

SUNDAY, NOVEMBER 19

7:00–8:45 A.M.

Children's Literature Assembly Breakfast

Candace Fleming and Eric Rohmann

GRAND BALLROOM C

Chairs: Trish Bandre, Salina Public Schools, KS
Xenia Hadjoannou, Pennsylvania State University, Harrisburg

Speakers: Candace Fleming and Eric Rohmann

Candace Fleming is the author of numerous books for young adults and children, including the nonfiction titles *The Lincolns: A Scrapbook Look at Abraham and Mary*, winner of the *Boston Globe-Horn Book Award for Nonfiction*, and *Amelia Lost: The Life and Disappearance of Amelia Earhart*, a *New York Times* Notable Children's Book of the Year.

Eric Rohmann is a painter, printer, and fine-bookmaker. He is the author/illustrator of the Caldecott Medal-winning *My Friend Rabbit* and the Caldecott Honor Book *Time Flies*. He and Candace Fleming have collaborated on numerous acclaimed children's books, including the upcoming *Strongheart: Wonder Dog of the Silver Screen* and *Oh, No!*, recipient of three starred reviews.

Each breakfast ticket holder will receive a free book to be signed following the breakfast.

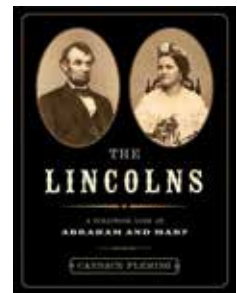
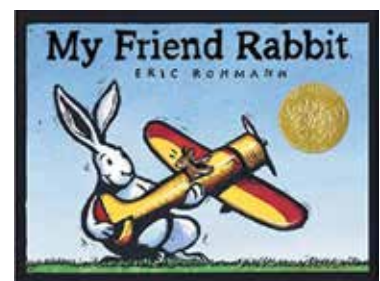


Photo courtesy of the author



SUNDAY MORNING EVENTS

7:00–8:45 A.M.

Affiliate Roundtable Breakfast: Celebration of Affiliate Voices for Students

Sponsored by the Standing Committee on Affiliates

342 ABDE

The Affiliate Roundtable Breakfast gives affiliate leaders and other NCTE members the opportunity to discuss issues of mutual concern. The breakfast also serves as a place to hear from NCTE leaders and a forum for the recognition of state, regional, and national affiliate activity. Affiliates and individuals will be recognized with awards for excellence, leadership, development, membership growth, recruitment of teachers of color, intellectual freedom, multicultural programs, and publications, including journals, newsletters, and websites.

Speakers: Emily Kirkpatrick, NCTE Executive Director, “NCTE Accelerations”

Leah Zuidema, NCTE Vice President, Dordt College, Sioux Center, IA, “Sharing Our Voices”

Standing Committee on Affiliates Chair: Jean Boreen, Southern Utah University, Cedar City

Standing Committee on Affiliates Breakfast Chair: Stacey Takanishi, Hawai'i Department of Education, Honolulu



Emily Kirkpatrick



Leah Zuidema

NCTE AFFILIATE MULTICULTURAL AWARD WINNERS

Georgia Council of Teachers of English:

James Hill, President, Albany State University, GA

Michigan Council of Teachers of English:

Mitch Nobis, President, Seaholm High School, Birmingham, MI

New Mexico Council of Teachers of English:

Mary Rice, NMCTE Journal Editor, University of New Mexico, Albuquerque

Virginia Association of Teachers of English:

Mary Davis, VATE Multicultural Liaison, Petersburg High School, VA

10:30–11:45 A.M.

National Writing Project Brunch

NEW

GRAND BALLROOM A

National Writing Project Executive Director **Elyse Eidman-Aadahl** will offer remarks about the state of the NWP network and their work this past year at this special brunch gathering. The event is designed for teacher-leaders affiliated with National Writing Project sites around the country. Join your colleagues for food and conversation about issues important to your site, teaching writing, and more.

NWP
NATIONAL WRITING PROJECT



M SESSIONS / 9:00 –10:15 A.M.**M.01 Affiliate Extravaganza****G****360 ABC****TE*****Sponsored by the Standing Committee on Affiliates***

This roundtable session, hosted by the Standing Committee on Affiliates (SCOA), will provide affiliate leaders the opportunity to learn and share best practice with leaders from across the nation. Topics represent those most requested in the NCTE annual affiliate report. State affiliate leaders with exceptional programs will present.

Presenter: Margaret Ford, SCOA, Campbell, OH**The Care and Feeding of Student Affiliates**

Jill Adams, advisor, Metro State University of Denver, CO

Trina Medina, student affiliate leader

De'Jah Bility, student affiliate leader

Shana Faulkner, student affiliate leader

Hannah Hagin, student affiliate leader

Supporting Student Response through Competition

Ann Quinlan, Nebraska English Language Arts Council
Anastasia Wickham, Oklahoma Council of Teachers of English

“No Boring Stuff”: Building an Engaging Conference Program with Inspiring Presenters

Gary Anderson, Illinois Association of Teachers of English, Harper College, Palatine

Un-Conventional Un-Conferences: Alternate Affiliate Meetings

Susan Brooks, Minnesota Council of Teachers of English, Bethel University, St. Paul

Nicholas A. Emmanuele, Northwest Pennsylvania Council of Teachers of English, McDowell Intermediate High School, Erie County

Courtney McCann, Maine Conference for English Language Arts, Marshwood High School, South Berwick

Jane Tucker, Maine Conference for English Language Arts, Kennebunk High School

Hello Mother, Hello Father: EdCamps

Allison Fetko Jones, Virginia Association of Teachers of English, Cumberland High School

Ashlee Meredith, Virginia Association of Teachers of English, New Kent High School, VA

Advocacy and the Affiliate

Deborah Bell, Kentucky Council of Teachers of English, Murray State University

Kristie Ennis, Kentucky Council of Teachers of English, Murray State University

Jenna Fournel, NCTE, Washington, DC

James Hill, Georgia Council of Teachers of English

Julie Rucker, Georgia Council of Teachers of English, Tift County High School, Tifton

English Festivals—Supporting Students and Teachers

Gary Salvner, Western Reserve of Ohio Teachers of English, Youngstown State University

Sister Rita M. Yeasted, SFCC, Western Pennsylvania Council of Teachers of English, La Roche College, Pittsburgh

Supporting Teachers Supporting the Standards

Amanda Palmer, Texas Council of Teachers of English Language Arts, Katy Independent School District

Shona Rose, Texas Council of Teachers of English Language Arts, Texas ESC Region 16, Amarillo

Passion Projects Inspire Action

Haley Moehlis, Iowa Council of Teachers of English,

Donna Niday, Iowa Council of Teachers of English, Iowa State University, Ames

M.02 The Future Is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers**G****TE****ELATE****R****GRAND BALLROOM B*****Sponsored by English Language Arts Teacher Educators (ELATE)***

In this wide-ranging session sponsored by the ELATE Graduate Strand (ELATE-GS), undergraduate and master's level preservice and novice English teachers from across the nation will lead roundtables exploring 21st-century teaching ideas and research-driven pedagogical practices. Please join us to support this next generation of English teachers and NCTE members.

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

*Student presenters are determined after the program deadline. Attendees will receive a separate program with the names of roundtable leaders and their presentation titles upon entering the session.

Teacher Educators Bringing Students (Mentors)

Joshua J. Anderson, University of Wisconsin, Platteville
Carey Applegate, University of Wisconsin, Eau Claire

Deborah Bieler, University of Delaware, Newark
Carlin Borsheim-Black, Central Michigan University, Mount Pleasant

Ashley S. Boyd, Washington State University, Pullman
Alan Brown, Wake Forest University, Winston-Salem, NC

Mona M. Choucair, Baylor University, Waco, TX

Dawan Coombs, Brigham Young University, Provo, UT

Bryan Ripley Crandall, Fairfield University, CT

Ann D. David, University of the Incarnate Word, San Antonio, TX

Bill Elgersma, Dordt College, Sioux Center, IA
 Tracy T. Flores, The University of Texas at Austin
 Jill Ewing Flynn, The University of Delaware, Newark
 Erin Naugher Gilchrist, Samford University, Birmingham, AL
 Ricki Ginsberg, Colorado State University, Fort Collins
 Wendy Glenn, University of Colorado, Boulder
 Christian Z. Goering, University of Arkansas, Fayetteville
 Charles H. Gonzalez, Alabama A&M University, Huntsville
 Heidi Hallman, University of Kansas, Lawrence
 Alice Hays, California State University, Bakersfield
 Katherine Higgs-Coulthard, Saint Mary's College, Notre Dame, IN
 Crag Hill, University of Oklahoma, Norman
 Latrise P. Johnson, University of Alabama, Tuscaloosa
 Dixie K. Keyes, Arkansas State University, Jonesboro
 Peter LaMear, Harvard University, Cambridge, MA
 Sarah Leibel, Harvard University, Cambridge, MA
 Mark A. Lewis, Loyola University Maryland, Baltimore
 Danielle Lillge, Illinois State University, Normal
 Kati Macaluso, University of Notre Dame, IN
 Michael Macaluso, University of Notre Dame, IN
 Victor Malo-Juvera, University of North Carolina, Wilmington
 Rob Montgomery, Kennesaw State University, GA
 Allison Wynhoff Olsen, Montana State University, Bozeman
 Melinda McBee Orzulak, Bradley University, Peoria, IL
 Kristen Pastore-Capuana, SUNY Buffalo State
 Summer Melody Pennell, Truman State University, Kirksville, MO
 Robert Petrone, Montana State University, Bozeman
 Todd Reynolds, University of Wyoming, Laramie
 Luke Rodesiler, Purdue University, Fort Wayne, IN
 Tom Romano, Miami University, Oxford, OH
 Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI
 Katie Rybakova, Thomas College, Waterville, ME
 Sophia Tatiana Sarigianides, Westfield State University, MA
 Pauline Schmidt, West Chester University, PA
 Shelly Shaffer, Eastern Washington University, Cheney
 Nicole Sieben, SUNY College at Old Westbury
 Bobbi Siefert, Furman University, Greenville, SC
 Meredith N. Sinclair, Southern Connecticut State University, New Haven
 Thomas B. Smith, Utah Valley University, Orem
 Laura Snyder, Brown University, Providence, RI
 Terri Suico, Saint Mary's College, Notre Dame, IN
 Bonnie S. Sunstein, University of Iowa, Iowa City
 Ann Van Wig, Eastern Washington University, Cheney
 Jennifer VanDerHeide, Michigan State University, East Lansing
 Deborah Vriend Van Duinen, Hope College, Holland, MI
 Donna Wake, University of Central Arkansas, Ellensburg
 Patricia Waters, Troy University, AL
 Nigel Waterton, Montana State University, Bozeman

Allen Webb, Western Michigan University, Kalamazoo
 Larkin Weyand, Brigham Young University, Provo, UT
 Alisha White, Western Illinois University, Macomb
 Beth Wyatt, Henderson State University, Arkadelphia, AR
 Carl Young, NC State University, Raleigh

Roundtable Facilitators/Respondents

Johnny Allred, University of Arkansas, Fayetteville
 David Baksh, Teachers College, Columbia University, New York, NY
 Meghan Barnes, University of North Carolina, Charlotte
 Christopher Bass, University of Illinois at Chicago
 Crystal L. Beach, Buford High School, Buford, GA
 Kelly Byrne Bull, Notre Dame of Maryland University, Baltimore
 Nikèl Bussolati, Knightdale High School, Knightdale, NC
 Fawn Canady, University of Nevada, Las Vegas
 Heather Coffey, University of North Carolina, Charlotte
 Annamary Consalvo, University of Texas at Tyler
 Rebecca Dierking, Truman State University, Kirksville, MO
 Tim Duggan, Northeastern Illinois University, Chicago
 Mandie B. Dunn, Michigan State University, East Lansing
 Mark A. Fabrizi, Eastern Connecticut State University, Windham
 Michelle Falter, North Carolina State University, Raleigh
 Sarah Bradford Fletcher, The Ohio State University, Columbus
 Jim Fredricksen, Boise State University, ID
 Seth D. French, University of Arkansas, Fayetteville
 Marshal George, Hunter College, CUNY
 Michelle Goodsite, Kennesaw State University, GA
 Jason Griffith, Arizona State University, Tempe
 Heidi Lyn Hadley, University of Georgia, Athens
 Sarah Hochstetler, Illinois State University, Normal
 Sara Hoeve, Western Michigan University, Kalamazoo
 Susan Houser, NCTE Past President, St. Petersburg, FL
 Danielle King-Watkins, University of Connecticut, Mansfield
 Pamela Kirkland, R.J. Reynolds High School, Winston-Salem, NC
 Sonja Lanehart, University of Texas at San Antonio
 Charlotte L. Land, The University of Texas at Austin
 Kira LeeKeenan, The University of Texas at Austin
 Mark Letcher, Lewis University, Romeoville, IL
 Naitnaphit Limlamai, University of Michigan, Ann Arbor
 Sheryl Long, Salem College, Winston-Salem, NC
 Steffany Comfort Maher, Indiana University Southeast, New Albany
 Jessica Masterson, University of Nebraska, Lincoln
 Russell Mayo, University of Illinois at Chicago
 Christy McDowell, Henderson State University, Arkadelphia, AR
 Nicole Mirra, Rutgers, State University of New Jersey
 Caitlin Murphy, The Ohio State University, Columbus

M SESSIONS / 9:00–10:15 A.M.

Elizabeth Anne Murray, University of Alabama,
Tuscaloosa

Brady Nash, The University of Texas at Austin

Elsie L. Olan, University of Central Florida, Orlando

Chea Parton, The University of Texas at Austin

Charlotte L. Pass, SUNY Cortland

Joelle Pedersen, Boston College, MA

Amy Piotrowski, Utah State University, Logan

Kia Jane Richmond, Northern Michigan University,
Marquette

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

Leslie S. Rush, University of Wyoming, Laramie

Lisa Scherff, McREL International, Honolulu, HI

Ryan Schey, The Ohio State University, Columbus

Eileen Shanahan, Eastern Kentucky University,
Richmond

Stephanie Anne Shelton, University of Alabama,
Tuscaloosa

Matt Skillen, Elizabethtown College, PA

Katie Sluiter, Wyoming Public Schools, MI

Kelli Sowerbrower, Newnan High School, GA

Amanda Haertling Thein, University of Iowa, Iowa City

Kristen Hawley Turner, Drew University, Madison, NJ

Amy Vetter, University of North Carolina, Greensboro

Heather Barto Wiley, RJ Reynolds High School,
Winston-Salem, NC

Jill Williams, The Ohio State University, Columbus

Wendy R. Williams, Arizona State University, Tempe

Shelbie Witte, Oklahoma State University, Stillwater

Michelle Zoss, Georgia State University, Atlanta

Leah Zuidema, Dordt College, Sioux Center, IA

M.03 Developing Language and Voice for Multilingual Learners through Author Study

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**Sponsored by the NCTE Language
Collaborative**

This interactive session will engage participants in designing language instruction for multilingual learners around inspiring mentor texts as part of an author study. Educators will share how they designed the author study and used the texts to develop language to apply to writing.

Presenter: Mathew Espinosa, Sacramento Unified
School District, CA

Respondent: Xenia Hadjioannou, Penn State University,
Harrisburg Campus

M.04 NCTE 2018 Excellence in Children's Poetry Notable Poetry and Verse Novels

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The NCTE Excellence in Children's Poetry Committee will present the 2018 list of Notable Books in Poetry and Novels in Verse. In addition to the Notables, the committee will demonstrate ways of promoting and using poetry in the classroom. The power of voice will be demonstrated through poetry.

Presenters: Patricia Bandré, USD 205 Salina Public
Schools, KS

Lesley Colabucci, Millersville University, PA

Laretta Henderson, University of Wisconsin, Milwaukee

Karen Hildebrand, Delaware City Schools, OH

Lisa Muller, Castle High School, Newburgh, IN

Lisa Pinkerton, The Ohio State University, Columbus

<http://www2.ncte.org/awards/excellence-in-poetry-for-children-living-american-poet/>

Animal Ark. Kwame Alexander. 2017. National Geographic.

Before She Was Harriet. Lesa Cline-Ransome. 2017. Holiday House.

Blue Sky White Star. Sarvinder Naberhaus. 2017. Dial Books for Young Readers.

Cricket in the Thicket: Poems about Bugs. Carol Murray. 2017. Christy Ottaviano Books/Henry Holt and Company.

Family Poems for Every Day of the Week. Francisco Alarcón. 2017. Children's Book Press/Lee & Low Books.

Gone Camping: A Novel in Verse. Tamera Will Wissinger. 2017. Houghton Mifflin Harcourt.

Here We Go: A Poetry Friday Power Book. Sylvia Vardell and Janet Wong. 2017. Pomelo Books.

I Carry Your Heart with Me. E. E. Cummings. 2017. Cameron Kids/Cameron + Company.

I'm Just No Good at Rhyming. Chris Harris. 2017. Little, Brown and Company.

Mrs. Nelson's Class. Edited by Marilyn Nelson. 2017. World Enough Writers.

My Daddy Rules the World: Poems about Dads. Hope Anita Smith. 2017. Christy Ottaviano Books/Henry Holt & Company.

Nothing Rhymes with Orange. Adam Rex. 2017. Chronicle Books.

One Last Word: Wisdom from the Harlem Renaissance. Nikki Grimes. Illus. by Cozbi A. Cabrera, R. Gregory Christie, Pat Cummings, Jan Spivey Gilchrist, Ebony Glenn, Nikki Grimes, E. B. Lewis, Frank Morrison, Christopher Myers, Brian Pinkney, Sean Qualls, James Ransome, Javaka Steptoe, Shadra Strickland, and Elizabeth Zunon. 2017. Bloomsbury.

Out of Wonder: Poems Celebrating Poets. Kwame Alexander. 2017. Candlewick Press.

Poetry for Kids: Carl Sandburg. Edited by Kathryn Benzel. MoonDance Press.

Poetry for Kids: Robert Frost. Edited by Jay Parini. 2017. MoonDance Press.

Poetry for Kids: Walt Whitman. Edited by Karen Karbiener. 2017. MoonDance Press.

Read! Read! Read! Amy Ludwig VanDerwater. 2017. WordSong/Highlights.

Runny Babbit Returns. Shel Silverstein. 2017. Harper/HarperCollins.

Song of the Wild: A First Book of Animals. Nicola Davies. 2017. Candlewick Press.

That Is My Dream! Langston Hughes. 2017. Schwartz & Wade Books.

Tony. Ed Galing. 2017. Neal Porter/Roaring Brook Press.

Traveling the Blue Road: Poems of the Sea. Lee Bennett Hopkins. 2017. Seagrass Press.

Wake Up. Helen Frost. Photographs by Rick Lieder. 2017. Candlewick Press.

Watersong. Tim McCanna. 2017. Paula Wiseman/Simon & Schuster Books for Young Readers.

The Watcher: Inspired by Psalm 121. Nikki Grimes. 2017. Eerdmans Books for Young Readers. 2018 Notable Verse Novels

When My Sister Started Kissing. Helen Frost. 2017. Margaret Ferguson Books/Farrar Straus Giroux.

M.05 Fostering the Emergence of Personal Voice through Collaboration between Writing Project Sites and the Scholastic Art & Writing Awards



371 D

As a group of National Writing Project sites who serve as state affiliates for the Scholastic Art & Writing Awards, we will share the myriad ways we make sure student voices are heard and empowered in our regions from anthologies to summer workshops to teacher-student writing marathons.

Chair: Alexis Almeida, Scholastic Art & Writing Awards
Presenters: Lisa Davis, Northwestern State University, Natchitoches, LA, “Teacher-Student Writing Marathon”
 Michael Mannix, University of Pennsylvania, Philadelphia, “Trusting the Process in Philadelphia: Supporting Teachers and Students throughout the Scholastic Art and Writing Awards”
 Meg Peterson, Plymouth State University, NH,

“Studying Student Voice through Student Anthologies”
 Kelly Sassi, North Dakota State University, Fargo, “Teen Voices at Turtle Mountain”

M.06 All Kids Deserve to Grow as Writers: Ways to Manage and Provide Authentic Writing Instruction



361 B

All kids deserve to grow as writers. Some classroom structures encourage improvement to happen faster than others. Join us as we explore how authentic audiences, purposes, and feedback can increase the quality of student writing. We’ll share useful and manageable ideas so that all students can write better.

Chair and Presenter: Katie Wood Ray, Heinemann
Presenters: Amy Gilliam, Will Rogers Junior High, Claremore, OK, “Planning and Managing Authentic Writing”
 Claire MacDonald, Buffalo Grove High School, IL, “Talk Strengthens Writers’ Ideas”
 Liz Prather, Lafayette High School, Lexington, KY, “Helping Students Manage Real-World Writing”
 Cris Tovani, Stenhouse Publishers and Heinemann, “What Do You Want Me to Write? Using Learning Targets and Models to Show Possibilities”

M.07 Amplifying Voice and Choice: Inventive Writing Strategies for the Classroom



371 E

In this session, three Upstate Writing Project teacher consultants will share three in-depth strategies to improve student voice and word choice. Attendees will participate in hands-on model lessons and will walk away with applicable strategies to amplify voice through writing.

Chair: Rebecca Kaminski, Clemson University, SC
Presenters: Tobi Pirolla, Clemson University, SC
 Mary Schreuder, Clemson University, SC, “The Art of Rewriting—Amplifying Voice through Meaningful Revision”
 Heather Sox, Clemson University, SC, “Cultivating Word Choice through Personalized Learning and Community”

M.08 Student Voice and Its Power for Change

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We hear the voices of our students through the real questions, passions, and worries they share. Their voices lead us to discussions, literature, and more questioning. We will share how listening to students' voices allows space for students to develop their own voices and take action in their own lives.

Presenters: Lynsey Burkins, Dublin City Schools, OH, "Listening to Students to Enact Change"
Ann Marie Corgill, Shades Mountain Elementary, Hoover, AL, "Using Poetry to Empower Critically Literate Readers, Writers, and Change-Makers"
Katie DiCesare, Dublin, OH, "Anchoring Authentic Questions and Conversation to Cultivate Student Voice and Action"
Lauren Scott, Dublin City Schools, OH, "Fostering Empathy and Action through Conversation and Questioning"

M.09 Professional Development for Faculty as Writers: Modeling the Process of Finding Voice

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This panel makes the case for college instructors finding their voices as writers and teachers in order to "raise student voice." Directors of four Writing Project sites share professional development approaches that help university faculty model the process of finding their voice, based on National Writing Project principles and practices.

Presenters: David Franke, SUNY Cortland, "Why It's Often Hard for Faculty to Find a Writing Voice, Identity, and Peers: How Faculty Writing Groups Helped Us Strengthen a Writing Culture at Our College"
Amy Lannin, University of Missouri, Columbia, "Supporting Faculty as Writers through Writing Retreats: Raising Our Voices amidst the Clamor of Academic Work"
Richard Louth, Southeastern Louisiana University, Hammond, "The Writing Marathon and Professional Development of Teacher/Writers"
Margaret Perrow, Southern Oregon University, Ashland, "Awkwardness and Empathy: Lessons from a Faculty Writing Fellows Seminar"

M.10 Making Time for What Matters: Strategies and Practices That Open Space for Student Voice in Writing Classrooms

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While there are few things more important than student voice in the writing classroom, it can still be a struggle to find time for that voice. In this interactive session, the presenters will explore ways to cut time-stealers and maximize powerful writing instruction content while amplifying student agency and voice.

Presenters: Sonja Cherry-Paul, Teachers College, Columbia University, New York, NY
M. Colleen Cruz, Teachers College Reading and Writing Project, New York, NY
Jennifer Serravallo, Heinemann
Tiana Silvas, New City Department of Education, NY

M.11 Voices for Change: Encouraging Advocacy in College Composition Courses

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Kaplan University's College Composition II students write about an "idea for change" relating to their community or workplace. This panel will explore the course design, which includes a digital media presentation, and share ways that students have shared their ideas via social media and community interactions like school board meetings.

Presenters: Mark Burlingame, Purdue University Global, School of General Education
Galia Fussell, Purdue University Global, Fort Lauderdale, FL
Stephanie Thompson, Purdue University Global, Helotes, TX

M.12 Feedback, Intervention, and Ownership: Giving Students a Voice in Revision and the Writing Process

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Join our discussion about guiding students to write, revise, and conference rather than simply marking papers with red ink. We'll share strategies for quality feedback and discuss challenges to providing students voice throughout the entire writing process, including tricky areas such as revising for grammar, choice, on-demand writing, and assessment.

Chair: Patty McGee, Gravity Goldberg, LLC, Nyack, NY, "More Than Red Ink: Making Room for Choice through the Writing Process Using Quality Feedback Techniques"

Presenters: Leslie Blaumann, Cherry Creek School District, Denver, CO, “How Do We Transfer Student Voice to the Dreaded On-Demand Assessment?”
Clay Francis, Hutchison School, Memphis, TN, “Allowing Students to Self-Evaluate: How Guided Reflection Can Lead to More Efficient Revision and Assessment”
Barry Gilmore, Hutchison School, Memphis, TN
Sue Gilmore, Martin Luther King Jr. Academic Magnet, Nashville, TN, “Encouraging Positive Student Voice through Informal Surveys and Thoughtful Assignments”

Respondent: Nancy Akhavan, Fresno State University, CA

M.13 Remixing the Script: Using Multimodal Tools to Empower Student Voice in the ELA Classroom

380 D

“Remixing the script” discusses ways to energize a curriculum, empower teachers to use their professional expertise, and engage students in using their own voices to create, express, and publish their ideas. Using nontraditional texts (graphic art, television), students explore and explode literacy in traditional and nontraditional formats.

Presenters: Stephanie Loomis, Georgia State University, Atlanta, “A Remix Classroom: Using Graphic Art as Text in the ELA Classroom”
Sandy Williams, Georgia State University, Atlanta, “Teaching Literature Supernaturally: Using Episodic Television as Text in the ELA Classroom”

M.14 Community and Collective Action through Recent Latinx Children’s Literature

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This panel discussion explores the role of community and collective action in recent children’s literature from across the Latinx diaspora. We will address how Latinx literature can bring forward diverse voices in the classroom, invite new text-to-text and text-to-world connections, and foster peer-to-peer understanding and collaboration.

Presenters: David Bowles, University of Texas Rio Grande Valley
Margarita Engle, Simon & Schuster
Meg Medina, Candlewick Press
Emma Otheguy, Lee & Low and Bloomsbury
NoNieqa Ramos, Carolrhoda Lab
Lilliam Rivera, Simon & Schuster

Respondent: Rita Kamani-Renedo, International High School at Prospect Heights, Brooklyn, NY

M.15 Perspectives and Vantage Points: Socioeconomic Diversity in Children’s and Teachers’ Choices Titles

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Diverse books offer readers the opportunity to see themselves, to learn about others, and to see how we are interconnected. This session will share the findings of a content analysis of ILA Children’s and Teachers’ Choices titles over a five-year period focusing on the representation of socioeconomic status.

Presenter: DeDe Small, Drake University, Des Moines, IA

M.16 Social Media, Young Adult Literature, and Youth Media Production

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Today’s young adult literature authors, as well as youth around the nation and world, are increasingly using social media and youth media production to change the world. This session focuses on research online and in the classroom.

Chair: Pauli Badenhorst, University of Texas Rio Grande Valley, Edinburg

Presenters: Yonty Friesem, Columbia College, Chicago, IL
Renee Hobbs, University of Rhode Island, Providence
Nora Peterman, University of Missouri, Kansas City
Connor Warner, University of Saint Mary, Leavenworth, KS

M.17 Critical Literacies and Research on Culturally Sustaining Pedagogy: A Seat at the Kitchen Table

370 C

This session presents two studies: Black female preservice teachers’ “kitchen table” sharing of experiences, and culturally sustaining pedagogy in an urban Catholic high school.

Chair: Dee Ambrose-Stahl, Ligonier Valley School District, PA

Presenters: Nathaniel Bryan, Miami University, Oxford, OH
Leah Panther, Mercer University, Atlanta, GA
Kamania Wynter-Hoyte, University of South Carolina, Columbia



M.18 The Argument for Poetry: How Poetry Can Help Students Hear Other Voices and Raise Their Own

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Is there room for poetry in today's English classes? Join teachers who say "YES!" Poetry is perfect for teaching rhetorical analysis and argumentation skills. We will share strategies and lessons that you can use in your classroom on Monday for employing poetry to recognize and make compelling arguments.

Chair: Jori Krulder, Paradise High School, CA

Presenters: Julie Adams, Midwest City High School, Choctaw, OK

Elizabeth Matheny, Frederick County Public Schools, MD

Jessica Salfia, Spring Mills High School, Martinsburg, WV

Respondent: Hattie Maguire, Novi Community Schools, MI

M.19 Mucking Around in English Language Arts

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In this interactive session, we will discuss James Gee's notions of "mucking around" in classrooms and the ways we "do" English language arts. Participants will join us in an exploration of teacher inquiry projects and discussion of ways to transform our teaching in K-16 classrooms.



Presenters: Shana Hartman, Gardner Webb University, Shelby, NC

Jeanie Reynolds, Gardner Webb University, Shelby, NC

M.20 Dialogic Literary Argumentation in the English Language Arts Classroom: Design-Based Research Collaboration on Teaching Warranting as the "Meat" of the Argument

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Utilize argumentation and warranting as social practice in the secondary ELA classroom. Through the illustration and discussion of principles and practices, teacher-researcher collaboration speaks to the complexities of teaching argumentation and warranting.

Presenters: Christina Harris, Columbus City Schools, OH
Theresa Thanos, The Ohio State University, Columbus

M.21 Using Primary Sources to Develop Research Questions and Inform Student Voices

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This session will demonstrate how to infuse a grade 12 research writing project with primary sources and evidence analysis strategies. The Library of Congress Teaching with Primary Sources Eastern Region program teamed up with urban teachers and their culturally diverse mainstream students to research the legacy of Pittsburgh minority leaders.

Presenters: Ann Canning, Library of Congress Teaching with Primary Sources Eastern Region at Waynesburg University, PA

Gay Thistle, Waynesburg University, PA

M.22 Creating Community through Culture

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Two teachers and an instructional coach share how we started balancing authenticity, standards, data, and differentiation/intervention through community and culture while meeting rigorous English standards. We will showcase student work and demonstrate how data were collected from this workshop model to create appropriate, fluid differentiation and intervention for all students.

Presenter: Apryl Henry, River Bluff High School, Lexington, SC

Paige Steele, Columbia, SC

M.23 Everything's a Text: Creating Agency through Critical Analysis and Interdisciplinary Collaboration

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Four teachers share an interdisciplinary effort to integrate critical thinking skills at a large urban high school. Follow our process of moving from compartmentalization to globalization in a school-wide effort to help our students gain self-governance, agency, and social awareness through the analysis and synthesis of "texts" across the curriculum.

Presenter: Jacob Chavez, Manzano High School, Albuquerque, NM

Daniel Cummings, Manzano High School, Albuquerque, NM

Amy Furst, Manzano High School, Albuquerque, NM

M.24 Writing from Life: Shining a Light on Our Truths to Create Authentic Fiction

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All good fiction is a mix of truth and imagination. Join us for an interactive presentation discussing how we can help young writers safely shine a light on personal experiences to create fictional stories. Leave with practical strategies from acclaimed authors that honor students' truths and inspire their creative imaginations.

Chair: Paula Bourque, Stenhouse Publishers
Tradebook Authors: Corey Ann Haydu, Dutton and Katherine Tegen Books
Kari Holt, Chronicle Books
Anne Nesbet, Candlewick Press
Ammi-Joan Paquette, Penguin Books for Young Readers and Walden Press/HarperCollins

M.25 Eradicating Bias in Childhood: Teaching Social Justice through Children's Literature

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This panel will give teachers the opportunity to engage with and ask questions of educators, illustrators, authors, and a publisher, opening opportunities for teachers to incorporate more children's literature with social justice themes into their classrooms and understand the processes of making this work available in the first place.

Chair: Robert Bittner, University of British Columbia, Okanagan, Kelowna, BC
Tradebook Authors: Maribeth Boelts, Candlewick Press
Sayantani DasGupta, Scholastic, Inc.
Guadalupe Garcia McCall, George Fox University, Newberg, OR
Shawn Harris, Chronicle Books
Jeanne Lahaie, Klamath Community College, OR
Author/Illustrator: Arree Chung, Macmillan Children's Books

M.26 Trust the Process: Building Better Writers through Peer Feedback

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Providing effective feedback on their peers' writing helps students grow as writers; designing instructive review tasks and supporting students in this process both remain challenging. Presenters will share writing and review tasks that support growth and integrate the "habits of mind" for writers such as persistence, flexibility, and metacognition.

Chair: Troy Hicks, Central Michigan University, Mt. Pleasant
Presenters: Leah Barnett, Royal Oak High School, MI
Angela Lundy, Royal Oak High School, MI
Derek Miller, School District of Royal Oak/Oakland Writing Project, MI

M.27 YPAR in Action: Raising Student Voice, Designing Research for Change

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This session shares what happened when 100 ninth graders participated in a yearlong Youth Participatory Action Research project. We offer YPAR as an alternative to the high school research project, sharing how YPAR leverages student voice for change and develops students' literacies and abilities as researchers, writers, and civic leaders.

Presenters: Mary Frances Buckley-Marudas, Campus International School, Cleveland, OH
Charles Ellenbogen, Campus International High School, Cleveland, OH

M.28 Unlocking the Voices of Incarcerated Women

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"Unlocking the Voices of Incarcerated Women" will explore the power that writing has in helping the voiceless find their voices. Led by the volunteers of Poetic Justice, a nonprofit operating in Oklahoma prisons, this session will include a viewing of the documentary *Grey Matter*, followed by a modeled poetry workshop.

Chair: Penny Kittle, Plymouth State University, NH
Presenters: Hanna Al-Jibouri, Gilcrease Elementary School, Tulsa, OK
Karen Workun, Jenks High School, OK

M SESSIONS / 9:00–10:15 A.M.

M.29 Raising a Reading Community: 50ish Ways to Grow and Support Readers in the Secondary Classroom (in 15 Minutes or Less a Day)
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Join us for a session jam-packed with strategies, resources, titles, and technology for sharing books and getting secondary students hooked on reading. We will concentrate on quick strategies that can be woven into any classroom curriculum and tips for building classroom routines that get students reading more than ever.

Chair: Marie LeJeune, Western Oregon University, Monmouth

Presenters: Anne Marie Foltz, College Hill High School, Corvallis, OR
Amy Korst, Willamina High School, OR

M.30 Teaching Civil Discourse in Uncivil Times
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Using resources developed by the NWP's C3 Writers Program, this workshop will model strategies to encourage academic discourse focused on textual analysis, careful listening, and respectful discussion practices. These resources will help students find their voices in academic and civic settings and use them to write reasoned arguments.

Chair: Marilyn Barber, Andrew Jackson Academy, Forestville, MD

Presenters: Andrea Darbee, Long Island Writing Project/ Nassau Community College, Garden City, NY
Kristen Stritzl, Division Avenue High School, NY

M.31 Spoken Word: How Student Voices Initiate Change
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Spoken word poetry requires voice, confidence, and the language that ties it all together. This poetry demands to be performed and experienced by others. Our participants will observe, write, and perform poems and explore the impact spoken word poetry has to change communities when incorporated into writing classrooms.

Chair: Heather Barton, Etowah High School, Woodstock, GA

Presenters: Zachary Caballero, Writers in the Schools, Houston, TX
Patricia Garcia, Writers in the Schools, Houston, TX
Jasminne Mendez, Arte Público Press and Writers in the Schools, Houston, TX

M.32 Two Brains Running: Teaching August Wilson and William Shakespeare
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Sparks fly when students read the plays of August Wilson and William Shakespeare alongside one another. Learn WHY and HOW to connect these two authors in a way that deepens students' attention to language, identity, and power. Their voices and your teaching benefit!

Presenters: Mark Miazga, Baltimore City College High School, MD

Peggy O'Brien, Folger Shakespeare Library, Washington, DC

Amber Phelps, Baltimore City College High School, MD

M.33 Empowering Student Voices with Young Adult Literature and Argument Writing
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In this discussion, presenters will share teaching methods and rationales for pairing young adult literature with argument writing instruction to support a critical English education. Audience members will receive samples and resources to adapt for their classroom contexts.

Presenters: Steven Arenas, Carl Hayden Community High School, Phoenix, AZ

Anthony Celaya, Arizona State University, Tempe

M.34 Don't Make Me Laugh: Humor and Satire in the Classroom
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Using texts drawn from fiction, nonfiction, poetry, and visual images, this session describes and demonstrates methods that can enliven instruction by using humor and satire, and at the same time enhance students' ability to appreciate subtlety, to become more sensitive to tone, and to become more comfortable writing for fun.

Presenter: Lawrence Scanlon, Iona College, New Rochelle, NY

M.35 Argumentative Writing for Social Justice: What Research Says**320 A**

Argumentative writing can be challenging even in our argumentative age! This session features a duology of research studies that examine elementary students' writing workshops and secondary teacher professional development.

Chair: Dina Portnoy, University of Pennsylvania, Philadelphia

Presenters: Ann Lawrence, University of South Florida, Sarasota-Manatee
Michael Sherry, University of South Florida, Tampa
Adam Tarlton, Monroe, NC

M.36 “No One Cares about Us”: Listening to the Voices of the Racially and Economically Disadvantaged**370 E**

This panel will include the voices of five individuals: an inservice teacher, a preservice teacher, a parent, a middle school student, and the partnership coordinator. All participated in a service learning initiative to help a community fraught with literacy malpractice cultivate at-risk students' self-efficacy in reading and writing in mathematics.

Chair: Hannah Gerber, Houston State University, TX

Chair and Presenter: Benita R. Brooks, Sam Houston State University, Huntsville, TX

Presenter: Parent A: Kerry Arnold, Sam Houston State University, Huntsville, TX

Inservice: Samuel Grubbs, Huntsville Intermediate School, Huntsville, TX

Preservice Teacher: ???, Sam Houston State University, Huntsville, TX

Nancy K. Votteler, Sam Houston State University, Huntsville, TX

Respondent: Ramona Pittman, Texas A&M University, San Antonio

M.37 What Came First, the Chicken or the Egg? Questioning the Origins of “Reading Difficulties” in Schools**332 E**

Our current paradigm labels and compartmentalizes students as readers. As teachers of reading and writing, we must carve out space for authentic language experiences, providing agency and voice for all students. We will share what we have learned and what classroom practices work to honor all who enter our classrooms.

Chair: Debra Goodman, Hofstra University, Hempstead, NY

Presenters: Natalie Kolanovic
Melissa McMullan, Comsewogue School District, Port Jefferson Station, NY
Oddette Wilson

M.38 Fostering Computational Literacy for Student Empowerment: Why Computer Science Belongs in the English Classroom and How to Get Started**371 A**

Nationwide interest in K-12 computer science is increasing exponentially. However, whereas attention focuses on STEM-related disciplines, some have argued computer science should be embedded into English language arts. In this panel, presenters offer an overview of emerging research, including examples of promising practices from ELA and literacy classrooms.

Presenter: Laquana Cooke, West Chester University, PA
Tom Liam Lynch, Pace University, New York, NY
Jordan Schugar, West Chester University, PA

M.39 “A Little Bit Louder Now”: Using Voice-Driven Assignments to Foster Confident College Writers**350 E**

This session presents a series of scaffolded writing assignments designed to support first-year learners by emphasizing student expertise, voice, and the use of familiar and unfamiliar writing technologies. Participants will co-create a voice-driven project and explore assignment options designed to foster student confidence and strong writing communities.

Presenter: Kelly Garneau, Northeastern University, Boston, MA
Laurie Nardone, Northeastern University, Boston, MA

M.40 Identity, Resistance, Voice: Writers in the Elementary Classroom

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A collection of teachers from a diverse variety of schools discusses their experiences with curriculum rewriting, teachers as writers, and teacher inquiry projects—all with an eye toward social justice and inclusion.

Presenters: Martha Gutierrez, PS 204, Bronx, NY
Michelle Hasty, Lipscomb University, Nashville, TN
Ally Hauptman, Lipscomb University, Nashville, TN
Rosanne Kurstedt, Hunter College, CUNY
Carly Metzger, PS 72, The Lexington Academy, East Harlem, NY
Tran Templeton, Teachers College, Columbia University, New York, NY
Jennifer Tuten, Hunter College, CUNY
Haeny S. Yoon, Teachers College, Columbia University, New York, NY

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M.41 Giving Voice to Our Stories: Picture Book Biographies to Create Diversity

362 DEF

This panel, composed of award-winning writers and experienced educators, will provide participants with an understanding of how to use picture books in the classroom, especially as mentor texts for writing. Teachers will learn practical yet innovative, student-friendly ideas for inspiring students of all ages to tell their stories.

Chair: Alyson Beecher, Glendale Unified School District, CA
Presenter: Melinda Rench, Greenbriar Elementary School, Northbrook, IL
Duncan Tonatiuh
Tradebook Authors: Carole Boston Weatherford, Candlewick Press and Fayetteville State University, AR
Barb Rosenstock, Hachette Book Group

M.42 Workshopping the Online Classroom: Giving Voice to Our Students through Confidence Building

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How might we leverage online classrooms to build confidence in students? We make recent scholarship on virtual workshopping (including gaps in research) accessible. Then presenters share their “Anonymous Workshop Method,” which provides students with an array of student writing in a “safe” environment. Discussions are grounded in student writing.

Presenters: Tracy Donhardt
Erin Lehman, Ivy Tech Community College, Columbus, IN

M.43 Becoming Literacy Educators: Embedded Field Experiences and Embedding Social Justice in Education

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The complexities of teacher education arise from all directions. In order to learn about teaching in all its facets and nuances, we know that pre-service teachers’ experiences must be connected to children. Thus, preservice experiences that incorporate work with children provide powerful spaces for novice teachers to learn about teaching while becoming teachers.

Presenters: Eliza Braden, University of South Carolina, Columbia
Catherine Compton-Lilly, University of South Carolina, Columbia
Michele Myers, University of South Carolina, Columbia
Elizabeth (Beth) White, University of South Carolina, Columbia

M.44 Student Writers as Change Agents: A Social Justice Approach to Integrating Writing

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Join us to explore how children in PreK–6 grade classrooms are agents of change through their writing. We will share specific examples of how children use writing as a means to change how others perceive them, change how they perceive themselves, change their thinking, and change the world around them.

Chair: Peyton Beaumont, Western Albemarle High School, Crozet, VA
Presenter: Brianne Johnson, University of North Carolina, Charlotte
Respondents: Katie Kelly, Furman University, Greenville, SC
Brian Kissel, University of North Carolina, Charlotte
Tatiana Oliveira, Furman University, Greenville, SC

M.45 Transformational Fluency

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Rather than a read-through, middle school readers might perform a “mumble through” or “speed through” of a text. Teaching fluency helps literally raise student voices by making them both audible and understandable. But fluency practice can also transform students’ proficiency in building content knowledge, analyzing author’s craft, and expressing themselves effectively.

Presenters: Ann Brigham, Great Minds, Washington, DC
Amy Holbrook, Mad River Local Schools, Riverside, OH
Ashley Wittmer, Mad River Local Schools, Riverside, OH

M.46 Finding Our Voice One Story at a Time

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Participants will deepen their understanding of the power of multicultural children’s literature as a vehicle to engage in critically courageous conversations about fairness, justice, power, and agency. The focus will be on selecting and analyzing strong literature using Botelho and Rudman’s (2009) *Critical Multicultural Analysis in Diverse English Classrooms*.

Presenters: Dahlia Hamza Constantine, Teachers College, Columbia University, New York NY
Jenice Mateo-Toledo, Teachers College, Columbia University, New York NY
Emel Topbas-Mejia, High School for Media and Communications, NYCDOE (District 6), New York, NY

M.47 Wanna Have Some Fun? Poetry That Plays with Visuals

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Poetry is “play”; it provides students place and space to find and share their voices. This presentation will cover poetic forms and activities that offer choice, creativity, and options for visual displays. Blending visuals with words deepens the design process and allows students to connect their stories to others.

Presenters: Jenni Ashley, The Potomac School, McLean, VA
Beth Bailey, The Potomac School, McLean, VA
Ashby Rushing, The Potomac School, McLean, VA

M.48 True Stories Shrink the Globe and Increase Connectedness and Voice

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When young people explore sociopolitical, human themes in powerful narrative nonfiction picture books, they develop a global perspective on humanity when recognizing commonalities throughout history regardless of place, culture, or time. Survival, advocacy, innovation, love, and community bind us and lead to speaking in and speaking up. #ShrinkTheWorld

Chair: Donna Santman, 75 Morton School, MS 297, New York, NY

Presenters: Ginny Lockwood, Mamaroneck Schools, NY
Matt Porricelli, Mamaroneck Schools, NY

Respondent: Stephanie Parsons, New York City Department of Education, NY

M.49 Write More, Grade Less

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Regular writing practice (weekly drafting) alongside de-emphasizing traditional assessment opens space for the exploration that leads to students actually finding a voice. We will share a classroom structure and practice that encourages students to find their voices as writers and how we changed assessment practices to increase student freedom.

Presenters: Jay Stott, Fairview High School, Boulder, CO
Sarah Zerwin, Fairview High School, Boulder, CO

M.50 “This Is My Body”: Planning a Rigorous, Relevant, and Accessible Humanities Curriculum through Arts-Based Partnerships



351 D

U School Humanities educators create curriculum that is rigorous, relevant, and accessible for all students in our nonselective, competency-based public school. Educators will share the process used to design our introductory “This Is My Body” unit, inspired by Opera Philadelphia’s “We Shall Not Be Moved,” and resulting argumentative poetry.

Presenters: Clarice Brazas, U School, Philadelphia, PA
Steven Humes, Opera Philadelphia, Philadelphia, PA
Charlie McGeehan, U School, Philadelphia, PA
Samuel Reed, U School, Philadelphia, PA

M.51 What's New in the 4th Edition of the *Handbook of Research on Teaching the English Language Arts?*

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Literacy researchers and small groups of participants will engage in conversation about topics discussed in the 4th edition of the *Handbook*. Participants will have opportunities to engage, ask questions, and share ideas at two roundtable conversations they select. New directions for language arts research will be identified, discussed, and followed by a question-answer exchange between participants and researchers.

Chairs: Douglas Fisher, Health Sciences High, San Diego, CA

Diane Lapp, San Diego State University, CA
Kathryn F. Whitmore, University of Louisville, KY

Roundtable Leaders: Denise Johnson, College of William and Mary, Williamsburg, VA

Allison Skerrett, The University of Texas at Austin
Jennifer Turner, Johns Hopkins School of Education, Baltimore, MD

Amber Warrington, Boise State University, ID
Susan Watts-Taffe, University of Cincinnati, OH
Angie Zapata, University of Missouri, Columbia

Respondent: Nancy Frey, San Diego State University, CA

M.52 Strategies to Affirm Students of Color and the Impact on the Teacher

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This session addresses selected strategies from a set of 100 different ways of enhancing and affirming self and strategies that can be used by teachers to affirm cultural and linguistically diverse students. Writings by Janet McDonald will serve as examples for this session. Participants leave with a set of strategies.

Presenter: Joyce Miller, Texas A&M University, Commerce

M.53 Early Career Educator of Color Leadership Award 10th Anniversary Celebration

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All NCTE members are welcome to celebrate the 10th anniversary of the NCTE Early Career Educator of Color (EC-EOC) Leadership Award Program at this year's convention in Houston, Texas. Meet current and past winners as well as the program's co-directors Anna J. Small Roseboro and Jeffrey Arellano Cabusao. Learn more about the EC-EOC program—its history and how to apply. Join us for a complimentary continental breakfast! Our special guest speaker will be Alfredo Celedón Luján, winner of the 2017 NCTE Advancement of People of Color Leadership Award.

M.54 EXHIBITOR SESSION: Transforming Student Achievement through Common Instructional Knowledge, Language, and Tools

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Sponsored by Scholastic, Inc.

Facilitated by national authority on instructional leadership and district effectiveness, Donyall D. Dickey, Ed.D., this session will expose participants to actionable, measurable, and replicable practices that have transformed student achievement in urban, suburban, and rural schools/districts throughout the United States. Balanced by theory and practicality, Dr. Dickey will delineate processes for aligning daily instruction with the nuanced expectations of the state standards and high-stakes summative assessments necessary to drive and sustain academic achievement in the core content areas. Joined by the former Deputy Superintendent of East Baton Rouge Parish School System, Michael Haggen, this session will outline how providing common instructional knowledge, language and tools supports educators and provides equity of access as students discover their own voices.

Presenters: Donyall Dickey, Scholastic, Inc.
Michael Haggen, Scholastic, Inc.

N.01 Raising Student Voice in a Digital World

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Digital tools invite our students to document and share their experiences with the world and to connect with others who are sharing their unique stories. Digital tools also offer unique opportunities to seek truth and challenge the status quo. **Connecting with others often builds understanding and helps harness the power of a collective voice.** Online spaces open the possibilities for students to expand their communities and to use their voices in active ways to make change when they see a need.

Our classrooms can be places where our students discover who they are, who they might become, and the issues that they care about. They can be places where our students learn to use their voices to build understanding, connect with others, and create change. They can be places where students discover the power of community and collective voice. They can be places where our students feel empowered to make change.

Chair: Bill Bass, Parkway School District, Chesterfield, MO

Speakers: Chad Everett, Horn Lake Middle School, Horn Lake, MS

Katharine Hsu, Arlington Public Schools, Arlington, VA

Sara Kajder, University of Georgia, Athens

Aliza Werner, Parkway Elementary School, Glendale, WI

N.02 Minoritizing the Minoritized: Moving beyond a Black-White Binary of Teacher Diversity

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Sponsored by the Asian American Caucus

Representing both higher education and K-12 classrooms, this interactive panel presentation will include educators of Latinx, Asian and Pacific Islander American, and Indigenous backgrounds. This group of educators will engage in dialogue about their experiences working in issues around diversity and equity in their classrooms and broader educational spaces.

Presenters: Caroline Estrada

Jung Kim, Lewis University, Romeoville, IL

Irma Aguilar Polk

Alexandria Silva, Arizona State University, Tempe

Ah-Young Song, Teachers College, Columbia University, New York, NY

Estrella Torrez, Michigan State University, East Lansing

Megumi Yamamoto, Cheshire High School, Cheshire, CT

N.03 “Do You Hear Us?” Amplifying Diverse Voices in English Education

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Sponsored by the English Language Arts Teacher Educators (ELATE)

This collection of roundtables sponsored by the English Language Arts Teacher Educators (ELATE) highlights scholars in our field representing and seeking to amplify diversity in many forms, furthering social justice in their respective locales, and standing strong in the face of oppression and othering.

Chair: Keisha Rembert, Clifford Crone Middle School, Naperville, IL

Roundtable Leaders: Laura Ascenzi-Moreno, Brooklyn College, CUNY

Kisha Bryan, Tennessee State University, Nashville

Ruth Caillouet, Georgia Gwinnett College, Lawrenceville, GA

Alice Dominguez, Mater Dei Catholic High School, Chula Vista, CA

Kristina Doubet, James Madison University, Harrisonburg, VA

Cecilia Espinosa, Brooklyn College, CUNY

Janice Ewing, Cabrini University, Radnor, PA

Jill Ewing Flynn, University of Delaware, Newark

Katherin Garland, Santa Fe College, Gainesville, FL

Nilufer Guler, Avila University, Kansas City, MO
 Leah Goldberg Heang, Excel High School, Boston, MA
 Danielle Heinle, University of Minnesota, Twin Cities, MN
 Dominique Herard, Pierce School, Brookline, MA
 Olivia Hernández, University of Washington, Seattle
 Sarah Hochstetler, Illinois State University, Normal
 Jake Knaus, Minneapolis Public Schools, MN
 Laura Lemanski, University of Minnesota, Minneapolis
 William Lewis, University of Delaware, Newark
 Emery Petchauer, Michigan State University, East Lansing
 Erik Skogsberg, Michigan State University, East Lansing
 Gena Southall, Longwood University, Farmville, VA
 Kristen Strom, Illinois State University, Normal, IL, and
 Dunlap High School, Dunlap, IL
 Hannah Tegt

N.04 “Monie in the Middle”: Urban Middle School Languages, Literacies, and Cultures

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Urban middle school students see the world through their own literacy practices—of reading, writing, and beyond—practices that uplift, connect, and illuminate what they bring to school and/or use out of school. This session highlights successful practices in school and out-of-school in urban spaces.

Presenters: Ayanna Brown, Elmhurst College, IL, “Urban Literacies within and Beyond: Middle School Students as Raciolinguists and Autoethnographers”
 Jamal Cooks, San Francisco State University, CA “I Don’t Wanna Read”: Using Urban Language and Literacy Strategies in a Middle School Book Club”
 Tracey T. Flores, The University of Texas at Austin, “Breaking Stereotypes and Boundaries: Latina Adolescent Girls and their Parents Writing Their Worlds”
 Tonya Perry, University of Alabama-Birmingham, “Not Your Ordinary Summer Camp: Building Literacy Skills in a STEM Learning Community”

N.06 Amplifying Student Voices through Literature Discussion Groups

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Literature discussion groups provide opportunities for students to examine issues they care about in response to characters’ actions and dialogue. Roundtable discussions include preparing students for success, reorienting floundering groups, challenging students to examine systems that limit or enhance social justice, and assessing learning.

Student examples are used to illustrate strategies.

Chair and Roundtable Leader: Kathryn Mitchell Pierce, Saint Louis University, St. Louis, MO, “Recognizing and Appreciating Students’ Growth”

Roundtable Leaders: Laurie Finkeneller, “Moving beyond Response”
 Carol Gilles, University of Missouri, Columbia, “Building a Foundation for Generative Talk”

N.07 The Work of Whiteness in English Education: Critical Examinations of Antiracist Classroom Practices

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There is strikingly limited scholarship in the field of English education about the complex work of white antiracist teachers. Presenters will describe research-based practices for examining why whiteness matters in English education, with implications for teaching and learning in K-12 ELA and English teacher education settings.

Presenters: Pauli Badenhorst, University of Texas Rio Grande Valley, “Encounter on a Hilltop: The Need for Soul Justice Work among White Educators”
 Christina Berchini, “Being a White Teacher Means That I’m a Stereotype”: Accounting for How Contexts Construct White Racial Identity”
 Justin Grinage, Brooklyn Park, Minnesota, “Reopening Racial Wounds: Whiteness, Melancholia, and Affect in the English Classroom”
 Sam Tanner, Penn State University, “Whiteness Is a White Problem”

N.08 The Marginal Syllabus: Educators Annotating the Web as Professional Development about Educational Equity

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This panel features a literacy educator, researcher, and technology developer who will discuss how educators annotate the web as professional development about educational equity. Each research presentation examines the Marginal Syllabus, a public effort that convenes and sustains conversations with K-12 educators about equity in education via open web annotation.

Presenters: Jeremy Dean, Director of Education, Hypothesis, “Hypothes.is for Education: How Open Web Annotation Supports Teacher Voice and Learning”

Joe Dillon, "One Line of Inquiry: Nerdy Book Group as a Participatory Inquiry and Dynamic Distributed Text"

Remi Kalir, University of Colorado, Denver, "Texts to Contexts: Educator Annotation of Sociopolitical Texts as Equity-Oriented Context for Professional Learning"

N.09 Giving Voice to the Unvoice-able: Discussing Death through Literature in the Middle and High School Classroom

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English teachers are often tasked with helping students sort through difficult life events. This work isn't easy, and often teachers aren't trained to do this work. In this roundtable session, educators will discuss honest, sensitive strategies for giving voice to the difficult topic of death with their students through literature.

Chairs: Steven Bickmore, University of Nevada, Las Vegas

Michelle Falter, North Carolina State University, Raleigh, NC

Roundtable 1: Talking about Suicide

Emily Plummer, University of Pennsylvania, Philadelphia, "Death and the Digital: Student Voices and Small Stories as Supplemental Texts to Teaching *Thirteen Reasons Why*"

Mark A. Sulzer, University of Cincinnati, OH, "Pursuing Mystery in the English Language Arts Classroom through a Tale for the Time Being: A Dialogic and Critical Youth Studies Perspective on Reading about Suicide with High School Students"

Roundtable 2: Talking about Murder

Tiye Cort, The University of Texas at Austin, "*The Hate U Give*: Addressing Death and Grief While Teaching Social Justice"

Stephanie P. Jones, Grinnell College, IA, "When It Feels Like Death, but It Ain't: Spirit-Murder in *All American Boys*"

Roundtable 3: Talking about Mass Tragedies

Kellie Crawford, Mullan Road Elementary, Spokane, WA; Amye Ellsworth, Betz Elementary, Cheney, WA; Shelly Shaffer, Eastern Washington University, Cheney; "This Is Where It Ends: How Studying School Shootings from Multiple Perspectives Promotes Critical Literacy"

Lindsay Schneider, West Forsyth High School, Winston-Salem, NC, "Finding Closure through *Mockingbird*: When a Community Tragedy Is Personal"

Roundtable 4: Talking about Genocide

Janine J. Darragh, University of Idaho, Moscow, and Ashley Boyd, Washington State University, Pullman, "We Were Dangerous, and Brainwashed to Kill": Death and Resilience in *A Long Way Gone: Memoirs of a Boy Soldier*"

Crystal Chen Lee, North Carolina State University, Raleigh, and Cathlin Goulding, National September 11 Memorial & Museum, New York, NY, "Teaching the Act of Witnessing in *Maus* and *Night*"

Roundtable 5: Talking about War and Political Unrest

Sarah J. Donovan, Plum Grove Junior High, Rolling Meadows, IL, and DePaul University, Chicago, IL, "When a Character Dies: Comfort and Discomfort in Refugee Book Groups"

Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI, and Deborah Vriend Van Duinen, Hope College, Holland, MI, "Discussing War-Related Death and Trauma through *The Things They Carried*"

Roundtable 6: Talking about Grieving

Joshua P. Coleman, The University of Pennsylvania, Philadelphia, "Mourning a Missing Generation: Teaching the AIDS Epidemic through *Pedro & Me: Friendship, Loss, & What I Learned*"

Sharon Kane, SUNY at Oswego, "The Thing about Grieving: Intellectual and Emotional Work in Ali Benjamin's *The Thing about Jellyfish*"

Jenna Spiering, University of Iowa, Iowa City, and Kate Kedley, Rowan University, Glassboro, NJ, "Grieving Like a Normal Person": Using Perspective-Taking to Talk about Death and Dying in *We Are Okay*"

Roundtable 7: Talking about Coping

Antonia Alberga-Parisi, Forsyth Central High School, Cummings, GA, and Brittany Pope, Forsyth Central High School, Cummings, GA, "Coping with Loss under the Pressure of Perfection: Connecting *The Bell Jar* and *The Catcher in the Rye* to the iGeneration"

Katie Rybakova, Thomas College, Waterville, ME, "Dealing with Death through Dialogue: Existentialism and *Looking for Alaska*"

Roundtable 8: Talking about Space and Time

Mark A. Lewis, Loyola University Maryland, "Destabilizing One-Way, Linear Understandings of a Life-Death Progression: The Adventure of Elizabeth Hall in *Elsewhere*"

René Saldaña, Jr., Texas Tech University, Lubbock, "Liminality: Students Finding Their Voice in the Threshold"

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N.10 Discovering Multicultural Voices in a Nondiverse Classroom



371 A

Teaching students from rural communities about multicultural perspectives can be a challenge. How can we help students accept and champion other voices? This presentation will focus on bringing diverse texts into a nondiverse classroom and how to stand up against injustices. Teachers will walk away with practical ideas and materials.

Presenters: Cassidy Applegate-Brummel, Baxter Community School District, IA
Ryan Boley, Baxter Community School District, IA
Kristin Luther, Baxter Community School District, IA

N.11 Raising Student Voice through Blogging, Student Websites, Social Media, and Tech Tools



342 C

Educators know that 21st-century teaching is about building relevancy and engagement with real-world examples. As teacher-writers, we will share how to create opportunities for student choice and voice in their learning through blogging, websites, and tech tools. Teachers will create their own website and be ready to empower students!

Presenters: Katie Sluiter, Wyoming Public Schools, MI
Dawn Wink
Jennifer Wolfe, Davis, CA

N.12 Using Sports Literacy to Engage Often Unheard Students in the Classroom



371 B

This presentation will share the way in which sports-based texts are used to develop lessons, that empower students to self-select topics and delve into independent investigations about community, culture, and careers. Lessons, strategies for incorporating voice and choice, and examples of student work will be shared with participants.

Presenters: Elizabeth Dinkins, Bellarmine University, Louisville, KY
Heather Jones, Fern Creek High School, Louisville, KY

N.13 English in Action: Bringing the Community into the High School English Classroom



371 C

English in Action is a course that focuses on providing students with authentic learning opportunities to engage with the greater community while utilizing high-level skills (e.g., synthesis, problem solving). This presentation explores the importance of engaging students in authentic learning tasks while also having students' interests drive community-based projects.

Presenters: Kara Donnelly, Old Saybrook High School, CT
Sarah Fawcett, Old Saybrook High School, CT
Kristen Hunter, Old Saybrook High School, CT

N.14 They're Still Here: LGBTQAI+ Books to Share, Conversations to Have!



371 D

More LGBTQAI+ books are published each year. How should you select, display, share, and use them in your classroom or library? Titles, suggestions, and updates will lead into conversation. Bring your questions, ideas, and concerns and together we will try to solve them. An interactive booklist will be created.

Presenters: Lizabeth Deskins, school librarian, Hilliard, OH
Christina Dorr, Hilliard City School District, OH

N.15 Developing Voice and Perspective through the Multigenre Definition Essay



371 E

Students develop voice when they have command of language; students learn to own language when they define it on their terms. In this workshop, participants will explore the multigenre definition essay assignment, which asks students to investigate the meaning of an abstract concept such as freedom, equality, or justice.

Presenter: Karen Yelton-Curtis, Fresno High School, CA

N.16 Global Voices, Empathy, and Taking Action; Active Listening in an Interdependent World

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371 F

Active listening is essential in changing our communities and world. Through global literature, participants will learn tactics to build intellectual empathy, increase Active listening, and value diverse voices. Participants will receive lesson plans high school teachers have created at the University of Minnesota and free online digital storytelling resources.

Workshop Facilitator: Deborah Jane, University of Minnesota, Minneapolis

N.17 Developing Empowered Voices: Literacy, Critical Theory, and Cultural Identity

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Rainbow

382 A

This panel provides information on non-native English speakers, using technology, examining critical theories, and developing and sustaining identities.

Chair: Angela Dean, Madison County High School, Danielsville, GA

Presenters: Sarah Affolter, Jean Parker Elementary School, San Francisco, CA
 Katie DiGregorio, Smithtown High School West, NY
 Emily Francis, Cabarrus County Schools, Concord, NC
 Rosemarie Frascella, International High School at Prospect Heights, Brooklyn, NY
 Rita Kamani-Renedo, International High School at Prospect Heights, Brooklyn, NY
 Carol Salva, Long Island, NY
 Bonnie Tong, Jean Parker Elementary School, San Francisco, CA
 Xuezi Zhang, University of Florida, Gainesville

N.18 Teaching for Social Justice in the Age of Trump: Exploring Empathy and Vulnerability in a Divided America

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320 B

Secondary educators discuss approaches and examples of fostering advocacy, activism, and empathy as resistance to a political climate

that attempts to dehumanize those from historically marginalized communities.

Chair: Natalie Elliott, NYOS Charter School, Austin, TX
Presenters: Janelle Bouknight, University of Houston, Victoria, TX
 Kathleen Cunningham, Del Valle High School, Austin, TX
 Jamie Hedlun, Colorado Language Arts Society, Denver, CO
 Jennifer Malinowski
 Kimberly McCuiston, Francis Marion University, Florence, SC
 Laura Price, Cary Academy, NC
 Meredith Stewart, Cary Academy, NC

N.19 Teaching Tough Topics: Creating Safe Spaces for Civic Discourse

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National Writing Project

372 A

With political tension growing on the national level, classrooms are often the setting for powerful exchanges regarding human rights and social justice. This workshop will provide teachers with materials and concrete strategies for facilitating civic discussions around real-world issues, with a specific focus on immigration policy.

Presenters: Jacqueline Hesse, Newburg Free Academy, North Campus PTECH Excelsior Academy, Newburgh, NY
 Christine McCartney, Hudson Valley Writing Project, New Paltz, NY

N.20 Mind Over Media: Analyzing Contemporary Propaganda

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There's never been a more important time to analyze contemporary propaganda. Explore Mind Over Media, a crowdsourced digital platform with thousands of examples of propaganda. Use the power of online learning to promote face-to-face dialogue and discussion that promotes intellectual curiosity.

Presenters: Nikita Duke, University of Rhode Island, Providence
 Renee Hobbs, University of Rhode Island, Providence

SUNDAY

N.21 Doing the Work: Critical Pedagogy in a Standards-Based World

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This presentation profiles how three special educators are able to enact critical pedagogy in their respective classrooms, despite a prescribed curriculum. The educators in question use a variety of methods to honor and incorporate their students' voices.

Presenters: Jacobe Bell, Teachers College, Columbia University, New York, NY, and Rutgers University, City College

Kisha Porcher, Rutgers University, New Brunswick, NJ
Reshma Ramkellawan, Equity Consulting Group, New York, NY

N.22 Teaching Young Adult Literature through the Teaching Tolerance Social Justice Standards

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Join Teaching Tolerance as we introduce our Social Justice Standards, which provide a road map for antibias education. This presentation will examine how young adult literature instruction can be aligned with the Social Justice Standards to promote engagement in antibias, multicultural, and social justice education in secondary ELA classrooms.

Presenters: Lauryn Mascareñaz, Southern Poverty Law Center, Montgomery, AL

Henry “Cody” Miller, P.K. Yonge Developmental Research School, University of Florida, Gainesville

N.23 Raising Student Poet Voices for Science and Nature!

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NCTE and NSTA award-winning poet Leslie Bulion STEAMS into cross-curricular literacy sharing examples of the range of science and nature-based poetry in her own collections and those of other poets. Leslie shares primary and middle school-ready prewriting writing skills that can help students master their own vision in poetry.

Presenter: Leslie Bulion, Peachtree Publishers

N.24 Whose Reading Is This? Reframing Data to Prioritize Voice and Choice in Reading Conferences

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If independent reading is the backbone of reading workshop, with students engaged in books of their choosing, then teachers and students need to be fully engaged in conferring. This session unpacks challenges of conferring and provides models that make student thinking visible and build on students' strengths for joyful reading.

Presenters: Dorothy Barnhouse, literacy consultant, Brooklyn, NY

Hannah Schneewind, literacy consultant
Jennifer Scoggin, LitLife, Brooklyn, NY

N.25 Recognizing the Needs of Often-Distracted, Differently Wired Writers

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Delays or differences in brain development often translate into student behaviors that interfere with progress in English class—particularly in writing. The presenters will offer strategies for working with the areas of organization, task management, and writing and will also provide additional online resources for session participants.

Presenters: Jana Baker, Independence School District, MO

Pamela Lingelbach, Fort Osage Schools, Independence, MO

N.26 The Senior Capstone Project: Empowering Students to Research, Create, and Collaboratively Work Together to Make an Impact on a Social Justice Issue

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This session will share how a yearlong senior capstone project empowers students to employ media literacy skills and create projects impacting a social justice issue of their choosing. Four phases of this yearlong project will be shared with attendees, along with rubrics for assessment and student examples.

Presenter: Molly Bardine, Chaminade Julianne High School, Dayton, OH

N.27 Ownership and Voice in ESL Literacy Instruction

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In this session, two teachers will introduce their innovative literacy program for high school ELLs and discuss literacy instructional strategies to promote student ownership and self-reflection. Activities will include a hands-on lesson and a troubleshooting discussion so educators can bring back ideas to their schools.

Presenters: Nicole Da Silva, Boston Public Schools, MA
Alexis Pearce, Boston Public Schools, MA

N.28 Promoting Social Justice through Middle School Classroom Libraries

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351 D

In this session, we share research findings focused on middle school classroom libraries and their potential for helping students develop awareness of social justice issues. Participants will have an opportunity to critique their own classroom libraries and to set goals for the transformation of their classroom libraries.

Presenters: Janis Harmon, University of Texas at San Antonio
Lucinda Juarez, University of Texas at San Antonio
Miriam Martinez, University of Texas at San Antonio
Christopher Terrazas, University of Texas at San Antonio

N.29 Socratic Instagrams: Using Digital Platforms to Encourage All-Inclusive Reading and Talk in the Modern Classroom

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This session will help educators find simple but innovative ways to promote literacy and voice by weaving tried-and-true teaching practices with unique digital platforms. Rubrics for an Instagram book-talk assignment, as well as specific student samples from high school students and preservice teachers, will be shared with participants.

Presenters: Katie Schrodt, Middle Tennessee State University, Murfreesboro
Emily Smith, Southwest Christian School, Fort Worth, TX

N.30 Reviving Intervention through Voice and Choice

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351 F

Join two educators who have taken a journey to instill voice and agency among reading intervention middle school students. This interactive session provides participants with strategies regarding multimedia writing, multimodal responses to texts, and other ways we have worked within a structured intervention setting to value student voice and choice.

Presenters: Katherine Addison Barrack, McMurray Middle School, Nashville, TN
Elizabeth Bemiss, Lula J. Edge Elementary School, Niceville, FL

N.31 The Politics and Pedagogies of Developmental Writing

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332 F

Presenters will share political issues related to pedagogical innovations for developmental writers.

Chair: Elizabeth Primas, National Newspaper Publishers Association, Washington, DC
Presenters: Michelle Blake, West Chester University, West Chester, PA
Jenee Higgins, Howard College, Big Spring, TX
Jennifer James, Chapman University, Orange, CA
Philip R. Jones, Texas Southern University, Houston
Amber Kelly, Howard College, Big Spring, TX

N.32 LGBTQ Texts in Elementary Classrooms: Oh, the Possibilities

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This roundtable offers participants a wide variety of options in elementary education. Classroom libraries, picture books, critical lenses, intersectional identities, transphobia, and social justice are some focus areas for this session.

Chair: Saba Vlach, The University of Texas at Austin

Roundtable Leaders: Cameron Carter, Worthington City Schools and NCTE Elementary Lead Ambassador, Columbus, OH

Ryan Colwell, Fairfield University, CT

Jessica Edwards, University of North Texas, Denton

Alexander Harbour, California State University, Fresno

Jill Hermann-Wilmarth, Western Michigan University, Kalamazoo

Caitlin Ryan, East Carolina University, Greenville, NC

Selena Van Horn, California State University, Fresno

Cory Wright-Maley, St. Mary's University, Calgary, Alberta, Canada

Craig Young, Bloomsburg University, PA

N.33 Teaching Grammar for Meaning: From Reading “Article of the Week” to Writing about Shakespeare

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“Grammar” can mean much more than error avoidance. This presentation reports on efforts in one high school classroom to infuse a student-friendly metalanguage for discussing how linguistic choices shape meaning.

Audience members will engage in a few brief exercises to experience ways of talking about language with students.

Presenter: Cassandra Otemuyiwa, University of Michigan, Ann Arbor

N.34 Incarcerated Fathers’ Participation in Supporting the Early Literacy Development of Their Children

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In this interactive session, research partners will share their experiences working with inmates participating in the Louisiana Storybook Project. The voices of the inmates and their families will be foregrounded and validated within this session, and early literacy

pedagogy that expands literacy instruction in correctional facilities will be shared.

Presenters: Marietta S. Adams, University of Louisiana at Lafayette

Allison M. Bernard, University of Louisiana at Lafayette

Tori K. Flint, University of Louisiana at Lafayette

Valin S. Jordan, University of Louisiana at Lafayette

N.35 Using Diverse Literature to Promote Social Justice and Amplify Student Voices

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Texts suggested for use in the classroom do not always represent the multiplicity of student voices. This session seeks to give educators a teacher-friendly culturally responsive framework for approaching the selection and integration of diverse books in the classroom, with a particular emphasis on promoting equity and social justice.

Chair: Stacey Fisher, East Tennessee State University, Sevierville

Presenters: Ana Christina da Silva, Vanderbilt University, Nashville, TN

Emily Sherwood, University of Tennessee, Knoxville

Natalia Ward, University of Tennessee, Knoxville

N.36 Achieving Equity through Inquiry, the Workshop Framework, and the Inclusion of a Rich Resource Library (Print and Digital)

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The focus of the workshop will be centered on the essential question: How might inquiry and the workshop model using multiple texts allow for a more inclusive environment where all types of learners can experience literacy growth, high engagement and achievement, and authentic community?

Presenter: Jennifer McCarty Plucker, Hamline University, St. Paul, MN

N.37 Words Matter: Shifting Instructional Language to Empower Students



362 DEF

What are our words communicating? If we want to help students recognize and embrace their power as learners and citizens of their communities, it is imperative that we closely analyze the language of our instruction and the ways in which what we say (and don't say) powerfully impacts student learning.

Presenters: Jan Burkins, consultant, Burkins & Yaris: Think Tank for 21st Century Literacy
Christina Nosek, Lucille Nixon Elementary School, Stanford, CA
Kim Yaris, Burkins and Yaris Consulting, Wellington, FL
Kari Yates

N.38 Teachers and Students Engaging, Exploring, Explaining, Extending, and Evaluating in English Language Arts Classrooms



360 D

In this session, participants will explore the use of the 5E model of lesson design in ELA classrooms in consideration of an authentic teaching and learning framework. This research centers on student motivation and academic emotions regarding direct instruction in comparison to an authentic 5E lesson. Participants will engage in critical conversations around the study's findings and its applicability to their contexts.

Presenters: Jane Baber, University of Oklahoma, Norman
Gage Jeter, University of Florida, Gainesville, FL

N.39 What a Girl (Really) Wants: Dismantling Stereotypes That Silence Girls' Voices



361 EF

In this thought-provoking panel, moderated by the 2011 TCTELA Elementary Teacher of the Year, seven award-winning children's and young adult literature authors—women with different perspectives and social, and cultural backgrounds—will share their books, their varied experiences, and their thoughts about confronting and breaking gender stereotypes that silence girls' voices.

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

Tradebook Authors: Elana K. Arnold, HarperCollins/Balzer & Bray
Kari Holt, Chronicle Books
Lilliam Rivera, Simon & Schuster
Karen Rivers, Victoria, BC
Laurel Snyder, Walden Pond Press/HarperCollins
Renée Watson, Bloomsbury

N.40 Building a Classroom Library That Opens the Doors and Voices of Students



Rainbow 351 E

This roundtable discussion on literacy learning focuses on the impact of diverse and global literature on the teaching of minority children. How does classroom literature evoke a sense of advocacy for enabling students' voices within their community? The discussion will provide educators with materials to engage and inspire students' voice.

Chair and Roundtable Leader: Jane Bean-Folkes, Marist College, Poughkeepsie, NY
Presenter: Deborah Bartley-Carter, Joseph H. Brensinger School, Jersey City, NJ
Respondent: Peggy McNamara, Bank Street College of Education, New York, NY

N.41 Raising Our Voices, Raising Our Pencils: Lessons from Teacher-Authors to Inspire Student Writers



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It's well noted that the best teachers of writing are writers themselves. In this interactive session, a panel of published teacher-authors will share tips, reflections, and discussion on how writing changed their teaching of writing, and how those changes inspired students to raise their own voices (and pencils).

Chair and Presenter: Alex Corbitt, The Bronx School of Young Leaders, New York, NY
Presenters: Jennie K. Brown, Annville-Cleona School District, PA
Jason Griffith, Penn State University, State College, PA
Respondent: Shanetia Clark, Salisbury University, MD

N.42 Self-Assessment: Giving Students a Voice in the Assessment Process as Lifelong Readers

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Join us to explore how to give students a voice in the assessment process. In this session, we will present an approach to implementing self-assessment in a student-centered classroom. Learn how fourth graders enhanced their metacognition, self-motivation, and confidence by becoming more reflective critical thinkers when they had agency in their learning.

Presenters: Alyssa Cameron, Roebuck Elementary School, SC
Katie Kelly, Furman University, Greenville, SC

N.43 SchoolWideRead: A Culturally Responsive Model for Literacy Development

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Join the roundtable session with SchoolWideRead founders Zena Woudjou and Vanessa Emile. Explore a culturally responsive framework to develop literacy, social justice, and community. As we seek to create intergenerational, multicultural, and cross-experiential learning spaces, educators of all capacity are welcomed and encouraged.

Presenters: Vanessa Emile, SchoolWideRead, New York, NY
Zena Woudjou, SchoolWideRead, New York, NY

N.44 Student, Teacher, and Student-Teacher Relationships: The City and the Rural, the Real and the Simulated

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Invitations including student teacher and supervisor experiences, digital modalities, video, and simulated students provide unique professional development insights and opportunities for educational players, including teachers and student teachers.

Chair: Melanie Hundley, Vanderbilt University, Nashville, TN

Presenters: David Baksh, Teachers College, Columbia

University, New York, NY

Lauren Eutsler, University of North Texas, Denton

Chrystine Mitchell, York College of Pennsylvania

Elizabeth Self, Vanderbilt University's Peabody College,

Nashville, TN

N.45 Agency and Language: Diverse Experiences in Secondary English

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This session explores several ways to encourage diverse perspectives in secondary English classes: helping students make effective language choices; using teacher talk to raise questions about race, class, and gender; using Teacher Tolerance tools to diversify choices for reading; and, using protagonists of color to challenge White students' views of race.

Presenters: Darren Crovitz, Kennesaw State University, GA
Michelle Devereaux, Kennesaw State University, GA
Sarah Fleming, Syracuse University Westhill High School, Syracuse, NY

Angela Hartman, Hutto High School, TX

Hoyt J. Phillips III, Southern Poverty Law Center,

Montgomery, AL

Melissa Schieble, Hunter College, CUNY

Amy Vetter, University of North Carolina, Greensboro

N.47 Book Insecurity: Listening to Our Students Voices

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This session describes research completed by a middle school and a local university to determine the level of book insecurity experienced by low-income students in the school. The results identified levels of book insecurity and avenues to provide books outside of school to these students.

Presenters: Lindsay Griffin, Greenbrier High School, AR
Rachelle Miller, University of Central Arkansas, Conway
Erin Shaw, University of Central Arkansas, Conway
Melissa West, Greenbrier Middle School, AR
Jeff Whittingham, University of Central Arkansas, Conway

N.48 Supporting Biliterate Writers in K-2 Classrooms: A Review of the Literature

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This literature review shares the teaching practices found in 20 studies (published from 2000–2016) on developing simultaneous biliteracy in predominantly Latinx K-2 classrooms. As a challenge to deficit perspectives of Spanish-speaking students

labeled as English language learners (ELLs), this review emphasizes the power of biliteracy to raise students' voices.

Presenters: Sol Bautista, Galindo Elementary School, Austin, TX
Cori Salmerón, The University of Texas at Austin
Lindsey Thomas, Galindo Elementary School, Austin, TX

N.49 Necessary Conversations: Racially Diverse Books and White Teachers



GRAND BALLROOM B

Empowering students to speak about equity and justice must begin with teachers. Often, white teachers are uncertain thinking about race with colleagues, let alone facilitating classroom discussion. This session offers opportunities to develop individual understandings and strategies to support productive classroom conversations about race and equity using books.

Chair: Jillian Heise, Kenosha Unified School District, WI
Chair and Roundtable Leaders: Teresa Bunner, Wake County Public School System, Cary, NC
Kristin McIlhagga, Oakland University, Rochester, MI
Tradebook Authors: Tomi Adeyemi, Macmillan
Matt de la Peña, Penguin Random House
Aisha Saeed, Penguin Random House
Roundtable Leaders: Brendan Kiely
Jessica Lifshitz
Christie Nold
Jennifer Ochoa, MS324 Patria Mirabal School, New York, NY

G 50 When Protests Happen in Your Backyard: Lessons Learned by English Teachers Confronting Racism in Charlottesville, VA

370 F

The KKK and White Nationalists exposed national racial tensions in Charlottesville, VA. As teachers in Charlottesville, we will share our experiences teaching about racism in a contentious climate using an anchor text and supplemental materials, and end with a group discussion.

Presenters: Shannon Deegan, Monticello High School, Charlottesville, VA
Sarah Orme, University of Virginia, Charlottesville

N.51 New Literacies: Preparing Preservice Teachers to Implement Digital Tools in Literacy Practices



342 F

Engage with a few easy and powerful apps to support literacy instruction. We will share experiences of integrating open-ended apps in an after-school program as part of a literacy methods class. Participants will utilize these apps and engage in a discussion of new literacies that give students agency.

Presenters: Tracy Coskie, Western Washington University, Bellingham
Desiree W. Cueto, Western Washington University, Bellingham
Paula Johnson, Western Washington University, Bellingham

N.52 Breathe New Life Into Your Writing Instruction: Practical Roundtables That Will Push Your Writing Farther



372 DE



Join inspiring educators from across the country in a celebration of writing ideas that will push your writing farther. Explore new genres, engaging with favorite media in new ways, even ways to enhance your own writing life. Leave with energy and ideas!

Roundtable Leaders: Leigh Anne Eck, Vincennes Community School Corporation, IN
Nikysha (Nikki) Gilliam, Audubon Middle School, Los Angeles, CA
Rebecca Harper, Augusta University, GA
Michelle Haseltine, Loudoun County Public Schools, Ashburn, VA
Jennifer Laffin, Teach Write LLC, Bristol, WI
Lea Mathieu, Cascade Middle School, Bend, OR
Jennifer McKain, Flint Hill School, Fairfax, VA
Andrew Schoenborn, Mount Pleasant High School, MI
Margaret Simon, Iberia Parish Gifted Program, New Iberia, LA
Larkin Weyand, Brigham Young University, Provo, UT

N.53 Pedagogies That Support Cultural Equity and Social Justice

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Presenters share specific strategies and research promoting cultural equity and social justice.

Chair: Stefani Boutelier, Aquinas College, Grand Rapids, MI

Presenters: Quanisha Charles, Jefferson Community & Technical College, Louisville, KY
Jamila Kareem, University of Central Florida, Orlando

N.54 Exploring Emotion, Mental Illness, and Grief in English Education

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Panelists share pedagogical approaches in English teacher education that (a) attend to readers' emotional responses to young adult literature (YAL); (b) disrupt stigmas attached to mental illness in YAL; (c) inquire into emotions surrounding writing through collaging; and (d) explore experiences of crying and grief in school spaces.

Chair and Presenter: Mary Juzwik, Michigan State University, East Lansing

Presenters: Sal Antonucci, Michigan State University, East Lansing
Mandie Dunn, Michigan State University, East Lansing
Ashley Johnson, Michigan State University, East Lansing
Mary Neville, Michigan State University, East Lansing
Elsie Olan, University of Central Florida, Orlando
Kia Jane Richmond, Northern Michigan University, Marquette

Respondents: Amanda Haertling Thein, University of Iowa, Iowa City
Sarah Welc, Michigan State University, East Lansing

N.55 Little Learners, Big Voices: Using Student Voice to Reimagine Balanced Literacy in the Early Years

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Participants will explore ways to empower student voice in early childhood balanced literacy classrooms. They will reflect on and analyze student work and personal school environment to explore new methods of integrating play and multimodal text to

prioritize student voice, leaving with practical strategies for developing communities of avid learners.

Presenters: Kelly Baxter, PS 158, The Bayard Taylor School, New York, NY
Molly Picardi, Teachers College Reading and Writing Project, Columbia University, New York, NY

N.57 We Want Choice: What Students Say about Middle School Reading (and How Teachers Can Respond)

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352 B

What do middle school students from urban, rural, and suburban school districts have to say about independent reading? Quite a lot, it turns out. This session will examine the what, when, and where of middle school readers, along with strategies and support to create independent readers in your own classroom.

Presenters: Barbara Clark, Solon City Schools, OH
Sarah Gellott, Solon City Schools, OH
Scott Hatteberg, Solon City Schools, OH
Stacey Keller, Solon City Schools, OH
Emilie Macek, Solon City Schools, OH
Denise N. Morgan, Kent State University, OH
Lori Wilfong, Kent State University, OH

N.58 Writing Student Voice and Rhetorical Agency: Strategies for Writing Cultural, Queer, Behaviorally Disturbed, and Community Identities as Social Justice Counter-Narratives

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Considering the identities and rhetorical agency that students bring into writing spaces, the presenters offer four pedagogical moments that demonstrate writing assignments and student narratives as rhetorical tools to empower and build knowledge of queer, racially marginalized, and behaviorally disturbed (BD) individuals; ethnic cultures; communities; as well as teachers' roles.

Presenters: Shanell Contreras, California State University, Fresno
Megan Evans, California State University, Fresno
Isabella Lo, California State University, Fresno
Reva Sias, California State University, Fresno

N.59 Magic City: Writing Fiction to Unearth the Silenced Voices of the Tulsa Race Riots

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By teaching students to write historical fiction, we help them examine the past to write a better future. Participants will learn the history of Tulsa race “riots” and using Rhodes’s novel as a model, write fiction to “reaffirm that hatred for any reason—race, religion, gender, class—diminishes us all.”

Chair and Presenter: Linda Christensen, Oregon Writing Project/Rethinking Schools, Portland

Tradebook Author: Jewell Parker Rhodes, Arizona State University, Tempe

N.61 Harmony and Counterpoint: Discovering Voices through Composing, Calculating, and Researching across the Disciplines

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Our ongoing research combines math and writing to deepen students’ questions about the fundamentals of each subject and its contexts as they use digital tools to discover answers. Four of us illustrate from our own informal inquiry projects and offer exercises for participants to ask, design, and answer.

Presenters: Elyn Greenberg, David Mindess Elementary School, Ashland, MA

Arthur Hunsicker, University of Iowa, Iowa City

Tyler James, University of Iowa, Iowa City

Bonnie S. Sunstein, University of Iowa, Iowa City

N.62 From Adolescent Development to Critical Youth Studies: Reclaiming the Place of Youth within English Teacher Education

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This panel highlights research and programmatic interventions whereby youth are brought into teacher education as paid consultants to help prepare preservice English teachers. The panel provides an overview of critical youth studies, showcases programmatic interventions, and includes participation from pre- and inservice teachers as well as the youth consultants themselves.

Chair and Presenters: Robert Petrone, Buffalo Hide Academy, Browning, MT

Nicholas Rink, Buffalo Hide Academy, Browning, MT

Respondents: Sophia Sarigianides, Westfield State University, MA

Greg Smith, Big Sky Youth Empowerment, Bozeman, MT

N.63 Every Day I Write the Book: Publishing and Promoting Student Voice in Advanced Composition

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Promoting students’ voices through various modes in the classroom is crucial to the development of self-empowerment inside and outside of the classroom. Encouraging students to share their experiences and concerns through publishing books, blogs, and essays improves writing while exposing students to a variety of methods to make their voices heard. Bromley and Mannix (1993) suggest that when students write for audiences other than their teachers or their peers, they broaden their literacy perspectives by reading and writing on a wide range of topics and in varied formats, and they engage the process of real-world writing and publishing.

Presenters: Rebecca Babcock, University of Texas Permian Basin, Odessa

Aliethia Dean, University of Texas Permian Basin, Odessa

Jay Estrada, University of Texas Permian Basin, Odessa

SUNDAY GENERAL SESSION

12:00–1:30 P.M.

NCTE Presidential Address

GENERAL ASSEMBLY THEATER ABC

Teaching Has Not Left Us: It Has Simply Moved On. The Question Is: Are We Ready to Follow?

On Sunday, participants are invited to the NCTE presidential address by NCTE President Jocelyn A. Chadwick. Following this important address, Peter and Paul Reynolds will close out the Convention.

Introducing Jocelyn A. Chadwick: Kim Pinkerton, Texas A&M University–Commerce

Jocelyn A. Chadwick is president of NCTE. She has been an English teacher for over thirty years—beginning at Irving High School in Texas and later moving on to the Harvard Graduate School of Education, where she was a professor for nine years and still guest lectures. Chadwick also serves as a consultant for school districts around the country and assists English departments with curricula to reflect diversity and cross-curricular content.

Introducing Peter and Paul Reynolds: Roxanne Henkin, University of Texas at San Antonio

Peter H. Reynolds is a *New York Times* bestselling author and illustrator of many books for children, including *The Dot*, *Ish*, and *Happy Dreamer*. His books have been translated into over twenty-five languages around the globe and are celebrated worldwide. In 1996, he founded FableVision with his twin brother, Paul, as a social change agency to help create “stories that matter, stories that move.” He lives in Dedham, Massachusetts, with his family.

Paul Reynolds is CEO and cofounder of Boston-based FableVision, which creates and distributes original educational media, mobile games, and apps designed to move the world to a better place. *Going Places*, a picture book about creativity and engineering, was Paul’s first collaboration with twin brother, Peter. They followed that up with a STEM-meets-Arts (STEAM) early chapter book series called Sydney & Simon, which includes *Full STEAM Ahead!*, *Go Green!*, and *To the Moon!*

Peter and Paul Reynolds will be signing books after the general session.



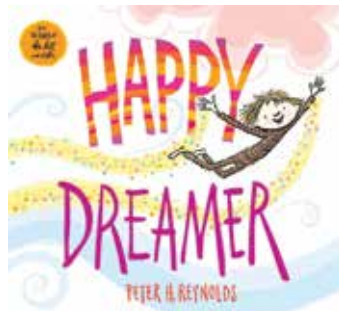
Jocelyn A. Chadwick



Peter H. Reynolds



Paul Reynolds



POSTCONVENTION EVENTS

NOVEMBER 18–20, 2018

Conference on English Leadership (CEL) Annual Convention

CELebrating the Vision, Voice, and Momentum of Leadership

OPENING SESSION: 2:00 P.M., SUNDAY, NOVEMBER 18

332 ABC

Join us as we celebrate the vision and accomplishments of those who contributed to this organization and look to the future to craft a vision for the next 50 years of literacy education. Attendees network over breakfast, lunch, and social gatherings.

Registration for the CEL Convention is available on Sunday, 11:00 A.M.–3:00 P.M. and on Monday, 8:00–10:00 A.M., outside room 332 ABC.

<http://www2.ncte.org/groups/cel/convention/>



CONFERENCE ON
ENGLISH LEADERSHIP

NOVEMBER 19–20, 2018

Assembly on Literature for Adolescents of NCTE (ALAN) Workshop

Reading and Writing Resistance: Acting Up, Speaking Out in YA Lit!

OPENING SESSION: 8:00 A.M., MONDAY, NOVEMBER 19

GRAND BALLROOM C

At the 2018 ALAN workshop, we will celebrate adolescent literature that resists the status quo, pushes us beyond our comfort zones, and forces us to consider the tough questions. At this gathering, you'll meet with colleagues from across the country, receive copies of some of the best and most popular young adult titles, and get to hear from a host of young adult authors.

<http://www.alan-ya.org/workshop/>

Additional registration is required; however, the 2018 ALAN Workshop has sold out.



Assembly on Literature for Adolescents of the NCTE

RULES OF CONDUCT

ANNUAL BUSINESS MEETING FOR THE BOARD OF DIRECTORS AND OTHER MEMBERS OF THE COUNCIL

IMPORTANT: Only NCTE voting members may participate in discussion and may vote at the meeting. To obtain a voting card for the meeting, present your NCTE membership card at the door before the meeting. Members lacking a membership card onsite can verify membership via the master member list at the door. **Note to Directors:** Please obtain your voting card at the door before the meeting.

A. RULES STATED IN THE NCTE CONSTITUTION AND BYLAWS. These rules cannot be altered at the Annual Business Meeting unless consideration of a Constitutional amendment has been announced to the membership a month in advance. (XIII.A)

1. The Board of Directors can act in an advisory capacity to the Executive Committee with regard to the Council's *internal operations and structure*, making recommendations to the Executive Committee concerning Council programs and operations. (VI.A.1)
2. The Board of Directors and other NCTE members present at the Annual Business Meeting may debate and vote on *position statements on educational issues* and other matters. (VI.A.1)
3. Position statements on educational issues approved by a majority of those present and voting at the Annual Business Meeting will be sent by ballot to the membership for ratification. (XI.C.)

In addition to the above, special rules of conduct are adopted each year for the Annual Business Meeting. The rules for this year are listed below.

B. RULES OF CONDUCT

1. Directors and other NCTE members must be identified by a voting card. Only properly identified Directors and voting members may participate in the meeting. Nonmembers may attend the meeting but not participate as voters or discussants.
2. A quorum of twenty percent of the members of the board is required for the transaction of business at the meeting.
3. *Sturgis Standard Code of Parliamentary Procedure* applies on questions of procedure and parliamentary law not specified in the Constitution, bylaws, or other rules adopted by NCTE.
4. The Parliamentarian interprets the rules and advises the presiding officer on parliamentary procedures.
5. A Director or other NCTE member wishing the floor should go to a microphone and give his or her name and affiliation or state when recognized by the presiding officer.
6. The chair may request that a motion be written and signed by the maker so that it might be read by the chair to the voting body.
7. In discussion of resolutions and all other motions except sense-of-the-house motions:
 - a. Three minutes will be allowed for each speaker each time.
 - b. No one may speak a second time on a subject until all who wish to speak have been heard.
 - c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

- d. Discussion will be limited to no more than 15 minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in 10-minute increments at the discretion of the presiding officer or by a majority of those voting.
 - e. Discussion of an amendment to a motion or resolution will be limited to no more than 10 minutes; this time may be extended in 6-minute increments at the discretion of the chair or by a majority of those voting.
 - f. Substitute motions or resolutions will not be accepted.
 - g. Amendments to amendments will not be accepted, in order to avoid confusion.
 - h. With regard to resolutions, only the RESOLVED sections are subject to a vote; accordingly, discussion of the RESOLVED sections and not the background statements is in order.
8. In discussion of all items of business, a motion to POSTPONE OR TABLE TEMPORARILY (i.e., without noting a specific time for reconsideration) is **not debatable**, and the main motion can be acted on at the current meeting only if the assembly votes to resume its consideration. A motion to POSTPONE OR TABLE UNTIL A SPECIFIC LATER TIME **is debatable** in terms of the reasons for postponement or the times specified.
 9. A Director or other NCTE member at the Annual Business Meeting may offer a sense-of-the-house motion at the specified time. Such motions are advisory to the Executive Committee or other appropriate Council bodies. They do not constitute official Council policy.
 10. Discussion of sense-of-the-house motions:
 - a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted (three copies) to the President or Parliamentarian before the adoption of the agenda. (Brief prefatory statements in explanation of the motion are **not** part of the motion and need not be submitted in writing.)
 - b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
 - c. Speakers on sense-of-the-house motions shall be limited to 2 minutes each, except by dispensation of the chair.
 - d. Discussion of a sense-of-the-house motion shall be limited to 10 minutes, except by dispensation of the chair.
 - e. If approved, sense-of-the-house motions are advisory to the Executive Committee or other Council bodies. They represent the opinion of the majority of members attending the Annual Business Meeting.
 11. A Director or other NCTE member who wishes to call attention to a matter of concern to the Council may, at the discretion of the chair, make a personal declaration on the subject at the specified times, but no discussion or vote will follow. Declarations shall be limited to 3 minutes.
 12. A Director or other NCTE member who wishes to introduce business not provided for in the agenda must move to suspend the rules of conduct for the meeting, which can be done with the assent of two-thirds of the Directors and other members attending. Business so introduced will be regarded as sense-of-the-house motions subject to the specifications in items 9 and 10 above.
 13. Unfinished items of business at the hour set for adjournment can be resumed at a time set by the chair, if two-thirds of the Directors and other members attending approve a session at which business is to be resumed.