7:00–7:45 A.M.

FIRST-TIMERS’ WELCOME

GRAND BALLROOM I & III

Never been to an NCTE Annual Convention before? Don’t miss this event we’re holding just for you!

Join first-time attendees and NCTE leaders for an informative session to kick off your NCTE annual convention experience. You’ll have the opportunity to hear from NCTE President-Elect Leah Zuidema, NCTE Executive Director Emily Kirkpatrick, and our Community Ambassadors. Every table will be hosted by a veteran attendee who can walk you through quick tips and strategies that will expand your knowledge of NCTE and your professional network.
Friday General Session

8:00–9:15 a.m.

Henry Louis Gates Jr. & Tonya Bolden

Hall C/D

Professor Henry Louis Gates Jr. is Alphonse Fletcher University Professor and Director of the Hutchins Center for African & African American Research at Harvard University. He is an acclaimed author and critic who has unearthed literary gems. He also has produced, written, and hosted an array of documentary films for public television, including Africa’s Great Civilizations, Finding Your Roots, Black America since MLK: And Still I Rise, and The African Americans: Many Rivers to Cross. Gates is the recipient of 55 honorary degrees and numerous prizes. A member of the first class awarded “genius grants” by the MacArthur Foundation in 1981, he was, in 1998, the first African American scholar to be awarded the National Humanities Medal. In addition, he was named to Time’s 25 Most Influential Americans list in 1997, Ebony’s Power 150 list in 2009, and Ebony’s Power 100 list in 2010 and 2012.

Tonya Bolden is the award-winning author of many notable books for children and young adults, among them the Coretta Scott King Author Honor-winning Maritcha: A Nineteenth-Century American Girl, which was also a James Madison Book Award Winner and CCBC Best Book of the Year. Bolden’s Emancipation Proclamation: Lincoln and the Dawn of Liberty was named a Bank Street College of Education Best Book of the Year and is the recipient of the Carter G. Woodson Book Award. Bolden is a two-time NAACP Image Award nominee, and winner of the 2016 Children’s Book Guild of Washington, DC’s Nonfiction Award for Body of Work.

A book signing will follow the session with a limited number of books donated by Scholastic Inc.
10:00 A.M.
Building Better Readers through Book Clubs!
Sonja Cherry-Paul, Teachers College, Columbia University, New York, NY
Dana Johansen, Teachers College/Heinemann

10:30 A.M.
New York City Comes Alive in Children’s and Young Adult Literature
Rose Brock, Sam Houston University, Huntsville, TX
April Whatley Bedford, Brooklyn College, NY

11:00 A.M.
YA Authors and Editors as Readers
Jennifer Buehler, Saint Louis University, MO
Caitlyn Dlouhy, Simon & Schuster
Jason Reynolds, Simon & Schuster

11:30 A.M.
Books That Inspire Compassion and Empathy in Students
Clare Landrigan, Heinemann
Kasey Short, Charlotte Country Day School, NC

12:00 P.M.
Contemporary + Classic Text Pairings
Kara Belden, Dublin Schools, OH
Beth Herchek, Dublin Schools, OH
Laura Matthews, Dublin Schools, OH
Rita Shaffer, Dublin Schools, OH
Diane Smeenk, Dublin Schools, OH

1:00 P.M.
Sparking Curiosity through the Years
Cameron Carter, Evening Street Elementary School, Columbus, OH
Jill Davidson, Oromocto, NB
Kitty Donohoe, affiliation
Brent Gilson, Magrath Junior Senior High School, Magrath, AB
Suzie Rolander, New York, NY
Susan Vincent, Miami University Regionals, Cincinnati, OH

1:30 P.M.
Classroom Library Favorites with Random House Children’s Books and Author Candace Fleming!
Candace Fleming, Penguin Random House
Kristin Schulz, Penguin Random House
2:00 P.M.
Books to Bring Native and Muslim Representation Into the Classroom
Jillian Heise, Kenosha Unified School District, WI
Traci Sorell, Charlesbridge/Penguin Young Readers
Jasmine Warga, HarperCollins

2:30 P.M.
Intersectionality in YA
Donna Bulatowicz, Montana State University Billings
Jennifer Vincent, Mundelein School District 75, IL

3:00 P.M.
Approaching Indigenous Literature with an Eye toward Structure of Story as Identity
Rachel Edwardson
Kathleen Fisher

3:30 P.M.
Using POV (Point of View) to Teach Perspective, Social Justice, and Acceptance in an Urban Third-Grade Classroom
Karen Carney, Campbell Elementary/Middle Schools, OH

4:00 P.M.
Simon & Schuster Book Buzz
Michelle Leo, Simon & Schuster
Sarah Woodruff, Simon & Schuster

4:30 P.M.
Dictionary for a Better World: Poems, Quotes & Anecdotes from A to Z
Irene Latham, Lerner Publishing Group
Charles Waters, Lerner Publishing Group

5:00 P.M.
And Justice for All (Books around Justice, Equity, and Empathy)
Lee Rutherford, Westerville City Schools, OH
Kari Tucker, Westerville City Schools, OH

5:30 P.M.
Antiracism and Your Class
Tiffany Jewell, Montessori School of Northampton, MA

6:00 P.M.
Books to Support Writing Personal Narrative in Kindergarten
Antonia Adams, Common Sense Podcast
Jessica Ardelea, Dublin Schools, OH
Lauren Scott, Dublin Schools, OH
Who Has Time to Read Books? Carving Out Space for Honest Inquiry into Our Readerly Identities as Teachers Who Support Students as Readers

BALLROOM I

The pervasive narrative that all English teachers love reading (and read frequently) bumps up against reminders that while books are good for our brains, “who has the time to read books”? For busy teachers and teacher educators, this session offers an opportunity to slow down and consider our teacher/reader identities in a national context where book reading is in decline. Rooted in wide-ranging inquiries into readerly identities in beginning teacher preparation, inservice teacher interviews, and secondary classrooms, this interactive session targets those working to increase students’ motivation to read and teachers’ ability to support reading, particularly in multicultural, multilingual environments.

Presenters: Alison Crane, Reeds Spring School District, MO
Danielle Lillge, Illinois State University, Normal
Melinda McBee Orzulak, Bradley University, Peoria, IL

Respondent: Katie Hamill, McCormick Elementary School, Baltimore County Public Schools, MD
E.02 Creative Practices for Teaching Writing

BALLROOM IV

At this roundtable session, choose from short presentations and discussions that explore creative practices for teaching writing.

Authors/Illustrators: Tony Abbott, Scholastic, Inc.

Presenters: Layla Aldousany, Vance County Early College High School, Durham, NC
Kim Blevins, Blue Springs South High School, Kansas City, MO
Tamar Burston, New Caney High School, TX
Crystal Chen Lee, North Carolina State University, Raleigh
Darren Crovitz, Kennesaw State University, GA
Michelle Devereaux, Kennesaw State University, GA
Kelsey Virginia Downs, North Carolina State University, Raleigh
Alexa Garvoille, Virginia Tech, Blacksburg
Thor Gibbins, SUNY Oneonta, NY
Natalia Heckman, New Caney High School, TX
Heather Heffelmire, Baltimore City Public Schools, MD
Selena Hughes, Cristo Rey Kansas City, MO
Lena Moore, Sheridan High School, Thornville, OH
Suzie Null, Fort Lewis College, Durango, CO
Leah Panther, Mercer University, Atlanta, GA
Jacqueline Rasnic, Edmond North High School, Norman, OK
Nina Schoonover, North Carolina State University, Raleigh
Linda Staiber, Unatego High School, Delhi, NY
Alison Sterba, Edmond, OK
Thomas Tufaro, Tufaro Educational Consulting, LLC, Denville, NJ
Tia Woods, Gateway High School, Aurora, CO

E.03 At the Small-Group Table with Our Earliest Readers: What’s Appropriate, Effective, and Joyful?

301

Small-group teaching time can be differentiated and powerful, but some of our most common instructional practices have been bombarded with criticism lately: should we teach with leveled text, should young children read only decodable books, is systematic phonics the key, is guided reading critical, what about joy? Join us in exploring a balanced look at these questions regarding teaching young children at the small-group table. We’ll think together about book selection, lesson design, appropriate and effective phonics instruction, learning through writing, and bringing joy to the small-group table.

Presenters: Carolyn Helmers, Forest Hills School District, Cincinnati, OH
Susan Vincent, Miami University Regionals, Cincinnati, OH

E.04 Practice and Partnership: Confronting Struggle in Teacher Education

302

Presenters will confront several struggles they have encountered when supporting teacher candidates in their programs and in classrooms.

Chair and Presenter: Chandra Alston, University of Michigan, Ann Arbor

Presenters: Chea Parton, The University of Texas at Austin
Ekaterina Strelkova-Hughes, University of Missouri-Kansas City
Rhianna Thomas, University of Missouri-Kansas City
E.05  Black Girl Literacies in and out of Classrooms  
303  
Presenters will discuss selecting children’s literature to support Black girl literacies and creating space for Black girl literacy in reading and writing instruction using 21st century technology in K-12 classrooms.  
Chair: Nadia Hohn, TDSB/SCBWI, Toronto, ON  
Presenters: Chinyere Harris, Teachers College, Columbia University, New York, NY  
Kaitlin Wegrzyn, The University of Georgia, Athens

E.06  Sprinted Writing as a Strategy for Cross-Institutional Scholarly Collaboration: Analyzing 17 Years of CITE ELA Technology Research  
304  
How do you write with a large group of people? You sprint! Come hear panelists from across the country discuss collaborative writing during a review of 17 years of digital literacy research. Panelists will discuss developing a writing identity during the project and share organizational tips and tricks.  
Presenters: Katie Rybakova, Thomas College, Albion, ME  
Clarice Moran, Kennesaw State University, GA  
Maureen McDermott, Nova Southeastern University, Fort Lauderdale, FL  
Ewa McGrail, Georgia State University, Atlanta  
Amy Piotrowski, Utah State University, Vernal  
Stephanie Loomis, University of Nevada, Las Vegas  
Rick Marlatt, New Mexico State University, Las Cruces  
Merideth Garcia, University of Wisconsin, La Crosse  
Respondent: Mary Rice, University of New Mexico, Albuquerque

E.08  Curiosity in the Composition Classroom: Supporting Action Research of Preservice Teachers  
306  
This panel discussion will focus upon how a university faculty member embedded an action research option for accelerated masters (current undergraduate) students into a writing methods course. Two undergraduate students will discuss how they initiated the research process and share their challenges and successes working in partnership with local schools, including communicating with classroom teachers, literacy specialists, and administrators. They will also share what they learned from the research process, e.g., literature review, construction of surveys and questionnaires, collecting writing samples, interpreting field notes and student conferences, and subsequent interpretation of all of their data.  
Presenters: Cathie English, Missouri State University, Springfield  
Sophia Gutierrez, Missouri State University, Springfield  
David Iacob, Missouri State University, Springfield
E.09 Expanding the Canon: New Voices, New Inquiry, New Ideas
307

At NCTE 2018, Chimamanda Ngozi Adichie confessed that she still reads “dead white men” even as she advocated for expanding the canon. In other words, expanding the canon does not mean erasing authors, but rather incorporating new perspectives, asking new questions, sharing new ideas. This roundtable session explores what it means to expand the canon by making contemporary connections. Participants will select among 13 tables, each offering units grounded in canonical text(s) and exploring critical and contemporary ways to investigate those texts. After brief opening comments, participants will have the opportunity to circulate among 3 of the 13 tables.

Roundtable Leaders: Steven Bickmore, University of Nevada, Las Vegas
Sean Connors, University of Arkansas, Fayetteville
Mike Cook, Auburn University, AL
Ashley Dallacqua, University of New Mexico, Albuquerque
Darby Evans, University of Notre Dame, IN
Michelle Falter, North Carolina State University, Raleigh
Mary Beth Hines, Indiana University, Bloomington
Ashley Johnson, Educational Network of Greater Grand Rapids, MI
Kate Lechtenberg, University of Iowa, Iowa City
Kati Macaluso, University of Notre Dame, IN
Michael Macaluso, University of Notre Dame, IN
Kristen Marakoff, Travelers Rest High School, SC
Erin McNeill, Center Grove Community School Corp., Greenwood, IN
Mary Neville, Michigan State University, East Lansing
Brandon Sams, Iowa State University, Ames
Annmarie Sheahan, Western Washington University, Bellingham
Mark Sulzer, University of Cincinnati, OH
Paul Thomas, Furman University, Greenville, SC

E.10 Research in Teacher Education: Framework for Inquiry
308

This roundtable session features research projects that will present a range of frameworks for inquiry in teacher education, from approaches to authorship and collaborative digital learning to teachers’ knowledge of semiotics and linguistic functions. Attendees will have the opportunity to rotate between three 20–25 minute roundtable discussions of their choice.

Chair: Sharon Williford, Jones High School, Orange County Public Schools, Orlando, FL
Presenters: Laurie Andes, Salisbury University, MD
Beth Buchholz, Appalachian State University, Boone, NC
Rosalie Hiuyan Chung, University of Virginia, Charlottesville
Natasha Heny, University of Virginia, Charlottesville
Nicholas Husbye, University of Wisconsin, Milwaukee
Stephanie Loomis, University of Nevada, Las Vegas
Jungyoung Park, University of Florida, Gainesville
Julie Rust, Millsaps College, Jackson, MS
Elizabeth Singleton, University of Maryland College Park
Laura Slay, Texas A&M University, Commerce
Brandy Terrill, Salisbury University, MD
Sarah Vander Zander, University of Northern Iowa, Cedar Falls
Christy Wessel-Powell, Purdue University, West Lafayette, IN
Carol Wickstrom, University of North Texas/North Star of Texas Writing Project
E.11  Creative Writing & Student Clubs to Deep Inquiry  
309

If you are looking for ideas around creative writing or how to use book clubs then this session is for you. Participants will come away with ideas on ways to implement book clubs and strategies to utilize creative writing in the classroom.

**Chair:** Beth Marks, Black Horse Pike Regional School District, Blackwood, NJ  
**Presenters:** Anita Abraham, East West High School of International Studies, Flushing, NY  
Matthew Burgess, Brooklyn College/Teachers & Writers Collaborative, Brooklyn, NY  
Deborah Kelt, The University of Texas at Austin  
Amy Matthusen, East West High School of International Studies, Flushing, NY  
Brady Nash, The University of Texas at Austin  
Christina Ponzio, Michigan State University, East Lansing  
Nicole Stump, Del Valle High School, Travis County, TX

E.12  Creating Dialogue across Generations of Scholars: Revolutionary Scholarship for and with Latinx Students, Families, and Communities  
310

This roundtable session facilitates cross-“generational” dialogue between graduate student/early-career researchers and mid-career/senior researchers within the Latinx Caucus, as well as general NCTE members. Graduate students and early-career scholars will receive mentorship on specific work. This session is open to anyone who is interested in Latinx issues in education.

**Chair:** Laura Alamillo, California State University, Fresno  
**Respondent:** Sybil Durand, Arizona State University, Tempe  
**Roundtable Leaders:** Steven Alvarez, St. John’s University, Queens, NY  
Damián Baca, University of Arizona, Tucson  
Limarys Caraballo, Queens College, CUNY  
Denise Dávila, The University of Texas at Austin  
Cati de los Ríos, University of California, Davis  
Patricia Enciso, The Ohio State University, Columbus  
María Fránquiz, The University of Texas at Austin  
Antero Garcia, Stanford University, CA  
Laura Gonzales, University of Texas, El Paso  
Korina Jocson, University of Massachusetts, Amherst  
David E. Kirkland, New York University, NY  
Ramón Martínez, Stanford University, CA  
Danny C. Martinez, University of California, Davis  
Renee Moreno, California State University, Northridge  
Timothy San Pedro, The Ohio State University, Columbus  
Angie Zapata, University of Missouri, Columbia

E.13  History and Place in Teaching English  
311

Teachers and scholars discuss approaches to teaching English that come from studies of the Holocaust, family histories, and place-based learning.

**Chair and Presenter:** Becca Chase, Illinois State University, Normal  
**Presenters:** H. Bernard Hall, West Chester University, PA  
Paula Ressler, Illinois State University, Normal  
Kathleen Riley, West Chester University, PA  
Jennifer Suriano, University of Wisconsin-Eau Claire

E.14  Images of Possibility: Teaching and Learning toward Freedom  
312

This panel examines how ideas about inquiry and teaching intersect and inform the kinds of questions we ask in educational spaces. Inquiries into what’s understood as “common sense” in schools and universities can help educators reexamine the purposes and promise of education. As the call suggests, we often find ourselves in the day-to-day struggles of teaching, “moving forward in a rush or routine without giving a second thought” to how our work has been constructed, bounded, and framed by others. We ask not only why we do our work, but how we come to do our work in particular ways.

**Chairs:** Sarah Donovan, Oklahoma State University, Stillwater  
Noah Asher Golden, Chapman University, Orange, CA  
**Presenters:** Mikela Bjork, University of Redlands, CA  
Kevin Carey, University of Waterloo, ON  
Brian Charest, University of Redlands, CA  
Russell Mayo, University of Illinois at Chicago, “Illiciean Inquiries: Writing Centers, Deschooling, and Convivial Education”  
Kate Sjostrom, University of Illinois at Chicago, “Unsettling Education: The Importance of a Questioning Stance”
E.15 Accidental Allies: A Black, Male, Preservice Teacher’s Journey

In this session, a Black, male, first-generation college student will describe the navigational issues he is experiencing on his journey to becoming a secondary English teacher. His former high school English teacher and current university professor will also examine how his experiences are challenging their thinking about how to be allies for students of color in making successful transitions from high school to college to future classrooms of their own.

Presenters: Cindy O’Donnell-Allen, Colorado State University, Fort Collins
Devontay Tobe, Colorado State University, Fort Collins
Sarah Woodard, Denver Public Schools, CO

E.16 Misfits, Fatness, and “Those” Books: Graphic Novels, Comics, and Teacher Education

This panel is organized around the use of comics and graphic novels in secondary English language arts classrooms. We (all teacher educators) participate in a spirited inquiry about who our readers are, how they engage with texts, and how graphica can support students’ literacies across disciplines. NCTE attendees will benefit from this panel presentation by considering who graphica readers are, how readers respond to graphic texts, and how to incorporate these texts into various disciplinary classroom contexts.

Presenters: Nicole Amato, University of Iowa, Iowa City
Kate Kedley, Rowan University, Glassboro, NJ
David Low, California State University, Fresno
Jenna Spiering, University of South Carolina, Columbia

E.17 Spirited Classroom Inquiry with Communities of Color

This Rainbow Strand-sponsored roundtable session includes a broad array of educators engaging deeply with approaches to literacy learning and teaching that actively center, support, engage, and build on the strengths and assets of diverse communities of color. Attendees will find a unique and interesting session with valuable resources and insights on how to support the literacies of communities of color from the K–12 classroom to the college/teacher ed level.

Chair: Amanda Abbott-Lopez, Teachers College, Columbia University, New York, NY

Presenters: Stanley Absher, Roosevelt High School, Washington, DC
Pauli Badenhorst, University of Texas Rio Grande Valley, Edinburg, TX
Tabitha Cartwright, Fulton High School, Knoxville, TN
Leticia De Leon, University of Texas Rio Grande Valley, Edinburg, TX
Alice Dominguez, Mater Dei Catholic High School, San Diego, CA
Veronica Estrada, University of Texas Rio Grande Valley, Edinburg, TX
Holly Genova, Lewisville High School, TX
Sarah Gilpin, Fulton High School, IL
Katheryn Hans, Herndon High School, VA
Brigid Hogan, Roosevelt High School, Washington, DC
Josselyn Paola Martinez-Mendoza, Roosevelt High School, Washington, DC
Olivia Roberts, Fulton High School, IL
Janine Schall, University of Texas Rio Grande Valley, Edinburg, TX
Nevien Shaabneh, District 230, Tinley Park, IL
Mandy Stewart, Texas Woman’s University, Denton
Elena Venegas, University of Texas Rio Grande Valley, Edinburg, TX
Simone Wilkinson, Roosevelt High School, Washington, DC
E.18 Identity and Inquiry: Selective Texts to Support Diverse Youth

This interactive session offers teachers across the 6–12 spectrum classroom materials to select texts and create student-centered, inquiry-driven literacy instruction. Presenters discuss activities to provide curricular space for identities that are underrepresented, marginalized, and silenced.

Presenters: Naomi Bates, Follett School Solutions/Texas Woman’s University, Denton
Summer Boismier, Piedmont Public Schools, OK
Lisa Newman, Blacksburg High School, VA
Jason Stephenson, Oklahoma State Department of Education, Edmond
Josh Thompson, Blacksburg High School, VA

E.19 “¿And Now, Qué Onda?” A Roundtable on Latinx Storytellers and Readers

This roundtable will feature small, thematic breakout groups with discussions led by award-winning authors and illustrators, with the intention of creating dynamic and open-minded conversations with educators that both look to the future and interrogate the roles of individuals and the whole in systemic challenges faced by the Latinx community.

Presenters: Latinx in Publishing, Brooklyn, NY
Isabel Quintero, Harry N. Abrams/Penguin Young Readers/Kokila, New York, NY
Natalia Sylvester, Houghton Mifflin

E.20 Building Empathy and Connections with a Community Celebration of Stories

This session will examine the individual writing process, the danger of single stories, and the importance of cultivating libraries so that students stay informed about important historical eras like the Holocaust.

Chair: Deborah Dean, Brigham Young University, Provo, UT
Presenters: Caroline DeWyngaert, Forrestdale School, Rumson, NJ
Caroline Lehman Shearer, Hershey Middle School, Carlisle, PA
Gerilyn Lessing, Bay Shore Middle School, NY
Kate Sullivan, Forrestdale School, Rumson, NJ

E.21 Unloading a Response to Gun Violence: Pens in the Hands of Writers

In 2018, Fairfield University Art Museum partnered with the Connecticut Writing Project to collaborate on an exhibit: #Unload: Guns in the Hands of Artists. The collection, one displaying art made with decommissioned guns by internationally known artists, inspired middle, high school, and college-aged students to put pens in their own hands. Middle, high school, and college students responded: their pieces were raw and offered detailed perspective through the hearts and minds of those most closely impacted: students.

Presenters: Elizabeth Boquet, Fairfield University, CT
Allison Fallon, Central Middle School, Greenwich, CT
Bryan Ripley Crandall, Fairfield University, CT
E.22 When Students Write Arguments That Listen: Inquiries of Responsibility, Heart, and Community Service

In this presentation, four secondary National Writing Project teachers share experiences about how to teach students to write arguments that listen to other perspectives. Two teacher educators will then lead a discussion on the similarities and differences in the students’ written arguments from across the four classrooms. Presenters and audience members will participate in small-group discussions around how we might best support students in writing arguments that explore multiple perspectives.

Chair: Jennifer VanDerHeide, Michigan State University, East Lansing
Presenters: Erica Lee Beaton, Cedar Springs High School, MI
          Benjamin S. Briere, Seaholm High School, Birmingham, MI
          Jessyca Mathews, Carman-Ainsworth High School, Flint, MI
          Megan Motley, Bozeman High School, MT
Respondent: Allison Wynhoff Olsen, Montana State University, Bozeman

E.23 A Tale of Two Writing Centers: How Inquiry Led to a Creative Solution to Reawaken High School Writing Communities

Two high school teachers who created writing centers will discuss how their respective locations changed their individual school communities while increasing student writing skills and writing self-efficacy. Each will discuss how their sites evolved and progressed into thriving centers filled with students passionate about writing and peer support.

Presenters: Heather Barton, Etowah High School, Woodstock, GA
          Lori Vincent, Ola High School, McDonough, GA

E.24 Responding to Assessment Challenges in the Classroom

Sponsored by the NCTE Standing Committee on Literacy Assessment

NCTE has a variety of resources for members related to assessment policy and practices. These resources can help teachers respond to the many assessment-related challenges that they experience. These challenges can come from students, parents, peers, and administrators and may be associated with a range of issues from policies to practices to testing content. The goal of the session is to engage attendees in constructing productive responses to a variety of scenarios drawing on NCTE resources and participants’ experiences.

Chair: Peggy O’Neill, Loyola University Maryland, Baltimore
Presenters: Livia Fagunde, New York City Schools, “Formative Assessment for Small-Group Instruction”
          Becky McCraw, Goucher Elementary School, Gaffney, SC, “Digital Formative Assessments in Early Childhood Education”
          Melissa McMullan, Hofstra University/Comsewogue School District, Wading River, NY, “Authentic Assessment of Reading and Writing in the Classroom”
          Eric Turley, Clayton High School, MO, “Professional Writing Partnerships as Formative Assessment”
E.25 Playing with Poetry: Using the Spirit of Inquiry to Take the Fear out of the Poetry Process

Inquiry is part of a poet’s process. Exploring, inquiring, and thinking about the process can open up new avenues for poetry. In this session, professional poets and teacher-poets will explore ways they use inquiry in their own poetry process and give practical ways to introduce inquiry into poetry writing in the classroom.

Presenters: Marcie Flinchum Atkins, Fairfax County Public Schools, VA, “Poetry Process Exploration”
Mary Lee Hahn, Dublin City Schools, OH, “15 Words or Less and Haiku”
Carole Lindstrom, Roaring Brook/Macmillan, Garrett Park, MD
Laura Purdie Salas, Millbrook/Lerner, St. Paul, MN, “Gamification of Poetry”
Carole Boston Weatherford, Fayetteville State University, NC

E.26 Spirit in the Dark: Literacies for Survival

This panel presents three studies that offer pedagogical practices drawn from the experiences of communities, classrooms, and families concerned with interrupting the prevalence of colonial literacy practices that conspire to silence knowledges rooted in communities of color. Panelists offer a counter-discourse, taking inspiration from Aretha Franklin’s “Spirit in the Dark” and Audre Lorde’s “A Litany for Survival” to transform silences into language and action. They offer what they call “Spirit in the Dark” literacies to help educators reimagine English instruction for Black children, youth, and families.

Chair: David E. Kirkland, New York University, NY
Presenters: Pamela Jones, New York University, NY
Noor Jones-Bey, New York University, NY
Hui-Ling Malone, New York University, NY

E.27 Research Involving Preservice Teachers: Pedagogical Knowledge, Writing, and Social Justice

Participants will hear from teacher educators and educators at all levels on topics related to preservice teachers’ writing processes, conversations about diversity and equity, writing in teacher education, social justice, and literacy education.

Chair: Sarah DeBacher, Louisiana Endowment for the Humanities, New Orleans
Presenters: Vicki Collet, University of Arkansas, Rogers
Ann David, University of the Incarnate Word, San Antonio, TX
Susan Hall, University of the Incarnate Word, San Antonio, TX
Elyse Hambacher, University of New Hampshire, Durham
Letitia Harding, University of the Incarnate Word, San Antonio, TX
Michelle Lague, Fairfax County Public Schools, VA
Bethany Silva, University of New Hampshire, Durham
Inci Yilmazli Trout, University of the Incarnate Word, San Antonio, TX
Kristien Zenkov, George Mason University, Fairfax, VA

E.28 Dismantling the Narrative of Toxic Masculinity

The villainous threads of toxic masculinity weave throughout society, especially our classrooms. Our sessions aims to engender an understanding of how toxic masculinity affects students, and present strategies, books, and writing opportunities that will help students (and teachers) unpack its contextual effect on their lives. Come prepared to think, to write, and to read with us in this session.

Chair and Presenter: Travis Crowder, East Alexander Middle School, Hiddenite, NC, “Dismantling the Narrative of Toxic Masculinity”
Presenters: Jennifer Connolly, Granite City High School, IL
Jeremiah Henderson, Canyon Creek Elementary, Bothell, WA
Tradebook Author: Brendan Kiely, Simon & Schuster
E.29 Take Charge of Your PD through Teacher Research

Tired of having no say in your PD? The presenters will share how they took action and formed a teacher research club so they could create their own inquiry question as a way to grow professionally. The steps of teacher research will be defined and explored. Participants will actively experience three steps: reflection, casting a question, and a critical friends discussion. All will leave empowered to form their own teacher research club back home. The presenters believe all educators have a question, and by using the teacher research structure, all can systematically find answers to best help students.

Presenters: Sally Donnelly, Arlington Public Schools, VA
              Michele Maurer, Arlington Public Schools, VA
              John Re, Arlington Public Schools, VA
              Lori Silver, Arlington Public Schools, VA

Respondent: Ellin Keene, Heinemann

E.30 Art Galleries and Arguments

Learners access information visually through hypertext, graphics, videos, role-playing games, and social media applications (such as Snapchat and Instagram), but “all too often, students accept what they see at face value, with little understanding of the intent or appreciation of the perspective used” (Cruz and Ellerbock 274). In this presentation, two high school teachers and a university professor share how a museum teaching technique (Visual Thinking Strategies) can be deployed to support skills critical to argumentative and evidence-based writing. Participants leave with a general understanding of VTS, materials developed using VTS, and resources for finding compelling visual texts.

Presenters: Victoria Frabotta, Notre Dame Cathedral Latin School, Chardon, OH, “VTS in the Classroom”
              Katie Ours, Notre Dame Cathedral Latin School, Chardon, OH, “VTS in the Classroom”
              Barbara Tschantz, Kent State University, OH
              Beth Walsh-Moorman, Lake Erie College, Painesville, OH, “Professional Development and VTS”

E.31 NCTE AUTHOR STRAND: Deep Reading: Teaching Reading in the Writing Classroom

An introduction to and discussion of the NCTE book Deep Reading: Teaching Reading in the Writing Classroom and the problems and practices featured in this award-winning volume.

Chair and Presenter: Sheridan Blau, Teachers College, Columbia University, New York, NY

Presenter 1: Jason Courtmanche, University of Connecticut, Storrs

Presenter 2: Alfredo Celedón Luján, Monte del Sol Charter School and Bread Loaf School of English, Santa Fe, NM

E.32 Poems as Portals for Inquiry

Bring your notebook as we read, write, and experience poetry as portals into world issues, human nature, and the writer’s craft. See how something as small as a poem can open inquiries that are enormous, provocative, and inviting to our students as we share new ideas, poems, and exploration methods.

Chairs: Georgia Heard, Boyds Mill Press/Scholastic, Inc.
       Brett Vogelsinger, Holicong Middle School, Doylestown, PA

Presenters: Michelle Ambrosini, Holicong Middle School, Doylestown, PA
              Molly Rickert, Holicong Middle School, Doylestown, PA

Respondents: Tom Romano, Miami University, Oxford, OH
              Andy Schoenborn, Mt. Pleasant High School, MI
              Zachary Sibel, Tohickon Middle School, Doylestown, PA
E.33 Keeping It Real, Keeping It Meaningful: How Cultural and Historical Competence Make Reading and Writing Compelling for Students and Deepen Their Inquiry and Discussion Skills

Four award-winning authors share their insights on how to find and examine facts and ask big questions about the world at large—that also relate to the worlds students live in—to help students strip away bias and mythology about contemporary national politics, racial and ethnic identities, variations of beliefs and actions as well as disharmony within minority groups, and assumptions about American democracy. Participants will also discuss and share their students’ widely held beliefs about their identities and communities as well as ways to help them question and find evidence regarding their concepts of their world.

Presenters: Cynthia Levinson, Peachtree Publishers
Ray Anthony Shepard, Boyds Mills Press

E.34 Think Globally, Connect Digitally, Work Creatively

How do we help students think beyond our classrooms to the global world at large, promoting dialogue and international understanding during a time of insularity and isolation? Digital tools offer innovative ways for linking students and international literature, allowing us to take students into the studios of writers and artists around the world and access global books in various formats. We will consider how we can travel the globe through international literature using a multitude of digital tools, showing how virtual learning environments and authentic literacy experiences can inspire students and teachers and connect us with the wider global community.

Presenters: Yangsook Choi, Dragonfly Books (Penguin Random House)
Gusti Rosemfett, Enchanted Lion Books
Sylvia Vardell, Texas Woman’s University, Denton, TX
Janet Wong, Pomelo Books, Princeton, NJ

E.35 “Not This Again!” Moving toward Innovative Grammar Teaching That Excites Curiosity

Building on NCTE’s history of working to enrich grammar instruction, English and writing professors explore how students can be led to engage in spirited inquiry about the communicative potential of grammar. Presenters challenge traditional notions of the goals and methods of grammar instruction and model alternative approaches.

Presenters: Andrew Cavanaugh, University of Maryland University College, “Using Audio Feedback to Comment on Student Grammar”
Tracy Chung, University of Maryland University College, “The Grammar of Opening Lines as an Entry to Literature Study”
Sarah Felber, University of Maryland University College, “Beyond Right or Wrong: Facilitating a Rhetorical Approach to Grammar”
Deena Vaughn, University of Maryland University College, “Beyond Right or Wrong: Facilitating a Rhetorical Approach to Grammar”

E.36 Resisting through Inquiry: Cultivating a Spirit of Resistance through YA Literature and Digital Media

Sponsored by the NCTE SLAM Assembly

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

Chair and Presenter: Robyn Seglem, Illinois State University, Normal
Presenter: Sarah Bonner, Heyworth Community Unit School District #4, IL
Respondent: Sara Kajder, The University of Georgia, Athens
Tradebook Author: Samira Ahmed
E.37  Small Verses, Big Impact: Using Micropoetry in the Classroom

337

Micropoetry is a uniquely modern, succinct, and social media-ready genre that combines images with language. Composed entirely on a smartphone, micropoetry marries brevity and reflection. This session explores how teachers can create and use this new genre on their own, with students, and in cross-curricular enterprises.

Chair: Mitchell Nobis, Birmingham Public Schools, MI

Presenters: Nicole Groblewski, Columbia-Montour Area Vocational Technical School, Bloomsburg, PA
Maria Whitley, Weatherly Area High School, PA

E.38  Dig and Be Dug: Documenting Inquiry through Writing

338

“I stay cool, and dig all jive,
That’s the way I stay alive.
My motto,
as I live and learn,
is
Dig and be dug
In return.”

—Langston Hughes

All understanding needn’t be evidenced with a five-paragraph essay. Presenters will offer engaging alternative writing structures which students may employ to synthesize and share what they’ve learned through their inquiry units. Presenters will lead attendees through three text strategies with step-by-step frameworks that guide students through their creation without being prescriptive. An Infomercial, a Five-Sentence Narrative, and a Metaphorical Poem which charts change will be created.

Presenters: Sara Holbrook, Scholastic, Inc.
Michael Salinger, Scholastic, Inc.

E.39  Place the Oxygen Mask on Yourself First: Navigating the Ranks of Associate to Full Professor in English Teacher Education

339

In this interactive session, full professors will share their perspectives on the journey to promotion. We will explore the difficulties in advancing in the professoriate. We will listen to attendees’ stories, teasing out common threads and problems. We will share advice and also develop an ongoing community aimed at assisting associate professors who seek to move to full professor.

Presenters: Jennifer Dail, Kennesaw State University, GA
Kenneth Lindblom, Stony Brook University, NY
Tonya Perry, University of Alabama at Birmingham
Shelbie Witte, Oklahoma State University, Stillwater

E.40  Trusting Our Students, Trusting Ourselves: Reenvisioning Roles in the Inquiry Classroom

340

Inquiry has long been championed to promote deeper learning. But implementation can be challenging. Inquiry requires us to embrace a messy process and often to improvise, which can put us out of our comfort zone. This session will explore how to set students up to inquire into the meaning of the texts they read and how to facilitate and respond to their thinking as they develop, revise, and refine their ideas. Participants will leave with a repertoire of specific strategies and teaching moves that support the kind of flexible, responsive teaching that helps students becoming deeper readers, thinkers, and learners.

Chair: Katie Wood Ray, Heinemann
Presenters: Maria Nichols, San Diego Unified School District, CA, “Reading”
Vicki Vinton, independent consultant, Brooklyn, NY
E.41 Meaningful Inquiry around a Senses Journey
This session will address the making of comics, the complexity of chocolate as a journey, and the importance of art in addressing social justice in the classroom.

Chair: Matthew Skillen, Elizabethtown College, PA
Presenters: Emily Addis, The Barnes Foundation, Philadelphia, PA
Laura Resau, Scholastic, Inc., Fort Collins, CO

E.42 Constructive Coaching Conversations
Presenters share innovative approaches to professional learning and coaching.

Chair and Presenter: Ryan Kelly, Arkansas State University, Jonesboro
Presenters: Molly Ness, Fordham University, New York, NY
Sandra Taylor-Marshall, University of Wisconsin, Madison
Jennifer Williams, Rye, NY

E.43 Raising Communities of Writers: 50-ish Ways to Encourage More Writing in the Secondary Classroom (in 15 Minutes or Less a Day)
This will be a fast and furious session where participants leave with 50 ideas for promoting writing in the classroom and building a community of writers. Each tip, strategy, resource, and mentor text shared will model real classroom practice in secondary classrooms. Come and fill your writing teacher toolbox with new ways to promote writing, and support the writers in your classroom!

Chair: Marie LeJeune, Western Oregon University, Monmouth
Presenters: Bobbi Kidd, Yamhill-Carlton Intermediate School, Yamhill, OR
Amy Korst, Willamina High School, OR

E.45 Fairy Tale & Fractured Fairy Tale Connections for Today’s Diverse Classrooms
Character- and culture-diverse fairy tales and fractured fairy tales can serve as inspirational and educational mentor texts. They are ripe for creative curriculum connections, including fun, hands-on lessons and activities in STEM, literacy & writing, social studies, and art opportunities for students.

Presenters: Josh Funk, Penguin/Sterling/Two Lions, Concord, MA
Tara Lazar, Disney Hyperion
Laura Murray, G. P. Putnam’s Sons and Penguin/Random House, McLean, VA
Jamliah Thompkins-Bigelow, Salaam Reads/Simon & Schuster

For this study, a team of researchers examined the articles published in 15 journals from 2007 to 2016. The researchers conducted a content analysis of the topics studied, theoretical perspectives used, methodologies implemented, and data sources collected in each article from each journal during this time period. This research shows patterns of publication over time and in different journals.

Presenters: Melissa Gallagher, University of Louisiana at Lafayette
Samantha Ives, George Mason University, Fairfax, VA
Alicia Leggett, George Mason University, Fairfax, VA
Seth Parsons, George Mason University, Fairfax, VA
E.48 Using Sports to Spark Critical Inquiry into Social Issues

This session invites attendees to consider how sports culture and sports-related literature can help foster spirited inquiry among secondary ELA students. Highlighting the prevalence of sports culture in our students’ lives, presenters will provide examples of young adult texts, current events, and related classroom activities that can help students examine and discuss societal issues, take a stand against injustices, and develop effective literacy practices.

Chair: Chris Crowe, Brigham Young University, Provo, UT
Presenters: Johnny Allred, University of Arkansas, Fayetteville
Mark A. Lewis, James Madison University, Harrisonburg, VA
David Premont, Purdue University, West Lafayette, IN
Luke Rodesiler, Purdue University, Fort Wayne, IN

E.49 Blurring the Lines: The Power of Experimentation in Nonfiction

What descriptors do we use for books that blur the lines between fact and imagination? Information and creativity? Narrative and expository? Attendees are encouraged to challenge the traditional lines through inquiry guided by insight from award-winning authors who explain how experimentation has led them to innovation in children’s nonfiction literature.

Presenters: Jason Chin, Holiday House/Macmillan Publishing
Candace Fleming, Random House Children’s Books
Heather L. Montgomery, Bloomsbury Publishing
Kristen Picone, RJO Intermediate School, Blue Point, NY
Jennifer Swanson, Bloomsbury Publishing

E.50 Differentiating Place-Based Instruction

This panel of teachers from an urban high school in Honolulu will share how they integrated inquiry into sheltered and mainstream classes to ensure that all students have the opportunity to participate in the process regardless of their level of achievement. They will reflect on how they collaborated to differentiate inquiry to best support student learning, and how the unique place in which they teach served as a central tool for engaging students in an inquiry process that was truly meaningful. Participants will leave the session with resources to support the implementation of place-based inquiry for any population of students.

Chairs: Lisa Joy Andres, Farrington High School, Honolulu, HI
Catherine Ritti, Farrington High School, Honolulu, HI
Presenters: Alycia Arquero, Farrington High School, Honolulu, HI
Elianna Kantar, Farrington High School, Honolulu, HI
Leimamo Keanini, Farrington High School, Honolulu, HI
Norman Sales, Farrington High School, Honolulu, HI
Brad Tanabe, Farrington High School, Honolulu, HI

E.51 Exhibitor Session: Improving Reading and Writing with Microsoft Learning Tools

CARROLL (HILTON)

Sponsored by Microsoft

Did you know Microsoft has created free, accessible AT to support students who struggle with reading and writing? This session will showcase how these free Learning Tools can be used to support classroom engagement of reading and writing for users with learning differences such as dyslexia, dysgraphia, ELL, ADHD, emerging readers or a combination of any of the broad range of unique student abilities. Details, demonstrations and student examples will be shared about several new and improved sets of features across Microsoft products.

Presenter: Rachel Berger, Learning Disabilities AT Specialist Microsoft EDU
E.52 POSTER SESSION: Cultivating New Voices among Scholars of Color
PRATT STREET LOBBY EAST-WEST, LEVEL 300
(CONVENTION CENTER)

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

Poster 1: “‘I Guess I Have a Thing for Language’: Undocumented Immigrant Activists as Multilingual Writers”
Sara P. Alvarez, Queens College (CUNY), New York, NY

Poster 2: “Crossing Borders between Disciplines: Content and Language Teaching and Learning through ‘Traveling’ Multimodal Texts”
Lucía Cárdenas Curiel, Michigan State University, East Lansing

Wintre Foxworth Johnson, University of Pennsylvania, Philadelphia

Poster 4: “‘Wait! I Thought You Were a Security Guard: Teachers of Color Naming and Countering Racial Microaggressions as Anti-Racist Praxis’
Justin Grinage, University of Minnesota, Minneapolis

Poster 5: “Black Symmetry: Carving Out a Black Space in an Eleventh Grade English Class”
Davena Jackson, Boston University, MA

Poster 6: “Identity Negotiation in Multilingual Contexts: A Narrative Inquiry into Experiences of An African Immigrant High School Student”
Lydia Kanamu Kiramba, University of Nebraska, Lincoln

Poster 7: “Elementary Teachers’ Methods to Sustain and Grow Their Critical Pedagogies”
Saba Khan Viach, University of Iowa, Iowa City

Poster 8: “Re(Envisioning) Writing Instruction through Humanizing Pedagogies”
Kira LeeKeenan, California State University, Fullerton

Poster 9: “Día de los Muertos Project: Drawing on Lived Experiences and Developing Students’ Writing”
María Leija, University of Texas at San Antonio

Poster 10: “Actualizing ‘Students’ Right’ to Write: A Generative Professional Learning Series Centered on African American Language for Middle School Teachers”
Teaira McMurtry, Milwaukee Public Schools, WI

Poster 11: “Alternative Field Practice Experience for Preservice Teachers”
Joaquin Muñoz, Augsburg University, Minneapolis, MN

Arturo Nevárez, University of California, Riverside

Tiffany M. Nyachae, Buffalo State College (SUNY), NY

Poster 14: “‘I’m a Writer: The Promise of Spatiotemporal Flexibility in Out-of-School Learning Spaces”
Ah-Young Song, Vassar College, Poughkeepsie, NY
F.01  #whymiddlematters: Inquiry as Journeys of Educators, from Newbie to Veteran

BALLROOM I

Sponsored by the NCTE Middle Level Section Steering Committee

Where do middle grade teachers start? Where do they end up? How do we navigate today’s educational climate in our endeavors to grow and develop as educators? We live in an educational sphere that proclaims teachers as “lifelong learners.” Simultaneously, teachers are being hired to fulfill a preconceived agenda, teach a prepackaged program, or take shape according to the expectations of mandated instructional models. Is this, then, free will for teachers and/or the best for our students?

Chair: Brooke Eisenbach, Lesley University, Cambridge, MA

Chair and Roundtable Leader: Justin Stygles, Wiscasset Elementary School, ME

Presenters: Gravity Goldberg, Gravity Goldberg, LLC, and Corwin Literacy
Patty McGee, Benchmark Education
Lynda Mullaly Hunt, Nancy Paulsen Books/Penguin, New York, NY
Evan Robb, Johnson Williams Middle School, Berryville, VA

Roundtable Leaders: Christopher Bronke, Downers Grove North High School, IL
Colleen Cruz, Teachers College Reading & Writing Project, Columbia University, New York, NY
JoEllen McCarthy, The Educator Collaborative, Astoria, NY
Molly Ness, Fordham University, New York, NY
Dawn Reed, Okemos High School & Red Cedar Writing Project, MI
Laura Robb, Daniel Morgan Intermediate School, Winchester, VA
Meghan Schofield, Wiscasset Elementary School, ME
Colby Sharp, Parma Elementary School, MI
Lee Ann Spillane, Singapore American School, Woodlands
Dave Stuart Jr., Cedar Springs Public Schools, MI
Jennifer Vincent, Mundelein School District 75, IL
Vicki Vinton, independent consultant, Brooklyn, NY

F.02  Critical Media Literacy in English Education

BALLROOM IV

Sponsored by the ELATE Commission on Social Justice in Teacher Education

The roundtable session on critical media literacy in English education focuses on the ways in which English educators advocate with others for critical media literacy. Linking to the conference theme, several roundtable presentators inquire into our conception and practices of critical media literacies, including the ways of consuming, producing, and distributing critical media literacies in an age of post-truth politics.

Chair: Charles Gonzalez, Alabama A&M University, Huntsville

Roundtable Leaders: Stefani Boutelier, Aquinas College, Grand Rapids, MI
Rebecca Maldonado, University of Oklahoma, Norman
Lizbeth Mora-Martinez, University of Delaware, Newark
Sharon Murchie, Bath High School, MI
Amy Vetter, University of North Carolina, Greensboro

Respondents: Deborah Bieler, University of Delaware, Newark
Noah Asher Golden, Chapman University, Orange, CA

Roundtable Topics and Leaders:

Catherine Bohn-Gettler, College of Saint Benedict/Saint John’s University, Saint Joseph, MN
Madeleine Israelson, College of Saint Benedict/Saint John’s University, Saint Joseph, MN

Roundtable 2: “Where Is Media in English Language Arts? What a Methods Professor Learned from English Education Alumni”
Lydia Brauer, Valparaiso University, IN

Roundtable 3: “Developing Civic Action Units with Preservice Teachers”
Anthony Celaya, Arizona State University, Tempe

Roundtable 4: “Drawing on Secondary Students’ Out-of-School Literacies to Foster Critical Consumption and Production”
Jill Ewing Flynn, University of Delaware, Newark
Emily Fishel, University of Delaware, Newark

Roundtable 5: “Helping Students Find Their Civic Voice through the Detournement Video Project”
Seth French, University of Arkansas, Fayetteville

Roundtable 6: “Crafting and Drafting a Digital Teacher Identity”
Janet Johnson, Rhode Island College, Providence
Roundtable 7: “Unpacking Language Ideologies in Multimedia Texts: Stereotypes of Dialect and Accent in Character Development”
Mike Metz, University of Missouri, Columbia

Roundtable 8: “What Is the Story? Reading the Web as Narrative”
Janet Neyer, Cadillac Public Schools, MI

Roundtable 9: “Teaching Students to Analyze Propaganda Using Adjustment Narrative”
Erin O’Neill Armendarez, New Mexico State University, Alamogordo

Roundtable 10: “Critical Media Literacy in English Education”
Terri Rodriguez, College of Saint Benedict/Saint John’s University, Saint Joseph, MN
Melissa Schieble, Hunter College, CUNY
Paul Thomas, Furman University, Greenville, SC

F.03 Haunted Houses, Poetry Cafés, and Book Bistros: Celebrating Creativity and Curiosity in Middle Grades
301
What if students honed their persuasive writing skills by “selling” haunted houses? What if they celebrated creativity in a poetry café and devoured YA novels in book bistros? Come learn how to transform your classroom into a place where students inquire, wonder, and create as they learn ELA content. Participants will receive resources for teaching students to write persuasive texts and poems. Additional resources focus on teaching rhetorical devices, figurative language, imagery, tone, mood, and rhyme. Participants will be shown differentiated assessment options, along with student work samples and photos detailing the classroom transformations.

Presenters: Erinn Bentley, Columbus State University, GA
Kimberly Evans, Muscogee County School District, GA

F.04 One Book, Twelve Stories: Using Young Adult Anthologies in the Classroom
302
In this moderated panel, five young adult authors who also edited diverse young adult anthologies discuss the boom of young adult anthologies and how to use these works in the classroom. We will explore how to connect YA anthologies to curriculums and engage students with short stories outside of the canon.

Presenters: Dahlia Adler, Flatiron Books
Lamar Giles, Penguin Random House
Katherine Locke, YA Pride, Hawley, PA
Saundra Mitchell, Inkyard Press
Ellen Oh, HarperCollins Children’s/We Need Diverse Books, Bethesda, MD
Ricci Yuhico, New York Public Library, New York, NY

F.05 Validating Home Languages and Literacy Practices
303
Presenters will discuss their research related to 1) home language and literacy practices of children with autism, 2) the ethnolinguistic vitality of AAL (“Ebonics”), Hmonglish, and Spanish within a sixth-grade classroom, and 3) validating linguistic knowledge to reveal cultural ways of knowing in early childhood.

Chair: Vicki Cobb, iNK Think Tank, Inc., White Plains, NY

Presenters: BernNadette Best-Green, University of California, Davis
Tiah Fahnrich, Hofstra University, Hempstead, NY
Meg Jacobs, University of Auckland, North Island, New Zealand
F.06 Teaching with Your Head Up: Creating Communities of Inquiry into Practice for Teachers and Children
304
In this panel presentation, participants will learn how we work with teacher communities of inquiry to explore how to shift from a head-down approach, focusing on content, to teaching with our head up, looking at children as pedagogical resources to guide them through inquiry as learning. While content-driven curriculum tends to be created as “one size fits all,” we will show how learning that fosters an inquiry approach requires teachers to embrace their students as individuals and to create a classroom community where each child is valued as a diverse and unique learner and thinker.

Presenters: Adrienne Gear, SD 39 Vancouver, BC
           Donna Kozak, SD 23 Central Okanagan/UBC Okanagan, Kelowna, BC
           Lisa Wilson, SD 23 Central Okanagan, Kelowna, BC

F.07 Literacies Elsewhere and Otherwise: Latinx Inscriptions, Decolonial Possibilities
305
Sponsored by the NCTE Author Strand, NCTE Latinx Caucus
What happens to literacy instruction once intellectual inquiry and social transformation are no longer imagined within a single Western, Eurocentric tradition? Join the authors of Rhetorics Elsewhere and Otherwise as they explore Mexican American, Latinx, and Latin American contributions to decolonial theory and praxis, antiracist education, and pedagogies of resistance.

Chair: Damián Baca, University of Arizona, Tucson
Presenters: Romeo García, University of Utah, Salt Lake City
           Iris Ruiz, University of California, Merced
           Kate Vieira, University of Wisconsin, Madison
Respondent: Steven Alvarez, St. John’s University, Queens, NY

F.08 Cultivating Critical Reflection: (Re)Writing the Self through Teacher Inquiry
306
In this panel presentation, three early-career English educators will share the ways they are using written reflection to engage preservice and inservice teachers and nurture a spirit of teacher inquiry across a variety of contexts. Presenters will share experiences and ideas from professional development workshops and teacher education coursework. Participants will walk away with possibilities for their own approaches to mentoring preservice and inservice teachers and forging a community of practice grounded in teacher inquiry. A list of relevant texts and digital resources will be provided.

Presenters: Jessica Campbell, Teachers College, Columbia University, New York, NY
           Katie Nagrotsky, Teachers College, Columbia University, New York, NY
           Emily Wilkinson, New York City Writing Project

F.09 Imagination and Inquiry: Celebrating and Honoring International Stories for Children and Adolescents
307
Sponsored by the United States Board on Books for Young People (USBBY)
Stories by authors and illustrators from international backgrounds epitomize the global humanity of literature. They enable many voices and experiences to be heard and understood. In this USBBY cosponsored session, renowned storytellers and illustrators John Parra, Rebecca Balcarcel, and Alexandria Giardino discuss their infusion of imagination, inquiry and global experiences in their books.

Chair: Deanna Day, Washington State University, Vancouver
Committee Member: Shanetia Clark, Salisbury University, MD
Tradebook Authors: Rebecca Balcarcel, Chronicle Books
           Alexandria Giardino, Cameron Company
Tradebook Illustrator: John Parra, Chronicle Books
Respondent: Terrell Young, Brigham Young University, Provo, UT
Supporting Student Inquiry and Agency through the Skills of Literacy

Literacy skills can support students in their pursuit of inquiry across the day. However, when we try to contain literacy in its own box, we allow students to apply their learning only within that box. Come learn with this cadre of experts in K–12 education about the many ways in which teachers and leaders can help students take their literacy learning on the road in pursuit of inquiry and greater ideas that span a larger curriculum and students’ lives, embracing their curiosity and care with arms of skills that teachers of literacy know to be powerful.

Chair: Tom Marshall, Paramus Public Schools, NJ
Roundtable Leaders: Christine M. Dawson, Siena College, Loudonville, NY

Christine M. Dawson, Siena College, Loudonville, NY

Roundtable 2: “The Power of a Story: Narrating, Preserving, and Sharing Our Own Stories through Digital Literacy”
Amira Abdel-Aal, New Horizon School, Irvine, CA

Roundtable 3: “Re-vision (Re-discovering, Re-focusing, Re-charging, Re-assessing, Re-applying, Re-arranging, Re-conceiving) as Purposeful Play across the Day”
Katherine Bomer, Denton, TX

Roundtable 4: “Partner Feedback That Bolsters Thinking across Subject Areas”
Karen Caine, Heinemann

Roundtable 5: “Reflecting on Socially and Culturally Relevant Topics in Texts”
Chantal Francois, Towson University, MD

Pam Koutrakos, Gravity Goldberg, LLC & Corwin Press

Roundtable 7: “Move Aside the KWL and Model the Early Stages of Real Inquiry and Research”
Christopher Lehman, The Educator Collaborative, Astoria, NY

Roundtable 8: “Independent Problem Solving in the Primary Grades”
Leah Mermelstein, Read, Write, Connect Inc., Hoboken, NJ

Books, Bytes, Swipes, and Likes: Crafting Digital Identity with a Global Audience

In today’s connected world, it’s no longer a question of whether or not students are using devices; it’s about supporting students to create, reason, and connect responsibly. In this presentation, meet student voice standout, LivBit. Hear how she’s created a powerful, global digital identity through vlogging, blogging, and podcasting.

Presenters: Deb Craig, Stratham Memorial School, NH
Cynthia Merrill, University of New Hampshire, Durham
Olivia Van Ledtje, Wonder Lead Student Ambassador, Durham, NH

Inquiring Out, Developing Within

By reaching out to other disciplines and genres, these teachers develop their students’ skills and engagement.

Chair and Presenter: Dorothy Suskind, Longwood University, Farmville, VA

Presenters: Stephanie Buelow, University of Hawaii at Manoa
Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa
Rick Marlatt, New Mexico State University, Las Cruces
F.14 What Really Matters? The Contribution of Embedded Literacy Methods Courses to Becoming a Teacher

In an effort to better prepare teacher candidates for the day-to-day intricacies of diverse classroom contexts, clinical practice has been identified as an integral dimension of 21st-century teacher education (NCATE, 2010). This session draws on interviews with university alumni to explore how the embedded course experiences empower teacher candidates to become active participants in the development of knowledge, skills, and dispositions for literacy teaching (AACTE, 2018, p. 31). In particular, emphasis is placed on empowering teacher candidates to better understand the cultural and contextual components of literacy teaching through direct involvement with children.

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

F.16 Independent Reading as a Counter-Pedagogy: The Politics of Choice in the Teaching of Literature

This presentation will explore the school-level politics and teacher negotiation and decision-making related to the instructional practice known as “free voluntary reading” (FVR) or “independent reading” (IR), in which students are invited to read what they choose during class time.

**Presenters:**
- Judith Franzak, Salisbury University, MD
- Dorene Kahl, Eldorado High School, Boise, ID
- Don Zancanella, University of New Mexico, Albuquerque

F.17 Relational and Reciprocal Research with Youth Corridistas, Youth Researchers, and Native American Families

**Sponsored by NCTE’s Cultivating New Voices (CNV) Among Scholars of Color**

In this session, former fellows in NCTE’s Cultivating New Voices (CNV) Among Scholars of Color Program examine US–Mexican transnational emergent bilingual youths’ engagement with corridos and narcocorridos, two Mexican folk-ballad genres; explore action taken up by racially marginalized youth in an out-of-school intergenerational and multiple literacies program; and discuss the storied lessons shared in the homes of five Native American mothers and their children.

**Chair:** Juan Guerra, University of Washington, Seattle

**Presenters:**
- Cati de los Ríos, University of California, Davis, “‘Los Músicos’: Mexican Corridos, the Aural Border, and the Evocative Musical Renderings of Transnational Youth”
- Jamila Lyiscott, University of Massachusetts, Amherst, “‘When They See Us’: Youth Researchers Reshaping Narratives through Inquiry and Action”
- Timothy San Pedro, The Ohio State University, Columbus, “Centering Relationships in Research: An Argument for ‘Ethical Relationality’”
**F.18 Humanizing the Secondary English Classroom by Venturing into the Unknown**

What happens when educators choose love as a pedagogical principle? What happens when questions rather than answers guide teaching and learning? What happens when students and teachers face the challenges of inquiry alongside one another? Together, presenters and participants will humanize secondary English classrooms by challenging traditional classroom protocols and locating opportunities for teachers and students to venture along the winding and unpredictable path to learning.

**Presenters:** Melissa Eckler, Shenendehowa High School, Clifton Park, NY
Heather Flood, Shenendehowa High School, Clifton Park, NY
Christina Pepe, Shenendehowa High School, Clifton Park, NY
Jordan White, Shenendehowa High School, Clifton Park, NY

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**F.19 Remixing Inquiry through #WriteOut Writing Parties**

This session invites attendees to engage in three place-based writing activities: writing marathons, field journals, and map-making. Attendees will learn about the 2018 #WriteOut: a two-week summer collaborative learning adventure between the National Writing Project and the National Parks Service that inspired the activities of this workshop. Grounded in the principles of Connected Learning, multimodal literacies, and the CLMOOC community, this session illustrates three ways to write, learn, and connect online with the everyday places across our backyards, our schools, and our national parks.

**Roundtable Leaders:** Rich Novack, Teachers College, Columbia University, New York, NY
Bethany Silva, University of New Hampshire, Durham
Andrea Zellner, Oakland Schools, Waterford, MI

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**F.20 Authentic Inquiry in the High School Classroom: Choose Your Own (Research) Adventure!**

Guide your students to be change agents through authentic inquiry. Spark student interest and strengthen their research by connecting with community mentors. Get inquiry materials and ideas that can be used for a full semester or customized to fit other time frames. We provide the tools—you provide the topic.

**Presenters:** Amber DeSimony, Niskayuna High School, NY
Donna McAndrews, Niskayuna High School, NY
Kristin Richard, Niskayuna High School, NY

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**F.21 Working Together: How a Focus on Language Supports Socially Just Professional Conversations**

News headlines remind us that we live in a moment where it is more commonplace for people, teachers included, to talk past one another, rather than with one another. In this interactive session, experienced teacher-leaders who work in diverse urban, rural, and suburban school and professional development contexts offer research-based and highly practical new language tools for inviting colleagues into joint inquiry. By analyzing example interactions where teacher-leaders employ these tools, participants will be invited to explore together how the use of these language tools can promote more socially just ELA professional learning communities and interactions.

**Presenters:** Linda Denstaedt, Oakland (MI) Writing Project, Clarkston, MI
Amy Knowles, Missouri State University, Springfield
Danielle Lillge, Illinois State University, Normal
F.22 Teachers Coaching Teacher Inquiry: Our Shared Work in Process
320
In this panel presentation, guided by two moderators, including time for questions from the audience, the teacher coaches of the University of Maryland Writing Project will share their experiences of moving from K-16 literacy teachers to teacher researchers to teacher coaches, as they have fostered the inquiry of literacy teachers into their own classroom practices. The panel will share the yearlong, multitiered leadership model employed by the UMdWP; data from their own classrooms and coaching; descriptions of their processes along the way; and materials they have created to guide teacher inquiry, including research modules, inquiry models, and conceptions of data.

Presenters: Michelle Koopman, University of Maryland Writing Project
Ann-Marie Maloney, University of Maryland Writing Project
Michelle McGee, University of Maryland Writing Project
Margaret Peterson, University of Maryland, College Park
Marybeth Shea, University of Maryland Writing Project
Elizabeth Singleton, University of Maryland College Park
Shana Sterkin, University of Maryland Writing Project

F.23 T.H.I.S. Is Our American Creed: Multigenre Writing as a Means of Extended Inquiry
321
Could the question “What is your American creed?” lead to rigorous, sustained, “spirited inquiry”? The National Writing Project (NWP) has launched an invitation to young adults to write in response to the Public Broadcasting System (PBS) documentary American Creed. NWP’s questions invite young adults and teachers to consider deeply through a variety of lenses a sense of what it means to be a teenager in America today. Two composition instructors, postsecondary and secondary, offer to attendees their early thinking along with the work to date with writers which offers students opportunities to share their creed through multigenre writing and presentation.

Presenters: Paul Hankins, Silver Creek High School, Sellersburg, IN
Janet Ilko, Health Sciences High Middle College, San Diego, CA
Respondent: Tom Romano, Miami University, Oxford, OH

F.24 Digital Reflection Journals: Giving Voice to Inquiry and Reflection
322
Teachers use learning journals to uncover a student’s learning journey, often in writing, which can be an obstacle to making learning visible. In this interactive session, presenters will show how they used different digital platforms as learning journals for students of all ages and particularly with English learners.

Presenters: Ariana Buckley, New Haven Public Schools, CT
Jennifer Sarja, New Haven Public Schools, CT
Dina Secchiaroli, ACES PDSI, West Haven, CT
Maggie Stevens, ACES PDSI, New Haven, CT

F.25 Creating a Welcoming Classroom with Immigration Literature
323
How can educators use new arrival and first- to third-generation children’s literature to create a welcoming classroom? How do books with strong cross-group friendships reduce intergroup anxiety, promote critical 21st-century skill sets, and open the doors to school and community equity?

Chair: Louise El Yaafouri, Refugee Classroom, Denver, CO

Presenters: Kirsten Cappy, I’m Your Neighbor Books, Portland, ME
Tradebook Authors: Alexandra Diaz, Simon & Schuster
Sara Farizan, Algonquin Young Readers
Katherine Marsh, Roaring Brook Press
Anne Sibley O’Brien, Charlesbridge Publishing

F.26 Avoiding Instructor Bias through Clear and Quantitative Rubrics
324
Studies suggest that an instructor’s implicit biases toward the categories of race, gender, and disability can lead to unfair grading in subjectively graded assignments, such as essays. This panel will address those findings and offer a solution: the use of clear and quantitative rubrics.

Presenters: Christian Aguiar, University of the District of Columbia
Daphna Atias, University of the District of Columbia
Matthew Colburn, Montgomery College, Germantown, MD
F.27 Inquiry on Digital and Multimodal Literacies in Rural and Urban Contexts

Members of this panel will present three separate research inquiries that engage digital and/or multimodal literacies. Collectively, the inquiries will address multimodal semiotic resources in digital storytelling, the impact of touchscreen typing on children's composition, and producing student performances to attract reluctant readers to diverse children's literature.

Chair: Leslie Shapiro, DePaul University, Chicago, IL
Presenters: Will Chesher, Ball State University, Muncie, IN
Kristin Javorsky, Mississippi State University, Starkville
Deoksoon Kim, Boston College, MA
Alisha Nguyen, Boston College, MA
Ha Nguyen, Mississippi State University, Starkville
Erica Pate, West Point Consolidated School District, MS
Stanton Wortham, Boston College, MA
Drina Kei Yatsu, Boston College, MA

F.28 Podcasting and Gaming in the Classroom

In this session, presenters will show how podcasting can be transformative to their English instruction and how to gamify your classroom to foster student inquiry and increase student collaboration, communication, and creativity.

Presenters: Caitlin Burnup, Franklin Avenue Middle School, Franklin Lakes, NJ
Ellen Gianakis, Passaic County Technical Institute, Wayne, NJ

F.29 LLA Opening Session: The Power of Youth Inquiry into Educational Equity

Many teachers hope to empower their students. But what if we flipped the paradigm, supporting youth as they conduct their own inquiry into issues that matter to them? This session will provide insight into the University of Pennsylvania–St. Thomas Aquinas community research partnership in South Philadelphia and showcase youth research projects targeting a range of social justice issues. With youth presenters and Penn Graduate School of Education researchers facilitating, we hope educators will walk away with a better understanding of the process and promise of youth-driven research, and a vision for doing this work in multicultural and multilingual settings.

Presenters: Gerald Campano, University of Pennsylvania, Philadelphia
Ankhi Thakurta, University of Pennsylvania, Philadelphia
Olivia Vazquez, University of Pennsylvania, Philadelphia
Roundtable Leaders: Maria Paula Ghiso, Teachers College, Columbia University, New York, NY
Chloe Kannan, University of Pennsylvania, Philadelphia
Bethany Welch, Aquinas Center, Philadelphia, PA

F.30 Mental Health Matters: Discussing “Differently Brained Fiction” in the Classroom

An experienced educator and several children’s authors of mental-health-themed novels—some #ownvoices—will talk about how to spark spirited student explorations of individuality, empathy, and inclusion, and perhaps even help certain vulnerable students realize they are not out there all alone.

Chair: Jen Petro-Roy, Macmillan Children's Books
Presenters: Chris Baron, Feiwel & Friends
Brandy Colbert, Little, Brown Books for Young Readers/Penguin
Nicole Mancini, Bedminster School, NJ
Sally J. Pla, HarperCollins Books
Elly Swartz, Farrar, Straus and Giroux/Scholastic, Inc.
F.31 Local Strand: Reading Locally to Engage Readers: A Look at Books Set in Maryland
329
Sponsored by the Maryland Council of Teachers of English Language Arts
This session will introduce books in a variety of genres, fiction and nonfiction, that are set throughout the state of Maryland. Students will be encouraged to read and write about settings that are near and may be familiar to them. Links to curriculum as well as school media programming will be explored. The session will use a PowerPoint presentation, handouts, and participant engagement.

Presenters: Emmanuel Faulkner, Baltimore City Public Schools, MD
Latrisha Milton, Enoch Pratt Free Library, Baltimore, MD
Deborah Taylor, Enoch Pratt Free Library, Baltimore, MD

F.32 Sparking an Early Love for Reading in All Students with Own Voices Chapter Books
330
“Own Voices” authors discuss how their chapter books and early middle grade novels can ignite a love of reading, empowering students of all backgrounds to learn more about topics that interest and inspire them. A booklist and sample writing exercises will help educators nurture exploration and inquiry in the classroom.

Presenters: Kate Messner, Chronicle Books
Christina Soontornvat, Scholastic, Inc.
Tradebook Authors: Angela Dominguez, Roaring Brook/Macmillan
Debbi Michiko Florence, Farrar, Straus and Giroux/Macmillan
Hena Khan, Simon & Schuster, Lee & Low
Kelly Starling Lyons, Penguin

F.33 Exploring the Art and Practice of Leading: Leadership as Collaborative Inquiry
331
Sponsored by the Conference on English Leadership
Becoming a leader isn’t an event—it’s a process requiring continuous learning of skills and strategies. In this interactive session, literacy leaders from four different secondary and university settings will share specific strategies they draw upon continuously to create an environment that supports inquiry, ownership, and an openness to change for themselves and their colleagues. Presenters, all members of the Conference on English Leadership, will share personal experiences and exciting possibilities for connecting with leaders at all levels. Bring your stories and questions to share. Head home with new perspectives and strategies for immediate use.

Presenters: Karen Reed-Nordwall, Wylie E. Groves High School, Beverly Hills, MI, “Navigating Departmental Change”
David Reed-Nordwall, Bloomfield Hills High School, MI, “Navigating Difficult Conversations”
Rebecca Sipe, Eastern Michigan University, Ypsilanti, “Vision, Goals, and Ownership through Spirited Inquiry”
Amanda Stearns-Pheiffer, Oakland University, MI, “Building Support Networks through Collaborative Inquiry"
F.34 Inquiring Minds Want to Know: Using Genre, Author, and Illustrator Studies in the Classroom 332
This presentation describes authentic classroom applications of genre studies with science fiction literature, author studies of award-winning nonfiction, and illustrator studies of well-known illustrators of children’s literature. This session includes lesson ideas that can be adapted to all grade levels from these genre, author, and illustrator studies to engage students in reading, writing, and thinking that leads to spirited inquiry into different types of literature.

Chair and Presenter: Marla Robertson, Utah State University, Vernal
Presenters: Amy Piotrowski, Utah State University, Vernal
Jennifer Smith, Texas Christian University, Fort Worth

F.35 Doodle Away! Visual Notetaking across the Content Areas 335
In this interactive panel presentation, we will explore the benefits and possibilities of visual notetaking, including Sketchnoting, comics, eduskelting, and visual thinking, across the content areas. While many people still think that visual notetaking is about drawing, we will discuss how its purpose is about ideas—making connections, discerning patterns and organization, and representing these ideas using visual, written, and verbal literacy skills. We will lead participants in a number of visual notetaking activities and will share ways we use visual notetaking in our various teaching contexts, from the middle school ELA classroom to graduate literacy coaching courses.

Chair and Presenter: Deborah Van Duinen, Hope College, Holland, MI, “Becoming More Fluent: Visual Notetaking with Preservice Teachers in Content Area Literacy”
Presenters: Audra Bolhuis, West Ottawa High School, Holland, MI
Erica Hamilton, Grand Valley State University, Grand Rapids, MI, “Words AND Images: Literacy Coaches Documenting Their Learning “
Jessica Kiwiet, Zeeland Public Schools, MI, “More Than

F.36 Becoming Global Citizens: Inquiry into Global Perspectives in the Early Childhood Classroom 336
In this panel session, literacy teacher educators and experienced inservice early childhood literacy teachers will share their pedagogical insights on how to inquire into global perspectives and cultures through the use of global children’s literature, as well as multimodal texts in the dual language and ESL classrooms. Attendees will participate in whole-group and small-group work.

Chair and Presenter: Diana Garcia, San Marcos CISD, TX, “Global Children’s Literature, Bilingual Education, Global Citizenship”
Presenters: Leah Duran, University of Arizona, Tucson, "Bilingual Education, Writing, Code-Switching”
Saba Vlach, University of Iowa, Iowa City
Michelle White, Austin ISD, TX, “Global Children’s Literature, Civic Engagement”
Elizabeth Wilson, Austin ISD, TX, “Global Children’s Literature, Global Citizenship”

F.37 Literacy and Equity: Examining and Challenging Ourselves to Be Culturally Sustaining Practitioners 337
How do we critically inquire into our own practices to ensure we choose instructional strategies and texts which honor our linguistically and culturally diverse student populations, optimize student achievement, and positively reinforce cultural identity? This session will allow participants to explore these questions. Tools to examine practice and texts, as well as additional resources, will be provided.

Presenters: Teresa Bunner, Wake County Public School System, NC
Ginger Fields, Wake County Public School System, NC
Tomeka D. Williams, Wake County Public School System, NC
F.38 Know Your WHY: Professional Inquiry as an Act of Recentering Literacy Instruction
338
In order to teach in ways that are innovative and inquiry-based, teachers must decenter ourselves from the curriculum and recenter students. This work will take inquiry—our own—into our practices and our beliefs about literacy. Drawing from their middle to college experiences, three educators share practical strategies to transform the classroom.

Presenters: Tricia Ebarvia, Educator Collaborative, Dresher, PA
Kate Roberts, K&M Literacy, West Hartford, CT
John Warner, College of Charleston, Mount Pleasant, SC

F.39 Literacies and Pedagogies for Decentering Whiteness
339
This panel features inquiries into how whiteness can be decentered in English classrooms. The papers argue that innovative literacies and pedagogies working against long-standing hegemonic teaching practices must be embraced by white teachers, as they have been from their colleagues of color. In short, we ask: How can white teachers disentangle their whiteness as they attempt to cultivate a place of liberation within the classroom? And what moves must be made toward cultivating spaces where culturally sustaining pedagogies (Paris & Alim, 2017) can thrive?

Presenters: Michael Dando, St. Cloud State University, MN
Peter Newlove, University of Colorado, Denver
Anya Prosser, Teachers College, Columbia University, New York, NY
Respondent: Rick Ayers, University of San Francisco, CA

F.40 Leading Change through Spirited Inquiry and Connections
340
In this session you’ll learn from administrators who, through spirited inquiry and relentless determination, are transforming schools into vibrant, compassionate communities of inquiry- based learning. You will hear, see, and feel what is possible in schools and districts; take away specific strategies to use to change the status quo in your classroom, school, and community; and bring a more compassionate, equitable, inquiry-driven education to all children.

Presenters: JoAnne Duncan, Ellensburg School District, WA
Mary Howard, McAuliffe Elementary School, Tulsa, OK
Michael Hynes, Port Washington Schools, NY
Michael Oliver, Zaharis Elementary School, Mesa, AZ

F.41 Meaningful Inquiry by Taking Stock of Self, School, and Book Characters
341
It is important to understand and unpack “visible” and “invisible” to continue with identity and self reflection. Exploring characters with disabilities in young literature to include respect and keep students safe is a worthwhile inquiry. Book clubs which bring students together to share insights are a way to transform our perspectives of each other.

Chair: Renee Owens, Derry Township School District, PA

Presenters: Sonja Cherry-Paul, Teachers College, Columbia University, New York, NY
Jill Dash, Viewpoint School, Calabasas, CA
Dana Johansen, Teachers College, Columbia University/Heinemann
Jamie Sumner, Atheneum Books for Young Readers
F.42 Spirited Inquiry and Preservice Teachers
Chair and Presenter: Jessica Mitchell, University of North Alabama, Florence
Presenters: Lisa M. Barker, Towson University, MD
Morgan Durham, University of North Alabama, Florence
James Gilligan, San Francisco State University, CA
Vicki McQuitty, Towson University, MD
Darby Simpson, Arizona State University, Mesa

F.43 Inquiry and Rigor in the AP English Literature Classroom
Sponsored by The Advanced Placement Program
Rigor has become a buzzword for many. In an Advanced Placement English Literature course, it is too often equated with more texts, more reading, and more assignments. But that is not what higher education professionals (professors, instructors) and many highly effective high school teachers see as rigor. Presented by the Advanced Placement Literature and Composition Course Development Committee, this session will address some common misunderstandings about rigor in the AP English Literature classroom and look at redefining rigor through methods including the expansion of inquiry related to both texts and text-based tasks.
Presenters: Susie Bonsey, College Board
Jim Egan, Brown University, Providence, RI
Kay Moon, Boston Latin School, MA

F.44 Creating Critical Inquirers through Multimodal Literacies
As classroom English teachers and teacher educators, this panel—of interest to middle/high school teachers—will share ways to include multimodal literacy practices. Presenters will present how they incorporate paintings, TED talks, mini-documentaries, and drawing to help students examine mood, tone, theme, and argumentation in addition to teaching students how to interrogate multimodal texts.

Chair and Presenter: Lisa Scherff, Community School of Naples, FL, “Using Mini-Documentaries for Teaching Literary Analysis”
Presenters: Nicole Lemme, Golden Gate High School, Naples, FL, “Using TED Talks for Argumentative Analysis”
Alisha White, Western Illinois University, Macomb, “Student Drawings as Tools for Understanding Tone and Mood”
Michelle Zoss, Georgia State University, Atlanta

F.45 Playing with Language: Young Children Inquiring about Language
Playing with language is a necessary part of a young child’s life. Three teachers and a teacher educator working with diverse children in a public school describe how they engage with and learn from young children’s use of language as a means to creating more equitable teaching practices for children.
Presenters: Lydia Carnesale, University of South Carolina, Columbia
Rocio Herron, Jackson Creek Elementary, Columbia, SC
Katie Howerton, Jackson Creek Elementary School, Columbia, SC
Julia Lopez-Robertson, University of South Carolina, Columbia
Caitlin Spires, Jackson Creek Elementary School, Columbia, SC

F.46 What Do We Ask of Each Other?
What do Black and Brown women and girls ask of each other? This unique interand intracultural discussion based in our expectations, requirements, and provisions for self and other in our daily and work lives will consider how we negotiate these demands through literature and poetry. Creating a communal space to examine the prose and poetry will lead to a transformation in perceptions of Black and Brown girls. This literacy practice will open space for wonder, growth, and action in these girls. Attendees, please bring a book written by a Latinx, AfroLatinx, or Black woman to exchange during the discussion.
Presenters: Elizabeth Acevedo, HarperCollins Books
Edith Campbell, Cunningham Memorial Library/Indiana State University, Terre Haute
Zetta Elliott, Random House
F.47  Beowulf and the Spheros  347

This session details the unorthodox mashup of *Beowulf*, the oldest piece of epic poetry in the English language, and Spheros, polycarbonate robotic balls controlled by iPads and smartphones. Witness the trials and errors of an English teacher and technology integrationist as they blend the 9th and 21st centuries and eventually find success.

**Presenters:** Sara Friedrichsen, Boyden-Hull High School, IA
Julianne Visscher, Boyden-Hull High School, IA

F.48  Success: Inquiry in Special Education Settings  348

K–2 teachers and university-based literacy partners discuss ways inquiry can be infused throughout special education settings to celebrate and foster students’ interests, curiosity, and development. Participants will learn about opportunities for inquiry that create spaces in which students with diverse needs take ownership and feel successful across literacy experiences.

**Chair:** Rosanne Kurstedt, Hunter College, CUNY
**Roundtable Leaders:** Alyssa Cohen, District 4, New York, NY
Martha Gutierrez, New York City Department of Education, NY
Rachel Kaplowitz, PS 83, New York, NY
Carly Metzger, PS 72, New York, NY
Samantha Salnave, New York City Department of Education, NY
Kisha Shoulders, New York City Department of Education, NY

F.49  Creating a Culture of Inquiry in the Secondary Classroom  349

English teachers know the beauty of critical thinking—when individuals have “the choice of what to think about,” as David Foster Wallace asserted. We know that the most authentic learning comes when we explore ideas with fervor and curiosity. To create a culture of free-flowing analysis based on inquiry, students—and teachers—need tools. In this session, three veteran secondary teachers will give practical strategies for incorporating more inquiry into reading, writing, and reflecting. These will include post-reading thinkmaps, a scaffolded reader-response system, and teacher self-reflection questions. Bookmark and handouts included!

**Presenters:** Annette Adair, Abington Heights High School, PA
Marilyn Pryle, Abington Heights High School, PA
Jennifer Tarr, Abington Heights High School, PA

F.50  Empowering Student Inquiry through Young Adult Literature to Spark Community Engagement  350

This session explores how the Question Formulation Technique can effectively teach students to generate quality, research-driven questions that generate deeper and empowering discussions. This session seeks to show how young adult literature can be used with all reader levels as the vehicle to facilitate meaningful and navigate challenging but necessary conversations, through student-generated questions.

**Presenters:** Tiffany Lewis, Varina High School, VA, “Creating a Classroom Culture of Inquiry to Initiate Action”
Emily Stains, Chesterfield County Public Schools, VA, “Using the Question Formulation Technique for Students to Generate Strong, Researchable Questions”
Ashley Walker, Varina High School, VA, “Incorporating Young Adult Literature as a Catalyst to Student Inquiry”
**F.51 Exhibitor Session: Your Brain on Words: The Latest Insights on the Science of Reading**

**CARROLL (HILTON)**

*Sponsored by Amplify*

Is learning to read a natural process? How does the brain learn to associate speech with symbols? This session explores the science of reading and why instruction rooted in the science of reading is a critical matter of equity for elementary students. Walk away with insights and strategies for effective elementary instruction grounded in the latest research on how students build fluency and gain meaning from text.

**Presenter:** Monica Vincent, Account Executive at Amplify ELA

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**F.52 Poster Sessions: Growing in Our Profession**

**PRATT STREET LOBBY EAST-WEST, LEVEL 300 (CONVENTION CENTER)**

**Poster 1: Expanding Preservice Teachers’ Understandings of Literacy Using the Inquiry Process and Transmediation**

This poster presentation will include preliminary research findings on how the inquiry process helps expand preservice teachers’ understandings of literacy, particularly by using transmediation to support the inquiry process. Transmediation draws from semiotics and the idea of taking understandings from one sign system and moving it to another sign system (Siegel, 1995) and the connections and meaning that are made in this transaction.

**Presenter:** Benjamin Boche, Valparaiso University, IN

**Poster 2: Getting Your Hands Dirty Early: How an Onsite Strategies Course for Preservice Teachers Can Foster Inquiry**

For preservice teachers, there are a myriad of feelings that are felt on the first day of placement, the strongest one being nerves. This can be alleviated by providing students the opportunity to practice-teach in classrooms during their strategies/methods course. This poster will focus on the experiences of preservice English teachers during their onsite strategies/methods course and how it taught them to be unafraid to ask questions and look for answers.

**Presenter:** Sarah Thomas, Bridgewater State University, MA

**Poster 3: Partnering through Flipgrid: Inquiry into Literature and Learning**

This poster presentation is designed to share the recent collaboration between a middle level ELA classroom and undergraduate ELA teacher preparation program in utilizing an online platform known as Flipgrid to stimulate literacy development, collaboration, inquiry, and community between middle level readers and future educators. Through a shared reading of *Counting by 7s* (Goldberg, 2014) and weekly online video posts through Flipgrid, middle level readers and education majors discovered and revealed a lot about their literacy engagement, personal connections, strengths, and needs, and cultivated connections within an asynchronous learning environment.

**Presenters:** Caitlin Corrieri, Chenery Middle School, Belmont, MA
Brooke Eisenbach, Lesley University, Cambridge, MA

**Poster 4: Twenty Years of *English Education*’s Emig Award Winners: An Analysis**

In the twentieth year of *English Education*’s awarding of the Janet Emig award, we look back to see what has changed in the area of teacher education and what has not. The analysis identified themes in the articles as well as when significant scholars’ and theorists’ work is used.

**Presenter:** Karen Morris, Penn State, State College

**Poster 5: “Who Am I but a Combinatoria of Things Encountered, Imagined?: English Teaching as Literary Life**

This paper considers how English teachers’ literary lives inhere in pedagogy. Building with Kirkland’s (2013) notion of literacy lives, the inquiry draws on interviews with three practicing secondary English teachers, finding that teaching with literary lives reoriented teachers’ lessons as helpfully ambiguous, as well as enlivened the classroom by pointing in a renewed way to wonder and awe. Thinking about the lives of secondary English teachers as literature offers an expanded understanding of the profession, reframing English teaching as creative and communal, compelling, complex, and deeply personal work that proves fruitful for both teachers and students.

**Presenter:** Scott Jarvie, Michigan State University, East Lansing
Poster 6: Bridging the Gap: Infusing Inquiry into Literacy Education Courses

Future teachers need the knowledge and skills to help their students explore and learn about the world around them. This session looks at how one teacher education program structures literacy courses so that teacher candidates learn about inquiry strategies while using the method and honing their independent learning abilities.

Presenters: Katherine Higgs-Coulthard, Saint Mary’s College, Notre Dame, IN
Terri Suico, Saint Mary’s College, Notre Dame, IN

Poster 7: How to Keep Our Students Engaged in the Classroom/How to Prepare Our Future Teachers

Teachers will learn and begin to understand how to keep their students engaged in their classrooms.

Presenter: Destinee Robinson, Gwynn Park High School, Brandywine, MD

Poster 8: Student Teaching during Parkland: The Role of Emotional Inquiry

How do we help preservice and student teachers inquire into the emotions of teaching? This poster session will explore one student teacher’s reflective journal writing the week of the Parkland massacre. Both presenters, the former student teacher and her university supervisor, analyze this journal entry as a critical incident, illustrative of a pivotal shift. Although limited to a single case study, our analysis supports the important role of emotional inquiry in teacher preparation programs, especially as schools recognize and respond to threats of violence.

Presenters: Alicia DeMille, Reading Senior High School, PA, “Teacher Education”
Emily Wender, Indiana University of Pennsylvania

Poster 9: Rubrics, Writing, and More: Preservice Teachers’ Inquiry into Middle School Writing Assignments

Undergraduate students conducted action research considering the question of how they might make future writing assignments most helpful and clear for their students. The research stemmed from preservice teachers’ curiosity on how to create the best writing assignment within the context of a composition methods course. They asked each other questions like “What does a good writing assignment entail?” and “How do assignment sheets and rubrics impact student writing outcomes?” At this session, you will learn about their findings based upon their research of student-writing assignments at both a public and private school middle school in English language arts classrooms.

Presenter: Sophia Gutierrez, Missouri State University, Springfield

Poster 10: Inquiry through Our Eyes

The world of test-based teaching may color curriculum as confining rather than invigorating. In this session, attendees can consider how inquiry-based learning looks to the everyday elementary school teacher in classrooms across the United States, as well as the factors that may discourage practicing teachers from taking this stance of classroom inquiry. Novice educators often hear that their idealism will tarnish over time, so this study challenges these ideas and looks to understand the problems educators are facing and their hesitancy to include a more inquiry-focused classroom.

Presenters: Samantha Campbell, University of Texas at Tyler
Meredith Wall, University of Texas at Tyler
11:30 A.M.–1:30 P.M.

MIDDLE LEVEL SECTION LUNCHEON

BALLROOM III

Presiding: Frannie Lin, Altamont Elementary School, Mountain House, CA

Speaker: Ibi Zoboi

Ibi Zoboi is the author of two novels for young adults, including *Pride* and *American Street*, a finalist for the National Book Award. She holds an MFA from the Vermont College of Fine Arts and lives with her family in Brooklyn, New York.

AWARD RECOGNITION

Richard W. Halle Award for Outstanding Middle School Educator

Recipient: Sarah Bonner, Heyworth Junior High School, IL

Outstanding Middle Level Educator in the English Language Arts Award

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

Linda Rief Voices from the Middle Award

Recipient: Andrew Shoenborn, Midland, MI, “Reclaiming the Arts in English Language Arts” (September 2018)

Honorable Mention: Nicholas Stenske, Meyer Middle School, River Falls, WI, and Mary F. Wright, University of Wisconsin River Falls, “From Curveballs to Agates: Scaffolding Inquiry with Seventh Graders” (March 2019)

A book signing will follow the luncheon.
11:30 A.M.–1:30 P.M.

ELATE LUNCHEON

BALLROOM II

Presiding: Christian Z. Goering, University of Arkansas, Fayetteville, AR
Speaker: Rainbow Rowell
Introducing: David Schaafsma, University of Illinois at Chicago

Rainbow Rowell is the award-winning, New York Times-bestselling author of Carry On, Landline, Fangirl, Eleanor & Park, and Attachments. She has two forthcoming books, Wayward Son (September 2019) and the graphic novel Pumpkinheads, with illustrations by Faith Erin Hicks (August 2019). Rainbow lives in Omaha, Nebraska, with her husband and two sons.

ELATE AWARD RECOGNITION

Janet Emig Award for Exemplary Scholarship in English Education
2019 Recipients: Kate Seltzer, Rowan University, Glassboro, NJ, and Cati V. de los Ríos, University of California, Davis, “Translating Theory to Practice: Exploring Teachers’ Raciolinguistic Literacies in Secondary English Classrooms” (October 2018)

1980’s Decade Award Recipient: Maxine Greene, Teachers College, Columbia University, New York, NY, “Toward Possibility: Expanding the Range of Literacy” (December 1986), awarded posthumously

James Moffett Memorial Award for Teacher Research
Recipient: Lindsay Cherry, Harbor Lights Middle School, West Ottawa Public School District, Holland, MI

Geneva Smitherman Cultural Diversity Grant
Recipients: Sandra Saco, Arizona State University, Tempe
Francisco L. Torres, University of Colorado, Boulder

A book signing will follow the luncheon.
G.01 SLAM 2019: The Power of Authentic Inquiry in Literacies and Multimedia
BALLROOM I

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

Many of us work in a variety of roles (classroom teachers, librarians, PD specialists, teacher educators) that seek to do the work of inquiry. From a variety of experiences across the country, SLAM Assembly members will share their approaches to inquiry through partnerships, projects, and perspectives that illuminate the ways in which contemporary literacy education can help our students pursue answers to their questions. Roundtable presentations will allow for participants to hear from multiple presenters and select the topics of interest.

Chair: Shelbie Witte, Oklahoma State University, Stillwater

Roundtable Leaders: William Kist, Kent State University, OH
Ian O’Byrne, College of Charleston, SC
Lara Searcy, Northeastern State University, Tahlequah, OK

Respondent: Robyn Seglem, Illinois State University, Normal

Roundtable Topics & Leaders:
Roundtable 1: “Unleashing Students—Reading Accountability and Student Choice”
Heather Anderson, Oklahoma State University, Stillwater

Roundtable 2: “(Re)imagining Place”
Jill Bindewald, Oklahoma State University, Stillwater

Fawn Canady, Sonoma State University, CA

Roundtable 4: “Creating a Belonging Place: Using Digital Tools to Investigate Our Local Communities”
Sean Connors, University of Arkansas, Fayetteville

Roundtable 5: “Using Digital Tools to Create Engagement in Online Spaces”
Jennifer Dail, Kennesaw State University, GA

Roundtable 6: “Remixing the Possibilities: Expanding Student Inquiry Using Remix Projects”
Jennifer Dorsey, East Central University, Ada, OK

Roundtable 7: “Exploring Gaming Literacies”
Antero Garcia, Stanford University, CA

Roundtable 8: “Using Autoethnography to Improve Media Literacy Pedagogy”
Katherin Garland, Sante Fe College, Gainesville, FL

Roundtable 9: “Interest-Driven Research and Multimodal Design with Elementary Learners”
Aaron Gierhart, Illinois State University/Millikin Elementary, Normal

Roundtable 10: “When Teachers Collaborate for Digital Inquiry”
Renee Hobbs, University of Rhode Island, South Kingstown

Roundtable 11: “Mediating Dialogue and Discussion in Public Online Affinity Spaces”
Chuck Jurich, University of North Carolina, Wilmington

Roundtable 12: “Image, Sound, and Story”
Emily Keating, Jacob Burns Film Center, Stillwater, OK

Roundtable 13: “Getting Inquiry Started”
Julianna E. L. Kershen, University of Oklahoma, Norman

Roundtable 14: “Designing Digital Interactive Reading Guides”
Amanda Lickteig, Emporia State University, KS

Roundtable 15: “Inquiring into Media Representation of Youth with Disabilities in Popular Culture and Literature”
Ewa McGrail, Georgia State University, Atlanta
J. Patrick McGrail, Jacksonville State University, AL
Alicja Rieger, Valdosta State University, GA

Roundtable 16: “Fostering Democratic Dialogue through Online Social Networks”
Nicole Mirra, Rutgers University, New Brunswick, NJ

Roundtable 17: “Ditch the Test!”
Lauren Nelson, Guthrie Public Schools, OK

Amy Plotskowski, Utah State University, Vernal
Marla Robertson, Utah State University, Vernal
Jennifer Smith, Texas Christian University, Fort Worth

Katie Rybakova, Thomas College, Albion, ME

Roundtable 20: “Connecting in Online Writing Communities”
Amy Stornaiuolo, University of Pennsylvania, Philadelphia

Roundtable 21: “Reading Laterally while Reading for ELA”
Beth Walsh-Moorman, Lake Erie College, Painesville, OH

G.02 L. Ramon Veal Research Seminar
BALLROOM IV

Sponsored by ELATE

The L. Ramon Veal Research Seminar is an ELATE-sponsored session that supports graduate students and teacher researchers engaged in educational research through directed discussion with senior scholars in ELA teacher education.

Chair: Melanie Shoffner, James Madison University, Harrisonburg, VA

Presenters: Johnny Allred, University of Arkansas, Fayetteville
G.03 Igniting Inquiry in Middle School Classrooms: Curiosity, Technology, and Authenticity
301
Conducting true inquiry-based projects in middle level classrooms requires us to closely consider what we do to ignite students’ genuine curiosity, purposefully leverage digital tools, and plan with audience and purpose in mind. In this panel, we will question, unpack some practical models, and invite our collective next thinking.

Chair: Kristen Hawley Turner, Drew University, Madison, NJ
Presenters: Sara Kajder, The University of Georgia, Athens
Jill Stedronsky, William Annin Middle School, Basking Ridge, NJ

G.04 Inquiry into Equity: Using a Collection of Multicultural Texts across a New York City District
302
Rudine Sims Bishop’s familiar metaphor that children’s books need to serve as windows, mirrors, and sliding doors remains as powerful and relevant as ever. University-based literacy coaches and K-2 teachers from NYC’s East Harlem schools explore different ways schools use multicultural texts, curated by Lee & Low Books, to support access and equity in the classroom. In this session we will share examples of our collaborative inquiries into using the text sets as catalysts for discussions of equity, opportunities for co-constructed curriculum, and authentic instructional resources for early readers. Participants will leave with multiple ways to engage in this process.

Presenters: Rachel Hershkowitz, PS 83, New York, NY
Carly Metzger, PS 72, New York, NY
Katie Potter, Lee & Low Books
Amanda Ramos, PS 37/River East Elementary School, New York, NY
Kathryn Struthers Ahmed, Hunter College, CUNY
Jenny Tuten, Hunter College, CUNY
Aurydemis Zemla, PS 72, New York, NY

Ashley A. Atkinson, North Carolina State University, Raleigh
Christopher Bass, University of Illinois, Chicago
Brandie Bohney, Bowling Green State University, OH
Jessica Campbell, Columbia University, Teachers College, New York, NY
Jennifer Dail, Kennesaw State University, GA
Renee Dorrity, George Washington University, Washington, DC
Seth French, University of Arkansas, Fayetteville
Aaron Gierhart, Illinois State University/Millikin Elementary, Normal
Aimee Hendrix-Soto, The University of Texas at Austin
Michele Irwin, University of Toronto, ON
Justine Jun, University of Toronto, ON
Alexandra Lampp Berglund, The University of Georgia, Athens
Merida Lang, The University of Georgia, Athens
Stacia Long, The University of Georgia, Athens
Russell Mayo, University of Illinois, Chicago
Karen Morris, Penn State University, State College
Katie Nagrotsky, Teachers College, Columbia University, New York, NY
Brady Nash, The University of Texas at Austin
Peter Newlove, University of Colorado, Denver
Chea Parton, The University of Texas at Austin
David Premont, Purdue University, West Lafayette, IN
Chris Proctor, Stanford University, CA
Nermin Vehabovic, North Carolina State University, Raleigh
Lance Wheatley, Michigan State University, East Lansing

Respondents: Janet Alsup, Purdue University, West Lafayette, IN
Patricia Dunn, Stony Brook University, NY
Antero Garcia, Stanford University, CA
Wendy Glenn, University of Colorado, Boulder
Heidi Hallman, University of Kansas, Lawrence
Victor Malo-Juvera, University of North Carolina Wilmington
Thomas McCann, Northern Illinois University, DeKalb
Donna Pasternak, University of Wisconsin, Milwaukee
Terri Rodriguez, College of Saint Benedict/Saint John’s University, St. Cloud, MN
Leslie S. Rush, University of Wyoming, Laramie
Allison Skerrett, The University of Texas at Austin
Paul Thomas, Furman University, Greenville, SC
Anne Whitney, Penn State University, University Park
Michelle Zoss, Georgia State University, Atlanta
**G.05 Running Records and Miscue Analysis: Limits and Possibilities for Literacy Assessment**

While on the surface running records (Clay, 1993/2002), and miscue analysis (Goodman, K., 1969; Goodman, Y., Watson, & Burke, 2005) may seem similar, these assessments are grounded in different understandings of the reading process, offer different insights into emerging readers’ processing of text, and suggest different types of instruction. This presentation explores the advantages and limits of these reading assessments. We argue that both assessments have a place in literacy programs and teachers might consider which assessment is most useful for particular children, particular learning challenges, and children at particular ages.

**Presenters:** Catherine Compton-Lilly, University of South Carolina, Columbia
Lenny Sanchez, University of South Carolina, Columbia
Yang Wang, University of South Carolina, Columbia

**G.06 Extending Culturally Sustaining Pedagogy: Ethnic Pedagogies**

In this active workshop-type session that extends Culturally Sustaining Pedagogy, participants will learn several techniques that will enlarge their repertoire within cultural contexts and that privilege some traditionally marginalized students. Specific descriptions with K-16 instructional illustrations are provided for a call-and-response learning approach from the African American religious tradition and havruta, which is sustained partner text study from the Jewish tradition. Recent research has shown that these instructional approaches increase oral and textual comprehension in a range of classrooms, as well as enhance the democratization of learning environments.

**Presenters:** Barbara Laster, Towson University, MD
Rebecca Shargel, Towson University, MD
Marcia Watson-Vandiver, Towson University, MD

**G.07 Targeting Student Growth from Every Level: Focusing Questions on Student Achievement**

Data can tell many stories, especially when we examine it from the spirit of inquiry. How can we ensure our district-level, building-level, and classroom-level questions keep students at the center of our decisions? This presentation unpacks essential structures including curriculum development, assessment, instruction, and collaboration so that the focus remains squarely on student achievement.

**Presenters:** Betsy Gunsalus, Simsbury Public Schools, CT
Betsy Hubbard, Fern Persons Elementary, Battle Creek, MI
Kim Lehman, Olivet Community Schools, MI
Melanie Meehan, Simsbury Public Schools, CT/Corwin Press
Maggie Seidel, Simsbury Public Schools, CT

**G.08 How to Take Action beyond the Book: Think Global, Act Local**

Teach your students to wonder about things that matter, and share, connect, and act upon what they learn. This presentation will explore how one teacher, inspired by Beah’s *A Long Way Gone: Memoirs of a Boy Soldier*, mobilized her students, colleagues, and community to send a former child soldier from South Sudan to graduate school at Emory University. Creating a curriculum around activism and social justice inspires students to take action and move beyond the book as global citizens. Learn how to shift your thinking about teaching literature and reimagine how your lessons can make a difference.

**Chair and Presenter:** Kimberly Dickstein, Haddonfield Memorial High School, NJ, “Social Justice; Advocacy; Community/Public Literacy Efforts”

**Presenters:** Crystal Chen Lee, North Carolina State University, Raleigh,”Social Justice; Teacher Education; Critical Literacy”
Mohamed Jishi, Georgetown University, Washington, DC, “Advocacy”
Garang Buk Buk Piol, Emory University, Atlanta, GA, “Sustainable Development; Adult Literacy”
FRIDAY

G.09  **ELATE Roundtables**

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Come meet your colleagues in teacher education and select from a large assortment of excellent sessions on developing the next generation of English teachers.

**Chair:** Latrise Johnson, University of Alabama, Tuscaloosa  

**Roundtable Leaders:** Lydia Brauer, Valparaiso University, IN  
Danelle Conner, Young Scholars of McKeepsort Charter School, PA  
Donna Fogelsong, Virginia Tech, Blacksburg  
Joseph Haughey, Northwest Missouri State University, Maryville  
Jim Hill, Virginia Tech, Blacksburg  
CJ Holthaus, Northwest Missouri State University, Maryville  
Paige Horst, Radford University, VA  
Charles Lang, Teachers College, Columbia University, New York, NY  
Yvonne Martinez, New Mexico State University, Las Cruces  
Joseph Mata, New Mexico State University, Las Cruces  
Elizabeth Anne Murray, University of Alabama, Tuscaloosa  
Taylor Norman, Georgia Southern University, Statesboro  
Laura Pargas, New Mexico State University, Las Cruces  
Detra Price-Dennis, Teachers College, Columbia University, New York, NY  
Nancy Remler, Georgia Southern University, Statesboro  
Karen Spector, University of Alabama, Tuscaloosa  
Erica Steinitz, The University of Texas at Austin  
Susan Tily, The University of Texas at Austin  
Matthew Ussia, Duquesne University, Pittsburgh, PA  

G.10  **How Can We Help Our Students Establish and Maintain a Writer’s Identity K-16?**

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**Sponsored by the National Writing Project**  

This roundtable session provides a wide variety of experiences as facilitators, together with participants, examine the potential for helping our students create and maintain a writer’s identity. Each roundtable explores a set of strategies or activities to engage educators in thinking, talking, and writing about their students’ personal relationships with writing. Through classroom experiences and their personal journey as writers, the facilitators will share opportunities they have created to raise each student’s self-awareness of writing processes, provide choice for writing topics and genres, select their own writing mentors, and help students engage in goal setting and reflection.

**Chair:** Pauline Schmidt, West Chester University, PA  
Lynne Dorfman, PA Writing & Literature Project/Arcadia University, Dresher, PA  

**Roundtable Leaders:**  
Roundtable 1: “Collaborative Inquiry: Teachers and Students Developing Their Writing Identities Together”  
Mary Buckelew, West Chester University, PA  
Janice Ewing, Cabrini University, Radnor, PA  
Roundtable 2: “The Writing Conference: A Place for Students and Teachers to Gain Agency through Inquiry”  
Liz Corson, Temple University, Philadelphia, PA  
Roundtable 3: “Children’s Literature That Sparks Ideas for a Writer’s Notebook”  
Chris Kehan, Central Bucks School District, PA  
Roundtable 4: “Giving Students Choice of Topic and Genre: How We Can Make That Happen”  
Jason Fritz, Lower Merion School District, PA  
Roundtable 5: “Helping Students to Discover Their Writing Identities: Observing Students during Independent Writing”  
Catherine Gehman, Boyertown Area School District, PA  
Roundtable 6: “Helping Students Find Topics: Heart Maps, Hand Maps, and Neighborhood Maps, Sketching, Memory Chains, Expert Lists, Writing Territories”  
Jen Greene, West Chester Area School District, PA  
Roundtable 7: “Finding Our Mentors: Who Are We Reading? Who Do We Want to Imitate?”  
Brenda Krupp, Souderton Area School District, PA  
Roundtable 8: “Connecting Students with Community Writers: Using Conversation, Local Stories, and Writing Mentors to Encourage Personal Storytelling”  
Kelly Virgin, Kennett Consolidated School District, Kennett Square, PA  
Roundtable 9: “Looking for Our Fingerprints as Writers: Reflecting on Our Noticings—What We Always Do as a Writer”  
Sharon Williams, Rose Tree Media School District, PA
From Resistance to Empowerment: Inquiry-Based Learning for All

As teachers, we are accountable to both our districts and students. How do you balance the things you can't control with those that you can to create spaces for inquiry? This session focuses on what it can mean to take an inquiry stance and ensure significant opportunities for inquiry to empower all students. Emphasis will be placed on the importance of creating meaningful literacy engagements that invite children to explore their own literacy practices. Participants will be involved in critical dialogue about how to find these spaces in our classrooms and utilize inquiry as a tool for empowerment.

**Chair:** Michele Marx, Hofstra University, Hempstead, NY
**Respondent:** Debra Goodman, Hofstra University, Hempstead, NY
**Roundtable Leaders:** Christine Cirella, Hofstra University, Hempstead, NY
Rebecca Donelin, Hofstra University, Hempstead, NY
Nikki Frink-Martin, Hofstra University, Hempstead, NY
Stephanie Gentilini-Pagonis, Port Washington UFSD/Hofstra University, NY
Kelly Mendoza, Hofstra University, Hempstead, NY
Anke Paes, Hofstra University, Hempstead, NY
Christen Schade, Elmont UFSD/Hofstra University, NY
Michelle Smither, Freeport UFSD/Hofstra University, NY
Matthew Smither, Saint Vincent Ferrer High School/Hofstra University, NY

The Inquiry Mindset: Creating Spirited Environment, Rapport, Instruction, and Assessment

In order to create a classroom that fosters productive inquiry, teachers must consider their environment, established rapport, planning, instructional and assessment methods. In this exciting roundtable session hosted by middle and high school students of #BOWTIE (formerly #bowtieboys) and their teacher, participants will rotate between five roundtables to engage in robust discussions and planning for authentic inquiry in their own classrooms. Not only hearing from the students and teacher, session attendees will collaborate with each other to produce strategies individual to each teacher’s unique population, allowing them to return home with plans in place for fostering their own inquiry learning.

**Chair:** Sandra Dalebout, Riverside High School, Aldie, VA
**Mentor:** Jason Augustowski, Riverside High School, Leesburg, VA

**Roundtable Topics & Leaders:**
**Roundtable 1: “Proactive Planning for Inquiry”**
Sandra Dalebout, Riverside High School, Aldie, VA

**Roundtable 2: “Assessing Inquiry in Diverse Modalities”**
Nyla Lindsey, Belmont Ridge Middle School, Leesburg, VA

**Roundtable 3: “Building Time-Management Skills within Inquiry”**
Vedika Mahey, Riverside High School, Leesburg, VA

**Roundtable 4: “A Classroom Environment That Fosters Inquiry”**
Courtney Maynard, Riverside High School, Leesburg, VA

**Roundtable 5: “Authentic Rapport through Inquiry”**
Theodore Williamson, Riverside High School, Ashburn, VA

Stereotyping, Appropriation, and Imposition: Raising Race in Classrooms

Classroom conversations on race are getting more necessary and more challenging. These teachers explore the issues with their students.

**Chair:** Elizabeth Parker, Grand Blanc Community Schools, MI
**Presenters:** Adele Ashley, Teachers College, Columbia University, New York, NY
Helen Bentley, Purdue University, West Lafayette, IN
Lakeya Omogun, The University of Texas at Austin
Nithya Sivashankar, The Ohio State University, Columbus
Tharini Viswanath, Illinois State University, Normal
Christy Wessel-Powell, Purdue University, West Lafayette, IN
G.14 Learning to Live with the Questions of the Universe: Teaching Baldwin and Morrison through the Spirit of Inquiry

The beautiful, prescient, revolutionary, and challenging work of 20th-century American literature stalwarts James Baldwin and Toni Morrison provides a backdrop for an America whose citizens still struggle to understand each other. For more than a dozen years, a public high school in Baltimore has taught both writers with fervor, making them a focal point of curriculum and guiding students to strong successes on IB assessments and college preparation with them. Seasoned teachers will offer many resources and tips for teaching these writers, and hear from current students about the impact of the writers on their studies.

Presenters: Jessie Doernberger, Baltimore City College, MD
Jamie P. Massey, Baltimore City College, MD
Mark Miazga, Baltimore City College High School, MD

G.15 Layered Inquiry in Informed Argument Writing Instruction

Teaching informed argument writing requires layers of inquiry and reflective practice for students and teachers. Three leaders in the National Writing Project (representing urban, suburban, and rural contexts) will discuss the classroom moments that shape their argument writing instruction, the resources that help them reflect, and the inquiry approaches they use to support their students.

Presenters: Chris Mazura, Guilderland High School, NY
Casey Olsen, Columbus High School, MT
Sarah Woodard, Denver Public Schools, CO

G.16 A Tale of Three Schools: One District, Three Realities

A discussion of how the resegregation of three public schools in a single Southern school district has impacted the educational experiences of students and teachers. From physical space to curriculum to policing of students and staff, we’ll explore the very different realities of separate and unequal in the South.

Presenters: Dawn Whipple, Pebblebrook High School, Mableton, GA
Respondents: Diana Bishop, Lassiter High School, Marietta, GA
Krystalyn Dennis, Cooper Middle School, Austell, GA
George Seaman, Lassiter High School, Marietta, GA

G.18 Teaching Fun Home: Challenges, Benefits, and Triumphs

After teaching Fun Home for two years in the junior-year literature course at their high school in St. Louis, four teachers will explore the philosophy behind choosing the text, various approaches to the challenges within, moments of triumph as well as disappointments, and successful thinking and writing exercises.

Presenters: Maggie Ervin, John Burroughs School, St. Louis, MO
Shannon Koropchak, John Burroughs School, St. Louis, MO
Jennifer Salrin, John Burroughs School, St. Louis, MO
Megan Zmudczynski, John Burroughs School, St. Louis, MO

G.19 Research on Writing in Multiple Modes and Contexts

These roundtable sessions will address research on writing in varied modes and contexts, such as online discussion boards in university classrooms and digital storytelling in a women’s domestic violence shelter. Attendees will have the opportunity to participate in both roundtable sessions, as the session will be divided into two rotations of approximately 30 minutes each.

Chair: Jaliyah Holly, JB Martin Middle School, La Place, LA
Presenters: Huan Gao, University of Florida, Gainesville
Christina Romero-Ivanova, Indiana University Kokomo
G.20 EMPOWERing Inquiry: Must-Make Moves of Transformational Teaching
318
Teaching well is always an act of love—for our learners, ourselves, disciplinary knowledge, reading, composing, problem-solving, for all significant learning that makes a difference to the quality of our human experience, and for our world. In this session we will explore how to plan and teach through inquiry as cognitive apprenticeship. We will introduce the EMPOWER model to help teachers Envision the destination, Map a plan, Prime and Orient learners, Walkthrough or apprentice them, help them Extend and explore their learning, and promote Reflection in both units and lesson plans. Join us in transforming our classrooms.

Chair: Jeffrey D. Wilhelm, Boise State University, ID

Presenters: Rachel Bear, National Writing Project, Boise, ID
Christopher Butts, Boise School District/Boise State Writing Project, ID
Jackie Miller, Idaho State Department of Education

Respondent: Adam Fachler, EMPOWER Partners, Brooklyn, NY

G.21 What Really Matters? Asking Better Questions in the English Language Arts Classroom
319
For students, school is often about answering questions posed by teachers, textbooks, and tests. How do we encourage students to ask deeper, more meaningful questions about the texts they read and the world in which they live? This session provides techniques for asking better questions in the English language arts classroom.

Presenters: Mike Miller, Thomas Jefferson High School, Arlington, VA, “Questioning”
Mitchell Nobis, Birmingham Public Schools, MI
Dirk Schulze, Lake Braddock Secondary School, Burke, VA, “Questioning”

G.22 Engaging Teachers and Their Students in Inquiry Leading to Social Action
320
In this session, three National Writing Project Directors will share in-depth strategies to engage teachers and students in inquiry to develop argument writing and to foster social action. This session provides teachers with protocols to use with students, faculty, and community members to identify possible projects, participants, and funders. Attendees will participate in hands-on, model lessons and will walk away with strategies relevant for classroom use and a simultaneous call to action—and support for making it happen—to begin a project of their own.

Presenters: Robin Atwood, South Mississippi Writing Project
Rebecca Kaminski, Clemson University, SC, “Exploring the Power of Names”
Ellen Shelton, University of Mississippi, Oxford, “Creating Arguments Based in Place and Time”

G.23 Redefining the Boy Hero: Empowering Sensitive Boys and Bucking Gender Stereotypes through Middle Grade Fiction
321
In this age of toxic masculinity, where bullying, violence, and sexist and racist behavior are equated with manliness, authors and educators need to work hand-in-hand to show boys how to find self-worth through acts of listening, caring, and kindness. We are four award-winning children’s authors who have written books featuring boys who model positive masculinity. We would like to discuss how educators can use stories like ours to empower boys and validate a different standard of masculinity that gives them the confidence and self-acceptance all children need to share, connect, and inquire.

Erin Kelly, Greenwillow Books/HarperCollins
Kekla Magoon, Wendy Lamb Books/Random House
Katherine Marsh, Roaring Brook Press
Matthew Winner, Howard County Public Schools, MD
G.24 Asking All the Right (and Wrong) Questions: How Spirited Protagonists in YA Literature Inspire Inquiry in Students’ Reading and Writing

Authors Emery Lord, NoNieqa Ramos, Leah Thomas, and Jasmine Warga share how they used inquiry to write books that challenge readers and lead participants in exercises designed to help students seek out new ideas in discussions and writing. Further literature-based inquiry methods provided in this interactive and engaging session.

**Chair and Presenter:** Nicole Arnette, RB Hayes High School, Delaware, OH  
**Tradebook Authors:** Emery Lord, Bloomsbury  
NoNieqa Ramos, Lerner Books  
Leah Thomas, Bloomsbury  
Jasmine Warga, HarperCollins  
**Respondent:** Sarah Ressler Wright, RB Hayes High School, Delaware, OH

G.25 Student Inquiry: Answering the Call for Cultural Sustainability in the ELA Classroom

This panel showcases how inquiry of literature by 5th- through 12th-grade students and teachers can create cultural sustainability in the ELA classroom and curriculum. Many educators want to validate the growing diverse student population and issues that are relevant to their students but are uncomfortable on how to approach these sensitive topics. Come discover with us how to empower and validate your students through the curriculum that you design together.

**Presenters:** Sybil Durand, Arizona State University, Tempe  
Samantha Gorgan, La Joya Community High School, Avondale, AZ  
Ginette Rossi, Arizona School for the Arts, Phoenix, AZ  
Sandra Saco, La Joya Community High School, Avondale, AZ

G.26 Fanning the Flames of Inquiry—The Transformative Power of a Dialogic Classroom

The power of a dialogic classroom allows all students, even nonreaders, to actively participate in making meaning from a read aloud. Collaborative inquiry through dialogue to explore social justice and inequality are the driving force behind student engagement. This presentation focuses on student-led inquiries into the African American experience through elementary-level texts. Student work, videos of dialogic discussions, lesson plans, resources, and classroom procedures will be shown to address the “nuts and bolts” of successfully cultivating critical literacy inquiry. Participants will be invited to collaboratively brainstorm possible “critical encounters” that could spark fiery inquiry in their own classrooms.

**Presenters:** Meaghan Gulledge, Glen Springs Elementary School, Gainesville, FL/University of West Florida  
Amy Lewis, Glen Springs Elementary School, Gainesville, FL  
Deandra McKoy, Glen Springs Elementary School, Gainesville, FL  
Kayla Sutcliffe, Glen Springs Elementary School, Gainesville, FL

G.27 Research in Early and Elementary Literacies: Advancing Literacy Teaching for Diverse Learners

This roundtable session will feature research in early and elementary literacies ranging from a variety of approaches to literacy education. Attendees will have the opportunity to rotate between three 20- to 25-minute roundtable discussions of their choice.

**Chair:** Tami Brown, Macmillan/Disney/Hyperion/Philomel  
**Presenters:** Megan Brown, Cedarville University, OH  
Samantha Ives, George Mason University, Fairfax, VA  
Sharon Kerestes, Cedarville University, OH  
Jacquelynn Malloy, Clemson University, SC  
Seth Parsons, George Mason University, Fairfax, VA  
Allison Parsons, George Mason University, Fairfax, VA  
Melia Repko-Erwin, University of Colorado, Boulder  
Ruth Sylvester, Cedarville University, OH  
Jue Wang, Penn State University, University Park
Embracing the Questions, Exploring the Quest: Building an Inquiring Community through Hero’s Journey Book Clubs

Educators feel the weight of questions about what’s best for students. What if, however, unanswered questions are, as Rachel Naomi Remen suggests, “fine traveling companion(s) . . . [that] sharpen [our] eye for the road?” This session explores our journey sparked by curricular questions and the resulting discoveries. We’ll discuss the role of quests in children’s literature and our process of bringing fresh life to The Odyssey through contemporary novels. Attendees who desire to increase student engagement, build classroom community, and/or implement inquiry-based literature circles will gain an introduction to a collection of texts and strategies for student-led book clubs.

Presenters: Andrea Adams, Manheim Township Middle School, PA
Ashley Gill, Manheim Township Middle School, PA

Tradebook Author: Dan Gemeinhart, Macmillan

Asking for Adventure: Book Clubs Drive Interest-Based Inquiry

Venture into a realm where teachers, students, administrators, and district officials collaborate to design and participate in learning experiences with interest-based inquiry teams. Presenters share the planning process and outcomes of several Adventure Book Club experiences, highlighting one club’s march across the Pettus Bridge singing freedom songs in Selma, Alabama. Come join us as we share the power of books to change the world and the difference books make in our lives. You’ll leave this session eager to implement Adventure Book Clubs customized to appeal to your own classrooms and schools.

Presenters: Todd Child, Pike County Middle School, Zebulon, GA, “Adventure Book Club Inquiry Teams”
Lanca Dawn, Pike County Schools, Zebulon, GA, “Adventure Book Club Inquiry Teams”
Kimberly Johnson, Pike County Middle School, Zebulon, GA, “Adventure Book Club Inquiry Teams”
Mike Maddox, Pike County Middle School, Zebulon, GA, “Adventure Book Club Inquiry Teams”
Ryan McGuffey, Pike County Middle School, Zebulon, GA, “Adventure Book Club Inquiry Teams”

Seeing the World with Poets’ Eyes

Whether poets are observing a sunrise or a city skyscraper, or recollecting a memory from childhood, our job is to express what we see and feel as if for the first time. Poetry takes the film of familiarity off the everyday and helps readers see the ordinary world with a lens of wonder and awe; to perceive the extraordinary in the ordinary. We will share our process of looking at the world with poets’ eyes and how this inspirational tool translates into writing, and then, in turn, to the teaching of writing.

Chair: Jonda C. McNair, Clemson College of Education, SC

Presenters: Rebecca Kai Dotlich, Boyds Mills Press, “Seeing a World of Wonder”
Ralph Fletcher, Heinemann Publishers/Stenhouse, “Sharpening Poetic Images through Poetry”
Georgia Heard, Boyds Mills Press/Scholastic, Inc., “Mining Memories for Moments of Magic”

Empowering Students’ Inquiry Practices through Language-Based Pedagogies

Sponsored by the North American Systemic Functional Linguistics Association (NASFLA)

This panel explores uses of Halliday’s theory of systemic functional linguistics in teaching and research for multilingual/multicultural students and teachers across disciplines. Presenters discuss strategies for successful integration of language-based pedagogies to teach students/teachers to more successfully integrate understandings of genre and to critically analyze texts in different disciplines.

Chair: Josh Iddings, Siena College, Loudonville, NY

Presenters: Meg Gebhard, University of Massachusetts, Amherst
Holly Graham, Mt. Holyoke College, South Hadley, MA, “Understanding Genre Analysis through the Author Bio: An Introduction to Metalanguage in an 8th Grade Classroom”
Jason Moore, Oakland University, “Genre Study within Inquiry; Genre Study as Inquiry”
G.32 Becoming Readers: Reading to Renew, Repurpose, and Resist 330

Presenters will explore ways students can unleash the radical energies of both older and newer texts and put them to work in their lives. Presenters will offer ways to spark student interest in literary texts through a rhetorical approach that examines the complex social worlds and identities that shape acts of communication, including students’ own experiences, interests, and purposes. Attendees will return to their classrooms ready to engage students in literature as a framework for responding to the world in which they live.

Chair and Presenter: Carol Jago, California Reading and Literature Project

Presenters: Robin Bates, St. Mary’s College of Maryland, “Innovative Ways to Employ Literary Classics”
Jennifer Fletcher, California State University, Monterey Bay, Seaside, “Reading Rhetorically”
Glenda Funk, Highland High School, Pocatello, ID
Carl Rosin, Radnor Township School District, PA

G.33 Folger Shakespeare Library: Students Learning in Real Time—Three-Dimensional Shakespeare 331

Observe the Folger Method live, up close: brand-new-to-Shakespeare Baltimore public high school students work with Michael Tolaydo, FolgerEd force behind our core activity that engages ALL students in Shakespeare effectively, starting deep inside the language. Result: teachers are always astounded by how much students can figure out all by themselves!

Chair: Peggy O’Brien, Folger Shakespeare Library, Washington, DC

Presenters: Heather Lester, International High School at LaGuardia Community College, Long Island City, NY
Amber Phelps, Baltimore City College High School, MD
Michael Tolaydo, Folger Shakespeare Library, Washington, DC

G.34 Dynamic Inquiry through Collaborative University-Community Partnerships 332

In this presentation, panelists will discuss their year-long inquiry into developing teaching and learning partnerships between university preservice English teachers and local high school students. Establishing this university-community partnership and weighing its many challenges and successes will be the primary topic of this panel. Attendees are invited to discuss this partnership with the university professor, the two high school English teachers, and the preservice teachers who participated in this inquiry. We invite all attendees to join us in the celebration of what we can accomplish when we work together to achieve meaningful outcomes through dynamic collaboration and spirited inquiry.

Presenters: Angel Cornell, Chambersburg Area Senior High School, PA
Luke Hershey, Shippensburg University, PA
Katie Kann, Shippensburg University, PA
Shannon Mortimore-Smith, Shippensburg University, PA
LeAnne Park, Chambersburg Area Senior High School, PA
Veronica Ponti, Shippensburg University, PA
Deven Whitfield, Shippensburg University, PA

G.35 Collaborative Inquiry and Writing as Activism in Elementary Classrooms 335

Sponsored by the NCTE Committee for the Elementary Section Donald Graves Award

Donald Graves (2004) stated, “Teachers who write themselves as well as write with their students offer their students greater flexibility and understanding” (p. 90). In this session teachers share examples of critical reading and writing explorations with their students using poetry, art, and digital technologies for expanded possibilities for collaborative inquiry, dialogue, student voice, and identities around social issues and activism. Examples of writing and mentor texts are shared.

Presenters: Megan Adams, Kennesaw State University, GA, “Collaborative Inquiry and Writing as Activism in Elementary Classrooms”
Eliza Braden, University of South Carolina, Columbia
Tracey Flores, The University of Texas at Austin
Roberta Price Gardner, Kennesaw State University, GA, “Collaborative Inquiry & Writing”
Sanjuana Rodriguez, Kennesaw State University, GA
**G.36 Inviting Compassion, Imagination, and Wonder with the 2019 Charlotte Huck Award Winners**

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*Sponsored the NCTE Charlotte Huck Award Committee*

Do you believe that well-written and well-illustrated fiction has the power to change our world? Educator Charlotte Huck believed that literature, with its capacity to invite compassion, imagination, and wonder, should be at the heart and center of the school curriculum. Come learn more about the 2019 Charlotte Huck Award-winning titles as the Huck Committee shares teaching ideas for these transformative titles across a range of grade levels.

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

**Presenters:**
- Maria Acevedo, Texas A&M University, College Station
- Patrick Andrus, Prairie View Elementary, Eagan, MN
- Donna Bulatowicz, Montana State University, Billings
- Desiree Cueto, Western Washington University, Bellingham
- Mary Lee Hahn, Dublin City Schools, OH
- Bettie Parsons Barger, Winthrop University, Rock Hill, SC

**G.37 Page against the Machine: Why and How to Integrate Computer Science into the English Language Arts Classroom**

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Spirited inquiry takes many forms in our Digital Age. But computers do not inquire; they query. So how can ELA teachers leverage computers to reimagine the teaching of literature? That is not a question you hear often. But as the demand for computer science education increases, ELA teachers are poised to show colleagues that computational methods can revitalize all content areas. This workshop will provide participants with everything they need to begin using computational methods to create inquiry-based studies of literature. No coding experience necessary. Just bring your love of teaching literature, sketches of your curriculum, and a laptop.

**Presenter:** Tom Liam Lynch, Pace University, New York, NY, “Computer Science in ELA Classrooms”

**G.38 What If? Creating Agency and Engagement through Inquiry**

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What happens when we trust students enough to give them the time and space they need to construct understanding and engage in their own learning? Inquiry happens! Inquiry is an essential aspect of teaching and learning—it nurtures agency and independence. When students ask questions, they engage their brains and actively seek to understand. Research demonstrates that student-generated questions lead to greater thought complexity, content understanding, and application of knowledge. Asking questions opens a path to become lifelong, curious learners. This session explores how inquiry empowers students, provides teachers with formative data, and creates active, joyful communities of learners.

**Chair:** Emily Callahan, Crossroads Academy, Liberty, MO

**Presenter:** Debbie Miller, Heinemann

**Respondents:** Clare Landrigan, Heinemann
- Tammy Mulligan, Heinemann

**G.39 Stanzas and STEAM: Integrating Poetry into the Science Classroom**

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Cultivate curiosity and creativity with science poems! Professors, STEAM poets, and curricular specialists will introduce STEAM poetry, explore the integration of poetry into the curriculum, lead participants in creating a fact-based poem, and share how to bring poems to life as digital stories.

**Chair:** Melanie Koss, Northern Illinois University, DeKalb

**Authors/Illustrators:**
- Sylvia Vardell, Texas Woman’s University, Denton
- Janet Wong, Pomelo Books

**Presenter:** Gillian King-Cargile, Northern Illinois University, DeKalb
G.40 Developing Literacy Skills through Digital Tools and Multimedia Play

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Presenters in this session will discuss 1) multiliteracy practices of fourth-grade students as they played a narrative-based, adventure board game, 2) increasing literacy skills through multimedia play, 3) inquiry through images and ink, and 4) digital tools to spark reading inquiry and response.

Presenters: Ali Conant, Northern Arizona University, Flagstaff
Jessica Gallo, University of Nevada, Reno
Sara Kersten Parrish, University of Nevada, Reno
Tanny McGregor, West Clermont Schools/Heinemann
Suzanne Porath, Kansas State University, Manhattan

G.41 Project-Based Learning for Inquiry

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Nothing engages inquiry like having problems to solve and projects to complete. Presenters share various types of project-based activities including publishing, genius hour, and classroom curation.

Chair: Ashley Kazery, Mississippi Department of Education

Presenters: Megan Birch, Plymouth State University, NH
Zachary Clark, 826DC
Gemma Cooper-Novack, Syracuse University, NY
Sarah Diller, Greencastle-Antrim School District, PA
Jessica Drench, 826 Boston, Roxbury, MA
Rebecca Grove, Hood College, Frederick, MD
Meg Petersen, Plymouth State University, NH

G.42 Inquiring into Tensions

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Presenters will examine various factors impacting preservice teachers enact practices and pedagogies that promote criticality and equity.

Chair and Presenter: Kathryn Struthers Ahmed, Hunter College, CUNY

Presenters: Tiffany Karalis Noel, University of Virginia, Charlottesville
Naitnaphit Limlamai, University of Michigan, Ann Arbor
Scott Ritchie, Kennesaw State University, GA

G.43 Educator Inquiry in the “Margins”: Professional Learning and Equity Conversations with the Marginal Syllabus

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This roundtable session about the Marginal Syllabus—a project that sparks and sustains conversations among educators about educational equity using the collaborative web annotation tool Hypothesis—will invite participants to learn about the initiative, explore how the project encourages educator inquiry about equity, and consider implications for professional learning and teaching. This session will examine the 2018–19 Marginal Syllabus “Literacy, Equity + Remarkable Notes = LEARN” developed in partnership with the National Writing Project and NCTE. Participants will join a roundtable of choice organized around emergent questions, with discussion supported by annotated NCTE articles, blog posts, and research.

Roundtable Leaders: Christina Cantrill, National Writing Project, Berkeley, CA
Joe Dillon, Aurora Public Schools/Denver Writing Project, CO
Remi Kalir, University of Colorado, Denver
Michelle King, Learning Instigator, Pittsburgh, PA
Cherise McBride, University of California, Berkeley

G.44 Curiosity, Teaching, Learning, and Mucking around in ELA

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Sponsored by the National Writing Project

Teachers are asked to focus on teaching “skills” in order to move students up to the next grade level, but often this focus doesn’t serve students or teachers who are each curious intellectuals—or as Gee (2017) suggests “committed testers.” Vertical alignment of curriculum seems logical, but often forces unrealistic expectations. Drawing on the research of James P. Gee, this group of K–16 educators used our summer to consider what learning looks like if we used our classrooms as a space to inquire, investigate, and “muck around.”

Presenters: Jeanie Reynolds, University of North Carolina, Greensboro
Melissa Smoak, Chatham Youth Development Center, NC
Danielle VanRyen, General Greene Elementary School, Greensboro, NC
G.45 Inquiry with Middle School Students? How Do I Even Teach That?

By weaving sustained inquiry into our curriculums in the middle school years, we can better prepare students to be engaged critical thinkers, problem solvers, and lifelong learners. This presentation format will mimic how I introduce and approach sustained inquiry in my 6th-grade English classroom, and participants will be exposed to student exemplars from my class while participating in their own inquiry. We will focus on a singular driving question: How can we encourage students to consistently craft deep and meaningful questions?

Presenter: Courtney Shuller, Envision Education, Fremont, CA

G.46 Stories Countering Race: Writing Critical Race Narratives in College Courses

A critical race approach to rhetorical study opens critiques of racialized policing across contexts and inscribed as stories, as narratives become tools to mask systemic inequalities as individualized deficiencies, especially those that sustain racist ideologies. To this end, this panel offers a critical race approach that examines when and how narratives are policed for racialized people.

Chair: Steven Alvarez, St. John’s University, Queens, NY

Presenters: Aja Martinez, Syracuse University, NY
James Chase Sanchez, Middlebury College, VT
LaToya Sawyer, St. John’s University, Queens, NY

Respondent: David Green, Howard University, Washington, DC

G.47 English Teacher Inquiry as Pedagogy, Research, and Leadership

What is the relationship between teaching, leading, and researching in the age of standardization for English language arts teachers? How can English teachers use their research to make change in broader educational trends at the micro and macro level? This presentation, consisting of five secondary English teacher-researchers spanning middle and high school, addresses how the teachers navigated the space between practice, theory, and policy through teacher inquiry. They will address how they’ve overcome obstacles and implemented what they’ve learned from their research in order to impact the classroom, campus, and community.

Chair and Presenter: Shelby Boehm, PK Yonge Developmental Research School, Gainesville, FL

Presenters: Blake Beckett, PK Yonge Developmental Research School, Gainesville, FL
Christina Flake, University of Florida, Gainesville
Cody Miller, P.K. Yonge Developmental Research School, Gainesville, FL
Jon Mundorf, P.K. Yonge Developmental Research School, Gainesville, FL

G.48 Teaching as Emancipatory Practice: Mutual Mentorships Enacting Culturally Relevant Inquiries in Early Literacy

Panelists will share culturally relevant inquiries conducted within five teacher/teacher educator dyads working in K–3 classrooms. Audience members will dialogue with panelists in rotation, learning about panelists’ personal and professional journeys, informed by Afrocentric principles, as they created mutual mentorships, navigated their identities, and constructed decolonizing, humanizing inquiries in early literacy.

Chairs: Michele Myers, University of South Carolina, Columbia
Dinah Volk, Cleveland State University, OH
Haeny Yoon, Teachers College, Columbia University, New York, NY, “From Partnership to Friendship: Somebody to Lean on in Politically Uncertain Times inside and outside the Classroom”
G.49 Creating a Fostering a Writing Community among Teachers, Children, Youth, and Refugees

How can educators foster writing communities and writing identity development? Join the conversation with university literacy faculty who have facilitated a writing community including K-12 students, K-12 teachers, and refugee youth and young adults through a summer writing program across the past five years. Our goals are to connect writing research to classroom practice and foster a community-integrated and holistic approach to writing. We resist the pressure toward standardized, impersonal, or formulaic writing and instead invite writers of all ages and backgrounds to negotiate and amplify their authorial voices. Formats, instructional approaches, and materials will be shared.

Presenters: Claire Lambert, High Point University, NC
Amy Vetter, University of North Carolina, Greensboro
Melody Zoch, University of North Carolina Greensboro

G.50 Fostering Spirited Inquiry—The National English Honor Society

This session will feature a student panel of current and former National English Honor Society (NEHS) members from Linganore High School, Frederick, MD, as well as NEHS advisors from around the country, each of whom will share the inquiry-based learning and teaching engendered by being involved with NEHS. Session attendees will take away information about joining the NEHS network, strategies for growing existing chapters, and stand-alone activities 9-12 grade teachers may apply in the classroom, in their schools, and in their local communities, sustaining and growing curiosity about the art of language.

Presenters: Jim Brady, Bishop Eustace Preparatory School, Pennsauken, NJ
Breanne Hicks, Saint Mary’s Hall, San Antonio, TX
John Manear, Seton-La Salle High School, Pittsburgh, PA
Natalie Rebetsky, Linganore High School, Frederick, MD
Stephanie Robertson, Staley High School, Kansas City, MO
David Wendelin, National English Honor Society, Lakewood, CO

G.51 Exhibitor Session: Hands-On Comprehension Strategies for All Students, Grades 4–12

This session focuses on evidence-based, hands-on comprehension strategies teachers can use to improve reading outcomes. Participants will experience the strategies and create their own manipulatives as part of the session.

Presenters: Jill Haney, Director of Literacy
Liz Mangus, Literacy Specialist
G.52 Poster Sessions—Innovations in Engagement
PRATT STREET LOBBY EAST-WEST, LEVEL 300 (CONVENTION CENTER)

**Poster 1: Closing the Achievement Gap through Hip-Hop-Based Education and Black Male Mentors**
Research shows that the achievement gap is not being effectively closed and Black males have been held at a low-class citizen status for hundreds of years. In order to combat this, the researcher has found that if the education system increases the interaction of the Black boy student to a successful Black male mentor, includes hip-hop-based education in the curriculum, and continues to use best practices, then the students’ grades and attendance at school increase and behavior referrals decrease, ultimately closing the achievement gap at a faster rate and creating a more inclusive environment of learning.

**Presenter:** Lindsay Cherry, Harbor Lights Middle School, Holland, MI

**Poster 2: Spirited Inquiry: A Project-Based Learning Unit on Censorship**
This session provides colleagues an engaging infographic poster full of lively activities for a censorship unit, structured around project-based learning, which could be easily implemented in part or whole upon returning to the classroom. Discover readings and research that compel our students to become more vested in what they read in school and more passionate about sharing and presenting what they have discovered. Supplemental handouts explain the PBL activities in detail and also provide teachers with recommended readings, activities, and internet resources from educators like Harvey Silver, Kylene Beers, Bob Probst, and others.

**Presenters:** Jennifer Kirchoff, East Syracuse Minoa Central High School, Minoa, NY
Meagan Kirchoff, Cortland Enlarged City School District, NY

**Poster 3: Think–Puzzle–Explore: Genius Hour and Student-Directed Inquiry**
What can Genius Hour look like with your students? Join a collaborative exploration of Genius Hour: possibilities, planning, potential pitfalls, practical considerations, etc. This exhibition of learning documents the Genius Hour experiences of high school students taking a literacy support elective. Learners identified a driving question to investigate for one hour per week over ten weeks. They engaged in self-directed inquiry, research, and creation, and they shared their learning through exhibitions and presentations. Think–Puzzle–Explore Genius Hour with us! Connect with other Genius Hour enthusiasts, share your ideas, and leave with options and plans for implementing student-directed inquiry and innovation.

**Presenters:** Warisha Asad, Northern Virginia Community College, Centreville
Michael Greene, Washington Irving Middle School, Springfield, VA
Chris Jayasinghe, Northern Virginia Community College, Fairfax
Anne Whipp, Dorothy Hamm Middle School, Arlington, VA

**Poster 4: Increasing Social Skills and Motivating Students in Low Socioeconomic Groups**
This presentation addresses the topic of equity and social justice for minority students through the inclusion of curriculum and extracurricular programs not geared directly toward improving test scores but instead focused on providing opportunities to build social and communicative skills and motivation. I propose an investigation into remedying the issue of distributive justice through increasing access from within the school environment instead of relying on policy which has shown to perpetuate the achievement gap and not properly address nor rectify the developmental differences between lower and middle class children.

**Presenter:** Kylah Ramos, Florida International University, Miami

**Poster 5: Playing to Learn: Cross-Curricular Learning with Fun in Mind**
Teachers hone their knowledge of AP History and AP English cross-curricular content by playing to learn and participating in Escape the War Room!

**Presenter:** Amanda Ponder, Houston ISD, TX
Poster 6: Implementing Methods to Increase Student Engagement with Literature in the English Language Arts Reading Classroom

Encouraging teachers to reflect and inquire about methods that they can implement in their classrooms in order to increase student involvement, this project looks at a few methods that lead to student engagement and analyzes the feasibility of incorporating these methods of teaching in the ELA reading class.

Presenters: Gloria Acosta, Miami, FL
Olivia Hiriart, Florida International University, Miami

Poster 7: Tearing Down the Wall of Social Image through Creative Writing

Welcome to the “Modern Breakfast Club,” a.k.a. Creative Writing. Students from every social group come together in a conglomeration that leads to new friendships and a love of writing: the accelerated students, the sports stars, the “popular” crowd, the troublemakers and class clowns, and the outsiders. The barriers of cliques break down as students realize they have more similarities than differences. The natural curiosity of students results in an organic creative process. Creative writing gives them the outlet needed to break down those walls. We’ll share tips on creating a classroom that exudes acceptance, compassion, and a love for writing.

Presenters: Debra Mahnken, Fleetwood Area High School, PA, “Creative Writing”
Sarah Wilkinson, Fleetwood Area High School, PA, “Creative Writing”

Poster 8: Harnessing the Power of Nature to Create a Supportive Environment for Spirited Inquiry

Research increasingly supports the benefits of including natural elements in the learning environment. Natural elements can reduce stress, increase focus, and spark inquiry. This session will feature a multidimensional poster that demonstrates practical ways that educators can incorporate natural elements into their learning environment and will include a sample discovery center. The session also will include handouts (1) citing research supporting specific outcomes of including natural elements in educational environments; (2) listing practical ways that educators can incorporate nature into the daily school routine and the classroom environment; and (3) listing outdoor challenges that educators can use with students.

Presenter: Jo Hackl, Random House Children's Books

Poster 9: Making Reader's Workshop Work in High School

Does your literature instruction need an overhaul? Tired of teaching the same books in the same ways? Join me for an informal discussion of how to engage secondary students in an authentic Reader’s Workshop experience, including the use of engaging contemporary texts, mini lessons, book clubs, and partner and group collaboration, in an effort to improve students’ literacy skills and bring back their joy of reading.

Presenter: Katie Elder, Rowland Unified School District, Pomona, CA

Poster 10: Fighting Words: Engaging with Global News through Poetry

How can poetry be an effective response to current events? How can we use poetry to connect global issues to our local and personal contexts? The Fighting Words poetry workshop and contest, an initiative of the Pulitzer Center, provides an opportunity for students to engage with these questions by exploring multimedia global news stories and writing original poems. This session shares the workshop guide, contest information, student work, and more resources to foster students’ curiosity about the world through global news.

Presenters: Hannah Berk, Pulitzer Center, Washington, DC
Fareed Mostoufi, Pulitzer Center, Washington, DC

Poster 11: Creating Digitally Curious Learning Environments

Our students are living in the “Renaissance of Inquiry.” They carry devices that connect them to more information than ever before. They have access to a wider variety of ideas and opinions than any other generation. Music, literature, art, and information are available to all learners with an internet connection. All of these advancements are redefining what it means to be literate and to be curious. This session will show how a Humanities-based approach in the English language arts classroom and a sense of “digital curiosity” push students to want to dig more deeply.

Presenter: Lawrence Reiff, Roslyn Union Free School District, NY
Black Feminist Code: @The Intersections of Digital Technologies, Literacy Research, and Black Girl Literacies

BALLROOM IV

Safiya Umoja Noble argues that Black feminist critique unravels the material consequences of white supremacy and imperialism in the transnational technology industry. Based on this Black feminist lens on new media, this panel merges what Noble calls the critical future in “intersectional Black feminist technology studies” with Black girlhood studies and Black girl literacies studies. We thus situate Black girls’ digital production in new understandings of and possibilities for literacy research.

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

Presenters: Delicia Greene, University of Albany, NY
Carmen Kynard, Texas Christian University, Fort Worth
Tonya Perry, University of Alabama, Birmingham
LaToya Sawyer, St. John’s University, Queens, NY

Detra Price-Dennis
Delicia Greene
Carmen Kynard
Tonya Perry
LaToya Sawyer
H.01 The Intersection of Literacy, Sport, Culture, and Society

**BALLROOM II**

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

**Chair and Roundtable Leader:** Alan Brown, Wake Forest University, Winston-Salem, NC

**Keynote Speaker:** Katherin Garland, Santa Fe College, Gainesville, FL

**Roundtable Topics & Leaders:**

**Roundtable 1:**
Chris Crowe, Brigham Young University, Provo, UT, “Going beyond the Obvious: Using Sports Literature to Engage All Students”
Benjamin Woodcock, Okemos High School, MI, “Rah! Rah? A Teacher’s Inquiry into Students’ Spirit(s) about Current Events”
Bryan Ripley Crandall, Fairfield University, CT, and William King, Bassick High School, Bridgeport, CT, “Game On! The Sports Writing Summer Literacy Lab for Middle School Youth”

**Roundtable 2:**
Sarah J. Donovan, Oklahoma State University, Stillwater, “From Rec Leagues to Elite Clubs: How the Game Changes in YA Lit and What It Means for Student-Writers”
David Premont, Purdue University, West Lafayette, IN, “On Writing: Lessons from Sports Writers and Athletes”
Robert Ford, North Branford Public Schools, CT, “Investigating Nationalist Constructions in Sports Narratives”

**Roundtable 3:**
Johnny Allred, University of Arkansas, Fayetteville, “Balls and Books: Representations of Athletes as Readers in YA Sports Literature”
Wendy Glenn, University of Colorado, Boulder, “Athletic Girls on Fire: Representations of the Female Athlete in Dystopian Literature and Sports Media”

**Roundtable 4:**
Katie Dredger, James Madison University, Harrisonburg, VA, “Student Stories: Identity, Race, and Power in Sports Media”
Paul Thomas, Furman University, Greenville, SC, “Race, Athleticism, and Intelligence in Media Narratives of Athletes”
Mark Miazga, Baltimore City College High School, MD, “Baseball, Racism, and Tragedy in August Wilson’s Fences and the Negro Leagues”

**Roundtable 5:**
Erica Caasi, University of Colorado, Boulder, “Women, the Weight Room, and Society: Examining Gender Discourses and the Effects of Cultural Messages and Structural Constraints on Gender”
Crystal L. Beach, Buford High School, GA, “Her Sport, Her Body, Her Words: Analyzing Narratives of Female Athletes in the Media”
Cathy Leogrande, Le Moyne College, Syracuse, NY, “Booth, Sideline or Studio? How Place Defines Female Sports Broadcasters”

**Roundtable 6:**
Jeffrey D. Wilhelm, Boise State University, ID, “EMPOWERing Inquiry: Using the EMPOWER Method to Plan Inquiry Units and Lessons about Sports”
Mark Fabrizi, Eastern Connecticut State University, Willimantic, “Based on a True Story: Research, Media Literacy, and Storytelling through Sports Films”
Katherin Garland, Santa Fe College, Gainesville, FL, “Questioning Sports Media with Critical Text Analyses”

**Roundtable 7:**
Sean Connors, University of Arkansas, Fayetteville, “Outsiders Looking In: Using Adventure Literature to Support Students’ Practicing Social Criticism”

**Roundtable 8:**
Jeff Mann, Triton Central Middle School, Fairland, IN, “From Sidelines to Bylines: Using a Student-Created Sports Magazine as a Vehicle for Writing in Middle School”
David Pegram, Paradise Valley Community College, Scottsdale, AZ, “Contextualized Coursework for the Student Athlete: An Approach to Research, Writing, and Self-Reflection”
**H SESSIONS / 2:00–3:15 P.M.**

**Roundtable 9:**
Abby Zlotnick and Dawan Coombs, Brigham Young University, UT, “The Intersection of Student Identities and Contemporary Issues”
Rebekah Degener, Minnesota State University, Mankato, “Pressing on Together: Mentorship through Peritext in Sports Picture Books”
Heather Jones, Fern Creek High School, Louisville, KY, “Creating a Guest Speaker Series: Careers in Sports beyond the Courts”

**Roundtable 10:**
Luke Rodesiler, Purdue University, Fort Wayne, IN, and Mark A. Lewis, James Madison University, Harrisonburg, VA, “Archetypes, Coaches, and The Contender”
Alan Brown, Wake Forest University, Winston-Salem, NC, “Dance 122: Connecting Movement, Poetry, Literacy, and Student-Athlete Identity”
Elijah Shalaway, Wake Forest University, Winston-Salem, NC, “Sports and Literacy: An Analysis of Scholarship Since Title IX”

**H.03 Social-Emotional Learning through Literacies**

**H.04 Transforming Classrooms into Shared Spaces of Inquiry: Teachers and Students Learning Together**

**H.05 A White Problem: Second-Wave Critical Whiteness Studies and the Field of English Education and ELA**

**H.06 Unpacking Shakespeare’s Baggage: Inquiry into Cultural Authority in the Classroom**

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Presenters: Caryl Crowell, retired teacher, Tucson, AZ
Faryl Kander, previously at Jenks Public Schools, San Diego, CA
Elisa Waingort, W. O. Mitchell School, Calgary, AB

Chair: Tara Johnson, Purdue University, West Lafayette, IN

Presenters: Pauli Badenhorst, University of Texas Rio Grande Valley
Justin Grinage, University of Minnesota, Minneapolis
Samuel Tanner, Penn State University, State College

Respondent: April Baker-Bell, Michigan State University, East Lansing

Shakespeare’s cultural authority leads students and teachers to approach the plays from different perspectives: ELA teachers may want to spark students’ love for the plays and language, while students may feel Shakespeare “must” be understood, enjoyed, and identified with. Teaching Shakespeare can thus be a repressive pedagogy in which conservative narratives of heteronormative romance; intergenerational conflict; racial, ethnic, and class privilege; and ableist...
discourses are presented as “universal.” By interrogating our biases about Shakespeare, we can make studying him empowering. After group exercises to recognize our “baggage” around Shakespeare, we explore approaches for engaging young people in spirited inquiry.

**Chairs:** Sarah R. Robbins, Texas Christian University, Fort Worth
Kelly Virgin, Kennett Consolidated School District, Kennett Square, PA
Anne Whitney, Penn State University, University Park

**Presenters:** Ariane Balizet, Texas Christian University, Fort Worth, “Adaptation in Young Adult Fiction”
Ann Christensen, University of Houston, TX, “Teaching with Writing”
Laura Turchi, University of Houston, TX, “Digital Shakespeare: Unpacking ELA Classrooms Where the Most Established Curriculum and Disruptive Technologies Are Both at Play”
Kathryn Vomero Santos, Trinity University, San Antonio, TX, “Historical Sources”

**H.07 When Failure Is an Option: Rigorous Routines for Reflective Practitioners**

A team of teacher educators who have developed an inquiry community with attention to literacy teacher education will share examples of when well-intentioned routines and practices for literacy education development have failed—yet in the mismatch between envisioned and actual events, new opportunities for reflection and unanticipated understanding/learning emerged. We will share four examples of “definite flops,” intentionally planned yet unrealized engagements in practice, that illuminate growth and shifts in our literacy teacher education community with an eye to supporting students. Examples from different teacher education settings include rehearsal/internalizing, modeling with lesson play, balancing needs in community partnerships, and responsive teaching.

**Chair and Presenter:** Sarah Zanden, University of Northern Iowa, Cedar Falls

**Presenters:** Beth Buchholz, Appalachian State University, Boone, NC
Nicholas Husbye, University of Wisconsin, Milwaukee
Julie Rust, Millsaps College, Jackson, MS
Christy Wessel-Powell, Purdue University, West Lafayette, IN

**Respondent:** Lenny Sanchez, University of South Carolina, Columbia

**H.08 Teachers as Writers: Practices and Possibilities—An NCTE Roundtable Session**

In this 6th annual roundtable session, teacher-writers from around the country share ideas and experiences about how they incorporate writing in purposeful ways across their personal and professional lives. Roundtable groupings reflect themes from research on teacher writing: understandings teacher-writers gain “from the inside” for our writing classrooms, formal and informal support systems to promote teacher writing, teacher inquiry and research, advocacy and public writing endeavors, digital writing, and self-care. Come ready to share your practices, questions, and experiences!

**Chairs:** Christine M. Dawson, Siena College, Gansevoort, NY
Jim Fredricksen, Boise State University, ID
Christina Ponzo, Michigan State University, East Lansing

**Respondents:** Heidi Atlas, Long Island Writing Project, NY
Tim Dewar, University of California, Santa Barbara/South Coast Writing Project
Darshna Katwala, Long Island Writing Project, NY
Elsie Lindy Olan, University of Central Florida, Orlando
Mitchell Nobis, Birmingham Public Schools, MI
Dawn Reed, Okemos High School/Red Cedar Writing Project, MI
Mary Sawyer, SUNY New Paltz
Nicole Sieben, SUNY Old Westbury
Shelbie Witte, Oklahoma State University, Stillwater

**Roundtable Leaders:** Sarah (Baker) Rickless, George Mason University
Gabriel Acevedo, The Pennsylvania State University
Molly Bardine, Chaminade Julienne High School
Heather Barton, Cherokee County School District
Eve Becker, Leaf and Pen
Alecia Beymer, Michigan State University
Eunice Bravo, Santa Maria De Gracia
Kristine Brickey, RCWP
Michelle Bulla, Monroe-Woodbury HS
Deborah Dean, Brigham Young University
Ona Feinberg, State College Area School District
Shelley Fenton, South Glens Falls CSD
Jessica Gallo, University of Nevada, Reno
Kris Hall, State College Area School District
Bailey Herrmann, University of Wisconsin Oshkosh
Nina Leavitt, Simmons Elementary School
ASHLEY LINDA, HALDANE HIGH SCHOOL

RICHARD LOUTH, SOUTHEASTERN LOUISIANA UNIVERSITY

CHRISTOPHER MAZURA, GUILDERLAND HIGH SCHOOL

COLEEN MCCRECKEN, STATE COLLEGE AREA SCHOOL DISTRICT

SHARON MURCHIE, BATH COMMUNITY SCHOOLS

Megan Neville, Cuyahoga Heights High School

JANET NEYER, CADILLAC HIGH SCHOOL

Lisa Scherff, Community School of Naples

Monica Sheehan, New Canaan Public Schools

Stephanie Snyder, Brown Deer Middle/High School

Catherine Sosnowski, Central CT State University

Jill Stedronsky, William Annin Middle School

Mary Tedrow, Shenandoah University

Tracy Tensen, Gilbert High School

Maureen Thomas, Anne Arundel County Public Schools

Lori Vincent, Henry County School District

Michelle Walker, New Canaan Public Schools

Deana Washell, State College Area School District

Chair: Claudia Marschall, retired, Buffalo Public Schools, NY

Presenters: Tracey Flores, The University of Texas at Austin

David E. Kirkland, New York University, NY

Kenneth Lindblom, Stony Brook University, NY

Anna J. Small Roseboro, Grand Rapids, MI

Roundtable Leaders: Lisa Storm Fink, NCTE, “Professional Learning Opportunities with NCTE”

Nadia Kalman, Words Without Borders Campus, Brooklyn, NY

Jennifer Ochoa, The Patria Mirabal School, New York, NY

Joseph Pizzo, Black River Middle School, Chester, NJ, “Flattening Out the Hills: Academic, Social, and Personal Challenges for Early Career ELA Teachers”

R. Joseph Rodriguez, California State University, Fresno

Jeanine M. Staples, Pennsylvania State University, University Park

Dave Stuart Jr., Cedar Springs Public Schools, MI

H.10 Stop and Think: The Brown Bookshelf Examines Black Representation in Children’s Literature

A team of award-winning Brown Bookshelf authors will offer resources and model strategies to help educators build an academically and culturally relevant classroom library. Guided discussion will offer opportunities to examine biases, develop a plan, and support the development of students as “reading activists,” building critical reading and thinking skills.


Presenters: Tracey Baptiste, Algonquin Young Readers/The Brown Bookshelf


Kelly Starling Lyons, Penguin

Don Tate, Peachtree/The Brown Bookshelf

H.11 Writing Inquiry

Roundtable presentations and discussions will focus on a variety of approaches to encourage writing as a form of inquiry.

Chair: Margaret Simon, Iberia Parish Gifted Program, LA

Presenters: Sarah Aronson, Beach Lane Books/Scholastic, Inc.

Paula Bourque, Augusta Schools/Stenhouse Publishers

Marcie Colleen, Balzer+Bray/HarperCollins, Imprint/Macmillan/Orchard/Scholastic, Inc.

Erin Donelson, Erin Donelson LLC

Lisa Eickholdt, Georgia Gwinnett College, Lawrenceville

Kela Goodman, University of South Carolina Upstate, Spartanburg

Renee Houser, Renee Houser LLC

Pam Koutrakos, Gravity Goldberg, LLC/Corwin Press

Britt Kroll, Compass Charter School, Brooklyn, NY

Jarrett Lerner, Simon & Schuster/Aladdin

Andrea J. Loney, Random House Knopf

Miki Maeshiro, Kamehameha Schools, Kaneohe, HI
H.12 Digital Spaces for Shared Inquiry 311

Presenters will share how digital spaces can be used to leverage reading and writing as modes of inquiry for students and educators.

Chair and Presenter: Karen LaBonte, Portland, OR
Presenters: Meghan Barnes, University of North Carolina, Charlotte
Ben Boyington, Global Critical Media Literacy Project, Claremont, NH
Caleb Chandler, The University of Georgia, Athens

H.13 Queering English Education 312

What does it mean to queer English education? The presenters will address how LGBTQ bodies and texts impact the teaching of English.

Chair and Presenter: Heather McEntarfer, SUNY Fredonia
Presenters: Brooke Bloomfield, Michigan State University, East Lansing
Anthony Celaya, Arizona State University, Tempe
James Joshua Coleman, University of Pennsylvania, Philadelphia
Rachael Daniel, Michigan State University, East Lansing
Elena Espinoza, Michigan State University, East Lansing
Cassie Feith, Michigan State University, East Lansing
Ryan Gandy, Michigan State University, East Lansing
Rae L. Oviatt, Michigan State University, East Lansing
Joseph Sweet, University of North Carolina, Pembroke
Michelle Ward, Michigan State University, East Lansing

H.14 THUG Teaching: Teaching about Race, Racism, and Activism in the English Language Arts Classroom using The Hate U Give 313

This panel brings together three English language arts teachers and an English ed researcher who are using literature in the pursuit of racial justice in their teaching and research. In particular, the panelists will illustrate how ELA teachers can use the young adult novel The Hate U Give (THUG) in the pursuit of racial justice. This session is geared toward educators interested in receiving support and resources for teaching about race, racism, gender, sexuality, and activism in the literacy classroom.

Chair: April Baker-Bell, Michigan State University, East Lansing
Presenters: Lamar Johnson, Michigan State University, East Lansing
Jessyca Mathews, Carman-Ainsworth High School, Flint, MI
Carrie Mattern, Carman-Ainsworth High School, Flint, MI
Silver Moore, Classroom Clapback, Detroit, MI
Respondent: Tamara Butler, Michigan State University, East Lansing

H.15 Studying Students as Writers: How to Grow and Sustain Teacher Inquiry Groups within School, District, and Online Communities 314

Three teacher educators launch inquiry groups with K-12 teachers across urban and rural school districts. As they support teachers in ongoing study of their students as writers, they create spaces where teachers share their learnings and wonderings and nurture a spirit of inquiry that creates transformative and sustainable change.

Presenters: Kimberly Lewinski, La Salle University, Philadelphia, PA
Jamie Marsh, California State University, Los Angeles
Haley Sigler, Washington and Lee University, Lexington, VA
H.16 What’s Novel about Graphic Novels? GN Authors/Illustrators Share Their Creation Processes and the Sense of Wonder Graphic Novels Instill in Readers and Writers

An amazing panel of graphic novel authors and illustrators—Laurie Halse Anderson, John Jennings, and G. Neri—explain their writing/illustrating processes, provide insights on their writer/illustrator collaborations, discuss student responses, and share inquiry-based strategies to teach graphic novel reading and writing to students. ELL teacher Brittany King will also present practical ways to use graphic novels in classrooms.

**Chair:** Sarah Ressler Wright, RB Hayes High School, Delaware, OH
**Illustrator:** Damian Daffy, Abrams Publishing
**Presenter:** Brittany King, Dempsey Middle School, Delaware, OH
**Tradebook Authors:** Laurie Halse Anderson, Macmillan
Greg Neri, Lee & Low Books

H.17 Using Young Adult Literature to Pique English Teachers’ Curiosity, Promote Creativity, and Perform Critical Inquiry

Panelists will discuss how using an inquiry-based approach can help students actively construct meaning and critique social norms through young adult literature. Presenters will describe specific instructional strategies that help students develop critical literacy, disrupt notions associated with stereotypes, and reclaim their voices as agents of change. Attendees will consider a critical literacy approach and walk away with classroom-ready strategies for teaching novels such as *When Reason Breaks*.

**Chair:** Alice Hays, California State University, Bakersfield
**Presenters:** Elsie Lindy Olan, University of Central Florida, Orlando
Kia Jane Richmond, Northern Michigan University, Marquette

H.18 Secondary: Innovative, Inquiry-Driven Approaches

This session immerses teachers in the social media world of our students to show how we can leverage these student favorites.

**Chair:** Daniel Gray-Kontar, Twelve Literary Arts
**Presenters:** Kristina E. Aste-Mayer, Danvers High School, MA
Aidan Brett, Springfield High School, Delaware County, PA
Amy Brooks, Indian Hills High School, Oakland, NJ
Richard Chant, University of North Florida, Jacksonville
Steven Dershimer, ASU Preparatory Academy, Phoenix, AZ
Kelly Dowling, Mercersburg Academy, Mercersburg, PA
Natalie Elliott, NYOS Charter School, Austin, TX
Jose Garcia, Greene County Schools, Snow Hill, NC
Sarah Gray, Greene Central High School, Snow Hill, NC
Megan McCuen, Roncalli Catholic High School, Omaha, NE
Carly O’Hagan, Ridgewood High School, NJ
Heather O’Loughlin, Arizona State University, Tempe
Mark Robbins-Penniman, Terry Parker High School, Duval County, FL
John Wesley White, University of North Florida, Atlantic Beach

H.19 Look, Write, See: Using Art to Develop Both Writing Skills and Art Appreciation

This panel will introduce writing prompts grounded in observation of art work. Teachers in this session will experience the joy of responding to art through National Writing Project writing activities that challenge participants to tell stories, analyze details, and enter new and unfamiliar worlds through the close observation of art.

**Chair:** Brigid Globensky, Milwaukee Art Museum, WI, “Activities for Teaching Writing and Looking at Art”
**Presenters:** Mary Basson, Milwaukee Art Museum/ former English department chair, University School of Milwaukee, WI, “Activities for Teaching Writing and Looking at Art”
Marisa Wall Riepenhoff, SHARP Literacy, Milwaukee, WI, “Activities for Teaching Writing and Looking at Art”
H.20 Honoring Children: Toward Culturally Sustaining Early Literacy Teaching

In this roundtable session, participants will engage in discussion about the lineage of culturally sustaining pedagogies (CSP) and the roles of all educators in enacting CSP to move toward practices that might lead to equitable early literacy education. Responding to the conference theme to reawaken our own spirit of inquiry as teachers, our hope is to be in conversation with teachers about what culturally sustaining pedagogies might look like in early childhood literacy classrooms. Teacher-teacher educator dyads, members of the first cohort of Professional Dyads in Culturally Relevant Teaching (PDCRT), will share research and classroom examples.

Chair: Dinah Volk, Cleveland State University, OH
Presenters: Alicia Arce-Boardman, Northern Parkway School, Long Island, NY
Crystal Glover, Winthrop University, Rock Hill, SC
Mary Jade Haney, Horrell Hill Elementary, Hopkins, SC
Chinyere Harris, Teachers College, Columbia University, New York, NY
Julia Lopez-Robertson, University of South Carolina, Columbia
Kindel Nash, University of Maryland, Baltimore County
Patricia Piña, New York, NY
Bilal Polson, Northern Parkway School, Long Island, NY
Respondent: Erin Miller, University of North Carolina, Charlotte

H.21 Student-Made Writing Rubrics: Elementary Students Make It Their Own

In this presentation, two classroom teachers, a special educator, and an ESOL teacher, all University of Maryland Writing Project teachers at an elementary school with a high population of English language learners, will describe their thinking and planning processes, share student work and reflections, and lead participants through the steps students took as they learned to craft student-created writing rubrics. We will use digital tools to create a conversation about the ways student-made writing rubrics can help to add to the critical reading, connection to texts, and the agency and development of student writers.

Presenters: Eliza Hughes, University of Maryland Writing Project and Prince George's County Public Schools
Pamela Schnupp, University of Maryland Writing Project and Prince George’s County Public Schools
Shana Sterkin, University of Maryland Writing Project
Danielle Todd-Jones, University of Maryland Writing Project and Prince George’s County Public Schools

H.22 What Does Translanguaging Mean for Literacy Instruction? Inquiries into Translanguaging Theory and Practice

This panel invites all teachers of emergent bilinguals to explore what translanguaging pedagogy is and how they can make changes to their literacy teaching to enrich instruction for their multilingual students. Participants will have the opportunity to inquire into the possibilities that translanguaging offers by experiencing it themselves. Panels will then present three diverse topics: translanguaging as a means for inquiry and instruction; translanguaging in children’s literature and teacher preparation; and translanguaging and reading instruction.

Presenters: Laura Ascenzi-Moreno, Brooklyn College, NY
Cecilila Espinosa, Lehman College, CUNY
Danling Fu, University of Florida, Gainesville
Xenia Hadjioannou, Penn State University
Luz Herrera, California State University, Fresno
Xiaodi Zhou, University of Texas Rio Grande Valley

H.23 Carpet Coral, Canoes, and Cameras: Spirited Inquiry at the College of Micronesia

The two presentations provide culturally relevant examples of spirited inquiry in an island context. These examples include place-based learning, critical analysis of colonial texts versus oral histories, and the use of film to document potential foreign “management” of a sacred site.

Presenters: Dan Lin, College of Micronesia
Denise Oen, College of Micronesia
Resida Samson-Keller, College of Micronesia
H.24 Drawing on Critical Literacy and Chicana/Latina Feminisms to Reflect, Inquire, and Reimagine Literacy Research, Language Learning, and Teacher Preparation

Through frameworks informed by Chicana/Latina feminisms and critical literacy, this panel explores inquiry-based approaches in preservice teacher education, literacy studies, and bilingual and ESL teacher endorsement courses. Each study highlights instructional practices that build on students’ cultural, linguistic, and embodied knowledge and provide new pathways for learning.

**Presenters:** Ahlam Bazzi Moughania, Wayne State University, Detroit, MI
Christina DeNicolo, Wayne State University, Detroit, MI
Mónica González Ybarra, University of Texas, El Paso
Jennie Khalil, Wayne State University, Detroit, MI
Cinthya Saavedra, University of Texas Rio Grande Valley

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H.25 Pedagogizing Youth Participatory Action Research: Risks and Opportunities

As youth participatory action research (YPAR) finds firmer footing as part of the curriculum in K–12 schools and teacher education programs, this panel works to understand the risks and opportunities associated with “pedagogizing” YPAR and examines its social and pedagogic impacts on school communities. We consider concepts such as love, caring, agency, community building, and the tensions borne out in citizenship- and activist-oriented inquiry by examining three distinct urban contexts where literacy and learning are both transformed and constrained in approaches to youth inquiry in schools.

**Presenters:** Limarys Caraballo, CUNY, Queens College
Tiffany DeJaynes, Lehman College, Bronx, NY
Danielle Filipiak, University of Connecticut, Storrs
Sahar Soleimany, Teachers College, Columbia University, New York, NY

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H.26 Cultivating Healing Spaces

In this session, researchers explore the development of healing spaces through the investigation of hip hop, critical literacies, and youth participatory action research.

**Presenters:** Aimee Hendrix-Soto, The University of Texas at Austin
Evan Taylor, Indianapolis Public Schools, IN
Kara Taylor, Indiana University Purdue University Indianapolis, IN

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H.27 Curing the Fake-Reading Epidemic: A Successful High School Adopts a Reading-Writing Workshop Model

Learn how implementing a reading-writing workshop model changed a high school English class through student engagement and authentic learning. Those who attend our session will experience our day-to-day routine as they actively participate in a typical day as one of our students. They will also gain insight from a teacher’s and principal’s perspective as we share what’s going well, what’s not working, and what we still have questions about. Participants will leave energized and encouraged to incorporate student choice in their classrooms and will gain practical tools and strategies to get students reading and writing every day. Yes, every day!

**Presenters:** Debra Drew, Perrysburg High School, OH
Caitlin Evans, Monona Grove High School, WI
Michael Short, Perrysburg High School, OH

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H.28 Building Bridges across Cultures through Global Inquiry

In our interconnected world, an understanding of global cultures has become a necessity for children. We will share our work with Global Culture Clubs to encourage children to develop open-minded perspectives toward ways of living that differ from their own and to explore their own global inquiries.

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

**Presenters:** Reena Joseph, University of Arizona, Tucson, “Children’s Global Inquiries into Korea and India”
Hee Young Kim, University of Arizona, Tucson, “Children’s Global Inquiries into Korea and India”
Dorea Kleker, Tucson Unified School District, AZ, “Encouraging Children to Think Critically about Global Inquiry”
**H.29**  You Can’t Say That in MG: The Value of Using Taboo Topics to Inspire Student Inquiry  

A panel discussion of how incorporating new middle grade fiction featuring topics previously considered taboo can foster empathy and connection for all students. The panel will consider how tackling traditionally prohibited or ignored topics sheds light on underrepresented characters and expands the boundaries of middle grade fiction.

**Chair:** Corrina Allen, Minoa Elementary/Books Between Podcast  
**Author/Illustrator:** Tony Abbott, Farrar, Straus and Giroux Books for Younger Readers  
**Presenters:** Ann Braden, Sky Pony/Paulsen/Penguin  
Paula Chase, Greenwillow Books/HarperCollins  
Barbara Dee, Aladdin/Simon & Schuster  
Jo Knowles, Candlewick Press  
Laurie Morrison, Abrams Books  

**H.30**  Inquire and Discover: Authentic Voices and Cultures in Middle Grades and YA Literature  

This panel session brings together award-winning authors Cynthia Kadohata, Padma Venkatraman, and S. K. Ali, whose books invite readers to inquire and discover authentic voices and cultures. In this session, each author is paired with a teacher educator to showcase books, offering classroom connections designed to help students inquire more deeply.

**Presenters:** Kelly Bull, Notre Dame of Maryland University, Baltimore  
Cheryl North, University of Maryland, Baltimore County  
Lois Stover, Marymount University, Arlington, VA  
**Tradebook Authors:** S. K. Ali, Simon & Schuster, Inc., “Love from A to Z”  
Cynthia Kadohata, Simon & Schuster, Inc., “A Place to Belong”  
Padma Venkatraman, Penguin Random House  

**H.31**  A Reading Journey: Using Middle Grade Novels to Lead Students to Inquiry, Exploration, and Research  

Reading itself is inquiry, and the questioning that follows challenges the reader to examine new things they’ve not considered. Two educators and five middle grade authors will share how wonderings based around stories as well as looking at an author’s research can lead students on a journey into inquiry and exploration.

**Chair and Presenter:** Kellee Moye, Hunter’s Creek Middle School, Orlando, FL  
**Presenter:** Jennie Smith, Belton Middle School, Anderson County, SC  
**Tradebook Authors:** Dan Gemeinhart, Macmillan  
Celia Perez, Penguin Books for Young Readers  
Margi Preus, Abrams Books  
Laura Amy Schlitz, Candlewick Press  
Trenton Lee Stewart, Little, Brown

**H.32**  NCTE Author Strand: Community Literacies en Confianza: Learning from Bilingual After-School Programs  

Drawing on the NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs), this presentation highlights the importance of building mutual trust, or confianza, between students, schools, and communities, both inside and outside of the classroom. Our students have as much to teach us as we have to teach them, as long as we’re open to their experiences and stories as we learn and grow together.

**Presenter:** Steven Alvarez, St. John’s University, Queens, NY

**H.33**  Creativity in the English Classroom: Implementing Unique Instructional Approaches to Foster Inquiry  

In this session, presenters will address the role that creativity and creative problem solving can play within English classrooms. The presentation will include unique and creative approaches to English instruction implemented at the secondary and postsecondary levels that encourage student inquiry and allow students to exercise their creativity.

**Presenters:** Josh Capps, University of Louisiana, Lafayette  
Toby Daspit, University of Louisiana, Lafayette  
H. Michelle Kreamer, University of Louisiana, Lafayette
**H.34 Transcending the Essay with a Flip**

How can we tear down walls and build a bridge between focused and coherent essay writing? This session will provide an innovative way to engage students in essay writing through the integration of technology and real-world connections, using pop culture and current media. By imitating the art of others, students gain confidence in using their personal experiences and prior knowledge to create effective essays. Participants will experience a lesson firsthand that can be later applied in the classroom in any setting.

*Presenters:* Erica Guevara, Brownsville Early College High School, TX, “Equity and Social Justice”
Griselda Lamas, Brownsville Early College High School, TX, “Equity and Social Justice”
Miguel Molina, Brownsville Early College High School, TX, “Equity and Social Justice”

**H.35 Reading Nonfiction Graphic Novels and Illustrated Texts in an Era of “Fake News”**

As the internet and social media create venues for the spread of misinformation, the importance of reading, recognizing, and evaluating quality nonfiction cannot be underestimated. Educators and authors/illustrators will discuss in this panel how graphic novels and illustrated texts can support students’ ability to be more discerning readers of nonfiction. Specifically, we will discuss how these multimodal texts present facts to engage readers and how to effectively use these texts to teach students how to navigate and distinguish fact from fiction. Finally, we provide graphic novel/illustrated text suggestions for various reading levels and themes.

*Presenters:* Cannaday Chapman, Abrams
Glynnis Fawkes, Disney Publishing
Talia Hurwich, New York University, NY
Meryl Jaffe, Johns Hopkins University Center for Talented Youth, Baltimore, MD
Jennifer Thermes, Abrams Books

**H.36 Tech Support Needed: Connecting Communities of Readers**

Technology is not the enemy! But can it be used to foster students’ love of reading? Middle and high school teachers investigate how technology can be used as a hook and a tool to promote a love of reading in their students. Various social technology platforms are used to engage middle and high school students in meaningful discussions where they share their thoughts, opinions, and inquiries throughout their reading journey. The conversations evolve as students investigate their own reading identities, forge a cross-district reading community, and create a collection of ideas, questions, and titles to read next.

*Presenters:* Megan Langman, Cherry Hill High School West, NJ
Alison McCartney, Cherry Hill Public Schools, NJ
Marcie Pullano, Carusi Middle School, Cherry Hill, NJ

**H.37 Emotion at the Center: Narrative, Vulnerability, and Community in the English Classroom**

How would English class be different if schools honored the role of emotion and story in all learning? Recent interdisciplinary research in cognitive neuroscience is putting the foundations under beliefs that English teachers have long held about the role of story and emotion in enhancing literary growth. A teacher educator, two classroom teachers, and award-winning YA author A. S. King share how they use this research in their teaching and work with students to honor the spirit of literacy with reading, writing, and curricular design.

*Presenters:* Megan Adams, Manheim Central High School, “Emotion and Agency in After-School Book Clubs”
A. S. King, Penguin Young Readers, “Opening Teen Writers to Emotion, Identity, and Trauma”
Kim McCallum-Clark, Millersville University, PA, “‘Since Feeling is First’: Why Teachers Need New Understandings about Emotion”
From Pinoy to Popular: The Emerging Voices of Filipino Writers in Young Adult Literature

Over 4 million Filipinos reside in the US, and Filipino voices are emerging in YA literature. This own-voices panel explores the question “What is the Filipino experience in the US and in young adult literature?,” sharing strategies to inspire all students to find “windows, mirrors, and sliding glass doors” (Bishop, 1990) in Filipino characters.

Authors/Illustrators: Erin Kelly, Greenwillow Books/HarperCollins, “Filipino Life Experience and Filipino YA Characters”
Marie Miranda Cruz, Starscape Publishing, “Filipino Life Experience and Filipino YA Characters”
Anna Osborn, Jefferson Middle School, Columbia, MO, “Filipino Life Experience and Filipino YA Characters”
Randy Ribay, HMH Books for Young Readers/Simon Pulse/Penguin Group, “Filipino Life Experience and Filipino YA Characters”
Respondent: Vanessa Perez, Clinton High School, OK, “Filipino Life Experience and Filipino YA Character and Diverse YA in the Classroom”

Multimodal and Digital Literacies

Technology today is a natural part of young learners’ lives even before they enter school, so incorporating digital and multimodal literacies into our pedagogy isn’t just smart; it’s a necessity in order to help students navigate the wider world and take advantage of the myriad learning opportunities that don’t necessarily involve print texts.

Chair: Katrina Moore, HarperCollins Publishers/Moorestown Township Public Schools, NJ
Presenters: Sally Brown, Georgia Southern University, Statesboro
Lane Clarke, University of New England, Biddeford, ME
Junea Goldwire, Savannah Chatham Public Schools, GA
Stephanie F. Reid, Arizona State University, Tempe

Teaching with the 2019 Orbis Pictus Nonfiction Titles

Nonfiction literature is ideal for fostering inquiry in the K-8 classroom. Come stretch your thinking about the role nonfiction books can play across the curriculum, and learn more about the 2019 Orbis Pictus Award titles in the process. Join the 2019 Orbis Pictus Award Committee as we model different ideas for teaching with these highly engaging books. Our ultimate goal? To model the versatility and utility of these award-winning titles, and to expand your understanding of the potential of nonfiction.

Committee Members: Seemi Aziz, University of Arizona, Tucson
Mary Ann Cappiello, Lesley University, Cambridge, MA
Amina Chaudhri, Northeastern University, Chicago, IL
Denise Dávila, The University of Texas at Austin
Daryl Grabarek, School Library Journal, New York, NY
Jennifer Graff, The University of Georgia, Athens
Sanjuana Rodriguez, Kennesaw State University, GA
Julie Waugh, Zaharis Elementary School, Mesa, AZ

Student-Created Comic Strips/Graphic Novels to Enhance Literacy Engagement and Meaning Making

This session examines how students compose their own comics to make meaning of texts they are reading, or comics of original stories they have written. It will offer student examples and opportunities for participants to create their own. Various resources to use to create such comics will also be analyzed and disseminated.

Presenter: Jillian Wells, Kennesaw State University/Kennesaw Mountain High School/Cobb Virtual Academy, GA

Content Area Inquiry

This session focuses on how preservice science teachers plan, deliver, and reflect on a cross-curricular lesson. We will discuss how they segue into their teacher candidacy with increased self-efficacy to teach literacy inquiry skills, regardless of their respective content areas.

Presenters: Helen Bentley, Purdue University, West Lafayette, IN
Tiffany Karalis Noel, University of Virginia, Charlottesville
H.43 Blended and Personalized Learning: Leveraging Technology to Promote Student Inquiry

Imagine a school in which students experience learning as a journey, not a destination. Imagine a classroom where students consider themselves as learners and regularly inquire about the content or process or product that is most meaningful and interesting and engaging to them. Imagine instruction that encourages self-reliance, develops student self-efficacy, and lifts student voice. In this session, participants will explore how blended and personalized learning approaches develop sustainable, culturally responsive pedagogy. Giving teachers the tools needed to provide this kind of instruction empowers them to turn over the keys and let students drive their own education.

Presenters: Scott Bayer, Montgomery County Public Schools, Rockville, MD
Rachel Bennett, Montgomery County Public Schools, Rockville, MD
Jill Raspen, Montgomery County Public Schools, Rockville, MD

H.45 Riddle Me This: How Do I Make Black Lives Matter in My School and Classroom?

Sponsored by Members of the Black Caucus

In this panel discussion, we will explore the process Black teachers in Philadelphia are using to create support for other Black teachers and students. We will give resources to sustain teachers on the journey of identifying how they can aid teachers of color and themselves in their own cities. We will also give teachers the tools necessary to sponsor a Black Lives Matter Week of Action in their own city. We will share a Black Lives Matter Week of Action curriculum, tips on how to plan the week in your city, and how to get teachers and families on board.

Presenters: Clarice Brazas, School District of Philadelphia, The U School, PA
Angie Crawford, The School District of Philadelphia, PA

H.46 Method to Madness: What Worked (and What Didn’t) from the Undergraduate Methods Class

This interactive session will bring together several early career teachers and the professors who taught their undergraduate methods courses to inquire into what worked, what didn’t, and what they wish they had known when they moved from the methods class into their first classrooms. Session attendees will leave with resources that have supported their early (and not so early) career teaching.

Chair: Alex Corbitt, Boston College, MA
Presenters: Dustin Gooch, East Salisbury Elementary School, MD
Jason Griffith, Penn State University, University Park Promise Harrison, Salisbury University, MD
Breanna Spangler, Port Towns Elementary School, Bladensburg, MD
Chamar Williams, South Mountain High School, Phoenix, AZ
Respondent: Shanetia Clark, Salisbury University, MD

H.47 Wired for Inclusion: Exploring How Early Learners Write Themselves into Community through Spirited Inquiries

In this panel, we center how children produce relational literacies through compositional texts across a range of multimodal tools—music, popular culture, materials, and digital/analog tools. We feature three Black boys who wrote their inclusion in spite of exclusionary institutional and curricular barriers related to their intersectional identities. Undergirding these inquiries is how children attempt to forge friendships and place, become recognized in classrooms, and enter into dialogic conversations across social networks. We offer analytic snapshots to enrich teachers’ capacity for identifying how children tell and enact stories of inclusion and belonging.

Presenters: Cassie J. Brownell, University of Toronto, OISE, ON
Anne Haas Dyson, University of Illinois at Urbana-Champaign
Respondents: Maria Paula Ghiso, Teachers College, Columbia University, New York, NY
Haeny Yoon, Teachers College, Columbia University, New York, NY
H.48 Whole Language in the 21st Century: A Literacies and Languages for All (LLA) Cosponsored Session

Sponsored by Literacies and Languages for All (LLA)

Literacies and Languages for All (LLA) is in a stage of renewal, building on its foundation of holistic, meaning-centered, constructivist principles to nurture the social justice; critical thinking; inquiry learning; digital, multimodal, and biliteracies of 21st-century educators. In this presentation, LLA board members and journal editors will share their considerations for how the founding ideas of whole language continue to evolve to support instruction for current and future generations of learners. We look forward to engaging with our NCTE colleagues in a spirit of inquiry as we seek ways to reframe and revitalize Literacies and Languages for All for new generations.

Presenters: Roxanne Henkin, University of Texas, San Antonio
Yueh-Nu Hung, National Taichung University of Education
Deborah MacPhee, Illinois State University, Normal
Michele Myers, University of South Carolina, Columbia
Patricia Paugh, University of Massachusetts, Boston
Sherry Sanden, Illinois State University, Normal
David Schultz, Long Island University, Riverhead, NY
Yang Wang, University of South Carolina, Columbia

H.49 Inquiry as a Tool to Activism and Empowerment

Fostering student inquiry. Encouraging classroom-based activism. Empowering students and ourselves. These important goals all lead to a critical question: “How?” We’ll answer that question in our session as we first discuss strategies that encourage curiosity. Next, we’ll examine what classroom-based activism looks like. Finally, we’ll share what it means to have empowered students and teachers. This session reminds us that our classrooms mirror our world. They always have. We cannot grow kids who are powerful in the world without seeking to cultivate their power in our classrooms. It’s time we grow those kids. Join us as we explore how.

Chair: Cornelius Minor, Teachers College Reading and Writing Project, Columbia University, New York, NY, “At the Intersection of Donald Graves and Malcom X: How Inquiry Starts at the Lunch Counter and Moves throughout the Community”

Presenters: Kylene Beers, educational consultant/Scholastic, Inc., The Woodlands, TX, “Revolutionary Reading: How to Help Kids Move from Transacting with a Text to Acting in Their World”
Stephanie Harvey, Stephanie Harvey Consulting

H.50 Exhibitor Session: Teaching There’s No Right Answer Is THE Correct Answer

CARROLL (HILTON)

Sponsored by Amplify

A great text can open up a million lines of inquiry: what motivates this character; where do you disagree with the writer’s argument, what does this historical event—like the 1936 Berlin Olympics—teach us? Take advantage of it! Let your students explore a wide range of observations as you foster their ideas rather than drive them towards a single answer. Lose control of the conversation and allow the conclusions to belong to your students. In this presentation, Deb Sabin, Chief Academic Officer of Amplify ELA, will share strategies for using strong texts to drive deep engagement and endless inquiry.

Presenter: Deb Sabin, Chief Academic Officer at Amplify ELA
H.51 Poster Session—Inquiries into Literature

**Poster 1: A Framework for Selecting Young Adult Literature**
Middle grades English language arts teachers could benefit from a system that guides their selection of literature so that they maximize understanding of the subject. This poster describes seven guidelines teachers should consider when selecting literature that will make the process easier and the resulting literature more enjoyable and comprehensible.

**Presenter:** Jamin Carson, East Carolina University, Greenville, NC

**Poster 2: Motivating Inquiry through Informational Books: A Comparison of Individual Choice versus Group Choice**
This study looks into the impact of self-selection of informational books as it pertains to the motivation to inquire. By taking a small group of elementary-aged children and recording their selection in a group setting and in a solitary setting, I will see how their choices differ.

**Presenter:** Sarah Carpenter, University of Texas, Tyler

**Poster 3: Baring Teeth or Bearing Teeth? Unconscious Bias in Informational Picture Books**
Research shows that informational picture books are useful resources for children to improve their vocabulary, literacy skills, and content knowledge on the world they encounter. The introduction of the current study includes benefits of informational picture book readings in childhood and relevant studies on the content of the books.

**Presenter:** Sunah Chung, University of Illinois, Chicago

**Poster 4: The Diversity of Protagonists in Children’s and Teachers’ Choices for Grades K–2**
Children’s literature reflects social values and dominant perceptions representing the community. The current study examined the lists of Children’s Choices and Teacher’s Choices by the International Literacy Association (ILA) so as to identify the diversity of protagonists’ representation. Children’s Choices represent children’s preferences of content that may unconsciously influence their mindsets. Teachers’ Choices reflect teachers’ knowledge and experiences as educational resources in childhood education.

**Presenter:** Sunah Chung, University of Illinois, Chicago

This poster session examines how one preservice English teacher and one literacy teacher educator collaborated on an inquiry project to explore how sports function in Kwame Alexander’s sports books-in-verse. Findings of critical discourse analysis (e.g., that sports functioned as a hero’s escape, a place of pain, a relationship builder, and a connection to literacy within our focus texts), teaching ideas for incorporating these texts in the secondary English classroom, and an annotated bibliography of other sports books will be shared.

**Presenters:** Kathryn Caprino, Elizabethtown College, PA
Courtney Comer, Elizabethtown College, PA

**Poster 6: A Curriculum of Violence**
Much of the literary canon contains violence of many types. Most of that violence focuses on the White (male) perspective and features violence against a marginalized group and/or inflicts violence to reinstate the “normal” social order. Teachers need to have conversations about the use of violence in classrooms: whether it potentially triggers or retraumatizes students, whether it disrupts or perpetuates the status quo, and what implicit and explicit messages teachers send to students.

**Presenter:** Jennifer Williams, Oklahoma City Public Schools, OK

**Poster 7: Deconstructing the Antihero: Critical Conversations on Villainization and Humanity**
What does it mean to be a villain? How is a villain socially constructed? Drawing from the movie Black Panther (2018), we will discuss the importance of exploring “the villain” in popular culture to critically engage with questions about humanity and finding it in those individuals we disagree with.

**Presenters:** Astrid Sambolin Morales, University of Colorado, Boulder
Francisco Torres, University of Colorado, Boulder
Poster 8 Beyond the Booklist: Empowering and Sustaining Preservice Teachers' Critical Connections and Appreciation of Children's Literature

In this poster session, teacher educators share a tool that evolved as a resource to guide preservice teachers as they developed critical connections with literature for young people. The Children’s Literature Resource File, which serves as a capstone assignment in their children's literature courses, empowers students while grounding their learning experience in practice.

Presenters: Laura Lemanski, University of Minnesota, Minneapolis, “Youth Literature”
Sara Sterner, University of Minnesota, Minneapolis, “Youth Literature”
Megan Van Deventer, Weber State University, Ogden, UT

Poster 9: Doors, Windows, and Mirrors: Representation of Characters with Autism Spectrum Disorder in Children’s Literature

Books serve as mirrors, windows, and doors for children. This inquiry project seeks to examine the representation of individuals with autism in children’s literature by incorporating Reiger & McGrail’s (2015) notion that authentic children’s literature surrounding disabilities should present characters with disabilities as individuals like any other, and should focus on both what they can do and what they cannot do.

Presenters: Xiaoming Liu, Towson University, MD
Leah Ryan, Towson University, MD

H.52 ELATE Commissions Meetings 1

Sponsored by English Language Arts Teacher Educators (ELATE)

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

Roundtable 1: ELATE Commission on Social Justice in Teacher Education Programs
Co-Chairs: Amy Vetter, University of North Carolina at Greensboro
Melissa Schieble, Hunter College CUNY, New York

Roundtable 2: ELATE Commission on Digital Literacies and Teacher Education (D-LITE)
Co-Chairs: Nicole Darnico, University of Central Florida, Orlando
Lauren Zucker, Fordham University, New York, NY

Roundtable 3: ELATE Commission on the Study and}

Teaching of Adolescent Literature
Chair: Victor Malo-Juvera, University of North Carolina Wilmington

Roundtable 4: ELATE Commission on the Teaching of Poetry
Co-Chairs: Bonner Slayton, Moore-Norman Technology Center, Norman, OK
Danny Wade, Washburn University, Topeka, KS

Roundtable 5: ELATE Commission on English Methods Teaching and Learning
Co-Chairs: Heidi Hallman, University of Kansas, Lawrence
Kristen Pastore-Capuana, SUNY Buffalo State, NY

Roundtable 6: ELATE Commission on Writing Teacher Education
Co-Chairs: Christine Dawson, Siena College, Loudonville, New York
Shauna Wight, Southeast Missouri State University, Cape Girardeau

Roundtable 7: ELATE Commission on Arts and Literacies
Co-Chairs: Alisha White, Western Illinois University, Macomb
Michelle Zoss, Georgia State University, Atlanta

Roundtable 8: ELATE Commission on Dismantling the School-to-Prison Pipeline
Co-Chairs: David E. Kirkland, New York University, New York
sj Miller, University of Wisconsin-Madison

Roundtable 9: ELATE Commission to Support Early Career English Language Arts Teachers
Co-Chairs: Anna J. Small Roseboro, NBCT, Grand Rapids, MI
Claudia Marschall, Buffalo, NY

Roundtable 10: ELATE Commission on Family and Community Literacies
Co-Chairs: Tracey T. Flores, The University of Texas at Austin
Laura Gonzales, University of Texas at El Paso

Roundtable 11: ELATE Commission on Everyday Advocacy
Chair: Cathy Fleischer, Eastern Michigan University

Roundtable 12: ELATE Commission on the History of English Education
Co-Chairs: Sheridan Blau, Teachers College, Columbia University, New York, NY
Patricia Stock, Michigan State University, East Lansing

Roundtable 13: ELATE Commission on Climate Change and the Environment in English Education (c3e3)
Co-Chairs: Russell Mayo, University of Illinois at Chicago
Rich Novack, Teachers College, Columbia University, New York, NY
### HI SESSIONS / 2:00-4:45 P.M.

**HI.01 High School Matters: #DisruptTexts**

**BALLROOM I**

*Sponsored by the Secondary Section Steering Committee*

High School Matters is the one place for secondary teachers. Join the #DisruptTexts group as they keynote disrupting texts as restorative practice. Engage in conversation about replacing texts, applying a critical lens, and making space for something else, something better. More than 20 roundtable sessions will follow the keynote address.

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

**Presenters:** Tricia Ebarvia, Educator Collaborative, Dresher, PA
Lorena Germán, Headwaters School, Austin, TX
Kimberly Parker, Shady Hill School, Cambridge, MA
Julia Torres, Denver Public Schools, CO

**Roundtable Topics & Leaders:**

- **Roundtable 1:** “Reading Our Way in US Schools: Supporting Queer Educators’ Affective Needs through Queer YA Literature”
  
  James Joshua Coleman, University of Pennsylvania, Philadelphia

- **Roundtable 2:** “Looking in Both Directions: Past and Future Perspectives on NCTE’s LGBTQ Advocacy”
  
  Stephen Adam Crawley, Oklahoma State University, Stillwater
  
  Tobey Emert, Agnes Scott College, Decatur, GA

- **Roundtable 3:** “Intersectional Identities in LGBT Trade Books: Exploring the Current Trend in Rainbow Book List Winners”
  
  Darryn Diuguid, McKendree University, Lebanon, IL
  
  Tadayuki Suzuki, SUNY Cortland

- **Roundtable 4:** “The Elementary Experience: Intersectional and Transectional Voices”
  
  Rick Joseph, Birmingham Schools, MI

- **Roundtable 5:** “A Bibliotherapy Inquiry with Preservice Teachers”
  
  Megan Kennedy, Westfield
  
  Kimberly Slusser, Westfield

- **Roundtable 6:** “The Act of Asking: Student Agency and Empowerment through Inquiry”
  
  Danielle Lee, SUNY Old Westbury

- **Roundtable 7:** “LGBTQ Topics in Research”
  
  Desiree Raught, DC Public Schools, Washington, DC

- **Roundtable 8:** “Implementing Multicultural Acceptance through the Use of LGBTQ+ Texts”
  
  Stephanie Rice, SUNY Old Westbury

### I SESSIONS / 3:30-4:45 P.M.

**I.02 LGBTQ+ Spirited Inquiry: Visibility in ELA**

**BALLROOM IV**

*Sponsored by the GSEA Assembly*

This session focuses on amplifying and celebrating intersectional and transectional voices, identities, narratives, and curricula within LGBTQ+ and ally communities to ignite agency and visibility inside and outside classrooms. Keynote speakers and roundtable leaders will engage attendees in conversations fostering empowerment that leads to substantive changes in schools and society.

**Chair:** Summer Pennell, Truman State University, Kirksville, MO
Nicoie Sieben, SUNY Old Westbury
Dana Stachowiak, University of North Carolina, Wilmington

**Presenters:** Sarah Donovan, Oklahoma State University, Stillwater
Craig Young, Bloomsburg University, PA

**Roundtable Topics & Leaders:**

- **Roundtable 1:** “Reading Our Way in US Schools: Supporting Queer Educators’ Affective Needs through Queer YA Literature”
  
  James Joshua Coleman, University of Pennsylvania, Philadelphia

- **Roundtable 2:** “Looking in Both Directions: Past and Future Perspectives on NCTE’s LGBTQ Advocacy”
  
  Stephen Adam Crawley, Oklahoma State University, Stillwater
  
  Tobey Emert, Agnes Scott College, Decatur, GA

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  Desiree Raught, DC Public Schools, Washington, DC

- **Roundtable 8:** “Implementing Multicultural Acceptance through the Use of LGBTQ+ Texts”
  
  Stephanie Rice, SUNY Old Westbury
**Roundtable 9: “Composition and Student Choice in Teaching Queer-Inclusive Curricula: Examples from a High School Classroom”**
Ryan Schey, Auburn University, AL

**Roundtable 10: “Student Activism and Sexual Identity in the Lorimar High/Low Series”**
Ann Marie Smith, North American University, Houston, TX

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**I.03 Spirited, Emotional, and Philosophical Literacies**

301

Highlighting tools such as yoga, human-rights themed picture books, and philosophical questioning, presenters in this session illustrate strategies for cultivating mindfulness, emotional literacy, and questioning attitudes in children, leading them to actively think and seek out new understandings about the world around them.

**Presenters:** Treavor Bogard, University of Dayton, OH
Joanne Emery, Kent Place School, Summit, NJ
Jennifer Kagan, Oswego State University, East Syracuse, NY

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**I.04 Play Is Inquiry: Creating Spaces for Authentic Literacy Development**

302

K-2 classroom teachers and university-based literacy coaches discuss ways that purposeful play supports literacy learning and can be infused throughout the day—celebrating and fostering students’ and teachers’ curiosity. Learn how to build opportunities for purposeful play, create spaces for students’ diverse experiences, and develop culturally sustaining practices across literacy endeavors.

**Chair:** Kathryn Struthers Ahmed, CUNY Hunter College

**Roundtable Topics & Leaders:**

**Roundtable 1: “Every Book Comes Alive”**
Anita Ferreri, Hunter College/READ East Harlem, New York, NY

**Roundtable 2: “Inquiry Projects Embedded in Kindergarten Students’ Play”**
Martha Gutierrez, New York City Department of Education, NY

**Roundtable 3: “And his face began to brighten”: Joyful Shared Reading and Guided Retelling”**
Yang Hu, CUNY Hunter College

**Roundtable 4: “Purposeful Play through Literacy and Content Areas”**
Rachel Kaplowitz, Public School 83, New York, NY

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Alyssa Cohen, District 4, New York, NY
Rosanne Kurstedt, CUNY Hunter College

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**I.05 Some Places Like the Moon: A Conversation with Karyn Parsons and Renée Watson**

304

This interactive presentation, sponsored by Bloomsbury and Little, Brown, will feature celebrity author Karyn Parsons (Hilary from the *Fresh Prince of Bel-Air*) and Newbery Honor and Coretta Scott King Award-winning author Renée Watson. The authors will talk about their books *How High the Moon* (Parsons) and *Some Places Like Us* (Watson), authorship, Black girlhood, and life. Moderators will be Ebony Elizabeth Thomas (associate professor, Graduate School of Education, University of Pennsylvania) and Jacqueline Dawson (doctoral candidate, Graduate School of Education, University of Pennsylvania).

**Presenters:**
Jacqueline Dawson, University of Pennsylvania, Philadelphia
Karyn Parsons, Little Brown
Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia
Renée Watson, Bloomsbury
I.06 Book Clubs: Awakening Spirited Inquiry in Students

In these days of high-stakes testing, independent reading often takes a backseat to test preparation. Schools have created learning environments where student engagement is dramatically decreased and opportunity for spirited inquiry is practically nonexistent. With the help of a professional author and former NWP site director, one school combats this problem by creating Lunch Bunch Book Clubs. From a diverse panel of educators, discover how to implement this program in your own setting, and learn how to plan book clubs, increase student motivation, foster discussion and inquiry, and provide students with time to engage in authentic reading.

Presenters: Kristi Craven, Liberty Elementary, Midway, GA, “Lunch Bunch Book Clubs”
Kelly Greene, Liberty Elementary, Midway, GA, “Lunch Bunch Book Clubs”
Natalie Mondesir, Liberty Elementary, Midway, GA, “Lunch Bunch Book Clubs”

I.07 “How Did the Artist Make the Fence Disappear on the Page?” Inviting K–3 Children’s Spirited Inquiries into Mandated Curricula

Teachers (K–3) will share how they invite and support children’s inquiries in their district-mandated curricula units. They will provide examples of these inquiries and discuss strategies they use for finding resources, helping children gather and record information, and presenting their learning multimodally through books they write, posters, constructions, and multimedia presentations.

Presenters: Michelle Doyle, Baltimore County Public Schools, MD
Laura Fuhrman, Baltimore County Public Schools, MD
Jenna Loomis, Baltimore County Public Schools, MD

I.08 YA Lit Is Complex! Authors and Teachers Explore the Role of Inquiry in Writing and Discussing Young Adult Literature

This session brings together YA authors and classroom teachers to explore complexity in young adult literature through the lens of inquiry—that is, how authors write in response to questions they want and need to answer, and how inquiry-driven discussions of YA lit empower students to explore, understand, and critique the world around them. Each author will speak briefly about connections between inquiry and their work in YA lit. Roundtable leaders will facilitate discussions between authors and teachers on how reading through the lens of inquiry can help students make their work with YA lit more complex.

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

Tradebook Authors: Samira Ahmed, Little Brown
Brandy Colbert, Little, Brown Books for Young Readers/Penguin
e.E. Charlton-Trujillo, Candlewick
Kekla Magoon, Macmillan Children’s Publishing Group
Matt Mendez, Simon & Schuster
Ruth Sepetys, Penguin Random House
Neal Shusterman, Simon and Schuster

Roundtable Leaders: Sarah Andrew-Vaughan, Ann Arbor Public Schools, MI
Daria Bliss, Traverse City High School, MI
Ricki Ginsberg, Colorado State University, Ft. Collins
Wendy Glenn, University of Colorado, Boulder
Renee Kruep, Mehlville School District/Southern Illinois University Carbondale
Kellee Moye, Hunter’s Creek Middle School, Orlando, FL
Beth Scanlon, Cypress Creek High School, Orlando, FL
Beth Shaum, St. Francis of Assisi Catholic School, Ann Arbor, MI

I.09 Igniting a Spirit of Inquiry through Wonder, Curiosity, and Creativity

Sponsored by the National Center for Families Learning (NCFL)

Enter our literacy makerspace filled with multidimensional wonder maker stations that foster creativity and curiosity. Engage in innovative learning experiences designed by wonderologists who value lifelong learning and choice. Collaborate, tinker with new ideas,
let your imagination soar, and create pathways to amplify student voice fueled by spirited inquiry.

Chair: Carol Varsalona, independent consultant, Rockville Centre, NY
Roundtable Leader: Laura Purdie Salas, Millbrook/Lerner

Roundtable Topics & Leaders:
Roundtable 1: “Using Digital Media to Wonder, Create, and Let #StuVoice Soar”
Leticia Citizen, Hawthorne School, Covina, CA
Carol Varsalona, independent consultant, Rockville Centre, NY

Roundtable 2: “Empower Student Learners to Be Innovative Designers with Filmmaking and Stop-Motion Animation”
Michele Haiken, Rye Middle School and Manhattanville College, Stamford, CT

Roundtable 3: “Using the Research on Wonder and Creativity and Wonder Titles to Generate Innovative Practices and Elevate Student Voice”
Kristie Hofelich Ennis, Murray State University, Louisville, KY

Roundtable 4: “Bringing Wonder to a New Level via Wonderopolis and STEAM”
Brittany Howell, St. Patrick Catholic School, Louisville, KY
John MacLeod, National Center for Families Learning, Louisville, KY

Roundtable 5: “Keep Reading! Keep Thinking! Making Wonder-Filled Video Book Bits”
Jennifer McDonough, The Pine School, Jupiter, FL
Cynthia Merrill, University of New Hampshire, Durham
Olivia Van Ledtje, student, Wonder Lead Student Ambassador, Durham, NH

Roundtable 6: “Chasing Wonder in the Writing Makerspace: Documenting and Learning from the Unexpected”
Angela Stockman, WNY Education Associates, NY

Roundtable 7: “Using Images and Curiosity to Spark Poetry”
Christie Wyman, Country School, Weston, MA

I.10 Engaging in Spirited Inquiry with the 2019 Notable Books for a Global Society
309

The Notable Books for a Global Society Committee selects 25 books that reflect diversity in the broadest sense and celebrate a wide variety of voices and topics. With multiple table discussions occurring concurrently, participants will be able to choose themes and books that are professionally and personally relevant to them.

Chair: Carol Varsalona, independent consultant, Rockville Centre, NY
Roundtable Leader: Laura Purdie Salas, Millbrook/Lerner

Roundtable Topics & Leaders:
Roundtable 1: “Using Digital Media to Wonder, Create, and Let #StuVoice Soar”
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Christie Wyman, Country School, Weston, MA

I.11 Writing in the Limelight: Promoting Spirited Inquiry with Young Adult Literature in Summer Literacy Labs
310

Motivated by award-winning young adult authors and scholarship on effective writing instruction, Connecticut Writing Project-Fairfield restructured its summer writing camps into Young Adult Literacy Labs. The NWP mission to inspire young writers was fused with a passion for young adult literature. The rest is history. Each summer hundreds of young people attend and collaborate with teachers in the traditional summer institute, helping to inform writing instruction and taking part in literacy workshops together.

Chair and Presenter: Bryan Ripley Crandall, Fairfield University, CT, “Young Adult Literacy Labs”

Roundtable Topics & Leaders:
Roundtable 1: “Novel Writing—Character & Plot Matter”
Allison Fallon, Central Middle School, Greenwich, CT
Emily Sawyer, Coleytown Middle School, Westport, CT

Roundtable 2: “Project Citizen”
Kim Herzog, Staples High School, Westport, CT
Dave Wooley, Westhill High School, Stamford, CT

Roundtable 3: “To Write or Not to Write—The Shakespeare Lab”
Shannon Kelley, Fairfield University, CT
Kara Peters, Greenwich High School, CT

Roundtable 4: “Game On! The Sports Writing Lab”
William King, Bassick High School, Bridgeport, CT
I.12 Doing Inquiry: Teachers and Students Empowered through Research

In this panel presentation, a group of high school teachers, current and former high school students, and college instructors will provide a set of practice-tested instructional techniques and discuss issues that have arisen as we have assisted high school students to carry out their own empirical research projects. Attendees will not only learn about how the presenters are leading their students through various types of research and research-based writing but also receive copies of the presenters’ assignment templates and rubrics.

Chair: Leslie Rush, University of Wyoming, Laramie
Presenters: Bridget Macpherson, University of North Carolina, Chapel Hill
Andres Palacio, Cypress Lake High School, Fort Myers, FL
Lisa Scherff, Community School of Naples, FL

I.13 English Teachers as Civic Educators: Fostering Civic Inquiry in Literacy Classrooms

Every ELA teacher knows that controversial issues and current events are always present in the literacy classroom as students engage in spirited inquiry about the world around them and their place in it. This session showcases the work of teacher educators and K-12 teachers from across the US who are helping students raise their civic voices. Presenters will discuss how digital literacy, debate, hip hop, and literary analysis can be oriented toward encouraging civic learning, dialogue, and action.

Chair: Nicole Mirra, Rutgers University, New Brunswick, NJ
Roundtable Leaders: Lauren Kelly, Rutgers University Graduate School of Education, New Brunswick, NJ
Carla Truttman, Northern California Writing Project

Roundtable Topics & Leaders:
Roundtable 1: “Forging Civic Connections across Time and Space: The Digital Democratic Dialogue Project”
Janelle Bence, New Tech High, Coppell, TX
Antero Garcia, Stanford University, CA
Peter Haun, Oak Park High School, MI
Nicole Mirra, Rutgers University, New Brunswick, NJ
Christina Puntel, George Washington Carver High School of Engineering and Science, Philadelphia, PA
Mary Richards, Chugiak High School, AK
Molly Robbins, Cherokee Trail High School, Aurora, CO

Nicholas Kuroly, New York City Department of Education, Queens, NY
Pilar Ramos, New York City Department of Education, Queens, NY

Stephanie Robillard, Stanford University, CA

I.14 Testimonios of Doctoral Students of Color: Grounding Ourselves alongside Our Practice

This presentation will center the voices of six doctoral students of color who use testimonio to discuss their experiences in navigating the academy as literacy teacher educators and the ways in which they occupy these historically white spaces. This panel will examine the labor that doctoral students of color produce and invest in their institutions in order to critique existing structures that continue to exclude and invisibilize their experiences and presence in the academy.

Chair: Patricia Abril-Gonzalez, The University of Texas at Austin
Presenters: Nathaly Batista-Morales, The University of Texas at Austin
Clint LaFuente, The University of Texas at Austin
Judith Landeros, The University of Texas at Austin
Lakeya Omogun, The University of Texas at Austin
Marcela Rodríguez-Campo, University of Nevada, Las Vegas
Cori Salmerón, The University of Texas at Austin

Respondent: Tracey Flores, The University of Texas at Austin
I.15 Native Authors: Bringing Indigenous #ownvoices into Your Classroom
323
How many books by authors from Native Nations are in your classroom library? How many Indigenous authors are represented in your curriculum? Are there contemporary kids celebrating their culture? Hear about why and how to include more positive representations that build empathy and understanding from this panel of Native authors.

Chair: Jillian Heise, Kenosha Unified School District, WI
Tradebook Authors: Christine Day, HarperCollins Cynthia Leitich Smith, Candlewick Press Kevin Noble Maillard, Macmillan Children’s Publishing Group Rebecca Roanhorse, Disney Books
Respondent: JoAnne Powless, Onondaga Nation School, Nedrow, NY

I.16 Wonder as a Way In: Teaching Reading and Writing Poetry through Inquiry
315
Poetry provides a perfect opportunity to focus on essential close reading and writing skills. Unfortunately, for many, poetry can feel inaccessible. How can we lead students to read, write, and enjoy poetry? By joining them in a process of wonder. Our panelists, both authors and teachers, will share activities designed to approach reading and writing poetry through a process of open-minded inquiry.

Chair: Elizabeth Steinglass, Boyds Mills & Kane
Presenters: Matt Forrest Esenwine, Boyds Mills & Kane Mary Lee Hahn, Dublin City Schools, OH Heidi Mordhorst, Montgomery County Public Schools, MD Laura Purdie Salas, Millbrook/Lerner

I.17 The Revolutionary Art of Teaching: Fostering Students’ Right to Read and Write in Secondary ELA Classrooms
316
Four high school English teachers from around the country share their efforts at spirited inquiry as they strive to foster and even provoke students’ rights to read and write with particular attention to significant issues such as race and racism, homophobia and transphobia, and ableism.

Presenters: Mollie V. Blackburn, The Ohio State University, Columbus
Jeff Blair, Grandview High School, Aurora, CO
Melissa Horner, University of Missouri, Columbia
Arianna Talebian, Brooklyn, NY
Lane Vanderhule, Hilliard Davidson High School, Hilliard, OH

I.18 Telling a People’s Story: Traveling Museum Exhibit Leads to District-Wide Inquiry
317
Educators of all levels can come learn how a traveling museum exhibit titled “Telling a People’s Story: African American Illustrated Children’s Literature” inspired an entire district to learn how pictures help tell the African American history in the United States.

Presenters: Janie Kantner, Indian Trail Elementary School, Canal Winchester, OH
Alyssa Locker, Canal Winchester LSD, OH
Jason Shaiman, Miami University Art Museum, Oxford, OH

I.19 Writing outside of the Comfort Zone: Unique Approaches to Teaching High School Inquiry-Based Writing Projects
318
This panel provides secondary English language arts teachers with a discussion and practical artifacts from three inquiry-based writing projects. Using multimodal, sensory-based writing and theme-based writing, each panelist shares their experiences in teaching writing through assignments they have designed for their classrooms.

Chairs: Katie Alford, McKendree University, Lebanon, IL
Kate Hope, Arizona State University, Tempe
Presenters: Jenna Brooks, Arizona State University, Tempe
Heather McCall, Arizona State University, Tempe
Kristina Vasic, Arizona State University, Tempe
I SESSIONS / 3:30–4:45 P.M.

I.20  The Landscape of Escape: Interdisciplinary Inquiry with Sci-Fi & Fantasy  
319

What if finishing a science fiction or fantasy novel wasn’t the end but the beginning for our students? What if, as students were reading books independently, they were studying topics such as environmental science, history, government, art, mythology, and cultural literacy? How might a literature of “escape,” in fact, help students to see their own world more clearly, and contribute to it more meaningfully? How might the fictional buffer of fantasy engender a greater sense of inquiry about life as it is lived in the real world? Panelists will share how their novels appeal to a variety of academic disciplines.

Presenters: Oona Marie Abrams, School District of the Chathams, NJ
Authors/Illustrators: Tony Abbott, HarperCollins Publishers
Sayantani DasGupta, Scholastic, Inc.
Sarah Beth Durst, HMH/Clarion Books
Todd Strasser, Candlewick Press

I.21  From Argument to Inquiry: Building Discourse Communities in the Writing Classroom  
320

We want students to be curious, engaged learners who engage texts and ideas in their writing, but the reality of our classrooms is often far from that ideal. In this hands-on workshop, participants will explore how to foster student ownership in written and oral discourse through centering exploration of text in argument. As learners, participants will engage in authentic written and oral discourse and then debrief the experience as educators.

Presenters: Mary Dibinga, Boston Latin Academy, MA
Pamela Doiley, McCormack Middle School, Boston, MA

I.22  Writing Our Voices into the World: Reawakening Our Writing Selves  
321

Come hear about a writing institute that seeks to help young writers find their stories and discover the power their stories have to influence others and the world by partnering them with professional writers. Participants’ learning will be facilitated by these young writers as they share their own work and guide us through the writing experiences their mentors shared to inspire their writing.

Chair and Presenter: Teresa Bunner, Wake County Public School System, NC
Presenters: Terrence Canady, Wake County Public School System, NC
Alisia Credle, Wake County Public School System, NC
Julie Stivers, Wake County Public School System, NC
Student Presenters: Gianna Alston, Wake County Public School System, NC
Kysean Lyons, Wake County Public School System, NC
Queen Merck, Wake County Public School System, NC
Itzel Moreno, Wake County Public School System, NC
Blaine Purcell, Wake County Public School System, NC
Jailyn Robinson, Wake County Public School System, NC
Kes Stratton, Wake County Public School System, NC
Barbara Vasquez, Wake County Public School System, NC

I.23  Children of Immigrants at School and in Books  
322

This panel explores the unique joys and challenges that children of immigrants face in school, and how these experiences structure their relationship with reading and with their teachers. This interactive session will be guided by four children’s authors, each themselves children of immigrants from different cultural backgrounds.

Presenters: Hena Khan, Simon & Schuster/Lee & Low
Emma Otheguy, Knopf Books for Young Readers/Lee and Low Publishers/Las Musas
Olugbemisola Rhuday-Perkovich, The Brown Bookshelf
Christina Soontornvat, Scholastic, Inc.
I.24  The Power of Storytelling

Join Baltimore City Public Schools middle school teachers and students in a discussion of the question: What is the power of storytelling? As a mode of inquiry, storytelling helps us interrogate ourselves and our worlds; it helps us inquire about our beliefs, what we know and don’t know, and who we are and want to be. Focused on the novel *The Crossover* by Kwame Alexander, the session explores how students use reading and writing to inquire. Hear all presenters discuss how students’ growing sense of inquiry empowers them to determine their paths, passions, and game plans.

**Presenters:** Ann Brigham, Great Minds, Shutesbury, MA
Ashley Cook-Plymouth, Baltimore City Public Schools, MD
Michael Donaldson, Curtis Bay Elementary, Baltimore City Public Schools, MD

I.25  Thinking Like the Fact Checkers: Source Evaluation in the Digital Age

An MIT study found that fake information is 70 percent more likely to be retweeted than facts, so how can we prepare our students to evaluate the online information that permeates their world? In this session, two high school and two middle school educators share their work embedding lateral reading, which the Stanford History Education Group defined as a way to teach the strategic thinking deployed by news organization fact checkers. Two university researchers share their analysis of those classroom practices, helping to identify what instructional moves effectively prepared students for the nuances of source evaluation in today’s media-rich world.

**Presenters:** Marissa Ausperk, Chagrin Falls Exempted Village Schools, OH, “Digital Source Evaluation”
Angie Jameson, Chagrin Falls Exempted Village Schools, OH, “Digital Source Evaluation”
Amy Myers, Notre Dame Cathedral Latin Schools, Chardon, OH, “Digital Source Evaluation”
Katie Ours, Notre Dame Cathedral Latin School, Chardon, OH, “Digital Source Evaluation”
Kristine Pytash, Kent State University, OH, “Digital Source Evaluation”
Beth Walsh-Moorman, Lake Erie College, Painesville, OH

I.26  Literature as a Basis for Social Inquiry: Creating Books That Prompt Conversation

Powerful literature can be the gateway to exploring our own moral philosophy. As students read the experiences of the book’s characters, they begin to evaluate their own beliefs and actions. Educators can then further this process with questions on topics such as current events, prejudice, the current justice system’s inequalities, the effects of poverty, and equity in education. Join an English educator and four acclaimed authors whose books often prompt these very conversations for a conversation and simulation on how to bridge the novel with the questions that take students beyond “what happened” into application in their own lives. This session is sponsored by Scholastic, Inc.

**Chair and Presenter:** Jennifer Nielsen, Scholastic, Inc.
**Authors/Illustrators:** Sharon Robinson, Scholastic, Inc., “Literature as a Basis for Social Inquiry: Perspective of an Author of a Memoir”
Deborah Wiles, Scholastic, Inc., “Literature as a Basis for Social Inquiry: Perspective of an Author of Historical Novels”
**Presenter:** Shauna Christensen, Layton High School, UT, “Literature as a Basis for Social Inquiry: A Teacher’s Perspective”

I.27  First Draft, Only Draft—Not: Revision as Inquiry

Participants will learn and practice strategies of revision in their writing and discuss how their students can also engage in the imperative writerly move of re-seeing.

**Chair:** Mariana Romano, Evanston Township High School, IL
**Presenters:** Judith Michaels, Princeton Day School, Hillsborough, NJ, “Poetic Revision”
Tom Romano, Miami University, Oxford, OH
**Respondent:** Angela Faulhaber, Hamilton County, Cincinnati, OH
I.28 Fiction Writing as Inquiry: Freeing Space for Literary Production and Criticism in the English Classroom

Recent curricular and policy shifts in literacy instruction have left scant room for the teaching of fiction in high school English classrooms. In this interactive panel, we will explore the practice of writing fiction as a means to both foster student engagement in writing and develop literary understanding.

**Presenters:** Sarah W. Beck, New York University, NY
Karis Jones, New York University, NY
Thomas Newkirk, University of New Hampshire, Durham
Scott Storm, New York University, NY

I.29 Inquiry: Explorations into Curriculum Design to Spur Critical Reading, Writing, Thinking

This session engages teachers in a cross-section exploration of curriculum design and modification, reading flexibility for maximum student engagement, writing through inquiry all contextuality within the frame of encouraging students to love reading.

**Chair:** Tony Weaver, Weird Enough Productions

**Presenters:** Andrea Davis, South Kingstown Public Schools, RI
Anita Dubroc, Louisiana State University, Baton Rouge
Boni Hamilton, University of Northern Colorado, Greeley
Amber Hull, Toms River High School South, NJ
Sara Kersten Parrish, University of Nevada, Reno
Jessica Koltz, University of Nevada, Reno
Stacy Loyd, Dayspring Christian School, Fort Collins, CO
Trecie Warner, Lois Lenski Elementary, Centennial, CO

I.30 Violent Writing vs Writing Violently: Responding to Depictions of Violence in Student Writing

What happens when students’ writing is disturbing or includes depictions of violence? How do teachers respond in a way that does not lead to censorship? Furthermore, at what point should violent student expressions in writing be considered a legitimate threat? Join us in a conversation on censorship and writing as we discuss creative writing instruction and effective assessment strategies that will equip teachers in properly responding to student-created disturbing or violent texts.

**Committee Chair:** Paula Greathouse, Tennessee Tech University, Mount Juliet, TN

**Presenters:** Lori Brown, Dawn Star Consulting LLC, Candler, NC
Abena Hutchful, National Coalition Against Censorship
Gretchen Oltman, Creighton University, Omaha, NE

I.31 Your Story, My Story, Our Story: Picture Books to Explore Community

For so many of us, the first books that we read and that stay with us are ones that help us learn about the world and how we interact with the world. A great book is hard to beat as a vehicle for building understanding of community. Four picture book makers—Caldecott Award-winning Kevin Henkes, debut author/illustrator Oge Mora, Pura Belpré Honor illustrator John Parra, and Ezra Jack Keats/Kerlan Memorial Scholarship winner K-Fai Steele—share how they create stories where identity and community are central concepts. The session will highlight how to use books to explore and create communities in ELA.

**Chair and Presenter:** Susannah Richards, Eastern Connecticut State University, Willimantic

**Authors/Illustrators:** Kevin Henkes, Greenwillow Books/HarperCollins
Oge Mora, Little, Brown Books for Young Readers
John Parra, Chronicle Books
K-Fai Steele, HarperCollins Children’s Books
I.32 Question with Boldness 331

“Question everything,” advised Euripides, Ernest Gaines—and countless students. This panel of authors explores how to grow the questioning mind beyond the Q&A, beyond the idea of one “correct” answer. How have heroes—fictional and true-life—created social change through insistent questioning? How can a book lead a student to ask hard questions about, and develop actionable concern for, the natural world? Panelists will share approaches to encouraging inquiry—rooted in the complexity of truth, the power of empathy, historical perspective, and robust examination of sources—that derive from their own books and from other books for young people.

Presenters: Leah Henderson, Simon & Schuster
Debbie Levy, Bloomsbury/Simon & Schuster
Jennifer Mann, Simon & Schuster/Atheneum
Mary Quattlebaum, National Geographic/Dawn Publications/Vermont College of Fine Arts
Corinne Wetzel, Rocky Run Middle Schools, Fairfax County Public Schools, VA

I.33 Using Informational Text to Spark Inspired Inquiry in Students and Teachers 332

When we model critical inquiry toward our curriculum, putting core literary texts into dialogue with timely, relevant informational, multimedia, and/or contemporary texts, we teach students to engage in powerful literacy both in and beyond the classroom. Our session focuses on a multidisciplinary inquiry project on gentrification of the community of an urban high school. Teachers led the initial inquiry; several students involved as ninth graders returned to the issue as seniors for their capstone service-learning projects. Participants will come away with a practical approach for engaging in inquiry projects, resources, and an example of the benefits for students and teachers.

Presenters: Susan Chenelle, Montclair State University, Newark, NJ
Audrey Fisch, New Jersey City University, Westfield, NJ

I.34 Handwrite or Type? When, Where, and How to Successfully Use Technology in the Secondary ELA Classroom 335

Sponsored by the Secondary Section

Teachers have finally (for the most part) accepted the use of technology for learning. Now, we are wrestling with questions and having spirited discussions regarding how to leverage these tools to improve literacy while also managing the digital allure that can take students off task. Join us as we interactively explore these challenges and share techniques to integrate technology at the right time, for the best learning outcomes, regardless of expertise.

Chair and Presenter: Amanda Palmer, Katy ISD, TX

Presenters: Joshua Cabat, Roslyn Public Schools, Roslyn Heights, NY
Tracy Wade, Katy ISD, TX


This presentation is based on the presenters’ own inquiry into the role that visual texts can play in literacy instruction. Authors Ralph Fletcher, Tanny McGregor, Louise Borden, and Trevor Bryan will share how visual texts such as photographs, illustrations, and sketchnotes help students to strengthen comprehension, conversation, writing, and notetaking skills.

Trevor Bryan, Stenhouse Publishers, “Teaching Comprehension through Visual Texts”
Ralph Fletcher, Heinemann Publishers/Stenhouse
Tanny McGregor, West Clermont Schools/Heinemann, “Sketchnotes as a Thinking Tool”
I.36  Scaring Students into Reading: How Spooky Books Can Be Gateways to a Long-Term Love of Reading  
337  
Children are drawn to explore what scares them, and since spooky books also deal with a wide array of other genres and topics, the spooky genre is the perfect gateway category to help students develop a long-term love of reading and a spirit of inquiry for ALL types of books. In this panel, five middle grade authors will show how teachers and librarians can use spooky books to inspire reluctant readers to embrace a wider world of story.  

Presenters: Sarah Cannon, Feiwel and Friends/Macmillan  
Samantha Clark, Simon & Schuster/Paula Wiseman Books  
S. A. Larsen, Ellysian Press/Leap Books  
David Neilsen, Crown Books for Young Readers  
Victoria Piontek, Scholastic, Inc.  
Jonathan Rosen, SkyPony Press  
Karen Strong, Simon KIDS  
Kim Ventrella, Scholastic, Inc.

I.37  Investigating Writing Identity Using an Inductive, Inquiry-Based Approach  
338  
Writing on social media platforms allows students to develop writing skills that can benefit their in-school writing. In this interactive presentation, we will share an inductive, inquiry-based frame for teaching that leads students to use social media posts to investigate who they are as writers in and out of school.  

Presenters: Kerrigan Mahoney, University of Virginia, Charlottesville  
Jane Patrick, University of Virginia, Charlottesville

I.38  Where Are You From? Diverse Literature as Inquiry  
339  
Five diverse authors will problematize, inquire, and discuss with the audience how to tackle a potentially ugly question: “Where are you from?” Through this panel, authors Craft, Day, Entrada Kelly, Lai, and Méndez will facilitate an empowering process of discovery of self and others. The authors will share their work, including three new middle school novels, one new young adult novel, and one newly released picture book. The authors will foster an inquiry stance through their thoughtful, reflective stories. Diverse literature can ignite discussions about identity that invite dialogue, rather than act as a source of alienation and “otherness.”  

Chair: Detra Price-Dennis, Teachers College, Columbia University, New York, NY  
Presenter: Jackie Arnold, University of Dayton, OH  
Authors/Illustrators: Jerry Craft, HarperCollins Publications  
Christine Day, HarperCollins Publications  
Erin Entrada Kelly, Greenwillow Books/HarperCollins  
Thanhha Lai, HarperCollins Publications  
Mary-Kate Sableski, University of Dayton, OH  
Yamile Saied Méndez, HarperCollins Children’s Books

I.39  Informational Texts  
340  
Through a variety of takes on informational texts, panelists explore how poetry allows young students to reflect on history as well as current topics, how children use play to make meaning of nonfiction picture books, and how a reflective discussion circle framework supports students’ constructive exchange of perspectives.  

Chair: Mollie Welsh Kruger, Bank Street College of Education, NY  
Presenters: Shalise Clemons, The Ethical Community Charter School of Jersey City, NJ  
Mary McGriff, New Jersey City University, Flemington, NJ  
Eileen Meyer, Charlesbridge Publishing, Fernandina Beach, FL  
Courtney Shimek, The University of Georgia, Athens
I.40  From Beloved to The Bluest Eye: Blending Literature and Documentary Film to Explore the Relevance of American Master Toni Morrison

Toni Morrison is truly an American treasure, a writer all students should encounter and critically examine as part of their journey in understanding American identity. American Masters, the award-winning PBS biography series that tells the stories of America’s most enduring artistic and cultural giants, has produced a new film on her life, Toni Morrison: The Pieces I Am. This panel brings together authentic voices and perspectives—academics, high school educators, and students—in a dialogue around how blending text with the film’s content fosters engaged inquiry and dialectic among students to bring relevance to their here and now.

Chair and Presenter: Kristina Kirtley, WNET New York Public Media, NY

Presenters: Jocelyn A. Chadwick, Harvard Graduate School of Education, Cambridge, MA
Lakisha Odlum, School of the Future/Teachers College, Columbia University, New York, NY
Sarah Richard, High School for Law, Advocacy and Community Justice/Teachers College, Columbia University, New York, NY

I.41  DBQs in Literature: Inquiry and Argument in the ELA Classroom

Using a mixture of fiction and nonfiction documents, Document-Based Questions can sharpen students’ critical thinking, close reading, and evidence-based argument writing skills. This method allows students at all skill levels, grades 3-12, to excel in the sophisticated DBQ experience. Classroom teachers from Anne Arundel County Public Schools will join members of the DBQ Project team to present strategies for successful implementation of a “Mini-Q in Literature.” Each participant will take away a self-contained unit ready for classroom implementation—as well as the pedagogical tools needed to successfully guide students through the DBQ process.

Presenters: Katherine Chapman, Anne Arundel County Public Schools, Edgewater, MD
Susan Corby, Anne Arundel County Public Schools, Annapolis, MD
Ali Grava, Anne Arundel County Public Schools, Edgewater, MD
Molly Winter, The DBQ Project, Brooklyn, NY

I.42  Creating Inclusive Reading Experiences in the Classroom

What kind of reader are you now? What kind of reader do your students need you to be? In this interactive presentation, the cofounders of #THEBOOKCHAT will guide participants to create a Reader Identity Profile, apply the Profile to a short text, and then explore self-analytical methods of their own reading. By doing this, teachers will be able to create more inclusive reading experiences in their classrooms, shift their pedagogy, and create more equitable opportunities for students.

Presenters: Scott Bayer, Montgomery County Public Schools, Rockville, MD, “Creating Inclusive Reading Experiences”
Joel Garza, Greenhill School, Addison, TX, “Creating Inclusive Reading Experiences”

I.45  What Does It Mean to Be Asian American (in the English Classroom)?

Sponsored by Asian/Asian American Caucus

This panel of Asian American English teachers explores questions of what it has meant for them, as students and teachers, to be Asian American in the English classroom. Panelists across diverse classroom contexts will offer reflections on and thoughts about important texts and interactions that have shaped their experiences as students in K-12 English classrooms; experiences becoming English teachers; workplace experiences (in predominantly white spaces, diverse spaces, and predominantly Asian American spaces); and how to better support Asian American students in finding voice and identity in English classrooms.

Chair and Presenter: Betina Hsieh, California State University Long Beach

Presenters: Anna Osborn, Jefferson Middle School, Columbia, MO
Norman Sales, Farrington High School, Honolulu, HI
Sahar Shafqat, Lane Tech High School, Chicago, IL
Debbie Yoon, Katherine Delmar Burke School, San Francisco, CA
I.46 Changing Climates: Inquiries into Food Literacy with New Diverse Children’s Books

The new books, strategies, and resources presented in this session help to advance culturally responsive inquiries into food literacy. Philip Lee, founder of Lee & Low Books and Readers to Eaters, and June Jo Lee, children’s author and food ethnographer, will discuss their approaches to fostering food literacy through literature. Next, Dávila & Cherniak will describe their community-based food literacy and children’s literature inquiry program for children in a low-income African American and Latinx neighborhood. Finally, Ladd, Melilli, and Canady, reviewers for *The Journal of Children’s Literature*, will present a variety of newly released diverse books that support food literacy.

**Presenters:** Fawn Canady, Sonoma State University, Rohnert Park, CA
Shara Cherniak, The University of Georgia, Athens
Denise Dávila, The University of Texas at Austin
Sophie Ladd, University of Nevada, Las Vegas
Philip Lee, Readers to Eaters, San Francisco, CA

**Author/Illustrator:** June Jo Lee, Readers to Eaters

I.47 “I heard when I was watching the news one time”: Analyzing Young African American and Latinx Children’s Intertextual Responses to Multicultural Children’s Literature

“Intertextuality is most commonly defined as the process of making connections between current and past texts” (Short, 1992, p. 315). Analyzing elementary children of color’s responses to multicultural literature, and exploring topics such as race, immigration, policing, and the presidency, the three studies highlight the potentiality of read alouds and literature circles for inquiry into students’ lives and the intertextual nature of their responses. Findings demonstrate that young children of color are cognizant of and thinking through complex issues. Presenters address implications for creating spaces in early and elementary literacy classrooms for race-conscious conversations through the use of multicultural children’s literature.

**Chair:** Laura Alamillo, California State University, Fresno
**Presenters:** Lucia Cardenas Curiel, Michigan State University, East Lansing

I.48 Deaf Students and Poetry in the English Classroom: Using American Sign Language and Technology to Foster Creative and Critical Inquiry

Deaf and hard of hearing students are able to engage deeply in the study of English poetry despite their inability to hear language in full. Bilingual studies in English and American Sign Language, along with the use of digital tools, enabled deaf and hard of hearing students in three high school classrooms to translate Japanese poetry, create slam poetry, and analyze Lewis Carroll’s “Jabberwocky.”

**Chair and Presenter:** Sara Stallard, Laurent Clerc National Deaf Education Center, Washington, DC, “Haiku, Tanka, and Senryū in Translation: Classroom as Creative Lab”

**Presenters:** Arathy Manoharan, Laurent Clerc National Deaf Education Center, Washington, DC, “Slam Poetry: Video Performance in American Sign Language with English Subtitles”
Jessica Willoughby, Laurent Clerc National Deaf Education Center, Washington, DC, “Lewis Carroll’s ‘Jabberwocky’: From English to American Sign Language”

I.49 Inquiry Starts with Empathy

Elementary and middle school teachers will share how carefully choosing literature about bullying, bigotry, and stereotypes for student book clubs helps students develop empathy. The result also deepens students’ abilities to consider multiple perspectives when conducting real-world inquiries. Participants will engage in conversation throughout and leave with tools for their own classrooms.

**Presenters:** Kathy Bartelmay, Duke School, Durham, NC, “Developing Schoolwide Inquiries That Promote Equity and Justice”
Leslie Bryan, Duke School, Durham, NC, “Creating Podcasts to Debunk Stereotypes”
I.50 ELATE Membership Meeting and Social Hour
BALLROOM III

All those interested in shaping English language arts teacher education are invited to attend this membership meeting and social to mingle with representatives from English education programs nationwide and prospective English education graduate students and PhD candidates. The winners of the 2019-2020 ELATE Research Initiative Grant and 2019 ELATE Graduate Student Research Award competitions will be recognized. This is also a time to meet experienced, new, and future English teacher educators. There will be an opportunity to announce ELA teacher education position openings and to talk informally with prospective candidates.

Chair: Christian Z. Goering, University of Arkansas, Fayetteville

I.51 Project LIT Live!
CARROLL (HILTON)

Sponsored by Scholastic, Inc.

Meet Dr. Jarred Amato and fellow Project LIT educators, and learn how to launch a Project LIT chapter in your school and community. Chapter leaders will share their Project LIT journey, booktalk some of our favorite titles, and answer questions to help attendees get started in 2020. We know that fundraising is a huge challenge for many of us, so Dr. Amato will also introduce a new Middle School Reading event concept that Scholastic Book Fairs® is launching with select schools in the new year.

Presenter: Jarred Amato, High school English teacher and founder of Project LIT

I.52 Poster Session—Multimodal Media Literacy
PRATT STREET LOBBY EAST-WEST, LEVEL 300
(CONVENTION CENTER)

Poster 1: Third-Grade Students’ Literacy Practices as They Compose Multimodal Texts in a Digital Writing Workshop

This session presents the findings from the presenter’s 2017 dissertation study. The researcher’s poster will explain the New Literacy Studies theoretical framework and the ethnographic case study methodology that were employed as the foundation for her project. She will present her qualitative research questions, as well as the findings and a discussion of the implications of this research. There will also be time for questions regarding the project.

Presenter: Jennifer Toney, Sharpsville Area School District, PA

Poster 2: Enrich Literature Classes with Primary Sources from the Library of Congress

Digital objects from the Library of Congress’s collections—and lesson starters using these items—will be shared and discussed. These online primary sources provide an endless supply of activities for short-duration information literacy instruction, homework assignments, research projects, or flipped classroom activities applicable to middle school and high school students. Year-round free teacher training on information literacy via primary sources from the Library of Congress’s Teaching with Primary Sources Grant will be detailed and demonstrated.

Presenter: Michelle Kowalsky, Rowan University, Glassboro, NJ
Poster 3: “Our Democracy” in the Classroom
“Our Democracy” is an award-winning photojournalist Andrea Bruce’s collaborative documentary project about American democracy today. It is funded by National Geographic and the Catchlight Foundation and supported by the Pulitzer Center on Crisis Reporting. At this poster session, attendees can explore journalistic work and teaching resources produced by the “Our Democracy” reporting and education team, including documentary photo and video opportunities for students to produce and publish their own multimedia citizen journalism about democracy to the project.

Presenter: Lorraine Ustaris, Our Democracy/The Philadelphia Writing Project/Pulitzer Center on Crisis Reporting, Newtown, PA

Poster 4: Fact, Opinion, or Lie? The New True-False
True-False is dead. Take home classroom-ready ideas for transforming test questions and discussion templates focused on the rules of evidence and the skills of interpretation. No “alternative facts” here!

Presenters: Annie Gu, Edison, NJ
Robert Levin, Montclair State University, Metuchen, NJ

Poster 5: Let’s Visit the Pyramids Now: Supporting Inquiry and Curiosity through Virtual Field Trips
This poster session will discuss examples of technological tools to encourage students’ inquiry and imagination. Using a host of models, the presenter will interact with participants about creative tasks to incorporate into their teaching, allowing them to engage students’ imaginations for inquiry and problem-solving activities.

Presenter: Mohamed Elhess, University of Idaho, ID

Poster 6: An Immigrant Caravan in the Eyes of Critical Literacy
This presentation focuses on the critical literacy skills developed through embodied experiences by English-Spanish Latinx bilingual students in a dual-language classroom in the southwestern United States. Students discuss immigration and the Central American caravan. Data collected from read aloud, discussions, writing, and drawing activities were analyzed through critical discourse analysis.

Presenter: Johanna Esquivel, University of Texas Rio Grande Valley, Edinburg

Poster 7: Incorporating Technology in the Classroom: Podcasting with Purpose
Incorporating technology within the classroom will assist in sparking inquiry within students and teachers, as well as provide an infrastructure for sustaining growth and curiosity. Podcasts, when integrated successfully, provide endless opportunities for the classroom. Teachers can present opportunities for students to produce and publish their own podcasts about a wide variety of topics. In this presentation, learn how podcasts can be incorporated into lesson plans and used as a tool for self-reflection.

Presenters: Jessica Gallo, University of Nevada, Reno
Cassandra Lopez, University of Nevada, Reno
Bailee Pennington, University of Nevada, Reno

Poster 8: Playing with Tech: Encouraging Students to Explore with Digital Apps
Digital applications can provide a low-stakes means of introducing students to the concept of multimodal composition. Inquiry is inherent to the use of digital applications in coursework, as the learner must first understand the tool before being able to effectively use it. Thus, digital applications can be meaningfully incorporated into the English classroom as critical components of assignment design, encouraging students to practice inquiry habits that allow them to understand, troubleshoot, and share their knowledge of the applications as well as reflect on the process that allowed them to effectively use that tool.

Presenters: Megan Mize, Old Dominion University, Norfolk, VA
Rochelle Rodrigo, University of Arizona, Tucson

Poster 9: Using Student-Led Inquiry to Drive Online Discussion
Frustrated by student lack of engagement with independent reading and frequent plagiarism, teachers flip the script in an AP Literature & Composition classroom and create a vibrant online exploration of literature led by student inquiry. Developing skills include close reading, questioning, online discussion supported by evidence and analysis, and proper netiquette. Students also learn to mine forum discussions as a source for ideas for formalized literary analysis essays.

Presenters: Brent Bockelman, Southport High School, Indianapolis, IN
Julie Breeden, Southport High School, Indianapolis, IN
Tara Foor, Southport High School, Indianapolis, IN
Poster 10: Primary Grade Teacher Attitudes toward Ebooks and Their Use in the Classroom
The presentation will center around the study of one primary school’s kindergarten, first-, and second-grade teachers’ attitudes and preferences concerning the usage of ebooks in their classrooms as measured by a survey. The practices these teachers adopt while using ebooks will also be observed and noted during classroom observations over the duration of one semester. The findings of this study may help primary schools determine future professional learning opportunities for primary grade teachers as well as possible funding allocations for eReaders and ebook library purchases to be utilized in other classrooms.

Presenters: Bethanie Pletcher, Texas A&M University, Corpus Christi
Cerina Ramirez, Texas A&M University, Corpus Christi

Poster 11: Digital Tools Energize The Lightning Thief
This guided-inquiry project involves using both the original novel and the graphic novel versions of Rick Riordan’s The Lightning Thief. The presentation will show how to use digital tools and inquiry-based learning to help engage and academically challenge students. Highlighted resources include using select university databases, Google Tour Guide (for mapping), virtual tours of cultures/countries through YouTube 360, the Google Expeditions app, and other online resources. In addition, students create infographics related to the book(s) though Canva and Adobe Spark and create podcasts using GarageBand and iMovie.

Presenter: Megan Lawson, Alcott Middle School, Norman, OK

Poster 12: How to Leverage the Power of Art/Visual Text to Enhance Your ELA Classroom Experience for Your Students
We will explore how we process media and how this influences our oral, written, and visual communication. We will focus on the use of art (visual text) to inspire inquiry, and explore the use of illustrations, photographs, comic strips, editorial cartoons, music videos, movie clips, theater clips, documentaries, dramatic play, commercials, and memes to enhance understanding. We will look at specific visual text aids that have been used to spark inquiry and heighten comprehension and that have helped students decode complex texts. Using diverse texts, participants will view actual resources that have led students to ask questions and make real-world connections.

Presenter: Shannon Outlaw, Fairfax County Public Schools

Poster 13: Sparking Student Inquiry with Podcasts
Spark curiosity, illuminate questions, and engage students in inquiry with podcasts. Instructional use of audio stories can help students develop critical thinking skills and foster student agency. This session will explain how teachers can use audio stories from NPR to engage students and inspire them to drive their own inquiry learning journey.

Presenters: Laura Krenicki, William J. Johnston Middle School, Colchester, CT, “Sparking Student Inquiry with Podcasts”
Marielle Palombo, Listenwise, “Sparking Student Inquiry with Podcasts”
5:00–6:30 P.M.

Annual Business Meeting for the Board of Directors and Other Members of the Council

BALLROOM II

NCTE, ELATE, TYCA, and NCTE section nominating committees will be on hand to accept nominations for candidates for the 2020 elections. The agenda for the meeting will be available at the door. The rules of conduct for the meeting are listed on pages 296-297.

Presiding: Franki Sibberson, NCTE President, Dublin City Schools, OH
Parliamentarian: Erika Lindemann, University of North Carolina, Chapel Hill
Presentation of Resolutions: Jennifer Ochoa, MS 324, New York, NY

5:00–6:30 P.M.

ELATE-Graduate Student Business Meeting

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All current and prospective members of the ELATE-Graduate Student strand are invited to attend the business meeting. We will provide a brief overview of events planned for the upcoming year and vote on new officers for 2019–2020.

8:00–9:30 P.M.

CULTURAL CELEBRATION

BALLROOM IV

*Hosted by the Black and Latinx Caucuses*

The sounds of the soul, the voices and verbs of the spoken word, and the eclectic energy of Baltimore highlight an evening of culture, history, and performance. This dynamic event will start at the moment when music meets breath, interacting and converging in conversation, using spoken word poetry to reclaim identities and challenge inequities around language, privilege, and power. Each performance will illuminate issues transcultural and representative of neo-American being, while highlighting children and stories told through themes of social justice and communities of harmony.

This providential event is presented collectively by the Black and Latinx Caucuses. The Cultural Celebration is open to all NCTE members and guests.
6:45–8:45 P.M.

ALL-ATTENDEE EVENT:
A Celebration of Literature and Teachers

BALLROOM II

Each panelist will mirror dedication around inquiry, culture, and universal truths present in all young people. The discussion around the event is intended to be uplifting and inspirational—a celebration of good literature as well as the teachers who introduce important titles to students every day. Award-winning author Meg Medina will serve as moderator. Panelists include Lilliam Rivera, Celia Pérez, and Brittany Luby.

Meg Medina is the Cuban American author of the 2019 Newbery Medal winner Merci Suárez Changes Gears, which was also a 2018 Kirkus Prize finalist and a Charlotte Huck Award Honor Book. She also writes picture books and young adult fiction. Her most recent young adult novel, Burn Baby Burn, has earned numerous distinctions, including being long-listed for the 2016 National Book Award and short-listed for the Kirkus Prize. She is the 2014 recipient of the Pura Belpre Author Award and a 2013 Cybils Award winner for her young adult novel Yaqui Delgado Wants to Kick Your Ass. Medina also received the 2012 Ezra Jack Keats New Writer Award for her picture book Tía Isa Wants a Car. Her other books are The Girl Who Could Silence the Wind, a 2013 Bank Street College Best Children’s Book of the Year; Mango, Abuela, and Me, a 2016 Pura Belpre Honor Book; and Milagros: Girl from Away.

Brittany Luby (Anishinaabe-kwe) is the many-times great-granddaughter of Chief Kawitasung, a leader who negotiated the North-West Angle Treaty of 1873. With a pen stroke, Kawitasung agreed to share parts of what is now northwestern Ontario with settlers and their descendants. Because of her many-times great-grandfather, Brittany believes that words are a powerful tool. She writes for social justice and is an assistant professor of history at Guelph University in Ontario, Canada.

Celia C. Pérez is the author of Strange Birds, published by Kokila, an imprint of Penguin Young Readers. Her debut middle grade novel, The First Rule of Punk (published by Viking, an imprint of Penguin Young Readers), was a 2018 Pura Belpre Honor Book for narration, a 2018 Tomás Rivera Mexican American Children’s Book Award winner, and a 2018 Boston Globe-Horn Book Fiction and Poetry Honor Book. She served on the 2014 Pura Belpre Award Committee and has written essays and reviewed books for the Horn Book Magazine. The daughter of Cuban and Mexican immigrants, Pérez is originally from Miami, Florida, and lives with her family in Chicago, where, in addition to writing books about lovable weirdos and outsiders, she works as a community college librarian.


A book signing will follow the event.