

SUNDAY, NOVEMBER 24

7:00–8:45 A.M.

CHILDREN'S LITERATURE ASSEMBLY BREAKFAST

Yuyi Morales

BALLROOM II

Chairs: Barbara A. Ward, Washington State University, Pullman
Deanna Day-Wiff, Washington State University, Pullman

The Children's Literature Assembly (CLA) breakfast will feature celebrated author and illustrator **Yuyi Morales**. Her newest picture book, *Soñadores / Dreamers* (Holiday House, 2018), will be highlighted. It is based on her immigrant tale that gives hope, imparts dreams, and passes book love on to others. Morales's book awards include several Pura Belpré Medals and Honors as well as a Caldecott Honor.

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



SUNDAY MORNING EVENTS

7:00–8:45 A.M.

AFFILIATE ROUNDTABLE BREAKFAST

Growing and Celebrating Together

BALLROOM IV

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

Speakers: Emily Kirkpatrick, NCTE Executive Director, “NCTE and Affiliates: Growing Together”
Alfredo Celedón Luján, NCTE Vice President, Monte del Sol Charter School, Santa Fe, NM, “Confluent Songs of Ourselves”

SCOA Chair: Kirstey Ewald, Central Rivers Area Education Agency, Cedar Falls, IA

SCOA Breakfast Chair: Stacey Takanishi, University of Hawai‘i at Manoa

SCOA Breakfast Assistant Chair: Jeana Hrepich, Seattle, WA

NCTE Fund Teachers for the Dream Affiliate Award Winners

Georgia Council of Teachers of English:
James Hill, President, Albany State University

Nebraska English Language Arts Council:
Ann Quinlan, Liaison Officer, Lincoln Southeast High School



Emily Kirkpatrick
NCTE Executive Director



Alfredo Celedón Luján
NCTE Vice President

10:30–11:45 A.M.

National Writing Project Brunch

Reflection, Collaboration, and Publication: Action Research at work in the National Writing Project

BALLROOM I & III

The presenters, along with other Writing Project colleagues and friends, will engage attendees in an exploration of the interconnection of the NWP principles and practices with the inquiry process. From the Invitational Institute to special initiatives, to application in the classroom and publication, teachers' reflection, collaboration, and participation in action research are at the heart of their identity and experience as NWP fellows. Join us as we highlight and celebrate these connections.

Elyse Eidman-Aadahl is Executive Director of the National Writing Project (NWP), where she draws on 15 years of experience in designing and leading national programs, partnerships, and action-learning efforts for the NWP and other educational organizations. A recipient of the Hollis Caswell Award for Curriculum Studies, Eidman-Aadahl holds a PhD in curriculum theory from the University of Maryland, College Park. Her scholarship includes studies of literacy and learning in the context of our new digital, networked ecology. A main focus of Eidman-Aadahl's research is how educators from diverse backgrounds research and reason together about this social transformation—as well as literacy, equity, and agency—for themselves and their youth.

Mary Buckelew is a Professor of English at West Chester University (WCU) in Pennsylvania. Prior to joining the faculty at WCU in 1999, Mary taught high school English in Albuquerque, New Mexico and was an adjunct professor at the University of New Mexico (UNM) for 20 + years. She became a member of the National Writing Project in 1998 when she completed the Rio Grande Writing Project Institute at UNM. Mary recently retired from her position as the director of the Pennsylvania Writing and Literature Project and is happily devoting her time and energy to her students and teaching.

Janice Ewing is an adjunct instructor in Cabrini University's Reading Specialist Certification Program. For most of her earlier career, she was a reading specialist and literacy coach in Delaware County, PA. She is a co-director of the Pennsylvania Writing and Literature Project and an active member of the Keystone State Literacy Association. She is interested in teacher education and collaboration at all levels of the career cycle.



Elyse Eidman-Aadahl



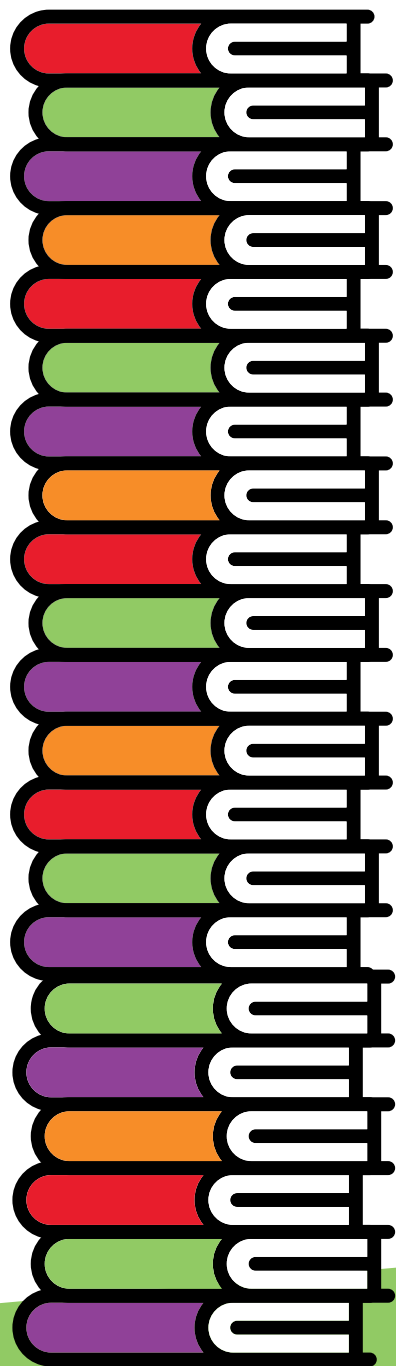
Mary Buckelew



Janice Ewing

SUNDAY

BUILD YOUR STACK[®]



BUILD YOUR STACK[®] LOCATED IN HALL E/F

8:30 A.M.

Providing Mirrors and Windows with Biographies in Elementary

Shannon Griffin, Olentangy Local Schools
Tina Lastrapes, Olentangy Meadows Elementary School, Lewis Center, OH
Khalila McCoy, Heritage Elementary School, Lewis Center, OH

9:00 A.M.

Buzz about Children's Books with Bloomsbury, Disney Publishing Group, HarperCollins Children's Books, and Macmillan Children's Group

Lucy Del Priore, Macmillan Children's Group
Beth Eller, Bloomsbury
Rebecca McGuire, HarperCollins Children's Books
Dina Sherman, Disney Publishing Group

9:30 A.M.

Bold and Brave Characters

Tony Keefer, Dublin Schools, OH
Mandy Robek
Aliza Werner, Glendale, River Hills School District, Wauwatosa, WI

10:00 A.M.

Literary Treats

Laura Haney
Mary Haney
Vivette Dukes

10:30 A.M.

Now That's What Students Call Great Books!

Tricia Ebarvia, Educator Collaborative, Dresher, PA
Josh Thompson, Blacksburg High School, VA
Lamar Timmons Long

11:00 A.M.

Remaking the Literary Canon

Scott Bayer, Montgomery County Public Schools, Rockville, MD
Joel Garza, Greenhill School

FEATURED SESSION



Nurturing Spiritual Inquiry into Diverse Religious Student Writing in Literacy Classrooms

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This panel takes a practice-centered (vs. belief-centered) approach to conceptualizing and conducting spiritual inquiry into students' religious writing, drawing upon Talal Asad's work in cultural anthropology and Kwame Anthony Appiah's work in moral philosophy. We present current inquiries on how classroom-based youth writing intertwines with religious identity and writing practice. A key goal of the panel is to highlight implications of such spiritual inquiry for secondary teaching and teacher education in public school contexts, inviting participants into a conversation about how to frame students' spiritual and religious lives as assets in the teaching and learning of writing.

Chair: Mary Juzwik, Michigan State University, East Lansing

Presenters: Christina Ponzio, Michigan State University, East Lansing, "This Story I Have Never Told Anyone": Writing as Resistance to Chaldean Catholic Oppression"

Larkin Weyand, Brigham Young University, Provo, UT

Lance Wheatley, Michigan State University, East Lansing, "Examining Social Structures and Agency in Muslim Male Literacies"



Mary Juzwik



Christina Ponzio



Larkin Weyand



Lance Wheatley

O.01 An Inquiry for Educators: Religiously Diverse Students in your Classroom/School

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Rainbow

This session is a critical inquiry into how students can be supported in the current environment of bullying and lack of knowledge and understanding across cultures. Educators will learn about challenges that children/families from minority religious cultures face and how educators can become allies. We will share, listen to, and collect new vignettes about Muslim, Hindu, Jewish, Bahai, Buddhist, atheist, Native American, and other marginalized groups. Voicing critical and constructive inquiry, participants will explore a children's book that presents characters from a variety of religious traditions. They will also participate in a carousel brainstorming session that demonstrates the commonalities across religious traditions.

Presenters: Mubina Kirmani, Towson University, MD
Barbara Laster, Towson University, MD

O.02 Examining Representations of Whiteness

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Rainbow



Panelists in this interactive session will discuss the ways in which white people continue to embody racial biases and provide research-based methods for employing anti-racist curricula using alternative literacies, including hip-hop pedagogy, improvisational theater, and critical race theory (CRT).

Chair: Cameron Carter, Evening Street Elementary School, Columbus, OH

Presenters: Erin Miller, University of North Carolina, Charlotte
Samuel Tanner, Penn State University, State College
Ronda Taylor Bullock, Durham, NC
Dave Wooley, Westhill High School, Stamford, CT

O.03 Reading, Writing, and Speaking for Us

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Panelists in this session describe how the elements of Latinx mentor texts, pen pal letters, and cross-linguistic connections can be used to create effective elementary-level classroom approaches, always with a goal toward letting inquiry, writing, and literature empower students to examine their identities and share their stories.

Chair: Peggy McNamara, Bank Street College of Education, New York, NY

Presenters: Patricia Abril-Gonzalez, The University of Texas at Austin
Dawn Little, Washington Grove Elementary School, Gaithersburg, MD
Junko Sakoi, Tucson Unified School District, AZ
Ofelia Schepers, Metropolitan State University of Denver, CO
Yoo Kyung Sung, University of New Mexico, Albuquerque

O.04 Challenged! Intrigued! Sparking Inquiry through Collaborative Research

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As educators, we often engage in inquiry and seek the knowledge of expert researchers. But when answers are difficult to find, taking a question over the lip of inquiry means developing our own answers. Share in a discussion with four presenters who ventured into action research beginning with one question—given a group of students who are approaching or below grade-level expectations, does increasing the number of writing pieces that they produce within a unit have a positive impact on their overall growth? Reflect on your own inquiry and take the first step toward finding answers.

Chair and Presenter: Katelynn Giordano, Kaneland Harter Middle School, Sugar Grove, IL

Presenters: Betsy Hubbard, Fern Persons Elementary, Battle Creek, MI
Fran McVeigh, Morningside College, Sioux City, IA
Melanie Meehan, Simsbury Public Schools/Corwin Press, Farmington, CT

O.05 Breaking Up with Test Prep: Transcending the Reality of Standardized Tests to Build Critical Literacy



305

Michigan's MAISA General Education Leadership Network's SAT Task Force has developed resources to help teachers make sound instructional decisions that promote disciplinary literacy learning in their classrooms AND also prepare students for the literacy demands of the SAT suite of assessments. Join members of the SAT Task Force to examine the white paper that describes four main research-based instructional practices designed to help students develop literacy skills across disciplines, and participate in simulations of what those practices look like in the classroom. Presenters will share a database of free resources that align with each of the four instructional practices.

Presenters: Elizabeth Lietz, Macomb Intermediate School District, Clinton Township, MI
Katherine Palmiter, Eaton Regional Education Service Agency, Charlotte, MI
Jenelle Williams, Oakland Schools, MI

O.06 Local Strand: Celebrating the Sonia Lynn Sadler Award and the Green Earth Book Award: The Exploration Environmental Stewardship in Literature



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Sponsored by the Maryland Council of Teachers of English

Did you know that Maryland is the home of 2 national children's literature awards? Come to this active session to learn more about the Sonia Lynn Sadler Award and the Green Earth Book Awards given to children's book authors/illustrators at Salisbury University each April. Audience explore books and receive resources about these awards.

Presenters: Patricia Dean, Salisbury University, MD
Erin Stutelberg, Salisbury University, MD

O.07 Spirited Inquiry on Equity and Social Justice



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Inspired by the conference theme, this session features a range of spirited inquiries that address complex issues in equity and social justice. Attendees will have the opportunity to rotate between three 20- to 25-minute roundtable discussions of their choice.

Presenters: Richard Beach, University of Minnesota, Minneapolis
Sarah Park Dahlen, St. Catherine University, Maple Grove, MN
Darlene Eirish-Schofield, Pawling Middle School, NY
Kim Fontana, Syracuse University and Pawling Central School District, NY
Gabrielle Atwood Halko, West Chester University, PA
Angel Daniel Matos, San Diego State University, CA
B.J. McDaniel, University of Cambridge
Jennifer Morrison, University of South Carolina, Columbia
Laura Renzi, West Chester University, PA
Cristina Rhodes, Shippensburg University, PA

O.08 Wondering and Wandering: Biography Picture Books for Curious Readers and Writers



Rainbow

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By design, biography picture books celebrate the inquiry that we want our young readers to engage in. From athletes to scientists, from activists to poets, the subjects of biographies help young readers to see how the questions we ask in our youth can guide and shape our identities as adolescents and adults. In addition, biography picture books offer practical and tangible mentor texts so that young readers can "stand on the shoulders" of the authors who write them to do independent research.

Presenters: Gene Barretta, Henry Holt
Julia Guthrie, Notre Dame Academy, Palisades Park, NJ
Andrea J. Loney, Random House Knopf
Roundtable Leaders: Oona Marie Abrams, School District of the Chathams, NJ
Sandra Neil Wallace, Simon & Schuster/Paula Wiseman Books/Little Brown Books for Young Readers
Emma Otheguy, Knopf Books for Young Readers/Lee and Low/Las Musas
Jessica Rinker, Bloomsbury Children's Books
Tradebook Author: Laurie Wallmark, Sterling

O.10 “Knowledge Speaks, Wisdom Listens”: Teachers Inquiring into Students as Readers and Writers
310



Inquiry is the heart of literacy conferences. Individual students are wealths of information if not reduced to numbers on a page through fast-paced curriculum and assessment. Join us as we explore how to use listening to help students teach us how to best teach them, both in reading and writing. We will discuss conferring with students who find literacy challenging and those who excel in both reading and writing.

Presenters: Carol Gilles, University of Missouri, Emerita, Columbia, MO, “Down to Basics: What Do I Listen For?”
 Danielle Johnson, Columbia Public Schools, MO, “Diverse Writing Strategies for Diverse Writers”
 Anna Osborn, Jefferson Middle School, Columbia, MO

O.11 The Intersection of Verbatim Performance, Language, and Critical Analysis
311



This workshop will take participants through a journey of inquiry where they will gain new insight into how we and our students consume media through the use of Verbatim Performance and critical analysis while also looking toward its application in a multitude of ways both in and outside of the classroom. Joe Salvatore and Meredith Towne will lead participants in this challenging and engaging work that educators can bring back to their own classrooms as a tool of inquiry and exploration for pre- and inservice educators.

Presenters: Joe Salvatore, New York University, NY
 Meredith Towne, New York City Department of Education, NY

O.12 Writing Teachers Writing Together: Critical Strategies for Reflective Practice
312



When teachers reflect together, their expertise and influence soar. Teachers show how they use various methods of collaboration and communication to grow together.

Chair and Presenter: Janine Davis, University of Mary Washington, Fredericksburg, VA
Presenters: Tina Angelo, Writers in the Schools
 Alecia Magnifico, University of New Hampshire, Durham

Tim Martindell, Writers in the Schools
 Christina Ortmeier-Hooper, University of New Hampshire, Durham

O.13 Learning and Teaching Culturally Relevant Pedagogies
313



Presenters share methods and frameworks for exploring, learning, and leading culturally relevant pedagogies. Panelists share strategies for working with students to connect literacy and learning to their personal lives.

Chair: Karin Yearwood, Morgan State University, Essex, MD

Presenters: Brittany Adams, University of Florida, Gainesville
 Jane Hutcheson, German School Brooklyn, NY
 Angela Kohnen, University of Florida, Gainesville
 Megan Miller, Salisbury University, MD
 Sean Ruday, Longwood University, Farmville, VA

O.14 Reading for Racial and Critical Literacy
348



This panel brings together a number of educators engaged in innovative work geared toward disrupting the canon and challenging the ways in which we approach and view diverse and multicultural literature. Discussion will explore how educators can question their text choices, think critically about their reading instruction with students of color, and support critically conscious engagement with literature.

Presenters: Lauren Elizabeth Reine, Michigan State University, East Lansing
 Thea Williamson, Salisbury University, MD

O.15 A Sense of Belonging: What Ethnography Offers about Ourselves and Others
315



How can we build school and classroom community while also providing students with opportunities for authentic writing, research, collaboration, and critical thinking? Ethnography has much to offer. This interactive presentation will highlight the benefits of asking students to examine their local communities and the direct applications it has to the ELA classroom. Participants will walk away with strategies, activities,

and assignments that they can implement immediately upon return from the Convention. Furthermore, participants will be asked to take part in several of these strategies and activities. As presenters will demonstrate, ethnography should become an integral part of every teacher’s toolbox.

Presenters: Katherine Lynde, Blacksburg High School, VA
Josh Thompson, Blacksburg High School, VA

O.16 Creating a Safe Place to Question: Teachers Making Spaces for Meaningful Literacy Practices with Required Texts



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This interactive presentation focuses on how teachers use their expertise to create spaces for inquiry and meaningful literacy practices despite mandated curricula. Participants will engage in discussion regarding how to use multimodal responses to required texts to explore issues of oppression and embrace a social justice stance, promoting equity for all students.

Presenters: Kathleen Colantonio-Yurko, College at Brockport, SUNY
Kathleen Olmstead, College at Brockport, SUNY
“Engagement in Social Justice Projects with Required Texts”

O.17 NCTE Author Strand: Say Yes to Pears—A Food-Inspired Journey



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We invite you to a classroom that feels more like a family at a dinner table to explore a class called Food Lit and the generation-spanning community who wrote the book *Say Yes to Pears*. We’ll connect literature, home, and service—go to spaces of kindness . . . and search for yes inside of you.

Presenters: Joseph Franzen, Cuba-Rushford School District, Cuba, NY
Brent Peters, Fern Creek High School, Louisville, KY, and
Middlebury (CT) Bread Loaf School of English

O.18 Creating Confident Writers: Motivation, Momentum, and Moving toward College-Level Writing



318



When their voices are valued, student writers explore more, share more, and gain confidence along the way. Leaning on the “Framework for

Success in Postsecondary Writing,” we situate promising writing habits within an inquiry-based classroom, exploring possibilities with reader-response blogs, multimodal mentor texts, and PechaKucha-style talks.

Presenter: Andy Schoenborn, Mt. Pleasant High School, MI

O.19 Healing through Spirited Inquiry and Writing Processes



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This interactive session positions inquiry-based writing instruction as central to the emotional and intellectual work in schools, especially as we seek to help students work through and beyond trauma. Through narrative inquiry, writing pathways, and shared storytelling, participants will explore innovative approaches to writing that allow classroom spaces of healing to emerge.

Presenters: Christine M. Dawson, Siena College, Gansevoort, NY
Bronwyn LaMay, Santa Clara Unified School District, CA
Nicole Sieben, SUNY Old Westbury, NY

O.20 From Fluff to a Published Classroom: How to Create Engaged Writers with Word Frames



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This hands-on writing workshop demonstrates how to move a classroom away from students asking, “How many paragraphs do I have to write?” to creating an engaged community that publishes writing with no fluff. Word-Frame is an approach that begins with stream of consciousness timed writing and then moves to paring down material into a product based on word count. To try this out, participants will engage in a Word-Frame activity before designing, organizing, and publishing an anthology of 19-word stories. Participants will leave with an anthology, contact information, and a 2020 writing challenge that will promote collaboration among participants’ classrooms.

Chair and Presenter: Amanda Triplett, Dalton Public Schools, GA
Presenters: Maegan Larimer, Dalton Public Schools, GA
Daria Larimer, Dalton Public Schools, GA
Crystal Ponto, Cayuga Onondaga BOCES, Auburn, NY

O.21 Inspiring New Literacies: College, Justice, and the Government

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Sponsored by the NCTE Early Career Educators of Color

Participants will learn strategies to use in their own classrooms to help students inquire about the world around them. Learn how to engage students and families of color in navigating the college application process, discussing and understanding axes of oppression, and participating in our government.

Chair: Anna J. Small Roseboro, Grand Rapids, MI
Presenters: Sarah Cole, Capital City Public Charter Middle School, Silver Spring, MD
 America Moreno Jimenez, Sanderson High School, Hendersonville, NC
 Kia Turner, Harlem Academy, New York, NY
Respondent: Jeffrey Cabusao, Bryant University College of Arts and Sciences, Smithfield, RI

O.22 Language, Linguistic Diversity, and Critical Inquiry across the English Language Arts Curriculum

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322 **Sponsored by the Linguistic Society of America**

Focusing on linguistic diversity and its representation in classrooms and the ELA curriculum, discussants will share inquiry-based activities, asking students to find and test language patterns, including those addressing grammar (why “They’re taller” but not “They’re understanding?”), the nature of English word forms (e.g., Harry Potter spells), and representations of language variation in literature (e.g., in *To Kill a Mockingbird*), and will provide models (e.g., Wiggins and McTighe, Arnetta Ball) for developing critical inquiry about language, linguistic systems, and linguistic diversity. Participants should leave the session with both activities to use and good questions to ask and pursue.

Presenters: Nicoleta Bateman, California State University San Marcos
 Teaira McMurtry, Milwaukee Public Schools, WI
 Amy Plackowski, Hudson High School, MA

O.23 Social Inquiry to Promote Literacy Learning

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Asking students to research others and the world around them helps facilitate both literacy learning and learning about themselves.

Chair: Donna Niday, Iowa State University, Ames
Presenters: Steven Alvarez, St. John’s University, Queens, NY
 Michael Barnes, Stetson University, DeLand, FL
 Eric Klingler, University of Colorado Boulder

O.24 Learning from Youth: Inquiring into the Writing Lives of Teens

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Research has not thoroughly explored direct accounts of teens’ writing experiences in and out of school over time. Six researchers from five US states do just that by longitudinally examining the writing lives of teens. Findings suggest how understanding writerly identities can inform scholarship on writing development and instruction.

Presenters: Annamary Consalvo, University of Texas, Tyler
 Ann David, University of the Incarnate Word, San Antonio, TX
 Katrina Jansky, Texas State University, San Marcos
 Claire Lambert, High Point University, NC
 Marie LeJeune, Western Oregon University, Monmouth
 Dominique McDaniel, University of North Carolina, Greensboro
 Amy Vetter, University of North Carolina, Greensboro

O.25 How Treating Words and Pictures as Equal Languages Can Transform Teacher Practice and Advance Student Writing

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Pictures offer a universal language for developing and recording ideas. Witness how embracing text and image as equal partners can transform teacher practice and student engagement for a wide range of learners; how treating words and pictures as parallel, complementary, and equal languages can deepen students’ literacy learning. Observe how the study of quality picture books draws students into close reading of text and image and how creating content-driven picture books affords students critical new tools for advancing their writing. Experience the power of this evidence-based, multimodal approach. Review research findings.

Chair and Presenter: Beth Olshansky, Center for the Advancement of Art-Based Literacy
Presenters: Susan O’Byrne, Center for the Advancement of Art-Based Literacy

O.26 Dare To Disagree**G****326****TE****R**

Since disagreement is inevitable, let's welcome it and prepare students to dissent productively. How can we help students find their own ways of pushing back against injustices and choose their battles in a world of problems that may sometimes seem overwhelming? This panel of nonfiction and fiction authors who are thinking and writing about the importance of disagreement and disagrees explores how to harness the power of disagreement—as presented in nonfiction and fiction books about dissenters and dissenting—to inspire and guide young readers as they grapple with a world that needs their productive, passionate dissent and actions.

Presenters: Kathryn Erskine, Farrar, Straus and Giroux
Hena Khan, Simon & Schuster, Lee & Low
Debbie Levy, Bloomsbury, Simon and Schuster
Pauline Schmidt, West Chester University, PA
Carole Boston Weatherford, Fayetteville State University, NC

O.27 Brown Promise Kept: Developing 21st-Century ELA Learners through Culturally Responsive Inquiry**G**

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As the United States celebrates the 65th anniversary of *Brown v. Board of Education of Topeka* landmark case, this session will showcase our social justice inquiry with students reading about segregation/desegregation of American schools, doing several writing and artistic activities, and interviewing African American elders who attended such schools. A handout of the culturally diverse texts relating to school integration and grant funding resources will be distributed.

Chair and Presenter: Charline Barnes Rowland, University of Pittsburgh, PA, "Overview of *Brown v. Board of Education of Topeka*"

Presenters: Anne Pegram, Fairfax County Public Schools, VA, "Moton Museum Experience: Lessons Learned through Inquiry"
Sharon Yates, Dinwiddie County Public Schools, VA, "What Is Culturally Responsive Inquiry?"

O.28 Becoming Happy and Hungry Learners by Documenting the Unexpected**E****TE****328**

How might we use pedagogical documentation to uncover the unexpected in our classrooms, and why does this matter anyway? Join us as we return to the birthplace of this approach: Reggio Emilia, Italy. Together, we will explore their documentation practices, which promise to ignite and sustain our curiosities about our students, their learning, and our own. Participants in this session will experiment with the process of pedagogical documentation and plan a beautiful beginning upon their reentry to school. They will also be invited to join an online community where they will receive sustained support as they deepen their work.

Presenters: Christine Boyer, Scarsdale Central School District, NY, "Creating Happy and Hungry Learners by Documenting the Unexpected"
Lorella Lamonaca, Scarsdale Central School District, NY, "Becoming Happy and Hungry Learners through Pedagogical Documentation"
Angela Stockman, WNY Education Associates, NY, "Creating Happy and Hungry Learners by Documenting the Unexpected"

O.29 So the Story Went: Crafting New Ways for Preservice Professional Development**S****C****TE****329**

How many preservice teachers does it take to plan a free professional development conference? It takes more than a few, so the story goes. Join Ball State University students to discuss their experience with taking their professional development into their own hands.

Presenters: Emily Badger, Ball State University, Muncie, IN
Sarah Bredar, Ball State University, Muncie, IN
Erin Goff, Ball State University, Muncie, IN
Devon Lejman, Ball State University, Muncie, IN
Ashley Thomas, Ball State University, Muncie, IN

O.30 Transforming Text: Designing Meaningful Multimodal Curriculum in ELA Classrooms

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This panel of English education teachers and researchers offers innovative methods for teaching multimodalities in middle school, high school, and college classrooms. This presentation is about teaching students at every age to understand the connection between technology and literacy; to analyze, use, and synthesize multiple modes of communication and representation; and to use their knowledge to create meaningful, multimodal compositions.

Chairs and Presenters: Jessica Early, Arizona State University, Tempe

Michelle Glerum, Arizona State University, Scottsdale

Presenters: Kate Hope, Arizona State University, Tempe

Stephanie F. Reid, Arizona State University, Tempe

Justin Scholes, Arizona State University, Tempe

O.31 Film as Inquiry, Inquiry as Film: Portrait of Two Film-Based Inquiry Projects

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Sponsored by the NCTE Studies in Literacies and Multimedia Assembly

Participants in this session will gain access to many resources for using film and pop-culture-related projects to inspire and sustain inquiry projects that are both individualized and standards-based. The projects featured in this session involved an in-depth unit surrounding the film and novel *The Hate U Give* and community-based documentary filmmaking centered on the 1968 Glenville Riots. Teachers from Cleveland's historic Glenville High School will demonstrate the power of multimedia projects to inspire and sustain inquiry throughout the school year and beyond.

Presenters: Frank Baker, Media Literacy Clearinghouse, Inc., Columbia, SC

Shannon Davis, Glenville High School, Cleveland, OH

GalVita Haynes, Glenville High School, Cleveland, OH

Shanita Horton, Glenville High School, Cleveland, OH

William Kist, Kent State University, OH

O.32 To College and Beyond: Reading, Writing, and Inquiry in Dual Credit Programs

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During this interactive presentation, participants will share their inquiry projects about the efficacy of dual credit programs as a way to explore how to create greater buy-in from all stakeholders, including utilizing the inquiry process with students. We will share our research and explore ways we have been able to get our schools, universities, and students to see the benefits of our teaching. Audience members will leave with information about how to incorporate college strategies in the classroom as a way to bridge the gap between high school standards and college expectations and a better understanding of dual credit programs.

Presenters: Melissa Hirsch, Northrop High School, Fort Wayne, IN

Jaron Mann, North Side High School, Fort Wayne, IN

O.33 Inquiring Minds At All Levels: Reaching High School Juniors—ELL to AP—with “Big Question”-Based Curricular Design

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Presenters will speak to collaboratively designing curriculum across AP Language and Composition, Regular Composition, and writing/reading support classes. Students are encouraged to pose questions grounded in social justice issues, questions that are more likely to be problematized than answered. Teachers will share planning documents, resources, and approaches they use to create and design curricula that addresses those big, important, relevant questions. The presenters will walk attendees through their curriculum as it looks in each ability group and class. They will also specifically show the process of how one unit was developed collaboratively and then implemented in their separate classes.

Presenters: Maggie Deschaine, Lincoln Public Schools, NE
Dani Gallegos, Lincoln North Star High School, NE
Lexi Gardner, Lincoln Public Schools, NE
Jillian Harpster, Lincoln Public Schools, NE
Katie Hill, Lincoln Public Schools, NE

O.34 Form Follows Function: The Transformative Power of Google Forms

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From analyzing assessment data and tracking student progress to providing timely feedback and streamlining essay scoring, this interactive session will explore the potential power of Google Forms—an incredibly versatile tech tool that can easily be adapted—to transform any ELA classroom. In this session, participants will learn how to strategically employ Google Forms to inform instruction, increase student engagement, design and adapt assessments, simplify data collection and analysis, and maximize feedback efficiency.

Presenters: Cindy Lloyd, Chestatee High School, Gainesville, GA
John Price, Gainesville High School, GA
Amanda Toney, Gainesville High School, GA

O.35 The Joy and Power of Story: Why Raising and Teaching Readers, Storytellers and Writers Will Change the World

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In a powerful, one-of-a-kind panel discussion filled with love and profound energy we will explore the deeper, most human reasons we long for story, we long to read, and we long to write. Together, with you, we will explore in self-discovery the patterns, elements, and reasons why reading is lifesaving. Bringing us to new heights and understanding, the joy of story can tell us how it instructs to not only live our own best lives, but to help children live their best lives, led by the power of literacy.

Presenters: Pam Allyn, Scholastic, Inc.
Kylene Beers, Scholastic, Inc.
Lester Laminack, Peachtree Publishers/Scholastic, Inc.
Ernest Morrell, Scholastic, Inc.
Gholdy Muhammed, Georgia State University, Atlanta
Pam Muñoz Ryan, Scholastic, Inc.

O.36 Standards of Beauty in Books for Teens: Who Decides Pretty?

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Some books for teen readers offer “standards of beauty” with a single narrative. Join our body and culturally diverse panel of middle grade and young adult authors as we share critical analysis strategies for readers. Topics include how body

size is presented in the text; what/who defines “pretty”; and considerations of historical and racial ideals represented in stories. Educators will leave with recommended reading lists, activities for oral and written analysis, and a hierarchy of questions for teen readers.

Presenters: K. B. Anne/Kim Briggs, Gripping Tales
Leah Henderson, Simon & Schuster
Katherine Locke, YA Pride
Alison Myers, Highlights Foundation
Padma Venkatraman, Penguin/Random House
Alexandra Villasante, Penguin/Random House

O.37 Igniting Empathy through the Spirit of Inquiry: Creating Text Sets That Affirm Student Identities

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Recent studies establish a connection between reading literary fiction and the development of empathy. We will share text sets organized around an Essential Question that is addressed by a whole-class novel in order to facilitate student sharing, and an independent reading text set meant to affirm diverse voices and build empathy. In a workshop activity, participants will construct text sets based on their own knowledge of literature and student interest. Plato admonished: “Be kind, for everyone you meet is fighting a hard battle.” Through reading, we can help our students to recognize each other’s battles and to learn to empathize.

Chair: Gloria Eastman, Metropolitan State University of Denver, CO
Presenters: Jill Adams, Metropolitan State University of Denver, CO
Diana Campos Garcia, Metropolitan State University of Denver, CO
Kathy Deakin, Metropolitan State University of Denver, CO
Seth Scadden, Metropolitan State University of Denver, CO
Abby Sedbrook, Metropolitan State University of Denver, CO

O.38 Creative Pedagogies to Facilitate Inquiry and Foster Learning

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Panelists discuss art, music, and literature to prompt inquiry and foster undergraduate student learning.

Chair: Heather Curl, Antioch University, Seattle, WA
Presenters: Ellen Brooks, Purchase College, Harrison, NY
Terri Hasseler, Bryant University, Smithfield, RI
Jacob Martens, University of Washington, Tacoma

O.39 Critical Inquiries in Equity and Justice in the ELA Classroom

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This session will present findings from research that empowers teachers to critically address issues of equity and justice in the ELA classroom.

Chair: Timothy Shea, Rosslyn Academy, Nairobi, Kenya

Presenters: Gabriel T. Acevedo, Penn State University, State College

Stephanie Hendrix, Bangor High School, ME

Deani Thomas, Ames Schools and Iowa State University

O.40 Supporting Critical Literacy through Children's Literature That Centers Immigrant and Refugee Experiences

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The three different presentations will offer examples of how specific books can be used in the classroom that focus on the refugee experience as well as show how an inquiry unit on immigration was used with first graders.

Chair: Nilufer Guler, Avila University, Kansas City, MO

Presenters: Jodi Beyhl, Round Rock Independent School District, Austin, TX

Catherine Lammert, University of Iowa, Iowa City

Nora Peterman, University of Missouri, Kansas City

Ekaterina Strelakova-Hughes, University of Missouri, Kansas City

Kao Kalia Yang, Metropolitan Press, Carolrhoda Books, and the University of MN Press

O.41 Book Access for All—Let's Do This!

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In spite of all the leaps made in education over the decades, we have never been able to provide all children with meaningful, consistent book access 365 days a year. Too many young people live in book “deserts” without an abundant supply of books. Readers need easy access to texts so they can build joyful and engaging reading lives. How can we increase access to books in schools, communities, and homes, and guarantee that access continues? Join five practitioners from various backgrounds and roles as they share practical suggestions to overcome obstacles and increase book access at school and home.

Chair: LaQuita Outlaw, Bay Shore Middle School, NY

Presenters: Donalyn Miller, The Book Whisperer, Inc.

Colby Sharp, Parma Elementary School, MI

Respondents: Clare Landrigan, Heinemann

Tammy Mulligan, Heinemann

O.43 Writing, Redefined: Honoring the “Radical” Compositional Literacies of All Children and Youth

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What forms, genres, and modes of writing are most privileged in schools and classrooms? Which students do we typically identify as “writers?” In this interactive presentation, panelists will share how it’s possible (and essential) to honor the literacies of ALL youth by “redefining” the kinds of writing that are taught, assessed, and valued in academic spaces.

Chair: Shawna Coppola, The Educator Collaborative

Presenters: Jennifer Connolly, Granite City Senior High School, IL

Marcelle Haddix, Syracuse University, NY

O.44 Conferring: The Heart and Art of Writers Workshop

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There is no one writing process. Each writer has to learn their own way, which is ever-changing. Conferring is one way teachers can engage in conversations about process, nudge writers to consider their audience, and encourage discovery and risk. What makes a writing conference effective? Why should conferring be the heart of your writers workshop? What role do students and teachers play in asking writerly questions? In this session, teachers and authors uncover effective conferring. Participants will leave with practical teaching applications (and a few will also win a signed copy of a book).

Chair and Presenter: Brittany Cannon, Ridgeland High School, MS

Presenters: Sarah Donovan, Oklahoma State University, Stillwater

Jennifer Richard Jacobson, Simon & Schuster

Padma Vankatraman, HWK, Hanswissenschafts Kolleg

O.45 Collaborative Inquiry behind the Fence: Reflecting on Our Literacy Processes and Practices with Incarcerated Youth

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This panel presentation will share the process and findings of collaborative inquiry focused around reading with incarcerated youth. In this session, we will share what students, teachers, and professors discovered about their

literacy processes, practices, and preferences. Curriculum and pedagogy that expands literacy instruction in correctional facilities will be shared, and the voices of students and teachers will be validated.

Chair and Presenter: Mary Styslinger, University of South Carolina, Aiken, “Collaborative Inquiry behind the Fence: Reflecting on Our Literacy Processes and Practices with Incarcerated Youth”

Presenters: Janie Goodman, University of South Carolina, Columbia, “Inquiry into the Landscape of Teaching within the Juvenile Justice System”

Helen Long, University of South Carolina, Columbia, “Not What I Expected: Literacy and Learning with Incarcerated Youth”

Victoria Oglan, University of South Carolina, Columbia, “Inquiry into the Landscape of Teaching within the Juvenile Justice System”

Alexandra Wyland, Dreher High School, Columbia, SC, Columbia, “How It Relates to Me: What I Like and Hate about Reading”

O.47 The Writing Classroom: Fostering Inquiry for Social Change and Social Justice

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Sponsored by the College Section Steering Committee

Inquiry in the writing classroom allows us to explore venues and opportunities that can lead to social change. The proposed panel consists of four speakers who represent different grade levels and institutions and who will describe how their teaching writing at different educational institutions and with students from 2nd grade to college can fill their classrooms with a spirit of inquiry that allows students to see themselves as potential agents of social change in and outside the classroom.

Chair: Isabel Baca, University of Texas, El Paso

Presenters: Yndalecio Isaac Hinojosa, Texas A&M, Corpus Christi, “Encounters with Friction: Inquiry into the Intellectual and Emotional Labor of Writing for Social Change Classrooms”

Carmen Llerena, Public School 75, New York, NY, “Doing Inquiry into the Lives of New Yorkers”

Tiana Silvas, PS 59 NYC Department of Education, NY, “Unleashing the Writer’s Voice through Inquiry-Based Writing”

Jasmine Villa, East Stroudsburg University, PA, “Demystifying Technical Writing and Social Action: Building Peer Mentorships in the Writing Classroom”

O.48 Teacher Inquiry Exploring Student Diversity

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Teachers share various methods and results from studies of how they explored and understood engagement with their students of diverse backgrounds and multiliteracies.

Chair: Shazia Bajwa, Apollo Middle School, Hollywood, FL

Presenters: Camea Davis, Georgia State University, Atlanta

Jacqueline Desperoux, Jack E. Singley Academy, Irving, TX

Moira Pirsch, Teachers College, Columbia University, New York, NY

Reshma Ramkellawan-Arteaga, Rutgers, State University of New Jersey, New Brunswick

Cherylann Schmidt, University of Pennsylvania, Philadelphia

Allison Skerrett, The University of Texas at Austin

Alexandria Smith, Lyndon B. Johnson Early College High School, Austin, TX

O.49 Exhibitor Session: What Is Real? Teaching Students How to Evaluate the Credibility of Sources

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JOHNSON A/B (HILTON)

Sponsored by Turnitin

With the rise of fake news and internet sites, information and media literacy is an essential skill for the twenty-first-century learner. Get tips and classroom-ready resources to help students (1) understand the importance of choosing credible sources and (2) think critically about digital and print content.

Presenters: Jill Crivelli, Senior Instructional Innovations Specialist

Kristin Van Gompel, Senior Instructional Innovations Specialist

Patti West-Smith, Senior Manager, Teaching and Learning Innovations Team

Katie Wike, Senior Instructional Innovations Specialist

FEATURED SESSION

Radical Listening: Taking an Inquiry Stance in the Reading and Writing Workshop



310

In this session, the presenters will discuss strategies for “radical listening” in reading and writing conferences that help us discover and teach into students’ interests, intentions, and needs as readers and writers, instead of using conferences to simply advance the curriculum. They will also suggest how to have conversations with people in schools and districts who have the power to impede this kind of listening, and broaden their thinking about inquiry-based, responsive teaching.

Presenters: Carl Anderson, Heinemann, “Rules for Radicals: A Primer for How to Listen in Writing Conferences”

Dan Feigelson, Heinemann, “Listening to Comprehension: Conferring Toward Independence”

Cornelius Minor, Teachers College Reading and Writing Project, New York, NY, “Rehearsal for Disruptive Conversations”



Carl Anderson



Dan Feigelson



Cornelius Minor

Photo: Olivia Ramirez Photography

P.01 Affiliate Extravaganza**G BALLROOM II**

Sponsored by the Standing Committee on Affiliates

Meet and share with affiliate leaders from around the country as they present working models of successful programs and practices from their affiliates. Whether you are looking for support in attracting and retaining members, hosting advocacy initiatives, or gathering ideas for planning and executing successful state and regional meetings, this session will provide an opportunity to cycle through several topics and take home some great ideas.

Presenters: Margaret Ford, SCOA, Campbell, OH
Jim Kroll, SCOA, L'Anse Creuse Public Schools, Macomb, MI

Roundtable 1: “The Future Is Here: Affiliate Support of Preservice Teachers”

Amy Nyeholt, The Pennsylvania Cyber Charter School

Roundtable 2: “Growing Preservice Teacher Membership”

Karla Hayslett, Eastern Local School District, OH
Patrick Thomas, University of Dayton, OH

Roundtable 3: “Voices and Verses: An Evening with Maine’s Poet Laureate and Teacher Poets”

Carrie Barbosa, Maine Council for English Language Arts

Roundtable 4: “From the Ground Up: Ideas for (re) Starting an Affiliate”

Laura Gellin, Park Tudor School, Indianapolis, IN
Michael Macaluso, University of Notre Dame, IN
Terri Suico, Saint Mary’s College, Notre Dame, IN

Roundtable 5: “So You Want to Hold an Affiliate Conference: First-Timers Share Their Experiences”

Laura Gellin, Park Tudor School, Indianapolis, IN
Michael Macaluso, University of Notre Dame, IN
Terri Suico, Saint Mary’s College, Notre Dame, IN

Roundtable 6: “Publishing an Award-Winning Newsletter”

Kay Walter, University of Arkansas at Monticello

Roundtable 7: “The NJCTE Blog: Columns, Publicity, Experiments”

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

Roundtable 8: “Literacy Explosion: Engaging Students through a Digital Competition”

Ashley Meredith, New Kent High School, VA/
Rappahannock Community College, Glenss, VA
Angela Moore, Virginia Association of Teachers of English

Roundtable 9: “Including Bilingualism and Cultural Diversity as Core Values in Your Affiliate”

Mary Rice, University of New Mexico, Albuquerque

P.02 The Future Is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers**BALLROOM IV**

Sponsored by the ELATE Graduate Strand

In this wide-ranging session sponsored by ELATE-GS, undergraduate and master’s level preservice and novice English teachers from across the nation will lead roundtable presentations that explore 21st-century teaching ideas and research-driven pedagogical practices. Please join us to support this next generation of English teachers and NCTE members.

Note: Student presenters are determined after the program deadline. Attendees will receive a separate program with the names of roundtable leaders and their presentation titles upon entering the session. For more information, see <https://nctefutureisnow.weebly.com/>.

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

Luke Rodesiler, Purdue University Fort Wayne, IN

Mentors: Carey Applegate, University of Wisconsin, Eau Claire

Meghan Barnes, University of North Carolina, Charlotte
Erinn Bentley, Columbus State University, GA
Deborah Bieler, University of Delaware, Newark
Rhonda Bondie, Harvard University, Cambridge, MA
Carlin Borsheim-Black, Central Michigan University, Mount Pleasant

Ashley Boyd, Washington State University, Pullman
Kelly Byrne Bull, Notre Dame of Maryland University
Fawn Canady, Sonoma State University, CA
Kathryn Caprino, Elizabethtown College, PA
Mona Choucair, Baylor University
Heather Coffey, University of North Carolina, Charlotte
Jamie Collins, University of Arkansas, Fayetteville
Annamary Consalvo, The University of Texas at Tyler
Dawan Coombs, Brigham Young University, Provo, UT
Thomas Crochunis, Shippensburg University, PA
Bill Elgersma, Dordt College, Sioux Center, IA
Mark Fabrizi, Eastern Connecticut State University, Willimantic, CT

Lochran Fallon, Francis Marion University, Florence, SC
Michelle Falter, North Carolina State University
Danielle Filipiak, University of Connecticut, Storrs
Tracey Flores, The University of Texas at Austin
Merideth Garcia, University of Wisconsin, La Crosse
Marshall George, Hunter College, CUNY

P SESSIONS / 10:30-11:45 A.M.

Ricki Ginsberg, Colorado State University, Ft. Collins
 Wendy Glenn, University of Colorado, Boulder
 Christian Z. Goering, University of Arkansas, Fayetteville
 Charles Gonzalez, Alabama A+M University, Huntsville
 Michelle Goodsite, Kennesaw State University, GA
 Heidi Hallman, University of Kansas, Lawrence
 Alice Hays, California State University, Bakersfield
 Katherine Higgs-Coulthard, Saint Mary's College, Notre Dame, IN
 Crag Hill, University of Oklahoma, Norman
 Heather Hill, Ithaca College, NY
 Kate Hope, Arizona State University
 Laura M. Jimenez, Boston University, Wheelock, MA
 Lindy Johnson, College of William & Mary, Williamsburg, VA
 Theresa Johnson, Troy University
 Cathy Leogrande, Le Moyne College, Syracuse, NY
 Mark A. Lewis, James Madison University, Harrisonburg, VA
 Naitnaphit Limlamai, University of Michigan, Ann Arbor
 Kati Macaluso, University of Notre Dame, IN
 Michael Macaluso, University of Notre Dame, IN
 Victor Malo-Juvera, University of North Carolina, Wilmington
 Robert Montgomery, Kennesaw State University, GA
 Katie Nagrotsky, Teachers College, Columbia University, New York, NY
 Allan Nail, Winthrop University, SC
 Matthew Nelson, Francis Marion University, Florence, SC
 Cheryl North, University of Maryland, Baltimore County
 Rich Novack, Teachers College, Columbia University, New York, NY
 Melinda McBee Orzulak, Bradley University, Peoria, IL
 Christopher Parsons, Keene State College, NH
 Jody Polleck, Hunter College, CUNY
 Katie Rybakova, Thomas College, Albion, ME
 Sophia Tatiana Sarigianides, Westfield State University, MA
 Pauline Schmidt, West Chester University, PA
 Shelly Shaffer, Eastern Washington University, Cheney
 Melanie Shoffner, James Madison University, Harrisonburg, VA
 Nicole Sieben, SUNY College at Old Westbury
 Meredith Sinclair, Southern Connecticut State University, New Haven, CT
 Andrew Smyth, Southern Connecticut State University, New Haven, CT
 Laura Snyder, Brown University, Providence, RI
 Karen Spector, University of Alabama, Tuscaloosa
 Erin Stutelberg, Salisbury University, MD
 Sunny Styles-Foster, University of Central Arkansas, Conway
 Terri Suico, Saint Mary's College, Notre Dame, IN
 Bonnie Sunstein, University of Iowa, Iowa City
 Melissa Talhelm, Southern Connecticut State University, New Haven

Jennifer VanDerHeide, Michigan State University, East Lansing
 Deborah Vriend Van Duinen, Hope College, Holland, MI
 Donna Wake, University of Central Arkansas, Conway
 Allen Webb, Western Michigan University, Kalamazoo
 Carl A. Young, North Carolina State University, Raleigh
 Craig Young, Bloomsburg University of Pennsylvania
 Aaron Yost, Montana State University

Respondents: Johnny Allred, University of Arkansas, Fayetteville
 Christopher Bass, University of Illinois, Chicago
 Alexandra Lampp Berglund, The University of Georgia, Athens
 Ashley D. Black, Northwest Missouri State University
 Karen Brown, Brigham Young University
 Nikel Bussolati, Knightdale High School, NC
 Henry Charles Cherry, Harbor Lights Middle School, Holland, MI
 Renee Dorrity, George Washington University, Washington, DC
 Katie Dredger, James Madison University, Harrisonburg, VA
 Timothy Duggan, Northeastern Illinois University, Chicago
 Mandie Dunn, Michigan State University, East Lansing
 Sarah Bradford Fletcher, The Ohio State University, Columbus
 Michelle Fowler-Amato, Old Dominion University
 Seth French, University of Arkansas, Fayetteville
 Mara Lee Grayson, California State University, Dominguez Hills
 Jason Griffith, Penn State University, State College
 Susan Groenke, University of Tennessee
 Heidi Hadley, The University of Georgia, Athens
 Aimee Hendrix-Soto, The University of Texas at Austin
 Sarah Hochstetler, Illinois State University, Normal
 Sara Hoeve, Purdue University, West Lafayette, IN
 Amber Jensen, Brigham Young University, Provo, UT
 Neil Klein, Indiana University, Bloomington
 Catherine Lammert, University of Iowa, Iowa City
 Charlotte L. Land, The University of Texas at Austin
 Mark Letcher, Lewis University, Romeoville, IL
 Naitnaphit Limlamai, University of Michigan, Ann Arbor
 Sheryl Long, Salem College, Winston-Salem, NC
 Stacia Long, The University of Georgia, Athens
 Steffany Comfort Maher, Indiana University Southeast, New Albany, IN
 Rick Marlatt, New Mexico State University, Las Cruces
 Kristin McIlhagga, Oakland University, Rochester, MI
 Nicole Mirra, Rutgers University
 Caitlin Murphy, Bellarmine University, Louisville, KY
 Brady Nash, The University of Texas at Austin

Charlotte L. Pass, SUNY Cortland
 Jennifer Peñaflorida, University of Arkansas
 Emily Pendergrass, Vanderbilt University
 Summer Melody Pennell, Truman State University
 Amy Piotrowski, Utah State University, Logan
 Christina Ponzio, Michigan State University, East Lansing
 Stephanie F. Reid, Arizona State University, Tempe
 Todd Reynolds, University of Wyoming, Laramie
 Kia Jane Richmond, Northern Michigan University, Marquette
 Leslie Rush, University of Wyoming, Laramie
 Lisa Scherff, Community School of Naples, FL
 Ryan Schey, Auburn University, AL
 Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY
 Darby Simpson, Arizona State University, Mesa
 Kate Sjoström, University of Illinois, Chicago
 Katie Sluiter, Wyoming Junior High School, MI/Western Michigan University, Kalamazoo
 Kristin Sovis, Central Michigan University, Mount Pleasant
 Raven Jones Stanbrough, Michigan State University, East Lansing
 Amanda Stearns-Pheiffer, Oakland University, Midland, MI
 Amanda Haertling Thein, University of Iowa
 Nick Thompson, The University of Georgia, Athens
 Amy Vetter, University of North Carolina, Greensboro
 Deborah Vriend Van Duinen, Hope College
 Patricia Waters, Troy University, AL
 Alisha White, Western Illinois University, Macomb
 Heather L. Barto Wiley, R.J. Reynolds High School, Winston-Salem, NC
 Thea Williamson, Salisbury University, MD
 Michelle Zoss, Georgia State University, Atlanta

P.04 Critical Masculinity: Challenging the Representations of Race and Gender in Classroom Spaces



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From depictions of male literacy practices in picture books from the first part of the twenty-first century to microaggressions experienced by Black male educators, this session examines the messages male students and teachers receive about societal expectations in educational spaces.

Chair: Liz Murray, University of San Francisco, CA
Presenter: Kristine Gritter, Seattle Pacific University, WA

P.05 Building Communities of Readers and Writers: Fostering Writing and Reading Identities of Teachers and Students



303

Participants in this session will explore their own writer identities and how to help their students see themselves as part of a writing community; gain ideas for building their own writing curricula, in collaboration with students, through inquiry in mentor texts; and learn about a resource for nonfiction texts—the #NF10for10 event, in which educators post their 10 favorite nonfiction picture books.

Chair: Ambika Raj, California State University, Los Angeles

Presenters: Ryan Colwell, Fairfield University, CT
 Michelle Hasty, Lipscomb University, Nashville, TN
 Allyson Hauptman, Lipscomb University, Franklin, TN
 Suzanne Porath, Kansas State University, Manhattan
 Kristin Tubb, author, Arrington, TN
 Jessica Young, author, Franklin, TN

P.06 Morals, Math, and Music: Using Interdisciplinary Inquiry to Support Literacy Learning



304

In this session, preservice teachers, practicing teachers, and teacher educators consider how interdisciplinary inquiry can engage and support all students' literacy learning. Situated in a school-university partnership pairing preservice teachers with reluctant readers in a literacy intervention, this session explores intersections of literacy, pedagogy, and inquiry for meaningful teacher education.

Presenters: Austin Evans, James Madison University, Harrisonburg, VA
 Charles Jackson, James Madison University, Harrisonburg, VA
 Sarah Lupo, James Madison University, Harrisonburg, VA
 Melanie Shoffner, James Madison University, Harrisonburg, VA
Respondent: Cindy Lavender, Wilson Middle School, Fishersville, VA

P.07 Revising Our Practice through Action Research

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To foster inquiry in our students, we need to begin with ourselves. Action research is a way for us to dig into a “problem of practice,” explore a question deeply, use our classrooms as laboratories for rich discoveries, build a dynamic professional learning community, and ultimately revise ourselves as educators. Join a panel of K-12 educators as we share our personal experiences over a year of action research, modeled after the Heinemann Fellows program. Presenters will discuss the benefits and challenges of action research, as well as suggestions for taking on this empowering work in your district.

Presenters: Heather Drew, Mast Way School, Lee, NH
Emily Geltz, Oyster River Middle School, Durham, NH
Christopher Hall, Oyster River Middle School, Durham, NH

Barbara Jasinski, Mast Way School, Lee, NH
Jaclyn Jensen, Oyster River High School, Durham, NH
Dave Montgomery, Oyster River Middle School, Durham, NH

Jennifer Weeks, Oyster River High School, Durham, NH
Kate Zimar, Mast Way School, Lee, NH

P.08 Freedom of Inquiry: Exploring Sensitive Questions through Student Art

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Sponsored by the Standing Committee Against Censorship

This session will inspire teachers to incorporate creative projects in their classrooms as a catalyst for enlightening discussions on sensitive subjects. Presenters will include teachers, arts professionals, and free expression advocates with experience facilitating and defending student art. We will also invite student artists whose controversial artwork has been challenged and defended to speak to the educational and psychological value of creative expression.

Presenters: MK Asante, Morgan State University, Baltimore, MD
Abena Hutchful, National Coalition Against Censorship
Traci Molloy

Howard Sherman, Arts Integrity Initiative

Respondent: Paula Greathouse, Tennessee Tech, Cookeville, TN

P.09 Local Strand: The Courageous English Class: Tools to Foster Intrinsic Motivation and Resilience

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307

Sponsored by the Virginia Association of Teachers of English

Ever heard this? “When will I use this in the real world?!” Show students the power of language arts through problems in your community. You’ll leave this session prepared with tools to build willpower and autonomous, adaptable learners.

Presenters: Cathleen Beachboard, Taylor Middle School, Warrenton, VA
Marynn Dause, Albemarle County Public Schools, VA

P.10 Reading as an Act of Resistance

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This session is an interactive educator and author discussion about specific ways books can be used in the classroom to bridge differences, expand worldviews, build empathy, and inspire young readers to not only ask for information but to demand it. In these divided times it seems as if books and access to texts that will help our children see injustice is vital for us, so how then do we navigate these times as pursuers of truth and justice? How do we help our students use reading as a true act of resistance? Join us to discuss.

Chair: Sonja Cherry-Paul, Teachers College, Columbia University, New York, NY

Presenter: Julia Torres, Denver Public Schools, CO

Authors/Illustrators: Samira Ahmed, Little Brown
Zetta Elliott, Disney Books
Ibi Zoboi, HarperCollins

P.11 Breaking Comfort Zone Barriers: Using Diverse Literature for Inquiry and Joy
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309



Do you wonder what books should be in your classroom library? Are you curious about how to get students engaged in reading? More important, are you ready for students to talk about what they are reading, including difficult topics that challenge their thinking? So are we! Join us in a roundtable conversation about picture books, middle grade texts, and young adult literature that break through our comfort zone barriers and lead us toward inquiry. This session will include discussion of fiction and informational texts for kindergarten classes through high school.

Presenters: Julie Hoffman, Springfield Public Schools, IL
 Cindi Koudelka, Fieldcrest CUSD 6, Tonica, IL
 Greg Micek, Maercker School District # 60/Holmes School, Downers Grove, IL
 Katie Russell, Murphysboro Middle School, Pinckneyville, IL

P.13 Dismantling the Hierarchy: Preservice/Cooperating Teacher Relationships as Opportunities for Collaborative Inquiry
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The relationship between cooperating teacher and preservice teacher is often rooted in a perceived but unnecessary hierarchy. In this presentation, two “preservice” teachers and their cooperating teacher will share their experiences providing access to literature sometimes deemed by some as “controversial” and pursuing the facilitation of genre studies new to each of them. Participants will have an opportunity to reframe cooperating teacher/preservice teacher relationships to eliminate hierarchical tendencies, creating opportunities for all to grow in their practices through collaborative inquiry and ultimately resulting in more dynamic learning experiences for their students.

Presenters: Ean Fulks, NYOS Charter School, Austin, TX
 Meg McKeon, NYOS Charter School, Austin, TX
 Hannah Shepherd, Asa Mercer International Middle School, Seattle, WA

P.14 I’m a Teacher, but Am I a Writer?
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312



Teacher educators explore ways to help pre-service teachers as they develop themselves as writers.

Chair and Presenter: Vicki Sherbert, Kansas State University, Manhattan
Presenters: Kate Hope, Arizona State University, Tempe
 Mary Kelly, Marist College, Poughkeepsie, NY

P.15 Spiritual Legacies: Perspectives on Christian Language and Literacies in US Education
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This panel examines intersections of religion, language, literacy, and education. Specifically, the presenters focus on the ways in which Christian literacies, languaging, and ways of knowing continue to outline and underlie educational practice in the contemporary US. The panel emphasizes four themes: (1) intersections of race, Christianity, and literacy education, (2) Christian literacies within a pluralistic society, (3) gender, sexuality, and Christian identifications, and (4) epistemological and ontological relations between Christianities and teaching English. The panel discusses multiple inquiries into the spiritual legacies of Christian religious practice and discourse that occur within, beyond, and around US schools.

Chairs and Presenters: Kevin Burke, The University of Georgia, Athens
 Denise Davila, The University of Texas at Austin
 Mary Juzwik, Michigan State University, East Lansing
 Jennifer Stone, University of Alaska, Anchorage
Presenters: Will Fassbender, The University of Georgia, Athens
 Bree Gannon, Michigan State University, East Lansing
 Adam Greteman, School of the Art Institute of Chicago, IL
 Heidi Hadley, The University of Georgia, Athens
 Scott Jarvie, Michigan State University, East Lansing
 Robert LeBlanc, University of Lethbridge
 Kati Macaluso, University of Notre Dame, IN
 Natasha Perez, University of Houston, TX
 Allison Skerrett, The University of Texas at Austin

P.16 **From Club to Classroom: Using ELA Curriculum to Provide Representation for Gender and Sexuality Alliance Club Members**



314

Gender and Sexuality Alliance advisors share how their experiences with LGBTQ+ students shaped inclusivity in their classrooms by incorporating LGBTQ+ literature, themes, and theory to promote a more accepting school culture. Teaching strategies, best practices, useful resources, and a Q&A with the panel will be included.

Presenters: Elizabeth Gannon, Norristown Area High School, PA

Caitlin Hunt, Norristown Area High School, PA
Angie Powers, Olathe Northwest High School, KS
Sheena Zadai, North Ridgeville High School, OH

P.17 **Reading the Rainbow: LGBTQ Literature in Early Childhood and Elementary Classrooms**



315

Come discover how inclusive—specifically LGBTQ+—pedagogy and texts can be incorporated into early elementary classrooms.

Presenters: Stephen Adam Crawley, Oklahoma State University, Stillwater

Kyle Lukoff, Lee & Low
Becca Mui, GLSEN

P.18 **Equity and Access in Children's Literature: Preservice Teachers' Inquiry Projects**



316



Children's literature should be mirrors, windows, and sliding glass doors for our students—but how representative ARE our elementary classroom libraries? How can we advocate for underrepresented populations in literature? Join future teachers from a children's literature and arts integration course as they lead a series of roundtables, in which they will share the results of their spirited inquiry into issues of equity and access in children's literature. Key takeaways (including suggested children's literature) and action steps for classroom practice will be provided. A list of specific topics and tables will be available at the beginning of the session.

Presenter: Melissa Wells, University of Mary Washington, Fredericksburg, VA

P.19 **Inquiry as Journeys of Curriculum Design: From Talking to Listening**



317

Sponsored by the Middle Level Section Steering Committee

In this interactive session, you are invited to join teachers who are experienced in designing their curriculum around the questions of their students. After a brief presentation on how to structure a school year around inquiry, you will have the opportunity to work with mentors to redesign your own unit or school year.

Presenters: Kate Roberts, K&M Literacy, West Hartford, CT

Robyn Seglem, Illinois State University, Normal

P.20 **Writers at Work: Using Project-Based Writing to Foster Independence and Inquiry**



318



How do we give students writing opportunities that mimic the work of professional writers? By intentionally teaching time and task management—generating and pitching ideas, writing proposals, setting goals, self-assessing—we can teach student writers the procedural tools professional writers depend on to manage and deliver authentic writing.

Presenters: Jennifer Brinkmeyer, Iowa City High School, Iowa City, "Inquiry Scaffolds for the Project Cycle"

Shawna Easton, Rogers Middle School, Prosper, TX, "How Pitching Writing Ideas Helps Students Thrive as Writers"

Liz Prather, Lafayette High School, Mount Sterling, KY, "Project Based Writing: An Overview"

David Rockower, Delta Middle School, State College, PA, "Vulnerability and Authentic Writing in My Middle School Classroom"

Cris Tovani, Heinemann Books, "Introduction"
Amanda Wright, Lafayette High School, Lexington, KY, "Turning Passion Into Writing Projects"

P.21 Making a Case for Identity-Driven Writing in ELA Classrooms

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This panel serves as an invitation for writing teachers to examine, reflect on, and implement opportunities for students to write innovative, personal, and diverse genre forms within the formal ELA curriculum so they may gain practice with the skills necessary to produce a wide range of genres needed in college, the workplace, and their future lives.

Chair: Jessica Early, Arizona State University, Tempe

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

Rosanne Orta, Alhambra High School, Phoenix, AZ

Ashley Yap, Chandler High School, AZ

P.22 Using Inquiry to Awaken Our Spirit for Teaching

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North Star of Texas Writing Project's teacher leaders use inquiry processes to understand how to sustain our educators' voices, build resiliency, and create hope in an outreach project. Come learn how "play" is integrated into Passion Pathways: mindfulness practices, multimodal literacies across disciplines, and storytelling through cultural resources.

Presenters: Molly Adams, Ennis ISD/North Star of Texas Writing Project

Joan Curtis, North Star of Texas Writing Project

Holly Genova, Lewisville High School, TX

Rhonda Lemieux, Northwest ISD/North Star Texas Writing Project

Leslie Patterson, University of North Texas/North Star of Texas Writing Project

Carol Wickstrom, University of North Texas/North Star of Texas Writing Project

P.23 Audiobooks Inspire Inquiry for All: Authors and Narrators Share the Wonder Instilled by Oral Storytelling

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Newbery-honor author Adam Gidwitz, Own Voices advocate and renowned narrator January LaVoy, author and Audie-nominated narrator Pablo Cartaya, and author and expert game designer Russell Ginns share their stories of inquiry in the writing and recording of audiobooks to inspire participants and provide teaching strategies for classrooms. Come for an interactive session including audiobook puzzles, research-supported lessons, and practical tips on building a classroom audiobook collection.

Chair and Presenter: Sarah Ressler Wright, RB Hayes High School, Delaware, OH

Tradebook Authors: Pablo Cartaya, Listening Library/BOT

Adam Gidwitz, Penguin Young Readers

Russell Ginns, Listening Library/BO

January LaVoy, Listening Library/BOT

P.24 Making Meaningful Inquiry Possible for English Learners

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This panel presents a reconceptualized framework regarding making inquiry in English language arts classrooms possible for English learners (ELs): (1) authentic assessment that recognizes ELs' cultural, linguistic capital; (2) tailored instruction that focuses on integration of drawing, discussion, and intentional use of various text types; and (3) pedagogical praxis, a critical element to bring about instructional change.

Presenters: Clara Lee Brown, University of Tennessee, Knoxville

Robin Schell, Knox County Schools, Knoxville, TN

Betty Thomason, Maryville City Schools, TN

Natalia Ward, East Tennessee State University, Johnson City

P SESSIONS / 10:30–11:45 A.M.

P.25 Spirited Inquiry to Think Global, Act Local through Community Activism and Literature Circles into Immigration Debate

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In this session students act as change agents by informing themselves. The presenters share inquiry projects that resulted in community projects.

Presenters: Heather Coffey, University of North Carolina, Charlotte
Steve Fulton, Kannapolis Middle School, NC
Gary Gray, Singapore American School, Singapore
Rachelle Kuehl, Virginia Tech, Blacksburg
Narin Ramani, Singapore American School, Singapore

P.27 LLA Closing Session: Art(s) + Literacy: Fostering Inquiry, Skills-Building, Meaning-Making, Social Justice, and Celebration of ALL Learners

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Integrating art(s) in the ELA classroom strengthens reading skills and comprehension, and writing skills and composition. Integrating art(s) is simple, practical, and does not require teachers to be artists or musicians! Educators from City Neighbors School in Baltimore, MD, invite all children, especially those who learn differently, to find academic, social, and personal strengths by learning in, through, and about the arts. This session will provide strategies and demonstrations of phenomenal art and literacy inquiries to illustrate the power of art(s) as a way of understanding and expressing for all kinds of learners.

Chair: Kimberly Spears, City Neighbors School, Baltimore, MD
Presenters: Katherine Bomer, Denton, TX
Brittany Brown, City Neighbors School, Baltimore, MD
Megan Doyle, City Neighbors School, Baltimore, MD
Kate Seidl, City Neighbors School, Baltimore, MD

P.28 Fanning the Flames of Student Inquiry

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Guiding students in the inquiry process can present a challenge. Inquiry, in this case, is modeled after Dewey's (1910) view of inquiry-based teaching: students identify interesting and baffling situations, clarify the problem, form and test a hypothesis through rigorous testing, and reach a solution. We argue the inquiry process presented in Advanced Placement Capstone courses is beneficial in other courses as well. In this panel session, teachers in the AP Capstone Program will present their own experience with student-led research and offer hands-on approaches to helping students find their "niche" in research.

Presenters: Jennifer Denmon, Boca Ciega High School, Gulfport, FL
Renee Foley, Dunedin High School, FL
Erin Parke, Dunedin High School, FL

P.29 Inquiry Matters, for Literacy Learning and Social Change

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Three panelists demonstrate a process of inquiry for literacy learning built on the problems that students find consequential. The panelists identify potential ways that students can apply inquiry processes to the questions that they generate independently and take action to address serious concerns within their own communities.

Chair: Thomas McCann, Northern Illinois University, DeKalb, IL
Presenters: Andrew Bouque, Adlai E. Stevenson High School, Lincolnshire, IL
Dawn Forde, Adlai E. Stevenson High School, Lincolnshire, IL
Elizabeth Kahn, Northern Illinois University, DeKalb, IL
Respondent: Carolyn Walter, Northern Illinois University, DeKalb

P.30 The Power of the Study Group in Fostering Teacher Inquiry

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Dynamic schools foster a spirit of wonder for students and teachers alike! This presentation for those in any type of leadership will take a close look at the structure of the teacher study group, the role of choice and agency within it, and the many rippling effects of grassroots collaboration. Participants will learn how to develop such collaboration, ways to strengthen teacher choice and agency within such studies, methods for exploration within groups, and how these homegrown studies can outgrow themselves to involve others in an exciting air of wonder.

Chair: Tom Marshall, Paramus Public Schools, NJ

Presenters: Christopher Bronke, Downers Grove North High School, IL

Dana Clark, Gravity Goldberg, LLC

Emily DeLiddo, Language Is Living, LLC

Lorraine Madden, Cranford Public Schools, NJ

P.31 Writing Wild: Creative Writing and the Student Mind

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Sponsored by the Recognizing Excellence in Art and Literary Magazines Committee

Break away from the five-paragraph essay and allow students to explore their creativity. No matter the class, no matter the grade level, creative writing helps students engage in the world around them, become empathetic adults, and develop their intellectual curiosity. Roundtable leaders from the REALM committee will share writing assignments and guide discussion to ignite student creativity and empower student writers. Topics will include techniques for guiding students in writing poetry, creative nonfiction, short stories, and drama, in addition to best practices for creative peer revision and publishing opportunities in school literary magazines and beyond.

Presenters: Becca Carson, Big Sky High School, Missoula, MT

Peter Elliott, Center for Talent Development, Northwestern University, Spring, TX

Alexa Garvoille, Virginia Tech, Blacksburg

Rebekah Goode, Woodward Academy, College Park, GA

David Ragsdale, Clarke Central High School, Athens, GA

Gillian Schneider, Neuqua Valley High School, Naperville, IL

P.32 Creating a “3D” Global Learning Environment through Capstone

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The Global Capstone combines methods of 3D thinking (Discover, Design, Deliver) and the UN Sustainable Development Goals to encourage students to think differently and view the world through a global lens. Global Capstone begins with design thinking and then explores global issues to find solutions through the process of collaboration and design. Using the 3D model, Global Capstone is a inquiry-based research program that allows students to pursue a researchable question through quantitative and qualitative research methods along with a substantial field-based inquiry project. Global Capstone offers students a chance to create an independent academic experience, with a focus on authentic inquiry.

Presenters: Stefano Chinosi, Andover Public Schools, Andover, MA

Rebecca D’Alise, Andover High School, MA

Shalagh St. Laurent, Andover High School, MA

P.33 American Indian Caucus Forum BLAKE (HILTON)

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This meeting is designed to gauge interest in forming an American Indian Caucus that meets annually at NCTE.

Co-Chairs: Resa Crane Bizzaro, Indiana University of Pennsylvania

Lisa King, The University of Tennessee, Knoxville

Andrea Riley Mukavetz, Bowling Green State University

P.34 Critical Reading, Thinking, and Teaching in a Digital Age: Using Inquiry and Technology to Make the World a Better Place

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How can we empower our students to develop and use literacy skills to make the world a better place? For today's student, critical reading and inquiry skills are at the heart of a civic-minded education. This session promotes this forward-thinking approach to modern literacy skills by infusing passion, inquiry, and curiosity with the best practice critical teaching for readers and writers of digital and print texts. Presenters will share "try it tomorrow" strategies for the classroom through a high-energy interactive session that engages participants in living and dwelling in this meaningful work.

Chair: Katie Muhtaris, Barrington CUSD 220, Lake Zurich, IL

Presenters: Katharine Hsu, Newsela, Inc., Washington, DC
Maggie Beattie Roberts, K & M Literacy, LLC
Kristin Ziemke, Big Shoulders Fund

P.36 Putting Interest and Motivation First to Raise Comprehension

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In our time, electronics, games, social media, and messaging command much of students' time and attention. The traditional curriculum that focuses on skills and strategies is misplaced when students do not seek to read. What is the value of knowing how to read when you do not read? Our presentation will take you into a program where the development of motivation and interest was the major goal, and the traditional skills and strategies, the stuff of guided reading, were employed only as tools to build competence and further motivation. Our approach produced students who wanted to read and could.

Presenters: Sarah Collinge, Read Side By Side, Lynnwood, WA
Peter Dewitz, Mary Baldwin University, Charlottesville, VA
Amy Sniezak, Eatonville School, WA

P.37 Stories That Spark Laughter: Cultivating Community through Humor

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Good teachers can laugh with their students; great teachers motivate their students through humor. In this session, a panel of mainstream YA authors will present their insights on the role of humor in their writing. Join the conversation about funny books and quirky characters, and how both can help build conversation in our classrooms.

Chair: Kathy Deakin, Metropolitan State University of Denver, CO

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

Authors/Illustrators: Sandhya Menon, Simon & Schuster

Preston Norton, Disney/Hyperion
Amy Spalding, Abrams/Amulet

P.38 Reading Race through Multicultural Literature: A Digital Toolkit for Teachers

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Attendees will engage with a "Reading Race" digital toolkit that supports educators in developing students' racial literacy through multicultural literature. The toolkit is based on interdisciplinary research and begins with the premise that race is not a thing that people have or are, but rather actions that people do as they interact with one another and the world. The workshop will first discuss foundational theories and research about reading race and racial literacy, and then provide educators with collaborative opportunities to try out and incorporate toolkit resources into their own practice.

Presenters: Maria Bojorquez, Stanford University, CA
MarYam Hamedani, SPARQ/Stanford University, CA
Sarah Levine, Stanford University, CA
Paula Moya, Stanford University, CA
Nichole Nomura, Stanford University, CA
Karoline Trepper, Stanford University, CA
Jennifer Wolf, Stanford University, CA

P.39 Celebrating Outstanding Writing in English Education: The Emig and Moffett Awards

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Sponsored by English Language Arts Teacher Educators (ELATE)

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

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

2019 Emig Award Recipient: Kate Seltzer, Rowan University, Glassboro, NJ, “Translating Theory to Practice: Exploring Teachers’ Raciolinguistic Literacies in Secondary English Classrooms”

2018 Moffett Award Recipients: Mary Vlasits Osborn, Campus Elementary School, University of Memphis, TN, “The ‘Write’ Model for Student Authors: Exploring Experiences in Integrated Workshops”

Scott Storm, Harvest Collegiate High School, New York, NY, “Students Write Their Own Novels: Critically Reimagining Moffett’s Scholarship for Social Justice Teaching

P.40 Let’s Get Real: Striving to Cultivate an Authentic Writing Culture in the Classroom

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How can classrooms be transformed into thriving writing communities that reflect authentic writing conditions and support students’ development as writers? Student writers should develop their writing identities in environments that welcome exploration and inquiry about what it means to BE a writer in addition to learning how to write. Moderated by a teacher-writer, this diverse author panel will share their approaches to planning, writing, revision, and incorporating feedback, discussing challenges commonly encountered by both professional and student writers. The panel will offer concrete strategies, tools, and tips from their own writing lives that educators can take back to their classrooms.

Presenters: Karina Yan Glaser, Houghton Mifflin Harcourt Books for Young Readers
Melissa Guerrette, MSAD 17, Oxford Elementary School, Norway, ME
Minh Lê, Disney/Hyperion
Erin Soderberg, Random House Children’s Books
Elly Swartz, FSG/Scholastic, Inc.

P.41 Student Identity and Self-Discovery to Prompt Literacy Learning

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Asking students to study themselves prompts both literacy learning and cultural self-awareness.

Chair: Dawayangzong Fnu, University of Florida, Gainesville

Presenters: Lauren Fletcher, Tallahassee Community College, FL

Caitlin Larracey, University of Delaware, Newark

Kelly Thayer, Tallahassee Community College, FL

Cat Williams-Monardes, Indiana University of PA

P.42 Linguistic Inquiries in English Language Arts Classrooms

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This panel focuses on various approaches to linguistic research. Presenters in this session will share findings from studies on translanguaging, bi/multilingual writing pedagogies, and culturally relevant reading approaches for linguistically and culturally diverse students.

Chair: Kris Nystrom, West Hartford Public Schools, CT

Presenters: Heonsook Cho, University of Massachusetts, Amherst

Nicole Harrison, Blades Elementary School, Seaford, DE

Anna Mendoza, University of Hawai’i at Manoa

P.45 Everyday Advocacy: Ambassadors for Inquiry and Change

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Sponsored by the National Writing Project

Educators have long understood the critical role of inquiry into our practice, but what does it look like to turn that inquiry outward with a focus on public advocacy? This interactive session seeks to identify and coach others interested in Everyday Advocacy to build a network of national advocacy ambassadors.

Presenter: Sarah Hochstetler, Illinois State University, Downers Grove, IL

Respondents: Cathy Fleischer, Eastern Michigan University, Ypsilanti
Rae L. Oviatt, Michigan State University, East Lansing

P.47 Sparking Imagination and Wonder through Authentic Forms of Writing: Spoken Word Poetry, Visual Storytelling, and Writing Contests

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In this hands-on session, members of the NCTE Achievement Awards in Writing Advisory Committee will share information about the 2020 contest and engage participants in creative writing activities using spoken word poetry and visual storytelling.

Chair and Presenter: Wendy Williams, Arizona State University, Tempe, “Teaching Visual Storytelling: Tips for Composing Comic Books, Photo Essays, and Short Films”

Presenters: Debbie Greco, Highland High School, Pocatello, ID, “Slam Dunk! Spoken Word Poetry: How to Get Students to Speak Their Truth and Interact with the World through Poetry”
Dana Maloney, Tenafly High School/Montclair State University, West Orange, NJ, “Writing Contests as Spark and Support for Great Student Writing”

P.48 The Truth Is in the Back Matter: How Back Matter Can Spark New Inquiry in Young Readers

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While back matter of informational texts may be the end of reading, it can also spark the beginning for inquiry. Join this session of educators and authors to gain further understanding of the use of back matter. See how it can spark readers' curiosities and open a world of inquiry!

Presenter: Michele Knott, Meadowview School, Lake Villa, IL

Tradebook Authors: Sarah Aronson, Beach Lane Books/Scholastic, Inc.
Tonya Bolden, Bloomsbury
Tanya Lee Stone, Christy Ottaviano Books/Henry Holt/Macmillan
Jennifer Swanson, Bloomsbury
Don Tate, Peachtree/The Brown Bookshelf
Respondent: Lesley Burnap, Coolidge School, Shrewsbury, MA

P.49 “The Past Is a Foreign Country”: YA Historical Fantasy as a Research Gateway

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In the age of “fake news,” students need to develop critical thinking and research skills. YA historical fantasy novels offer an innovative framework for introducing teens to history, the literary canon, and research methodologies. In this panel, five YA authors with academic backgrounds discuss the research behind their books and suggest strategies for engaging students with primary sources through fiction. Attendees will leave the conference with concrete programming ideas and take-home resources.

Presenters: Megan Bannen, Balzer + Bray/HarperCollins
Lisa Dunick (Maxwell), Simon Pulse/Prince George's Community College, Largo, MD
Rosalyn Eves, Southern Utah University/Random House
Kristina Perez, Macmillan/Tor Teen

P.50 Channeling the Inquiring Mind That Just HAS to Know: Working with Students with Autism

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As diagnoses of autism skyrocket, it is expected that 21st-century classrooms will become even more academically diverse and inclusive. Students with autism have unique traits, and working with students with autism can provide behavioral and academic challenges for even the most experienced teacher. However, “autists” are often immensely gifted, and their unusual perspective on the world can be a boon in the classroom. Come learn with us to be more inclusive and to find ways to capitalize on the distinctive gifts of students with autism.

Presenters: Julie Smith, Maple Lake Academy, Lake Shore, UT
Thomas B. Smith, Utah Valley University, Orem

P.51 Inquiry into Multilingual Practices in Student and Teacher Learning

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This session explores contexts of inquiry into multilingual and code-switching practices and learning among students and teachers. Presenters will share insights into how educators can support an asset-based approach to language diversity for students, and how educators can sustain and value their own multilingualism.

Chair: Lois Warner, The International Academy, Amman, VA

Presenters: Nina Batt, Alliance Marc and Eva Stern Math and Science School, Los Angeles, CA
Elissa Frazier, Loyola University, Chicago, IL
Cindy Morton-Rose, Meredith College, Raleigh, NC

P.52 Exhibitor Session: Teaching Social Emotional Skills through Literature
JOHNSON A/B (HILTON)

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Sponsored by Houghton Mifflin Harcourt

Studies demonstrate that well-designed SEL instruction can increase students' academic achievement and improve life outcomes. But social emotional learning entails more than a checklist of character traits. Students must learn to envision the lives of others and expand their ability to respond to others. For that, there is no better vehicle than literature. Books are safe spaces for exploring terrifying places. They transport us to other times, cultures, and worlds like no other vehicle can. Carol Jago will demonstrate how to engage students in powerful conversations about complex texts that build empathy and deepen comprehension. Engagement begins on the page!

Presenter: Carol Jago, author

SUNDAY GENERAL SESSION

12:00–1:30 P.M.

NCTE PRESIDENTIAL ADDRESS

Room for Learning: Challenges and Opportunities in Our Changing Classrooms

HALL C/D

On Sunday, participants are invited to the NCTE presidential address by NCTE President Franki Sibberson. Following the address, author Tara Westover will close out the Convention.

Introducing Franki Sibberson: Mary Lee Hahn, Dublin City Schools, OH

Franki Sibberson, NCTE President, is a fifth-grade teacher in Dublin, Ohio, where she supports her students and the nation's thinking from her 30 years experience in teaching elementary students. Sibberson is a universally beloved thought leader in literacy, with specific focus on student-driven reading choices and literacy in the digital age. She has co-authored numerous publications and books including *Beyond Leveled Books* (Stenhouse), *Still Learning to Read* (Stenhouse), *Day-to-Day Assessment in the Reading Workshop* (Scholastic), and *Digital Reading: What's Essential?* (NCTE). She is also a frequent contributor to Choice Literacy, and her blog with Mary Lee Hahn, *A Year of Reading*, can be found at readingyear.blogspot.com. Sibberson holds a Masters Degree in Reading and a Bachelor degree in Education from Bowling Green State University, Ohio.

Tara Westover is an American author. Born in Idaho to a father opposed to public education, she never attended school. She spent her days working in her father's junkyard or stewing herbs for her mother, a self-taught herbalist and midwife. She was 17 the first time she set foot in a classroom. After that first encounter with education, she pursued learning for a decade, graduating magna cum laude from Brigham Young University in 2008 and subsequently winning a Gates Cambridge Scholarship. She earned an MPhil from Trinity College, Cambridge, in 2009, and in 2010 was a visiting fellow at Harvard University. She returned to Cambridge, where she was awarded a PhD in history in 2014. Her first book, #1 *New York Times* Bestseller *Educated: A Memoir*, was published in 2018.

A book signing with Tara Westover will follow this session.



Franki Sibberson



Tara Westover

Photo: Paul Stuart

POSTCONVENTION EVENTS

NOVEMBER 24–26, 2019

Conference on English Leadership (CEL) Annual Convention

*Creating Opportunities: Leadership to
Ignite Movements and Momentum*

OPENING SESSION: 2:00 P.M., SUNDAY, NOVEMBER 24

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What, in this time of cultural and political divisiveness, should our priorities be? How should we be moving things forward? What ideas, experiences, and opportunities should we support? What kind of momentum can we generate? What kind of movements can we build? The 2019 CEL Annual Convention seeks to explore these concerns.

Attendees network over breakfast, lunch, and social gatherings.

Registration for the CEL Convention is available on Sunday, 11:00 A.M.–3:00 P.M. and on Monday, 8:00–10:00 A.M., outside room 327/328/329.

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



CONFERENCE ON
ENGLISH LEADERSHIP

NOVEMBER 25–26, 2019

Assembly on Literature for Adolescents of NCTE (ALAN) Workshop

Exploring Adolescent Identities through YA Literature

OPENING SESSION: 8:00 A.M., MONDAY, NOVEMBER 25

BALLROOM I & II

During the last 15 years perhaps no adolescent novel has helped us think about identity as clearly as Gene Yang's *American Born Chinese* (2006). It is important in several ways. First, the graphic format breaks down many of our preconceptions about format and genre. Second, Yang defined identity on his own terms and through his own exploration into family, tradition, culture, and societal expectations.

At the 2019 ALAN Workshop, we celebrate adolescent identity. We will look at the authors' works as they present and define this concept. We will do our best to resist labels that are imposed as opposed to those that writers and adolescent select for themselves.

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

Additional registration is required; however, the 2019 ALAN Workshop was filling quickly when this program went to print.

