

THURSDAY, NOVEMBER 21

A SESSIONS / 9:30–10:45 A.M.

A.01 Spirited Inquiry with the National Writing Project

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BALLROOM I & III

Join the National Writing Project Network to share and learn about the scope of work taking place at writing project sites across the nation. Topics will include place-based writing; Summer Institutes; College, Career, and Community Writers Program; our partnership with National Parks; and more!

Chair: Christina Cantrill, National Writing Project, Berkeley, CA

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

Robin Atwood, South Mississippi Writing Project, Hattiesburg

Maureen Barclay, Captain Shreve High School, Shreveport, LA

Courtney Brown, LSU Writing Project

Kelly Burns, Poudre School District, Fort Collins, CO

Cris Constantine, National Park Service, Northeast Regional Office

Linda Denstaedt, Oakland (MI) Writing Project

Amy Douglas, Captain Shreve High School, Shreveport, LA

Ted Fabiano, Blue Valley Schools, Olathe, KS

Claudia Gentile, NORC, Ewing, NJ

Leah Goldberg Heang, Excel High School, MA

Sarah Hamm, Captain Shreve High School, Shreveport, LA

Dominique Herard, Boston Writing Project/Public Schools of Brookline, MA

Kevin Hodgson, William E. Norris Elementary School, Southampton, MA

Judy Jester, Kennett Consolidated School District, Kennett Square, PA

Melissa Jones, Penn State Harrisburg, Mechanicsburg

Heather Knight, Missouri Writing Project

Michelle Koopman, University of Maryland Writing Project

Karen MacNamara, Kennett Consolidated School District, Kennett Square, PA

Ann-Marie Maloney, University of Maryland Writing Project

Michelle McGee, University of Maryland Writing Project

Charlie McGeehan, The U School, Philadelphia, PA

Vicki McQuitty, Towson University, MD

Kelly Mogk, North Star of Texas Writing Project (NWP)/Hill School of Ft. Worth

Rich Novack, Teachers College, Columbia University, New York, NY

Ioanna Opidee, Weston High School, MA

Bryn Orum, University of Wisconsin, Madison/Greater Madison Writing Project

Leslie Patterson, North Star of Texas Writing Project (NWP)

Margaret Peterson, University of Maryland, College Park

Dina Portnoy, Philadelphia Writing Project, PA

Samuel Reed III, The U School, Philadelphia, PA

Dorothy Reeser, Captain Shreve High School, Shreveport, LA

Peggy Savage, School District of Philadelphia, PA

Kevin Scharlau, Penn State Harrisburg, Mechanicsburg

Marybeth Shea, University of Maryland Writing Project

Bethany Silva, University of New Hampshire

Elizabeth Singleton, University of Maryland College Park

Shana Sterkin, University of Maryland Writing Project

Josh Tetenbaum, Muriel S. Snowden International School, MA

Carla Truttman, Northern California Writing Project

Kelly Virgin, Kennett Consolidated School District, Kennett Square, PA

Diane Waff, University of Pennsylvania, Philadelphia

Michele Walden-Bell, Philadelphia Writing Project, PA

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

A.02 Teaching beyond Fear: Inquiry around Gun Violence in the English Language Arts Classroom

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BALLROOM II

Beginning with a keynote from YA author Tom Leveen, this roundtable utilizes experiences and expertise from English educators, young adult literature authors, classroom teachers, and mental health professionals in order to consider how secondary English language arts can address school gun violence. More specifically, presenters will discuss using young adult literature and writing strategies to guide students as they explore difficult issues, such as violence in schools.

Chair: Steven Bickmore, University of Nevada, Las Vegas

Roundtable Topics and Leaders:

Roundtable 1: “Using Mercy Rule to Tell the Truth about School Shootings”

James Blasingame, Arizona State University, Tempe

Roundtable 2: “Empowering Students to Examine Gun Culture through Rhetorical Analysis”

Jonathan Bush, Western Michigan University, Kalamazoo

Roundtable 3: “Welcoming Ghosts into Our Classroom: A Long Way Down”

Sarah Donovan, Oklahoma State University, Stillwater

Roundtable 4: “Writing through Pain: How Teachers Can Support Writing as Therapy for Students Processing Trauma”

Jason Griffith, Penn State University, State College

Roundtable 5: “Speaking Up and Speaking Out”

Alice Hays, California State University, Bakersfield

Roundtable 6: “Exploring the After-Effects of Traumatic Events with *Are You Still There*”

Maria Hernandez Goff, California State University, Fresno

Roundtable 7: “Teaching beyond Fear”

Tom Leveen, Skyhorse Publishing

Roundtable 8: “Believing and Helping Leonard Peacock”

Gretchen Rumohr-Voskuil, Aquinas College, Zeeland, MI

Roundtable 9: “Adolescent Counter-Storytelling: Finding Youth Voice and Truth in *That’s Not What Happened*”

Shelly Shaffer, Eastern Washington University, Cheney

Roundtable 10: “Dear God, Not Another One: Addressing School Shootings with Preservice Teachers”

Melanie Shoffner, James Madison University, Harrisonburg, VA

Kayla Chonoles, James Madison University, Harrisonburg, VA

Bria Coleman, James Madison University, Harrisonburg, VA
Anita Harrington, James Madison University, Harrisonburg, VA

Sarah Pope, James Madison University, Harrisonburg, VA

Roundtable 11: “History of Violence: Guns, US Education, and American Exceptionalism”

Paul Thomas, Furman University, Greenville, SC

Roundtable 12: “Exploring the Blame Game through a Scout’s Lens”

Melissa Williamson-Pulkkinen, University of Massachusetts, Lowell

A.03 The Spirit and Inquiry of Advocacy, Policy, and Teacher Voice

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LGBTQ BALLROOM IV*Sponsored by the NCTE Secondary Section Steering Committee*

Learn how creating safe spaces for LGBTQ students also creates safe spaces for all students. Participants will review strategies for

successful advocacy, build curriculum that includes local histories, and learn about policy within ESSA. Join in a discussion on ways veteran educators and retirees can remain active in the profession after retirement. Actively participate in dialogue focusing on antidiscrimination protections for transgender students.

Chair: Tiffany Rehbein, Laramie County School District #1, Cheyenne, WY**Presenters:** Molly Buckley-Marudas, Cleveland State University, Shaker Heights, OH

Tessla Donovan, Ellington High School, CT

Charles Ellenbogen, Campus International High School, Cleveland, OH

Kate Lechtenberg, University of Iowa, Iowa City

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

Anna J. Small Roseboro, Grand Rapids, MI

Serena Salloum, Ball State University, Muncie, IN

Virginia Scott, Monticello High School, Charlottesville, VA

Elizabeth Simison, University of Connecticut, Farmington

Brittany Sullivan, Monticello High School, Crozet, VA

Roundtable Topics and Leaders:**Roundtable 1: “Antidiscrimination Protections for Transgender Students”**

Brenda Barron, GLSEN

Roundtable 2: “Policy Insights”

Bob Dandoy, Pennsylvania Council of Teachers of English Language Arts

Roundtable 3: “Student Advocacy”

Darlene Dyer, Blaine County School District, ID

Roundtable 4: “Barriers to Fostering Civic Discussion”

Antero Garcia, Stanford University, CA

Nicole Mirra, Rutgers University

Roundtable 5: “Arts-Based Advocacy”

Jazmen Moore, Banks Center for Educational Justice, University of Washington, Seattle

Roundtable 6: “ESSA Policy and Graduation Rates”

Elizabeth V. Primas, National Newspaper Publishers Association

Roundtable 7: “Strategies for Successful Advocacy”

Rebecca Bowers Sipe, Eastern Michigan University, Ypsilanti

Roundtable 8: “Dismantle Oppressive Systems”

Holly A. Spinelli, Hudson Valley, NY

A.04 Nurturing the Spirit of Inquiry through Strategic Classroom Design: Structures and Processes That Support Curiosity, Mindfulness, and the Belonging of All Learners



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Developing learners who imagine, create, and think outside of the box does not happen by chance! Join us as we share very practical tips and strategies for students and teachers to work together in codesigning and setting up classroom spaces, cocreating procedures and routines that foster meaningful hands-on experiences, and coauthoring community agreements around belonging so that young learners present and honor diverse ideas without fear of rejection or judgment.

Chair and Presenter: Jessica Martin, growingeducators.com, Heinemann author, Redondo Beach, CA

Presenters: Cristina Navarro, growingeducators.com, Redondo Beach, CA

Jamaica Ross, Long Beach Unified School District, Redondo Beach, CA

Beverly Sanchez, Los Angeles Unified School District, Redondo Beach, CA

Respondent: Regina Hurh Kim, growingeducators.com, Redondo Beach, CA

A.05 A Shared Journey of Inquiry: An Exciting, Student-Initiated, Second-Grade Inquiry Project



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In this workshop, Angela Valco, a New York City second-grade teacher, and Renee Dinnerstein, an EC consultant, will show how Valco's students went on a journey of inquiry and exploration that made literacy come alive in their classroom. Participants will join Angela and Renée in following the journey that the second graders took as they explored their expanding interest in robots and technology. We will share examples of the teacher's preplanning, charts recording schema and wonderings, and examples of work done during choice time. Along with children's reflection journals there will be visuals and video clips from the classroom.

Presenters: Renée Dinnerstein, Heinemann
Robert Groff, P.S. 244, Astoria, NY
Angela Valco, P.S. 244, Astoria, NY

Respondent: Matt Glover, Heinemann/Matt Glover Consulting, Cincinnati, OH

A.06 Play and Arts-Based Literacy



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Panelists will discuss drama as a pathway to critical literacy, play, and writing in the children's curriculum, and extending conceptions of play-based literacy instruction.

Chair: Dawn Martin-Young, Oklahoma State University, Sand Springs

Presenters: Justine Bruyere, Vanderbilt University, Brentwood, TN

Sharon Peck, SUNY Geneseo

Dorothy Suskind, Longwood University, Farmville, VA

A.07 Engaging in a Spirited Inquiry: How We Raise Students' Social Awareness and Develop Empathy Using Literature

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How do we raise our collective social awareness in classrooms by creating opportunities to access quality literature and have rich conversations about issues and themes? How can we help ourselves and our students understand our reading and writing identities, and how each unique identity contributes to family, school, and community cultures? Videos and student samples help educators observe and reflect upon how students read, write, and discuss life lessons learned from literature in exploring personal identities and social issues. Presenters discuss literature through “windows” and “mirrors” to help understand that stories are powerful tools for social awareness and identity development.

Presenters: Mwenyewe Dawan, Phoenixville Area School District, PA
Lynne Dorfman, PA Writing and Literature Project/
Arcadia University
Jen Greene, West Chester Area School District, PA
Aileen Hower, Millersville University, PA
Renee Jacobs, Tredyffrin Easttown School District, PA

A.08 Inviting Culturally Relevant/ Sustaining Practices in Elementary Classrooms

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Over the past 25 years, educational scholars have documented the impact of a culturally sustaining curriculum on students' learning and identity. These efforts, and others, have informed educators of the significance of attending to the diverse linguistic, cultural, and social practices that students bring into classroom spaces. In a series of interactive presentations by elementary teacher and teacher educator dyads, insights into culturally sustaining and asset-based pedagogies will be highlighted. Presenters will engage audience members through questions and discussion of video clips, mentor texts, and student artifacts.

Presenters: Eliza Braden, University of South Carolina, Columbia, “Speak Your Heart, Don't Bite Your Tongue: Honoring Scholar's Voices through Culturally Sustaining Literacy”
Amy Seely Flint, University of Louisville, KY, “Disruptions in a First Grade: Examining Equity and Advocacy with Young Learners”

Tracey Flores, The University of Texas at Austin
Valente Gibson, Richland Two School District, Columbia, SC, “Speak Your Heart, Don't Bite Your Tongue: Honoring Scholars' Voices through Culturally Sustaining Literacy”

Tambra O. Jackson, Indiana University, Purdue University, Indianapolis, “Culturally Relevant Literacy Centers”

Wanda Jagers, Jefferson County Public Schools, IN, “Disruptions in a First Grade: Examining Equity and Advocacy with Young Learners”

Laryn Morgan, Indianapolis Public Schools, IN, “Culturally Relevant Literacy Centers”

Mukkaramah Smith, Richland One School District, Columbia, SC, “Hey, Black Child. Do You Know Who You Are?": African Diaspora Literacies with First Graders”

Sandra Springer, Austin Independent School District, TX, “iNo Es Justo/That's Not Fair!: Multilingual Third Graders Reading and Writing for Change”

Natasha Thornton, Kennesaw State University, GA, “I Am, Because We Are: Kindergartners' Exploration of Identity and Community”

Elaine Nevers Williams, Atlanta Public Schools, GA, “I Am, Because We Are: Kindergartners' Exploration of Identity and Community”

Kamania Wynter-Hoyte, University of South Carolina, Columbia, “Hey, Black Child. Do You Know Who You Are?": African Diaspora Literacies with First Graders”

A.09 Sparking Inquiry with Library of Congress Primary Sources

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Join staff from the Library of Congress to explore the Library's vast online collections and apply techniques to engage students, inspire questions, and spark inquiry to develop answers. This hands-on session models strategies to focus and direct research, applying an inquiry-driven instructional sequence to help students develop questions and research with both primary and secondary sources. Participants practice strategies to support observation of visual images, close reading of informational text, evaluating and corroborating sources, and gathering evidence to support claims. Participants leave with a self-generated list of action steps to guide adapting and applying the featured resources and strategies.

Presenters: Cheryl Lederle, Library of Congress, Washington, DC
Kathleen McGuigan, Library of Congress, Washington, DC

A.10 Centering a Diversity of LGBTQ Voices in Education

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Attendees will have the opportunity to hear eight authors discuss their experiences writing queer/trans narratives, with the added benefit of discussing strategies for centering LGBTQ voices and intersectionality within classrooms and curriculum. This is an essential session for educators wanting to ensure their LGBTQ students understand that they matter and that they have a voice in a society that often underestimates them.

Chair and Roundtable Leader: Robert Bittner, University of British Columbia, Langley

Authors/Illustrators: Lisa Bunker, Penguin
e.E. Charlton-Trujillo, Candlewick

Melissa Grey, Scholastic

Shaun David Hutchinson, Simon & Schuster

Alex London, Macmillan

Mark Oshiro, Tor Teen

Caleb Roehrig, Macmillan

Roundtable Leaders: James Joshua Coleman,

University of Pennsylvania, Philadelphia

Thomas Crisp, Georgia State University, Atlanta

Kate Kedley, Rowan University, Glassboro, NJ

Angel Daniel Matos, San Diego State University, CA

Cody Miller, P.K. Yonge Developmental Research

School, Gainesville, FL

Summer Pennell, Truman State University, Kirksville, MO

A.11 Disruptive Inquiry

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This session seeks to explore how teachers and students can engage in productive, energized old and new texts through inquiry-driven disruption.

Chair: Enithie Hunter, The Lawrenceville School, NJ

Roundtable Leaders: Geoff Bender, SUNY at Cortland

Ashley Boyd, Washington State University, Pullman

Darren Crovitz, Kennesaw State University, GA

Janine Darragh, University of Idaho, Moscow

Sarah Fleming, Syracuse University, NY

Nichole Guillory, Kennesaw State University, GA

Saara Liimatta, Urban Assembly School for Criminal

Justice, Brooklyn, NY

Larry Malkus, Gilman School, Baltimore, MD

Cori McKenzie, SUNY at Cortland

Michael Molina, Gilman School, Baltimore, MD

Clarice Moran, Kennesaw State University, GA

Keith Newvine, Syracuse University/West Genesee

High School, NY

Roland Nipps, Mid-Pacific Institute, Honolulu, HI

Anne Peel, The College of New Jersey, Ewing

Sherrye Tillman, R. L. Osborne High School, Marietta, GA

A.12 Eclectic and Speculative Fiction

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This is an eclectic roundtable that includes speculative fiction, cultural awareness, literacy practices, science fiction and fantasy, and creative writing exercises!

Chair: Stacey Kiggins, Fairfax County Public Schools, VA

Roundtable Leaders: Clare Beams, Doubleday/Knopf Publishers

Sara Bruun, Ringsjoskolan, Hässleholm, Skåne

Tiffany Flowers, Georgia State University Perimeter

College

Alison Hargett, Uwharrie Charter Academy, Asheboro, NC

Amy Sampson, Baltimore City College High School, MD

Anjali Sachdeva, University of Pittsburgh, PA

Roger Solberg, Edinboro University, PA

S. R. Toliver, The University of Georgia, Athens

Amanda Whatley, Uwharrie Charter Academy,

Asheboro, NC

A.13 Building Resilience: Stories as Tools for Overcoming Adversity

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Personal real-life challenges often hinder classroom learning. Novels with emotional themes offer safe space for young readers to see themselves while building coping and literacy skills. Seven middle grade authors join teacher Maria Blackburn in roundtable discussions on fostering empathy, connection, and emotional skills for the classroom and beyond.

Roundtable Leaders: Kim Baker, Penguin Random House

Maria Blackburn, Providence Day School, Charlotte, NC

H.M. Bouwman, GP Putnam's Sons Books for Young

Readers

Sarah Darer Littman, Scholastic, Inc./Simon & Schuster

Christine Day, HarperCollins

Karen Rivers, Algonquin Books for Young Readers

Nanci Turner Steveson, HarperCollins

Alicia D. Williams, Simon & Schuster

A.14 Behind Closed Doors? Moving Conversations about Sexuality and Gender in Texts into the Classroom



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This interactive session highlights the importance of representation of LGBT identities in classrooms. The panel, three English language arts teachers and a young adult author, offer resources for teachers including preparation frameworks, discussion norms, and book suggestions. Along with strategies for leading conversations, panelists will share examples of student projects engaging gender and sexuality.

Presenters: Erica Bundy, Vanderbilt University, Nashville, TN

Melanie Hundley, Vanderbilt University, Nashville, TN
Emily Pendergrass, Vanderbilt University, Nashville, TN
Nic Stone, Random House Children's Books, "LGBTQ Young Adult Literature"

A.15 Stakes Is High: Racial Literacy as Inquiry in Elementary and Secondary Classrooms



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This panel highlights the journeys of four early-career K-12 educators who were able to leverage their inquiries around racial literacy in a master's level, multicultural education course toward the creation of pedagogical initiatives that transformed their students' perspectives on race and identity.

Chair: Danielle Filipiak, University of Connecticut, Storrs

Presenters: Christina Hiras, Landmark High School, New York, NY

Lauren Kang, University of Connecticut, Storrs
Jenna Stone, University of Connecticut, Storrs
Kaylee Thurlow, University of Connecticut, Storrs

Respondent: Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY

A.16 Composing with the Eyes of Artists: Crafting Multimodal Writing Projects across Grade Levels



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In this interactive session, four teachers share practical strategies for integrating the arts into literacy instruction in elementary, middle, and high schools classrooms. Participants will learn about fourth graders creating multimodal performances, seventh graders utilizing artifacts to support their writing, and tenth graders designing and making books based on their own fictional pieces. All participants will leave with strategies and resources for integrating the arts into their own classrooms.

Presenters: Elise Chevalier, St. Andrew's Episcopal School, Austin, TX

Ean Fulks, NYOS Charter School, Austin, TX

Brady Nash, Austin, TX

Dorothy Weller, St. Andrew's Episcopal School, Austin, TX

A.17 Indigenizing English Education: Foregrounding Native American Voices, Texts, (Hi)stories, and Communities in Secondary English Classrooms



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Join a discussion about how secondary English teachers indigenize their curricula by integrating Native American authors, musicians, poets, scholars, and contemporary issues to promote powerful literacy learning for all students. Presenters discuss specific activities and units they have developed, and audience members will leave with practical ideas to implement.

Chair: Robert Petrone, University of Missouri, Columbia

Presenters: Melissa Horner, University of Missouri, Columbia

Joaquin Munoz, Augsburg University, Minneapolis, MN

Avi Penhollow, Kamaile Academy High School, Waianae, HI

Nicholas Rink, Buffalo Hide Academy, Browning, MT

Respondent: Timothy San Pedro, The Ohio State University, Columbus

A.18 Developing a Micro-Credential Framework for the Teaching of Writing

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In this session, we invite participants to join us in a “spirited inquiry” into a micro-credential framework in the teaching of writing developed by a team from a northeastern site of the National Writing Project that includes teacher educators, teacher-leaders, and teacher candidates. The framework is grounded in data from innovative, summer youth writing programs (e.g., candidates’ digital journals, collaborative lesson plans, videotaped interviews, and anthologies of adolescents’ writing) and reflects an examination of these questions: What do teacher candidates learn about teaching writing in innovative clinical experiences? What does the field say that they should learn?

Presenters: Erin Geary, SUNY at New Paltz
Tom Meyer, SUNY at New Paltz
Diane Rawson, Hudson Valley Writing Project, New Paltz, NY
Mary Sawyer, SUNY at New Paltz

Respondent: Tim Dewar, University of California, Santa Barbara/South Coast Writing Project

A.20 Brave New Scholars: The Past, Present, and Future of Youth Spoken Word in the Academy, English Classrooms & Democratic Society

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Youth Spoken Word (YSW) has a history of preparing youth to cross race, class, and identity barriers to read, write, and speak freely. Thus, in the contemporary moment of social polarization and state violence against people of color and others outside of the normalized perception of the “ideal citizen,” this session inquires into the ways in which YSW is uniquely positioned to respond. Panelists will creatively share their research connected to understanding YSW as a form of literacy, spiritual practice, and culturally informed tool for civic engagement across time and invite participants to dream “What’s Next?” for this innovative form.

Presenters: Camea Davis, Georgia State University, Atlanta

Adam Falkner, Teachers College, Columbia University, New York, NY

Jamila Lyiscott, University of Massachusetts, Amherst
Ernest Morrell, University of Notre Dame, IN

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

A.21 Making Social and Political Inquiry an English Department Mission

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This panel highlights the work of high school English teachers at East Side Community High School, a 6-12 public Title I school in New York City, and recipient of the 2018 Library of Congress American Prize for Literacy. At East Side, students develop a passion for reading, social justice, discussion, performance, and powerful inquiry from collaborative, committed educators who devote themselves to culturally responsive teaching, college readiness, and promoting equity for all people regardless of race, gender, gender identity, sexual orientation, or ability. Participants will engage in dynamic workshops and receive unit plans to take back to their schools.

Chair: Chantal Francois, Towson University, MD

Presenters: Joanna Dolgin, East Side Community High School, New York, NY, “Student as Editor: Creating Anthologies as Act of Agency”

Kim Kelly, East Side Community High School, New York, NY, “Student-Driven Inquiry: Investigation of Literature That Challenges Societal Norms”

Danny Lora, East Side Community High School, New York, NY, “Powerful, Agentic Literature Study in LGBTQIA+ Themed YA Book Clubs”

Jen McLaughlin Cahill, East Side Community High School, New York, NY, “Powerful, Agentic Literature Study in LGBTQIA+ Themed YA Book Clubs”

A.22 Queer Literature in Middle and High School: Approaches for Students, Faculty, and Staff

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This panel discusses pedagogical approaches for using LGBTQ literature in middle and high schools. Presenters will provide classroom and school-wide applications. Presenters will also address how such applications can support

teachers, media specialists, and counselors in developing queer-affirming practices.

Chair: Tobiatha Pirolla, Upstate Writing Project, Greer, SC

Presenters: Mollie V. Blackburn, The Ohio State University, Columbus
Alyssa Chrisman, The Ohio State University, Columbus
Rebecca Harper, Augusta University, GA
Darla Linville, Augusta University, GA

A.23 Connecting Communities across Cultures and Age through Audience Awareness



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Too often, inquiry results in an audience of one: the teacher. These National Writing Project teacher-leaders improved writing practices through audience awareness and writing communities. Attendees will explore authentic assessment as panelists share how they found appropriate, authentic audiences beyond their classrooms to engage students in producing higher quality work.

Presenters: Kim Herzog, Staples High School, Westport, CT
Rebecca Marsick, Staples High School, Westport, CT
Barbara Robbins, Staples High School, Westport, CT

A.24 Not Only for Our Students: Fostering Teacher Inquiry through Writing Project Work



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In this session, three Upstate Writing Project leadership team members will share three in-depth strategies to foster teacher inquiry in Writing Project sites. Attendees will engage in discussion about teacher inquiry, examine structures to foster inquiry, develop ideas for their own projects, and walk away with numerous methods for growing teacher inquiry capacity.

Chair and Presenter: Rebecca Kaminski, Clemson University, SC, “Developing Structures to Foster Deeper Thinking and Questions”
Presenters: Sarah Hunt-Barron, University of South Carolina Upstate, Spartanburg, “Supporting Teachers from Inquiry to Implementation”
Alicia Kelley, Clemson University, SC, “Virtual Tools and Strategies to Mediate Effective Teacher Inquiry”
Leigh Tuell, Upstate Writing Project, TN, “Virtual Observations: Inviting Others into the Classroom”

A.27 Inquire to Empower: Providing Students with Tools to Be Civically Engaged



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The teachers and students of Perry County Schools, Alabama, are situated within a community known for its legacy and prominence in civil rights history, but their current challenges involving a lack of access to fresh foods and a healthy water supply press them to create solutions. Through inquiry, civic discourse, and social writing, teacher consultants devise professional development that helps empower teachers and students to begin the civic engagement needed to reduce and/or possibly eliminate these problems.

Chair: Jameka Thomas, UAB Red Mountain Writing Project, AL

Presenters: Tasharra Hilson, UAB Red Mountain Writing Project, AL
Dana Jacobson, UAB Red Mountain Writing Project, AL
Mary Kate Parsley, UAB Red Mountain Writing Project, AL
Darren Ramalho, Perry County School System, Marion, AL
Tamera Tucker, Perry County School System, Marion, AL

A.29 Critical Empathetic Writing Pedagogy (CEWP) and Spirited Inquiry



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As composition instructors, we must acknowledge the struggles that our first-generation working-class students face. Along with critical compassionate pedagogy, critical empathy, meditative pedagogy, and slow professing, we have proposed a new concept: Critical Empathetic Writing Pedagogy (CEWP), which is also grounded in cultural studies theory, new work in literary studies on affect and emotion, and current writing pedagogy on mindfulness and other contemplative practices. Teachers and scholars are discussing the need for empathy in the composition classroom, and all these conceptual labels represent ways we have begun to reconceive the act of teaching.

Presenters: Lindsay Lawrence, University of Arkansas, Fort Smith
Monica Luebke, University of Arkansas, Fort Smith
Shanna Turney, University of Arkansas, Fort Smith
Sarah Winterberg, University of Arkansas Fort Smith

A.31 “We Are Dreamers, Soñadores of the World”: Cultivating Spirited Inquiry with Children and Families through Multimodal Response to Diverse Picture Books

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Join a panel of practitioner researchers as we explore how we engage K–3 learners and families in inquiry into some of the most vital issues of our time, including immigration, war, and gender identity. With a special focus on the potential of interactive read alouds and multimodal composing, teachers will share excerpts from family journals, transcripts from book discussions, and student artwork. This session illustrates how coupling dialogic pedagogical practices with award-winning picture books can create contexts for spirited inquiry with children and families into complex social issues and nurture the sharing of deeply resonant lived experiences.

Presenters: Amal Aldaej, University at Albany, SUNY
Maggie Naughter Burns, Delaware Community School,
Albany, NY

Karen Maher, University at Albany, SUNY
Kelly Wissman, University at Albany, SUNY

A.33 The Integration of Language Arts and Entrepreneurship

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The Brookwood High School Integrated Language Arts and Entrepreneurship Program offers students an opportunity to earn their language arts course credit through entrepreneurship education. This integrated classroom includes a unique approach to language arts instruction; students develop all the skills of a standard language arts class in a nontraditional project-based, technology-rich learning environment. Students examine through an entrepreneurial lens in order to improve critical thinking, problem solving, engineering design process, and communication skills. In this session, we will explain our model and share best practices we use in our classroom.

Presenters: Justin Gorun, Brookwood High School,
Snellville, GA
Angie McLane, Brookwood High School, Snellville, GA
Kelsey Schaffernoth, Brookwood High School, Snellville,
GA

A.34 Let Chaos Come: The Risks and Rewards of Inquiry

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The four presenters in this interactive session share strategies for teaching for transfer by engaging students in genuine inquiry in secondary and postsecondary reading and writing instruction. Anchored in classroom experience, this presentation centers chaos as a key learning process to show that learning often happens outside of our comfort zones.

Presenters: Meline Akashian, Temecula Middle School,
CA, “Taking an Inquiry-Based Approach to Reading
Instruction”
Jennifer Fletcher, California State University, Monterey
Bay, Seaside
Nelson Graff, California State University, Monterey Bay,
Seaside, “Metacognition, Competence, and Curiosity”
Kelly Medina-López, California State University,
Monterey Bay, Seaside, “‘Can I Write an Article
about Hot Cheetos?’ Classroom-Produced Writing
Research Journals as Inquiry in Praxis

A.35 Immersed in Inquiry: Using Picture Book Biographies to Reveal STEM Thinking and Inspire Readers

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With their unique synthesis of words and images, picture book biographies draw students deep into the minds of scientists, mathematicians, and innovators. Award-winning authors, illustrators, and educators discuss how these informational texts celebrate curiosity, promote critical thinking, and model inquiry to empower students in subject areas across the K–8 curriculum. Participants will take away a bibliography, selection criteria, and ideas for classroom connections.

Chair and Presenter: Cheryl Bardoe, Hachette Group
Illustrator: Barbara McClintock, Hachette Group
Presenter: Jodi Hill Baker, Hennepin District 11, Anoka,
MN
Tradebook Authors: Tracy Nelson Maurer, Henry Holt
(Macmillan)
Laurie Wallmark, Sterling Publishing

A.38 Science, Fantasy, and Villains: The Role of Graphic Novels and Graphic Formats to Capture and Foster Inquiry in Readers

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In this rare opportunity, an editor and three dynamic storytellers, Jon Scieszka, Steven Weinberg, and Adam Rex, describe the development of *Astronuts*, a new graphic novel series with an environmental focus, and a highly graphic picture book, *Why?*, that explores the motivations of a supervillain. Perfect for reluctant readers and capitalizing on current interests in science, space, fantasy, technology, and pop culture, these books will easily find an audience of readers who will be poised to inquire and explore after reading these books. Hear about the book creation process from initial idea, through editorial changes, and to final publication.

Chair and Presenter: Susannah Richards, Eastern Connecticut State University, Willimantic

Authors/Illustrators: Taylor Norman, Chronicle Books
Adam Rex, Chronicle Books
Jon Scieszka, Chronicle Books
Steven Weinberg, Chronicle Books

A.39 Honoring and Nurturing the Intersectional Identities of Our Diverse Students through the Study of Latinx Middle Grade and Young Adult Literature

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Members of Latinx MG & YA author collective LAS MUSAS will explore the value of intersectionality represented in recent Latinx middle grade and young adult literature. We will address how Latinx identity is not monolithic, but is in itself nuanced, layered, and complex; intersecting with issues of gender, religion, sexuality, race, and class. We will discuss how the identity quests of Latinx protagonists create windows of insight into systems of oppression such as racism, homophobia, classism, and sexism, and how these stories can be used to dismantle

these systems of oppression and empower all marginalized communities. This session is sponsored by *Latinx in Publishing*.

Author/Illustrators: Hilda Burgos, Las Musas
Jennifer Cervantes, Las Musas
Sara Faring, Las Musas
Mia García, Las Musas
Yamile Saied Mendez, Las Musas
Nancy Mercado, Latinx In Publishing
Anna Meriano, Las Musas
Nina Moreno, Las Musas
Emma Otheguy, Knopf Books for Young Readers/Lee and Low Publishers/Las Musas
Nonieqa Ramos, Las Musas
Aida Salazar, Las Musas
Alexandra Villasante, Las Musas

A.40 Stories from the Sticks: Reversing Nature Deficit Disorder and Raising Environmentalists via Literary Inquiry into the Natural World

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Can picture books help reverse nature deficit disorder, encourage environmental advocacy, and bring nature-aware education into urban and rural classrooms? In this panel, educator Sarah Mulhern Gross facilitates a discussion between five award-winning authors of both fiction and nonfiction about their nature-themed stories and how they might serve readers and educators alike by making the natural world vivid and accessible via a variety of lenses.

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

Authors/Illustrators: Maria Gianferrari, Roaring Brook Press/Boyds Mills Press/Putnam & Lerner/Millbrook
Carole Lindstrom, Roaring Brook/Macmillan
Ishta Mercurio-Wentworth, Abrams Books for Young Readers
Liz Garton Scanlon, Beach Lane Books/Simon & Schuster
Kao Kalia Yang, Metropolitan Press/Carolrhoda Books/University of MN Press

A.42 Protecting the Sacred Space of Self: Strategies for Healing the Tired Teacher Spirit Within

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Sponsored by the NCTE Secondary Section Steering Committee

“Self-compassion is simply giving the same kindness to ourselves that we would give to others” (Christopher Germer). Teaching is heart work, and none of us can do it well without investing enormous amounts of time and energy into those who are least capable of returning the favor. Caring for our babies INCLUDES caring for ourselves, which means that developing strategies to heal and protect us while we serve is critical. The Secondary Section Steering Committee proudly presents this session designed to help you develop a personalized self-care plan. A variety of free self-care resources will be provided. Let the healing begin.

Presenter: Shekema Silveri, IFE Academy of Teaching & Technology, Atlanta, GA

A.43 Dystopian Fiction and Art: Exploring Who We Want to Be

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In this panel presentation, teachers, professors, and librarians in one city will discuss the ways their participation in a community-wide reading program prompted them to use dystopian fiction to help their K-16 students explore ideas of what could or should be in our society and world through art. Focusing on *The Giver* (Lois Lowry), *Station Eleven* (Emily St. John Mandel), and the picture book *Blackout* (John Rocco), these educators will share the resources and recommended activities that deepened their students’ critical thinking and artistic skills.

Chair: Deborah Van Duinen, Hope College, Holland, MI, “More Similar Than Different: How Dystopian Fiction Can Unite Us”

Presenters: Audra Bolhuis, West Ottawa High School, Holland, MI, “Brokenness and Beauty: Documenting Students’ Lived Experiences through Photography”
Becky Calvert, Allegan Public Schools, MI, “Creating Ideal Communities: Capturing Students’ Ideals through Art”

Jessica Klap, Zeeland Public Schools, MI, “Creating Ideal Communities: Capturing Students’ Ideals through Art”

Karen Rowe, Black River Public High School, Holland, MI, “Brokenness and Beauty: Documenting Students’ Lived Experiences through Photography”

Abbey Stroop, Herrick District Library, Holland, MI, “Stranger Than Fiction: Photographing Abandoned Buildings in Detroit”

Eric Wilkinson, West Ottawa High School, Holland, MI, “Comics, Poetry, Alternative Book Covers: Using Unusual Art Forms to Deepen Understanding of Literature “

A.44 Beyond Tolkien: Middle Grade Authors of Color Break the Mold of the Traditional Sci-Fi/Fantasy Novel

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Discover new middle grade science fiction and fantasy novels that go beyond the traditional wizards and spaceships. Five authors of color discuss how their backgrounds and cultural heritage inspired their work. Reading lists and activities to further support student inquiry will be shared.

Presenters: Donalyn Miller, The Book Whisperer, Inc.
Ronald L. Smith, Houghton Mifflin Harcourt/Marvel, Disney Book Group

Tradebook Authors: Sayantani DasGupta, Scholastic, Inc.

Anna Meriano, HarperCollins Children’s
Ellen Oh, HarperCollins Children’s/We Need Diverse Books

Christina Soontornvat, Scholastic, Inc.

A.45 The Integration of Computational Thinking in an Inquiry-Based ELA Classroom: Fun with Robotics and Coding

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Have you ever wondered how to integrate the latest technology into the English language arts (ELA) classroom? In this fun and interactive session, you will get to tinker with the newest technology such as the Dash Robot and the Blockly and Wonder Robotic apps. Presenters will demonstrate how to use computational thinking to increase student motivation as well as student analytical skills. Participants will leave the session with various resources and ideas about how to integrate robotics and computational thinking into their ELA class immediately!

Presenters: Huili Hong, Towson University, MD
Lashay Jennings, East Tennessee State University, Johnson City, TN
Karin Keith, East Tennessee State University, Johnson City, TN
Renee Moran, East Tennessee State University, Johnson City, TN
Natalia Ward, East Tennessee State University, Johnson City, TN

A.46 Folger Library: Poetry Immersion!—A Reading and Workshop with Black Poet Steven Leyva

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Jump into an energizing session with nationally celebrated Baltimore poet and teacher Steven Leyva. Take pleasure in Leyva's own work and participate in his interactive teaching workshop. Remember why you love teaching poetry, or learn why you should! Leave with new knowledge and materials helpful in teaching all poetry.

Chair: Corinne Viglietta, Folger Shakespeare Library, Washington, DC
Presenters: Teri Cross Davis, Folger Shakespeare Library, Washington, DC
Steven Leyva, University of Baltimore, MD

A.47 Changing What You Thought You Knew: Inquiry and Communal (Re) construction of Identity in Pop Culture Discourses

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In this session, we will examine how three discourse communities engage in identity (re)construction framed around pop culture and multimedia texts. This will lead to an interactive discussion on diverse and meaningful ways educators and youth can transformatively imagine their identities in relation to these types of texts.

Presenters: Evan Johnston, New York University, New York, NY
Karis Jones, New York University, New York, NY
Noor Jones Bey, New York University, New York, NY
Hui-Ling Malone, New York University, New York, NY
Respondent: David E. Kirkland, New York University, New York, NY

A.48 The Art of Adaptation: Greeking Out about the Classics with Madeline Miller, David Elliott, and Gareth Hinds

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How do contemporary authors explore canonical texts and sources in order to transform the material? How do these new texts allow students to access and relate to these stories more deeply? Join these award-winning authors in conversation for a fresh take on ancient stories, and new possibilities for your classroom.

Chair and Presenter: Mary Ann Cappiello, Lesley University, Cambridge, MA
Tradebook Authors: David Elliott, Houghton Mifflin Harcourt
Gareth Hinds, Candlewick Press
Madeline Miller, Little, Brown and Company

A.49 Putting Poverty on the Page: Representing and Supporting Readers from Low-Income Families

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Economic class plays a huge role in the classroom, but it can be hard to talk about. Our panel of expert authors will suggest resources, recommend titles about financial insecurity, and discuss their commitment to ensuring that students from all socioeconomic backgrounds feel seen and respected.



Tradebook Authors: Ann Braden, Sky Pony/Paulsen/Penguin
Jo Knowles, Candlewick Press
Alison Morris, First Book, Washington, DC
Kelly Starling Lyons, Penguin
Jennifer Torres, Little, Brown and Company

A.50 Using Inquiry to Spark Speaking and Listening Skills: Strategies for Empowering Student Voices in Classroom Discussions

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Add spark to your student-centered discussions by cultivating a culture that rewards curiosity. Four experienced teachers share how they have shifted to inquiry-based activities and assignments through structured scaffolding of support for empowering student voices.

Presenters: Caroline Clements, Black Horse Pike Regional School District, Audubon, NJ
Dorothy Deich, Black Horse Pike Regional School District, Audubon, NJ
Katrina Fowler, Black Horse Pike Regional School District, Audubon, NJ
Marcie Geyer, Black Horse Pike Regional School District, Audubon, NJ
Tara Wood, Black Horse Pike Regional School District, Audubon, NJ

A.51 Spirited Inquiry: How Do We Overcome Challenges Using Poetry and Inquiry Projects Related to Local and Social Justice?

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Two authors address issues of trauma through poetry and inquiry projects focusing on Japanese American Internment during World War II.

Presenters: Beverly Ann Chin, University of Montana, Missoula
Nikki Grimes, Boyds Mills Press

B.01 Daring to Be Bold with the Arts and Inquiry

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BALLROOM I & III

Sponsored by the ELATE Commission on Arts and Literacies (COAL)

To be bold with inquiry requires creativity. We look to the arts for inspiration and energy to help students think and compose their ideas with critical and innovative eyes and ears. In this interactive session, participants can act, create music, draw, perform, and write poetry to inquire into how the arts can support literacy and learning.

Chair and Roundtable Leader: Michelle Zoss, Georgia State University, Atlanta, “Drawing as Inquiry and Introduction to Literary Texts”

Roundtable Leaders: Adele Bruni Ashley, Teachers College, Columbia University, New York, NY
 Jessica Kiwiet, Zeeland Public Schools, MI
 Stephanie F. Reid, Arizona State University, Tempe
 Patricia Waters, Troy University, TN

Roundtable Topics and Leaders:

Roundtable 1: “The Post-Mortem of the Protagonist: Character Mapping and Inferencing”

Leo Aguilar, Young Women’s College Preparatory Academy, Houston, TX

Roundtable 2: “Memes as a Means: Using Popular Culture to Enhance Character Study”

Jessica Berg, Franklin Central High School, Indianapolis, IN

Hannah Fulton, Ball State University, Muncie, IN
 Pamela Hartman, Ball State University, Muncie, IN
 Brandon Schuler, Mississinewa Community Schools, Marion, IN

Roundtable 3: “Literacies Unbound: Remixing Literature through the Arts”

Nathan Blom, Special Music School

Roundtable 4: “They Shut Me Up in Prose: Comic Book Dickinson”

Sara Brock, Paul D. Schreiber High School, Port Washington, NY

Roundtable 5: “An Arts-Based Approach to Support Inquiry and Higher Order Reasoning”

Kay Cowan, University of Tennessee at Chattanooga

Roundtable 6: “Deadly Actions, Creative Responses”

Thomas Crochunis, Shippensburg University, PA

Roundtable 7: “Visual Storytelling: A Hands-On Workshop”

Carrie Deahl, Maryvale High School, Phoenix, AZ

Roundtable 8: “A Quick A/R/Tography Inquiry: Using Arts-Based Methods for Reflection”

Candance Doerr-Stevens, University of Wisconsin, Milwaukee

Roundtable 9: “Spirited Songwriting: Come Write a Topical Song with Friends”

Timothy Duggan, Northeastern Illinois University, Skokie

Roundtable 10: “In the Spirit of Dada’: Found Poetry as Text-Based Response”

Toby Emert, Agnes Scott College, Decatur, GA

Roundtable 11: “Revealing Truth through Inquiry and Art Making”

Stephen Goss, Kennesaw State University, GA
 Jenevieve Goss, Georgia State University, Atlanta

Roundtable 12: “Supporting Scientific Inquiry through an Arts-Based Approach”

Topher Kersting, University of Tennessee at Chattanooga

Roundtable 13: “Who the Meme Are You? Composing Visual Teacher Identities”

Matthew Kruger-Ross, West Chester University, PA
 Pauline Schmidt, West Chester University, PA

Roundtable 14: “Revising with Nature: Grinding Down Ideas for Writing with Weathered Rocks”

S. Rebecca Leigh, Oakland University, Rochester, MI

Roundtable 15: “Drama and Inquiry”

Katherine Macro, Buffalo State College, NY

Roundtable 16: “Pardon My Tableau (Writing, Drama, and Poetry, All Wrapped in One)”

Candice Moench, Dickinson State University, ND

Roundtable 17: “Paint-Write: A Path of Inquiry through Abstract Art”

Becki Moldonado, University of Oklahoma, Norman

Roundtable 18: “Creative Curiosity: Finger Painting to Inquire into Ourselves and Others”

Chea Parton, The University of Texas at Austin

Roundtable 19: “Deadly Actions, Creative Responses”

Luke Reed, Shippensburg Area Senior High School, PA

Roundtable 20: “Providing Perspectives on Pollution through Poetry”

Peggy Rice, Ball State University, Muncie, IN
 Jacob Sliger, Madison-Grant School Corporation, Muncie, IN

Roundtable 21: “Modeling Complex Texts in Clay: Arts Processes for Generating Ideas about Literature”

Laura Turchi, University of Houston, TX

Roundtable 22: “The World as We Know It: Using Photography to Unpack Themes in Dystopian Fiction”

Deborah Van Duinen, Hope College, Holland, MI

Roundtable 23: “Literacies Unbound: Remixing Literature through the Arts”

Brian Veprek, Teachers College, Columbia University, New York, NY

Roundtable 24: “Inquiry and Comprehension: Let It Be a Dance”

Catherine Vining, University of Tennessee at Chattanooga

B SESSIONS / 11:00 A.M–12:15 P.M**Roundtable 25: “A Quick A/R/Tography Inquiry: Using Arts-Based Methods for Reflection”**

Alisha White, Western Illinois University, Macomb

Roundtable 26: “Visual Storytelling: A Hands-on Workshop”

Wendy Williams, Arizona State University, Tempe

B.02 Eight Great Approaches to Teaching Film That Spark Students’ Curiosity about the World**BALLROOM II**

This roundtable session celebrates films whose compelling, unique content and craft lead students to inquire about, empathize with, and analyze the world around them. Facilitators and attendees will engage in critical conversations about how film can lead to critical inquiry about the world while building literacy skills through a nonprint medium.

Roundtable Topics and Leaders:**Roundtable 1: “Reimagining Classic Texts”**

Lisa Scherff, Community School of Naples, Fort Myers, FL
Liz Shults, Oak Mountain High School, Birmingham, AL
Hannah Snell, Homewood High School, Birmingham, AL

Roundtable 2: “Innocence to Experience”

Elizabeth Davis, Sayre School, Louisville, KY
Billy Kaskay, Wake Forest University, Winston-Salem, NC
Elizabeth Kennard, East Forsyth High School, Winston-Salem, NC

Bruce M. Penniman, University of Massachusetts, Amherst

Carl Young, North Carolina State University, Raleigh

Roundtable 3: “Discrimination and Persecution”

Sam Best, Eno River Academy, Durham, NC
Stephen Langford, West Forsyth High School, Winston-Salem, NC

Sheryl Long, Salem College, Winston-Salem, NC
Erika Thurman, Providence High School, Charlotte, NC

Roundtable 4: “Examining Our Own Truths”

Alan Brown, Wake Forest University, Winston-Salem, NC
Justin Corazza, Cranford High School, NJ
Luke Rodesiler, Purdue University, Fort Wayne, IN

Roundtable 5: “Sparking a Revolution”

Greg Bartley, University of Wisconsin, Madison
Caitlin Murphy, Bellarmine University, Louisville, KY
Tiffany Newsome, Durham, NC
Angelique Reynolds, Stafford High School, VA

Roundtable 6: “Spirited Inquiry and Self-Discovery”

Nicholas DeMayo, Georgetown University, Washington, DC

Rachel Koval, Head Magnet Middle School, Nashville, TN

Roundtable 7: “Tradition and Progress”

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

Lindsay Schneider, West Forsyth High School, Winston-Salem, NC

Nicole Sieben, SUNY Old Westbury

Roundtable 8: “Dystopian Societies”

Robert Ciarrocca, Cranford High School, Maplewood, NJ

Matthew Koval, Argyle Middle School, Silver Spring, MD

Mark A. Lewis, James Madison University, Harrisonburg, VA

Victor Malo-Juvera, University of North Carolina, Wilmington

B.03 Building Engaged Readers through Deep Author Study**BALLROOM IV**

How do we stoke reading engagement in our students? We will share a different kind of book club experience: a deep dive into the study of a single author. We will demonstrate how the reading of Matt de la Peña’s YA and children’s books fired up our secondary readers.

Presenters: Matt de la Peña, Random House
Kelly Gallagher, Magnolia High School, Anaheim, CA
Penny Kittle, Plymouth State University/University of New Hampshire

B.04 Genius Hour in the Elementary Classroom: Voice, Choice, and the Authentic Writing Process

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At best, all a teacher ever tries to do is to impart a sense of inspired inquiry in every student who passes through their hands. But with the current structures of public school education, so rigid sometimes, how is a teacher able to create the space for curiosity to occur? During this session, learn how Genius Hour creates spaces for inquiry by connecting the writing process, nonfiction/multimodal texts, digital literacies, voice, and choice. Audience members will participate by considering their current RELA instruction and creating a draft implementation plan of how Genius Hour may appear at their school.

Presenters: Jennifer Spivey, Snow Hill Elementary School, Ocean Pines, MD
April Winterson, Snow Hill Elementary School, Ocean Pines, MD

B.06 Misreading the Science of Reading

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Sponsored by the NCTE Elementary Section

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In pursuit of helping all children to become readers, this session by the Elementary Section Steering Committee will address the misleading narratives that assert that all children acquire reading in the same way, featuring several reading scholars who will discuss the multiple ways the “Science of Reading” is misread and misleading.

Committee Chair: Roberta Price Gardner, Kennesaw State University, GA
Presenters: Yetta Goodman, Regents Professor Emerita, University of Arizona, Tucson
Paul Thomas, Furman University, Greenville, SC
Respondent: Brian Kissel, University of North Carolina, Charlotte

B.07 COLLEGE BEHIND BARS: A Conversation about the Transformative Power of Education

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Sponsored by WETA-TV

COLLEGE BEHIND BARS, a documentary film from Lynn Novick, Sarah Botstein, and Ken Burns, explores the lives of incarcerated men and women as they earn college degrees through the Bard Prison Initiative. Join us for a special preview of the film and a conversation about the transformative power of education.

Panelists: Jule Hall, Bard Prison Initiative Alum
Delia Mellis, director of college writing and academic resources, Bard Prison Initiative

B.08 Inquiries in Elementary English Language Arts

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This roundtable session focuses on inquiries into elementary research. Attendees will have an opportunity to rotate between three 20-25 minute roundtable discussions.

Chair: Nimisha Patel, Rutgers University, NJ
Roundtable Leaders: Alicia Arce-Boardman, Northern Parkway School, Long Island, NY
Kassidy Barratt, New Hanover County Schools, Wilmington, NC
Brian Brinkley, University of North Carolina, Wilmington
Aijuan Cun, University at Buffalo, SUNY
Crystal Glover, Winthrop University, Rock Hill, SC
Mary Jade Haney, Horrell Hill Elementary, Hopkins, SC
Chinyere Harris, Teachers College, Columbia University, New York, NY
Julia Lopez-Robertson, University of South Carolina, Columbia
Erin Miller, Webster City CSD, IA
Kindel Nash, University of Maryland, Baltimore County
Lakeya Omogun, The University of Texas at Austin
Nora Peterman, University of Missouri, Kansas City
Patricia Piña, NY
Bilal Polson, Northern Parkway School, Long Island, NY
Ekaterina Strekalova-Hughes, University of Missouri, Kansas City
Dinah Volk, Cleveland State University, OH

B.09 No Walls, No Borders—Teaching Latinx Topics and Contemporary Issues in Rural Classrooms

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How do our curricula, readings, and teaching methods provide rural white children with a window into the experiences of minoritized populations across the country? Our language arts classes cannot remain Eurocentric, and like the #DisruptTexts movement cautions, we must make changes to what we teach and how we teach it.

Chair: Justin Stygles, Wiscasset Elementary School, ME

Tradebook Authors: David Bowles, Dutton Books
Guadalupe Garcia McCall, Lee & Low Books

B.10 “Why do kids need to read about all this negativity?” Exploring Grief, Fear, and Trauma in Middle Grade Fiction

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With grief, trauma, and fear being an inevitability in our world, many young readers are in need of support and information. Come explore these all-too-necessary topics with experienced and knowledgeable creators of fiction for young people, and develop ways to use literature as a gateway to have tough conversations with students.

Chair: Robert Bittner, University of British Columbia, Langley

Authors/Illustrators: Melanie Conklin, Disney/Hyperion/Penguin

Leah Henderson, Simon & Schuster

Karen Rivers, Algonquin Books for Young Readers

B.12 Engaging in Inquiry Proactively and Collaboratively to Evoke Change: An Inquiry PLC

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How does a community benefit when educators pause to develop and pursue relevant inquiries about their environments together? How can teachers work together to develop an inquiry mindset and support one another? In this interactive session, we will share the preparation, planning and implementation of an inquiry Professional Learning Community (PLC). Presenters will discuss and share examples of research supporting an inquiry stance, ways to spark

this mindset in a community of educators, and practical ways to implement inquiry as a tool for teacher advocacy through a PLC.

Presenters: Danielle Butville, Great Valley School District, Garnet Valley, PA

Sarah Hanrahan, Fairfax County School District, Alexandria, VA

Rachel Wolkenhauer, Pennsylvania State University, University Park

B.13 One Question, Braided Answers: One PLC’s Experience Using Self-Study to Address Equitable Instruction in the English Language Classroom.

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Our school system encourages students who demonstrate academic mindsets to take AP courses, regardless of prior academic achievement. We will discuss how we harness inquiry strategies to meet all students at their skill level, scaffold instruction by teaching specific inquiry skills, and imbue an inquiry mindset in our students to help them take charge of their own success.

Presenters: Michelle Alcoser, Montgomery County Public Schools, Rockville, MD

Karen Becker, Northwest High School, Germantown, MD

Nicole Hider, Montgomery County Public Schools, Rockville, MD

B.14 Good Hope: Honoring Students’ Social-Emotional Needs and Neurodiversity in the Classroom in Authentic and Meaningful Ways

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Five educators draw on empirical research at the middle, secondary, and university levels, discussing the necessity of connecting to students’ social-emotional well-being and neurodiversity. Panelists share insight via student experiences as a means of understanding the value of empathy, humanity, and emotional literacy in a complex world.

Presenters: Lauren DeJulio Bell, University of Illinois at Chicago

Sarah Donovan, Oklahoma State University, Stillwater
Maheen Nageeb, Park Junior High School, La Grange Park, IL

Samiyah Nageeb, Downers Grove North High School, IL
Jayshree Panchal, Limestone Community High School, Bartonville, IL

B.15 They / Them / Ours: NCTE's "Statement on Gender and Language" and Inclusive Language Practices

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To create the conditions of deep inquiry for all students, we must ensure that all students feel seen, heard, and safe. Trans and nonbinary students are at significant risk for marginalization and harassment in school, as GLSEN's 2017 National School Climate Survey confirms. The language we choose can either perpetuate gender bias or influence an inclusive and supportive culture more conducive to spirited inquiry by students of all gender identities. Presenters will discuss the genesis of NCTE's "Statement on Gender and Language" (Fall 2018) and its applications as a guide for employing more inclusive language in classrooms and school communities.

Chair and Presenter: Ellie DesPrez, John Burroughs School, St. Louis, MO

Presenters: Mollie V. Blackburn, The Ohio State University, Columbus
Summer Pennell, Truman State University, Kirksville, MO

B.16 Poetry Within and Without

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Poetry is explored as a community-building effort in Philadelphia classrooms and within the identities of students.

Chair and Presenter: Clara Mikita, The Ohio State University, Columbus

Presenters: Erica Darken, School District of Philadelphia, PA
Lois McGee, Philadelphia Writing Project, Wynnewood, PA
Linda T. Parsons, The Ohio State University, Columbus
Lisa Pinkerton, The Ohio State University, Columbus

B.17 We Can Have This Conversation: Writing and Teaching LGBTQIA* Middle Grade Texts

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In this session, one teacher educator (Emily Meixner), one middle school teacher (Rachel Scupp), and four authors (Kacen Callender, Barbara Dee, Nicole Melleby, and Aida Salazar) who write for middle grade audiences will discuss the need for middle grade LGBTQIA*

texts. They will also provide curricular resources for teaching a human rights-focused LGBTQIA* book club unit: reading lists, close-reading/critical lenses, unit activities, and assessments will be showcased.

Chair and Presenter: Emily Meixner, The College of New Jersey, Ewing

Authors/Illustrators: Kacen Callender, Scholastic/HarperCollins

Barbara Dee, Aladdin/Simon & Schuster
Nicole Melleby, Algonquin Young Readers
Aida Salazar, Scholastic

Presenter: Rachel Scupp, Thomas Grover Middle School, West Windsor, NJ

B.18 Using Children's Literature to Disrupt Deficit Perspectives on Diversity

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The presentations in this interactive panel presentation will center on using children's literature to disrupt deficit perspectives on diversity. The focus of these presentations is on critiquing through inquiry, which results in "the ability to recognise that the interests of texts do not always coincide with the interests of all and that they are open to reconstruction" (Janks, 2012, p. 159). These presentations have important implications for teaching in a society that is becoming increasingly culturally, linguistically, socially, and ethnically diverse.

Chair: Bobbie Kabuto, Queens College, Flushing, NY

Presenters: Serena Cavolo, Port Washington UFSD, NY, "Embracing Diversity through a School-Wide Book Club"

Kathleen Colantonio-Yurko, The College at Brockport, SUNY

Robert Kelly, Queens College, Flushing, NY, "Culturally Diverse Books in Pre-Packaged Core Reading Curricula: The Ugly Truth and Redeeming Resolution"

Gina Kelly, Port Washington UFSD, NY, "Embracing Diversity through a School-Wide Book Club"

Kathleen Olmstead, The College at Brockport, SUNY, "Exploring Diverse Children's Literature as a Path to Culturally Sustaining Pedagogy"

Pamela Tirrito, Port Washington UFSD, NY, "Embracing Diversity through a School-Wide Book Club"

B.19 Personal Moments of Inspiration— Writing Projects to Build a Hope Nation

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This panel, composed of writers, teachers, and teacher-educators from two different regions of the nation (Northeast and South), responds to Program Chair Leah Zuidema's call for more collaborative questioning. Specifically, the panel will address, "What can we learn about inquiry from our students? From our colleagues who teach in other disciplines or offer academic support? Our communities?" as they followed the National Writing Project's mission for improving the teaching of writing and learning in the nation's schools. Site leaders and teachers from these two regions used *Hope Nation*, edited by Rose Brock, to explore "hope" as "a decision" to inspire.

Chair: Bryan Ripley Crandall, Fairfield University, CT

Author/Illustrator: Nic Stone, Random House Children's Books

Presenters: Rose Brock, Sam Houston University, Huntsville, TX

Amanda Haugan, Escambia County School District, Pensacola, FL

Kim Herzog, Staples High School, Westport, CT

Susan James, University of West Florida, Pensacola

Rebecca Marsick, Staples High School, Westport, CT

B.20 Stories of Decolonizing Practices in the Classroom

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*Sponsored by the NCTE Standing
Committee on Diversity and Inclusivity*

This panel explores how decolonization works on the impacts of settler colonization. These Indigenous teachers tell their stories of how they work toward honoring their home cultures in the classrooms where they teach and how they use the cultural standards collaboratively designed by Native people in their respective states of North Dakota, Montana, and Michigan.

Chair: Kelly Sassi, North Dakota State University, Fargo

Presenters: Torrie DeCoteau, Turtle Mountain Community High School, Belouft, ND

Brenda Johnston, Billings Public Schools, MT

Maggie Laducer, Turtle Mountain Community High School, Belouft, ND

Kenlea Pebbles, Michigan State University, East Lansing

Clint Valandra, Billings Public Schools, MT

B.21 Asking the "Write" Questions: Moving from Inquiry to Agency

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In this session, panelists will share classroom practices that arose from the pointed questions they asked themselves about their own work. In giving themselves permission to change their practice, they placed their students and themselves in a position to develop greater autonomy and agency as writers and teachers. Panelists will share a model of coherence that develops students' audience awareness; a design for creating a classroom writing community; and a professional development activity promoting greater teacher agency. Through these examples, panelists hope to inspire colleagues to return to their classrooms prepared to ask the "write" questions.

Presenters: Martin Brandt, Independence High School, San Jose, CA

Kate Flowers, Santa Clara High School, CA

Jonathan Lovell, San Jose Area Writing Project, CA

Respondent: Thomas Newkirk, University of New Hampshire, Durham

B.22 Community-wide Reads as Models of Community-wide Inquiry

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What if readers of all ages, middle grade through adulthood, asked hard questions, opened their minds to challenges we face, and imagined possibilities for making the community better, together? This spirited inquiry transpires in communities through organized community-wide reads of books for young people. When a community of students, educators, families, and neighbors have access to powerful literature, inquiry, wonder, and agency result. Panelists will share their experiences with multiple models of community-wide reads, books that unite readers, and the ways sharing both the books and the discourse have helped connect community members and inspire further questions, conversation, and action.

Chair and Presenter: Melissa Guerrette, MSAD 17, Oxford Elementary School, Norway, ME

Presenters: Kari Anne Holt, Chronicle Books

Kate Messner, Chronicle Books

Linda Sue Park, Houghton Mifflin Harcourt

Aisha Saeed, Penguin

Renée Watson, Bloomsbury

B.25 Igniting the Passion for Writing in Students and Teachers through Multicultural Children's Literature

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This panel of speakers will present an action research on using multicultural children's books to help elementary preservice teachers and students to explore their potential as writers in different classroom contexts. This presentation focuses on how to incorporate children's books to engage preservice teachers and diverse student populations in writing.

Presenters: Lin Deng, University of Florida, Gainesville
Xiaochen Du, University of Florida, Gainesville
Buyi Wang, University of Florida, Gainesville
Mario Worlds, University of Florida, Gainesville

B.28 Student Voice & Choice

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Participants will hear from a variety of experts on providing ways to open doors to student choice and voice in the secondary classroom.

Chair: Keisha McIntyre-McCullough, Florida International University, Miami

Presenters: Michael Anthony, Muhlenberg School District, Reading, PA

Will Melvin, Central Bucks High School South, Warrington, PA

Ondrea Reisinger, Central Bucks High School South, Warrington, PA

Lucy Spence, University of South Carolina, Columbia

B.29 What High School Teachers Need to Know about Writing in College

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College writers need to know how to read and respond to assignments, how to address different audiences, and how to make the most of feedback.

Presenter: Anne Ruggles Gere, University of Michigan, Ann Arbor

B.30 Inquiry beyond the Common Core: Changing How Teachers and Students Grow Their Curiosity in a Standardized World

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This interactive panel discussion explores how teachers can increase their sense of wonder about their craft, envisioning how their own reflections and questions can empower students. The presenters will support other teachers' efforts to reflect on and contemplate their daily curricular choices to better serve their students' needs beyond the Common Core State Standards. The presenters will support other teachers' efforts to reflect on and contemplate their daily curricular choices to better serve their students' needs tomorrow.

Presenters: Katie Alford, McKendree University, Tempe, AZ
Kristina ByBee, Arizona State University, Tempe
Rebecca Chatham, Arizona State University, Tempe

B.31 The Literacy Studio: Facilitating Student Inquiry, Engagement, and Agency by Integrating Reading and Writing

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Imagine a buzzing studio of literacy learning in which children understand reading from a writer's perspective and writing through the eyes of a reader. Why have we developed the habit of teaching reading and writing separately, often without making the connections between them explicit? In a Literacy Studio, students view themselves as inquirers into reading and writing as well as content-area topics. We can immerse students in studio-like learning experiences if we maximize active learning time by integrating reading and writing. Participants will discuss pathways to Literacy Studio through interactions with educators from a district that uses the model district-wide.

Presenters: Maria Fleming, Fort Osage Schools, Independence, MO, "The Central Office Role in Promoting Inquiry-Based Literacy Instruction"
Ellin Keene, Heinemann
Kristi Odell, Fort Osage Schools, Independence, MO, "Facilitating Teacher Growth in Inquiry-Based Literacy Instruction"
Lisa Sims, Fort Osage Schools, Independence, MO, "A Teacher's Perspective on Integrating Reading and Writing"

B.32 Teaching Critical Genre Awareness to Support Student Inquiry and Agency

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This presentation explores how students apply critical genre awareness to become critical consumers and producers of texts through multimodal and genre-based academic writing projects. Presenters will share methods, samples, and results from their work to help secondary and first-year composition teachers think about how writing can promote inquiry and agency.

Presenters: Anthony Celaya, Arizona State University, Tempe
Rebecca Smith, Dobson High School, Mesa, AZ

B.33 Folger Library: Students and Teachers Launch Confidently into Shakespeare!

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Boost your own confidence and capture the curiosity and participation of your students by focusing relentlessly on the words, words, words, and actively engaging EVERY student. Actively learn the essential strategies for building student comprehension, response, confidence, and excitement. Work with language from a mix of commonly taught plays.

Chair: Peggy O'Brien, Folger Shakespeare Library, Washington, DC
Presenters: Alexa Bernard, Columbia Heights Educational Campus, Washington, DC
Rama Janamanchi, Lawrence School, Sagamore Hills, OH
Cynthia Phoa, Santa Fe Catholic High School, Lakeland, FL

B.34 Station Rotation in the High School English Classroom

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Participants at this session will engage in a station rotation . . . about station rotation! Participants will be grouped according to their level of familiarity with the topic before traveling through four stations designed for independent inquiry, small-group discussion, resource creation, and partner work. Station rotation reinvigorates classrooms and enhances instruction, particularly because it allows for targeted small-group instruction

within the larger class. If able, participants should bring a sample lesson plan to re-imagine in station rotation format at the partner station.

Chair and Presenter: Allison Jackson, Sparrows Point High School, MD
Presenter: Sarah Donahue, Sparrows Point High School, MD

B.35 Sparking Curiosity about the World through Global Children's and Young Adult Literature

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This panel will focus on award-winning books for middle and high school students which tell stories of young people from around the world through their own voices. We believe that these books can be used by educators to spark students' curiosity about places, cultures, and languages in Latin America, Africa, Asia, and the Middle East.

Presenters: Katrina Dillon, University of New Mexico, Albuquerque
Susan Douglass, Georgetown University, Washington, DC
Roberta Martin, Teachers College, Columbia University, New York, NY
Brenda Randolph, Howard University, Washington, DC
Emera Bridger Wilson, Syracuse University, NY

B.36 Media as Mentor: 25 Ways Journalism Can Inspire Student Writing and Inquiry Projects

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Professional journalists "inquire" for a living. How can well-crafted journalism—whether on politics or pop culture, science or sports, food or fashion—serve as models and inspiration for your students' work? This panel will present 25 ideas for projects big and small, and tips for generating your own.

Presenters: Sarah Gross, High Technology High School, Lincroft, NJ
Rebekah O'Dell, St. Michael's School, North Chesterfield, VA
Katherine Schulten, *The New York Times* Learning Network, Brooklyn, NY
Brett Vogelsinger, Holicong Middle School, Doylestown, PA

B.37 **Secondary School Writing Centers as Revolutionary Sites of Spirited Inquiry**
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Sponsored by the International Writing Centers Association

As sites of radical inquiry, secondary school writing centers empower students to disrupt, create, and dream. Current and former middle and high school tutors will present with their directors on how the inquiry-based nature of writing centers has impacted their schools, their communities, and their own beliefs on writing.

Chair: John Nordlof, International Writing Centers Association

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

Skylar Burkhardt, University of Michigan, Ann Arbor
 Seth Czarnecki, Algonquin Regional High School, Northborough, MA

Kate Hutton, Herndon High School, VA

Rachel Shore, Morton Junior High School, IL

B.38 **A Spirited Inquiry into the Writer's Workshop Model: CHAT'ing with Students about the Trajectories of Their Texts**
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This panel retheorizes the writer's workshop model for students living and learning in precarious times through a lens of cultural historical activity theory (CHAT). CHAT guides students toward becoming rhetorical writers and activists. This theory and approach to writing invites its practitioners to consider the complexity of texts and the relationships we cultivate with the texts we read and write, as they shape and are shaped by our activities, histories, materialities, technologies, and cultures. When students understand the possible trajectories of their writing, they can determine how their writing moves an audience to action.

Presenters: Matthew Kim, Eagle Hill School, Hardwick, MA

Michael Riendeau, Eagle Hill School, Hardwick, MA
 Marshall Robinson, Eagle Hill School, Hardwick, MA

B.39 **Inquiry for Introverts: Sometimes Silence Speaks Louder Than Words**
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Participation in the classroom goes beyond what we can see and hear as teachers, taking place in the minds of our students. How do we draw out, acknowledge, and reward a student's thinking, especially that of students who are too scared or unwilling to make their voices heard? Presenters will share successes, including specific examples and strategies, as well as obstacles, in becoming advocates for the meek and mild in the classroom.

Presenters: Sherrie Erickson, Black Horse Pike Regional School District, NJ

Jessica Monroe, Black Horse Pike Regional School District, NJ

B.40 **Inquiries into Racial Justice, Critical Racial Awareness, and Activism in ELA Classroom**
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Presenter 1 examines African American children's awareness of various forms of racism. Presenter 2 explores two classes of eighth-grade students' engagement with young adult literature and racial justice. Presenter 3 will present findings from a study that explores journalistic writing as a means of engaging youth in activism.

Chair: Stefani Sobol-Pastor, Seton-LaSalle High School, Pittsburgh, PA

Presenters: Ashley Boyd, Washington State University, Pullman

Wintre Foxworth Johnson, University of Pennsylvania, Philadelphia

Jaci Miller, Belmont Middle School, NC

Emily Plummer, University of Pennsylvania, Philadelphia

WORKSHOPS / 11:30 A.M.–3:30 P.M.

W.01 Baltimore Writing Marathon

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NWP
NATIONAL WRITING PROJECT

After hearing a brief introduction from the facilitator, who has led over 100 Writing Marathons sponsored by the National Writing Project in locations across the country, participants take part in a two-hour Writing Marathon, writing and sharing their work around Baltimore's Inner Harbor before returning to the meeting room to reflect on the process as a community of teacher-writers.

Workshop Facilitator: Richard Louth, Southeastern Louisiana University, Ponchatoula

W.02 Body and Soul: Mindfulness Practices to Sustain Your Teaching (and Your Life)

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NWP
NATIONAL WRITING PROJECT

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This interactive workshop is designed for teachers who don't know how much longer they can last in the profession, even though they still love it fiercely. Participants will dig into a theory of change called "sustainable teaching," explore the science behind mindfulness practices, and learn strategies to help them thrive in the challenging circumstances of teaching. They will read and discuss professional resources, write reflectively, and practice mindfulness exercises that are easily transferable to the classroom. They will leave with handouts, an annotated bibliography, and a personal action plan for integrating their workshop experiences immediately into their teaching.

Presenters: Kelly Burns, Poudre School District, Fort Collins, CO
Cindy O'Donnell-Allen, Colorado State University, Fort Collins, CO
Jennifer Putnam, Fossil Ridge High School Fort Collins, CO
Molly Robbins, Cherokee Trail High School, Aurora, CO

W.03 Building Inquiry in ELA through UDL

S 303

Learn to break from traditional ELA assignments and assessments with Universal Design for Learning (UDL). UDL is a revolutionary framework for designing meaningful teaching experiences for all students. Attendees will gain an understanding of the UDL guidelines, receive hands-on practice working with UDL concepts, and receive ready-to-use teaching resources while designing and supporting inclusive, engaging literacy classrooms, driven by the spirit of inquiry.

Presenters: Danielle Patenaude, Groton-Dunstable Regional School District, MA
Ian Wilkins, Groton-Dunstable Regional High School, MA

Workshop Facilitator: Katie Novak, Groton-Dunstable Regional School District, MA

W.04 Creating Joyful & Responsive Literacy Experiences

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Students have varied experiences, identities, languages, and interests. One-size-fits-all doesn't work; sound instruction requires loyalty, feedback, and agency. Joy and happiness are vital components of learning environments that cultivate success. In this interactive session, participants will learn tips for practicing culturally responsive teaching, differentiation, and personalization, all of which are essential in creating equitable literacy experiences for all students. This will be highlighted with an emphasis on happiness inquiries that help the classroom community experience the joy of learning. The win-win here is that when teachers and students are independent and capable of self reflection, responsive teaching becomes far easier.

Chair: Cornelius Minor, Teachers College Reading and Writing Project, New York, NY
Presenters: Jan Burkins, Burkins and Yaris
Katie Cunningham, Manhattanville College, Wilton, CT
Renee Houser, Renee Houser LLC
Christina Nosek, Lucille Nixon School, Mountain View, CA

Kristin Rainville, Sacred Heart University
 Kim Yaris, Burkins and Yaris
 Kari Yates, Moorhead Area Public Schools, MN
Respondent: Gravity Goldberg, Gravity Goldberg, LLC,
 Corwin Literacy

W.05 Decolonizing the English Classroom: Why and How?

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Rainbow

**Sponsored by the NCTE Standing
 Committee on Global Citizenship**

This workshop provides approaches for classrooms and institutions to promote learning by decreasing the impact of colonization on students, as well as theoretical frameworks for understanding and resistance. New and returning participants will learn new and practical ways to recognize and counter the racism and inequity inherent in English education.

Presenters: Kylowna Moton, Los Angeles City College, CA
 Michael Seward, Minneapolis College, MN

W.06 Fake News Is Only the Beginning: Media Literacy Tools and Techniques for Your Classroom

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ELATE

Application of media and digital literacies provide alternate and complementary approaches to core skills in the language arts, grounded in the world to which teenagers are most connected. In an interactive workshop designed to be responsive to educator needs, three veteran media educators will share time-tested tools and techniques for critical media literacy. We will delve into media literacy methods and principles that can be integrated into a range of courses across the grade levels to increase student learning and engagement, and, ultimately, citizen action.

Presenters: Ben Boyington, Global Critical Media
 Literacy Project, Claremont, NH
 Allison Butler, Action Coalition for Media Education
 Nolan Higdon, California State University, East Bay

W.07 Fire Curiosity and Spark Joy in the Literacy Classroom with the Question Formulation Technique

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How can student curiosity fuel passion for reading and writing? Experience the Question Formulation Technique (QFT), a simple,

powerful strategy to teach all students to ask and work with their own questions to drive their learning. Leave ready to immediately implement the process with students in the classroom and share it with colleagues in professional learning settings.

Presenters: Lauren Carlton, Foxborough High School,
 Foxborough, MA
 Dana Huff, Worcester Academy
 Sarah Westbrook, The Right Question Institute,
 Cambridge, MA

W.08 Fostering Students' Critical Literacy and Inquiry with Apps and Tools

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**Sponsored by the NCTE Assembly on
 Computers in English**

In this Bring Your Own Device (BYOD) workshop, participants will have the opportunity to explore how slideware presentation apps, such as Pecha Kucha, and reference management tools, like Zotero, can not only support critical literacy, but can also develop a sense of student inquiry within specific literacy events.

Chair: Katherin Garland, Sante Fe College, Gainesville, FL, "Fostering Students' Critical Literacy and Inquiry with Apps and Tools"

Presenters: Johnny Allred, University of Arkansas, Fayetteville, "Using Digital Tools for Dialogue, Inquiry, and an Exploration of Identity"
 Crystal L. Beach, Union County HS, GA
 Katie Dredger, James Madison University, Harrisonburg, VA, "Using Slideware to Perform Dialogic Conversations"
 Beth Lehman, Bridgewater College, Bridgewater, VA, "Using Slideware to Perform Dialogic Conversations"
 Ewa McGrail, Georgia State University, Atlanta, "Shooting with an iPhone/Android Camera and Media Effects"
 J. Patrick McGrail, Jacksonville State University, AL, "Shooting with an iPhone/Android Camera and Media Effects"
 Mary Rice, University of New Mexico, Albuquerque, "Animated Digital Collage Making"
 Clarissa West-White, Bethune Cookman University, Daytona Beach, FL, "Using Evernote and Zotero (to Name a Few) to Support Inquiry"

WORKSHOPS / 11:30 A.M.–3:30 P.M.

**W.09 Inquiry, Identity, and Equity:
Teaching beyond Our Biases**

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As educators, we do not shed who we are at the schoolhouse doors, nor should we. During this session, the presenters will lead participants through an inquiry into themselves, applying a critical lens to who they are and examining how their identity and experiences impact their work with students.

Presenters: Sara Ahmed, NIST International School; Bangkok, Thailand & HMH/Heinemann, Portsmouth, NH

Tricia Ebarvia, Educator Collaborative, Dresher, PA
Chad Everett, Horn Lake Middle School
Jess Lifshitz, Meadowbrook Elementary School

**W.10 Operation Game Design: Building
Quests for Personalized Learning
in Your English Language Arts
Classroom**

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Through quest-based learning you can transform literacy instruction into a game with creativity, collaboration, and play, while still meeting Common Core State Standards. Learn how to organize an overarching mission in which assignments are like a sequence of game levels students need to successfully complete in order to “rank up” and complete all the required learning targets. To differentiate learning, some students may take side quests, while others might fast-forward to level-ending boss battles or solve mysteries that help unlock the legends, themes, and pertinent information. Participate in this hands-on workshop and learn how to build a quest.

Presenter: Michele Haiken, Rye Middle School and Manhattanville College, NY

**W.11 Sustaining a Writing Project Site:
Nuts and Bolts**

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LATROBE (HILTON)

Sponsored by the National Writing Project

This interactive workshop will allow site leaders to share information about their sites and learn from each other strategies to improve their site management. Topics that will be included are site diversity, financial support, research, branding, teacher engagement, and conflict resolution.

Presenter: Tonya Perry, University of Alabama at Birmingham

**W.12 Teaching Multimedia, Citizen
Journalism through “Our
Democracy”**

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BLAKE (HILTON)

Teachers will explore ways to lead students through the production of multimedia storytelling and citizen journalism they can contribute to “Our Democracy,” a project from award-winning photojournalist Andrea Bruce, funded by National Geographic and Catchlight Foundation and supported by the Pulitzer Center on Crisis Reporting. The session will be led by Lorraine A. Ustaris, a Philadelphia Writing Project teaching consultant and full-time video producer and educator for “Our Democracy.” In the longest segment of the workshop, she will provide photo, video, and multimedia reporting resources and hands-on training for educators.

Presenter: Lorraine A. Ustaris, Our Democracy/The Philadelphia Writing Project/Pulitzer Center on Crisis Reporting, Newtown, PA

W.13 The Black Arts Movement as Critical Media Literacy: From Be Bop to Hip Hop!

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PEALE A (HILTON)

The session examines literature, visual culture, politics, aesthetic foundations, music, spokespersons, and institutional development emerging from both movements. This session exposes participants to a conceptual and aesthetic framework for analyzing, interrogating, and understanding two major cultural phenomena: 1) the political and cultural roots of BAM; 2) the political and cultural roots of Hip Hop. Additionally, the workshop examines Black art as critical media literacy and interrogates its radical tradition as a powerful force for social change, cultural preservation, principled truth telling, social justice, “edutainment,” and human liberation.

Presenter: Lasana Kazembe, Indiana University Purdue University Indianapolis

W.14 Uprising in the Classroom: Using Oral History to Connect the Community to the Curriculum

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Rainbow

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Preserve the Baltimore Uprising is a crowd-sourced online repository, managed by Baltimore-area university faculty in collaboration with the Maryland Historical Society, that preserves and provides access to original content produced by witnesses to the protests that followed the death of Freddie Gray in 2015. In the first part of this hands-on workshop, participants will explore the archive and learn how to leverage its content to support both classroom instruction and original student research. In the second part, the focus will shift to crafting research-based units of study that will empower students to illuminate the neglected histories of their own communities.

Presenters: John Eugene, Baltimore Polytechnic Institute, MD
Denise Meringolo, University of Maryland Baltimore County

W.15 Using Global News to Creatively Connect with the World

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PEALE B (HILTON)

This workshop for educators demonstrates ways of engaging students creatively, critically, and empathetically with global news stories supported by the Pulitzer Center. Participants explore compelling multimedia news stories and respond through hands-on poetry and photography activities. Participants emerge from the workshop with immediately implementable activities and resources that help students 1) cultivate their curiosity about global news, 2) develop personal and local connections to global news stories, 3) consider which news stories and whose perspectives go under-reported, and 4) seek out, share, and produce news that matters to them.

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

FEATURED SESSION

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Evicted: Poverty and Profit in the American City

310

Even in the most desolate areas of American cities, evictions used to be rare. But today, most poor renting families are spending more than half of their income on housing, and eviction has become ordinary, especially for single mothers. Professor Desmond's Pulitzer Prize winning reportage takes us into the poorest neighborhoods of Milwaukee to tell the story of eight families on the edge. All are spending almost everything they have on rent, and all have fallen behind. As we see families forced into shelters, squalid apartments, or more dangerous neighborhoods, we bear witness to the human cost of America's vast inequality—and to people's determination and intelligence in the face of hardship.

Speaker: Matthew Desmond, Maurice P. During Professor of Sociology and Principal Investigator of the Eviction Lab at Princeton University

Matthew Desmond is the Maurice P. During Professor of Sociology at Princeton University. After receiving his Ph.D. in 2010 from the University of Wisconsin at Madison, he joined the Harvard Society of Fellows as a Junior Fellow. He is the author of four books, including *Evicted: Poverty and Profit in the American City* (2016), which won the Pulitzer Prize, National Book Critics Circle Award, and Carnegie Medal, and PEN / John Kenneth Galbraith Award for Nonfiction. The principal investigator of The Eviction Lab, Desmond's research focuses on poverty in America, city life, housing insecurity, public policy, racial inequality, and ethnography. He is the recipient of a MacArthur "Genius" Fellowship, the American Bar Association's Silver Gavel Award, and the William Julius Wilson Early Career Award. A contributing writer for the *New York Times Magazine*, Desmond was listed in 2016 among the Politico 50, as one of "fifty people across the country who are most influencing the national political debate."

A book signing will follow the session.



Photo: Lillian Leung

C.01 Cultures of Reading**BALLROOM I & III**

Educators, authors, and illustrators will look at the use of children's literature in elementary classrooms, family engagement, picture books, cultural authenticity, and more in this roundtable session.

Chair: Clare Landrigan, Heinemann, Waban, MA

Roundtable Topics and Leaders:**Roundtable 1: "Sticky and Silly: Re-Readable Picture Books for Joyful Classroom Communities"**

Oona Marie Abrams, School District of the Chathams, NJ

Gene Barretta, Henry Holt & Co

Josh Funk, Penguin/Sterling/Two Lions

Julia Guthrie, Notre Dame Academy, Palisades Park, NJ

Andrea J. Loney, Random House Knopf

Joe McGee, Abrams Books

Anica Mrose Rissi, Disney, Hyperion

Michael Rex, Nancy Paulsen Books

Annie Silvestro, Doubleday Books for Young Readers/
Sterling Children's Books/HarperCollins

Roundtable 2: "Analyzing Picture Book Illustrations & Text to Become Better Writers"

Katey Howes, Lerner Publishing

Kerry Madden-Lunsford, Schwartz & Wade/Penguin
Random House

Daria Peoples-Riley, Greenwillow/HarperCollins,
Bloomsbury Publishing

Jennifer Richard Jacobson, Simon & Schuster

Roundtable 3: "Fitting It All In: Inquiry, Equity, and Interdisciplinary Practice in Elementary Classrooms"

Linda Amici, Westerville City Schools, OH

LaTresa Rieves, Westerville City Schools, OH

Lee Rutherford, Westerville City Schools, OH

Kari Tucker, Westerville City Schools, OH

Jill Williams, Westerville City Schools, OH

Roundtable 4: "Social-Emotional Learning through Literature: Tackling Big Emotions in Elementary Classrooms"

Leah Bowen, Magination Press, Books for Kids from the
American Psychological Association

Holly Brochmann, Magination Press, Books for Kids
from the American Psychological Association

Danielle Dufayet, Magination Press, Books for Kids
from the American Psychological Association

Lysa Mullady, Magination Press, Books for Kids from
the American Psychological Association

Roundtable 5: "Fostering Family Engagement through Literary Inquiry"

Sarah Duncan, Lipscomb University, Nashville, TN
Charlene Klassen Endrizzi, Westminster College, New
Wilmington, PA

Jeanne Gilliam Fain, Lipscomb University, Nashville, TN

Karen Louise Matis, Shenango Junior and Senior High
School, New Castle, PA

Jenny Tuten, Hunter College, CUNY

Roundtable 6: "Strategic Classroom Design—How Can We Use Our Learning Environment to Nurture Emotional Intelligence and Culturally Responsive Pedagogy in Meaningful and Welcoming Ways?"

Ian Fleischer, SD

Jessica Martin, Hawthorne, CA

Cristina Navarro, growingeducators.com

Roundtable 7: "Taking an Inquiry Stance on an Early Childhood Literacy Program: Getting It Wrong, Getting It Right, and Key Lessons Learned"

Claudia Gentile, NORC, Ewing, NJ

Dina Portnoy, Philadelphia Writing Project, PA

Diane Waff, University of Pennsylvania, Philadelphia

Michele Walden-Bell, Philadelphia Writing Project, PA

Roundtable 8: "Purpose and Power: Cultivating Children's Curiosity with Picture Books"

Shelley Hays, Upper Arlington City Schools, OH

Elizabeth Ingraham, Upper Arlington City Schools, OH

Julie Wright

Roundtable 9: "Cultural Authenticity in Jewish Children's Literature"

Hayley Libowitz, Towson University, MD

Xiaoming Liu, Towson University, MD

Roundtable 10: "Reader Response to Visual Text"

Lesley Roessing, Riverview Charter School, Okatie, SC

Roundtable 11: "Inquiring into the Visible and Invisible Teaching of Reading: Re-Connecting Classroom Libraries and the Conference"

Jennifer Scoggin, Guilford, CT

Vincent Ventura, LitLife International, Monterrey, Nuevo
Leon

Hannah Schneewind, Westport, CT

Roundtable 12: "What Are We Reading? A Snapshot of Read Aloud Selections in a National Study"

Craig Young, Bloomsburg University of PA

Kristin Conradi Smith, College of William & Mary,
Williamsburg, VA

Jane Core Yatzeck, College of William & Mary,
Williamsburg, VA

C.02 WhY(A) War: Inquiring into Adolescents in Conflict



BALLROOM II

Sponsored by ELATE



In this conversation session sponsored by the ELATE Commission on the Study and Teaching of Adolescent Literature, authors Neal Shusterman and Deborah Heiligman will provide keynote speeches addressing YA literature that depicts war and wider issues of conflicts and why it is important for adolescents to read these types of books. Afterward, attendees will rotate through three 15-minute roundtables of their choice to discuss a rich diversity of texts that deal with war and conflict, feature inquiry-based projects, and share other teaching methods.

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

Tradebook Authors: Deborah Heiligman, Henry Holt and Co.

Neal Shusterman, Simon and Schuster

Introducing Neal Shusterman: Steven Bickmore, University of Nevada, Las Vegas

Presenters: Chea Parton, The University of Texas at Austin

Emily Peters, Louisiana State University, Baton Rouge

Steffany Comfort Maher, Indiana University Southeast, New Albany, IN

Gretchen Rumohr-Voskuil, Aquinas College, Zeeland, MI

Roundtable Topics & Leaders:

Roundtable 1: “Inquiring Warfare from the Inside: Teaching with Gratz’s *Refugee*”

Jacqueline Bach, Louisiana State University

Candence Robillard, LSU Laboratory School, LA

Roundtable 2: “Monday’s Not Coming: How Might Themes Provide ‘Breadcrumbs’ into Students’ Internal and External Conflicts?”

Stefani Boutelier, Aquinas College, MI

Lindsay Cherry, Harbor Lights Middle School, Holland, MI

Roundtable 3: “WhY(A) War within Ourselves: Inquiring into Adolescents Who Self Harm with *Girl in Pieces*”

Ashley Boyd, Washington State University, Pullman

Janine Darragh, University of Idaho, Moscow

Lisa Hazlett, The University of South Dakota, Vermillion

Roundtable 4: “Conflicts along the US-Mexico Border: Inquiry into Immigration and Unaccompanied Minors in *Disappeared* by Francisco Stork”

Kelly Bull, Notre Dame of Maryland University

Roundtable 5: “Young Refugees: Considering the Impact of Conflict on Adolescents through *Refugee*”

Jennifer Dail, Kennesaw State University, GA

Roundtable 6: “Childhood in Croatia: Young Adulthood during the Baltic Conflict”

Anita Dubroc, Louisiana State University, Baton Rouge

Roundtable 7: “Inquiring into the Aftermath of Global Conflict through YA Literature”

Sybil Durand, Arizona State University, Tempe

Roundtable 8: “Fighting the Enemy from Within: Resistance in WWII Germany in *The Plot to Kill Hitler* by Patricia McCormick and *Orphan Monster Spy* by Matt Killeen”

Marshall George, Hunter College, CUNY

Roundtable 9: “Redefining Family in Times of War to Find Strength and Courage: *Salt to the Sea*”

Michelle Goodsite, Kennesaw State University, GA

Roundtable 10: “Women in Conflict through the Ages: *Blood, Water, Paint*”

Alice Hays, California State University, Bakersfield

Roundtable 11: “New Battles, New Identities: The War That Saved My Life, and The War I Finally Won”

Crag Hill, University of Oklahoma, Norman

Roundtable 12: “*How It Went Down* by Kekia Magoon, *Tyler Johnson Was Here* by Jay Coles, and *Long Way Down* by Jason Reynolds”

Melanie Hundley, Vanderbilt University, Nashville, TN

Roundtable 13: “*The Harlem Hellfighters*: Inquiring into an Invisible Story of the Great War”

Mark A. Lewis, James Madison University, Harrisonburg, VA

Matthew Rossi, Archbishop Curley High School, MD

Roundtable 14: “Exploring Internal Conflict and Questioning Stereotypes of PTSD: *The Things a Brother Knows*”

Dan Moore, University of Colorado

Roundtable 15: “Lasting Effects of Conflict: PTSD in Young Adult Literature with *The Impossible Knife of Memory*”

Elsie Lindy Olan, University of Central Florida, Orlando

Kia Jane Richmond, Northern Michigan University, Marquette, MI

Roundtable 16: “Resistance in WWII YA: Pilots, Partisans, and Pretenders in *Under a War-Torn Sky* and *The Book Thief*”

Denise Ousley-Exum, University of North Carolina Wilmington

Roundtable 17: “Searching for Strength, Forgiveness, and Peace in Times of War with Characters from *A Separate Peace* by J. Knowles”

Leilya Pitre, Southeastern Louisiana University, Ponchatoula, LA

Roundtable 18: “War from the Point of View of Animals in *Pride of Baghdad* by Brian Vaughn”

Lisa Scherff, Community School of Naples, Fort Myers, FL

Roundtable 19: “True Stories of Conflict: Using Nonfiction Titles to Spark Student Inquiry with *The Port Chicago 50: Disaster, Mutiny, and The Fight for Civil Rights*”

Nina Schoonover, North Carolina State University, Raleigh

Roundtable 20: “The Violence Children Experience: Exploring the Refugee Experience with *A Land of Permanent Goodbyes*”

Shelly Shaffer, Eastern Washington University, Cheney, WA

Roundtable 21: “Conflict Conquered by Love: Familial Relationships in Deborah Heiligman’s *Vincent and Theo: The Van Gogh Brothers*, and *Charles and Emma: The Darwins’ Leap of Faith*”

Kane Sharon, SUNY Oswego, NY

Roundtable 22: “Cultural Erasure and Genocide in the Past, Present, and Future: *The Marrow Thieves*”

Meredith Sinclair, Southern Connecticut State University, New Haven

Roundtable 23: “Museum Curation of *March* as Social Justice Inquiry”

Thomas B. Smith, Utah Valley University, Orem

Roundtable 24: “Friendship, (Dis)loyalty, and Freedom: Exploring Inner and Outer Conflict in *The War Outside*”

Terri Suico, Saint Mary’s College, IN

Roundtable 25: “Addressing the War on Bodies of Color in Superhero Graphica”

Francisco Torres, University of Colorado Boulder

Roundtable 26: “‘But Were They Really Spies?’: Inquiring into the War Stories of WWII Women through Elizabeth Wein’s Novel, *Code Name Verity*”

Emily Wender, Indiana University of Pennsylvania

Roundtable 27: “*Dear Martin*: Using YA Literature to Address Current Events and Bridge Differences”

William Williams, Concord University, WV

Respondents: Greta Honsberger, Mary Queen of Peace Catholic School

Melanie Shoffner, James Madison University, Harrisburg, VA, “Fighting the Enemy from Within: Resistance in WWII Germany in *The Plot to Kill Hitler* by Patricia McCormick and *Orphan Monster Spy* by Matt Killeen”
Katie Sluiter, Wyoming Junior High School/Western Michigan University, “What It Means to Survive: Engaging Internal and External Conflict in *Never Fall Down*”

Ann Marie Smith, North American University, “WhY(A) War: Re-examining American Sanctuary During WWII Through Refugee Adolescents’ Experiences with *The Whirlwind*”

Emily Zeller, Urbana Middle School, MD, “Conflicts along the US-Mexico Border: Inquiry into Immigration and Unaccompanied Minors in *Disappeared* by Francisco Stork”

C.03 Inquiring into Climate Change in English



BALLROOM IV

Sponsored by the ELATE Commission on Climate Change and the Environment

Perhaps the most overwhelming issue facing humanity is climate change; it is already having dramatic impacts and will profoundly shape the world in which our students live. How do we think about and inquire into climate change in English language arts? This roundtable session includes middle school, high school, media specialists, and college teachers, and young adult authors, sharing about their experiences using literature, writing, media studies, and more to foster student understanding of and engagement with climate change.

Presenters: Noah Asher Golden, Chapman University, Orange, CA

Mark A. Lewis, James Madison University, Harrisonburg, VA

Rich Novack, Teachers College, Columbia University, New York, NY

Katie Sluiter, Wyoming Junior High School/Western Michigan University

Roundtable Topics & Leaders:

Roundtable 1: “Working with Science, Social Studies, Math, and Art Teachers for Interdisciplinary Instruction on Teaching about Climate Change”

Richard Beach, University of Minnesota, Minneapolis

Roundtable 2: “Climate Change Inquiry Leads to Senior Service Projects”

Tracy Becker, St Joseph High School, MI

Roundtable 3: “When the Tide Rises: The Environmental and Cultural Effects of Flooding as Presented in Young Adult Literature and the Canon”

Ashley D. Black, Northwest Missouri State University, Maryville

Roundtable 4: “‘But my parents said...’: Understanding How FYW Students’ Perceptions and Writings about Climate Change Are Informed by Local and Global Representations”

Ann Burke, Michigan State University, East Lansing

Roundtable 5: “*Ship Breaker* and *Carbon Diaries 2015* as Anchor Texts in a YA Climate Change Unit”

Nikki Callen, Portage Central High School

Roundtable 6: “In the Classroom, Out of the Classroom—Empowering Students to Action!”

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

Roundtable 7: “Sustainability in the First-Year Composition: Making Change from Within”

Jill Dahlman

C SESSIONS / 1:00–2:15 P.M.

Roundtable 8: “Reading for Nature, Ecology, and Sustenance”

Elizabeth Dinkins, Bellarmine University, Louisville, KY

Roundtable 9: “Using Shakespeare to Teach about Climate Change: The Forgeries of Jealousy”

Timothy Duggan, Northeastern Illinois University, Chicago

Roundtable 10: “Combining Climate Change and Critical Inquiry in the English Methods Course”

Ellen Foley, Western Michigan University, Kalamazoo

Roundtable 11: “Should There Be Limits on Man’s Manipulation of Nature? High School Students Inquiring into Climate Change”

Maria Hagen, Loyola University, Baltimore, MD

Roundtable 12: “Climate Inquiry through a Moot Court Simulation”

Patricia Hans, Ridgewood High School, NJ

Roundtable 13: “Integrating Cli-Fi Literature and Poetry into Genre Studies and Scared Writing in First-Year College Composition”

Toby Kahn-Loftus, North Central Michigan College, Petoskey

Roundtable 14: “Climate Change Apocalypse”Latasha McKinney, Emerson North Middle School, OK/
University of Central Oklahoma**Roundtable 15: “Adolescents Problem Solving Climate Change through Multimodal Science Fiction Narratives”**

Ji Shen, University of Miami, FL

Blaine Smith, University of Arizona, Tucson

Roundtable 16: “Thriller Climate-SciFi: Teaching Climate Change to Middle & High Schoolers via Fiction”

Catherine Stine, School of Visual Arts, New York, NY

Roundtable 17: “Middle Schoolers Investigating Climate Change and Taking Action”

Shantel VanderGalien, Wyoming Junior High, MI

Roundtable 18: “Inquiry-Based Projects and Climate Change: Adapting the Multigenre Project”

Patricia Waters, Troy University, TN

Roundtable 19: “Building Walls and Demonizing Refugees: Teaching Climate Change in ELA in the Trump Era”

Allen Webb, Western Michigan University, Kalamazoo

C.04 Sounding Our Voices: Podcasting in and beyond Our Classrooms

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Come attend a live recording of the *Voices from the Middle* podcast in an interactive session featuring YAL authors and teacher-leaders whose inquiry work appears in the journal. Then, learn more as we pull back the curtain and share how you, too, can podcast from your own ELA classroom.

Chair: Sara Kajder, The University of Georgia, Athens

Presenters: Alex Corbitt, Boston College, Brighton, MA
Will Fassbender, The University of Georgia, Athens
Amy Fleming, Elizabethtown Area Middle School, PA
Julie Inwright, Malcom Bridge Middle School, Bogart, GA
Stacia Long, The University of Georgia, Athens
Beth Shaum, St. Francis of Assisi Catholic School, Ann Arbor, MI

Gretchen Taylor, Dublin City Schools, OH

Respondent: Shelbie Witte, Oklahoma State University, Stillwater

C.05 Picture Books That Feature Mindfulness Elements: Two Literacy Educators’ Inquiry

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Presenters will define mindfulness (Jennings, 2015), share its three axioms (i.e., intention, attention, and attitude) (Shapiro et al., 2006), convey contemporary research on mindfulness practice for teachers, share multiple children’s picture books that fit within mindfulness’s axioms (Shapiro et al., 2006), share teaching activities and discussion questions that encourage mindfulness, discuss and reflect on mindfulness lesson in a children’s literature class, and engage in discussions with attendees about how to engage in mindfulness via children’s picture books in their classrooms. Attendees will leave with several ideas for how to incorporate children’s picture books that incorporate mindfulness axioms into their classrooms.

Presenters: Kathryn Caprino, Elizabethtown College, Mount Joy, PA

Tara Gold, University of North Carolina, Chapel Hill

C.06 Collaborating for Development: Teachers/Writers

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NATIONAL WRITING PROJECT

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Novice teachers gain insight from a guided Oral Inquiry Process and by reflecting on their practices as writers.

Chair and Presenter: Dawan Coombs, Brigham Young University, Provo, UT

Presenters: Bob Fecho, Teachers College, Columbia University, New York, NY

Todd Hawley, Kent State University, OH

Trevor Stewart, Virginia Tech, Blacksburg

Dorothy Suskind, Longwood University, Farmville, VA

C.07 NCTE19 Black Author Roundtable

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How can Black authors and teachers work together to provide increased visibility and access to works exploring the Black experience? Explore inquiry in this roundtable session where teachers and Black authors discuss recently published books and ways they can be used to explore notions of heroism, identity, and socioeconomic structures.

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

Leah Henderson, Simon & Schuster

Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

Julia Torres, Denver Public Schools, CO

Ibi Zoboi, HarperCollins

C.08 How Words & Pictures Come Together

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Picture books and graphic novels are engaging, yet their value is often questioned. Three educators who promote the use of illustrated texts for their depth will share their methods and benefits, along with author & illustrator pairs discussing how their two parts come together to create a complete, complex story.

Chair: Jillian Heise, Kenosha Unified School District, WI

Presenters: Lorie Barber, Schiesher Elementary School, Lisle, IL

Authors/Illustrators: Raul Colon, Simon & Schuster
Floyd Cooper, Abrams

Shannon Hale, Macmillan Children's Publishing Group
Jaime Kim, HarperCollins Children's Books
Sharon Langley, Abrams

Linda Sue Park, Houghton Mifflin Harcourt

LeUyen Pham, Macmillan Children's Publishing Group
Brian Pinkney, Houghton Mifflin Harcourt Books for

Young Readers

Yamile Saied Mendez, HarperCollins Children's Books

Traci Sorell, Penguin Young Readers

Namrata Tripathi, Kokila Books

Respondent: Jenny Seiler, Fond du Lac School District, WI

C.09 Tough Times, Tough Texts: How We Help Kids Read and Write Better

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Join us as we share strategies that help all students, but especially striving students, think deeply, write responsively, and read closely a variety of texts. We'll examine the problems and possibilities in reading and writing texts that may be about tough or sensitive issues. We need to find those examples that lead them to reading and writing that help them not only see themselves, but see and understand the rich, diverse lives that enrich us. In this fast-paced, interactive session, you'll learn strategies that help you and your students handle tough texts during these tough times.

Chair: Kylene Beers, educational consultant/Scholastic, Inc., The Woodlands, TX, "Strategies for Reading Tough Texts"

Presenters: Robert Probst, Georgia State University, "What Makes Texts Tough"

Linda Rief, Oyster River Middle School/University of New Hampshire, Durham, "Why Real Writing Counts"

Respondent: Penny Kittle, Plymouth State University/University of New Hampshire

C SESSIONS / 1:00–2:15 P.M.

C.11 Inquiry through Identity

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This session will provide specific examples on how teaching composition guided by student inquiry can be much more beneficial than following a standardized curriculum and pedagogy. It will provide examples on how composition classrooms that encourage exploration of identity have a much better chance of producing stronger and more confident writers.

Chair and Presenter: Octavio Pimentel, Texas State University, San Marcos

Presenter: Charise Pimentel, Texas State University, San Marcos

C.12 Innovative Teaching in Multilingual Early Childhood Settings through Practice-Based Inquiry

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We examine how preservice teachers can better understand and respect their early childhood students' language use through practice-based inquiry projects conducted in linguistically diverse field settings. We show how inquiry can be (1) participatory (2) socially responsive (3) a space to challenge assumptions, and (4) liberating.

Presenters: Katherine Allison, The University of Texas at Austin

Stephanie Bode, The University of Texas at Austin

Yingxin Chen, The University of Texas at Austin

Jessica Fisher, The University of Texas at Austin

Bailey Glenn, The University of Texas at Austin

Jasmine Hashemi, The University of Texas at Austin

Catherine Lammert, University of Iowa, Iowa City

Beatrice Nguyen, The University of Texas at Austin

Erica Steinitz, The University of Texas at Austin

Iris Treinies, The University of Texas at Austin

C.13 Teaching the Holocaust in a Time of Unrest

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This presentation explores the study of the Holocaust today, where our students see prejudice and hatred firsthand. Connecting choices made during the Holocaust to current situations, students develop skills to help combat hateful attitudes. Presenters will share lessons to help teachers answer the tough questions that arise with such study.

Chair: Beverly Ann Chin, University of Montana, Missoula

Presenters: Ashley Harbel, Sanborn Regional High School, Kingston, NH

Kimberly Klett, Dobson High School, Mesa, AZ

C.14 Integrated Digital Inquiry: Preservice Teachers Curate Concept-Based Text Sets to Encourage Student Writing

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This panel presentation will share preservice teachers' approach to planning using the literary social-media site Goodreads.com as a forum. Students will share how they engaged in digital inquiry through a conceptual lens (e.g., power, identity, perspective) to discover texts of all genres that would appeal to young adolescent learners and that could be used throughout a year of instruction. Students will share how they used each text as a mentor or model text to inspire student writing in both low- and high-stakes assignments. Finally, students will share the impact of the assignment on their future approach to planning inquiry-based instruction.

Chair: Kristina Doubet, James Madison University, Harrisonburg, VA, "Using Goodreads to Drive Text-Set Inquiry through a Conceptual Lens"

Presenters: Corinne Dowell, James Madison University, Harrisonburg, VA, "Using Goodreads to Drive Text-Set Inquiry through the Conceptual Lens of Identity"

Kailyn Gilliam, Jack Jouett Middle School,

Charlottesville, VA, "Using Goodreads to Drive Text-Set Inquiry through the Conceptual Lens of Voice"

Taylor Guckert, James Madison University,

Harrisonburg, VA, "Using Goodreads to Drive

Text-Set Inquiry through the Conceptual Lens of Community"

Bethany Hagenbuch, James Madison University, Harrisonburg, VA, “Using Goodreads to Drive Text-Set Inquiry through the Conceptual Lens of Perspective”

Dana Hawker, “Using Goodreads to Drive Text-Set Inquiry through the Conceptual Lens of Perspective”

Macy Pniewski, Floyd E. Kellam High School, Virginia Beach, VA, “Using Goodreads to Drive Text-Set Inquiry through the Conceptual Lens of Interdependence”

C.15 Teaching Writing Is Not a Spectator Sport: Using What We Learn about Ourselves as Writers to Become Stronger Writing Teachers



315

Want to know the secret for effective writing instruction? It's not found in a textbook or script. Teaching writing begins with being a teacher who writes. We'll share insights we learned from taking a deep dive into the connection of writing and teaching and help you do the same.

Presenters: Leigh Anne Eck, Clark Middle School, Vincennes, IN

Michelle Haseltine, Brambleton Middle School, LCPS, VA

Jennifer Laffin, Teach Write LLC, Bristol, WI

Andy Schoenborn, Mt. Pleasant High School, MI

C.16 How Is Writing Really Taught?



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Members of this panel explore how teachers have been taught to teach writing and how writing is actually taught in K-12 schools.

Presenters: Chandra Alston, University of Michigan, Ann Arbor

Katie Danielson, University of Portland, OR

Karen Morris, Penn State University, State College

C.18 Narratives as Literary Texts to Promote Activism



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This session will address youth organizing in and beyond the classroom to promote activism through narratives, hip hop as texts, and teacher experiences in literacy instruction.

Chair: Cristen Curley-Edwards, State College of Florida Collegiate School, Bradenton

Presenters: Matthew Homrich-Knieling, Cesar Chavez Academy, Detroit, MI

Crystal Lavoulle, LaVoulle Group, LLC., Atlanta, GA

Kara Taylor, Indiana University Purdue University Indianapolis

C.19 Exploring Students' Spirited Inquiries into Social Justice Issues through Critical Media Literacy



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This session explores the application of critical media literacy to engage students in spirited inquiry in middle school, high school, undergraduate, and graduate-level teaching contexts. Presenters will discuss how they guide their students in critical inquiries through digital video composition, critical interrogations into “post-truth” America, and alternative media production. Attendees will learn why critical media literacy is essential in the English language arts classroom and acquire practical strategies for integrating it into their pedagogical practice.

Presenters: Sarah Bonner, Heyworth Community Unit School District #4, IL, “Creating Wobble in a World of Spin: Positioning Students to Challenge Media Poses”

Seth French, University of Arkansas, Fayetteville, “Uncovering Students' Passions toward Social Justice Issues through Détournement”

Robyn Seglem, Illinois State University, Normal, “Creating Wobble in a World of Spin: Positioning Students to Challenge Media Poses”

Jeff Share, University of California, Los Angeles, “Preparing Educators to Teach K-12 Students Critical Media Literacy”

James Trier, University of North Carolina, Chapel Hill, “Détournement, the Spectacle, and Critical Media Literacy”

Respondent: Antero Garcia, Stanford University, CA

C SESSIONS / 1:00–2:15 P.M.

C.20 Reading & Writing to Process Trauma



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Reading and writing help people make meaning. Reading and writing help people process change. Reading and writing help people critique and connect with this world. Panelists share methods and framework for literacy pedagogies that help process trauma.

Presenters: Arlene Casimir-Siar, Teachers College Reading and Writing Project, New York, NY
Catherine DeLazzer, Yeshiva University, New York, NY
Dulce-Marie Flecha, Cayuga Centers, Bronx, NY
Krystin McCauley, University of South Carolina, Columbia
Sadiel Perez, Cayuga Centers, Bronx, NY

C.21 Where We Belong: Developing Curiosity about Ourselves and Our Community through Place-Based Writing



327

Do students recognize a connection between writing topics taken in the abstract and the reality of the time and place in which they live? This session will explore how personal, place-based writing inspires curiosity, generates questions, and motivates students to go beyond formulaic writing and create authentic texts. How teachers integrated this type of writing into existing secondary English curriculum at multiple levels, and the digital and performance possibilities, will inform this panel presentation.

Presenters: Ted Fabiano, Blue Valley Schools, Olathe, KS, “Generating Curiosity through Place-Based Writing”
Katie Kline, Greater Kansas City Writing Project, “Place-Based Storytelling”

C.22 Contending Together, Inquiring Together: Gun Violence in the ELA Classroom



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The shadow of gun violence hovers over America and, too often, it affects our schools. The school community, including administrators, teachers, staff, parents, and students, is directly impacted and must respond to anxiety and fear created by threats of violence. Drawing on the experiences of a YA author, mental health professional, English educators, and ELA teachers in diverse classrooms, this panel discusses how all stakeholders can be encouraged to analyze and address this issue in impactful ways.

Chair: Steven Bickmore, University of Nevada, Las Vegas

Presenters: Chris Crutcher, HarperCollins, Spokane, WA, “The Author’s Voice and Responsibility in Writing about Gun Violence”
Maria Hernandez Goff, California State University, Fresno, “Where Is the Attention?”
Travis Reyes, HB Woodlawn Secondary Program, “Gun Violence, Poverty, and Schools”
Jason Reynolds, Simon & Schuster
Gretchen Rumohr-Voskuil, Aquinas College, Zeeland, MI
Shelly Shaffer, Eastern Washington University, Cheney, “How School Gun Violence is Manifested in YA Literature”

C.23 Writing Conferences: Inviting Students into the Feedback Conversation



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Traditional writing feedback has included teachers breaking out the red pen, marking up papers, sharing their “expertise,” and moving on to the next assignment. The Write This, Not That team will focus on inviting students to bring their voice to the evaluation process, making feedback a conversation rather than a teacher dictum. This hands-on workshop will provide low- and high-tech strategies along with ideas and tools for effective writing conferences that will move student writing forward.

Presenters: Susan Barber, Grady High School, Sharpsburg, GA
Adrian Nester, Tunstall High School, Danville, V

C.25 Teacher Inquiry as Professional Learning

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How can dedicated teacher inquiry become an integral part of a professional learning network? And how does that work impact both teacher and student learning? In this session, early literacy educators who participate in a multi-year network experience share how their teacher research projects impact their teaching and their own students' learning.

Presenters: Chip Bennett, Perry Early Learning Center, Ypsilanti, MI, “Oral Learning, Social Readiness, and Reading Engagement with Cross-Grade Literacy Friendships”

Melissa Brooks-Yip, Washtenaw ISD, Ann Arbor, MI
Kat Dudzik, Perry Early Learning Center, Ypsilanti, MI, “Oral Learning, Social Readiness, and Reading Engagement with Cross-Grade Literacy Friendships”

Cathy Fleischer, Eastern Michigan University, Ypsilanti
Tonya Saragoza, Symons Elementary, Milan, MI, “Writing Instruction in 3rd Grade”

C.26 Not in My Neighborhood: Housing Discrimination and Education Justice

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Sponsored by the NCTE Secondary Section Steering Committee

An interactive panel and facilitated discussion about how to engage, amplify, and empower student and community voices to spark positive impacts in Baltimore. Panelists will frame the historical and contemporary relationship between housing discrimination and education inequity in Baltimore, as well as techniques and tools for working across disciplines and beyond classroom walls to inspire student inquiry about the world around them. Participants will be engaged in facilitated discussion about concrete ways to apply the insights from panelists to their own school and community contexts.

Presenters: Keisha Allen McIntosh, University of Maryland, Baltimore County
Kali-Ahset Amen, Johns Hopkins University
Keisha Green, University of Massachusetts, Amherst
Michael Molina, Gilman, Baltimore, MD

C.27 Ethnic Studies: The Spirited Inquiry Needed in Challenging Times

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Sponsored by the NCTE Latinx Caucus

Ethnic Studies—the academic exploration of content from the perspective of marginalized cultures—has been shown to be a hugely impactful addition to literacy curriculum for all students. This panel explores the cultural and educational challenges and opportunities facing students and literacy educators in the present sociopolitical moment, and how ethnic studies content and pedagogy can act as a transformative, liberatory, and profoundly necessary form of spirited inquiry.

Chair: Timothy San Pedro, The Ohio State University, Columbus

Presenters: Cati de los Ríos, University of California, Davis, “‘Pidiendo Posadas’: Exploring Literacies of Refuge in an Ethnic Studies Class”

Michael Dominguez, San Diego State University, CA, “Exploring Transborder Literacy Lives through Multimedia Engagement with Ethnic Studies”

Lauren Leigh Kelly, Rutgers University, “‘I Hope You Take This With You’: Centering the Black Experience in Critical English Education”

Donja Thomas, Gahanna Jefferson Schools, OH, “Cultural and Critical Teaching: Why Black Studies Matter”

Respondent: Ernest Morrell, University of Notre Dame, IN

C.28 Youth-Centered Inquiry in Classrooms and Communities

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Presenter 1 will discuss an action research project with immigrant-origin youth that explored their linguistic and cultural identities. Presenter 2 will describe a study that explored critical inquiry and collaborative play. Presenter 3 will illustrate how the notion of play can be a path toward humanization, cultural relevancy, and transformation.

Presenters: Misty Ferguson, University of Texas at San Antonio

Nora Peterman, University of Missouri, Kansas City
Christina Ponzio, Michigan State University, East Lansing

Carrie Symons, Michigan State University, East Lansing
Rhianna Thomas, University of Missouri, Kansas City
Marisa Thompson, Carlsbad Unified, CA

C.29 Using Historical Fiction in the Classroom for Deeper Inquiry into Who We Were, Are, and Will Be

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Historical fiction offers accessible entry points into learning about our past and illuminating marginalized perspectives that might typically be overlooked. For some students, especially reluctant readers, wrapping the factual details of an era within an engaging tale helps them better understand and retain material. Embracing NCTE's inquiry theme, this panel discussion provides ways teachers can use historical fiction to compare how society once was, how it currently is, and how it can be as students make their way in the world. Historical fiction also offers strong examples of the roles research, dialogue, setting, and character development play in creative writing.

Presenters: Jason Lewis, Tyngsboro Elementary School, MA, "Using Historical Fiction in the Classroom for Deeper Inquiry into Who We Were, Are, and Will Be"

Authors/Illustrators: Lesa Cline-Ransome, Simon & Schuster

Kate Hannigan, Simon & Schuster

Veera Hiranandani, Kokila

Tracy Holczer, Penguin Random House

Anne Nesbet, University of California, Berkeley/
Candlewick Press

C.30 Empowering Students to Speak Up & Question

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All inquiry begins with a conversation. Join us as we share methods to intentionally teach speaking and listening skills that empower students to question one another and share their thinking. This session will showcase academic conversation strategies, such as cafe conversations, Pinwheel, and Socratic smackdowns that will help spark all students' natural curiosity. Participants will leave with the tools in hand to ignite deeper conversations with their students on Monday!

Presenters: Kelly Garcia, Greene County Schools, Snow Hill, NC, "Building Discussion Skills for Inquiry"
Katherine Kearney-Harrell, Greene County Schools, Snow Hill, NC "Building Discussion Skills for Inquiry"

C.31 Enhancing Understanding with Time Travel: Manipulating Time and Space for Richer Reading and Writing Experiences

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This interactive presentation will explore time travel composition projects that employ anachronism (when two people, ideas, or events converge despite being from different time periods). Teachers will present student work samples that demonstrate the use of art, digital literacies, transmediation, and cross-curricular writing that occur as students utilize historical knowledge to create scenarios in which characters and historical figures interact with events across time. By designing situations in which students' thinking must apply a historical figure's characteristics to a new context, students are spurred into inquiry contexts and are encouraged to develop empathy as they explore social justice across contexts.

Presenters: Katherine Barrack, McMurray Middle School, Nashville, TN
Lindsay Roe, Cameron College Prep, Nashville, TN

C.32 Pulverizing Print Paralysis with Nonconventional Mediums and Modalities

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Many writers, young and old, struggle to get words on the page. Nonconventional modes of writing (loose parts play, illustrating, sketchnoting, and infographic creating) can help us scale the barriers that print often creates. In this session, participants will have the opportunity to try nonconventional writing strategies that can become the building blocks for conventional writing down the road! Join us as we share concrete strategies you can use in your writing classroom tomorrow that will move writers from print paralysis to finished "best drafts."

Presenters: Allison Marchetti, Moving Writers, North Chesterfield, VA
Tanny McGregor, West Clermont Schools/Heinemann, Cincinnati, OH
Rebekah O'Dell, St. Michael's School, North Chesterfield, VA
Angela Stockman, WNY Education Associates, NY

C.33 Secondary and Postsecondary Language Arts Curricula That Invite Linguistic Inquiry

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This panel describes ways to promote linguistic inquiry through secondary and post-secondary curricula that critically examine internet memes, that facilitate dialogue between theoretical linguistics and socio-linguistics, and that analyze the hierarchies of culturally forbidden words.

Presenters: Stuart Ching, Loyola Marymount University, Lakewood, CA, “Valuing English Varieties through Modern English Grammar Courses for Secondary and Postsecondary English Teachers”
Courtney Marquez, Loyola Marymount University, Hermosa Beach, CA, “Memes: Multimodal Signs and Identity Formation in a Digital Space”
Angelique Young, Loyola Marymount University, Los Angeles, CA, “The Hierarchy of Forbidden Words: Curious Infelicities in the Speech-Act and Why the Classroom Must Forage through the Forbidden”

C.34 Local Strand: How Digital Tools Can Spark Inquiry through Personalized Learning

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Sponsored by the Virginia Association of Teachers of English

Students are more interested in what they are learning when they have been empowered to speak up and act as our partners in the classroom. Digital tools allow students to not only research topics of interest but also learn in a way that is meaningful and relevant to their lives. In this fast-paced roundtable session, participants will spend twelve minutes with each of these high school students (representatives of #BOWTIE - formerly #bowtieboys) and their teacher to discuss how to begin technology-based student-driven inquiry in their own classrooms through the integration of a plethora of strategies.

Presenters: Jason Augustowski, Riverside High School, Leesburg, VA
Erik Bright, Riverside High School, Leesburg, VA
Finn Patrick Miller Schaefer
Roundtable Leaders: Luke McMeans, Riverside High School, Leesburg, VA, “Activating Student Participation through Engaging Technologies”

Christopher Myslenski, Riverside High School, Leesburg, VA, “Device-Based Inquiry in Economically Disadvantaged Communities”
Sachin Srikar, Riverside High School, Leesburg, VA, “Benefits of Student-driven Online Research”

C.35 From Bold Curiosity to Insightful Poetry

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Strong poetry invites boldness, honesty, care for humanity, and a willingness to ask questions while experimenting with both topic and form. For readers and writers both, poetry swings wide the windows of our minds, igniting wonder while inviting new perspectives and possibilities. Join us as we travel through poetry study, from content to collaboration, from reading to revision. Perhaps bold curiosity is what we most need in this era of paralyzing polarization. Perhaps consensus is born of curiosity, having the empathy to care about all sides of an issue. Perhaps poetry will lead us.

Chair: Amy Ludwig VanDerwater, Boyds Mills Press/Heinemann/Holland

Presenters: Irene Latham, Lerner Publishing Group
Connie Pertuz-Meza, PS 130, Brooklyn, NY
Allan Wolf, Candlewick Press

C.36 Exploring Unfamiliar Territory: Using Teacher Inquiry to Solve Instructional Dilemmas

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What happens when our teaching situations push us into unfamiliar territory? What do we do when our instruction isn't working? Six teachers will share what happened when they stepped out of their comfort zones to address an instructional problem. Participants will reflect on their professional situations and leave with a plan for tackling their own.

Chair: Hattie Maguire, Novi Community Schools, South Lyon, MI

Presenters: Elizabeth Matheny, Frederick High School, MD
Jessica Salfia, Berkeley County Schools, WV
Melissa Tucker, Rock Hill High School, SC
Respondent: Jori Krulder, Paradise High School, CA

C SESSIONS / 1:00–2:15 P.M.

C.37 Rethinking and Revitalizing Peer Review

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We will examine why teachers believe that peer review is a powerful tool and why it so often falls short of our expectations. Speakers will consider elements that influence peer review in the writing process: the perceived and real authority of the writer and the reviewer, the range of roles of teacher and students, the impact of real and virtual classroom space, and the role of reflection in the peer review process. We hope to provoke questions and to disrupt some accepted wisdom but also to provide insight that may revitalize the practice.

Presenters: Phoebe Jackson, William Paterson University, Wayne, NJ, “Peer Review”
Pamela Lieske, Kent State University, OH, “Peer Review”
Christopher Weaver, William Paterson University, Wayne, NJ, “Peer Review”
Ana Wetzl, Kent State University at Trumbull, OH

C.38 But I Don’t Understand: Latinx Authors Talk about the Spanish in Their Books and What It Means for Readers of Different Fluencies

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Five Latinx authors discuss the use of Spanish in their work and how the expectation of translation informs who is centered in their stories. How can educators engage students of all backgrounds with Latinx books in ways that ask what purpose does this understanding and/or lack of understanding serve?

Presenters: David Bowles, University of Texas, Rio Grande Valley
Xelena Gonzalez, Cinco Puntos Press
Latinx in Publishing
Yamile Mendez, Scholastic, Inc.
Isabel Quintero, Harry N. Abrams/Penguin Young Readers/Kokila
Natalia Sylvester, Houghton Mifflin

C.39 Culturally Relevant/Sustaining Pedagogies and Practices

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Presenters will explore the promise of engaging culturally relevant/sustaining pedagogies and practices with ethnically and linguistically diverse students.

Chair and Presenter: Jody Polleck, Hunter College, CUNY
Presenters: Ashley Benda, Dobson High School, Mesa, AZ
Anthony Celaya, Arizona State University, Tempe
Mandy Hall, Dobson High School, Mesa, AZ
Anastazia Neely, Convent of the Sacred Heart, New York, NY
Julie Neff, Dobson High School, Mesa, AZ
Shanita Rapatalo, Pathways to Graduation, The Rapatalo Group LLC, Brooklyn
Shamari Reid, Teachers College, Columbia University, New York, NY
Tashema Spence, Pathways to Graduation, Queens, NY
Donald Tripp, Dobson High School, Mesa, AZ
Jordan Yarwood, Pathways to Graduation, Jamaica, NY
Rebekah Young, Dobson High School, Mesa, AZ

C.40 Exhibitor Session: Transforming Student Achievement through Common Instructional Knowledge, Language, and Tools

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CARROLL (HILTON)

Sponsored by Scholastic, Inc.

Facilitated by national authority on instructional leadership and school effectiveness, Donyall D. Dickey, this dynamic keynote speech will expose participants to a set of high-yield actionable, measurable, and replicable practices that have expeditiously transformed student achievement in urban, suburban, and rural schools/districts from coast to coast. Balanced by theory and practicality, Dickey will delineate processes for aligning daily instruction with the nuanced expectations of the state standards and high-stakes summative assessments necessary to drive and sustain academic achievement in the core content areas.

Presenter: Donyall D. Dickey, Ed.D., CEO of Educational Epiphany, LLC. , Lead Author, Scholastic Literacy

D.02 Literature That Expands the Definition of the Canon
BALLROOM II

This session explores expanding, decolonizing, and disrupting literature while also expanding the view of traditional works in today's context.

Chair: Hitisha Patel, Scotch Plains-Fanwood High School, Edison, NJ

Roundtable Leaders: Nicole Amato, University of Iowa, Iowa City

Arianna Banack, University of Tennessee, Knoxville

Carlin Borsheim-Black, Central Michigan University, Mount Pleasant

Dawn Eijtjes, Brillion Public Schools, WI

Elizabeth Garcia, University of Tennessee, Knoxville

Susan Groenke, University of Tennessee, Knoxville

David Hallman, Calvert Hall College High School, Towson, MD

Petra Lange, Valley High School, West Des Moines, IA

Kate Lechtenberg, University of Iowa, Iowa City

Andres Lopez, San Antonio, TX

Dan Maloney, Calvert Hall College High School, Towson, MD

Nicola Martin, TNTP

Caitlin Metheny, University of Tennessee, Knoxville

Andrew Moore, Notre Dame University of Maryland

Megan Motley, Bozeman High School, ID

Courtney Murfield, Asia Pacific International School, Mandan, ND

Jeff Parsons, Weymouth High School

Sayward Parsons, Newtown High School, Sandy Hook, CT

Anthony Perez, Northside ISD, San Antonio, TX

Robert Petrone, University of Missouri, Columbia

Sarah Rohlfs, Charlotte High School

Sophia Tatiana Sarigianides, Westfield State University, MA

Rob Schebel, Valley High School, West Des Moines, IA

Patrick Sitzler, Michigan State University, East Lansing

Jenna Spiering, University of South Carolina, Columbia

Amanda Thein, University of Iowa, Iowa City

S. R. Toliver, The University of Georgia, Athens

Andrew Warner, Timberland High School, Wentzville, MO

Jennifer Whitley, The University of Georgia, Athens

D.03 Ethical Dimensions of Teaching Digital Literacy
BALLROOM IV

How do we teach students to be responsible, ethical citizens in a digital world? From reading and writing online to social interactions, teachers have responsibilities in teaching the ethical dimensions of digital literacy. This session will provide practical applications across grade levels.

Chairs and Roundtable Leaders: Kristen HawleyTurner, Drew University, Chester, NJ

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

Roundtable Leaders: Sarah Bonner, Heyworth Community Unit School District #4, IL

Aaron Gierhart, Illinois State University and Millikin Elementary, Normal

Renee Hobbs, University of Rhode Island, South Kingstown

Lisa Scherff, Community School of Naples, Fort Myers, FL

Respondent: Antero Garcia, Stanford University, CA

Roundtable Topics and Leaders:

Roundtable 1: "Blurred Lines: Academic Dishonesty in the 21st Century Classroom"

Christopher Clark, Robeson Early College High School, Red Springs, NC

Nathan Hamblin, Twin Valley Community Local Schools, Camden, OH

Roundtable 2: "The Ethics of Composing (Selves)"

Mike Cook, Auburn University, AL

Brandon Sams, Iowa State University, Ames

Roundtable 3: "Navigating Troll Rhetoric and Imagining Inclusive Online Spaces"

Alex Corbitt, Boston College, Brighton, MA

Roundtable 4: "Online with Intention: Promoting Digital Health and Wellness in the Classroom"

Nicole Damico, University of Central Florida, Orlando

Roundtable 5: "Creating Online Communities: Fostering an Understanding of Ethics and Digital Citizenship"

Jade Feliciano, Harrison Central School District, Harrison, NY

Roundtable 6: "Seeing Each Other Ethically Online"

Amelia Gordon, South High School, Washington, DC

Roundtable 7: "Designing for Power, Agency, and Equity: New Tools, Same Problems"

Katie Henry, BirdBrain Technologies, Pittsburgh, PA

Bud Hunt, Clearview Library District, Fort Collins, CO

Roundtable 8: "Digital Identity Matters"

Sara Kajder, The University of Georgia, Athens

D SESSIONS / 2:30–3:45 P.M.

Roundtable 9: “Educator Discussion of Ethics and Equity through Collaborative Annotation”

Remi Kalir, University of Colorado, Denver

Roundtable 10: “The Ethical Mandate for Shaping Digital Footprints: Reflections from Teachers”

Sue Luft, Scarsdale Public Schools, NY

Paul Tomizawa, Edgewood School, Scarsdale, NY

Roundtable 11: “Forefronting Justice and Equity in the Design of Digital Learning Opportunities “

Nicole Mirra, Rutgers University, New Brunswick, NJ

Roundtable 12: “Developing Digital Citizens”

Ian O’Byrne, College of Charleston, SC

Roundtable 13: “Beyond Quotations: Fostering Original Thinking during Research in the Digital Era”

Monica Sheehan, New Canaan High School, Somers, NY

Michelle Walker, Saxe Middle School, Fairfield, CT

Roundtable 14: “Fostering Cosmopolitan Dispositions through Collaborative Classroom Activities: Ethical Digital Engagement of K-12 Learners”

Anna Smith, Illinois State University, Normal

Roundtable 15: “The Ethical Dilemma of Satire in an Era of Fake News and the Brave New World of Social”

Paul Thomas, Furman University, Greenville, SC

Roundtable 16: “Creatures of Habit: Self-Reflexive Practices as an Ethical Pathway to Digital Literacy”

Andrea Zellner, Oakland Schools, Waterford, MI

D.04 Using Miscue Analysis to Engage Preservice Teachers in Spirited Inquiry**304**

In this session, presenters will share how Miscue Analysis Self-Study can be a powerful tool to help preservice teachers examine their own thinking and actions when reading so they can model for their students how to make explicit what counts when they teach reading as a process of making meaning.

Presenters: Mary Fahrenbruck, New Mexico State University, Las Cruces
Koomi Kim, Salisbury University, MD
Maria Perpetua Socorro U. Liwanag, Towson University, MD

D.05 Critical Literacies in Classroom Settings**E****TE****305****LGBTQ****Rainbow**

Presenters in this session will discuss building a critical literacy lens through mock awards and academic talk, the importance of critical literacy to student success, and diversity, social justice, and equity within teacher-selected children’s literature.

Chair: Sharon O’Neal, Texas State University, West Lake Hills

Presenters: Justine Bruyere, Vanderbilt University, Nashville, TN
Catherine Collett, Lynbrook Elementary School, Springfield, VA
Jessica Edwards, Central Connecticut State University
Jennifer Orr, Fort Belvoir Elementary School, Springfield, VA
Emily Pendergrass, Vanderbilt University, Nashville, TN

D.06 Race in Early Childhood Literature and Fostering Discussion**E****306****ELATE**

The participants in this panel will discuss how race has been portrayed in various picture books and how to engage early childhood students in discussion of this important topic. The panelists will include classroom teachers, a teacher educator, and an author.

Chair: Laurel Abell, Stevenson University, Bel Air, MD
Presenters: Lauren Fletcher, University of Louisville, KY
Marla Goins, The Ohio State University, Columbus
Wanda Jagers, Jefferson County Public Schools, IN
Michelle Meadows, Henry Holt/Macmillan
Amy Seely-Flint, University of Louisville, KY
Ronda Taylor Bullock, Durham, NC

D.07 Exploring Race, Ethnicity, and Culture in Youth and Children's Literature

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Rainbow

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This roundtable brings together educators and scholars engaged with bringing race, representation, and cultural to life in engagement with children's and youth literature. With a broad array of topics and grade levels, educators from elementary, middle, and secondary will all find valuable resources and invigorating conversations in this roundtable.

Chair: Lenore Kelner, Lenore Blank Kelner and Company, Silver Spring, MD

Presenters: Quintin Bostic, Georgia State University, Atlanta

Tracy Boswell, Chester County Intermediate Unit, Downingtown, PA

Dion Chavis, The Glad Dad, LLC, Knightdale, NC

Yvette Manns, Atlanta Speech School, Smyrna, GA

Danielle Morris, Teachers College, Columbia University, New York, NY

Kim Parker, Shady Hill School, Boston, MA

Laura Rincon, Teachers College, Columbia University, New York, NY

Deondra Smith, Western Middle School for the Arts, Louisville, KY

Jermecia Trenell, Teachers College, Columbia University, New York, NY

D.08 Interrupting the School-to-Prison Pipeline: Shared Inquiry in ELA Classrooms

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The school-to-prison pipeline is one of the most urgent educational issues of our time. We believe that offering shared inquiry into this crucial issue with our students is one of the most effective ways to help students become less vulnerable to the STOPP itself. To that end, two urban language arts teachers and a teacher educator who also teaches in prison have created a unit that focuses on the school-to-prison pipeline and issues of mass incarceration. In this interactive session, we hope to share some strategies and offer session participants the opportunity to engage in activities and discussion.

Presenters: Deborah Appleman, Carleton College, Northfield, MN

Tanya Hodge, South High School, Minneapolis, MN

Elizabeth Johnson, South High School, Minneapolis, MN

Ernest Morrell, University of Notre Dame, IN

D.09 Trigger Warnings: Perspectives from the Trigger and the Triggered

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Trigger warning proponents emphasize the value of protecting students with trauma histories from unscaffolded exposure to triggering content. Agonists interpret TWs as a threat to academic freedom and artistry. In 2015, Professor Wolfsdorf showed his graduate English education students a video featuring an automobile accident; he did not know that one of his students had recently almost died in a car crash. This presentation will utilize student, Professor, and trauma expert points of view as a means for more comprehensively examining the complexities related to student trauma, aesthetic content, and trigger warnings in the English classroom and beyond.

Presenters: Sarah Herzog, The New School, New York, NY, "Cognitive and Affective Adaptations to Being Triggered in Professor Wolfsdorf's Class"

Theresa West, Cheshire Academy, CT, "Experience of Being Triggered in Professor Wolfsdorf's Class"

Adam Wolfsdorf, New York University, Brooklyn

D SESSIONS / 2:30–3:45 P.M.

D.10 Seeking Success in College First-Year Writing: Confronting Challenges and Providing Opportunities

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Student failure or low performance in a college first-year writing course is a problem that indicates larger problems to come for the student. Any intervention that supports these students must also provide a means of helping them address the underlying reasons for potential failure. This presentation features two student support programs designed to reduce failures in first-year writing and provide new means of growth for students, both within and beyond writing practices.

Presenters: Cheryl Almeda, Kalamazoo Valley Community College, Plainwell, MI
Jonathan Bush, Western Michigan University, Kalamazoo

D.11 Inquiring into Practice: Using Twitter in Teacher Education

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ELATE

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This session explores how teacher educators across multiple institutions use Twitter to foster professional learning communities, extend course content, and personalize teacher learning. Learn from teacher educators who have successfully integrated Twitter into their coursework and bring a mobile device to join us on Twitter throughout the session.

Presenters: Stephanie Affinito, University at Albany, NY
Molly Ness, Fordham University, New York, NY
Susie Rolander, Bank Street College, New York, NY

D.12 Becoming Inquirers: Examining the Uses of Inquiry in Preservice Teacher Education

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As a panel, six teacher educators from six different universities will speak to their experiences using inquiry in preservice teacher education. This presentation invites participants to join in a discussion that highlights the challenges and affordances of inquiry-based teaching.

Presenters: Lori Czop Assaf, Texas State University, San Marcos
Elsa Diego-Medrano, West Texas A&M University, Canyon
Catherine Lammert, University of Iowa, Iowa City
Anna Mendoza, University of Hawai'i at Manoa, Honolulu
Kathleen Riley, West Chester University, PA
Erica Steinitz, The University of Texas at Austin

D.13 Stories of Urban Students Increase Agency and Change the Way We Teach

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In an education system that values test scores and standardization, urban students' interaction with the curriculum doesn't ignite curiosity. Hear how teachers use student writing to help them find their voice, share their stories, and unleash their power to impact the lives of others and their own.

Presenters: Erin Cunningham, Philadelphia School District, PA
Kimberly Lewinski, La Salle University, Philadelphia, PA
Bob Vogel, La Salle University, Philadelphia, PA

D.14 It Comes Full Circle—The Cyclical Role of Teacher and Student in a Reflective Classroom

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From mentor and student-teacher, to peers, and then co-workers, two teachers share their experiences over the past three years as they work to promote a positive environment of inquiry for students, preservice, and seasoned teachers. Through the lens of their own changing relationship and roles, they'll model how to bring the spirit of constructive reflection full circle. Participants will receive resources for curriculum design and assessments that promote analysis and exploration, and learn through hands-on activities and concrete examples of how they too can spark moments of reflection inside the classroom and in the teachers' lounge.

Presenters: Brittany Hobbs, Harris County High School, Hamilton, GA
Tammie Pierce, Columbus State University, Pine Mountain, GA

D.15 Inviting Inquiry on Civil Rights, Equity, and Social Justice in the Classroom

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LGBTQ



The #MeToo movement. The school-to-prison pipeline. Transgender rights. The Dreamers. The Wall. Today, the social and political environments have raised awareness of—and threats to—individuals' civil rights and civil liberties to levels not experienced by this nation in nearly 50 years. Schools are a microcosm of society, and students and teachers are more invested than ever in the question of whether this nation can still achieve equity and social justice. This panel will feature experts in K-12 pedagogy, law, and social justice to help teachers engage in inquiries with their students on topics related to equity and social justice.

Presenters: Robert Kim, Heinemann, Brooklyn, NY, "Law, Civil Rights, and Civil Liberties: An Introduction for Teachers"
Elizabeth Kleinrock, Citizens of the World Charter School Silver Lake, Los Angeles, CA, "Equity in Schools: Bridging the Gap between Pedagogy and Practice"
Cody Miller, P.K. Yonge Developmental Research School, Gainesville, FL, "Using Literature and Text to Explore Sociopolitical Topics with Students"

D.16 Writing from Nepantla: Latinas' Stories of Resistance, Hope, and Love

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Rainbow

Somos Escritoras is a creative space for Latina girls (grades 6–12) that invites them to write and perform stories from their lived experiences using art, theater, and writing as a tool to speak truth and amplify their voices. In this interactive session, we share implications for writing with Latina girls, in- and out-of-school spaces, and considerations for teacher education, specifically of Latina/Chicana preservice teachers. We provide titles of texts used to inspire writing, examination, and critique, as well as examples of girls writing and art. In addition, we provide handouts with resources for supporting the literacies of Latina girls.

Presenters: Nathaly Batista-Morales, The University of Texas at Austin

Maya Ellison, The University of Texas at Austin
Cori Salmerón, The University of Texas at Austin
Iris Treinies, The University of Texas at Austin

Respondent: Tracey Flores, The University of Texas at Austin

D.17 Self-Acceptance and Identity Education: Using Literature to Help Teens Explore Identity

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LGBTQ

A presentation for educators about gender and sexual identity in the classroom and how exploration of identity through literature fosters academic and personal growth for students. Expert authors will discuss current literature and research on gender and sexual identity and how the topic impacts students in the classroom.

Author/Illustrator: Kathryn Gonzales, Magination Press, Books for Kids from the American Psychological Association

Presenters: Todd Krueger, Magination Press, Books for Kids from the American Psychological Association
Karen Rayne, Magination Press, Books for Kids from the American Psychological Association

D SESSIONS / 2:30–3:45 P.M.

D.18 Safe Spaces and Inclusive Language for LGBTQIA* Youth

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LGBTQ

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This panel will present the findings of several distinct graduate research projects, where four secondary education teachers explore a variety of safe spaces and inclusive language for LGBTQIA* youth within the context of young adult literature. In collaboration with each other, these panelists work with the goal of proposing further developments in the creation and acquisition of texts and resources that provide both metaphorical and literal safe spaces for LGBTQIA* youth.

Presenters: Rachel Lyn Atkins, Livingston High School, NJ

Jenna Burke, Roxbury High School, NJ

Caitlin Mannion, Montgomery Upper Middle School, NJ

Samantha Miller, WR Satz Intermediate School, NJ

D.19 Asset-Based Writing Instruction for Emergent Bilinguals

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NWP

NATIONAL WRITING PROJECT

This presentation focuses on three teachers' inquiries into using asset-based approaches to teaching writing to emergent bilingual students in a K-3 school. Presenters will share their inquiries into asset-based practices including code-meshing, inviting students' cultures and funds of knowledge into the writing process, leveraging students' oral languages for supporting writing, and using mentor texts. They will also share examples of students' writing.

Presenters: Nora Flanzraich, Baltimore County Public Schools, MD

Pamela Hickey, Towson University, MD

Mary Jefferson, Baltimore County Public Schools, MD

Vicki McQuitty, Towson University, MD

Natalie Sikorsky, Baltimore County Public Schools, MD

D.20 #WhatICarry

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The first Literacy Through Photography program (LTP) for bereaved youth was piloted by a collaboration between Duke University's Center for Documentary Studies and Scholastic Art & Writing Awards with funding from The New York Life Foundation. Youth (9–12 yrs.) and counselors (15–17 yrs.) were introduced to the essentials of reading and making photographs during a week-long summer camp. Participants will experience LTP activities and the campers' work—the ABCs of Healing, a collaborative effort that encompassed personal and universal elements of grief and healing, and #WhatICarry using Bauer's *Almost Home* to tell the story of their own resilience and hope.

Presenters: Joan Bauer, Viking/Penguin Random House

Donna Gaffney, independent consultant

Katie Hyde, Duke University, Durham, NC

Tendo Mutanda, Scholastic Art & Writing Awards

D.21 Uncovering Your Teaching Quest: Finding Your Most Important Question through Problems, Epiphanies, and Voices

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Who are the voices in your head? What classroom problems drive you to others for comfort or assistance? What epiphanies do you carry with you? Four writing teachers and authors share the stories of their thinking about teaching and help you track your own most important teaching questions by exploring the texts and conversations that inform your developing belief systems about teaching.

Chair: Jim Burke, Burlingame High School, San Francisco, CA, "Finding Your Most Important Question"

Presenters: Gretchen Bernabei, Advanced Learning Academy, San Antonio, TX, "Tracking the Movement of Our Teaching Philosophies"

Corbett Harrison, "Voices Shape Your Teaching?"

Amy Ludwig Van Derwater, Boyds Mills Press, Heinemann

Respondent: Thomas Newkirk, University of New Hampshire, Durham

D.22 Nurturing and Sustaining Critical Educators: A Mentoring and Network Session

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LGBTQ
Rainbow

Sponsored by the NCTE Latinx Caucus, Black Caucus, GSEA Assembly

Are you a classroom teacher facing challenges in living your social justice commitments in the classroom? Join us for a facilitated mentoring dialogue between critically inclined K-12 educators and teacher-educators working with the Rainbow Strand! Participating K-12 educators will receive mentorship and guidance on how to make their pedagogy and curriculum more culturally sustaining and responsive. With mentors covering all grade levels, all those interested in critical pedagogy and justice issues in education are welcome.

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

Roundtable Leaders: Steven Alvarez, St. John's University, Jackson Heights, NY
Cati de los Ríos, University of California, Davis
Victor Del Hierro, University of Texas, El Paso
Sarah Donovan, Oklahoma State University, Stillwater
Joel Garza, Greenhill School, Addison, TX
Margarita Gomez Zisselsberger, Loyola University of Maryland
Laura Gonzales, University of Texas, El Paso
Grace Player, University of Connecticut, Storrs

D.23 The (True) Stories We Choose to Tell: How Spirited Inquiry Uncovers History That's Been Left Off the Books

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NWP
NATIONAL WRITING PROJECT
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In the last few years, many “hidden figures” from history, science, and art have been uncovered, giving young readers a fuller sense of the people and events that have shaped our world. In this panel, six acclaimed nonfiction children's authors will discuss stories that have previously been overlooked, and take a deep dive into the inquiry required to uncover multiple perspectives on human history. Educators will hear how each author chose and researched their subjects, and will leave with recommendations for updating their

nonfiction titles, as well as innovative research and narrative writing strategies that will help elevate students' writing.

Presenters: Sarah Albee, What on Earth Books
Tracey Baptiste, Algonquin Young Readers/The Brown Bookshelf
Winifred Conkling, Algonquin Young Readers
Olugbemisola Rhuday-Perkovich, The Brown Bookshelf
Traci Sorell, Charlesbridge
Don Tate, Peachtree/The Brown Bookshelf

D.24 Critical Inquiry: Race, Whiteness, and Teaching English Language Arts

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This session addresses a current need to support teachers in facilitating teaching and learning about whiteness and white supremacy in the English language arts classroom. Participants will engage in various forms of critical self-reflection to open spaces in their classrooms for critical conversations that situate students in humanizing ways.

Presenters: Noah Asher Golden, Chapman University, Orange, CA
Kahdeidra Martin, The Graduate Center, CUNY
Melissa Schieble, Hunter College, CUNY
Amy Vetter, University of North Carolina, Greensboro

D.25 Inquiry in the Outdoors: Place-Based Writing as an Avenue for Authentic Research

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Tired of the traditional research paper? Looking for ways to help students write authentically about the things that matter to them? Place-based writing is one solution. The teachers in this session will present activities they have used to help students research real places in their own communities. This session explores ways of getting students out of the classroom and conducting authentic research about the world beyond school. Participants will learn about the benefits of place-based research and writing and the approaches for facilitating it. They will also have the chance to explore place-based research and writing opportunities in their own communities.

Presenters: Robert Montgomery, Kennesaw State University, GA
Amanda Montgomery, Park Street Elementary School, Marietta, GA

D.27 (Re)Imagining English Education and Language and Literacy through Critical Wonder

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This panel wonders alongside scholars such as Christina Sharpe to address antiblackness and ableism in contemporary educational practices. Engaging interdisciplinarily with wonder, this panel works across and between fields to demonstrate the potentials of critically wondering and the ways these words are not at odds with one another. This critical wonder takes shape through practices of seeking narratives of plus-sized Black girls in children's literature, reframing literacy for Black women in the academic space, and practicing care-full reading methods.

Presenters: Lamar Johnson, Michigan State University, East Lansing
 Marlisha Marcellin, Michigan State University, East Lansing
 Kaelyn Muiru, Michigan State University, East Lansing
 Jessica Stokes, Michigan State University, East Lansing

D.28 Content Area Literacies and Beyond

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This session features research that addresses preservice teachers' pedagogical content knowledge, preparation to teach writing, and conceptions of social justice and injustice.

Chair: Kat Shepherd, Macmillan/Imprint and Bonnier/ Yellow Jacket, Minneapolis, MN
Presenters: Christina Camillo, Salisbury University, MD
 Deani Thomas, Ames Schools/Iowa State University

D.29 Love and Wonder: The Power of Critical Reflection and Student Leadership to Promote Spirited Inquiry

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This session explores how three educators reimagined high school curricula and schoolwide practices to include reflection and student-led restorative practices. Participants will engage in a panel discussion to learn how to incorporate student-led writing meditation, advisory and content circles, and meta-reflections to strengthen students' lasting passion for spirited inquiry. Participants will leave with classroom tools, school-wide materials, and, most importantly, a heightened sense of wonder.

Presenters: Christina Hiras, Landmark High School, New York, NY
 Neha Sobti, Landmark High School, New York, NY
 Mijin Yeom, Teachers College, Columbia University, New York, NY

D.30 The Reading Notebook: A Place to Hold and Honor Our Thinking

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Readers think invisible thoughts as they read. A blank notebook page can be a landing spot for these thoughts. On this interactive panel, presenters will share the benefits of using Reading Notebooks and practical tips for helping students decide for themselves how to make their thoughts visible. Participants will listen to author Lulu Delacre, read aloud from his work and be invited to make their own reading notebook page. Participants will leave with an electronic bank of resources as a support for incorporating Reading Notebooks into reading workshop.

Presenters: Katlyn Bennett, Arlington Public Schools, VA
 Katie Clements, Teachers College Reading and Writing Project, New York, NY
 Lulu Delacre, HarperCollins
 Sally Donnelly, Arlington Public Schools, VA
 John Re, Arlington Public Schools, VA

D.31 Teaching Emergent Bilinguals? It May Be Time to Turn Around Your Literacy Practices

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This panel is for practitioners who would like to dig deeper into ways to meet the needs of all students, especially those who are learning English. By focusing on “turn-around pedagogies,” the panelists will share classroom vignettes, classroom practices, and instructional resources to support literacy practices of emergent bilingual students.

Presenters: Lane Clarke, University of New England, Biddeford, ME
Grace Enriquez, Lesley University, Newton, MA
Camille Garcia, Boston Public Schools, MA
Gilberto Lara, The University of Texas, San Antonio
Rebecca Reynolds, Biddeford School District, Saco, ME
Amanda Wager, Vancouver Island University, Nanaimo, BC

D.32 The Spirit of the 1960s: Inquiry into the Power of the Past through Documentary Novels and Response

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The 1960s was a tumultuous decade in our nation’s history, marked by the Civil Rights movement, Vietnam War, political assassinations, and the emerging generation gap. Through the trilogy of documentary novels written by award-winning author Deborah Wiles, readers can learn about this turbulent time in history. Story narrative, photographs, news reports, essays, presidential campaign slogans, song lyrics, and other primary sources contained in Wiles’s novels will certainly pique readers’ interest and prompt spirited inquiry. Additional books focused on this time period, instructional strategies, and literature responses to enhance understanding of this time period will be shared.

Presenters: Cyndi Giorgis, Arizona State University, Scottsdale
Marie LeJeune, Western Oregon University, Monmouth
Deborah Wiles, Scholastic, New York, NY

D.33 Meeting Hate with Humanity: Teaching about the Holocaust

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In this interactive session, teachers will examine how featuring the experiences of Holocaust survivors and victims, and their communal response to Nazi actions, helps students gain a more complex understanding of the Holocaust. Teachers will examine how multiple perspectives contribute to students’ ability to make personal connections to the content and move from judgment toward empathy. Teachers will participate in an artifact-based activity and engage with primary sources such as letters, memoirs, and diaries. Best practices for Holocaust education will be discussed.

Presenters: Rebecca Honts, Museum of Jewish Heritage, A Living Memorial to the Holocaust, New York, NY

D.34 Bridging Fiction and Contemporary Topics through YA Literature

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One way to encourage students to be critical consumers of texts is through the use of high-quality young adult literature about contemporary topics. In this session, presenters will delineate research-based reasons for engaging students with YA literature. Then they will introduce a set of practical teaching units—ideas, activities, text sets, and strategies—around three YA texts—*Refugee*, *The Hate U Give*, and *Challenger Deep*—that engage middle and high school students in important contemporary conversations, as depicted through online, multimedia CNN Special Reports. Attendees will be provided with detailed handouts describing the units and resources.

Presenters: Anna Bourjaily, University of Notre Dame, IN

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

Respondent: Steven Bickmore, University of Nevada, Las Vegas

D SESSIONS / 2:30–3:45 P.M.

D.35 **Secrets in Storytelling: Calling Out Young Adult Secrets in the Real World**
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Keeping secrets twists the tension in young adult novels. But secrets can't guide real life. What would your teens do if they disagree with character choices? How would they speak up as the character? Using books as mentors and inquiry-based activities, teens can investigate secrets in YA and feel empowered to talk about social and emotional issues in the real world.

Presenters: K.B. Anne/Kim Briggs, Gripping Tales
 Alison Myers, Highlights Foundation
 Padma Venkatraman, Penguin/Random House
 Alexandra Villasante, Penguin/Random House

D.36 **Moving a School toward Social Justice through Deep Explorations of Picture Books**
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Rainbow **346**

We are a team of educators from an award-winning urban public school, grades pre-K through 3. We present our inquiry into social justice pedagogy through picture books. Participants will come away with both the challenge and possibilities of achieving social justice pedagogy through picture books for the children and communities they serve.

Presenters: Esther Eng, P.S. 244Q, Flushing, NY
 Tu Harris, P.S. 244Q, Flushing, NY
 Ted Kesler, Queens College, CUNY
 Meredith Mills, P.S. 244Q, Flushing, NY
 Meaghan Reilly, P.S. 244Q, Flushing, NY

D.37 **Who We Are Is How We Teach: Jewish Women Instructors Teaching toward Equity in the English Classroom**
G
347

Sponsored by the NCTE Jewish Caucus

This panel, sponsored by the NCTE Jewish Caucus, explores the experiences of White Jewish women educators in traditional and online classrooms and considers how identity and positionality influence curriculum and teacher-student rapport, particularly with regards to equitable education initiatives.

Presenters: Sarah Felber, University of Maryland University College, Ellicott City, "Revealing or Concealing Teacher Identity in Online Learning"
 Mara Lee Grayson, California State University, Dominguez Hills, Seal Beach
 Rebecca Rivera, Holy Innocents' Episcopal School, Atlanta, GA, "Engaging Empathy: Lessons and Resources to Build a Transformative Social Justice Curriculum"

D.38 **Anchor, Window, Mentor, Mirror: Exploring Teacher- and Student-Directed Use of Text in the Secondary ELA Classroom**
M
S
TE **348**

In this panel discussion, we will present a series of brief, "pecha kucha" talks about text sets that serve to challenge deficit mindsets and advocate for students of difference. We will describe our process of inquiry into the many metaphors that describe teachers' and students' relationships to text, and we will share the challenges, opportunities, and implications we draw from teaching with 21st-century, real-world texts.

Presenters: Darry Baker, University of Tennessee, Chattanooga
 Sara Baluch, University of Tennessee, Chattanooga
 Kara Cox, University of Tennessee, Chattanooga
 Jennifer Lubke, University of Tennessee, Chattanooga
 Sydney McCullough, University of Tennessee, Chattanooga
 Veronica Sachse, University of Tennessee, Chattanooga

D.39 Using Picture Books to Discuss Critical Social Issues

E
M

349

In classrooms, reading and responding to literature has been identified as a powerful method for dealing with difficult topics. The purpose of this panel presentation is to provide an understanding of how to use picture books that address relevant social issues and how these picture books can facilitate conversations about topics such as bullying and discrimination, particularly relating to immigration, disabilities, gender, sexuality, and cultural identification.

Presenters: Ashley A. Atkinson, North Carolina State University, Raleigh
Kaitlynn Cipully, North Carolina State University, Raleigh
Donna Hawkins, North Carolina State University/
Johnston County Public Schools
Alix Howard, North Carolina State University, Raleigh
Jill Jones, North Carolina State University, Raleigh
Maura Murphy, North Carolina State University, Raleigh
Justin Richards, North Carolina State University/Wake
County Public Schools
Rachel Skrlac Lo, Villanova University, PA
Nermin Vehabovic, North Carolina State University,
Raleigh
Angela Wiseman, North Carolina State University,
Raleigh

D.40 Rigorous Whimsy: Using the Power of Play to Unleash Inquiry and Inspire Creative Writing

G
TE

350



Our earliest learning experiences are rooted in play. Through play, we explore and make sense of our world, build relationships, develop new skills, and take risks. In this session, a panel of educators and authors with backgrounds in theater, dance, and design will explore how play can be used to unlock new possibilities and deeper creativity on the written page and beyond. From improv exercises to doodle prompts, we'll offer literacy-rich activities that encourage self-expression, build stamina, and ignite the imagination. Come prepared to create!

Chair: Rebecca Caprara, Lerner Publishing Group
Presenters: Melanie Conklin, Disney/Hyperion/Penguin
Dan Ryder, Success & Innovation Center/Mt. Blue
Campus, Farmington, ME
Booki Vivat, HarperCollins

D.41 Exhibitor Session: Barnes & Noble Presents Reading Engagement through Literacy Innovation

G

CARROLL (HILTON)

Sponsored by Sterling Publishing

Participants will learn through an interactive presentation how to incorporate project-based learning in classrooms through Story Design, an integration of literacy and STEM. It is aligned with the Common Core Curriculum and takes students deeper into stories with hands-on problem-solving activities that can turn a simple story into a memorable one and a reader into an engineer.

Presenters: Tracy Vidakovich, Sterling Publishing
Patrick Thornton, Vice President, Business
Development, Regional Business Manager, Barnes &
Noble

THURSDAY GENERAL SESSION

4:00–5:30 P.M.

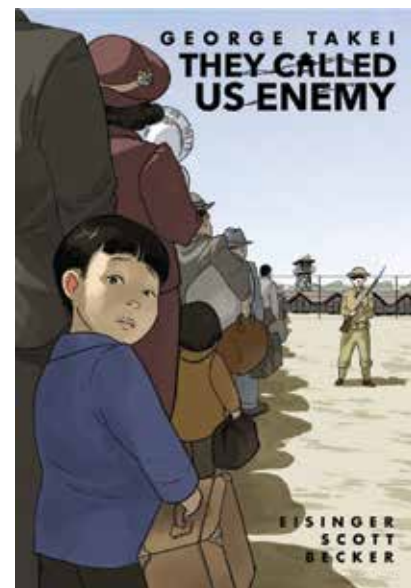
GEORGE TAKEI

HALL C/ D

With an acting career spanning six decades, **George Takei** is known around the world for his founding role in the acclaimed television series *Star Trek*, in which he played Hikaru Sulu, helmsman of the starship *Enterprise*. But Takei's story goes where few stories have gone before. From a childhood spent with his family wrongfully imprisoned in Japanese American internment camps during World War II, to becoming one of the country's leading figures for social justice, Takei remains a powerful voice on issues ranging from politics to pop culture, and has been ranked the #1 most influential person on Facebook. He now co-stars in the 10-part AMC miniseries *The Terror: Infamy*, and his new graphic memoir, *They Called Us Enemy*, with co-writers Justin Eisinger & Steven Scott and artist Harmony Becker, is a *New York Times* bestseller.

George Takei's appearance at NCTE 2019 is presented by IDW Publishing.

A book signing will follow the session.



Sponsored by



Education

SECTION GET-TOGETHERS

5:45–7:15 P.M.

ELEMENTARY SECTION GET-TOGETHER

BALLROOM IV

Meet NCTE’s elected leaders who represent the Elementary Section, network with educators from across the country, and snack on hors d’oeuvres. Speakers will include **Vivian Vasquez**, winner of the 2019 Outstanding Elementary Educator Award.

Presiding: Roberta Price-Gardner, Kennesaw State University, GA

Speaker: Vivian Vasquez, American University, Washington, DC

Donald H. Graves Award for Excellence in the Teaching of Writing

Recipient: Tiana Silvas, PS 59, New York, NY

Language Arts Distinguished Article Award

Recipient: Paul Hartman, Illinois State University, Normal, “A Queer Approach to Addressing Gender and Sexuality through Literature Discussions with Second Graders” (November 2018)

Outstanding Elementary Educator Award

Recipient: Vivian Vasquez, American University, Washington, DC



MIDDLE LEVEL MEET-UP

BALLROOM II

Kick off your convention experience with this gathering of middle level attendees. There will be food, friends, and the chance to meet Section leaders, as well as a keynote from educator Torrey Maldonado.

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

Speaker: Torrey Maldonado

A book signing will follow the session.



SECONDARY SECTION GET-TOGETHER

BALLROOM I & III

Gather with hundreds of other secondary teachers to kick off the Convention in this opening session that features a welcoming community, refreshments, and a keynote address from **Ebony Elizabeth Thomas**, NCTE member and author of *The Dark Fantastic: Race and the Imagination from Harry Potter to the Hunger Games*.

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

Speaker: Ebony Elizabeth Thomas, University of Pennsylvania’s Graduate School of Education

A book signing will follow the session.

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