

SATURDAY, NOVEMBER 23

7:00–9:15 A.M.

ALAN BREAKFAST

BALLROOMS I & III

ALAN President: Steven Bickmore, University of Nevada at Las Vegas

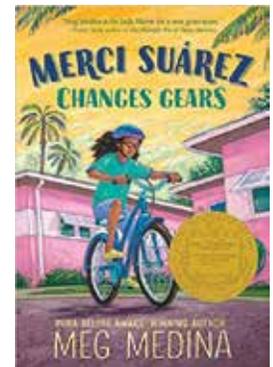
ALAN Award Winner: John Green

Hipple Award Winner: Diane Tuccillo

Speaker: Meg Medina



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 Belpré 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 Belpré Honor Book; and *Milagros: Girl from Away*.



7:30–8:45 A.M.

NCTE AWARDS PRESENTATION

BALLROOM II

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

Chair: Franki Sibberson, Dublin Public Schools, OH

Distinguished Service Award: Ernest Morrell, University of Notre Dame, IN

Early Career Educator of Color Leadership Awards

2019–2020 Recipients: Brianna Burnette, Mary H. Wright Elementary School, Spartanburg, SC
Quanisha Charles, Jefferson Community & Technical College, Louisville, KY
Alesha Gayle, University of Pennsylvania, Philadelphia
Daniel Christian Hoilett, Brushy Creek Elementary School, Taylors, SC
Reuben Howard, Excel Academy, Chelsea, MA
Erika Johnson, Utah Valley University, Orem

2018–2019 Recipients: Erin L. Berry-McCrea, University of Maryland, Baltimore County
Andy Chen, John Burroughs School, St. Louis, MO
Sarah Cole, Capital City Public Charter School, Washington, DC
Janelle Jennings-Alexander, William Peace University, Raleigh, NC
America Moreno Jimenez, Wake County Public Schools, Raleigh, NC
Kia Turner, Harlem Academy, New York, NY

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

Recipient: *Educating for Empathy: Literacy Learning and Civic Engagement* (2018, Teachers College Press) by Nicole Mirra

Advancement of People of Color Leadership Award: David Kirkland, New York University, NY

Leadership Award for People with Disabilities: Stephanie Kerschbaum, University of Delaware, Newark

LGBTQ+ Advocacy and Leadership Award: Mollie Blackburn, The Ohio State University, Columbus

James R. Squire Award: Kathleen Blake Yancey, Florida State University, Tallahassee

George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language: *Know-It-All Society: Truth and Arrogance in Political Culture* by Michael P. Lynch

Honorable Mentions: *Don't Label Me* by Irshad Manji; *Brown, White, Black* by Nishta Mehra; *Nervous States: Democracy and the Decline of Reason* by William Davies

Announcement of the Public Doublespeak Award

Donald Trump for coded language choices in his July phone call with Ukrainian President Volodymyr Zelensky

National Intellectual Freedom Award: Claudette Brassil, Brunswick, ME, nominated by the Maine Council for English Language Arts

Honorable Mention: Martha Hickson, North Hunterdon High School, Annandale, NJ

Excelencia in Teaching Scholarship

Recipients: Mario Rosado, YouthBuild Charter School of California, Los Angeles; Carmela Valdez, Austin, TX

BUILD YOUR STACK®

BUILD YOUR STACK® LOCATED IN HALL E/F

11:00 A.M.

Lessons from Home: Challenge Yourself to Speak Out and Expand Your World with the Ahmed Sisters

Sara Ahmed, NIST International School; Bangkok, Thailand & HMH/Heinemann
Samira Ahmed, LBYR

11:30 A.M.

Honoring Our Family Stories

David Bowles, Penguin Young Readers
Janet Wong, Pomelo Books

12:00 P.M.

YA Authors as Editors and Readers

Jennifer Buehler, Saint Louis University, St. Louis, MO
Andrew Karre, Penguin
Ibi Zoboi, HarperCollins

12:30 P.M.

Titles to Teach and Love for Classroom Libraries, Curriculum, and Beyond

JoEllen McCarthy, The Educator Collaborative
Julia Torres, Denver Public Schools, CO

1:00 P.M.

Stacks Supporting Conversations Around Mental Health

Beth Honeycutt, Dublin Schools, OH
Cortney Ingram, Dublin Schools, OH
Rachel Polacek, Dublin Schools, OH
Stephanie Stinemetz, Dublin Schools, OH

1:30 P.M.

Adding “Amazing Audiobooks” to Your Stack

Sarah Ressler Wright, RB Hayes High School, Delaware, OH

2:00 P.M.

Middle School Digital and Print Pairings

Jennifer Vincent, Mundelein School District 75, IL

2:30 P.M.

Celebrating Complexity in YA Literature

Daria Bliss, Traverse City High School, Bellaire, MI
Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

3:00 P.M.

Resilience and Representation through Picture Books (Grades 2-8)

Gary Gray, Singapore American School
Narin Ramani, Singapore American School

3:30 P.M.

LGBTQIA #ownvoices (Middle Grades and YA)

Marshall George, Hunter College, CUNY
Jennifer Ochoa, The Patria Mirabel School, New York, NY

4:00 P.M.

Exploring Identity through Literature

Katie Kelly, Furman University, Greenville, SC
Lester Laminack, Peachtree Publishers/Scholastic, Inc

4:30 P.M.

Reading to Create Inclusive Citizens

Renee Rogers, Upstate Writing Project
Heather Sox, Upstate Writing Project

5:00 P.M.

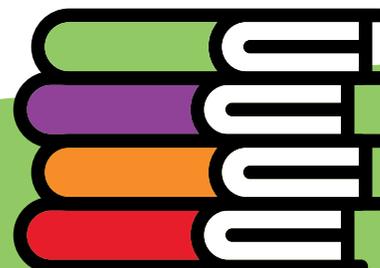
What’s YOUR Perspective?: Books That Invite Readers to Find Their Own Voice and Viewpoint

Kekla Magoon, Wendy Lamb Books/Random House

5:30 P.M.

Short Film Digital Stacks

Lynsey Burkins, Dublin Schools, OH
Katharine Hsu, Newsela, Inc.
McKenzie Zimmerman, Dublin Schools, OH



FEATURED SESSION

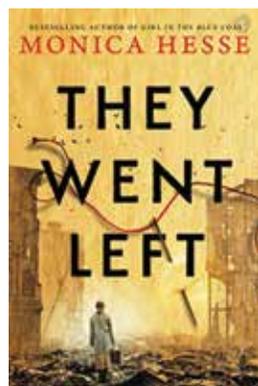
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Family, History, and Untold Stories

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Monica Hesse, award-winning author of *The Girl in the Blue Coat* and columnist for *The Washington Post*, will be in conversation with her father, NCTE Past-President Douglas Hesse. Together, they will discuss such topics as the importance of spirited inquiry in research, the responsibility of telling untold histories, the practice of using historical fiction as companion text in curricula, and more. They will also discuss Monica’s forthcoming novel, *They Went Left*, in which she explores underrepresented aspects of World War II history: the immediate aftermath of the Holocaust and the continued tragedies and remarkable hope that defined the post-war years.

Speakers: Monica Hesse, award-winning and bestselling historical fiction author
 Douglas Hesse, Past-President of NCTE, University of Denver, CO
 A book signing will follow the session.



SATURDAY

J.01 Hot Reading Titles for Your Classroom

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BALLROOM IV

Carol Jago highlights this special secondary section. Participants will receive Carol's famous bookmark with the hottest book titles. In addition, they will have an opportunity to visit roundtables regarding numerous literature topics and issues.

Chair: Jennifer Howland, Salem Middle School, Sanford, NC

Presenter: Carol Jago, Associate Director, California Reading and Literature Project

Roundtable Leaders: Antonia Alberga-Parisi, Forsyth Central High School, Cumming, GA

Joline Armuth, Bishop Kelly High School, Boise, ID

Danielle Bainbridge, Bishop Kelly High School, Boise, ID

Michele Benage, Westlake High School, Austin, TX

Lauren Berens, Butler Technology and Career Development Schools, Hamilton, OH

Candice Chiavola, Manhattan Center for Science and Mathematics, Hackensack, NJ

Maria Clinton, Denver Writing Project, Westminster, CO

Dee-Anne Coghlan, Swan Christian College, Western Australia

Eric Comeras, Metro Early College High School, Columbus, OH

Adam Davison, Elmont High School, Sea Cliff, NY

Christy Downs, Toms River Regional Schools, NJ

Jessica Eagle, North Carolina State University, Durham, NC

Andrew Eck, Demantha Catholic High School, Hyattsville, MD

Shimikqua Ellis, University of Mississippi, Oxford

Deirdre Faughey, Oyster Bay High School, NY

Katie Frankey, Butler Technology and Career Development Schools, Hamilton, OH

JB Haglund, Lower Merion High School, Havertown, PA

Chinyere Harris, Teachers College, Columbia University, New York, NY

Abdul-Qadir Islam, Teachers College, Columbia University, New York, NY

Davena Jackson, Michigan State University, East Lansing

Namisha Joiner, Dr. Richard Izquierdo Health and Science Charter School, New York, NY

Becky Jones-Webb, Clarke Community High School, Osceola, IA

Christina Karahisarlidis, John Adams High School

James Keenan, Lower Merion High School, Ardmore, PA

Erica King, Metro Early College High School, Columbus, OH

Jennifer Kirchoff, East Syracuse Minoa Central High School, NY

Meagan Kirchoff, Cortland Enlarged City School District, NY

Kimberly Klett, Dobson High School, Mesa, AZ

Yasone Krakau, Bishop Kelly High School

Diana Liu, Brooklyn Technical High School

Katie Owen, Westlake High School, Austin, TX

Jennifer McCarty Plucker, Hamline University, Rosemount, MN

Helen Poole, Swan Christian College, Western Australia

Brittany Pope, Forsyth Central High School

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

Tonya Rivera, Toms River Regional Schools, NJ

Erik Rotacker, Metro Early College High School, Columbus, OH

Ashley Sander, Metro Early College High School, Columbus, OH

Bobbie Shea, Bishop Kelly High School

Meredith Sinclair, Southern Connecticut State University, New Haven

Valerie Taylor, Westlake High School, Austin, TX

Trisha Van Wagner, Baltimore City Schools, MD

Christy Wibbelsman, Westlake High School, Austin, TX

William Wright, The University of Georgia, Athens

J.02 Designing Inspired Inquiry Units

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This session focuses on how middle and high school teachers can design extended units of inquiry that deeply engage learners and lead to personal transformation. Explore how the teaching model of inquiry is THE model of instruction for developing motivation, engagement and joy, real-world expertise, and deep conceptual and strategic understandings that lead to transfer and application of learning in the real world. Experience how THE EXPERT PROJECT guides learners to expertise over the course of a year, and how EMPOWER serves as a model for reframing, developing, and implementing inquiry units and lessons that lead to more expert understanding.

Presenters: Jim Burke, Burlingame High School, San Francisco, CA, "Designing an Extended Inquiry Project That Teaches the Academic Essentials" Jeffrey D. Wilhelm, Boise State University, ID

J.03 Critical Community Literacies and Languages in Indigenous Contexts

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This panel explores community engaged critical literacy practices undertaken with Native and Indigenous youth and communities. Panelists will discuss case studies of engaging with the languages and literacies of diverse tribal nations/communities, and strategies for how educators can leverage community strength in the interest of learning and socio-political development.

Presenters: Becky Beucher, Illinois State University, Normal
Heather Jones, Fern Creek High School, Louisville, KY
Chloe Kannan, University of Pennsylvania, Philadelphia
David Low, California State University, Fresno

J.04 Why Can't We Dream in Color? Racism in Speculative Fiction

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With the exception of recent films, like *SpiderMan: Into the SpiderVerse*; characters, like Kamala Khan; and YA novels, like *The Marrow Thieves*, the future and imagination have been raced as White. Yet, ignoring youth of color who read speculative fiction and erasing them from speculative stories is harmful because it implies that their imaginations are irrelevant. In this session, we highlight how racism affects aspects of speculative fiction. However, instead of solely discussing issues, we include our dreams for the future and how ELA teachers can help to ensure that all students will be able to dream in color.

Chair and Presenter: S. R. Toliver, The University of Georgia, Athens
Presenters: Renee Dorrity, George Washington University, Washington, DC
Laura M. Jimenez, Boston University Wheelock, MA
Francisco Torres, University of Colorado, Boulder

J.05 Gamers Gotta Play: Minecraft, Roblox, Fortnite, Inquiry, Imagination, and Literacy

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For generations, we've known play is approximation. It's practice for life. Before students can imagine, negotiate, solve, or overcome an obstacle, they must first practice in playrooms, classrooms, athletic fields,

or virtual spaces. Play is our first and most enduring form of inquiry. This session explores the transformative power of gaming as playful inquiry in your classroom. Cornelius and Liv will spend time sharing strategies on how to talk to kids about and through their passions, and how to use these passions to literally build worlds of their dreams.

Presenters: Cornelius Minor, Teachers College Reading and Writing Project, New York, NY
Olivia Van Ledtje, student, Wonder Lead Student Ambassador, Durham, NH

J.06 Reflection on and for Success: Using Reflective Narratives to Reawaken Teachers' Inquiry Spirit in Working with ELs

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Sponsored by the NCTE Assembly on Research (NCTEAR)

This interactive panel brings together teachers and teacher educators from northern, middle, and southern states in the U.S. and Canada to explore, highlight, and value preservice and inservice teachers and teacher educators' reflective narratives in working with ELs. Our panel explores the often-discounted stories of our teachers. This interactive session will engage participants into discussion around how fellow researchers and teachers effectively used "narrative" as reflective and effective practice in their current and future work with English learners, including ELs with disabilities. The findings have important implications for the improvement of our own and peer institutions' teacher preparation programs.

Chair: Robert Blake, Towson University, MD
Presenters: Patricia Doran, Towson University, MD
Huili Hong, Towson University, MD
Karin Keith, East Tennessee State University, Johnson City
Gregory Knollman, Towson University, MD
Guofang Li, University of British Columbia, Vancouver
Renee Moran, East Tennessee State University, Johnson City
Danielle Turner, Towson University, MD
Natalia Ward, East Tennessee State University, Johnson City
Respondent: Brett Blake, St. John's University, Queens, NY

SATURDAY

J.07 Liminal Spaces and Haunting Memories: Re/membering as a Process of Decolonizing Teacher Education



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In this panel, three teacher educators revisit memories from their own experiences as students in public education. Working through the role of memory as a necessary process of decolonization, the authors use critical autoethnography to explore engagement with “haunting” memories through artifact analysis as a critical practice in teacher education.

Presenters: Danielle Filipiak, University of Connecticut, Storrs

Lauren Kelly, Rutgers University, New Brunswick, NJ
 Maya Pindyck, Moore College of Art & Design, Brooklyn, NY

J.08 Inquiring Minds Need to Know: 10 Middle Grade and YA Books to Inspire Inquiry around “Contentious” Issues



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According to the Pew Research Center, the divisions between Americans on topics like race, immigration, LGBTQ rights, and the environment have reached record levels over the last decade. English teachers have the ability to facilitate meaningful classroom discussions and projects that inspire student inquiry around issues often deemed controversial by adults. Ten middle grade and young adult authors and two teachers will share ways in which all teachers can transform students into empathetic, critical thinkers through literature-inspired inquiry that pushes students to wonder about things that matter, to learn more, and to share, connect, and act upon what they learn.

Chair and Presenter: Sarah Gross, High Technology High School, Lincroft, NJ

Roundtable Leaders: Samira Ahmed, Little Brown, “Internment”

Nancy Castaldo, National Geographic/Algonquin Books/HMH Books for Young Readers

I.W. Gregorio, Little Brown Books for Young Readers, “This Is My Brain in Love”

Angie Manfredi, Abrams Books, “The F Word”

Michelle Roehm McCann, Simon & Schuster, “Enough Is Enough”

Nicole Melleby, Algonquin Young Readers

Mollie Gross Noel, NYC DOE, Brooklyn, NY
 Karyn Parsons, Little Brown, “How High the Moon”
 Eliot Schrefer, HarperCollins Publishers/Scholastic, Inc.
 Ruta Sepetys, Penguin Random House, “The Fountains of Silence”

Amy Spalding, Abrams/Amulet

Alicia D. Williams, Simon & Schuster, “Genesis Begins Again”

J.09 The Power of Poetry to Enhance Inquiry in the ELA Classroom



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Sponsored by the ELATE Commission on the Teaching of Poetry

In this roundtable session, presenters will demonstrate how to use the reading and writing of poetry to foster inquiry and inspire students and teachers to question, to notice, to wonder, to reflect, to pause, to imagine, to discover, and to think about who they are, what they know, and what they want to know. The focus will be on providing poetry reading and writing strategies that encourage and nurture inquiry in the ELA classroom.

Chair and Roundtable Leader: Danny Wade, Washburn University, Topeka, KS

Roundtable Leaders: Jane Baber, Center University of Oklahoma, Norman

Lawrence Baines, University of Oklahoma, Norman

Mindie Dieu, Pacific University, Eugene, OR

Crag Hill, University of Oklahoma, Norman

Julianna E. L. Kershen, University of Oklahoma, Norman

Anthony Kunkel, University of Oklahoma, Norman

Michael Moore, Georgia Southern University, Statesboro

Vicki Sherbert, Kansas State University, Manhattan

Bonner Slayton, Moore Norman Technology Center, Norman, OK

J.10 Unsettling Education: Searching for Ethical Footing in a Time of Reform



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How do we ensure significant opportunities for inquiry for ALL students? Presenters—including English teachers and educators from the middle grades through university level—share how their inquiries into the purposes of schooling have led them to de-commodify educational spaces in favor of inquiry, to resist mandates to teach to the test in dehumanizing ways, to enact ethical commitments to students and communities, and to theorize such practices. Presenters share concrete ways in which teachers might

challenge the structures of schooling to reveal the full humanity and potential of students, as well as their lingering questions about how best to do so.

Chairs: Brian Charest, University of Redlands, CA
Kate Sjostrom, University of Illinois, Chicago

Roundtable Leaders: Deborah Bieler, University of Delaware, Newark

Mikela Bjork, University of Redlands, CA
Kevin Carey, University of Waterloo, ON
Alex Corbitt, Boston College, Brighton, MA
Sarah Donovan, Oklahoma State University, Stillwater
Noah Asher Golden, Chapman University, Orange, CA
Matthew Homrich-Knieling, Cesar Chavez Academy, Detroit, MI

Glynis Kinnan, Oak Park and River Forest High School, IL
Avi Lessing, Oak Park River Forest High School, IL
Russell Mayo, University of Illinois, Chicago
Samantha Young, Young Music, LLC

Respondent: Lauren DeJulio Bell, University of Illinois, Chicago

J.11 Shining the Light on Sankofa: A 50-Year Legacy of the Black Caucus of NCTE

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Sponsored by the Black Caucus

The session will chronicle the history of the Black Caucus of the National Council of Teachers of English (NCTE) in celebration of 50 years of existence and service to the field of education. The panel session will provide an opportunity to review the history, talk about current initiatives, and imagine the future of the Black Caucus.

Presenters: Jamal Cooks, Chabot College, Oakland, CA, "History of the Black Caucus of NCTE"
James L. Hill, Albany State University, GA, "History of the Black Caucus of NCTE"

J.12 Raising Methods: Empowering Preservice Teachers

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Critical talk, inquiry stances, and autoethnography are some of the strategies these teacher educators use to raise preservice teachers to their highest potential.

Chair: Kimberlee May, Colonial School District, Prospect Park, PA

Presenters: Brandie Bohney, Bowling Green State University, OH

Laura Snyder, Brown University, Providence, RI

Trevor Stewart, Virginia Tech, Blacksburg
Heather Turner, Virginia Tech, Blacksburg
Heather Wright, Virginia Tech, Blacksburg

J.13 Inquiry before Application: First-Year Courses and Learning Communities Allow Students to Explore the Field of English Education

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Learning Communities can provide schools of education effective ways to collaborate with CLAS departments and recruit students interested in education. First-Year Experience courses can play a valuable part, helping students make informed decisions about their majors and career paths, and helping them to be better prepared applicants.

Chair and Presenter: Jason Courtmanche, University of Connecticut, Storrs

Presenters: Emma Czaplinski, Ellington Middle School, CT
Amanda Navarra, Manchester High School, CT
Samantha Vanvalkenburg, University of Connecticut, Storrs

J.14 Teacher Training: Preservice, Concurrent Enrollment, and Writing

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Panelists share research and strategies for preparing English language educators. One presentation shares research on preservice teacher identity development. Two other presenters share strategies for preparing both high school and college teachers. The last focuses specifically on concurrent enrollment educators.

Chair: Shahn Franco, Gwynn Park High School, Waldorf, MD

Presenters: Michael Albright, Southwest Minnesota State University, Marshall

Lew Caccia, Kent State University, OH

Jamie Collins, University of Arkansas, Fayetteville

Merida Lang, The University of Georgia, Athens

J.15 Asian Americans: Personal Inquiries into Diverse Identities and Narratives

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LGBTQ

A panel of five critically acclaimed middle grade and young adult Asian American authors will discuss how they navigate their identities as Asian Americans and as writers, how they found their voices, and how a spirit of inquiry informs their work. The panel includes authors of Korean, Taiwanese, Thai, Indian, and Japanese descent whose work spans genres from contemporary humor to myth-based fantasy, and dystopian science fiction to LGBTQ romantic comedy. Join us as we discover how personal inquiry can help students find their voices, identities, and narratives as writers and lifelong “inquirers.”

Presenters: Sayantani DasGupta, Scholastic, Inc.
Minh Lê, Disney/Hyperion
Ellen Oh, HarperCollins Childrens/We Need Diverse Books
Cindy Pon, Simon Pulse
Misa Sugiura, HarperCollins
Booki Vivatnamongkon, HarperCollins

J.16 Meet the NCTE Editors

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

Chair: Kurt Austin, NCTE, Urbana, IL

Editors:

The ALAN Review

Susan Groenke, University of Tennessee, Knoxville, coeditor
Arianna Banack, University of Tennessee, Knoxville, coeditor
Caitlin Metheny, University of Tennessee, Knoxville, assistant editor

College English

Melissa Iannetta, University of Delaware, Newark

English Education

Melanie Shoffner, James Madison University, Harrisonburg, VA, incoming editor

English Journal

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

English Leadership Quarterly

Elaine Simos, Downers Grove North High School, IL

The Journal of Children’s Literature

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

Language Arts

Wanda Brooks, Temple University, Philadelphia, PA, coeditor
Jonda C. McNair, Clemson University, SC, coeditor
Kelly Wissman, University at Albany, NY, coeditor

ReadWriteThink.org

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

Research in the Teaching of English

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

Talking Points

Patricia C. Paugh, University of Massachusetts, Boston, coeditor
Sherry Sanden, Illinois State University, Normal, coeditor

Teachers, Profs, Parents: Writers Who Care (writerswhocare.wordpress.com)

Amy Vetter, University of North Carolina, Greensboro

Teaching English in the Two-Year College

Holly Hassel, North Dakota State University, Fargo

Voices from the Middle

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

J.17 Using Inquiry Techniques in Reading & Writing

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How do we use inquiry with our students so they, too, learn how to use it in everyday lives? This session provides examples, strategies, and models to help.

Chair: Leah Michaels, Richard Montgomery High School, Rockville, MD

Presenters: Kristina Doubet, James Madison University, Harrisonburg, VA
Judith Hinds-Henry, Coral Springs High, FL, “Spirited Inquiry: Sparking Curiosity in the Secondary ELA Classroom”

Carol J. Johnson-Coote, Coconut Creek High School, FL, “Spirited Inquiry: Sparking Curiosity in the Secondary ELA Classroom”
 H. Michelle Kreamer, University of Louisiana, Lafayette
 Yi’Sheika Lawrence, Central High School, Milledgeville, GA
 Sarah Orme, University of Virginia, Charlottesville
 Lena Tashjian, Baltimore City College Writing Center, MD

J.18 Thinking Queerly about Literature and Life

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How can queer theory expand our notions of what is possible in literature and in life? In this interactive presentation, participants will practice applying a tool of queer theory—questioning categories—to their life, to literature, and to their teaching. The presenters will briefly introduce this component of queer theory and share an assignment that has proved successful in getting preservice teachers and secondary English students to think queerly. Then, participants will work in small groups to practice queering a children’s picture book.

Presenters: Amanda Gabriel, Grand Valley State University, Allendale, MI
 Karen Pezzetti, Grand Valley State University, Allendale, MI
 Erica Ruffner, Fennville High School, MI

J.19 Developing Inquiring Writers: A Skills-Based Approach

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Traditional grading scales, like percentages or the A–F system, do not allow for spirited inquiry. What if we started to think of grades as a pathway and process rather than a meaningless end? And how would this impact a student’s ability to engage in an uninhibited inquiry into their own learning? Skills-Based Rubrics (SBRs) can be used to assess students’ foundational writing skills and use skill ladders to identify what they have mastered in writing, and what they can explore next in order to become better writers.

Presenters: Barbara Hubert, New Visions for Public Schools, New York, NY
 Nicole Santora, New Visions for Public Schools, New York, NY

J.20 Inquiry as an Antidote to Adolescent Resistance and Reluctance

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In this panel presentation, four Central Texas Writing Project teachers detail their inquiry into strategies for engaging resistant learners. The resulting learner stories illustrate how various types of inquiry projects were an antidote to student reluctance. While examining the findings, participants will reflect on how inquiry, choice, and time impact their learners. Arrive ready to explore fresh avenues for yourself and your learners.

Presenters: Jennifer Hutchinson, SMCISD
 Katrina Jansky, Texas State University, San Marcos
 Crystal Kelley, SMCISD
 Heather Yzaguirre, SMCISD

J.21 Augmented English: Creating an Interactive Experience to Our ELA Reality

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Cite. Infer. Synthesize. Annotate. In ELA classrooms, skills acquisition coated in empathy and respect is the goal. Teachers seek to improve reading comprehension and critical reader responses. Skill and drill practices (alone), though, lack relevance and dilute the complex mental work of engaging with literary works. They can have a side effect of containing student curiosity. The question: How can the ELA curriculum create space for creative, higher-level, student-driven thought? Our answer: Augmented English, using digital tools and student ownership models to foster critical thinking and curiosity. Our presentation will focus on creating an interactive experience.

Presenters: Aimee Hardy, Currituck County High School, Barco, NC, “Augmented English: Creating an Interactive Experience to Our ELA Reality”
 Catie Page, Currituck County High School, Barco, NC, “Augmented English: Creating an Interactive Experience to Our ELA Reality”
 Valerie Person, Currituck County High School, Barco, NC

SATURDAY

J.22 Reclaiming Voices, Sustaining Passion: African American and Asian American Educators and Transformational Pedagogies

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

This panel features year-long projects developed by our 2018 NCTE Early Career Educators of Color Leadership Award recipients. Our presenters have created educational leadership projects at their home institutions that examine the formation of racial identities within and without academic spaces and the effects of systemic racism on the construction of national belonging—on what it means to be American. Our panel focuses on how critical literacy must be central to the creation of antiracist, social justice-based teaching/learning communities for students of color at various levels—from preK to the university level.

Chair: Jeffrey Cabusao, Bryant University College of Arts and Sciences, Smithfield, RI

Presenters: Erin Berry-McCrea, Saint Augustine's University, Raleigh, NC, "Cultivating Digital Sociolinguistic Toolkits with Black Millennial Women"
Andy Chen, John Burroughs School, St. Louis, MO, "Reimagining Race and the American Experience through Asian American Literature"
Janelle Jennings-Alexander, William Peace University, Raleigh, NC, "Tell My Story: Reparative Narrative Justice and Jim Crow Raleigh"
Anna Roseboro, Grand Rapids, MI

J.23 De Artista a Artista: Craft Learning from Yuyi Morales, Maya Christina Gonzales, y Juana Martinez-Neal

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Sponsored by the Latinx Caucus

Award-winning Latina illustrators Yuyi Morales and Juana Medina will showcase their illustrative craft and process through their recent publications. Participants will experience how identity, culture, and language all enter the illustration process and help us consider the role of Latinx picture books as mentor texts for writing and illustration in all classrooms.

Presenters: Tracey Flores, The University of Texas at Austin

Juana Medina, Candlewick
Yuyi Morales, Holiday House
Angie Zapata, University of Missouri, Columbia

J.24 "To What End?": Spirited Literacy Inquiry for Liberation and Racial Justice

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This panel hopes to spark spirited inquiry around (re)considering and (re)developing how literacy educators work to empower and support social transformation among students of Color. Our presentation includes vignettes from our research and teaching that illustrate how we have each taken up this charge to harness literacy instruction and practices as a means for liberation. Finally, we invite educators in the audience to share their perspectives on how (re)envisioning literacy might work in their classrooms, and to think with us about recommendations for continued inquiry to support and sustain literacy practices and pedagogies for a just society.

Presenters: Justin Grinage, University of Minnesota
Kira LeeKeenan, The University of Texas at Austin
Arturo Nevárez, University of California, Riverside
Tiffany Nyachae, SUNY Buffalo State

J.25 Promising Pedagogical Approaches in Dual Language Bilingual Education Programs

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This panel presentation puts together three research studies in three dual language bilingual educational (DLBE) programs. Empirical data collected from these studies indicate the significance of finding translanguaging windows in both student and teacher practices. The presenters will walk the audience through ways of recognizing and leveraging bilingual students' linguistic repertoires using translanguaging teaching approaches.

Chair: Danling Fu, University of Florida, Gainesville
Presenters: Xiaochen Du, University of Florida, Gainesville
Zhongfeng Tian, Boston College, MA
Xiaodi Zhou, University of Texas Rio Grande Valley

J.26 Inquiry and Intervention: How Professional Curiosity Accelerates Interventions and Student-Centered Learning

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Presenters will show how inquiry leads to positive interventions in elementary, middle, and high school. They will use photos and examples of students' work and make visible how questions, kid watching, and active listening lead them to exploring ways to support students. All three will discuss the importance of daily independent reading of self-selected books and using the finest books for instruction as a path to building equal access and equity among diverse cultural populations.

Presenters: Nancy Akhavan, Fresno State University, CA, "In Query and Differentiated Facilitation Leads to Student Success Even with the Hardest of Texts"
Mary Howard, McAuliffe Elementary School, Tulsa, OK, "Using Professional Curiosity and Inspired Wonder to Ignite a Student-Centered Intervention Inquiry Spark"
Laura Robb, Daniel Morgan Intermediate School, Winchester, VA, "Asking the Questions That Support Interventions"

J.27 Hands Down, Speak Out

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We know it is essential to provide opportunities for students to talk across all curricular areas. But too often the content, flow, and outcome of the talk is owned by the teacher, diminishing true student inquiry. This session will explore how we use "Hands-Down Conversations" to shift ownership of classroom conversations from the teacher to the students. Participants will learn how to hone their listening and facilitating skills and plan dialogue microlessons in response to what they notice.

Presenters: Christina Hermann Thompson, Fairfax County Public Schools, VA
Kassia Omohundro Wedekind, Stenhouse Publishers, Arlington, VA

J.28 Real Revision: Award-Winning Authors Share Favorite Strategies to Get Student Writers Excited about Revising, Too!

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Do your students groan when it's time to revise a piece of writing? Do they try to run a spell check and call it a day? In this session, six award-winning authors (who are also educators and editors!) pull back the curtain on the revision process, sharing strategies, marked-up manuscripts, critique guidelines, and tips for getting young writers excited about re-writing, too!

Presenters: Megan Frazer Blakemore, Bloomsbury
Kate Messner, Chronicle Books
Olugbemisola Rhuday-Perkovich, The Brown Bookshelf
Traci Sorell, Charlesbridge
Renée Watson, Bloomsbury

J.29 Dismantling the Patriarchy: Girl Power in New MG Fiction

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A moderated children's author panel discussion about new and forthcoming middle grade fiction featuring the theme of "girl power." The panel of six authors will discuss social and political implications of these books, and ideas for sparking discussions to promote empathy, inquiry, understanding, gender equality, and empowerment of all voices in the classroom and the world. Attendees will have an opportunity to ask questions at the end of the session and make additional title suggestions for books that fit this similar theme.

Presenters: Becky Calzada, Leander ISD, TX
Authors/Illustrators: Kimberly Brubaker Bradley, Dial
Barbara Dee, Aladdin, Simon & Schuster
Saadia Faruqi, Capstone Books/Clarion Books
Hena Khan, Simon & Schuster/Lee & Low
Laura Shovan, Clarion Books/Random House Children's Books
Elly Swartz, FSG/Scholastic, Inc.

J.30 Inquiries into Identity and Practice: Educator Growth through Transformational Action Research



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Are you interested in learning how engaging in action research can transform your professional identity and practice? Do you value inquiry and reflection and want to practice them more often? This panel brings a range of educators who will reflect on their engagement with inquiry and action research throughout their careers. They will share about how the process changed them and what they have learned about themselves, their students, and educational systems. Action researchers will discuss the benefits of engaging in inquiry with other educators and how action research groups can act as “third spaces” for professional growth.

Presenters: Deborah Broderick, University of Pennsylvania, Philadelphia
Andrew Danilchick, University of Pennsylvania, Philadelphia
Katie Dickerson, Friends Central School
Gerry Fitzpatrick Doria, Holy Family University, PA
Dan LaSalle, Olney Charter High School
Elaine Savoy, University of Pennsylvania, Philadelphia
Flynn Skidmore, Philadelphia School District, PA

J.32 Folger Library: Pathways for ALL Students into *Their Eyes Were Watching God*



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Folger Library: Students begin *Their Eyes Were Watching God* by connecting with Hurston’s language first and head on, in ways carefully scaffolded, almost entirely student driven, and effective with students of every ability level. Students’ own words first, then characters, and then ideas. Close reading! Folger Method in a new neighborhood.

Chair: Peggy O’Brien, Folger Shakespeare Library, Washington, DC
Presenters: Ashley Bessicks, Joseph C. Briscoe Academy, Baltimore, MD
Melissa Springsteen-Haupt, Iowa Central Community College, Clarion
Corinne Viglietta, Folger Shakespeare Library, Washington, DC

J.33 Monsters, Museums, and Other Messes: A Spirited Inquiry with Community Partners



332

How does inquiry begin? With a mess of ideas. Through slow and intentional guidance, students are able to make magic from their mess. Join a panel of middle school educators and a museum educational specialist to discover how their simple question led to a featured exhibit at a local Smithsonian museum. Participants will learn the process of inquiry in the middle school classroom, be provided with artifacts from an example study, and explore how to connect their inquiry with institutions in their own communities.

Presenters: Rachel Harter, Clay Middle School, Carmel, IN
Josh Lowe, Clay Middle School, Carmel, IN
Steffy McCourt, Clay Middle School, Carmel, IN
Nancy Stark, Conner Prairie Museum, Fishers, IN
Elizabeth Wegner, Clay Middle School, Carmel, IN

J.34 The Mountains Aren’t Empty: Discovering the Complexity, Diversity, and Universality in Appalachian Literature



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Join four Appalachian writers and two Appalachian educators to explore the complexity and diversity of Appalachian literature and its role in ELA classrooms. High school English teachers Jessica Salfia and Karla Hilliard will moderate a conversation with award-winning Appalachian writers: Wiley Cash, Robert Gipe, Crystal Wilkinson, and Natalie Sypolt.

Presenters: Karla Hilliard, Berkeley County Schools, WV
Jessica Salfia, Berkeley County Schools, WV
Authors/Illustrators: Wiley Cash, University of North Carolina, Asheville
Robert Gipe, Ohio University Press
Natalie Sypolt, Pierpont Community Technical College, Kingwood, WV
Crystal Wilkinson, University of Kentucky, Lexington

J.35 **If You Structure It, They Will Learn! Literacy and Learning Centers Cultivate Wonder as Students Learn Reading, Vocabulary, Grammar, and Writing Skills**

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When student learning involves critical thinking and problem solving, students can transfer their skills and knowledge to new situations. In order to cultivate these skills, students need multiple opportunities to practice with different options to develop academic skills. To these ends, we embrace the Literacy and Learning Center Model, which provides ways for students to take charge of their education through making choices about their reading and writing, developing their own questions and responses, and practicing their skills in a variety of ways.

Chair: Olivia Johnson, Kent State University, OH

Presenters: Beverly Ann Chin, University of Montana, Missoula

Katherine McKnight, Engaging Learners, Antioch, IL, “Relevant Reading Rocks”

Sarah Ressler Wright, RB Hayes High School, Delaware, OH, “Victorious in Vocabulary through Literacy and Learning Centers”

J.36 **Preserving the Past, Changing the Future: A Cross-Curricular Approach to Teaching Emmett Till’s Story**

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337

Planning interdisciplinary units can seem daunting, but three teachers from across the country will describe how they did just that and how you can, too! Presenters will discuss ways to create units about Emmett Till and the Civil Rights Movement after attending the National Endowment for the Humanities workshop “The Most Southern Place on Earth” in Mississippi, including suggestions for implementation, literacy strategies, and other resources. Chris Crowe, author of *Getting Away with Murder: The True Story of the Emmett Till Case*, will provide an introduction and the traveling Emmett Till exhibit from Delta State University will be displayed.

Chair and Presenter: Jackie Mercer, Youngstown State University, OH

Presenters: Casey Gause, W.E. Boswell High School
Kishma O’Reilly, James S. Rickards High School, Tallahassee, FL

J.37 **Critical Peer-led Conversations in a Digital Age: Cultivating Curious Literary & Civic Conversations in Digital Spaces**

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Teens are constructing identities, building communities, and having conversations online. However, we know how quickly conversations online can dissolve into unproductive noise or escalate into personal attacks or hateful speech. This session aims to reconcile this dichotomy by offering practical lessons, digital platforms, and teaching ideas that cultivate positive peer-led conversations to spark curiosity in our students rather than shut voices down. Drawing from their combined range of work with upper elementary to middle school to high school students, the presenters aim to share work that joins this next generation in powerful digital spaces full of inquiry, debate, and community.

Chair and Presenter: Marilyn Pryle, Abington Heights High School, Clarks Green, PA

Presenters: Maggie Beattie Roberts, K & M Literacy, LLC
Kristen Robbins Warren, Buckeye Valley Local Schools, OH

J.38 **Harkness Method Discussion: Letting Students Lead Inquiry through Collaborative Discussion and Research**

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The Harkness discussion is a method of low-risk, student-led conversation that engages all learners through empathy and reflection. We seek to foster curiosity by encouraging students to seek their own answers through collaborative investigation. Harkness discussions detach learning from grading by honoring reflection and inquiry.

Presenters: Kathryn LeBlanc, Sparta High School, NJ
Amber Mauriello, Sparta High School, NJ
Brent Rivers, Sparta High School, Sparta, NJ

J.39 STEM Literacies**E** 340

Picture books, student curiosity, and reading aloud around shared topics are all perfect for connecting STEM and literacy learning with an inquiry lens in early childhood classrooms. Participants in this session will also be invited to consider how students can harness their inquiry through a variety of tech tools, including social media.

Chair: Jennifer Zwillenberg, Loyola University, Baltimore, MD

Presenters: Stephanie Affinito, University at Albany, NY
Stephanie Buelow, University of Hawaii at Manoa
Kris McGee, Frostburg State University, Hagerstown, MD
Jennifer Shettel, Millersville University of Pennsylvania
Diane Sugahara, Hokulani Elementary School

J.40 All Things Podcasting**S** 341

This engaging and interactive session will introduce participants to a number of ways to use podcasts.

Chair: Michele McConnell, University of San Diego, CA

Presenters: Nicole Boyer, Jefferson High School, Ste. Genevieve, MO
Natalie Fallert, Rockwood School District, Festus, MO
Kerrigan Mahoney, University of Virginia, Charlottesville
Jane Patrick, University of Virginia, Charlottesville
Carrie Perry, Prew Academy of Sarasota, FL

J.41 NCTE Author Strand: Bring on the Bard: Using Basic Folio Technique with Shakespeare's Diverse Readers**M**
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Turn your students into text detectives and verse nurses with activities that make use of diction, pronoun, capitalization, and punctuation clues embedded in the First Folio and used by Shakespeare's actors. We will share our "Fabulous Folio Five" text annotation strategies and active approaches to get your novice, emerging, or accomplished readers "Bard ready" and demonstrate how to use Folio excerpts along with your classroom edition.

Chair/Presenter: Mary T. Christel, TimeLine Theatre, Chicago, IL

Presenter: Kevin Long, Harper College, Palatine, IL

Recorder/Reactor: Lulia Sarmiento Coronado, Illinois School District 100, Belvidere

J.42 I Heard It, I Lived It, I Researched It: How to Find a Story, Tell a Story, and Inquire about a Story**E**
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This session will highlight how diverse high-quality picture books with the themes of immigration, identity, segregation, and creativity may be used to create environments of historical inquiry. Panelists include picture book creators Lesléa Newman, Sharon Langley, and Amy Nathan, whose inquiries about the world were the sparks for their writing. Monica Edinger, a 4th-grade teacher and author, will highlight how she creates a classroom of inquiry with picture books. The role of research, writing, story development, and the power of story will be used to support building an environment of inquiry in the English language arts classroom.

Chair: Susannah Richards, Eastern Connecticut State University, Willimantic

Presenters: Monica Edinger, Dalton School

Tradebook Authors: Sharon Langley, Abrams
Amy Nathan, Abrams
Lesléa Newman, Abrams

J.45 Using Novels-in-Verse to Deconstruct and Eradicate Rape Culture

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In a culture where rape is spoken about in passive voice, it's time to start talking about rape culture in active voice and actively go into the community to eradicate rape culture. This presentation examines how using two novels-in-verse with a service-learning component can spark inquiry that deconstructs rape culture.

Presenters: Rebecca Maldonado, University of Oklahoma, Noble
Latasha McKinney, Emerson North Middle School, OK/
University of Central Oklahoma

J.46 Remedial Reading Reimagined: A Collaborative Journey of Spirited Inquiry

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Our multimedia and interactive presentation will include a brief history of our unique mastery-and-project-based reading program followed by powerful student video testimonials addressing the four core components of our courses—environment, culture, learning, and agency. Additionally, we'll embed classroom images, along with student work samples, ranging from podcasts to book trailers and short films to critical book reviews. Subsequent to the presentation of each core component, a panelist will engage the audience to reflect on the presented information using varying inquiry-based teaching and learning strategies, including a Circle Question Activity, the Question Formulation Technique™, and a Turn & Talk Activity.

Presenters: David Griffith, Ridgefield High School, CT
Brendan Kiely, Simon & Schuster
Adam Rapczynski, Ridgefield High School, CT
Judy Silver, Ridgefield High School, CT

J.47 Teaching for Inclusion to Inquire into a Neurodiverse World

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This panel will focus on neurodiversity, with an emphasis on designing instruction with autistic and dyslexic students in mind. The session is designed to promote inclusive classrooms that both accommodate neuro-atypical students and help neurotypical students understand the strengths and assets of those on neuro-atypical spectrums.

Presenters: Christopher Bass, University of Illinois, Chicago
Mary Guay, The University of Georgia, Athens
Peter Smagorinsky, The University of Georgia, Athens

J.48 Research-based Approaches to Teaching Argument Writing in Grades 6–12

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This session, sponsored by the IES WRITE Center for Secondary Writing, will review several research-based approaches to teaching argument writing, focusing on specific teaching strategies that have been shown to enhance students' source-based argument writing.

Chair and Presenter: Carol Booth Olson, University of California, Irvine/UCI Writing Project, "Resources for Practitioners and Researchers from The WRITE Center for Secondary Students"

Presenters: Huy Chung, University of California, Irvine/UCI Writing Project, "From Knowledge Telling to Knowledge Transformation: A Research-Based Strategy to Promote Higher Literacy during the Revision Stage of Argument Writing"

Tom Fox, National Writing Project, "Connecting Student Outcomes and Social Justice through Argument Writing: How Students Actually, Really Change the World"

Lauren Godfrey, University of California, Irvine/UCI Writing Project, "From Knowledge Telling to Knowledge Transformation: A Research-based Strategy to Promote Higher Literacy during the Revision Stage of Argument Writing"

George Newell, The Ohio State University, Columbus, "How Instructional Conversations Shape Argument Writing: Using the Toulmin Model to Shape Literary Arguments in an 11th-Grade International Baccalaureate Classroom"

J.49 Encouraging Inquiry and Meaningful Assessment in Secondary and Postsecondary Writing: Face-to-Face Grading Conferences with Student Writers



350

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

Chair and Presenter: Ann Burke, Michigan State University, East Lansing

Presenters: Jeffrey Austin, Skyline High School, Ann Arbor, MI
Ellen Folley, Western Michigan University, Kalamazoo
Tricia Kriese, Franklin Road Academy, Nashville, IN
Gretchen Rumohr-Voskuil, Aquinas College, Zeeland, MI

J.51 Exhibitor Session: Choice Reading Works for Students. Let's Make it Work for Teachers Too



CARROLL (HILTON)

Sponsored by Loose Canon

You've seen the research. You also have a gut-belief that the way to save reading in our culture is to incorporate more book choices into secondary school classrooms. But the logistics of reading choice can be so stressful! The answer is iteration. Set up your reading workshop to capture other students' enthusiasm (which is gold) and pump that energy back into the classroom. Use student book reviews to guide subsequent choices and create the momentum for the next round of lit circles or independent reading. This workshop shows you how to use analog methods and/or our digital resources. (Grades 6–12).

Presenter: Julia Franks, Veteran teacher and Founder of the Loose Canon

J.52 Poster Session: Supporting English Language Learners

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

Poster 1: Family Storytime: Korean English Bilingual Family Literacy in a Community Setting



The presenter will talk about one Korean-English bilingual family literacy event that occurred in a community setting. Picture books about Korea and Korean Americans that were read in the family storytime will be introduced along with the book play activities.

Presenter: Jongsun Wee, Winona State University, MN

Poster 2: Assessing English Language Learners' Comprehension of Content through the Theatrical Technique of Improvisation



Through the theatrical technique of improvisation, teachers can assess English language learners (ELLs) in an informal and supportive environment. The art form provides teachers with the opportunity to evaluate ELLs' content knowledge without heightening their affective filter. Furthermore, this collaborative and inquiry-based tool allows students to push themselves to communicate due to the playful nature of improvisation.

Presenter: Margaret Piccoli, Louisiana State University, Baton Rouge

Poster 3: How Can Wordless Picture Books Be Used to Support English Learners in the Elementary Classroom? Elementary Educators Reflect on How Inquiry Question Will Inform Future Literacy Instruction



This poster session examines how elementary teachers and their professor designed an inquiry project around how wordless picture books can be used to support ELs. After engaging with presenters, participants will receive a handout with wordless picture book titles, recommendations for teaching ELs with wordless picture books, research that supports using wordless picture books to support ELs, and ideas for future inquiry.

Presenters: Kathryn Caprino, Elizabethtown College, PA
Amy Lieberman, Elizabethtown College, PA
Samantha Weigle, Elizabethtown College, PA

Poster 4: Closer Than You Think! A Spirited Inquiry on English-Spanish Cognate Vocabulary

G This presentation shares how Latinx ELLs and bilingual students can use cognates as cross-linguistic learning tools for acquiring English, enhancing their bilingualism/multilingualism, and developing their literacy skills in English and Spanish. Cognates are academic words present across the school curriculum and they help students become metalinguistically aware that English-Spanish cognate vocabulary is closer than they think. The results of this study show that explicit instruction of English-Spanish cognates and rules is more effective than their nonexplicit instruction. Examples of classroom activities will be presented.

Presenter: Johanna Esquivel, University of Texas Rio Grande Valley, Edinburg

Poster 5: Teach to the Culture

TE Applying the cultural background knowledge of English language learners (ELL) in the classroom will allow teachers to make connections between the student and where they come from. Although students have a hard time learning a new language, requiring teachers to take courses on the cultural background will facilitate student understanding.

Presenter: Arlet Aguiar, Florida International University, Pembroke Pines

Poster 6: Interactive Picture Book Read Alouds with Struggling EFL High School Learners

S This study with mixed methods design aims to examine whether interactive picture book read alouds plus meaning-making activities with struggling EFL high school learners could derive more learning pleasure, facilitate abilities of word inference, and enhance reading comprehension.

Presenter: Chia-Ho Sun, Kainan University, Taoyuan City, Taoyuan County

Poster 7: Using Pop Culture to Promote Use of Textual Evidence

E This presentation will outline how to use the opening song from Broadway's *Hamilton* to promote student interest in using textual evidence in their writing. Middle school students seek to explain how Alexander Hamilton, a boy of humble origins, became a great man. The presentation will discuss how the teacher builds background knowledge about the subject with a variety of texts. Students learn to take margin notes on the song; then they complete a prewriting chart, and write a paragraph to discuss one character trait that helped Hamilton to overcome his disadvantaged background and become a Founding Father of our country.

Presenter: Kay O'Rourke-Kowalski, Connetquot Schools, South Setauket, NY

Poster 8: A Tale of Two Teachers: Investigating Supports and Obstacles to Powerful Writing Pedagogy at an Urban Middle School

M Powerful writing pedagogy blends evidence-based practices, methods for increasing authenticity, and tenets of critical composition pedagogy. Drawing on data from a longitudinal study of teachers at an urban middle school, two questions guided this study: (1) To what extent are teachers enacting powerful writing pedagogy in urban, public schools? (2) What factors enable/impede teachers' enactment of powerful writing pedagogy? Both teachers incorporated many evidence-based practices and authentic writing features, yet rarely included critical writing elements, such as addressing social injustices or writing for social change. Findings highlight complex factors affecting instruction, including student, teacher, school, and district-state-level characteristics.

Presenter: Nadia Behizadeh, Georgia State University, Atlanta

SATURDAY GENERAL SESSION

9:30-10:45 A.M.

TOMMY ORANGE

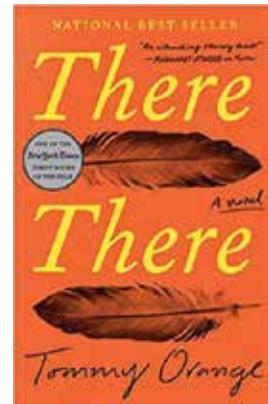
HALL C/D

Tommy Orange is the author of *There There*, a multigenerational, relentlessly paced story about a side of America few of us have ever seen: the lives of urban Native Americans. One of the *New York Times*' top books of 2018, *There There* shows us violence and recovery, hope and loss, identity and power, dislocation and communion, and the beauty and despair woven into the history of a nation and its people. Orange talks about his craft, the writing process, and Native American history and culture, often with meticulously researched visual presentations.

Tommy Orange will sign a limited number of copies of *There There* that have been donated by the publisher.



Photo: Elena Seibert



THE SCREENING ROOM: FILMS AT NCTE

10:30 A.M.–6:30 P.M.

G

Now Screening at NCTE 2019

350

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

Teaching tips and materials for films screened will be provided. For information, visit our website at <http://convention.ncte.org/2019-convention/whats-happening/ncte-screening-room/>.

Chairs and Presenters: Laura Brown, Adlai E. Stevenson High School, Lincolnshire, IL
David Handelman, Adlai E. Stevenson High School, Lincolnshire, IL

Facilitators: Christina Anker, Adlai E. Stevenson High School, Lincolnshire, IL
Carly Lacombe, Adlai E. Stevenson High School, Lincolnshire, IL
Lisa Lukens, Adlai E. Stevenson High School, Lincolnshire, IL

Consultants: Frank Baker, Media Literacy Clearinghouse, Inc., Columbia, SC
Mary Christel, Adlai E. Stevenson H.S. (retired), Wheeling, IL
William Kist, Kent State University, OH
Jane Nickerson, Gallaudet University, Olney, MD

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

SATURDAY

10:30–11:55 A.M.

Edgar Allan Poe: Buried Alive

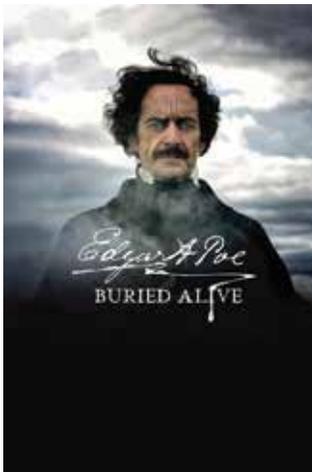
American Masters—PBS

About the film: After his death, writer Edgar Allan Poe (1809–1849) became a global icon of modern literature and a pop culture brand. Best known for his Gothic horror tales and narrative poem “The Raven,” Poe’s stories are the basis of countless films and TV episodes, and have inspired even more, as has his name and image. At least four American cities claim this literary legend as their own—Baltimore, Richmond, Philadelphia, and New York. An NFL football team is named after one of his poems, and his image appears on everything from the Beatles’ *Sgt. Pepper’s Lonely Hearts Club Band* album cover to lunchboxes, bobbleheads, and socks. . . .

Written and directed by Eric Stange (*The War That Made America*, *American Experience: Murder at Harvard*), the new documentary *American Masters—Edgar Allan Poe: Buried Alive* draws on the rich palette of Poe’s evocative imagery and sharply drawn plots to tell the real story of the notorious author. . . .

Starring Tony Award-winning and Emmy-nominated actor Denis O’Hare (*This Is Us*, *American Horror Story*, *Take Me Out*) and narrated by Oscar- and Tony-nominated, two-time Golden Globe-winner Kathleen Turner, *American Masters—Edgar Allan Poe: Buried Alive* explores the misrepresentations of Poe as a drug-addled madman akin to the narrators of his horror stories. . . .

<http://www.pbs.org/wnet/americanmasters/edgar-allan-poe-buried-alive-about-the-film/8923/>



THE SCREENING ROOM: FILMS AT NCTE

12:00–12:08 P.M.

One Small Step

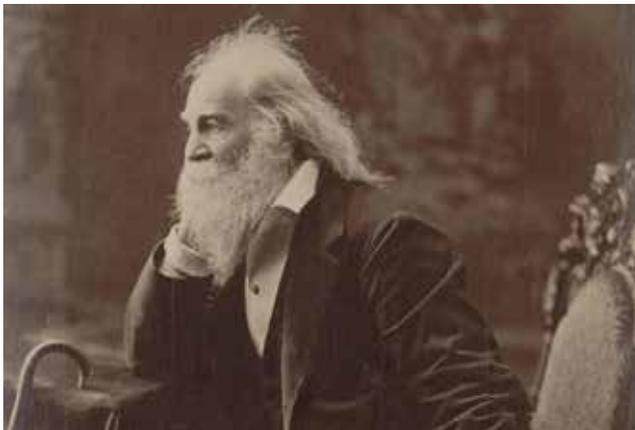
Taiko Studios

“An ambitious young girl aspires to be an astronaut with the support of her humble father.

91st Academy Award Nominee for Best Animated Short Film.”

Excellent for elementary and middle school students. The film emphasizes the importance of adult support, having goals, and cultivating determination to overcome setbacks.

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



12:10–12:22 P.M.

Walt Whitman: Citizen Poet

Poetry Foundation and Magazine

“In honor of Walt Whitman’s 200th birthday, the Poetry Foundation presents a short film on the American original whose poetry unites us in freedom and our compassionate, common humanity. Produced and directed by Haydn Reiss and Zinc Films.”

<https://www.poetryfoundation.org/video/149110/walt-whitman-citizen-poet>



12:25–12:34 P.M.

Joy Harjo’s Reality Show

This short video was funded by Native American Public Communications and directed and produced by Native Hawaiian filmmaker Lurine Wailana McGregor. It is a video diary cut to the beat of her music. It provides a glimpse of the many activities that make up the life of this well known Mvskoke/Creek poet and musician and her thoughts behind it all. In June, she was the first Native American to be named Poet Laureate of the United States.

<http://joyharjo.com/videos/joy-harjos-reality-show/>

12:35–12:55 P.M.

“Trailer Time!”

Presenting trailers for the following films of interest:

Toni Morrison: The Pieces I Am

The newest documentary about Toni Morrison from Magnolia Pictures

Toni Morrison: The Pieces I Am offers an artful and intimate meditation on the life and works of the acclaimed novelist. From her childhood in the steel town of Lorain, Ohio, to '70s-era book tours with Muhammad Ali, from the front lines with Angela Davis to her own riverfront writing room, Toni Morrison leads an assembly of her peers, critics, and colleagues on an exploration of race, America, history, and the human condition as seen through the prism of her own literature. Inspired to write because no one took a “little black girl” seriously, Morrison reflects on her lifelong deconstruction of the master narrative. Woven together with a rich collection of art, history, literature, and personality, the film includes discussions about her many critically acclaimed works, including novels *The Bluest Eye*, *Sula*, and *Song of Solomon*, her role as an editor of iconic African American literature, and her time teaching at Princeton University.



<https://www.youtube.com/watch?v=A8sUwXTWb4M>

America to Me

Kartemquin Films

Academy Award®-nominated filmmaker Steve James (*Hoop Dreams*, *Life Itself*) examines racial, economic, and class issues in contemporary American education in the ten-part unscripted documentary series *America to Me*. Poignant and funny, epic and intimate, *America to Me* spends an academic year at Chicagoland’s elite Oak Park and River Forest High School (OPRF), allowing its students, families, faculty, and administration to tell stories of the pressures and challenges teens face today in their own words.

<https://kartemquin.com/films/america-to-me>

The Fits

Oscilloscope Laboratories

Toni trains as a boxer with her brother at a community center in Cincinnati’s West End, but becomes fascinated by the dance team that also practices there. Enamored by their strength and confidence, Toni eventually joins the group, eagerly absorbing routines, mastering drills, and even piercing her own ears to fit in. As she discovers the joys of dance and of female camaraderie, she grapples with her individual identity amid her newly defined social sphere.

Shortly after Toni joins the team, the captain faints during practice. By the end of the week, most of the girls on the team suffer from episodes of fainting, swooning, moaning, and shaking in a seemingly uncontrollable catharsis. Soon, however, the girls on the team embrace these mysterious spasms, transforming them into a rite of passage. Toni fears “the fits” but is equally afraid of losing her place just as she’s found her footing. Caught between her need for control and her desire for acceptance, Toni must decide how far she will go to embody her new ideals.

<http://thefits.oscilloscope.net/>

THE SCREENING ROOM: FILMS AT NCTE

12:35–12:55 P.M.

“Trailer Time!” continued

Step

Fox Searchlight

Step is the true-life story of a girls’ high school step team set against the background of the heart of Baltimore. These young women learn to laugh, love, and thrive—on and off the stage—even when the world seems to work against them. Empowered by their teachers, teammates, counselors, coaches, and families, they chase their ultimate dreams: to win a step championship and to be accepted into college.

This all-female school is reshaping the futures of its students’ lives by making it their goal to have every member of their senior class accepted to and graduate from college, many of whom will be the first in their family to do so. Deeply insightful and emotionally inspiring, *Step* embodies the true meaning of sisterhood through a story of courageous young women worth cheering for. Directed by Amanda Lipitz

<https://www.youtube.com/watch?v=uVN4aVYA2eA>

The '63 Boycott

Kartemquin Films

In 1963, 250,000 students boycotted the Chicago Public Schools to protest racial segregation. *The '63 Boycott* connects the forgotten story of one of the largest Northern civil rights demonstrations to contemporary issues around race, education, and youth activism.

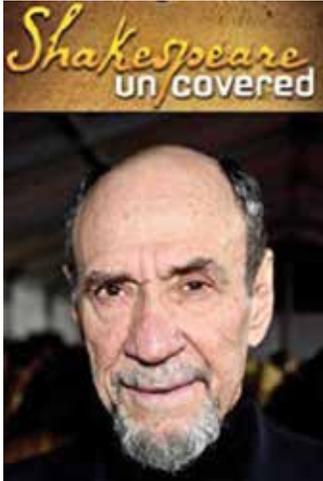
<https://kartemquin.com/films/63-boycott>

And a final bit of wisdom from Flossie Lewis on getting old:

Flossie Lewis says she’s 91 years old and badly crippled. But just because her body is starting to go doesn’t mean her personality or character should. Taking walks, watching politics, and writing a little bit of light verse help keep Lewis as optimistic now as she was at 15. Lewis gives her brief but spectacular take on growing old with grace.

<https://www.pbs.org/newshour/brief/179900/flossie-lewis>





1:00–1:55 P.M.

Shakespeare Uncovered: The Merchant of Venice

PBS

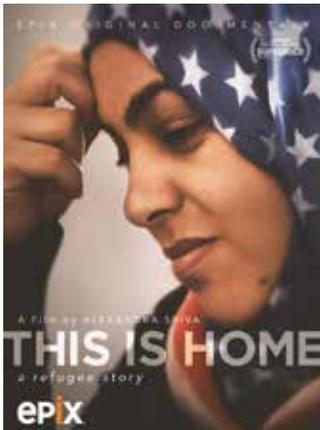
Shakespeare probably never met a Jewish person. Three centuries before *The Merchant of Venice* was written, England became the first country in medieval Europe to expel its Jewish population. Abraham addresses the ubiquitous anti-Semitism that characterized Europe in Shakespeare's time. Comparing Shylock to the stock Jewish villain of the day, the episode looks at the efforts over the years to interpret him as both villain and victim.

<https://www.pbs.org/wnet/shakespeare-uncovered/uncategorized/shakespeare-uncovered-series-iii-the-merchant-of-venice-with-f-murray-abraham/>

2:00–3:30 P.M.

This Is Home

Gidalya Pictures



This Is Home is an intimate portrait of four Syrian refugee families arriving in America and struggling to find their footing. Displaced from their homes and separated from loved ones, they are given eight months of assistance from the International Rescue Committee to become self-sufficient. As they learn to adapt to challenges, including the newly imposed travel ban, their strength and resilience are tested. It is a universal story, highlighted by humor and heartbreak, about what it's like to start over, no matter the obstacles.

After surviving the traumas of war, the families arrive in Baltimore, Maryland, and are met with a new set of trials. They attend cultural orientation classes and job training sessions where they must "learn America"—everything from how to take public transportation to negotiating new gender roles—all in an ever-changing and increasingly hostile political environment. Their goals are completely relatable: find a job, pay the bills, and make a better life for the next generation.

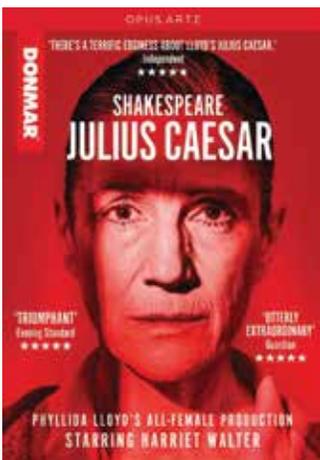
We witness the families' struggles and triumphs up close through the drama of everyday life. Through intimate access, this cinema vérité film takes a fresh look at the classic American immigration story and challenges us to see past differences to find common ground. *This Is Home* goes beyond the statistics, headlines, and political rhetoric to tell deeply personal stories, putting a human face on the global refugee crisis.

<http://gidalyapictures.com/portfolio/this-is-home/>

3:35–5:35 P.M.

Julius Caesar from Dunmar

Great Performances on PBS



Set in a women's prison, *Great Performances: Julius Caesar* offers a powerful dramatization of the catastrophic consequences of a political leader's extension of power beyond constitutional confines **through an all-female lens.**

<https://video.wttw.com/video/julius-caesar-from-donmar-suw3sh/>

K SESSIONS / 11:00 A.M.–12:15 P.M.

K.01 Linking Literacy and STEAM: How Children's Literature Can Provide Opportunities for Transdisciplinarity
301


Learning often gets divided into binary processes—reading/writing versus math/science. Yet students thrive when disciplines are combined, promoting greater interest, concept reinforcement, and curricular connections. Reading about a discovery before replicating the experiment or engaging in STEAM activities as part of an English class assignment encourages students to make real-world connections. Considering ideas or problems through the lenses of different disciplines prepares students to think critically and broadly as they look at multiple perspectives of a situation. In short, teaching across disciplines can create student wonder, a spirit of inquiry that allows for greater creativity, novelty, and innovation.

Presenters: Josh Funk, Penguin/Sterling/Two Lions
 Brenda Maier, Scholastic, Inc./Union Public Schools
 Christina Soontornvat, Scholastic, Inc.
 Traci Sorell, Charlesbridge

K.02 Latinx Caucus Open Forum
Rainbow 302

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

Chair: Tracey Flores, The University of Texas at Austin

K.03 Black Caucus Open Forum
Rainbow 303

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

Co-Chairs: Jamal Cooks, San Francisco State University, CA
 Ersula J. Ore, Arizona State University, Tempe

K.04 Jewish Caucus Open Forum
Rainbow 321

All educators are welcome to join the open meeting to learn more about the history, membership, and future directions of the Caucus.

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

K.05 Asian/Asian American Caucus Open Forum
Rainbow 346

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

NCTE Co-Chairs: Betina Hsieh, California State University Long Beach
 Jung Kim, Lewis University, Romeoville, IL

K.06 Technology as Inquiry: How Preservice Teachers Learn Authentic Use of Digital Tools
M S TE ELATE 306

How do teachers develop the knowledge and skills to use technology in authentic, meaningful ways? They play. They experiment. And they continue learning. Presenters in this session will share examples of authentic use of digital tools—and how they learned to use them.

Chair and Presenter: Kristen Hawley Turner, Drew University, Madison, NJ, “Let Them Play: Developing Authentic Practice with Technology in Teacher Education”

Presenters: Katrina Anan, Drew University, Madison, NJ, “The Power of the Podcast”
 Michelle Taliento, Cresskill Middle and High School, NJ, “#Newbie: Using Twitter to Connect and Reflect in Preservice and Year 1”

K.07 Unconventional Student-Driven Inquiry
S 307

This session seeks to model and illustrate to teachers how they, too, can use unconventional instructional strategies and activities that privilege student-driven inquiry.

Chair: Deirdre Zongker, Olathe North High School, KS

Presenters: Summer Boismier, Piedmont Public Schools
 Kari Caulder, Salem-Keizer School District, OR
 Selena Hughes, Cristo Rey Kansas City, Kansas City
 Leah Panther, Mercer University, Atlanta, GA
 Maggie Raymond, Bishop Lynch High School, Dallas, TX
 Michael Simental, North Salem High School, OR
 Jason Stephenson, Oklahoma State Department of Education, Edmond

K.08 Nerdy Book Club: Reading Feeds Lifelong Inquiry

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308

The Nerdy Book Club, a community literacy blog and educational resource, promotes the importance of reading engagement and reading's role in lifelong, self-directed learning. In this interactive roundtable session, share your experiences and explore instructional moves, reading testimonials, and resources that launch and sustain reading communities and support young people's curiosity about the world and themselves. Roundtable leaders include administrators, university professors, classroom teachers, literacy coaches, staff developers, high school students, and children's and young adult authors and illustrators, who will share their ideas and experiences for sparking inquiry through reading, writing, research, and discussion.

Chair: Donalyn Miller, The Book Whisperer, Inc.

Presenters: Amy (A.S.) King, Scholastic, Inc.
 Jennifer Nielsen, Scholastic, Inc.
 Kevin Noble Maillard, Macmillan Children's Publishing Group

Sharon Robinson, Scholastic, Inc.
 Gail Villanueva, Scholastic, Inc.

Roundtable Leaders: Jason Augustowski, Riverside High School, Leesburg, VA
 Jonathan Auxier, Abrams Books
 Rebecca Balcarcel, Chronicle Books
 Matthew Cordell, Feiwel and Friends
 Kari Anne Holt, Chronicle Books
 Lynda Mullaly Hunt, Nancy Paulsen Books/Penguin
 Valinda Kimmel, Valinda Kimmel Consulting, "Multi-Genre Units as a Gateway to Inquiry"
 Teri Lesesne, Sam Houston State University, Huntsville, TX, "Reading as Exploration: Graduate Students"
 Jodi-Beth Moreno, Agape Education, "Coaching from an Inquiry Stance"
 John Parra, Chronicle Books
 Katie Russell, Murphysboro Middle School, Pinckneyville, IL, "Reading as Exploration: Special Needs Students"

Jon Scieszka, Chronicle Books
 Colby Sharp, Parma Elementary School, Jackson, MI, "Reading as Exploration: Elementary School"
 Jennifer Vincent, Mundelein School District 75, IL, "Inquiry with Mentor Texts, the Intersection of Consuming and Creating"
 Steven Weinberg, Chronicle Books

K.09 Inquiries in English Teacher Research

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This roundtable session focuses on inquiries in English Teacher Research. Attendees will have an opportunity to rotate between three 20–25 minute roundtable discussions.

Chair: Elham Zndvakili, University of Massachusetts, Amherst

Presenters: Elissa Frazier, Loyola University, Chicago, IL
 Carmela Gustafson, Teachers College, Columbia University, New York, NY
 Ali Kushki, Loyola University, Chicago, IL
 Suzanne Porath, Kansas State University, Manhattan
 Claire Schweiker, University of Alabama, Tuscaloosa

K.10 Shared Inquiry on Critical Theory in the Literature Classroom: A Symposium on the Role and Value of Teaching Critical Theory to Adolescents

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Leading scholars in the teaching of literature will offer opposing views of the proper role and value of literary theory in teaching literature to adolescent readers. Two additional leading scholars will respond briefly to their presentations. The session will also include an experiment in literary interpretation and an open discussion on the place of theory in the teaching of literature.

Presenters: Deborah Appleman, Carleton College, Northfield, MN, "Granting Readers Literary Power: Teaching Critical Theory to Adolescents"
 Sheridan Blau, Teachers College, Columbia University, New York, NY, "Critical Theory and the Colonization of Student Readers"
 Carol Booth Olson, University of California Irvine/UCI Writing Project
Respondents: Carol Jago, Associate Director, California Reading and Literature Project
 Michael Smith, Temple University, Philadelphia, PA

K.11 Autoethnography as Inquiry toward Critical Praxis

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311

A first-year teacher, a veteran teacher, and a teacher educator come together to discuss and discover with participants how autoethnography can be used as a form of inquiry.

Presenters: Rebecca Maldonado, University of Oklahoma, Norman
 Jerica Olson, Ansonia Middle School, CT, “Inquiry using Autoethnography”
 Meredith Sinclair, Southern Connecticut State University, New Haven, “Inquiry using Autoethnography”

K.12 Public Teaching and Learning

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312

Teacher educators apply problem-solving strategies to classroom and community issues.

Chair and Presenter: Kisha Porcher, Rutgers, The State University of New Jersey, New Brunswick
Presenters: Meghan Barnes, University of North Carolina at Charlotte
 Shelby Boehm, PK Yonge Developmental Research School, Gainesville, FL
 Gage Jeter, University of Florida, Gainesville, FL
 Cody Miller, P.K. Yonge Developmental Research School, Gainesville, FL
 Rachel Kaminski Sanders, University of Texas at San Antonio

K.13 Reciprocity in the Advanced Composition Classroom: High School-College Digital Mentorships Promote Learning for Preservice Teachers and High School Students

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313

A virtual collaboration among two classes of preservice undergraduates and four classes of high school sophomores provides the college students with the practical experience of teaching writing to high school students and provides the high school students with mentorship in reading literature and writing essays and in making college salient.

Presenters: Makenzie Aitchison, EO Smith High School
 Jason Courtmanche, University of Connecticut, Storrs
 Chris Iverson, University of Connecticut, Storrs

K.14 Writing: Argument, Discourse, Memoir & Research

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314

Writing through various frames forms inquiry-driven processes to engage student interests, experiences, and agency.

Chair: Elizabeth Gonsalves, Abington High School, MA
Presenters: Paula M. Carbone, University of Southern California, Los Angeles
 Tessla Donovan, Ellington High School
 Charlie McGeehan, The U School, Philadelphia, PA
 Sarah Morris, West Virginia University, Morgantown
 Sharon Murchie, Bath High School, Haslett, MI
 T. Philip Nichols, Baylor University, Waco, TX
 Samuel Reed III, The U School, Philadelphia, PA
 Elizabeth Simison, University of Connecticut, Farmington
 Audra Slocum, West Virginia University, Morgantown

K.15 Drawing on Racial, Cultural, and Historical Identities in Teacher Education

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315

Presenters will explore how teachers and preservice teachers negotiate diverse identities and contexts in order to interrogate and disrupt colonial and racist forces.

Chair and Presenter: Jenell Igeleke Penn, The Ohio State University, Columbus
Presenters: Nichole Barrett, University at Buffalo, NY
 Jonathan Bartels, University of Alaska Anchorage
 Charles Gonzalez, Alabama A+M University, Huntsville
 Jennifer Stone, University of Alaska Anchorage

K.16 Black, Queer, and Here: Intersectionality and Invisibility in Black Queer YA

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316

This panel of authors will delve into the invisibility and experiences of the intersectional Black and queer identities within YA and provide a spotlight for the Black and queer novels that do exist, as well as upcoming titles.

Presenters: Kacen Callender, Scholastic, Inc./HarperCollins Publishers
 Jay Coles, Hachette
 Camryn Garrett, Penguin Random House
 Nic Stone, Random House Children’s Books
 Julian Winters, Duet/Interlude Press

K.17 Using Talk to Support Student Learning Across the Curriculum

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317

Talk is one of the primary ways that students make and share meaning in classrooms. Teachers are interested in strategies for supporting student thinking, and for making sense of what students are learning through talk. Douglas Barnes tells us that if we want to know what students are learning, we need only to listen in on their small-group talk with one another. Join us to “listen in” to students engaged in “exploratory talk” (Barnes, 1976/1992) across the disciplines (ELA, Social Studies, and STEM), and to develop strategies for developing insights into student learning manifested in their talk.

Presenters: Carol Gilles, University of Missouri (Emerita), Columbia

Kathryn Mitchell Pierce, Saint Louis University, MO
Patricia Paugh, University of Massachusetts, Boston
Kevin Roach, Saint Louis University, MO

K.18 Empowering Teachers to Empower Students

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318

This presentation will detail the process taken to develop a relationship between the Capital Area Writing Project (located at Penn State Harrisburg) and Steelton-Highspire Elementary (a high-needs, urban Pennsylvania K–6 school). This partnership was established as part of an inquiry process to determine how to empower teachers to elevate their teaching practices, and in turn strengthen their students’ writing identities. The effects of creating a teacher community as well as sessions on best practices and opportunities to “teach outside the box” will be shared. Shaping students as writers begins with shaping teachers as writers.

Presenters: Melissa Jones, Penn State Harrisburg
Kevin Scharlau, Penn State Harrisburg

K.19 The Power of Place: Writing to Explore Local Context and Identity

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319

In this session, we will discuss instructional strategies that help students explore the power of the local landscape as it frames a student’s identity. Creative exploration

of place can generate student agency and encourage a deeper inquiry into local contexts.

Presenters: Josh Green, Northwest Mississippi Community College

Jennifer Ringo, University of Mississippi, Oxford
Ellen Shelton, University of Mississippi, Oxford

K.20 Online Writing Instructions: Assignments, Assessments, and Stakeholder Perceptions

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320

One panelist shares using hip-hop ed in online classes. The other panelists report on research data of online course quality and action-research data on stakeholder perceptions.

Presenters: Mark Burlingame, Purdue University Global, Ellicott City, MD

Polina Chemishanova, University of North Carolina, Pembroke

Lisa Litterio, Bridgewater State University, MA
Charles Tita, University of North Carolina, Pembroke

K.21 Igniting and Fueling Teacher Inquiry in Urban Schools

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304

Research shows impactful teacher learning includes context-specific problem solving, as well as feedback from coaches and colleagues. This panel of teachers and coaches will showcase four lines of teacher inquiry conducted within the context of trusting partnerships between university-based literacy coaches and K–2 teachers from an urban school district. Participants will learn inquiry processes in close reading, literacy through the arts, balancing the balanced literacy instruction, and accountable talk, as well as teacher insights gleaned from the inquiry processes. In addition, participants will take away a replicable inquiry design that can enhance and enliven their own inquiry in early literacy instruction.

Chair: Yang Hu, Hunter College, CUNY

Presenters: Alyssa Cohen, District 4, New York City, NY
Anita Ferreri, Hunter College, CUNY/READ East Harlem, New York, NY

Rosanne Kurstedt, Hunter College, CUNY
Maria McAndrew, Public School 38, New York City

Department of Education
Rose Pinello, Public School 38, New York City
Department of Education

K.22 Stories Walking: Utilizing Narrative for Spirited Inquiry and Identity**322****Sponsored by the Bread Loaf Teacher Network**

Rainbow

Stories Walking: Utilizing Narrative for Spirited Inquiry and Identity explores the ways in which our stories provide us with the opportunity to reclaim our selves through story.

Presenters: Rex Lee Jim, Dine College/Bread Loaf School of English, Tsailie, AZ
Ceci Lewis, Bread Loaf School of English

K.23 We Were Here: Youth Leaving Their Mark through Art, Activism, and Adolescent Literature**323**

Rainbow

Drawing upon culturally sustaining approaches including *Critical Race English Education* (Baker-Bell, Butler, & Johnson, 2017), critical youth-centered literature (Ginsburg & Glenn, 2019), real-world audiences (Garcia & O'Donnell-Allen, 2015), and activism (Sandoval, 2008), we explore how teachers can utilize YA literature and arts-based multimodal activities to engage in discussions of activism. We analyze how art is used in YA literature such as *Piecing Me Together* (Watson, 2017) and *All American Boys* (Reynolds & Kiely, 2014), offering examples of activities that can extend these discussions. We conclude by talking through examples of images/artists and generating ideas for classroom practice.

Presenters: Karly Grice, Millikin University, Decatur, IL
Caitlin Murphy, Bellarmine University, Louisville, KY
Rachel Rickard Rebellino, The Ohio State University, Columbus

K.24 Dismantling White Supremacy in Critical Teacher Inquiry: Humanizing Black and Brown Youths in English Education**324**

In this session, the presenters problematize colorblind “critical” teacher inquiry and ask English educators/teachers to self-examine how they are complicit in preserving and reproducing White supremacy. Panelists discuss their research on antiracist English education and suggest ways in which teachers

could intentionally and purposely shift their practices toward humanizing pedagogy.

Chair and Presenter: Rossina Zamora Liu, University of Maryland, College Park, “The Onto-Epistemologies of White Supremacy in Teacher Inquiry”

Presenters: April Baker-Bell, Michigan State University, East Lansing, “‘The Master’s Tools Ain’t Gone Dismantle the Master’s House’: Toward an Antiracist Black Language Pedagogy “

Stephanie P. Jones, Grinnell College, IA, “Towards a Critical Hustle Literacy in Preservice Teacher Education”

Respondent: Carmen Kynard, Texas Christian University, Fort Worth

K.25 Access, Equity, and Inquiry: The impact of Reading, Writing, and Discussing on Students’ Lives**325**

In this session a middle school principal, a seventh-grade teacher, a YA author, and an expert on reading aloud provide insight into using inquiry to drive reading and learning. In addition, the four will emphasize the importance of having books available to students that are relevant to their lives and represent a diversity of cultures. Access to books, time to read and discuss self-selected books daily, and skilled and empathetic teachers can level the achievement gap, build equity, and offer students the time needed to explore their reading identities.

Chair: Laura Robb, Daniel Morgan Intermediate School, Winchester, VA

Author/Illustrator: Aida Salazar, Las Musas, Oakland, CA

Presenters: Travis Crowder, East Alexander Middle School, Hiddenite, NC, “Read, Respond, Reflect: Using Self-Inquiry to Develop Authentic Reading Habits”

Lester Laminack, Peachtree Publishers/ Scholastic, Inc.
Evan Robb, Johnson Williams Middle School, Berryville, VA, “How the Principal Can Develop Access and Equity in a School”

K.26 Where Are the Books for Eighth-Grade Readers?

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326

“This one’s too old. This one’s too young. This one is JUST RIGHT.” Join us in a discussion of the 7th- and 8th-grade reader and how the categories of Middle Grade and Young Adult can complicate getting the right books into the hands of 12–14 year olds. We will talk about how to find titles that speak directly to this dynamic and seemingly skipped-over age group.

Presenters: Rebecca KS Ansari, Walden Pond Press/HarperCollins
Paula Chase, Green Willow/HarperCollins
Jerry Craft, HarperCollins
Laurel Snyder, Walden Pond Press/HarperCollins
Alicia D. Williams, Simon & Schuster

K.27 MythBusters: Uncovering Truths About Data Using Inquiry-Focused Curricula

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Presenters will serve as data mythbusters as they demonstrate how ELA instructors can implement best practices regarding data to support student learning. The presentation will address effective and manageable data practices to inform literature instruction, writing instruction, and professional development, while simultaneously promoting student curiosity and creativity.

Presenters: H. Michelle Kreamer, University of Louisiana, Lafayette
Sarah Orme, University of Virginia, Charlottesville
Jane Patrick, University of Virginia, Charlottesville

K.28 When Theory and Pedagogy Don’t Match: Reconsidering (In)Equitable Classroom Practices

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328

This panel explores what Freire has referred to as the malefic generosity of certain critical pedagogies related to trauma and multiculturalism. It also offers participants a set of tools geared toward helping educators inquire about and respond to potential (in)equities within their own well-intentioned critical classroom practices.

Chair and Presenter: Mara Lee Grayson, California State University, Dominguez Hills
Presenter: Adam Wolfsdorf, New York University, Brooklyn, NY

K.29 Local Strand: Creating Community Partnerships in the Literacy Classroom in Rural Districts: Tips and Strategies from Primary Grade Teachers

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Sponsored by the Maryland Council of Teachers of English Language Arts

Are you looking for ways to create community partnerships to support your literacy classroom? Join this showcase Maryland session to learn ways to invite community partnerships and resources into your primary literacy classroom. These resources, such as grants, are used to provide literacy opportunities and experiences in rural primary classrooms. Audience members will be provided with these resources and brainstorm ways to invite them into their classroom.

Presenters: Maya Batson
Niya Browne, Worcester County Public Schools

K.30 Shaping Our Nation: Stories of First- and Second-Generation Americans

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As schools expand and embrace more experiences, we must create opportunities for those who share the immigrant experience to become part of our community. A panel of first- and second-generation American author/educators offers strategies for supporting these students, combating discrimination, and celebrating the accomplishments of newcomers to this country.

Authors/Illustrators: Saadia Faruqi, Capstone Books/Clarion Books
Nalini Krishnankutty, State College, PA
Minh Lê, Disney/Hyperion
Sandra Neil Wallace, Simon & Schuster/Paula Wiseman Books/Little Brown Books for Young Readers
Laura Shovan, Clarion Books/Random House Children’s Books
Rich Wallace, Boyds Mills Press/Little Brown
Respondent: Emma Otheguy, Knopf Books for Young Readers/Lee & Low Publishers/Las Musas, New York, NY

K.31 Breaking Out: Why Wild Literacy Adventures Benefit Students

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To increase engagement and success in our district's English classes, we developed a "Literacies in the Wild" PD experience in New York City. English teachers were able to meet with world-class journalists, artists, peace builders (the UN), and scholars in their workplaces. Attendees will hear from teachers who will outline ways this unique experience has left an indelible mark of wonder in how we approach inquiry-based learning and provide real-world examples of ways to infuse wonder, delight, and awe into the way we build learning experiences for students.

Chair and Presenter: Sara Schumacher, Glenbard District #87, Glen Ellyn, IL

Presenters: Sheila Dugan, Glenbard District #87, Glen Ellyn, IL

James Hultgren, Glenbard District #87, Glen Ellyn, IL

Cindy McManus, Glenbard District #87, Glen Ellyn, IL

Brian Melton, Glenbard District #87, Glen Ellyn, IL

Michael Roethler, Glenbard District #87, Glen Ellyn, IL

Nessa Slowinski, Glenbard District #87, Glen Ellyn, IL

Candace Vickers, Glenbard District #87, Glen Ellyn, IL

Beth Wiersum, Glenbard District #87, Glen Ellyn, IL

K.32 Using Picture Books to Inspire Self-Advocacy and Student-Led Learning

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335

Students learn more effectively when they take ownership of their education by setting and pursuing goals that reflect their individuality. Join us as we discuss using picture books to empower students to embrace their strengths, interests, and learning styles; set personal learning objectives; and work to overcome challenges. Through the use of these texts, educators will foster students' self-confidence and create an environment of self-advocacy and student-led learning in their classrooms.

Presenters: Bea Birdsong, Roaring Brook Press (Macmillan Children's)

Nidhi Chanani, Roaring Brook Press (Macmillan Children's)

Monique Fields, Imprint (Macmillan Children's)

Vivian Kirkfield, Creston Books

Lindsay Leslie, Page Street Kids

Ishta Mercurio-Wentworth, Abrams Books for Young Readers

K.33 Unearthing Intersectionality in School Systems: Finding and Fostering Connections That Take Place between Systems and Individuals to Create Inclusive, Brave Spaces within the Institution of School

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This presentation will unearth the intersectionality between groups and individuals from multiracial, multigender, and multisexual perspectives as well as multipositionalities within school systems. When we think about the types of collaboration, inquiry, commitment, and care that must occur to foster safe, brave, and inclusive spaces—spaces that cultivate curious kids inspired and supported to show their authentic selves in schools—we have to develop and maintain connections with one another to maintain brevity and sustainable practice. Through our experiences in the roles we occupy, our goal is to show participants how our work intersects to create learner-centered spaces.

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

Presenters: Arlene Casimir-Siar, Teachers College Reading and Writing Project, New York, NY

Marcus Harden, Academy for Creating Excellence (ACE), Atlanta, GA

Kassandra Minor, Inclusive Education Program, Teachers College, Columbia University, The Minor Collective, Brooklyn, NY

Melissa Onstad, New York City Department of Education, MS 442, Brooklyn, NY

K.34 Inquiry for All: Strategies for Implementation

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Inquiry-based teaching is centered on the premise of becoming lifelong learners. This session helps teacher-participants experience what inquiry learning feels like while using small groups to examine and explore best practices around inquiry. The session will cover teaching methods/strategies to support inquiry in the classroom, a brief overview of a unit that supports inquiry as an example, suggestions for professional texts to use as references around inquiry, and academic

articles that explore inquiry in the classroom. Come prepared to listen, share, examine, teach, and learn. Bring a laptop if you can, but don't stay away if you cannot.

Presenters: Ann Hall, Miami Valley Career Technology Center, OH
Kristy Ulrich Papczun, University of Illinois at Chicago

K.35 Why Middle Matters: Inquiry as a Journey—From Ally to Accomplice 338

Sponsored by the Middle Level Section

In order to “pursue justice and equity for all students and the educators who serve them” as our NCTE Vision Statement asserts, we must inquire into the obstacles to equity. This special Roundtable Session, cosponsored by the NCTE Caucuses, the Genders and Sexualities Equality Alliance, and the Middle Level Section, brings educators together to move from “ally to accomplice.”

Chair and Presenter: Kate Roberts, K&M Literacy, West Hartford, CT

Presenters: Shanetia Clark, Salisbury University, MD

K.36 Folger Library: WOMEN REVEALED! The Sonnet from Renaissance to Women Poets of the Harlem Renaissance 339

Sponsored by the Folger Shakespeare Library

Teaching the Harlem Renaissance means not only Cullen, Hughes, McKay. Follow the sonnet from Shakespeare to the women of the Harlem Renaissance. What did using the sonnet say about Harlem Renaissance writers? What were men writing and saying about women, and how did that change when women picked up the pen?

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

Presenters: Teri Cross Davis, Folger Shakespeare Library, Washington, DC
Hayes Davis, Sidwell Friends School, Washington, DC
Corinne Viglietta, Folger Shakespeare Library, Washington, DC

K.37 Writing for Advocacy and Change 340

Panelists agree nothing motivates learning like the chance to make change. Presenters ask students to focus on voting rights, global, local issues and activist genres to motivate literacy learning.

Chair: Jeff Spanke, Ball State University, Fishers, IN

Presenters: Rongrong Dong, Southern University of Science and Technology, Shenzhen, China
Caroline Fitzpatrick, Alvernia University, Branchdale, PA
Amber Kelly, Howard College, Big Spring, TX
Bridget Pool, Northern Virginia Community College, Sterling, VA

K.38 Investigating Rural Places with Rural Students 341

Teachers from three different rural schools share the student-centered projects that they have developed to foster student inquiry into their sense of place, identity, and possibility.

Chair: Margo Batha, Los Alamos High School, NM

Presenters: Nick Kleese, University of Minnesota, St. Paul
Angie Miller, Gladbrook-Reinbeck High School, Waterloo, IA

K.39 Curiosity at the Intersection of Music and Language Arts 342

The goal of this workshop is to provide a vision of socially engaged practices through a framework that underscores pedagogical dispositions that help to uncover bias, misinformation, and misunderstandings that stand in the way of embracing difference. This workshop is a blueprint for helping all of us to interrogate the world around us. With the help of John Lennon, a postmodern re-envisioning of *Peter and the Wolf*, and the US National Anthem to prompt these discussions, middle and high school teachers can easily embrace NCTE's support of multimodal literacies. (No musical skills needed to participate)

Presenters: Cathy Benedict, University of Western Ontario, London

K.40 Ignite! Awakening Instruction in the Classroom**343***Sponsored by the Colorado Language Arts Society*

Kindle classroom opportunities with Ignite! presentations on instructional strategies. Topics include teaching nonfiction with intentionality, creating engaging and accountable formative assessments, teaching through scenarios, breaking down writing to build it up, making technology work for you, writing toward synthesis, teaching poetry in “lune” form, and extending options for class closure.

Chair: Jill Adams, Metropolitan State University of Denver, CO

Presenters: Pam Coke, Colorado State University, Fort Collins

Gloria Eastman, Metropolitan State University of Denver, CO

Amy Gutierrez Baker, West Jefferson Middle School, Conifer, CO

Tim Hillmer, Boulder Valley Schools/Colorado Writing Project

Michael Hoffman, Vista Ridge High School, Colorado Springs, CO

Cass Tafoya-Chavez, Lincoln High School, Denver, CO

Alex Thieme, Littleton High School, CO

Julia Torres, Denver Public Schools, CO

K.41 Continuing the Journey 3: Listening Up and Speaking Out**344**

Two former *English Journal* editors present the third topic in NCTE's professional development series, Continuing the Journey. Ken and Leila focus on advanced approaches to teaching language and listening, emphasizing controversial issues and innovative methods. Teachers in years 5-15 are especially encouraged to attend.

Chair: Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

Presenters: Leila Christenbury, Virginia Commonwealth University, Richmond, “When Does the Bully Pulpit Become Bullying?”

Kenneth Lindblom, Stony Brook University, NY, “Do You Hear What I Hear? Reclaiming the Lost Art of Listening”

K.42 Inquiry through Poetry: The 2019 Notable Poetry Books and Verse Novels**345***Sponsored by the NCTE Award for Excellence in Children's Poetry Selection Committee*

The 2019 list of Notable Poetry Books and Novels in Verse will be presented through an interactive format. Audience members will learn about the Notable Books and be invited to learn how poetry can be used to spark conversation and inquiry in the classroom.

Presenters: Trish Bandre, USD 305, Salina Public Schools, KS

Lesley Colabucci, Millersville University, PA

Donna Friend, Hebron High School, Carrolltown, TX

David Harrison, Drury University, Springfield, MO

Lisa Pinkerton, The Ohio State University, Columbus

Judy Rowe Michaels, Princeton Day School, Emerita, Hillsborough, NJ

Yoo Kyung Sung, University of New Mexico, Albuquerque

K.43 Inquiry Matters: Growing Beliefs and Practices That Nurture Children's Hearts, Minds, and Actions**305**

We believe inquiry is a stance that promotes authentic, intentional, and systematic learning within democratic classrooms. Our students learn how to read, write, and think mathematically while learning how to use reading, writing, and mathematics as tools to understand and critique as young researchers in the sciences and social sciences. By positioning students as inquirers, as creators of knowledge, not simply consumers, they learn to collect data, analyze findings, develop critical consciousness, and take action in their world. In this session, we explore, demonstrate, and experience the symbiotic nature of literacy, mathematics, and advocacy within genuine cultures of inquiry.

Chair: Lyn Mueller, Center for Inquiry, “Inquiry “

Presenters: Susan Adamson, Butler University,

Indianapolis, IN, “Literacy, Mathematics, and Inquiry”

Ryan Flessner, Butler University, Indianapolis, IN, “Inquiry in Mathematics”

Heidi Mills, University of South Carolina, Lexington, “Literacy, Inquiry, and Advocacy”

Tim O'Keefe, Center for Inquiry, “Literacy, Inquiry, and Advocacy”

K.45 Teaching Memoir: Using Mentor Texts to Foster Reflection and Authentic Voice

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348

We believe everyone is a memoirist, as our experiences shape our understanding of the world. In this presentation, we will facilitate the teaching of memoir in both middle and high school, specifically providing strategies for developing a memoir unit. We will provide lists of mentor texts that are not only age appropriate, but also expose students to a variety of author backgrounds, experiences, and styles; we will suggest culminating activities that hone students' skills, encourage them to develop authentic voices in their writing, and provide a platform for personal reflection; and we will discuss student samples, successful and unsuccessful.

Presenters: Bobbie Jean Shepard, Spartanburg Day School, SC, "Memoir"
Teresa Strait, Spartanburg Day School, SC

K.46 Teachers as Assessment Leaders in Literacy: Roundtable Discussions on Current Trends in Assessment

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349

Sponsored by the Standing Committee on Literacy Assessment

Assessment mandates and standardized tests command teachers' time and energy while also using valuable classroom time. Teachers and students often experience assessment as a burden that takes away from learning, but that doesn't have to be the case. The goal of the roundtables, led by experienced teachers and researchers, is to help classroom teachers rethink the role of assessment to improve teaching and learning and identify productive ways to respond to assessment mandates. Presenters offer strategies for reading and writing assessments and information about the pros and cons of various approaches.

Chair: Peggy O'Neill, Loyola University, MD

Roundtable Presenters: Josh Flores, Hoover, AL, "Assessment Consensus"

Valente Gibson, Richland Two School District, Columbia, SC, "Do It for the Culture: Using Culturally Relevant Assessments in the Classroom"

Melissa McMullan, Hofstra University/Comsewogue School District, Wading River, NY, "Engaging Diverse Families and Communities to Effect Change in Assessment Practices"

Elisa Waingort, W.O. Mitchell School, Calgary, AB, "Alternatives to Rubrics"

K.47 Exhibitor Session: Assessment for Student Progress, Not an Evaluative End

G

CARROLL (HILTON)

Sponsored by Amplify

There is pressure, now more than ever, for students to perform at a certain level when it comes to standardized tests. Just as a well-rounded middle school curriculum empowers students, it should also empower teachers. In this session, we will go beyond the diagnostic to share key strategies that inform teachers and administrators of student progress. We will share how Amplify ELA incorporates formative assessment opportunities at every learning moment, creating a more complete and accurate view of student performance.

Presenter: Deb Sabin, Chief Academic Officer at Amplify ELA

K.48 Poster Session-Writing Outside the Box

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

Poster 1: Self-Sponsored and Academic Practices: Harmony and Tensions for the Student Writer

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N4P
NATIONAL 4th GRADE PROJECT
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This poster presentation highlights the ways a student writer repurposes their self-sponsored and disciplinary practices. It builds from Roozen's research of self-sponsored practices to examine a secondary student writer and in what ways self-sponsored practices and disciplinary practices engage and connect to each other's space and forms.

Presenter: Sam Evalt, Michigan State University, East Lansing

Poster 2: Using Inquiry to Explore Place-Based Writing

G

Critical literacy and place-based writing offer English teachers exciting possibilities for encouraging student inquiry. Participants in this session will begin to envision the ways that students can become explorers of the world and create valuable and engaging place-based inquiry projects.

Presenters: Jessica Gallo, University of Nevada, Reno
Bailey Herrmann, University of Wisconsin, Oshkosh

Poster 3: A Memo among Ages: Crossing the Generational Divide in the Composition Classroom



This presentation will explore the challenges of teaching several generations of adult learners in an online composition classroom, with a focus on how a workplace writing assignment enabled intergenerational communication and learning.

Presenter: David Healey, Purdue University Global

Poster 4: When Writers Move: Where the Page Meets the Stage Collaborative Writing and Dance Project



This session describes a continued collaborative project between a teacher educator, a nonprofit dance company, and a group of K-12 children. The facilitator and one participant will share information about design and implementation of the project.

Presenters: Haley Sigler, Washington and Lee University, Lexington, VA
Claire Sigler, Lylburn Downing Middle School, Lexington, VA

Poster 5: Speak Your Truth: ELA Teachers Writing Op-Eds for Positive Change



This poster examines the design and implementation of a teacher-led professional development workshop for English language arts teachers on writing op-eds about issues of advocacy, equity, and access. The presenter conducted a qualitative case study examining how three teacher-leaders designed and implemented the professional development workshop utilizing their National Writing Project (NWP) training and a Culturally Sustaining Pedagogy framework. The workshop was designed to support teachers in writing, talking, and reflecting on issues of equity and access within their diverse classroom settings along with intersecting identities they were experiencing as ELA teachers.

Presenters: Monica Baldonado-Ruiz, Arizona State University, Chandler

Poster 6: Inquiry Does Not Have to Be So Messy: How Writing Focused Inquiry Processes Changed My Instruction Forever



Solving one problem in literacy instruction . . . leads to another. Teaching reading, writing, listening, and speaking to struggling students can sometimes make the teacher feel like the mouse in *If You Give a Mouse a Cookie*. Third-grade teacher and Teaching Lab fellow showcase inquiry processes that guided their

“lab approach” to test out strategies, gather evidence, and adjust curricular materials to address a systemic problem of practice. Participants will engage with artifacts, gather ideas for writing instruction best practices, and walk away with tools to help address their own problems in literacy instruction.

Presenters: Lauren Arvon, Spring Hill Elementary, Huntington, WV
Mandy Flora, Teaching Lab, Lesage, WV

Poster 7: Game-Based Curricula for a 100-level, Community College Technical Writing Course: An Action Research Study



This presentation outlines a Participatory Action Research (PAR) project, grounded in a concurrent embedded, mixed-methods research design, and founded on a postmodern, reflective paradigm, which seeks to describe the development, piloting, and implementation of redesigned, game-based curricula for a 100-level, technical writing course. Students in our technical writing classes show poor engagement, poor effort, and low competency in the classroom, and the purpose of this study is to examine the process of a game-based curriculum redesign, pilot, and implementation and to study the factors that contribute to student learning in that context.

Presenters: Liz Medendorp, Pueblo Community College, CO
Matthew Sterner-Neely, Pueblo Community College, CO; University of South Carolina (student)

Poster 8: In the Spirit of Inquiry: Cultivating Critical Dispositions through Undisciplined Writing

In this era of high-stakes standardized accountability, literacy practices such as writing are often subordinated to goals that do not support spirited inquiry. For writing to result in discovery, an “undisciplined” approach is promising. Undisciplined writing is rooted in disciplinary knowledge, but intentionally cultivates critical dispositions through projects and assessments that are authentic and relevant to the lives of learners. This presentation will provide examples of why undisciplined writing is effective and how it can be used in today’s classrooms.

Presenters: David Gorlewski, University at Buffalo, NY
Julie Gorlewski, University of Buffalo, NY

COLLEGE SECTION EVENT

11:00 A.M.–1:45 P.M. **C**

KL.01 Teaching Empathy through Virtual Reality

331

Sponsored by the College Section Steering Committee

This is an immersive learning experience for college teachers. The event will feature an awards presentation and a hands-on workshop with Amanda Licastro. Refreshments will be available.



Amanda Licastro

Presiding: Shelley Rodrigo, University of Arizona, Tucson

Speaker: Amanda Licastro, assistant professor of Digital Rhetoric and Faculty Director of Service-Learning at Stevenson University in Maryland

Amanda's research explores the intersection of technology and writing, including book history, dystopian literature, and digital humanities. Amanda's publications include articles in *Kairos*, *Digital Pedagogy in the Humanities*, *Hybrid Pedagogy*, and *Communication Design Quarterly*, as well as a chapter in *Digital Reading and Writing in Composition Studies*. Her current grant-funded project on Virtual Reality has been featured in the *Baltimore Sun* and *Baltimore Magazine*.

In this session, Amanda will talk about English courses engaged in project-based, collaborative learning by creating educational VR applications. Amanda describes the project:

Throughout the semester students read fictional and theoretical texts focused on the impact of technology on education, and the development of virtual identities more broadly. Texts include *Ready Player One*, *Do Androids Dream of Electric Sheep*, *R.U.R.*, and *The Nether*, which correspond to the theoretical works of Katherine Hayles, Donna Haraway, Lennard Davis, and Cathy Davidson. Using their personal interests and expertise, students pitch their ideas for socially relevant VR experience intended to both teach their audience a specific set of learning objectives as well as evoke empathy in the viewer. The class selects the top pitches to develop into full proposals, including a storyboard and short prototype. Students consult with experts in the field at all stages of the process, including VR developers, faculty across disciplines, and librarians. Final projects are presented to the class as well as representatives from a local VR production company who choose a winning project to make into a full-scale VR application. Students are rewarded with a monetary prize and attribution. As part of this initiative, students in each course were given pre and post-surveys in order to gauge the impact of the VR content on their learning.

Preliminary survey results will be shared, in addition to a discussion of how and why surveys were written and distributed. This presentation demonstrates the impact of real-world, client-based pedagogy, as well as the future of VR technology in higher education.

Note: Participants will need a smart phone to use the Google Cardboards (an iPad or laptop will not work). Attendees are invited to bring chargers and headphones, and are encouraged to download the NYTVR (New York Times Virtual Reality) app and the Lincoln in the Bardo video on that app in advance.

Award Recognition: Richard Ohmann Award Recipient: "Fear of Persuasion in the English Language Arts" (July 2019 *College English*) by David Fleming, University of Massachusetts, Amherst

Committee Members: Steven Alvarez, St. John's University, Jamaica, NY

April Baker-Bell, Michigan State University, East Lansing

Bradley Bleck, Spokane Falls Community College, WA

Traci Gardner, Virginia Tech, Blacksburg

Holly Hassel, Editor, *Teaching English in the Two-Year College*, University of Wisconsin-Marathon County

Melissa Iannetta, Editor, *College English*, University of Delaware, Newark

Rhea Lathan, Florida State University, Tallahassee

Laurie A. Pinkert, University of Central Florida, Orlando

Shelley Rodrigo, University of Arizona, Tucson, Chair

Reva Sias, California State University, Fresno

SATURDAY

L SESSIONS / 12:30–1:45 P.M.

L.01 Pushing Forward: Methods for Advocacy of Teachers and Students**E** **TE**
S**301**

Teachers share methods for supporting readers, writers, and teachers at various levels of ability and experience.

Chair and Presenter: Katie Nagrotzky, Teachers College, Columbia University, New York, NY

Presenters: Laurie Rabinowitz, Teachers College, Columbia University, New York, NY
Kristine Schutz, University of Illinois at Chicago
Amy Tondreau, Austin Peay State University, Nashville, TN
Rebecca Woodard, University of Illinois at Chicago

L.02 Researching, Teaching & Engaging Linguistic Diversity**G** **TE**
NWP**302**

Two presenters will share methods and pedagogies to explore and teach linguistic diversity. One presenter will share research on adult English language learning.

Chair: Joseph Anson, Bellevue University, NE

Presenters: Tamar Bernfeld, University of Iowa, Iowa City
Emily Schwab, University of Pennsylvania, Philadelphia

L.03 Inquiries into Preservice Teachers' Writer Identities**TE**
ELATE**303**

Developing a strong writer identity is one way preservice teachers can foster growth in themselves and for the secondary students they will teach. This session features three research studies aimed to support the writer identity of preservice ELA teachers.

Chair: Janet Alsup, Purdue University, West Lafayette, IN

Presenters: Katie Alford, McKendree University, Tempe, AZ
Amber Jensen, Brigham Young University, Provo, UT
David Premont, Purdue University, West Lafayette, IN

L.04 Languages of the Heart: Biliteracy and Culturally Sustaining Teaching Practices**E**
M**S****304****TE****E****Rainbow****Sponsored By:**

At the heart of this session are efforts to support the language development of young bilingual, multilingual, and nonstandard English learners, whether through implementing culturally sustaining pedagogy, supporting linguistic plurality, or using read-alouds to promote translanguaging.

Chair: Melissa Antinoff, Ashbrook Elementary, Lumberton, NJ

Presenters: BernNadette Best-Green, University of California, Davis
Yesenia Kelly, Cook County School District 104, IL
Judith Landeros, The University of Texas at Austin
Sandra Lucia Osorio, Illinois State University, Normal

L.05 Kids Can! Using Student Interests and Choice to Drive Inquiry in the Primary Classroom**E****E****LLA****305**

As educators, we increasingly need to offer students a variety of opportunities to take ownership of their learning through investigation. In this panel presentation, participants will have the opportunity to explore the ways in which productive struggle through reading and writing process can maximize learning in the classroom. Participants will explore ways to empower students by using student curiosity and inquiry-based strategies alongside multimodal texts and play-based learning. Participants will leave ready to implement inquiry-based strategies for increasing student ownership and engagement with classroom environment and curricular application across literacy and the content areas in the early childhood classroom.

Presenters: Sara Berg, Teachers College Reading and Writing Project, New York, NY
Crystal Brinn, Teachers College Reading and Writing Project, New York, NY
Brittany Nocito, Teachers College Reading and Writing Project, New York, NY
Molly Picardi, Teachers College Reading and Writing Project, New York, NY
Noelle Thiering, Teachers College Reading and Writing Project, New York, NY

L.06 Inspiring Teacher-Writers Early On: A Rhetorical Approach to Teaching Writing in Education
  **306**

This presentation discusses how teacher educators can use strategies from the authors' book titled *A Student's Guide to Academic and Professional Writing in Education* to help foster teacher-writers in their preservice teachers by explaining how to navigate the complex rhetorical situations they may face as educators.

Presenters: Katie Arosteguy, University of California, Davis
 Alison Bright, University of California, Davis
 Brenda Rinard, University of California, Davis

L.07 Creating Creativity
   **307**

At this roundtable session, choose from discussions that explore innovative ways to foster student creativity and inquiry.

Chair: Nicole Ryan, University of Maryland, College Park
Presenters: Brandie Bohney, Bowling Green State University, OH
 Molly Buckley-Marudas, Cleveland State University, OH
 Jewel Davis, Belk Library/Appalachian State University, Boone, NC
 Lauren Deal, First Flight High School, Kill Devil Hills, NC
 Timothy Duggan, Northeastern Illinois University, Evanston, IL
 Robert Ford, North Branford Public Schools, CT
 Vanessa Miller, Louisville Central High School, KY
 Beatrice Newman, The University of Texas Rio Grande Valley, Edinburg
 Rebecca Robbins, Garnet Valley School District, Glen Mills, PA
 Josie Snow, independent researcher
 Deanna Stephan, Garnet Valley School District, Glen Mills, PA
 Lauryn Weigold, independent researcher, North Las Vegas, NV

L.08 Medium Matters: Connecting Research and Practice In Print and Digital Reading
  **308**

Reading in today's world does not live in an either/or divide between print and digital. How can teachers help students become more proficient as readers of all kinds of texts? This session offers cutting-edge research and practical applications from the fields of psychology, linguistics, reading, and literacy education.

Chair and Roundtable Leader: Kristen Hawley Turner, Drew University, Madison, NJ

Roundtable Topics & Leaders:

Roundtable 1: "Print or Digital: What Research Tells Us"

Naomi Baron, American University, Washington, DC
 Anne Mangen, Norwegian Reading Center, Stavanger, NA

Roundtable 2: "Strategies for Emergent Readers: Setting the Foundation for Literacy Online and Off"

Lisa Guernsey, Teaching, Learning, and Tech @ New America, Washington, DC

Roundtable 3: "Preferences for Print Reading/Learning among Adult/Higher Education Learners"

Rachel Mann, Fordham University, New York, NY

Roundtable 4: "Factors That Influence the Reading Format Preferences of Tertiary Learners"

A. M. Salaz, Carnegie Mellon University, Pittsburgh, PA

Roundtable 5: "The Reading Brain in a Digital Culture"

Maryanne Wolf, University of California, Los Angeles

Roundtable 6: "Adolescents' Preferences for Digital or Print Annotation"

Lauren Zucker, Northern Highlands Regional High School, Allendale, NJ

Respondent: Ian O'Byrne, College of Charleston, SC

L.09 Middle Level Matters: Adolescent Readers on Journeys of Inquiry
   **309**

Sponsored by the Middle Level Section Steering Committee



Fiction reading can pique young readers' intellectual curiosity and affect emotional growth in powerful ways. The best novels take readers on journeys, leaving their hearts and heads forever changed. Listen in on roundtable discussions led by middle level students as they discuss books and the journeys of inquiry they provide.

Presenters: James Blasingame, Arizona State University, Tempe

Kristina ByBee, Arizona State University, Tempe
 Anthony Celaya, Arizona State University, Phoenix
 Darby Simpson, Arizona State University, Mesa

L.10 Teachers as Writers: Nurturing the Wanderings and the Wonderings

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It's a basic tenet that teachers who teach writing need to write. But how might we create space for the wanderings and wanderings essential to writing? In this hands-on workshop, participants will explore what it means for educators to "just" write. Presenters will share research from a graduate course for preservice teachers and a biannual writing retreat for practicing teachers, asking: what might happen if we decide that nurturing creativity and joy for teacher-writers isn't optional? Through multimodal stations, participants will experience elements of both the writing course and retreat as they take up critical questions and issues of teacher-writers.

Presenters: Eve Becker, The School at Columbia/Leaf and Pen, New York, NY
Adele Bruni Ashley, Teachers College, Columbia University, New York, NY
Randi Dickson, Teachers College, Columbia University, New York, NY
Zachary Kronstat, Teachers College, Columbia University, New York, NY

L.11 Everyone's a Critic: Creating Space for Student Knowledge in Critical Reading and Analysis

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In this interactive session a district literacy leader, veteran teacher, and first-year teacher share their journeys to move away from teaching formulaic responses to canonical literature and instead engage students in the work of real writers through discussion, mentor texts, and a focus on students' assets.

Presenters: Rachel Davidson, Chicago Public Schools, IL, "Authentic Writing"
Katherine Dube, Chicago Public Schools, IL
Mary Rizzo, Chicago Public Schools, IL, "Authentic Writing"

L.12 Making, Adapting, Supporting, and Questioning: Moves in the Teaching of Literature

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Innovative approaches to teaching literature are discussed in this multilevel panel discussion.

Chair and Presenter: Matthew McConn, Binghamton University, NY

Presenters: Glen Bull, University of Virginia, Charlottesville

Natasha Heny, University of Virginia, Charlottesville
Suzanne Knezek, University of Michigan, Flint

L.13 Accessing Culturally Responsive Practice through Onsite National Writing Project Institutes

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The audience will engage in an interactive presentation of the successes and challenges of studying and implementing culturally responsive (CR) teaching methods in writing, explore the participants' barriers and successes in fostering CR pedagogies in writing, examine the research implications of the findings on the field, and share successful strategies and student achievement development over time.

Chair and Presenter: Donna Pasternak, University of Wisconsin, Milwaukee

Presenters: Loribeth Chenault, Alexander Hamilton High School, Milwaukee, WI

Leanne Evans, University of Wisconsin, Milwaukee
Tiffany Hagey, Alexander Hamilton High School, Milwaukee, WI

Jennifer Husa, University of Wisconsin, Milwaukee/
Greendale High School, WI

Alanna Malloy, University of Wisconsin, Milwaukee
Nakeysha Roberts, University of Wisconsin, Milwaukee
Kelly Saunders, University of Wisconsin, Milwaukee
Nancy Smith, South Division High School, Milwaukee, WI
Molly A. Wolk, University of Wisconsin, Milwaukee

L.14 Preservice Teachers Who Empower and Affirm: Inquiry and Action in School-Based Residencies

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In this multimedia panel discussion, attendees will see and hear how a diverse team of English education interns acted to counter deficit-focused mindsets and to promote opportunities for engaged learning among culturally and linguistically diverse secondary students in urban classrooms.

Presenters: Kristina Diminich, New Jersey City University, Jersey City, NJ
 Andrea Fonseca, New Jersey City University, Jersey City, NJ
 Mary McGriff, New Jersey City University, Flemington, NJ
 Tatiana Reyes, New Jersey City University, Jersey City, NJ
 Michelle Rosen, New Jersey City University, Jersey City, NJ

L.15 Local Strand: Supporting an Inclusive Neurodiverse Classroom

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315

Sponsored by the Virginia Association of Teachers of English

Are you looking for strategies on how to teach students with neurological disabilities such as ADHD, Autism, Anxiety etc. in the general education classroom? This interactive session will explore how to include and support a-typical neurodiverse students. Teachers will also be able to ask questions from a neurodiverse panel of students.

Presenters: Hugh Davis, Hertford County Public Schools, NC
 Cheryl Golden, Harford County Public Schools, MD
 Lauren Jewett, NOLA Public Schools/KIPP, New Orleans Schools, LA
 Nathan Morrill, Brady High School, TX
 Stephanie Stinemetz, Dublin Schools, OH

L.16 Dismantling the Pillars of White Supremacy in and through English Education

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Join a discussion about how secondary English teachers develop and implement curricula to dismantle white supremacy in/through the English language arts and schools. Presenters will discuss specific activities and units of study they have developed and student responses, and audience members will leave with practical ideas to implement.

Chair: Robert Petrone, University of Missouri, Columbia
Presenters: Matthew Homrich-Knieling, Cesar Chavez Academy, Detroit, MI
 Melissa Horner, University of Missouri, Columbia
 Nicholas Rink, Buffalo Hide Academy, Browning, MT
Respondent: Carlin Borsheim-Black, Central Michigan University, Mount Pleasant

L.17 Taking an Inquiry Stance: Disrupting Normative Practices in Reading and Writing

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How do we help students view reading and writing not as skills necessary for performance on standardized tests or assignments? We disrupt standardized practices and instead place student agency and empowerment at the core. In this multimedia, interactive session, the presenters will demonstrate how inquiry helps students develop different perspectives and beliefs about literacy that extend far beyond performance on evaluative measures to authentic applications that make a difference in their lives.

Presenters: Sonja Cherry-Paul, Teachers College, Columbia University, New York, NY
 Colleen Cruz, Teachers College Reading & Writing Project, Columbia University, New York, NY
 Dana Johansen, Teachers College/Heinemann
 Jennifer Serravallo, Heinemann
 Tiana Silvas, PS 59 NYC Department of Education, New York, NY

L.18 How Can We Engage Students in Challenging Conversations? Investigating Privilege and Changing Perspectives through Cross-City Student Collaboration on *The Other Wes Moore*



318

Using *The Other Wes Moore*, two Kansas City area teachers guide dual credit students in demographically different districts to examine the intersection of privilege and personal responsibility. This session explores studying social justice texts to develop students' ability to have challenging conversations, reflect on personal bias, and expand perspectives.

Presenters: Jennifer Hauck, Lee's Summit West High School, MO
Mary Beth Rich, Lee's Summit West High School, MO

L.19 The Case for Curious Feedback



319

How integral is inquiry in your cycle of writing feedback? This session looks at how inquiry, which is rarely spoken of in regards to feedback, may just be the answer to providing efficient, effective, meaningful, and joyful feedback that can help both teachers and student-writers find their groove. If you are looking for higher student engagement with your feedback and writing in general, join us for a look at four key practices that pair inquiry and feedback to achieve remarkable results!

Chair: Patty McGee, Corwin Literacy/Benchmark Education
Presenters: Kayisha Edwards, City Neighbors Charter School, Baltimore, MD
Shannon Webster, Randolph Township Schools, NJ
Respondents: Matthew Johnson, Ann Arbor Public Schools, MI
Dave Stuart Jr., Cedar Springs Public Schools, MI

L.20 Engaging Activities and Pedagogies in First-Year Composition



320

Panelists share creative and engaging activities in first-year composition classes. Specifically, they discuss poster sessions, the Clothesline Project, and other student-centered activities.

Chair: Terynce Butts, Atlanta Area School for the Deaf, Clarkston, GA
Presenters: Amanda Bitz, Montana State University, Bozeman
Kelsie Endicott, Salisbury University, MD
Lauren Fletcher, Tallahassee Community College, FL
Shauna Stephens, Montana State University, Bozeman
Kelly Thayer, Tallahassee Community College, FL

L.21 Decolonizing Our Classrooms: Disrupting Dominant and Normative Practices of Language, Literacies, and Culture



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This panel will share research that operationalizes how one sustains, perpetuates, and fosters the cultural, linguistic, and literacies of youth of color in dominant educational spaces. While each panelist will share different pedagogical approaches in a variety of contexts, our studies explicitly forefront the rich cultural backgrounds and practices of youth of color and the potential to develop a liberatory education. We will discuss the use of the following: a community-centered pedagogical approach; Critical Race English Education (CREE) as a theoretical and pedagogical tool; languaging practices of Black and Latinx youth; and a critical multiliteracies approach to teaching and learning.

Chair and Presenter: Clifford Lee, Mills College, Oakland, CA
Presenters: Lamar Johnson, Michigan State University, East Lansing
Danny C. Martinez, University of California, Davis
G Reyes, California State University, East Bay

L.22 How Can Stories Build a Better World? Young People Investigate How to Make Change in Their Communities through Writing with the 826 National Network

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826 National network staff will share the contexts, questions, processes, and challenges of community writing projects, and facilitate a space for imaginative thinking to consider how student writing can be responsive to, and build relationships within, local communities. Participants and presenters will share resources and facilitate time for future planning.

Presenters: Catherine Calabro Cavin, 826michigan, Ann Arbor, MI
Megan Gilson, 826michigan, Ann Arbor, MI
Kyley Pulphus, 826 New Orleans, LA
Kelsey Reynolds, 826 New Orleans, LA

L.23 The Journey of Learning: Teaching Children and Communities of Color

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323

As former teachers, we have found many ways to connect with students' out-of-school literacy practices, interests, and preferences to in-school learning, particularly connecting with African American students. We will discuss techniques to engage African American students in the classroom to ultimately build their overall literacy (reading, writing, oral communication skills) across content areas.

Presenters: Jamal Cooks, Chabot College, Oakland, CA
Tonya Perry, University of Alabama at Birmingham,
Detra Price-Dennis, Teachers College, Columbia University, New York, NY

L.24 Participatory Partnerships to Address Sexual Violence: Spirited Classroom Co-Inquiry in the Era of #MeToo

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This panel session focuses on classroom- and school-based efforts to address sexual violence among youth. The panel focuses on three lines of inquiry: 1. A curriculum-embedded sexual violence prevention unit using young adult literature and action research; 2. A Youth Participatory Action Research group that developed to continue

the work of the unit; 3. The development and implementation of an inservice to train teachers about sexual violence that was developed in partnership with student co-researchers. These three lines of inquiry will be presented individually and then contextualized within the framework of systemic action research.

Presenters: Victoria Dickman-Burnett, Department of Educational Studies, University of Cincinnati, OH
Maribeth Geaman, Findlay High School, OH

L.25 Herstory, #MeToo, and Femininity: Reading [the] Lives of Women and Girls

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When reading and discussing shared texts across generational lines, women and girls have opportunities to dialogue with one another as readers, thinkers, females, and global citizens. Exploring the reading lives of female educators, mothers, and secondary students, roundtables in this session focus on how middle grade and young adult literature intersects with the #MeToo movement, feminism and race, herstory and history, what it means to be a “strong” female, and global issues surrounding women and girls.

Chair and Roundtable Leader: Erica Hamilton, Grand Valley State University, Grand Rapids, MI

Roundtable Leaders: Olivia Hamilton, Zeeland West High School, MI

Lily Johnson, Zeeland Christian Schools, MI
Gretchen Rumohr-Voskuil, Aquinas College, Zeeland, MI
Lydia Steeby, Holland High School, MI
Carrie Traver, Zeeland Christian Schools, MI
Greta Traver, Zeeland Christian Schools, MI
Amelia Traver, Zeeland Christian Schools, MI
Deborah Van Duinen, Hope College, Holland, MI
Claire Van Duinen, Holland Christian Schools, MI
Amy VanZetten, Zeeland Public Schools, MI
Greta VanZetten, Holland High School, MI
Sara Vizithum, Brooks Pierce
Nola Voskuil, Zeeland East High School, MI
Marcie Voskuil, Cityside Middle School, Zeeland, MI
Joy Zomer, Hamilton Community Schools, MI
Ellie Zomer, Holland High School, MI

L.26 Bodies, Power, Prejudice: Educating Youth on Autonomy and Activism through Literature

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Teaching antiracism and social justice in educational settings can aid students in not only understanding how peers are discriminated against, for any number of reasons, but also how they can resist those power structures that normalize such discrimination. Educators have the opportunity to hear from authors whose works encourage young people to resist injustice and become activists and advocates for social justice.

Chair: Robert Bittner, University of British Columbia, Langley

Author/Illustrator: NoNieqa Ramos, Lerner Books

Tradebook Authors: e.E. Charlton-Trujillo, Candlewick

Brandy Colbert, Little, Brown Books for Young Readers/Penguin

Susan Kuklin, Candlewick

Robin Stevenson, Quirk Books

L.27 Empowering Readers: Conferring with a Spirit of Inquiry

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327

Conferring empowers readers! In this interactive session, we'll explore how authentic reading conferences allow students to think deeply about reading experiences and ownership. We'll focus on kid-watching, language shifts, and teacher moves that responsive teaching. We'll unpack conferences through writing, discussion, stories, and video clips—with kids leading the way.

Chair: Patrick Allen, Frontier Valley Elementary/ Stenhouse Publishers, Parker, CO, "Lifting the Spirit of Conferring through Authentic Reading Behaviors"

Presenters: Christina Nosek, Lucille Nixon School, Mountain View, CA, "Focused Student Inquiry to Build More Vibrant Reading Lives"

Kari Yates, Moorhead Area Public Schools, Moorhead, MN, "Intentional Language Shifts to Heighten the Spirit of Inquiry and Partnership"

L.28 Spirited Explorations: Theatrical Inquiry for Reading, Writing, and Speaking in the ELA Classroom

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In this interactive session, join us for theater games and strategies to spark creativity and utilize theater in expanding the speaking, reading, and writing competencies of our students beyond canonical dramatic texts. We will share methods of incorporating the performing arts in English language arts lessons to bolster student literacy and communication skills. Between presentations, we will share theater games we use in rehearsals with our middle and high school casts that can be used in the classroom. We invite both English and theater teachers to come engage and inquire with us as we share and explore the performing arts.

Chair and Presenter: Nicholas Emmanuele, Millcreek Township School District, Erie, PA

Presenters: Glenda Funk, Highland High School, Pocatello, ID

Mary Luckritz, Rolling Meadows High School, IL

Estella Owoimaha-Church, ITS Troupe Director, CA

Anthony Stirpe, New Rochelle High School, NY

Gretchen Teague, Central High School, Springfield, MO

L.29 Spark Inquiry with Researcher's Workshop in the Print and Digital Age

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329

To infuse energy and excitement into language arts, science, and social studies, an inquiry approach can transform humdrum curricular topics into compelling and meaningful experiences for kids. Come learn about classroom inquiries and multimedia resources that inspire kids to stand up, speak out, and take action to make a difference.

Chair: Stephanie Harvey, Stephanie Harvey Consulting

Presenters: Anne Goudvis, Heinemann

Karen Halverson, Boulder Valley Schools, CO

Katie Muhtar, Barrington CUSD 220, Lake Zurich, IL

L.31 Folger Library: Empathy in Literature and in the English Classroom: Practical Strategies
332

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Sponsored by the Folger Shakespeare Library

Lucille Clifton’s call to empathy—telling us that every pair of eyes facing us has probably experienced something we could not endure—propels teachers, but how to foster this in class? Two Baltimore teachers engage their students and us in Clifton, Poe, Trevor Noah, and Shakespeare to help students come to terms with their place between their worlds.

Chair: Corinne Viglietta, Folger Shakespeare Library
Presenters: Mark Miazga, Baltimore City College High School, MD
 Amber Phelps, Baltimore City College High School, MD

L.32 Telling Our Stories in Pictures and Words: Creating Identity Texts in the Multilingual Classroom
335

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Pictures provide a universal language for English learners and others who struggle with writing. Multimodal “identity texts” can help shape our identities while serving as powerful reminders of who we are. Witness an evidence-based approach to literacy learning that uses collage made from hand-painted papers to construct meaning prior to writing. Experience the power of working in pictures and words. Learn how reconstructing and sharing family immigration stories deepens students’ identities and fosters critical empathy while advancing students’ writing.

Chair: Linda Rief, Oyster River Middle School/
 University of New Hampshire, Durham
Presenters: Susan O’Byrne, Center for the Advancement of Art-Based Literacy, Pinellas Park, FL
 Beth Olshansky, Center for the Advancement of Art-Based Literacy, Durham, NH

L.33 Changemakers: Inspiring Action through Inquiry
336

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Teaching through inquiry opens the mind to opportunities for student engagement, differentiated instruction, confidence and community building. And while a little messy and a little frightening, it can be A LOT rewarding! Join us as we highlight three successful inquiry-based projects: a beginner-level approach that incorporates inquiry into existing ELA curriculum; a student-selected, multigenre portfolio; and a more ambitious community outreach project modeled after the Genius Hour. Engage in research-based inquiry activities, take home supporting materials from our work, and consider how our work might spark inquiry in your classroom.

Presenters: Ann Neary, Staples High School, Westport, CT
 Holly Sulzycki, Staples High School, Westport, CT
 Westport, CT
 Marc Sulzycki, Notre Dame Catholic High School, Fairfield, CT

L.34 Embracing Book Clubs to Ignite Deep and Honest Inquiry of Ourselves and Our Peers: Leveraging Deeper Thinking about Privilege, Cultural Literacy, and Fascinating Text Complexity
337

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In this interactive workshop, presenters will explore inquiry techniques that inspire deeper levels of comprehending complex literature by acknowledging hidden identities, sorting and prioritizing student questions, and by entering into enticing, healthy debate in book clubs.

Chair and Presenter: Heather Burns, Teachers College, Columbia University, New York, NY
Presenters: Laurie Burke, Teachers College, Columbia University, New York, NY
 Meghann Burr, Enfield Public Schools, CT
 Chelsea Fuller, Unity Preparatory Charter School of Brooklyn, NY
 Kathleen Schechter, Teachers College, Columbia University, New York, NY
 Andria Williams, Unity Preparatory Charter School of Brooklyn, NY

SATURDAY

L.35 #Selfie: Interpreting Representations of Self in a High School English Classroom

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In this session, students from an 11th-grade English class will describe their experiences in a unit studying “selfies.” In this unit, students analyzed their own selfies, pop cultural selfies, and self portraiture to explore the way in which authors and artists use specific compositional techniques to construct stories and selves. Students will share findings and resources from the unit and will model activities for educators interested in unpacking these everyday digital images as literary texts in their own classrooms.

Presenters: Elizabeth Krone, The Ohio State University, Columbus
Antonia Mulvihill, Beechcroft High School, Columbus, OH

L.36 Teach Grammar and Conventions through Spirited Inquiry: Building a Culture of Curiosity and Possibility

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Create a classroom culture of curiosity using grammar moves that purposefully activate meaning in both reading and writing. Recast the instructional conversation about language conventions from one of “right and wrong” to “meaning and effect.” Educator-authors will share engaging, authentic texts paired with effective inquiry techniques. Teachers can put these strategies to work immediately, inviting young writers into higher levels of grammar usage, with understanding and purpose.

Presenters: Jeff Anderson, Stenhouse Publishers
Whitney La Rocca, Bryant Elementary School, Katy, TX

L.37 Community, Service, and Project-Based Learning Pedagogies

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Presenters share activities that ask students to engage with local communities to facilitate literacy learning. One panelist focuses on using

research in project-based learning. Another describes service-learning projects with local children. And the third explores network tracing to understand rhetorical situations.

Chair: Amanda Rigell, University of Tennessee, Knoxville

Presenters: Mary Caulfield, Massachusetts Institute of Technology, Cambridge
Dylan Craig, Chesapeake High School, Pasadena, MD
William Kerns, University of Arkansas at Little Rock
Betty Porter Walls, Harris-Stowe State University, St. Louis, MO

L.38 Exploring Who We Are through Poets & Poetry

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341

This session shares four innovative approaches to poetry study and poetry writing.

Presenters: Jevon Hunter, SUNY Buffalo State
Elizabeth Jorgensen, Arrowhead Union High School, Hartland, WI
Lisa Kraiza, Bloomfield Hills High School, MI
Scot Slaby, Shanghai American School, Shanghai

L.39 Effective Inquiry Requires Effective Speaking: Teaching Oral Communication Skills to Improve Inquiry-Based Instruction

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Speaking skills are an afterthought in most English classrooms. While every class at every grade level has student-speaking activities, very few teachers give specific instruction about how to be successful with those activities. Inquiry-based instruction requires us to stop shortchanging oral communication. How do students question? Often verbally. How do they discuss? Verbally. How do they interview? Verbally. How do they present their findings? Overwhelmingly, verbally. Learn how to improve the speaking skills of every student to make them confident, competent communicators. Experience activities and work with digital tools that develop and showcase oral communication while enhancing inquiry-based instruction.

Presenters: Erika DeShay, Cherry Creek Schools, CO
Sandy Otto, Osseo Schools, MN
Erik Palmer, Cherry Creek Schools, CO

**L.41 Developing Digital Composers:
Preparing Students to Create Digital
and Multimodal Compositions**
344



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

Presenters: Melanie Hundley, Vanderbilt University, Nashville, TN
Robin Jocius, The Citadel, Charleston, SC, “Digital Composition”
Emily Pendergrass, Vanderbilt University, Nashville, TN

**L.42 Critical Issues in English Education:
Research by ELATE Research
Initiative Award Winners**
345



Sponsored by English Language Arts Teacher Educators (ELATE)

In this roundtable session, the recipients of the annual Research Initiative Grants and Graduate Student Research Award, sponsored by English Language Arts Teacher Educators (ELATE), present their award-winning research on current issues in the fields of literacy and English teacher education.

Chair: Christian Z. Goering, University of Arkansas, Fayetteville

Roundtable Topics & Leaders:

Roundtable 1: Supporting Marginalized Students’ (re) positioning: Investigating the Role of Instruction in Adolescent Learners’ Identity Work

Noah Asher Golden, Chapman University, Orange, CA

Roundtable 2: Understanding Youth Literacy Identity: Working with Appreciative Assessments in Middle School

Kira LeeKeenan, The University of Texas at Austin

Roundtable 3: Meet Me at the Crossroads: Crafting Community Collaborations

Rae L. Oviatt, Michigan State University, East Lansing

Roundtable 4: The Writing Identities of Teens

Amy Vetter, University of North Carolina, Greensboro

Roundtable 5: Understanding Youth Literacy Identity: Working with Appreciative Assessments in Middle School

Thea Williamson, Salisbury University, MD

**L.43 Stories of Possibilities and
Humanity: Distinguished Educators
Working for Change**
346



*Sponsored by the National Council of
Research on Language and Literacy*

This panel presentation will feature two established scholars who have recently been awarded the NCRLL Distinguished Scholar Award: Denny Taylor and Arnetha Ball. These esteemed colleagues have been nominated and recognized by their peers as leaders in language and literacy. They will be joined by three emerging voices in the literacy field who have been selected by the award winners. Time will be available for questions and conversation following the presentations.

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

Presenters: Dahlia Hamza Constantine, Teachers College, Columbia University, New York, NY, “The Kids of the Pike: Constructing Our Personal Geographies One Block at a Time”
Katrina Liu, University of Nevada, Las Vegas, “Using Critical Counter-Narrative to Prepare Prospective Teachers of Color”
Teaira McMurtry, Milwaukee Public Schools, WI, “Pluralistic Pedagogical Possibilities through Generative Thinking and Practice”
Denny Taylor, professor emerita, Founder of Garn Press, “Family Literacy and the Future of Humanity”

L.44 #TeachLivingPoets: Creating a Culture of Inquiry through Poetry



347

Traditionally in education, teachers and students work toward finding the answer, yet poetry posits teachers in a vulnerable position by putting us in front of a class as “the expert” when the reality is that poems, if “taught” correctly, raise far more questions than answers. The #TeachLivingPoets panel will offer classroom-tested strategies which build environments that foster questioning, discovery, and insight without relying on a teacher to walk students through poems. Panel members will demonstrate how to build curriculum units around themes, incorporate creative instructional methods, and create assessments focusing specifically on modern poetry.

Presenters: Susan Barber, Grady High School, Atlanta, GA

Matt Brisbin, McMinnville High School, OR

Karla Hilliard, Berkeley County Schools, WV

Jori Krulder, Paradise High School, CA

Adrian Nester, Tunstall High School, Dry Fork, VA

Kristin Runyon, Charleston High School, IL

L.45 The Spirit of Student-Directed Inquiry: Curiosity, Collaboration, and Socially Responsible (-ive) Teaching



348

While we celebrate the current resurgence of inquiry-style teaching, not all of today’s units and projects are genuinely student centered. This interactive session will define and demonstrate Student-Directed Inquiry. This model prizes students’ own questions at all stages of inquiry, inviting them to more freely explore and teach the world.

Presenters: Sara Ahmed, NIST International School; Bangkok, Thailand & HMH/Heinemann, “Diving into Our Own Teacher Inquiries”

Harvey Daniels, Heinemann/Corwin Literacy, “Curiosity, Inquiry, and Equity”

Aeriale Johnson, Washington Elementary School, San Jose, CA, “Brilliant Inquiries in a Multilingual, Multicultural School”

Kari Ridolfi, Hartland North Elementary, WI, “Students Investigate Tornadoes and Native Peoples”

L.46 Words from a Bear: The Importance of Native American Literature and Documentary Filmmaking as Inquiry-Based Storytelling



349

In addition to exploring the critical importance of including Native American literature in the classroom, this panel will also explore how to engage students in a study of the process of documentary filmmaking. How does one approach telling the story of someone’s life? How does the journey of a filmmaker depend on exploration and inquiry? Join award-winning Kiowa filmmaker Jeffrey Palmer and other educators in a discussion focused on Indigenous storytelling, filmmaking, and discovery.

Presenters: Kristina Kirtley, WNET New York Public Media, New York, NY

Jeffrey Palmer, Syracuse University, Baldwinsville, NY

L.47 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

L.48 Poster Session: Writing Revision, Editing, and Assessment

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

Poster 1: Approaching Revision through the Spirit of Inquiry: Empowering Student Writers by Fostering Inquiry through Revision

M Ever written the paper you wanted to read in the margin while you were supposed to provide feedback? We invite you to attend this poster session to learn and share how to empower students and foster inquiry through revision.
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R Lighten your workload and increase your impact on students. Strategy packets will be available for all attendees.

Presenters: Andrew Giorgi, Solebury High School, New Hope, PA
Tara Sanders, Solebury High School, New Hope, PA

Poster 2: Be a Part of Your Students' Digital World: Sparking Inquiry with Video Grading

S Using video feedback instead of written feedback can change your relationship with your students and their relationship with their writing. By getting onto the platform they're on (YouTube) you may see how quickly they respond to your directed feedback. And, over time, your grading time may be reduced and student's requests for feedback will likely increase. This poster session will be a workshop for professors and teachers who want to begin video grading through private YouTube videos. Technical details, step-by-step instructions and the opportunity to practice creating a video will be available.
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Presenter: Jen Whiting, Mercer County Community College, Princeton, NJ

Poster 3: Challenging Comfort in the Classroom with Reflective Writings

S Composition courses promote fundamental skills that enable students to succeed. However, the skill of writing transcends grammar correctness.
C
R The recursive process encourages the student to revisit their writing and revise, making changes that come from suggestions and comments provided by either peers or instructors. While this practice is comfortable to both the student and the instructor, it does not promote growth in a foundational understanding of composition. Introducing reflective writing as a component of the recursive writing process encourages students to critically think about why revision is occurring. This challenges the comfort zone and stimulates growth in composition skills.

Presenter: Jo Cougill, Southeast Missouri State University, Jackson

Poster 4: Writing Assessment Gets Personal: Implementation of a Revised Writing Inventory in a Reading Diagnosis Course

E The purpose of this study was to explore the ways in which teacher candidate tutors implemented the use of a revised informal writing inventory in an undergraduate reading diagnosis course.
TE
R We obtained information on how eight tutors administered the writing inventory by recording the conversations with their students prior to and during the assessment and inviting them to complete a written interview about their experience. Major findings related to tutors' perceptions of their tutees' writing abilities and tutors' attitudes toward administering the inventory will be shared.

Presenter: Bethanie Pletcher, Texas A&M University, Corpus Christi

Poster 5: R.A.C.E.C.A.R.S.—Rules of the Road for Revision and Editing

E This session will share a concept I developed called R.A.C.E.C.A.R.S. — Rules of the Road for Revision and Editing.
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NWP This acronym houses tips and techniques writers use on their way to becoming expert editors and stronger authors. Through an engaging practice of keeping an eye out for RACECARS, writers learn to read with caution, spot potential “wrecks,” make “repairs,” and ultimately communicate more effectively through written works.

Presenter: Christina Hammons, SnuggleBug Books, Inc.

Poster 6: Three English Learners' Multimodal Composition: Voices, Identities, and Emotions

This study explores how three middle school English learners employed multimodal semiotic resources to express and reflect on their learning, and also to articulate aspects of their identities. Drawing from Unsworth (2001) and Serafini's (2010) principles for analyzing multimodal texts, the study shows how digital composition can help English learners find their voices, evoke emotions and advance their understanding of the subject matter.

Presenters: Zhongyu Cheng, Boston College, MA
Deoksoon Kim, Boston College, MA
So Lim Kim, Boston College, MA
Alisha Nguyen, Boston College, MA
Drina Kei Yatsu, Boston College, MA

SATURDAY LUNCHEONS

12:30–2:30 P.M.

CHILDREN'S BOOK AWARDS LUNCHEON

HALL C/D

The winners of the 2019 Charlotte Huck Award for Outstanding Fiction for Children and the Orbis Pictus Award for Outstanding Nonfiction for Children will speak at this luncheon. The 2019 Award for Poetry for Children will also be presented posthumously to Paul Janeczko.

Presiding: Roberta Price Gardner, Kennesaw State University, GA
Desiree W. Cueto, Western Washington University, Bellingham
Denise Davila, The University of Texas at Austin
Trish Bandre, USD 305, Salina, KS

Speakers:

Jonathan Auxier is the *New York Times* bestselling author of *The Night Gardener*, *Sophie Quire and the Last Storyguard*, and *Peter Nimble and His Fantastic Eyes*, which the *Wall Street Journal* called “as delightful a magical story as readers . . . will hope to find.” He lives in Pittsburgh with his family. Visit him online at thescop.com.

Bryan Collier is a beloved illustrator known for his unique style combining watercolor and detailed collage. He is a four-time Caldecott Honor recipient for *Trombone Shorty*, *Dave the Potter*, *Martin's Big Words*, and *Rosa*. His books have won many other awards as well, including six Coretta Scott King Illustrator Awards. His recent books include *By and By*, *Thurgood*, *The Five O'Clock Band*, and the 2019 Orbis Pictus Book Award winner *Between the Lines*. He lives in New York with his family.

Sandra Neil Wallace hopes that her stories inspire readers as much as they inspire her. She's the author of the 2019 Orbis Pictus Book Award winner and ALA-ALSC Notable Children's Book *Between the Lines*. Her book *Blood Brother: Jonathan Daniels and His Sacrifice for Civil Rights* was an ALA Notable Book and a Chicago Public Library “Best of the Best.” Her novel, *Muckers*, was named a *Booklist* Top 10 Sports Book for Youth. Formerly, Sandra was an ESPN reporter and was the first woman to host an NHL broadcast. She lives in New Hampshire with her family. You can visit her at SandraNeilWallace.com.

2019 AWARD RECOGNITION

Charlotte Huck Award for Outstanding Fiction for Children

Presenter: Desiree W. Cueto, Western Washington University, Bellingham

Recipient: *Sweep: The Story of a Girl and Her Monster*, written by Jonathan Auxier, published by Amulet

Orbis Pictus Award for Outstanding Nonfiction for Children

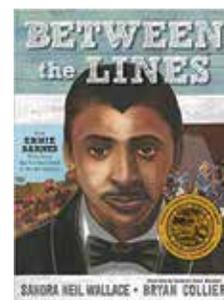
Presenter: Denise Davila, The University of Texas at Austin

Recipient: *Between the Lines: How Ernie Barnes Went from the Football Field to the Art Gallery*, written by Sandra Neil Wallace; illustrated by Bryan Collier, published by Simon & Schuster

Award for Excellence in Poetry for Children

Presenter: Trish Bandre, USD 305, Salina, KS

Recipient: Paul B. Janeczko, posthumously



Jonathan Auxier



Bryan Collier



Sandra Neil Wallace

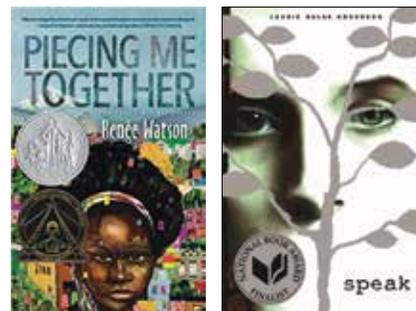


Paul B. Janeczko
July 27, 1945–Feb. 19, 2019

12:30–2:30 P.M.

SECONDARY SECTION LUNCHEON

BALLROOM IV



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

Speakers:

Laurie Halse Anderson is a *New York Times*-bestselling author whose writing spans young readers, teens, and new adults. Combined, her books have sold more than eight million copies. She has been twice nominated for the Astrid Lindgren Memorial Award. Two of her books, *Speak* and *Chains*, were National Book Award finalists, and *Chains* was short-listed for the prestigious Carnegie Medal. Anderson was selected by the American Library Association for the 2009 Margaret A. Edwards Award and has been honored for her battles for intellectual freedom by the National Coalition Against Censorship and NCTE. In addition to combating censorship, she regularly speaks about the need for diversity in publishing and is a member of RAINN's National Leadership Council. She lives in Philadelphia, where she enjoys cheesesteaks while she writes.



Laurie Halse Anderson

Renée Watson is the *New York Times*-bestselling, Newbery Honor-winning, and Coretta Scott King Award-winning author of *Piecing Me Together*, *This Side of Home*, *What Momma Left Me*, and *Betty before X*, co-written with Ilyasah Shabazz, as well as two acclaimed picture books: *A Place Where Hurricanes Happen* and *Harlem's Little Blackbird*, which was nominated for an NAACP Image Award. Her most recent books include *Watch Us Rise*, coauthored with Ellen Hagan, and the forthcoming *Some Places More Than Others* (September 2019). She is the founder of I, Too, Arts Collective, a nonprofit committed to nurturing underrepresented voices in the creative arts, and currently lives in New York City.



Renée Watson

Photo: NAACP

AWARD RECOGNITION

High School Teachers of Excellence Award

Paul and Kate Farmer *English Journal* Writing Award

Recipients: Mario Worlds, University of Florida, Gainesville, and Henry “Cody” Miller, P.K. Yonge Developmental Research School, Gainesville, FL, “Miles Morales: Spider-Man and Reimagining the Canon for Racial Justice” (March 2019)

Honorable Mention: Amy (Amanda) Cavanaugh, Lincoln-Way East High School, Frankfort, IL, “Cultivating Critical Thought in Gen-Z Culture of Sharing” (July 2019)

English Journal Edwin M. Hopkins Award

Recipient: Tom Romano, “The Poet and Me, the Writer and You” (March 2019)

A book signing will follow the luncheon.

SATURDAY

FEATURED SESSION



Beyond Spirited Inquiry: Making Commitments to Linguistic and Racial Justice Actionable

310

Three critical language scholars of color will discuss and illustrate how linguistic racism get perpetuated and normalized in our research methodologies, disciplinary discourses, curricular choices, and pedagogical practices. The separate but interconnected presentations offer new insights for working toward racial and linguistic at the intersections of theory, research, and practice.

Chair: Marcelle Haddix, Syracuse University, NY

Presenters: April Baker-Bell, Michigan State University, East Lansing
Kisha Bryan, Tennessee State University, Nashville
Carmen Kynard, Texas Christian University, Fort Worth
Teaira McMurtry, Milwaukee Public Schools, WI



Marcelle Haddix



April Baker-Bell



Kisha Bryan



Carmen Kynard



Teaira McMurtry

M.01 Reading and Inquiry: What's the Hidden Connection?

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ELATE

LGBTQ

LUA

Rainbow

301

This session will explore how students can develop spirited inquiry through reading. The author panel will discuss what their books offer to develop inquiry in readers. We will explore how books can be the essential tool that can spark curiosity and the desire to ask questions. We will hear the life stories of this diverse panel of authors and learn what the catalysts were that unleashed their own thirst for knowledge. In this session we are looking to empower teachers to be the phenomenal spark that creates spirited inquiry in their students.

Presenters: Tonya Bolden, Bloomsbury e.E. Charlton-Trujillo, Candlewick
Barb Langridge, Howard County Central Library (retired), Ellicott City, MD
Kekla Magoon, Macmillan Children's Publishing Group
Kwame Mbalia, Disney Publishing Worldwide
Matt Mendez, Simon & Schuster
Lynda Mullaly Hunt, Nancy Paulsen Books/Penguin
Jen Wang, Macmillan Children's Publishing Group

M.02 The Power of Professional Journals: An English Journal and Voices from the Middle Event

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302

In this session, the journal editors for *English Journal* and *Voices from the Middle*, two NCTE publications, offer approaches, strategies, and advice for writing about the teaching and learning that happens in our classrooms and sharing that writing with an audience of interested colleagues. They present a snapshot of the journal publication process, discussing idea generation, embedding research, submission, review, and how to respond to editors' decisions.

Presenters: Toby Emert, Agnes Scott College, Decatur, GA
Sara Kajder, The University of Georgia, Athens
R. Joseph Rodríguez, California State University, Fresno
Shelbie Witte, Oklahoma State University, Stillwater

M.03 Capturing the Electric Moment: Ordinary People, Extraordinary Legacies

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In a single image, much can be divined that can change us and our world. In this interactive session, four authors of picture book biographies use compelling, sometimes contrasting, images to lead participants in hands-on writing and discussion activities that can be used to spark recognition, curiosity, and action in students at all grade levels. Teachers will leave with templates and other takeaways to support their students' capturing of an electric moment in their own words.

Presenters: Kim Chaffee, New in 19 Debut Authors, Londonderry, NH
Debbie Gonzales, New in 19 Debut Authors, Saline, MI
Lisa Rogers, Wellesley Public Schools, Wellesley, MA
Adrienne Wright, New in Nineteen Debut Authors & Illustrators, Gulph Mills, PA

M.04 Launching Inquiry with Place-Based Culturally Relevant Instruction

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Rainbow

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This session focuses on place-based culturally relevant instruction. One presentation exhibits how teachers in Hawai'i used texts aligned to science and literature inquiry. The second presentation draws from play and design theories to demonstrate the ways in which creating literary landscapes allow students to develop a deeper understanding of Africa.

Chair: Antonia Adams, University of Houston, TX
Presenters: Jocelyn Amevuvor, Pennsylvania State University, University Park
Miki Maeshiro, Kamehameha Schools, Kaneohe, HI
Christopher McAdoo, Kamehameha Schools, Honolulu, HI
Amy Wallo, Great Expectations Early Learning and Child Care Center, Blairsville, PA
Vivian Yenika-Agbaw, Pennsylvania State University, University Park

M.05 Writing Our Multilingual Worlds: Translanguaging and Young Multilingual Students

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ELATE

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This session will be invaluable to teachers who want to engage students in content learning through creative work while supporting both English and the students' home languages. Exploring both a content-based poetry unit and a family story project, presenters will also ask participants to consider the ways in which assessment of multilingual students' writing needs can reflect the multi-modal literacies and strengths that students bring to the literacy classroom.

Chair: Alefiya Master, Atlanta, GA

Presenters: Alex Allmond, Georgia Southern University, Statesboro

Sally Brown, Georgia Southern University, Pooler

Meral Kaya, Brooklyn College, NY

Jen McCreight, Hiram College, OH

M.06 A Spirited Inquiry into Social Justice Issues through the Detournement Video Project

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How can the creation of critical digital texts engage students in a spirited inquiry into contemporary issues of social justice? This session explores how a digital video project enabled two teachers to lead their students in a spirited inquiry of social justice issues through a critical media literacy lens. Presenters will share samples of student work and discuss practical considerations for how other educators can effectively implement the project and others like it.

Presenters: Sarah Benish, Bentonville High School, AR, "The Detournement Video Project as Argumentative Essay: Helping Students Make the Connections"

Seth French, University of Arkansas, Fayetteville, "Practically Implementing the Detournement Video Project: A Guide toward Spirited Inquiry"

Ace Horton, Bentonville High School, AR, "Embracing the Unfamiliar: A Non-Tech-Savvy Teacher's Guide to Implementing Digital Video Projects"

M.07 Inquiry into Refugee and Immigrant Experiences

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At this roundtable session, choose from short presentations and discussions that center on student and educator inquiry into refugee and immigrant experiences

Chair: Elizabeth Thackeray Nelson, University of Utah, Salt Lake City

Presenters: Christa Agiro, Wright State University, Dayton, OH

Michael Anderson, Triangle Math and Science

Academy/North Carolina State University, Raleigh

Bev Faircloth, University of North Carolina, Greensboro

Michelle Falter, North Carolina State University, Raleigh

Mary Gilliland, Texas Woman's University, Denton

Christy Marhatta, University of North Carolina, Greensboro

Dominique McDaniel, University of North Carolina, Greensboro

Nina Schoonover, North Carolina State University

Mandy Stewart, Texas Woman's University, Denton

Amy Vetter, University of North Carolina, Greensboro

Katrina Webber, Dublin City Schools, Columbus, OH

Melody Zoch, University of North Carolina, Greensboro

M.08 Off Campus but in the Conversation: Acknowledging Complexity in High School-College Partnerships

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This presentation explores the variability of sites within a dual credit/concurrent enrollment program as a constituting strength. The teachers gathered here seek to foster thinking about how their sometimes presumed marginal role within the university (as off-campus, adjunct, unpaid faculty) might be recouped or better understood as part of an informing and significant contribution to the university itself—if, that is, the university makes room for this possible dialogue. Our panel features heterogeneous, sometimes competing voices that put pressure on the assumption that college composition can be defined without hearing from the high school teachers who also teach these courses.

Chair and Presenter: Scott Campbell, University of Connecticut, Hartford

Presenters: Michelle Amann-Wojenski, Wilcox Technical High School
Lalitha Kasturirangan, Eli Whitney Technical High School

Emily Kilbourn, Ridgefield High School
Kristen Mucinskas, Wethersfield High School
Jeffrey Roets, Wethersfield High School
Lauren Shafer, Granby Memorial High School
Marc Zimmerman, Bristol Eastern High School

M.09 Middle Level Mosaic

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Sponsored by the Middle Level Section Steering Committee

Middle level educators, don't miss the capstone to our #whymiddlematters session! This year's Mosaic will feature conversations with middle grade authors, teachers, and teacher educators. Share questions; play with ideas; and discuss books, craft, and middle grade students' journeys through literature at over ten roundtables!

Presenters: Sarah Bonner, Heyworth Community Unit School District #4, IL
Carol Boston Weathersford, Little Bee Books
Pablo Cartaya, Penguin Random House
Nidhi Chanani, Roaring Brook Press (Macmillan Children's)
Dulce-Marie Flecha, Cayuga Centers
Tracey Flores, The University of Texas at Austin
Antero Garcia, Stanford University, CA
Luz Herrera, California State University, Fresno
KaaVonia Hinton, Old Dominion University, Norfolk, VA
Rita Kamani-Renedo, New York City Public Schools
Lynda Mullaly Hunt, Nancy Paulsen Books/Penguin
Emma Otheguy, Knopf Books for Young Readers/Lee and Low Publishers/Las Musas
Celia Perez, Penguin Books for Young Readers
Scott Reintgen, Random House
R. Joseph Rodríguez, California State University, Fresno
Aida Salazar, Las Musas
Robyn Seglem, Illinois State University, Normal
Amía Soto-Carrión, NYC Teaching Fellows
Nic Stone, Penguin Random House
Sara Vigrass, New York City Public Schools
Jeff Zentner, Penguin Random House

M.11 We Are All Literacy Teachers Now: Teacher Educators Speak in Disciplinary Literacies

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How do disciplinary literacies speak? In this session, three teacher educators describe the impact their collaborative work with content area texts, disciplinary literacy instruction, and inquiry-based learning had on middle grade teacher candidates in the southern United States. Participants will receive materials to enhance literacy instruction in middle, secondary, and teacher education classrooms.

Presenters: Betsy Barrow, Georgia Southern University, Statesboro
Taylor Norman, Georgia Southern University, Statesboro
Amanda Wall, Georgia Southern University, Statesboro

M.12 Young Adult Literature and Teacher Education

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How do teacher educators invite preservice teachers to engage with young adult literature fully and critically? Presenters will explore how YAL can be used to invite educators to shape critical and nurturing philosophies for teaching adolescents.

Chair and Presenter: Jon Wargo, Boston College, Watertown, MA

Presenters: Paige Horst, Radford University, VA
Summer Pennell, Truman State University, Kirksville, MO
Celeste Trimble, St. Martin's University, Lacey, WA

M.13 National Writing Project: What, How, and Why

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Presenters share detailed methods and materials for various implementations of NWP Institutes and events.

Chair: Kristin McIlhagga, Oakland University, Rochester, MI

Presenters: Michelle Honeyford, University of Manitoba, Winnipeg
Rebecca Rivard, Meadow Brook Writing Project, Oakland University, Rochester, MI
Trixie Smith, Michigan State University, East Lansing
Jennifer Watt, University of Manitoba, Winnipeg

M.14 Rethinking Race, Reimagining the Classroom: Perspectives from Asian American English Teachers

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Sponsored by the NCTE Asian/Asian American Caucus

This panel comprises members of the NCTE Asian/Asian American Caucus, which values research, pedagogy, and mentorship and aims to bring visibility to Asian, American experiences within the profession. Our panelists share their perspectives on the joys and challenges of teaching English at the college level as faculty members of color. Shedding light on the unique experiences of Asian American faculty in English, this panel not only challenges (and broadens) how we think and talk about race in America but also encourages us to imagine new interdisciplinary possibilities for the English classroom at this historical moment.

Chair and Presenter: Jeffrey Cabusao, Bryant University College of Arts and Sciences, Smithfield, RI

Presenters: Betina Hsieh, California State University, Long Beach, “Inquiry and Identity: Exploring Who We Are as Asian American English Teachers”
Jung Kim, Lewis University, Oak Park, IL, “Inquiry and Identity: Exploring Who We Are as Asian American English Teachers”
Byung-In Seo, Chicago State University, IL, “‘You’re Not a Real Asian’ and Other Ways Stereotyping Is a Waste of Time and Energies”

M.15 Challenging the Epidemic of Dependent Learners: Inviting Reluctant Students and ELLs to do Authentic Reading Work

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The language and methodology of reading instruction can invite or dis-invite students into the world of learning. This has particular implications for language learners and reluctant readers. We describe a collaborative effort to empower teachers to research these students, to better understand what they know and what they need.

Chair: Dorothy Barnhouse, Stenhouse

Presenters: Jennifer Chubak, New York City Public Schools, NY
Jeanette Echeverri, New York City Public Schools, NY
Eujin Tang, New York City Department of Education, NY
Tony Tong, New York City Department of Education, NY
Lindsey Yang, Sunset Park School, PS 169, Brooklyn, NY

M.16 Dangers of a Single Story: Diversifying Classroom Bookshelves and Curriculums

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In this moderated panel, four YA authors discuss what “a single story” is for their communities and how to dismantle it as educators, and how to guide students through dismantling it. We will explain how to diversify classroom and library collections, and how doing so can foster tolerance and provide safe discussion spaces for students.

Presenters: Katherine Locke, YA Pride
Mark Oshiro, Tor Teen
Emily X. R. Pan, Little, Brown Books for Young Readers
Ricci Yuhico, New York Public Library, NY

M.17 Literacy for Our Collective Liberation: Removing Institutional Barriers for Readers and Leaders

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Sponsored by the Conference on English Leadership

In this session, Julia Torres will address the so-called “opportunity gap” and invite participants to reflect on the literacy education systems and structures that empower or imprison students. Roundtable leaders will lead conversations about the work that needs to be done in order to lead a classroom or institution that is truly inclusive.

Chair: Janice Schwarze, Downers Grove North High School, Downers Grove, IL

Presenter: Julia Torres, Denver Public Schools, CO
Roundtable Leaders: Kate Baker, Southern Regional High School, Manahawkin, NJ
Christopher Bronke, Downers Grove North High School, IL

Robin Bynum, Troy University, AL
Helena Hitzeman, Naperville North High School, IL
Jacqueline Hurley, Pinellas County Schools, Largo, FL
Janetta Jayman, Baltimore County Public Schools, MD
Zackory Kirk, Atlanta, GA
Jeff Krapels, Northern Valley Regional High School, Old Tappan, NJ
Shari Krapels, Cresskill High School, Park Ridge, NJ
Lisa Lenihan, Notre Dame High School, Lawrenceville, NJ
Emily Meixner, The College of New Jersey, Ewing
Elsie Lindy Olan, University of Central Florida, Orlando
Elizabeth V. Primas, National Newspaper Publishers Association
Karen Raino, Lyons Township High School, IL
Susan Ritter, Cranford Public Schools, NJ

Heather Rocco, School District of the Chathams,
Chatham, NJ
Anna J. Small Roseboro, Grand Rapids, MI
Rachel Scupp, Thomas Grover Middle School, West
Windsor, Plainsboro, NJ
Elaine Simos, Downers Grove North High School, IL
Rebecca Sipe, Eastern Michigan University, Dexter
Kellie Thompson, YES Prep Public Schools

M.18 What If Workshops Were More Than One Way? Meeting Students' Needs by Rethinking Common Reading and Writing Structures



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The elements of a workshop-based approach—responsive instruction, daily reading and writing, student choice—are all key to student growth. How we weave these elements into our practice, however, should reflect students' needs. This session will engage participants in inquiry into the common (dare say, orthodox) methods associated with workshop and offer alternatives that support a wider range of learners.

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

Presenters: Amira Abdel-Aal, New Horizon School, Irvine, CA

Shawna Coppola, The Educator Collaborative, Astoria, NY
Pia Persampieri, Trinity Elementary School

M.19 Beyond Writing Projects: Inspiring Inquiry by Storying Ourselves



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Narrative is a powerful tool that can engage young people in deep and spirited inquiry. However, traditional projects have a history of privileging “the kinds of stories” students believe they are allowed to tell in school. In this interactive session, we explore iterations of a cultural narrative project implemented across multiple contexts, designed to move students toward critical inquiry of themselves and their communities. In using this project to spark inquiry for our students, we realized that we, as teachers, were also sparking inquiry for ourselves.

Presenters: Jennifer Mitchell, Severance High School, CO
Kristina Stamatis, University of Colorado, Boulder
Sarah Woodard, Denver Public Schools, CO

M.20 Creating a Culture of Argument with Inquiry in the Elementary Classroom



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Using resources and instructional strategies from the National Writing Project's College, Career, and Community Writers Program, participants will explore possibilities for engaging elementary students in conversation, arguments, and writing. This session includes an examination of student writing and a discussion of the effectiveness of the instruction that generated the writings. Participants will leave the session having started their own plan for inquiry into argument writing instruction.

Chairs: Robin Atwood, South Mississippi Writing Project, Hattiesburg

Mark Dziedzic, University of Wisconsin, Madison

Presenters: Dawn Hawkins, Upstate Writing Project/
South Carolina Department of Education

Lynette Herring-Harris, National Writing Project,
Morton, MS

Lucas Shortt, Appalachian Writing Project, VA

Sandra Taylor-Marshall, University of Wisconsin,
Madison

M.21 Spirits Supporting Inquiry: Indigenous Video Games in the Composition Classroom



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In *Kisima Inŋitchuŋa*, a video game mediation of Iñupiaq traditional stories, spirits support inquiry. In this session, participants will play the game and consider how to de-center colonial perceptions of inquiry within their classrooms.

Presenter: Chelsea Murdock, Clemson University, SC

M.22 The “White Gaze” in Multiple Perspectives: Using Counter-Inquiry and Counter-Fairy Tales to Center Black and Brown Youths’ Voices

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Using critical race perspectives, presenters examine the ubiquity of Whiteness in English language arts and suggest “counter-inquiry” and counter-storytelling as approaches to further inform multiple perspectives in the reading and composing of stories. From Latinx youths composing racial and sociopolitical self-portraits to Black and Brown youths exploring career possibilities to Black girls reading, responding, and revising dominant fairy-tales, presenters share counter-self-portraiture and counter-fairy tales that center Black and Brown youths’ perspectives and offer attendees resources for antiracist teaching.

Chair and Presenter: Jennifer D. Turner, University of Maryland, College Park, “Counter-Inquiry and the Racialized Career Images of Black and Brown Youth”

Presenters: Dorothy E. Hines, University of Kansas, “And That’s All She Wrote: Using Counter-Fairy Tales (CFT) to Engage Black Girls in Literacy”

Rossina Zamora Liu, University of Maryland, College Park, “‘Maybe they’re just satirical portrayals of American adolescence’: Latinx Youths Counter the Casualness of White Gazing and ‘Multiple’ Perspectives”

Jemimah L. Young, The University of Iowa, Iowa City, “And That’s All She Wrote: Using Counter-Fairy Tales (CFT) to Engage Black Girls in Literacy”

Respondent: Lamar L. Johnson, Michigan State University, East Lansing

M.23 Of Monsters and Men: Walter Dean Myers

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Monster by Walter Dean Myers has been adopted by numerous school districts not only because of its outstanding literary quality but because of the visibility it provides to black men coming of age in the United States. This panel explores how the dual narrative style and the ambiguous ending require readers to do more than become empathetic, but to work to explore their own interpretation of Steve.

This critical work will transform deficit-based discussions into ones in which readers identify assets. This will allow us to teach students how literature can be a tool for self-inquiry and growth.

Chairs and Presenters: Edith Campbell, Cunningham Memorial Library/Indiana State University, Terre Haute

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

Presenter: Laura Jiménez, Boston University, MA

Tradebook Authors: Laurie Halse Anderson, Penguin Random House

Ellen Oh, HarperCollins Childrens/We Need Diverse Books

Pheobe Yeh, Penguin Random House

M.24 Learning from Writers: Three Studies of the High School to College Writing Transition

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This panel presents three qualitative studies of the critical transition from high school to college writing. Session participants will have the opportunity to discuss the relevance of the findings for their own teaching context and begin developing teaching strategies based on the research presented.

Presenters: Brad Jacobson, University of Texas El Paso, “Performing College: Negotiating Identity across Context”

Cara Morgenson, University of Nebraska, Lincoln, “Participatory Evaluation: An Intervention in Secondary-University Knowledge Politics”

Christina Saily, Arizona State University, Tempe, “The Transition In: Research to Support Writers in the Transition to College Writing”

M.25 Sparking Thought without Starting an Inferno: Daring to Explore Potentially Explosive Questions of Faith, Spirituality, Religious Tradition, and Philosophical Diversity in Books for Young People

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This panel will offer an inquiry into sensitive and thoughtful ways to discuss books that touch on spirituality and differing religious beliefs. The writers will discuss how religion sparks their work, and will suggest ways to discuss spiritual themes in stories with young people in an atmosphere of mutual respect. They will also speak about avoiding didacticism and touch on challenges they have overcome in writing about religiously charged characters. Attendees will leave equipped with a list of titles that seamlessly incorporate spirituality into the story line.

Presenters: Sarah Aronson, Beach Lane Books/Scholastic, Inc.
Megan Atwood, Rowan University, Collingswood, NJ
Christine Heppermann, Greenwillow/HarperCollins
Aisha Saeed, Penguin
Padma Venkatraman, Penguin/Random House
Aliza Werner, Glendale-River Hills School District, WI

M.26 Notable Children’s Books in the Language Arts 2019 Awards

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Sponsored by the Children’s Literature Assembly

Notable Children’s Books in the Language Arts (NCBLA) Committee members will share brief reviews of the 30 K–8 titles selected for the 2019 list. Then a group of authors/illustrators of these NCBLA titles will entertain participant questions at roundtables. Finally, lucky attendees may win one of the 30 NCBLA titles to be given away.

Committee Chair: Cynthia Alaniz, Cottonwood Creek Elementary
Presenters: Jane Bean-Folkes, Marist College, South Orange, NJ
Elizabeth Bemiss, University of West Florida, Pensacola
Sue Corbin, Notre Dame College, South Euclid, OH
Jeanne Gilliam Fain, Lipscomb University, Nashville, TN
S. Rebecca Leigh, Oakland University, Rochester, MI
Jennifer Summerlin, University of Alabama at Birmingham

M.27 Inquiry and the Undergraduate Researcher: Lessons from the UC Berkeley-Library of Congress “Teaching Primary Sources” Pilot Project

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This panel describes a pilot project between the Library of Congress’ (LOC) “Teaching with Primary Resources” program and faculty at UC Berkeley that aims to foster inquiry in college writing and language courses by asking students to engage with primary sources. We review core concepts of LOC tools, show how they can be applied to a wide range of media, and provide the audience with an activity to practice them.

Chair: Benjamin Spanbock, University of California, Berkeley
Presenters: Carmen Acevedo Butcher, University of California, Berkeley
Kimberly Freeman, University of California, Berkeley
Peggy O’Neill-Jones, Metropolitan State University of Denver, CO

M.28 What Should Teachers Know about the History of English Language Arts?

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In this session we will explore how events from the history of English language arts education can inform our teaching today. How can knowing the beginnings of the high school literary canon help us analyze and understand current debates about which texts to teach? What role has independent/free reading played in ELA classrooms over the past hundred years and how can the ebb and flow of this practice explain why it remains controversial in some schools? What are the historical roots of textbook censorship and how can knowing this history guide our response to present-day book challenges?

Presenters: Judith Franzak, Salisbury University, MD
Anmarie Sheahan, Western Washington University, Bellingham
Don Zancanella, University of New Mexico, Albuquerque

M.29 Tribute to Paul B. Janeczko: Poet, Teacher, and Anthologist

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Sponsored by the NCTE Award for Excellence in Children's Poetry Selection Committee

The entire NCTE community was saddened to hear the news of the passing of longtime teacher and lauded poet and anthologist Paul B. Janeczko on February 19, 2019. This session will pay tribute to Paul's enduring legacy. Members of the NCTE Award for Excellence in Children's Poetry selection committee; poets and writers Georgia Heard, Ralph Fletcher, and Rebecca Kai Dotlich; and Liz Bicknell, executive vice-president and editorial director at Candlewick Press, with whom Paul published numerous books, will lead the tribute and speak about the influence Paul had on the literary and educational world.

Chair: Maria Menjivar, Prince William County Public Schools, VA

Presenters: Trish Bandre, USD 305, Salina Public Schools, KS

Liz Bicknell, Candlewick Press

Rebecca Kai Dotlich, Boyds Mills Press

Ralph Fletcher, Heinemann/Stenhouse

Georgia Heard, Boyds Mill Press/Scholastic, Inc.

M.30 Fostering Inclusive Inquiry in the ELA Classroom: Asset-Based Approaches That Break Inclusion Barriers

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This panels flips the script of typical conversations about inclusion classrooms. We value inclusion as a process of teaching that recognizes the abilities of all students and promotes spirited inquiry. Attendees will engage with differing divergent teaching methods and leave with a wealth of resources that may foster more inclusive teaching in their home community.

Presenters: Christopher Bass, University of Illinois, Chicago

Amanda Biviano, Virginia Tech, Blacksburg

Alisha White, Western Illinois University, Macomb

Respondent: Patricia Dunn, Stony Brook University, NY

M.31 YA Literature and Teaching Poverty

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Without ever saying a word, a line is drawn in the sand: the poor kids are friends with the poor kids—the wealthy kids are friends with the wealthy kids. How can we, as teachers, take down these walls that prevent learning? The purpose of this session is to shed light on that unspoken barrier and share with the listeners our attempt to break down our students' preconceived notions or naive ignorance about the poverty occurring around them.

Presenters: Ann Reddy, Tiffin Columbian High School, OH

Devan Toncler, Tiffin Columbian High School, OH

M.32 The Literacy-Music Connection

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The panel will share rationale based on background research and practical lesson plans for extending children's trade books about jazz and rock n' roll. Susan Verde, author of *Rock n' Roll Soul*, will share her insights and intentions of her writing.

Presenters: Richard Ammon, The Pennsylvania State University, Middletown, PA

Jennifer Solomon, Lower Dauphin School District, PA, "Literacy and Music Connection"

Author/Illustrator: Susan Verde, Abrams, "Author Perspective "

M.33 Teaching Racial Literacy through Literature

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This panel is framed by the research and teaching of two white teacher educators discussing methods used to build students' racial literacy toward antiracist goals in English teaching. The three presenters include two white inservice teachers who address racism via literature study with their high school and middle school students in racially diverse schools, and one white preservice teacher who discusses the strategies practiced in her Methods course that developed her own racial literacy motivated by antiracist goals.

Chair: Carlin Borsheim-Black, Central Michigan University, Mount Pleasant

Presenters: Jennifer Cupp, Impact Prep at Chestnut Accelerated Middle School
Nicole Godard, Hampden Charter School of Science
Christine Luongo, Westfield State University, MA
Respondent: Sophia Tatiana Sarigianides, Westfield State University, MA

M.34 Creative Ways to Develop Language Skills through Fiction: How the Right Book Can Build Students' Inquiry for Learning Everything from Grammar to Advanced Writing Techniques

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Middle grade authors Samantha M. Clark, Victoria Piontek, and Mae Respicio will discuss the types of writing techniques they use in their books and why they chose to use them, and offer tips on how teachers can use fiction to explain both basic and advanced English language skills in exciting ways. The authors also will provide a handout filled with creative writing exercises.

Presenters: Samantha Clark, Simon & Schuster/Paula Wiseman Books
Patti Kim, Simon & Schuster
Victoria Piontek, Scholastic, Inc.
Mae Respicio, Random House/Wendy Lamb

M.35 YA Fantasy as a Gateway to Analyzing Complex Characters

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While the English language arts Common Core Standards at the high school level offer rigorous standards for teachers and students, they also present several challenges: finding engaging texts for students, helping students move from simply understanding content to analyzing content, and preparing students to grapple with complex texts at a college level. Young adult genre fiction, particularly fantasy and science fiction, can provide a useful resource to

meet these challenges. In this panel, YA authors discuss how YA fantasy novels can be used to study character arcs in complex characters.

Presenters: Rosalyn Eves, Southern Utah University/Random House
Rahul Kanakia, Disney/HarperTeen
Kristina Perez, Macmillan/Tor Teen

M.36 Playing with Fiction: Exploring How Gaming Can Spark Inquiry in Fiction

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Creating a classroom inquiry project in which students simultaneously read a novel and play a video game with a similar setting or theme adds the potential of transmediation to a literacy experience. This session explores a class project that provided grade 6 students with a vivid multimodal story experience by pairing reading with gaming in order to inspire self-guided inquiry and to simultaneously integrate digital and traditional literacy practices. Students' observations about the experience and examples of their inquiry projects will be shared. The session also discusses obstacles to introducing video gaming in schools and suggests ways to overcome them.

Presenters: Jeanne Henry, Hofstra University, Hempstead, NY
Lorraine Radice, Long Beach School District, NY

M.37 Digital Researching, Writing, and Storytelling

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Panelists share both digital and mobile technologies as well as activities and assignments that help facilitate students' researching, writing for the web, and telling place-based narratives.

Chair: Alexander Ross, Torrance Unified School District, CA
Presenters: Megan Kane, Elizabethtown College, PA
Tara Moore, Elizabethtown College, PA
Jordan Schugar, West Chester University, PA
Heather Schugar, West Chester University, PA
Mari-jo Ulbricht, University of Maryland Eastern Shore, Princess Anne, "Digital Researching"
Gabriela Vlahovici-Jones, University of Maryland Eastern Shore, Princess Anne, "Digital Researching"

M SESSIONS / 2:45–4:00 P.M.

M.38 Shakespeare, the Body, and Performance

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Focusing on performance as inquiry, this session offers new ways to embody and understand Shakespeare's play.

Presenter: James Mascia, Great Mills High School, MD

M.39 Choose Carefully: First Literature Choices in High School English Classes

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What they say about first impressions is true. Utilizing the perspectives of teachers, teacher educators, and a renowned young adult author, this interactive session explores the ways that teachers choose their first texts of the year—including classic novels, young adult selections, representations of diversity, and digital media texts. Considering the reasons for such selections—and the inquiry climate established from the beginning—determines the stage for successful learning. Possible texts: *Blade*, *Holes*, *Parrot in the Oven*, *East of the Rockies*, *Things Fall Apart*, *All American Boys*, *Tradition*, *Animal Farm*, *Romeo and Juliet*, *American Street*, *The Poet X*, *Children of Blood*.

Presenters: Steven Bickmore, University of Nevada, Las Vegas, "Choosing the First Novel in a Secondary ELA Classroom"

Fawn Canady, Sonoma State University, CA

Renee Dorrity, George Washington University, Washington, DC, "Choosing the First Novel in a Secondary ELA Classroom"

Gretchen Rumohr-Voskuil, Aquinas College, Zeeland, MI, "Choosing the First Novel in a Secondary ELA Classroom"

Rene Saldana, Texas Tech University, Lubbock
S. R. Toliver, The University of Georgia, Athens

M.40 Creating Queer-Affirming Literacy Classrooms with Teaching Tolerance

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Join Teaching Tolerance as we introduce various curricular materials aimed at creating affirming literacy classrooms and practices for LGBTQ students, families, and educators. We will discuss incorporating Teaching Tolerance's, text library, which is composed of literary and

nonfiction texts, into K-12 literacy classrooms. Finally, we will discuss how to implement and share Teaching Tolerance's "Best Practices for Serving LGBTQ Students" guide in classrooms, campuses, and communities.

Presenters: Stef Bernal-Martinez, Teaching Tolerance, Montgomery, AL

Cody Miller, P. K. Yonge Developmental Research School, Gainesville, FL

M.41 Hacking Texts in a #Woke Classroom: Humanizing African American Males through Critical and Dramatic Inquiry

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In this interactive session, participants will learn how to use dramatic inquiry as a tool to "hack" literary texts within the context of a critically conscious classroom in order to disrupt stereotypes about African American males and to humanize them.

Presenters: Patricia Enciso, The Ohio State University, Columbus

Cheryl Logan, The Ohio State University, Columbus
Nithya Sivashankar, The Ohio State University, Columbus

M.42 Not Your Mother's Informational Text: How Nonfiction with Innovative Structures and Voice Can Spark Inquiry, Engage Readers, and Inspire Writers

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We're living in a golden age of nonfiction—a world where curious readers can reach beyond dry textbook writing to explore engaging topics through everything from graphic and interactive nonfiction to photojournalism to memoir. In this session, five award-winning authors will share their latest works of high-interest nonfiction and science-based fiction along with secrets and strategies that student writers can use too in crafting informational writing that sparkles with voice, unique structures, and style.

Chair and Presenter: Kate Messner, Chronicle Books

Tradebook Authors: Tracey Baptiste, Algonquin Young Readers/The Brown Bookshelf

Nikki Grimes, Boyds Mills

Erica Perl, Penguin/Random House

Christina Soontornvat, Scholastic, Inc.

M.43 Nurturing an Inquisitive Spirit and Fostering Our Public Selves through Social Media

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Teaching necessitates attending to the learning and growth of other people, but how, as teachers, can we nurture our own creative and intellectual development? In this interactive session, attendees will dialogue with educators who, through blogging, podcasting, and tweeting, are using social media to foster their public selves.

Presenters: Sean Connors, University of Arkansas, Fayetteville
Paul Thomas, Furman University, Greenville, SC
John Warner, College of Charleston, SC

M.44 Spirited Inquiry: What Does Popular Media Say about Poverty

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In this session, presenters will explore the topic of poverty as depicted in popular media sources (e.g., television, music, and comics). The presenters will model strategies to help students not only unpack media representations of poverty, but also construct social action projects to address the issue of economic disparities in their schools and communities.

Presenters: Janine Darragh, University of Idaho, Moscow
Crag Hill, University of Oklahoma, Norman

M.45 Using Discussion of Inquiry Texts to Promote Academic Engagement and Personal Enrichment

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In this presentation, we defend the teaching of inquiry and propose a method for that teaching. Using Dewey, Freire, and Gordon Wells for guidance, we share ideas about teaching inquiry through curiosity- and scepticism-driven interrogation of everyday experience using student-generated texts.

Presenters: Christine Gorychka, Austin, TX, “Identifying Topics for Inquiry Texts”
Bill Martin, Delgado Community College, New Orleans, LA, “Creating and Using Inquiry Texts”

M.46 Workshop and Don’t Drop: Strategies for Building a Secondary Writing Workshop

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Like the Butterball Turkey Hotline next week, we are here to answer your burning questions ... about high school writing workshop! Curious-but-skeptical about how writing workshop could work in your classroom? Does workshop feel like too much for your secondary students? Or maybe not enough? In this session, classroom teachers—from workshop dabblers to die-hards—address the roadblocks that stand between teachers and workshop by pairing questions teachers frequently ask with concrete strategies to help you overcome those obstacles. You will leave with your queries answered and ideas in your pocket so that you can stop worrying.

Chair: Allison Marchetti, Moving Writers, North Chesterfield, VA

Presenters: Kristin Bond, The American Community School of Abu Dhabi, Khalidiyah
Stefanie Jochman, Trinity Episcopal School, Richmond, VA
Megan Kortlandt, Oakland Schools, Royal Oak, MI
Hattie Maguire, Novi Community Schools, South Lyon, MI
Paige Timmerman, Salem Community High School, Carlyle, IL
Noah Waspe, The Plains Elementary School, Athens, OH
Michael Ziegler, Novi Community Schools, South Lyon, MI
Respondent: Rebekah O’Dell, St. Michael’s School, North Chesterfield, VA

M.47 Exhibitor Session: Taylor Mali Reads “What Teachers Make” and Other Poems

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CARROLL (HILTON)

Sponsored by Metaphor Dice

Come listen to Taylor Mali, the author of “What Teachers Make” and other poems, perform some of his poetry and talk about Metaphor Dice, his poetry prompt writing game on sale here at NCTE. A free classroom set of Metaphor Dice will be given to whoever writes the best metaphor using the prompt displayed at Booth 1055. Come visit before the reading!

Presenter: Taylor Mali, Poet

M.48 Poster Sessions—Finding Ways to Reach All Learners

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

Poster 1: Dialogic Discussions with Informational Text in Early Childhood Classrooms



Dialogic discussion is a useful interactive reading strategy that classroom teachers and parents should use when reading with young children. Research studying the use of nonfiction literature, combined with dialogic discussions in order to build vocabulary in young children, demonstrates that significant vocabulary growth can happen when these strategies are regularly implemented. It is important for teachers to encourage the use of nonfiction literature in early childhood classrooms. It can be used in developmentally appropriate ways, especially using the strategy of dialogic discussions in which children and teacher interact in discussion as the book is read.

Presenter: Gwen Marra, Dordt University, Sioux Center, IA

Poster 2: A Superhero Partnership: Toward Better Models for Secondary ELA Writing Teacher Preparation



This poster presentation explains a grant-funded partnership between a university's English education undergraduate and graduate programs and a local, high-needs rural middle school. In this partnership, teacher candidates take a required writing pedagogy course, and as part of the course, candidates tutor at-risk middle schoolers in an after school writing workshop.

The writing workshop activities—such as composing collaborative superhero graphic novels—helped struggling students develop confidence and joy in the writing process. The presenters will discuss how to create, sustain, and assess school-university partnerships that better prepare teacher candidates by bringing together all stakeholders in teacher education.

Presenters: Laura Davies, SUNY Cortland
Michael DeVito, SUNY Cortland

Poster 3: Decentering Other People's Voices: Recentring Student and Community Accountability



The poster presentation format engages educators and teacher educators in conversation to consider how their small steps of inquiry can decenter other people's voices and center accountability on students and communities.

Presenters: Tatyana Gaines, Mercer University, Atlanta, GA
Lemell Overton, Mercer University, Atlanta, GA
Leah Panther, Mercer University, Atlanta, GA
Rayven Reeves, Mercer University, Atlanta, GA

Poster 4: Multicultural Education: Leveraging Community Resources to Provide Teacher Professional Development in Response to Changing Demographics



Maine's demographics are shifting, and as the state moves toward more ethnic, racial, and religious diversity, the Maine Multicultural Center's education committee was formed. This committee has provided a number of workshops ranging in topics from culturally responsive pedagogy, having difficult conversations in the classroom, and dealing with (morally) challenging texts. Come learn about this model and the work our lead teacher and this community have undertaken in the hopes that it can be replicated in other communities facing similar demographic shifts.

Presenter: Stephanie Hendrix, Bangor High School, ME

Poster 5: Incorporating Strategies for K–6 Students with Dyslexia in Whole-Class Instruction: An Insider's View



This poster presentation will provide elementary school teachers reading strategies for students with dyslexia from an insider's view and discuss the benefits of integrating these strategies into whole-class instruction. The presenter will engage participants in a role-play to experiment with these strategies and compare them to traditional methods.

Presenter: Paige Brinsfield, Salisbury University, MD

Poster 6: Improving Proficiency in Low Proficient Students through the use of Interactive Notebooks

S Interactive notebooks are student-created, teacher-directed notebooks that are effective with low proficient students through scaffolding content and giving students the space to develop school-based ways of thinking to become academic language learners.

Presenter: Lauren Saint Vil, Booker T. Washington Senior High School

Poster 7: Invisible Diversity

C I use the term invisible diversity to define students who come from nontraditional/ non-nuclear homes. I want to address students who come from these homes and how teachers can address and embrace these diversities in the classroom. I want to address misconceptions, offer statistics, and provide resources to teacher to enhance their instruction to reach a wide variety of students.

Presenter: Emily Botta, Florida State University, Tallahassee

Poster 8: Silent Reading in the High School Classroom

S Sustained silent reading can be very successful in the high school classroom. Learn how silent reading of 15 minutes a day was implemented in a high school classroom full of apathetic readers and how test scores were affected.

Presenter: Renee Thornton, Colbert County High School, Florence, AL

MN.01 The 2019 Orbis Pictus and Charlotte Huck Honor Book Award-Winning Authors and Illustrators Share Their Stories and Insights

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Sponsored by the Orbis Pictus and Charlotte Huck Committees

Come hear the 2019 Orbis Pictus and Charlotte Huck Honor authors and illustrators share stories about their writing and illustrating processes. Learn about the research and craft involved in creating these award-winning books and consider how an understanding of technique can impact your work with young writers and illustrators.

Committee Chairs: Mary Ann Cappiello, Lesley University, Cambridge, MA
Erika Thulin Dawes, Lesley University, Graduate School of Education, Cambridge, MA
Presenters: Maria Acevedo, Texas A&M University, San Antonio
Patrick Andrus, Prairie View Elementary, Eagan, MN
Seemi Aziz, University of Arizona, Tucson
Bettie Parsons Barger, Winthrop University, Charlotte, NC
Donna Bulatowicz, Montana State University, Billings
Amina Chaudhri, Northeastern Illinois University, Chicago
Suzanne Costner, Fairview Elementary School, Blount County Schools, Alcoa, TN
Desiree Cueto, Western Washington University, Bellingham
Denise Davila, The University of Texas at Austin
Cecilia Espinosa, Lehman College, CUNY
Daryl Grabarek, *School Library Journal*, New York, NY
Mary Lee Hahn, Dublin City Schools, Columbus, OH
Sanjuana Rodriguez, Kennesaw State University, GA
Julie Waugh, Zaharis Elementary School, Mesa, AZ

SATURDAY

N.01 Hear Us, Trust Us: Student-Directed Inquiry That Spirited a Year of Community and Curiosity

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BALLROOM II

When teachers trust students to lead learning experiences, classrooms dramatically change into inquiry-infused spaces of reciprocity and interdependence. In this roundtable session, meet 20 spirited junior high students who will share examples of their inquiry projects and offer 10 protocols you can use to create a student-directed community where curiosity, imagination, and heart are valued. Enjoy our open mic, hear dozens of book talks, meet authors (win a book), and be inspired!

Chair: Sarah Donovan, Oklahoma State University, Stillwater

Keynote Speaker: Padma Venkatraman, author/illustrator, Penguin/Random House, “Spirit of Inquiry”

Roundtable Leaders & Topics:

Roundtable 1: “All Things Verse: Poetry Writing, Teaching, and Analyzing”

Esme Arias-Kim

Jill Harvey

Respondent: Erin Parke, University of South Florida, St. Petersburg

Roundtable 2: “Vlogs: Invoking Inquiry and Analysis through Speaking and Recording”

Nina Gray

Llyanna Mercado

Sophia Widholm

Respondent: Sarah Fleming, Syracuse University, NY

Roundtable 3: “Choice Reading: Educating Others on the Imperative of Choice as a Learning Opportunity and Window to Our Worlds of Imagination”

Lilia Williams

Harini Sivakumar

Respondents: Steffany Comfort Maher, Indiana University Southeast, New Albany

Chea Parton, The University of Texas at Austin

Roundtable 4: “What If Grades Weren’t Based on Just Letters and Numbers, but Also the Voices of Students Themselves? The Guide to Embedding Student Feedback in the Grading System”

Pranav Aiyar

Levyn Mathew

Joshua Sutanto

Respondent: Aimee Hendrix-Soto, The University of Texas at Austin

Roundtable 5: “Open Mic: The World of Originality and Public Speaking While Sparking Creativity and Confidence”

Grace Lee

Isabelle Zavilla

Respondent: Lauren Wolk, Dutton

Roundtable 6: “Biographical Narratives: Writing Our Way to a Collaborative Community”

Abhi Bohra, Plum Grove Junior High School, Palatine, IL
Prithika Devarajan, Plum Grove Junior High School,

Palatine, IL

Joey Nuccio, Plum Grove Junior High School, Palatine, IL

Respondent: Michelle Mohr, Steeleville High School, IL

Roundtable 7: “Teacher for a Day Presentations (TFAD): A Different Way to Teach Grammar”

Alex Kim, Plum Grove Junior High School, Palatine, IL

Christian Taylor, Plum Grove Junior High School, Palatine, IL

Gautham Velupally, Plum Grove Junior High School, Palatine, IL

Respondent: Alice Hays, California State University, Bakersfield

Roundtable 8: “Perfect Publication Party for the Precious Progeny-Made Projects”

Aditya Gupta

Farjad Hussain, Plum Grove Junior High School, Palatine, IL

Henry Oh, Plum Grove Junior High School, Palatine, IL

Respondent: Jennifer Jacobson, author, Stenhouse

Roundtable 9: “Writing Our Stories: How We Inquire through Writing in our ‘Compose for 7’”

Pranaav Senthilkumar, Plum Grove Junior High School, Palatine, IL

Nick Zimmerman, Plum Grove Junior High School, Palatine, IL

Respondent: Katie Sluiter, Wyoming Junior High School, MI/Western Michigan University, Kalamazoo

Roundtable 10: “The Community Story Project: Bring Your Students’ Lives into the Classroom”

Sebastian Lara, Plum Grove Junior High School, Palatine, IL

Ben Sung, Plum Grove Junior High School, Palatine, IL

Maya Utendorf, Plum Grove Junior High School, Palatine, IL

Respondents: Steven Bickmore, University of Nevada, Las Vegas

Johnny Allred, University of Arkansas, Fayetteville

N.02 Sparking Inquiry with Students and Teachers through Digital Literacies

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BALLROOM IV

Sponsored by the ELATE Commission on Digital Literacies in Teacher Education

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

Chair and Roundtable Leader: Nicole Damico, University of Central Florida, Orlando

Roundtable Leaders: Johnny Allred, University of Arkansas, Fayetteville

Jonathan Bartels, University of Alaska, Anchorage

Stefani Boutelier, Aquinas College, Grand Rapids, MI

Randi Beth Brady, The University of Texas at Austin

Kathryn Caprino, Elizabethtown College, PA

Tiye Cort, The University of Texas at Austin

Rachael Debnam-O’Dea, North Carolina State University, Raleigh

Candance Doerr-Stevens, University of Wisconsin, Milwaukee

Merideth Garcia, University of Wisconsin, La Crosse

Hannah Gerber, Sam Houston State University, Huntsville, TX

Thor Gibbins, SUNY Oneonta

J. W. Hammond, University of Michigan, Ann Arbor

Aimee Hendrix-Soto, The University of Texas at Austin

Sara Kajder, The University of Georgia, Athens

Neil Klein, Indiana University, Bloomington

Stacia Long, The University of Georgia, Athens

Stephanie Loomis, University of Nevada, Las Vegas

Tom Liam Lynch, Pace University, New York, NY

Rick Marlatt, New Mexico State University, Las Cruces

Maureen McDermott, Nova Southeastern University, Fort Lauderdale, FL

Christy McDowell, Henderson State University, Arkadelphia, AR

Ewa McGrail, Georgia State University, Atlanta

J Patrick McGrail, Jacksonville State University, AL

Clarice Moran, Kennesaw State University, GA

Brady Nash, The University of Texas at Austin

Suzie Null, Fort Lewis College, Durango, CO

Ian O’Byrne, College of Charleston, SC

Elsie Lindy Olan, University of Central Florida, Orlando

Jennifer Peñaflorida, University of Arkansas, Fayetteville

Amy Piotrowski, Utah State University, Logan

Amanda Plaizier, Utah State University, Logan

Mary Rice, University of New Mexico, Albuquerque

Alicja Rieger, Valdosta State University, GA

Katie Rybakova, Thomas College, Waterville, ME

Sunshine Sullivan, Houghton College, NY

Allen Webb, Western Michigan University, Kalamazoo

Alisha White, Western Illinois University, Macomb

Carl Young, North Carolina State University, Raleigh

Lauren Zucker, Northern Highlands Regional High School, Allendale, NJ

N.03 Social Justice in the Classroom: Strategies and Tactics

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Teachers at various levels share ways to confront topics of social justice and forcefully engage politics in the classroom.

Chair and Presenter: Reshma Ramkellawan-Arteaga, Rutgers, State University of New Jersey, New Brunswick

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

Mike Cook, Auburn University, AL

Shelly Melchior, University of Alabama, Tuscaloosa

Tara Nappi, The American School of Madrid

Kisha Porcher, Rutgers, State University of New Jersey, New Brunswick

Colleen Rodgers, Teach for America, New Hampton, NY

Brandon Sams, Iowa State University, Ames

Sara Young, Worcester State University, MA

N.04 Artistic Pedagogy for Literacy Learning

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Panelists share methods for using photographs, improvisational theater, comics, and multimodal art to help students engage with their experiences and share their stories.

Chair: Courtney Reynolds, Dr. Richard Izquierdo Health and Science Charter School, Bronx, NY

Presenters: Cathrene Connery, Salisbury University, MD
Jacqueline Gardy, US Department of State, Washington, DC

Kevin Leander, Vanderbilt University, Nashville, TN

Deborah Morbitt, The Ohio State University, Columbus

Althea Pennerman, Salisbury University, MD

Dan Ryder, Success & Innovation Center/Mt. Blue Campus, Farmington, ME

Anna Stetsenko, CUNY

Samuel Tanner, Penn State University, State College, PA

SATURDAY

N.05 What, No Behavior Chart: Asset-Based Practices for Building an Empowering Literacy Community

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This presentation details the ways in which urban early childhood teachers work to create culturally sustaining, child-owned, respectful, engaging, rigorous classroom community environments that foster multiple modes of literacy and language development.

Presenters: Alicia Arce-Boardman, Northern Parkway School, Long Island, NY
Haydée Dohrn-Melendez Morgan, Central Park East II, New York, NY
Kerry Elson, Central Park East II, New York, NY
Kindel Nash, University of Maryland, Baltimore

N.06 Building a Culture and Community of Readers

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As reading standards and curricula evolve, adapting to and adopting varied reading instruction practices become increasingly important in order to foster critical thinking in students. Panelists will share strategies for conferring with elementary students via reader's workshop, after-school book clubs, and interactive read-alouds to provide students with time to read, absorb, and inquire.

Chair: Sue Fliess, Albert Whitman & Company/Running Press Kids/Scholastic, Inc./Random House

Presenters: Meagan Best, Austin Independent School District, TX
Mindy Butler, University of Southern Maine, Portland
Wendy Gardiner, Pacific Lutheran Education, Tacoma, WA
Susan Tily, The University of Texas at Austin

N.07 Learning in Antiracist Spaces

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Sponsored by the Committee Against Racism & Bias in the Teaching of English

Inquiry requires us to pause, notice, then respond. In this session educators have paused to notice the ways all areas of education can be purposefully shaped to include anti-racist practices. Learn beside current practitioners and educational leaders making important strides toward dismantling racism within their systems and environments.

Chair: Lorena Germán, Headwaters School, Austin, TX
Presenters: Patrick Harris, Edison International School
Britt Hawthorne, Houston, TX
Tiffany Jewell, Montessori School of Northampton, MA
Julia Torres, Denver Public Schools, CO

N.08 Reading Inquiry and Literature: Reading Strategies

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In this session participants will gain insights into reading and writing strategies as well as learning cross-curricular methods to include physical activity with the English language arts classroom.

Chair: Saba Khan Vlach, The University of Texas at Austin

Presenters: Arianna Banack, University of Tennessee, Knoxville
Katherine Danver, The Siena School, Silver Spring, MD
Susan Groenke, University of Tennessee, Knoxville
Liza Lauter, Bloomfield Hills High School, MI
Elishya Lesofski, Montana School for the Deaf and Blind, Great Falls
Nicole Lowry, Bloomfield Hills High School, MI
Caitlin Metheny, University of Tennessee, Knoxville
Alexandra Patterson, Mercersburg Academy, PA
Michele Poacelli, Mercersburg Academy, PA
Kristen Strom, Dunlap High School, IL
Deborah Wooten, University of Tennessee, Knoxville

N.09 Perspectives and Pedagogies for Trauma, Resilience, and Healing

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In this roundtable session, choose from short presentations and discussions that explore approaches to trauma, resilience, and healing.

Chair: Matthew Sroka, Salisbury University, MD

Presenters: Patricia Abril-Gonzalez, The University of Texas at Austin
Sherry P. Brown, University of Maine, Orono
Marissa Bulger, Connelly School of the Holy Child, Silver Spring, MD
Christa Calkins, Corning-Painted Post High School, NY
Melissa Hughes, Michelle Clark Magnet School, Chicago, IL
Jeffrey Parker, United States Holocaust Memorial Museum, Washington, DC
Toni Poling, Fairmont Senior High School, WV
Kelli Rushek, University of Iowa, Iowa City
Audra Slocum, West Virginia University, Morgantown

N.10 Spirited Inquiry: Engaging Students to Be Thinkers and Inquirers for 21st Century Success in School and Life
309



Sponsored by the NCTE Reading Collaborative

Our session focuses on all teachers PreK–college becoming empowered advocates for teaching that makes a lifelong impact by creating communities of learners that motivate and engage students to be thinkers and inquirers for 21st-century success in school and life. Table leaders will guide discussions that share experiences to inform instruction that teach students to be spirited inquirers who critically read and thoughtfully write. Overarching goal is to make an impact for school and life success.

Chair and Presenter: Michael Shaw, St. Thomas Aquinas College, Sparkill, NY

Roundtable Leaders: Bess Altwerger, Towson University, MD

Jocelyn A. Chadwick, Harvard Graduate School of Education, Cambridge, MA

Caryl Crowell, Tucson, AZ

Steven Littles, Douglasville Education, GA

Melissa Mack, Columbia, MD

David Schultz, Long Island University Riverhead, NY

Yvonne Siu-Runyan, University of Northern Colorado, Boulder

Jesse Turner, Central Connecticut State, New Britain, CT

Respondent: Rick Meyer, University of New Mexico, Albuquerque

N.11 Addressing Raciolinguistics in Teacher Education
310



Sponsored by the NCTE Language Collaborative

The purpose of this session is to share background theory in, research in, and practical applications of a new concept in literacy research and teacher education: raciolinguistics—forms of language discrimination based in systemic racism. We will share our research and instructional strategies for addressing raciolinguistics with other teacher educators.

Chair: Meg Gebhard, University of Massachusetts, Amherst

Presenters: Nicolas Blaisdell, University of Massachusetts, Amherst

Amanda Godley, University of Pittsburgh, PA

Keisha Green, University of Massachusetts, Amherst

Beth Marsh, University of Massachusetts, Amherst

N.12 “Becoming Unstuck”: Using Virtual Reality to Rehearse English Language Arts Instruction
311



This presentation examines the use of a virtual reality (VR) environment to support teacher candidates (TCs) in learning how to model, elicit talk, and lead discussions. The panel features three teacher educators (TEs) who facilitated VR-based rehearsals; one faculty colleague who coached these TEs; and one English language arts teacher who mentors TCs in the field. This presentation addresses: (1) How do TEs use VR to support TCs’ rehearsals of instructional practice? (2) What do TEs, mentor teachers, and TCs perceive as the benefits and drawbacks of VR-based rehearsals? Participants will discuss videos of VR-based rehearsals and associated written artifacts.

Presenters: Lisa M. Barker, Towson University, MD

Carla Finkelstein, Towson University, MD

Pamela Hickey, Towson University, MD

Vicki McQuitty, Towson University, MD

Tonya Shelby, Loch Raven Technical Academy, Towson, MD

N.13 When Inquiry Gets Uncomfortable: Facilitating Tough Discussions Using YA Lit
312



Sponsored by the NCTE Studies in Literacies and Multimedia Assembly

YA literature, such as Mark Oshiro’s *Anger Is a Gift*, can elicit strong emotional responses and be powerful tools for sparking discussion from even the most reluctant students. However, inquiry around issues raised may become more than just spirited. Classroom conversations may become heated and include inflammatory language and echo views connected to religious beliefs. Panelists will share their experiences helping teachers prepare for and deal with spontaneous and planned dialogue around current difficult subjects. Interactive discussion and activities will include topics such as ways to create a classroom culture in which spirited inquiry becomes civil discourse and includes disagreement.

Presenters: Cathy Leogrande, Le Moyne College, Syracuse, NY

Mark Oshiro, Tor Teen

Crystal Ponto, Cayuga Onondaga BOCES, Auburn, NY

SATURDAY

N.14 Classroom Innovations That Invigorate

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Drawing, curiosity, and open groups provide excellent strategies for deepening student engagement and student learning.

Chair and Presenter: Patricia Dunn, Stony Brook University, NY

Presenters: Sharonica Nelson, University of Alabama, Birmingham

Yohimar Sivira, University of Louisville, KY

N.15 Diverse Inquiries on Preparing English Teachers to Practice Culturally Sustaining Pedagogy

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This diverse panel centers on the perspectives of undergraduate students, graduate students, and alumni of color, with the support of their teacher educators, as they critically assess methods for preparing secondary English teachers to practice culturally sustaining pedagogy, including classroom instruction, committee work, and a school-university partnership. Presenters will also discuss the potential benefits of reconceptualizing cultural identities as political subjectivities that continually reemerge as the consequence of collective actions aimed at solving specific problems like widespread poverty, police violence, and entrenched educational inequities.

Presenters: Deborah Bieler, University of Delaware, Newark

Juliette Castro, University of Delaware, Newark

Todd DeStigter, University of Illinois, Chicago

Noah Asher Golden, Chapman University, Orange, CA

Lizbeth Mora-Martinez, University of Delaware, Newark

Jody Polleck, Hunter College, CUNY

Olivia Roach, High School of Telecommunication Arts and Technology, Brooklyn, NY

Angel Townsend, University of Delaware, Newark

Katrina Washington, University of Illinois, Chicago

N.16 Speaking While Thinking: Talk About Reading

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Think alouds, digital listening centers, and modeling are highlighted in this panel about teaching teachers how to teach reading.

Chair: Eliot Parker, Mountwest Community and Technical College, Huntington, WV

Presenters: Bethany Parker, Chisholm Trail Middle School, Olathe, KS

Autumn Schaffer, Gordon State College, Barnesville, GA

Vicki Sherbert, Kansas State University, Manhattan

Megan Van Deventer, Weber State University, Ogden, UT

Katie Wester-Neal, Gordon State College, Barnesville, GA

N.17 NCTE Author Strand: In the Pursuit of Justice: On the Rights of Learners and Our Responsibility as Educators

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Grounded in firm commitments to racial justice, linguistic pluralism, and cultural diversities, New York City public school teachers (K–5) share how they honor their students' rights to read and write in culturally sustaining ways (as supported by NCTE statements), hoping to inspire others to reimagine or to extend their teaching practices.

Chair and Presenter: Mariana Souto-Manning, Teachers College, Columbia University, New York, NY

Presenters: Jessica Martell, Central Park East II, New York, NY

Carmen Lugo Llerena, Central Park East II, New York, NY

Emma Pelosi, PS 414K, Brooklyn Arbor School,

Brooklyn, NY

Patricia (Patty) Pión, PS 503K, School of Discovery and Exploration, Brooklyn, NY

Karina Malik, M103, Dos Puentes Elementary School New York, NY

N.18 Learning as Inquirers: Use Asset-Based Inquiry Projects to Empower Young English Learners' Literacy and STEAM Learning

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Sponsored by the NCTE Language Collaborative

This interactive session will engage participants in discussion around using asset-based inquiry projects to empower young ELLs' literacy and STEAM learning. The presenter will share research and practices from yearlong collaboration with a local non-profit refugee support program that addresses the unique strengths and needs of immigrant and refugee ELLs.

Presenter: Huili Hong, Towson University, MD

N.19 The 20th Anniversary of *Speak*: Studying Sexual Assault in the High School Classroom



318

Laurie Halse Anderson's *Speak* turns 20 in 2019, and in the era of the #MeToo movement, how do we address sexual assault in the high school classroom? Presenters will share their inquiry into the teaching of *Speak* with ninth graders in an urban classroom, pose their findings, and ask the audience to consider them.

Presenters: Jessica Amarant, West Chester University, PA
Laura Renzi, West Chester University, PA

N.20 Teaching the Holocaust through Spirited Inquiry: Considering Unsettling Questions



319



Teaching about the Holocaust makes special demands on teachers and students because it raises unsettling questions about hatred and bigotry in the past and the present. Here, educators affiliated with The Olga Lengyel Institute for Holocaust Studies and Human Rights (TOLI) demonstrate how we can respond by moving students to discover critical questions and by harnessing the power of inquiry to sustain our curiosity and our ability to take action in the world. Each speaker will show how spirited inquiry helps our students to identify and give voice to their deepest questions about the Holocaust and its meanings for today.

Chair: Jennifer Lemberg, The Olga Lengyel Institute for Holocaust Studies and Human Rights (TOLI), New York, NY
Presenters: Peter Bobbe, Mountain Heritage High School, Burnsville, NC, "Teaching with the ADL's Pyramid of Hate: Nazi Germany and Beyond"
Nicole Korsen, Dominion High School, Sterling, VA, "Socratic Exploration of Ethical Transformation"
Stefani Sobol-Pastor, Seton-LaSalle High School, Pittsburgh, PA, "Holocaust Education: Using Art and Inquiry to Build Empathy in the Classroom"

N.21 Inquiries into Teaching with Historical Primary Sources: Resistance, Resilience, and Healing



320

Can teachers and students dismantle racism, misogyny, xenophobia, settler colonialism, and ableism in our communities by confronting and deconstructing dehumanizing historical texts? Learn how educators from the Philadelphia Writing Project paired primary sources with traditional fictional texts in the classroom so students could "read the world and the word."

Chair and Presenter: Latricia Whitfield, Philadelphia Writing Project, PA

Presenters: Jennifer Freed, Springfield School District
Catherine (Erin) Oelkers, Haverford School District
Beth Patten, Kutztown Area School District
Sara Primo, Germantown Friends School
Alondra Rosales, Olney Elementary School, Philadelphia, PA
Trey Smith, Philadelphia Writing Project, PA,
Julia Workman, Lower Merion School District

N.22 *The Hate You Give, All-American Boys, and American Born Chinese: Multicultural Multigenre Projects with a Focus on Theme and Voice in Writing*



321

This session highlights beginning teachers' digital multicultural literature-based multi-genre projects with a focus on theme and voice in writing. The novels include *The Hate U Give*, *All-American Boys*, and *American Born Chinese*. In this session, teachers will discuss the themes that thread through the projects (i.e., racial discrimination, police brutality, social justice, self-discovery, etc.). Second, the teachers will present their "Dear Reader" letters and two or three of the five written genres. Next, the teachers will discuss voices in writing and how they included the voice of the author, characters, and themselves in writing the genres.

Presenters: Mary Beth Cancienne, James Madison University, Harrisonburg, VA, "Multicultural Literature"
Bria Coleman, James Madison University, Harrisonburg, VA, "Multicultural Literature"
Clay Conner, James Madison University, Harrisonburg, VA, "Multicultural Literature"
McCoy Douglasson, James Madison University, Harrisonburg, VA, "Multicultural Literature"
Kailyn Gilliam, Jack Jouett Middle School, Charlottesville, VA, "Multicultural Literature"
Kristina Gooden, Wilson Memorial High School, Fishersville, VA, "Multicultural Literature"

SATURDAY

N.23 Asian American Authors Front and Center**322***Sponsored by the Asian/Asian American Caucus*

Asian American authors, representing a range of ethnic backgrounds and literary genres from picture books to YA, discuss their experiences reading and writing Asian American literature and how this work can empower and validate readers and spark important conversations about Asian American culture and identity. Strategies and handouts for raising cultural awareness and culturally responsive teaching will be shared.

Presenters: Jung Kim, Lewis University, Oak Park, IL
Paula Yoo, Lee & Low Books

Author/Illustrator: Nidhi Chanani, Roaring Brook Press
(Macmillan Children's)

Tradebook Authors: C. B. Lee, Interlude Press
Kao Kalia Yang, Metropolitan Press/Carolrhoda Books/
University of Minnesota Press

N.24 Critical Language and Genre Awareness**323**

Panelists' pedagogies ask students to critically engage with language and genre to understand the affordances, constraints, and culturally situated power relations of a given rhetorical situation.

Presenters: Shenika Hankerson, University of Maryland,
College Park

Natasha Heny, University of Virginia, Charlottesville
April Salerno, University of Virginia, Charlottesville
Megan Weaver, Old Dominion University, Norfolk, VA
Xuezi Zhang, University of Florida, Gainesville

N.25 Re-designing for Difference: A Path to Culturally Sustaining Curriculum through Project Based Learning**324**

This presentation examines the process of both teachers and researchers iteratively designing project-based learning in ELA contexts. Initially exploring the various iterations of PBL projects, the researchers utilize initial findings to examine the idea of design as an approach to support inquiry-based critical teaching.

Presenters: Becca Flores, University of Colorado,
Boulder

Mary Kelly, Marist College, Wappingers Falls, NY
Kristina Stamatis, University of Colorado, Boulder

N.26 Fostering Positive Social Change and Inquiry through a Cross-Curricular Project-Based Unit on the Holocaust**326**

Experience the fulfillment of a cross-curricular project-based learning unit in exploring the history of the Holocaust while creating inquiry that leads students to become positive social change agents. Come to our session hungry for ideas and strategies to spark spirited inquiry in your own classrooms and schools, and be encouraged to share your own in this interactive session.

Presenters: Adrienne Child, Pike County Middle School,
Zebulon, GA, "Reading/Literacy/Holocaust/Inquiry"

Kimberly Johnson, Pike County Middle School,
Zebulon, GA

Dawn Lanca-Potter, Pike County School System,
Zebulon, GA, "Inquiry/Literacy/Project-Based
Learning/Holocaust"

Mike Maddox, Pike County Middle School, Zebulon, GA,
"Inquiry/Literacy/Project-Based Learning/Holocaust"

Ryan McGuffey, Pike County Middle School, Zebulon,
GA, "Inquiry/Technology/Holocaust"

N.27 12 Ways Expository Nonfiction Can Inspire Reading, Writing, and Inquiry

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

Chair and Presenter: Melissa Stewart, Charlesbridge Publishing

Presenters: Alyson Beecher, Glendale Unified School District, Los Angeles, CA
Mary Ann Cappiello, Lesley University, Cambridge, MA
Shanetia Clark, Salisbury University, MD
Erika Thulin Dawes, Lesley University, Cambridge, MA
Ruth Lowery, The Ohio State University, Columbus, OH
Terrell Young, Brigham Young University, Provo, UT

N.28 Using Playful Inquiry to Rediscover the Power and Joy of Word Study and Grammar

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Grammar got you down? Word study feeling ho hum? Vocabulary zapping classroom energy? Let's discuss building word study, grammar, and vocabulary instruction around students' natural sense of inquiry. Discover the best that can happen when we design a playful, inquiry-based LANGUAGE workshop that connects to reading and writing.

Presenters: Pam Koutrakos, Gravity Goldberg, LLC/Corwin Press
Patty McGee, Corwin/Benchmark Press

N.29 NCTE Research Awards Session

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

Chair: Timothy San Pedro, The Ohio State University, Columbia

Presenter: Sakeena Everett, University of Georgia, Athens, Purves Award, "Untold Stories: Cultivating Consequential Writing with a Black Male Student through a Critical Approach to Metaphor"
Tracey Flores, The University of Texas at Austin, Promising Researcher Award, "Cultivando La Voz Mujer: Latina Adolescent Girls and Their Mothers Rewriting Their Pasts and Imagining Their Futures"
Nicole Mirra, Rutgers, The State University of New Jersey, Russell Award: "Beyond the Golden Rule: Fostering Critical Civic Empathy through Transformative Literacies"

N.30 Opening the Door for Mental Health Inquiry through Literature

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Talking about mental health is hard. There are many social barriers to seeking information about mental illness, and even more for seeking help. Teachers are in a unique position to foster inquiry into mental health issues by including literature with mental health themes in the classroom. The panelists for this discussion are YA authors with books that embody their own experiences of mental illness and the ways those experiences intersect with their other identities. Attendees will leave with discussion strategies for the classroom, tips for critically engaging with mental health texts, a list of texts, and teen mental health resources.

Presenters: M. K. England, HarperTeen/Jefferson-Madison Regional Library, Crozet, VA
Heidi Heilig, Greenwillow Books/HarperCollins
Naomi Hughes, Page Street Publishing/Macmillan
Adib Khorram, Dial Books for Young Readers
Erin Latimer, Disney/Hyperion

N.31 Toe Tag Monologues: Bring Voice and Agency to Student Struggles through Writing, Acting, and Responding in the ELA Classroom 331

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Sponsored by the Vision Theatrical Foundation Inc.

Watch students perform Toe Tag Monologues that give voice to the struggles that too frequently place students in body bags. Learn how listening to, writing, editing, and performing monologues can help students develop both voice and agency that allow them to confront the burdens of bullying, violence, and neglect.

Chair: Steven Bickmore, University of Nevada, Las Vegas

Presenters: R. Byron Stringer, Toe Tag Monologues, Las Vegas, NV, “Acting and Social Activism”

Respondent: Chris Crutcher, HarperCollins, “Writing about and Discussing Trauma with Students”

N.32 To Infinity and BEYOND! Strategies to Push Advanced Readers beyond Expectations 332

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How do you support readers who are already excelling? Teachers can embrace creative strategies for supporting the most advanced readers as they navigate rigorous standards and work to exceed classroom, school, and state expectations. Accompanied by an administrator, language arts teachers provide tried- and-true lessons for propelling accelerated students to infinity and beyond.

Presenters: Barbara Clark, Solon Middle School, Solon, OH
Sarah Gellott, Solon Middle School, Solon, OH
Scott Hatteberg, Solon Middle School, Solon, OH
Stacey Keller, Solon Middle School, Solon, OH
Emilie Macek, Solon Middle School, Solon, OH
Denise N. Morgan, Kent State University, Kent, OH

N.33 Composing Language: Lifting Language Complexity in Writing, Speaking, and Reading 335

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Composing language is at the heart of writing and speaking at any age. Young students also compose language when reading unfamiliar books. The thought process involved in composing is similar across literacy areas. At all grade levels, teachers encounter students who have strengths composing in one area but

more difficulty creating language in another. Throughout this session, educators of students across a wide range of ages will show how teachers can recognize student strengths and leverage language abilities in one realm to lift the level of language in another.

Chair: Penny Kittle, Plymouth State University/University of New Hampshire

Presenters: Matt Glover, Heinemann/Matt Glover Consulting, Cincinnati, OH

Allison Marchetti, Moving Writers, North Chesterfield, VA, “Leveraging Classroom Talk to Lift Secondary Writing”

Thomas Newkirk, University of New Hampshire, Durham

Rebekah O’Dell, St. Michael’s School, North Chesterfield, VA, “Leveraging Classroom Talk to Lift Secondary Writing”

N.34 Investigating Text and Self: Inquiry, Literacy, and Social-Emotional Learning 336

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Our students are more mentally vulnerable now in the digital revolution than ever before. So how do we tend to their social-emotional learning while fostering ELA skills? In this highly interactive presentation, co-presenters will engage in discussion and activities demonstrating how an inquiry approach to literacy instruction enhances the SEL process.

Chair: Dawn Forde, Adlai E. Stevenson High School, Lincolnshire, IL

Presenters: Gabrielle Caputo, Lakes Community High School, Lake Villa, IL

Shannon McMullen, Glenbard North High School, Carol Stream, IL

Respondent: Andrew Bouque, Adlai E. Stevenson High School, Lincolnshire, IL

N.35 When the Thesis Comes Last: Foregrounding Invention and Exploration in the First-Year Writing Classroom 337

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This collaborative panel by four instructors from the Writing Program at the University of Southern California will share classroom-tested strategies for inspiring authentic critical inquiry in the first-year writing classroom. We do so by decentralizing thesis statements in the writing process, arguing that by making the thesis the last thing students write,

rather than the first, students are given greater freedom to engage with the critical conversation on their assigned topic. All panel attendees will receive access to a Google Drive folder that will include instructional materials that may be freely adapted for classroom use.

Presenters: Amber Foster, University of Southern California, Los Angeles

Kate Levin, University of Southern California, Los Angeles

Sarah Mesle, University of Southern California, Los Angeles

Vanessa Osborne, University of Southern California, Los Angeles

N.36 Process of Illumination: Innovative Critique Practices for Collaborative Inquiry

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What if we shifted the way we view learning, focusing on process over product to emphasize inquiry? Our session demonstrates a method of critique that promotes collaborative inquiry. Conference attendees will participate in an innovative critique session and learn how students used feedback from this model to revise video productions.

Presenters: Mike Hanlon, The Etude Group
Jessie Nixon, University of Wisconsin, Madison

N.37 A Vision for Revision: Teaching Student Writers to Revise

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As teachers, we often conclude that students do not willingly revise, when in fact we need to realize that students haven't been taught to engage in the real work of revision. As a result, the vast majority of students treat revision as no more than a re-wording exercise, conflating revising with editing. This panel presentation takes seriously the task of teaching students the art of revision, introducing teachers and teacher educators to a series of activities by which students are able to practice "re-visioning" their writing at the level of the whole text, the paragraph, and the sentence.

Presenters: Kati Macaluso, University of Notre Dame, IN
Michael Macaluso, University of Notre Dame, IN
Betsy Okello, Notre Dame ACE Academies

Respondent: Jennifer VanDerHeide, Michigan State University, East Lansing

N.38 Digital Technologies Spark Learning with Autoethnographies, Syllabi, and Comics

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Panelists discuss using different technologies to facilitate learning. One uses Google Docs to prompt student engagement with syllabi. Others use Graphic Narrative Databases and digital media autoethnographies to facilitate digital literacy.

Chair: Jeremy Glazer, Rowan University, Glassboro, NJ

Presenters: Drew Holladay, University of Maryland, Baltimore

Jennifer Lubke, University of Tennessee, Chattanooga

N.39 Teachers as Text: Mapping the Body, Pedagogy, and Socialization

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This panel discusses how texts can be used to have students analyze the body as a text. Presenters will address how they use texts to disrupt marginalizing views of the body.

Chair: Caitlin Miller, Jones College Prep, Chicago, IL

Presenters: Travis Crowder, East Alexander Middle School, Hiddenite, NC

Caitlin O'Connor, SUNY at Old Westbury, Hicksville, NY

Andy Schoenborn, Mt. Pleasant High School, MI

N.40 And Then What? Encouraging Action Post-Inquiry in the Secondary Classroom

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Inquiry has the potential to impact more than just the inquirer when shared with stakeholders in schools, the community, and the world. Thinking of inquiry as a triangle with three sides—wondering, finding, sharing—we will show how students can use 21st-century technology to share their inquiry with their communities and positively impact the world. We will show session attendees how students can share their inquiry beyond the schoolhouse doors in engaging and creative ways. We will discuss how students can host town halls, create art murals, publish an anthology, use blogging/vlogging, and more to change the world.

Presenters: Bobbi Kidd, Yamhill-Carlton Intermediate School, OR

Amy Korst, Willamina High School, OR

Kaylee Oakes, Confederated Tribes of Grand Ronde

Jennifer Shadden, Willamina High School, OR

N.41 Recapturing Beauty and Wonder in the Classroom: Teaching for the Aesthetic Experience



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As teachers of English, our work is deeply rooted in the beautiful, and cultivating an awareness and curiosity about the art of language is—or should be—deeply embedded in our practice. However, because of pressure to adhere to standards, discussions surrounding the beauty of language are easily missed. Part philosophical and part practical, the speakers of this panel will focus on teaching for the aesthetic experience. Participants will receive handouts and lesson plans that are designed to help students cultivate the reading and writing skills necessary for twenty-first century citizenship, but just as important, for leading creative and rewarding lives.

Presenters: April Brannon, California State University, Fullerton
David Pegram, Paradise Valley Community College, Scottsdale, AZ
Elle Yarborough, Northern Essex Community College, Portsmouth, NH

N.42 Invitation to Inquiry: Spirited and Sustainable Practices



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How can action research be spirited and sustainable within today's classroom? Join us as we engage in a variety of strategies to find an entry point to inquiry, develop a question, collect authentic data, and form a reflective inquiry community. Together, we will explore how teacher narratives, multimodal expression, and community building can sustain the spirit and practice of inquiry.

Presenters: Mary Buckelew, West Chester University, PA
Janice Ewing, Cabrini University, Wynnewood, PA
Liz Mathews, Penn State University, Brandywine



N.43 From Curiosity to Civic Engagement: Using Literature to Create Social Comprehension and Changemakers



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This author panel will show how both novels and nonfiction can foster student inquiry and inspire students to action and increased understanding. Featured texts include themes about the refugee crisis, Hurricane Katrina, post-World War II Japan, community hunger, political discord, and threatened environments and cultures. Authors will provide models of individuals who explore identity, equity, and injustice and who use their social comprehension to create connections and change. These books and accompanying ideas for action will raise students' awareness of personal, local, and global injustices and empower them to engage in their communities to effect change.

Chair: Sara Ahmed, NIST International School; Bangkok, Thailand & HMH/Heinemann, Portsmouth, NH
Tradebook Authors: Cynthia Levinson, Peachtree
Katherine Marsh, Roaring Brook Press
Laura Resau, Scholastic
Tamara Ellis Smith, Schwartz & Wade/Barefoot Books
Andrea Wang, Little Bee Books

N.44 Power of Youth Voice: Project Soapbox as an Equity-Based Strategy



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Mikva Challenge is a national organization with offices in Chicago, Los Angeles, and Washington, DC, that works to activate youth voice and increase civic engagement in classrooms, schools, and cities across the nation. This interactive session will be a workshop on how to implement democratic classroom strategies to increase student voice and equity while also act as a training to help teachers implement Project Soapbox in their classroom, school, and city. Students choose a problem in their community that they want to change and go through a series of activities and lessons to develop and deliver a short persuasive speech.

Presenters: Jill Bass, Mikva Challenge
Duane Davis, Mikva Challenge

N.45 Spirited Teacher Inquiry: Professional Development That Inspires and Empowers Teachers and Students

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Spirited teacher inquiry is a critical component to offering meaningful, effective professional development programs. This panel comprising literacy coaches and supervisors will share how they utilize teachers' interests and curiosities to design professional learning experiences that inspire and empower teachers' instructional practices in transformative ways.

Presenters: Valerie Mattessich, Pascack Valley High School District, NJ
Heather Rocco, School District of the Chathams, Chatham, NJ
Dina Secchiaroli, ACES PDSI, West Haven, CT
Denise Velez, Kinnelon Public Schools, NJ

N.46 What Is a Family? Exploring Contemporary Families in Contemporary YA

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How do we help our students define the meaning of family? In this panel, five award-winning young adult authors will discuss the ways their novels tackle the complexities of modern family life. We will be discussing the ways we define family, and the ways those definitions push and pull and shape and are shaped by the lives of today's teens.

Presenters: Robin Benway, HarperCollins/HarperTeen
Brandy Colbert, Little, Brown Books for Young Readers/Penguin
Kim Dare, Fairfax County Public Schools, Herndon, VA
Jessie Ann Foley, HarperTeen
Lilliam Rivera, Simon & Schuster
Ibi Zoboi, HarperCollins

N.47 Worlds Worth Fighting For: The Wonder and Awe of Speculative Fiction

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Authors Holly Black and FC Yee, along with educators Courtney Johnson and Jenell Igeleke Penn, will explore world building in young adult speculative fiction as a catalyst for opening social justice dialogues and will offer suggestions for empowering students to imagine their own heroic worlds.

Authors/Illustrators: Holly Black, Little Brown
FC Yee, Abrams Books
Presenters: Jenell Igeleke Penn, The Ohio State University, Columbus
Courtney Johnson, Fort Hayes High School, Columbus, OH

N.48 ELATE Commissions Meetings 2

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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 Damico, 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

SATURDAY

N SESSIONS / 4:15–5:30 P.M.**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, retired, Buffalo Public Schools, NY

Roundtable 10: ELATE Commission on Family and Community Literacies

Co-Chairs: Tracey 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
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

N.49 Exhibitor Session: Engaging Middle School Readers**M****CARROLL (HILTON)***Sponsored by Scholastic, Inc.*

Many of the conditions, rituals, and instructional methods that support elementary school readers disappear in middle school. Adolescent readers still need meaningful opportunities to choose their own books, carve out time to read, share with peers, and learn from reading and writing mentors. In this

workshop, Donalyn Miller, award-winning Texas teacher and author, will share the practical strategies and resources that engage middle school readers. The event includes a sneak peek at Scholastic Book Fairs new Middle School Book Fair experience.

Presenter: Donalyn Miller, Reading Ambassador and Author

N.50 Poster Session: Technology and Learning

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

Poster 1: Reimagining Writers Workshop with Technology: Strategies for Motivation, Conferencing, and Getting “Unstuck”**M****S****ELATE****NWP****R**

This presentation discusses the ways digital tools can be deployed to help students develop skills related to writers workshop. Presenters will discuss the structure of one eighth-grade classroom’s writing unit based on the National Novel Writing Month (NaNoWriMo) project and how technology can be used to motivate students to reach their writing goals, how to use apps that focus peer and teacher conferencing, as well as engage students on moving beyond their self-doubt in order to overcome writer’s block. Participants in this session will be introduced to different digital tools that can be immediately integrated into their writing instruction.

Presenters: Lindsey Brouillard, Malcom Bridge Middle School, Bogart, GA
Will Fassbender, The University of Georgia, Athens

Poster 2: Inquiry with Diverse Minds: Technology and the Individual Learner**E****M****S****ELATE**

Want to use technology to teach but aren’t sure how? Already use technology in the classroom but are looking for some more ideas? Join us for an interactive session on internet platforms and social media applications in the classroom! To get the most out of the session, please bring an electronic device and topic for inquiry. You’ll leave with tools you can use on Monday.

Presenter: Maya Furukawa, The Siena School, Silver Spring, MD

SIG.01 Genders and Sexualities Equality Alliance (GSEA) Business Meeting

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

This NCTE GSEA Assembly Annual Business Meeting is an open meeting for all GSEA members and non-GSEA members of NCTE interested in learning more about the assembly and the work that we do within NCTE and beyond. We welcome all attendees to participate in our meeting.

Chairs and Presenters: Stephen Adam Crawley, Oklahoma State University, Stillwater
Lisa Hazlett, University of South Dakota, Vermillion
Summer Pennell, Truman State University, Kirksville, MO
Nicole Sieben, SUNY Old Westbury, NY
Dana Stachowiak, University of North Carolina, Wilmington

SIG.02 Using Inquiry to Rethink Grammar Instruction

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Sponsored by the NCTE Assembly for the Teaching of English Grammar (ATEG)

Learn about inquiry-based grammar instruction! April Burke, Sherry Saylor, and Sean Ruday will discuss, respectively, (1) using emergent multilinguals' writing to guide preservice teachers through an inquiry process; (2) immersing students in grammatical concepts to provide a framework for thinking, reading, and writing; and (3) implementing culturally relevant grammar instruction.

Presenters: April Burke, Central Michigan University, Mount Pleasant, MI
Sean Ruday, Longwood University, Charlottesville, VA
Sharon Saylor, Prince George's Community College, Largo, MD

SIG.04 Personal Stories as Cultural Narrative in Children's Literature

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Sponsored by the Children's Literature Assembly

The 26th Annual Children's Literature Assembly Master Class focuses on professional conversations about the importance of children's literature in university-level classes. After brief opening remarks and a panel

presentation involving both children's authors and scholars of children's literature, attendees will engage in a discussion about the value of teaching diverse children's literature in university-level children's literacy courses and how such texts can be a tool for inquiry into personal cultural narratives to better understand ourselves and the world we live in.

Committee Chairs: Michele Marx, Hofstra University, Hempstead, NY
Louise J. Shaw, Southern Connecticut State University, New Haven
Committee Members: Jackie Arnold, University of Dayton, OH
Mary-Kate Sableski, University of Dayton, OH

SIG.06 ALAN Master Class

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

Join a YA author for an open discussion of writing for adolescents, as well as challenges and issues facing contemporary YA authors and the field.

Presenter: Mark Letcher, Lewis University, Crown Point, IN

SIG.07 Literacy, Community, Equity: Secondary School Writing Centers

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Sponsored by the International Writing Centers Association: An NCTE Assembly

This is the guaranteed SIG for the International Writing Centers Association. Current and prospective secondary school directors are invited to discuss how writing centers can leverage peer connections to close achievement gaps, build strong schoolwide writing cultures, enhance social-emotional learning for all students, and create the conditions for spirited inquiry across disciplines.

Presenters: Jeffrey Austin, Skyline High School, Ann Arbor, MI
Renee Brown, Peters Township Middle School, PA
John Nordlof, International Writing Centers Association, St. Davids, PA
Lauren Wilkie, Solorio Academy High School, Chicago, IL

SIG.08 Critical Inquiry of American “Classics”

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Sponsored by the NCTE Assembly on American Literature

This interactive session will question what counts as classic or canonical in American literature, and it features texts that are springboards for inquiry into what it means to be American. After a keynote speech delivered by scholars Crag Hill and Victor Malo-Juvera, roundtable leaders will discuss one canonical text, suggest a critical lens (Marxism, Black feminism, biographical, gender/queer studies, New Criticism, and postcolonialism) through which to read/study it, share pedagogical ideas, and explore strategies for engaging students in critical literary inquiry.

Chair: KaaVonia Hinton, Old Dominion University, Norfolk, VA

Presenters: Crag Hill, University of Oklahoma, Norman
Victor Malo-Juvera, University of North Carolina
Wilmington

Roundtable Leaders: Ashley Boyd, Washington State University, Pullman, “Parties, Pranks, and Privilege: Reading *Looking for Alaska* through the Lens of Critical Whiteness”

Andy Chen, John Burroughs School, St. Louis, MO, “*American Born Chinese*”

Tiffany Flowers, Georgia State University Perimeter College, Clarkston, GA, “*To Kill a Mockingbird*”

Mabel Deane Khawaja, Hampton University, VA, “*Woman Hollering Creek* and Other Stories by Sandra Cisneros”

Mark A. Lewis, James Madison University, Harrisonburg, VA, “Cornermen in *The Contender*: An Archetypal Analysis of a Young Adult Classic”

Luke Rodesiler, Purdue University, Fort Wayne, IN, “Cornermen in *The Contender*: An Archetypal Analysis of a Young Adult Classic”

Brandon Sams, Iowa State University, Ames, “Parties, Pranks, and Privilege: Reading *Looking for Alaska* through the Lens of Critical Whiteness”

Renee Wilmot, Michigan State University, East Lansing, “Teaching *Their Eyes Were Watching God* with a Black Feminist Lens”

SIG.09 Meet Up for LGBTQ Educators and Allies

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Sponsored by GLSEN, Brenda Barron

Join GLSEN Education Manager Becca Mui for a facilitated discussion about implementing LGBTQ-advocacy as a member of the LGBTQ community. This meeting will provide a space for LGBTQ-identified participants to come together, network, share stories, and ask questions. When and where do educators feel supported in being out at work? How are we addressing the whitewashing of LGBTQ identity and affirming queer and trans people of color? How can we support each other in this work? Allied participants who are dedicated to LGBTQ advocacy are also welcome to join to listen and to discuss strategies.

Presenters: Becca Mui, GLSEN, New York City, NY

SIG.10 How to Change Your Mind through English: Seeing Reading, Writing, Reflection, and Responsive Dialogue as Potentially Transcendent Experiences

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Sponsored by the Assembly for Expanded Perspectives on Learning

Michael Pollan’s *How to Change Your Mind: What the New Science of Psychedelics Teaches Us about Consciousness, Dying, Addiction, Depression, and Transcendence* is the masterwork of a master writer: deeply and poetically exploring—through scientific, social, and personal history—the empathic substrate of human consciousness. Come explore ways in which English can be centered on tapping into that deep level of consciousness—in times that so deeply require deepened levels of empathy!

Chair: Bruce Novak, The Foundation for Ethics and Meaning

Presenter: Geri DeLuca, professor emerita, Brooklyn College, CUNY

**SIG.11 Early Childhood Education
Assembly Business Meeting****328*****Sponsored by the Early Childhood
Education Assembly***

The Early Childhood Assembly provides a home for all who work with young children. We look forward to engaging in dialogue as we seek to support teachers of young children with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities.

Chair: Michele Myers, University of South Carolina, Columbia

SIG.12 NCTE Collaboratives Roundtable**330*****Sponsored by the NCTE Collaboratives***

NCTE Collaboratives are groups established by members who have a passion for a particular topic or field within our professional community. This roundtable session will give Collaborative members and others with an interest in joining an NCTE Collaborative a chance to meet, network, and learn about new initiatives and studies.

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

Language Collaborative: Mathew Espinosa, Sacramento Unified School District, CA

Reading Collaborative: Michael Shaw, St. Thomas Aquinas College, Sparkhill, NY

SATURDAY EVENING EVENT

SATURDAY**5:45–7:00 P.M.**

Asian/Asian American Caucus Networking & Mentoring Event

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Come join the Asian/Asian American Caucus of NCTE in a time of community building at this networking event designed to build bridges between Asian/Asian American authors, teachers, teacher educators, and researchers. As we gather together, we hope to further strengthen alliances and resource-sharing within our diverse communities and provide a much-needed space for collaboration and coalition building within the larger NCTE Convention. Light refreshments will be provided and a selection of books by Asian American authors will be given away as door prizes. We hope you will join us!

NCTE Co-Chairs: Betina Hsieh, California State University Long Beach
Jung Kim, Lewis University, Romeoville, IL

SATURDAY EVENING EVENTS

8:00–10:00 P.M.

FOUNTAIN OF THE MUSE

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The annual Fountain of the Muse roundtable is a workshop and open mic poetry and short prose reading of original work. The event welcomes first-time readers as well as established writers to participate together in totally relaxed, small-group workshops and open mic readings. Those who wish to listen and enjoy the company of conference poets and prose writers are also welcome to join the gathering. Roundtable workshopping and writing will begin at 8:00 p.m. with open mic readings beginning at 9:00 p.m. Writers who want a careful look at their original work should bring eight copies of no more than two pages of poetry or prose for small-group response. Preregistration is not necessary. There is a forty-line or two-page maximum for open mic reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.

Chair: Bonner Slayton, Moore Norman Technology Center, Norman, OK

8:00–10:00 P.M.

SWAPPING GROUND

You Don't Know Jack: What happens when a storyteller goes to school?

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Sponsored by the Storytelling SIG

Welcome to the Storytelling SIG. In this session we will have national award-winning storyteller and author Kevin D. Cordi speak on his recent work exploring what happens when a whole school is transformed when storytelling is introduced in the curriculum. He uses the ever popular Jack Tales to serve as a metaphor to speak to the journey of being “the first full-time high school school storytelling teacher in the United States.” He proceeds to explore and test tenets of using narrative in the classroom and in performance. Explore how story can lead to authentic writing and teaching connections. After this talk, we will have an open mic where we ask you come to listen to tales or share one of your own. Find out about the tales of the SIG. There is room for you here.

Chair: Kevin D. Cordi, Ohio University, Lancaster

