

SATURDAY, NOVEMBER 17

7:00–9:15 A.M.

ALAN Breakfast

Assembly on Literature for Adolescents
of NCTE

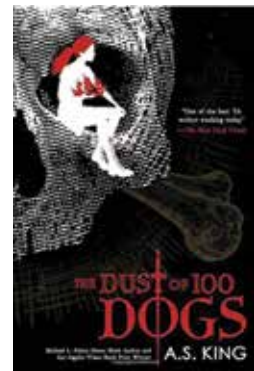
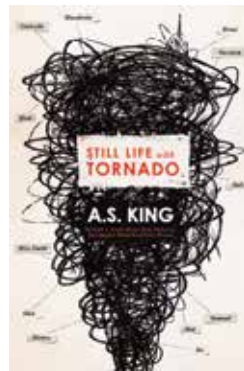
GRAND BALLROOM A

ALAN President: Mark Letcher, Lewis University,
Romeoville, IL

ALAN Award Winner: Michael Cart, *Booklist*

Hipple Award Winner: Teri Lesesne, Sam Houston State
University, Houston

A.S. King is the critically acclaimed author of eleven novels for young readers, including *Still Life with Tornado*. Her work has earned numerous awards, including an *L.A. Times* Book Prize, a Printz Honor, and over fifty starred reviews. The *New York Times* called her “one of the best YA writers working today.” She teaches at the Vermont College of Fine Arts and lives in Pennsylvania with her family.



H.01 Beyond Digital Storytelling: Multisensory, Multicultural, Multimedia

310 ABC

The power of literacy lies in the ability to gain entrance into the transfer of ideas. Whether it was through a letter or a novel, reading and writing on paper was the chosen medium for school because it was the resource most readily available. Today, everybody with access to the devices we carry in our pockets can share stories and convey information through a wide variety of formats. Not only do these new tools provide more access points for students to demonstrate their knowledge, video is the relevant means of communication today. In this session, participants will engage with a variety of compositional approaches traditionally taught using paper and pencil to help their students move beyond digital storytelling to become more metacognitive communicators.

Chair and Presenter Introductions: Katie Muhtar, **Presenters:** Mindy Ahrens, Apple Distinguished Educator
Billy Corcoran, Falmouth Schools, ME
Mike Lewis, Boston, MA

H.02 Meet the NCTE Editors

G

340 AB

Participants will have the opportunity to meet journal and book editors, explore the publishing possibilities available with NCTE and with assembly journals, and discuss specific project ideas with the editors. Submission guidelines will be available.

Chair: Kurt Austin, NCTE, Urbana, IL

Editors:

The ALAN Review

Ricki Ginsberg, Colorado State University, Fort Collins, coeditor
Wendy Glenn, University of Colorado Boulder, coeditor
Danielle King-Watkins, University of Connecticut, Storrs, coeditor

College English

Melissa lanetta, University of Delaware, Newark

English Education

Tara Star Johnson, Purdue University, West Lafayette, IN

English Journal

Toby Emert, Agnes Scott College, Decatur, GA, coeditor
R. Joseph Rodríguez, California State University, Fresno, coeditor

English Leadership Quarterly

Elaine Simos, Downers Grove North High School, IL

The Journal of Children's Literature

Donna Sayers Adomat, Indiana University Bloomington, coeditor
Karla J. Möller, University of Illinois at Urbana-Champaign, coeditor
Angela Wiseman, North Carolina State University, Raleigh, coeditor

Language Arts

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

ReadWriteThink.org

Lisa Storm Fink, NCTE, Urbana, IL

Research in the Teaching of English

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

Talking Points

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

Teaching English in the Two-Year College

Holly Hassel, North Dakota State University, Fargo

Voices from the Middle

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

H.03 Advocating for Public Education of Minority Students: What Is Needed to Enable Students to Use Their Voices in Powerful Ways?

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Rainbow

320 AB

Sponsored by the Black Caucus, Committee on Critical Issues in Black Education

This Black Caucus-sponsored panel discussion on literacy learning addresses the needs of minority children by evoking a sense of advocacy not just for the teaching profession but more important for enabling students' voices within their community. This session will provide ways to advocate and instructional approaches for classrooms.

Chair: Jamal Cooks, Chabot College, Hayward, CA

Presenters: Deborah Bartley-Carter, Joseph H.

Brensinger School, Jersey City, NJ

Caroline Brewer, Unchained Spirit Enterprises

Jung Kim, Lewis University, Romeoville, IL

Melita Walker, West Middle School, Columbia, MO

Respondent: Jane Bean-Folkes, Marist College,

Poughkeepsie, NY

H.04 Teachers as Assessment Leaders in Literacy: Roundtable Discussions

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381 B

Sponsored by the Standing Committee on Literacy Assessment

The roundtables, led by experienced teachers and researchers, aim to help teachers rethink the role of assessment to improve teaching and learning and identify productive ways to respond to assessment mandates. Presenters offer strategies for literacy assessments, and information about the pros and cons of various approaches.

Chair: Peggy O'Neill, Loyola University, Baltimore, MD

Engaging Families as Collaborators in Literacy Assessment (E-M)

Rosario Ordoñez-Jasis, California State University, Fullerton

Kathryn Mitchell Pierce, Saint Louis University, MO

Literacy Assessment, a Love Story: Tracking Secondary Students' Growth and Breaking Up with High-Stakes Standardized Formats (S)

Josh Flores, consultant, Hoover, AL

Teachers as Biographers: Documenting Learning and Change over Time (E)

Bobbie Kabuto, Queens College, Flushing, NY

Using Assessment in Responsive Teaching Cycles (E)

Becky McCraw, Goucher Elementary School, Gaffney, SC

The Role of Reflection in Pedagogy and Assessment (C)

Kathleen Blake Yancey, Florida State University,

Tallahassee

Moving beyond Rubrics in the Conversation about Writing Assessment (S-C)

Peggy O'Neill, Loyola University, Baltimore, MD

H.05 Speaking Out for Equity and Justice in English Education

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372 DE

Sponsored by the ELATE Commission on Social Justice in Teacher Education

In this conversation session, members of the Commission on Social Justice in Teacher Education examine issues of policy, pedagogy, and practice that impact equity and justice in English education. The roundtables invite discussion and reflection on advocacy efforts and scholarship.

Chairs and Roundtable Leaders: Briana Asmus, Aquinas College, Grand Rapids, MI

Charles H. Gonzalez, Alabama A+M University, Huntsville

Roundtable Leaders: Meghan Barnes, University of North Carolina, Charlotte

Stefani Boutelier, Aquinas College, Grand Rapids, MI

Kelly Byrne Bull, Notre Dame of Maryland University, Baltimore

Shana Hartman, Gardner-Webb University, Shelby, NC
Elishya Konkler, Montana School for the Deaf and Blind, Great Falls, MT

Allison Wynhoff Olsen, Montana State University, Bozeman

Travis Reyes, HB Woodlawn, Arlington, VA

Jeanie Reynolds, Gardner-Webb University, Shelby, NC

Amy Vetter, University of North Carolina, Greensboro
Melody Zoch

Respondents: Sarah Donovan, DePaul University, Chicago, IL

Paula Greathouse, Tennessee Tech University, Cookeville
Dawn Jacobs Martin, Notre Dame of Maryland

University, Baltimore

Rebecca Maldonado, University of Oklahoma, Norman

Jody N. Polleck, Hunter College, CUNY

Stephanie Anne Shelton, University of Alabama, Tuscaloosa

Jennifer Jackson Whitley, University of Georgia, Athens

H.06 Unflattening English (Teacher) Education: A Programmatic Approach for Raising Student Voice and Speaking Out for Equity and Justice



342 C

Sponsored by the Standing Committee on Research

In this session, English teacher educators at Michigan State University will showcase the dynamic work they are engaging in as a way to highlight how English education programs are working toward equity and justice in and through their research and teaching.

Chair: Emery Petchauer, Michigan State University, East Lansing

Table 1: Listening in Dialogues and Arguments

Jennifer VanDerHeide, Michigan State University, East Lansing

Table 2: Examining Youth Multiliteracies through Songwriting Journals

Vaughn Watson, Michigan State University, East Lansing

Table 3: From Racial Violence to Racial Justice: Critical Race English Education in the English Teacher Education Classroom

April Baker-Bell, Michigan State University, East Lansing

Tamara Butler, Michigan State University, East Lansing
Lamar Johnson, Michigan State University, East Lansing

Table 4: Redesigning toward Transformative English Teaching

Erik Skogsberg, Michigan State University, East Lansing

Table 5: Religious Literacies and/in English Education

Mary Juzwik, Michigan State University, East Lansing
Larkin Weyand, Brigham Young University, Provo

H.07 Teachers as Writers: Practices and Possibilities



352 DEF



Sponsored by the ELATE Commission on Writing Teacher Education

In this fifth annual roundtable session, teacher-writers from around the country share ideas and experiences about how they incorporate writing in purposeful ways across their personal and professional lives. Come ready to discuss what you're up to as a teacher-writer—and what you're wondering along the way.

Co-Chairs: Christine Dawson, University at Albany, NY
Jim Frederickson, Boise State University, ID
Troy Hicks, Central Michigan University, Mt. Pleasant
Anne Whitney, Penn State University, University Park

Roundtable Leaders: Kristen Gedeon

Angela Knight, Holbrook School, Hamtramck, MI
Lauren Nizol, Novi High School, MI
Annie Syed, Menaul Independent, Albuquerque, NM

Respondents: James Davis, University of Northern Iowa, Cedar Falls

Tim Dewar, University of California, Santa Barbara
Cathy Fleischer, Eastern Michigan University, Ypsilanti
Tracey T. Flores, The University of Texas at Austin
Antero Garcia, Stanford University, CA
Darshna Katwala, Nassau Community College, Garden City, NY

Geneva Korytkowski, Oscar A. Carlson High School, Gibraltar, MI

Elsie Lindy Olan, University of Central Florida, Orlando
Mitchell Nobis, Birmingham Public Schools, MI
Christina Ponzio, Michigan State University, East Lansing
Dawn Reed, Red Cedar Writing Project, East Lansing, MI
Mary Sawyer, State University of New York, New Paltz
Kelly Virgin, West Chester University, PA
Shelbie Witte, Oklahoma State University, Stillwater

H.08 Participatory Community Literacies in Action: After-School Languages and Literacies in Situated Contexts



361 EF

Sponsored by the College Section Steering Committee

This panel sponsored by the NCTE College Section will examine after-school spaces as sites for literacy learning, activism, and digital praxis.

Chair: Steven Alvarez, St. Johns University, Queens, NY

Presenters: Sara P. Alvarez, Queens College, CUNY
Victor Del Hierro, University of Texas at El Paso
Patricia Flores, University of Texas at El Paso
Laura Gonzales, The University of Texas at Austin

H.09 Postcards from the Edge: Self-Care Rituals to Combat Compassion Fatigue

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342 ABDE S

Sponsored by the Secondary Section Steering Committee

“Caring too much can hurt” (Compassion Fatigue Awareness Project, <http://www.compassionfatigue.org>). The Secondary Section Steering Committee proudly presents this session to help members develop a self-care survival strategy. Ten Self-Care Strategy Stations will offer a variety of free resources (including printables; journal stationery; DIY aromatherapy products, etc.). Let the healing journey begin . . .

Presenters: April Niemela, Idaho State Department of Education
Shekema Silveri, IFE Academy of Teaching & Technology, Atlanta, GA

H.10 Preparing for the Work: Perceptions and Reflections of Preservice Teachers and Their University Supervisors

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As new teachers continue to flee the profession, the question of whether or not these professionals were adequately prepared for the work remains. On this panel, teacher educators along with preservice teachers share insights, stories, and lessons from preservice English teachers engaged in reflection as a tool to succeed.

Chair: Laura Turchi, University of Houston, TX
Empowerment through Reflection
James Blasingame, Arizona State University, Tempe
Shelly Shaffer, Eastern Washington University, Cheney

Perceptions of Preservice Preparedness
Amanda Luszeck, Arizona State University, Tempe
Vanessa Moreno, Perry High School, Chandler
Providing Voice through Effective Academic Feedback

Taylor Oram, Arizona State University, Tempe
Darby Simpson, Arizona State University, Tempe

H.11 Teaching the Canon in 21st-Century Classrooms

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GRAND BALLROOM B

There is a need for the critical consumption of canonical texts to address status quo issues and narratives of power and representation. These roundtables critically analyze frequently taught texts of the high school classroom and offer new interpretations of and pedagogical applications for those texts in 21st-century classrooms.

Chairs: Kati Macaluso, University of Notre Dame, IN
Michael Macaluso, University of Notre Dame, IN

Respondent: Paul “P. L.” Thomas II, Furman University, Greenville, SC

Beginning with framing remarks from the chairs, participants will discuss their projects that are thematically grouped to generate conversation. A respondent concludes with summary comments and implications moving forward.

Roundtable 1: Centering Culture

These papers position the canon as a means for investigating the cultures and contexts in which these texts are being taught.

Paper 1: Culturally Relevant Pedagogy and the Canon: Applying Critical Lenses to *Pride and Prejudice*, *Eleanor and Park*, and Contemporary Life

Mike P. Cook, Auburn University, AL
Brandon L. Sams, Iowa State University, Ames
Parker Wade, Auburn University, AL

Paper 2: What Do Olympians, Lowriders, and Shailene Woodley Have to Do with Language Arts?: Making Space for Critical, Multimodal Texts in Canonical Classrooms

Ashley K. Dallacqua, University of New Mexico, Albuquerque
Annmarie L. Sheahan, Highland High School, Albuquerque, NM

Roundtable 2: Extending Lenses

These papers expand upon critical theory as lenses by offering new theories with which to explore canonical texts, and by imagining pedagogical possibilities in conjunction with that theory to open up the narratives of canonical texts.

Paper 3: Class Is in Session: Why Now Is the Time for a Marxist Approach to the Canon

Todd McCardle, Eastern Kentucky University, Richmond

Paper 4: Examining Islands across Contexts: Updating and Reading Colonization Critically in Shakespeare

Ashley Boyd, Washington State University, Pullman
Jeremiah Cho Sataraka, Washington State University, Pullman

Paper 5: Reading *Brave New World* in the 21st Century: Using Dystopian Literature to Foster Critical Awareness of the Digital World

Mark A. Sulzer, University of Cincinnati, OH

Roundtable 3: Making Contemporary Connections

Tackling such topics as the #MeToo movement and the realities of modern-day immigrants, these papers see possibilities in updating the canon for contemporary times, purposes, and issues.

Paper 6: Critical Consciousness, Refugees, and *The Grapes of Wrath*

Michelle M. Falter, North Carolina State University, Raleigh

Nina R. Schoonover, North Carolina State University, Raleigh

Paper 7: Teaching *The House on Mango Street* in the #MeToo Era

Amy Cummins, University of Texas Rio Grande Valley, Brownsville

Paper 8: “This ain’t got nuttin’ to do with my life”: Art and Imitation in *Romeo and Juliet*

Fawn Canady, University of Nevada, Las Vegas

Dani Rimbach-Jones, Clark County School District, Las Vegas, NV

Chyllis Scott, University of Nevada, Las Vegas

Roundtable 4: Thinking across Canonical Curricula

These papers argue that how we teach and choose canonical texts matters for the purposes of decentering and disrupting the cultural narratives they may foster.

Paper 9: Canonical Texts and Cultural Critique with English Learners: Whose Lives Are Grievable?

Mary Beth Hines, Indiana University, Bloomington

Erin McNeill, Indiana University, Bloomington

Paper 10: Curating with and against the Canon: Text Selection for Critical Reflective Teaching

Kate Lechtenberg, University of Iowa, Iowa City

Paper 11: Developing and Exploring Critical Emotional Literacy through *Of Mice and Men*

Amanda Haertling Thein, University of Iowa, Iowa City

Roundtable 5: Examining Race

These papers focus on critical race theory and canonical texts in order to center conversations about race rather than the text.

Paper 12: Using Counterstories to Critique Race and Racism: Critical Race Theory, *The Hate U Give*, and Toni Morrison

Ashley Johnson, Michigan State University, East Lansing

Mary L. Neville, Michigan State University, East Lansing

Paper 13: A Critical Race Approach to Teaching *To Kill a Mockingbird* in Secondary English

Carlin Borsheim-Black, Central Michigan University, Mount Pleasant, MI

H.12 Honoring Dialects and Student Voice in Literature Discussion and Writing Instruction: Practice-Based Teacher Education for Equity and Social Justice



371 C

A demonstration of practice-based teacher preparation for equitable English language arts teaching. We explore how teachers can facilitate class discussions around literature and assess student writing to honor every student’s voice and dignity, promote equitable learning opportunities and outcomes, disrupt deficit language ideologies, and affirm the identities of students of color.

Presenters: Monique Cherry-McDaniel, Central State University, Wilberforce, OH

Amy Ford, TeachingWorks, University of Michigan, Ann Arbor

H.13 What It’s Really Like: Finding and Telling Truths in Fiction



362 ABC

Is the job of the writer to tell the truth or preserve innocence? How can stories and three-dimensional characters help evoke thoughts, feelings, and questions, and teach students to raise their voices and take action? A panel of award-winning authors/educators will examine choices, characters, communities, and conflicts through stories.

Presenters: Pablo Cartaya, Penguin Young Readers, “Finding Oneself on and off the Pages of a Book”

Matt de la Peña, Penguin Young Readers, “Truth in Complex Ideas and Emotions”

Veera Hiranandani, Penguin Young Readers, “Making All Stories Known”

Torrey Maldonado, Penguin Young Readers, “Three-Dimensional Characters in Life”

JoEllen McCarthy, Creston Books, Random House, Macmillan, and The Educator Collaborative, “The Reader Writes the Story”

SATURDAY

H.14 Transforming the Teaching of Writing: Encouraging Student Writers through Conferencing, Cultivating Confidence, and Communities of Practice



381 C

Writing instruction, with its many moving parts, can be overwhelming, especially for new and early-career teachers. This panel of secondary educators will share accessible approaches to writing instruction that support all teachers in creating confident writers through conferencing and building writing communities.

Chair: Jessica Early, Arizona State University, Tempe

Presenters: Katie Alford, Arizona State University, Tempe, “Let’s Write Together: Creating Classroom & Smaller Writing Communities”

Kate Hope, Arizona State University, Tempe, “Write, Share, Reflect: Cultivating an Iterative Writing Process That Builds Confident Student Writers”

Michelle Glerum, Arizona State University, Tempe, “Responding to Writing: The Power of Conferencing in the ELA Classroom”

H.15 The Stressors of Our Students: Roundtables with the #bowtieboys



360 ABC

This energetic session will be led by fourteen high school students. “The #bowtieboys,” and three powerhouse educators representing all levels. This high-speed presentation will feature eight roundtables in a “speed dating” discussion focused on the major stressors experienced by our students. More important, they will share how we can help.

Chair: Jason Augustowski, Riverside High School, Leesburg, VA

Roundtable 1: They Expect Me to Be Perfect

Ryan Beaver, Riverside High School, Leesburg, VA
Dawson Unger, Riverside High School, Leesburg, VA

Roundtable 2: Building Environment and Rapport from Day 1

Sam Fremin, Stone Bridge High School, Ashburn, VA
Tam Mandanis, Riverside High School Leesburg, VA

Roundtable 3: Transparent Timelines and Requirements: Modeling and Mentor Text

Connor Grady, Riverside High School, Leesburg, VA
Rishiraj Singh, Riverside High School, Leesburg, VA

Roundtable 4: The Procrastinator and the Perfectionist

Spencer Hill, Riverside High School, Leesburg, VA
Joseph O’Such, Riverside High School, Leesburg, VA

Roundtable 5: The Mental Health of Our Classroom

Ryan Hur, Riverside High School, Leesburg, VA
Kellen Pluntke, Riverside High School, Leesburg, VA

Roundtable 6: The Athlete’s and Artist’s Dilemma: Balancing It All

Nihar Kandarpanihar, Riverside High School, Leesburg, VA
Sean Pettit, Riverside High School, Leesburg, VA

Roundtable 7: Prioritizing What Really Matters

Jack Martinez, Belmont Ridge Middle School, Lansdowne, VA

Christian Sporre, Riverside High School, Leesburg, VA

Roundtable 8: Success with Stress in Our Classrooms

Heidi Branch, Belmont Ridge Middle School, Leesburg, VA
Stephanie Cook, Riverside High School, Leesburg, VA
Mary Howard, author and consultant, Reading Connections, Broken Arrow, OK

H.16 Young Navigators, Global Conversations: Using Close Reading to Strengthen Argument Writing and Empower Student Voice



320 C

Today’s students must successfully interact with nonfiction texts to articulate views and enter global conversations. This session will present classroom-tested strategies to engage students, help them navigate nonfiction texts with a critical eye, build literacy skills inside and outside the classroom, and refine arguments using a self-reflection and peer-review tool.

Presenters: Sarah Hunt-Barron, University of South Carolina Upstate, Spartanburg, “Finding Texts That Tell the ‘Truth’: Reading with a Critical Eye”

Rebecca Kaminski, Clemson University, SC, “Speaking Up: Voice in Argument Writing”

Renee Rogers, Union County High School, SC, “Strengthening Your Argument: Exploring the Power of a Revision Tool”

Leigh Tuell, Dobyys-Bennett High School, Kingsport, TN, “Talking Back to Texts”

H.17 **Eight Great American Poets Who Inspire Students to Discover Their Own Voices**

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332 ABC

This roundtable session will celebrate American poets whose compelling, unique voices embolden students to discover their own. Facilitators and attendees will engage in critical conversations about innovative teaching practices that give audience to these singular poetic voices and create spaces for students' voices to be heard and valued.

Chairs: Alan Brown, Wake Forest University, Winston-Salem, NC
Joan Mitchell, Wake Forest University, Winston-Salem, NC

Speaker Introductions: Heather Barto Wiley, R.J. Reynolds High School, Winston-Salem, NC

Speaker: Renée Watson, DreamYard and Bloomsbury Children's Books

Table 1: Billy Collins

Moderator: Kate Youngblood, Benjamin Franklin High School, New Orleans, LA

Discussants: Sam Best, Eno River Academy, Hillsborough, NC

Elizabeth Davis, Wake Forest University, Winston-Salem, NC
Dana Nicholson, Wake Forest University, Winston-Salem, NC

Table 2: Clint Smith

Moderator: Caitlin Murphy, The Ohio State University, Columbus

Discussants: Julio Ramirez, Belton High School, Belton, TX
Lindsay Schneider, West Forsyth High School, Winston-Salem, NC

Wendell Dunn, Wake Forest University, Winston-Salem, NC

Table 3: Naomi Shihab Nye

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

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

Carl Young, North Carolina State University, Raleigh

Table 4: Langston Hughes

Moderator: Elizabeth Anne Murray, University of Alabama, Tuscaloosa

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

Victor Malo-Juvera, University of North Carolina, Wilmington

William Kaskay, Wake Forest University, Winston-Salem, NC

Table 5: Renée Watson

Moderator: Nikel Bussolati, Knightdale High School, Knightdale, NC

Discussants: Philip Grossenbacher, Wake Forest University, Winston-Salem, NC

Angelique Reynolds, Stafford High School, Stafford, VA

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

Table 6: Emily Dickinson

Moderator: Liz Shults, Briarwood Christian High School, Birmingham, AL

Discussants: Julia Means, Sacred Heart Academy, Louisville, KY

Bruce Penniman, University of Massachusetts, Amherst

Michael Short, St. Andrews-Sewanee School, Sewanee, TN

Table 7: Maya Angelou

Moderator: Tiffany Newsome, McDougale Elementary School, Durham, NC

Discussants: Robert Ciarrocca, Cranford High School, Cranford, NJ

Janell Miller, Southeast Raleigh Magnet High School, Raleigh, NC

Table 8: Sandra Cisneros

Moderator: Joan Mitchell, Wake Forest University, Winston-Salem, NC

Discussants: Elizabeth Kennard, Davie County High School, Winston-Salem, NC

Nicole Sieben, SUNY College at Old Westbury

Table 9: Gary Soto

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

Discussants: Sheryl Long, Salem College, Winston-Salem, NC

H.18 **Considering Narrative and Discourse Analysis: Listening to Student Voices**

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This session considers research on narrative and discourse analysis.

Chair: Matthew Goetz, New England Association, Fairfield, CT

Presenters: Sarah Bausell, Carrboro City Schools, Chapel Hill, NC

Angela K. Johnson, Michigan State University, East Lansing

Pierre Lourens, Carrboro High School, NC

Wendy R. Williams, Arizona State University, Mesa

H.19 Fostering Student Voices: Research on Teacher Education and Professional Development



371 B

This research session features research on practices for preservice and inservice teachers.

Presenters: Julie Gorlewski, University at Buffalo, SUNY

Lindy Johnson, William & Mary, Williamsburg, VA
Grace MyHyun Kim, The University of Texas at Austin
Karoline Trepper, Stanford University, CA

H.20 Empowering Marginalized Student Voices



360 D

Panelists theorize how and why students struggle to speak and share in class, and offer strategies to help.

Chair: Alison Myers, The Highlights Foundation, Milanville, PA

Presenters: Alicia D. Dervin, University of North Carolina at Charlotte

Patricia Dunn, Stony Brook University, Shoreham, NY
Monika Shehi, University of South Carolina Upstate, Spartanburg

H.21 Teaching through a Lens of Equity (Even at a Predominately White Suburban School)



380 D s

We will present how teachers can critically examine their classrooms to reflect on ways to make them more welcoming spaces, while simultaneously aligning with the Common Core State Standards. Participants will be given hands-on instructional strategies that support diverse learning styles and allow for the development of critical thinking skills.

Presenters: Sara Goldberg, Deerfield High School, IL
Kristan Jiggetts, Deerfield High School, IL
Buffy Sallee, Deerfield High School, IL

H.22 Skin Color and Other Hues: Promoting Diversity and Honoring Student Voice



382 A

In this interactive panel discussion, award-winning author Sharon G. Flake joins *New York Times* bestselling author Jason Reynolds and publisher/author Andrea Pinkney to explore strategies for introducing the complexities of race-related topics in today's classrooms. The panel will discuss the ability of culturally relevant literature to empower student voice. The session will showcase students, via video, as they discuss the impact of *The Skin I'm In* and other works on their lives and their growth as readers.

Chair: Yolanda Harris, Cleveland Heights-University Heights Schools, OH

Presenters: Sharon G. Flake, Disney
Andrea Pinkney, Scholastic, Inc.
Jason Reynolds, Simon & Schuster

H.23 Preparing Teachers to Be Socially and Culturally Aware



352 B

Panelists provide suggestions for preparing teachers to be socially and culturally aware, focusing on class, ability, and race.

Presenters: Jennifer James, Chapman University, Orange, CA

Lisa Vasquez, Minnesota State University-Mankato

H.24 Using Language and Linguistics to Teach Writing



352 C

Panelists share theories and strategies for teaching linguistic concepts and methods to improve writing instruction.

Chair: Jesse Turner, Central Connecticut State University, New Britain

Presenters: Amy Lipke, Lone Star College, Houston, TX
Matthew McKinney, Texas A&M University, College Station
Cornelia Paraskevas, Western Oregon University, Monmouth

H.25 YOUR Story Is Important: Using Literature Circles and Mentor Texts to Foster Student Autonomy and Voice



330 B s / WLU

Learn how we engaged struggling readers to develop their own unique voices through the use of memoir texts and narrative writing. Improve autonomy, motivation, and efficacy in any English classroom by using literature circles. Leave with materials and resources to implement our structure with your students tomorrow!

Chair: Dorothy Barnhouse, literacy consultant/author, Brooklyn, NY

Presenters: Kristen Guth, Elk Grove High School, IL
Jacquelyn Randall, Elk Grove High School, IL

H.26 Voices of Inspiration and Rebellion: An English Theater Arts Collaboration



372 F s

Want to raise student voices? Build a course where every written word is also spoken and permit students to declare their truths. In this interactive session, we share Voices of Inspiration & Rebellion, an English and theater arts collaboration devoted to moving students from beliefs to written word to public presentation.

Presenters: Carol Blejwas, New England Association of Teachers of English, West Hartford, CT
Sean Harris, The Spence School, New York, NY
Hunter Parker, West Hartford Public Schools, CT

H.27 Encouraging Inclusivity: Using Multimedia to Push Comfort Zones and Create Risk Taking Opportunities



370 C



Lessons involve risk-taking. Based on past experiences, students are more or less willing to do so. Incorporating multimodal resources provides opportunities for all kinds of students to take risks and more comfortably engage. We detail multimodal and kinesthetic activities to inspire, motivate, and create “safer” environments.

Presenters: Talia Hurwich, New York University, NY
Meryl Jaffe, Johns Hopkins University Center for Talented Youth, Baltimore, MD
Adam Kullberg, Pop Culture Classroom, Denver, CO
Duncan Tonatiuh, Abrams
Tillie Walden, First Second Books/Macmillan Children’s Publishing Group

H.28 Story Architects: Using Design Thinking to Inspire Creative Writing and Build Empathy



350 E



Thinking like a designer can transform the way we approach creative writing. Using five principles of Design Thinking (discovery, interpretation, ideation, experimentation, evolution), a panel of authors with backgrounds in architecture and design will share innovative storytelling strategies to help empower student expression. Come prepared to try some engaging activities!

Chair: Rebecca Caprara, Lerner Publishing Group

Presenters: Melanie Conklin, Penguin
Shelley Johannes, Disney Hyperion
Varian Johnson, Scholastic, Inc.

H.29 EMPOWERing Student Learning and Voice



351 B

This presentation will focus on how to empower teaching, student learning, and student voice through inquiry/cognitive apprenticeship at the unit and lesson level, then will apply this model to teaching the reading and composing of complex nonfiction through Rabinowitz’s “rules of notice” and “on/below/above and beyond” questioning and interpretation strategies.

Presenters: Jim Burke, Burlingame High School, CA
Jeffrey Wilhelm, Boise State University, ID

H.30 Voices of Military Families: A Collaborative Writing and Multimedia Oral History at a Camp Pendleton School



332 E

K–8 students wrote and created multimedia about their experiences as military children. They also researched, wrote, and filmed oral histories and documentary videos about Camp Pendleton landmarks. This year-long collaborative project culminated with a red-carpet event with all their families where they shared their pieces.

Presenters: Irene Diggs, California State University, San Marcos
Laurie Stowell, California State University, San Marcos

H.31 Argumentative Discourse: Connecting, Supporting, and Inspiring Students' Voices for Social Justice and Equality

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382 B s

Students today need to “connect” with others on both sides of an issue, “support” their respective positions, and “inspire” all voices to speak out for social justice and equality. Session participants will learn basic argumentation skills as well as various practical tools and best practices to effectively incorporate Argumentative Discourse.

Presenters: Pam McComas, National Speech and Debate Association, Colorado Springs, CO
Renee Motter, National Speech and Debate Association, West Des Moines, IA

H.32 Place-Based Pedagogies

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Rainbow

The presenters argue and provide strategies for students writing about the physical and cultural spaces they inhabit.

Chair: Colleen Ruggieri, Ohio University, Athens
Presenters: Alexis Piper, University of Wisconsin-Whitewater
Cheryl Siemers, University of Alaska, Anchorage, and Kenai Peninsula College, AK
Jennifer Stone, University of Alaska, Anchorage

H.33 “The Fandom Life”: Fan Activism via Civic Literacy and Youth Participatory Action Research (YPAR)

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From the Harry Potter Alliance to Disney, the focus on fandom as a site for youth activism is growing. Join us for an engaging discussion surrounding digital media analysis and YPAR.

Chair: James Joshua Coleman, University of Pennsylvania, Philadelphia
Presenters: Megan Hoelting, Northwest Missouri State University, Maryville
Karis Jones, New York University, NY

H.34 Text Selection and Reading: Integrated Approaches to Developing Student Voice

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These presentations examine purposeful text selection and reading to encourage critical thinking and student engagement.

Chair: Christina Torres, Punahou School, Honolulu, HI
Presenters: Kim Arroyo, Gavit Middle School, Hammond, IN
Paula Chase, author, Severna Park, MD
Erin Green, University of Texas Elementary School, Austin
Jonathan Vogels, Colorado Academy, Denver

H.35 Let's Counter Islamophobia through Stories

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In today's political environment, educating children about racial, cultural, and religious diversity is crucial to break down entrenched stereotypes. Our “Counter Islamophobia through Stories” presentation provides a detailed toolkit of books and programming ideas to facilitate positive representations of Muslims for all children, and create a more diverse and inclusive environment.

Presenters: Gauri Manglik, KitaabWorld, Menlo Park, CA
Sadaf Siddique, co-founder and CEO, KitaabWorld, Menlo Park, CA

H.36 Honoring Student Voice and Choice in Intervention Classrooms

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Intervention programs purchased and required by schools place constraints on teacher decision making, silence students, and do not show evidence of being more impactful than responsive teaching rooted in best practice. This presentation will explore strategies for maintaining authenticity and honoring student choice and voice in reading and writing interventions.

Presenters: Sidonie Chhetri, Round Rock Independent School District, TX
Megan Beth Hedgecock, Region 13 Education Services Center, Austin, TX
Dana Johnson, Canyon Vista Middle School, Austin, Texas

H.37 Reclaiming Conversations: Avoidance, Engagement, Advocacy in ELA Discourse Communities

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GRAND BALLROOM C

This session offers opportunities to engage students in asking questions that literature raises, that writing informs, and that speaking promotes to move students toward active engagement with social change, what rhetoricians call agitation. Table hosts will share strategies that invite students into discourse communities using multimodal platforms.

Chairs: Glenda Funk, Highland High School, Pocatello, ID
Chris Kervina, Northern Virginia Community College, Manassas

Roundtable Leaders: Oona Marie Abrams, Chatham High School, NJ
Gary Anderson, Harper College, Palatine, IL
Jennifer Ansbach, Manchester Township High School, NJ
Amanda Daniels
Tricia Ebarvia, Conestoga High School, Berwyn, PA
Jennifer Fletcher, California State University, Monterey
Joel Garza, Greenhill School, Addison, TX
Dana Huff, Worcester Academy, MA
Chalet Jean-Baptiste, Northern Virginia Community College, Manassas
Katie MacDonald, Principia Upper School, St. Louis, MO
Carol Propp, Gowanda Central School District, Gowanda, NY
Anna J. Small Roseboro, Grand Rapids, MI
Erica Smith, Clear Lake High School, Houston, TX
Ashley Yuckenberg, George Mason University, Fairfax, VA

H.38 When Buddhist Monks and Nuns Write: What Amazes You?

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Two National Writing Project presenters share lessons, challenges, and questions that arose when teaching writing to Tibetan monks and nuns within a leadership institute in Dharamshala, India. We explore the interplay between writing, student learning, and voice; we also examine how writing can bridge personal experience, science, and Buddhism.

Presenter: Tanya Baker, National Writing Project, Berkeley, CA
Tom Meyer, National Writing Project, Berkeley, CA

H.39 The Power of Place: Setting as a Tool for Nurturing Discovery and Agency in Writing

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Place is a powerful force in children's lives: the communities where they live shape their experiences, relationships, and perceptions of the world. Join four middle grade writers who use setting as a crucial element in their work, and learn ways to help empower student writing through sense of place.

Presenters: Crystal Allen, Balzer and Bray, a division of HarperCollins
Angela Cervantes, Scholastic, Inc.
Diana Lopez, University of Houston-Victoria, TX
Tricia Springstubb, Cleveland, OH

H.40 Self-Assessment and Identity Work: Summer Literacy Learning in a Community Program

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This panel reports data from a qualitative pre- and post- assessment, and will highlight students' voices, illustrating how they saw themselves as readers and writers in the context of a summer enrichment program, as well as who they wanted to become as literate individuals.

Presenters: Abby Fleiss
Kira LeeKeenan, The University of Texas, Austin
Thea Williamson, Lanier High School, Austin, TX

H.41 Operation Comic Relief: Using Novels That Mix Humor and Serious Topics as a Bridge to Create a Community of Confident and Empathetic Readers

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Middle grade students can be reluctant to read serious novels but reading a variety of texts is crucial for students' growth. This interactive session with popular authors/educators will explore strategies to build engagement and provide valuable tools for creating a dynamic literary community filled with laughs and thoughtful conversation.

Presenters: Rose Brock, Sam Houston State University, Huntsville, TX
Erin Dionne, Montserrat College of Art, Beverly, MA
Jo Knowles, Candlewick Press
Mae Respicio, Wendy Lamb Books/Random House Children's Books
Lisa Schroeder, Scholastic, Inc.
Ellen Wittlinger, Charlesbridge

H.42 Teaching Speaking: A Framework for Creating and Delivering Impressive Talks

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Our students deserve instruction about how to speak their stories well. Because oral communication is the main way we share our voices, this session shows educators how to teach students to create and deliver impressive messages. Learn multiple-trait speaking, a practical, proven framework that makes all students competent, comfortable speakers.

Presenters: Erika DeShay, Cherry Creek Schools, Aurora, CO
Erik Palmer, Cherry Creek Schools, Aurora, CO

H.43 The Nonfiction Era and the Heroic Student Researcher

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When students break through into academic research, it can feel like crossing into an unknown world, and teachers can chart new paths to guide students to greater authenticity. Join us to learn how heroic voices emerge through the research writing process.

Presenters: Allison Mackley, Milton Hershey High School, Hershey, PA
Anthony Sedun, Milton Hershey High School, Hershey, PA
Matthew Skillen, Elizabethtown College, PA

H.44 Day of Early Childhood Opening Session: Raising Voices and Acting Out: Radical and Revolutionary Children's Books in ECE

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Join an interactive discussion with award-winning authors Zetta Elliott and Maya Christina Gonzalez centering their voices about their work. This session will shine a light on what it means to create radical and revolutionary children's books that foreground and elevate students' voices and diverse communities.

Chair: Nancy Valdez-Gainer, Austin Independent School District, TX

Presenters: Zetta Elliott, Random House
Jesse Gainer, Texas State University, San Marcos
Roberta P. Gardner, Kennesaw State University, GA
Maya Christine Gonzalez, Reflection Press and School of the Free Mind, San Francisco, CA

H.45 Raising Student Voice through Translanguaging

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What is translanguaging and how can it empower emergent bilingual learners in their growth as students, communicators, and democratic citizens? In this session, we will frame translanguaging through personal examples, examine bilingual practice and the effects of silencing non-English voices and identities, and offer practical recommendations for classroom practice.

Chair: Huan Gao, University of Florida, Gainesville
Presenter: Danling Fu, University of Florida, Gainesville
Xenia Hadjioannou, Penn State University, Harrisburg
Xiaodi Zhou, Georgia Southwestern State University, Americus

H.46 Acknowledging Dialects in First-Year Writing Classes

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Panelists share strategies for accommodating diverse dialects in the composition classroom.

Chair: Kim Arroyo, Gavit Middle School, Hammond, IN

Presenters: Corrine Binnings, Florida Atlantic University, Boca Raton, FL

Megan Busch, University of South Carolina, Columbia

Mack Curry IV, Georgia State University, Atlanta

H.47 Making Space for Student Voices: Diverse People, Places, Pedagogies, and Publications

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Panelists share methods that engage and prompt students to explore and share their individual identities and literate voices.

Chair: Audrey Fisch, New Jersey City University,

Presenters: Jamie Dessart, Waynesburg University, PA

Holly Larson, Seminole State College, Sanford, FL,

Tracy Lassiter, University of New Mexico, Gallup

Jill Moyer Sunday, Waynesburg University, PA

H.48 The Literacy Experiences of Diverse Children

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The literacy experiences of diverse children who use technology to highlight their voices will be shared by the first speaker. The second presenter will explore how action research can deepen the teaching and learning experiences in the literacy classroom.

Chair: Vanessa Heller, Oak Park Unified, CA

Presenters: Sally Brown, Georgia Southern University, Statesboro

Caroline Petrow, Chapel Hill Public Schools, NC

H.49 Attending to Voice at Each Stage of Writer's Workshop

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Three author-teachers share ways in which offering a choice-filled Writer's Workshop reveals and empowers student voices. Easy-to-use instructional tools will be shared. Participants experience first-hand writing opportunities to nourish voice, the unmistakable "heartprint" on the page, paired with stories of students who have discovered and embraced their writing voices.

Presenters: Jeff Anderson, author

Brian T. Kissel, University of North Carolina at Charlotte

Patty McGee, Gravity Goldberg, LLC, Nyack, NY

H.50 Creating Composers: Preparing Students to Create Digital and Multimodal Compositions

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This interactive session focuses on both ELA teachers and students composing in digital media offering strategies for and examples of compositions including digital poems, videos, infographics, digital arguments, and multimodal memoirs. Panelists will share how both teachers and students learn to compose effectively in new digital and multimodal environments.

Presenters: Melanie Hundley, Vanderbilt University, Nashville, TN

Robin Jocius, The Citadel, Charleston, SC

Emily Pendergrass, Vanderbilt University, Nashville, TN

Respondent: Teri Holbrook, Georgia State University, Atlanta

H.51 The Power of Poetry: Student Voices Igniting Understanding and Change in Our World

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Poetry is a powerful genre for students to discover and express their true voice. Presenters will share student experiences in reading a diverse range of poetry, as well as writing to authentic audiences as an avenue to tell stories, express views, and understand and empathize with people outside their immediate worlds.

Chairs and Presenters:

Gail Boushey, Educational Design, Kent, WA
Georgia Heard, Scholastic, Inc.

Presenters: Scott Bedley, Eastwood Elementary School, Irvine, CA

Barry Hoonan, Bainbridge Island School District, WA
Megan Sloan, Snohomish School District, WA

H.52 Finding Our Voices through Inquiry and Exploration

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Inquiry inspires kids to speak up and speak out. We ask “In what ways do people express their voices? How has the expression of voice effected change?” Kids (K-5) explore their world, investigate significant issues, and discover their own voices through writing, art, poetry, performance, and advocacy.

Presenters: Anne Goudvis, author, Boulder, CO
Karen Halverson, Boulder Community School of Integrated Studies, CO
Stephanie Harvey, Stephanie Harvey Consulting

H.53 Learning to Listen: Strategies to Elevate Family Voices in Literacy Learning

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Teacher educators, a classroom teacher, and a parent draw upon experiences highlighting the importance of family/school engagement to support literacy learning. They share five principles synthesized from work in rural/urban schools, afterschool programs, and PD settings. Practical strategies and tools to support authentic engagements are provided.

Chair: Mallory Locke, PS 171/Hunter College, CUNY, NY

Presenters: Charlene Klassen Endrizzi, Westminster College, School of Education, New Wilmington, PA
Deborah Jensen, ExpandEd Schools, NYC
Maria McAndrew, NYC Department of Education/PS 38 Roberto Clemente Learning Complex, Manhattan, NY
Kathryn Norelli
Jennifer Tuten, Hunter College, CUNY

H.54 Speaking Up and Shattering Norms: Using Nonfiction Picture Book Biographies to Demonstrate the Power of Our Voices

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Picture book biographies bring notable figures to life in the classroom and aim to inspire further investigation. This interactive session, facilitated by a teacher and four authors, explores ways teachers can use picture book biographies to launch discussions about breaking barriers, changing societal norms, and finding one’s own empowered voice.

Chair and Presenter: Lesley Burnap, Coolidge School, Oxford, MA

Presenters: Patricia Valdez, Knopf Books for Young Readers, Penguin Random House
Donna Janell Bowman, author, Round Rock, TX
Kate Hannigan, Boyds Mills Press
Laurie Wallmark, Sterling Children’s Books
Pat Zietlow-Miller, Roaring Brook Press

H.55 Young Filmmakers Speak: How Collaborative, Student-Centered Filmmaking Programs Raise Student Voice

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Young filmmakers will share their experiences creating films based on literature that developed their digital literacy skills and demonstrated their expertise and passion. Participants will gain practical advice and tools from young people and panelists to create their own student-centered filmmaking programs that amplify young people's voices.

Chair and Presenter: Eti Berland, Lincolnwood Public Library, IL

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

H.56 Raising (Critical) Voices: Preparing Teachers for Critical Pedagogies in the ELA Classroom

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Our presentation explores the role teacher education programs can play in preparing educators to embrace critical pedagogies in the ELA classroom. With panelists from both the university and the local school district, this session features a range of perspectives on how best to raise teachers' and students' "critical voices."

Presenters: Olivia Dubiel, Wayzata High School, Plymouth, MN

Tom Jesse, University of Wisconsin-La Crosse
Heidi Jones, Logan Middle School, La Crosse, WI
Maddie Roth, University of Wisconsin-La Crosse

H.57 Amplify: Expanding Our Writing Voices with Authentic Audiences

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Audience matters. Be it personal, peer, or the public, the writer's voice is amplified when it is thoughtfully shared with others. Help your students break through the boundaries of their classrooms to connect and create change by amplifying their writing voices with authentic audiences.

Presenters: Paula Bourque, Stenhouse Publishers
Jennifer Laffin, Teach Write LLC, Bristol, WI
Andrew Schoenborn, Mt. Pleasant High School, MI

H.58 "Then Your Purpose Is Somewhat Larger": Finding Voice through Theater in the Urban ELA Classroom

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This session explores an 11th-grade team's ability to engage urban students in a canonical text despite its disconnection from the students' racial, geographic, and linguistic backgrounds. Through the exploration of characters, students found their own voices and discovered their talents and passion for theater.

Chair: Nicole Galante

Presenters: Seth Croft, Dr. Richard Izquierdo Health and Science Charter School, Bronx, NY
Shehnaz Khalfan-Washington, Dr. Richard Izquierdo Health and Science Charter School, Bronx, NY
Courtney Reynolds, Dr. Richard Izquierdo Health and Science Charter School, Bronx, NY

H.59 Building Voices: Layering Powerful Tech with Robust Literacy Strategies to Increase Engagement, Agency, and Skill

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What does it mean to plan a reading or writing unit with 21st-century literacies in mind? This fast-paced, information-packed session invites teachers to build robust units by using powerful technology and digital literacy practices. Presenters will share activities and strategies that integrate big-picture thinking with reflective pedagogical ideas.

Chair: Maggie Roberts, author and consultant/The Educator Collaborative, Astoria, NY

Presenter: Katharine Hsu, Arlington Public Schools, VA
Kristin Ziemke, Big Shoulders Fund, Chicago, IL

Respondent: Kate Roberts, author and consultant/The Educator Collaborative, Astoria, NY

H.60 Writing My Way Out: Identity Formation and Advocacy through Poetry

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Rainbow 350 F

This session features teachers, authors, and poets on the liberating power of poetry. Participants will engage with ideas for mentor texts and writing activities that focus on poetry that highlights the experiences of minoritized populations, helping children negotiate their identities and write themselves into a curriculum that celebrates their humanity.

Presenters: Emily Strang-Campbell, Teachers College Reading and Writing Project, New York, NY
Emma Otheguy, Lee & Low and Bloomsbury Pía Persampieri, Trinity Elementary School & Hunter College, NY

Respondents: Margarita Engle, Simon & Schuster
Carla España, Hunter College, CUNY

H.61 Maximizing the Impact of Virtual Professional Development

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NATIONAL WRITING PROJECT

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Presenters share observations and key takeaways on virtual professional development as designed and implemented during a two-year project led by the National Writing Project which required ongoing virtual professional development in the area of effective, standards-based writing assignments.

Chair: Margaret Brewer, Scott County High School, Georgetown, KY

Presenter: Tanya Baker, National Writing Project, Berkeley, CA

Roundtable Leaders: Benjamin Koch, Adelson Educational Campus, Las Vegas, NV
Darnese Olivieri, EBC High School for Public Service-Bushwick, Brooklyn, NY
Molly Sherman, Harvest Collegiate High School, New York, NY

H.62 Translating Theory to Practice: Disrupting Raciolinguistic Ideologies in Secondary English Classrooms

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This presentation examines the process of disrupting raciolinguistic ideologies in secondary English classrooms. Specifically, the presenters detail how two teachers (one dominant, one nondominant) took a critical translanguaging approach to their curricula and created space for students and teachers to collectively interrogate oppression at the intersections of race and language.

Presenters: Cati V. de los Rios, University of California, Davis
Kate Seltzer, Rowan University, Glassboro, NJ

H.63 POSTER SESSION: Teaching Linguistically Diverse Learners 350–360 PREFUNCTION

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Community partnerships, storytelling, diverse books, and unique collaborations are just a few of the things you'll learn about in these poster presentations.

Poster 1: See Me and I Will See You: How ELA and ESL Teacher Leaders Created a Learning Community to Empower Teachers to Have Culturally Responsive Conversations Surrounding Multicultural Literature (E)

Kate Manteniefs, Westerville City Schools, OH
Latresa Rieves, Westerville City Schools, OH

Poster 2: The Language Laboratory: Linguistic Experiments in the High School Classroom (S)

Andrew Ryan, Colegio Americano de Quito, Quito, Ecuador

Poster 3: Looking beyond the Classroom: Responding to Educator Needs in Linguistically Diverse Schools (S-C-R)

Courtney Kobos, Elon University, NC

Poster 4: Witch Trials, a Girl, and the Theories That Brought Them Together (E-M-S-TE)

RonieSue Ullrich, Texas Woman's University, Denton

Poster 5: Our Community Canon: Immigration Stories In Students' Own Words (S)

Brigid Hogan, Roosevelt High School, Washington, DC

Poster 6: Read Happily Ever After—Picture-Book Read-Alouds in a Basic College-Level EFL Class (C-TE-R)

Chia-Ho Sun, Kainan University, Taoyuan City, Taiwan

Poster 7: University/School Partnership for the Win: Practicing and Future Teachers Collaborate to Support ELLs with Informational Text Reading Strategies (M-TE)

Shannon Cuff, Drury University, Springfield, MO

Gail Hennessy, Park University, Pikeville, MO

Poster 8: Connected Learners: Migration Stories, Cultural Traditions & Geography (M-S-C)

Carol Salva, Houston, TX

Poster 9: Getting the Words Out: Student Learning and Writing through Collaboration (M-S-TE)

Scarlett Tannetta, Lawrence Public Schools, MA

H.64 NCTE AUTHOR STRAND: Speak for Yourself—Encouraging Our Students to Write with Voice**351A**

As writing instruction becomes more standardized and structured, student voices grow silent. To create writing classrooms where students can speak for themselves takes courage and craft. This presentation offers teachers encouragement and concrete teaching ideas to foster writing that shows depth of thought, originality of expression, and the power of voice.

Presenter: Susanne Rubenstein, Wachusett Regional High School, Holden, MA

H.65 EXHIBITOR SESSION: Getting Past Chaos: Using Iterative Lit Circles to Energize Reading and Make the Teacher's Job Easier Too (Grades 6–12)**G****382C*****Sponsored by Loose Cannon***

You've seen the research. You also have a gut-belief that the way to save reading in our culture is to incorporate more book choice into class. But the logistics of lit circles and independent reading can be so crazy! The answer? More. Research on inquiry-based learning emphasizes iteration, and choice-based reading is no exception. Set up your reading workshop to capture other students' enthusiasm (which is gold) and to pump that energy back into the classroom. Offer the best titles again, and use student book reviews to create the momentum for the next round of lit circles or independent reading. This workshop shows you how to use analog methods and/or our digital platform. Topics covered:

1. Finding appropriate books when you haven't read them all
2. Keeping track of who's read what
3. How can you recommend the right book for every kid?
4. Assessments that don't kill the teacher

Presenter: Julia Franks, novelist and educator

SATURDAY GENERAL SESSION

9:30–10:45 A.M.

Christopher Emdin

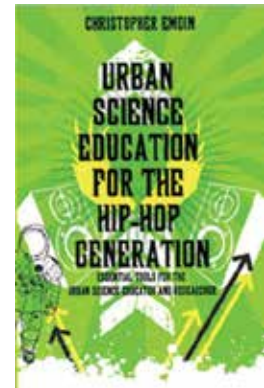
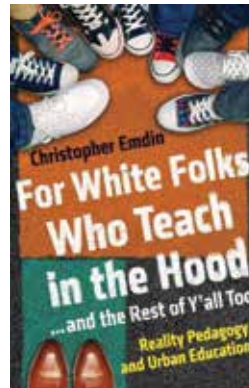
GENERAL ASSEMBLY THEATRE ABC

Speaker Introduction: Tiana Silvas, New York City Department of Education, NY

Speaker: Christopher Emdin

Christopher Emdin is an associate professor in the Department of Mathematics, Science, and Technology at Teachers College, Columbia University, where he also serves as associate director of the Institute for Urban and Minority Education. Emdin is the creator of the #HipHopEd social media movement and the *New York Times* bestseller, *For White Folks Who Teach in the Hood . . . and the Rest of Y'all Too*. He was named the 2015 Multicultural Educator of the Year by the National Association of Multicultural Educators and has been honored as a STEM Access Champion of Change by the White House under President Obama.

Emdin will sign books after his session.



THE SCREENING ROOM: FILMS AT NCTE

10:30 A.M.–6:30 P.M.

Now Screening at NCTE 2018 **G**

330 A

Now Screening at NCTE screens recent feature films and award-winning short films. We also include some student-made films, offering teachers creative ways to have their own students create films. All films featured at the screenings can become springboards for classroom study.

Teaching tips and materials for films screened will be provided. For information, visit our website at <http://convention.ncte.org/2018-convention/whats-happening/ncte-screening-room/>.

Chair: Stephanie Fleck, Barrington High School, IL

Co-Chair: Sarah Heldt, Barrington High School, IL

Consultants: Frank Baker, Media Literacy Clearinghouse, Columbia, SC

Mary Christel, Indian Trails Public Library, Wheeling, IL

William Kist, Kent State University, OH

Jane Nickerson, Gallaudet University, Washington, DC

Laura Brown, Adlai E. Stevenson High School, Lincolnshire, IL

Facilitators: Jolene Heinemann, Oak Park River Forest High School, IL

Jennifer Walsh, Barrington High School, IL

Annotations for the films were compiled using information found on the webpage for each film.

SATURDAY

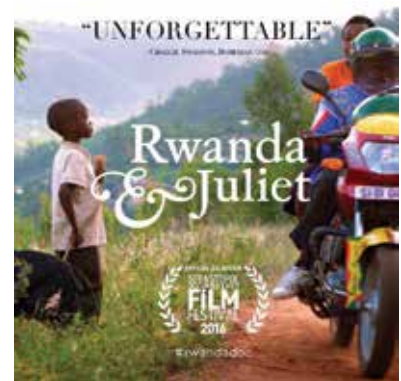
10:30 A.M.–12:00 P.M.

Rwanda & Juliet (1 hour, 30 minutes)

M S C Rainbow

Director: Ben Proudfoot / Breakwater Studios

William Shakespeare wrote the words, "All the world's a stage." Andrew Garrod took it literally. Drawing heavily from his own pocket, Dartmouth professor emeritus Garrod takes a group of hopeful American volunteers to Rwanda, where he mounts Shakespeare's *Romeo & Juliet* with a cast of college-age genocide survivors of both Hutu and Tutsi heritage. The often outlandish Garrod is on a mission to reconcile the wounds sustained in the 1994 genocide through the power of theatre. What he gets is anything but.



THE SCREENING ROOM: FILMS AT NCTE

12:02–12:12 P.M.

NOTHING BUT TRAILERS

This is a new segment to the Screening Room this year in which we are showing multiple trailers of classroom-applicable films that we were unable to fit into our schedule, but are highly recommended! You can find information for full films on the websites listed below or by going to the Screening Room website.



September Morning (1 minute, 33 seconds trailer)

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Director: Ryan Frost / Candy Factory Films

<http://www.septembermorningfilm.com>

In the first dark hours of September 12th, 2001, five college freshmen stay up all night in a dorm room confronting the promises of youth so they can cross the bridge into adulthood together.

Salon named *September Morning* to its list of necessary films about 9/11, writing, "If the film doesn't jerk tears, it's because it's designed to initiate a conversation about how youth cope with trauma, which is both admirable and necessary."

Awake: A Dream from Standing Rock (1 minute, 33 seconds trailer)

Director: Myron Dewey / Bullfrog Films

<http://www.bullfrogfilms.com/catalog/awake.html>

M S C Rainbow



Moving from summer 2016, when demonstrations of the Dakota Access Pipeline's demolishing of sacred Native burial grounds began, to the current and disheartening pipeline status, *Awake, A Dream from Standing Rock* is a powerful visual poem in three parts that uncovers complex hidden truths with simplicity. This film is a collaboration between indigenous filmmakers, Director Myron Dewey and Executive Producer Doug Good Feather and environmentalist Oscar-nominated filmmakers Josh Fox and James Spione.

Disturbing the Peace (2 minutes, 36 seconds trailer)

Directors: Stephen Apkon, Andrew Young / Bullfrog Films

<http://www.bullfrogfilms.com/catalog/dtp.html>

S C Rainbow



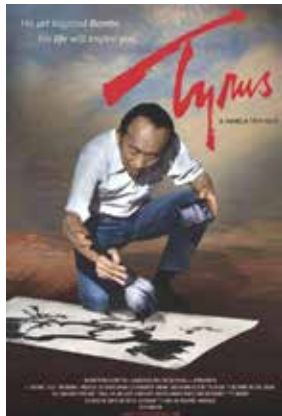
Disturbing the Peace follows former enemy combatants—Israeli soldiers from elite units and Palestinian fighters, many of whom served years in prison—who have joined together to challenge the status quo and say "enough." The film reveals their transformational journeys from soldiers committed to armed battle to nonviolent peace activists, leading to the creation of Combatants for Peace. While based in the Middle East, the film evokes universal themes relevant to us all and inspires us to become active participants in the creation of our world.

Tyrus (2 minutes, 34 seconds trailer)

Director: Pamela Tom / Bullfrog Films

<http://www.pbs.org/wnet/americanmasters/tyrus-about-the-film/8917/>

S C



Born in Canton, China, right before the fall of the Chinese Empire, Wong and his father immigrated to America in 1919, never to see their family again. This film shows how he overcame a life of poverty and racism to become a celebrated painter who once exhibited with Picasso and Matisse, a Hollywood sketch artist, and 'Disney Legend.' Previously unseen art and interviews with Wong, movie clips, and archival footage illustrate how his unique style—melding Chinese calligraphic and landscape influences with contemporary Western art—is found in everything from Disney animation (*Bambi*) and live-action Hollywood studio films (*Rebel Without a Cause*) to Hallmark Christmas cards.

"*Tyrus Wong's story is a prime example of one of the many gaping holes in our society's narrative on art, cinema, and Western History*" —Pamela Tom, Director

Walden: Life in the Woods* (2 minutes, 4 seconds trailer)

S C

Director: Alex Harvey

<https://www.waldenthefilm.com/>

"I had three chairs in my cabin. One for solitude, two for friendship, three for society."
—Henry David Thoreau

Walden: Life in the Woods is a radical, western re-imagining of Henry David Thoreau's classic *Walden*. Taking place over twenty-four hours, the film interlaces Solitude, Friendship, and Society: three contemporary narratives about the trappings of modern life and the unlikely transcendentalists who dream dangerously of escape.

*Look out for director Alex Harvey's convention session where he works with classroom teachers to give ideas on how to use this film in class!



12:14–12:35 P.M.

The Silent Child (20 minutes)

E S C TE

Director: Chris Overton / Slick Films

Oscar Winner Short Film 2017!

Set in rural England and inspired by real life events. *The Silent Child* film centers around a profoundly deaf four-year-old girl named Libby who is born into a middle-class family and lives in a world of silence until a caring social worker teaches her the gift of communication.

When fresh-faced social worker, Joanne turns up, we see Libby transform. This once withdrawn four-year-old suddenly feels connected to the world, and over a short period of time Joanne and Libby's relationship blossoms.

An insightful short story, inspired by real life events, observing one of the loneliest disabilities and the avoidable struggles that deaf children face.



12:36–1:36 P.M.

Lorraine Hansberry: Sighted Eyes/Healing Heart (1 hour - excerpt)

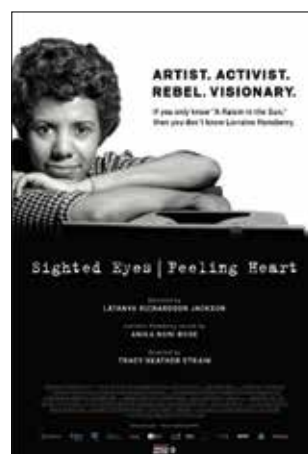
Director: Tracy Heather Strain / California Newsreel

M S C Rainbow

<https://www.sightedeyesfeelingheart.com/>

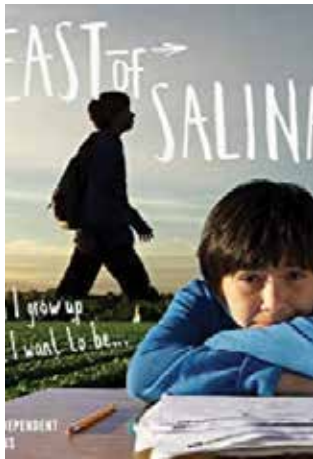
"One cannot live with sighted eyes and feeling heart and not know or react to the miseries which affect this world"—Lorraine Hansberry

Sighted Eyes/Feeling Heart is the first-ever documentary about Lorraine Hansberry, the visionary playwright who authored the groundbreaking *A Raisin in the Sun*. An overnight sensation, the play transformed the American theater and has long been considered a classic, yet the remarkable story of the playwright faded from view. With this documentary, filmmaker Tracy Heather Strain resurrects the Lorraine Hansberry we have forgotten—a passionate artist, committed activist, and sought-after public intellectual who waged an outspoken and defiant battle against injustice in 20th-century America. The film reveals Hansberry's prescient works tackling race, human rights, women's equality, and sexuality that anticipated social and political movements on the horizon.



SATURDAY

THE SCREENING ROOM: FILMS AT NCTE



1:38–2:50 P.M.

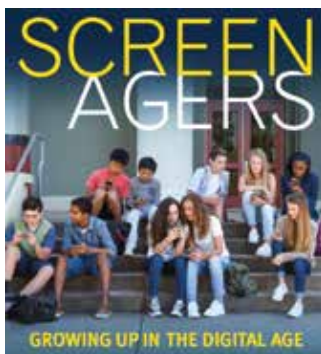
East of Salinas (1 hour, 12 minutes)

E M S C TE Rainbow

Directors: Laura Pacheco, Jackie Mow / **Bullfrog Films**
<http://www.bullfrogfilms.com/catalog/eosa.html>

East of Salinas begins with third grader Jose telling us what he wants to be when he grows up. His parents work from sun up to sun down in the heart of California's "Steinbeck Country," the Salinas Valley. With little support available at home, Jose often turns to his teacher, Oscar Ramos, once a migrant farm kid himself. In fourth grade his teacher told him if he worked hard he could have a different life. Jose is Oscar's most gifted student. But how do you teach students like Jose who have no place to do their homework? How do you teach a kid who moves every few months? This is what Oscar is up against every day. Oscar not only teaches his students reading, math, and science, but also he gives them access to a world beyond their reach.

But Jose was born in Mexico—and he's on the cusp of understanding the implications of that. As we watch this play out over three years, we begin to understand the cruelty of circumstance—for Jose and the many millions of undocumented kids like him.



2:52–4:02 P.M.

Screenagers: Growing Up in a Digital Age (1 hour, 10 minutes)

Director: Delaney Ruston / **My Doc Productions**
<https://www.screenagersmovie.com/>

M S C TE

In *Screenagers*, as with her award-winning documentaries on mental health, Delaney takes a deeply personal approach as she probes into the vulnerable corners of family life, including her own, to explore struggles over social media, video games, academics, and internet addiction. Through poignant and unexpectedly funny stories, along with surprising insights from authors, psychologists, and brain scientists, *Screenagers* reveals how tech time impacts kids' development and offers solutions to how adults can empower kids to best navigate the digital world and find balance.



4:04–4:49 P.M.

Raising Bertie (45 minutes- excerpt)

S C Rainbow

Director: Margaret Byrne / **Kartemquin Films**
<http://raisingbertie.com/>

Set in Bertie County, a rural African American—led community in eastern North Carolina, *Raising Bertie* takes audiences deep into the emotional lives of three boys—Reginald "Junior" Askew, David "Bud" Perry, and Davonte "Dada" Harrell—over six years as they come of age. *Raising Bertie* movingly weaves the young men's stories together

as they try to define their identities, interconnecting narratives of family, youthful innocence, first love, systemic racism, educational inequity, poverty and unemployment, and the will to succeed in the face of formidable odds.

Rural minorities like the youth in Bertie represent some of the nation's most vulnerable and least visible individuals, existing at that critical juncture of rural disenfranchisement and the achievement gap for young people of color. *Raising Bertie* is an experience that asks us to see this world through their eyes, inciting recognition of lives and communities too often ignored.

4:50-5:35 P.M.

44 Pages (45 minutes - excerpt)

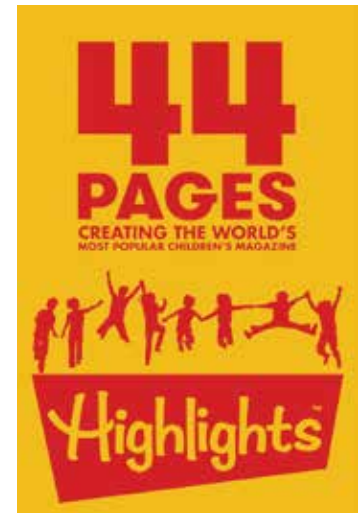
E M TE

Director: Tony Shaff
<https://44pages.com/>

A portrait of *Highlights* magazine, following the creation of the cultural phenomenon's 70th anniversary issue, from the first editorial meeting to its arrival in homes, and introducing the people who passionately produce the monthly publication for "the world's most important people,"...children.

Along the way, a rich and tragic history is revealed, the state of childhood, technology, and education is explored, and the future of print media is questioned. Family owned since its inception in 1946 and never containing a single advertisement, *Highlights* stands alone in the magazine publishing world.

From the baby boom generation to the tech savvy kids of today, *Highlights* has been a staple in American society, with over a billion issues delivered to children around the world.



5:37-6:30 P.M.

Shakespeare Uncovered: Julius Caesar
with Brian Cox* (52 minutes)

S C

Produced by Blakeway Productions, 116 Films, THIRTEEN Productions LLC for WNET in association with PBS and Shakespeare's Globe.
<http://www.pbs.org/wnet/shakespeare-uncovered/>

Shakespeare's *Julius Caesar* is a play that upholds liberty against tyranny. But what is tyranny? And who decides? Shakespeare doesn't make it simple. In order to preserve the freedom of the Roman Republic, Julius Caesar, an "over-mighty" leader, is assassinated by Roman Senators led by Caesar's friend Brutus. Caesar wanted to become an emperor. Is Brutus a traitor or a great hero and defender of liberty? Brian Cox explores how *Julius Caesar* is Shakespeare's "American" play, showing how easy it is for a "free" republic to fall into corruption. More than that, the play challenges us to think about who or what to trust and what values we want to live by—and to look inside and wonder how well we even know ourselves.

**Join Kristina Kirtley at her session on Saturday from 11:00 a.m.-12:15 p.m. where she will be focusing on how to use this specific episode of Shakespeare Uncovered in class!*



SATURDAY

NCTE Awards Presentation

332 ABC

Join us as we celebrate recipients of NCTE's highest honors as they receive their awards.

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

Presentation of the Advancement of People of Color Leadership Award

Recipient: Valerie Kinloch, University of Pittsburgh, PA

Presentation of the Distinguished Service Award

Recipient: Keith Gilyard, Penn State, State College, PA

Presentation of the James R. Squire Award

Recipient: Charles "Chuck" Bazerman, University of California, Santa Barbara

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

Recipient: Katie Watson, author of *Scarlet A: The Ethnics, Law, and Politics of Ordinary Abortion*, Oxford University Press, New York, New York

Announcement of the Public Doublespeak Award

Recipient: Rudy Giuliani, New York, New York

Presentation of the National Intellectual Freedom Award

Recipient: Victoria Orepitan, Katy Independent School District, TX; nominated by the Texas Council of Teachers of English Language Arts

Honorable Mention: Lindsey Whittington, Dixie County High School, Trenton, FL

Presentation of the Early Career Educator of Color Leadership Awards

2018-2020 Recipients: Erin L. Berry-McCrea, University of Maryland, Baltimore County

Andy Chen, John Burroughs School, St. Louis, MO

Sarah Cole, Capital City Public Charter School, Washington, DC

Janelle Jennings-Alexander, William Peace University, Raleigh, NC

America Moreno Jimenez, Wake County Public Schools, Raleigh, NC

Kia Turner, Harlem Academy, New York, NY

2017-2019 Recipients: Eliza Braden, The University of South Carolina, Columbia, SC

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

José Luis Cano, Texas Southmost College, Brownsville, TX

Anthony Celaya, Dobson High School, Mesa, AZ

Sirrita Darby, Detroit Leadership Academy, Detroit, MI

Shirley Alvarez Fung, Fullermeadow and HoweManning, Middleton, MA

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

Recipient: *Partnering with Immigrant Communities: Action through Literacy* (2016, Teachers College Press) by Gerald Campano, University of Pennsylvania; María Paula Ghiso, Teachers College, Columbia University, NY; and Bethany J. Welch, Aquinas Center, Philadelphia, PA.

Presentation of the Excelencia in Teaching Scholarship

Recipient: Alejandra Reynoso, June Jordan School for Equity, San Francisco, CA

Presentation of the 2018 Nuestra Gente Award

Recipient: Jorge Gomez, El Paso Community College-Rio Grande, TX

Presentation of the Media Literacy Award

Recipient: Sarah Bonner, Heyworth Junior/Senior High School, IL

I.01 TEXAS STRAND: Breaking the Rules with Cool Tools: A Fresh Approach for Texas

G

351 D

Student engagement is vital in our classrooms. This roundtable will address ways teachers are increasing student engagement by breaking away from what we consider traditional instruction and leveraging tools such as podcasts, sketchnoting, out-of-school digital literacies, and providing students with choice.

Voices in Text and Tech: From Reading the Movement to Being the Movement (M-S)

Nancy Weber, Waller Independent School District, TX
Samantha Weesner, Waller Independent School District, TX

Choice & Voice: More Texts, More Time, and More Talk (M-S)

Kristi Gonzales, Mansfield Independent School District, TX
Therese Pollok, Mansfield Independent School District, TX

Sketchnoting in School (G)

Karin Perry, Sam Houston State University, Huntsville, TX
Holly Weimar, Sam Houston State University, Huntsville, TX

Moving from Listening to Making: Using Podcasting to Encourage Student Reading, Writing, and Publishing (S)

Christina Baltazar, Northbrook High School, Houston, TX
Javier Martinez, Northbrook High School, Houston, TX

Sparks in the Dark (G)

Travis Crowder, Alexander County Schools, Hiddenite, NC
Todd Nelsonsey, Navasota Independent School District, TX

I.02 Why Middle Matters: Pursuing Justice and Equity Together

G

GRAND BALLROOM C

Sponsored by the Middle Level Section, American Indian Caucus, Asian/Asian American Caucus, Black Caucus, Jewish Caucus, Latinx Caucus, and Genders and Sexualities Equality Alliance

Only together can we “pursue justice and equity for all students and the educators who serve them” (NCTE Vision Statement). This special roundtable session will bring educators together to talk, reflect, and create action.

Chair: Christopher Lehman, The Educator Collaborative, Astoria, NY

Presenter: Mara Lee Grayson, California State University, Dominguez Hills

Roundtable Leaders: Michael Dominguez, San Diego State University, CA

Penny Kittle, Plymouth State University, NH

Anna Osborn, Jefferson Middle School, MO
Summer Pennell, Truman State University, Kirksville, MO
Nicole Sieben, SUNY College at Old Westbury
Dana Stachowiak, The University of North Carolina Wilmington

Respondents: Sara Ahmed, literacy coach, NIST International School, Thailand

Harvey Daniels, author and consultant, Santa Fe, NM

Ellin Keene, author/consultant, Littleton, CO

Donalyn Miller, The Book Whisperer, Inc., Colleyville, TX

I.03 Asian/Asian American Caucus Open Forum

G

342 C

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

Facilitator: Jung Kim, Lewis University, Romeoville, IL

I.04 Black Caucus Open Forum

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320 AB

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

Co-Chairs: Jamal Cooks, Chabot College, Hayward, CA
Elaine Richardson, The Ohio State University, Columbus

I.05 Latinx Caucus Open Forum

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360 ABC

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

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

Marilisa Jiménez García, Lehigh University, Bethlehem, PA

I.06 From Striving to Thriving: How to Grow Confident, Capable Readers

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342 ABDE

We need an intervention on interventions in education. We seem to be addicted to interventions. Every time a child reads even slightly below benchmark, we call for yet another intervention. The research is clear—the best intervention is a good book a child can and wants to read! Nothing correlates higher to reading achievement than reading volume. Access plus time plus choice equal volume. We need to curate our classroom libraries to ensure that all kids have access to a wide range of compelling texts. We need to book match relentlessly.

Presenters: Stephanie Harvey, Stephanie Harvey Consulting and Scholastic, Inc.
Annie Ward, Mamaroneck Union Free School District, NY

I.07 Raising Student Voices through Poetic Play and Experimentation

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TE

340 AB

ELATE
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Sponsored by the ELATE Commission on the Teaching of Poetry

In this roundtable session, presenters will demonstrate how to empower students to raise their voices through playful, imaginative, creative, colorful, and collaborative poetry reading and writing. Participants will gain a better understanding of how to demystify the reading and writing of poetry so that students can comfortably use poetry to capture and convey their ideas.

Chair and Roundtable Leader: Bonner Slayton, Moore Norman Technology Center, Norman, OK

Roundtable Leaders: Jane Baber, University of Oklahoma, Norman
Lawrence Baines, University of Oklahoma, Norman
Kate Decker, Ten Sleep School, WY
Mindie Dieu, Pacific University, Eugene, OR
Crag Hill, University of Oklahoma, Norman
Tiffany Karalis, University of Virginia, Charlottesville
Julianna E. L. Kershen, University of Oklahoma, Norman
Anthony Kunkel, University of Oklahoma, Norman
Vicki Sherbert, Kansas State University, Manhattan
Danny Wade, Washburn University, Topeka, KS

I.08 POSTER SESSION: Technology Tools, Techniques, and Tips

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NATIONAL READING PROJECT

350–360 PREFUNCTION

Teachers share the latest digital literacy approaches as well as reviews of how certain tools do and do not work to achieve certain aims.

Poster 1: Using Technology to Scaffold ELA Common Core Curriculum for Diverse Learners in Inclusive Classrooms (S)

Amy MacKenzie, SUNY New Paltz

Poster 2: Capturing Educator Voices: Graduate Students Tackle Twenty-First-Century Literacy Challenges in an Online Environment (TE)

Anne Katz, Georgia Southern University, Savannah
Sharryn Walker, Central Washington University, Ellensburg

Poster 3: Literacy, Writing, and Math: Using Technology to Engage and Motivate Early Childhood Students (E)

C. Lisa McNair, Texas A&M University Kingsville

Poster 4: Sharing Our Voices—How Technology Transforms Student Storytelling (E)

Macy Geiger, P. K. Yonge Developmental Research School, University of Florida, Gainesville
Erin Cooke, P. K. Yonge Developmental Research School, University of Florida, Gainesville
Megan Lanier, P. K. Yonge Developmental Research School, University of Florida, Gainesville

Poster 5: Let's Talk about Your Self(ie) (M)

Amanda Lickteig, Emporia State University, KS

Poster 6: Honoring Student Voice through Minecraft Book Groups to Engage 6th Graders in Literacy (TE)

Carolyn Stuftt, Berry College, Mt. Berry, GA

Poster 7: UDL, ULE, and iPads: A Tool for Student Voice (E)

Donna Wakefield, National Louis University, Chicago, IL

Poster 8: Using Google Sites & Adobe Spark Pages to Augment Students' Voices (G)

Brandy Alexander, Cypress-Fairbanks Independent School District, Houston, TX

Poster 9: Tech Connect: Technology, Community, and Story with Children with Low-Incidence Disabilities (TE)

Alesha Gayle, University of Pennsylvania, Philadelphia
Heather Hopkins,
Lori Noll,

Poster 10: Student Voice and Agency beyond the Screen: A Framework for Rethinking Digital Literacies (G)

Earl Aguilera, Fresno State University, CA

I.09 Teaching Fraught Homeplace Histories: Stories from (and Approaches for) K–16 Classrooms

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NATIONAL WRITING PROJECT
Rainbow

382 A

Sponsored by the Modern Language Association (MLA)

Explore strategies from cultural memory studies to examine community spaces and the social issues associated with how we remember them. Presenters share transportable teaching approaches (such as facilitated site visits and using online image archives) for homeplace analysis and student writing that blends personal response with critique to promote empathy.

Presenters: Kevin M. English, Wayne Memorial High School, MI, “Conflicting Cultural Memories in the Shadow of a High School: Exploring the ‘Norwayne’ ‘Shack Town’ Neighborhood Residents Call Home”
Adam Hubrig, University of Nebraska, Lincoln, “Environmental and Historical Legacies from Homesteading Nebraska”
Sarah Ruffing Robbins, Texas Christian University, Fort Worth, “Childhood Memories and Historic Spaces in Dialogue: Revisiting Places and Related Social Issues in Greensboro, NC”
Kelly Sassi, North Dakota State University, Fargo, “Fort Totten Boarding School as a Site of Settler Colonization on the Great Plains: Writing about Historical Trauma and Healing”
Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia, “Teaching the Truth about Slavery in the Nation’s First Capital: Using Controversial Picture Books for Social Justice Teacher Education”

I.10 Teaching Media Literacy: Lessons in Research, Fighting Fake News, and Training Truth Seekers

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352 A

Sponsored by the Journalism Education Association

The digital age has provided students with an abundance of media outlets. Learn from Journalism Education Association teachers how to teach students to be critical consumers of news, use free media literacy resources in any class, and teach students how to find their own truth.

Presenters: Sarah Nichols, JEA NCTE Liaison, Professional Outreach Director, Iowa City, IA
Jonathan Rogers, Journalism Education Association, Manhattan, KS

I.11 Remapping Geographies of Exclusion: Advocacy, Equity, and Student Voice in the Secondary School Writing Center

M

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351 F

Sponsored by the International Writing Centers Association

Middle school and high school directors will discuss how writing centers can be sites of advocacy for student voices, powerful forces for equity, and catalysts for institutional change by sharing actionable strategies they have implemented to alter the “geographies of exclusion” in their schools.

Chair: John Nordlof, International Writing Centers Association, Philadelphia, PA

Presenters: Jeffrey Austin, Skyline High School, Ann Arbor, MI
Heather Barton, Etowah High School, Woodstock, GA
Renee Brown, Peters Township Middle School, McMurray, PA
Kate Hutton, Herndon High School, VA
Kyle Krol, Lakeshore High School, Stevensville, MI
Betsy Roche, Fossil Ridge High School, Fort Worth, TX

I.12 “Friends, Americans, Countrymen?” *Julius Caesar* and the American Experience

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370 B

Sponsored by WNET

In this classroom demonstration, discover how to integrate the award-winning PBS series *Shakespeare Uncovered* in a study of *Julius Caesar*. Using media and performance-based activities, explore how Shakespeare’s play still resonates today and can elevate discussions about student voice and rhetoric in our digitally networked world.

Presenters: Kristina Kirtley, WNET, New York, NY
Sarah Richard, High School for Law Advocacy and Community Justice, New York, NY

I.13 Race, Whiteness, and the Preparation of English Teachers

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This panel will feature three presentations aimed at preparing English teacher candidates, the majority of whom are White, with racial identities and racial literacies for culturally sustaining pedagogy and antiracist pedagogy through (1) support for fostering critical conversations about race, (2) curriculum design and exploratory writing, and (3) narratives.

Presenters: Noah Asher Golden, Chapman University, Orange, CA, “Challenging Misrecognitions through Reflexive Teacher Education: Knowing and Growing in an Age of Commodification”

Carlin Borsheim-Black, Central Michigan University, Mount Pleasant, and Sophia Sarigianides, Westfield State University, MA, “Strategies for Preparing English Teacher Candidates for Teaching about Racism through Literature”

Amy Vetter, University of North Carolina, Greensboro, and Melissa Schieble, Hunter College, CUNY, “Examining Critical Conversations about Race with High School English Teachers”

I.14 Empowering Student Voices through Descriptive Writing

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371 E

Three literacy educators will describe their strategies for empowering students to observe their environment and communities, to craft descriptions of physical settings with meaning and purpose, and to use vocabulary with precision in their writing. Mentor texts and assignments will be available.

Chair: Katie Wheeler, McCormick Junior High, Cheyenne, WY

Presenters: Beverly Ann Chin, University of Montana, Missoula, “Empowering Students’ Voices through Close Reading and Descriptive Writing”

Tiffany Rehbein, Laramie County School District #1, Cheyenne, WY, “Echoes on the Landscape: Student Voice in Their Own Communities”

Sarah Ressler Wright, Rutherford B. Hayes High School, Delaware, OH, “Selfies & Snow Days: Using Students’ Interests to Improve Their Writing and Vocabulary”

I.15 Discovering Their Stories through Inquiry

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371 F

This multimodal presentation is focused on the ways in which inquiry provides opportunities for students to discover their stories, deepen learning, and take action. The presenters will share personal experiences of how inquiry develops a more global perspective for teachers and students and empowers them to bring about social change.

Presenters: Kela Goodman, University of South Carolina Upstate, Spartanburg, “Gaining Global Perspectives through Inquiry”

Becky McCraw, Goucher Elementary School, Gaffney, SC, “From STEM to STEAM: Putting Action into STEM Research”

I.16 Disciplinary Literacy in English Language Arts: Creating Communities to Empower Students as Disciplinary Experts

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380 D

As calls for disciplinary literacy continue, English language arts teachers may wonder what they should do in their classrooms. This session seeks to help teachers by providing results of research and illustrations of ELA disciplinary literacy teaching in classrooms. Discussion will be facilitated by a leading scholar of disciplinary literacy.

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

Disciplinary Literacy Practices and Processes: Experts and Novices Reading Literature

Leslie S. Rush, University of Wyoming, Laramie
Todd Reynolds, University of Wyoming, Laramie
Jodi Lampi, Northern Illinois University, DeKalb
Jodi Holschuh, Texas State University, San Marcos

Disciplinary Literacy in High School English: A Study of Teaching Practice and Student Learning

Emily Rainey, University of Pittsburgh, PA
Scott Storm, Harvest Collegiate High School, New York, NY

I.17 Level Up! Using and Making Games and Video Games to Develop Writers

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Games aren't just for play. Narratives are alive in gaming of all kinds. Learn perspectives from educators, technology experts, and students on using ways game design and game platforms support student storytellers.

Chair: Roy Smith, Round Rock High School, TX

Presenters: Lesa Boutin, Writers in the Schools, Houston, TX

Sarah Jerasa, Writers in the Schools, Houston, TX

Cynthia Merrill, The LivBits, Durham, NH

Kathryn Peterson, Writers in the Schools, Houston, TX

Meenoo Rami, Microsoft

Olivia Van Ledtje, Oyster River School, Durham, NH

I.18 Research on YPAR: Youth Participatory Action Network

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This session features Youth Participatory Action Research (YPAR).

Chair: Andrea Zellner, Oakland Schools, Waterford, MI

Presenters: Victoria Dickman-Burnett, University of Cincinnati, OH

Maribeth Geaman, Findlay High School, OH

Heidi Hadley, University of Georgia, Athens

I.19 Research on Writing Across the Curriculum: In-School and Out-of-School Contexts

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370 F

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This session features research on writing across the curriculum.

Chair: Erik Palmer, Cherry Creek Schools, Aurora, CO

Presenters: Lori Assaf, Texas State University, San Marcos

I.20 Teaching the Resistance: Empowering Students with Gifts of Critical Literacy for Social Justice

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Rainbow

381 A

Join us as we discuss the promise of using questioning as a tool to help raise student voices. From the #MeToo Movement to Charlottesville, students are constantly

bombarded with messages about who and what matters. Using YA Literature, Beyoncé, *The Crucible*, and everything in between, this session will help you get information.

Chair: Sandy Williams, Georgia State University, Atlanta

Presenters: Jamilah Pitts, Harlem Village Academies, New York, NY

Colleen Ruggieri, Ohio University, Athens

Sandy Williams, Georgia State University, Atlanta

I.21 Raising Students' and Teachers' Voices: Using Writing to Advocate for Change in Our Classrooms, Communities, and Worldviews

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Come and learn how middle and high school students and teachers have sought solutions to real-world problems. Participants will receive resources for teaching writing projects focused on advocacy. These projects demonstrate how students and teachers can raise their voices to serve as change agents within their local schools and districts.

Presenters: Erinn Bentley, Muscogee County School District, Columbus, GA, "From Teacher to Advocate: Writing to Solve Classroom Issues"

Alex Overby, Muscogee County School District, Columbus, GA, "Expanding Others' Worldviews through Multi-Genre Projects Focused on Personal Cultures"

Madison Workman, Muscogee County School District, Columbus, GA, "What Do You March For?"

I.22 Exploring the Reading Processes of Linguistically Diverse Readers

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Rainbow

372 A

Readers from linguistically diverse backgrounds encounter particular challenges in learning to read. This panel presentation uses miscue analysis to explore the reading processes of Spanish-speaking and Mandarin-speaking emergent bilingual readers and speakers of African American English. Examples that highlight the strengths and challenges of linguistically diverse readers will be presented.

Presenters: Eliza Braden, University of South Carolina, Columbia

Catherine Compton-Lilly, University of South Carolina, Columbia

Yang Wang, University of South Carolina, Columbia

I.23 Tips and Tools That Create Lifetime Readers and Writers

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362 ABC

Join us as we share tips and tools that help students become skilled and motivated readers and writers. You'll learn strategies that help students get started crafting expository and narrative texts, conferring strategies that help students revise, and close reading strategies that help students think critically about texts they read.

Chair: Kylene Beers, author and consultant, The Woodlands, TX, "Close Reading; What Matters Most"

Presenters: Robert Probst, Marathon, FL, "Possibilities and Responsibilities: Teaching Students How to Think and Talk about Texts"

Linda Rief, Oyster River Middle School, Durham, NH, and University of New Hampshire, Durham, "Creating Writers: What Comes First"

Respondent: Penny Kittle, Plymouth State University, NH, "Responding and Encouraging: What Happens in the One-on-One Conference"

I.25 Raising Voices, Expectations, and English Educators: Co-Teaching the Methods Course with Multiple Doctoral Students

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ELATE

371 C

How can programs with several doctoral students and few methods courses ensure that their future English educators have experience teaching the methods course, often a required qualification in the job market? This presentation offers insights from a four-person teaching team that tackled planning, instruction, and assessment collaboratively.

Presenters: Johnny Allred, University of Arkansas, Fayetteville, "Using Digital Tools for Deeper Learning and Enhanced Dialogue among Preservice Teachers"

Seth French, University of Arkansas, Fayetteville, "What Works and What Doesn't: Preservice Teacher Perspectives on Microteaching"

Christian Goering, University of Arkansas, Fayetteville, "Remixing the Soundtrack of Your Life into a Non-Text-Based Project"

Jennifer Peñaflorida, University of Arkansas, Fayetteville, "Teachers as Writers and Teachers of Writing"

I.26 Stepping Up and Speaking Out! English Language Arts Teacher-Researchers Learning to Advocate for Sexual and Gender Diversity in Schools

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LGBTQ

350 C

Drawing on interviews with teachers, administrators, and LGBTQ families and students, ELA teacher-researchers share what they've learned about advancing social justice for queer people in schools. The panelists discuss what they've learned and why it matters, and provide takeaways for how other educators might do similar work in schools.

Speaking Out for What They Need: Queer Students on Leading Layered Lives and Needing Layered Advocacy

Jenell Igeleke Penn, The Ohio State University, Columbus,

Courtney Johnson, Columbus City Schools, OH

Stepping Up with Parents of Queer Families in Schools

Lane Vanderhule, Hilliard City Schools, OH

Mollie V. Blackburn, The Ohio State University, Columbus

Choosing to Step Up and Speak Out: Reimagining Teaching as Activism

Ryan Schey, The Ohio State University, Columbus

Gail Griffith, Hilliard City Schools, OH

Queer Inclusive Curriculum in Schools: Why We Need It and How to Make It Happen

Caroline T. Clark, The Ohio State University, OH

I.27 Becoming a Teacher Who Writes: An English Journal and Voices from the Middle Event

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320 C

In this joint *English Journal* and *Voices from the Middle* event, the editors will guide participants through the process of becoming a teacher who writes for publication. Steps to publication, tips for idea generation, suggestions for using student artifacts, and key things reviewers look for will be shared.

Presenters: Toby Emert, Agnes Scott College, Decatur, GA

Sara Kajder, University of Georgia, Athens

R. Joseph Rodríguez, California State University, Fresno

Shelbie Witte, Oklahoma State University, Stillwater

I.28 **Brave Conversations: Sharing Stories That Empower Student Voices in the Real World**

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Stories are gateways for exploring big topics students are encountering today and serve as safe pathways to discovery and empowerment through brave conversations. Join this author/educator panel for conversation and ideas for fostering dialogue and self-discovery through story that inspires students to raise their voices and act with empathy.

Presenters: Melissa Guerrette, Oxford Elementary School, ME
Sabina Khan, Scholastic, Inc.
Kate Messner, Bloomsbury
Jen Petro-Roy, Macmillan/Feiwel & Friends
Jewell Parker Rhodes, Arizona State University, Tempe
Renée Watson, Bloomsbury

I.29 **Reading Is Writing: Student Success through “Kid Writing”**

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NATIONAL WRITING PROJECT

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Learn how the Philadelphia Writing Project working with three schools addressed writing for K-1 students, including ELLs. Using Kid Writing, panelists will provide a look at the program, the research design, and student work. Participants will discuss how teachers, parents, and community members can work together to support young learners.

Presenters: Claudia Gentle, MORC University of Chicago, IL
Dina Portnoy, University of Pennsylvania, Philadelphia
Diane Waff, Philadelphia Writing Project, PA
Michele Walden-Bell, Philadelphia Writing Project, PA

I.30 **Raising Students’ Voices through Speech and Debate Activities: #InformationtoAction**

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Students are surrounded by voices—#advocacy, #dosomething, #change—and must learn to distinguish and differentiate these voices, determine which voices to listen to, and find and establish their own voices. Experienced speech and debate coaches will

share best practices to take students from #informationtoaction in speaking out for themselves and others.

Presenters: Pam McComas, National Speech and Debate Association, Colorado Springs, CO
Renee Motter, National Speech and Debate Association, West Des Moines, IA

I.31 **Writing What Matters in Three Genres**

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Good teachers have students write. Great teachers have students write what matters in a variety of genres. These three presenters discuss how they move high school and university students to write three different genres: blog posts after immersion in issues of social justice, creative nonfiction, and multigenre research papers.

Chair: Angela Faulhaber, Hamilton County Educational Service Center, Cincinnati, OH

Presenters: Katherine Batchelor, Miami University, Oxford, OH

Mariana Romano, Evanston Township High School, IL
Tom Romano, Miami University, Oxford, OH

Respondent: Danika Novak, Union R-XI High School, MO

I.32 **Teaching for Social Justice: Stories from Teacher Educators, Preservice Teachers, and New Urban Teachers**

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342 F M S C TE

Two teacher educators describe coursework and field experiences that promoted preservice English teachers’ knowledge and practices for being social change agents in schools and society. Three preservice teachers who engaged with these experiences and are now first-year urban teachers discuss how social justice manifests in their teaching practices.

Presenters: Tiye Cort, The University of Texas at Austin
Megan McKeon, Not Your Ordinary School (NYOS) Charter School, North Austin, TX
Allison Skerrett, The University of Texas at Austin
Alexandria Smith, The University of Texas at Austin
Neddie Ann Underwood, Del Valle High School, Austin, TX

I.33 “Voices from the Bayou”: Students Confront Racism, Police Brutality, and a Historic Flood Inside the Classroom



352 B MCTE / WLU

“Voices from the Bayou” presents complex self-portraits of confusion, courage, and wisdom as young people in a racist society become aware, each in their own ways, of the incomprehensibility, blunt brutality, and deep pain of racism and the depth of love required to change it in the only place they can—in themselves.” Gary Zukav, author of *The Seat of the Soul* and *The Dancing Wu Li Masters*.

Chair: Clarence Nero, Baton Rouge Community College, LA

Presenters: Carrie Causey, Baton Rouge Community College, LA

Heather Draxyl, Baton Rouge Community College, LA

Respondents: Dorian Alexander, Baton Rouge Community College, LA

Anaya Askina, Baton Rouge Community College, LA

Tristain Belvin, Baton Rouge Community College, LA

Dynasty Gibson, Baton Rouge Community College, LA

Wyiquita Lollis, Baton Rouge Community College, LA

Briyanna Talton, Baton Rouge Community College, LA

I.34 Supporting English Language Arts Teachers’ Integration of Technology into the Classroom



371 A GTE / R, ELATE

The panelists will engage the audience interactively in research findings regarding technology integration in an English language arts teacher education program. Practices include approaches that mimic authentic communications online, production-centered participation, and openly-networked collaborations. Discussion will review the efficacy on teaching these practices throughout the English teacher education programs the audience represents.

Presenters: Candance Doerr-Stevens, University of Wisconsin-Milwaukee

Donna L. Pasternak, University of Wisconsin-Milwaukee

I.35 Craft Moves in Nonfiction Writing



371 B EMTE / NWWP

While the tools and terminology for understanding the elements of fiction are well established, the lexicon for discussing nonfiction craft originated within our lifetimes and is still developing today. In this session, five award-winning authors discuss key nonfiction craft moves and share instructional activities perfect for writers workshop.

Presenters: Sarah Albee, National Geographic
Loree Griffin Burns, Houghton Mifflin Harcourt
Lesla Cline-Ransome, Simon & Schuster
Candace Fleming, Random House Children’s Books
Susannah Richards, Eastern Connecticut State University, Willimantic
Melissa Stewart, Peachtree Publishers

I.36 YA Lit IS Complex! Authors and Teachers Explore the Complexity of Writing Young Adult Literature



352 DEF MSC

This session brings together YA authors and classroom teachers to explore text complexity through the lens of writing craft. Keynote speeches and roundtable discussions will explore how complexity can be found and made in YA lit when we weave authors’ accounts of writing process with close analysis of texts themselves.

Chairs: Jennifer Buehler, Saint Louis University, MO
Cathy Fleischer, Eastern Michigan University, Ypsilanti

Tradebook Authors: Elizabeth Acevedo, HarperCollins
David Arnold, Penguin Random House
Sharon Draper, Simon & Schuster
David Levithan, Random House Children’s Books
Emily X. R. Pan, Hatchette Book Group
Randy Ribay, Houghton Mifflin Harcourt
Andrew Smith, Simon & Schuster
Ibi Zoboi, HarperCollins

Roundtable Leaders: Sarah Andrew-Vaughan, Ann Arbor Public Schools, MI
Ricki Ginsberg, Colorado State University, Fort Collins
Wendy Glenn, University of Colorado, Boulder
Kellee Moye, Hunter’s Creek Middle School, Orlando, FL
Meredith Novak, St. Louis Public Schools, MO
Daria Plumb, Traverse City West Senior High School, MI
Beth Scanlon, Cypress Creek High School, Orlando, FL
Beth Shaum, St. Frances Cabrini Catholic School, Allen Park, MI

I.37 Finding Sanctuary: Young Adult Literature and Latinx Readers Together in Perilous Times

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This panel highlights strategies for critical engagement with young adult literature featuring Latinx perspectives on migration, documentation, and deportation. Two teacher educators will describe current realities that inform the literature (including Perez's *Out of Darkness* and Stork's *Disappeared*) and offer ways to engage students in humanizing forms of reading.

Presenters: Patricia Enciso, The Ohio State University, Columbus
Bryan Gillis, Kennesaw State University, GA

I.38 Studies on English as a Foreign Language (EFL) Learners' Writing Experiences

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352 C G TE / R

This panel presentation involves four studies from different perspectives that aim to seek a better understanding of EFL writers' experiences and perceptions of different teaching techniques and further provides implications of how educators can improve students' writing experiences and better prepare them for career readiness.

Chair: Danling Fu, University of Florida, Gainesville
Presenters: Chu-Chuan Chu, Drexel University, Philadelphia, PA
Juan Du, Shanghai Jiao Tong University, Shanghai, China
Ivy Haoyin Hsieh, Tamkang University Lanyang Campus, Yilan, Taiwan
Qing Liu, Southern University of Science and Technology, Shenzhen, China

I.39 Teaching Tricksters, or, "Doing" Metis to Empower Student Voices

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This panel explores the role of métis in composition classrooms. Presenters open by aligning the "trickster" figure with metic intelligence and offer participants two ways of incorporating metic/trickster pedagogy into their teaching. Attendees will also participate in a collaborative, metic-raising activity easily adapted in a variety of writing courses.

Presenters: Elizabeth Caravella, George Mason University, Fairfax, VA
Indigo Eriksen, Northern Virginia Community College, Springfield
Veronica Garrison-Joyner, George Mason University, Fairfax, VA

I.40 Putting Text Levels in Perspective: Expanding Students' Book Selection

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Like any instructional scaffold, text levels should be temporary and removable in the development of a reader. Through demonstration, discussion, and practical strategies, this session explores ways to keep levels in proper perspective, ensuring they are used as a teacher's instructional tool and don't impede student choice, identity, and access.

Chair: Jennifer Serravallo, Heinemann
Presenters: Carla España, Hunter College, CUNY
Clare Landrigan, Teachers for Teachers
Tammy Mulligan, Heinemann Publishers

I.41 Their Words, Their Worlds: Amplifying Bilingual Learners' Voices through Advocacy

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351 E E TE / EC, RAINBOW, RESEARCH

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R Second graders, alongside preservice teachers, create advocacy projects for the child's family, school, or community through literacy tutorials as part of a bilingual reading methods course.

Presenters: Nathaly Batista-Morales, The University of Texas at Austin
Samuel DeJulio, University of Texas at San Antonio
Cori Salmerón, The University of Texas at Austin

I.42 All Girls Considered: Tapping into the Power of Podcasts to Raise Student Voices



381 C

Join us as we discuss the implications of allowing our students to own their learning via interviews and podcasts.

Chair: Leah Beth Johnston, Texas A&M University-San Antonio

Presenters: Jennifer Dean, Leander Middle School, TX
Christina Torres, Punahou School, Honolulu, HI

I.43 Exposing the Truth: Empowering Students to Thrive and Advocate for Themselves through Journalism and Public Writing



330 B

This session features a discussion of journalism's power to help our students navigate the space between the truth and fake news.

Presenters: Patricia L. Hans, Ridgewood High School, NJ
Heather O'Loughlin, Arizona State University, Tempe

I.44 Developing Critical Literacies and Affirming Youth Cultures through Digital Media and Popular Text



351 C

Directly responding to the needs and identities of Black, Brown, and historically marginalized students, these presenters discuss the use of popular media and culturally relevant texts in developing critical and digital literacies regarding the intersections of race, gender, and identities.

Presenters: Jelani Jabari, Pedagogical Solutions, LLC, Detroit, MI

Leah Beth Johnston, Texas A&M University-San Antonio

Anita Pickett, Somerset Independent School District, San Antonio, TX

Wideline Seraphin, Pennsylvania State University, University Park

I.45 Moving Children's Voices Center Stage through Storytelling and Story-Acting, Writing, and a School Family Library



381 B

This combined session shares the experience of two classroom teachers implementing storytelling and story-acting curriculum. In addition, presenters will describe one school's creation of a Family Library that reflects family diversity.

Chair: RC Atchisson, Northwest High School, Cedar Hill, MO

Roundtable Leaders: Sharron Hall, Bobbie Kabuto, Queens College, Flushing, NY
Tara Lencl, Teachers College, Columbia University, New York, NY

Katherine Malmquist, Spartanburg District 6, SC
Kathleen Olmstead, The College at Brockport, SUNY
Melissa Wells, University of Mary Washington, Fredericksburg, VA

I.46 Podcasts and Films: Narrative and Documentary in the ELA Classroom



350 D

Student voices find space within ELA classrooms through the use of podcasts to explore narrative strategies and storytelling formats. Documentary filmmaking provides opportunity for students to connect deeply to texts and events that impact society, history, and their own lives. Public audiences add even more authenticity to these experiences.

Chair: Namisha Joiner, Dr. Richard Izquierdo Health and Science Charter School, Bronx, NY

Presenters: Michelle Cearley, Fulbright Junior High, Bentonville, AR

Mike Epperson, Lathrop High School, MO

Cassy Nicolay, Lathrop High School, MO

Whitney Zanter, Lathrop High School, MO

I.47 Building Writing Fluency through Zines and Graphic Novelettes

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Kim Doele's middle school students are inspired by zines and graphic novelettes. The playful nature of these tiny informational books offers endless writing possibilities. Writing zines and graphic novelettes is practice students embrace. Join author Jeffrey Brown sharing his research process and librarian Monica Walen sharing extraordinary mentor texts.

Chair and Presenter: Kim Doele, Teachers College, Columbia University, New York, NY

Tradebook Author: Jeffrey Brown, Random House Children's Books

I.48 Caring for Students through Children's Nonfiction Texts Representing Disability

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This presentation will focus on representations of disability in children's nonfiction literature. Through discussion and text exploration, participants will examine the selection and use of nonfiction with notions of critical care.

Chair and Presenter: Teri Holbrook, Georgia State University, Atlanta

Presenters: Courtney Hartnett, Georgia State University, Atlanta

Melanie Hundley, Vanderbilt University, Nashville, TN
Emily Pendergrass, Vanderbilt University, Nashville, TN
Elizabeth Self, Vanderbilt University's Peabody College, Nashville, TN

I.49 Writer's Notebooks: Who? What? When? Where? Why?

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Invite writers to find their voices and tell their stories inside the pages of a notebook. Teachers and students grow as writers when they live like writers. Discover authentic ways to incorporate the notebook into a daily ritual while engaging students and sparking their love of the written word.

Presenters: Jen Cherry, Brambleton Middle School, Ashburn, VA

Michelle Haseltine, Loudoun County Public Schools, Ashburn, VA

Amy Ludwig VanDerwater, Wordsong/Boyd's Mills Press and Clarion/Houghton Mifflin Harcourt

Linda Urban, Houghton Mifflin Harcourt

I.50 From Page to Megaphone: Methods for Adding a Public Voice to Private Writing

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This session will focus on the movement from private to public voice by examining the publication journeys of five Latino authors and by discussing how the characters of their books have made similar journeys. It will then explore ways to facilitate students' private-to-public expression in their classrooms and communities.

Presenters: David Bowles, University of Texas Rio Grande Valley, Edinburg

Angela Cervantes, Scholastic, Inc.

Diana Lopez, University of Houston, Victoria, TX

Celia Perez, Kokila/Penguin Young Readers

Lila Weaver, Candlewick Press

I.51 "What Will We Do?" Enactment of Critical Pedagogy in the Elementary Classroom

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In this panel session, teacher educators and four experienced inservice elementary literacy teachers will share their pedagogical insights, as a result of their years of learning alongside their students, in enacting Brown's (2013) theory of humanizing critical sociocultural knowledge. Attendees will participate in whole group and small group work.

Chair: Saba Vlach, The University of Texas at Austin

Presenters: Keffrelyn Brown, The University of Texas at Austin

Sara Freund, Austin Independent School District, TX

Diana Garcia, Dezavala Elementary School, San Marcos, TX

Erin Green, University of Texas Elementary School, Austin TX

Amelia Mahlstadt, Bluebonnet Elementary School, Round Rock, TX

I.52 **Girlfriends' Guide to Volume: Replicating Research on Silenced Girl Voices in Education**



372 C

Based on contemporary culture, including #TimesUp and “The Silence Breakers,” we report on replicating English language arts research on gender equity, lead activities about “single stories” for girls in schools, and share diverse educational stakeholder perspectives on the implications for us all in promoting healthy, positive girlhood and promoting student voice.

Presenters: Paul A. Crutcher, University of Arkansas, Little Rock
Jordan Gross, former high school teacher and college instructor
Marisa Hulley, Fairfield City Schools, OH
Kimberly Maurer, University of Arkansas, Little Rock
Sarah Mitchell, Jacksonville Middle School

I.53 **Where Student Voices “Take Place”: Building Literacy, Identity, and Community in Wild Spaces**



350 B

The presenters' teaching experiences include adventure/outdoor leadership, teacher education, and ESL/ELA classrooms. We demonstrate how the benefits of an outdoor leadership and literacy program translate to supporting voices of youth in more traditional school settings. Audience members are invited to participate in activities that explore relationships between setting and voice.

Presenters: Merrilyne Lundahl, Southern Oregon University/Oregon Writing Project, Ashland
Ellie Moore, Midland School, Los Olivos, CA
Katie Zanto, Sierra Nevada College, Incline Village
Anna Santoleri, High Tech High, Chula Vista, CA

I.54 **Voice, Vision, and Variety: Empowering Students with Innovative Nonfiction**



361 A

Engagement with innovative nonfiction is imperative for students as readers and writers. Nonfiction authors Laura Purdie Salas and Irene Latham will share how they engage readers with nonfiction, and educators Alyson Beecher, Ann Marie Corgill, and Jen

Vincent will offer tips and recommendations for incorporating these texts into writing workshop.

Chair: Jen Vincent, Mundelein District 75, IL
Presenters: Alyson Beecher, Glendale Unified School District, CA
Ann Marie Corgill, Shades Mountain Elementary School, Hoover, AL
Tradebook Authors: Shawn Harris, Chronicle Books
Irene Latham, Lerner Publishing Group
Laura Purdie Salas, Lerner Publishing Group, Boyds Mills Press, and Charlesbridge

I.55 **Successful Teachers Fostering Confidence: A Discussion of Storying**



361 C

Fostering confidence is imperative in these times of sensational media. This panel describes the efforts of teachers from an International Baccalaureate school who use the power of story to harness and raise student self-confidence. We wish to exchange stories and start a discussion about the importance of fostering confidence.

Presenters: Rebeca Batres, Teachers College, Columbia University, New York, NY
Samantha Rodriguez

I.56 **Bringing Argument to Life: Five Views on the College, Career, and Community Writers Program**



370 A

For two years, we've collaborated using the NWP's College, Career, and Community Writers Program with great success. We encourage students to view nonfiction texts from multiple lenses—readers, writers, reflectors, and reviewers. The panel presentation shares our observations as teachers, professors, and site directors using this process of argumentative writing.

Chair: Elizabeth Brockman, Central Michigan University, Mt. Pleasant
Presenters: Rachel Kish, Central Michigan University, Mt. Pleasant
Janet Neyer, Cadillac High School, MI
Jill Runstrom, Cadillac Junior High School, MI
Andrew Schoenborn, Mt. Pleasant High School, MI
Respondent: Troy Hicks, Central Michigan University, Mt. Pleasant

I.57 Inquiry and Reflection: Empowering Students to Raise Their Voices and Make Learning Their Own



372 F

How does inquiry create learners, citizens, and agents of change? How does student reflection raise agency in writers? Two projects conducted in three elementary settings reflect the possibilities when students are empowered to inquire and reflect. Participants will leave with practical strategies on raising student voice through inquiry and reflection.

Presenters: Danielle Butville, Great Valley School District, Malvern, PA
Sarah Hanrahan, Woodley Hills Elementary School, Alexandria, VA
Colleen McCracken, Easterly Parkway Elementary School, State College, PA
Deana Washell, Easterly Parkway Elementary School, State College, PA
Anne Whitney, Pennsylvania State University, State College

I.58 Promoting Student Agency: Discovering and Developing Voice through Authentic Argument for Real Audiences



361 B

In this panel presentation, three central Texas Writing Project Teacher Consultants discuss their successes helping diverse learners discover the power of sharing their voices. Harnessing students' natural inclination to discuss, research, write, and publish about the arguments in their communities strengthens their ability to take agency of their own learning.

Presenters: Katrina Jansky, Texas State University, San Marcos
Crystal Kelley, San Marcos High School, TX

I.59 Igniting Instruction - Round 2



350 F

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
Bill Bass, Parkway School District, Chesterfield, MO
Will Fassbender, University of Georgia, Athens
Lisa Fink, NCTE, Urbana, IL
Andrea Finkle, DeLand High School, FL
David Finkle, Volusia County Schools, Deland, FL
Barry Gilmore, Hutchison School, Memphis, TN
Jason Griffith, Pennsylvania State University, State College
Sandy Hayes, Becker Middle School, MN
Hattie Maguire, Novi Community Schools, MI
Keisha Rembert, Clifford Crone Middle School, Naperville, IL

I.60 Crossing Selma's Bridge with Visual Discovery Strategy and Young Adult Literature: Allowing Voices from the Past to Echo in the Present



361 EF

Four secondary ELA and social studies teachers and three YA authors demonstrate a social studies practice, Visual Discovery Strategy (VDS), which helps students engage with literature meaningfully as they observe, decipher, and comment on the complex issues and images they encounter in their everyday lives.

Presenters: Laurie Halse Anderson, Penguin and Simon & Schuster
Steven Bickmore, University of Nevada, Las Vegas
Paul Binford, Mississippi State University, Starkville
Brendan Kiely, Simon & Schuster
Luke Rumohr, Cadillac Junior High, MI
Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI
Rich Wallace, Calkins Creek/Boyd's Mills Press
Sandra Neil Wallace, Simon & Schuster, Boyd's Mills Press, Little Brown

I.61 When Phonics Is the Foundation—in a Curriculum of Authentic, Deep Literacy



362 DEF E / EARLY CHILDHOOD EDUCATION

This session will begin with the question, “What principles guide your phonics instruction?”—a question that will launch this three-part series. All too often, we do not think about phonics instruction as artful, as a matter of choice, nor as something that is guided by a vision of best practices.

Chair: Rebecca Cronin, Teachers College Reading and Writing Project, Columbia University, New York, NY

Presenters: Lucy Calkins, Teachers College, Columbia University, New York, NY

Rebecca Cronin, Teachers College Reading and Writing Project, Columbia University, New York, NY

Natalie Louis, Teachers College Reading and Writing Project, Columbia University, New York, NY

Rachel Rothman-Perkins, Teachers College Reading and Writing Project, Columbia University, New York, NY

I.62 Students Reading Representation in Superheroes and Writing Their Own “Super” Identities



332 D

Rainbow



Gifted students in a summer enrichment program use a critical literacy lens to address the social, cultural, and political representations of minority superheroes in mainstream comics culture. Students’ analyses and discussions influenced their conceptions of identity and representation while writing their own memoir comics and comics-oriented poetry.

Presenters: Adam Henze, Indiana University, Bloomington
Michael Kersulov, Springfield Platteview School District, Springfield, NE

I.63 Collective Equity: Students Sharing Their Voices and Searching for the Voices of Others through Storytelling and Grand Conversations in the Classroom



351 A

Presenters will share how educators can engender an equity of voice by creating opportunities for all students to share and listen to stories and perspectives through culturally relevant, inclusive practices. Participants will think alongside a panel, exploring tools and resources to support empowerment and distribution of agency in primary classrooms.

Presenters: Kelsey Corter, PS 59, New York, NY
Jana Julka, Sussex Hamilton, Menomonee Falls, WI
Kara Langer, PS 59, New York, NY
Janet Rhi, Brooklyn New School, PS 146, Brooklyn, NY

I.64 NCTE AUTHOR STRAND: Lightning Paths: Crafting Eclectic Poetry Writing Exercises



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Poetry, as a diverse genre, begs for a variety of approaches, from inspiration, to technique, to form. Kyle Vaughn, author of *Lightning Paths: 75 Poetry Writing Exercises*, will present on how to create fresh, engaging poetry writing exercises that balance complexity and accessibility.

Presenter: Kyle Vaughn, Pulaski Academy, Little Rock, AR

I.65 EXHIBITOR SESSION: Strategies That Drive Maximal Growth for All Middle School Students



382 C

Sponsored by Amplify

This presentation will cover Amplify’s theory of “low floors and high ceilings”—in other words, providing multiple entry points and the right scaffolding opportunities so that every single student can engage deeply with the same rigorous ELA curriculum.

Presenter: Jeff Dannemiller, Product Director, Amplify ELA

J.01 TEXAS STRAND: From Six Flags to Many Faces: Diverse Voices of Texas

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Understanding the diversity in Texas schools means teaching in a way that is not only inclusive of the diversity but embraces it as well. This roundtable will provide multiple opportunities for participants to think about diversity and social justice, and how it can become a stronger part of their classrooms.

Breaking Down Barriers and Boundaries: Transnationalism through the Lenses of Genre, Gender, and Literacy

Gary Loss, Region 4 Education Services Center, Houston, TX

Kristi Thaemlitz, Region 4 Education Services Center, Houston, TX

Designing a TEKS-Based ELA Curriculum in Partnership with Social Justice Standards

Kirsten Loomis, Houston Independent Schools, TX

Julie Peters, Houston Independent Schools, TX

Finding Student Voice through Multicultural Literature

Codi Fowler-Freeman, University of Houston-Clear Lake, TX

That's Us! How to Use Diverse Literature to Help Students Build a Strong Classroom Community

Ana Aldrufeu, Aldine Independent School District, Houston, TX

Janeth Cornejo, Aldine Independent School District, Houston, TX

Yessenia Perales, Waller Independent School District, Houston, TX

The Fine Line of Writing Cross-Culturally: An Interview with Corrie Wang, author of YA novel *The Takedown*

Rosa Nam, University of Houston, TX

Corrie Wang, Disney Freeform

J.02 Why Middle Matters: Student Voices, Asking and Answering the Hard Questions

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Sponsored by the Middle Level Section Steering Committee

Popular young adult fiction can present young readers with difficult questions about life, and also provide a means for processing these issues. Listen in on roundtable discussions, led by middle level students, addressing the hard questions asked in young adult fiction of their own selection.

Presenters: James Blasingame, Arizona State University, Tempe

Amanda Luszeck, Arizona State University, Tempe

Respondent: Anthony Celaya, Arizona State University, Tempe

J.03 Nurturing and Sustaining Critical Educators: A Mentoring and Network Session

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Sponsored by the Latinx Caucus

This roundtable session facilitates mentoring dialogue between critically inclined K-12 educators and teacher-educators/educational researchers working with the Rainbow Strand. K-12 educators will receive mentorship on specific work and questions they have. This session is open to anyone interested in critical pedagogy and justice issues in education.

Chair and Roundtable Leader: Michael Dominguez, San Diego State University, CA

Roundtable Leaders: Limarys Caraballo, Queens College, CUNY

Victor Del Hierro, University of Texas at El Paso

Tracey T. Flores, The University of Texas at Austin

Laura Gonzales, The University of Texas at Austin

Jung Kim, Lewis University, Romeoville, IL

Susi Long, University of South Carolina, Columbia

Jamila Lyiscott, University of Massachusetts Amherst

Summer Pennell, Truman State University, Kirksville, MO

SATURDAY

J.04 Raising the Voices of Teacher Educators through Digital Literacies

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342 ABDE TE / RESEARCH, ELATE

Sponsored by the ELATE Commission on Digital Literacies and TE

Members of the ELATE Commission on Digital Literacies and TE will share research and teaching ideas that bring digital literacies into TE courses. The session will begin with a keynote address followed by roundtable presentation. Come learn about teaching digital literacies to preservice and inservice teachers.

Preservice Teachers' Learning about Writing Instruction through the Multigenre Digital Inquiry Project

Amy Piotrowski, Utah State University, Vernal
Marla Robertson, Utah State University, Provo

Is This a Robot Which I See Before Me? Shakespeare, Coding, and Raising Students' Computational Voices

Pam Amendola, Dawson County Schools, Dawsonville, GA
Tom Liam Lynch, Pace University, New York, NY

Reading News Images: Teaching Critical Media Literacy in a Digital Age

Nicole Damico, University of Central Florida, Orlando

ELA Today: What It Means to Teach ELA in the Digital Age: Survey Findings Focused on the Voices of English Educators

Rachel Debnam-O'Dea, North Carolina State University, Raleigh

Nicolette Filson, North Carolina State University, Raleigh
Carl Young, North Carolina State University, Raleigh

Using Production-Oriented Technology Integration to Traverse Artist, Researcher, and Teacher Learning Positions in ELA TE

Candance Doerr-Stevens, University of Wisconsin-Milwaukee

Donna L. Pasternak, University of Wisconsin-Milwaukee

On Being a Literacy Education Doctoral Student in the Digital Age: Phenomenological Explorations of Contemporary Doctoral Education

Ashley Doughtie, Sam Houston State University, Huntsville, TX

Hannah Gerber, Sam Houston State University, Huntsville, TX
Matt Panozzo, Sam Houston State University, Huntsville, TX
Faida Stokes, Sam Houston State University, Huntsville, TX

Social Media as Kairotic Writing: Developing Activities to Leverage Students' Self-Sponsored Writing Habits

Merideth Garcia, University of Wisconsin-La Crosse

Critical Play: Remediating Popular Video Games as Young Adult Literature

Thor Gibbins, SUNY Oneonta

Preservice and Early Career English Teachers Define Writing in the 21st Century: Crossing Thresholds and Examining Tensions

Amber Jensen, George Mason University, Fairfax, VA

Using Digital Remix as a Composition Teaching Tool in the High School ELA Classroom

Stephanie Loomis, Georgia State University, Atlanta

Digital Footprints, Digital Learning: Empowering Preservice Teachers

Maureen McDermott, Nova Southeastern University, Fort Lauderdale, FL

Creating Counter-Ads and Counter-Narratives to Speak Out and Offer Divergent Perspectives on Digitally Mediated Popular Culture and Communication

Ewa McGrail, Georgia State University, Atlanta
J. Patrick McGrail, Jacksonville State University, FL

Can You See It? Raising the Voices of Preservice Teachers through Instagram Poetry

Clarice Moran, Kennesaw State University, GA

Policy Resources for Digital and Online Literacy Learning

Mary Rice, University of New Mexico, Las Cruces

Mobilized Student Inquiry: Using Mobile Tools to Collect, Analyze, and Disseminate Data

Ryan Rish, University at Buffalo, SUNY

Best Apps 2018 for Raising Student Voices and Sharing Stories

Rae Schipke, Central Connecticut State University, New Britain

The Experiences of Struggling Writers at a Digital Writing Camp: How Students with Special Needs Used Digital Technology and Social Media at a Writing Camp (Includes Student Perspectives and Implications for Teachers and Researchers)

April Whitehurst, University of North Carolina, Greensboro

Preparing Preservice Teachers to Teach Digital Reading Strategies

Lauren Zucker, Northern Highlands Regional High School, NJ

J.05 The Role of Stories in Amplifying Students' Voices



370 A

Sponsored by the Bread Loaf Teacher Network

These Bread Loaf Teacher Network members invite participants to a critical reflection and hands-on interaction centered on stories in the classroom. We will analyze published stories and integrate personal stories for the purpose of tapping into the most important resource in the classroom—the student voice.

Chair: Lorena Germán, Headwaters School, Austin, TX
Presenters: Damian Baca, University of Arizona, Tucson
 Ceci Lewis, Cochise College, AZ, “Finding Our Voices in a College Classroom Community: A Close Look at a Writing 101 Course That Connects Critical Thinking, Writing, and Social Action”
 David Wandera, The College of New Jersey, Ewing, “Mirrors, Windows, and Doors: How the Architecture of Children’s Books Mutes or Amplifies Voice”

J.06 Writing Ourselves: Ideas for Bridging the Gap between High School and College Writing



380 C

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

Participants in this session will gain access to many resources for working with writers who might be having difficulty making the transition to college writing and be invited to join the growing community of English teachers across Ohio who have collaborated on this project (www.writingourselves.org).

Chair: William Kist, Kent State University, OH
Presenters: Marissa Ausperk, Chagrin Falls Middle School, OH
 Desiree Boardwine, Stow-Munroe Falls High School, OH
 Ann Hagedorn
 Brittany LaCroix, Barberton City School District, OH
 Erin Spear
 Jessica Starcher, Barberton City School District, OH
 Carol Tonsing

J.07 Using Culturally Diverse Literature to Elicit Student Voice



371 D

Join us to consider what it means to engage with multiple, sometimes conflicting student responses to culturally diverse young adult literature. In these presentations and discussion, we raise questions about what it means to value our students’ voices as we challenge them to take on different perspectives.

Presenters: Mandie Dunn, Michigan State University, East Lansing, “Pushing Conversations about Race, Racism, and the Historical Context of YA Lit with a Critical Race Theory Framework”
 Ashley Johnson, Michigan State University, East Lansing, “Examining Student Responses to Children’s Literature about Race, Ethnicity, Gender, and Sexuality”
 Lauren Elizabeth Reine Johnson, Michigan State University, East Lansing, “Connecting Students to Critical Conversations beyond the Classroom”
 Mary Neville, Michigan State University, East Lansing, “Prompting Critical Reflection and Dialogue with a Fictional Curriculum”
Respondent: Michael Macaluso, University of Notre Dame, IN

J.08 Creating Spaces for Student Voices: Building Thoughtfulness, Developing Agency, and Encouraging Action



381 B

Student voices should be part of conversations impacting their school, community, and the world. By creating spaces where every student’s voice is valued, we encourage conversations that support learning, develop agency, and promote action toward equity and social justice. Panelists will share student voices at the center of learning.

Chair: Annie Ward, Mamaroneck Union Free School District, NY
Presenters: Ian Lambert, Mamaroneck Avenue School, NY, “Finding a Voice Together”
 Josie Stewart, Dublin City Schools, OH, “Books and Conversations for Agency and Action”
 Karen Szymusiak, Dublin, OH, “Student Voices in the School Community”

J.09 The Places We Learn and Teach: Rural, Urban, and Digital Spaces

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Writing with video, composing with video, school-college collaboration, and autobiography inform these presentations, all focused on the spaces and places in which we teach.

Chair: Justin Scholes, Arizona State University, Tempe

Presenters: Meghan Barnes, University of North Carolina, Charlotte

David Bruce, University at Buffalo, NY

Rick Marlatt, New Mexico State University, Las Cruces

Sunshine Sullivan, Houghton College, NY

Jennifer Jackson Whitley, University of Georgia, Athens

J.10 Critical, LGBTQ, and Canonical: Raising Voices through Literature

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In this session, speakers take up using literature in the classroom from different and complementary perspectives. Combining critical literature pedagogy, LGBTQ-themed independent reading, and censorship through a parent discourse community, Attendees looking to spark creativity and critical thought in their students should attend this session.

Chair: Mary Caulfield, Massachusetts Institute of Technology, Cambridge

Presenters: Ashley Boyd, Washington State University, Pullman

Janine Darragh, University of Idaho, Moscow

Ryan Schey, Auburn University, AL

Annmarie Sheahan, Highland High School,

Albuquerque, NM

J.11 Literacy and Pedagogical Inquiry in English Education

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In this session, participants will be both challenged to consider literacy pedagogy in new terms and join a conversation about pedagogical inquiry. Presenters will share both data-based and practical reflections to consider.

Chair: Jennifer Dail, Kennesaw State University, GA

Presenters: Sarah Hunt-Barron, University of South Carolina Upstate, Spartanburg

Kelly Johnston, Baylor University, Waco, TX

J.12 We Rise Up! Empowering Voices That Encounter Resistance

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The classroom is a dynamic space of interactions and exchanges. This panel introduces four scholar-teacher activists who engage in pedagogical practices that help to encourage and empower student voices.

Chair and Presenter: Romeo Garcia, University of Utah, Provo, “Encountering Resistance: Embodied Narratives and Anti-Racist Agendas”

Presenters: Kristina Gutierrez, Lone Star College, The Woodlands, TX, “Activist Visual Rhetoric as a Methodology to Resist Gentrification and to Preserve Local Histories”

Yndalecio Hinojosa, Texas A&M University, Corpus Christi, “The Coyolxauhquian Cuerpo: Rupturing Surfaces con mi Cuerpo”

Candace Zepeda, Our Lady of the Lake University, San Antonio, TX, “Healing and Cultivating Hope in the ‘Complex Holism’ of Broken Bodies”

J.13 In-Class Book Clubs: Fostering Collaboration, Critical Thinking, and Choice

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Student-centered book clubs allow students the freedom to discuss titles they choose, thus creating positive reading experiences while utilizing two best practices: student collaboration and independent reading. Attendees will circulate through roundtables led by educators who have implemented in-class book clubs and will share book ideas, strategies, and student responses.

Roundtable Leaders: Leigh Anne Eck, Vincennes Community School Corporation, IN, “Let’s Talk about It”

Sarah Krajewski, Cleveland Hill Union Free School District, Cheektowaga, NY, “Enjoying Collaboration”

Amber Kuehler, “Reading Autonomy in Elementary-Aged Students”

Kellee Moye, Hunter’s Creek Middle School, Orange County Public Schools, Orlando, FL, “Metacognition in Middle Schoolers”

Jennie Smith, Belton Middle School, Belton, SC, “Getting Started”

Kelly Vorhis, NorthWood High School, Nappanee, IN, “Advocates for Change”

Melinda Wallace, West Jackson Middle School, Jefferson, GA, “Read to Connect”

Sharon Williford, Orange County Public Schools, Orlando, FL, “Social Justice Issues in Literature”

J.14 Responding to History, Responding to Today: Raising Student Voices through Holocaust Education

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Educators from the United States Holocaust Memorial Museum (USHMM) and The Olga Lengyel Institute of Holocaust Studies and Human Rights (TOLI) demonstrate how teaching about the Holocaust can move students to raise their voices and join them with the voices of others using digital media, primary sources, artifacts, and letter-writing.

Chair: Jennifer Lemberg, The Olga Lengyel Institute, NY
Presenters: Christina Chavarria, United States Holocaust Memorial Museum, Washington, DC, "The Value of Humanity: Writings from the Holocaust"
 Cara Crandall, "Understanding the Holocaust and Its Legacies"
 Scott Lone, West Bend East High School, WI, "Creating Journey Maps: Salvaged Pages and Google Earth"

J.15 "Ebonically Speaking": Toward Linguistic Justice in English Language Arts Classrooms

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

Presenters: April Baker-Bell, Michigan State University, East Lansing, "I Can Switch My Language, but I Can't Switch My Skin: What English Teachers Must Understand about Linguistic Racism"
 Lamar Johnson, Michigan State University, East Lansing, "'Loving Blackness to Death': (Re)Imagining ELA Classrooms in a Time of Racial Chaos"
 Alice Lee, Illinois State University, Normal, "Reclaiming Both Teacher and Student Voices: Envisioning a Classroom for AAL-Speaking Students"

J.16 Fierce: A Conversation with Five Authors Writing Strong Latinas

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According to the National Center for Education Statistics, Latinas are set to comprise nearly one-third of the country's female population by 2060. In this panel, award-winning Latina authors will discuss their journeys in creating well-rounded characters who break stereotypes while providing educators with universal exercises to incorporate in their classrooms.

Presenters: Elizabeth Acevedo, HarperCollins
 Meg Medina, Candlewick Press
 Isabel Quintero
 Lilliam Rivera, Simon & Schuster

J.17 Barrio Writers: A Summer Community Writing Program to Promote Student Voice

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Come learn how Barrio Writers, a community writing program promoting critical thinking, freedom of expression, and advocacy for underrepresented youths via written word, can empower your students. Attendees will enjoy live readings by youths of original works on current issues like racism and xenophobia, then participate in a mini-writing workshop.

Presenters: Heather Olson Beal, Stephen F. Austin State University, Nacogdoches, TX
 Stuart Beal, Stephen F. Austin State University, Nacogdoches, TX
 Lauren Burrow, Stephen F. Austin State University, Nacogdoches, TX
 Chrissy Cross, Stephen F. Austin State University, Nacogdoches, TX
 Za Khia Kelzhane Davis, Stephen F. Austin State University, Nacogdoches, TX
 Shyla Driver, Stephen F. Austin State University, Nacogdoches, TX

SATURDAY

J.18 “Let’s Play”: Early Learners Develop Language and Literacy and Tell Their Stories Using Digital Tools



350 C E TE / EARLY CHILDHOOD

Join an exciting, interactive session and explore the use of play and digital applications to invite our youngest learners to tell their stories. Participants will experience the transformative power of play and digital storytelling as a means of providing authentic multimodal experiences to support early literacy development and meaning making.

Chair: Theresa McGinnis, Hofstra University, Hempstead, NY

Presenters: Cecilia Candreva, Hofstra University, Hempstead, NY

Patricia Reed-Meehan, New York City Department of Education, District 25 Pre-K Center, NY

J.19 Writerly Teacher Identity Discourses



362 ABC G TE / ELATE

Having a strong identity as a teacher-writer supports English language arts students in their writing development. In this session, panelists will share their research and practice about the benefits of having a strong identity as a teacher-writer and encourage practicing and preservice teachers to develop strong writing habits.

Presenters: Johnny Allred, University of Arkansas, Fayetteville

Janet Alsup, Purdue University, West Lafayette, IN

David Premont, Purdue University, West Lafayette, IN

Respondent: Troy Hicks, Central Michigan University, Mt. Pleasant

J.20 The Case for Humane Teaching: The Language and Practices That Nurture Learner’s Growth



362 DEF E M S

Humane teaching is teaching with admiration and an awareness that students thrive when teachers lift up rather than shut down. This capacity seems scarce, and student voice is getting squashed as a result. Learn the verbal and nonverbal practices that bring out voice, risk-taking, and strength to learn.

Chair: Patty McGee, Gravity Goldberg, LLC, Nyack, NY

Presenters: Karen Caine, independent consultant and Heinemann author, Hoboken, NJ

Barry Gilmore, Hutchison School, Memphis, TN
Berit Gordon, author and consultant
Laura Robb, Daniel Morgan Intermediate School, Winchester, VA

J.21 Capacity-Based Writing Instruction Empowers Students: Deconstructing the Struggling Writer Label While Championing Inclusive Practices



361 B E M

Finding ways to address the needs of writers while empowering and not stigmatizing can feel overwhelming. In this interactive session, Colleen, Cornelius, and Cassandra will address these challenges head-on and explore ways to actively talk back to the notion of the imposed identity of “struggler” and instead cultivate capacity-based identities.

Chair: M. Colleen Cruz, Teachers College Reading and Writing Project, New York, NY

Presenters: Cornelius Minor, Teachers College Reading and Writing Project, New York, NY

Kassandra Minor, Teachers College Reading and Writing Project, New York, NY

J.22 Report Cards That Motivate: Including Student Voice in Assessment



361 C E M

What if, when report cards went home, they included students’ voices? Would students’ intrinsic motivation to learn increase? In this presentation, three teachers (grades 3–8) demonstrate how they improved student ownership of learning by replacing grades with a combination of teacher narrative, work samples, and student self-reflections on learning.

Chair and Presenter: Jillian Friedman, Lake Eola Charter School, Orlando, FL

Presenters: Joan Roxbury, Lake Eola Charter School, Orlando, FL

Nicole Thompson, Lake Eola Charter School, Orlando, FL

J.23 Digital Choice: How Multimodal Composing Created Student Agency in ELA and History Classrooms



370 F

This session will explore how multimodal composing and the expanded choice it offered learners helped students move beyond compliance and build deeply personal rhetorical arguments. Using naturalistic case study, the study's authors and participating teachers will share how the choice in digital composing supported disciplinary literacy in history and ELA.

Presenters: Kaite Ours, Notre Dame–Cathedral Latin School, Chardon, OH
 Molly Schneider, Notre Dame–Cathedral Latin School, Chardon, OH
 Beth Walsh-Moorman, Notre Dame–Cathedral Latin School, Chardon, OH

J.24 Know Your Place: Social Justice in the Alabama Classroom



352 A



This panel of teacher-scholars explores the importance of cultivating the intersections of place, social justice, and higher education, exploring how educators in a red state like Alabama might learn to negotiate these vectors.

Chair: Jill Dahlman, University of North Alabama, Florence
Presenters: James Crank, University of Alabama, Tuscaloosa
 Katie Owens-Murphy, University of North Alabama, Florence
 Karla Zelaya, University of North Alabama, Florence

J.25 Reading Is LIT: The Power of Student-Author Interactions to Transform Reading Trajectories



351 B M S C TE

Project LIT Community is a grassroots organization dedicated to increasing access to diverse books and promoting love of reading in schools and communities. From our national community of 60+ educators, Jarred Amato (Tennessee), Lynn Hagen (Missouri), and Julia Torres (Colorado), will partner with author Nic Stone for this panel presentation.

Presenters: Jarred Amato, Maplewood High School, Nashville, TN
 Lynn Hagen, Battle High School, Columbia, MO
 Nic Stone, Random House Children's Books
 Julia Torres, Denver Public Schools, CO

J.26 Raising Youth Voices with Young Adult Literature: Examining Representations of Youth Empowerment in the ELA Classroom



361 A S C TE / ELATE

This presentation examines the ways in which young adult authors raise youth voices in texts and how teachers can explore personal and communal empowerment with students through YA literature. The panelist will discuss *The Memory of Light*, *Moxie*, and *Kissing Tennessee*, as well as implications for preservice and inservice teachers.

Chair: Chea Parton, The University of Texas at Austin
Presenters: Stacie Long, The University of Georgia, Athens
 Ariel Cornelissen, Klondike Middle School, West Lafayette, IN

SATURDAY

J.27 Changing School Culture, Fostering Student Agency, Creating Community Change with C3WP



350 A

NWP's College, Career, and Community Writers Program builds literacy in service of student agency and community change. In this session presenters will share instructional strategies, student artifacts, and stories of impact.

Chair: David Wandera

Presenters: Heather Coffey, University of North Carolina, Charlotte
Steve Fulton, Kannapolis Middle School, NC
Jameka Thomas, UAB Red Mountain Writing Project, Birmingham, AL
Carla Truttman, National Writing Project, Berkeley, CA

J.28 Research-Based Approaches for Empowering Students through Writing Workshop



350 F

Learn latest cutting-edge research-based practices for strengthening writing instruction, and see how these apply to the story of one upper-elementary writer struggling to find his way. We'll share big picture ideas to strengthen workshop, yet also zoom in on specific student challenges.

Presenters: Fred Hamel, University of Puget Sound, Tacoma, WA
Leslie Laud, Bank Street College, New York, NY

J.29 Nurturing Voices, Not Just Choices: Reading and Writing Workshop Frameworks That Honor and Empower Student Voice



361 D

Even abundant choice in reading and writing workshop can limit students' ability to express their voices in our classrooms. This session aims to build awareness of unintended teacher bias even within a choice-based curriculum. Presenters will share tips, tools, and strategies that keep students in the center of the classroom.

Chair: Kate Roberts, The Educator Collaborative, Brooklyn, NY

Respondents: Allison Marchetti, Richmond, VA
Rebekah O'Dell, St. Michael's School, Richmond, VA
Maggie Roberts

J.30 Busting the Stigma: Neurodiversity and Mental Health Challenges in New MG Fiction



370 B

A panel discussion of how incorporating new middle grade fiction featuring characters who are neurodiverse or facing mental health challenges can foster empathy and connection for all students in middle grade classrooms. In addition, the panel will consider how tackling the subject of mental health sheds light on underrepresented characters.

Presenters: Leslie Connor, HarperCollins
Barbara Dee, Aladdin/Simon & Schuster
Erin Dionne, Montserrat College of Art, Beverly, MA
N. H. Senzai, Simon & Schuster
Ellen Wittlinger, Simon & Schuster

J.31 Doing More Isn't Doing Better: How to Be an English Teacher and Have a Life



371 E

With class sizes today reaching unmanageable numbers, how can teachers expect to spend a reasonable amount of time responding to student work? When regularly faced with a looming pile of 150+ papers, how do we strike a work-life balance? Panelists will explore solutions for making English teachers' lives more manageable.

Chair: Dave Stuart Jr., Cedar Springs High School, MI
Chair and Presenter: Beth Shaum, St. Frances Cabrini Catholic School, Allen Park, MI
Presenter: Lindsay Grady, Fenton Area Public Schools, Fenton, MI

**J.32 Multiple Roads to Agency:
Cultivating Critical Consciousness
and Youth Efficacy through Local
and Cultural Literacy Practices**



351 A

This session discusses the use of culturally relevant texts, critical teacher reflection, and critical pedagogical strategies in teaching for social justice and the development of critical consciousness.

Chair: Joelle Pedersen, Boston College, Chestnut Hill, MA

**J.33 Issues and Strategies Relating to
Teaching and Affirming Culturally
and Linguistically Diverse Students**



372 DE

This session includes strategies, research, and narratives related to the literacy, language, and sociocultural development of culturally and linguistically diverse students including immigrant, newcomer, refugee, and multilingual learners.

Presenters: Katherine Addison Barrack, McMurray Middle School, Nashville, TN
Tuli Chatterji, LaGuardia Community College, New York, NY
Tamra Dollar, Texas Woman's University, Denton
Mathew Espinosa, Sacramento Unified School District, CA
Tricia Flint, Texas Woman's University, Denton
Holly Genova, Lewisville Independent School District, TX
Amanda Godley, University of Pittsburgh, PA
Jay Lee, Bethany College, Lindsborg, KS
Laura Lemanski, University of Minnesota, Minneapolis
Mike Metz, University of Missouri-Columbia
Lindsay Roe, Cameron College Prep Middle School, Nashville, TN
Amy Romero, Texas Woman's University, Denton
Seth Ross, Texas Woman's University, Denton
Ileana Cortes Santiago, Purdue University, West Lafayette, IN
Mary Amanda Stewart, Texas Woman's University, Denton
Jessica Tovar-Hilbert, University of Houston, TX
RonieSue Ullrich, Texas Woman's University, Denton
Helen Vassiliou, Lakota Local Schools, West Chester, OH

**J.34 Using Language and Literacy
as Springboards for Social
Action: Read-Alouds and Class
Conversations as Anti-Bigotry Tools**



332 E

In this combined session, presenters will examine how read-alouds with class conversations can be powerful tools to address early seeds of bigotry. In addition, participants will explore language problem solving, a process students and teachers can use to address linguistically oriented equity issues.

Chair: David Baksh, Teachers College, Columbia, New York, NY

Presenters: Kristin Beers, Dansville Central Schools, Dansville, NY, and PS 29 Brooklyn, NY
Jen McCreight, Hiram College, OH

**J.35 Students' Language and Voices
Raised through Culturally
Sustaining Read-Alouds**



332 F

Read-alouds provide potential for emergent bilinguals and students with language variation to develop complex language. Interactive read-alouds open opportunities to amplify and enrich students' voices through book engagements that are "windows and mirrors." In this hands-on session, attendees investigate books that support language development, including vocabulary and comprehension.

Presenters: Carmen Colón, Bank Street College of Education, New York, NY
Mollie Welsh Kruger, Bank Street College of Education, New York, NY
Peggy McNamara, Bank Street College of Education, New York, NY

J.36 Cultivating Empathy in Classrooms and Communities through Connected Teaching



372 A

At a time of political polarization and social division, literacy practices that encourage perspective-taking and humanization can help students imagine and embody a more equitable and compassionate democracy. In this session, National Writing Project teacher-leaders share their efforts toward building empathy through leveraging principles of connected learning and teaching.

Chair and Presenter: Nicole Mirra, Rutgers, State University of New Jersey, New Brunswick

Presenters: Jessica Baldizon, Connecticut Writing Project, Fairfield

Bryan Ripley Crandall, Connecticut Writing Project, Fairfield

Antero Garcia, Stanford University, Palo Alto, CA
William King, Connecticut Writing Project, Fairfield
Christopher Rogers, Penn GSE, Philadelphia, PA

J.37 Reflective Tools for Choosing High-Quality Picture Books in Equitable Classrooms



342 F

When teachers engage in critical literacy practices, they create equitable spaces for students to explore issues of power, transformation, and action. This session invites participants to use the Quality Literature Quadrant (QLQ) to interrogate picture books through a critical lens and discuss implications for building diverse classroom libraries.

Presenters: Christie Angleton, University of Louisville, KY
Emily Zuccaro, University of Louisville, KY

J.38 Every Student Has a Story: Using #OwnVoices Literature to Empower All Student Voices



372 B

Successful integration of diverse literature in classrooms empowers all student voices. #OwnVoices authors, who draw on their cultural and identity experiences to craft books featuring diverse characters, join teachers to share practical examples, strategies, and tools to implement immediately. A curated list of books will be made available.

Chair and Presenter: Aliza Werner, Parkway Elementary School, Glendale, WI

Presenters: Debbi Michiko Florence, Farrar Straus Giroux Books for Younger Readers

Kelly Starling Lyons, Raleigh, NC

Celia Perez, Kokila/Penguin Young Readers

Jenny Seiler, Woodworth Middle School, Fond du Lac, WI

J.39 Talking about Transitions: Creating Conversations for Student Success in College Writing



352 B

How do teachers really know they are preparing their students for college-level writing? What happens when we make a space for teachers to talk and learn from each other? The University of Mississippi decided to find out how conversations lead to student success.

Chair: Ellen Shelton, University of Mississippi, Oxford

Presenters: William Jason Jones, Northwest Mississippi Community College, Senatobia

Amber Nichols-Buckley, University of Mississippi, Oxford

J.40 Teaching the Graphic Student Voice: Strategies to Teach Graphic Novels in Authentic Ways

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Graphic novels are an increasing part of our students' literacy lives, a part of their voice. Join us for this practical session where we share the strategies that we have developed and the results we have seen in our efforts to integrate graphic novels meaningfully into our teaching.

Presenters: Amber Allred

Chris Atkin

Rachel Bradshaw, American Fork High School, UT

Kami Glick

Julie Stansfield Smith, Maple Lake Academy, Payson, UT

Thomas B. Smith, Utah Valley University, Orem

Allison Taft

J.41 If Not Me, Who? If Not Now, When?

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When trouble arises, we often find ourselves looking for someone older, wiser, and braver to save the day. But what if nobody shows up? This panel explores how students can find it within themselves to answer the call to action and become the heroes they've been waiting for.

Tradebook Authors: Ann Braden, Sky Pony Press

Anne Nesbet, HarperCollins

Kat Shepherd, Macmillan

Laurie Ann Thompson, Simon & Schuster

Jennifer Ziegler, Scholastic Press

Pat Zietlow-Miller, Roaring Brook Press and Chronicle Books

Ibi Zoboi, HarperCollins

J.42 Toward Meaningful Assessment in Secondary and Postsecondary Writing: Face-to-Face Grading Conferences with Student Writers

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Experienced middle school, high school, and college instructors share how face-to-face grading conferences demystify the grading process, develop the classroom community, engage student writers, and minimize instructor fatigue and frustration—even in large classes. Attendees are invited to consider applications to their own teaching practices and discuss related questions and experiences.

Presenters: Jeffrey Austin, Skyline High School, Ann Arbor, MI

Ann Burke

Ellen Foley, Western Michigan University, Kalamazoo

Michele Hettinger, Nilis West, Skokie, IL

Rori Meyer

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

J.43 Raise the Mic: Empowering Student Voices through Storytelling

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One of the most powerful ways to raise student voices is by empowering them to share their stories. In this interactive session, teachers, teacher-educators, and the director of education at national nonprofit The Moth will share strategies, research, and discussion on engaging secondary students through live, true storytelling.

Chair and Presenter: Jason Griffith, Pennsylvania State University, State College

Presenters: Micaela Blei, The Moth, New York, NY

Michael Reppenhagen, Arizona State University, Tempe

SATURDAY

J.44 Dialogic Literary Argumentation across Three Secondary English Language Arts Classrooms

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Utilize argumentation as social practice in secondary English language arts classrooms. Graduate students from an IES-sponsored research project on the teaching and learning of argumentation discuss principles and practices of dialogic literary argumentation through the presentation of microethnographic research from three secondary classrooms.

Presenters: John Brady, The University of Ohio, Columbus
SuBeom Kwak, The University of Ohio, Columbus
Theresa Thanos, The University of Ohio, Columbus

J.45 Writing Clubs: Fostering Choice, Collaboration, and Voice in the Writing Classroom

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Breathe new life into your writing instruction with writing clubs! In writing clubs, students work with peers to study topics of interest. Clubs allow students to pursue high-interest independent writing projects without missing your whole-group instruction. Come and see how fun and easy it is to implement writing clubs.

Presenters: Lisa Eickholdt, Georgia Gwinnett College, Lawrenceville
Patty Vitale-Reilly

J.46 Place-Based Writing: High Poverty, Rural Students' Use of Place in Writing

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This session presents data on high-poverty, rural elementary students' use of place in their writing. Participants in this session will learn how they can incorporate place into writing tasks.

Presenters: Amy Azano, Virginia Tech, Blacksburg
Erika Bass, Virginia Tech, Blacksburg
Carolyn Callahan, University of Virginia, Charlottesville

J.47 Exploring Representations of Identity and Girlhood in Literature

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Children's literature is a powerful tool that can be read to mediate conversations about important topics in our society. This panel will feature two highly acclaimed authors and teacher educators in conversation about the potential for children's and young adult literature to support our understanding of identity and girlhood that advance conversations about diversity and equity.

Presenters: Gholdy Muhammad, Georgia State University, Atlanta
Detra Price-Dennis, Teachers College, Columbia University, New York, NY

Tradebook Authors: Sharon Draper, Simon & Schuster
Hena Khan, Simon & Schuster and Chronicle Books

J.48 What's All the Hype about Skype? Low-Cost and No-Cost Ways to Bring Authors and Experts into the Classroom to Excite Your Students about Reading and Writing

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This interactive how-to session is for teachers looking to virtually connect with authors but needing help getting started. Three published authors and an educator will give step by step insights into virtual school visits. Educators will leave with the confidence and information they need to execute their own virtual visit.

Presenters: Carole Boston Weatherford, Simon & Schuster
Lezlie Evans, Sterling Publishing
Erin Teagan, Houghton Mifflin Harcourt
Corinne Wetzel, Rocky Run Middle School, Chantilly, VA

J.49 Transforming the Text: Morphing Our Texts to Examine Diverse Perspectives, Build Empathy, and Cultivate Voice

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In this interactive session, we will discuss the exploration of culturally-diverse texts and build on the concept of blackout poetry to promote student understanding, empathy, and voice. Through these engaging strategies, students can build a love of reading, make connections, and understand the importance of their own story being heard.

Presenters: Deborah Perez, Humble Independent School District ELA Department, TX
Amber Widmier, Humble Independent School District, TX
Jennifer Woodall, Humble Independent School District, TX

J.50 Raising Student Voice: Getting the Reluctant Student to Talk, Read, and Write!

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Our presentation models methods and successful procedures that encourage engagement in literacy and composition. The session focuses on overcoming objections from reluctant students in order to engross them in reading, writing, and discussion.

Presenters: Lori Anderson, Baltimore City Public Schools, MD
Randy Brooks, Osborne High School, Atlanta, GA

J.51 YA and the Arts: How Teen Fiction Can Inspire a New Generation of Artists, Musicians, and Filmmakers

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Three young adult authors whose novels prominently feature painting, music, and film discuss innovative ideas for English teachers to transform a traditional reading assignment into a fully interactive, creative experience for students.

Tradebook Authors: Lindsay Champion, KCP Loft/Kids Can Press
Derek Milman, HarperCollins/Balzer+Bray
Lauren Spieller, Simon & Schuster

J.52 Remix Share: Valuing Voice in Multiple Modalities

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Student voice and agency require time and space. This workshop will introduce participants to the “Remix Share,” an ongoing classroom ritual designed to invite student multimodal creation. Participants will engage in their own imaginative remix, entering into critical dialogue with the textual ideologies of Joseph Conrad’s *Heart of Darkness*.

Presenters: Adele Bruni Ashley, Teachers College, Columbia University, New York, NY
Christine Barrett, Teachers College, Columbia University, New York, NY
Nathan Blom, Teachers College, Columbia University, New York, NY
Brian Veprek, Teachers College, Columbia University, New York, NY

J.53 The Rubric in the High School English Classroom: Process vs. Product

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Feeling overwhelmed with the seemingly disparate demands of multiple grade levels, abilities, and content areas? Add to this your ongoing struggles to “unpack” the specific standards implied by the ACT/SAT/Common Core, etc.? Panelists will share how universal rubrics inform “quick but effective” assessment techniques for allowing students to harness their voice.

Presenters: Breanne Makovec, Buffalo Grove High School, IL
Stefanie McCleish, Buffalo Grove High School, IL
Rachel Moyer, Buffalo Grove High School, IL
Corinne White, Buffalo Grove High School, IL

J.54 The Double Lives We Lead: Building Empathy through the Use of Social Media in the ELA Classroom

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This session demonstrates approaches to using social media and technology to position students' outside lives as central to the ELA curriculum. The speakers will demonstrate various activities they have designed to support students in sharing their social media stories with each other, creating a vulnerable and empathetic classroom culture.

Presenters: Paige Filby, University of Colorado, Boulder
Mary Kelly, University of Colorado, Boulder
Austin Kemprowski, University of Colorado, Boulder
Jessica Robinson, University of Colorado, Boulder

J.55 Amplifying Student Voice and Achievement through Arts Integration

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351 C

Move beyond theory to learn specific, practical arts integration strategies to promote student voice and engagement while increasing academic achievement. We will share four arts integration projects, describe how we incorporate the projects to support specific texts and standards, and help participants envision how similar projects can benefit their students.

Presenters: Julie Griggs, Bentonville High School, AR
Heather Hooks, Bentonville High School, AR

J.56 Raising English Language Learners Voices through Shared Stories

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350 D

Students bring multiple language experiences into our classrooms. How can we hear the voices and stories of our multilingual learners? In this session, we will look at regular opportunities for students to write, to find joy in stories, and to raise their voices for themselves and their communities.

Presenters: Maha Kareem, University of Missouri, Columbia
Amy Lannin, University of Missouri, Columbia

J.57 Level Up: Playful Rigor in Language Arts Classrooms

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381 A

The game is afoot! Come learn about “gamifying” your classroom to increase student motivation, creativity, and collaboration. Principles of gaming, gamification, and the theoretical and practical implications of gamifying a language arts classroom will be explored.

Presenters: Shelley Argento, University of Georgia, Athens

Jasmine Bacon, University of Georgia, Athens
Shelley Brooks, University of Georgia, Athens
Heidi Hadley, University of Georgia, Athens
Samuel Hendricks, University of Georgia, Athens
Allie Loder, University of Georgia, Athens
Taera O'Connor, University of Georgia, Athens
Rachel Kaminski Sanders, University of Georgia, Athens
Lisa Shurtz, University of Georgia, Athens

J.58 Becoming the Leaders: The Power of Female Protagonists to Empower All Student Voices

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370 D

In nurturing leaders, we must advocate for complex portrayals of females in stories to model resilience, empathy, and inclusion across the gender spectrum. We'll examine why all readers need strong girl protagonists and how to encourage critical thinking about how gender roles are portrayed, and challenged, in middle grade books.

Chair: Jen Vincent, Mundelein School District 75, IL
Tradebook Authors: Molly Brooks, Disney
Alex Gino, Scholastic, Inc.
Linda Williams Jackson, Houghton Mifflin Harcourt
Mae Respicio, Random House
Laura Shovan, Random House

J.59 Amplifying Community and Family Voices within and beyond the Classroom: Three Family-Centered Literacy Initiatives



350 E

Sponsored by the newly established ELATE Commission on Family and Community Literacies, this panel connects classrooms with family and community literacies. Presenters will share three projects in their work alongside families and communities and how teacher educators can amplify student voices by engaging with local communities.

Chair: Todd DeStigter, University of Illinois at Chicago

Presenters: Victor Del Hierro, University of Texas, El Paso

Tracey T. Flores, The University of Texas at Austin

Laura Gonzales, University of Texas, El Paso

Myra Infante Sheridan, University of Nevada at Las Vegas and Nevada State College

Respondent: Steven Alvarez, St. John's University, New York, NY

J.60 POSTER SESSION: Choosing Choice to Raise Student Voice



350–360 PREFUNCTION

Are you choosing the texts your students read, the seats they sit in, the assessments they take, and the curriculum you teach? What if your students played a role in all of the above? These poster presentations explore the possibilities.

Poster 1: Student Voice, Student Choice: ROLE in the High School English Class (M-S)

Dee Ambrose-Stahl, Ligonier Valley School District, PA

Poster 2: Bringing Maycomb County to Life (M-S)

Shannon Baldino

Heather Glazewski, Central Connecticut State University, New Britain

Mark Tomasino

Poster 3: Raising Student Voice through Student-Driven Book Choice: “The Book Whisperer” and the Role of Autonomy in Creating Equitable Learning Environments (G)

Jamie Vescio, Vanderbilt University, Nashville, TN

Poster 4: Stories That Open Doors to the World: Secondary Students Experience the Voices of Young People through Fiction Reading (S)

Kristina ByBee, Arizona State University, Tempe

Poster 5: The Year We Sold Our Textbooks (M-S)

Julie Anderson, Bloomer High School, WI

Lucas Risinger, Bloomer High School, WI

Vanessa Sieg, Bloomer High School, WI

Poster 6: Flexible Seating in the 21st-Century English Classroom and Sparking the Conversation (C-TE-R)

Michele Castleman, Heidelberg University, Tiffin, OH

Regan Turner, Heidelberg University, Tiffin, OH

Tiana Young, Heidelberg University, Tiffin, OH

Poster 7: Cultivating Diversity in the Classroom Library (E)

Jessica Torres, ESC Region XII, Waco, TX

Poster 8: Students by Design: Using Design Thinking toward Equity and Engagement (M-S-C)

Amanda Hughes, Colchester High School, VT

J.61 EXHIBITOR SESSION: Using myShakespeare in the Classroom

382 C

Join content creators Sally Treanor and Greg Watkins for an introduction to using myShakespeare.com's free resources in the classroom. The interactive demonstration will review myShakespeare resources and best practices. Teachers already using myShakespeare are especially welcome to join in the conversation and share their experiences with others.

Presenters: Sally Treanor, Chief Creative Officer, myShakespeare

Greg Watkins, Chief Creative Officer, myShakespeare

SATURDAY LUNCHEONS

Children's Book Awards Luncheon

GRAND BALLROOM B

The winners of the 2018 Charlotte Huck Award for Outstanding Fiction for Children and the Orbis Pictus Award for Outstanding Nonfiction for Children will speak at this luncheon.

Presiding: Kathy Collins, Durham, NH,
Tasha Tropp Laman, University of Louisville, KY
Kathryn F. Whitmore, University of Louisville, KY

Speakers: **Jason Chin**, is the author and illustrator of *Grand Canyon* which received a 2018 Caldecott Honor and Sibert Honor. His other books include *Redwoods*, *Island: A Story of the Galápagos*, *Gravity*, and most recently *Pie is for Sharing* by Stephanie Parsley Ledyard. Jason was raised in New Hampshire, studied illustration at Syracuse University, and now lives with his family in Vermont.

Dan Santat is the author/illustrator of *Sidekicks* and the winner of the Silver Medal from the Society of Illustrators for *Oh No! (Or How My Science Project Destroyed the World)* by Mac Barnett. He is also the creator of the Disney animated hit, *The Replacements*. Dan lives in Southern California with his wife, two kids, and various pets.

2018 AWARD RECOGNITION

Orbis Pictus Award for Outstanding Nonfiction for Children

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

Recipient: *Grand Canyon* by Jason Chin, Roaring Brook Press

Charlotte Huck Award for Outstanding Fiction for Children

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

Recipient: *After the Fall* by Dan Santat, Roaring Brook Press

2019 AWARD ANNOUNCEMENTS

Award for Excellence in Poetry for Children

Patricia Bandre, USD 305, Salina, KS. Committee Chair

Orbis Pictus Award for Outstanding Nonfiction for Children

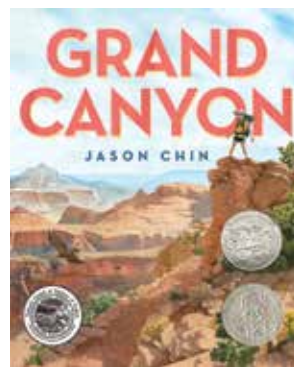
Presenter: Mary Ann Cappiello, Lesley University, Cambridge, MA, Committee Chair

Charlotte Huck Award for Outstanding Fiction for Children

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



Jason Chin



Dan Santat

Secondary Section Luncheon

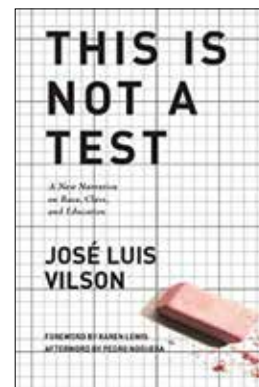
GRAND BALLROOM A

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

Speaker: José Luis Vilson

José Luis Vilson is a math educator, blogger, speaker, and activist in New York City. He is the author of *This Is Not a Test: A New Narrative on Race, Class, and Education*, and has spoken about education, math, and race for a number of organizations and publications, including the *New York Times*, *Education Week*, *the Guardian*, *Al Jazeera America*, *Huffington Post*, *Edutopia*, *GOOD*, and *El Diario / La Prensa*, NY. He is the founder and Executive Director of #EduColor, a Math for America fellow, and a National Board Certified teacher.

A book signing will follow this event.



AWARD RECOGNITION

High School Teachers of Excellence Award

Paul and Kate Farmer *English Journal* Writing Award

Recipient: “Maximizing the Heuristic Potential of the En-thymeme” (January 2018) by Ben Roth Shank, Eastern Mennonite School, Harrisonburg, VA

Honorable Mention: “The Square Cucumber: Restoring Student Autonomy and Confidence” (January 2018) by Victoria Johnston Boecherer, Suffolk County Community College, NY

Edwin M. Hopkins *English Journal* Award

Recipient: “‘Loving Blackness to Death’: (Re)Imagining ELA Classrooms in a Time of Racial Chaos” (March 2017) by Lamar L. Johnson, Michigan State University, East Lansing; Johnnie Jackson, Woosong University, Daejeon, South Korea; David O. Stovall, University of Illinois at Chicago; Denise Taliaferro Baszile, Miami University, Oxford, OH

Honorable Mention: “Native Feminisms in Motion” (September 2016) by Leilani Sabzalian, University of Oregon, Eugene

FEATURED SESSION

K.01 A Stone of Hope

310 ABC

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Jim St. Germain—author of *A Stone of Hope* and co-founder of Preparing Leaders of Tomorrow, a nonprofit mentoring at-risk youth—speaks about growing up as a Haitian immigrant in a poor neighborhood, his experience in the juvenile justice system, and how he rebuilt his life with the help of mentors and hard work.

Speaker: Jim St. Germain, HarperCollins

Chair and Speaker Introduction: Patrick Harris, Achievement Prep Elementary School, Washington, DC

K.02 Research Awards Session

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

Chair: Timothy San Pedro, The Ohio State University, Columbus

Alan C. Purves Award for articles in *Research in the Teaching of English*

Recipients: Latrise P. Johnson, University of Alabama, Tuscaloosa, “Writing the Self: Black Queer Youth Challenge Heteronormative Ways of Being in an After-School Writing Club” (August 2017)

Cati V. de los Ríos, University of California, Riverside, and Kate Seltzer, The Graduate Center, CUNY, “Translanguaging, Coloniality, and English Classrooms: An Exploration of Two Bicoastal Urban Classrooms” (August 2017)

Introduction: María Paula Ghiso, Teachers College, Columbia University, New York, NY

Promising Researcher Award

Recipient: Cati de los Ríos, University of California, Davis, “Toward a Corridista Consciousness: ‘Learning from One Transnational Youth’s Critical Reading, Writing, and Performance of Mexican Corridos’”

Introduction: Ramon Martinez, Stanford University, CA, Award Selection Committee Chair

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

Recipient: *Partnering with Immigrant Communities: Action through Literacy* (2016, Teachers College Press) by Gerald Campano, University of Pennsylvania; María Paula Ghiso, Teachers College, Columbia University, NY; and Bethany J. Welch, Aquinas Center, Philadelphia

Introduction: Cheryl Glenn, Penn State University, University Park

K.04 Why Middle Matters: Middle Level Mosaic

362 DEF M TE

Sponsored by the Middle Level Section Steering Committee

Middle level educators, don’t miss the capstone to our #whymiddlematters session! This year’s Mosaic will feature resources, conversations, and strategies around a mosaic of literature with some of your favorite authors. Join us as we celebrate poetry, graphic novels, novels, and audiobooks.

Chair: Shanetia Clark, Salisbury University, MD

Presenters: Adam Gidwitz, Penguin Random House
Lamar Giles, Penguin Random House
Jennifer Holm, Random House Children’s Books
Guadalupe Garcia McCall, Lee and Low

K.06 Sharing Our Voices: Sustaining Teacher Educators’ Desires to Acknowledge, Value, and Raise Student Voices

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Sponsored by English Language Arts Teacher Educators (ELATE)

In this roundtable session, English education graduate students will present and discuss their current work. This session brings together researchers and educators to support novice teacher educators’ desires to value student voices and to empower students to “use their voices to speak out for equity and justice.”

Chair: Mandie Dunn

Roundtable 1: Preservice Teachers Writing in Community to Build Their Writing Self-Efficacy

Katie Alford, Arizona State University, Tempe

Roundtable 2: Transactions and Interactions with Digital Text: Social Annotation to Promote Deeper Understanding

Johnny Allred, University of Arkansas, Fayetteville

Roundtable 3: Student Autobiography as Research Topic in Tenth Grade ELA

Michael Anderson, North Carolina State University, Raleigh

Roundtable 4: Their Words, Their Worlds: Young Bilingual Learners as Advocates

Nathaly Batista-Morales, The University of Texas at Austin

Roundtable 5: The Learning Design Challenge: Literacy and Citizenship in the Age of Personalization

Giovanni Benincasa, University of Illinois at Chicago

Roundtable 6: Digital Literacy and Identity: How Social Media Bridges Gaps between Black Female Adolescent Readers Inside and Outside of the Classroom

Tiye Naeemah Cort, The University of Texas at Austin

Roundtable 7: A Narrative Study of an Urban Education Female's Perception of the Field of Science

Aijuan Cun, The University at Buffalo, NY

Roundtable 8: Text Selection for High School Students: What Are Students Being Asked to Read and Why?

Rachel Debnam-O'Dea, North Carolina State University, Raleigh

Roundtable 9: English Language Arts Teachers' Experiences of Teaching While Grieving

Mandie Dunn, Michigan State University, East Lansing

Roundtable 10: Reassembling Digital Classrooms Using Actor Network Theory

William J. Fassbender, University of Georgia, Athens

Roundtable 11: Exploring the Benefits of Collaborative Online Learning Journals

Seth French, University of Arkansas Fayetteville

Roundtable 12: Religiously Inclined: Preservice Teachers, Belief, and the ELA Classroom

Heidi Hadley, University of Georgia, Athens

Roundtable 13: What Counts as Writing in the 21st Century: New and Preservice Teachers' Conceptions and Values around Multimodal and Digital Writing Practices and Pedagogies

Amber Jensen, George Mason University, Fairfax, VA,

Roundtable 14: Negotiating Purposes for Reading in Secondary English Classrooms

Ashley Johnson, Michigan State University, East Lansing

Roundtable 15: The Role of Mentors in Support Student Voice and Student Literacies

Judith C. Johnson, University of Georgia, Athens

Roundtable 17: Narratives of Adolescent Writers in Peer-Response Groups

Kira Lee Keenan, The University of Texas at Austin

Roundtable 16: Metadiscursive Literary Talk in a High School English Classroom

Beth Krone, The Ohio State University, Columbus

Roundtable 18: Teachers' Reflections after Learning of a Student's Sex Crime

Stacia Long, University of Georgia, Athens

Roundtable 19: Anarchy in the Writing Center!

Russell Mayo, University of Illinois at Chicago

Roundtable 20: Place-Based Preservice Teacher Education Programs

Deborah Morbitt, The Ohio State University, Columbus

Roundtable 21: Explorations of Vulnerability in a High School English Classroom

Caitlin Murphy, The Ohio State University, Columbus

Roundtable 22: Conceptualizing Inquiry-Based, Exploratory Academic Writing in Secondary English Classrooms

Brady Nash, The University of Texas at Austin

Roundtable 23: Outdoor Ecocriticism: Reading the Word and the World of Nature

Rich Novack, Teachers College, Columbia University, New York, NY

Roundtable 24: Inside a Literacy Classroom: Black Immigrant Students' Identities

Lakeya Omogun, The University of Texas at Austin

Roundtable 25: Positioning across Past and Present: Exploring Educational Experiences of Preservice Teachers of Color

Jenel Igeleke Penn, The Ohio State University, Columbus

Roundtable 26: Identity Developments in Teacher-Writers

David Premont, Purdue University, West Lafayette, IN

Roundtable 27: Young Adult Literature for Fluent Spanish Proficiency

Travis Reyes, HB Woodlawn Secondary Program, Arlington, VA

Roundtable 28: Applying Bakhtin to the High School English Classroom

Nina Schoonover, North Carolina State University, Raleigh

Roundtable 29: Seeking Coherence in Curriculum and Classroom Management

Matt Seymour, The Ohio State University, Columbus

Roundtable 30: Using Culturally Sustaining Writing Pedagogy to Create a Writer Identity

Myra Infante Sheridan, UNLV and Nevada State College, Las Vegas,

Roundtable 31: Overcoming Preservice Teachers' Resistance to Blogging for Reflective Practice

Michelle Sprouse, University of Michigan, Ann Arbor

Roundtable 32: Agency, Power, and Discourse: Learning from Preservice Teacher-Researchers and Young Children

Erica Steinitz, The University of Texas at Austin,

Roundtable 33: Becoming Literacy Teachers in Elementary Classrooms

Susan Tily, The University of Texas at Austin

K SESSIONS / 2:45–4:00 P.M.**Roundtable 34: Conceptualizing Authentic Writing Instruction**

Katalin Wargo, College of William and Mary,
Williamsburg, VA

Roundtable 35: “The Desert”: Religious Discrimination and Poetic Defiance

Lance Wheatley, Michigan State University, East Lansing

Roundtable 36: Cultivating Youth Voices inside an Official ELA Writing Curriculum

Thea Williamson, Lanier High School, Austin, TX

K.07 Critical Issues in English Education: Research by ELATE Research Initiative Award Winners

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372 DE

Sponsored by English Language Arts Teacher Educators (ELATE)

In this roundtable session, the recipients of the annual Research Initiative Grants and Graduate Student Research Award, sponsored by English Language Arts Teacher Educators (ELATE), present their award-winning research on current issues in the fields of literacy and English teacher education.

Roundtable 1: Learning to Teach Writing Using Digital Mediation

James Chisholm, University of Louisville, KY
Alison Heron Hruby, Morehead State University, KY

Roundtable 2: Intersectional Approaches to Secondary English Education: Professional Development and Classroom Implementations

Stephanie Shelton, University of Alabama, Tuscaloosa

Roundtable 3: Seeking Antideficit English Education through Teacher-Researcher Collaborations

Michelle Fowler-Amato, Old Dominion University,
Norfolk, VA

Amber Warrington, Boise State University, ID

Roundtable 4: Beyond the Red Pen: Teacher Writing Feedback with Emergent Bilingual Learners

Chris K. Bacon, Boston College, Chestnut Hill, MA
Joelle Pedersen, Boston College, Chestnut Hill, MA

Roundtable 5: Finding My Voice, Finding Myself: Latina Mothers and Daughters Writing and (Re)Writing Their Lives

Tracey T. Flores, The University of Texas at Austin

Roundtable 6: How New, Equity-Oriented Teachers Fight Pushout Culture with Interactions

Deborah Bieler, University of Delaware, Wilmington

K.09 Beyond Baseball, Basketball, and Día de los Muertos: Depicting the Everyday Lived Realities of Diverse Families in Children’s Picture Books

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362 ABC

Sponsored by the Children’s Literature Assembly

Award-winning authors and illustrators Meg Medina, Matt de la Peña, Dan Santat, and Rashin Kheiriyeh will showcase humanizing portrayals of diverse families through their picture books. Participants will experience both the unique and the universal experiences that connect and impact who all readers are and who they can become.

Chair and Presenter: Angie Zapata, University of Missouri, Columbia

Presenter: Karla Möller, University of Illinois at Urbana-Champaign

Tradebook Authors: Matt de la Peña, Penguin Random House

Rashin Kheiriyeh, Scholastic, Inc.

Meg Medina, Candlewick Press

Dan Santat, Macmillan

K.10 From Intersectionality to Community Action: Celebrating Students’ Identities, Communities, and Voices through Writing

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Rainbow

350 B

This panel showcases approaches to teaching writing that explore students’ identities and communities. Three secondary ELA teachers share ways to use narrative, mapping, poetry, and visual imagery as a way for students to make arguments, voice their opinions, and prepare for writing beyond the classroom.

Presenters: Steven Arenas, Westview High School, Avondale, AZ, “I Am Not a Taco: Using Poetry to Navigate Identities”

Monica Baldonado-Ruiz, ASU Preparatory Academy and Arizona State University, Phoenix, “Mapping My Identity: Navigating Intersectionality in Personal Identities”

Ashley Yap, ASU Preparatory Academy and Arizona State University, Phoenix, “A Walk in the Hood: Drawing on Community Cultural Wealth”

K.11 Who Tells Your Stories? Engaging Students, Educators, and Community via Cultural Literacy, Civic Involvement, and Social Agency

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371 C

Five educators draw on empirical research at the middle, secondary, and university levels, discussing the impact and fluidity of voice in relation to self, community, and humanity. Panelists share insight gained via student writing/art as a means of understanding the value of voice and cultural literacy in a complex world.

Chair: David Schaafsma, University of Illinois at Chicago

Presenters: Lauren DeJulio Bell, University of Illinois at Chicago

David Bradburn, Von Stueben Metropolitan Science Center and Fork the Man Productions, Chicago, IL
Peter Kahn, Oak Park/River Forest High School, Oak Park, IL

Avi Lessing, Oak Park/River Forest High School, Oak Park, IL

Sophia Lutecki, CICS West Belden, Chicago, IL

K.12 Creativity, Learning, and Self-Discovery

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382 B

Educators explore questions about complex relationships between student creativity, learning, and self-discovery in their classrooms. They discuss their experiences designing multimodal opportunities for students to engage in literacy learning and processes of creative thinking leading to the development of student voice and self-empowerment. Instructional ideas/student samples will be shared.

Chair: Louise J. Shaw, Southern Connecticut State University, New Haven

Roundtable Leaders: Shelley Kasbarian, New Haven Public Schools, CT, “Innovative Thinking and Problem-Based Learning”

Steven Ostrowski, Central Connecticut State University, New Britain, “Permission to Play with Language: Teachers as Writers—Practices and Possibilities”

Abbey Owen, Southern Connecticut State University,

New Haven, “Hip, Hip, Hooray! Celebration Creation in Literacy”

Amanda R. Robinson, Danbury Public Schools, CT, “Using Sensory Details in Student Writing”

Lynda M. Valerie, Central Connecticut State University, New Britain, “Permission to Play with Language: Teachers as Writers—Practices and Possibilities”

Respondent: Cara M. Mulcahy, Central Connecticut State University, New Britain

K.13 Imagine the Possibilities If All Voices Were Honored in Every Classroom around the Globe

G

332 E

How can we create learning environments where every student’s voice is valued without sacrificing meritorious academic aims? Bring student expression to the forefront of learning with fidelity to learning objectives and discover how dynamic instruction can meet curricular mandates through the creation of educational environments that value equity and individualism.

Chair and Presenter: Carol Varsalona, Rockville Centre, New York, NY, “Authentic Voice in a Digital World”

Presenters: Carol Jago, author, California Reading and Literature Project, UCLA, “My Word! Using Poetry to Express and Explore Your World”

Katie McKnight, Engaging Learners, Antioch, IL, “The Power of “Yes . . . AND”

Alan Sitomer, Scholastic, Inc., “Voice with a Purpose: Connecting Engagement to Student Achievement”

K.14 Sum . . . Sum . . . Sum . . .
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 **Summertime! Promoting Argumentative Writing with High-Needs Schools through Summer Writing Camps for Youth**

380 D

With success for teaching college, career, and community writing in high-needs schools (C3WP), several National Writing Project sites asked themselves, “What might result from the intentional collaboration to create NWP summer writing camps to promote argumentative writing with young people who attend high-needs schools?”

Chair: Bryan Ripley Crandall, Connecticut Writing Project, Fairfield

Presenters: Kimberly Herzog, Connecticut Writing Project, Fairfield, Project Citizen, and Westport Public Schools, Westport, CT, “Flying Lessons from the Prose”

Katie Kline, Greater Kansas City Writing Project and University of Central Missouri, Kansas City, “Stories for Justice”

Shaun Mitchell, Connecticut Writing Project, Fairfield, Project Citizen, and Central High School, Bridgeport, CT, “Flying Lessons from the Prose”

Bryn Orum, Greater Madison Writing Project and University of Wisconsin–Madison, “Rise Up and Write”

Rebecca Peterson, Maine Writing Project, Orono and Freeport High School, Freeport, ME, “Raise Your Voice”

Kristina Sanborn, Maine Writing Project, Orono and Traip Academy, Kittery, ME, “Raise Your Voice”

Ellen Shelton, University of Mississippi Writing Project, Quitman County, and University of Mississippi, Oxford, “Writers for Change”

Dave Wooley, Connecticut Writing Project, Fairfield, Project Citizen, and Westhill High School, Stamford, CT, “Flying Lessons from the Prose”

K.15 Raising Student Voices through Listening Arguments: Teaching Students to Read and Write toward Understanding through Multiple Perspectives
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In this roundtable session, secondary teachers and teacher educators share lessons, activities, and strategies for teaching students to speak and write arguments that listen to multiple perspectives and argue for potential ways

forward. Participants will choose from different roundtables to gain practical ideas and materials and converse with other teachers.

Chair and Roundtable Leader: Jennifer VanDerHeide, Michigan State University, East Lansing, “Using Questions to Prompt Listening Argument Moves in Speaking and Composition”

Roundtable Leaders: Erica Beaton, Cedar Springs High School, MI, “Teaching Argument with Multiple Voices and Multiple Genres”

Benjamin S. Briere, Seaholm High School, Birmingham, MI, “Big Board Big World: Inviting Inquiry and Discovery in Community Partnerships”

Mary Juzwik, Michigan State University, East Lansing, “Engaging in Community-Based Argument Writing That Joins a Conversation”


Jessyca Mathews, Red Cedar Writing Project, East Lansing, MI, “‘Fight the Power!’ Developing Student-Directed Community-Based Presentations for Argument toward Issues of Social Injustice”

Mitchell Nobis, Birmingham Public Schools, MI, “Using Contemporary Mentor Texts to Show Argument in Action”

Allison Wynhoff Olsen, Montana State University, Bozeman, “Exploring Rationalities and Pragmatics While Composing and Critiquing Arguments”

Dawn Reed, Red Cedar Writing Project, East Lansing, MI, “Look Closely: Composing and Recognizing Visual Arguments”

Dave Stuart Jr., Cedar Springs High School, MI, “Teaching Listening Arguments with Pop-Up Debate”

K.16 Discovering Diverse Voices through Deep Understanding of Student Histories: Affirming Self, Understanding the Past, Creating the Future
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 **Discovering Diverse Voices through Deep Understanding of Student Histories: Affirming Self, Understanding the Past, Creating the Future**

361 EF

This session will focus on discovering the power of voice through writing in response to powerful literature and local and personal histories. Work in (1) a Korean school serving both recent immigrants and American-born citizens, (2) an International Baccalaureate school, and (3) preservice teacher education classrooms will be shared.

Presenters: Linda Christensen, Oregon Writing Project/Rethinking Schools, Portland
 Sharon O’Neal, Texas State University, Round Rock
 Yeonjai Rah, Bridge International Christian Academy, Round Rock, TX, “Raising the Voices of Our Youngest Scholars”

Debbie Shepherd, Meridian World School, Round Rock, TX, “Raising Student Voices through the Power of Local Histories”

Laura Lee Stroud, Texas State University, Round Rock, “Raising Preservice Teachers to Find Their Voices”

K.17 Whose Voice Is It Anyway? Contributions of Silence, Talk, and Writing to Students’ Identities in School

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A middle school teacher, high school teacher, literacy professional developer, and group of Houston high school students will interrogate and explore definitions of voice: what is it, who owns it, who is listening, and how can we co-create school spaces that invite more authentic voice in writing and speaking?

Presenters: Katherine Bomer, University of Northern Texas, Denton, “Voice Is a Fingerprint: Identity and Equity in Student Writing”

Donna Santman, Intermediate School 89, New York City, NY, “What Should a Middle School Student Be Writing in Her Classroom?”

Tracy Spruce, “We Have a Voice in This Community (So She Says)”

K.18 Continuing the Journey 2: Dangerous Approaches to Authentic Writing and Language

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Two former *English Journal* editors present the second topic in NCTE’s professional development venture, Continuing the Journey. Ken and Leila focus on advanced approaches to teaching writing and language, concentrating on controversial topics that sometimes get teachers on thin ice. Teachers in years 5–15 are especially encouraged to attend.

Chair: Deborah Dean, Brigham Young University, Provo, UT

Presenters: Leila Christenbury, Virginia Commonwealth University, Richmond, “Walking on the Wild Side: Bringing ‘Forbidden’ Language into Our Classrooms”

Ken Lindblom, Shoreham, NY, “Teaching Writing without a Net: Authentic Writing, Real Learning, and Real Consequences”

K.19 Countdown to Launch: Igniting Teen Readers

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381 A

Explore the power of reading from classroom launch to personalized assessment. Lift off with ignite stories. Send readers into orbit by conferring. Feel the gravitational pull of students’ voices. Talk with students about their reading lives. Harness the power of independent reading in the secondary classroom.

Presenters: Nancy Johnson, Western Washington University, Bellingham, “Let Them Read”
Collin Larke, Singapore American School, “Book Club Catalyst”

Lee Ann Spillane, Singapore American School, “Personalize Your Practice”

K.20 Increasing Engagement through Choice of Genre

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371 B

To honor student voice, students must make authentic decisions when writing. Encouraging and supporting student choice in genre leads to higher levels of engagement and authentic learning for writers. In this session, the presenters will examine strategies and ideas for supporting students when they choose genres of passion and interest.

Presenters: Emily Callahan, Crossroads Academy–Quality Hill, Kansas City, MO, “Making the Case for Choice of Genre”

Ralph Fletcher, Heinemann, “Moving from Ideas to Genre”

Matt Glover, Cincinnati, OH, “Making the Case for Choice of Genre”

Thomas Newkirk, Heinemann, “Why Not Fiction”

Kate Norem, Bush School, Seattle, WA, “Examining How Craft Cuts across Genre”

Respondent: Ellin Keene, Heinemann

K.21 Wide Reading Leads to Deep Thinking and Serious Expression

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350 E

The panel will explore the impact of what we read upon our need to respond, to have our voices heard, and to take a stand we might not have taken otherwise. Further, we will explore how various formats (notebooks, blogs, tweets, vlogs) influence decisions and the quality of their products.

Presenters: Jason Augustowski, Riverside High School, Leesburg, VA

Ryan Beaver, Riverside High School, Leesburg, VA

Samuel Fremin, Stone Bridge High School, Ashburn, VA

Connor Grady, Riverside High School, Leesburg, VA

Spencer Hill, Riverside High School, Leesburg, VA

Ryan Hurr, Riverside High School, Leesburg, VA

Nihar Kandarpa, Riverside High School, Leesburg, VA

Lester Laminack, Dillsboro, NC

Tam Mandanis, Riverside High School, Leesburg, VA

Jack Martinez, Belmont Ridge Middle School, Leesburg, VA

Joseph O'Such, Riverside High School, Leesburg, VA

Sean Petit, Riverside High School, Leesburg, VA

Kellen Pluntke, Riverside High School, Leesburg, VA

Linda Rief, Oyster River Middle School, Durham, NH, and University of New Hampshire, Durham

Rishiraj Singh, Riverside High School, Leesburg, VA

Christian Sporre, Riverside High School, Leesburg, VA

Dawson Unger, Riverside High School, Leesburg, VA

K.25 The Dirty Truth about Nonfiction

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Narrative nonfiction picture books are invaluable in training kids of any age (yes, even middle/high schoolers) to think critically and challenge anything they feel is incorrect. This panel vividly explores how students can use them to tell the difference between fake news and the dirty (or clean) truth.

Tradebook Authors: Corrina Allen, Minoa

Leah Henderson

John Hendrix, Abrams

Marc Tyler Nobleman

Don Tate,

K.26 Choice and Challenge: Designing and Implementing Successful Literature Circle Experiences for High School Upperclassmen

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330 B

This panel presentation offers instructors practical approaches to designing “real reader” units with relevant young adult novels. During these units, students create and strengthen the reading culture of a class. Participants will have time to engage in learning experiences and to begin designing a prospective literature circle unit.

Presenters: Oona Marie Abrams, Chatham High School, NJ

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

I. W. Gregorio,

Brendan Kiely,

A. S. King, Vermont College of Fine Arts

Gae Polisner, Wednesday Books/St. Martin's Press/Macmillan

Nic Stone, Penguin Random House

K.27 Raising Student Voices through the Published Word

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Sponsored by the Recognizing Excellence in Art and Literary Magazines Committee (REALM)

Designed to inspire teachers to use student writing, this session promotes ways for students to “publish” their work to authentic audiences. From literary magazine publication to school-sponsored writing events, learn how to engage students in the process of revision and publication. Share ideas and gain a network of support.

Roundtable Leaders: Peter Elliott, The John Cooper School, The Woodlands, TX

Alexa Garvoille, Virginia Tech, Blacksburg

Laura Gellin, Park Tudor School, Indianapolis, IN
 Rebekah Goode-Peoples, Woodward Academy,
 College Park, GA
 David Alan Ragsdale, Clarke Central High School,
 Athens, GA
 Gillian Schneider, Neuqua Valley High School,
 Naperville, IL

K.28 Every Whispered Voice: Engaging Kindergartners in Critical Literacy



370 B

Join us as we share a critical literacy project implemented in a kindergarten classroom. This interactive session will provide participants with strategies to use to help students engage in critical literacy inquiries, respond critically to literature, and raise social cultural awareness.

Presenters: Elizabeth Bemiss, Lula J. Edge Elementary School, Niceville, FL
 Vicki Burger, Lula J. Edge Elementary School, Niceville, FL

K.30 Raising Feminist Voices in Literature and Life: Of Juliet, Daisy, Beyoncé, and #MeToo



350 D

This session is designed to help secondary teachers encourage students to read both cultural and literary texts through the lens of gender. In this interactive session, we will offer specific lessons developed in response to both particular texts as well as contemporary cultural events and help participants create their own.

Presenters: Deborah Appleman, Carleton College, Northfield, MN
 Elizabeth Johnson, South High School, Minneapolis, MN
 Patrick Pelini, Patrick Henry High School, Minneapolis, MN

K.31 Reading for Freedom and Identity: Teaching Students to Read beyond Bias



350 F

Students who can navigate demanding texts become adults who are empowered to participate responsibly in a democratic

society and to use their voices to change the world. Explore practical strategies that help students unpack how bias, identity, and reading intersect—and how these intersections affect their responses to challenging texts.

Presenters: Sara Ahmed, NIST International School, Thailand
 Tricia Ebarvia, Conestoga High School, Berwyn, PA
 Chad Everett, Horn Lake Middle School, MS
 Jessica Lifshitz, Meadowbrook School, Northbrook, IL

K.33 Raising Our Student Affiliate Voice: College and University NCTE Organizations Connect for Collaboration



332 D

This session offers NCTE student affiliate members/leaders the opportunity to reflect on organization successes, challenges, professional development activities, and ways to communicate with members. We will offer preservice teachers the opportunity to create a communication group online in order to offer continued support for one another in the future.

Chair: Jill Adams, faculty advisor, NCTE MSUDenver Student Affiliate, Metropolitan State University of Denver, CO

Presenters: Jessica Day, NCTE MSUDenver Student Affiliate, Metropolitan State University of Denver, CO
 Aaron DeLay, NCTE MSUDenver Student Affiliate, Metropolitan State University of Denver, CO
 Claudia Graham, secretary, NCTE MSUDenver Student Affiliate, Metropolitan State University of Denver, CO
 Katrina Grenell, president, NCTE MSUDenver Student Affiliate, Metropolitan State University of Denver, CO

K.34 Back Matter Matters



361 B

This panel combines the expertise of two educators, both former members of NCTE's Orbis Pictus Award for Outstanding Nonfiction for Children Committee, with an author and an illustrator of children's books in defining back matter, discussing its importance, and addressing how back matter supports children as readers, writers, and researchers.

Presenters: Candace Fleming, Random House Children's Books
 Cyndi Giorgis, Arizona State University, Tempe
 Marie LeJeune, Western Oregon University, Monmouth
 Eric Rohmann, Random House Children's Books

K.35 Lifting Up Marginalized Student Voices and Disrupting the English Classroom: A Culturally Sustaining Approach

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How might teachers create curriculum and cultivate communities that work toward justice, healing, and equity? In this session, you will hear from practicing teachers who are utilizing culturally sustaining pedagogy to affirm and sustain students' identities and disrupt ways in which schools oftentimes maintain white supremacy and oppression.

Chair: Lorena Germán, Headwaters School, Austin, TX

Presenters: Matthew Homrich-Knieling, César Chávez Academy, Detroit, MI
Lakisha Odlum, Teachers College, Columbia University, New York, NY
Django Paris, University of Washington, Seattle
Julia Torres, The Educator Collaborative and Montbello Campus, Denver Public Schools, CO

K.36 Going Farther with Digital Learning: Practical Roundtables on Tools, Projects, and Online Communities

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Whether you are new to using digital tools in your instruction or a seasoned technophile, this roundtable session has a broad and exciting range of projects, integrations, communities, and ideas to share. You will leave brimful of ideas to take to your students!

Roundtable Leaders: Michelle Ambrosini, Holicong Middle School, Doylestown, PA
Sonja Cherry-Paul, Farragut Middle School, Hastings-on-Hudson, NY
Christina DiZebba, Hudson River Middle School-IS289, New York, NY
Anna Griffin, 826 National, San Francisco, CA
Kristina Holzweiss, Bay Shore Middle School, NY
Ivey Homer, Lexington Middle School, SC
Dana Johansen, Heinemann
Dakashna Lang, Livingston Public Schools, NJ
Jenny Martin, Bridgewater College, VA
Meghann McFadden, Montgomery County Schools, Clarksville, TN
Mary Rice, University of New Mexico, Las Cruces
Molly Rickert, Holicong Middle School, Doylestown, PA
Debbie Shoulders, Clarksville Montgomery County, TN
Kait Steele, 826 National, San Francisco, CA

K.37 Opening the Borders of Reading: Culturally Sustaining and Liberating Literature

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At this presentation of activist and disruptive ideas related to reading in the ELA classroom, participants will learn about reading intervention, publishers' influence on nationalist and racial characteristics of literature, liberation reading, and feminist economics coupled with crunk feminism.

Presenters: Lynne Bercauw, San Diego State University, CA
Edith Campbell, Indiana State University, Terre Haute
Sydney Jacobs, Graham High School, NC
Cindy Morton-Rose, Meredith College, Raleigh, NC
Laura Roy, La Salle University, Philadelphia, PA
Ger Thao, Wilson Elementary School, Gridley, CA

K.38 Too Much Blood on These Yellow Brick Streets: Resistance and Hip-Hop Literacy in Oz Retellings and Young Adult Literature

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In this session, we explore three youth-oriented texts—the MGM 1939 film *The Wizard of Oz*, Todrick Hall's 2016 YouTube visual album *Straight Outta Oz*, and Angie Thomas's *The Hate U Give*—using multiliteracies, hip-hop literacy, and youth participatory culture in order to discuss contemporary social issues and youth activism.

Presenters: Karly Marie Grice, Millikin University, Decatur, IL
Caitlin Murphy, The Ohio State University, Columbus
Rachel Rickard Rebellino, The Ohio State University, Columbus

K.39 Empowering Student Voice through Dialogic Argumentation

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In this teaching demonstration, presenters share inquiry-based teaching strategies to promote dialogic learning in rhetorical argumentation. Through collaborative reading, writing, speaking, viewing, and listening practices, presenters seek to empower students to enter into challenging conversations related to justice and equity, on local and global levels.

Chair: Christine Dawson, University at Albany, NY
Presenters: Heather Flood, Shenendehowa Central School District, Clifton Park, NY

Christopher Mazura, Guilderland High School,
Guilderland Center, NY, and University at Albany, NY
Respondent: Carlin Borsheim-Black, Central Michigan
University, Mount Pleasant

**K.40 Educating for Action: Developing
Humanizing Pedagogical
Frameworks for Academic and Civic
Learning in Hyper-Standardized
School Contexts**

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This session explores how four educators restructured high school English curricula to bolster critical and multimodal learning and civic engagement among students. Participants will explore projects such as zine making, hip-hop productions, and Youth Participatory Action Research as powerful opportunities for cultivating student voice and agency.

Chair and Presenter: Danielle Filipiak, University of Connecticut, Storrs

Presenters: Christina Hiras, New York City Department of Education, NY

Philip Twining, Teachers College, Columbia University, New York, NY

Mijin Yeom, AECI, The New York City Charter High School for Architecture, Engineering, and Construction Industries, Bronx, NY

K.41 Natural Allies: School and Public Libraries Support Teen Writers

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Learn how school libraries and public libraries inspire and mentor teen authors. Two high school students describe their experiences in both libraries, as their librarians provide information about effective approaches, programs that focus on youth writing and publishing, and internships that support communication and outreach skills.

Presenters: Claire Aminuddin, Western Albemarle High School, Crozet, VA

Peyton Beaumont, Western Albemarle High School, Crozet, VA

M. K. England, Jefferson-Madison Regional Library/ HarperTeen, Crozet, VA

Melissa Techman, Albemarle County Public Schools, Charlottesville, VA

K.42 Baldwin and Coates: Mentor Texts for Academic and Personal Growth

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This interactive session will guide participants through a series of mini-lessons that use Baldwin's *The Fire Next Time* and Coates's *Between the World and Me* as mentor texts to improve rhetorical analysis and personal argument writing while also engaging students in critical conversations about social justice.

Presenters: Christopher Bronke, Downers Grove North High School, IL

Sara Schumacher, Glenbard East High School, Lombard, IL

K.43 From Independent to Intradependent: Create a Workshop Classroom Culture That Amplifies Every Voice

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Creating independent writers is the goal, but students often underestimate their peers' expertise as authors, mentors, supporters, and teachers in the writing classroom. In this session, teachers will learn concrete strategies for building an intra-dependent culture in which valued student voices elevate the writing of their classmates.

Chair and Presenter: Lisa Eickholdt, Georgia Gwinnett College, Lawrenceville

Presenters: Paula Bourque, Stenhouse Publishers
Allison Marchetti, Heinemann

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

Stacey Shubitz, Balanced Literacy Consulting, Harrisburg, PA

K.44 "The Ocean Is Wearing My Clothes": Using Writing to Heal

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371 E

Houston writers will share stories children composed after Hurricane Harvey and discuss ways indirect writing is used to heal, process, and unite a community. Participants will engage in a writing experience and leave with tools to create safe spaces to write and develop empathy for others through shared stories.

Presenters: Nancy Barnhart, Writers in the Schools, Houston, TX

Meggie Monahan, Writers in the Schools, Houston, TX

Harriet Riley, Writers in the Schools, Houston, TX

K.45 Through the Looking Glass: Using a Youth Lens to Highlight Equity and Justice in Diverse Latinx Lit



351 A



This panel features new literary works by these diverse US Latinx authors: Alicia Gaspar de Alba, Jasminne Mendez, and Daniel Peña. Though mostly written for an adult audience, these books all feature young protagonists struggling with difficult circumstances.

Chair: James Sheridan, Yes Prep Southeast, Houston, TX

Presenters: Alicia Gaspar de Alba, University of California Los Angeles

Jasminne Mendez, Houston, TX

Samantha Merritt, Yes Prep East End, Houston, TX

Daniel Peña, University of Houston-Downtown, TX

K.46 Using Songwriting to Raise Student Voices



371 F



Two educator/songwriters demonstrate how students can mine their experience and their classroom learning for source material to write powerful songs that question the status quo and raise student voices in informed social critique. Attendees will participate in strategies designed for the classroom. Prior songwriting experience is not required.

Presenters: Tim Duggan, Northeastern Illinois University, Chicago

Christian Goering, University of Arkansas, Fayetteville

K.47 Standing Tall on the Shoulders of Giants: Co-Creating a Diverse and Authentic Writing Workshop Alongside Students, Even If the Classroom Is Anything but Diverse



370 C

Wanting an authentic writing workshop that honors diverse voices, even if your classroom lacks diversity? It's possible using this inquiry workshop model—easily adapted into any classroom. Discover the creative process of real-world middle level and YA authors, and follow their advice in lessons you and your students create together.

Presenters: Sarah Krajewski, Cleveland Hill High School, Cheektowaga, NY

Vicki Meigs-Kahlenberg, Stenhouse

Sandy Otto, Osseo ISD, Maple Grove, MN

K.48 Poetic Defiance, Photography, and Portraiture: Artful Analysis, Advocacy, and Action



371 A

Teacher educators unite to share three unique artistically informed techniques—portraiture, photography, and poetry—to give voice to future teachers and their students. Cultural awareness further anchors this work, highlighting ways of thinking and potential shifts in practice.

Presenters: Laura Brown, Potsdam, SUNY

Sanjuana Rodriguez, Kennesaw State University, GA

Sheryl Scales, Potsdam, SUNY

Natasha Thornton, Kennesaw State University, GA

Lance Wheatley, Michigan State University, East Lansing

K.49 Fostering Community, Resisting Injustice: Cultivating Spaces to Empower Student Voice



351 D

These presentations illustrate methods of resisting injustice and developing spaces for student voice.

Chair: Karyn Allee-Herndon, University of Central Florida, Sanford

Presenters: Kelly Armstrong

Justin Grinage, University of Minnesota, Minneapolis

Annemarie Kaczmarczyk, University of Central Florida, Orlando

Shawntell Pace, Wando High School, Mount Pleasant, SC

Hoyt J. Phillips III, Teaching Tolerance, Southern

Poverty Law Center, Montgomery, AL

Sherron Killingsworth Roberts, University of Central Florida, Orlando

Barbie Garayúa Tudryn, Teaching Tolerance, Southern Poverty Law Center, Montgomery, AL

K.50 Students Use Inquiry and Literacy to Become Community Upstanders



372 A

Using examples from inquiry-based, community outreach projects, teachers and administrators demonstrate ways to engage upper-elementary and middle school-age students in powerful action that teaches them

to build understanding, connect with others, and create change.

Presenters: Annie Gentithes, Duke School, Durham, NC
Claire Koerner, Duke School, Durham, NC
Jenny Murray, Duke School, Durham, NC

K.51 Speak Up, Stand Up! Honoring Scholars' Voices

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Living in an era when almost daily media headlines revolve around sensitive topics in politics, it is important that we allow students freedom to express themselves, their history, and what matters most. In this session, presenters will share myriad ways to empower students to speak up and stand up.

Presenters: Eliza Braden, University of South Carolina, Columbia
Jessica Burkett, Jackson Creek Elementary, Columbia, SC
Valente Gibson, Jackson Creek Elementary, Columbia, SC
Sabina Mosso-Taylor, Jackson Creek Elementary, Columbia, SC

K.52 I Like Big Books and I Cannot Lie: Voice, Choice, and #HebronReads

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How do educators move disinterested students from reading out of obligation, or not at all, to active participants in literary adventures? Through Big Books, of course! This session explores #HebronReads, a journey aimed at growing lifelong readers and will inspire participants to cultivate strong literacy cultures on their home campuses.

Presenters: Donna Friend, Hebron High School, Lewisville, TX
Shannon Whiteley, Hebron High School, Lewisville, TX

K.54 Exploring Cultures through Multicultural Children's Literature: Critical Conversations around Social Issues

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Multicultural children's literature is essential for classroom teachers. This panel explores four different inquiries of cultures in our society. These areas include the cultures of disability, homelessness, tolerance, and LGBTQ+. Learn about a variety of texts, literacy skills, and pedagogical practices to implement to help students find their voices.

Chairs: Rebekah Piper, Texas A&M University, San Antonio
Ramona Pittman, Texas A&M University, San Antonio
Presenters: Catherine Carreon

Kaila Ruan
Rachel Snow
Ebony Tinajero

K.55 Digital Natives Raising Their Voices: From Atticus Finch to Chance the Rapper, Young People Today Are Inspired by Others to Change the World for the Better!

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Composing with digital tools can be a powerful resource in your classroom. With some guidance, our students can use technology to speak out on current and historical social justice and equity issues. In this session, attendees will learn techniques to take technology beyond transcription to creating, composing, and compassion.

Presenters: Kristina ByBee, Arizona State University, Tempe
Sharon Shumway, Desert Ridge High School, Gilbert AZ
Respondent: Stephanie F. Reid, Arizona State University, Tempe

K.56 Names Stories, Storygathering, and Family Photo Collages—Practices That Honor Students' Voices in Culturally Sustaining Ways

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Literacy teachers and teacher educators will share practices—from names stories to storygathering to family photo collages—that foreground students' voices and stories in culturally sustaining ways. This interactive presentation shares findings from an ongoing national study of high-performing urban early literacy classrooms.

Presenters: Alicia Boardman
Haydée Dohrn-Melendez, Central Park East 2 Elementary School, New York, NY
Kerry Elson, Central Park East 2 Elementary School, New York, NY
Kindel Nash, Northern Parkway Elementary School, Long Island, NY
Leah Panther, Mercer University, Atlanta, GA

K.57 Recruiting Student Voice through Literacy Acts: Extending Literacy beyond the Borders of Our Classrooms

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In this interactive workshop, presenters will share ways to foster student voices through literature and digital tools. Presenters will discuss structures administrators can create to help all stakeholders understand the importance of being a culturally responsive teacher.

Presenters: Brooke Geller, Teachers College Reading and Writing Project, New York, NY
Elizabeth Petkanics, Teachers College Reading and Writing Project, New York, NY
Alexandra Roman, Teachers College Reading and Writing Project, New York, NY
Lilly Ruffo, Leonia, NJ

K.58 The Mighty Pen: Using Creative Writing to Engage Student Voice

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342 ABDE

This session allows teachers to experiment with new ways of teaching students to engage their own voices creatively. Teachers will see how these strategies are used in the classroom, and focus will be on teachers actually writing creatively for the duration of the session.

Presenters: Amy Marchino, Homewood High School, Homewood, AL
Liz Shults, Oak Mountain High School, Birmingham, AL

K.59 A Seat at the Table: Helping Young Students Contribute Their Voices to Community Arguments

360 F

Engage in Argument as Conversation is a National Writing Project C3WP resource. Elementary students are invited to a metaphorical table where they listen to multiple expert perspectives on a current issue and learn how to contribute their own voices to a multiperspective argument. Participants will engage with models of student work.

Presenter: Robin Atwood, University of Southern Mississippi, Hattiesburg

K.60 Finding Their True Voice: Teaching Female Coming-of-Age Graphic Novels (for All)

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This presentation will help promote “equity and social justice” of female coming-of-age narratives by providing rationales for using female coming-of-age graphic novels to empower readers and support future voices; highlighting titles of such graphic novels; and sharing strategies for teachers to incorporate these graphic novels into their classrooms.

Presenters: Kara Beasley, Winthrop University, Rock Hill, SC
Susan Groenke, University of Tennessee, Knoxville
Robert Prickett, Winthrop University, Rock Hill, SC
Carl Young, North Carolina State University, Raleigh

K.61 Tell Your Story: Celebrating Student Voices through Live Storytelling

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Tell Your Story: Celebrating Student Voices through Live Storytelling is a student-produced interactive evening of storytelling, music, and art. Though our event is a school-wide, cross-curricular production, we would like to show fellow English teachers how to embrace this impactful, empowering storytelling process at the classroom, departmental, and school-wide levels.

Presenters: Gina Chandler, Hinsdale Central High School, Hinsdale, IL
Robyn Corelitz, Hinsdale Central High School, Hinsdale, IL
Katherine Janicek, Hinsdale Central High School, Hinsdale, IL
Kathrynne Saunders, Hinsdale Central High School, Hinsdale, IL

K.62 Responsive Teaching: The Courage to Follow the Lead of the Reader**E**
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How can we empower our students to take the lead, expertly teaching us about their reading lives so we can, in turn, respond? This session offers kidwatching strategies, language shifts, and teacher moves to embed more responsive teaching across the balanced literacy framework, following readers as they guide the way.

Presenters: Jan Burkins, Burkins and Yaris Consulting, Wellington, FL
Danielle Burtsfield, Kalispell School District, MT
Christina Nosek, Christina Nosek Literacy, San Carlos, CA
Kim Yaris, Burkins and Yaris Consulting, Wellington, FL
Kari Yates

K.63 What Can a Question Do? The Power of Student-Led Inquiry in the Middle School Classroom**G****370 E**

Asking questions can deepen understanding and spark curiosity, but can it change the world? Participants will explore a framework for creating an inquiry-driven literacy classroom where students take their big questions through an inquiry cycle that results in action in the form of blog posts, podcasts, and persuasive letters.

Presenters: Julia Pledl, New Heights Charter School, Los Angeles, CA
Sarah Schiff, New Heights Charter School, Los Angeles, CA
Respondent: Renee Houser, Renee Houser Consulting, Easton, PA

K.64 Talking Back: Using Literacy to Challenge Bias in the Fourth-Grade Classroom**E****361 C**

It is important for all students to have opportunities to use literacy critically and a space to challenge their own assumptions and biases. This presentation explores a fourth-grade teaching team and their students' work on dismantling assumptions and biases through literacy.

Presenters: Sol Bautista, Galindo Elementary School, Austin, TX
Lauren Berrong, Galindo Elementary School, Austin, TX
Meagan Best, Galindo Elementary School, Austin, TX
Jessica Kamphaus, Galindo Elementary School, Austin, TX
Lindsay Thomas, Galindo Elementary School, Austin, TX
Susan Tily, The University of Texas at Austin

K.65 Transformational Educators in the Diverse Classroom: Let Your Students' Voices Be Heard!**E****TE****E****342 F**

Would you like to foster diversity and multicultural learning through emerging literacy practices in your work with early learners? This session will provide teachers with resources, tools, and strategies that promote and support early literacy along with student equity and cultural acceptance utilizing a transformative perspective on pedagogy.

Roundtable Leaders: Fredeisha Harper Darrington, Fairfield City Schools and University of Alabama at Birmingham
Marisa Frederick, University of North Alabama, Florence
Julie Paul, University of Alabama at Birmingham

K SESSIONS / 2:45–4:00 P.M.

K.67 POSTER SESSION: English and STEAM, a Dream Team?**G****350–360 PREFUNCTION**

What does design thinking look like in ELA? How can you better integrate the arts into your curriculum? These poster presentations offer vibrant answers to those questions and more.

POSTER 1: Building Empathy and Community through Performance Literature (G)

Bridget Morton, Mars Hill University, Mars Hill, NC
Jenny Zimmerman, Mars Hill University, Mars Hill, NC

POSTER 2: Novel Engineering: How Students Construct Out-of-Book Solutions for In-Book Problems (E)

Nicole Burrow, Stephen F. Austin State University Charter School, Nacogdoches, TX
Nadia Smith, TX elementary school student

POSTER 3: Finding Voice after Trauma through Mask Making (S)

Julie Breeden, Southport High School, Indianapolis, IN
Lori Breeden, University of Indianapolis, IN

POSTER 4: The World of Japanese Theater: How to Create Stories with Reach Using Digital Technologies in Theater Arts, Dramatic Literature, and Performance Studies (S-C-TE)

Janine Midori Fujioka, Bread Loaf Teacher Network, Middlebury, VT

POSTER 5: How to Make Picture Books Work (G)

You-Ling Wang, Vanderbilt University, Nashville, TN

POSTER 6: Social-Emotional Learning: The Relationship of Visual Literacy and Student Voices (E-M-S)

Dede Diaczenko, Decatur Independent School District, TX
Rhonda Lemieux, McCarroll Middle School, Decatur, TX

POSTER 7: When the Page Meets the Stage: Young Authors Find a Voice through Words and Movement (G)

Haley Sigler, Washington and Lee University, Lexington, VA

POSTER 8: Integrating the Arts to Raise Student Voice

Shalonda Foster, Western Middle School for the Arts, Louisville, KY
Deondra Smith, Western Middle School for the Arts, Louisville, KY

K.68 Inquiring into Reasons Writers Write: Purpose Studies as Another Possibility for Writing Units of Study**G****NWP**
NATIONAL WRITING PROJECT**350 A**

Teachers will discuss using purpose studies in their writing workshop classrooms to support primary through college-level writers in understanding how, why, and when they might use their powerful voices in and beyond schools. Attendees will also work alongside presenters to brainstorm possibilities for using purpose studies in their own teaching.

Presenters: Alison Eike, Lanier Early College High School, Austin, TX

Charlotte Land, The University of Texas at Austin
Haylee Lavender, Houston Elementary School, Austin, TX
Barbara McKinnon, Houston Elementary School, Austin, TX

K.69 An Inclusive Approach to Honoring Voice in Students with Disabilities**S****TE****372 C**

Using a social model of disability, one in which difference is theorized as a social construct, we will seek to expose the negative stereotypes surrounding disability that have forced disabled individuals into the position of other. In doing so, we can offer students with disabilities a voice.

Presenters: Amanda Biviano, Virginia Tech, Blacksburg
Pamela Neal Lindstrom, Virginia Tech, Blacksburg

K.70 EXHIBITOR SESSION: Reading for Meaning with Read Naturally Live**G****382 C*****Sponsored by Read Naturally***

Learn how to develop fluency, support vocabulary, and promote comprehension by combining three powerful, research-based strategies: teacher modeling, repeated reading, and progress monitoring. Learn how to meet standards and accelerate the achievement of developing and struggling readers. These effective strategies are demonstrated using Read Naturally's web-based software program, Read Live.

Presenter: Kim Whaley, assistant principal at a Title I bilingual campus in East Texas

KL.01 High School Matters

GRAND BALLROOM C

Sponsored by the Secondary Section Steering Committee

High School Matters encapsulates the best elements conventions often offer separately: collegial collaboration, relevance, and engagement. The Secondary Section invites you to join us for this innovative session experience. Expect to take home a variety of ideas, concepts, strategies, and approaches peer-to-peer.

Presiding: Shekema Silveri, IFE Academy of Teaching & Technology, Conyers, GA

Speakers: Thomas C. Foster, Carol Jago, Kelly Gallagher

Thomas C. Foster, author of *How to Read Literature Like a Professor* and *How to Read Poetry Like a Professor*, is professor emeritus of English at the University of Michigan, Flint. His *How to Read Literature Like a Professor* is now in a revised edition and continues to be a staple in high school classrooms.



Carol Jago is past president of NCTE. She has taught English in middle and high schools for 32 years and is associate director of the California Reading and Literature Project at UCLA. Carol is the author of *With Rigor for All* and several titles in NCTE's High School Literature series.



Kelly Gallagher teaches at Magnolia High School in Anaheim, California. He is the author of several books on adolescent literacy, including *Readicide* and *Write Like This*.



Roundtable 1: Accessing All Student Voices

Natalie Elliott, NYOS Charter School, Austin, TX

Roundtable 2: “Right to Write: Teaching Resilience through Writing”

Michelle McClaine, Greater Kansas City Writing Project, MO

Roundtable 3: Cards against the Humanities: Raising Student Voice to Promote Interdepartmental “Table Talk”

Jennifer Silver, Vistamar High School, El Segundo, CA

Roundtable 4: “We Have a Dream”: Empowering Students’ Voices through Collaborative Writing and Performance

Ruth Li, University of Michigan, Ann Arbor

Roundtable 5: Bring Silent Voices to Sound through Podcasting

Nicole Boyer, Jefferson R-VII School District, Festus, MO

Natalie Fallert, Rockwood School District, Eureka, MO

Roundtable 6: Finding Voice: Zora Neale Hurston’s *How It Feels to Be Colored Me* as Mentor Text

Maggie Morris Davis, Illinois State University, Normal

Roundtable 7: Reading between the Lines: Using LGBTQ Literature with Middle and High School Teachers and Counselors

Rebecca Harper, Augusta University, GA

Roundtable 8: Peeling Back the Clay of Public Education: Unmasking the Beauty of Student Voice

Lyschel Shipp, Bibb County School District, GA

Roundtable 9: “Words That Live Inside You”: Youth Voice and Culturally Diverse Literature

Mary Neville, Michigan State University, East Lansing

Roundtable 10: Voices of Middle Eastern Literature

Karen Leland Libby, Interlochen Arts Academy, MI

Roundtable 11: Using Literature as a Tool for Fostering Student Agency and Voice Raising with Students of Color

Tanji Reed Marshall, The Education Trust

Roundtable 12: Taking Writing from the Personal to the Public Minded: Teaching for Social Justice and Global Citizenship

Christine Gaul, Campbell Hall School, Los Angeles, CA

Roundtable 13: Writing in the Margins: Teaching Counter-narratives in Secondary ELA Classrooms

Elizabeth “Lisa” Testa, Kent State University, OH

Roundtable 14: Resurrecting Student Voice in Secondary Academia: Narrative Mapping as a Foundation for Writing

Bridget Nelson, Southern Illinois University, Edwardsville/East Saint Louis Charter High School

KL SESSIONS / 2:45–5:30 P.M.

Roundtable 15: Unmasking Gender Stereotypes in Texts, Media, and Popular Culture: Creating Space for Multiple Voices and Ways of Being in the HS English Classroom

Louis Martinez, Freedom High School, Bethlehem, PA

Roundtable 16: World Cafe: A Model for Student Engagement

Corinne Woodworth, Duxbury Public Schools, MA

Roundtable 17: Dear X: Examining Race and Rhetoric through Letter Writing

Kellie Thompson, YES Prep Public Schools, Houston, TX

Roundtable 18: Student Self-Advocacy

Mary Lou Baker, Union County Public Schools
Adam Tarlton, Union County Public Schools

Roundtable 19: Feed Them and They Will Come: Dishing out Diverse Reads in Book Clubs

Shaina Ray, Chesnee High School, SC
Caley Rogers, Chesnee High School, SC

Roundtable 20: “If That Makes Me Radical, So Be It”: Examining the Critical and Digital Literacy Practices of Black Girls in Predominantly White Schools

Lauren Leigh Kelly, Rutgers University, New Brunswick, NJ

Roundtable 21: Detroit and the Poetry of Robert Hayden: Poems as Counterstories

Annie Blais, University of Michigan, Ann Arbor

Roundtable 22: Getting Personal: Alternative Writing Worlds for Academic Sponsored Writing

Latrise Johnson, University of Alabama, Tuscaloosa

Roundtable 23: This Time It Counts for Real: Striving towards Professional Publication of Student Work to Promote and Encourage the Voices of All Learners

Georgia Brandeis, English Teacher/ISS Coordinator
Brian Sweeney, Townsend Harris High School, Queens, NY

Roundtable 24: Empowering Our Boys: Using Student Voice to Understand and Address the Literacy Achievement Gap

Antoinette Barriga, Rutgers University, New Brunswick, NJ

Roundtable 25: Authentic Student Voice in Formative Assessment? Vlogs to the Rescue!

Christopher Schenk, Lick-Wilmerding High School, San Francisco, CA

Roundtable 26: Supporting Adolescent Literacy Development in a Public Museum School

Erica Hamilton, Grand Valley State University, Grand Rapids, MI

KL.02 College Workshop Session**320 AB**

This is an immersive learning experience for college teachers. The event will feature an awards presentation, a keynote address from Houston-area educator and activist Roni Dean-Burren, and a hands-on workshop in which participants develop action plans inspired by Dean-Burren's approach to community engagement. Refreshments available throughout.

Presiding: Shelley Rodrigo, University of Arizona, Tucson

Speaker: Roni Dean-Burren

Roni Dean-Burren spent 12 years in public education as an English teacher and curriculum leader. In 2014, she opted to leave public education to pursue her PhD in Curriculum & Instruction. Her area of expertise is Reading, Literacy and Literature Education. Her dissertation was a qualitative study on the reading and school discipline experiences of 11th grade Black boys. Currently, Burren is a lecturer at the University of Houston, an editor for *English in Texas* (official journal of TCTELA), and a public speaker. Her goal is share her love of reading and its inherent power with traditionally marginalized students.



Award Recognition: Richard C. Ohmann Award
Recipient: “Engaging Race”: Teaching Critical Race Inquiry and Community-Engaged Projects” (November 2017 *College English*) by Laurie Grobman, Penn State Berks, Reading, PA

Committee Members: Steven Alvarez, St. John's University, Jamaica, NY

Isabel Baca, University of Texas, El Paso

April Baker-Bell, Michigan State University, East Lansing

Bradley Bleck, Spokane Falls Community College, WA

Holly Hassel, Editor, *Teaching English in the Two-Year College*, University of Wisconsin-Marathon County

Melissa Iannetta, Editor, *College English*, University of Delaware, Newark

Rhea Lathan, Florida State University, Tallahassee

Laurie A. Pinkert, University of Central Florida, Orlando

Shelley Rodrigo, University of Arizona, Tucson

Reva Sias, California State University, Fresno

KL.03 The 2018 Orbis Pictus and Charlotte Huck Honor Book Award-Winning Authors and Illustrators Share Their Stories and Insights

332 ABC

Sponsored by the Elementary Section Steering Committee

Come hear the 2018 Orbis Pictus and Charlotte Huck Honor authors and illustrators share stories about their writing and illustrating processes. Learn about the research and craft involved in creating these award-winning books and consider how an understanding of technique can impact your work with young writers.

Chairs: Mary Ann Cappiello, Lesley University, Cambridge, MA

Erika Thulin Dawes, Lesley University, Cambridge, MA

Committee Members: Maria V. Acevedo, University of Massachusetts, Boston

Seemi Aziz, University of Arizona, Tucson

Bettie Parsons Barger, Winthrop University, Rock Hill, SC

Desiree Cueto, Western Washington University, Bellingham

Denise Dávila, University of Nevada, Las Vegas

Daryl Grabarek, *School Library Journal*, New York, NY

Jennifer Graff, University of Georgia, Athens

Mary Lee Hahn, Daniel Wright Elementary School, Columbus, OH

Joyce Herbeck, Montana State University, Bozeman

Scott Riley, Singapore American School

Stacey Ross, Austin ISD, TX

Julie Waugh, The Center for Inquiry, Columbia, SC

Authors and Illustrators: Chris Barton, Millbrook Press

Caela Carter, HarperCollins

Carmen Agra Deedy, Scholastic

Dave Eggers, Chronicle Books

Stephanie Graegin, Schwartz & Wade

Alan Gratz, Scholastic, Inc.

Shawn Harris, Chronicle Books

Nicole Lea Helget, Little, Brown and Company

June Jo Lee, Readers to Eaters

Jacqueline Briggs Martin, Readers to Eaters

Victo Ngai, Millbrook Press

Man One, Readers to Eaters

Susan Goldman Rubin, Abrams

Jeanette Winter, Beach Lane Books

Eugene Yelchin, Scholastic, Inc.

L.01 TEXAS STRAND: Writin' Good . . . G Oops, WELL . . . in Texas

351 D

Tools, tips, ideas, and imagination—what do these have in common? All are needed in an ever-evolving classroom. Join five dynamic roundtables from across Texas as they highlight new ways not only to engage students but also to refresh teacher toolboxes for a successful instructional year. Featuring Texas author Jeff Anderson!

Texas Writers: Transforming Instruction, Lifting Voices, Celebrating Students (G)

Sarah Flusche, Goose Creek Consolidated Independent School District, Crosby, TX

Tamara Meigh, Goose Creek Consolidated Independent School District, Crosby, TX

Crafting Student Voice with the Conventions of Language (E)

Jeff Anderson, author and staff developer, San Antonio, TX

Stacey Colton, Katy Independent School District, TX

Whitney La Rocca, Katy Independent School District, TX

Jessie Miller, Katy Independent School District, TX

EQs Are the Glue: Getting Students to Read and Write Critically in Social Studies (E-M)

Sharon Jones, Spring Branch Independent School District, TX

Strengthening Student Writers through Skill Building and Bridging (E)

Catherine Roth, Spring Branch Independent School District, TX

Kristi Thaemlitz, Region IV Education Service Center, Houston, TX

A Few Short Minutes with Grammar: Teaching Grammar through Reading and Writing (G)

Tonya Moreland, Carroll Independent School District, Southlake, TX

L.02 Literacy Instruction Worth Fighting For: What Do We Advocate and Why

GRAND BALLROOM A

Sponsored by the Conference on English Leadership

As our expertise continues to be questioned by noneducators, literacy educators must advocate for effective literacy instruction to

ensure students receive the education they deserve. This interactive session will include an informative presentation by a renowned education speaker and roundtable discussions to collaborate with others who have similar interests.

Chair and Roundtable Leader: Heather Rocco, Chatham High School, NJ

Presenter: Thomas Newkirk, Heinemann

Roundtable Leaders: Classroom Teachers: Oona Marie Abrams, Chatham High School, NJ

Christina Nosek, Lucille Nixon Elementary School, Stanford, CA

Brent Rivers, Sparta High School, NJ

Anna J. Small Roseboro, Grand Rapids, MI

Rachel Scupp, Grover Middle School, West Windsor, NJ

Elizabeth Truesdell, Kamehameha Schools, Kea'au, HI

Roundtable Leaders: Department Chairs and

Supervisors: Christopher Bronke, Downers Grove North High School, IL

Natalie Croney, Bowling Green High School, KY

Ann Marie Quinlan, Lincoln Southeast High School, NE

Heather Rocco, Chatham High School, NJ

Sara Schumacher, Glenbard East High School, Lombard, IL

Roundtable Leaders: District and Building-Level

Administrators: Jacqueline Hurley, Pinellas County Schools, Largo, FL

Janice Schwarze, Downers Grove North High School, IL

Roundtable Leaders: English Educators:

Emily Meixner, The College of New Jersey, Ewing

Elsie Olan, University of Central Florida, Orlando

Tom Scott

Rebecca Sipe, Eastern Michigan University, Ypsilanti

Amanda Stearns-Pfeiffer, Oakland University, Rochester, MI

Roundtable Leaders: Literacy Coaches:

Shawna Coppola, University of New Hampshire, Durham

Susan Dee, Regional School Unit 5, Freeport, ME

Josh Flores, independent consultant, Hoover, AL

Elizabeth Primas, National Newspaper Publishers

Association, Washington, DC

Elaine Simos, Downers Grove North High School, IL

L.03 21st-Century Storytelling through Digital Media**M**
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TE**350 C***Sponsored by the Journalism Education Association*

Led by classroom teachers who advise students using digital media on a daily basis, this session will address the why and how of 21st-century storytelling and the invaluable experience students gain from the combination of authentic voice and digital tools to become better writers, better thinkers, and better citizens.

Presenters: Sarah Nichols, Journalism Education Association, Manhattan, KS
Jonathan Rogers, Journalism Education Association, Manhattan, KS

L.04 Raising Student Voices: Advocating for Equity, Justice, and Empowerment**G**
WL**372 DE***Sponsored by the NCTE Reading Collaborative*

A short keynote by NCTE Past President Yvonne Siu-Runyan will create the foundation for Advocacy for Equity, Justice, and Empowerment. This leads to roundtable discussions that focus on developing multiple advocacy initiatives that work.

Chair: Michael Shaw, St. Thomas Aquinas College, Sparkill, NY
Roundtable Leaders: Bess Altwerger, Baltimore, MD
Caryl Crowell, Tucson, AZ
Steven Littles, Eastside Elementary School, Douglasville, GA
Penny Silvers, DePaul University, Lake Forest, IL
Yvonne Siu-Runyan, Northern Colorado University, Greeley
Jesse Turner, Central Connecticut State University, New Britain
Guofang Wan
Rick Williams, Youngstown State University, OH
Respondent: Richard Meyer, University of New Mexico, Albuquerque

L.05 SLAM 2018: Creating Critical Spaces for Critical Times**G**
ELATE**GRAND BALLROOM B***Sponsored by Studies in Literacies and Multimedia Assembly (SLAM)*

Through the Studies in Literacies and Multimedia Assembly, members are using media and technology to create critical spaces for dialogue and inquiry during these critical times. Participants' use of 21st-century literacy skills and tools in and out of the classroom facilitate these important conversations.

Chair: Shelbie Witte, Oklahoma State University, Stillwater
Presenter: Hannah Gerber, Sam Houston State University, Houston, TX, "eSports, Contemporary Literacies, and Tomorrow's Classroom: Notes from the Future"

Roundtable 1: Exploring Gaming Literacies

Antero Garcia, Stanford University, Palo Alto, CA,

Roundtable 2: Backchannels as Collaborative Meaning Making

Robyn Seglem, Illinois State University, Normal

Roundtable 3: Taking the Fun Out of It: The Enduring Tensions (and Possibilities) of Integrating Connected Learning into Formal Educational Contexts

Nicole Mirra, Rutgers, State University of New Jersey, New Brunswick

Roundtable 4: Promoting Media Literacy through Peritextual Analysis in the ClassroomMelissa Gross, Florida State University, Tallahassee
Don Latham, Florida State University, Tallahassee**Roundtable 5: Building Critical Media Literacy through Journalistic Writing and Multimedia Production**

Noah Golden, Chapman University, Orange, CA, with preservice teachers from Chapman University: Talia Cain, Emmerly Llewellyn, and Kaitlyn Zeigler.

Roundtable 6: Mediating Dialogue and Discussion in Public Digital Affinity Spaces

Chuck Jurich, University of North Carolina, Wilmington

Roundtable 7: Remix Mashup: Quick and Dirty Transformations of Text and Meaning

Jennifer Dail, Kennesaw State University, GA,

Roundtable 8: What's Next: Using Digital Tools and Social Media to Create Work That DOES Work

Sara Kajder, University of Georgia, Athens

L SESSIONS / 4:15–5:30 P.M.

Roundtable 9: What eSports Means to Us: Voices of the Students

Hannah Gerber, Sam Houston State University, Huntsville, TX, with high school students from The Woodlands Preparatory School eSports Team and Sam Houston State University eSports Team

Roundtable 10: The First Step Is Awareness: How Conversations about Secondary Language Arts Teachers' Uses of Popular Culture Can Shape Critical Media Literacy Pedagogy

Katherin Garland, Santa Fe College, Gainesville, FL

Roundtable 11: Writing Ourselves: Bridging the Gap between High School and College Writing

William Kist, Kent State University, OH

Roundtable 12: Restoring Agency through Multimodal Composing

Beth Walsh-Moorman, Lake Erie College, Painesville, OH, and Notre Dame-Cathedral Latin, Chardon, OH

Roundtable 13: Using Google Docs and Google Slides in a Blended Learning Classroom to Promote Global Awareness

Jennifer Austin, Kent State University, OH

Roundtable 14: Social Distortion: High School Students Practice Critical Media Literacy IRL (In Real Life)

Isabelle Salazar, Stephen F. Austin High School, Austin, TX
Jane Saunders, Texas State University, San Marcos

Roundtable 15: Designing Spaces for Creativity and Divergent Thinking: Stop-Motion Animation Adding Creative Constraints to Teaching and Learning

W. Ian O'Byrne, College of Charleston, SC

Roundtable 16: Utilizing Critical Literacy Frameworks to Talk with Adolescents about Immigration and Migration

Julianna E. L. Kershen, University of Oklahoma, Norman

Roundtable 17: "I Want To Find Out If This Is True, So I Won't Be Afraid." Exploring a Protocol for Critical Conversations in Elementary Classrooms

Shawna Hight, Wayman Tisdale Fine Arts Academy, Tulsa Public Schools, OK

Sheri Vasinda, Oklahoma State University, Stillwater

L.06 Disproportionately Censored: A Conversation with YA Authors Who Write about Race, Gender, and Sexuality**362 ABC**

Sponsored by the Standing Committee Against Censorship

Book bans and challenges tend to disproportionately target books that speak to the experiences of LGBTQ people and people of color. Join us in conversation with YA authors who write about race, gender, and sexuality as they discuss the need for diverse books and the disproportionality in book challenges.

Chair: Paula Greathouse, Tennessee Tech University, Cookeville

Tradebook Authors: Michael Cart

Bill Konigsberg

Sarah Cortez

Tillie Walden, Macmillan

Presenters: Brooke Eigenbach, Lesley University, Cambridge, MA

Camille Gerard, Lesley University, Cambridge, MA

Joan Kaywell, University of South Florida, Tampa

Lesly Roessing, Georgia Southern University, Statesboro

Fareesa Syeda, Lesley University, Cambridge, MA

Samantha Zarkower, Lesley University, Cambridge, MA

Respondent: Abena Hutchful, National Coalition Against Censorship

L.07 ELATE Commissions Meetings 2**342 ABDE**

Sponsored by the 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

Co-Chair: Briana Asmus, Western Michigan University, Kalamazoo

Co-Chair: Chaz Gonzalez, Alabama A & M University, Huntsville

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

Co-Chair: Amy Piotrowski, Utah State University, Logan

Co-Chair: Katie Rybakova, Thomas College, Waterville, ME

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

Chair: Victor Malo-Juvera, University of North Carolina
Wilmington

Roundtable 4: ELATE Commission on the Teaching of Poetry

Co-Chair: Bonner Slayton, Moore-Norman Technology
Center, Norman, OK

Co-Chair: Danny Wade, Washburn University, Topeka, KS

Roundtable 5: ELATE Commission on English Methods Teaching and Learning

Co-Chair: Heidi Hallman, University of Kansas,
Lawrence

Co-Chair: Kristen Pastore-Capuana, SUNY Buffalo
State

Roundtable 6: ELATE Commission on Writing Teacher Education

Co-Chair: Christine Dawson, University at Albany, NY

Co-Chair: Shauna Wight, Southeast Missouri State
University, Cape Girardeau

Roundtable 7: ELATE Commission on Arts and Literacies

Co-Chair: Katherine Macro, Niagara University, NY

Co-Chair: Michelle Zoss, Georgia State University,
Atlanta

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

Co-Chair: David E. Kirkland, New York University, NY

Co-Chair: sj Miller, University of Wisconsin-Madison

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

Co-Chair: Claudia Marschall, Buffalo, NY

Co-Chair: Anna J. Small Roseboro, NBCT, Grand
Rapids, MI

Roundtable 10: ELATE Commission on Family and Community Literacies

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

Co-Chair: Laura Gonzales, University of Texas at El
Paso

Roundtable 11: ELATE Commission on Everyday Advocacy

Chair: Cathy Fleischer, Eastern Michigan University,
Ypsilanti

Roundtable 12: ELATE Commission on the History of English Education

Co-Chair: Sheridan Blau, Teachers College, Columbia
University, New York, NY

Co-Chair: Patricia Stock, Michigan State University,
East Lansing

L.08 Considering Equity and Justice in a Global Context: Teaching Postcolonial YA Literature

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320 C

This panel explores how postcolonial young adult literature, which examines issues of equity and justice in a global context, can be used in the ELA classroom. Five educators share their approaches to teaching postcolonial texts and theories with students in secondary settings.

Presenters: Kristina ByBee, Arizona State University,
Tempe

Michelle Dyer, BASIS Ahwatukee, Phoenix, AZ
Amanda Luszeck, Arizona State University, Tempe,
“Finding Voice through Postcolonial Young Adult
Literature”

Heather O’Loughlin, Arizona State University, Tempe
Darby Simpson, Arizona State University, Tempe,
“Gender Identity in Postcolonial Young Adult
Literature”

Respondent: Sybil Durand, Arizona State University,
Tempe

L.09 Universal Design for Learning? Elementary, My Dear Watson!

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This Sherlock Holmes-themed panel will uncover the basics of UDL principles, debunk myths about UDL, and demonstrate how to apply UDL in the classroom. This interactive presentation will get you up and moving! Attendees will leave with a curated list of resources and mini-units that showcase UDL principles in practice.

Chair and Presenter: Leah Shull, New Jersey City
University, Jersey City, “Putting the Clues Together:
UDL in Action”

Presenters: Hayet Bensetti-Benbader, New Jersey
City University, Jersey City, “Profile of a Framework:
Understanding UDL Principles”

Anna Boscarino, New Jersey City University, Jersey
City, “Debunking UDL Myths: No, It’s Not Just
Differentiation!”

Yalitz Vega-Bajana, New Jersey City University, Jersey
City, “Profile of a Framework: Understanding UDL
Principles”

L.10 Day of Early Childhood Closing Session: Reclaiming Our Voices through Our Stories



371 B

Rainbow

Stories are important tools for learning about each other's lives. An administrator, teacher, literacy coach, and teacher educator working with diverse children and their families describe how they engage and learn from each other, children, and families through story to create more equitable and inspiring learning spaces for children and families.

Chair: Julia Lopez-Robertson, University of South Carolina, Columbia

Presenters: Jessica Burkett, Jackson Creek Elementary School, Columbia, SC

María Del Rocío Herron, Jackson Creek Elementary School, Columbia, SC

Sabina Mosso-Taylor, Jackson Creek Elementary School, Columbia, SC

L.11 Keepin' It 100: Cyberbullying, Students' Voices, and the Teacher Who Influences Them



372 A

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This proposal pertains to how my issues with social injustice, while serving as a K-12 educator, inspired former students to support me on my 2017 Showtime episode of *Dark Net*.

Presenter: Cicely Cobb, Paideia Academy, Phoenix, AZ

L.12 Raising Student Voice: Cultivating Agency through Meaningful and Culturally Relevant Pedagogy



352 DEF

LGBTQ
Rainbow

Roundtable leaders will present on critical topics that contribute to raising student voice while activating a sense of agency such as code-switching, argumentative writing, narrative writing, social justice in the classroom, community activism, and grammar in context. Participants will have the opportunity to attend two 30-minute roundtable sessions.

Chairs and Roundtable Leaders: Sharonica Nelson, "Writing and Grammar"

Tonya Perry, University of Alabama-Birmingham, "Community Writes: Listening to Students Share Their Voices"

Roundtable Leaders: Emily Burkett, University of Alabama, Tuscaloosa, "I Definitely Wouldn't Have Assigned That: Promoting Student Choice through Book Talks"

Brandon Hatcher, University of Alabama, Tuscaloosa, "That Teacher Is Talking about What?! Navigating the Political Climate(s) within the School and Teaching Social Justice Issues"

Adam Higgins, University of Alabama, Tuscaloosa, "Social Justice: Using Digital Tools to Raise Student Voice in the Classroom"

Dana Jacobson, Shades Valley High School, Irondale, AL, "Building a Culture of Argument beyond a Unit of Instruction"

Mary James, R. F. Bumpus Middle School, Hoover, AL, "Let Me Hear You Talk to Me"

Darshna Katwala, Nassau Community College, Garden City, NY, "Literacy for Social Change"

Shonterrius Lawson-Fountain, W. E. Putnam Magnet School, Birmingham, AL, "Searching for Perspective: Using Pop Culture to Enhance Students' Critical Literacy While Encouraging Global Awareness and Advocacy"

Kate Parsley, "Building a Culture of Argument beyond a Unit of Instruction"

Cindy Peavy, Mountain Brook Elementary School, AL, "Autobiographical Poetry: How Writing Poems about Self Raises Student Voice and Agency"

Jessica Relph, KIPP Texas Public Schools, "Transforming Students' Writing through Code-Switching"

Veronica Rhodes-Simmons, Birmingham City Schools, AL, "Gifted but Reluctant Readers and Writers"

Lakeshia Smith-Moody, Brighton Middle School, Bessemer, AL, "Using Mentor Text to 'Spice-Up' Your Students' Personal Narratives"

Lisa Stewart, Center Point High School, AL, "Raising Student Voices: Am I My Brother's Keeper in School, in the Community, and Beyond?"

Wanda Ward, UAB/Red Mountain Writing Project, Birmingham, AL, "Making a Debatable Issue into an Argumentative Essay in Upper Elementary"

Kristi Ware, "Meaningful Writing in the Social Studies Classroom"

L.13 Raising Student Voices in Schools and Latina/o/x Communities

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The power of student voices in bi/multilingual schools and communities requires pedagogy driven by the use of diverse multicultural materials, critical perspectives about literacy development and intentional planning for connections to culturally relevant themes. Key children's literature is highlighted by presenters with implications for designing K-12 reading and writing instruction.

Chair and Presenter: Tracey T. Flores, The University of Texas at Austin, "El Poder de La Mujer/The Power of Women: Latina Mothers and Daughters Amplifying Their Voices through Writing"

Presenters: Denise Davila, The University of Texas at Austin, "Cultivating Children's Voices via Cuentos para la Familia"

Maria Franquiz, The University of Texas at Austin, "Bilingual Children's Literature: Opening Doors for Kindergartners"

Gilberto Lara, University of Texas Rio Grande Valley, "Beyond Borders: Storytelling, Authoring, and Intergenerational Learning in the Bilingual Classroom"

Maria Leija, University of Texas Rio Grande Valley, "Beyond Borders: Storytelling, Authoring, and Intergenerational Learning in the Bilingual Classroom"

Adeli Ynostrza, University of Utah, Salt Lake City, "Bilingual Children's Literature: Opening Doors for Kindergartners"

L.14 Power in Our Practice: Educating for Equity and Justice in Today's Classrooms

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This roundtable session brings together teacher educators, practicing teachers, counselors, and media specialists to explore how they are working to empower students' voices in their own spaces. The educators will share specific ways in which they engage with issues of equity and justice before inviting participant discussion.

Chair and Roundtable Leader: Melanie Shoffner, James Madison University, Harrisonburg, VA

Roundtable 1: Andi Gregorek, marriage and family therapist, Indianapolis, IN, "Creating Classroom Space for Tough Topics"

Crystal Sogar, Summit Preparatory Charter High School, San Francisco, CA, "Bringing Color to the Classroom"

Roundtable 2: Samantha Powers, Warren Township, Indianapolis, IN, "Blending the Classroom: Inclusion in an Urban Setting"

Kayla Rudd, White's Jr/Sr High School, Wabash, IN, "Breaking Barriers through Literacy"

Roundtable 3: Katelyn (Katie) Garrett, Purdue University, West Lafayette, IN, "Voicing the Controversy: Challenging Our Students with Difficult Texts"

Chea Parton, The University of Texas at Austin, "Getting at the Tough Stuff: Critiquing Social Worlds in Texts"

Roundtable 4: Tara Foor, Southport High School, Indianapolis, IN, "Authentic Engagement with Diverse Conversations"

Tairan Qiu, University of Georgia, Athens, "Making Emergent Bilinguals Visible: Cultivating Agency through Voice"

Roundtable 5: Kirsten Mikesell, Tri-Creek School Corporation, Lowell, IN, "The Voice—and Voicelessness—of Student Athletes"

Jacob Mroczkiewicz, Delphi Community High School, IN, "Seeing through Each Other: A Case for Connection in the Secondary Classroom"

Roundtable 6: Matthew Brown, Bishop Luers High School, Fort Wayne, IN, "Teacher Vulnerability and the Authentic Classroom"

Melanie Shoffner, James Madison University, Harrisonburg, VA, "Developing the Dispositional Voice: The Equity of Emotion"

L.15 Raising Student Voice to Unite Your Community

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NATIONAL WRITING PROJECT

330 B

This interactive workshop highlights KC Kids Unite, a project positioning children from varying demographics to bridge communities through shared stories. KC Writing Project teacher consultants will leverage students' work to lead participants in writing and reflecting on identity in relation to community. A text list and curriculum sample will be provided.

Presenters: Rachel Evans, Greater Kansas City Writing Project, MO

Melanie Fuemmeler, Greater Kansas City Writing Project, MO

Taylor Vincent, Kansas City Writing Project, MO

L SESSIONS / 4:15–5:30 P.M.

L.16 Teaching Literature for Justice and Social Change: Highlighting Textual Voices

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This session features research on literature and the teaching of literature focused on social justice and cultural change.

Chair: Guadalupe Chávez, Cedar Creek Elementary School, Bastrop Independent School District, TX

Presenters: Annamary Consalvo, University of Texas, Tyler

Gina Doepker, University of Texas, Tyler

Keith Newvine, Syracuse University, NY

David Nurenberg, Concord Carlisle High School, Concord, MA / Lesley University, Cambridge, MA

L.17 Teaching the Whole Teacher: Supporting Preservice Teachers to Find Their Voices

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ELATE

NWP

370 B

NWP-style session that highlights efforts of engaging preservice teachers to find and use their voices. Participants will write and discuss the ideas with presenters in this workshop, learner-focused session.

Chair: Coral Zayas, NYC DOE, PSMS 161 Don Pedro Albizu Campos

Presenters: Lisa Ciecierski, Penn State University-The Behrend College, Erie, PA

Aimee Myers, Texas Woman's University, Denton, TX

L.18 Asian American Stories and Voices: Not All the Same

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Rainbow

332 D E M S / RAINBOW

Asian American authors, representing a range of ethnic backgrounds and literary genres from picture books to YA, discuss how books highlighting unique Asian cultures can empower and validate readers and spark important conversations about Asian stereotypes. Strategies and handouts for raising cultural awareness and culturally responsive teaching will be shared.

Chair and Presenter: Jung Kim, Lewis University, Romeoville, IL

Presenters: Debbi Michiko Florence, Farrar Straus Giroux Books for Younger Readers

Veera Hiranandani, Penguin

Axie Oh, Tu Books, an imprint of Lee & Low Books

Andrea Wang, Albert Whitman & Co. and Little Bee Books

L.19 Reading and Writing Bravely: Approaching Challenging Topics with Heart, Hope, and Honesty

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NATIONAL WRITING PROJECT

342 C

A panel of middle grade and young adult authors discusses how they approach writing about mental health, childhood cancer, addiction, eating disorders, and more, and why exploring these topics in literature helps us illuminate our similarities, develop connections, foster empathy, and discover the power of our own voices.

Chair: NoNieqa Ramos, Carolrhoda Lab/Lerner books

Tradebook Authors: Cindy Baldwin, Baldwin Books
Rebecca Caprara, Lerner Publishing

Marie Miranda Cruz, Starscape Tor/ MacMillan

Kati Gardner, North Star Editions, Raleigh, NC

Jen Petro-Roy, Macmillan/Feiwel & Friends

Rachel Lynn Solomon, Simon & Schuster/Simon Pulse

L.20 Breaking Down Stereotypes and Stigmas One Book at a Time

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LGBTQ

Rainbow

361 EF

Children's authors (Elly Swartz, Laura Shovan, Leah Henderson, K. A. Holt), led by educator Pernille Ripp, discuss using books to break down stereotypes, battle stigmas, celebrate differences, build compassionate communities, and create change. Related classroom activities, resources, and a booklist will be provided.

Chair: Pernille Ripp, teacher/Global Read Aloud, Madison, WI

Presenters: Leah Henderson, Simon & Schuster

Kari Holt, Chronicle Books

Laura Shovan, Random House

Elly Swartz, Scholastic and Farrar Straus & Giroux/Macmillan

L.21 Border Voices: Mexican American Authors Writing for/about South Texas Fronteri

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Rainbow

351 B

Three authors from deep South Texas—all Pura Belpré Award or honor book writers—share their journeys from border students to border teachers and finally to border authors, highlighting the personal and professional

discoveries about the interconnectedness of literacy and community that inspired them to tell the stories of border kids.

Presenters: David Bowles, University of Texas Rio Grande Valley, Edinburg
Guadalupe Garcia McCall, Tu Books/Lee & Low Books
Xavier Garza, Arte Público Press and Cinco Puntos Press

L.22 Did the Mississippi Excellence in Teaching Project Work?

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The first cohort of Fellows from the Mississippi Excellence in Teaching Program (METP) have graduated and are now teaching in public schools. It is time to ask the important question, “Did the program work?” Fellows will be invited to discuss valuable knowledge and skills they learned while in the program.

Presenters: Johnny Allen, Mississippi State University, Starkville
Austin Elders, Mississippi State University, Starkville
Drew Hall, University of Mississippi, Oxford
Peggy Hopper, Mississippi State University, Starkville
Isaac Huckaby, Lewisburg High School, Olive Branch, MS
Kaypounyers Maye, Ocean Springs High School, MS
Rosemary Oliphant-Ingham, University of Mississippi, Oxford
Abby Sweeney

L.23 Little Labs for Big Imaginations—Promoting Ubuntu with 3–6 Grade Writers

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The Little Lab for Big Imaginations is a weeklong summer writing camp hosted by CWP-Fairfield designed to help students in grades 3–6 compose like authors. The community writing space offers opportunity for diverse youth, including relocated refugee children, to write, read, speak, perform, and most important, have fun.

Presenters: Jessica Baldizon, Cesar A. Batalla School, Bridgeport, CT
Ryan Colwell, Fairfield University, CT
Bryan Ripley Crandall, Connecticut Writing Project, Fairfield, CT
Mindy Khamvongsa, Connecticut Writing Project, Fairfield, CT

L.24 Curing Senioritis: Getting Seniors out of the Classroom and into the Community through Inquiry and Reflection

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It is imperative that students have opportunities to develop skills like critical thinking, problem-solving, and effective communication in an authentic and meaningful way. Senior projects get students out of the classroom and into the community to tackle problems they care about and use their voices to create change.

Presenters: Michelle Leavitt, Freeport High School, ME
Rebecca Peterson, Freeport High School, ME

L.25 Learning to Look, Preparing to Act: Using Primary Source Research to Activate and Empower Student Voice

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Using homelessness as a case study, this interactive session will present a template for teaching students to identify an issue of personal and social concern, research it using primary sources such as newspaper archives and the Library of Congress, and develop and implement a personal action plan to address it.

Presenters: Pamela Holguin-Brown
Kathleen Rowlands, National Writing Project and California Writing Project, Los Angeles, CA
Jenn Wolfe, California State University, Northridge

L.26 Lift Every Voice: An Equitable Writer-in-Residence Model

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The Steinfirst Writer-in-Residence program—a university/public school partnership—foregrounds #OwnVoices literature, talented authors of color, and the voices and stories of students from traditionally marginalized communities. This panel will discuss how this program was intentionally designed with an equity framework to amplify student voice. Student work will be centered.

Presenters: Kathryn Cole, Northside Elementary School, Chapel Hill-Carrboro City Schools, Chapel Hill, NC
Sandra Hughes-Hassell, University of North Carolina, Chapel Hill
Liz Porter, Carrboro Elementary School, Chapel Hill, NC
Julie Stivers, Wake County Public School System, Raleigh, NC

L.27 Raising Our Voices and Telling Our Stories: Framing Contrasting Narratives Surrounding the Use of High-Stakes Testing in Teacher Evaluations

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370 F

Storytelling and narratives function as essential components of social movements. We share teachers' stories collected in a five-year study, using framing theory to consider how teachers are positioned by current teacher evaluations and how teachers are responding. Participants are invited to share their stories and experiences.

Presenters: Debra Goodman, Hofstra University, Hempstead, NY
Elizabeth Lynch, Hofstra University, Hempstead, NY

L.28 You Have Something to Say: Helping Students to “Rise Up” through Multigenre Reading and Writing

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Teachers should be intentional about showing students why their words matter and how they can effect change in society. This can be done by giving students choice and space to talk so that they realize their words have purpose and power.

Chair and Presenter: Katie Sluiter, Wyoming Public Schools, MI
Presenters: Melissa Schneider, Wyoming Public Schools, MI
Jeremy Schnotala, Wyoming Public Schools, MI
Shantel VanderGalien, Wyoming Public Schools, MI

L.29 Teaching Social Justice through Memoirs of Oppression: “I didn’t know how to explain . . . so that he would understand”

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A critical qualitative investigation of literacy practices in one midwestern high school that promoted students' voices to speak of issues of oppression through reading and writing memoirs. Teachers report on struggles and successes of a social justice-oriented ELA curriculum after feeling powerless in classroom discussions laden with racism and xenophobia.

Presenters: Shannon Clayton, Springfield Platteview School District, NE
Kelly Falch, Springfield Platteview School District, NE
Michael Kersulov, Springfield Platteview School District, NE

L.30 Student Agency and Empowerment through Standards-Based Instruction and Grading

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Teachers will learn how to reinvigorate their classrooms by generating student agency through standards-based instruction and grading practices. We will offer strategies for implementing SBI/SBG, creating student-driven learning, and removing the mystique of learning to allow students to become the determiners of their own success.

Presenters: Julie Griggs, Bentonville High School, AR
Heather Hooks, Bentonville High School, AR

L.31 Voice, Selfmaking, and Worldmaking: Research on Writing, Literature, and Literacies

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This session features writing and literacies research for our current highly contested, fast-paced digital age. Writers' refusal to conform, reading and teaching literature during the age of the trigger warning, and adolescent out-of-school digital reading practices are featured.

Chair: Lizabeth Deskins, Columbus, OH
Presenters: Julie Gorlewski, University at Buffalo, SUNY, NY
Adam Wolfsdorf, Teachers College, Columbia University, New York, NY
Lauren Zucker, Northern Highlands Regional High School, Allendale, NJ

L.32 Cultivating Student Voice in Safe and Inclusive High School English Classrooms

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Shifts to shared power and developmental relationships establish safe and inclusive learning environments for all students. Together, presenters and participants will challenge traditional classroom protocols and generate opportunities for students to leverage their voices and reveal their unique identities.

Presenters: Melissa Eckler, Shenendehowa Central School District, Clifton Park, NY
Christina Pepe, Shenendehowa Central School District, Clifton Park, NY

L.33 Raising the Voices of Incarcerated Students: Teaching to Disrupt the School-to-Prison Nexus

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This interactive session, offered by classroom teachers and teacher educators with experience teaching inside juvenile facilities, will explore both strategies and challenges for teacher preparation as well as curricular and pedagogical considerations for teaching writing and literature to youth in danger of being caught in the school-to-prison nexus.

Presenters: Deborah Appleman, Carleton College, Northfield, MN
Chris Lanier
Megan Mercurio
Constance Walker, Woodside Learning Center Court School, San Francisco Juvenile Justice Center, CA
Peter Williamson, Stanford University, CA

L.34 Student as Lawyer: Tackling Argumentative Writing through Podcasting

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How can students explore social issues while exercising their civic duty through writing? This group of high school educators will demonstrate how to use podcasting and the modern-day courtroom as a foundation that encourages students to think like lawyers to

develop arguments and legal solutions that benefit their communities.

Presenters: Jenny Leckey, Horry County Schools Early College High School, Conway, SC
Martina McKoy, Horry County Schools Early College High School, Conway, SC

L.35 Just Because My Parents Are from El Salvador You Can't Say That They Are Bad and Evil: Talking Back to Trump

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This presentation shares the story of how one bilingual teacher and her class responded to the racist, anti-immigrant discourse of Trump through a critical literacy project in which students wrote letters “talking back” to his discourse.

Presenters: Alicia Boardman, Northern Parkway School, Uniondale, NY
Kindel Nash, Northern Parkway Elementary School, Long Island, NY
Bilal Polson, Northern Parkway School, Uniondale, NY

L.36 Talking Their Way to Success: How to Establish an Environment, Introduce Tools, and Facilitate Practices to Support Deeper Student Talk

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Purposeful student talk has the power to drive student achievement. In this session, expect a focus on how to establish the norms, practices, and tools that will help you harness the power of student discourse.

Presenters: Sara Berg, Teachers College Reading and Writing Project, New York, NY
Carl Ciaramitaro, Teachers College, Columbia University, New York, NY
James Shanahan, Teachers College, Columbia University, New York, NY

L.37 The Power of Words Spoken: Poetry as Oral Text

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371 F

This session describes and demonstrates the nature of the spoken lesson, in which poetry is delivered as spoken text—as oral performance and presentation. We will model lessons in which students listen to poetry, learning its language and content as they might learn the lyrics to a song. Participants will listen to several related poems presented orally and transcribe that auditory experience to discover how form and style influence meaning. Because the lesson engages students in listening and speaking, literary analysis, thesis development, and memorization simultaneously, it is ideally suited for use as an opening lesson to begin the school year.

Presenter: Lawrence Scanlon, Iona College, New Rochelle, NY

L.38 LGBTQ Topics: Practical Strategies for Ideas and Implementation

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This LGBTQ-focused roundtable session offers something for everyone. Participants will receive practical strategies in the following areas: building culturally inclusive classrooms, tips for studying specific texts, and information about ethnodrama, poetry, local research projects, slam stories, and critical citizenship.

Chair: Michael Salinger, Scholastic, Inc.

Roundtable Leaders: Toby Emert, Agnes Scott College, Decatur, GA
Sarah Kathryn Gay, South Portland School Department, ME
Daniel Krack, Indiana University of Pennsylvania
Henry “Cody” Miller, P. K. Yonge Developmental Research School, University of Florida, Gainesville
Lisa Newman, Blacksburg High School, Montgomery County, VA
Shawntell Pace
Holly Spinelli, Somers High School, Lincolndale, NY
Precious Symonette, Miami-Dade County Public Schools, Miami, FL
Josh Thompson, Blacksburg High School, VA
Justo Yanez, Denver Public Schools, CO

L.39 Building a Culture of Literacy in a Community and School by Uplifting Student Voice

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In this panel, we will describe the Community Based Literacy Initiative and the efforts made to carefully construct cultures of literacy designed to build on the inspirational experiences and rich resources of children. The panelists will describe their unique roles in launching and sustaining efforts through ongoing professional development.

Chair and Presenter: Eliza Braden, University of South Carolina, Columbia

Presenters: Christie Martin, University of South Carolina, Columbia
Heidi Mills, University of South Carolina, Columbia
Michele Myers, University of South Carolina, Columbia
Beth White, University of South Carolina, Columbia

L.40 Students' Stories Driving a Conference, Curriculum, and Connections

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Who am I? Who are you? Who are we? What do we want? Our panel discussion centers around our creation of a school-wide leadership conference and advisories that seek to answer these questions and increase student-to-school attachment through experiential activities designed to empower students' voices through exploration of their identities.

Chair: Emily Pendergrass, Vanderbilt University, Nashville, TN

Presenters: Ivy Franklin, Vanderbilt University, Nashville, TN
Elijah Gann
Victoria King, Springfield Middle School Innovation Academy, TN
Amanda Loreman, Metro Nashville Public Schools, TN

L.41 Scaling Walls: How Picture Books Cross Boundaries

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Four acclaimed picture book creators use 32 pages to share stories about crossing borders, walls, and oceans. There are all kinds of equity and justice in different contexts. From fiction to nonfiction biography, these picture books ask readers to think about what it means to belong and do the right thing.

Chair and Presenter: Susannah Richards, Eastern Connecticut State University, Willimantic

Tradebook Authors: Jon Agee, Dial Books for Young Readers/Penguin

Camille Andros, Abrams The Art of Books, New York, NY
Susan Wood, Abrams The Art of Books, New York, NY

L.42 #MeToo: Talking Back to Sexual Harassment and Violence with the Support of Books, Conversation, and Community

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Teaching students to talk back to sexual violence and to own their own stories is critical to developing safer schools and a more just society. Using literature, writing, and discussion, learn ways to talk back to the dormant monster in our schools.

Chair: Deborah Kelt, The University of Texas at Austin

Presenters: Linda Christensen, Oregon Writing Project/Rethinking Schools, Portland
Kathrin Kottemann, Adams State University, Alamosa, CO
Renée Watson, Bloomsbury Publishing

L.43 Honoring the Voices of Linguistically Diverse Students through Culturally Relevant, Transformative, and Multilingual Writing Approaches

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This session explores innovative and culturally sustaining approaches to teaching bilingual, multilingual, and emerging bilingual learners through curriculum and writing techniques.

Chair: Melissa Smith, Lake Norman Charter High School, Huntersville, NC

Presenters: Valentina Gonzalez, Katy Independent School District, TX

Frances Gonzalez-Garcia, Trinity Elite Education & Co., San Antonio, TX

Lauryn Mascareñaz, Southern Poverty Law Center, Montgomery, AL

Amy Melik, Nicolet Union High School District, Glendale, WI

Kate Seltzer, Rowan University, Glassboro, NJ

Priscilla Thomas, International High School for Health Sciences, Elmhurst, NY

Veronica Vead, Northside Independent School District, Leon Valley, TX

L.44 Let's Hear It from the Girls: Voices from Female Picture Book Illustrators

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During this interactive panel, Sophie Blackall, Grace Lin, and Barbara McClintock share the inspiration, creative process, and challenges illustrating picture books. They also will address obstacles they face as visual storytellers, how they raise their voices through art, and ways they give voice to real and fictional characters in stories.

Chair: Nancy Johnson, Western Washington University, Bellingham

Presenters: Sophie Blackall, Hachette Book Group
Grace Lin, Hachette Book Group
Barbara McClintock, Hachette Book Group

L.45 Family Book Clubs: People Who Move the World

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Napoleon said, "Show me a family of readers, and I will show you the people who move the world." The intermediate and middle grades do not have to be the lost years of reading if schools provide opportunities for their students and families to read together through family book clubs.

Presenters: Shannon Brandt, Auburn City Schools, AL
Wes Gordon, Auburn City Schools, AL
Michelle Hopf, Auburn City Schools, AL

L.46 Planning Writing Studies That Ignite Teacher and Student Curiosity

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Historically, writing workshop emphasized student curiosity. Join Karen, Leah, Claire, and Patty as they explore ways to bring curiosity back to a writing workshop where students can follow their interests, work on individual projects, and be curious and creative writers.

Presenters: Karen Caine, independent consultant, Hoboken, NJ, and Heinemann author Leah Mermelstein, independent consultant, Read-Write-Connect, Inc. Claire Noonan, Victor Central School District, NY Patty Vitale-Reilly

L.47 “Accomplice”-ing Great Things: An Action Plan for Equity, Inclusivity, and Allied Partnerships in ELA Classrooms

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Educators with diverse teaching experiences and leadership roles discuss the need for, as Cornelius Minor said, not only allies, but “accomplices” to equality and inclusivity in our nation’s schools. Presenters invite you to become an accomplice by providing ideas for systemic change and plans to help you do it.

Chair: Cornelius Minor, Teachers College, Columbia University, New York, NY

Presenters: Lisa Dennis, Franklin Public Schools, WI

Angela Faulhaber, Hamilton County Educational Services Center, Cincinnati, OH

Shana Karnes

Gena Mendoza, Northside Independent School District, San Antonio, TX

Charles Moore, Clear Creek Independent School District, League City, TX

Alejandra Ovalle-Krolick

Respondent: Amy Rasmussen, Lewisville High School, TX

L.48 From Pakistan to Buffalo: Amplifying Youth Voices for Community Change through Global Texts

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This interactive presentation shares strategies, activities, handouts, and assignments that support raising the voices of high school students by teaching them to research and write about challenges impacting their communities and to devise solutions that empower them to make changes through readings and discussions of the text *I Am Malala*.

Presenters: Caressa Guerrero, Health Sciences Charter School, Buffalo, NY
Alicia Monaco, Health Sciences Charter School, Buffalo, NY

L.49 From Beyoncé to Erica Garner to Starr Carter: Using *The Hate U Give* to Address Emotional Labor in Black Women’s Lives

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The Hate U Give spotlights the intense emotional labor black women and girls endure, especially in urban communities beset by police violence toward black men and boys. We invite participants to consider their roles/identities/labors as groundwork for addressing black women’s emotional labor through this extraordinary YA novel.

Presenters: Sue Ringler Pet, Sacred Heart University, Fairfield, CT
Lily Ringler, University at Albany, SUNY

L.50 Struggling against Expectations: Teachers-Turned-Authors Encourage Students to Find Their Voice

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In this session, teachers-turned-authors Rob Buyea, Torrey Maldonado, and Allison Varnes will share how their experiences as teachers have influenced their writing, and discuss how to use literature and writing to encourage students to stand up for what they believe in.

Chair: Melanie Koss, Northern Illinois University, DeKalb
Tradebook Authors: Rob Buyea, Random House Children’s Books, New York, NY
Torrey Maldonado, Random House Children’s Books, New York, NY
Allison Varnes, Random House Children’s Books, New York, NY

L.52 Reading People: Empathy as a Reading Strategy**M**
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The existing paradigm is that reading builds empathy. While we don't dispute that, this presentation considers the questions: Can empathy build reading comprehension? Can students be taught HOW to climb into a character? We explore how we went about teaching empathy as a reading strategy in two different English classrooms.

Presenters: Juliana Cucci, Maine Township High Schools District 207, Park Ridge, IL
Zanfina Rrahmani, Maine Township High Schools District 207, Park Ridge, IL

L.53 Breaking Binaries: The Socially-Emotionally Aware Classroom**M**
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How can we engage students in holistic approaches to support their unique identities? How can we create environments that focus on nuanced thinking? Using authors including Nikki Giovanni, Kendrick Lamar, and James Baldwin, four educators will share ideas on how to empower students while also helping them find authentic voices.

Presenters: Hasham Bhatti, Evanston Township High School, IL
Robyn Corelitz, Hinsdale Central High School, IL
Michael Smith, Hinsdale Central High School, IL
Ayesha Truman, Hinsdale South High School, Darien, IL
Dwayne Williams, Hinsdale Central High School, IL

L.54 Empowering Student Voices by Giving Choices: Promoting Independent Reading in Urban, Suburban, and Rural Classrooms**M**
S**381 A**

In this panel presentation, secondary teachers from suburban, urban, and rural districts will share how they have co-created spaces in their classrooms for their students by examining what they teach, why they teach it, and how it is taught. Attendees will leave

with strategies for how to start and sustain an independent reading program in their secondary classroom.

Presenters: Andy Dean, Clarke Central High School, Athens, GA
Angela Dean, Madison County High School, Danielsville, GA

L.55 Raising Voices, Raising Citizens**S****381 C**

How can we teach discussion skills to promote civic engagement and clearer thinking? For two years, our American studies classroom has been a laboratory for teaching a variety of discussion skills. We will present an array of practical techniques for raising student voice in an engaged classroom.

Presenters: Mary Elizabeth Kenney, Adlai E. Stevenson High School, Lincolnshire, IL
Doug Lillydahl, Adlai E. Stevenson High School, Lincolnshire, IL
Marie Zlotnikov, Adlai E. Stevenson High School, Lincolnshire, IL

L.56 From Empathy to Community: Role Playing for Tolerance and Acceptance**M**
S**382 A**

Participants will learn about and engage in role-playing activities included in a unit that helps students practice understanding and empathy. Students read texts and write narratives to share stories that raise consciousness of feelings and emotions. Through storytelling, students create campaigns for tolerance and acceptance, building stronger communities.

Presenters: Jenni Ashley, The Potomac School, McLean, VA
Beth Bailey, The Potomac School, McLean, VA
Ashby Rushing, The Potomac School, McLean, VA

L.57 Everything You Ever Wanted to Know about Publishing in (and Reviewing for) *Research in the Teaching of English* and Beyond



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In this informational forum, the 2018–2023 editors of NCTE's flagship research journal, *Research in the Teaching of English*, will provide details about our vision, guidelines for authors, and opportunities for peer reviewers. We will also be on hand to answer questions.

Presenters: Gerald Campano, University of Pennsylvania, Philadelphia
Amy Stornaiuolo, University of Pennsylvania, Philadelphia
Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

L.58 POSTER SESSION: Writing With Our Voices



350-360 PREFUNCTION



Learn how to nurture your students' authentic writing voices in these poster presentations that explore fresh approaches to storytelling and the smaller parts of composition that will get them there.

Poster 1: Raising Student Voice through the Use of Multimodal Tools to Support Informational and Argument Writing (E-M-S)

Aileen Hower

Poster 2: What's Your Story? Using Storytelling to Coax the Reluctant Writer (S)

Anita Bushell, writing tutor, New York, NY

Poster 3: Expanding the Affordances for Children to Find and Use Their Voices through Multimodality (G)

Josh Hamilton, University of Texas, Arlington
Whitney Lawrence, Midway Park Elementary School, Euless, TX

Poster 4: Get Inked! Building Connections and Celebrating Diverse Voices through a Community-Wide Teen Writing Conference (M-S-TE)

Kathy Higgs-Coulthard, Saint Mary's College, Notre Dame, IN

Terri Suico, Saint Mary's College, Notre Dame, IN

Poster 5: Mentor Sentences: The Foundations of Our Stories (G)

Ansley Burnette, student

Dawn Burnette, Fayette County Schools, Peachtree City, GA

Poster 6: The Sociocultural Voice (S-C-TE-R)

Raymond Pape, University of Massachusetts, Lowell

Poster 7: Sentence Diagramming and the Cultivation of Student Voice (S)

Emily Baggio, University of Illinois at Chicago

Poster 8: Writing Personal Narratives: A Scaffolded Process for Early Childhood Writers (E-R)

Jeradi Cohen, Wilmington College, OH

L.59 EXHIBITOR SESSION: A Teenager's World: From Texting to Tweeting to Text Structure



382 C

Sponsored by McGraw-Hill Education

Come have a "blast" with quickwrites and peer reviews to enhance student writing.

Presenters: Tina Patterson, Curriculum Specialist, McGraw-Hill Education

Vicki Roberts, K-12, Curriculum Specialist, McGraw-Hill Education

SIG.01 ALAN Master Class

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

Join a YA author for an open discussion of writing for adolescents, as well as challenges and issues facing contemporary YA authors and the field.

Chair: Mark Letcher, Lewis University, Romeoville, IL
Tradebook Author: Neal Shusterman

SIG.02 American Life Stories: A Catalyst for Student Voice

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Sponsored by the Assembly on American Literature

This interactive session will provide an in-depth exploration of how life writing, particularly narratives steeped in sociocultural experiences, can urge students to give voice to their own experiences around race, class, gender, sexuality, and more. Teachers will share pedagogical ideas and explore strategies for using American life stories as catalysts for student expression (e.g., digital renderings, song, poetry, biography, and so on) that help students discover their voices.

Chair: Tracey Hughes, Maret School, Washington, DC
Chair and Roundtable Leader: KaaVonia Hinton, Old Dominion University, Norfolk, VA
Presenters: Molly Wiebel, The University of Texas at Austin
Michael Anderson, North Carolina State University, Raleigh
Roundtable Leaders: Steven Bickmore, University of Nevada, Las Vegas
Michelle Fowler-Amato, Old Dominion University, Norfolk, VA
Diana Garcia, De Zavala Elementary, San Marcos Consolidated Independent School District, TX
Erin Greeter,
Mabel Deane Khawaja, Hampton University, VA
Saba Vlach, The University of Texas at Austin
Tomeka Wilcher, Hampton University, VA

SIG.03 CLA Master Class: Poetry, Voice, and Culture

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Sponsored by the Children's Literature Assembly

The 25th annual Children's Literature Assembly Master Class focuses on professional conversations about the importance of voice and culture in children's poetry in university-level classes. After a panel presentation involving children's poets and scholars of children's literature, attendees will engage in a discussion about the teaching of diverse children's poetry.

Chairs: Roberta P. Gardner, Suzanne Knezek, University of Michigan-Flint
Presenters: Laura Apol, Michigan State University, East Lansing
David Bowles, University of Texas Rio Grande Valley, Edinburg
Dywanna Smith, Claflin University, Orangeburg, SC
Janet Wong, Pomelo Books, Princeton, NJ
Respondents: Thomas Crisp
Louise J. Shaw, Southern Connecticut State University, New Haven

SIG.04 Early Childhood Education Assembly Business Meeting

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Sponsored by the Early Childhood Education Assembly

The Early Childhood Assembly provides a home for all who work with young children. We look forward to engaging in dialogue as we seek to support teachers of young children with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities.

Chair: Michele Myers, University of South Carolina, Columbia

SIG.05 Genders and Sexualities Equality Alliance (GSEA) Business Meeting

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Sponsored by the Genders and Sexualities Equity Alliance (GSEA)

This NCTE GSEA Assembly Annual Business Meeting is an open meeting for all GSEA members and non-GSEA members of NCTE interested in learning more about the assembly and the work that we do within NCTE and beyond. We welcome all attendees to participate in our meeting.

Chairs: Summer Pennell, GSEA Chair, Truman State University, Kirksville, MO
Nicole Sieben, GSEA Past Chair, SUNY College at Old Westbury
Dana Stachowiak, GSEA Vice Chair, University of North Carolina Wilmington

SIG.06 Grammar Rising: A New Age of Grammar Instruction

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Sponsored by the Assembly for the Teaching of English Grammar (ATEG)

Today's communication-rich world and rigorous standards have made expressing oneself clearly and understanding grammatical concepts as important as ever. Join Sean Ruday, Sherry Saylors, and Kristen Chesley to explore instructional strategies for teaching grammar to today's students in interactive and effective ways.

Presenters: Kristen Chesley
Sean Ruday, Longwood University, Farmville, VA
Sherry Saylors, Prince George's Community College, MD

SIG.07 Secondary School Writing Centers

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Sponsored by the International Writing Centers Association (IWCA)

Secondary school stakeholders will discuss how to ensure writing centers are sites of equity in schools and communities by sharing strategies to develop more equitable tutor recruitment and training methods, increasingly actionable social justice pedagogies, and exceptionally meaningful practices.

Chairs: Jeffrey Austin, Skyline High School, Ann Arbor, MI
Renee Brown
Kate Hutton, Herndon High School, VA
John Nordlof, International Writing Centers Association, Philadelphia, PA

SIG.08 Zen and the Art of English Teacher Maintenance: A Quiet Hour of Peace, Grace, and Hope in the Midst of a Busy Conference and a Divisive and Over-Busy World

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Sponsored by the NCTE Assembly for Expanded Perspective (AEPL)

For nearly three decades, the NCTE Assembly for Expanded Perspectives on Learning has provided an oasis for the cultivation of the contemplative, affective, and spiritual dimensions of teaching and learning. Please join us for conversation, meditation, and inspiration—the last through a short set of personally refreshing writing prompts.

Presenters: John Creger, American High School, Fremont, CA
Bruce Novak, The Foundation for Ethics and Meaning, Indiana, PA
Nan Phifer, Oregon Writing Project, Eugene

SIG.09 NCTE Collaborative Roundtables

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Sponsored by the NCTE Collaboratives

NCTE Collaboratives are groups established by members who have a passion for a particular topic or field within our professional community. This roundtable session will give collaborative members and others with an interest in joining an NCTE Collaborative a chance to meet, network, and learn about new initiatives and studies.

Chair: Leah Zuidema, NCTE Vice President, Dordt College, Sioux Center, IA
Contemporary Literacies, Popular Culture, and Out-of-School Spaces Collaborative: Alan Brown, Wake Forest University, Winston-Salem, NC; Hannah Gerber, Sam Houston State University, Huntsville, TX
Language Collaborative: Mathew Espinosa, Sacramento City Unified School District, CA
Reading Collaborative: Michael Shaw, St. Thomas Aquinas College, Sparkhill, NY

SATURDAY EVENING EVENTS

November 17 / 8:00–10:00 P.M.

Fountain of the Muse

342 ABDE

The annual Fountain of the Muse roundtable is a workshop and open mic poetry and short prose reading of original work. The event welcomes first-time readers as well as established writers to participate together in totally relaxed, small-group workshops and open mic readings. Those who wish to listen and enjoy the company of conference poets and prose writers are also welcome to join the gathering. Roundtable workshopping and writing will begin at 8:00 p.m. with open mic readings beginning at 9:00 p.m. Writers who want a careful look at their original work should bring eight copies of no more than two pages of poetry or prose for small group response. Pre-registration is not necessary. There is a forty-line or two-page maximum for open mic reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.

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

Swapping Ground: Oral Storytelling to Build Empathy and Confidence

320 AB

Sponsored by the Storytelling SIG

Welcome to the Storytelling SIG. We have an action-packed program planned. First, Chair **Kevin Cordi** will introduce new tellers in a work called “Tomorrow Storytellers Today.” You will find out more about the next generation of the storytelling movement. Then, National Storyteller **Laura Packer** will share a part-workshop, part-performance. She knows the best way to truth is through story. She uses the transformative power of story to entertain, enlighten, coach, teach, and consult; she has won multiple awards for her work. Laura is also the proprietor of thinkstory llc where she helps organizations identify, hone, and celebrate their stories.

In her performance/workshop, Laura will share how oral storytelling and listening are neurologically linked to empathy, learning, and skill building. She will share stories that build empathy and help students realize that we are all more alike than we are different. She will demonstrate traditional and personal stories, then help you develop stories you can share with your students, and ways you can help them become more confident storytellers and empathetic listeners. After Laura’s presentation, we will have an Open Mike where you can share a story or two. All are invited. Come listen or tell, we invite you to join the community that is story.

Chair: Kevin Cordi, Ohio Northern University, Ada

Speaker: Laura Packer, National Storyteller

