ, “America in the ‘70s: Exploring Sports to Explore Social Change”
Jayné Penn, Fairfield College Preparatory School, CT, “Revealing Humanity through Sports: Teaching Empathy at an All-Boys Jesuit School”

Roundtable 6:
Benjamin Woodcock, Okemos High School, MI, “Analyzing Leadership in the Sports World and Pop Culture”
Billy Gerchick, Phoenix College, AZ, “Trading Cards for Collective Intelligence”
David Premont, Purdue University, West Lafayette, IN, and Lauren Dalton, Purdue University, West Lafayette, IN, “The Intersection of Young Adult Sports Literature and (Reading) Identity Construction”

Roundtable 7:
Cindy Keller, Bowling Green Junior High School, KY, “Beyond the Locker Room and Playing Field: Heroes and Sports Rhetoric in the Secondary Classroom”
Heather Jones, Fern Creek High School, Louisville, KY, “Using Sports to Inspire Independent Investigation of Self-Selected Texts”
Jeff Mann, Belzer Middle School, Indianapolis, IN, “From Sidelines to Bylines: Using a Student-Created Sports Magazine as a Vehicle for Writing in Middle School”

Roundtable 8:
Dawan Coombs, Brigham Young University, Provo, UT, “Sportlerroman: Coming of Age Novels Featuring Sports and Athletes”
Alan Brown, Wake Forest University, Winston-Salem, NC, “Exploring the Social Culture of High School Sports through YA Literature”
Wendell Dunn, Wake Forest University, Winston-Salem, NC, “Engaging 8th-Grade Boys through Sports and YA Literature in an After-School Literacy Program”
C.29 Analysis of Young Adult Literature: Analyzing Text Complexity through Multiple Lenses

370 E

This study explores young adult literature through various lenses, text complexity frameworks, and assumptions made about this genre and adolescents.

Chair and Presenter: Rachelle Savitz, Clemson University, SC

Presenters: Julia Kate Bentley, Clemson University, SC
Donna Confere, Clemson University, SC
Macy James, Clarkston, GA
Arsenio Silva, Clemson University, SC
Janet Tuthill, Clemson University, SC

C.30 But They Don’t Read: Five Latinx Authors on Myths, Stereotypes, and Writing Authentic Stories to Engage Readers

372 A

With the importance of visibility at the forefront, how can educators celebrate what makes Latinx young voices unique all the while nurturing readers? In this panel, five Latinx authors will share their own experiences breaking down stereotypes while providing exercises educators can use to engage readers in a dynamic manner.

Presenters: Fred Aceves, HarperCollins
Pablo Cartaya, Penguin Random House
Guadalupe Garcia McCall, Lee & Low Books
Lilliam Rivera, Simon & Schuster
Natalia Sylvester, Little A

C.31 Lingering in Picture Books for Critical Literacy

320 C

In this dynamic roundtable session, presenters will share ways to evaluate, respond to, and use picture books to increase critical literacy for social justice. Participants will engage in critical responses and gain resources.

Geri Chesner, National Louis University, Chicago, IL
Janine Darragh, University of Idaho, Moscow
Tori K. Flint, University of Louisiana, Lafayette
Wendy Gardiner, Pacific Lutheran University, Tacoma, WA
Lory Haas, Sam Houston State University, Huntsville, TX

C.32 Finding Their STEMist Voice: How Informational Texts Can Inspire Girls

372 C

Scientific knowledge and diverse perspectives are needed now more than ever to help solve the world’s problems. How can English teachers harness the power of nonfiction to inspire girls to be STEMists? Five award-winning educators show how informational texts can help teachers instill wonder and joy in their female students.

Chair: Sarah Mulhern Gross, High Technology High School, Lincroft, NJ

Presenters: Loree Griffin Burns, Houghton Mifflin Harcourt
Michelle Cusolito, Charlesbridge Publishing
Maria Gianferrari, Roaring Brook Press, Boyds Mills Press
Jia Liu, Boyds Mills Press

C.33 Giving Fact-Loving Kids a Voice: Using Expository Nonfiction as Mentor Texts

350 A

You may not love expository nonfiction, but many of your students do. It motivates fact-loving kids to read and write, and it can help ALL students develop informational writing skills. In this session, five highly regarded educators share creative ideas for using finely crafted expository nonfiction children's books in writer's workshop.

Presenters: Alyson Beecher, Los Angeles, CA
Mary Ann Cappiello, Lesley University, Cambridge, MA
Erika Dawes, Lesley University, Cambridge, MA
Stacey Shubitz, Balanced Literacy Consulting, Harrisburg, PA
Melissa Stewart, Peachtree Publishers
Terrell Young, Brigham Young University, Provo, UT
C.34 Honoring Student Passions: Using Genius Hour to (Re)Find Voice and Address Equity 380 D

Raising student voices requires time, space, and place for individualized, passion-based learning. Through interactive learning activities participants can use in their own classrooms, presenters will define Genius Hour and show how it can be implemented to facilitate equitable learning environments. They will share authentic student work from conception to completion.

Presenters: Pamela Coke, Colorado State University, Fort Collins
Ricki Ginsberg, Colorado State University, Fort Collins

C.35 Teaching and Learning from Challenging Texts through the Arts 342 C

In this session, experience arts-based instructional strategies that invite students to engage in challenging literature and raise their voices as part of meaning making. See these strategies in action in classrooms of eighth graders and preservice teachers who engaged with Anne Frank’s diary via the arts.

Presenters: James Chisholm, University of Louisville, KY
Elizabeth Anne Murray, University of Alabama, Tuscaloosa
Karen Spector, University of Alabama, Tuscaloosa
Kathryn F. Whitmore, University of Louisville, KY

C.36 Powerful Cross-Curricular Teaching 370 B

Cross-curricular teaching can empower student voice through interdisciplinary learning. Hear from educators across the country, sharing multiple ways they have made cross-curricular learning not just work, but thrive for themselves and their students.

Chair: Carl Young, North Carolina State University, Raleigh

Presenters: Leni Fragakis, The Arts Based School, Winston-Salem, NC
Dorothy Harrington, Leroy Martin Magnet School, Raleigh, NC
Debbie Linville, The Arts Based School, Winston-Salem, NC
Rosie Sansalone, The Summit Country Day School, Cincinnati, OH
Gabriella Shelow, Athens Drive High School, Raleigh, NC

C.37 Two Children’s Book Awards: Speaking Out for Equity and Justice 360 F

In this interactive panel, directors and selection committee members of the Jane Addams and the Tomás Rivera Children’s Book Awards share the power of social justice mentor texts represented in the collection of winners from the two book awards that foreground voices marginalized by systemic inequalities.

Chair: Detra Price-Dennis, Teachers College, Columbia University, New York, NY

Presenters: Tura Campanella Cook, Jane Addams Peace Association, New York, NY
Denise Dávila, The University of Texas at Austin
Patricia Enciso, The Ohio State University, Columbus
Susan Freiss, Jane Addams Award BOD
Jesse Gainer, Texas State University, San Marcos
Susan Griffith, Jane Addams Award BOD
Jenice Mateo-Toledo, Columbia University, Teachers College, New York, NY
Sandra Murillo-Sutterby, Texas State University, San Marcos
Heather Palmer, Edina Public Schools, MN

C.38 Leveraging Community Partnerships: Publicizing Urban and Rural Students’ and Teachers’ Strengths 381 B

How can school-community partnerships around the public display of student work help us resist deficit-based narratives, promote authentic teaching, and amplify the unique voices of all our students? Come hear from and think with bilingual and generalist teachers about innovative ways that partnering and publishing can promote positive change.

Presenter: Katie McKay, Heart of Texas Writing Project, Austin

Roundtable Leaders: Guadalupe Chávez, Bastrop Independent School District, TX
Brenda Cotto-Escalera, Bastrop Independent School District, TX
Nicole Craig, Bastrop Independent School District, TX
Shirley Miller, Bastrop Independent School District, TX
Kim Russell, Bastrop Independent School District, TX
Melissa Schlabach, Bastrop Independent School District, TX
Meggie Smiley, Bastrop Independent School District, TX
C.39 Using Illustrated Texts to Showcase Struggles and Create Safe Spaces
330 B
Authors share how they write about personal and emotional issues; educators highlight classroom activities to empower students to critically read, reflect upon, and write about those texts and topics and how those texts can help them better understand and deal with their own personal struggles and advocate their own passions.

Presenters: Michael Gianfrancesco, Pop Culture Classroom, Providence, RI
Nathan Hale, Abrams Books
John Hendrix, Abrams Books
Jennifer Holm, Random House Children’s Books
Talia Hurwich, New York University, NY
Meryl Jaffe, Johns Hopkins University Center for Talented Youth, Baltimore, MD

C.40 Helping Middle School Students Become “Expert Information Seekers”: Results from a Pilot Study
361 D
In this presentation, we discuss results from a pilot study designed to improve middle school students’ information literacy skills. We present a profile of an “expert information seeker” based on interviews with journalists and librarians, and curriculum designed to develop middle schoolers’ ability to be expert information seekers themselves.

Presenters: Jennifer Cheveallier, P.K. Yonge Developmental Research School at the University of Florida, Gainesville
Danling Fu, University of Florida, Gainesville
Angela Kohnen, University of Florida, Gainesville
Gillian Mertens, University of Florida, Gainesville
Jon Mundorf, P.K. Yonge Developmental Research School at the University of Florida, Gainesville
Buyi Wang, University of Florida, Gainesville

C.41 Textually Active Teens: Student-Driven Inquiry That Ignites Power, Passion, and Voice
330 A
Asking questions inevitably creates a need to find an answer. This interactive session will share strategies to help students generate powerful questions and give teachers tools to build textually active units around those questions. Let’s empower our students to add their voices to the issues that are important to them.

Presenters: Susan Barber, Northgate High School, Newnan, GA
Matthew Brown, The Master’s University, Santa Clarita, CA
Karla Hilliard, Spring Mills High School, Martinsburg, WV
Jori Krulder, Paradise High School, CA
Melissa Smith, Lake Norman Charter High School, Huntersville, NC
Roy Smith, Round Rock High School, TX

C.42 Practical Tips for Using Digital Portfolios with Students
370 D
Creating digital portfolios allows students to create authentic, dynamic collections that represent their understanding and help students and teachers reflect on growth. Learn from educators making use of digital portfolios, sharing their challenges and solutions.

Chair: Anthony Kunkel, University of Oklahoma, Norman

Presenters: Richard DeCarr, Schenectady City School District, NY
Larisa Gilmore, Salem Middle School, Apex, NC
Nicole Hannon, Oneida Middle School, Schenectady, NY
Jennifer Howland, Salem Middle School, Apex, NC
Michael Sheridan, Schenectady City School District, NY

C.43 The Story in the STEAM: Narrative and STEM in Fiction and Nonfiction for Young Readers
360 E
Can story attract literary-leaning readers to STEM? Can compelling nonfiction attract STEM-oriented readers to literary narrative? STEAM-themed stories, both fiction and nonfiction, can be a win-win for young readers. In this title talk discussion, a panel of award-winning book creators will share STEAM-themed book recommendations for the classroom.

Chair: Megan Frazer Blakemore, Simmons University Boston, MA

Book Creators: Sarah Albee, Random House Children’s Books–Crown Publishing Group
Erin Dionne, Montserrat College of Art, Beverly, MA
Xelena Gonzalez, Cinco Puntos Press
Liz Garton Scanlon, Schwartz & Wade/Random House
Don Tate, Charlesbridge
C.44 More Than Just a Good Story: Using Young Adult Literature and Anti-Racist Pedagogy to Engage Student Voice in Confronting Systems of Power

This panel describes the use of anti-racist pedagogy and young adult literature in secondary and postsecondary classrooms to engage students in understanding and confronting systems of power, privilege, and oppression. Attendees will leave with specific examples of text pairings and classroom activities and are invited to share successes and challenges.

Presenters: Christina Esposito, Southern Connecticut State University, New Haven
Meredith N. Sinclair, Southern Connecticut State University, New Haven

C.45 People, Events, and Issues: Presenting Award-Winning Authors Whose Books Inspire Students to Make a Difference

Award-winning authors will discuss their research, idea formation, writing, and creative ways they inform and engage readers as they craft nonfiction history books and biographies. Speakers will share insights and tools into how to use voice to uncover history, to inspire, to stimulate inquiry, and to develop critical reading and thinking skills.

Chair and Presenter: Donna Knoell, author and consultant, Shawnee Mission, KS, “How Powerful Books of Nonfiction and Biography Can Empower Readers of Every Age for Inquiry and Achievement”

Tradebook Authors: Chris Barton, Simon & Schuster, "Leaders, Inventors, and Creators: Books That Tell Inspiring, True Stories"
Joyce Sidman, Houghton Mifflin Harcourt, “How a Scientific Mind and Art Changed Science Forever: Inspiring Readers to Use Their Skills in Meaningful Ways”
Carole Boston Weatherford, Candlewick, “How Books about History-Makers Can Empower Young Readers to Make a Difference”

C.46 The Magic of Writing Novels in a Month: Tips for Taking on the NaNoWriMo Challenge with Students

National Novel Writing Month (NaNoWriMo) is a truly magical time in classrooms. Join the NaNoWriMo YWP director, teachers, and authors sharing strategies to build a supportive and empowering writing community . . . in just one month!

Chair: Miah Daughtery, Achieve, Washington, DC
Roundtable Leaders: Tricia Baldes, Somers Central School District, NY
Laura Bradley, Kenilworth Junior High, Petaluma, CA
Marya Brennan, National Novel Writing Month, Berkeley, CA
Andrea Hayden, Somers Middle School, NY
Vicki Meigs-Kahlenberg, Stenhouse Publishers
Carolyn Shilinski, Somers Middle School, NY

C.47 The Watson Chapel Scholars Go to Writing Camp Raising Their Voices in Search of Equity and Social Justice

This panel presentation will describe the experiences of the Watson Chapel middle school scholars who were supported to develop their voice through experiences at a young authors’ camp and throughout the academic year. The students, their first-year teacher, camp faculty, and camp visiting author will share their stories.

Presenters: Kanesha Adams
Emily Beane
Gina Bolick, University of Central Arkansas, Conway
Jessica Fannin
Melinda Francis
Mike Mullin, Author
Etta Niswonger
Beth Tyler
Stephanie Vanderslice
Donna Wake, University of Central Arkansas, Conway
Jeff Whittingham, University of Central Arkansas, Conway
C.48 The Pitfalls and Power of Peer Response: Secondary and Postsecondary Teachers Share How to Get Students Effectively Engaging with Each Other’s Writing

Peer response looks powerful on paper but often doesn’t live up to its potential in practice. This session examines where peer response often goes wrong in high school and college classrooms and offers practical strategies for how to get peer response working through training, modeling, scaffolding, practice, and thoughtful structuring.

Chair and Presenter: Ruth Li, University of Michigan, Ann Arbor

Presenters: Anne Ruggles Gere, University of Michigan, Ann Arbor
Matthew Johnson, Ann Arbor Public Schools, MI
Naitnaphit Limlamai, University of Michigan, Ann Arbor

C.49 Using Autoethnography to Teach Argument, Overcome Fears, and Cultivate Change

Panelists discuss teaching writing students autoethnography to explore their insecurities, make arguments, and facilitate change.

Chair: Tess Alfonsin, St. Mary’s Hall, San Antonio, TX

Presenters: Anne Auten, North Carolina State University, Raleigh
Sarah Felber, University of Maryland University College, Adelphi
Megan Hall, Washington State University, Pullman
Nugrahenny Zacharias, Miami University, Oxford, OH

C.50 Authentic Arguments: Using Feedback to Develop Student Voices

Helping students advocate for their views at school, work, and in life is more important than ever—and it often starts with a well-crafted argument. Participants will hear from educators on how they use scaffolding, authentic feedback, and student-selected topics to motivate writers and create arguments students connect with.

Presenters: Sheila Cooperman, Weston Middle School, CT
Elizabeth Crooks, Consolidated School District of New Britain, CT (retired)
Greg Garner, The Friday Institute for Educational Innovation, Durham, NC

C.51 Folger Shakespeare Library: What to Do—and What Not to Do—in Week One of a Successful Shakespeare Unit

Learn the best way to start a Shakespeare unit—by focusing relentlessly on the words, words, words, and engaging EVERY student. Experience firsthand the essential strategies for building student comprehension, response, confidence, and excitement. Work with language from a mix of commonly taught plays.

Presenters: Anne Blaney, Syosset High School, NY
Donnaye Moore, Brookwood High School, Lilburn, GA
Peggy O’Brien, Folger Shakespeare Library, Washington, DC
Brian Schultz, St. Albans School, Washington, DC

C.52 The Role of Talk in Creating Critical Readers, Engaged Writers, and Compassionate People

Join us as we share strategies that encourage all students, especially those who have not yet found their own voices, to enter into conversations that help them think critically about texts. You’ll learn tips and tools that help your students talk with students across the aisle or the ocean.

Presenters: Kylene Beers, author and consultant, The Woodlands, TX
Kelly Gallagher, Magnolia High School, Anaheim, CA
Penny Kittle, Plymouth State University, NH

C.53 Multicultural Content, Pedagogy, and Dialogue: Preparing Teachers to Shape the Future of Literacy Education

This panel presentation presents the results of three individual research studies and identifies the relationship between content, pedagogy, and dialogue. Pedagogical practices that increase student achievement in literacy education will be presented to identify how teachers can speak out for equity and justice for all students.

Presenters: Tarryn McGhie, University of Nevada, Las Vegas
Rebekah Piper, Texas A&M University, San Antonio
Myah Stanford, Winthrop University, Rock Hill, SC
C.54 Reshaping English Language Teacher Education in Chile: From a Competency-Based to a Citizenship-Based Curriculum

371 C

This session tackles the reshaping of the English language teacher education curriculum in Chile. This may lead to prepare culturally aware educators, as well as socially sensitive citizens. This curriculum would surely contribute to foster critical thinking skills among prospective teachers; all of this framed by the Freirean principles.

Presenters: Carmen Briceño
Carmen Kanelos, Talca, Chile
Diego Muñoz Campos, Universidad Católica del Maule, Chile

C.55 We Need Diverse Books Presents: “It’s Problematic, Now What?”

350 D

What do we do with literature that poorly represents people of color, native individuals, LGBTQIA+ folk, disabled people, immigrants, and other marginalized groups? Do we take them out of our lessons? Our libraries? Join us for a frank, practical discussion on why and how to curate a diverse, contemporary selection.

Presenters: David Bowles, University of Texas Rio Grande Valley, Edinburg
Chad Everett, Horn Lake Middle School, MS
Jillian Heise, Kenosha Unified School District, WI
Varian Johnson, Scholastic, Inc.
Angie Manfredi, Los Alamos County Library System, NM

C.56 Teaching for Equity and Justice across a Teacher Education Program

332 D

In this session, three teacher educators will share how they address sociological factors and work together to develop preservice teachers who have the tools needed to honor and promote their future students' voices. The presenters will share specific strategies they use to help develop educators capable of reaching this goal.

Presenters: Stacey Korson, Eastern Kentucky University, Richmond
Todd McCadle, Eastern Kentucky University, Richmond
Eileen Shanahan, Eastern Kentucky University, Richmond

C.57 Using Black Children’s Literature to Amplify All Student Voices

352 C


Presenters: Crystal Allen, Balzer and Bray, an imprint of HarperCollins Children’s Books
Tracey Baptiste, Algonquin Young Readers
Tameka Fryer Brown, Penguin Random House
Paula Chase-Hyman, Penguin Random House
Gwendolyn Hooks, Penguin Random House
Olugbemisola Rhuday-Perkovich, Balzer and Bray, an imprint of HarperCollins Children’s Books
Kelly Starling Lyons, Penguin Random House

C.58 Nerdy Book Club: Building Strong, Inclusive Reading Communities

320 AB

The Nerdy Book Club, a vibrant reading community and educational resource, follows one creed: “Every reader has value and a voice in our community.” In this interactive roundtable session, share your experiences and explore instructional moves and resources to launch and sustain reading communities that empower students’ voices.

Chair: Donalyn Miller, The Book Whisperer, Inc., Colleyville, TX
Roundtable Leaders: Jason Augustowski, Riverside High School, Leesburg, VA
Becky Calzada, Leander Independent School District, TX
Raúl Gonzalez III, Chronicle Books
Lynda Mullaly Hunt, Penguin Random House
Travis Jonker
Tony Keefer, Dublin City Schools, OH
Hena Khan, Simon & Schuster and Chronicle Books
Teri Lesesne, Sam Houston State University, Houston, TX
Meg Medina, Candlewick Press
Barbara O’Connor, Macmillan
Colby Sharp, Nerdy Book Club, Jackson, MI
Katherine Sokolowski, Monticello Middle School, IL
C.59  Let's All Get Woke  
350 E  
All voices should be equitably represented in our classrooms, schools, and districts. How can educators ensure all stakeholders are exposed to a wide variety of racial and ethnic representation—of multiple ways of existing in and viewing the world—when the populations within which our neighborhoods and schools exist are nearly homogenous?  
**Presenters:** Kathy Collins, author and consultant, Durham, NH  
Shawna Coppola, Rollinsford School District, NH  
Aeriale Johnson, Washington Elementary School, San Jose, CA

C.60  Valuing Every Student's Voice in Large Urban School Districts through a Classroom Library Initiative  
372 B  
Secondary educators from Houston Independent School District discuss their literacy initiative which provides classroom libraries and training to middle school teachers of all content areas. Panelists review criteria for book selection, including a rationale for a range of levels and inclusion of diverse characters. Effective instructional strategies are also modeled.  
**Presenters:** Sarah Baker, Houston Independent School District, TX  
Jill Haney, Houston Independent School District, TX  
Camedra Jefferson, Houston Independent School District, TX  
Mechiel Rozas, Houston Independent School District, TX

C.61  ILA Standards 2017 Key Shifts  
371 F  
Be the first to know the key shifts and research informing the ILA Standards for the Preparation of Literacy Professionals 2017! Based in part on work of the ILA-NCTE Task Force on Literacy Teacher Preparation, ILA standards will inform both the preparation and certification of classroom teachers, specialized literacy professionals, principals, teacher educators, and literacy partners. Attendees will gain an understanding of how ILA and NCTE standards for literacy professionals work together to advance literacy educator preparation and professional learning.  
**Presenter:** Diane Kern, University of Rhode Island, Kingston

C.62  Amplifying and Celebrating Intersectional and Transectional LGBTQ+ Voices  
360 ABC  
*Sponsored by the Genders and Sexualities Equality Alliance (GSEA)*  
This session focuses on amplifying and celebrating intersectional and transectional voices, identities, narratives, and curricula within LGBTQ+ and ally communities to ignite agency inside and outside classrooms. Keynote speakers and roundtable leaders will engage attendees in conversations fostering empowerment that leads to substantive changes in schools and society.  
**Chairs:** Summer Pennell, Truman State University, Kirksville, MO  
Nicole Sieben, SUNY College at Old Westbury, NY  
Dana Stachowiak, University of North Carolina at Wilmington  
**Presenter:** Rick Joseph, Birmingham Covington School, Bloomfield Township, MI, “Amplifying Intersectional and Transectional Voices in the Classroom”  
**Roundtable 1:** Trans*form Your Classroom with George  
Judith A. Hayn, University of Arkansas, Little Rock  
**Roundtable 2:** A Visit with Princess Boy, Jazz, Kyle, Morris, and Jacob: Analyzing Recent Picture Books with Transgender and Gender Nonconforming Characters  
Darryn Diuguid, McKendree University, Lebanon, IL  
Tadayuki Suzuki, SUNY, Cortland  
**Roundtable 3:** Using Transgender and Gender Queer Young Adult and Children's Literature to Encourage Students to Speak Out for Equity and Justice  
Lisa Hazlett, University of South Dakota, Vermillion  
Ann Marie Smith, University of Texas of the Permian Basin, Odessa  
Tara Wilson, University of Texas of the Permian Basin, Odessa  
**Roundtable 4:** Are You a Boy or a Girl?: Nonbinary Teacher as Provocation for Student Voice  
Scott Ritchie, Kennesaw State University, GA  
**Roundtable 5:** The Elementary Experience: Intersectional and Transectional Voices  
Rick Joseph, Birmingham Covington School, Bloomfield Township, MI  
**Roundtable 6:** LGBTQ+ Inclusive Children's Literature in K–8 Classrooms  
Donna Bulatowicz, Montana State University, Billings  
**Roundtable 7:** Re-reading Borderlands  
Rob Linne, Adelphi University, Garden City, NY
Roundtable 8: “I Love This Topic!”: Teaching LGBTQ Book Clubs in Middle School
Emily Meixner, The College of New Jersey, Ewing
Rachel Scupp, Grover Middle School, West Windsor, NJ

Roundtable 9: Continuing the Conversation: Analysis of NCTE LGBTQ+ Literacy Studies and Possibilities for the Work Ahead
Adam Crawley, Oklahoma State University, Stillwater
Toby Emert, Agnes Scott College, Decatur, GA
Craig Young, Bloomsburg University of PA

Roundtable 10: Self-Identification, Acceptance, ALLYs, and Celebration LGBTQ YA with Preservice Teachers
Laura Renzi, West Chester University, PA

C.63 NCTE AUTHOR STRAND: Letting Go: How to Give Your Students Control over Their Learning 361C
How do we honor student choice while ensuring students develop critical skills? Join the authors of a new NCTE book as they explore the Inquiry Learning Plan, a flexible tool that provides students with the space to choose texts, develop questions, and practice skills that are unique to their needs.

Presenters: Meg Donhauser, Hunterdon Central Regional High School, Flemington, NJ
Heather Hersey, Lakeside School and Global Online Academy, Seattle, WA
Cathy Stutzman, Hunterdon Central Regional High School, Flemington, NJ

C.64 POSTER SESSION: Starting Off Strong: Approaches for New Beginnings 350–360 PREFUNCTION
From examining the biases we bring into the classroom, to finding new ways to work with colleagues, to creating spaces to share our learning, these poster presentations offer windows into how we introduce newcomers to the profession and support them through their journey.

Poster 1: “If You’re Not Reading, You’re Not Growing”: Exploring the Reading Habits of Preservice Teachers in a Children’s Literature Course (E-M)
Tomas Espinosa, Texas A&M University, Corpus Christi
Bethanie Fletcher, Texas A&M University, Corpus Christi

Poster 2: Black Male Experiences in Teacher Preparation Programs (E-M-S)
Mitchell Brookins, ARISE Academy, New Orleans, LA

Poster 3: Building a Community of Readers in a Preservice Classroom (E-M)
Pamela Page, Grand Valley State University, Grand Rapids, MI

Poster 4: C.L.A.S.S.—Classroom, Literacy, and Academic Strategies of Sequence (G)
Alberha Burgess, West Charlotte High School, NC

Poster 5: Initial K-12 Literacy Teacher Preparation: A Literature Review (G)
Erin Greeter, Keene State College, NH
Cori Salmerón, The University of Texas at Austin

Poster 6: Mentoring Reflective Beginning Teachers (G)
Jessica Gallo, University of Nevada, Reno
Bailey Herrmann, University of Wisconsin, Oshkosh

Poster 7: Raising Our Voices: Lesson Study in a Time of Curriculum Crisis (E-M-S)
Jennifer Peñaflorida, University of Arkansas, Fayetteville
Heather Zaloudek, Berryville High School, AR

Poster 8: The Journey of a Public Scholar: Advocacy and Education with Children’s Literature (E-M)
Samantha Cronin, University of Minnesota, Minneapolis

Poster 9: WriteOn! Using the Architecture of Accomplished Teaching to Increase Preservice Teachers’ Efficacy as Teachers of Writing (C)
Ali Conant, Northern Arizona University, Flagstaff

C.65 EXHIBITOR SESSION: Empowering Middle School Students to Become Critical Thinkers 382C
Sponsored by Amplify
Many educators grapple with the dual challenge in middle grade classrooms of raising academic achievement and boosting student engagement. This presentation looks at meaning-making in the 6–8 ELA classroom as one opportunity to make progress toward both goals.

Presenter: Deb Sabin, Chief Academic Officer, Amplify ELA
**D.01 Students Raise Their Voices for Equity and Justice: A Continuation of Friday’s General Session**

310 ABC

Come learn more from students of all ages who are changing the world: Alex King, Olivia Van Ledtje, Xiuhtezcatl Martinez, Sara Abou Rashed, Zephyrus Todd, and Jordyn Zimmerman. NCTE members Antero Garcia and Kristin Ziemke will lead this panel discussion as we learn more about the work these students are doing and what this means for our literacy classrooms.

**Chairs/Speaker Introductions:** Antero Garcia, Stanford University, CA
Kristin Ziemke, Big Shoulders Fund, Chicago, IL

**Speakers:**
Alex King, student advocate for gun reform
Xiuhtezcatl Martinez, indigenous climate activist and hip-hop artist
Sara Abou Rashed, inspirational multilingual poet and author
Zephyrus Todd, student and social media creator
Olivia Van Ledtje, reader, thinker, and kids’ voice believer
Jordyn Zimmerman, avid speaker and advocate for all students

**D.02 TEXAS STRAND: A New Day: Fresh Standards for the Lone Star State**

332 F

Standards are a reality in our current educational climate. These three panels will share background on the new ELA Texas standards as well as strategies to facilitate their use by educators. In addition, participants will leave with ideas for using the standards as a springboard for integrating literacy skills.

**Panel 1: Choice, Voice, Agency, and Efficacy: Setting Up All Students for Success by Design (G)**
William Eastman, Clear Creek Independent School District, TX
Michael Guevara, San Antonio Heights High School, TX
Amy Rasmussen, Lewisville High School, TX
Carol Revelle, Irving High School, TX
Shona Rose, Region 16 Educational Service Center, TX

**Panel 2: Read Like a Writer: Exploring the New TEKS’ Author’s Purpose and Craft Strand (M-S)**
Sarah Baker, Houston Independent School District, TX
Stephen Winton, Houston Independent School District, TX

**Panel 3: Finding a Common Ground between Authentic Literacy Practices and STAAR via the New TEKS (E-M)**
Alida Hudson, Tomball Independent School District, TX
Cheryl Kelley, Tomball Independent School District, TX
Michelle Scott, Tomball Independent School District, TX
Candice Turner, Tomball Independent School District, TX

**D.03 Education for Liberation: Promoting Equitable Opportunities for Students of Color**

330 B

*Sponsored by the NCTE Early Career Educators of Color Award Program*

Attending this panel presentation, participants will learn practical strategies for building cultural competency, closing achievement gaps, and promoting equitable opportunities for students of color. Learn how educators collaborate with stakeholders to mitigate barriers to academic success in a multicultural approach based on ELL resources, school libraries, and student-published books.

**Chair:** Anna J. Small Roseboro, Grand Rapids, MI

**Presenters:**
Guadalupe Bueno, P23Q, Lifeline Center for Child Development, Queens, NY
Jeffrey Cabusao, New England Association of Teachers of English, Smithfield, RI
Sririta Darby, Michigan State University, East Lansing
Shirley Fung, Fullermeadow and HoweManning, Middleton, MA
D.04 Representations of Jewishness beyond the Holocaust: Raising the Voices of Jewish Students and Teachers in English Education  

**370 F**  

*Sponsored by the Jewish Caucus*  
The notion of “Jewishness” in American education has been taught largely through the lens of the Holocaust. This panel provides teachers with strategies to broaden students’ understanding of positive contributions of Jewish people and engage students in conversations about Jewishness that move beyond victimization.  

**Presenters:** Rachel Golland, SUNY Rockland Community College, Suffern, NY  
Mara Lee Grayson, California State University, Dominguez Hills

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D.05 Teachers as Free Speech Defenders: Strategies for Responding to Book Challenges  

**320 C**  

*Sponsored by the Standing Committee Against Censorship*  
This session will offer practical advice for teachers confronting questions about controversial texts. Presenters will discuss common motivations behind book challenges and their educational and legal implications. During breakout sessions, presenters will lead interactive discussions on engaging anxious parents, preparing students to tackle difficult content, and addressing administrative concerns.  

**Presenters:** Paula Greathouse, Tennessee Tech, Cookeville  
Abena Hutchful, National Coalition Against Censorship

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D.06 Talking Black in America: The Story of African American Language  

**361 EF**  

*Sponsored by the Black Caucus*  
The story of African American speech follows the unique circumstances of the descendants of American slaves and their incredible impact on American language and life. Filmed across the United States, *Talking Black in America* is a startling revelation of language as legacy, identity, and triumph.  

**Presenters:** Jamal Cooks, Chabot College, Hayward, CA  
David Kirkland, New York University, NY  
Walt Wolfram, North Carolina State University, Raleigh

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D.07 Building Bridges for Peace: The Bread Loaf International Peace Literacy Network  

**370 E**  

*Sponsored by the Bread Loaf Teacher Network*  
The Bread Loaf International Peace Literacy Network brings together teachers from multiple countries to build models for peace and social justice. This session will highlight work in Pakistan, India, and the Navajo Nation. Participants will learn models for communication across difference and reflect on efforts to build peace.  

**Presenters:** Richard Gorham, Bread Loaf Teacher Network, Lawrence, MA  
Lee Krishnan  
Rex Lee Jim, Bread Loaf School of English, Middlebury College  
Ceci Lewis, Cochise College/Breadloaf Teachers Network  
Mohsin Tejani  
**Respondent:** David Wandera, The College of New Jersey, Ewing

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D.08 Raising Our Collective Voices: Writing to Speak Out for Equity and Justice  

**361 B**  

*Sponsored by the ELATE Commission on Writing Teacher Education*  
How can we use writing to speak out for equity and justice, and where can we make our voices heard most effectively? Join editors from the blog aimed at fostering authentic writing instruction, Writers Who Care, to discuss how teachers can share their stories to create change and understanding.  

**Presenters:** Jason Griffith, Penn State University, State College  
Lindsay Jeffers, Grand Valley State University, Allendale, MI, and Western Michigan University, Kalamazoo  
Mark Letcher, Lewis University, Romeoville, IL  
Robert Montgomery, Kennesaw State University, GA  
Eileen Shanahan, Eastern Kentucky University, Richmond  
Michael Sherry, University of South Florida, Tampa  
Amber Warrington, Boise State University, ID
D.09 Teaching with the 2018 Orbis Pictus Award Nonfiction Books

350 C

Sponsored by the Orbis Pictus Award Committee and the Elementary Section

Come stretch your thinking about the role nonfiction books can play across the K-8 curriculum, and learn more about the 2018 Orbis Pictus Award titles in the process. Join the 2018 Orbis Pictus Committee as we model different ideas for teaching with these highly engaging books.

Presenters: Seemi Aziz-Raina, University of Arizona, Tucson
Mary Ann Cappiello, Lesley University, Cambridge, MA
Denise Dávila, The University of Texas at Austin
Daryl Grabarek, PS 89/IS 289, New York, NY
Jennifer Graff, University of Georgia, Athens
Scott Riley, Singapore American School, Singapore
Julie Waugh, Zaharis Elementary School, Mesa, AZ

D.10 College English: From Idea to Essay

342 C

Sponsored by the College Section Steering Committee

Many writing teachers have ideas to share but find publication daunting. In this panel, the editor of College English and two recent authors will draw upon both the writers’ experience and the editor’s perspective to provide audience members helpful information about shaping one’s thoughts into a written submission.

Presenters: Wendy Hayden, Hunter College, CUNY
Melissa Ianetta, University of Delaware, Newark
Susan Mendelsohn, Columbia University, New York, NY

D.11 Strategies for Serving ELs through Inclusive, Collaborative Teaching

381 A

Sponsored by the Center for Applied Linguistics

This session focuses on strategies for raising English learners’ voices in general education classrooms through inclusive, collaborative teaching practices by ELA and ELD teachers. The strategies will include practical tools for launching or continuing inclusive standards-based instructional strategies that focus on both language and literacy development.

Presenter: Jennifer Norton, Center for Applied Linguistics, Washington, DC

D.12 Considering What Families Bring to Literacy Learning: What We Know and Why It Matters

342 F

Sponsored by the National Conference on Research in Language and Literacy

This panel presentation features two established scholars who have recently been awarded the NCRL’s Distinguished Scholar Award: Patricia Edwards and Peter Smagorinsky. These esteemed colleagues are joined by Jaime Puccioni and Tisha Lewis Ellison, two emerging voices in the literacy field. All members of the panel will explore how parents and other family members contribute to children’s emergent literacy knowledge and experiences. Speakers will attend to not only insights related to literacy experiences in homes and communities but also on ways to build on and extend those important seeds of literacy learning. Time will be available for questions and conversation following the presentations.

Chairs: Gerald Campano, University of Pennsylvania, Philadelphia
Catherine Compton-Lilly, University of South Carolina, Columbia

Presenters: Patricia Edwards, Michigan State University, East Lansing, “Connecting Home and School Literacies in the Classroom: An Intervention Study”
Tisha Lewis Ellison, University of Georgia, Athens, “Literacy Learning at Home between an African American Father and His Children”
Jaime Puccioni, State University of Albany, NY, “Examining the Associations among Preschool Teachers’ Outreach Efforts, Parental Involvement, and Children’s Reading Achievement”
Peter Smagorinsky, University of Georgia, Athens, “The Community Context for Literacies and Their Practice: Mural Art in Guadalajara as First Literacies”
D.13  You're Not Going to Teach Dick & Jane: Kicking Future Teachers Out of Their Comfort Zone through Literature and Technology

Sponsored by the Studies in Literacies and Multimedia Assembly

Five panelists present stories from a project that forced teacher candidates to better understand and empathize with their future students. Characters from selected children's and YA books served as “students” in virtual classrooms. These powerful, authentic voices helped teacher candidates change their own stories through digital tools.

Presenters: Christopher Cantanno
Cynthia Choi, Le Moyne College, Syracuse, NY
Cathy Leogrande, Le Moyne College, Syracuse, NY
Mary Beth Piazza
Andrea Tochelli-Ward, Le Moyne College, Syracuse, NY

D.14  Research Roundtable #2: Research on Language and Literacy

This round table focuses on research on language and literacies.

Chair: Christy McDowell, Henderson State University, Arkadelphia, AR
Roundtable Leaders: Ivy Hao-yin Hsieh, Tamkang University Lanyang Campus, Yilan, Taiwan
Genevieve Leung
Kelly Hsiu-Wen Lin
Stacia Long, University of Georgia, Athens
Stephanie Moody, Texas A&M University, College Station
Ming-Hsuan Wu
Jhih-Kai Yang

D.15  A Writing Workshop Playlist: Creating Communities of Writers to Lift Student Voices

Writing can create classroom and school communities where student voices are lifted up, though navigating policies to create those classrooms can be challenging. In this roundtable, teachers from every level, and with a range of experiences, will share a strategy, stance, or a research project that supports workshop-based writing instruction.

Chair: Ann David, University of the Incarnate Word, San Antonio, TX, “We Are Family: Building a Departmental Culture around Workshop”

Roundtable 1: The Show Must Go On: Podcasting and the Incredible Power of Playback
Kerry Alexander, The University of Texas at Austin and Cowan Elementary School, Austin, TX

Roundtable 2: Don’t Sweat the Technique: Conferring as Inquiry
Jessica Beck, MS 297, New York, NY

Roundtable 3: Stop, Write Now: Teachers Living a Writerly Life
Sidonie Chhetri, Round Rock Independent School District, TX
Megan Beth Hedgecock, Region XIII Service Center, Austin, TX

Roundtable 4: Small Moments: Brief, Frequent Writing Conferences in High School as a Positive Mediator of Teen Voice
Annmary Consalvo, The University of Texas at Tyler

Roundtable 5: The Writer’s Notebook: The Long and Winding (but Worth It) Road
Susan Diaz, North East Independent School District, San Antonio, TX

Roundtable 6: Nothing Ordinary: Elevating the Personal through Expository Writing
Amber Funderburgh, Wiley Middle School, Leander, TX

Roundtable 7: The Debut Album: Primary Writing, It All Begins
Megan Janak, Alamo Heights Independent School District, San Antonio, TX

Roundtable 8: B-Sides: Preservice Teachers Writing in Class
Emily Wender, Indiana University of Pennsylvania

Roundtable 9: Cheers to the Freakin’ Writer: Raising Student Voices to Create Schoolwide Change
Patty Young, Murchison Middle School, Austin, TX
D.16  Teaching Climate Change in English  

340 AB

Twenty-five roundtable presentations on literary classics, young adult fiction, “cli-fi,” poetry, nonfiction, inquiry, research, composition, creative writing, genre studies, AP, media literacy, multimodal literacy, Spanish, teacher education, critical thinking, virtual partnering, eco-justice, and taking action—all addressing climate change.

Presenters: Travis Reyes, HB Woodlawn Secondary Program, Arlington, VA, “Climate Change and Fluent Spanish Courses”
David Schaaftsma, University of Illinois, Chicago, “Climate Change and the Teaching of English”
Blaine Smith, University of Arizona, Tucson, “The Science of Storytelling: Middle Schoolers Composing Multimodal SciFis about Climate Change”
Allen Webb, Western Michigan University, “Teaching The Grapes of Wrath as Climate Fiction”

Roundtable 1: Climate Change and Writing
Richard Beach, University of Minnesota, Minneapolis

Roundtable 2: Eco-Justice, Climate Action, and Literature
Nancy Castaldo, Chatham, NY

Roundtable 3: Appealing to African American Students on the Topic of Climate Change
Diedre Courtney, Western Michigan University, Kalamazoo

Roundtable 4: Sustainable Education: Virtual Partnering with Nonprofit Organizations
Jill Dahlman, University of North Alabama, Florence

Roundtable 5: Teaching about Climate Change When Students and Community Are Deniers
Tiphani Davis, Morgantown, WV

Roundtable 6: City Killer Storms, Harnessing the Wind, and Huck Finn for Climate Change
Elizabeth Dinkins, Bellarmine University, Louisville, KY

Roundtable 7: What English Has to Offer an Environmental Studies Program
Lindsay Ellis, Grand Valley State University, Allendale, MI

Roundtable 8: Preparing English Teachers to Teach about Climate Change
Ellen Foley, Skokie, IL

Roundtable 9: From Cli-Fi to Nonfiction: Resources for Teaching the Science and Stories
Pam Goble, College of DuPage, Glen Ellyn, IL; Regional Office of Education, Wheaton, IL

Roundtable 10: Transformative Teaching: Rewriting the World in the English Classroom (through Nonfiction) (beginning with Climate Change)
Patricia L. Hans, Ridgewood High School, NJ

D.17  Coaching and Conferring: Interventions That Raise Students’ Voices and Build Self-Efficacy  

382 A

Presenters show how conferring and coaching are powerful interventions that can improve students’ reading, writing, and efficacy in elementary, middle, and high school. They also show how observations, engagement in meaningful experiences, student partnerships, and inquiry can develop the confidence students need to work hard and move forward.

Presenters: Nancy Akhavan, Fresno State University, CA, “Feedback That Counts: Helping Students to Help Themselves through Reading/Writing Conversations”
Mary Howard, Reading Connections/Publishers
Heinemann, “Sharpening Our Intervention Lens through Responsive Conversations”
Laura Robb, Daniel Morgan Intermediate School, Winchester, VA, “Building a Growth Mindset in Middle School through Teacher Interventions and Student Partnerships”
D.18 Culturally Sustaining Approaches to Addressing Race Resistance, Power, and Invisibility

This session presents strategies, narratives, and examples of engaging in critical dialogues and learning regarding race, identity, and equity in the K–12 classroom.

Chair: Jeff Spanke, Ball State University, Muncie, IN
Presenters: Sabrina Brinson, Missouri State University, Springfield
Rick Coppola, University of Illinois at Chicago
Misha Fugit, West Boulevard Elementary School, Columbia, MO
Emily Machado, University of Illinois at Chicago
Daryl Moss, Columbia Public Schools, MO
Selena Van Horn, California State University, Fresno
Andrea Vaughan, University of Illinois at Chicago
Rebecca Woodard, University of Illinois at Chicago
Angie Zapata, University of Missouri, Columbia

D.19 Empowering Students through Community Reads and Student-Led Class Meetings to Build Social Responsibility in the Classroom and Beyond

How can we empower students to be positive change-makers in their school and community? How can we help them give voice to those intentionally or unintentionally silenced? Learn how stories, when paired with student-led meetings, help guide and support students to stand up against injustices and become more empathetic problem-solvers.

Chair: Marissa Moss, Abrams, “Using True Stories to Develop Empathy: History as a Portal to Other Experiences”
Kathryn Otoshi, Macmillan Children’s Publishing Group, “Creating Art from Picture Books to Unite Students and Build Community”

D.20 Black Boys as Readers

Presenters will share the effects of Dialogic Literacy Experiences and Reader’s Theater on Black boys’ views of themselves as readers and their relationships to texts.

Presenter: Kellee Jenkins, Howard University, Washington, DC

D.21 Teaching Diverse Graphic Novels in Pursuit of Equity and Justice

This panel is organized around the use of graphic novels in secondary English language arts classrooms in pursuit of equity and justice. Each paper explores how gender affects the reading of characters in graphic novels in terms of their roles as heroes, through issues of body diversity and trauma.

Presenters: Nicole Amato, University of Iowa, Iowa City, “A Hunger for Responsible Representation of Body Diversity in Graphic Novels”
Ashley Dallacqua, University of New Mexico, Albuquerque, “Superhero Texts as Resources for Critical Gender Inquiry”
Kate Kedley, Rowan University, Glassboro, NJ, “Representations of Intergenerational Trauma in Graphic Memoirs”
David Low, California State University, Fresno, “Superhero Texts as Resources for Critical Gender Inquiry”
Jenna Spiering, University of Iowa, Iowa City, “Representations of Intergenerational Trauma in Graphic Memoirs”
D.23 Support for Teachers through Coaching and Partnerships for Social Justice and Active Learning

360 D

The presenters in this session will share their experiences and insights about professional development in coaching and other partnerships.

Chair and Presenter: Debbie Powell, Founder & CEO, Uni-Spire
Presenters: Jennifer Hatch, Knight University of North Carolina, Wilmington
Summer Southerlin
Melissa Wells, University of Mary Washington, Fredericks, VA

D.24 The Ethics of Photography: Visual Voices

332 ABC

Engage in activities and discussions that explore the impact of photo manipulation—from historical images with political agendas to modern photoshopping practices common in social media and with advertisers and photojournalists. Take away lesson ideas that will encourage students to engage in their own photographic/photojournalistic pursuits and research.

Chair: Megan Pankiewicz, Col. Zadok Magruder High School, Rockville, MD
Tracy Scholz, Alief Independent School District, Houston, TX, “Representing History: A Case Study of the Japanese Internment Photos of Dorothea Lange and Ansel Adams”
Renée Shea, independent writer and educator, Columbus, OH, “Photo Manipulation: From Raw Image to Photoshop”
Respondent: John Golden, Portland Public Schools, OR

D.25 Using Quality Diverse Literature to Help Students Discover Who They Are and Who They Might Become

372 DE

Quality diverse literature can empower students with an understanding of the different cultures and people of the world. This interactive roundtable session provides teachers with a list of titles, teaching ideas, and knowledge of how books can celebrate our differences and encourage future global citizens.

Chair and Roundtable 1: Short Texts That Build Strong Girls Out of Wonder, Stormy Seas, Flying Lessons, #Not Your Princess, and One Last Word
Renita Schmidt, University of Iowa, Iowa City
Roundtable 2: The Power and Importance of Voice and Word
Nancy Bo Flood, Charlesbridge
Roundtable 3: Empowering Young Girls through Powerful Female Protagonists and Figures
Kelly Finan
Roundtable 4: Cultural Outsiders in NCTE’s Notable Books for a Global Society Award List
Laretta Henderson, University of Wisconsin, Milwaukee
Roundtable 5: Reading The 57 Bus with Preservice Teachers: Preparing for Complicated Conversations on Culturally Sensitive Content
Tami Morton, Texas A & M University-Commerce
Roundtable 6: Intricacies of Identity in NBGS Books
Mary Ellen Oslick, Stetson University, DeLand, FL
Roundtable 7: Strengthening Parent-Teacher Partnerships with NBGS
Laura Szech, University of Iowa, Iowa City
Roundtable 8: Sharing and Responding to Diverse Literature with Young Children
Fran Wilson, Madeira City Schools, OH
Roundtable 9: Voices of Persistence: People in Fiction and Nonfiction Persisting through Vision and Commitment
Sandip LeeAnne Wilson, Husson University, Bangor, ME
Roundtable 10: The Wonderment of Discovery through Books, Self, and the World
Deborah Wooten, University of Tennessee, Knoxville
Roundtable 11: Learning to Read the World with NBGS
Michael Young, University of Iowa, Iowa City

D.26 Discovering and Unleashing Student Voices and Creating a Confident Identity: Presenting Authors Whose Award-Winning Books Inspire and Empower Students

372 B

Award-winning authors will discuss their research, idea formation, unique writing styles, and creative ways they engage and inform readers, and ways they give voice to characters who share similar, real-life experiences, issues, circumstances, and concerns with readers, and whose lives bring relevance and opportunities to connect with today’s diverse students.
**Chair and Presenter:** Donna Knoell, educational consultant, Shawnee Mission, KS  
**Presenters:** Sharon M. Draper, Simon & Schuster, "Crafting Stories in Which Characters Overcome Obstacles, Trauma, and Tragedy, and Using Them to Help Readers Find Their Own Voice and Identity: Helping Students Discover, Liberate and Raise Their Voices!"  
Brigid Kemmerer, "Telling Stories with Characters Who Live with Real-Life Fear and Potential Danger: Helping Students Recognize the Similarities between Their Own Lives and Those of Story Characters, and Then Finding Their Voices and the Courage to Speak Up and Be Heard"  
Gabby Rivera, "Sharing Stories with Characters Who Give Voice to Readers Who Share Similar Life Issues"  
Renée Watson, Bloomsbury Children’s Books, "Searching for Self: Using Powerful Stories to Help Students Discover Their Voice, Develop Confident Identities, and Overcome Feelings of Being Marginalized"

**D.27 NCTE AUTHOR STRAND: Discussion Pathways to Literacy Learning**  
**371 D**  
Participants will explore how authentic discussion with peers helps middle and high school students learn procedures for writing and for close examination of literature. The session will also demonstrate strategies for engaging learners in rational and civil deliberations about consequential matters, even when the issues may make some discussants uncomfortable.  
**Chair:** Shannon McMullen  
**Presenters:** Elizabeth Kahn, Northern Illinois University, DeKalb, IL  
Thomas McCann, Northern Illinois University, DeKalb  
Carolyn Walter, Northern Illinois University, DeKalb  
**Respondent:** Gabrielle Caputo, Lakes Community High School, Lake Villa, IL

**D.28 Raising Student Voice through Poetry: Hip-Hop, Spoken Word, and Global Change**  
**360 F**  
From Tupac to Twitter, from global concerns to powerful change, join educators in exploring ways students used poetic forms to care for themselves, one another, and the world.  
**Chair:** Amy Korst, Willamina High School, OR  
**Presenters:** Sarah Chan, Julius West Middle School, Rockville, MD  
Alison Daniels, Thomas Viaduct Middle School, Hanover, MD  
Eileen Hughes, Sheridan School, Washington, DC  
Jacqueline LaRose, Eastern Michigan University, Ypsilanti  
Valerie Struthers Walker, Gustavus Adolphus College, St. Peter, MN

**D.29 Más Fuerte Together: A Roundtable on the Current State of Latinx Publishing and Readers**  
**352 DEF**  
In this roundtable session, Latinx authors will lead a vibrant, meaningful discussion about using books and writing to open doors.  
**Chair:** Lilliam Rivera, Simon & Schuster  
**Roundtable 1: Que Hay de Nuevo? Introducing Exciting New Voices in 2018**  
Nonieqa Ramos, Aida Salazar  
**Roundtable 2: Slam! Poetry and Performance as Social Change**  
Isabel Quintero, Elizabeth Acevedo  
**Roundtable 3: Deceptively Simple: Using Picture Books to Go Deep**  
Emma Otheguy, Duncan Tonatiuh  
**Roundtable 4: The Power of Two: Incorporating Bilingual Books in the Classroom**  
Guadalupe McCall Garcia, David Bowles  
**Roundtable 5: Girl Power, Latinidad, and the Contemporary YA Novel: Where it All Meets**  
Meg Medina, Lilliam Rivera  
**Roundtable 6: Latinx All-Stars! Using Award-winners (Las Américas Award, Tomás Rivera Award, Pura Belpré) with Your Students**  
Cindy Rodriguez, Celia Perez  
**Roundtable 7: Not So Distant History: Stories of Latinx Heroes and Sheroes**  
Margarita Engle, Veronica Chambers  
**Roundtable 8: It’s Not All Triste! Humorous and Family Stories**  
Diana Lopez, Anna Meriano  
**Roundtable 9: Borders and Belonging: Using YA and Adult Lit to Discuss the Meaning of Home**  
Natalia Sylvester  
**Roundtable 10: We Contain Multitudes: Latinx Representation in Fantasy**  
Daniel Jose Older, Jennifer Cervantes  
**Roundtable 11: Let’s Hear it for the Boys: Masculinity Portrayal in MG and YA Literature**  
Pablo Cartaya, Fred Aceves
D.30 Developing Identity, Empathy, and Community through Daily Picture Book Read-Alouds
GRAND BALLROOM B
Sharing picture books helps students develop identity and empathy, build classroom community and engagement, and address curriculum standards at all grade levels. Learn the benefits of implementing #classroombookaday and participate in roundtable conversations with a variety of educators and authors/illustrators on leveraging the power of picture books with your students.

Chair and Presenter: Jillian Heise, Kenosha Unified School District, WI
Roundtable Leaders: Patrick Andrus, Eden Prairie Schools, MN
James Bailey, Hemmeter Elementary School, Saginaw, MI
Chris Barton, Austin, TX
Shawn Harris
Jeremiah Henderson
Susan Hood
Molly Idle
Jess Keating
Hena Khan, Simon & Schuster and Chronicle Books
Michele Knott, CCSD 46 - Meadowview School, Grayslake, IL
Minh Lê
Juana Martínez-Neal, Candlewick Press
Daniel Miyares, Random House Children's Books
Il Sung Na
Kristen Picone, RJO Intermediate School, Kings Park, NY
Cindy Schwind, Greece Central School District, Rochester, NY
Jenny Seiler, Woodworth Middle School, Fond du Lac, WI
Katherine Sokolowski, Monticello Middle School, IL
Allison Stout, Remington Traditional School, Maryland Heights, MO
Cassie Thomas, Walnut Springs Elementary, New Braunfels, TX

D.31 Critical Conversations in Teacher Education
342 ABDE
This varied group of roundtable presenters combines multiple approaches to contemporary English teacher education.

Presenter: Luke Rodesiler, Purdue University, Fort Wayne, IN
Roundtable Leaders: Maria Acevedo, Texas A&M University, San Antonio
Lindsay Beatty, University of Massachusetts, Boston
Kate Brodeur, Bowling Green State University, OH
Ruth Caillouet, Georgia Gwinnett College, Lawrenceville
Lauren Eutsler, University of North Texas, Denton
Dorea Kleker, University of Massachusetts, Boston
Michelle McAnuff-Gumbs, The College of Saint Rose, Albany, NY
Todd McCordale, Eastern Kentucky University, Richmond
Nathaniel Murray, University of Florida, Gainesville
Rachael Shah, University of Nebraska, Lincoln
J. T. Hunter Strickland, University of Georgia, Athens
S. R. Toliver, University of Georgia, Athens
Kinga Varga-Dobai, Georgia Gwinnett College, Lawrenceville

D.32 Strengthening Young Children’s Voices, Cultural Perspectives, Creativity, and Multimodal Stories through Global Picture Books
351 F
The presenters will share examples of global picture books used in grades K-3 and show how examining meanings in the art and writing strengthened children’s voices, cultural perspectives, creativity, and multimodal stories. How the teachers discussed the art and examples of children’s stories showing their critical/symbolic thinking will be included.

Chair: Prisca Martens, Towson University, MD
Presenters: Michelle Hassay Doyle, Pot Spring Elementary, Baltimore, MD
Laura Fuhrman, Pot Spring Elementary, Baltimore, MD
Jenna Loomis, Seventh District Elementary School, Baltimore, MD
Ray Martens, Towson University, MD
Elizabeth Soper, Pot Spring Elementary, Baltimore, MD
Robbie Stout, Franklin Elementary, Baltimore, MD
**D.34 Stories for Troubled Times: Trauma and Testimony in Children’s and YA Literature**

Three research sessions highlight the reading and teaching of literature and young adults, focusing on trauma and testimony for our troubled times—from Hurricane Katrina to genocides of the past and our refugee crisis. Yet each study documents both hope and ways of teaching literature for social justice.

**Chair:** Haley Shaffer, Poland Middle School, OH  
**Presenters:** Julie Carbaugh, University of Georgia, Athens  
Lauren Elizabeth Reine Johnson, Michigan State University, East Lansing  
Stephanie F. Reid, Arizona State University, Tempe

**D.35 Writing into Discomfort: Cultivating Student Voice on Sticky Subjects in Troubled Times**

Like writing, working toward social justice is never finished. And like writing, it is uncomfortable work. In this session, we share three writing activities that push students to the edge of their thinking and then beyond, into the productive and experimental space just outside of what they imagine as possible.

**Presenters:** Andrea Avery, Phoenix Country Day School, Paradise Valley, AZ  
Nishta Mehra, Phoenix Country Day School, Paradise Valley, AZ  
Courtney Rath, Phoenix Country Day School, Paradise Valley, AZ

**D.36 Project-Based Learning and Passion Projects in the Literacy Classroom**

Learn ways to explore, launch, design, and manage purposeful and powerful project-based learning experiences in this panel sharing experiences from classrooms across the country.

**Presenters:** Shea Kerkhoff, University of Missouri, St. Louis  
Emily Roderique, Webb City Junior High, MO  
Amber Widmier, Humble Independent School District, TX  
Jennifer Woodall, Humble Independent School District, TX

**D.37 Daring to Teach What We Must: Using Book Groups as a Forum (and Form) of Social Justice**

Choice and voice. Freedom and empowerment. Well-designed book groups, especially those that tackle tough topics like race, discrimination, and “the other,” provide safe spaces for students to read about and discuss the most challenging social justice issues of our day. Your takeaway: Three fully tested, readymade units you can use.

**Presenters:** Margaret Groninger, Mamaroneck High School, NY  
Mary Beth Jordan, Mamaroneck High School, NY  
Waldina Pineda, Mamaroneck High School, NY

**D.38 Raising Student Voice through Student-Created Theater**

Watch high school-aged actors from Looking In Theatre present dramatic scenes they’ve created; have a dialogue with them as the characters they portrayed and as themselves. Discuss with them and with adult presenters how this process works and how using theater can raise student voice. No theater experience necessary.

**Presenters:** Jonathan Gillman, Greater Hartford Academy of the Arts, CT  
Kelly Lyman  
Pamela Nomura, Crec Arts Academies Prek-12/Trinity College, Hartford, CT  
Leslie Torres-Rodriguez

**D.39 First Do No Harm: Responsible, Empowering Accountability of Independent Reading through Self-Assessment**

To nurture a life longreading habit, we can and should place assessment firmly in the hands of developing readers, building support, community, reflection, and resilience. Learn how to manage a choice-based reading classroom by facilitating student-run reading conferences, using weekly and quarterly self-assessments, and intervening when a reader needs support.

**Presenters:** Kate Flowers, Santa Clara Unified School District, CA  
Anna Osborn, Jefferson Middle School, Columbia, MO
D.40 Voices of English Learners: Supporting Multilingual Students with Story Slams, Stations, and Technology

Educators from across the country share innovative and effective approaches to supporting multilingual students.

Chair: Angela Spires, The Davidson Academy, Reno, NV
Presenters: Amy Brooks, EMC Publishing
Stacy Courtright, EMC School, Minneapolis, MN
Tessla Donovan, Ellington Public Schools, CT
Tatiana Oliveira, Furman University, Greenville, SC
Bobbi Siefert, Furman University, Greenville, SC
Elizabeth Simison, Miss Porter’s School, Farmington, CT

D.41 Giving Voice to Women in the Past to Empower Women in the Future

Three prominent authors share how they give voice to important women of the past, as a model for the work that needs to continue to empower female students today. Strategies for using such titles in the classroom will be shared to promote interdisciplinary thinking and social justice.

Presenters: Kelly Bull, Notre Dame of Maryland University, MD
Margarita Engle, Simon & Schuster
Lita Judge, Atheneum Books for Young Readers and Roaring Brook Press, Macmillan
Cheryl North, University of Maryland Baltimore County
Lois Stover, Marymount University, Arlington, VA

D.42 From Exploration to Analysis to Action: Empowering Student Writers to Discover Their Voices through Self-Selected Topics, Textual Analysis, and Argumentative Writing

In this interactive session, join three practicing teachers in a discussion of rhetorical strategies, writing tips, and rationales for using relevant social issues to teach argument writing across grade levels. Participants will leave with sample lessons, materials, and templates that they can apply in their own classrooms.

Presenters: Mary Buckelew, West Chester University, PA
Karen MacNamara, Kennett Middle School, PA
Kelly Virgin, West Chester University, PA

D.43 Raising Student and Teacher Voice for Active Learning and Active Change

When we invite students to engage in critical thinking of their world, students raise their voices for change. This session will invite teachers to explore anecdotes of authentic literacy and service-learning experiences to encourage student-led efforts for raising their voice and making change.

Chair: Mitchell Nobis, Birmingham Public Schools, MI
Presenters: Janelle Bence, North Star of Texas Writing Project, Denton
Jessyca Mathews, Red Cedar Writing Project, East Lansing, MI
Dawn Reed, Red Cedar Writing Project, East Lansing, MI
Elana Waugh
Respondent: Jeffrey Wilhelm, Boise State University, ID

D.44 Using Informational Texts with Digital Tools to Promote Equality and Social Justice: From EL to AP

Attendees will take away various digital tools to use in their classrooms and ideas about selecting and then utilizing informational texts that promote equality and social justice. AP students through students just learning English can engage and discuss texts through the use of digital tools.

Presenters: Jessica Bell, Warren Central High School, Indianapolis, IN
Juli Wakeman, Warren Central High School, Indianapolis, IN
D.45  It’s Kind of a Funny Story: How Diverse and Humorous Novels Engage, Enlighten, and Empower Students

Authors Carolyn Mackler, Ava Dellaira, Maurene Goo, and Sara Saedi will talk about how they balance humorous, romantic, and serious story elements and will offer suggestions to teachers for how to empower students to write their own stories. Further suggestions regarding practical classroom activities and diverse book collection development provided.

Chair and Presenter: Sarah Ressler Wright, Rutherford B. Hayes High School, Delaware, OH
Presenters: Ava Dellaira, Maurene Goo, Carolyn Mackler, Nisha Sharma, Penguin Random House
Respondent: Erica Backhurst, Rutherford B. Hayes High School, Delaware, OH

D.46  I’m New Here. What’s My Voice?

One school will share how they embraced and empowered newly arrived language learners through cultivating a community where students share their own stories and culture. Audience members will read students’ writing and view videos about the experience of moving to a new country and students finding their voice.

Presenters: Anthony Fontana, Lewisville Independent School District, TX
Holly Genova, Lewisville Independent School District, TX
Hailey Pickard, Lewisville, TX

D.47  Improving Written Literacies with Audio

Panelists share ways that producing audio files and/or working in synchronous audiovisual environments can improve students’ literate practices.

Chair: Julie Carman, Notre Dame Preparatory School, Pontiac, MI
Presenters: Melvin Beavers, University of Arkansas, Little Rock
Marianne Cotugno, Miami University, Middletown, OH
Ben Spanbock, University of California, Berkeley

D.48  Keep It Nuanced, Y’All: Disagreeing without Being Disagreeable in the Classroom and Beyond

Join the hosts of the Pantsuit Politics podcast, Beth Silvers and Sarah Stewart Holland, along with two classroom teachers, to discuss the ways in which we can bring civility and nuance back into debates and disagreements in our classrooms, schools, and homes.

Chairs: Sara Kajder, University of Georgia, Athens
Beth Shaum, St. Frances Cabrini Catholic School, Allen Park, MI
Presenters: Sarah Stewart Holland, Pantsuit Politics
Beth Silvers, Pantsuit Politics

D.49  Folger Shakespeare Library: Teaching Literature for Social Change Starts with Us

Words matter. Our students’ voices matter. Learn strategies for using literature as a way into difficult—and essential—classroom conversations about race, identity, and community. Practice working with Shakespeare and contemporary texts, using resources created and tested by the Folger and excellent classroom teachers.

Presenters: Donna Denizé, St. Albans School for Boys, Washington, DC
Mark Miazga, Baltimore City College High School, MD
Peggy O’Brien, Folger Shakespeare Library, Washington, DC
Amber Phelps, Baltimore City College High School, MD
D.50 Advocating for the Imagination: Using Fairy Tales in the Classroom

**381 C**

This panel seeks to capitalize on the popularity of fairy tales in popular culture and to use traditional fairy stories as a way of interrogating individual and cultural beliefs. In this interactive session, presenters will discuss how to use fairy tales in the secondary and college classrooms.

**Presenters:** April Brannon, California State University, Fullerton
David Pegram, Paradise Valley Community College, Phoenix, AZ
Elle Yarborough, Northern Essex Community College, MA

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D.51 The Intersection of Identity and Literacy: Habits That Shape Classroom Practices

**381 B**

Presentation/conversation about adolescent identity and its connections to literacy. What are students doing as they form and share identities? How do students determine what they post about self, others, and content? How do students choose a mode for sharing? How can teachers help support this work of their students?

**Chair:** Emily Pendergrass, Vanderbilt University, Nashville, TN

**Presenters:** Maggie Bryant, Vanderbilt University, Nashville, TN
Kama Konda-Varilek, Harrisburg High School, SD

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D.52 High School Writing Centers: Research into Inquiry and Collaboration

**370 B**

This session features research on high school writing centers.

**Chair:** Earl Aguilera, California State University, Fresno

**Presenters:** Tommy Jolly, Georgia State University, Atlanta
Emily Plummer, University of Pennsylvania, Philadelphia
Amy Stornaiuolo, University of Pennsylvania, Philadelphia

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D.53 Gatsby, A Raisin in the Sun, and Inequality Today: Nurturing Student Voices about Equity and Justice

**330 A**

Using print and multimedia texts, this session unpacks connections between *The Great Gatsby, A Raisin in the Sun,* and inequality today. Our interactive workshop will demonstrate innovative text pairings and classroom activities that allow students to explore inequality in these literary texts and find their voices in relation to equity and justice.

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

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D.54 Becoming a Critical Reader of Visual Images in Picture Books

**362 ABC**

Teaching for social justice and encouraging student voices include supporting students in critically interacting with the visual images that surround their daily lives. This session highlights tools that can be used to critique images in picture books, particularly the ways in which those images influence readers’ attention and interpretations.

**Chair and Presenter:** Kathy G. Short, University of Arizona, Tucson

**Presenters:** Seemi Aziz-Raina, University of Arizona, Tucson
Susan Corapi, Trinity International University, Deerfield, IL
Desiree W. Cueto, Western Washington University, Bellingham
Mary Fahrenbruck, New Mexico State University, Las Cruces
Holly Johnson, University of Cincinnati, OH
Hee Young Kim, University of Arizona, Tucson
Janelle Mathis, University of North Texas, Denton
Megan McCaffrey, Governors State University, University Park, IL
Junko Sakoi, Tucson Unified School District, AZ
Janine Schall, University of Texas Rio Grande Valley, Edinburg
Tracy Smiles
D.55 The Transformational Power of the Joy of Reading and Writing

Recapturing the joy and power of reading, writing, and storytelling, these experts will frame an inclusive movement for literacy that helps all educators create culturally responsive, transformational learning environments of comprehension, engagement, and promise for every student as a reader and a writer.

Chair: Kylene Beers, author and consultant, The Woodlands, TX
Kwame Alexander
Pam Allyn, Scholastic, Inc.
Donyall Dickey, Scholastic, Inc.
Ernest Morrell, University of Notre Dame, IN

D.56 Reading Justice, Reaching Justice

Project LIT founder Jarred Amato and three authors of young adult narratives will discuss how books about justice can be used to engage readers and open up empathic dialogue about daunting topics like race, gender, and forgiveness, helping students discard polarizing frameworks in favor of compassionate and complex conversation.

Presenters: Jarred Amato, Maplewood High School, Nashville, TN
Tradebook Authors: Tiffany Jackson
Dashka Slater, Farrar, Strauss and Giroux, an imprint of Macmillan
Nic Stone, Random House Children’s Books

D.57 What We Talk about When We Talk about Racism: Digging Deeper with Discourse Analysis

This presentation demonstrates how analysis of discourse supports teachers’ and students’ reflections of their own and others’ voices, exposing ideologies in what they read and say. Presenters reveal nuance in controversial conversations through their research on students’ written reflections on racism and Eula Biss’s stories of race in America.

Chair: Naitnaphit Limlamai, University of Michigan, Ann Arbor
Presenters: Sarah Hughes, University of Michigan, Ann Arbor
Adelay Elizabeth Witherite, University of Michigan, Ann Arbor

D.58 Creative Writing Improves Learning

Panelists share creative writing strategies designed to improve student empathy and confidence.

Chair: Kristina Perez, Tor Teen, Macmillan
Presenter: Sheela Chari, Mercy College, Dobbs Ferry, NY

D.59 Creating a Positive School Culture through Poetry

Successful educational leaders build regular “touch points” into their routines starting with morning announcements. Poetry can be a powerful tool for creating a motivating environment and offering a shared literary experience. A school principal, professor, author, and poet will demonstrate ways to build a cohesive school culture through poetry.

Presenters: Kari Holt, Chronicle Books
Tom Marshall, Paramus Public Schools, NJ
Sylvia Vardell, Texas Woman’s University, Denton
Janet Wong, Pomelo Books
D.60 #BlackLivesMatter and Afrocentric Praxis for Every Classroom

350 A

We will explore how teachers relearn and reclaim African roots of civilization as an important tool to dismantle Eurocentric curriculum. Pedagogies drawing from African cultural principles take us back to the cradle of civilization and allow us to repay the debt owed to those whose histories were stolen through colonization.

**Presenters:** Janice Baines, Bradley Elementary School, Columbia, SC
Gloria Boutte, University of South Carolina, Columbia
George Johnson, Susi Long, University of South Carolina, Columbia
Carmen Tisdale, Burnside Elementary, Columbia, SC
Kamania Wynter-Hoyte, University of South Carolina, Columbia

D.61 Assignments Matter: Go-To Tools for Teachers

360 ABC

Teacher leaders share tools for developing effective, standards-based writing assignments that were created during a two-year professional development experience led by the National Writing Project. Participants will engage with several tools and create their own Monday-ready assignment.

**Chair:** Benjamin Koch, Adelson Educational Campus, Las Vegas, NV

**Roundtable Leaders:** Margaret Brewer
Fredaisha Harper Darrington, University of Alabama at Birmingham
Sharonica Nelson, University of Alabama at Birmingham
Darnese Olivieri
Rachel Piven, KAPPA International High School, New York, NY
Molly Sherman, Harvest Collegiate High School, New York, NY

D.62 Accessing Digital Literacies to Amplify Student Voice

371 A

Presenters will share digital poetry in writing workshop and then consider how new media literacies crosswalk with Common Core Anchor Writing Standards.

**Chair:** Jennifer Kelly, Woodstown-Pilesgrove Regional School District, NJ

**Presenters:** Christine Kyser, University of Northern Colorado, Greeley
Suzette Youngs, University of Northern Colorado, Greeley

D.63 Remixed and Remediating Student Voices

351 C

Panelists demonstrate how multiple media allow students to remix and remediate themselves, their voices, and their writing.

**Chair:** Rebecca Maldonado, University of Oklahoma, Noble

**Presenters:** Rana Bhat, University of Texas at El Paso
Krista Jackman, University of New Hampshire, Durham
Melody Niesen, Northland Pioneer College, Show Low, AZ
Shuv Raj

D.64 POSTER SESSION: Cultivating New Voices among Scholars of Color

350-360 PREFUNCTION

In this session, fellows in the 2018–2020 cohort of the Cultivating New Voices among Scholars of Color (CNV), sponsored by the Research Foundation of NCTE, present their research and address questions from participants.

**Poster 1: Conciencia Bilingüe: The Multilingual and Academic Writing Practices of Undocumented Immigrant Activists**
Sara P. Alvarez, Queens College, CUNY

**Poster 2: Emergent Bilinguals’ Development of Scientific Disciplinary Knowledge through Multimodal Texts**
Lucía Cárdenas Curiel, Michigan State University, East Lansing
Poster 3: Racial Awareness and the Literacy Meaning-Making Practices of Young African American Children in an Urban Community School
Wintre Foxworth Johnson, University of Pennsylvania, Philadelphia

Poster 4: Endless Mourning: Racial Melancholia, Black Grief, and the Transformative Possibilities for Racial Justice in Literacy Education
Justin Grinage, University of Minnesota, Minneapolis

Poster 5: Love, Hope, Resistance: Teaching in an Educational Space That Embraces Blackness
Davena Jackson, Michigan State University, East Lansing

Poster 6: Translingual Practices: Invisible Literacies in a Multilingual Classroom
Lydiah Kanamu Kiramba, University of Nebraska, Lincoln

Poster 7: Literacy Teachers’ Enactment of Critical Pedagogy with Multicultural Children’s Literature
Saba Khan Vlach, The University of Texas at Austin

Poster 8: Reimagining Writing Instruction through Writing Groups: A Landscape of Contradictions, Care, and Agency
Kira LeeKeenan, The University of Texas at Austin

Poster 9: Mirroring the Latinx Immigrant Experience through Culturally Relevant Texts
María Leija, University of Texas Rio Grande Valley, Edinburg

Poster 10: Leveling the Linguistic Landscape: A Formative, Professional Learning Series for Teachers of African American Adolescents
Teaira McMurtry, Cardinal Stritch University, Milwaukee, WI

Poster 11: Supporting Teachers of Color through Service-Learning Practicum Opportunities
Joaquin Muñoz, Augsburg University, Minneapolis, MN

Poster 12: Reading “Racial Grammar”: Latinx Students’ Racial Literacy in a Secondary Ethnic Studies Classroom
Arturo Nevárez, University of California, Riverside

Poster 13: Signifying from the Periphery: Leveraging the Racial Consciousness of Students of Color to Cultivate Teacher Racial Literacy
Tiffany M. Nyachae, Buffalo State College, SUNY

Poster 14: Building Alternative Worlds: Thirdspace As a Site of Learning, Communing, and Reimagining
Ah-Young Song, Teachers College, Columbia University, New York, NY

D.65 EXHIBITOR SESSION: Create Your Story with Texas myView & myPerspectives . . . the BEST K-8 Literacy Solution

382C

Sponsored by Pearson

Pearson showcases the newest Literacy Solution for Texas, myView Literacy K-5 and myPerspectives 6-8; a balanced approach to teaching reading, writing, speaking, listening, and thinking through reading and writing workshops. The all-new, print and digital curriculum includes authentic texts and minilessons, flexible resources, and meaningful differentiation. Inspire every student to see the world with fresh eyes, to share their ideas and shape their stories.

Presenters: Stephanie Bridges, Pearson, Literacy Specialist
Becky Howard
11:30 A.M.-1:30 P.M.

Middle Level Section Luncheon

GRAND BALLROOM C

Presiding: Christopher Lehman, The Educator Collaborative, Astoria, NY
Speaker: Linda Sue Park

Linda Sue Park is the author of the Newbery Medal-winning book *A Single Shard* and the bestseller *A Long Walk to Water*. She has written several acclaimed picture books. She lives in Rochester, New York, with her family.

AWARD RECOGNITION

Richard W. Halle Award for Outstanding Middle School Educator
Recipient: Rozlyn Linder, Douglas County Schools, Douglasville, GA (awarded posthumously)

Outstanding Middle Level Educator Award
Recipient: Yolanda Gonzales, The Joe Barnhart Academy, Beeville, TX

Linda Rief Voices from the Middle Award

Honorable Mention: Peter Anderson, Thomas Jefferson Middle School, Arlington, VA, and Katie Kraushaar, Webster Groves School District, St. Louis, MO, “We Must Write Together” (December 2017)
11:30 A.M.–1:30 P.M.

ELATE Luncheon

GRAND BALLROOM A

Presiding: Mollie V. Blackburn, The Ohio State University, Columbus

Speaker Introduction: Sophia Sarigianides, Westfield State University, MA

Speaker: David Levithan

David Levithan is the author of many acclaimed and bestselling YA novels, including *Every Day; Another Day; Boy Meets Boy; Nick & Norah’s Infinite Playlist* (with Rachel Cohn); *Two Boys Kissing; and Will Grayson, Will Grayson* (with John Green). His newest novel written with Rachel Cohn, *Sam and Ilsa’s Last Hurrah*, was published in April, and his sequel to *Every Day*, titled *Someday*, will be published in September. By day, David is an editor and publisher of other people’s children’s and YA novels. By night, he sleeps in New Jersey.

A book signing will follow the event.

ELATE AWARD RECOGNITION

**Janet Emig Award for Exemplary Scholarship in English Education**

**Presenter:** Christian Z. Goering, University of Arkansas, Fayetteville

**Recipient:** Danny C. Martinez, University of California, Davis; “Imagining a Language of Solidarity for Black and Latinx Youth in English Language Arts Classrooms” (January 2017)

**Richard A. Meade Award**

**Presenter:** Tonya Perry, University of Alabama at Birmingham

**Recipient:** Donna L. Pasternak, University of Wisconsin-Milwaukee; Samantha Caughlan, independent scholar and consultant, Lansing, MI; Heidi L. Hallman, University of Kansas, Lawrence; Laura Renzi, West Chester University of Pennsylvania; and Leslie S. Rush, University of Wyoming, Laramie

**James Moffett Memorial Award for Teacher Research**

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

**Recipients:** Mary Vlasis Osborn, Campus School, University of Memphis, TN, and Scott Storm, Harvest Collegiate High School, New York, NY

**Geneva Smitherman Cultural Diversity Grant**

**Presenter:** Amanda Haertling Thein, University of Iowa, Iowa City

**Recipient:** Nathaly Batista-Morales, The University of Texas at Austin

**Rewey Belle Inglis Award for Outstanding Service Relating to the Role and Image of Women**

**Presenter:** Mollie V. Blackburn, The Ohio State University, Columbus

**Recipient:** Stephanie Anne Shelton, University of Alabama, Tuscaloosa
E.01 Texas Strand: Supporting Creativity and Choice in Literacy Workshop: Grading Skills and Focusing on Feedback

332 F

So often we commit to promoting student choice in texts and topics but soon find managing all the different learning processes and products to be a challenge. Reporting grades become a daunting task. Share our journey into focusing on skills with feedback. It changed our teaching and our learning.

Presenter: Kelly Oliver, Katy Independent School District, TX

E.02 Raising Students’ and Teachers’ Voices: Critical Systemic Functional Linguistics in Action with Multilingual Youth

351 A

Sponsored by the North American Systemic Functional Linguistics Association

This panel explores critical uses of Halliday’s theory of systemic functional linguistics in teaching and research in multilingual youth literacy practices in secondary classrooms and in an arts-based afterschool program. The purpose of this panel is to respond to the rise of raciolinguistic ideologies shaping public schooling and teacher education.

Chair: Peter H. Fries, Central Michigan University, Mount Pleasant

Presenters: Meg Gebhard, University of Massachusetts, Amherst, “Introduction to Critical SFL Approaches to Teaching Literacy”
Holly Graham and Elizabeth Marsh, University of Massachusetts, Amherst, “Middle Schoolers as Critical Discourse Analysts”
Ruth Harman, Jason Mizell, and Nicole Siffrinn, University of Georgia, Athens, “Critical SFL Praxis through a Combined Teacher Education and After-School Arts Program”

E.03 Remixed Young Adult Voices: Using Digital and Visual Tools to Foster Textual Engagement

342 ABDE

Sponsored by the Studies in Literacies in Multimedia Assembly

This session examines how adolescents compose multimodal responses to young adult literature to craft more authentic voices in the classroom and implement visual literacy. Participants will have the opportunity to attend three roundtables offering practical examples implementing a range of technology-based responses and sharing strategies for this work in classroom.

Chair: Jennifer Dail, Kennesaw State University, GA

Roundtable 1: Emojis, #Hashtags, and Texting, Oh My!: Remixed Shakespeare in the ELA Classroom
Michelle Falter, North Carolina State University, Raleigh
Crystal Beach, Buford High School, GA

Roundtable 2: We Too Are Connecticut—The Digital Ubuntu Project
Bryan Ripley Crandall, Fairfield University, CT
Shaun Mitchell, Central High School, Bridgeport, CT
Kim Herzog, Westport Public Schools, CT

Roundtable 3: Song of Myself: YA to Support a Critical Digital Identity
Fawn Canady, University of Nevada, Las Vegas
Kymberly Martin, Nevada State College, Henderson
Chyllis Scott, University of Nevada, Las Vegas

Roundtable 4: Preservice English Teachers Flip the Teaching of Young Adult Literature
Amy Piotrowski, Utah State University, Vernal

Roundtable 5: #iread #iwrite #iteach: Mashing Up Participatory Culture and Critical Inquiry with YAL in the ELA Classroom
Steffany Comfort Maher, Indiana University Southeast, New Albany

Roundtable 6: Consuming and Composing Graphic Narratives as Preservice Teachers: Fostering Multimodal and Digital Literacy
Mike P. Cook, Auburn University, AL
Brandon L. Sams, Iowa State University, Ames

Roundtable 7: Utilizing Young Adult Literature as a Catalyst for Social Change
Kathryn Bailey, Hampton High School, GA

Roundtable 8: Critical Literacy Engagements toward Justice and Hope
Breanne Huston, University of Georgia, Athens
Roundtable 9: Infusing YAL into the Virtual Classroom
Brooke Eisenbach, Lesley University, Cambridge, MA
Paula Greathouse, Tennessee Tech University, Cookeville
Jennifer Farnham, Florida Virtual School

Roundtable 10: The Gregarious Gatsby: Using Social Media and the Social Gatsby for Textual Engagement
Dakoda Trenary-Bowling, Rowan County Senior High School, Morehead, KY

Roundtable 11: Remix to Empower Student Voice
Anete Vásquez, Kennesaw State University, GA

Roundtable 12: Young Adult Literature as a Springboard to Civic Engagement
Kristen Hawley Turner, Drew University, Madison, NJ
Dawn Reed, Red Cedar Writing Project, East Lansing, MI
Respondent: Shelbie Witte, Oklahoma State University, Stillwater

E.04 From Striving to Thriving—Strategies to Jump-Start Writers
352 DEF
Explicit writing instruction and engaged creativity are not mutually exclusive. Presenters will share strategies that lead to well-written texts that complement any existing writing program and work as stand-alone lessons. These writing element-based approaches, or frameworks, are also useful as formative assessment and encourage students to revise. Presenters will share three classroom-tested strategies and the overarching process used to implement them.

Presenters: Sara Holbrook, Scholastic, Inc.
Katie Lufkin, Hillside Elementary School, Ashburn, VA
Michael Salinger, Scholastic, Inc.

E.05 Creating Dialogue across Generations of Scholars: Revolutionary Scholarship for and with Latinx Students, Families, and Communities
332 ABC

Sponsored by the Latinx Caucus
This roundtable session 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.

E.06 Donald Graves Session: “Listen, We Have Something to Say!”: Intersecting Student Voices, Multicultural Literature, and Global Citizenship
350 D

Sponsored by the Elementary Section Steering Committee
An in-service 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 Lopez-Robertson, University of South Carolina, Columbia
Jennifer Morrison, University of South Carolina, Columbia
E.07 Cultivating Students’ Voices in the Reading/Writing Workshop
GRAND BALLROOM B
Roundtable topics present ways to showcase students’ voices in reading/writing workshops. The session opens with an original rap on this year’s NCTE theme by #thebowtieboys. Roundtable leaders discuss diverse ways to make students’ voices central to reading and writing through discussions, collaboration, written communication, and inquiry.

Roundtable 1: Explore Voice through Mentor Texts
Ruth Culham,

Roundtable 2: Raising Our Voices: Reading & Writing with Poetry Mentor Texts
Rose Capelli, Pennsylvania Writing and Literature Project, West Chester
Lynne Dorfman, Arcadia University, Glenside, PA

Roundtable 3: Daring to Be Quiet So Students Can Be Loud
Gravity Goldberg, Gravity Goldberg, LLC
Renee Houser, Renee Houser Consulting, Easton, PA

Roundtable 4: Creating a Classroom Culture of Engaging Dialogue Using Varied Student-Selected Independent Texts
Mary Howard,

Roundtable 5: Hearing All Student Voices: Enhancing Our Talk Moves to Invite All Students into Engaged Conversation, Reading, and Writing
Ellin Oliver Keene, author and consultant, Littleton, CO

Roundtable 6: Young Writers: Standing Up by Writing Down
Brian Kissel,
Patty McGee, Gravity Goldberg, LLC

Roundtable 7: I Hear Voices: Exploring a Small Set of Carefully Chosen Picture Books with Voice as Our Focus
Lester Laminack, author and consultant, Dillsboro, NC

Roundtable 8: Students’ Voices Should Be Louder Than Ours: Student-Directed Collection Development and Book Recommendations
Donalyn Miller, The Book Whisperer, Inc., Colleyville TX

Roundtable 9: Partnerships and Clubs in Reading and Writing: Strategies for Supporting Collaboration
Jennifer Serravallo,

Roundtable 10: Literacy Tasks That Get the Students Doing the Doing, and Saying the Saying: Choice and Action in the Workshop
Nancy Akhavan, Fresno State University, CA

Pam Allyn, Scholastic, Inc.

Roundtable 12: Do You Hear What I Hear? The Role of Audience in Developing Voice
Gretchen Bernabei, San Antonio Independent School District, TX

Roundtable 13: Ten Entry Points for Student-Directed Inquiry
Harvey Daniels, author and consultant, Santa Fe, NM

Roundtable 14: Using the Writing-Reading Notebook to Cultivate Student Voices
Linda Rief, Oyster River Middle School & University of New Hampshire

Roundtable 15: Using Student-Led Discussions to Foster Inquiry, Collaboration, Communication, Negotiation, Decision Making, and a Growth Mindset
Evan Robb
Laura Robb, Daniel Morgan Intermediate School, Winchester, VA

Roundtable 16: Using Student Voices to Elevate Our Teaching
Pernille Ripp, teacher/Global Read Aloud, Madison, WI

Roundtable 17: Strategies for Nurturing a Student-Centered, Student-Led Community of Readers
Nancy Steineke, Illinois Writing Project, Brookfield

Roundtable 18: Incorporating Voice into Academic Writing Assignments by Design
Jim Burke, Burlingame High School, CA

Roundtable 19: Empowering Students’ Voices through Inquiry in the Reading/Writing Workshop
Releah Lent,

Roundtable 20: FLIP Scripts: Integrating the Art of Prosody in the Reading/Writing Workshop
James Nageldinger.

E.08 Implementing Social Justice in the Classroom: From Preservice to Inservice Educators
350 A
This multilayered approach to implementing social justice in the classroom explores preservice teachers’ attitudes toward social justice and moves into the different ways the work can be incorporated into the classroom. Attendees will walk away with ideas about how they might introduce or teach social justice in their own environments.

Presenter: Alice Hays, California State University, Bakersfield
Christian Munoz, Taft City School District, CA
Julie Neff, Dodson High School, Mesa, AZ
Chris Parsons, Keene State College, NH
E.09 Out of the Classroom and Into the World: Why Your Students Should Publish—and How and Where to Do It

380 C

How can publishing work help your students grow intellectually, socially, and emotionally—and as writers, artists, and citizens? Scholastic Art & Writing Awards and NYT Learning Network editors, along with teacher Christa Forster and two award-winning young writers, will show you powerful, practical ways to find meaningful public audiences.

Presenters: Christa Forster, The Kinkaid School, Houston, TX
Virginia McEnerney, Alliance for Young Artists & Writers (Scholastic Art and Writing Awards)
Katherine Schulten, New York Times Learning Network, NY

E.10 Storytelling as Advocacy: Fostering a Culture of Social Justice through Banned Books and Creative Writing

320 C

This panel presentation offers suggestions for how to incorporate advocacy in the English language arts classroom through student-driven and growth-minded approaches to teaching literature and creative writing. It uses specific student examples to help demonstrate how banned books and creative writing work together as vehicles for promoting social justice.

Presenters: Sara Beaster, Andrews High School, NC
Michael Boatright, Western Carolina University, Cullowhee, NC
Jill White, Andrews High School, NC

E.11 Passing It On: Creating a Legacy of Student Voices in the English Classroom

371 C

This panel of a three-generation chain of English educator, her university students who became secondary English teachers, and a first-year college student of one of the teachers describes the literature and writing opportunities that allowed their immigrant and LBGTQ voices to be developed and heard.

Presenters: Susan Gardner, Walla Walla University, College Place, WA
Emily Rogers, New York University, NY
Damaris Saenz, Harvard Westlake, Los Angeles, CA
Heidi Saenz, The Woodlands Christian Academy, TX

E.12 “Readiness Is All!”: Access, Rigor, and Differentiation in the AP English Classroom

372 A

Reconciling a tension felt by AP English teachers between prepping for the exam and engendering a love of literature, this session includes a range of techniques that provide students access and voice when we ask them to respond to complex texts, such as 1984, The Circle, and Hamlet, with rigor and style.

Presenter: Charles Youngs, West Allegheny High School, Pittsburgh, PA

E.13 In the Margins: Failing Students, Students with Disabilities, and Students Excluded from Classroom Space

372 B

Students take center stage and advocate not only for themselves, but also for their communities. For years, their stories have been missing in the classroom for a variety of reasons. This program taught them to find their voices, tell their stories, and change their world.

Presenter: Tammy Jones, Columbus City Schools, OH

E.14 Culturally Responsive Classrooms and the Arts: Poetry, Visual Arts, and Storytelling

352 A

The arts offer teachers and students multimodal invitations to share their voices and learn from the voices of others. This interactive session offers three examples of arts-based literacies engagement.

Presenters: Bibiana Bermudez, Boerne Independent School District, TX
Frances Gonzalez-Garcia, Trinity Elite Education & Co., San Antonio, TX
Nina Sethi, Sheridan School, Washington, DC
Veronica Vead, Northside Independent School District, San Antonio, TX

This conversation session revisits miscue analysis in light of converging and diverging perspectives about what it means to read scientific informational texts. Participants will discuss strategies used by linguistically diverse readers, with data drawn from 150 reading miscue sessions. Presenters share new approaches to miscue coding of scientific texts.

Chair and Presenter: Debra Goodman, Hofstra University, Hempstead, NY
Keri-Anne Croce, Towson University, MD

E.16 Read-Aloud: Critical Literacy with Postmodern and Multicultural Literature

Interactive read-aloud with postmodern and multicultural children’s literature engages children and invites them to ask critical questions.

Presenters: Wendy Gardiner, Pacific Lutheran University, Tacoma, WA
Emily Wight, Michigan State University, East Lansing

E.17 Research Roundtable #4: Writing and Literacy Tools

This research roundtable presents research on literacy tools.

Chair: Melanie Clark, Marshfield High School, MO
Roundtable Leaders: Deborah Aughey, Georgia Council of Teachers of English, Kennesaw
Scott Gibbons, University of Cincinnati, OH
Rebecca Harper, Augusta University, GA
Noel Koontz, Academy of Science & Entrepreneurship, Bloomington, IN
Isabelle Salazar, Stephen F. Austin High School, Austin, TX
Justin Scholes, Arizona State University, Tempe
Gustave Weltsek III, Academy for Science and Entrepreneurship, Bloomington, IN

E.18 Using Diverse Literature to Build Awareness and Empathy in Middle Schoolers

To help build awareness and empathy in middle schoolers, we must expose our readers to a wide range of diverse literature. Two middle school educators and six authors will discuss how diverse literature can help build empathy, tolerance, awareness, and an understanding of social justice.

Chair: Kellee Moye, Hunter’s Creek Middle School, Orlando, FL
Tradebook Authors: Angela Dominguez, Macmillan
Kari Holt, Chronicle Books
Jennifer Richard Jacobson, Candlewick
Jewell Parker Rhodes, Arizona State University, Tempe
N.H. Senzai, Wiseman Books, Simon and Schuster
Lindsey Stoddard, HarperCollins
Respondent: Jennie Smith, Belton Middle School, SC

E.19 When Teachers Write, Students Write

In this presentation, participants who consider themselves writers, along with those who do not, will be guided to support diverse student writers by telling, writing, and sharing narratives from their own lives. Teachers who practice writing are better able to support the challenges and joys their students face.

Chair: M. Colleen Cruz, Teachers College Reading and Writing Project, New York, NY
Presenters: Kerri Hook, Special Music School PS 859, New York City, NY
Connie Pertuz-Meza, PS 130, Brooklyn, NY
Sarah Scheldt, PS 29, Brooklyn, NY
E.20 LGBTQ Literature in the Secondary Classroom: A Variety of Perspectives

This powerful roundtable session will provide participants with a multitude of options when making literature decisions in regard to LGBTQ. Session topics include the following: culturally responsive teaching, diversity in literature, teaching LGBTQ-themed literature, the impact of using LGBTQ-themed literature on non-LGBTQ teens, and how to implement LGBTQ literature. There will also be an opportunity to exchange resources.

Chair: Janet Steinberg, TCRWP, Bronx, NY
Roundtable Leaders: Amy Adam, Kansas City, KS, Public Schools
Nicole Amato, University of Iowa, Iowa City
Jacqueline Bach, Louisiana State University, Baton Rouge
David Lee Carlson, Arizona State University, Tempe
Robin Collins, Teachers College, Columbia University, New York, NY
Kathryn Dixon, Texas A&M University–Commerce
Anita Dubroc, Louisiana State University, Baton Rouge
April Sanders, Spring Hill College, Mobile, AL
Christine Stamper, The Ohio State University, Columbus
Joseph Sweet, Arizona State University, Tempe
Hannah Victory, Bearden High School, Knoxville, TN

E.21 The Power of Quiet: Helping Introverts (Quietly) Speak Up

Our author panel helps educators connect with the students who find it hardest to speak up: the introverts. Through exercises including poetry writing, literacy games, mentoring, journaling, and book talks, these five authors offer ideas on how to raise the volume on what introverted students have to offer in the classroom.

Presenters: Jennifer Bertman, Christy Ottaviano Books/Henry Holt/Macmillan
Erin Entrada Kelly, Rosemont College, PA
Nancy Tupper Ling, Putnam Young Readers/Penguin
Tamara Ellis Smith, Random House/Schwartz & Wade
Christina Uss, SCBWI, East Longmeadow, MA

E.22 In Other Worlds: How YA Science Fiction and Fantasy Explores Identity

In this moderated panel, five YA authors describe how they use speculative elements—such as magic and superpowers—to explore diverse viewpoints, intersectionality, and systemic power structures. We will suggest ways in which science fiction and fantasy can be used as launchpads for classroom discussions of identity and foster tolerance among students.

Chair: Ricci Yuhico, The New York Public Library, NY
Presenters: Sarah Ahiers, Harper Teen (HarperCollins) and Hamline University, St. Paul, MN
S. Jae-Jones, Wednesday Books/St. Martin’s Press
C.B. Lee, Interlude Press
Katherine Locke, Albert Whitman & Company
Kristina Perez, Tor Teen/Macmillan and Imprint/Macmillan

E.23 Practical Support in Making Book Clubs Tick

Learn ways to create book club experiences to support students in engaging, thoughtful, and community-oriented conversations around books. Educators from across the country will share specific projects and tips, including a book club structure to engage families!

Chair: Sarah Donovan, DePaul University, Chicago, IL
Presenters: Zachary Sibel, Tohickon Middle School, Doylestown, PA
Brett Vogelsinger, Central Bucks School District, Doylestown, PA

E.24 Navigating the Similarities and Differences of Writing at the Secondary and College Levels

Panelists discuss the difficulties of, and provide suggestions for, negotiating differences between teaching and learning writing at the secondary and college levels.

Presenters: Scott Campbell, University of Connecticut, Hartford
Kristen Marakoff, Travelers Rest High School, SC
Richard Miller, Suffolk University, Boston, MA
Paul “P. L.” Thomas II, Travelers Rest High School, SC
Kristen Weinzapfel, North Central Texas College, Gainesville
E.25  Supporting Chinese Students Learning English  
351 F

Presenters share research and pedagogies about teaching English to Chinese students in varied environments.

Presenters: Brittany Adams, University of Florida, Gainesville  
Feifei Fan, University of Florida, Gainesville

E.26  Elevating Student Voice and Choice in Writing Informed Arguments for Solution-Based Civic Action with C3WP  
332 E

These are complex times regarding the literacy skills demanded of our students. Explore possibilities for implementing the design principles of the National Writing Project’s College, Career, and Community Writers Program to elevate student voice and choice when teaching the value of informed citizenship and compelling argument.

Chair and Presenter: Casey Olsen, National Writing Project, Berkeley, CA  
Presenters: Beth Rimer, Miami University, Oxford, OH  
Sarah Woodard, Colorado Language Arts Society and Denver Writing Project/National Writing Project

E.27  Rewriting Our Writing: Centering Student Voices in an Urban English Department  
371 E

In this session, presenters will share their experiences redesigning writing instruction that honors students’ voices and experiences. One teacher will present successes and challenges in supporting students’ writing for change. Another will discuss how his transformation from reluctant reader to author via culturally inclusive literature is a resource for his teaching.

Presenters: Alison Eike, Lanier Early College High School, Austin, TX  
Charlotte Land, The University of Texas at Austin  
Rene Perez  
Abi Perroni  
Thea Williamson, Lanier Early College High School, Austin, TX

E.28  Using YA Nonfiction to Teach for Social Justice: Lessons from Authors  
371 F

This session will explore how YA nonfiction can be used to spark conversations with young people about the process of social change. Three award-winning authors will share background on their research, join participants at roundtables, and offer ideas for connecting nonfiction texts to social justice teaching.

Presenter: Jennifer Buehler, Saint Louis University, MO  
Tradebook Authors: Phillip Hoose, Macmillan  
Elizabeth Partridge, Viking Books for Young Readers  
Dashka Slater, Farrar, Straus and Giroux, an imprint of Macmillan

E.29  Immigrant Children: Empowering Students and Their Families through Literacy  
370 E

Migrants, refugees, immigrants—students and their families who come to the United States are challenged from many seen and unseen fronts. This session explores how teachers can help students develop voice and identity.

Chair: Antonia Alberga-Parisi, Forsyth Central High School, Cumming, GA  
Presenters: Catherine Compton-Lilly, University of South Carolina, Columbia  
Meg Jacobs, University of Auckland, New Zealand  
Dave Stuart Jr., Cedar Springs High School, MI

E.30  The Power and Efficacy of Reading: What Reading Can Do for Homeless and Socially Challenged Students  
370 F

When our students face severe challenges every day, how can we as ELA educators help them, teach them so as to EMPOWER them? This session focuses on how literacy can occur in AND outside the classroom.

Chair: Jennifer Albro, Johns Hopkins School of Education/Urban Teachers  
Presenters: Dulce-Marie Flecha, Teachers College, Columbia University, New York, NY
E.31 Hip-Hop Teaching: Strategies and Assessments  
**371 A**

Provides lesson templates and models pedagogies for using hip-hop to bring under-valued stories to classrooms and presents case studies of how teachers used and assessed those pedagogies.

**Presenters:** H. Bernard Hall, West Chester University, PA  
Evan Taylor, University of Illinois at Chicago  
Kara Taylor, Indiana University Purdue University, Indianapolis

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E.32 Reading and Writing STEM Stories  
**371 B**

This session presents literature and composition projects integrated with STEM topics and genres. The STEM Voices project gives STEM students opportunities to explore literary models, especially of women within a STEM context. The MITES program (Minority Introduction to Technology, Engineering, and Science) empowers STEM students to read and write about issues of identity and ethics.

**Chair:** Brittany Daniels, Cayce Elementary School, SC

**Presenters:** Carolyn Boiarisky, Purdue University Northwest-Calumet Campus, Hammond, IN  
Mary Caulfield, Massachusetts Institute of Technology, Cambridge

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E.33 Stronger Together: Award-Winning Authors Discuss the Role of Collaboration and Feedback in Their Work and in the Classroom  
**361 EF**

Sometimes we imagine writing as a solitary pursuit, but collaboration and critique are essential to the process. In this session, eight award-winning authors and writing friends discuss the role that community, collaboration, and critique play in their work and how educators might create writing communities in the classroom and beyond.

**Chair:** Kate Messner, Bloomsbury

**Tradebook Authors:** Tracey Baptiste, Algonquin Young Readers  
Kelly Barnhill, Algonquin Young Readers  
Olugbemisola Rhuday-Perkovich, HarperCollins  
Laura Ruby, HarperCollins  
Laurel Snyder, Walden Pond Press/HarperCollins  
Linda Urban, Houghton Mifflin Harcourt  
Anne Ursu, HarperCollins

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E.34 Write This, Not That: Encouraging Student Voice in Academic Writing  
**372 F**

Tired of reading “the author paints a picture” or similar surface-level analysis? Teachers can move students to writing complex literary analysis while remaining true to their voices. Mini-lessons focused on diverse, modern texts and an ongoing digital resource make Write This, Not That a practical and inspiring session.

**Presenters:** Susan Barber, Grady High School, Atlanta, GA  
Adrian Nester, Tunstall High School, Dry Fork, VA

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E.35 The Representation Book Shelf: Building a More Diverse Comics Classroom  
**380 B**

This panel will discuss the importance of diverse titles in classroom libraries as well as suggestions for titles to fill that shelf. Participants will offer their suggestions on titles that are racially diverse, explore multiple cultural, gender-based, and religious contexts, and help open the doors to discussion amongst your students.

**Presenters:** Adan Alvarado,  
Michael Gianfrancesco, Pop Culture Classroom, Providence, RI  
Mery Jaffe, Johns Hopkins University Center for Talented Youth, Baltimore, MD  
Katie Monnin  
Ngozi Ukazu, Macmillan  
Ronell Whitaker, Pop Culture Classroom, Providence, RI

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E.36 Not Your Textbook’s Poetry: New Voices Speak for Change  
**380 D**

This interactive panel presentation will introduce participants to emerging poets, only recently published, whose voices speak to issues as diverse as emigration, bullying, mental (dis)ability, Mexican American identity, and Native American voices. Participants will play with words and complete activities relatable to myriad teaching realities.

**Presenters:** Laura Bolf-Beliveau, University of Central Oklahoma, Edmond  
Ilana Rocha, University of Central Oklahoma, Edmond  
Anastasia Wickham, University of Central Oklahoma, Edmond
E.37 Research in Global Contexts: International Voices

Students’ and teachers’ voices matter not just in the United States, but around the globe. Two studies highlight research in international contexts: seventh-grade students narrating the self in Turkey, and teachers in Kenya involved with the Inquiry Initiative.

Chair: Jennifer Ferretter, Vanguard College Preparatory School, Waco, TX
Presenters: Shea Kerkhoff, University of Missouri, St. Louis
Alexa Muse, University of Oxford, MA
Hiller Spires, North Carolina State University, Raleigh

E.38 Research on Race and Gender in ELA Classrooms

Thinking about gender matters for student voice in ELA teaching and learning contexts. Two studies explore aspects of gender, from youth experiences in single-sex classrooms today, to young men of color reflecting on their own learning and lived experiences.

Chair: Katie Alford, Arizona State University, Tempe
Presenters: Susan Cridland-Hughes, Clemson University, SC
Katie Sciurba, San Diego State University, CA

E.39 Composing the Rural Experience

Panelists share strategies and methods to foster critical reflection of rural life experiences in writing and other media.

Chair and Presenter: Nichole Barrett, University at Buffalo, NY
Presenters: Rossina Zamora Liu, University of Maryland, College Park
Kelli Rushek, University of Iowa, Iowa City
Xiaodi Zhou, Georgia Southwestern State University, Americus

E.40 Combatting Indifference: Discovering the Power of Voice and Story through Holocaust and Genocide Studies

Two secondary English teachers who work in different yet equally challenging settings describe how they combat indifference in their teaching of the Holocaust and contemporary genocides by helping their students strengthen standards-based literacy and social skills and use the power of voice and story to stand up to injustice.

Chair: Kim Klett, Dobson High School, Mesa, AZ
Presenters: Brandi Calton, West Clermont Local Schools, Cincinnati, OH
Lisa Henry, Martin Luther King Jr. Academy, Lexington, KY

E.41 Building Social Justice Playlists for Student Learning and Teacher Insight

What happens when teachers pool their social justice resources, deconstruct individual projects, and remix them into shareable, digital playlists? This session examines the benefits of creating social justice playlists collaboratively and the ways in which classrooms can implement playlists for individualized learning.

Presenters: Ted Fabiano, Blue Valley School District, Overland Park, KS
Jen Hauck, Lee’s Summit West High School, MO
Katie Kline, University of Central Missouri, Kansas City
Mary Beth Rich, Van Horn High School, Independence, MO
E.42 Hashtag Activism and Young Adult Literature
350 E

This session will explore opportunities for teachers to pair trending hashtags with thematically linked YA literature. Each speaker will discuss a strategy for introducing a specific hashtag and 1–2 related YA texts (e.g., #metoo and Anderson’s Speak) to encourage students to explore the possibilities for working as agents of change.

Chair: Margaret A. Robbins, Mount Vernon Presbyterian School, Atlanta, GA

Presenters: Tara Anderson Gold, University of North Carolina, Chapel Hill
Sara Mullins, Saginaw High School, Fort Worth, TX
Kylene Nash, Boswell High School/ Eagle Mountain-Saginaw Independent School District, Fort Worth, TX
Julie Vu, Eagle Mountain-Saginaw Independent School District, Fort Worth, TX

E.43 Representation Matters: A Classroom Library Analysis on Identity and Voice
362 ABC

Presenters will share three classroom inquiries into how well their classroom libraries represented students’ interests and identities. We will show how we analyzed our libraries to look at specific aspects of identity, and how students took actions to ensure the classroom and school libraries better aligned with the school’s diversity.

Presenters: Janelle Henderson, University of Louisville, KY
Wanda Jaggers, JB Atkinson Academy, Louisville, KY
Tasha Tromp Laman, University of Louisville, KY
Amy Seely Flint, University of Louisville, KY
Katherine Warren, Frayser Elementary School, KY
Kathryn F. Whitmore, University of Louisville, KY

E.44 Read, Write, Listen, and Speak Out for Hope: How to Empower Students Using Diverse Texts
361 B

Author Nic Stone, narrator Adenrele Ojo, librarian Sarah Ressler Wright, and professor/editor Rose Brock will provide practical ways to embolden students to be catalysts for change. They will share ideas about incorporating diverse books and audiobooks in classrooms and libraries, enlightening writing tips, vocal articulation strategies, and free audiobooks.

Chair: Courtney Johnson, Columbus City Schools, OH
Presenter: Rose Brock, Sam Houston State University, Huntsville, TX
Sarah Ressler Wright, RB Hayes High School, Delaware, OH
Tradebook Authors: Adenrele Ojo, Penguin Random House
Nic Stone, Random House Children’s Books

E.45 When Restorative Practices and Read Aloud Collide
332 D

A diverse 4–8 middle school shares their journey implementing Restorative Practices to build an open, accepting community while also improving their school-wide reading culture. Learn how Interactive Read-Aloud of quality literature that celebrates diversity and inclusion paired with Restorative Circles opened the minds and hearts of an entire school.

Presenters: Cassidy Hamborsky, Snow Hill Middle School, MD
Christina Welch, Snow Hill Middle School, MD

E.46 The Journey of Creating Inclusive Classroom and School Spaces
370 D

As educators working toward educational justice, we’ve a responsibility to create conditions where all students see themselves reflected, voices amplified, and authentic personhood privileged in schools. This panel amplifies the work of equity-seeking teachers creating inclusive classrooms where students of all identities, including our LGBTQ+ youth, are recognized as change-agents.

Chair and Presenter: Courtney Farrell, The Journey Project, Los Angeles, CA
Presenters: Lauren Brown, P.S. 234, Manhattan, NY
Justin Dolcimascolo, West Windsor-Plainsboro Regional School District, NJ
Jessica Lifshitz, Meadowbrook Elementary School, Northbrook, IL
Julia Piedl, New Heights Charter School, Los Angeles, CA
Jamaica Ross, Long Beach Unified School District, CA
Tiana Silvas, New City Department of Education
E.47 From Book Buddies to Book Clubs: Building Culturally and Linguistically Sustaining Spaces for Bilingual Students

382 B

This roundtable session features kindergarten through eighth-grade bilingual Spanish/English teachers sharing learning activities that are centered on bilingual Latinx students’ linguistic practices. Learn more about creating activities for your English language learners or emergent bilinguals, based on research, teaching experience, and the lived experiences of our students.

**Chair:** Carla España, Hunter College, CUNY

**Roundtable Leaders:** Pía Persampieri, Trinity Elementary School & Hunter College, New York, NY
Amía Soto-Carrón, Cypress Hills Community School PS 89, Brooklyn, NY
Karen Vera
Coral Zayas

E.48 Beyond Shakespeare: Teaching ALL Texts—and Reaching ALL Learners—Using the Folger Method

350 F

ALL kinds of students connect with not only Shakespeare but ALL complex texts, since ALL students are deserving and capable of understanding rich language and great stories. Learn and practice this revolutionary methodology that makes literature fans of all kids.

**Presenter:** Deirdre DeLoatch, Cultural Academy for the Arts & Sciences, Brooklyn, NY
Deborah Gascon, Dutch Fork High School, Irmo, SC
Peggy O’Brien, Folger Shakespeare Library, Washington, DC

E.49 The Serious Side of Magic: How Fantasy and Magical Realism Novels Can Be Used to Understand and Create Change in the Real World

330 B

In this panel discussion, a diverse group of authors discuss how fantasy and science fiction novels (always a popular genre with young readers!) can also be the perfect curriculum tool to help students grapple with serious, real-life issues and develop empathy.

**Presenters:**
David Bowles, University of Texas Rio Grande Valley, Edinburg
Samantha M. Clark, Simon & Schuster
Anna Meriano, Walden Pond Press/HarperCollins
Rita Painter, Menchaca Elementary School, Austin, TX
Cory Putman Oakes, Houghton Mifflin Books for Young Readers
Christina Soontornvat, Sourcebooks

E.50 “Hey Guys”: Confronting Gender Stereotypes and Sexual Harassment in School Communities

340 AB

Sexual harassment has recently become a problem of international concern. The current climate has empowered students to speak up about their experiences with sexual harassment as well. In this session, teachers and administrators will share tools for leading conversations to challenge gender stereotypes and create a safer, more inclusive community.

**Presenters:**
Kristen Berger, Highland High School, Pocatello, ID
Theodore Bonman
Glenda Funk, Highland High School, Pocatello, ID
Camille Marchand, Highland High School, Pocatello, ID
Robin Christensen, Highland High School, Pocatello, ID
E.51 “Necessary Freedom”: Three Pedagogical Perspectives on Topic Selection in the Writing Classroom

342 F

This roundtable session presents three different perspectives from college composition instructors on how they choose to guide their students in their introductory composition courses through topic selection.

**Roundtable Leaders:** Lori Arnold, Texas A&M University, College Station
Emily Bartz, Texas A&M University, College Station
Nicole Wilson, Texas A&M University, College Station

E.52 Perspective of a Warrior: Encouraging Courageous Conversations in Middle School ELA Classrooms

381 B

Discuss proven strategies that encourage students to discover their own voices and participate in candid conversations with peers. This unit provides an example of ways to supplement a controversial text, such as *Warriors Don’t Cry*, with additional resources and strategies to engage students in personal inquiries of race and injustice.

**Roundtable Leaders:** Michelle Corona, Cherry Hill School District, NJ
Alison McCartney, Cherry Hill Public Schools, NJ

E.53 Beyond The Matrix and Avatar: Using Virtual Reality to Promote Literacy, Raise Student Voice, and Engage Reluctant Writers

372 C

During this interactive session, we will discuss our use of Google Cardboards to develop literacy skills—including enhanced reading and writing comprehension—and to promote student voice. Attendees will have the opportunity to try out a Cardboard and will receive concrete lesson ideas.

**Presenters:** Clarice Moran, Kennesaw State University, GA
Hannah Postema, Chamblee Charter High School, GA
Maya Woodall, Austin Middle School, Douglasville, GA

E.54 Amplifying Student Voices in Nontraditional Educational Settings

330 A

Dive into a school-year-long literacy project culminating in the publication of original student work across multiple media: blog, radio, zine, and print. Use storytelling as a tool to share personal, political, and cultural histories. Attendees receive an outline of our project, along with guidance and resources to map their own.

**Presenters:** Megan Kehoe, Pathways in Education, Chicago, IL
Meg Morrison, Pathways in Education, Chicago, IL
Maria Rivera, Pathways in Education, Chicago, IL

E.55 Living Poets Society: Reading and Writing Contemporary Poetry in the Classroom

320 AB

Poetry helps us and our students engage with life’s complexities, and contemporary work instead of dusty textbooks is especially effective. Poetry leads us to be critical, empathetic, and reflective—three elements needed in today’s world. This session explores how teachers include reading and writing poetry by and for the living.

**Presenters:** Mitchell Nobis, Birmingham Public Schools, MI
Dirk Schulze, Lake Braddock Secondary School, Burke, VA
Maria Whitley

E.56 Pa’lante: Exploring Latinx Identity in the Classroom

351 B

What does it look like to explore Latinx identity in the classroom? Who are Latinx students and how do we sustain and amplify their voices? This panel will feature strategies, texts, lessons, and more from educators presenting various angles on how to work with, for, and as Latinxs.

**Chair:** Tracey T. Flores, The University of Texas at Austin

**Presenters:** Steven Arenas, Carl Hayden Community High School, Phoenix, AZ
Lorena Germán, Headwaters School, Austin, TX
Rita Kamani-Renedo, International High School at Prospect Heights, Brooklyn, NY

**Respondent:** Sandra Lucia Osorio, Illinois State University, Normal
E.57 **Bogged Down by Blogs: Negotiating Authentic Reflective Practices with Preservice Teachers**

Despite their reputation as “digital natives,” preservice teachers respond to blogging assignments with resistance. This panel investigates the sources of resistance, suggestions to improve student engagement with blogging as a tool for reflective practice, and strategies for negotiating shared expectations with preservice teachers.

**Presenters:** Ricky Mei, University of Michigan, Ann Arbor  
Emily Munch, University of Michigan, Ann Arbor  
Corey Ortiz, University of Michigan, Ann Arbor  
Samantha Sims, University of Michigan, Ann Arbor  
Michelle Sprouse, University of Michigan, Ann Arbor  
Caitlin Stewart, University of Michigan, Ann Arbor

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E.58 **Play for a Better World: Amplifying Student Voices and Identities to Support Meaning-Making within Collaborative, Democratic Learning Communities**

Play is one of the few places where children are truly able to express their voices, without the limitations of adult control or the fear of “getting it wrong.” Capitalizing on the positive benefits of play, teachers can create classroom experiences that enhance learning and build community.

**Presenters:** Kathy Collins, author and consultant, Durham, NH  
Cornelius Minor, Teachers College Reading and Writing Project, New York, NY  
Stephanie Parsons, New York City Department of Education, NY

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E.59 **Possibilities and Challenges in Envisioning Hip-Hop Literacies and Sonic Aesthetics in Secondary English Teaching and Teacher Education**

In this panel presentation, English teachers, teacher educators, and literacy researchers share teaching and learning activities, and implications for classroom practice and literacy research, from graduate and undergraduate courses that infused hip-hop literacies, pedagogies, and sonic practices.

**Chair and Presenter:** Vaughn Watson, Michigan State University, East Lansing  
**Presenters:** Lauren Leigh Kelly, Rutgers University Graduate School of Education, New Brunswick, NJ  
Emery Petchauer, Michigan State University, East Lansing  
Benjamin Woodcock, Okemos High School, MI

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E.60 **Decolonization in Higher Education through Raising Student Voices**

This panel looks at how to increase awareness of colonization in our classrooms and how to start decolonizing the learning environments inside of them.

**Chair and Presenter:** Kenlea Pebbles, Michigan State University, East Lansing  
**Presenters:** Gail MacKay, University of Saskatchewan, Saskatoon, Canada  
Chelsea J. Murdock, Georgia Institute of Technology, Atlanta  
Sarah Prielipp, Michigan State University, East Lansing
E.61 POSTER SESSION: Exploring Identity in the English Classroom

350–360 PREFUNCTION

Students, teachers, and the communities in which they live all offer a tremendous diversity of lived experience. These poster presentations highlight the many ways in which our discipline offers unique opportunities to recognize and celebrate that diversity.

Poster 1: We’re Here (M-S)
Genée Ciurus Major,

Poster 2: #WNDB-Events That Can Bring Diversity Celebrations to Your School (E)
Lauren Burrow, Stephen F. Austin State University, Nacogdoches, TX
Jacqueline Jackson,
Claire Rumsey, Stephen F. Austin State University, Nacogdoches, TX

Poster 3: Listening to Students’ Voices: Identifying Teacher Caring in YA Novels with Latinx Characters
Gwynne Ash, Texas State University, San Marcos
Rubén Garza, Texas State University, San Marcos

Poster 4: Raising Students’ Voices: Using Literature Featuring Refugee Characters in Classrooms
Stephanie Grote-Garcia, University of the Incarnate Word, San Antonio, TX
Lopita Nath, University of the Incarnate Word, San Antonio, TX

Poster 5: Level Up and Avoid the Kryptonite: Creating Classroom Libraries for Nerds of Color
Jewel Davis, Appalachian State University, Boone, NC

Poster 6: Ethos: Teaching Rhetoric by Leveraging Students’ Racial, Religious, and Political Identities
Selena Hughes, Cristo Rey High School, Kansas City, MO
Leah Panther, Mercer University, Atlanta, GA

Poster 7: What Military Students Want and How We Can Meet These Expectations
Galia Fussell, Purdue University Global, Indianapolis, IN

Poster 8: Worldbuilding: Creating Change through Knowledge
Tamica Lewis, Poe Elementary School, Houston, TX

Poster 9: Incorporation of Social Model of Disability into Higher Education
Jennifer James, Chapman University, Orange, CA

Poster 10: Making the Foreign Familiar: Bringing Mid-East Literature to Maine
Stephanie Hendrix, Bangor High School, ME

E.62 EXHIBITOR SESSION: I Don’t Want to Spend This Much Time on Assessment! How about You?

362C

Sponsored by Amplify

Do you dread assessing? Well, you’re not alone. This session will explore best practices for assessing foundational literacy skills, how immediate data from assessments can drive instruction, as well as, empower readers to amplify their voice!

Presenter: Michele A. Piskol
F.01  Representation Matters: Exploring Female Identity in Children’s and Young Adult Literature  
310 ABC

In a time of profound sociopolitical change, classroom teachers and teacher educators are searching for books with female characters who are learning how to navigate (mis)representations of their intersecting identities. The purpose of this session is to bring together a diverse group of authors, classroom teachers, and teacher educators who are committed to sharing stories with students that unmask the barriers gender inequities create in our society. The panelists will share perspectives about the representation of girlhood in literature that can inform literacy curriculum development and teach students how to analyze the ways female characters have to negotiate gender, race/ethnicity, sexuality, class, power, and equity in our society.

Chair: Detra Price-Dennis, Teachers College, Columbia University, New York, NY
Speakers: Samira Ahmed, Little, Brown Books for Young Readers
Laurie Halse Anderson, Penguin Random House
Laura Jimenez, Boston University, MA
Lamar Johnson, Michigan State University, East Lansing
Brendan Kiely, Simon & Schuster
Grace Lin, Little, Brown Books for Young Readers
Noelle Mapes, PS 142, New York, NY

F.02  TEXAS STRAND: How Can We Raise Readers? By Being Readers Ourselves!  
332 F

The results of a study of the reading habits, interests, and preferences will be discussed in terms of how we, as educators, might improve our own reading and that of our students.

Presenters: Teri Lesesne, Sam Houston State University, Huntsville
Karin Perry, Sam Houston State University, Huntsville

F.03  The Power and Potential of Children’s Literature for Advancing Social Justice Agendas  
342 C

Sponsored by the Elementary Section Steering Committee

Join author/artist/activist Maya Gonzalez for an in-depth reorientation of gender using her children’s books The Gender Wheel; They, She, He, Me, Free to Be; and Call Me Tree. Learn perspectives for the classroom that are nature-based, multidisciplinary, and inclusive, with numerous resources and practical applications.

Chair: Kathryn Whitmore, University of Louisville, KY
Introducing Speaker: Scott Ritchie, Kennesaw State University, GA
Speaker: Maya Gonzalez, Reflection Press and School of the Free Mind, San Francisco, CA

F.04  Why Middle Matters: Writing from the Middle Level Classroom: Overcoming the Fear and the Seemingly Impossible  
320 AB

Sponsored by Middle Level Section Steering Committee

Want to be a writer? Is it even possible from the classroom? The MLSSC is proud to provide an opportunity for classroom teachers to explore writing through conferring with fellow writers from the classroom. This is your chance to explore and develop ideas with colleagues who embrace the same challenges you do, every day!

Chair and Presenter: Justin Stygles, Wiscasset School Department, ME
Presenter: Christina Torres, Punahou School, Honolulu, HI
Roundtable Leaders: Leslie Blaumann, Cherry Creek School District, Denver, CO
Sonja Cherry-Paul, Teachers College, Columbia University, New York, NY
F.05 Policy and Governance: Teachers as Advocates, Creating Change from the Ground Up

352 DEF

Sponsored by the Secondary Section Steering Committee

Have you considered visiting with a state legislator about education policy? Are you interested in running for office? Do you want your students involved with making change? Hear how teachers have won seats, spoken about policy, and prepped students for advocacy work in this session sponsored by the Secondary Section.

Chair: Tiffany Rehbein, Laramie County School District #1, Cheyenne, WY

Presenter: Antero Garcia, Stanford University, CA
“Advocating for Themselves: Youth Demanding Justice through Youth Participatory Action Research”

Roundtable Leaders: Steven Arenas, Carl Hayden Community High School, Phoenix, “The Canons of Our Community: Celebrating the Stories of Our Students and Communities”
Leila Christenbury, Virginia Commonwealth University, Richmond, “Defending Students’ and Teachers’ Intellectual Freedom: The Multi-Year Saga of Virginia’s ‘Beloved’ Bill”
Bryan Christopher, Riverside High School, Durham, NC, “Empowering Students to Create Real Change”
Bob Dandoy, Pennsylvania Council of Teachers of English and Language Arts, “Advocacy Begins at Home: Being Effective at All Levels of Advocacy Work”
Ann David, University of the Incarnate Word, San Antonio, TX, “Raising Your Voice: Teacher Ethics, Advocacy, and Students’ Voices”
Felicia Hamilton, Bloomfield Schools, CT, “The Canons of Our Community: Celebrating the Stories of Our Students and Communities”
Juana Martinez-Neal, Candlewick Press, “Using Latinx Literature to Connect Students to Their History, Power, and Voice”
Meg Medina, Candlewick Press, “Using Latinx Literature to Connect Students to Their History, Power, and Voice”
sj Miller, University of Wisconsin-Madison, “Voices of Diverse Students’ Gender Identities as Sediments for School Change”
Nicole Mirra, Rutgers, The State University of New Jersey, New Brunswick, “Advocating for Themselves: Youth Demanding Justice through Youth Participatory Action Research”
Jazmen Moore, University of Washington, Seattle, “The Canons of Our Community: Celebrating the Stories of Our Students and Communities”
Cindy Rodriguez, Sedgwick Middle School, West Hartford, CT, “Using Latinx Literature to Connect Students to Their History, Power, and Voice”
Rebecca Sipe, Eastern Michigan University, Ypsilanti, “Everyday Advocacy for Teachers,” with Cathy Fleischer
Holly Spinelli, Somers High School, Lincolndale, NY, “Students Teaching Students: Incorporating Local Research to Engage Student Voice in Understanding and Speaking Out against Oppression”
Lauren Stuart, El Rodeo School, Beverly Hills, CA, “Where to Start on Your Advocacy Journey”
Valerie Taylor, Eanes Independent School District, Austin, TX, “Opening a Space for Students’ Voices with Open Letters”
Anastasia Wickham, University of Central Oklahoma, Edmond, “Getting Real about Diverse Texts for the Classroom”
Renee Wilmot, Michigan State University, East Lansing, “The Canons of Our Community: Celebrating the Stories of Our Students and Communities”
F.06 Theorizing and Enacting College Access and Constructing College-Going Identities as Youth Participatory Action Research

Sponsored by Secondary Section Steering Committee

In this panel, scholars envision broadened meanings of culturally relevant and sustaining teaching, teacher preparation, and youth participatory action research (YPAR) approaches, to theorize and enact college access and constructing college-going identities as social practices emerging from diverse literacy practices, across contexts of secondary English and college English.

Chair: Vaughn Watson, Michigan State University, East Lansing

From SAT Prep to Freire: Examining the College Decision Making of Youth Engaged in Youth Participatory Action Research
Keisha McIntosh Allen, University of Maryland Baltimore County

“Quilting” as Relational Pedagogies of Literacy, Teaching, Learning, and Stancetaking toward Justice
Chauntel Byrd, Michigan State University, East Lansing
Regina Deloach, Michigan State University, East Lansing

Terry Flennaugh, Michigan State University, East Lansing
Sarah Jackson, Michigan State University, East Lansing
Rae Oviatt, Michigan State University, East Lansing
Jewel Pugh, Michigan State, East Lansing
Vaughn Watson, Michigan State University, East Lansing

Sustaining College-Going Identities and Literacies: Youth Research and Social Action in an Early College Course
Limarys Caraballo, Queens College, CUNY, Flushing, NY
Danielle Filipiak, University of Connecticut, Storrs

Supporting College Readiness through Youth Participatory Action Research: A Community-Based Approach
Joanne Marciano, Michigan State University, East Lansing
Chezare Warren, Michigan State University, East Lansing

Respondent: Yolanda Sealy-Ruiz, Teachers College, Columbia University, New York, NY

F.07 Raising Student Voices by Using YA Literature to Encourage Acting Up and Speaking Out

Sponsored by the Assembly on Literature for Adolescents of NCTE (ALAN)

Young adult literature changes us; it touches us and heals us. This Assembly on Literature for Adolescents of NCTE (ALAN)-sponsored session will offer roundtables, led by leaders of ALAN and YAL authors, that focus on the merits of YAL, YAL as mirrors and windows, and YAL’s call to action.

Chair and Roundtable Leader: Mark Letcher, ALAN, and Lewis University, Romeoville, IL

Roundtable Leaders: Ricki Ginsberg, The ALAN Review and Colorado State University, Fort Collins
Wendy Glenn, The ALAN Review and University of Colorado, Boulder
Kellee Moye, Hunter’s Creek Middle School, Orlando, FL
Daria Plumb, Traverse City West Senior High, MI
Beth Scanlon, Cypress Creek High School, Orlando, FL
Lisa Scherff, McREL International, Honolulu, HI
Lois Stover, Marymount University, Arlington, VA

Roundtable 1: “YAL as Mirrors” will focus on diversity in young adult literature and the need for students to see themselves in the books in their schools and libraries, showing all students that they have a voice.

Roundtable 2: “YAL as Windows” will focus on the importance of students reading diverse literature that may not reflect their race, sexuality, ethnicity, etc., and how reading diverse literature can lead to empathy.

Roundtable 3: “YAL as a Call to Action” will look at young adult literature as a vehicle for social change.

Roundtable 4: “YAL Speaks Loudly” will look at how young adult literature has pushed literary and social boundaries, challenges that may arise in using the books with YA readers, and how to combat these challenges.

Roundtable 5: “YAL and the Canon” will look at using young adult literature in place of or in addition to the canon, and will include an exploration of the idea of text sets, companion texts, or replacement texts.

Roundtable 6: “YAL in Classrooms” will look at the benefits of using young adult literature in classrooms, including research documenting the value of its use.
**F.08**  Approaches to Critical Literacy: Students of Color and Social Justice

*Sponsored by the Early Career Educator of Color Leadership Award Program*

This panel features year-long projects by 2017 Early Career Educators of Color leadership award recipients. Focusing on the centrality of critical literacy within social justice-based teaching communities, our presenters examine the formation of racial identities within academic spaces and the effects of systemic racism on students and educators of color.

**Chair:** Jeffrey Cabusao, New England Association of Teachers of English, Smithfield, RI

**Presenters:**
- Eliza Braden, University of South Carolina, Columbia, “Intersectionality and Critical Literacy: Latinx and African American Elementary School Students”
- José Luis Cano, Texas Southmost College, Brownsville, “Writing Ethnic Identity: Latinxs in the College Composition and Communication Journal”
- Anthony Celaya, Arizona State University, Tempe, “Teachers Teaching Teachers: Sharing Evidence-Based Practices with Preservice and Classroom Teachers”

**Respondent:** Anna J. Small Roseboro, Grand Rapids, MI

**F.09**  ELATE Commissions Meetings 1

*Sponsored by English Language Arts Teacher Educators (ELATE)*

All interested ELATE (formerly CEE) and NCTE members are invited to attend the ELATE commissions of their choice.

**Roundtable 1:** ELATE Commission on Social Justice in Teacher Education Programs

Briana Asmus, Western Michigan University, Kalamazoo
Charles Gonzalez, Alabama A&M University, Huntsville

**Roundtable 2:** ELATE Commission on New Literacies, Technologies, and Teacher Education

Amy Piotrowski, Utah State University, Logan
Katie Rybakova, Thomas College, Waterville, ME

**Roundtable 3:** ELATE Commission on the Study and Teaching of Adolescent Literature

Victor Malo-Juvera, University of North Carolina Wilmington

**Roundtable 4:** ELATE Commission on the Teaching of Poetry

Bonner Slayton, Moore-Norman Technology Center, Norman, OK
Danny Wade, Washburn University, Topeka, KS

**Roundtable 5:** ELATE Commission on English Methods Teaching and Learning

Heidi Hallman, University of Kansas, Lawrence
Kristen Pastore-Capuana, SUNY Buffalo State

**Roundtable 6:** ELATE Commission on Writing Teacher Education

Christine Dawson, University at Albany, NY
Shauna Wight, Southeast Missouri State University, Cape Girardeau

**Roundtable 7:** ELATE Commission on Arts and Literacies

Katherine Macro, Niagara University, NY
Michelle Zoss, Georgia State University, Atlanta

**Roundtable 8:** ELATE Commission on Dismantling the School-to-Prison Pipeline

David E. Kirkland, New York University, NY
sj Miller, University of Wisconsin-Madison

**Roundtable 9:** ELATE Commission to Support Early Career English Language Arts Teachers

Anna J. Small Roseboro, NBCT, Grand Rapids, MI
Claudia Marschall, Buffalo, NY

**Roundtable 10:** ELATE Commission on Family and Community Literacies

Tracey T. Flores, The University of Texas at Austin
Laura Gonzales, University of Texas at El Paso

**Roundtable 11:** ELATE Commission on Everyday Advocacy

Cathy Fleischer, Eastern Michigan University, Ypsilanti

**Roundtable 12:** ELATE Commission on the History of English Education

Sheridan Blau, Teachers College, Columbia University, New York, NY
Patricia Stock, Michigan State University, East Lansing

**F.10**  No Need to Wonder How to Promote Student Voice

*Sponsored by the National Center for Families Learning*

How can we create classrooms that value childhood curiosity? Enter our active learning space filled with multidimensional wonder stations, facilitated by wonderologists. Collaborate, tinker with new ideas, create/make, and discover the magic of learning. We will notice, wonder, explore, and discover new pathways to creativity and amplification of voice.

**Chair and Roundtable Leader:** Carol Varsalona, Rockville Centre, New York, NY

**K-12/Roundtable 1:** Let Voice Soar! Creating Wonder-Filled Digitals to Inspire Poetic Writing

Leticia Citizen, Hawthorne School, Beverly Hills, CA
Carol Varsalona, Rockville Centre, New York, NY
K-12/Roundtable 2: Tinker Trays, Totes, and Tool Buckets: Using Loose Parts to Help Writers Find and Elevate Their Voices
Angela Stockman, Consultant, Buffalo, NY

K-12/Roundtable 3: Wonder, Marvels, and Metaphor in Poetry
Georgia Heard, Scholastic, Inc.

Elementary/Roundtable 4: Author/Artist Space to Create Voice
Louise Borden, Houghton Mifflin Harcourt

Elementary/Roundtable 5: Using Images and Curiosity to Spark Poetry
Laura Purdie Salas, Lerner Books, Boyds Mills Press, Charlesbridge

Elementary/Roundtable 6: Keep Reading! Keep Thinking! Making Wonder-Filled Video Book Bits
Jennifer McDonough, The Pine School, Hobe Sound, FL
Cynthia Merrill, The Literacy Consortium /LivBits, Durham, NH
Olivia Van Ledjte, Oyster River School, Durham, NH

Middle School/Roundtable 7 Bringing Wonder to a New Level via Wonderopolis
Brittany Howell, St. Patrick Catholic School, Louisville, KY
John MacLeod, National Center for Families Learning, Louisville, KY

Secondary/Roundtable 8: Using the Research on Wonder and Creativity and Wonder Titles to Generate Innovative Practices and Elevate Student Voice
Kristie Ennis, Clark State Community College, Springfield, OH
Paul W. Hankins, Silver Creek High School, Sellersburg, IN

Tech/Roundtable 9: Mobile Devices to Fuel Inquiry, Foster Empathy, and Be an Agent in the Global Community to Promote Student Voice
Kristin Ziemke, Big Shoulders Fund, Chicago, IL

F.11 Voices Rising: Next Generation Youth Leaders and Advocacy Literacy
Sponsored by Bread Loaf Teacher Network
Led by student presenters from Bread Loaf’s Next Generation Literacy Network, this session proposes a new definition of advocacy literacy through which students use writing, art, and technology to engage in advocacy work inside and outside schools. Participants will learn models to nurture student voice for social justice advocacy.

Presenters: Richard Gorham, Bread Loaf Teacher Network, Lawrence, MA
Gladdys Jiminian

F.12 We Deal in Hope: Social Emotional Learning in the Secondary ELA Classroom
Sponsored by the College English Association
Multiple personal issues confront modern adolescents while large national tragedies increasingly shape their world. To prepare them, schools must address social and emotional learning (SEL). However, many educators feel unprepared to address these competences. Our session helps teachers incorporate SEL in the context of the content of their classrooms.

Presenters: Stacy Bailey, University of Northern Colorado, Greeley
Jeraldine Kraver, University of Northern Colorado, Greeley
Courtney Luce, University of Northern Colorado, Greeley

F.13 Imaginative Storytelling: Celebrating and Honoring Children’s Imagination and Experiences through Literature
Sponsored by The United States Board on Books for Young People (USBBY), the US national section of the International Board on Books for Young People (IBBY)
Stories by authors and illustrators from international backgrounds epitomize the global humanity of literature. They enable many voices and experiences to be heard and understood. In this USBBY-cosponsored session, renowned storytellers Guadalupe Garcia McCall and Il Sung Na discuss their infusion of imagination and global experiences in their books.

Presenters: Shanetia Clark, Salisbury University, MD
Guadalupe Garcia McCall, Lee and Low
Il Sung Na, Chronicle Books

Respondent: Deanna Day, Washington State University, Vancouver
F.14  |  Raising Preservice English Teacher Voices: Connecting, Empowering, and Mobilizing Future English Teachers  
370 A  
This presentation discusses the work preservice teachers undertook to create an active association of English education students at their university and the impact it has had on their careers. Attendees will learn how to develop similar organizations at their institutions to connect, empower, and mobilize future English teachers.  

Chair: James Cercone, Buffalo State College, NY  
Vanessa Ludwig, Tapestry Charter School, Buffalo, NY, “Being a Part of Something: How English Education Student Leadership Impacted My Classroom Teaching”  
Spencer Miliotto, “I Might Have Been a Technology Teacher: Developing My Voice as an English Teacher”  
Alyssa Moretti, Buffalo State College NY, “Coming Back Home: Moving Back to Be With My Community”  
Sara Turnbull

F.15  |  Coming to Voice in Mississippi: How Beginning and Preservice Teachers Navigate Education Reform in the Writing Classroom  
351 E  
Tornadoes, hurricanes, floods, and oil spills shape the memories and lives of teachers and students along the South Mississippi Coast. Education disaster narratives also shape teachers’ and students’ daily realities. In this roundtable, beginning and preservice teachers use the narrative of disaster as fodder and fulcrum for change.  

Presenters: Chloe Davis, The University of Southern Mississippi, Hattiesburg  
Kristan Ladner, Hancock County School District, Kiln, MS  
Mikki Moreau, The University of Southern Mississippi, Hattiesburg  
Rebecca A. Powell, The University of Southern Mississippi, Long Beach  
Jonathan Rivera, The University of Southern Mississippi, Hattiesburg  
Megan Wilkinson, Harrison Central High School, Gulfport, MS

F.16  |  Activating English and Youth Empowerment  
372 DE  
Join a discussion about how middle school and secondary English teachers are activating ELA learning spaces and empowering youth to be socially aware, interested, and engaged. Showcased will be specific activities and tools that audience members can implement in their classrooms to generate community activism through utilizing authentic student voices.  

Chair: Allison Wynhoff Olsen, Montana State University, Bozeman  
Presenters: Brooke Davidson, Lander Valley High School, WY, “Taking Ownership: The Effect of an Authentic Audience in the Classroom”  
Annah Houston, “Shifting Center: Embedding Student Voice at the Core of Curriculum”  
Dani Phillips, Montana State University, Bozeman, “The Power of Mobility: Movement in Learning Spaces and Out of Disempowering Paradigms”  
Respondents: Robert Petrone, Buffalo Hide Academy, Browning, MT  
Nigel Waterton, Montana State University, Bozeman

F.17  |  Nidoto Nai Yoni (Let It Not Happen Again): Using Visual Arts in Response to Literature to Empower Student Voice in the Community  
382 A  
In this panel presentation, teachers from different schools in one city will discuss the ways that art integration increased and empowered student voice in a community-wide reading program of When the Emperor Was Divine, a historical fiction book about Japanese-American internment in World War II.  

Presenters: Audra Bolhuis, West Ottawa High School, Holland, MI, “Connecting Historical Fiction to Students’ Everyday Lives through a Photography Project”  
Jessica Kiwiet, Cityside Middle School, Zeeland, MI,
“Connecting Historical Fiction to Students’ Everyday Lives through a Photography Project”
Deborah Vriend Van Duinen, Hope College, Holland, MI
“A Paper Crane Project as Community Literacy”

F.18 Can Non-Reader Teens Become Obsolete? Giving Teens a Voice and Choice through the Blended Model
372 B
Shifting to a culture of empowered teen readers can happen. We’ll show you how even if you see few clear models or avenues for support. See how to turn every teen into a reader with an empowered voice, and how to make this a movement, not a solo endeavor.

Chair and Presenter: Berit Gordon, Corwin, “Why and How to Make Every Teen a Reader: Steps You Can Make Tomorrow”

F.19 Comprehension Decision Makers: Teaching Voice through Student Choice in Reading
371 B
The first step in promoting student voice is allowing opportunities for student choice. Dan, Tiana, Ellin, and Jen will present ideas for teaching students to set their own reading goals, come up with their own individual comprehension work, and ignite their own engagement.

Chair: Kathy Collins, author and consultant, Durham, NH
Presenters: Daniel Feigelson, Heinemann, “Following the Student’s Line of Thinking”
Ellin Keene, author/consultant, Littleton, CO, “The Role of Engagement in Developing Student Voice”
Tiana Silvas, New City Department of Education, “Student-Led Strategy Groups”
Jennifer Serravallo, Heinemann, “Student-Centered Goal Setting”

F.20 Moving to Independent Reading at the Middle Level: Two Schools’ Journeys
360 D
If you are considering, or are in the midst of, transition from all novel-based teaching to independent reading, then this session is for you! Hear from schools who have found practical and important ways of developing student-centered reading instruction. They will share their challenges and successes to support your journey.

Presenters: Christine Chapman, Spartanburg Day School, SC
Edgar McIntosh, Briarcliff Manor Schools, NY
Teresa Strait, Spartanburg Day School, SC
Will Strait, Spartanburg Day School, SC

F.21 Students as Change Agents: Studying How Government Has Failed Us and How We Can Change It
360 E
Follow educators in exploring the history of Japanese internment camps in the United States, understanding the failures of government through nonfiction reading and inquiry. Then, hear ways students can explore the processes of Congress firsthand to be more informed, and learn how to influence more just action in the future.

Chair and Presenter: Beverly Ann Chin, University of Montana, Missoula
Presenters: Junko Sakoi, Tucson Unified School District, AZ
Justin Scholes, Arizona State University, Tempe
Yoo Kyung Sung, University of New Mexico, Albuquerque

F.22 And the Winner Is . . . Engaging Students in “Best Titles” and “New Canon” Experiences
360 F
When students engage in evaluating books, they both inform our selections and teaching and have a more active voice in their reading and our classrooms. Join educators sharing practical structures for engaging students in projects that are engaging and fulfilling for you and your readers.

Presenters: Ellyn Grimm, Ames Middle School, IA
Laura Mullen, Murphy Middle School, TX
Donna Niday, Iowa State University, Ames
F.23  Facilitating Challenging Conversations with Students

Educators know that while we may sometimes worry about discussing “challenging” conversations in school, our students are already discussing them outside of our classroom doors. This panel will share practical methods and structures for exploring areas like race, religion, gender, and size with students.

Chair: Michelle McAnuff-Gumbs, The College of Saint Rose, Albany, NY
Presenters: Lo DeWalt, The University of Texas at Austin
Brady Nash, The University of Texas at Austin
Kasey Short, Charlotte Country Day School, Charlotte, NC
Dywanna Smith, Claflin University, Orangeburg, SC

F.24  Research on Digital Media Literacies and Writing

Educators are preparing today’s young people to communicate with others online across differences in language, culture, belief, and ideology. This session’s presentations feature research on digital global collaboration, using digital literacies for assessment, and digital peer feedback.

Presenters: Halie Buckner, Daingerfield Lone Star Independent School District, TX
Bethany Monea, University of Pennsylvania, Philadelphia
Emily Plummer, University of Pennsylvania, Philadelphia
Amy Stornaiuolo, University of Pennsylvania, Philadelphia

F.25  Literary Characters Give Voice to Homeless Students

Explore how middle grade novels featuring family homelessness might contribute to a nuanced understanding of homeless students. Presenters will share how these novels construct homelessness, how a group of fourth graders responded to them, and how writing found poetry helps us examine our personal ideologies of homelessness.

Presenters: Clara Mikita, The Ohio State University, Columbus, “Students in Conversation about Homelessness”
Linda T. Parsons, The Ohio State University, Marion, “Family Homelessness in Middle Grade Novels”
Lisa Patrick, The Ohio State University, Columbus, “Using Response to Literature to Write about Homelessness”

F.26  Enacting Justice and Equity in English Education

This panel offers a range of options for enacting equity by describing projects that include building a space for healing through student-composed poetry, exploring the history of students’ community activism, inviting adolescent writers to participate in social justice research projects, and preparing teacher candidates to pursue justice in classroom praxis.

Presenters: Noah Asher Golden, Chapman University, Orange, CA
Deborah Bieler, University of Delaware, Newark
Todd DeStigter, University of Illinois at Chicago
Jody N. Pollece, Hunter College, New York, NY
David Schafsmu, University of Illinois at Chicago

F.27  Global Citizens: From Inspiration to High School Elective Class

High school teachers share how they developed a course called “Global Citizens” from ideation to student enrollment and participation. Outlining the gaining of district approval and the designing a social justice curriculum, this panel encourages further teacher-initiated programs that seek to empower students in their school and communities.

Presenters: Lisa Bauman, Blue Valley West High School, Overland Park, KS, “So Many Topics, So Little Time: Choosing Content for Global Citizens”
Quinn White, Blue Valley West High School, Overland Park, KS, “Creating a Class: A Model for Student-Driven Projects”

F.28  Teachers as Researchers: Navigating the Challenges and Conundrums of Culturally Sustaining Pedagogies to Cultivate Opportunities

The papers in this symposium adopt a framework of Culturally Sustaining Pedagogy (Alim & Paris, 2017) to return to the communicative power of writing back to students as a tool to reveal and honor them as authors while acknowledging the challenges and conundrums that arise when engaging in the work.
Presenters: Rick Coppola, University of Illinois at Chicago, “Culturally Sustaining Pedagogies in a Multicultural Classroom: Criticality in Who and What Are Being Sustained”
Paul Hartman, Illinois State University, Normal, “Grappling with Heteronormativity in a Second-Grade Literacy Classroom”
Daniel Rocha, Chicago Public Schools, IL, “(Re)Reading and (Re)Writing the Language Arts Classroom through Comic Books”
Evan Taylor, University of Illinois at Chicago, “Ain’t Nobody Praying for Us: Healing, Hip-Hop, and Hurting”
Kara Taylor, Indiana University Purdue University Indianapolis, “Be the Change: Narrative Writing Units Promoting Activism in Urban Classrooms”

F.29 Raising the Autistic Voice in the English Language Arts: Assets-Based Principles and Practices for Teaching Students on the Spectrum
372 C
Advocating an assets-based perspective on autism, this panel presentation provides guiding principles and practical strategies for teaching autistic youth within the English language arts. Drama-based methods are emphasized, including the Hunter Heartbeat Method, an intervention method specifically designed for teaching Shakespearean plays to students on the spectrum.

Presenters: Christopher Bass, University of Illinois at Chicago, “Forging Inclusive Pedagogy through Neurodiverse Texts: Broadening the Perspectives of My Secondary Language Arts Classroom”
Robin Post, University of North Carolina, Wilmington, “Shakespeare and Autism: Connecting to the Core Features of Autism through Playful Engagement with Complex Text”
Robert Rozema, Grand Valley State University, Allendale, MI, “Seeing the Spectrum: Strategies for Teaching Literature to Autistic Youth in the English Language Arts”
Respondent: Kia Jane Richmond, Northern Michigan University, Marquette

F.30 Whose Stories Are We Missing? Science Speaks Up!
350 A
Through diverse voices and subject matter, science texts build students’ critical capacities, push them to grapple with the complexities of our society, and serve as mentor texts. Five nonfiction authors share stories to inspire students to speak up for their own passions and interests.

Presenters
Sneed B. Collard III, Bucking Horse Press, Missoula, MT, “Passionate about Planet Earth”
Suzanne Costner, Blount County Schools, Alcoa, TN
Heather L. Montgomery, Bloomsbury, “Inquiry is My Life! Life= Science”
Ana Maria S. Rodriguez, Enslow Publishing
Jennifer Swanson, Swanson Books, “Shining a Spotlight on Science and Technology”
Laurie Ann Thompson, Simon & Schuster, “Inspiring and Empowering Young Readers”

371 E
In this session, presenters will share an emergent theory of change they developed called “sustainable teaching,” which is shaping the way they view their work with students, their relationships with themselves, and the professional constraints that sometimes guide and other times thwart teachers’ work.

Presentation 1: Theorizing and Enacting Sustainable Teaching in the Classroom and Professional Development Contexts
Cindy O’Donnell-Allen, Colorado State University Writing Project, Fort Collins
Jennifer Putnam, Colorado State University Writing Project, Fort Collins

Presentation 2: Moving Personal Mindfulness Practices into the Public Space of the Classroom
Kelly Burns, Colorado State University Writing Project, Fort Collins
Emily Richards Moyer, Poudre High School, Fort Collins, CO

Presentation 3: Tools and Practices for Embodying Sustainable Teaching
Molly Robbins, Denver Writing Project, CO

F.32 Raising Voices through Critical Media Literacy in a Fake News, Post-Truth America
340 AB
This roundtable session collects practical insights in applying critical media literacy to the present misinformation and fake news
that surfaced during the 2016 US presidential election. Attendees will take away classroom-ready approaches and increased media savvy.

Chair and Roundtable Leader: Christian Z. Goering, University of Arkansas, Fayetteville, “Situating Critical Media Literacy in America in International Comparisons”

Roundtable Leaders: Joanne Addison, University of Colorado, Denver, “Teaching Critical Media Literacy as a Social Process in Writing-Intensive Classrooms”
Erin O’Neill Armendarez, New Mexico State University, Albuquerque, “Engaging the Storied Mind: Teaching Critical Media Literacy through Narrative”
Sarah Bonner, Heyworth Junior/Senior High School, IL
Seth French, University of Arkansas, Fayetteville, “Before You Click Share: Mindful Media Literacy as a Positive Civic Act”
Troy Hicks, Central Michigan University, Mt. Pleasant, “Reconsidering Evidence in Real-World Arguments”
Mark A. Lewis, Loyola University, MD, “Employing Cory Doctorow’s Little Brother and Homeland Duology to Support Media-Savvy Youth-Activists”
Sharon Murchie, Bath High School, MI, “What Is the Story? Reading the Web as Narrative”
Janet Neyer, Cadillac High School, MI
Robyn Seglem, Illinois State University, Normal, “Creating Wobble in a World of Spin: Positioning Students to Challenge Media Poses”

F.33 Transforming Traditional Writing Practices: Creating Opportunities Where Students Discover Their Own Voices

Do you feel there’s a promise of something more in your students’ writing? This presentation will share alternative ways to think about inquiry projects, essays, and writing units. Participants will walk away with tangible next steps to start the work in creating spaces for every student’s voice to be heard.

Presenters: Angela Bae, Cotsen Foundation for the ART of TEACHING, Los Angeles, CA
Michelle Baldonado, Park Western Place Elementary, San Pedro, CA
Cathy Skubik, Park Western Place Elementary, Los Angeles, CA

F.34 Celebrate Science: The Hidden Benefits of STEM-Themed Children’s Books

Listen in as four award-winning authors discuss how STEM-themed books (1) showcase a range of nonfiction text structures, writing styles, formats, and literary devices; (2) motivate reluctant readers; (3) model how to make complex information clear, interesting, and relevant to readers; and (4) help fact-loving kids connect with their peers.

Chair: Terrell Young, Brigham Young University, Provo, UT
Presenters: Jess Keating, Knopf Books for Young Readers
April Pulley Sayre, Beach Lane/Simon & Schuster
Joyce Sidman, Houghton Mifflin Harcourt
Melissa Stewart, Peachtree Publishers

F.35 Students’ Voices: Fostering Them and Empowering Them

How do educators move disinterested students from reading out of obligation, or not at all, to being active participants in literary adventures? This session focuses on students’ voices, reading, and students’ text selections.

Chair: Rick Marlatt, New Mexico State University, Las Cruces
Presenters: Donna Friend, Lewisville Independent School District, TX
Helen Michelle Kreamer, University of Virginia, Charlottesville
Kerrigan Mahoney, University of Virginia, Charlottesville
Sarah Orme, University of Virginia, Charlottesville
Shannon Whiteley, Lewisville Independent School District, TX

F.36 Uplifting Newcomer and Immigrant Student Voices through Storytelling and Poetry

Learn about two projects designed to empower immigrant students: Green Card Voices recorded and published four volumes of 120 personal essays written by recently arrived immigrant students currently living in three states. A second project guided students who had been in the US less than two years in using poetry to tell their stories of journeying to the US.

Chair: Paul Allison, teacher consultant, New York, NY
Presenters: Carley Besl, University of California, Riverside
Rozman Clark, Green Card Voices, Minneapolis, MN
Mary Kay Kunkel, Cincinnati Public Schools, OH
F.37 It Takes All Kinds of Voices

371 C

Could your favorite ELA activities be shutting down some students? This session begins with a survey to help unveil where deficit thinking may be at work in your classroom. It offers practical ways to employ asset thinking, with a focus in the second half on creating a disposition-aware classroom that grows both introverted and extroverted learners.

Chair: Dawn Horwath, Foothill High School, Palo Cedric, CA

Presenters: Andrea Cota, Foothill High School, Palo Cedric, CA
Johnny Downey, Ayer Elementary, Cincinnati, OH
Dawn Horwath, Foothill High School, Palo Cedric, CA
Marissa Moss, Abrams
Susan Vincent, Miami University Regionals, Cincinnati, OH

F.38 Research Roundtable #3: Writing Research

382 B

This research roundtable focuses on writing research.

Roundtable Leaders: Amanda Aisen, Academic Approach, Chicago, IL
Sarah Beck, New York University, New York, NY
Liz Corson, Temple University, Philadelphia, PA
Miles Harvey, University of New Mexico, Albuquerque
Katherine James, Academic Approach, Chicago, IL
Karis Jones, New York University, New York City, NY
Melanie Lesley, Texas Tech University, Lubbock
Jennifer Morrison, University of South Carolina, Columbia
Carrie Spitz, Pritzker College Prep, Chicago, IL
Johanna Tramantano, New York University, New York, NY
Sam von Giltern, Texas A&M University, College Station

F.39 Nonfiction, Fiction, and Narrative Nonfiction: Supporting Readers through Purposeful Pairings

352 A

Elevate your literature discussions and build students’ capacity for deep comprehension and advocacy by using pairings of fiction, nonfiction, and narrative nonfiction. From picture books to informational texts to novels, explore powerful ways to read across text types.

Presenters: Stacey Fisher, East Tennessee State University, Sevierville
Emily Meixner, The College of New Jersey, Ewing
Jennifer Shettel, Millersville University of PA

F.40 Stories of Learning Shared through Exhibition and Presentation

371 D

Choice, reflection, and audience are crucial elements as students explore and share their Stories of Learning. Students select interdisciplinary learning goals, reflect on their growth, and then share their stories through a schoolwide Exhibition of Learning and present them as part of their final exam in three content areas.

Presenters: Katie Hovanec, Oakton High School, Vienna VA
Janet Schiavone, Oakton High School, Vienna, VA
Susan Sullivan, Oakton High School, Vienna, VA
Angela Taggart, Oakton High School, Vienna, VA

F.41 WANTED: Civil Conversation

352 B

Want kids to be more involved and engaged in your classroom? Let them talk. Leave this session with ways to manage focused and productive student-led conversations with teaching tools in hand ready to use Monday morning.

Presenters: Sarah Haywood, York County School Division, Yorktown, VA
Pam Schwalenberg, York County School Division, Yorktown, VA

F.42 Troubling the Mainstream: Diversifying Gender and Sexuality Representation in Middle Grade Fiction

350 C

With bullying of gender and sexual minorities—particularly among children and teens—being so prevalent in schools still, this timely panel will allow for an important dialogue between educators and authors in an effort to better understand the roles of each within the lives of young LGBTQ students.

Chair: Robert Bittner, University of British Columbia, Okanagan, Kelowna

Presenters: Barbara Dee, Aladdin/Simon & Schuster
Alex Gino, Scholastic, Inc.
Nicole Melleby, Algonquin
Karen Rivers, University of Victoria, British Columbia, Canada
Aida Salazar, Scholastic, Inc.
F.43 Using Project-Based Learning for Authentic Storytelling and Community Building
330 B
Project-based learning can be a powerful vehicle for student voice in the language arts classroom. This session describes instructional habits and routines used in PBL classrooms to support students in sharing, listening, and collaboratively developing compelling stories that matter to students and their communities.

Presenters: Jennifer Mitchell, Windsor High School, CO
Karla Scornavacco, University of Colorado, Boulder

F.44 Empowering, Encouraging, and Enriching the Voices of High School Students: The Work of the National English Honor Society
372 F
This session will engage participants in learning more about starting a chapter of NEHS as well as providing further examples of projects done throughout the society that raise students’ voices and engage them in a dynamic society.

Presenters: Breanne Hicks, Saint Mary’s Hall, San Antonio, TX
John Manear, Seton-La Salle High School, Pittsburgh, PA
Cathy Power, Milton High School, GA
Stephanie Robertson, Staley High School, Kansas City, MO
Lindsey Ward, The Woodlands College Park High School, TX
David Wendelin, Colorado Language Arts Society, Denver, CO

F.45 Student Voice, Digital Literacy, and Shakespeare: Bringing the Bard into the 21st Century
380 B
This session highlights a project-based learning unit where students make Shakespearean classics engaging for youth audiences by creating their own five-minute film adaptations. Participants will gain hands-on experience using free, easily-accessible digital tools for filmmaking as well as unit resources including rubrics, interactive lectures, and samples of student work.

Presenters: Sandy Fetters
Sarah Nelson, William Chrisman High School, Independence, MO

F.46 Traversing the Stories of LGBTQ Youth in Young Adult Literature to Challenge Homophobia
380 C
How can teachers use YA literature to combat homophobia and promote acceptance, inclusion, and ally-ship? Join us as we share strategies and resources for reading queer-themed YA literature as a means to challenge homophobia and create safe, welcoming spaces for all students.

Presenters: Brooke Eisenbach, Lesley University, Cambridge, MA
Camille Gerard, Lesley University, Cambridge, MA
Paula Greathouse, Tennessee Tech, Cookeville
Lesley Roessing, Coastal Savannah Writing Project, Savannah, GA
Fareesa Syeda, Lesley University, Cambridge, MA
Samantha Zarkower, Lesley University, Cambridge, MA

F.47 Empowering Student Writers through Peer Response Groups
380 D
This presentation will highlight the voices of students in five classrooms, as their teachers talk about the design and implementation of peer response groups in their ELA classrooms. Teachers will discuss the complexities and tensions involved in this work, as well as the opportunities for student learning and empowerment.

Presenters: Sidonie Chhetri, Round Rock Independent School District, TX
Kathleen Cunningham, Del Valle High School, Austin, TX
Kira LeeKeenan, The University of Texas at Austin
Nicole Stump, Del Valle High School, Austin, TX
Holland White, Peabody College, Vanderbilt University, Nashville, TN
F.48 Speaking Up: Making Student Conferences Manageable, Meaningful, and Student Driven

In this interactive session, we consider strategies for managing the logistics of conferencing with 100+ students, and moving the preparation and direction of conferences from teacher to student. Participants will walk away with specific tools to create, develop, or revise their practice of conferencing, leading to greater student ownership.

Chair: Christina Ponzio, Michigan State University, East Lansing

Presenters: Anita Abraham, East-West School of International Studies, Flushing, NY
Amy Matthusen, East-West School of International Studies, Flushing, NY

F.49 Improving Teachers’ Writing: An Act of Social Justice

Teachers who model effective communication and who value the writing process are better prepared to help students find their own voices. This interactive discussion uses case studies and personal examples to explore a five-component, evidence-based learning framework for improving teachers’ writing.

Presenters: Catherine Barber, University of St. Thomas, Houston, TX
Anne Gichuri, University of St. Thomas, Houston, TX
Janice Taylor, University of St. Thomas, Houston, TX

F.50 Speaking Up and Speaking Out: Authors Share Writing Lessons That Help Our Students Raise Their Voices

How can we amplify our students’ voices through the writing lessons and opportunities we provide? Participants are invited to be learners themselves as a diverse group of authors share writing lessons to take back to our classrooms that invite, encourage, and amplify the stories we all have to tell.

Chairs: Teresa Bunner, Wake County Public School System, Cary, NC
Jillian Heise, Kenosha Unified School District, WI
Jenny Seiler, Woodworth Middle School, Fond du Lac, WI

F.51 Research on LGBTQ Voices in the Classroom

This session reflects on teaching composition and sociology through themed learning communities; LGBTQ language as tool of empowerment; and a case study of two elementary teachers’ efforts to enact practices that engage students in learning about gender, family, sexual, and family diversity.

Presenters: Susan Cridland-Hughes, Clemson University, SC
Marie Christ, University of Central Missouri, Warrensburg
Chelsea Everly Orman, University of Central Missouri, Warrensburg
Mary Schreuder, Clemson University, SC

F.52 Voicing the Poetic: From Mississippi Blues Form to ELL to Artistic Aesthetics

Join this session to learn the latest in poetic instruction using Mississippi Blues Form, ELL strategies, and powerful word play. Featuring a variety of authors of color.

Chair: Kathi Appelt, Vermont College of Applies Arts, Montpelier

Roundtable Leaders: Melissa Smith, Lake Norman Charter High School, Huntersville, NC
Ah-Young Song, Teachers College, Columbia University, New York, NY
John Strait, Southern New Hampshire University, Manchester
David Wilson, Bergen County Academies, Hackensack, NJ
F.53 Engendering Cultural Competencies: Facilitating Voice and Transforming Classrooms

These presenters seek to demonstrate methods of improving student engagement in classrooms by asking them to articulate their identities and employing their cultural competencies and knowledge.

Chair: Michael Anthony, Muhlenberg School District, Reading, PA
Presenters: Monique Cherry-McDaniel, Central State University, Wilberforce, OH
Nyree Clayton-Taylor
Connor Guditus, Dr. Richard Izquierdo Health and Science Charter School, Bronx, NY
Bianca Nightengale-Lee, Berea College, Louisville, KY
Victoria Prashad, Porter Chester High School, NY

F.54 Technology Tolls That Support ELA Instruction: YA Lit and LGBTQ Issues

Participants will see and hear how to utilize a variety of digital tools. This includes online platforms, digital media like iMovie and Lightworks, and social media such as Twitter.

Chair: Chrissy Cross, Stephen F. Austin State University, Nacogdoches, TX
Presenters: Frankie Huff, Seminole State College, Sanford, FL
Summer Pennell, Truman State University, Kirksville, MO
Laurie Rozakis, Farmingdale State College, NY
Colette Weber, George School, Newtown, PA

F.55 Building Persistence with Picture Book Biographies

This lively session with award-winning authors focuses on how the “mentor lives” in picture book biographies can engage students in developing persistence. Participants and the authors will discuss how picture book biographies can inspire students to create meaningful change in their schools, communities, and the larger world.

Chair: Gary Anderson, Harper College, Palatine, IL
Presenters: Chris Barton, Simon & Schuster
Nancy Churnin, The Dallas Morning News, TX
Heather Lang, Albert Whitman & Company
Andrea Loney, Lee & Low, Albert Whitman & Company
Duncan Tonatiuh, Abrams Books for Young Readers

F.56 Another Point of View: How Books with Multiple Voices Build Empathy & Understanding in Readers

Understanding multiple points of view is an essential skill for readers and citizens—one that’s fostered by sharing stories exploring different perspectives. On this panel, authors with books written in multiple voices share their processes and discuss how encountering different perspectives in stories helps readers build empathy and understanding.

Chair: Donalyn Miller, The Book Whisperer, Inc., Colleyville, TX
Tradebook Authors: Margarita Engle, Simon & Schuster
Ginger Johnson, Bloomsbury, New York, NY
Kate Messner, Bloomsbury, New York, NY
Elizabeth Partridge, Viking Books for Young Readers
Olugbemisola Rhuday-Perkovich
Audrey Vernick, Balzer & Bray, Disney

F.57 Voices in the Air: How Authors Find Their Voices

Authors write using unique and powerful voices that move our hearts. How can teachers share the experiences of real authors with students so that they, too, can find a unique voice for writing? This panel offers a glimpse into the process of writing fiction, memoir, and poetry.

Presenters: Chris Crutcher, HarperCollins
Ralph Fletcher, Heinemann
Naomi Shihab Nye, Greenwillow/HarperCollins
Margaret Simon, Iberia Parish Gifted Program, New Iberia, LA
F.58 Standing on the Shoulders of Mentors to Empower Student Voices

362 DEF

In this warm interview-style session, mentors will share their journeys to empowering students as advocates for a better world, as well as investing in the next generation of teachers. This is for all educators—those looking to inspire students in mighty ways and those positioned to be mentors.

Chair: Ruth Ayres, The Lead Learners, Syracuse, IN
Respondents: Patrick A. Allen, Frontier Valley Elementary, Parker, CO
Carl Anderson, author and consultant
Lester Laminack, author and consultant, Dillsboro, NC
Colby Sharp, Parma Elementary School, MI
Katie Wood Ray, Heinemann

F.59 Navigating Tensions, Negotiating Constraints, and Advocating for Digital and Multimodal Writing: Amplifying the Voices of Preservice and Early-Career Teachers

370 B

An English educator and four early-career English teachers share how their conceptions of 21st-century writing developed through university coursework, field experiences, and internship into their first year(s) teaching. They explore how new teachers navigate tensions, negotiate constraints, and use their voices to advocate for digital and multimodal writing.

Chair: Amber Jensen, George Mason University, Fairfax, VA
Presenters: McClain Herman, Annandale High School, Annandale, VA
Salma Saeedi, George Mason University, Fairfax, VA
Morgan Shaughnessy, George Mason University, Fairfax, VA
Krista Sheetz, George Mason University, Fairfax, VA

F.60 Folger Shakespeare Library: Real, Live Students Meet Shakespeare and Make His Words Their Own

350 F

Observe in real time: teaching, learning, and the voices of student response. Shakespeare-uninitiated Houston high school students make his language their own with a play they’ve never read, through the Folger’s core activity, 3-Dimensional Shakespeare. This is the way into a play, or any complex text.

Chair: Peggy O’Brien, Folger Shakespeare Library, Washington, DC
Presenters: Erika Lai, YES Prep North Forest, Houston, TX
Michael LoMonico, Folger Shakespeare Library, Washington, DC
Students from YES Prep Public High School, Houston, TX

F.61 Venturing outside the Classroom: Raising Student Voice through Place-Based Writing

330 A

Tired of teaching writing to formulas? Looking for ways to help students write for different audiences and purposes? Place-based writing is one solution. The teachers in this session will present activities they have used that help students write more authentically using real places in their own communities.

Presenters: Stephen Goss, Kennesaw State University, Kennesaw, GA
Amanda Montgomery, Park Street Elementary School, Marietta City, GA
Robert Montgomery, Kennesaw State University, Kennesaw, GA

F.62 Igniting Instruction—Round 1

351 B

An Ignite is the haiku of presentations. In each of these high-energy talks, the speaker has just 5 minutes and 20 slides 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
Gail Boushey, Renton, WA
Pam Bowe, Chippewa Falls Senior High School, WI
Sandy Hayes, Becker Middle School, MN
Nicholas Kremer, Eden Prairie Schools, MN
Christopher Lehman, The Educator Collaborative, Astoria, NY
Carol Moehrle
Lakisha Odlum, Teachers College, Columbia University, NY
Alan Sitomer, Scholastic, Inc.
Dave Stuart Jr., Cedar Springs High School, MI
POSTER SESSION: Research into the Teaching and Learning of English

359-360 PREFUNCTION

A wide variety of poster presentations offer current studies on everything from the efficacy of certain classroom practices to the implications of assessment data for local and national policy.

POSTER 1: The Community Grade Book: Using Grading Strategies to Increase Student Agency and Metacognition (M-S)
Matthew Gorgans, Dunwoody, GA

POSTER 2: An Exploration of the Barriers That Impede Black Women and the Impact on Their Role as Students and Leaders in Education (C)
Marian Muldrow, Chattahoochee Technical College, Acworth, GA
Marilyn Thomas, Cobb County School District, GA

POSTER 3: Community College Writers: Differences in Text-Based Analytical Writing across Four Levels of Composition Courses (S-C-R)
Jane Nazzal, University of California, Irvine

POSTER 4: It Starts with Me: Empowering Students as Agents of Change through Culturally Responsive Feedback (S-C-R)
Aimee Myers, Texas Woman’s University, Denton

POSTER 5: Using The Hate U Give and Literacy Strategies to Enhance Engagement and Comprehension with Secondary Inner-City High School Students (S-TE-R)
Melanie Koss, Northern Illinois University, DeKalb
Concetta Williams, Chicago State University, IL

POSTER 6: Raising Student Voice through Resistant Teaching Practices (M-S-TE-R)
Desi Krell, Pine View Middle School, Land O Lakes, FL

POSTER 7: Representations of Diversity in Leveled Texts (E-TE-R)
Melanie Walski, Northern Illinois University, DeKalb
Melanie Koss, Northern Illinois University, DeKalb

POSTER 8: (De)Prioritizing Reciprocity in Service Learning Classrooms (C-TE-R)
Charisse Iglesias, University of Arizona, Tucson

POSTER 9: Little Learners, Tough Topics: The Use of Bibliotherapy in Primary Grade Classrooms (E-TE)
Bethanie Pletcher, Texas A&M University, Corpus Christi
Ruth Younger,

POSTER 10: How a New Comprehension Curriculum Enhances Reading Growth (E-M-R)
Peter Dewitz, Mary Baldwin University, Staunton, VA
Sarah Collinge, Read Side by Side Publications
Bethany Robinson, Read Side by Side Publications

POSTER 11: Voices and Stories: Wordless Picture Books across the Grades (G)
Annamary Consalvo, University of Texas at Tyler
Samantha Campbell, University of Texas at Tyler
Claudia Fuentes, University of Texas at Tyler
Meredith Wall, University of Texas at Tyler

F.64 Raising Our Voices on Capitol Hill: Literacy Education Advocacy

370 E

Raise your voice as we plan how to advocate for literacy both at our nation’s capital and virtually. Prepare to reflect on the stories you have to share, and we’ll build those stories into support for literacy education advocacy and design opportunities for your teacher candidates to do the same.

Presenters: Beth Lehman, Bridgewater College, VA
Jenny Martin, Bridgewater College, VA
Karen Rogers, Bridgewater College, VA
Alice Trupe, Bridgewater College, VA

F.65 #DisruptTexts: Dismantling and Rebuilding (Reimagining?) the Literary Canon

361 EF

The co-founders of #DisruptTexts will share strategies to create an equitable and inclusive curriculum through paired texts, counter-narratives, and alternative titles. Participants will apply a critical lens to their own teaching practices to disrupt, dismantle, and rebuild curriculum with a pedagogy that centers the rich work of communities of color.

Presenters: Tricia Ebarvia, Conestoga High School, Berwyn, PA
Lorena Germán, Headwaters School, Austin, TX
Julia E. Torres, Denver Public Schools, CO

F.66 EXHIBITOR SESSION: Teaching Students to Read Like Writers

382 C

Sponsored by Amplify

Close reading is an essential skill, yet students struggle to make the leap from reading for comprehension to reading with curiosity, skepticism, and an appreciation for craft. Don’t miss this opportunity to learn best practices for teaching students to “read like writers.”

Presenter: Teddy Redding, Associate Director of ELA Content, Amplify
G.01 Raising Student Voices about Bullying: Speaking Out for Equity and Justice

120 ABC

In this interactive session, we address the question, “How can we support students using their voices to confront bullying in their communities?” We’ll share the role of microaggressions and the projects students have created to make change in their communities.

Chair and Presenter: Roxanne Henkin, University of Texas at San Antonio

Presenters: Aurelia Dávila de Silva, SAWP Community Center, San Antonio, TX
Rebecca Palomo, University of Texas at San Antonio
Anita Pickett, Somerset Independent School District, San Antonio, TX

G.02 TEXAS STRAND: Dystopian for the Seemingly Disinterested: Using Genre Study to Promote Inquiry and Activism in the ELA Classroom

330 F

The current generation of students has been labeled as apathetic to societal issues. However, their engagement in dystopian literature might prove the opposite. A genre study of middle grade/young adult dystopian literature can lead students to uncover the parallel societal issues and ultimately to activism, all within the ELA classroom.

Presenter: Heather Pule, University of Houston, Clear Lake, TX

G.03 Pedagogies in Context: Exploring Current Issues and Dilemmas in Teaching the English Language Arts Methods Course

GRAND BALLROOM B

Sponsored by the ELATE Commission on English Methods Teaching and Learning

This set of four concurrent roundtables will focus on the tensions that emerge in teaching the English language arts methods course within teacher education programs. The roundtables will feature presenters who explore unique challenges concerning the historical legacies that influence ELA methods/pedagogy.

Roundtable 1: Tensions within the Methods Class
Leader: Heidi Hallman, University of Kansas, Lawrence
Respondent: Leslie Rush, University of Wyoming, Laramie

Presenter 1: Exploring Tensions of Critical Conversations in English Methods Classrooms
Melissa Schieble, Hunter College, CUNY
Amy Vetter, The University of North Carolina at Greensboro
Amber Jensen, George Mason University, Fairfax, VA

Presenter 3: Powerful Influence and Absurd Neglect: Preserving the Legacy of Louise M. Rosenblatt in Secondary English Language Arts Methods Courses
Sue Ringler Pet, Sacred Heart University, Fairfield, CT

Presenter 4: A Teaching Mythology: Disrupting the Tutor/Teacher Dichotomy
Melanie Burdick, Washburn University, Topeka, KS
Heidi Hallman, University of Kansas, Lawrence

Presenter 5: More Than Left, Right, Up, Down: Teaching Tensions in Non-ELA Literacy Methods Courses
Chea Parton, The University of Texas at Austin
Jeff Spanke, Ball State University, Muncie, IN

Roundtable 2: Tensions in Teaching for Social Justice within the ELA Methods Class
Leader: Terri Rodriguez, College of Saint Benedict/Saint John's University, St. Joseph/Collegeville, MN
Respondent: Crag Hill, University of Oklahoma, Norman

Presenter 1: Critical Whiteness Studies and Consideration of Context: Ignored Barriers to Transformational Education
Christina Berchini, University of Wisconsin-Eau Claire

Presenter 2: Enduring Assignments in the Methods Course: Lesson Planning and Micro-Teaching as Trigger Points for Stimulating Social Justice Teaching
Terri L. Rodriguez, College of Saint Benedict/Saint John’s University, St. Joseph/Collegeville, MN

Presenter 3: Challenging the Single Story through Anti-Deficit English Education
Michelle Fowler-Amato, Old Dominion University, Norfolk, VA
Amber Warrington, Boise State University, ID

Presenter 4: “It’s Just Not What I Thought It Would Be”: Student-Teacher Identity at the Intersection of Theory and Practice
Katharine Covino, Fitchburg State University, MA

Presenter 5: Emotional Labor and the Limits of the Methods Course: Learning from Interns Who Leave the Profession
Brandon L. Sams, Iowa State University, Ames
Mike Cook, Auburn University, AL

Roundtable 3: Tensions in Field Experiences Connected to the ELA Methods Class
Roundtable Leader: Kristen Pastore-Capuana, SUNY Buffalo State
Respondent: Laura Renzi, West Chester University, PA

Presenter 1: English Education Methods Courses as Induction into a Community of Practice of English Teachers
Kristen Pastore-Capuana, SUNY Buffalo State
James Cercone, SUNY Buffalo State

Presenter 2: Teacher Candidates’ Perspectives on the Connection of Methods-Based Field Placements to In-Class Learning
Chris Parsons, Keene State College, NH

Presenter 3: Service-Learning Initiatives to Prepare English Teachers for Rural Contexts
Allison Wynhoff Olsen, Montana State University, Bozeman

Presenter 4: How Does the Curriculum Differ for Teaching English in Middle or High Schools?
Sarah Thomas, University of Nebraska-Lincoln
Rachael W. Shah, University of Nebraska-Lincoln

Presenter 5: Making Video Recording and Reflection Meaningful for English Teacher Candidates
Julie Bell, University of Nebraska at Omaha

Roundtable 4: Tensions in the Professionalization of English Teachers
Roundtable Leader: Donna Pasternak, University of Wisconsin-Milwaukee
Respondent: Connor Warner, University of Missouri – Kansas City, Kansas City, MO

Presenter 1: Preparing English Teachers for a Single State
Christian Goering, University of Arkansas, Fayetteville
Lara Searcy, University of Arkansas, Fayetteville

Presenter 2: Changing English: Examining Technology and its Impact on the Field and its Methods
Sarah Hochstetler, Illinois State University, Normal
Melinda McBee Orzulak, Bradley University, Peoria, IL

Presenter 4: Training for the Unsustainable? Preparing ELA Teachers While Studying Teacher Attrition
Jeremy Glazer, Rowan University, Glassboro, NJ

Presenter 5: The Potential of Problematic Practice: Preparing Teachers for the Secondary ELA Classroom
Melanie Shoffner, James Madison University, Harrisonburg, VA
G.04 Teaching for Equity and Justice with Young Adult Literature

GRAND BALLROOM A
Sponsored by the ELATE Commission on the Study & Teaching of Adolescent Literature

In this conversation session, award-winning author Laurie Halse Anderson discusses the ability of young adult literature to address social justice and equity with adolescents. Afterward, attendees rotate through three 15-min. roundtables of their choice to discuss a rich diversity of texts, issues of social justice, and teaching methods.

Chair: Victor Malo-Juvera, University of North Carolina, Wilmington
Presenter: Laurie Halse Anderson, Simon & Schuster
Roundtable Leaders: Sarah Beardsley, Wolf Creek Local School District, Waterford, OH
Steven Bickmore, University of Nevada, Las Vegas
Stefani Boutelier, Aquinas College, Grand Rapids, MI
“I Am Alfonso Jones: Equity and Justice after the Exposure of White Privilege in Young Adult Literature”
Ashley Boyd, Washington State University, Pullman
Kelly Byrne Bull, Notre Dame of Maryland University, Baltimore, “Building Intercultural Communication with Refugee by Alan Gratz”
Janine Darragh, University of Idaho, Moscow
Sybil Durand, Arizona State University, Tempe
Ricki Ginsberg, Colorado State University, Fort Collins, “Piecing Me Together: Race, Class, Power, and Privilege”
Nicole Greaves, Pathways to Graduation, New York, NY
Melanie Hundley, Vanderbilt University, Nashville, TN, “Called to Speak: Texts that Advocate for Gay, Lesbian, and Transgendered Teens”
Alice Hays, California State University, Bakersfield, “Now I See Them as People: Interrogating Representations of Poverty with Eleanor & Park”
Lisa A. Hazlett, University of South Dakota, Vermillion, “Using Jaya and Rasa: A Love Story to Assist Adolescents Achieve Societal Voices and Personal Self-Esteem”
Crag Hill, University of Oklahoma, Norman, “Dreamland Burning: Digging up the Injustices of the Roaring 20s”
Sharon Kane, SUNY, Oswego, “Far from Simple: Addressing the Complexities of Equity and Justice in Robin Benway’s Far from the Tree”
Charlotte L. Pass, SUNY Cortland, “The Dynamic of Gender Expression”
Leilya Pitre, Southeastern Louisiana University, Hammond, “Choosing Love over Hate (List): Raising Students Who Understand Bullying”
Jody N. Polleck, Hunter College, New York, NY, “Using All American Boys to Confront Racial Injustice and Inspire Students’ Sense of Agency”
Shanita Rapatulo, Pathways to Graduation, New York, NY
Travis Reyes, H-B Woodlawn, Arlington, VA, “They Both Die in the End: Connecting YAL to the Lives and Realities of Our English as a Second Language (ESOL) Students”
Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI, “Advocating for Refugees with Salt to the Sea”
Nina Schoonover, North Carolina State University, Raleigh, “Exploring Equity and Justice in the Female Immigrant Experience through Anya’s Ghost”
Shelly Shaffer, Hamline University, St Paul, MN, “Date Rape in Speak: Teaching for Justice”
Meredith N. Sinclair, Southern Connecticut State University, New Haven, “Shadowshaper: Confronting Cultural Appropriation and Gentrification through YAL”
Ann Marie Smith, University of South Dakota, Vermillion, “Using Jaya and Rasa: A Love Story to Assist Adolescents Achieve Societal Voices and Personal Self-Esteem”
Linda Spears-Bunton, Florida International University, Miami, “Race, Gender & Police Violence: A Brown Girl Coming of Age in America”
Tashema Spence, Pathways to Graduation, New York, NY
Terri Suico, Saint Mary’s College, Notre Dame, IN, “Equity, Justice, and Love: Contextualizing the Fight for Marriage Equality with Loving vs. Virginia”
Emily Wender, Indiana University of Pennsylvania, “Racial Identity in Hush”
William Williams, Concord University, Athens, WV, “The Glass Castle: Breaking Stereotypes of Appalachia”
Jordan Yanwood, Pathways to Graduation, New York, NY

Respondents: Jennifer Dail
Wendy Glenn, University of Colorado, Boulder
Paula Greathouse, Tennessee Tech University, Cookeville
Charlie Green
Christina Esposito, Southern Connecticut State University, New Haven
John Istel, New Design High School, New York, NY
Cheryl North, University of Maryland Baltimore County
Emily Peters, Louisiana State University, Baton Rouge
Rebecca Powell
Carolyn Reid-Brown
G.05 Advancing Literacy and Latinx Student Voices in the New Latinx Diaspora

371 F

Sponsored by the Latinx Caucus

Through the New Latinx Diaspora, Latinx and Spanish-speaking youth have become a significant demographic in classrooms nationwide. This panel explores the cultural and educational challenges and opportunities facing literacy educators in areas such as the Southeast and Midwest, and how they can sustain and empower their Latinx students’ unique voices.

Chair and Presenter: Michael Dominguez, San Diego State University, CA, “Constructing Latinidad in the Rural South: Youth Negotiation for Epistemic Space in New Diaspora Schools”

Presenters: Megan Adams, Kennesaw State University, GA, “Using a Social Justice Curriculum to Engage Latinx Students in a Summer Literacy Program”
Francisco Carrillo, “Advocating for Elementary Newcomer Students in New Latinx Diaspora”
Jennifer Painter, “Using Oral Histories to Amplify Community Voices”
Sanjuana Rodriguez, Kennesaw State University, GA, “Using a Social Justice Curriculum to Engage Latinx Students in a Summer Literacy Program”
Sarah Waddell, “Community Building with Latinx Families in the Rural South”

G.08 Story Works: Incorporating True First-Person Storytelling in the High School English Classroom

320 C

What happens when English teachers ask students to talk about the stories that matter most to them? Great things. Project alums from Story Works Alaska, a teacher/student/community partnership, will share stories, invite you to explore your own stories, and introduce you to free curriculum that will help you host true, first-person story workshops in your high school English classrooms.

Chair: Regan Brooks, Story Works Alaska, Anchorage
Presenter: Cari Zawodny, Story Works Alaska, Anchorage

G.09 Raising Student Choice to Raise Student Voice: Practical Lessons about Increasing Student Choice in Reading and Writing

370 F

Join our discussion of the benefits and challenges that student choice brings to the literacy classroom. With a focus on practical questions—how lit circles really work or how to balance group and individual needs, for instance—we share our journeys to increase student choice and thus raise student voice.

Chair: Barry Gilmore, Hutchison School, Memphis, TN, “The Big Picture of Choice: Why It Matters from an Administrator’s Point of View”

Presenters: Nicole Engstrom, Allen Academy, Bryan, TX, “Using Choice to Build a Culture of Literacy: How Individual Choice Benefits Groups, Grades, and Schools”
Morgan Pesek, Allen Academy, Bryan, TX, “Connecting Choice in Reading to Choice in Writing”
Kara Vaughn, Hutchison School, Memphis, TN, “Making Choice Reading Practical: Balancing Whole-Class Needs with Individual Reading Assignments”
G.10 Writing Poetry in the Wild: Using Place, Play, and Perspective to Empower Student Writers

Moving beyond the standard “sensory details” approach, teachers empower student voices by offering opportunities to write poetry “in the wild”—outside the limits of children’s own eyes, social roles, classroom routines, and school buildings. This session offers participants the playful and powerful experience of writing poetry “in the wild.”

Presenters: Heidi Mordhorst, Reed Elsevier Inc., “Talk a Mile in Someone Else’s Shoes”
Tradebook Authors: Irene Latham, Lerner, “Private Eye”
Laura Purdie Salas, Houghton Mifflin Harcourt, “Poeting in Wild Places—Get Up Out of Your Desk!”
Respondent: Mary Lee Hahn, Dublin City Schools, OH

G.12 Unleashing Student Voice Using Comic Strips and Graphic Novels

In this interactive session, Nancy Steineke, Terry Thompson, and David Finkle will demonstrate the various ways comics can reach and teach students in wide-ranging and engaging ways. Participants will leave having experienced easily adaptable strategies as well as have a greater familiarity with online and print comic resources.

Presenters: David Finkle, Scholastic, Inc., “Helping Students Find Their Voices through Comic Strip Writing”
Terry Thompson, Stenhouse Publishers, “Harnessing the Power of Graphic Novels and Visual Representation to Deepen Student Comprehension”

G.11 Raising AUTHENTIC Student Voices: The Whys and Hows of Ensuring Authenticity in Publishing and Using Children’s and Young Adult Literature

Readers increasingly express outrage with stories that just don’t “get it right” for reasons of cultural appropriation or misrepresentation. An author, publisher, scholar, librarian, and teacher educator discuss why questions of authenticity are important and how to ensure our students hear authentic voices when they read without crossing into censorship.

Chair: Lois Stover, Marymount University, Arlington, VA, “Supporting the Quest for Authenticity of Voices”
Tradebook Author: Lesa Cline-Ransome, Holiday House, “Authenticity of Voice from the Writer’s Perspective: How One Author Works to ‘Get it Right’ in Her Books for Young People”
Presenters: Mary Cash, Holiday House, “Authenticity of Voice from the Editor’s Perspective: How One Editor Works with Authors to ‘Get It Right’ in Publishing Books for Young People”
Eva Thomas, Unionville-Chadds Ford School District, Kennett Square, PA, “Ensuring Authenticity of Voices as a Teaching Librarian: Whys and How-Tos”
Respondent: Vivian Yenika-Agbaw, Pennsylvania State University, State College, “Important Questions to Raise about Authenticity of Voice in Books for Children and Young Adults”

G.13 Gather around the Fire: Reimagining Storytelling as Powerful Vehicles for Activism and Oral History

Affirmation is the secret sauce to relevant effective instruction. Join this power group of educators as they share their stories of teaching narrative and storytelling to promote equity and social justice. Topics include stories of Mexican migrant workers, Latinx students’ cultural community sustainability efforts, and uses of social media in an urban school setting.

Chair: Hannah Victory, Bearden High School, Knoxville, TN
Presenters: Susan Cintra, Madison Central High School, Richmond, KY
Alexandra Magoulas, Florida International University, Miami
Colin Rennert-May, University of Chicago Laboratory Schools, IL
Kelly Virgin, West Chester University, PA

G.14 Cultivated Critical Literacies: Urban Student Engagement through Reading and Writing

Using technologies and community engagement, students, community leaders, and presenters chronicle development of student literacy and agency.
G.15  Student LGBTQIA Voice in Rural Classrooms

**Session**: 332 E

Voices of LGBTQIA youth are largely absent from YA literature. Student choice in reading and representations in rural classrooms will be examined.

**Chair**: Melissa Wells, University of Mary Washington, Fredericksburg, VA

**Presenters**: Gena Brown, Pike County High School, Zebulon, GA
Kim Johnson, Pike County Middle School, Zebulon, GA
Michelle Page, University of Minnesota-Morris

G.16 TED’s Excellent Adventure: Cultivating Student Voice through a TED Talk-Driven Curriculum Which Culminates in a Student TEDx Event

**Session**: 342 C

Panelists discuss their contributions to a curriculum which reimagines TED talks as literary texts to be read alongside standard canonical offerings and cultivates student voice by organizing the syllabus around the culminating goal of a student-populated TEDx event.

**Chair and Presenter**: Cornelius Minor, Teachers College, Columbia University, New York, NY

**Presenters**: Kathleen Devine, The Benjamin School, North Palm Beach, FL
Georgia Heard, Teachers College Reading and Writing Project, New York City, NY, “Ideas from the Heart”
Cristina James, The Benjamin School, North Palm Beach, FL
Jamila Lyiscott, Teachers College, Columbia University’s Institute for Urban and Minority Education, New York, NY, “Reimagining Articulacy and Multilingualism by Privileging Vernacular in Classrooms”

G.17 Empowering Teachers, Empowering Learners: Technology and Transformation

**Session**: 372 DE

Technology may be the great equalizer—or it may help to widen gaps. Presenters in this session will share their experiences of incorporating technology into literacy instruction in an effort to empower their students as readers and writers in a digital world.

**Chair**: Kristen Hawley Turner, Drew University, Madison, NJ

Ivelisse Brannon, Central Park East High School, New York, NY, “Making Argument Matter”
Alex Corbitt, The Bronx School of Young Leaders, NY, “Book Clubs 2.0: Using Smart Devices to Amplify Student Discussion”
Emilie Jones, CIS 303: The Leadership and Community Service Academy, New York, NY, “LGBTTechnology”
Lauren King, Drew University, Madison, NJ, “Technology in the Title I Classroom: Finding and Giving Voices”
Joseph Pizzo, DrewTeachNJ and New Jersey Council of Teachers of English, Madison, NJ, “ELA 2.0—Mixing Fun with Fundamentals”
Lauren Zucker, Northern Highlands Regional High School, Allendale, NJ, “Motivating Digital Readers”

G.18 Creating Passionate Reading Communities: Practical Tools to Engage Every Child, Every Day

**Session**: 362 DEF

We are facing a mounting reading crisis, so what can we do to create more engaging reading experiences? This session is meant to help educators rethink their literacy choices, leaving them feeling empowered and ready to help all kids become readers, all without purchasing another program.

**Presenter**: Pernille Ripp, teacher/Global Read Aloud, Madison, WI

**Respondents**: Penny Kittle, Plymouth State University, NH
Donalyn Miller, The Book Whisperer, Inc., Colleyville, TX
G.19 It’s a Journey—Learning to Enable Students’ Civic Voices
370 A
Increasingly, teachers are helping students use their voices for improving their school or community. However, instructional moves for this may seem unfamiliar for many excellent teachers. In a true panel session, panelists will briefly share successes and challenges in this work, followed by extensive discussion among panelists and session participants.

Presenters: Brandon Hatcher, University of Alabama, Tuscaloosa
Vanessa Heller, Oak Park Unified School District, CA
Madeline Kobayashi, Chicago Public Schools, IL
Steven Zemelman, Northeastern Illinois University, Chicago

G.20 Self-Consciousness, Redemption, and the Reading Workshop: A Space for Voice, Maturation, and Competence
370 B
Have you ever struggled with the Reading Workshop? Is there something unspoken amongst your readers that you can’t quite figure out? In fact, do readers believe they can overcome “challenges,” whether apparent or perceived? In this presentation, a wide range of reading teachers will share strategies that promote competence and improve self-consciousness and redemption.

Chair and Presenter: Justin Stygles, Wiscasset School Department, Wiscasset, ME
Presenters: Michelle Best
Kara Dibartolo, Bethel Public Schools, CT
Stephanie Fearn, Caloosa Middle School, Cape Coral, FL
Nichole Walsh, Fresno State, Department of Educational Leadership, Fresno, CA
Respondent: Nancy Akhavan, Fresno State University, CA

G.21 Diversity Days: Planning Community and School Events That Celebrate Diversity through Children’s Literature and Writing
371 D
Come participate in mini-recreations of four diverse children’s book events, including a #WeNeedDiverseBooks-inspired PD for inservice teachers featuring book-themed snacks and QR codes for after-book activities, a National African American Read-In read-a-thon with book-response prompts, and a Día de Los Libros community-wide event featuring student-written identity poetry as the primary texts.

Presenters: Lauren Burrow, Stephen F. Austin State University, Nacogdoches, TX
Jacqueline Jackson, Stephen F. Austin State University, Nacogdoches, TX
Claire Rumsey, Stephen F. Austin State University, Nacogdoches, TX

G.22 Youth in Action: An Exploration of Service Projects
350 B
What does it look like to make an impact in your school, neighborhood, city, or beyond? Two schools share exciting work that bridges literacy learning with community-based action. Leave with ideas for implementing your own projects in your community!

Presenters: Lindsey Keenan, Hand Middle School, Columbia, SC
Lauren McClanahan, Western Washington University, Bellingham
Ashlynn Wittchow, Bread Loaf Teacher Network, Middlebury, VT

G.23 Reframing Research Projects: Active Learning, Engaging Skills, New Methods
361 D
Reframe your research projects to bring more student voice and choice into process and product. Hear from educators teaching students the skills of ethnographers, exploring genre studies, and including oral histories and primary sources. Your research teaching will gain new facets and your students deeper skills.

Presenters: Natalie Elliott, NYOS Charter School, Austin, TX
Ean Fulks, NYOS Charter School, Austin, TX
Gina Paese, Blue Valley School District, Overland Park, KS
G.24 Navigating Technically Mediated Discourses

Increasingly, reading and writing in the 21st century is technologically mediated. Presenters share tools and strategies for discourse analysis, research, and technical communication.

**Chair:** Alexis Piper, University of Wisconsin-Whitewater

**Presenters:** Kimberly Harper, North Carolina A&T State University, Greensboro
Amber Nichols-Buckley, University of Mississippi, Oxford
Jonathan Ostenson, Brigham Young University, Provo, UT
Ellen Shelton, The University of Mississippi, University


Panelists share service-learning strategies to engage students in social advocacy.

**Chair:** Lori Assaf, Texas State University, San Marcos

**Presenters:** Lucy Arnold, University of North Carolina at Charlotte
Lauren Fletcher, Tallahassee Community College, FL
Bret Keeling, Northeastern University, Boston, MA
Kelly Thayer, Tallahassee Community College, FL

G.26 Teaching for Educational Equity with Action Research

This presentation illuminates an action research collaboration between three educators: a preservice teacher, cooperating teacher, and university supervisor. We will discuss how this trio inquired into their own teaching and research, and share strategies for implementing action research projects in collaborative partnerships.

**Presenters:** Anne Daly-Lesch, The University of Texas at Austin
Catherine Lammert, The University of Texas at Austin
Molly Marek, The University of Texas at Austin

G.27 Let’s Get Critical: An Examination of Three Teachers’ Attempts to Embed Critical Racial Literacy in Their Classrooms

Three instructional coaches explore the effects of the implementation of critical literacy and critical racial pedagogies within urban classrooms. The authors explore the growth in teachers’ beliefs and practices when provided with a simultaneously rigorous and authentic method for merging critical pedagogies with standardized curricula.

**Presenters:** Jacobe Bell, Teachers College, Columbia University, New York, NY, and Rutgers University, City College, NJ
Kisha Porcher, Rutgers University, New Brunswick, NJ
Reshma Ramkellawan, Equity Consulting Group, New York, NY

G.28 Can You Hear Us Now? Blogging to Become Public Thinkers

“If my voice is clear, my message powerful, my delivery flawless…” goes a Verizon ad. Teachers who want students to attempt this, need to teach them to connect brains to words, thoughts to voices. Two teachers demonstrate and discuss challenges of bringing familiar traditions of rhetoric into the digital world.

**Presenters:** Richard Kreinbring, Avondale High School, Auburn Hills, MI
Karen LaBonte, Avondale High School, Auburn Hills, MI

G.29 Digital Literacies and Classroom Research

This session features research on digital literacies and new media: (1) voicing literacy experiences through the use of technology and texts, (2) participatory digital literacy environments, and (3) digital multimodal composing.

**Chair:** Rick Mariatt, New Mexico State University, Las Cruces

**Presenters:** Rachelle Furness, Memorial Early College High School with St. Phillip’s College, New Braunfels, TX
Blaine Smith, University of Arizona, Tucson
G.30 Identity and Research on Classroom Discourse

This session features research on identity, dialogics, and classroom discourse.

**Presenters:** Briana Kidd, University of Alabama, Tuscaloosa
Saba Vlach, The University of Texas at Austin
Jo Worthy, The University of Texas at Austin

G.31 Teaching Literature in Higher Education

Presenters share strategies for teaching literature at the college level.

**Presenters:** Jason Courtmanche, University of Connecticut, Mansfield
Mary Munger, University of Findlay, OH

G.32 Enough Elegies: Raising Student Voice in Appalachia through Argument, Advocacy, and Activism

Join three educators who believe students in Appalachia have heard enough elegies. Presenters will share classroom-tested lessons for teaching contemporary Appalachian literature, positive alternatives to *Hillbilly Elegy*, and personal experiences encouraging and engaging young people in Appalachia to use their voices to advocate for justice and equity.

**Presenters:** Robert Gipe, Southeast Kentucky Community & Technical College, Cumberland
Jessica Salfia, Spring Mills High School, Martinsburg, WV
Natalie Sypolt, West Virginia University, Morgantown

G.33 Disciplinary Literacies as College and Career Readiness: Promoting Conversation among Secondary and College Faculty

How can a disciplinary literacies approach help students make smoother transitions from high school to college writing—across subject areas? Join secondary and university instructors who have collaborated to study how writing really takes shape in subject areas and disciplines and what teaching strategies can help students truly be college ready.

**Chair:** Cathy Fleischer, Eastern Michigan University, Ypsilanti

**Presenters:** Ann Blakeslee, Eastern Michigan University, Ypsilanti
Melanie Dever, Mill Creek Middle School, Dexter, MI
Ethan Konett, Huron High School, Ann Arbor, MI
Lauren Nizol, Novi High School, MI

G.34 #TeachLivingPoets: Redefining the Canon to Discover and Develop Student Voice through Living Poets

Teaching contemporary poets exposes students to a myriad of diverse voices and current issues while modeling how to use their voices as agents for change. This hands-on session showcases poetry lessons, how social media and digital tools can enhance poetry, responding to poetry, and teaching collections as a whole.

**Presenters:** Susan Barber, Northgate High School, Newnan, GA
Karla Hilliard, Spring Mills High School, Martinsburg, WV
Jori Krulder, Paradise High School, Chico, CA
Adrian Nester, Tunstall High School, Dry Fork, VA
Melissa Smith, Lake Norman Charter High School, Huntersville, NC
Sarah Soper, Northwest High School, Jackson, MI

G.35 You Never Really Understand a Person until You Climb in Their Jordans and Walk around in Them

Veteran and novice mother/daughter teachers, along with author Nic Stone, will showcase how *To Kill a Mockingbird* and Stone’s *Dear Martin* can be used to inspire students in both college prep and Title I settings to find their voices, to speak up, and foster empathy to shape the future.

**Presenters:** Georgia Parker, Trinity Preparatory School, Winter Park, FL
Hannah Parker, Seminole County Public Schools, FL
Nic Stone, Random House Children’s Books
G.36  Fierce Females: Owning Their Strong Voices and Bodies

381 C

Today’s young adult characters move beyond the pretty damsel in distress into females who can take care of themselves. Thank you very much. The panel’s goal is to showcase ways younger females can advocate for their own bodies and voices.

Presenters: Kim Briggs, author, Pocono Pines, PA
Katherine Locke, Albert Whitman & Co.
Alison Myers, The Highlights Foundation
Abbey Nash, Tiny Fox Press
Padma Venkatraman, Nancy Paulsen Books

G.37  DAMN: Student/Teacher Collaboration in Search of Shared Knowledge

382 A

We believe that collaborative pedagogy best happens when student voice drives curriculum. We will discuss how the three of us share four common beliefs: a social culture of writing among students, a focus on authorial identity, an inquiry stance by teachers, and an emphasis on interdisciplinary writing and collaboration.

Chairs and Presenters: Erika Kitzmiller, Teachers College, Columbia University, New York, NY
Dina Portnoy, University of Pennsylvania, Philadelphia

Presenters: Christina Puntel, Carver High School of Engineering and Science, Philadelphia, PA
John Taylor-Baranik, Philadelphia, PA
Geoffrey Winikur, Carver High School of Engineering and Science, Philadelphia, PA

G.38  Teaching Civic Action through Picture Books

360 D

Children’s literature reflects the world around us and has the power to inspire, educate, and engage readers in social action. This panel will discuss specific picture books (both fiction and nonfiction) teachers can use to build students’ confidence and skills to take action and use their voices for social change.

Presenters: Elizabeth Green, Falls Church City Public Schools, VA
Emma Otheguy, Lee & Low and Bloomsbury
Julie Segal Walters, Simon & Schuster/Paula Wiseman Books

G.39  Can You Hear Us? Children’s Literature as the Gateway to Discussion and Action for Empathy, Equity, and Social Justice

360 E

Let’s explore diverse children’s literature as a gateway for conversation, developing empathy, and moving toward advocacy. The presenters will share an implementation framework with examples to lead students toward action through the examination of critical issues. Student examples will be shared to demonstrate each phase of the framework.

Presenters: Katie Kelly, Furman University, Greenville, SC
Lester Laminack, author and consultant, Dillsboro, NC

G.40  Keepin’ It Real: Authentic Responses to Reading

360 F

Providing students with opportunities for authentic responses to reading that allow them to discuss, question, and connect with others can deepen their understanding and appreciation of the books they read. In this session, elementary educators will discuss why and how to implement some powerful, authentic response activities in their classrooms.

Chair and Presenter: Gigi McAllister, RSU#5, Freeport, ME

Presenters: Patrick Andrus, Eden Prairie Schools, MN
Lesley Burnap, Coolidge School, Oxford, MA
Darren Choate, Great Falls Elementary School, Gorham, ME
Anna Sedenka, Great Falls Elementary School, Gorham, ME
G.41 ELATE Membership Meeting and Social Hour

All those interested in shaping English language arts teacher education are invited to attend this membership meeting and social to mingle with representatives from English education programs nationwide and prospective English education graduate students and PhD candidates. The winners of the 2018-2019 ELATE Research Initiative Grant and 2018 ELATE Graduate Student Research Award competitions will be recognized. This is also a time to meet experienced, new, and future English teacher educators. There will be an opportunity to announce ELA teacher education position openings and to talk informally with prospective candidates.

Chair: Mollie V. Blackburn, The Ohio State University, Columbus

G.42 Honor, Reflect, and Celebrate the Diversity of Your Classroom with Mentor Texts

Mentor texts are powerful teachers in classrooms. We must expand our repertoire of texts to reflect, honor, and celebrate the students of 21st-century classrooms. The presenters work through the steps of reading, noting craft moves, and creating relevant lessons with a set of current and representative picture books.

Chair and Presenter: Stacey Shubitz, Balanced Literacy Consulting, Harrisburg, PA
Tradebook Author: Meg Kearney, Pine Manor College, Chestnut Hill, MA
Presenter: Melanie Meehan, Simsbury Public Schools, CT

G.43 All American Boys, #BlackLivesMatter, and Socratic Seminar to Promote Productive Dialogue in the Classroom

This session will share how Socratic Seminar was used with a young adult (YA) novel that addresses a contemporary issue to help preservice and inservice teachers develop tools for using critical literacy and culturally sustaining pedagogy in their classrooms and confront their own beliefs about challenging topics.

Presenters: Melanie Koss, Northern Illinois University, DeKalb
Concetta Williams, Chicago State University, IL

G.44 Creating a Climate of Social and Environmental Justice in the English Classroom

English teachers have the ability to facilitate powerful and meaningful classroom discussions that instruct students on social and environmental justice. Panelists of trade book authors, both fiction and nonfiction, will share ways in which you can transform students into empathetic, critical thinkers. Authors will share book titles and offer discussion tips.

Chair and Presenter: Sarah Mulhern Gross, High Technology High School, Lincroft, NJ
Tradebook Authors: Nancy Castaldo, Houghton Mifflin Harcourt Books for Young Readers
Margarita Engle, Simon & Schuster
Presenter: Mary Knight, Scholastic, Inc.

G.45 The Awesomeness of Anthologies: Four Authors and Editors on How Anthologies Are Created and How to Use Them in Your Classroom

Betsy Bird, Ellen Oh, Colby Sharp, and Elissa Brent Weissman—the editors of Funny Girl, Flying Lessons, The Creativity Project, and Our Story Begins, respectively—share the process of putting together their anthologies and creative, effective ways to use anthologies in the classroom.

Presenters: Betsy Bird, Evanston Public Library, IL
Lamar Giles, Penguin Random House
Colby Sharp, Parma Elementary School, MI
Elissa Brent Weissman, Simon & Schuster

G.46 Supporting a Culture of Thinking and Elevating Student Voices: Time, Space, Tools

Educators have the great responsibility to nurture classroom cultures where all students have the time, space, and tools to think deeply. We’ll share our journeys and the tools and strategies we’ve found to be most impactful in order to help students discover and know the power of their voices.

Presenters: Cortney Ingram, Dublin City Schools, OH
Gretchen Taylor, Dublin City Schools, OH
Carly Ullmer, Dublin City Schools, OH
G.47 What Does an Accessible, Rigorous Shakespeare Curriculum Look Like? Practical Lessons from the DC Public Schools-Folger Shakespeare Library Partnership

350 F
What happens when the Folger and DC Public Schools pair up to improve Shakespeare instruction? A new curriculum! New PD! Student voice a priority! Assessment and writing! Join us for a practical glimpse into the curriculum that is changing how DCPS teachers teach Shakespeare as well as other complex texts.

Chair: Peggy O’Brien, Folger Shakespeare Library, Washington, DC
Presenter: Robert Yates, Manager of Secondary English Language Arts, DC Public Schools

G.48 Comics for All: Graphic Novels as Format, Not Bait

360 ABC
Graphic novels are often pitched as only a way to engage reluctant readers, but it’s a powerful format for all readers. This session dives into ways we can use comics and graphic novels in English language arts, their text features, and how teachers can scaffold instruction with this unique art form.

Chair: Antero Garcia, Stanford University, CA
Presenters: Mitchell Nobis, Birmingham Public Schools, MI
Andrea Zellner, Oakland Schools, Waterford, MI

G.49 Writing Our Futures: Youth Public Writing and American Creed

381 B
Through its many stories, the documentary American Creed wrestles with key issues in America today. The American Creed Youth Publishing project, developed by the National Writing Project, invites youth across the country to develop and publish their own stories to be a part of these conversations and a larger collection.

Presenters: Janelle Bence, North Star of Texas Writing Project, Denton
Christina Cantrill, National Writing Project, Berkeley, CA
Dawn Reed, Red Cedar Writing Project, East Lansing, MI
Molly Robbins, Cherokee Trail High School, Aurora, CO
Suzanne Sutton, Classen School of Advanced Studies, Oklahoma City, OK

G.50 Literature as the Catalyst for Creating Change

350 D
Educators know that novels and narrative nonfiction build empathy and knowledge of the social and political issues that affect their students’ lives. But how does an educator turn empathy and knowledge into student-driven action? A panel of authors share resources and profile classroom activism.

Tradebook Authors: Laura Atkins, children’s book editor, Berkeley, CA
Cynthia Levinson, author, Austin, TX
Tamara Ellis Smith, author, VT
Laurie Ann Thompson, Simon & Schuster

Presenters: Alyson Beecher, Glendale Unified School District, Pasadena, CA
Dashka Slater, author, Oakland, CA
Ibi Zoboi, HarperCollins

G.51 Empowering English Language Learners: Celebrating Students’ Voices in a Literacy Workshop

350 C
How can we cultivate learning opportunities that allow for all students’ voices to be heard? Classroom teachers will explore a literacy workshop that values and affirms the ethnic, cultural, and linguistic diversity of students. We will share student work samples and invite participants to engage in critical dialogue.

Chair: Michele Marx, Hofstra University, Hempstead, NY
Presenters: Rebecca Donelin, Hofstra University, Hempstead, NY
Stephanie Gentilini-Pagonism, Carrie Palmer Weber Middle School, Port Washington, NY
Michelle Smithers, Hofstra University, Hempstead, NY
G.52 Walden on Film: Revitalizing Transcendentalism through Personal Narrative

A recent narrative film, Walden: Life in the Woods, serves as a classroom tool to reframe and personalize the study of transcendentalism and American literature in general. The film and its application revitalize themes that inspire modern day high school students to apply their own narratives to archaic literary texts.

**Presenters:** Shane Boris, Hound Horse Dove Productions, Los Angeles, CA
Margaret Groninger, Mamaroneck High School, Mamaroneck, NY
Alex Harvey, Hound Horse Dove Productions, Los Angeles, CA

G.53 Raising Rural Voices: Rural Students Write to Connect to Communities outside of Their Own

Two rural educators from two midwestern states share classroom projects.

**Presenters:** Angie Miller, Gladbrook-Reinbeck Junior & Senior High School, IA
Benjamin Woodcock, Okemos High School, MI

G.54 How Student Voice Drives Student Choice

Four teachers, working with students from sixth-grade intervention to senior honors, discuss how they use poetry about current world issues as a stepping-stone for students to discover their own voices and the voices of others through classroom discourse and diverse novels in their classroom libraries.

**Presenters:** Sarah Andersen, Fenton High School, MI
Jessica Crawford, Fitzgerald Public Schools, Warren, MI
Lindsay Grady, Fenton Area Public Schools, MI
Elizabeth Peter, Grand Blanc West Middle School, MI

G.55 The Power of Voice—Editorial Writing

This session will show how authentic editorial writing can help empower student voices and lead to a better understanding of media. The session will show how to construct and craft the editorial as well as provide real samples of student editorial writing.

**Presenters:** Lori Keekley, Journalism Education Association, Manhattan, KS
Sarah Nichols, JEA NCTE Liaison, Iowa City, IA

G.56 Negotiating Conflicts That Risk Our Ability to Enact Change: How Students and Teachers Can Work Together to Effectively Capitalize on Conflict

Our commitment to social justice can falter when daily interactions with students and colleagues challenge school and community cultural norms. Using example lesson ideas and language choices in classrooms and professional development contexts, we introduce a process for using these conflicts as resources for enacting the change we seek.

**Chair and Presenter:** Danielle Lillge, Illinois State University, Normal
**Presenters:** Amy Knowles, Missouri State University, Springfield
Ellen Stefan, Missouri State University, Springfield
G.57  Out of Darkness Meets Romeo and Juliet: Tackling Hatred in Unequal Worlds through Voice, Image, and Action

340 AB

This interactive session allows participants to learn a pedagogical practice that will help them counteract hatred, harassment, and exclusion in their school communities. Using both canonical and contemporary, multicultural YA literature, participants will experience soundscaping, a flexible drama pedagogy for creating, engaging with, and critiquing storyworlds.

Presenters: Patricia Enciso, The Ohio State University, Columbus
Sarah Fletcher, The Ohio State University, Columbus
Nithya Sivashankar, The Ohio State University, Columbus

G.58  Writing, Revised: Writing Love, Hope, and Resilience

381 A

This interactive session positions writing instruction, and especially revision processes, as central to the emotional and intellectual work in schools. As students and teachers revise their written texts, they also are able to claim agency and revise their relationships with school and with writing itself.

Presenters: Christine Dawson, University at Albany, NY
Bronwyn LaMay, Santa Clara Unified School District, CA, “Writing Love”
Nicole Sieben, SUNY College at Old Westbury, “Writing Hope”

Respondent: Valerie Kinloch, University of Pittsburgh, PA

G.59  Kids’ Podcasts in the Classroom—Developing Unconstrained Skills

361 B

Podcasts created for kids—and oftentimes by kids—are emerging as valuable resources, transforming engagement and learning through listening, questioning, recording, reflecting, and connecting with children. Join two podcast creators for some audio fun as they share ideas for how podcasts can engage students.

Presenters: Kitty Felde, Buttons & Figs podcast, Phoenix, AZ
Pamela Rogers, Buttons & Figs podcast, Phoenix, AZ

G.60  POSTER SESSION: Will I Need to Know This outside of School?

350-360 PREFUNCTION

These poster presentations explore the myriad ways in which we can connect the teaching of reading and writing to life beyond the classroom through journalism, technical writing, advocacy, and more.

Poster 1: S.H.I.N.E.—Independent Academic Growth through Community Engagement and Reflection (G)
RC Atchisson

Poster 2: Student Voices, Student Choices: How Literacy in Career and Technical Education Engages and Empowers Students (S)
Stacey Takanishi

Poster 3: Meeting Student Expectations of Composition Courses (C TE)
Galia Fussell

Poster 4: The Best of the Journalism Education Association (E M S)
Jonathan Rogers, Journalism Education Association, Iowa City, IA

Poster 5: English IRL (S)
Heather Ahern Huish

Poster 6: The Power of the High School Newspaper in an Urban Community (M S)
Emel Topbas-Mejia

G.61  EXHIBITOR SESSION: Using Hi-Lo Books to Meet the Needs of Struggling Learners

382 C

Sponsored by Saddleback

Based on NAEP data, over 60% of American students are reading below a proficient level. Through the use of hi-lo books, educators can engage these struggling learners, target instruction, and improve reading comprehension, fluency, and vocabulary. This session will provide an overview of contemporary hi-lo fiction and nonfiction books in a wide variety of genres and strategies teachers can use to help the most struggling learners, including English language learners, succeed.

Presenter: Jill Haney
FRIDAY EVENING EVENTS

6:45–8:45 P.M.

All-Attendee Event:
A Celebration of Stories with Authors & Illustrators

GRAND BALLROOM B

On Friday evening, all attendees are invited to join NCTE as we celebrate stories with the power to transform lives by a panel of authors and illustrators of books for all ages. The panel for this event includes Elizabeth Acevedo, Nina LaCour, Loren Long, and Matt de la Peña. Author Sharon M. Draper will serve as moderator. Sweet treats, a cash bar, and a book signing round out the evening.

Author Introductions: Marshall George, Hunter College, CUNY

Elizabeth Acevedo is the youngest child and only daughter of Dominican immigrants. She has more than fourteen years of performance poetry experience, and has been an English teacher. The Poet X, a New York Times bestseller, is her debut novel.

Sharon M. Draper is a teacher and accomplished writer. She has been honored as the National Teacher of the Year, and is a New York Times bestselling author. Her book Stella by Starlight received the 2016 NCTE Charlotte Huck Award for Outstanding Fiction for Children.

Nina LaCour is the author of the Michael L. Printz Award-winning novel We Are Okay, as well as the William Morris honor novel Hold Still. Formerly a bookseller and high school English teacher, she is now on the faculty of Hamline University’s MFAC program.

Loren Long is an award-winning, #1 New York Times bestselling children’s book author and illustrator. He is the creator of the Otis series of picture books, as well as Little Tree. He is the illustrator of Love by Matt de la Peña, and Of Thee I Sing by President Barack Obama.

Matt de la Peña is the #1 New York Times best-selling, Newbery Medal-winning author of five picture books (including Love and Last Stop on Market Street) as well as six critically acclaimed young adult novels.
### 5:00–6:30 P.M.

**Annual Business Meeting for the Board of Directors and Other Members of the Council**

**GRAND BALLROOM C**

NCTE, ELATE, TYCA, and NCTE section nominating committees will be on hand to accept nominations for candidates for the 2019 elections.

The agenda for the meeting will be available at the door.

The rules of conduct for the meeting are listed on page 260.

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

**Parliamentarian:** Erika Lindemann, University of North Carolina, Chapel Hill

**Presentation of Resolutions:** Jeanette Toomer, NCTE Committee on Resolutions Chair, New York, NY

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### 8:00–9:30 P.M.

**Cultural Celebration**

**342 ABDE**

*Hosted by the Black and Latinx Caucuses*

The sounds of the soul, the voices and verbs of the spoken word, and the eclectic energy of Houston highlight an evening of culture, history, and performance. This dynamic event will start at the moment when music meets breath, interacting and converging in conversation, using spoken word poetry to reclaim identities and challenge inequities around language, privilege, and power. Each performance will illuminate issues transcultural and representative of neo-American being, while highlighting children and stories told through themes of social justice and communities of harmony.

This providential event is presented collectively by the Black and Latinx Caucuses. The Cultural Celebration is open to all NCTE members and guests.